TEAM 2010:
TIME FOR RENEWAL
A comprehensive self-study at Centralia College
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A TIME FOR RENEWAL

A comprehensive self-study at Centralia College

Prepared for the Northwest Commission on Colleges and Universities

Followed by the Evaluation Committee visit October 20-22, 2010

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# SELF-STUDY AT CENTRALIA COLLEGE

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GLOSSARY

ANGEL: ANGEL Learning Management Suite (online course platform)

ARF: Assessment Record Form

ASCC: Associated Students of Centralia College (student government)

BOP: Bunch of People (ad hoc committee for staff training)

BPR: Board-President Relationship, part of the Policy of the Board of Trustees

BRP: Budget Review and Planning Committee

CC 101: One-credit orientation course for new students

CCEast: Centralia College East (center in Morton, East Lewis County)

CCFT: Centralia College Federation of Teachers (AFT-affiliated union)

END(s): Statements created by the Board of Trustees as goals for the college

EL(s): Executive Limitations: Statements created by the Board of Trustees as limits on the executive powers of the president

EMT: Executive Management Team (advisory to the president)

FOM: Facilities, Operations and Maintenance

GP(s): Governance Policies: Statements created by the Board of Trustees

IE: Institutional Effectiveness Committee

IT: Information Technology Department

SAAT: Student Activities Admissions Team

SBCTC: State Board for Community and Technical Colleges

SLIC: Student Life & Involvement Center (student programs)

Team 2010: Cross-college approach to self-study for this report

TRIO: Three federally funded programs for underserved populations, including Educational Talent Search, Student Support Services, and Upward Bound

WAOL: Washington Online (SBCTC-sponsored consortium for online courses)
During spring quarter 2008, a preplanning team led by the vice president of Instruction attended the NWCCU annual meeting as a first step in formulating an approach to the college’s upcoming self-study. A presentation to the president’s Executive Management Team outlined a two-year process emphasizing two core values: open-ended inquiry and collaboration.

The self-study chair, working with the vice president of Instruction, who serves as the college’s accreditation liaison, and the 2000 self-study chair, invited a cross-section of staff and faculty to serve as the Accreditation Steering Committee (ASC) which, in turn, would invite others to serve as the Standard Chairs. All those who agreed to serve received presidential appointments.

The chair met individually with the Standard Chairs to discuss the overall process, timeline, and selection of co-chairs. By this means, the core members of Team 2010 were all in place prior to the fall 2008 kick-off of the “Year of Inquiry.”

Several members of the NWCCU staff were invited to assist the college community in understanding the task before them. Dr. Ron Baker was the keynote speaker for the Kick-Off Day, and Dr. Al Johnson met with the Steering Committee and the Standard Chairs. Both helped clarify the structure and significance of the work ahead.

The Steering Committee began biweekly meetings to visualize each phase of the process and provide facilitation and support for the Standards Teams. During the 2008-2009 academic year, quarterly All Chairs meetings were held to discuss progress and challenges of the research phase. Additionally, the ASC hosted quarterly Open Forums for the college community to keep it apprised of the process and address questions.

The first milestone was achieved in June 2009 when all the teams provided Progress Reports to the ASC for review and feedback. At the following fall Kick-Off Day, the college community received an update and orientation to the “Year of Understanding.” Attention turned to analyzing the evidence gathered. The Standards Teams were then provided with a report template and timeline for drafting their reports.

In recognition of the immense self-study effort underway during a time of diminishing resources and increasing demands, the theme “Time for Renewal” was adopted. The October 2009 All-Staff Day embraced this theme with breakout sessions for staff and faculty on a variety of stress-reduction and wellness topics.

During this time, the ASC chair met weekly with the vice president of Instruction and biweekly with the college president. The college community received regular updates from the vice presidents and the president at their quarterly meetings. The ASC began weekly meetings for the review of drafts in order to provide feedback for the revision process.
Ultimately, each team had many choices to make through the two-year process. They formed their own teams, formulated their own approaches to the inquiry, divided up their workloads, and scheduled their own meetings. Some had turnover in leadership and changed directions during their process. Some of the teams bogged down and were unable to resolve multiple points of view or bring their reports to conclusion. The ASC, with the full support of the college’s president and vice presidents, worked to facilitate a resolution in each case.

To celebrate the conclusion of the self-study, the college’s Leadership Applications Group hosted its “Take a Breather” reception at which the college president thanked everyone for their effort and commended the Steering Committee for its oversight of the process.

As the Standard Teams completed their input, the report editor worked with the ASC chair to combine the research into one comprehensive report. As reports were completed, they were posted to the college’s Insider for college-wide review and comment.

During summer 2010, the final report took shape and was turned over to the college’s graphic designer to prepare it for printing. The ASC turned its attention to the gathering and logging of evidence and hosting the evaluation team during its October visit.

For various perspectives on the overall process, see the divider pages for each standard as well as the Message from the Steering Committee and the Message from the President.
ACCREDITATION AS AN OPPORTUNITY

During the 2008 All Staff Day, the college community participated in breakout sessions to examine and discuss the nine standards. Part of that day’s activities included a brainstorming that focused on how to view the accreditation self-study process as an opportunity. This word cloud represents the dominant concepts expressed, with the largest words being most often contributed.
MESSAGE FROM THE STEERING COMMITTEE

It was with open minds, determination, and some trepidation that we each made a commitment to the two-year self-study process back in spring 2008. We began with a belief in the college, its mission and goals, and each other as respected colleagues. We began with a general understanding of the process by which our institutions of higher education self-monitor and uphold high standards. We began with a willingness to do the hard work that lay ahead.

What we could not know at the time was the life-altering experience we were embarking upon. Our first task as a group was to identify and invite others to become key members of our team, soon dubbed Team 2010, which we hoped would represent all aspects of the college as well as all job classifications. As we suggested and considered various individuals, we envisioned the collaborative effort as an ever-widening web rather than a hierarchy so common to organizations such as ours.

The Steering Committee saw its primary task as that of facilitation, which left lots of choices to the chairs and their teams. Much like the education process itself, we were all undertaking a journey of discovery. As with students who just want to know “what the teacher wants” our teams became frustrated when the path ahead was not clear. We, too, were learning by doing, so attempted to lead the way and shine a light whenever we could.

When it came time to envision the report itself, one of our Steering Committee members made this observation: Accreditation is not a test; it’s a portfolio that demonstrates learning! No easy answers. Nothing to memorize . . . two years later, this is what we know.

We learned to listen.
We learned to trust the process.
We learned that the college’s administration trusted the process.
We learned to appreciate each area’s and individual’s contribution.
We learned to step up when the work was challenging.
We learned to manage the stress.
We learned to share the work.
We learned to trust each other.
We learned to see change in action.

Bottom line: We learned how many people really care about the quality, the reputation, and the integrity of Centralia College.

P.S. What we could not know in 2008 was how much we would learn about ourselves.
MESSAGE FROM THE PRESIDENT

The dawn of the 21st century brought significant changes to Centralia College, the state’s oldest continuously operating community college. The Board of Trustees adopted the Carver Model of Policy Governance to lead the college. The NWCCU issued the college’s 10-year accreditation report with a request for more emphasis on assessment. And, the college hired a new president. The last decade has seen significant effort in making each of these changes successful.

In 2002 when I was hired as president of Centralia College, the college community as a whole began a process of visioning and strategic planning that has served us well over the decade. We adopted a vision statement that has driven many of our major decisions: “Centralia College will be recognized as the best community college in the state of Washington, a driving force in the local economy, and the intellectual heart and cultural soul of the community.” To be the best means that we dedicate ourselves to our mission of “improving people’s lives through lifelong learning” while embracing our core values of “respecting the worth and dignity of the individual, acknowledging the unique contributions of each individual, and collaboratively meeting the changing needs of our community.”

Our 10-year strategic plan was modeled around the nine accreditation standards. Institutional initiatives were developed for each standard and objectives agreed to under each initiative. Programmatic assessments informed the decisions to create institutional objectives. Over time objectives have been completed, changed, and new ones added. A litany of accomplishments is included in this report and lends credence to the premise that we do what we say we are going to do, and that we are moving in the direction we set for ourselves.

This college is about its people. The faculty, staff, and students define Centralia College. We have assembled one of the best faculties in the state. Their dedication to comprehensive assessment and continuous improvement is evidenced in the stellar performance of our students as they transfer to four-year institutions or move into the world of work. They are assisted by a dedicated staff that makes a quality educational experience for the students and a supportive work environment for the faculty their top priority.

As president of Centralia College, it has been my privilege to serve the dedicated women and men who make this college great. The last several years have been difficult ones as the budget has been cut and more effort has been required of fewer employees. Through it all we have stuck to one overall guiding principle and that is to take care of our people. Consequently, we have not laid off anyone for budgetary reasons in the last two and a half years. We have taken advantage of retirements and those taking jobs elsewhere by not refilling positions and reallocating duties. We have worked together to reduce budgets while maintaining our institutional priorities.

During these darkest budget hours, we are again visioning for a brighter future. I have asked every administrative unit to once more look 10 years into the future and think about what we want to look like as our budget begins to rebuild. What will the new generation of students need for their careers and how will they learn? What will the campus need to look like to attract these students? What do we need for ourselves to work smarter and more efficiently? As we continue to assess where we are and where we want to be, we will continue to move forward. We will do this together as the faculty, staff and students of Centralia College.
EXECUTIVE SUMMARY

The receipt of the 2000 self-study report from the NWCCU guided Centralia College’s further development. In the years following the report, the college addressed the recommendations to:

- Adopt broad institutional goals consistent with its mission and resources.
- Incorporate outcomes assessment and analysis that lead to improvements in teaching and learning.
- Add the necessary related instruction components to certain degree and certificate programs.

Substantial progress was made in all of these areas as shown by the college’s Focused Interim Report and confirmed by the commission’s campus visit in 2003.

The college’s formal adoption of the Policy Governance model in 2001 codified its mission and goals while establishing a continuous cycle of institutional assessment. Through annual Monitoring Reports to the Board of Trustees, the college demonstrates its compliance. In regard to outcomes assessment, the college’s Assessment Committee formalized processes for program and curriculum review as well as ongoing course-based assessment. This faculty-centered group, under the direction of the vice president of Instruction, provided direction, training, and mentoring to the faculty in these processes. As for related instruction, the college immediately addressed the deficits indicated by the report and implemented a more thorough review of new degrees and certificates that ensures such requirements are not overlooked.

During the 2008-2010 accreditation cycle, the college has undergone a comprehensive college-wide self-study resulting in this report which highlights not only the institution’s strengths but also its challenges and implications for improvement. In many cases action plans are already underway to address the challenges.

Certainly one of the overarching outcomes of this process has been increased engagement with and understanding of how the college serves its community and its students by individuals in all areas of the college and all job classifications. The ensuing conversations have served to forge new alliances and strengthen the college community as a whole.
ELIGIBILITY REQUIREMENTS

Upon conclusion of a comprehensive two-year self-study, Centralia College submits this report which affirms its compliance with all the standards and policies set forth by the Northwest Commission of Colleges and Universities. It further supports through its analysis of evidence that the following eligibility requirements for the reaffirmation of accreditation by the commission have been met.

1. AUTHORITY
   The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or controlling board as required by the jurisdiction or state in which it operates. (Standard Six – Governance and Administration; Standard 6.A – Governance System; Standard Indicator 6.A.1)

2. MISSION AND GOALS
   The institution’s mission is clearly defined and adopted by its governing board(s) consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education. The institution’s purpose is to serve the educational interests of its students and its principal programs lead to formal degrees. It devotes all, or substantially all, of its gross income to support its educational mission and goals. (Standard One – Institutional Mission and Goals, Planning and Effectiveness)

3. INSTITUTIONAL INTEGRITY
   The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves, as determined by its chartered purposes and accredited status. (Standard Nine – Institutional Integrity)

4. GOVERNING BOARD
   The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution’s mission is being achieved. The governing board has at least five voting members, a majority of whom have no contractual, employment, or personal financial interest in the institution. (Standard Six – Governance and Administration; Standard 6.B – Governing Board)

5. CHIEF EXECUTIVE OFFICER
   The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. In the instance of multiple-unit institutions, the governing board may delegate to its chief executive officer the authority to appoint the executive officer of an operationally separate institution. Neither the chief executive officer nor an executive officer may serve as the chair of the institution’s governing board. (Standard Six – Governance and Administration; Standard 6.C – Leadership and Management; Commission Policy B-7 Evaluation and Accreditation of Multi-Unit Institutions)

6. ADMINISTRATION
   The institution provides the administrative and support services necessary to achieve its mission and meet its goals. (Standard Six – Governance and Administration; Standard 6.C – Leadership and Management)

7. FACULTY
   The institution employs a core of full-time, professionally qualified faculty. The faculty is adequate in number and qualifications to meet its obligations toward achievement of the institution’s mission and goals. Faculty are involved in the formulation of institutional policy and
Faculty workloads reflect the mission and goals of the institution and the talents and competencies of faculty while allowing sufficient time and support for professional growth and renewal. (Standard Four – Faculty; Commission Policy 4.1 Faculty Evaluation)

8. EDUCATIONAL PROGRAM
The institution offers one or more educational programs leading to the associate degree or higher that are congruent with its mission; are based on a recognized field(s) of study; are of sufficient content and length; are effective in the use of library and information resources; and are conducted at levels of quality and rigor appropriate to the degree(s) offered. It provides a locus or environment in which the learning experience is enriched through faculty and student interaction. If the range of program(s) is so highly specialized that its professional or vocational specialty defines the institution’s identity, it must demonstrate that it has candidacy or accreditation status from a specialized or national accrediting body which is recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. (Standard Two – Educational Program and Its Effectiveness)

9. GENERAL EDUCATION AND RELATED INSTRUCTION
The institution’s baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted, require at least six semester or nine quarter credits of related instruction or the equivalent. Bachelor and graduate degree programs also require a planned program of major specialization or concentration. (Standard Two – Educational Program and Its Effectiveness; Commission Policy 2.1 General Education/Related Instruction Requirements)

10. LIBRARY AND LEARNING RESOURCES
The institution provides library resources, technology and services for students and faculty appropriate for its mission and for all of its educational programs wherever located and however delivered. (Standard Five – Library and Information Resources)

11. ACADEMIC FREEDOM
The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard Four – Faculty; Commission Policy A-8 Principles and Practices Regarding Institutional Mission and Goals, Policies and Administration, c.(2))

12. STUDENT ACHIEVEMENT
The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs of 30 semester or 45 quarter credits or more. Through regular and systematic assessment, it demonstrates that students who complete their programs, no matter where or how they are offered, will achieve these outcomes. (Standard Two – Educational Program and Its Effectiveness; Standard 2.B – Educational Program Planning and Assessment; Commission Policy 2.2 Educational Assessment)
13. ADMISSIONS
The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admission procedures and practices. (Standard Three – Students)

14. PUBLIC INFORMATION
The institution publishes in its catalog or in other appropriate publications and/or electronic sources accurate and current information that describes purposes and objectives, admission requirements and procedures, academic rules and regulations directly affecting students, programs and courses, degree(s) offered and the degree(s) requirements, costs and refund policies, student rights and responsibilities including grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the institution and withdrawing from it. (Standard Three – Students; Commission Policy 3.1 Institutional Advertising, Student Recruitment and Representation of Accredited Status, Item A.3)

15. FINANCIAL RESOURCES
The institution verifies a funding base, financial resources, and plans for financial development adequate to achieve its mission and meet its goals within an annual balanced operating budget and manageable level of debt. (Standard Seven – Finance)

16. FINANCIAL ACCOUNTABILITY
The institution’s financial records are externally audited annually by an independent certified public accountant or on a regular schedule by a state audit agency. The audit must include an unqualified opinion on the financial statement. (Standard Seven – Finance)

17. INSTITUTIONAL EFFECTIVENESS
The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it fulfills its mission and achieves its goals, and periodically publishes the results to its constituencies. (Standard One – Institutional Mission and Goals, Planning and Effectiveness)

18. OPERATIONAL STATUS
The institution will have completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission evaluation for Candidate for Accreditation. (Standard Two – Educational Program and Its Effectiveness)

19. DISCLOSURE
The institution discloses to the Northwest Commission on Colleges and Universities any and all such information as the Commission may require to carry out its evaluation and accreditation functions. (Standard Nine – Institutional Integrity)

20. RELATIONSHIP WITH THE ACCREDITATION COMMISSION
The institution accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Northwest Commission on Colleges and Universities may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission. The Commission treats institutional self-study reports and evaluation committee reports as confidential. The institution, however, may choose to release the documents. (Standard Nine – Institutional Integrity)

— Approved NWCCU 2000
Institutional Mission and Goals, Planning and Effectiveness

STANDARD ONE

“Improving people’s lives through lifelong learning.”
Chair: David White, faculty  
Team Members: Don Frey, Penny Hinojosa, Nancy Keaton, Gloria Price  
ASC Liaison: Darlene Bartlett  
Administrator: James Walton, college president

Forming our Team:
The chair agreed to serve in spring 2008 and facilitated the Standard One breakout session at the 2008 All Staff Day where more team members were identified. The members established a timeline and divided tasks based on skill sets.

Understanding our Task:
Our task was to understand and document the process of how the mission and goals came into existence. Further, we were to find out how the college implements and lives up to Standard One and provide evidence to substantiate our conclusions concerning the college’s strengths, weaknesses, and challenges.

Developing our Method:
Quite soon after the formation of our team, it became clear that time would be our greatest challenge. Additionally, for several team members, understanding the history and workings of Policy Governance was a frustrating process.

After gathering all the relevant documents, we met several times to discuss the standard and its elements. Early in the second year, we volunteered to be the first team to submit a draft. Once the template was provided to us, we typed up our notes and sent a first draft to the Steering Committee in January 2010.

Upon advice from the Steering Committee, we met with several administrators to clarify our understanding of the college’s mission and goals development process. When we submitted our revised draft, the Steering Committee found there were still gaps and suggested that they could refine the report. They met biweekly during May to review and discuss evidence to complete the report.

ASC Statement: It was very important to the ASC that we keep as much of the original report as possible and still answer all the necessary elements of the standard. The committee found the overall understanding of the college’s planning process a struggle at best. We are already making plans to investigate this situation in our 2011 accreditation self-study which focuses on mission and goals.
Institutional Mission and Goals, Planning and Effectiveness

STANDARD ONE

Standard 1.A – Mission and Goals

The institution’s mission and goals define the institution, including its educational activities, its student body, and its role within the higher education community. The evaluation proceeds from the institution’s own definition of its mission and goals. Such evaluation is to determine the extent to which the mission and goals are achieved and are consistent with the Commission’s Eligibility Requirements and standards for accreditation.

1.A.1, 1.A.4 On June 7, 2001, the Centralia College Board of Trustees completed a two-year reorganization project by formally adopting Policy Governance. The board was guided by the following principles, stating that it would govern with an emphasis on:

- Vision rather than internal preoccupation.
- Encouragement of diversity rather than homogeneity.
- Strategic leadership rather than administrative detail with clear distinction of board and chief executive roles.
- Collective rather than individual decisions.
- Future rather than the past or present.
- Pro-active action rather than reactive action.

This governing statement led to the creation of six End Statements that serve as the mission and goals:
| **END-1** (Improving people’s lives through lifelong learning.) | **END-2** (Access) | Centralia College shall provide all students a quality education while keeping the costs of their college experience as affordable as possible. |
| **END-3** (Diversity) | Centralia College shall provide an inviting and supportive learning environment to those populations that have been traditionally underserved by higher education. |
| **END-4** (Educational Programs) | Centralia College shall provide to our greater community an ever-increasing number of educated people having the knowledge, skills, attitudes, values, and behaviors to become lifelong learners and productive and responsible citizens more capable of realizing their highest human potential. |
| **END-5** (Personal & Community Enrichment) | Centralia College shall provide diverse multicultural, musical, theatrical, artistic, athletic, instructional, and social program experiences for lifelong learning and community enrichment. |
| **END-6** (Stewardship) | Centralia College shall serve as a model of effective stewardship to the citizens of Washington State by providing: prudently managed resources; trained and qualified college employees; legal and regulatory compliance; and effectively managed facilities. |

The mission and goals of the college are defined by the End Statements which were adopted by the Board of Trustees to set a course for the college. They are intended as broad goals that conform to the Community College Act of 1967 which requires the state’s community colleges to offer an open door to every citizen, regardless of his/her academic background or experience, at the lowest cost possible and to offer thoroughly comprehensive educational training and service programs to meet the needs of the communities and students served. Additionally, the End Statements are guided by the statutory mission of Washington’s community colleges and the particular characteristics and needs of Centralia College Service District 12. These statements are consistent with the human, physical, and fiscal resources available to the college. (See http://www.centrailia.edu/admin/mission.html; see Insider/1.A: Mission & Goals Map)

**1.A.2, 1.A.3, 1.B.2, 1.B.9** The college provides opportunities for the public to understand its mission and goals through a wide variety of college publications available in electronic and print format, including the college catalog and quarterly class schedules. The public is welcome to attend the monthly board meetings according to the Open Public Meetings Act (Chapter 42.30 RCW) and is able to observe the college’s progress in accomplishing its mission and goals. (See Insider/Evidence: 2009-2011 Centralia College Catalog and quarterly class schedules; http://www.centrailia.edu/)

The college’s End Statements provide the structure and framework for ensuring that all of its educational activities, admission policies, selection of faculty, allocation of resources, and planning are achieved. Throughout the year on a predetermined schedule, the Board of Trustees receives Monitoring Reports for each of the End Statements that document progress in attainment of the college’s mission and goals. The reports are available to the public for review in the Office of the President and are available to employees on the college’s intranet. (See Insider/Evidence: Monitoring Reports)

**1.A.4, 1.A.5, 1.B.1** Although these board-established goals provide clear direction, the college is required by the Policy Governance system to interpret each End Statement with specific subsections. For example, END-4 establishes a goal for lifelong learning; however, END-4.1 states: “Students who successfully complete an academic-transfer program shall have the knowledge, skills, and study habits sufficient for entry into baccalaureate or professional programs and to compare favorably with students already in such programs.” Most recently END-4.7 was added to specifically address eLearning. (See Insider/Evidence: End Statements)

Additionally, it is the college’s responsibility to establish measures that will provide evidence of compliance with board expectations. The annual Monitoring Reports presented to the board are certified by the president.
to “constitute a reasonable interpretation” of the policy. Although this has yet to happen at Centralia College, the Board of Trustees may not accept the college’s interpretation and can become more prescriptive in its expectations. Sometimes the board is asked to review wording changes and interpretations brought forth by the administration. It is through this interaction that the college’s mission and goals remain vital and relevant. For further discussion of the Policy Governance process, see Standard Six of this report.

1.A.6 The college is committed to providing community activities and events as part of its public service and regularly makes its facilities available to the public. College public service events, which are generally free and open to the public, are identified in the following chart.

![Centralia College Sponsored & Hosted Events 2008-2009](chart)


A significant part of the college’s public service is demonstrated by its response to emergent community needs. For example, when a major regional employer closed a portion of its operation in 2006, many employees were laid off. Within days, the college organized a job fair for the former employees. The college established links with other regional colleges to offer standard and revised worker retraining programs. Affected employees, as well as their dependents, were served not only by Centralia College but also by Grays Harbor, Lower Columbia, and South Puget Sound community colleges. This provided students additional training opportunities they might not have been able to attain at Centralia College alone. Additionally, the college created a short-term commercial truck driver training program for dislocated workers who needed to return to the workforce quickly. The college also worked with the community and the state to develop funding for retraining. (See Insider/1.A: TransAlta layoff response)

During the major flood of 2007, the college faculty worked with impacted students to provide opportunities to make up lost work and reschedule final exams on a flexible schedule. The college also worked with the State Board for Community and Technical Colleges to provide tuition subsidies so that students could continue in their programs the following quarter. College administrators, faculty, staff, and students assisted the community through clothing and food donations,
school supply drives, and clean-up efforts. In response to flooding at the local WorkSource Office, the college provided temporary workspace until the cleanup was completed. This allowed critical services to continue to the community as well as the students. (See Insider/1.A: Flood response)

1.A.7 Since the last self-study in 2000, Centralia College has requested approval for substantive changes in accordance with NWCCU guidelines to the following programs:

Table 1: Substantive Changes

<table>
<thead>
<tr>
<th>Program/Degree</th>
<th>Date of Submission</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts degree in Nursing</td>
<td>March 2005</td>
<td>April 2005</td>
</tr>
<tr>
<td>Associate in Technical Arts degree in Energy Technology Certificate of Proficiency in Power Operations</td>
<td>September 2005</td>
<td>October 2005</td>
</tr>
<tr>
<td>Associate in Arts degree through Distance Learning</td>
<td>December 2005</td>
<td>May 2006</td>
</tr>
<tr>
<td>Associate in Technical Arts, Associate in Applied Science Associate in Applied Science-Transfer degrees through Distance Learning</td>
<td>March 2010</td>
<td>June 2010</td>
</tr>
<tr>
<td>Associate in Applied Science degree in Natural Resources-Forestry Technician Certificate of Proficiency in Forestry Technician (Collaboration with Grays Harbor College)</td>
<td>March 2010</td>
<td>June 2010</td>
</tr>
</tbody>
</table>

These substantive changes have enabled Centralia College to expand the scope of its program offerings in support of its mission of “improving people’s lives through lifelong learning.” (See Insider/1.A: Substantive Changes)

Standard 1.B – Planning and Effectiveness

The institution engages in ongoing planning to achieve its mission and goals. It also evaluates how well, and in what ways, it is accomplishing its mission and goals and uses the results for broad-based, continuous planning and evaluation. Through its planning process, the institution asks questions, seeks answers, analyzes itself, and revises its goals, policies, procedures, and resource allocation.

1.B.1, 1.B.2, 1.B.3, 1.B.6 In 2002, the newly hired college president initiated a visioning exercise focused on the following question: If we were the best community college in the state of Washington, what would we look like in the year 2012? During the All Staff Day, staff and faculty divided into work groups; everyone was encouraged to participate in describing how they envisioned the future of the college. The results of the visioning sessions were synthesized by the president’s Executive Management Team and prioritized within three categories: human, physical, and financial. The resulting vision is for Centralia College to be “a driving force in the local economy and to be the intellectual heart and cultural soul of the community.” (See Insider/1.B: Draft VI-Visioning 2012 document)

Next, the Executive Management Team developed the college’s Strategic Initiatives,
aligning them as closely as possible with the NWCCU’s Accreditation Standards. The data collected during the visioning process was synthesized into college-wide objectives that are reviewed and revised annually. The strategic planning process offers opportunities for participation across the college and utilizes input from administrators, faculty, staff, students, board members, and members of the community. These opportunities are provided through all-campus forums, workshops, meetings, committees, and community scans. (See Insider/Std. 1.B: community scan list, standing committee list)

Annually, the Executive Management Team compiles a status report of the Strategic Objectives which is presented to the college on its September Kick-Off Day. The staff and faculty are afforded the opportunity to provide input and suggest new objectives. The final report is presented to the college community at the October All Staff Day. The annual report not only highlights accomplishments, but also invites participation in the strategic planning process from all college constituencies.

During the seven years that this process has been in place, many of the college’s objectives have been attained as indicated in the following table.

Table 2: Sampling of Strategic Objectives Achieved

<table>
<thead>
<tr>
<th>Year Proposed</th>
<th>Initiative</th>
<th>Objective</th>
<th>Year Achieved</th>
</tr>
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</table>

The strategic planning process is a dynamic one requiring the college to constantly revisit the plan as funding decisions by the Legislature and the State Board for Community and Technical Colleges may affect the college’s ability to implement objectives. However, many of the objectives can, and will, be accomplished without additional operational funds. (See Insider/1.B: Strategic Initiatives/Objectives Summary Report)

1.B.4, 1.B.5, 1.B.7, 1.B.8 As discussed in Standard 1.A, the annual Monitoring Reports provide evidence of compliance or non-compliance with each of the college’s End Statements. As part of its review, the Board of Trustees examines the research data, methodology, and benchmarks for evidence of compliance. When any item is less than fully compliant, an action item is submitted to the board to indicate how the college will remedy the item. This action is monitored by the board, thus closing the assessment loop.

Additionally, as part of the college’s ongoing evaluation process, it has contracted for the Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement. These assessments, administered under direction of the Institutional Research Office, provide information about the effectiveness of the educational experience as well as student satisfaction. The reports assist the college in providing benchmarks and identifying challenges that can be incorporated into the strategic planning process. The surveys are conducted on a rotating basis (Noel-Levitz in even-numbered years, beginning in 2000, and the CCSSE in odd-numbered years, beginning in 2005) so that more comprehensive information is available. The Institutional Research Office provides results to the Executive Management Team and all the standing committees for evaluation and incorporation into their annual workplans.

For example, in the 2004 Noel-Levitz Student Satisfaction Inventory, the two items ranked lowest by students were campus parking and the financial aid process. In response to this data, the vice president for Finance and Administration worked with the Facilities Committee to identify and create new parking areas. The vice president of Student Services worked with the Financial Aid
Office to develop materials to better explain and streamline the process for students. In the 2006 inventory, overall rankings of both areas had improved. (See Insider/Evidence: Noel-Levitz survey; see 1.B: Facilities Committee minutes)

Another area noted for improvement in the Community College Survey of Student Engagement involved transfer advising. This issue was forwarded to the director of the Counseling Center. As a result, a series of workshops for faculty advisors on the topic of major transfer institutions in our area were held. In a subsequent Community College Survey of Student Engagement, an improvement in transfer advising was noted. (See Insider/Evidence: CCSSE survey; see 1.B: Advising Steering Committee minutes)

Recognizing Our Strengths:
- The Board of the Trustees’ adoption of Policy Governance places responsibility for strategic planning and operation of the college with the college community as a whole.
- The visioning exercise in 2002 has paved the way for the college to annually review its objectives, successes, and challenges.
- The strength of the strategic planning process derives from being an inclusive one, whereby the college community is able to provide input, suggest new objectives, and monitor the status of the working objectives.
- Monitoring Reports provided to the Board of Trustees establish a climate of assessment and accountability that extends through every area of the college.
- The college is strongly committed to becoming the intellectual heart and cultural soul of the community evidenced by the ever-increasing number of events, classes, and activities.
- A quick response to the changing needs of the community is apparent through the college’s well-established relationship within its service district.

Meeting Our Challenges:
- During the course of this self-study, it became clear that although the core administrative team understands and supports the college’s mission, goals, and planning processes, they are not fully understood or seen as relevant to daily operations by the broader college community.

Implications for Improvement:
- Since Policy Governance derives its strength from shared understanding and responsibility, it would benefit the college to expand awareness of and participation in the process.

Actions Underway:
- Based on the findings of this self-study, the Accreditation Steering Committee is working with the Institutional Research Office to design a survey to assess college-wide knowledge of Policy Governance and the strategic planning process.
- The college’s mission and goals will be reviewed as part of the year one effort under the newly established NWCCU accreditation process.
Evidence Log
STANDARD ONE

Standard 1.A

1.A.1
See http://www.centralia.edu/admin/mission.html
See Insider/1.A: Mission & Goals Map

1.A.2
See Insider/Evidence: 2009-2011 Centralia College Catalog
See Insider/Evidence: Quarterly class schedules
See http://www.centralia.edu
See Insider/Evidence: Monitoring Reports

1.A.3
See Insider/Evidence: 2009-2011 Centralia College Catalog
See Insider/Evidence: Quarterly class schedules
See http://www.centralia.edu
See Insider/Evidence: Monitoring Reports

1.A.4
See http://www.centralia.edu/admin/mission.html
See Insider/1.A: Mission & Goals Map
See Insider/Evidence: End Statements

1.A.5
See Insider/Evidence: End Statements

1.A.6
See Insider/Evidence: End Statements
See Insider/1.A: TransAlta layoff response
See Insider/1.A: Flood response

1.A.7
See Insider/1.A: Substantive Changes

STANDARD 1.B – Planning and Effectiveness

1.B.1
See Insider/Evidence: End Statements
See Insider/1.B: Draft VI-Visioning 2012 document
See Insider/1.B: community scan list, standing committee list
See Insider/1.B: Strategic Initiatives/Objectives Summary Report

1.B.2
See Insider/Evidence: 2009-2011 Centralia College Catalog
See Insider/Evidence: Quarterly class schedules
See http://www.centralia.edu
See Insider/Evidence: Monitoring Reports
See Insider/1.B: Draft VI-Visioning 2012 document
See Insider/1.B: community scan list, standing committee list
See Insider/1.B: Strategic Initiatives/Objectives Summary Report

1.B.3
See Insider/1.B: Draft VI-Visioning 2012 document
See Insider/1.B: community scan list, standing committee list
See Insider/1.B: Strategic Initiatives/Objectives Summary Report
1.B.4, 1.B.5, 1.B.7, 1.B.8
See Insider/Evidence: Noel-Levitz survey
See Insider/1.B Facilities Committee minutes
See Insider/Evidence: CCSSE survey
See Insider/1.B: Advising Steering Committee minutes
1.B.6
See Insider/1.B: Draft VI-Visioning 2012 document
See Insider/1.B: Community scan list, standing committee list
See Insider/1.B: Strategic Initiatives/Objectives Summary Report
1.B.9
See Insider/Evidence: 2009-2011 Centralia College Catalog
See Insider/Evidence: Quarterly class schedules
See http://www.centralia.edu/
See Insider/Evidence: Monitoring Reports

NOTE: All required documentation and exhibits that are not in the Insider Evidence Files will be in the Evidence Room during the evaluators’ campus visit.
Educational Program and Its Effectiveness

STANDARD TWO

“Centralia College is always assessing how its assessment process is going.”
Chair: April Doolittle, associate dean, CCEast
Co-Chairs: Wade Fisher (A)
          Gloria Perkins/Susanne Weil (B)
          Connie Smejkal/Kathy Brooks (G/H)
Team Members: Assessment Committee, Ann Alves, Mark Brosz, Sue Gallaway, Beverley Gestrine, Janelle Girt, Karen Grefe, Nancy Keaton, Brigette Kidd, Chuck Kelso, Patricia Meierdiercks, Brian Mitchell, Sandy Neal, Paula Rhoads, Stacey Savino, Carmen van Tuyl
ASC Liaison: Linda G. Foss
Administrator: John Martens, vice president of Instruction

Forming Our Team:
Following the All Staff Day in October 2008, the chair invited staff and faculty volunteers to join the Standard Two self-study process. Additionally, the members of the college’s Assessment Committee would be involved primarily with Standard 2.B.

Understanding Our Task:
The chair and co-chairs met several times to brainstorm various approaches to the “Year of Inquiry.” After a thorough reading of the standard’s elements and policies, it was decided to focus specifically on collecting evidence for each indicator. Some team members searched the college’s intranet and Internet sites as well as reviewed the 2000 accreditation report to familiarize themselves with the scope and nature of the inquiry.

Developing Our Method:
During the 2008 All Staff Day, three groups focused on looking at the college through the lens of Standard Two. This activity involved a large cross-section of campus employees and resulted in an overarching question: If Centralia College was the best in relation to your standard, what would that look like? The Standard Two teams did not find solid direction in the results of that day’s work.

Ultimately, the Standard Two teams decided to investigate each indicator of the standard, looking for compliance or improvements that would be needed. The chair created a set of Google.docs which served as a record of the inquiry; team members recorded their ideas, task lists, and points for follow-up as the year unfolded. Several large team meetings were held during the year, but the online collaboration minimized the need for meetings. Progress Reports were made in June 2009.

During the “Year of Understanding” teams met to discuss their findings, identify writers, and create drafts using the template provided by the Steering Committee. Drafts were submitted to the college’s SharePoint site, known as the Insider, for review by the Steering Committee and administrators. Feedback was incorporated, and evidence folders were created.
Educational Program and Its Effectiveness

STANDARD TWO

Standard 2.A – General Requirements

The institution offers collegiate level programs that culminate in identified student competencies and lead to degrees or certificates in recognized fields of study. The achievement and maintenance of high quality programs is the primary responsibility of an accredited institution; hence, the evaluation of educational programs and their continuous improvement is an ongoing responsibility. As conditions and needs change, the institution continually redefines for itself the elements that result in educational programs of high quality.

2.A.1 Centralia College demonstrates its commitment to high standards of teaching and learning by employing trained and qualified individuals. The college’s hiring and tenure processes result in quality faculty and staff being properly matched with the institution’s mission and culture. During the last 10 years, the college has maintained between 101 and 114 FTE teaching faculty, both full time and adjunct. Further discussion of faculty can be found in Standard Four of this report.

Centralia College’s commitment to providing sufficient personnel to support its educational programs is demonstrated by the fact that, as of October 2009, 87 percent of the college’s budget is spent on personnel – the highest percentage among the 41 colleges surveyed for the Mountain States Association of Community Colleges Annual Salary Survey. Although current record budget cuts have impacted personnel, the college has not had to go through a reduction in force process but has relied on attrition. Currently, Student Services has two major unfilled positions – executive secretary and registrar – that are not likely to be refilled in the near future due to budget constraints and a state hiring freeze. Also, while part-time hourly positions are not being tracked, many of these positions have not been refilled. Although a state-mandated hiring freeze is in place, the college can apply for hiring exemptions.

As a result of the current economic recession, enrollment at Centralia College has increased; however, the number of faculty has remained the same. In fact, in several specialized areas (science, math) class sizes have increased dramatically.
In terms of physical resources, the college has undergone many changes during the last 10 years. The New Science Center was ready for students spring quarter 2009, the gymnasium was renovated, and multiple properties have been purchased. Additionally, housing has been leased to accommodate the college’s international students. Currently, a new college commons, featuring a “classroom of the future” is in the design phase. Data related to building maintenance was collected during October 2009 for the Mountain States Association of Community Colleges Annual Salary Survey. See Standard Eight for more details regarding physical resources.

As for financial resources, the college consistently uses approximately 53 percent of its general funds and operating fees on instruction in comparison to a statewide average of 51.6 percent. From 1999 to 2009, funding steadily increased each year, even when enrollments did not. For the 2009-2010 school year, the institution’s budget decreased by approximately 9 percent while enrollment increased fall and winter quarters by approximately 10 percent. Similar budget decreases and enrollment increases are anticipated for 2010-2011; however, the college currently is involved in a visioning process to help guide the allocation of resources. The college’s Budget Review and Planning Committee makes recommendations based on its Guiding Principles which place a high priority on adequate staffing. See Standard Seven of this report for more details regarding budgeting.

The mission and goals of Centralia College, developed and approved by the Board of Trustees, are known as End Statements. During each summer’s retreat, the trustees review and occasionally revise the goals. This year END-4.7, dealing with eLearning, was added. The board assesses the attainment of the college’s goals through annual Monitoring Reports for each End Statement. See Standard One of this report for details regarding the college’s mission and goals.

While the End Statements address all aspects of the college, and therefore the NWCCU Standards, END-4 focuses on the four core instructional elements established by the
A comprehensive self-study at Centralia College

Legislature and identified in RCW 28B.50: Academic Transfer, Basic Skills, Community Service, and Workforce Education. Instructional programs demonstrate a commitment to meeting the diverse needs of the community served and support the mission to “improve people’s lives through lifelong learning.” Annual Monitoring Reports for the End Statements related to Instruction ensure that evaluation occurs on a regular basis and at multiple levels within the college. (See Insider/2.A.2: END-4.1 through -4.7 Monitoring Reports; CC Assessment Plan, 2009)

2.A.2, 2.A.3, 2.A.4 Centralia College degree and certificate programs are either profession-specific Workforce Education programs or broader-based Academic Transfer degrees designed to meet the first two years of a four-year bachelor’s degree program.

Workforce Education programs all contain technical coursework and the requisite related instruction following guidelines for approval set by the State Board for Community and Technical Colleges (SBCTC). Labor market and demand data are compiled to identify needs for a program. Coherence, depth, breadth, and sequencing are driven by input from each program’s advisory committee. The committees include industry practitioners who collaborate with college faculty to determine program outcomes and sequence of courses. Once developed, new programs are submitted for review by the college’s Instructional Council and approval by the SBCTC and the NWCCU.

A permanent advisory committee is then put in place to help ensure the program remains relevant. For example, at its 2004-2005 inception, the advisory committee for the Energy Technology Program chose a prepackaged curriculum provided by the School of Interactive Arts and Technology. Later, in 2006, it supported the development of skill standards by an industry-based skill panel; these standards have since become the foundation of the Energy Technology curriculum.

Currently, Civil Engineering Technology Program faculty are working to implement advisory committee recommendations to establish a one-year certificate in surveying. The college’s Nursing Program was developed in accordance with a state commission for program approval and curriculum development (WAC 246-840-505). Additionally, its advisory committee has made recommendations such as changing to a two-year Registered Nursing Program with a practical nursing exit option that will begin in fall quarter 2010. (See http://apps.leg.wa.gov/WAC/default.aspx?cite=246-840-505; http://www.centralia.edu/coe and see Insider/2.A.3: Advisory Committees)

The development of Academic Transfer courses and programs are tied to statewide articulation agreements. Transfer degrees comply with guidelines established by the following bodies that define and adopt policies for transfer: the Intercollegiate Relations Commission, the Joint Access Oversight Group, the Instruction Commission, and the Articulation and Transfer Council. These groups not only develop degree guidelines, which impose breadth on the transfer degree programs, but also decide which courses...
can transfer as academic or “nonrestrictive” courses. Instructional administrators from each state community college are members of the councils and, therefore, maintain currency in their transfer programs. For example, during the 2007-2008 academic year deans on the Articulation and Transfer Council raised the concern that the Associate in Science degree did not address the needs of transferring biology students. Therefore, the council assembled a group of biology faculty from community colleges and universities including Centralia College. Several years later, the Associate in Biology (Direct Transfer Agreement/Major Related Program) was accepted by the Joint Access Oversight Group and added to the degree options for Centralia College. (See Insider/2.A.3: ICRC Handbook; Statewide Transfer Agreements; AinBiology Ed mrpdtan0'10’11)

For Academic Transfer degree programs, sequencing is established by the faculty working in conjunction with the dean. This is especially important for those degrees that include science and math sequences such as the Associate in Science Track 1 and Track 2 degrees as well as the derivative Major Related Programs such as the Associate in Science-MRP in Mechanical and Civil Engineering. For example, students complete Calculus I before taking Engineering Physics I or, for the Associate in Arts and its derivative degrees, complete English Composition I with a 2.0 grade or better prior to enrollment in English Composition II. Prerequisites are listed on course outlines and, subsequently, are reviewed by the Instructional Council. (See Insider/2.A.3: ASMRP MechCivilEngineeringEd09’10; AA Degree Guide)

Individual courses that are developed or revised must obtain approval from the appropriate dean before being submitted to the Instructional Council, as discussed in Standard 2.A.7. The council, which is an advisory committee to the vice president of Instruction, discusses and makes recommendations about curriculum, instructional standards, and the academic life of students. (See Insider/2.A.3: Instructional Council Structure Document, 2008-09 rev)

Academic degree designators are universally accepted and are based on statewide agreements such as the Associate in Business Direct Transfer Agreement/Major Related Program degree. Technical Workforce Education degrees are designated by content such as the Associate in Technical Arts-Civil Engineering Technology degree.

Educational Plans list specific courses, sequenced as needed for each program, and are updated by the Instruction Office every spring. The program-level learning outcomes are listed on the Workforce Education Educational Plans. Distribution area outcomes, the basis of the program-level outcomes for Academic Transfer degree programs, are listed in the catalog. (See Insider/Evidence: Educational Plans 2009-2010; http://www.centralia.edu/academics/pdf/09-11 catalog.pdf, p31-32, 34-36)

Synthesis of learning is well demonstrated in some of the college’s programs but less obvious in others, most notably the Associate in Arts degree. Students demonstrate a synthesis of learning in a variety of ways. For example, the Civil Engineering Technology Program requires that students complete a major design project during their final quarter; the Welding Program requires a certifiable weld; the Diesel Program requires an engine rebuild. Nursing students must pass one of the NCLEX exams from the National Council of State Boards of Nursing, as discussed in Standard 2.C.8. Students in the Honors Program participate in a culminating honors colloquium. Academic Transfer students, who complete the required composition series, write a final research paper for English Composition II that serves to synthesize learning. (See Insider/2.A.3: Final Projects)
Assessment of program-level learning outcomes, as discussed in detail in Standard 2.B., follows the Inductive Model of Assessment as outlined in the college’s Assessment Plan. Key course-level learning outcomes are mapped to program-level learning outcomes; as a result, assessment at the course level demonstrates student achievement of program-level outcomes. This linkage is tracked in individual Faculty Notebooks initiated in 2009 and the focus of faculty time and attention in the upcoming “Year of Research.” Additionally, each program goes through a program or curriculum review every four years. This in-depth analysis provides the opportunity for the content-area specialists to address such issues as the breadth, depth, and sequencing of courses as well as the synthesis of learning and the assessment of learning outcomes. (See Evidence Room/Program and Curriculum Reviews, Faculty Notebooks and see Insider/2.A.3: CC Assessment Plan, 2009)

For a discussion of the library and other information resources used in the Academic Transfer and Workforce Education programs, see Standard 2.A.8, Policy 2.6, and Standard Five of this report.

2.A.5, 2.A.6 Washington’s community colleges use quarter credit hours. The college follows SBCTC guidelines for design and development of courses, so the college is able to equate learning with quarter credit hours comparable to other state colleges. (See the SBCTC Policy Manual, p34, article 4.10.00, Course Requirements)

Summer classes are offered in two-, four-, six- and eight-week time frames which are shorter than the 10 to 11 weeks of a regular quarter; however, the same number of contact hours is met by holding longer classes. While an 11-week class would meet for 50 minutes daily, an eight-week, summer-quarter class meets for 80 minutes four days per week. A comparison of syllabi for Mass Media (JOUR 160) and Excel (BTEC 214) from summer quarter with the syllabi from a regular academic-year quarter demonstrates that summer classes address the same material and outcomes. (See Insider/2.A.5: syllabi)

Tuition, established by the state Legislature, is based on the number of credits assigned to the course. The tuition schedule is listed in the quarterly class schedule. Centralia College may charge additional fees for supplies and lab or equipment costs. The amount of and justification for lab fees are established at the time of course approval or revision. Fees are listed under specific course descriptions in the college’s quarterly schedules. (See http://www.sbctc.ctc.edu/docs/policy_manual.pdf and see Insider/2.A.6: class fees and quarterly schedules)

2.A.7, 2.A.11 Courses and programs, regardless of modality, are approved internally through the college’s Instructional Council. Modifications to courses and programs are also subject to review by the Instructional Council.

The 2008-2009 Instructional Council Structure Document describes the process for establishing courses. There is a clear channel of communication between the Instructional Council, the initiating faculty,
the department, and the dean with oversight by the vice president of Instruction. The following process demonstrates the faculty role in the design, integrity, and implementation of the curriculum:

- Faculty member initiates and develops a new course using the course outline form.
- Department members and the division dean approve the course for review by IC.
- Instruction Office staff review the course outline for technical components.
- The course outline is distributed to members of IC prior to its next regularly scheduled meeting.
- Initiating faculty presents rationale and answers questions during first reading.
- If changes or elaboration are needed, there is a second reading at IC.
- IC recommends the course for approval by the vice president of Instruction.

For an example of this process, see the course proposal for Racism, Sexism and the Media (JOUR 170) in the 2008-2009 Instructional Council Notebook.

Instructional Council also has procedures for the addition and deletion of courses and programs. The council’s workplan includes the review of such procedures, and on April 19, 2010, IC updated its Structure Document to include the requirement that any new program proposal must come with a prospectus that will be submitted to NWCCU. (See Insider/2.A.11: Instructional Council Structure Document 2008-09 rev; IC Annual Report 05-06; IC Annual Report 06-07; IC Annual Report 07-08; IC Work Plans folder; see Evidence Room/Instructional Council Notebooks)

Once a course has received approval, the faculty member implements it by creating the syllabus which must follow a standard checklist of components. Syllabi are submitted quarterly for review by the appropriate dean and then filed in the Instruction Office. The academic freedom of faculty is preserved by allowing faculty to determine the manner in which the course will be presented and assessed, as indicated in course syllabi. (See Insider/2.A.7: Course Outline Form; JOUR 160; Instructional Council Course Outline Process; Instructional Council Structure Doc2008-09 rev; Syllabus Checklist; sample syllabi)

2.A.8 Faculty and library staff collaborate to ensure that library and information resources are integrated into the teaching and learning process in a variety of ways. In an informal e-mail survey conducted during the fall of 2009, faculty members were asked if and how they required students in their courses to access the library.

- Twenty-five faculty members responded.
- Respondents were from the following areas/programs: Adult Basic Education, Nursing, Humanities, Civil Engineering, Computers and Electronics, Natural Sciences, Social Sciences/Languages, Mathematics, Business, and the Counseling/Career Center.

- Twenty respondents indicated that they required students to access the library in a total of 40 courses to work on research papers and projects that entailed access to books, eBooks, reference and periodical databases, and electronic reserves.
• Some courses include library orientations and information literacy instruction conducted by library faculty.

• One faculty member gave a specific example of asking the library to purchase and store resource manuals for a Workforce Education program which would reduce student costs.

• Other faculty noted that they also work with the library staff to acquire discipline-specific audiovisual materials available for student checkout.

While much has been accomplished in relation to information literacy, further partnership between the librarians and teaching faculty will be needed to keep up with developing technologies. (See Insider/2.A.8: Library-use email survey; Kirk Library E-reserves; Collection Development Policy; Library Instruction Program Description; Kirk Library Services)

2.A.9 Centralia College strives toward optimal student learning with the understanding that there will always be continuous improvement. The cornerstone is a quality, effective faculty committed to the development, evaluation, and revision of programs and courses. As outlined in Standard 2.B, faculty members follow assessment protocols established during the last decade. All programs and curricula are reviewed regularly in the college’s program/curriculum review cycle. Faculty members regularly revise the course content as well as the manner in which it is delivered. Student course evaluations, plus peer and supervisory observations, provide feedback that assists faculty as they continuously work to improve teaching and learning. (See Insider/2.A.9: 2010-11 Program Review Cycle, AT Curriculum Review Nov_08, PT Program Review_12_08, Student Course Evaluation Forms)

When scheduling classes, deans collaborate with faculty to ensure maximum accessibility for students. Previous enrollments and course sequencing are taken into consideration to determine quarterly schedules. For example, sequential math and science courses must be integrated so that students in intensive math, science, and engineering programs can complete their degrees in two years. For Workforce Education students, deans and support staff work together to assure that related-instruction courses are offered at times that do not conflict with core program courses. Centralia College East works with the main campus for the timing of interactive television offerings which make courses available to students at both campuses simultaneously.

Additional options for course delivery are provided through eLearning modalities. Enrollment in online courses increased 107 percent between winter quarter 2008 and winter quarter 2010. Online courses allow students to learn in a flexible environment and time frame; asynchronous communication occurs through discussion forums, e-mails, and blogs. There are deadlines for assignments, but they are usually weekly so that students can do the work when it is convenient for them. eCorrespondence courses also are hosted online but are self-paced. The college recently extended the time frame for completion of these courses to three quarters without additional fees. Traditional paper-based correspondence courses are still an option for students who do not have access to a computer such as the incarcerated population. In addition to online courses,
a variety of hybrid courses are available in which part of the course is delivered in the traditional classroom and part is delivered online. During winter quarter 2010, the college experimented with the FLEX modality. Two psychology courses were available so students could attend class either on campus, online, or by a combination of the two modalities. (See Insider/2.A.9: Support Courses 11_25_09; END-4.7: eLearning, April 2010; eLearning Modes-poster)

2.A.10 As discussed in Standard 2.G.9, a Credit for Prior Learning Program was piloted in 2006. The premise of the program was for students to construct a portfolio demonstrating work and life experiences equivalent to college-level learning. Due to the cumbersome and lengthy process involved in documenting their experience, students found the program did not meet their needs. Because the Credit for Prior Learning Assessment (CPLA) process cost the same as a regular class, businesses that were reimbursing students for their tuition preferred that they take the college courses. Following a review of enrollments, as well as student and employer feedback, the college discontinued the credit for prior learning option in 2009. However, students may challenge individual courses by demonstrating attainment of learning outcomes through a variety of means (tests, portfolios, or other assessment methods) deemed appropriate by the instructor. The current Centralia College catalog still references the CPLA process, so it will need to be updated. (See Insider/2.A: 09-11 catalog, p7, item #2; 2.G.9: ICminutes_10_31_05)

2.A.12 The college’s process for program elimination is delineated by the Instructional Council Structure Document. In the event of program elimination, the division dean and the vice president of Instruction would complete an Administrative Program Review. However, neither the program review template nor the IC document addresses the needs of students under these circumstances. Still, there is evidence that the college strives to enable students to complete programs, despite changing circumstances. This is demonstrated through general practice and the options provided to students in the application for graduation. On the graduation application, students indicate the degree they are seeking and the catalog from which they are choosing to graduate. Therefore, if requirements have changed since a student started (such as the introduction of the diversity requirement), the student may opt to graduate under the original requirements as long as the catalog is no more than five years old. This policy will be reviewed during fall quarter 2010.

Since the last self-study, several programs, degrees, and certificates have been discontinued as shown in the annual reports to NWCCU. When programs are discontinued, every effort is made to accommodate completion of the program, degree, or certificate of completion for currently enrolled students. Several examples showing the college’s efforts to assist students in program completion are the Natural Resources and Farm Management programs. Due to a local decline in the job market and reduced enrollments in these programs, it was determined, in collaboration with the program advisory committees, to discontinue the programs. Students who were enrolled in each of the programs were notified and possible options for completion were reviewed with them. In
some instances, collaboration with surrounding community colleges was necessary for specific course completion and in the Farm Management Program students were issued refunds in order to phase out the program. (See Insider/2.A.12: NWCCU Annual Reports 2000-2010; Application for Graduation; Administrative Program Review)

Recognizing Our Strengths:

- The Centralia College budget analysis process adheres to a set of Guiding Principles that values the contributions of employees.
- The college has been able to maintain its workforce without a reduction in force.
- Monitoring Reports of End Statements related to Instruction ensure that evaluation occurs on a regular basis and at multiple levels within the college.
- Advisory committees for Workforce Education demonstrably help keep programs relevant and viable and help the college respond to and meet the demands of the region’s employers.
- Centralia College administrators and faculty have participated in the development of the statewide agreements that form the basis of the college’s Academic Transfer degrees.
- A well-established process exists for equating learning with credit hours that is comparable to other accredited colleges and universities.
- The process of creating new courses ensures the college maintains its high academic standards.
- The academic freedom of faculty is preserved by allowing faculty to determine the manner in which the course will be presented and assessed, as outlined in course syllabi.
- The library collaborates with faculty to integrate library services and information resources in the learning process.

Meeting our Challenges:

- The amount of funds spent on building maintenance is low in comparison with other Pacific Northwest and Rocky Mountain colleges.
- Enrollments and applications for financial aid have greatly increased while the college deals with record budget cuts and a state-mandated hiring freeze.
- Synthesis of learning is well demonstrated in some programs but less obvious in others, most notably the Associate in Arts degree.
- Because the Credit for Prior Learning option is no longer offered, literature containing references to this program is being updated, including the online 2009-2011 Centralia College Catalog and the Faculty Advising Handbook.

Implications for Improvement:

- Faculty Notebooks have been initiated during 2009-2010 academic year but will require more time and attention to meet their intended purposes.
- The college might consider offering more classes in abbreviated time frames in order to reach out to working adults in the service area.
• Further partnership between the librarians and faculty will be needed as web technologies develop and information literacy changes.

• An end of program assessment that will demonstrate the synthesis of learning outcomes for the Associate in Arts degree needs definition.

**Actions Underway:**

• The college is involved in a visioning process to help guide the allocation of resources.

• Faculty Notebooks are under development; further discussion appears in Standard 2.B.

• See Standard Five for a more detailed discussion of information literacy instruction.

• The 2009-2010 Instructional Council annual report will note the update of its Structure Document. A requirement to regularly review the document will be considered for inclusion.

• As of April 2010, the vice president of Instruction plans to revise the Administrative Program Review template to state that, if it is deemed necessary to discontinue a program, the college will honor teach-out responsibilities on a case-by-case basis.

• Language clarifying teach-out responsibilities for students in discontinued programs is being included in the summer 2010 catalog revision.

• An end of program assessment for the Associate in Arts degree is being investigated.

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**Standard 2.B – Educational Program Planning and Assessment**

Educational program planning is based on regular and continuous assessment of programs in light of the needs of the disciplines, the fields or occupations for which programs prepare students, and other constituencies of the institution.

**Policy 2.2 and 2.B.1** The institution’s processes for assessing its educational programs are clearly defined, encompass all of its offerings, are conducted on a regular basis, and are integrated into the college’s overall strategic planning. These processes are consistent within the institution’s Assessment Plan as required by Policy 2.2, Educational Assessment. Whereas key constituents are involved in the process, the faculty has a central role in planning and evaluating the educational programs.

As part of its transition to Policy Governance, Centralia College has adopted a set of End Statements articulating how the college seeks to serve its students and the wider community. Monitoring Reports to the Board of Trustees assess the attainment of these End Statements. For the purpose of Standard 2.B, End Statement 4 is most important: “Centralia College shall provide to our greater community an ever-increasing number of educated people having the knowledge, skills, attitudes, values, and behaviors to become lifelong learners and productive and responsible citizens more capable of realizing their highest human potential.”

The Monitoring Reports for END-4.1 present data that measure how Centralia College graduates perform at transfer institutions as compared with that of direct-entry students. These reports show that, although Centralia graduates tend not to attain as high a GPA as their peers during their first term at a four-year institution, by the time they graduate their GPAs are equivalent to, or higher than, that of those peers. These data do not include grades earned at Centralia College.
Considering that the college’s service area has been hard hit by the economic downturn, the Monitoring Reports for END-4.2 show that Centralia College graduates attain employment and compensation at relatively high rates. According to the U.S. Bureau of Labor Statistics, the unemployment rate for Lewis County was 14.3 percent in March 2010, the highest it has been since 1992. This compares with national rates under 10 percent.

The Monitoring Reports for END-4.5 show that students whose placement test scores indicate a need for remediation benefit from taking precollege English and math before beginning college-level coursework. In both subject areas, students using placement scores for guidance show higher completion rates in college-level classes, and, in math, higher average grades, even though they began with significantly lower placement test scores. (See Insider/2.B.1: END-4 Monitoring Reports)

Monitoring Reports and their data analyses are taken to the Institutional Effectiveness Committee, which is an advisory agent to the president, prior to their presentation to the Board of Trustees.

As for course and program outcomes, faculty members are charged with ongoing assessment per the college’s Assessment Plan. According to the 2009 update, data collection, a key feature of the newly established Faculty Notebooks, informs program/curriculum review which, in turn, influences administrative planning as well as decisions regarding hiring, scheduling, and allocation of resources.

Within each course, learning objectives are addressed and assessed to measure student achievement of the program outcomes and to facilitate ongoing course-level improvements in teaching and learning. Thus, the college’s Inductive Model of Assessment demonstrates students’ attainment of program outcomes.

With leadership from the vice president of Instruction and the Assessment Committee, deans and the Instructional Council are now requiring that measurable learning objectives be stated on course outlines and in corresponding syllabi. The college’s Assessment Plan also charges faculty with the responsibility for archiving results of course and program assessment in their individual Faculty Notebooks. Assessment projects are recorded on the college’s Assessment Record Form (ARF).

Faculty members are expected to carry out program/curriculum reviews on a regular four-year cycle, building on the results of course assessments and programmatic changes. These reviews are read and commented on by both the program’s lead administrator and members of the Assessment Committee, the majority of whom are faculty, for feedback and revision as needed. When finalized, a summary of each review is presented to the Instructional Council, a committee comprised of representatives from faculty departments, counseling, admissions, and instructional administration. (See Insider/2.B.1: Assessment Plan, 2009; 2010-2014 Program Review Cycle; AT curriculum review Nov_08; PT Program Review 12_08)

The culmination of the program/curriculum review is an action plan which is intended to drive curricular development and evaluation for the upcoming cycle of assessment. In some cases, reviews show completion of previous action plans; in others, department/program structure has changed direction since the previous cycle of assessment. For example, whereas in 2003, the English Department carried out one overarching program review, in 2008, each discipline under that departmental umbrella (writing, speech, journalism, literature, humanities, and philosophy) conducted its own curriculum review. Although individual faculty have specific action plans in their content areas, the entire department has taken responsibility for jointly carrying out an action plan that covers communications requirements for the college’s degrees and certificates. (See Evidence Room/program and curriculum review notebooks)
The program/curriculum review process has a challenging history. Some departments were scheduled for their reviews during the two-year accreditation self-study process thus diverting their attention away from program/curriculum review and toward their specific roles in the larger self-study process. Stress from the fiscal crisis over the past two years has increased student/faculty ratios and, as retiring faculty have not been replaced, the remaining faculty have felt pressured to do more with less. In this context, assessment has not always risen to the top of faculty priorities. Centralia College does not differ from other institutions of higher education nationwide in having varying degrees of faculty belief in, and commitment to, the assessment process. Substantial administrative turnover (the 2008 departure of the dean for Workforce Education; four deans heading Academic Transfer within as many years) has meant uneven oversight to hold faculty accountable both for course assessment and for completing program/curriculum reviews.

In this context, the college’s Assessment Committee has been challenged by its large membership and changing leadership since 2005. However, its recently revised Structure Document clarifies the committee’s membership and purpose. The committee includes a faculty member from each instructional division as well as a member from Institutional Research. The Accreditation Steering Committee chair and the vice president of Instruction serve in an ex-officio capacity, coordinating the efforts of this committee with the self-study process. Further, the Assessment Committee chair, the Standard Two chair, the Accreditation Steering Committee chair, and the vice president of Instruction formed a leadership team that has met regularly since 2008. These efforts, concurrent with the 2008-2010 self-study, have served to reinforce the faculty’s attention to outcomes assessment.

The Assessment Committee works with faculty, department chairs, and deans to ensure that program outcomes are clearly indicated in the catalog and on the Educational Plans (information sheets that guide faculty in advising students). Members also research, design, and implement standardized tools for documenting instructional assessment activities at the college. Key among these tools is the Assessment Record Form (ARF), developed in response to a recommendation that followed the 2000 self-study. The ARF is the recording form for all faculty assessment projects and has been through several revisions, most recently in 2009, to improve its user-friendliness. (See Insider/2.B.1: Assessment Committee Documents)

Another role of the committee is to organize and conduct trainings during faculty in-service days and on the designated quarterly Assessment Days to help faculty craft and carry out data-driven outcomes assessment projects. For example, during the in-service day in October 2009, faculty members were oriented to a computer program that can extract key data from transcripts and placement test scores such as COMPASS and ASSET. Faculty Notebook training began on Assessment Day winter quarter 2009.

During the 2008-2009 academic year, the Inductive Model of Assessment was recognized as the process Centralia College uses to map the way students achieve outcomes in their courses and programs. This inductive model, articulated in the Assessment Plan, works as follows: Faculty members identify specific assignments within each course and connect them to key course objectives and competencies as listed on course outlines. Those objectives and competencies are, in turn, connected to Academic Transfer’s Distribution Area Outcomes or Workforce Education’s Program Outcomes and ultimately reflect the five college-wide outcomes, known as Learning Themes. (See Insider/2.B.1: Assessment Plan, 2009)
Faculty members gather data measuring student outcomes with these key assignments which demonstrate the extent to which students achieve course outcomes and, by extension, distribution or program outcomes and, further, the Learning Themes. In this way, faculty can document successes and identify problems; once they have identified problems, they can work on analyzing and addressing them. At the vice president of Instruction’s quarterly faculty meetings, members of the Assessment Committee have demonstrated how they are using the Inductive Model to assess components of their courses.

Faculty Notebooks, conceived by the vice president of Instruction with the assistance of the Assessment Committee during the 2008-2009 academic year, will serve as a critical link between classroom-level assessment and program/distribution outcomes. Each faculty member has received a thumb drive and/or three-ring binder with a set of materials to facilitate construction of their notebooks:

- A list of required contents, in three sections.
- A template of the Inductive Model of Assessment.
- Concrete examples of mapping tools and templates.
- The current program/curriculum review cycle.

From 2010 forward, Faculty Notebooks will provide data for the on-going program/curriculum review process carried out by departments and programs on a four-year cycle. During the 2009-2010 academic year, the vice president of Instruction charged faculty to complete notebook sections one (for at least one class) and three, and to record what was learned from the process on an ARF. (See Insider/2.B.1: Faculty Notebook Assignment, 3-10; Contents-Faculty Notebook and see Evidence Room/sample Faculty Notebooks)

The college’s prioritization of eLearning has led to some new assessment tools and methods. Several faculty members are piloting the use of the ANGEL learning management system’s outcomes mapping feature. Standards and objectives for courses are entered into the classroom and assessments are marked for the appropriate objectives. At the end of the course, reports are available in whole class and individual student formats that track the mastery of course objectives. Additionally, the eLearning Department is implementing best practices adapted from Quality Matters™, a nationally recognized peer-review process for online courses. The college has developed its own version of the Quality Matters™ rubric to ensure that all new eLearning syllabi contain clear, helpful information to enhance the students’ understanding of course outcomes and policies. For additional discussion of QM, see Standard Two G, H of this report. (See Insider/2.B.1: eLearning Assessment Documents; also see http://www.qmprogram.org/)

The chair of the Assessment Committee compiles annual reports for the State Board for Community and Technical Colleges describing the college’s instructional assessment activities. (See Insider/2.B.1: Assessment Committee Documents; also see http://www.sbctc.edu/)

2.B.2 Centralia College identifies and publishes the learning outcomes for each of its degree and certificate programs. However, during this self-study inquiry, the team realized that program outcomes were not published in one particular location. So, it was determined that outcomes for Academic Transfer programs...
would be available in the college catalog. For Workforce Education programs, the outcomes are stated in the catalog and in Educational Planners for 2009-2010 which are posted on the college webpage and available in printed form from counselors and advisors. The self-study team recognized the need to include specific outcomes for the different Major Related Program pathways. (See http://www.centralia.edu/news/ipubs/catalog/ipaper.htm, p30-31, “Program Outcomes,” and p33-35, “Distribution Area Outcomes and Courses” and http://www.centralia.edu/academics/prof-tech.html)

For most precollege programs, outcomes are defined on a statewide basis. For college preparatory math, math faculty members are in the process of examining if and how their curricula fits within the College Readiness Standards that have been developed at the state level. English faculty members have linked course outcomes to readiness for the composition sequence. Adult Basic Education outcomes are formalized in the Washington State Adult Learning Standards and student performance is measured by state-mandated testing using CASAS. (See Insider/2.B.2: Math College Readiness Standards; English Department Mandatory Placement, and http://www.sbctc.ctc.edu/docs/education/abe_pds/wa_st_adult_lrnng_standards.pdf)

In their Faculty Notebooks, faculty members are applying Centralia College’s Inductive Model of Assessment, customized to their own courses and styles, to show student attainment of course objectives and, therefore, associated program or distribution area outcomes. This ability to personalize the model has re-energized many faculty members. Some examples from a variety of disciplines follow:

- For Abnormal Psychology, a social science distribution course, the instructor identified the distribution outcomes associated with key course objectives and identified assessments used to measure student attainment of each of those objectives. The hard copy of her Faculty Notebook contains examples of all assignments, showing “A” to “F” quality, plus the exams and the learning objectives met by each of the questions as well as a statistical analysis of each item. (See Insider/2.B.2: Abnormal Psychology (SS) folder)

- For Introduction to Chemistry, a science distribution course, the instructor followed a similar process including the item analysis in the hard copy of her notebook. (See Insider/2.B.2: Chemistry (S) folder)

- For Creative Writing, a humanities distribution course, the instructor has mapped key course-level objectives to the humanities distribution outcomes, identified strategies to teach and measure the objectives, and developed a scoring rubric for the culminating portfolio indicating the varying degrees of students’ success. Other assessment tools and student work is being collected and catalogued in the Faculty Notebook. (See Insider/2.B.2: Creative Writing (H) folder)

- For Linear Algebra, a quantitative skills distribution course, the instructor has mapped course-level objectives to the quantitative skills distribution outcomes and identified test items that measure each of the objectives. (See Insider/2.B.2: Linear Algebra (M) folder)

- In English Composition I and II, communication skills distribution courses, course-level objectives are mapped to the distribution area outcomes and means for measurement are identified. Student work is in the hard copy of the Faculty Notebook. (See Insider/2.B.2: English Composition (C))

- The lead faculty member for the Early Childhood Education Associate in Applied Science degree, a Workforce Education program, identified the assessments used to measure one key course objective for each course that supports identified program outcomes. Sample student work has been gathered for each of those assessments. (See Insider/2.B.2: Early Childhood Ed AAS folder)
For the Office Assistant Associate in Technical Arts Program, faculty members identified the assessments used to measure one key course objective which supports an identified program outcome. Analysis of student work on those assessments is in Faculty Notebooks. (See Insider/2.B.2: Business Office Technology ATA folder)

Civil Engineering Technology ties course objectives to one or more program outcome. For example, all objectives for Storm Water Management (CET 262) meet the program outcome of “Design storm water management facilities using current methods and technology.” The topic and theory are discussed and demonstrated in class, practiced in homework, then assessed through exams or lab projects. (See Insider/2.B.2: Civil Engineering Technology ATA folder)

For the precollege math course, Algebra I, specific test questions have been aligned with specific course objectives which, in turn, have been connected to the College Readiness Standards. The faculty member plans to analyze student success on test items during the upcoming “Year of Research.” (See Insider/2.B.2: Pre-college Math, Algebra I folder)

Other examples of program-outcomes assessment include the following: Introduction to Statistics, a quantitative skills course; General Psychology, a social science distribution course; Racism and Sexism in the Media and Non-Western World Literature, humanities distribution and diversity courses; and the Accounting Associate in Technical Arts degree.

In further program-level assessments, the 2008 Nursing Program Review shows that licensing exam pass rates from 2002-2007 (ranging from 85.4 percent to 97.7 percent) are as good as, and in many cases better, than other Washington two-year and four-year college outcomes. The review also shows that 96 percent of the graduates surveyed found nursing jobs and were often recruited by local employers such as Providence Centralia Hospital. (See Evidence Room/Nursing Program Review, 2008)

Another example can be found in the 2010 Welding Program Review. Faculty indicate that from 63-82 percent of enrolled students for the past three years have passed the Washington Association of Building Officials certification tests for shielded metal, gas metal, and flux-cored arc welding. (See Insider/2.B.2: Achievement of Program Outcomes: Welding enrollments; WABO certification)

2.B.3 Since 2002, Centralia College full-time and pro-rata faculty have been urged to carry out three course assessment projects per year documented on the Assessment Record Form, referenced under Standard 2.B.1. In brief, the ARF asks faculty to focus on a course component that they have changed or added, gather data about how it is working, analyze whether that component improved student achievement of learning outcomes, and decide how to proceed with this course component. Completed ARFs have been archived in the Assessment Office through spring 2009. (See Insider/2.B.3: ARFs 2007-2010)

During the 2008-2009 academic year, the Assessment Committee analyzed a sample of 36 ARFs covering a variety of disciplines and found a wide range of quality and comprehensiveness. Particularly striking were the
diverse ways that individual faculty interpreted what a “completed cycle of assessment” meant. The review revealed that the ARF did not require a completed cycle of assessment; whereas, the form that deans used to provide feedback asked whether or not the project represented the full cycle.

Because it is difficult to analyze a course, implement change, and gather comparative data to assess the outcomes all within one quarter, the decision was made to reduce the number of ARFs. Instead of three ARFs per year, faculty are now charged with carrying out one cohesive analysis across an entire academic year, giving them sufficient time and numbers of students to compile data at a level of statistical significance. Additionally, the Assessment Committee introduced a revised form (intended to be more user-friendly) during winter quarter 2010. Further, the criteria on the rubric used by deans to provide feedback to faculty now correlate with the ARF itself. (See Insider/2.B.3: ARF Form, 6-09; ARF Feedback Form 09)

Faculty Notebooks, described under Standard 2.B.1, have been implemented to make assessment more relevant to each faculty member. The notebooks will include an archive section for ARFs and results of other assessments, providing more immediate access to data and analyses thus facilitating increased improvement in teaching and learning. The vice president of Instruction, together with the Assessment Committee, has and will continue to provide training sessions to help faculty construct effective data-driven assessment projects to record on ARFs. The assessment focus for 2010-2011 will be “The Year of Research.” A new program/curriculum review cycle will commence the following academic year. (See Insider/2.B.3: Program/ Curriculum Review Cycle, 2010-2014)

Although other tools are used to demonstrate how assessment leads to improvements in teaching and learning, the ARF is a cornerstone of the Centralia College instructional assessment documentation. The following examples demonstrate how assessing outcomes drives specific curricular changes:

- The 2008 English Curriculum Review noted its plan to investigate whether Centralia College should consider requiring students to adhere to their composition placement by COMPASS, ASSET, or other tests. English faculty began their investigation during the 2005-2006 school year and implemented a new placement policy for summer quarter 2009. Under the new policy, students have the choice of adhering to their initial placements, retesting, or taking a writing challenge. Mandatory placement will be reassessed after two years of data are available. (See Insider/Evidence: 2009-2011 Centralia College Catalog, p9, “I. Placement Testing”)

- Centralia College’s Engineering Program was designed to match the Major Related Program pathways outlined by statewide articulation agreements. Student success has been improved through active learning methods instigated by the lead faculty member. For example, the WebAssign system has enabled students to obtain results for homework assignments and exams prior to class meetings so that both faculty and students can focus immediately on problems. This resulted in 90 percent of students completing homework prior to class, compared to 70 percent of students who previously completed homework. Also, Mathematica and Excel programs enable students to create simulations and solve cases using analytical solutions; thus, students can delve more deeply into mathematical models using tools they will be expected to master at transfer institutions. (See Insider/2.B.3: Engineering)

- The Nursing Program faculty conducts exit interviews with their graduates about how effectively the program prepared them to work in the field. Two examples of program changes made in response to these interviews are: 1) the implementation of
NCLEX online predictor exams which offer immediate feedback and focus areas for additional study, and 2) the Laerdal SIM MAN and SIM BABY simulators for practicing response to cardiac arrest and other emergencies. Subsequent surveys showed that nursing students were more confident when taking the licensing exam and handling emergency care situations. (See Insider/2.B.3: ARF on critical care technology)

- A chemistry professor wanted to learn what the difference in grades was when students had practice with the skills needed for General Chemistry (CHEM 163). She provided enforced practice for one set of material, and the students performed well. She then gave students a choice to do the practice packets at home on another set of material; the students, in spite of having had success with the previous practice, did not do the practice and were not as successful on the test. Her results are reported in an ARF. (See Insider/2.B.3: Knutsen-problem practice)

- An Early Childhood Education faculty member was disappointed with the results of an article review assignment mostly because students were not choosing substantive articles. She piloted the use of Annual Editions: Early Childhood Education published by McGraw Hill Education; students can now select any articles they wish from this anthology, and the resulting reviews and class discussions are much improved. Results are reported on an ARF. (See Insider/2.B.3: Price-assigned articles)

- An Early Childhood Education professor chronicled her search for a way to teach her Methods and Curriculum Development in Art, Music, and Movement (ECED 170) students to be more participatory and add movement (which is extremely important to brain development) with their students. Because the class is only offered once per year, the instructor worked through three years to find a solution and reported these results on an ARF. (See Insider/2.B.3: Price-movement activities)

**Recognizing Our Strengths:**

- As the self-study “Year of Inquiry” unfolded, each time an area of concern was found, faculty, staff, and administrators took corrective steps.

- The 2009 Centralia College Assessment Plan has clarified the college’s assessment activities with the Inductive Model of Assessment.

- Instructional administrators have increased their involvement in facilitating faculty participation in required assessment activities such as instituting a review of the Faculty Notebook as part of the spring workload meeting.

- The Faculty Notebook has helped to personalize the college Assessment Plan and thus involve more directly individual faculty.

- Concurrent with the 2008-2010 self-study, the Assessment Leadership Group was formed and reinforced efforts in outcomes assessment college wide.

**Meeting Our Challenges:**

- The Assessment Committee has had a large, diffuse membership; individuals’ commitments vary because roles and responsibilities have not been clarified.

- During the past two years student/faculty ratios have increased, as retiring faculty have not been replaced, and the remaining faculty have felt pressured to do more with less. In this context, assessment has not always risen to the top of faculty priorities.

- Centralia College does not differ from other institutions of higher education nationwide in having varying degrees of faculty belief in, and commitment to, the assessment process.

- The program/curriculum review process has a challenging history. In the 2005-2009 cycle, the two-year accreditation self-study process diverted some faculty members’
attention away from program/curriculum review causing delays in completion.

• Substantial administrative turnover (the 2008 departure of the dean for Workforce Education; four deans heading Academic Transfer within as many years) has meant uneven oversight to hold faculty accountable both for course assessment and completing program/curriculum reviews.

• The self-study team recognized the need to strengthen more specific outcomes for the different Major Related Program pathways.

Actions Underway:

• Identifying the need and revising the ARF requirement was an essential step toward better outcomes assessment. Faculty will now do one major assessment project per year which will include data.

• In Workforce Education, faculty have been given stipends to start work on Faculty Notebooks; in Academic Transfer, a new dean is working with faculty to clarify course outcomes on course outlines and encourage work on notebooks. This new level of involvement by the deans has given weight to the entire process of assessment with administrators leading faculty in taking action.

• The last program/curriculum reviews from the 2005-2009 cycle (many of which are overdue) are now in progress.

• The next academic year, 2010-2011, has been deemed “The Year of Research” in which faculty will collect information for their Faculty Notebooks while engaging in one significant assessment research project.

• The vice president of Instruction is working to strengthen ties between the newly restructured Assessment Committee and the Instructional Cabinet.

Standard 2.C – Undergraduate Program

The undergraduate program is designed to provide students with a substantial, coherent, and articulated exposure to the broad domains of knowledge.

2.C.1, 2.C.2, 2.C.3, and Policy 2.1 One of the three recommendations for Centralia College resulting from the 2000 self-study focused on the inclusion of related instruction: “The committee recommends that the college immediately add the necessary related instruction components to Early Childhood Education, Legal Office Assistant, and Medical Office Assistant Certificate of Proficiency programs.”

Since receiving that report, the college has implemented processes to help eliminate such omissions:

• Annually, Educational Plans for each Workforce Education degree or certificate and each Academic Transfer degree emphasis area is updated by faculty. Deans check the listed coursework for related instruction and general education requirements.

• Checklists based on degree requirements were developed by the Instruction Office to help locate omissions of general education or related instruction requirements before Educational Plans are published. Updating the checklists became cumbersome, so the Instruction Office staff decided to rely on the regularly updated list of distribution courses that appears on degree guides and in the catalog.

• When a new program is proposed and presented to Instructional Council, that body reviews it to ensure inclusion of general education or related instruction requirements.

Also implemented as a result of the 2000 recommendation was the addition of the three-credit course, Human Relations in the Workplace (HR 110). A previously developed course, Human Relations in Business, (BA 232) was revised to contain the same
content as HR 110, but in March 2010 the Instructional Council made a recommendation to eliminate it and replace it with HR 110.

As part of this self-study process, the Standard Two team reviewed the college’s published Educational Plans. All Workforce Education degrees and certificates of proficiency included the requisite related instruction except the Associate in Applied Science-Transfer degree in Finance and Accounting, though it did meet the state Associate in Applied Science-Transfer degree guidelines outlined in the Intercollege Relations Commission Handbook. However, following an Instructional Council recommendation, HR 110 now will be included in every Workforce Education program. The new Natural Resources-Forestry Technician Associate in Applied Science degree, a state-approved collaboration with Grays Harbor College, and the newly proposed Multi-Occupational Trades Associate in Applied Science-Transfer degree will follow this protocol.

The self-study inquiry also found that Academic Transfer degrees that are based on the Washington State Direct Transfer Agreement as well as the Associate in Science degrees fully align with state and NWCCU general education requirements. All Academic Transfer degrees include requisite general education in communication, quantitative skills, humanities, natural sciences, and social sciences with one exception: the Associate in Fine Arts-Music. This AFA degree was proposed in 2008 to help music majors meet their specific transfer needs and allows them to complete their general education requirements throughout four years rather than during the first two years. Currently, no articulation agreements are in place enabling only course-by-course transfer for students receiving this degree. One student graduated with this degree in 2009; three applied to graduate in 2010. Based on a February 2010 conversation with NWCCU’s executive vice president, the college’s vice president of Instruction is facilitating the incorporation of all areas of general education into the Associate in Fine Arts-Music degree. (See Insider/Evidence: ICRC Handbook; 2.C.1: IC Annual Report 07-08; checklist: gen ed and related instruction 4-10; IC Minutes.3.15.10; AFA Music 10-11; see http://www.centralia.edu/academics/degrees.html; http://www.centralia.edu/academics/prof-tech.html)

General education and related instruction requirements are clearly stated in the 2009-2011 Centralia College Catalog, except in the case of the AAS-T and the certificates of proficiency. Pages 38-72 list the required courses, including those for related instruction, for Workforce Education degrees and for certificates of proficiency. Pages 33-36 state the distribution area outcomes and courses that can be used to meet general education requirements for transfer degrees. In compliance with Standard 2.C.3, those distribution area courses include humanities and fine arts, the natural sciences, the social sciences, and health/fitness as well as communication skills, mathematics, and diversity. (See Insider/Evidence: 2009-2011 Centralia College Catalog)

Pursuant to Standard 2.C.2, the rationale for designating courses for distribution is stated in the 2009-2011 Centralia College Catalog on pages 33-36. During this self-study, an error in the listing of the criteria for determining whether a course carries distribution was discovered and is being
corrected in the summer 2010 catalog revision. These criteria were agreed upon by the Instructional Council during 2007-2008, resulting from three years of cooperative effort between faculty and administrators on the Assessment Committee and Instructional Council. Trustees, due to Policy Governance, were not directly involved in this effort but established the goal that directed it. END-4.1 states, “Students who successfully complete an academic-transfer program shall have the knowledge, skills, and study habits sufficient to compete for entry into baccalaureate or professional programs and to compare favorably with students already in such programs.” Monitoring Reports addressing END-4.1 demonstrate that Centralia College students, upon transfer, compare favorably with those students who began as freshmen at the transfer institutions. (See Insider/Evidence: 2009-2011 Centralia College Catalog; 2.C.2: Assessment Annual Report 2007-08; IC Annual Report 07-08; END-4.1 Monitoring Reports 2008, 2009, 2010)

Workforce Education program development, including related instruction, is driven by each program’s advisory committee. Committee members, cognizant of industry standards, recommend the type, level, and sequence of coursework appropriate for job readiness in each respective industry. (See Insider/ 2.C.1: Related Instruction Course Outlines)

A list of faculty teaching related instruction, nonacademic transfer courses during the 2008-2009 academic year, indicates that group to be adequately qualified, meeting or exceeding the minimum standards for Academic Transfer and Workforce Education faculty. (See Insider/Policy 2.1: Instructor Qualifications for Related Instruction)

2.C.4, 2.C.7, and Policy 2.5 Policies regarding acceptance of credit and transfer are clearly stated in the 2009-2011 Centralia College Catalog, pages 6-7 and 18-20, published on the college’s website.

In practice, the college’s transcript evaluator has identified tools that ensure that transferred credits are comparable to Centralia College’s courses by examining the following:

- Catalog descriptions for courses from other institutions.
- The State Board for Community and Technical Colleges’ common course numbering system.
- Transfer guides for individual institutions posted on the Internet.
- Statewide transfer agreements.
- The ICRC Handbook.

All Academic Transfer degrees comply with guidelines established by bodies recognized by the State Board for Community and Technical Colleges that define and adopt policies for transfer, including the Intercollegiate Relations Commission, the Joint Access Oversight Group, the Instruction Commission, and the Articulation and Transfer Council. Also, Centralia College has articulation agreements with individual institutions. (See Insider/ Evidence: 2009-2011 Centralia College Catalog; 2.C.4: Articulation Agreements 09-10; Statewide Transfer Agreements; ICRC Handbook; and see http://www.sbctc.ctc.edu/college/e_commoncoursenumbering.aspx)
Qualifications of the college’s full-time, pro-rata, and regular adjunct faculty are listed in the college catalog and demonstrate adequacy in compliance with this indicator. For additional information regarding faculty qualifications, see Standard Four of this report. (See Insider/Evidence: 2009-2011 Centralia College Catalog)

Full-time or pro-rata faculty teach major-related coursework for each of the Academic Transfer Major Related Programs and lead all field-specific Workforce Education degree programs. The lead faculty member for the four engineering Major Related Program pathways is a physicist rather than an engineer, but his background and experience are adequate for the one year of engineering courses that are required. The Natural Resources-Forestry Program is recognized as a collaboration with Grays Harbor College by the State Board for Community and Technical Colleges. Its faculty lead is a full-time faculty member with Grays Harbor College. The exception is the proposed Multi-Occupational Trades Associate in Applied Science-Transfer degree; its major-related content is accepted as transfer credit from an apprenticeship program that has been vetted by the college or a sister college. Formal articulation agreements have yet to be finalized. (See Insider/2.C.7: sample faculty position announcements; 2.C.4: Statewide Transfer Agreements)

2.C.5 The college’s advising system is articulated in clear and complete terms and published in the 2009-2011 Centralia College Catalog and the Faculty Advising Handbook. (See Insider/Evidence: 2009-2011 Centralia College Catalog; 2.C.5: Advising System Organization and Delivery)

The institution provides mandatory faculty advisor training as well as new faculty advisor training during in-service days each fall quarter. Although there is no formal evaluation of its impact, the training has evolved over time due to faculty feedback. For instance, the training is now more targeted and offered in shorter sessions than it was several years ago. (See Insider/2.C.5: Fall Advisor In-service agendas 2006, 2007, 2008, 2009)

The latest Noel-Levitz Student Satisfaction Inventory reveals strong student satisfaction with the quality of the college's advising process. Questions 6, 12, 25, 32, and 40 show an average rating of 6.24 on a scale of 0-7, with 7 being the highest. For further information, refer to the survey results included in the summary for Standard 3.D.10 of this report. Student satisfaction with academic advising is confirmed by the Community College Survey of Student Engagement, pages 25 and 27, which rates advising as above the mean. (See Insider/2.C.5: CCSSE PowerPoint presentation)

Additionally, Centralia College’s student retention rates indicate a strong advising program. The retention rate for Centralia College for fall quarter 2007 was 63 percent, higher than all its neighboring community colleges: 58 percent, South Puget Sound; 60 percent, Grays Harbor; and 56 percent, Lower Columbia. (See http://nces.ed.gov/collegenavigator/)

However, during 2009-2010, Centralia College intensified advising marketing in response to the many requests by returning students visiting the Counseling Center for late advising and registration assistance. Many of these students indicated they were unaware of their early advising and registration opportunities. (See Insider/2.C.5: advising marketing tools; 2009 Informal Advisor Survey)

Recently, the Advising Steering Committee recommended that the college transition to online registration for all students. As a result, faculty training to assist students with online registration took place prior to the March 2, 2010, student advising fair. Also, a training video was created in collaboration with the eLearning Office that is accessible to faculty and staff on YouTube. (See http://www.youtube.com/watch?v=5V4w2TstaQ0)

2.C.6 Centralia College’s assessment and placement guidelines can be found in the 2009-2011 Centralia College Catalog on page 9.

Standard Two
Educational Program and Its Effectiveness
For courses other than English, remedial work is by recommendation only and voluntary on the student's part. However, based on a comprehensive study of sister institutions, the English Department recommended mandatory placement for its composition courses. This policy was approved by Instructional Council and was implemented beginning fall quarter 2009. Current discussion and analysis by the precollege math faculty and a statewide effort to establish college readiness testing for math may impact future decisions related to mandatory math placement. (See Insider/2.C.6: Composition Series Study, Mandatory Placement)

Developmental (or remedial) courses do not apply toward a degree. Although this is not clearly stated in the course descriptions, the detailed degree outlines in the college catalog state that only courses numbered 100 or above count toward the 90 credit minimum required for a degree. However, based on this inquiry, the college intends to clarify this policy to help ensure students understand that precollege courses do not count toward their degree requirements.

The college adheres to Department of Education guidelines for Remedial Work and Ability to Benefit which can affect students' eligibility for award of financial aid. (See Insider/Evidence: 2009-2011 Centralia College Catalog; http://ifap.ed.gov/sfahandbooks/attachments/0809FSAHbkVol1Ch1.pdf)

In Workforce Education, the Civil Engineering Technology (CET) and Diesel Technology programs both have established minimum grade standards for students to move into subsequent classes. The minimum grade requirement also has been added to the Educational Plan for the CET Program – the first place students will see this requirement – and are currently stated in all of the programs' course syllabi. CET faculty are revising their course outlines to list the minimum grade requirements in the prerequisite section which is the precursor to listing those in the quarterly class schedule that is published for students. Diesel Technology faculty will be updating their course outlines as well. (See http://www.centralia.edu/academics/prof-tech.html)

Additionally, the Registered Nursing Program requires students to complete all prerequisites listed in the catalog with a minimum grade of 2.0. The students' grades for human anatomy and physiology courses must average a 2.75 or higher with neither course grade falling below a 2.0. These requirements are stated in the Centralia College Application for Nursing Admission. The Nursing Program also requires that students earn a minimum grade of 2.0 in each nursing course and a passing grade in clinical and campus lab courses in order to continue in the program. The policy governing this restriction is stated in the Centralia College Nursing Program Student-Faculty Handbook and has been approved by the Nursing Program Advisory Committee, the Centralia College Nursing Program Student-Faculty Committee, and the Washington State Nursing Care Quality Assurance Commission. (See Insider/2.C.8: Nursing Program documents)

2.C.8 Students from the following Centralia College courses or programs complete state licensing or certification exams: emergency medical technician, first responder, practical and registered nursing, and nursing assistant certified. Summary reports are available from testing agencies such as the National Nurse Aide Assessment Program, PearsonVue, the Washington State Department of Health, and the Washington State Nursing Care Quality Assurance Commission. However, diesel, welding, and real estate courses are certified by independent associations that do not share results with the institution.

Prior to September 2009, emergency medical technician and first responder test results were provided to the college by the State Department of Health–West Region EMS. As of fall 2009, emergency medical technician and first responder testing is administrated through PearsonVue after it was approved through the National Registry of Emergency
Medical Technicians. The college has not yet received a report from that agency to know which statistics it will report. (See http://www.pearsonvue.com and http://www.nremt.org)

To become licensed, nursing students take the National Council Examination-Practical or Registered. Statistics are available from the Washington State Nursing Care Quality Assurance Commission and the National Council of State Boards of Nursing, an independent, not-for-profit organization. The nursing faculty and the dean of Workforce Education track and review this data.

**Table 1:** Comparison of Pass Rates for Nursing Examinations

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centralia College</td>
<td>21/22 = 95.5%</td>
<td>16/18 = 88.9%</td>
<td>23/28 = 82%</td>
</tr>
<tr>
<td>Lower Columbia College</td>
<td>74/80 = 92.5%</td>
<td>78/95 = 82.1%</td>
<td>67/74 = 90%</td>
</tr>
<tr>
<td>South Puget Sound C C</td>
<td>44/52 = 84.6%</td>
<td>51/58 = 87.9%</td>
<td>46/63 = 73%</td>
</tr>
<tr>
<td>All Community Colleges</td>
<td></td>
<td></td>
<td>81.2%</td>
</tr>
</tbody>
</table>

Source: National Council of State Boards for Nursing (NCBN)

Nursing assistant certification exams are administered by the National Nurse Aide Assessment Program which provides quarterly pass-rate reports to each college.

**Table 2:** Comparison of Pass Rates for Nursing Assistant Certification

![Graph showing pass rates over time](image)
(See Insider/2.C.8: State Licensing Exams; Nursing-NCLEX school Reports 2009; Nursing School Graph; NNAAP written exam results; NNAAP written exam result; see http://www.ncsbn.org; http://www.doh.wa.gov, Nursing Annual Report; see Evidence Room/EMT and First Responder Results binder)

Measures used to evaluate student achievement in pre-baccalaureate Workforce Education programs include job placement rates and wage data gathered by the State Department of Labor and the SBCTC. Data from these and other sources are tracked by the END-4.2 Monitoring Report which is shared with college faculty, staff, and the Board of Trustees on an annual basis. END-4.2 states: “Students who successfully complete a professional/technical program shall have the knowledge and work habits necessary to compete for entry-level employment that will lead to economic self-sufficiency.”

The SBCTC’s statewide comparison of community colleges for the year 2006-2007 shows that Centralia College’s estimated employment rate for “job preparatory completers” (students who have completed all the requirements for a SBCTC-recognized degree or certificate or have completed 45 credits) is 80 percent compared with 83 percent statewide. During the same period, the unemployment rate in Lewis County was 6.8 percent while the Washington State rate was 4.9 percent.

By contrast, the 2007-2008 employment rate for Centralia College job preparatory completers is only 65 percent compared with 82 percent statewide. The median hourly wage of Centralia College completers during the same time period was $14.26 compared with $15.39 statewide, and, the subsequent year, it was $14.62 compared with $15.94 statewide. This reflects the fact that Lewis County was one of the first counties to feel the effects of the current economic downturn which continues at present. The latest statistics show the unemployment rate in Lewis County is 13.1 percent which is more than 4 points higher than the statewide rate of 8.9 percent.

Table 3: SBCTC Job Preparatory Completers – Annual Outcomes 2006-2007

<table>
<thead>
<tr>
<th>Colleges:</th>
<th>45+ or w/min. 2.0 GPA</th>
<th>Certificates Awarded</th>
<th>Degrees</th>
<th>Exit Code 9</th>
<th>Estimated Employment Rate</th>
<th>Median Hourly Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centralia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td>67</td>
<td>84</td>
<td>93</td>
<td>51</td>
<td>65%</td>
<td>$14.62</td>
</tr>
<tr>
<td>2006-07</td>
<td>72</td>
<td>79</td>
<td>95</td>
<td>79</td>
<td>80%</td>
<td>$14.26</td>
</tr>
<tr>
<td>2005-06</td>
<td>70</td>
<td>24</td>
<td>95</td>
<td>36</td>
<td>85%</td>
<td>$13.01</td>
</tr>
<tr>
<td>2004-05</td>
<td>46</td>
<td>59</td>
<td>89</td>
<td>22</td>
<td>86%</td>
<td>$11.88</td>
</tr>
<tr>
<td>All Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>82%</td>
<td>$15.94</td>
</tr>
<tr>
<td>2006-07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>83%</td>
<td>$15.39</td>
</tr>
<tr>
<td>2005-06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>82%</td>
<td>$15.17</td>
</tr>
<tr>
<td>2004-05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>81%</td>
<td>$15.06</td>
</tr>
</tbody>
</table>

Source: SBCTC by WAGE GP and CIP (This data is reported annually but lags by two years)
Having placement and wage information on Career Bridge, the state's new education and training website, is an asset. It allows prospective students to browse the state’s private and public training programs to find the education/training they want and need. Dislocated Workers and WorkSource personnel also use this site extensively to access the Eligible Providers approved training list. The dean of Workforce Education contributes the following program information to this site: program title, description, tuition and fees, textbook cost, and length of training. However, information about Centralia College's placement rates and wages is out of date or absent. Due to confidentiality issues, this information is not reported for several programs. (See Insider/2.C.8: END-4.2 Monitoring Reports 2007, 2008, 2009, 2010; http://www.careerbridge.wa.gov; http://www.Go2Worksource.com)

Recognizing Our Strengths:

- Centralia College Academic Transfer degrees that are based on the Washington State Direct Transfer Agreement as well as the Associate in Science degrees fully align with state and NWCCU general education requirements.
- Faculty were actively involved in establishing distribution area outcomes – the criteria for determining whether a course carries distribution. Published criteria are now in place.
- Instructional administrators have been conscientious to ensure that related instruction is included in the Workforce Education programs.
- The March 15, 2010, Instructional Council recommendation will ensure that Human Relations in the Workplace (HR 110) will be part of every Workforce Education program.
- Centralia College administrators and faculty regularly participate in state policy-setting councils and committees such as the Instruction Commission and the Articulation and Transfer Council.
- For the required remedial work in English, the college catalog states the mandatory placement policy.
- The Community College Survey of Student Engagement and the Noel-Levitz Student Satisfaction Inventory results show strong student satisfaction with the quality of the college’s advising process.
- Having placement/wage information on Career Bridge, the state's new education and training site, is an asset.

Meeting Our Challenges:

- It has not been stated clearly in the catalog that related instruction is part of the Workforce Education AAS-T degrees and certificates of proficiency.
- The AFA-Music will not be offered until it meets NWCCU standards for general education.
- The statewide conversation to establish college-readiness math standards and testing has floundered, but the college should continue to actively participate in this ongoing effort.
- Currently, Centralia College does not appear to be regularly and consciously tracking state licensing examination pass rates, except for students graduating from the Nursing Program.
- The information about the college’s placement rates/wages on Career Bridge is often out of date or absent.
- The SBCTC placement/wage data lags two years which, in dynamic economic times, is not as useful as it would be in a more stable environment.

Implications for Improvement:

- Remedial credits could be more clearly identified as nondegree applicable.
- Continued improvement for notification of advising dates to students is needed.
- Increasing the modes of delivery for faculty advisor training would be useful.
Actions Underway:

- The AFA-Music degree did not comply with accreditation standards, so it has been modified to include the requirements in natural and social sciences. Currently, this degree is not being offered as it is still pending NWCCU approval.
- The requirements for related instruction will be more clearly stated in the next catalog revision scheduled for June 2010.
- The AAS-Ts in Accounting and Finance, the Natural Resources-Forestry Technician AAS, and the proposed Multi-Occupational Trades AAS-T degrees are being updated to include the identified human relations course.
- In April 2010, the Instructional Council Structure Document was updated to include the requirement that any new program proposal must come with a prospectus that will be submitted to NWCCU.
- During spring quarter 2010, prospectuses for three new programs are being written and sent to NWCCU for approval: Natural Resources-Forestry Technician AAS, Associate in Arts with emphasis in Criminal Justice, and the Multi-Occupational Trades AAS-Transfer.
- The vice president of Instruction is currently investigating articulation agreements with other colleges that offer the proposed Multi-Occupational Trades AAS-Transfer degree; as of April 2010, there are verbal agreements from five colleges.
- Statewide discussion is currently underway regarding the acceptance of transfer credit at the precollege level.
- The transition to online registration for all students is underway as of spring quarter 2010.
- Training videos for advising are under development and will be available on YouTube.
- Math faculty have begun looking at data and designing assessments to determine the efficacy of mandatory placement for math courses.
- Centralia College will track licensure results for nursing, nursing assistant certified, emergency medical technician, and first responder and add a summary to the END-4.2: Workforce Education Monitoring Report.

Standard 2.G – Continuing Education and Special Learning Activities

The changing nature of the demands placed upon individuals in today’s society requires many of them to engage in lifelong education. Many higher education institutions have incorporated into their missions an extension and public service component to provide for lifelong learning opportunities.

Centralia College’s mission of “improving people’s lives through lifelong learning” is supported by credit and noncredit continuing education courses. Additionally, the extension sites at the Garrett Heyns Education Center and CCEast, plus eLearning delivery modes, extend these opportunities beyond the main campus. The college maintains direct and sole responsibility, as well as adequate resources and high standards, for all its programs and courses.

Standard Two
Educational Program and Its Effectiveness
2.G.1, 2.G.2, 2.G.3 Centralia College's Continuing Education and Community Service Program provides a wide variety of courses for community members, including senior citizens. Periodic evaluation is evident because the college's Board of Trustees has established END-4.6: Continuing Education, with a requisite annual Monitoring Report. (See Insider/2.G.1: END-4.6, 2.23.09)

Continuing and community education classes are taught both on campus and in off-campus locations appropriately suited for the type of class. For example, a stained glass class is held at a stained glass shop, and fitness classes are held at the gym on campus or at an off-campus fitness center. During the 2007-2008 academic year, 489 continuing education and community service classes were offered serving 3,774 students. Such courses provide an auxiliary service of developing strong connections between the college and the community including business relationships and partnerships throughout the service district. (See Insider/2.G.1: FTE Quarterly, Community Partnerships; 2.G.4: Continuing Education Plan)

The Continuing Education and Community Service Program generates revenue for the college through tuition and contract fees. Gross revenue generated for 2007-2008 was $592,978; of this total, $554,736 was from FTE-generating tuition and $38,245 was from community-service tuition. A Profit Manager document using Excel software – which includes information on enrollments, instructor pay, and program profits – is maintained by the director of Workforce and Continuing Education. (See Insider/2.G.2: FTE quarterly; Summer ’09 Profit Manager)

Centralia College’s Continuing Education and Community Service Program falls into five categories:

**Continuing Education** has a mix of credit and noncredit courses tied to a skill or certification for students to remain current or to upgrade skills for jobs such as emergency medical technician, first responder, flagger, forklift operator, and nursing assistant certified. Credit-bearing classes are developed on a standard course outline and are approved by the college's Instructional Council. Evaluation in credit-bearing classes follows the guidelines for adjunct faculty: students complete an instructor/course evaluation and supervisors complete an instructor observation. (See Insider/2.G.1: Adjunct Handbook_09_final, p24; neweval)

**Senior College** (or Lifelong Learning) includes courses designed for individuals 50 years of age or older. Classes are offered on campus and at senior centers throughout the service district. Students pay a state-supported discounted tuition of $13 per credit. Generalized course outline forms have been approved by the college for categories such as art, computer applications, and exercise. Instructors create a course proposal that outlines details of their individual classes. Senior centers are provided an annual packet of updated program administrative guidelines that are the same as for classes offered on campus. These classes are for nondegree-seeking students so are not transcripted. They are not part of, and cannot be used toward, any degree or certificate. Adult Special Interest classes are guided by the same state and college policies; however, the classes have approved standard course outlines. Most ASI classes are taught at CCEast although some are available on the main campus. They are often taught simultaneously with credit-bearing classes. Students complete evaluations at the end of the courses. (See Insider/2.G.1: Instructional Council Documents; SNRC 082drawing; CE Course Proposal; 2008-2009 Packet)

**Community Education** (also known as Community Service) classes are self-supporting and designed to bring a special skill, talent, or interest to community members. Instructors complete course proposal forms approved by the director of Continuing and Workforce Education. These courses are not
transcripted. Evaluation is by students at the completion of the course. The director enters evaluations into a database attending to comments and scores as needed. (See Insider/2.G.1: CE Course Proposal; neweval; 08-09 evaluations)

Contract Training for Business and Industry includes custom-designed courses to meet the needs of specific businesses. Classes are not open to the general public and costs are covered by contract and not by individual tuition. One such training, truck driving, followed the 2008 layoff at the Centralia TransAlta mine. Evaluation is based on feedback from the company that contracts for the services. Several companies repeat trainings with the college over the years. These classes are not transcripted. (See Insider/2.G.1: Contract Trainings)

Small Business Management courses are designed to provide training to benefit those who own or work in small businesses. Most courses are related to computer applications. They are developed on the standard course outline form and approved through the college’s Instructional Council. Courses are evaluated following the standard college evaluation procedures for credit-bearing courses. Small Business Management classes are offered at CCEast as well. These classes are not transcripted. (See Insider/2.G.1: SMGT 199; Instructional Council Documents)

Table 4: Continuing Education and Community Service Program

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Training</td>
<td>7%</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>14%</td>
</tr>
<tr>
<td>Community Service</td>
<td>27%</td>
</tr>
<tr>
<td>Small Business Mgmt</td>
<td>2%</td>
</tr>
<tr>
<td>Senior College</td>
<td>50%</td>
</tr>
</tbody>
</table>

The goal of Centralia College’s Child and Family Studies Division is to improve the lives of children and families through education. All programs are based on scientific research and use model curricula. The division utilizes grant money to fund or supplement several of its programs including the Bridges to Higher Education Program. The Washington State Department of Early Learning provides tuition, books, and mentors for six Early Childhood Education classes. (See Insider/2.G.1: Interagency Agreement with CCAC 09_10)

Programs include those offered off-campus or as special learning activities in the area of Early Childhood Education or Parent Education:

Early Childhood Education receives specialized funding for the Bridges to Higher Education Program from the state’s Department of Early Learning for tuition, books, and mentors for six Early Childhood Education classes. The Child Care Action Council is subcontracted to provide mentors for these entry-level classes for childcare staff in the community. The purpose is to improve the quality of care and education for children and families in early childhood programs. Students are provided information regarding professional development opportunities including classes, degrees, financial aid, and advising. During 2007-2008, 18 classes were offered that served 219 students. The program is evaluated in compliance with the Department of Early Learning guidelines which require two curriculum evaluations each year. The college also administers student evaluations regularly. The dean of Child and Family Studies oversees these processes and reports on them quarterly. (See Insider/2.G.1: EC Ed reports)

Parent Education courses are developed in direct response to needs expressed by the community in alignment with the college’s mission to provide “lifelong learning.” Parents are provided with tools designed to assist
them in supporting the whole child approach and preparing them for a lifetime of success. (See http://www.wholechildeducation.org/)

Parent Education is offered through five programs, each with its own distinctive purpose and goals. These are Cooperative Parent Education, Parent Support Services, Early Childhood Educational Assistance Program, Teens Entering Education Now, and the Children’s Lab School. All faculty members teaching in these programs are evaluated using the college’s standard adjunct faculty evaluation process. (See Insider/2.G.1: Parent Ed Program Review; Adjunct Faculty Handbook 09_final)

Parent Education classes are offered at various locations on and off campus from early morning to late evening and address the diverse needs of the community. Classes are offered in partnership with community and county agencies and organizations as well as the Centralia, Chehalis, Morton, Mossyrock, Onalaska, and White Pass school districts. In response to emerging needs, the staff has sought funding through grants and contracts to expand classes. For example, Grandparents as Parents, offered in partnership with Family Education and Support, is held in the evenings and also provides childcare services.

The Children’s Administration at the Department of Social and Health Services refers court-ordered families to the college’s parenting classes. Therefore, a parenting program was co-located at their offices to work with families who can only have supervised access to their children. There is a parent education component to the supervised visits. The Lewis County commissioners have also ordered parents to attend parenting classes; as a result, the college offers classes at various times of the day to meet the needs of working parents. In addition, Maple Lane Juvenile Detention Center has asked the college to offer a fatherhood course to increase parenting skills before students leave the institution. (See Insider/2.G.1: Maple Lane_CC Contract 09; interagency agreement with CCAC)

The students enrolled in these programs range in age from 14 to 84 years and reflect the increasing diversity of the service area. For example, about 25 percent of the Early Childhood Educational Assistance Program students are Hispanic and about 25 percent of the TEEN Program students are Hispanic, Native American, or other minority populations.

These programs are based in a scientific, research-based, best-practice curricula called Parenting Competencies created (in English and in Spanish) and copyrighted by the Centralia College Child and Family Studies Division. The Nurturing Program curriculum is utilized in all Parent Education classes.

All courses are taught by adjunct and moonlight faculty. Faculty members are hired according to established college procedures and are subject to the college’s standard adjunct evaluation process. The Child and Family Studies programs participate in the college’s program review process on a four-year cycle which identifies challenges and corresponding action plans. (See Insider/2.G.1: Parent Ed Program Review; 2.G.3: Instructional Council Course Outline Process)

Centralia College East is located in Morton, 46 miles from the Centralia campus. The 5,000 square foot center serves 150 to 200 students per quarter generating from 50 to 80 quarterly FTEs. Generally programs, courses, and services mirror those of the Centralia campus including Academic Transfer and Workforce Education programs. At CCEast, students take coursework toward degrees and certificates that is developed by, or in collaboration with, full-time or prorata faculty, approved by the Instructional Council, and reviewed as part of program or curriculum review processes.
A new Natural Resources-Forestry Technician Associate in Applied Science Program has been developed in collaboration with Grays Harbor College. All of the required courses are being offered at CCEast, many by interactive television, over the course of two years. Currently, those outlines are following the established institutional process for approval involving full-time Centralia College faculty in the Science Department as well as the Instructional Council. (See Insider/2.G.3: Forestry Agreement GHC-CC 09; CCEast Adjunct vs. FT, prorata FTE)

CCEast also offers college preparatory courses, Adult Basic Education courses, and Continuing Education courses as well as services such as counseling, testing, and registration. The center has its own branch of the college bookstore and a student government. CCEast faculty and staff collaborate with their Centralia campus counterparts to ensure that institutional procedures are followed and high academic standards are maintained. CCEast is an integral part of the community it serves as illustrated by the 2009-2010 visionary process and the resulting CCEast Educational Master Plan. (See Insider/2.G.1: CCEast Spring 2010 schedule; 2.G.4: CCEast Organizational Chart; CCEast Educational Master Plan for Posting, I, IV, VIII, and Attachments)

**Garrett Heyns Education Center**, through its contract between Centralia College and the State Board for Community and Technical Colleges, offers noncredit orientation classes for its Reception/Diagnostic Center students at the Washington Corrections Center. The GHEC program functions under the policies, regulations, and procedures of the college regarding human resources and instruction. All courses offered are reviewed and approved through the college’s Instructional Council prior to their implementation at GHEC. The center offers 9- to 12-hour orientations for inmates which meet various criteria for the Adult Basic Education, General Educational Development, Vocational, and English as a Second Language courses. The program furthers the college’s mission by evaluating adult inmates’ educational needs. The process provides information to the Department of Corrections counselors who then create individualized educational plans that establish short- and long-term goals for inmates. (See Insider/2.G.1: FY10 Interagency agreement; FY10 program briefing, PEP2)

Instructors for Continuing Education programs are hired by the director of Workforce and Continuing Education or the associate dean of Centralia College East. The Continuing Education and Community Service Program has 30-35 adjunct instructors, one full-time director, and one part-time hourly employee. These individuals are responsible for planning and evaluating their programs. Instructors for Child and Family Studies programs are hired by the dean of that division. Currently, there is one full-time faculty member and one full-time dean. CCEast employs one 65 percent pro-rata faculty member, one 20 percent pro-rata counselor, one full-time split-position faculty/associate dean, and 15-25 adjunct faculty. At CCEast over the last three years, full-time or pro-rata faculty delivered 32 percent of instruction; adjunct faculty delivered the remaining 68 percent. College wide for 2008-2009, those percentages were 58 percent and 42 percent respectively. The Garrett Heyns Education Center has five full-time faculty members and one split position faculty/associate dean.

All applicants complete the same employment-related materials, including background checks, as regular program instructors. All instructors provide a resume and are interviewed to determine their qualifications for teaching either credit or noncredit Continuing Education classes. Instructors are evaluated by students and, for credit-bearing classes, by supervisors pursuant to the faculty negotiated agreement which also determines the adjunct faculty salary. See Standard Four for a further discussion of faculty. (See Insider/2.G.1: neweval; Adjunct Faculty
Promotion of Centralia College’s Continuing Education and Community Service Program is through a variety of publications. Courses are advertised in the back of the regular quarterly schedule which is produced and funded by the college. A separate printed Continuing Education schedule is funded through program revenue. Centralia College East and Child and Family Studies courses are all listed in the college’s quarterly schedule. CCEast classes also are advertised in a quarterly mailer and on the college website. All forms of eLearning courses also are listed in the regular quarterly schedule as well as through the college’s CC Online webpage. (See Insider/2.G.2: CE_brochure, p3; cc-schedulesm, p43; http://www.centralia.edu/cce;/ http://www.centralia.edu/ccbonline/)

When providing contract training services or leasing a facility for Continuing Education classes, the latest version of the approved college contract documents are used. Documents are modified based on the Office of Financial Management’s State Administrative and Accounting Manual. The contracts are processed for payment through the college’s Purchasing Department and Business Office. (See Insider/2.G.2: Service Agreement Flagger 5.22.09; Client services contract long form; Symons 5.27)

Funding for each of these programs is specified as a line item in the Centralia College annual budget. Given the current statewide budget situation, maintaining adequate budget levels is a concern. For additional information regarding the college’s finances, see Standard Seven of this report. (See Insider/2008-2009 Budget, p8-11 Executive Summary- 011-1409, 011-1710, 011-1805, 043-1052, 091-1144, 093-1144; CCEast mailer Sp09; 2.G.4: CCEast Educational Master Plan for Posting, II)

For additional information regarding academic elements, see Standard 2.G.8, and Policy 2.6.B and 2.6.W of this report.

2.G.4 The Continuing Education and Community Service Program is administered by the director of Workforce and Continuing Education who reports to the dean of Workforce Education. Either the director or the dean serves on the following: the Budget Review and Planning Committee, the Executive Management Team, the Institutional Effectiveness Committee, the Instructional Cabinet, and the Instructional Council. The administrators regularly create Monitoring Reports for END-4.6 as evidence that the program is meeting the goals as set by the college’s Board of Trustees. (See Insider/2.G.1: END-4.6, 2.23.09; 2.G.4: Organizational Chart; END-4.6 Monitoring Reports)

Child and Family Studies is administered by the dean of Child and Family Studies who is integrated into the college structure, serving on the Executive Management Team, the Instructional Cabinet, and the Instructional Council as well as chairing several tenure committees. (See Insider/2.G.4: CFS 2009-2010 Org Chart List)

The eLearning Department is administered by the dean of Library and eLearning, who serves on the Executive Management Team, the Instructional Cabinet, and the Technology Committee. The instructional designer in the eLearning Department also participates in Instructional Council and the Assessment Committee.

CCEast is administered by an associate dean, who is integrated into the college structure, serving on the Assessment Committee, the Institutional Effectiveness Committee, the Instructional Cabinet, and the Instructional Council. The associate dean also chairs tenure committees and currently is serving as the chair of the Standard Two self-study team. The CCEast associate dean and program coordinator collaborate with most offices.
on the main campus such as the bookstore, the Counseling/Career Center, Instruction, the Math/Peer Tutoring Center, and the Registration Office. (See Insider/2.G.4: CCEast Organizational Chart; CCEast Educational Master Plan for Posting, III)

The Garrett Heyns Education Center is administered by a 70 percent/30 percent associate dean/faculty member who regularly attends meetings of the Board of Trustees. Garrett Heyns faculty members participate in campus events such as the fall Kick-Off Day and the All Staff Day.

CCEast, Child and Family Studies, Continuing Education and Community Service, and eLearning are integrated into the fabric of Centralia College. All of the lead administrators provide monthly written and oral reports to the Board of Trustees. The full-time administrators and full-time or prorata faculty are involved with the college and participate in the bodies (Instructional Cabinet, Instructional Council, Assessment Committee) that ensure consistency of quality educational programming. All participated in the 2009-2010 instructional visioning process. Though less integrated instructionally – because of the distinct nature of its program, its location, and control by the Department of Corrections – Garrett Heyns faculty and staff do participate in some college activities and report regularly to the Board of Trustees. (See Insider/2.G.4: CCEast Educational Master Plan for Posting, I and III; Vision 11-18-09 Child and Family Studies; Continuing Education Plan)

2.G.5 The college’s eLearning staff, along with the Information Technology staff, are collaborating with Instruction to increase the options for instructional delivery through technology using interactive television, hybrid and flex courses, and possibilities yet to be conceived. For further discussion of student access to learning resources, see Policy 2.6.C, J, K and L of this report. (See Insider/2.G.4: CCEast Educational Master Plan for Posting, V)

2.G.6 Continuing education registrations are processed through the Registration Office into the college’s Student Management System. Each student is provided an identification number, as are all students in regular programs. Tuition is paid at the time of enrollment, and students are charged the rates advertised in the quarterly schedule. There is reduced tuition available for emergency medical technician, first responder, and small business management classes as well as for lifelong learners, under provisions of state legislation. The refund policy is stated in the Continuing Education and Community Service Program’s quarterly schedule; extenuating circumstances are evaluated on a case-by-case basis by the dean of Workforce Education. The college fee structure and refund policy also are described on the back of the registration form and in each quarterly schedule (See Insider/2.G.6: CE_Brochure, p1; Spring Schedule 2010-FeeStructure and Refund Policy; CCEast Spring Schedule, 2010; http://www.centralia.edu/academics/courses.html, p7)

2.G.7, 2.G.8 Credit-bearing classes in Continuing Education, such as emergency medical technician and nursing assistant certified, are developed on the college’s course outline forms. The courses are reviewed by the Instructional Council and approved by the vice president of Instruction.
Determining credits is the same as it is for the college’s regular credit-bearing classes: 10 hours of lecture class = 1 lecture credit; 20 hours of lab = 1 lab credit; 30 hours of clinical experience = 1 clinical credit. Instructors and classes are evaluated as described in Standard 2.G.1. Credit-bearing courses are subject to program or curriculum review on a four-year cycle, regardless of modality. (See Insider/2.G.8: HLSV 131, ICminutes_10_19_09; Policy 2.6.W: AT Curriculum Review Nov 08, PT Program Review_12_08)

2.G.9, Policy 2.3 A Credit for Prior Learning Program was piloted in 2006. The program’s premise was for students to construct a portfolio demonstrating work and life experiences equivalent to college-level learning. This would reduce the number of courses a student needed to earn the intended degree or certificate. The college charged the same tuition for a Credit for Prior Learning Program class as a regular class; consequently, businesses that were paying for tuition often opted to have students take a class rather than pursue prior learning credits. Additionally, students found that the process of documentation of their experiences was lengthy and cumbersome. Therefore, following a review of enrollment as well as student and employer feedback, the college discontinued the option. The program was suspended in 2009. However, Centralia College students are offered the opportunity to challenge a course. The challenge is based on demonstrating attainment of expected outcomes of the course through a variety of methods, including testing, portfolio development, or other assessment methods deemed appropriate by the instructor.

During the period from 2005 to 2009 when Centralia College offered credit for prior learning, evidence shows that the college was in compliance with the Credit for Prior Learning Policy. (See Insider/2.G.9: ICminutes_10_31_05; CPLA draft guidelines; CPLA Student Handbook, p.4)

2.G.10, 2.G.11 Centralia College provides six ways, in addition to taking classes directly from the college or transferring credits from other institutions, to apply credit toward a degree program. The nontraditional methods include taking the College Level Examination Program, challenging a course, qualifying for Advanced Placement, or earning military credit. Also, credit can be earned for law enforcement/fire protection training and participating in the Tech Prep Program. The guidelines for each method of earning nontraditional credit are stipulated in the 2009-11 Centralia College Catalog and in the Centralia College Policies and Procedures Manual. (See Insider/Evidence: 2009-2011 Centralia College Catalog, p7; 2.G.11: Centralia College Policies and Procedures Manual, Ch_4)

2.G.12, Policy 2.4 Centralia College does not have any travel/study courses that would be accounted for under this standard indicator or policy.

Policy 2.6 – Distance Delivery of Courses, Certificate and Degree Programs

In support of its mission, Centralia College has offered distance learning to students for more than 20 years, starting with correspondence courses, then via interactive television, and now encompassing online modalities. Online courses have been offered since 1998 and a complete online Associate in Arts degree was approved by the NWCCU in 2004. In 2007, the college created an eLearning Department, organizationally aligned with the library. More detail on this alignment can be found in Standard 5.E.2 of this report.

Today, eLearning is an integral part of the college’s instructional unit. Teaching and learning technologies impact nearly all instructional offerings and are not merely in service to students at a geographical distance from the college. A core principle for eLearning is that the policies and procedures relating to students and faculty are aligned with standard college practices. Furthermore, curriculum,
learning outcomes, and assessment standards must follow the same standards that apply to face-to-face courses. The college’s eLearning programs, courses, and services are not offered as if they are a “college within a college.” They are integrated to serve all students and all faculty members.

The eLearning Department is headed administratively by the dean of Library and eLearning who reports to the vice president of Instruction. The department includes one full-time instructional designer, one full-time program coordinator, and a part-time hourly office assistant. The department provides:

- Faculty training and support in the use of instructional technology and online tools and content.
- Local administration of the learning management system and other online learning platforms.
- Technology training and support for students.
- Faculty and staff support in productivity applications such as Microsoft Office products.
- Media production services.

The eLearning courses at Centralia College are offered as online, hybrid, web-enhanced, or eCorrespondence (digital correspondence). An online class has 100 percent of course activities online, hybrid is a blend of face-to-face and online, and a web-enhanced course is a face-to-face course that requires online activities such as discussion or assignment submission. The eCorrespondence courses are self-paced but with all materials and assignment submissions located in the learning management system. The learning management system currently used for these courses is WAOL ANGEL which is hosted by the State Board for Community and Technical Colleges via their Washington Online Program.

2.6.A The eLearning Department’s mission, drafted in 2008, is: “to increase access to education for everyone in order to support student success and promote lifelong learning.” This is congruent with the college’s mission of “improving people’s lives through lifelong learning.” The department fulfills its mission by being accessible and conveniently located, being responsive to students’ needs, providing interactive and engaging learning opportunities, and offering support services comparable to those available to on-campus students. To this end, the department’s annual workplan is aligned with institutional goals. (See Insider/2.6.A: eLearning Mission and Vision; eLearning Annual Workplans)

2.6.B, 2.6.D The college’s online Associate in Arts degree is comprised of eLearning courses, all of which have been reviewed by Instructional Council and approved by the vice president of Instruction. All curricula are developed and taught by faculty and subject to the same review processes for both quality and rigor as traditionally delivered courses. In addition, each eLearning course requires that the faculty member is trained in the use of the learning management system, currently ANGEL. When a new eLearning course is developed, the instructional designer works with the faculty member to implement best practices as adapted from Quality Matters™ which is a nationally recognized peer-review process to certify the quality of online courses. (See Insider/folder 2.6: eLearning Quality Checklist)

2.6.C The expectations regarding faculty and student interaction are the same for eLearning courses as for traditional instruction. Full-time faculty are required by the negotiated agreement to hold office hours to meet with students outside of the regularly scheduled class time. In addition to traditional communication mediums such as e-mail and telephone, faculty members teaching online classes maintain student interaction within ANGEL or other means such as web-conferencing.

Faculty training and support provided by the eLearning Department emphasizes timely and appropriate interaction in each of the
eLearning modalities. For example, the Quality Matters™ rubrics identify the following high-priority requirements: 1) students know how to contact the instructor in two different ways, 2) students know how quickly the instructor will respond to their communications, and 3) students know the instructor’s office hours.

Additionally, the eLearning Department has worked with faculty to migrate all paper-based correspondence courses to digital delivery using ANGEL. These classes are totally asynchronous, but conversion to digital delivery significantly improved student and faculty interaction, and student completion rates are showing improvement. The transition of correspondence to eCorrespondence is covered more fully in 2.6.W.

2.6.E The primary platform for delivery of eLearning courses is the WAOL ANGEL Learning Management Suite. This is licensed statewide through the State Board for Community and Technical Colleges which hosts and centrally administers the service. Another statewide SBCTC license provides access to the use of the Elluminate web-conferencing platform. By utilizing these licenses, the college has been able to provide faculty and students with stable services and support with significant savings. Additional technologies include smart classrooms and desktop equipment that are managed by the Information Technology Department as described in the Information Technology portion of the Standard Five report.

When ANGEL was selected as the vendor for the statewide learning management system, Centralia College’s instructional designer and a faculty librarian were part of the review process, testing different systems and providing ratings on functionality and features. This same process was used for the selection of Elluminate which is used for synchronous conferencing and application sharing.

The ANGEL system is a secure web space that provides standard online course capabilities such as course material management, assignment management, discussion boards, assessments, grade books, communication tools, and the ability to integrate rich media content such as streaming media. The Elluminate platform allows for synchronous interaction and includes the ability to share documents, navigate websites, deliver live PowerPoint presentations and record them for later viewing.

2.6.F At Centralia College all instructional departments are required to conduct regular program/curriculum reviews. During the November 2008 update of the program/curriculum review documents, the phrase “regardless of modality” was added to clarify that all eLearning courses should be included. Additionally, the college has adopted 11 shared courses through WAOL, and, although they are not taught by Centralia College faculty, they should be included in the program/curriculum review process. See Standard 2.B of this report for further discussion of this process.

2.6.G Regarding ownership of materials, the 2009-2012 CCFT Negotiated Agreement (XI.7.A) states: “Faculty members will be given contracts for online course development that clearly states ownership. If the college pays for the development, the faculty member gives up intellectual property rights. Courses and course materials developed with any college resources are by law property of the college.” Additionally, the CCFT
Negotiated Agreement (XI.7.C) states that “Faculty members will be paid $150/credit for converting an existing class to online. Payment will occur upon completion of the online development process.” (See Insider/Evidence: CCFT Negotiated Agreement; 2.6: eLearning Course Development Contract)

2.6.H, 2.6.I, 2.6.L, 2.6.M, 2.6.N During 2007, eLearning was designated as one of three college priorities. The eLearning Department was created and now includes an instructional designer and a program coordinator. The instructional designer works with faculty in the design, development, and assessment of courses. The designer assists faculty in applying learning theory and pedagogy in the utilization of appropriate technologies. The program coordinator provides faculty support in relation to the administration of online courses, creates online course shells, and troubleshoots technical issues. The program coordinator also provides training and support in the use of web-conferencing tools such as Elluminate. (See Insider/2.6.H: Instructional Designer and Program Coordinator position descriptions; eLearning)

All faculty members are required to have training in the ANGEL platform before teaching a class that will be utilizing that platform. ANGEL training is available from the eLearning Department as well as from the SBCTC and other providers around the state at no cost to the institution. As of April 2010, 62 percent of the college’s full-time faculty had received ANGEL training. The college takes advantage of other state-funded training opportunities for faculty such as the Sloan Consortium workshops. In addition, during the 2009-2010 academic year, the college received a SBCTC grant to form a faculty learning community on hybrid teaching and learning. In addition to formal training in ANGEL, the instructional designer provides training and support on the use of other digital teaching and learning tools. Training is offered online and on campus in workshops and individually.

Another source of training is provided by an informal college committee, BOP (Bunch of People), which identifies and arranges training on a variety of topics often related to technology. The instructional designer is a member of this committee. During the 2008-2009 academic year, 15 technology training sessions were coordinated by the committee with attendees participating in a combined total of 619 hours of training. (See Insider/2.6.H: BOP Trainings)

The eLearning Department has three computers for faculty use with the goal of creating a faculty lab in which instructors could develop courses and obtain assistance from the instructional designer. Faculty members are able to visit the instructional designer, but the eLearning Department has not yet been able to set up a lab as envisioned with a suitable media production space.

2.6.J, 2.6.K The Centralia College Library provides services to distance students equivalent to that offered to students who attend on campus. However, there has not been an effort to monitor appropriate use of learning resources for online students. Therefore, it is recommended that the library undertake such an assessment. (See Insider/2.6.J: Library Services to Distance Learners).

2.6.O, 2.6.P, 2.6.Q, 2.6.R Online students have access to the same range of student services as Centralia College’s on-campus students. These include the following: admissions, bookstore, library, registration, tuition payment, tutoring, and Writing Center. Additionally, online students have access to advising, disability services, and financial aid assistance. Technical support for ANGEL is available 24x7 through a toll-free phone number. The eLearning staff also provides student training, help-desk support, and drop-in assistance during the weekdays. (See http://www.centralia.edu/cconline/start.html and http://www.centralia.edu/cconline/students.html)

Several statewide collaborations have enhanced the delivery of services. The
Washington Online Writing Lab was spearheaded by Centralia College English faculty and has grown into a multi-institutional project. The WOWL provides a user-friendly online location where students can find quality writing resources and submit writing drafts for feedback from a writing consultant. The college also takes part in a SBCTC-funded cooperative for online tutoring. Administered by Washington State University, eTutoring is available to all students and covers a multitude of subject areas. (See owl.waol.org and www.etutoring.org/login.cfm?institutionid=193&returnPage=)

The eLearning Department helps students prepare for online learning in a variety of ways. Through the Centralia College Online website, students can test drive an online course and can take an online learning readiness quiz. All students have access to a Week Zero course that teaches them how to use the ANGEL platform. The eLearning staff also works with advisors to help them assist students with the selection of eLearning courses. (See Insider/Appendix 9 – Online Courses: What Advisors Need to Know; http://www.centralia.edu/cconline/testdrive.html; http://www.centralia.edu/cconline/quiz.html)

Students and faculty advisors have indicated that the different delivery modes can be confusing in terms of online expectations. As a result, the eLearning Department has worked closely with the Instruction Office to make clarifications to the quarterly schedule. A mouse icon has been added to eLearning courses and the section coding changed so that courses can be readily identified in terms of modality.

Students who have complaints specifically related to eLearning courses often call the eLearning Department. If technology-related, the complaints are addressed by eLearning staff. However, if complaints are of another nature, the eLearning Department refers these students to the appropriate dean who will follow the procedures outlined in the Centralia College Student Handbook.

2.6.S, 2.6.T, 2.6.U The major eLearning platform utilized by the college is hosted by Washington Online (WAOL) which provides all of the equipment and technical expertise. Local technology infrastructure and desktop hardware support is provided by the college’s Information Technology Department as discussed in Standard Five of this report. By taking advantage of state-funded services, the college has been able to provide quality technology with no cost for licenses, hardware, maintenance, or any of the other hosting expenses associated with these systems. The college has benefited from state board licensed eLearning tools including the ANGEL Learning Management Suite, the Elluminate web-conferencing platform, and the Amazon S3 digital file storage system.

The eLearning Department has an allocation from the college’s operating budget. The 2008-2009 allocation was $304,139, but it does not include adjunct faculty salaries and benefits which is approximately $175,000 annually. The number of annualized FTEs in distance education courses for 2008-2009 was 233 which is about 10 percent of the 2008-2009 annualized FTE target and is covered by 3 percent of the operating budget. This is an efficient cost per FTE, especially considering that the eLearning Department serves the entire college community.

Long-range planning for eLearning is driven by the college’s Strategic Initiatives and Objectives. All policies relating to eLearning are integrated with the instructional initiatives. The dean of Library and eLearning serves on the Executive Management Team, the Institutional Effectiveness Committee, and the Instructional Cabinet, reflecting the integrated role that eLearning has at the college. Because eLearning is not a stand-alone effort, but rather an integrated part of the institutional mission, commitment to the support of programs is commensurate with policies that deal with on-campus programs.
2.6.V, 2.6.W Because Centralia College is an open-enrollment institution, no formal policy exists to assess student capability to succeed in online courses. However, the Centralia College Online website offers students tools to self-assess their readiness for online learning. Also, faculty advisors are able to assist students with the appropriate selection of eLearning courses. (See http://www.centralia.edu/cconline/)

As in face-to-face classes, faculty members teaching online courses have different ways in which they assess student achievement of learning outcomes. The eLearning Department reviews how a course’s activities relate to its outcomes. As of spring quarter 2009, eLearning is working with two faculty members in order to implement ANGEL’s outcomes mapping feature which can capture progress on outcomes based on discrete learning activities that take place in the online class. Article XI, Section 8, of the 2009-2012 CCFT Negotiated Agreement lays out faculty and institutional duties relating to assessment of online classes. Student evaluations and classroom observations, modified for online classes, are overseen by the Instruction Office and follow standard practices of the college.

During the last two years, the eLearning Department has focused on retention of students in correspondence classes. Broadly speaking, an institution retains a student when that student completes a stated goal. During the 2007-2008 academic year, Instruction began considering the feasibility of converting the paper-based correspondence program to digital delivery via the ANGEL system. A concern was low completion rates for students in correspondence courses even though they had three quarters to complete a course.

Two key components for successful and engaging eLearning courses are turnaround time for feedback on assignments and the faculty-student connection. In traditional correspondence classes, assignments were routed through the eLearning Office and instructors had 10 days to grade and return the material. Additionally, because the paper-based program had to be centrally managed, it mediated the connection between faculty and students. Converting the program to digital delivery via ANGEL mitigated both of these barriers.

Spring quarter 2009 was the first quarter that the correspondence program was offered digitally via the ANGEL system. A comparison of spring quarter 2008 (predigital) to spring quarter 2009 (digital) completion rates showed a four point drop in completion rate, from 58 percent to 54 percent, which may be due to the transition in delivery mode. However, current data suggests that students have grown accustomed to the new digital correspondence modality, and a fall-to-fall quarter comparison shows an increase in completions as shown in Table 4 below.

Table 5: Fall to Fall Comparison of First Quarter Completions in Correspondence Classes

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
<th>Total Completed</th>
<th>Percent Completed</th>
<th>Total Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>181</td>
<td>40</td>
<td>22.1%</td>
<td>44</td>
</tr>
<tr>
<td>(pre-digital)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td>257</td>
<td>120</td>
<td>46.7%</td>
<td>43</td>
</tr>
<tr>
<td>(digital)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At this rate, the percentage of completions at the end of the fall 2009 three-quarter cycle is projected to be up to 90 percent. While this appears promising, with only one course cycle completed since the transition, more data needs to be collected.

For retention in online courses, the latest data available from the SBCTC shows that course completion (credits attempted/credits earned) is lower at Centralia College when compared to other colleges.
Table 6: Completion Rates for Online Courses

<table>
<thead>
<tr>
<th></th>
<th>AY 2006-07</th>
<th>AY 2007-08</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centralia College</td>
<td>78%</td>
<td>72%</td>
<td>85%</td>
<td>80%</td>
</tr>
<tr>
<td>System</td>
<td>81%</td>
<td>81%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

However, a snapshot of fall quarter 2009 shows significant improvement in completion rate over the 2007-2008 academic year. Several changes may contribute to the improvement including a shift from system-owned courses to college-owned courses. Increasingly, since 2007-2008, online courses offered by Centralia College are developed and taught by its own faculty.

The eLearning Department began conducting quarterly student satisfaction surveys in summer quarter 2009. While there are reports of increasing levels of satisfaction with the learning experience in eLearning courses, it is strongly correlated to student readiness to use the ANGEL system. Students who report being somewhat, or very, dissatisfied also tend to strongly disagree that they had adequate training in using the system. (See Insider/2.6: eLearning Satisfaction Surveys; Appendix 11 – eLearning Student Readiness –Training; http://www.slideshare.net/cconline/09-10-centralia-college-e-learning-satisfaction-data-4593293)

Based on these findings, the eLearning Department has instituted several changes regarding student training including contacting students in advance of instruction each quarter, creating Week Zero training modules, developing a Blazer Tech program to provide peer training on technologies, creating a course in how to learn online, and providing workshops and demonstrations to students.

2.6.X Centralia College ensures the integrity of student work and the credibility of the degrees and credits it awards by the following means:

- Having password protected course access.
- Providing proctored testing, if desired by an instructor.
- Working with instructors to develop varied assessments and multiple assessment points.
- Applying the same policies to online students as to on-ground students.

2.6.XX

2.H – Noncredit Programs and Courses

Noncredit programs and courses, including those that award Continuing Education Units (CEU), are consistent with the mission and goals of the institution. These offerings are characterized by high quality instruction with qualified instructors.

2.H.1 For a discussion of the noncredit courses offered at the Garrett Heyns Education Center, and in the Continuing Education and Community Service Program, see Standard 2.G.1 through 2.G.4 of this report.

2.H.2 The Continuing Education and Community Service Department maintains records of course proposals and instructor qualifications as well as a revenue data base that provide the information necessary for audits. (See Insider/2.G.2: Summer 09 Profit Manager; Cont-Ed Proposal)

2.H.3 When a student requests continuing education units for a particular class, the director of Workforce and Continuing Education submits a Clock Hour Application for Approval request through the Workforce and Education Service District 113 prior to taking the class. The ESD 113 approves or denies the application. A copy of the approval/denial from the ESD is supplied to the student. Once the student completes the course, the student is responsible for obtaining and completing the paperwork for the CEU to be awarded by the ESD 113. (See Insider/2.H.3: ESD 113)
Recognizing Our Strengths:

- Child and Family Studies, eLearning, Centralia College East, and the Continuing Education and Community Service Program are well integrated into the fabric of the institution.
- Though less integrated instructionally because of the distinct nature of its program, its location, and control by the Department of Corrections, the Garrett Heyns Education Center faculty and staff do participate in some college activities and report regularly to the Board of Trustees.
- The eLearning Department, and the Information Technology Department are collaborating with Academic Transfer, Basic Skills, Centralia College East, Child and Family Studies, and Workforce Education to increase the options for instructional delivery.
- Continuing education courses provide an auxiliary service of developing strong connections between the college and the community including business relationships and partnerships throughout the service district.
- The eLearning Department is fully integrated with college policies and procedures that ensure academic integrity and quality instruction.

Meeting Our Challenges:

- The current statewide budget situation provides the challenge of maintaining adequate funding to continue to support adequate services and quality instruction.
- Child and Family Studies, the eLearning Department, Centralia College East, and the Continuing Education and Community Service Program rely heavily on adjunct faculty.
- Child and Family Studies staff has identified challenges in its recent program reviews.
- The Continuing Education and Community Service Program does not operate under one comprehensive policy manual.

Implications for Improvement:

- The eLearning Department has become aware of the need to include eLearning courses, especially shared WAOL courses, in the program review process.
- The eLearning Department has not yet achieved its goal for a faculty computer/media lab.

Actions Underway:

- Instructional administrators are working together on visioning an educational master plan.
- Adjunct faculty members are being encouraged to participate in the development of Faculty Notebooks.
- The director of Workforce Education is compiling a policy and procedures manual that addresses each specific program.
- The evaluation forms for the Continuing Education and Community Service Program were revised, effective winter quarter 2010, so students can provide better information about course and instructor quality.
- The budget review process will help determine needed cuts while maintaining essential services. Instructional visioning, currently underway, will likely play a role in decision-making.
- The Children’s Lab School now offers online parent education courses and parent educators are working on assessment and accountability.
- The eLearning Department will begin tracking the program review schedule and provide WAOL syllabi and other relevant course materials to faculty as needed.
Evidence Log

STANDARD TWO

Standard 2.A – General Requirements

2.A.1
See Insider/2.A.1: 2009-11 Centralia College catalog p 107-09
See Insider/2.A.1: END 6.2 Monitoring Report, March 09
See Insider/2.A.1: END-6.2 Staff Training Expectations
See Insider/2.A.1: END-6.2 Training Statistics
See Insider/2.A.1: 2009-2010 MSACC Salary Survey
See Insider/2.A.1: CC Enrollment Report
See Insider/2.A.1: CC Class Size Report
See Insider/Evidence: 2009-2012 CCFT Negotiated Agreement
See Insider/2.A.1: Student-faculty ratios 2006-07, 2009-10
See Insider/2.A.1: END-6.4 Monitoring Report
See Insider/2.A.1: Strategic Initiatives & Objectives for Physical Resources
See Insider/2.A.1: Centralia College Master Plan
See Insider/2.A.1: New College Commons
See Insider/2.A.1: SBCTC Academic Year Reports: Facilities
See Insider/2.A.1: Table 3
See Insider/2.A.1: 2009-10 SBCTC Enrollment Reports
See Insider/2.A.1: FTE Fall 1-11-10Final
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A comprehensive self-study at Centralia College
Educational Program and Its Effectiveness

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NOTE: All required documentation and exhibits that are not in the Insider Evidence Files will be in the Evidence Room during the evaluators’ campus visit.
“We gained an appreciation for the importance and scope of work in our standard.”
Forming Our Team:
The team was comprised of volunteers from a variety of campus departments, including many from the Student Services unit.

Understanding Our Task:
We focused on the experience of students at our college in relation to services by examining multiple data sources.

Developing Our Method:
Due to the scope of this standard, we divided it into sections and assigned team members based on their particular knowledge and their willingness to explore improvements. The team met several times during the “Year of Inquiry” to analyze the standard, identify data sources, and discuss next steps. The Institutional Research Office shared data from student surveys, and student comments were gathered in a qualitative research “written interview” project.

As the study progressed, a concern arose as to whether individuals could maintain objectivity in assessing strengths and weaknesses involving familiar operations and staff. In fall 2009, the team met weekly. At each meeting, particular team members shared their findings and identified issues of concern. All members submitted their rough drafts to our draft developer who organized it and forwarded it to the chair for completion.
Students

STANDARD THREE

Standard 3.A – Purpose and Organization

Student programs and services support the achievement of the institution’s mission and goals by contributing to the educational development of its students. Student programs and services are consistent with the educational philosophy of the institution. The institution provides essential support services for students, regardless of where or how enrolled and by whatever means educational programs are offered.

The mission of Centralia College is to improve people’s lives through lifelong learning. Each department addresses the college’s established goals in the areas of access, diversity, educational programs, personal and community enrichment, and stewardship while emphasizing the values of respect, responsibility, and responsiveness.

Student Services operates from its mission statement and targeted goals to help provide a student-centered college climate that results in the college meeting its End Statements, particularly END-2: Access and END-3: Diversity. Student Services assists the college in meeting its enrollment target and retaining students at a level that meets or exceeds the average for similar colleges. Additionally, it provides a set of enrollment and retention programs and services that result in high levels of student satisfaction and completion rate. (See Insider/3.A: Student Services Strategic Plan)

Students Services is committed to acting with integrity while providing access, enhancing student success, and exceeding customer expectations. It prioritizes people over process by treating people fairly, moving paper, not people, and providing one-stop service. The
Student Services staff helps students to successfully transition to college, master new learning strategies, participate in the college community, and develop career and/or transfer readiness skills. Student Services works to build community, recognize and reward accomplishment, and measure milestones.

3.A.1 Student Services implements and monitors policies and procedures for programs and services with oversight from the vice president of Student Services who receives recommendations from the Student Services Cabinet and the Student Policy Council. The Student Services Cabinet includes directors from the Counseling/Career Center, Disability Services, the Diversity Center, Enrollment Services, Financial Aid, the Student Job Center, International Programs, Running Start, the Intercollegiate Athletic Program, the Student Life & Involvement Center, and TRIO Programs (Educational Talent Search, Student Support Services, Upward Bound). The directors report to the vice president of Student Services who reports directly to the president. (See Insider/3.A: Student Services Organizational Chart)

As a result of a college-wide task force, the position of director of the Diversity Center was established in the fall of 2006. The position reports directly to the vice president of Student Services and works closely with the Diversity Committee in developing short- and long-range plans for the college’s diversity effort. Academic advising also is part of Student Services, via the Advising Steering Committee, which coordinates advising services provided by faculty advisors.

Several other services provided to students that are not within Student Services include the bookstore, the cashier, and food services. These areas report to the vice president of Finance and Administration. Additionally, certain services report to the vice president of Instruction, including the Testing Center, the Tutoring Center, the Writing Center, Education Support, Child and Family Studies, and the Children’s Lab School. For a discussion of these services, see the Standard Four and Standard Seven sections of this report.

Data from the Community College Survey of Student Engagement (CCSSE) indicates the college’s organization and delivery of services is highly effective. Centralia students rate “support for learners” above the CCSSE benchmark scores. Additionally, Centralia College students have a higher frequency of use for academic advising and a higher rate of satisfaction with it compared to other small colleges. (See Insider/3.A: CCSSE 2008 Benchmarks, pB7/CCSSE Data Student Services 2006 & 2008)

However, the statewide budget shortfall of recent years has resulted in staff reductions while serving a record-breaking number of students. This has resulted in staff reductions in the Diversity Center; the part-time hourly support positions were eliminated. In addition, statewide budget reductions resulted in a hiring freeze of vacant positions in Student Services, including the vice president’s executive assistant, the Enrollment Services director/registrar, and the Recruitment Outreach...
coordinator. As a result, the vice president of Student Services divided responsibilities among directors and has taken on the registrar’s work. The Student Services team worked together to cover recruitment efforts until an outreach coordinator was hired during the summer of 2009, and the Centralia College Foundation took a more prominent role in the scholarship-award process. However, currently, the threat of additional state budget cuts is causing concern about further staff reductions, especially in light of record enrollments.

3.A.2 Hiring processes are developed by the Human Resources and Legal Affairs Office to ensure that all employees meet or exceed position qualifications. The vice president of Student Services, in consultation with the vice president of Human Resources and Legal Affairs, along with appropriate program directors, develops position announcements, discusses recruitment strategies, forms screening committees, reviews qualified applicants, conducts interviews, and performs reference checks for all applicants selected for interviews. The Human Resources and Legal Affairs Office retains all position descriptions listing responsibilities, duties, and minimum qualifications. (See Evidence Room/3.A: Position Description Notebook and Student Services Department Notebooks)

All staff are subject to a regular review process based on classification. Annual evaluations are completed for classified staff in accordance with the state Department of Personnel. Administrative and exempt staff are evaluated in accordance with college policy guidelines which include a review of the job description, achievement of goals and objectives, and professional development. Counselors are evaluated as faculty members, receiving feedback from students and colleagues, with review by the vice president of Student Services. College policies provide for a formalized feedback process from students, faculty, and staff within their own administrative units as well as across campus. (See Insider/3.A: Classified Bargaining Agreement, Art. 6, p12-13; Exempt Employee Evaluation Process)

A recent student survey indicates the need for continued attention to customer service issues within Student Services. Recognizing the importance of training in interpersonal skills to promote quality student service, the vice president of Human Resources and Legal Affairs provides employee training opportunities. Staff are encouraged to attend trainings that both expand knowledge and understanding and empower them with the skills to meet the needs of a diverse student population. In addition, the college supports professional and personal development of staff through sponsored participation in the Centralia College Leadership Program and the Lewis County Leadership Program in accordance with END 6.2: Providing trained and qualified college employees. (See Evidence Room/Written Interview-Student Responses and Insider/3.A: HR Trainings)

3.A.3 Appropriate policies and procedures for student development programs and services are in place, as evidenced by information cited in Standard 3.A.1. Each department
demonstrates its effectiveness through its workplan which is reviewed annually by the Student Services Cabinet before it is submitted to the Institutional Effectiveness Committee. This workplan is linked to the college’s Strategic Initiatives, and annually prioritized objectives, which support the End Statements. For further explanation of the college’s mission and goals, see Standard One of this report.

In addition, each department’s workplan is informed by the Student Services Strategic Plan that focuses on recruiting, retention, and support. Also, it correlates with End Statements, thus connecting Student Services’ objectives to the mission and goals of the college. (See Evidence Room/Department Notebooks, and Insider/3.A: SS2007-10 Strategic Plan and CC Strategic Enrollment Plan)

3.A.4 Financial resources for the effective operation of Student Services are addressed through Centralia College’s budget process, facilitated by the Budget Review and Planning Committee. This process balances the needs of Student Services with other units of the college. Final budget decisions are discussed by the Executive Management Team (EMT) and made by the college president. During the past two years, budget reductions have impacted staff positions in Student Services as noted in Standard 3.A.1. For more information regarding finances, see Standard Seven of this report.

Due to increased enrollment and growth in various Student Services’ departments, floor space has become an issue, especially to ensure appropriate privacy for one-on-one student conferences. Many options have been examined resulting in a short-term plan that will relocate the International Programs Office out of the administrative area. The TRIO programs will acquire the vacated space and will reconfigure its floor plan to address the privacy concerns. Long-term improvements, vis-a-vis space allocation, will be included in the planning process for the TransAlta Commons which will house Student Services. A planning team formed for the new building project has visited other college campuses to examine a variety of designs and has participated in predesign discussions with project architects to clarify department functions and needs. For more information, see Standard Eight of this report.

Recognizing Our Strengths:
- Centralia College students have a higher frequency of use for and a higher rate of satisfaction with academic advising compared to other small colleges.
- Physical resources are allocated on the basis of identified needs to support the services and programs offered.
- Budget planning processes allow for the identification of needs as well as for input from staff.

Meeting Our Challenges:
- With current budget problems, as well as reduced staffing and record enrollments, staff are working hard to serve more students.
- Workspaces are cramped, the area is congested during peak traffic periods, and customer privacy is not possible.
- The threat of additional state budget cuts is causing concern about further staff reductions, especially in light of record enrollments.

Actions Underway:
- College management has made assurances that critical staff positions will be filled when funds become available, including the director of Enrollment Services as a top priority.
- Identified space issues are being considered in the planning process for the new student commons.
Standard 3.B – General Responsibilities

The institution provides student services and programs based upon an assessment of student needs, provides adequate support for the services offered to achieve established goals, and adopts, publishes, and makes available policies that are accurate and current.

3.B.1 Centralia College systematically identifies student characteristics, including learning and special needs. Information about the characteristics of our students comes from the State Board for Community and Technical Colleges’ Fall Enrollment Report and Annual Report. Detailed demographic information about enrollment in terms of FTEs and headcount comes from the college’s Management Information System final reports which are run at the end of each quarter and are stored in binders in the Admissions and Records Office. Information about the learning needs of students comes from placement testing as well as intake interviews at the Center for Disability Services. The Enrollment Services Office reports this information to the state board. (See http://www.sbctc.ctc.edu/college/d_index.aspx).

In addition, student information is collected every two years through the Community College Survey of Student Engagement and the Noel-Levitz Student Satisfaction Inventory. These surveys include both student demographic information and student satisfaction information and are presented to the EMT and the Centralia College Board of Trustees. Monitoring Reports for END-2: Access and END-3: Diversity address issues included in the surveys. (See Insider/3.B: CCSSE Overview and Noel-Levitz PowerPoint)

End-2, Benchmark 2, states that “The college enrolls a broad spectrum of students.” Further, END-3 states that “Centralia College shall provide an inviting and supportive learning environment to those populations that have been traditionally underserved by higher education.” Within this framework, services are in place to meet identified needs of the college’s diverse student body.

During 2005, students with disabilities voiced concerns to the Center for Disability Services (CDS) staff about access and accommodation issues at the college. As a result, a disability expert representing the Northwest Disability Law Office, was hired to conduct interviews and create a report describing how Centralia College dealt with disability access on a programmatic and physical level. Fifty-nine people participated from Centralia College and the larger community. A disappearing task force was created which included college staff and students, members of the Governor’s Committee on Disability Issues in Employment, transit experts, and staff from neighboring community colleges.

Results of the study were presented to all Centralia College faculty and staff at the 2006 annual fall Kick-Off Day. The college’s Facilities Committee reviewed the documentation and developed a plan to address areas of concern through changes in physical structures on campus, improved labeling of campus disability access facilities, and by involving CDS staff in planning new buildings. (See Evidence Room/Std. 8: ACCESS Report and attachments)

Following this campus-wide review, the staff improved methods to reach students, faculty, and staff with information about their services and procedures. Presentations are made by a member of the CDS staff at the college’s quarterly pre-advising orientation sessions for new students. A Survivor’s Club was founded in 2007 by students with disabilities and has been active and visible and sponsors many events on campus.

Faculty receive training from CDS staff and through Human Resources-sponsored diversity trainings. The training sessions emphasize both an understanding of the Americans with Disabilities Act/Section 504 of the Rehabilitation Act of 1973 regulations.
Regarding the provision of accommodations and of issues that students with disabilities may face on a college campus. (See Insider/3.B: HR Trainings)

Currently, course syllabi contain the following statement: “Students with disabilities may contact the Center for Disability Services director to determine eligibility for reasonable accommodations. The director’s office is located in the Counseling Office, Student Center.” On the first class day faculty review their syllabi and encourage eligible students to access the services of the CDS. Students also are referred throughout the quarter by faculty. Students who request assistance begin the process with completion of a Request for Services form. (See http://www.centralia.edu/cgi-bin/forms/forms.pl?form=10)

During 2008, the enrollment of students with disabilities increased fall quarter over the previous two years. The increase coincides with a 2007 project initiated by CDS staff to follow up on incomplete student applications. The CDS received funding to expand a three-quarter time position to full time. The increased staff time was used to begin a student retrieval project. The goal of the project was to aggressively follow-up with students who had applied to CDS for services but who had not submitted medical documentation or received services. For three years, CDS staff has selected 50 of these students to track over the course of an academic year. For the 2008-2009 academic year, 88 percent of the individuals selected for study returned after one year, graduated, or transferred. (See Insider/3.B: student tracking data)

Students who are registered with the CDS and qualify for services work with staff to develop individualized programs through a case management model. Retention data for the 2008-2009 academic year for an identified SBCTC cohort indicated a 100 percent retention rate. This personalized approach demonstrates that students who are underserved do better when they have regular and consistent contact with staff that care about them as individuals. When compared to students without disabilities in the Noel-Levitz Student Satisfaction Inventory, students with disabilities reported equal satisfaction on all measures. (See Insider/3.B: N-L data)

However, an area of concern arose in 2009 when the college introduced the WAOL ANGEL learning management system for eLearning. Although students with disabilities can activate a user profile when they log in, there are questions about the effectiveness of this feature that remain unanswered. The former CDS director and eLearning staff worked together with a SBCTC staff member to examine accommodation effectiveness. However, because the former director recently accepted a position at another college, progress on this issue has been delayed. (See http://www.angel-learning.com/products/lms/accessibility.html)

Centralia College has, for more than 20 years, received Title IV funding for TRIO programs. These programs provide academic support to disadvantaged students with academic and/or financial need. Many area junior high and high school students have received early intervention activities and support services through the college’s two educational opportunity outreach programs, Educational Talent Search and Upward Bound.

The goal of the college-level Student Support Services (SSS) Program is to increase postsecondary persistence and graduation rates of low-income, first-generation college students and/or students with disabilities. Activities and services offered by SSS programs include instruction in basic skills, tutoring, academic support, financial assistance, career planning, transfer advising, and mentoring. Students attend cultural events, tour four-year colleges and can choose to participate in an on-campus service organization, the TRIO Club. Students receive personalized attention within a case management model of service. During the 2008-2009 academic year, 222 students were served through the program. Retention rates, graduation rates, and transfer to four-year college rates exceeded those
for both students who are eligible for SSS and all Centralia College students as shown in Table 1.

**Table 1:** Comparison of Retention and Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th>CC Students</th>
<th>SSS Eligible</th>
<th>SSS Participants</th>
</tr>
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<tr>
<td><strong>Retention Rates</strong></td>
<td>19%</td>
<td>17%</td>
<td>23%</td>
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<tr>
<td><strong>Graduation Rates</strong></td>
<td>28%</td>
<td>24%</td>
<td>52%</td>
</tr>
<tr>
<td><strong>Transfer Rates</strong></td>
<td>14%</td>
<td>13%</td>
<td>23%</td>
</tr>
<tr>
<td><strong>GPA</strong></td>
<td>2.93</td>
<td>2.80</td>
<td>3.08</td>
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3.B.2 Centralia College provides opportunities for student participation in governance in the following ways. The Associated Students of Centralia College president serves on the Institutional Effectiveness Committee and reports regularly to the Board of Trustees. Student positions are available on many standing committees, including the Budget Review and Planning Committee, the Facilities Committee, the Student Policy Council, the Instructional Council, the Diversity Committee, the Assessment Committee, and the Technology Committee. Students also sit on the Judicial Board and the Publications Board. Garrett Heys Education Center (GHEC) students do not participate in committee work because of conflict of interest issues inherent to living within a prison culture.

Student Services encourages faculty involvement in the development of policies for student programs and services in a variety of ways. Faculty members have designated positions on all core campus committees, including the Student Policy Council which recommends policy to the vice president of Student Services. Faculty members serve as departmental advising coordinators and comprise the Advising Steering Committee. In addition, faculty can become advisors to student clubs and organizations. (See http://www.centralia.edu/Students/Programs/cmtees.html; http://www.centralia.edu/students/programs/clubs.html)

3.B.3 Policies regarding student rights and responsibilities are clearly stated, well publicized, and readily available in a variety of formats on campus. In addition to the college catalog and the student handbook and planner, discussed in Standard 3.B.5, all new priority students receive a handout summarizing policies with reference to the college’s website for additional information. (See http://www.centralia.edu/students/rights.html)

3.B.4 One of the college’s Strategic Initiatives is to provide an environment where the faculty, staff, and students feel safe and secure. Key objectives are to maximize security personnel within budget constraints, to implement lighting and traffic flow patterns in the master plan, and to develop a Safety and Security Master Plan. Facilities, Operations and Maintenance (FOM) is charged with providing for the safety and security of the college’s
students and their property. Centralia College does not have a security office or campus security; however, it contracts with a local merchant patrol service for an evening (7 p.m. to 1 a.m.) presence to check doors and to call police in the event of any suspicious behavior. The security coordinator handles paperwork including security reports, the daily crime log, and the hiring of the Western Washington Merchant Patrol for special events. Additionally, the college has an excellent working relationship with the local police department which has a history of responding rapidly when called by college personnel. Campus security is enhanced by technology. Security cameras monitor and record campus activity 24 hours per day. The recently implemented Code Red Emergency Notification System alerts students, faculty, and staff who have registered with the service by sending text messages from the Lewis County 911 facility. Further discussion of facilities can be found in Standard Eight of this report.

Centralia College complies with the reporting requirements of the Drug-Free Workplace Act of 1988, the Drug-Free Schools and Communities Act Amendments of 1989, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 which includes three-year crime statistics. The college informs all employees, students, and prospective students of this report and provides a copy upon request. (See http://www.centralia.edu/students/srtk/cleryact.html)

Another aspect of campus security is monitored by the Behavioral Intervention Team which is comprised of the vice president of Student Services, the vice president of Human Resources and Legal Affairs, and the FOM coordinator of security. The team serves as a point of contact to report any concerns about individual behavior. It meets as needed and follows standard protocols to determine appropriate actions. Since its inception in 2007, it has acted on few incidents and in each case has successfully dealt with concerns.

Copies of the flip-style Emergency Procedures Handbook are posted around campus for immediate reference and the Crisis Response Manual (last updated in 2003) provides guidelines for managing a natural or man-made disaster at the incident command level. Each vice president was trained in 2007 by FEMA in the incident command and management systems. (See Evidence Room/Student Services Department Notebooks; FEMA training completion certificate)

Another important aspect of the campus safety program is its sex offender notification procedure as outlined in the Sex Offenders Notification Policy. Lewis and Thurston counties provide information at the start of each quarter from which the vice president of Student Services identifies offenders who are enrolled students and notifies appropriate personnel. The policy requires all sex offenders registering for classes to meet with the vice president of Student Services to sign a behavior contract. Additionally, notifications about all Level 2 and Level 3 sex offenders are posted on at least one bulletin board in each building. (See Policy #1.300 and #4.145 at http://www.centralia.edu/students/policies.html and Insider/3.B: Monitoring Reports for End-6.5)

To enhance campus-wide security, ongoing training programs are conducted by Human Resources and Legal Affairs on issues including workplace safety, conflict resolution, crisis management, civil rights discrimination/sexual harassment, and workplace violence. The security coordinator works with Human Resources to make arrangements for presentations on security and safety issues including crime prevention, personal safety, and fire prevention. (See Insider/3.B: HR Trainings)

All GHEC faculty and staff attend a six-week Department of Corrections (DOC) orientation program designed to prepare them for effectively functioning within the parameters set forth by correctional institutions. College employees are required to maintain a vigilant stance at all times when it comes to student

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and personal safety. Evacuation procedures are posted and the DOC randomly conducts emergency drills. The GHEC staff and the DOC staff work together to ensure student safety. Correctional officers are present on each floor to control access, check for contraband, and offer assistance when needed. (See http://www.doc.wa.gov/jobs/core.asp)

3.B.5 Centralia College publishes its catalog regularly and makes it available at no charge to prospective and enrolled students. The college catalog complies with all requirements specified in Policy 3.1, section A.3. The catalog states the college mission and goals, admission procedures, programs of study, degree-completion information, descriptions of credit-bearing courses, and prerequisites. It also includes policies on grading, final exams, transcripts, and student records as well as student rights and responsibilities. The catalog provides information on transfer planning, campus life and services, and other information relevant to attending Centralia College. Historically, the catalog has been published biennially, available in hard-copy and on the college website. Due to budget cuts, a paper version is no longer available, but updates will be published annually on the college website. Compact disc versions are available upon request from Enrollment Services. (See http://www.centralia.edu/news/pubs/catalog/paper.html)

Centralia College annually publishes a student handbook and planner. These are widely distributed free of charge throughout the fall quarter and are available at the information desk in the Student Services area and on the Student Life & Involvement Center as long as supplies last. It includes a calendar of events, final exam schedules, holidays, and quarter breaks. The planner also sets forth the Student Code of Rights and Responsibilities which includes guidelines for student conduct, the grievance policy, academic honesty, and copyright policies. It also includes information about Student Government and student clubs and organizations. This information is also published on the college’s website. (See http://www.centralia.edu/students/rights.html and see Evidence Room/3.B: student handbook and planner)

3.B.6 As part of ongoing institutional assessment, Student Services develops a strategic plan and each department develops and implements an annual workplan. Beginning with the 2008-2009 academic year, departments within Student Services also began establishing goals and assessing accomplishments which are then reported to the Student Services Cabinet. (See Evidence Room/3.B: Student Services Department Notebooks)

The Student Services Cabinet measures its effectiveness through global assessment instruments such as the Noel-Levitz Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE). Each of these instruments is administered every other year by the college’s Institutional Research Office, asking students to evaluate the importance and relative satisfaction of different campus components. These surveys provide comparative analysis and a longitudinal perspective comparing student responses across time. (See Insider/Evidence: CCSSE and Noel-Levitz SSI)

The Student Services Cabinet reviews the results of these instruments to evaluate the overall effectiveness of Student Services and to guide plans for improvement. For example, on the 2008 SSI, for the academic advising/counseling scale, Centralia College scored a higher satisfaction rating on all seven questions than the norm group of community colleges in the Western United States. Based on these findings, the Student Services Cabinet recommended continuing current practices and procedures. Results and recommendations were similar on the five questions on the registration effectiveness scale. However, on the financial aid scale, results were lower than the norm group and lower than scores on the 2006 survey. Analysis by the Student Services Cabinet attributed the difference to recent turnover at the two key front-counter
positions. With some minor adjustments of duties to maximize personnel strengths and a year’s seasoning, recent anecdotal evidence suggests that the financial aid process has exceeded internal and external customer expectations. (See Insider/3.B: Noel-Levitz Financial Aid and Noel-Levitz PowerPoint, and Evidence Room/3.B: Written Interview-Student Responses, May 2009)

Similarly, the Student Services Cabinet reviews the Support for Learners benchmark on the CCSSE that measures student use of advising, academic and career counseling, financial aid advising, student organizations, transfer credit assistance, and services to students with disabilities. Most recently, the college scored at the 80th percentile, marking it as “high performing.” (See Insider/3.B: Noel-Levitz SSI and CCSSE data; CCSSE 2008_Benchmarks)

Some individual departments also conduct their own surveys. The Counseling/Career Center periodically surveys students about their satisfaction with services provided. International Programs conducts student exit surveys. The TRIO programs conduct annual student evaluations of services which are reviewed at annual planning meetings. In addition, individual departments conduct program reviews such as the 2001 Athletic Program/Gender Equity Review, the 2005 Disability Review Report, and the 2006 Review of Financial Aid Policies, Procedures and Services. (See Evidence Room/Student Services Department Notebooks)

Specifically, in 2006, the college conducted a review of financial aid policies, procedures, and services to address concerns and to determine whether there were ways to gain efficiencies and to improve the delivery of financial aid services to students. The resulting report provided recommendations, including a redesign of the process of distributing financial aid balance checks to students to alleviate long lines and congestion in the Student Services area on the first day of the quarter. As a result, this process was relocated to the Student Center atrium, away from the administrative area, thus reducing congestion. (See Evidence Room/Financial Aid Reviews)

Recognizing Our Strengths:

- The institution increased efforts during the past 10 years to assess quality of services by using institutional surveys of satisfaction and engagement; in many cases, this has resulted in recommendations for program improvements and allocation of resources.
- Centralia College systematically identifies the learning and special needs of students through standardized and referral systems.
- Targeted programs utilizing a case management approach have succeeded.
- Students registering with the Center for Disability Services have indicated they are satisfied with college services.
- Retention in both the CDS and the TRIO student populations exceeds retention in the overall student population.
- Technology is effectively employed to monitor campus safety.
- Students are more satisfied with campus security than national norms.
- The college has an excellent working relationship with the local police who have a history of responding rapidly.
The college catalog provides comprehensive information about the college, and the online version provides improved search capability and access for those with high-speed Internet access.

Meeting Our Challenges:

- There is a lack of consistency in conducting department-level assessments and in utilizing data from the standardized surveys conducted by the Institutional Research Department.
- Due to staff changes, progress on eLearning accessibility issues has been delayed.
- Centralia College does not have a security office or a visible campus security presence.
- The college’s Crisis Response Manual has not been updated since 2003.
- Providing only an electronic version of the college catalog can be problematic for those who either lack computer skills, access to a computer, or high-speed Internet access.

Implications for Improvement:

- The college needs to develop plans for more direct distribution and immediate utilization of collected data by departments providing services.
- Customer and staff requests for print versions of the catalog suggest a re-examination of the decision to offer only an electronic version and an analysis of the college’s service population’s computer access and skills.

Actions Underway:

- The CDS interim director and e-Learning Department staff met spring quarter 2010 to follow-up with SBCTC on ANGEL access for students with disabilities.
- A CD version of the college catalog is available upon request.

3.C – Academic Credit and Records

Evaluation of student learning or achievement, and the award of credit, are based upon clearly stated and distinguishable criteria. Academic records are accurate, secure, and comprehensive.

3.C.1 All courses taught at Centralia College have course outlines approved by the college’s Instructional Council and the vice president of Instruction. The State Board for Community and Technical Colleges (SBCTC) specifies the number of credits earned per hour of instruction and the vice president of Instruction ensures state board and the NWCCU policies are met. For more information about credit hours, see Standard Two of this report.

The college honors academic credits earned at other accredited institutions. To facilitate transfer of credit among community and technical colleges within the state system, the college adopted the statewide Common Course Numbering scheme in 2008. Credit can also be earned through the Advanced Placement Program and College Level Examination Program offered by the College Board. In addition, dual college and high school credits can be earned by high school students earning at least a “B” grade in an articulated Tech Prep course. (See http://www.centralia.edu/students/policies/nontraditional.pdf for policy #4.125)

Centralia College ensures that academic records are both accurate and secure as discussed in Standard 3.C.5. The college notifies students of their Family Educational Rights and Privacy Act (FERPA) rights in the quarterly schedule, the college catalog, and on its website. Students have the right to request an amendment to their educational records if they believe the information is inaccurate or misleading. To date, no student has filed such a request. (See http://www.centralia.edu/students/srtk/ferpa.html)
3.C.2 To ensure appropriate criteria are used to evaluate student achievement, the Instructional Council reviews the proposed objectives and learning outcomes for all new and revised courses and examines criteria for evaluating student performance. The council submits recommendations to the vice president of Instruction for final approval of course outlines. Course syllabi, developed by faculty, include criteria for evaluation, grading, and earning credit as indicated by course outlines. Faculty are accountable for applying these standards. The Instruction Office maintains copies of all course outlines and syllabi submitted by faculty. (See Insider/3.C: Instructional Council Mission; sample course outlines an syllabi)

Faculty issue grades using a decimal grading system detailed in the catalog and on the college website. Definitions, comparison of decimal to letter grades, information about policies affecting grade point averages including grade changes, repeated courses, and grade forgiveness are provided in the college catalog. (See http://www.centralia.edu/students/policies.html for Policies #4.100 and see Insider/Evidence: SBCTC Policy and Procedures Manual)

3.C.3 Centralia College follows state guidelines for awarding credit. Distinctions are made between degree and nondegree credits, as indicated in the college’s catalog and its policy manual. Courses numbered 100 and above are degree-applicable; credits granted for classes below the 100 level are not degree-applicable or transferable. Community Service and some Continuing Education classes have no credit value. Student transcripts do not distinguish between degree and nondegree credits.

Educational Plans and the college catalog specify required courses for degrees and certificates awarded. Faculty advisors use the guides to advise students about program requirements and course sequences. The quarterly class schedules indicate credit values along with class listings. Noncredit courses are listed in the Continuing Education and Community Service Program section. (See Insider/Evidence: 2009-2011 Centralia College Catalog; Centralia College Policy and Procedures Manual; Educational Plans)

3.C.4 Centralia College accepts credits earned at accredited institutions in compliance with NWCCU Policy 2.5. The college follows the Washington State Intercollge Relations Commission (ICRC) guidelines. College policies support the 2009 Washington Higher Education Coordinating Board Statement of Transfer Rights and Responsibilities. (See http://www.centralia.edu/students/policies/TransferStudentRightsResponOct09.pdf)

The college catalog details the conditions and process for accepting credit from other institutions. Evaluation of transfer credits is initiated by students submitting official transcripts and a request for evaluation. Authority for acceptance of credit is delegated to the credentials evaluator in Enrollment Services who uses the Accredited Institutions of Postsecondary Education book to verify transfer credit. The evaluator verifies the transcript and compares course descriptions to determine equivalence with Centralia College courses. Credit cannot be transferred from nonaccredited institutions. (See Evidence Room/Student Services Department Notebook, Accredited Institutions of Postsecondary Education and see Insider/Evidence: END-4.1 and SBCTC Policy and Procedures Manual)

3.C.5 The Enrollment Services Office is responsible for securing student admission, enrollment, transcript, degree, and certificate records. Since 1984, the primary method of storing these records for permanent retrieval is electronic through the State Board for Community and Technical Colleges’ Student Management System (SMS). In addition, the college backs up these data each evening into the state system. The state system stores these data simultaneously in two geographically separate electronic storage facilities, one east and one west of the Cascade
Mountains. This system ensures that in the event of a catastrophe, the worst-case scenario would be the loss of only the current day’s data. All data are password protected and only authorized personnel have access to selected portions of the data. Personnel who have authorized access to the data are trained in the Family Educational Rights and Privacy Act (FERPA).

The college maintains records from before 1984 on microfiche and stores duplicate records in two separate locations on campus: a fire-resistant vault located in the Enrollment Services Office and a secure location across campus in the Workforce Education building. In addition, Enrollment Services also stores any current paper student records in its vault. Records are stored consistent with the retention schedules of the American Association of Collegiate Registrars and Admissions Officers and the State Board for Community and Technical Colleges.

The Garrett Heyns Education Center’s administrative staff is responsible for processing enrollments, registration, transcripts, and Personalized Education Profiles, as well as entering student data into the DOC and SMS data management systems. (See http://www.centralia.edu/admin/heyns.html and see Evidence Room/Student Services Department Notebook, Personalized Education Profiles)

Recognizing Our Strengths:

• Criteria used for evaluating student achievement are appropriate, clearly stated, and implemented.
• Transfer credit evaluation procedures ensure academic quality and relevance to programs of study.
• The college maintains a comprehensive and secure records archive.

Meeting Our Challenges:

• Although credit evaluation procedures are detailed in the college catalog, some students are unaware of the process and uncertain about how their previously earned credits will transfer.

Actions Underway:

• Transfer students who apply for admission are sent a letter detailing the process for evaluation of credits.
• Students new to Centralia College are required to attend advising fair information sessions where transfer credit procedures are explained.

3.D – Student Services

The institution recruits and admits students qualified to complete its programs. It fosters a supportive learning environment and provides services to support students’ achievement of their educational goals.

3.D.1 Centralia College has an open door policy consistent with WAC 131-12-010. Students qualify for admission with a high school diploma or GED certificate, by age 18 or older, or by written release from a high school. Though individuals may enroll as drop-in students, and register for courses without applying for admission, they are encouraged to enroll as priority students. This requires an admissions application,
placement testing, and participation in new student advising. The admission process is explained in the college catalog. (See http://www.centralia.edu/admissions/index.html and the Washington Administrative Code at http://apps.leg.wa.gov/WAC/)

The Running Start Program has its own application process which is specified in the college catalog and on the college website. Special application procedures are required for students under age 16, and applications are subject to evaluation by the vice president of Student Services. International Programs also has its own application process which complies with immigration laws and regulations.

Admission to the college does not automatically grant admission to specialized programs. For example, application to the Nursing Program requires a separate application and fee. Several requirements are considered including required coursework and grades.

All applications for general college admission, underage admission, and the Nursing Program admission are tracked by the Enrollment Services Office to ensure compliance with policy. Applications for the Running Start Program and International Programs are tracked by those departments.

The enrollment options for new students are designed to meet the needs of a diverse population. Individuals not seeking certificates or degrees are best served through the drop-in process during the open registration period prior to the start of each quarter. New students who anticipate continuing in future quarters toward completion of a degree or certificate are best served through the priority system which provides earlier access to registration, assistance from a faculty advisor, and web registration access. See Standard 3.D.10 of this report for further discussion.

3.D.2 Centralia College is attentive to the needs and characteristics of its student body by submitting Monitoring Reports to its Board of Trustees to show compliance with END-2: Access and END-3: Diversity. These two End Statements require that the college pay attention to student demographics and report to the board annually.

To comply with END-2, the college enrolls a broad spectrum of students and tracks such factors as family status, employment status, purpose for attending, gender, age, disabilities, immigrant status, and racial and ethnic background. The college has demonstrated compliance over the past decade. As for END-3, the college tracks the enrollment and graduation rates of its students of color. Since 2000, the college has made steady progress toward meeting these benchmarks and exceeded them as reported September 10, 2009, to the Board of Trustees. (See Insider/3.D: END-2 and END-3 Monitoring Reports)

Additionally, the college has started tracking similar enrollment and graduation data for students with disabilities and has set a new benchmark that by 2014 the enrollment and graduation rates for students with disabilities mirror the college-age population of people with disabilities in Lewis County.

Another method that the college uses to track the needs of its students is the Noel-Levitz Student Satisfaction Inventory. The college reports comparison satisfaction data between white students and students of color as part of its END-3 Monitoring Report. During the past decade, although both groups have reported satisfaction with the college on all scales, students of color have been slightly less satisfied than their white counterparts. Students in the lowest levels of Basic Skills classes were not included in the inventory due to lack of reading literacy in English. Basic Skills programs house the majority of students of color on campus. Focus groups have been suggested as an alternative data collection tool for 2010. The college also compared responses from students with disabilities and students without disabilities. There were no differences in satisfaction. (See Insider/3.D: END-3 Monitoring Reports)
The Board of Trustees maintains contact with the college’s service district and acts on its behalf. To assist itself in this endeavor, the board holds hearings each year with selected groups of stakeholders. During 2001 and 2006, the board held hearings, called scans, with the Latino population of Lewis and South Thurston counties. As a result of the 2001 scan, the college opened a Diversity Center with three staff members. Recent budget cuts have reduced the staff to a single half-time director without support staff thus resulting in a reduction in services. Because these cuts are relatively recent, it is too early to determine the effect on the enrollment and graduation rates of students of color. In June of 2010, the director of the Diversity Center resigned. The vice president for Student Services has announced that the center will not be open during summer quarter 2010; however, a faculty member has agreed to be available to students as needed. (See Insider/3.D: list of scans)

In addition, Centralia College demonstrates regard for student rights and responsibilities by having its policy on student rights and responsibilities codified into Washington State Code WAC 132L-120 and by adhering to this state regulation. The college has a comprehensive Student Rights and Responsibilities Code as addressed in Standard 3.B.3.

3.D.3 Centralia College has policies that guide the placement of students into courses based upon their readiness. As an open-door public community college, Centralia College uses standardized placement testing to advise students into courses commensurate with their academic skill levels. New priority students take either the computerized COMPASS test or the paper-and-pencil ASSET test. The tests measure reading, English, and math skills and generate a student placement report with courses recommended or required. Test results may suggest further assessment by the Basic Skills unit. Historically, placement has not been mandatory and some students have chosen not to follow the recommendations. Effective fall quarter 2009, mandatory placement was implemented for developmental and college-level English courses. Placement into math and reading courses is currently still advisory. At the Garrett Heyns Education Center, each student is assisted with an individualized diagnostic assessment in math, reading, and writing. Math and reading skills are assessed using the Comprehensive Adult Student Assessment System (CASAS). Writing skills are assessed using the Test of Adult Basic Education.

In order to qualify for early registration at a new student advising fair, applicants must take either the COMPASS or ASSET test. The Testing Center, which has the responsibility for administering placement tests, is directed by the dean of Basic Skills. However, responsibility for monitoring effectiveness of placement practices remains unclear and is currently under discussion by Instructional Cabinet.

The college does not have an established system in place to determine the effectiveness of COMPASS/ASSET tests as placement tools or to monitor the effectiveness of the cutoff scores as predictive measures of success. Faculty have conducted local research
examining some test-score and transcript data during program reviews. In a one-time assessment project, reports were purchased from ACT Research Services which provided an analysis of placement cutoff score effectiveness in relation to grade performance in first-quarter courses. No systematic review of cutoff effectiveness has been conducted since. The Testing Center staff recently entered into discussions with ACT Research Services to examine report capacity, scope, and availability. These discussions are ongoing.

During the 2008-2009 academic year, English faculty initiated a policy change by adjusting cutoff scores in the COMPASS/ASSET writing tests and recommending that placement in precollege and college-level composition classes be mandatory. This policy was approved by the Instructional Council and implemented for new students effective fall quarter 2009. In practice, enrollment is blocked for students lacking the required test score or transcript evidence of prerequisite course completion. The effectiveness of this mandatory placement policy will be evaluated by the English Department at the end of the 2010-2011 academic year. (See Insider/3.D: English Mandatory Placement Assessment Plan)

Additionally, research on the effectiveness of the precollege curriculum, for both math and English courses, concluded that “Students who successfully complete college preparatory courses have the necessary skills to succeed in college-level courses.” (See Insider/3.D: END-4.5 Monitoring Report, April 2009)

Adult Basic Education (ABE) students are required to take the CASAS assessment test prior to attending new student orientation. During orientation, students take placement tests in reading, math, and writing prior to being advised into courses. Students also complete an intensive student goals/readiness survey and develop an education action plan. Student progress is measured quarterly using CASAS tests and curriculum assessment tests which are reported to the state using the Washington Adult Basic Education Reporting System (WABERS).

The state of Washington requires tracking of ABE students using the WABERS. Faculty and staff administer competency testing of students for progression to higher levels. Analysis of data suggests that students who enroll in the ABE program and show enough intensity and duration to complete a program not only increase their skills in language, writing, and math but also are prepared to enter the next level of their educational path.

Historically, retention of ABE students has been a challenge with many students starting but not completing identified education goals. New leadership came in 2008-2009 with a new dean of Basic Skills and a new ABE program manager. Therefore, intake processes, educational goal setting, and instruction have improved. The opening of the New Science Center in 2009 increased classroom availability and allowed for separation of students by skill levels. (See Insider/3.D: ABE Program Improvement Plan, 2009; END-4.3 Monitoring Report, April 2009)

English as a Second Language (ESL) students are assessed using a combination of an oral screening, CASAS appraisals, and consideration of literacy to determine their placement. Post-testing assesses skill progression at mid- and end-quarter points. Progress is tracked by reporting test scores to the state using WABERS. Analysis of data examining completion rates indicates Basic Skills students are acquiring the necessary skills in language, writing, and arithmetic and that ABE and ESL students are prepared to transition to the next level of education. (See Insider/3.D: END-4.3 Monitoring Report, April 2009, p 2-3)

High School Completion (HSC) students are required to meet with the High School Completion coordinator for evaluation of high school transcripts and delineation of an educational plan to complete requirements
for the Centralia College High School diploma. Skill-level assessment is done using COMPASS testing and by directing students into college-level, college-prep, or HSC courses. Analysis of data on student progression from ABE or HSC classes into college-prep and college-level courses, course completion rates, and grades earned suggests that the transition rate and academic performance of Basic Skills students in college and pre-college courses show that they have acquired the academic skills necessary to earn GED certificates and high school diplomas and as a result are able to successfully move into pre-college and college-level classes. (See Insider/END-4.4 Monitoring Report, April 2009)

The Running Start Program allows qualified high school juniors and seniors to enroll tuition-free in college courses as part of their high school program of study. To qualify for Running Start, students must test at college level on the reading section and either the writing or math sections of the COMPASS or ASSET tests. Course placement decisions are made by the Running Start advisor based on an evaluation of high school transcripts and placement scores. Analysis of data suggests that Running Start students achieve high levels of success. A 2007 study of Centralia College Running Start students indicated 93 percent earned a GPA of 2.0 or higher and completed 96 percent of credits attempted. A fall 2009 study revealed that Running Start students completed 91 percent of attempted credits with an average GPA of 3.07. (See Insider/3.D: Running Start Academic Success Report)

Incoming international students are assessed in a variety of ways. Students completing the Test of English as a Foreign Language (TOEFL) with adequate scores are directed to take the college placement tests. Students without TOEFL scores, or scores lower than required, take the Michigan Placement Test in combination with a writing sample and an oral proficiency interview. Students are then placed in the Intensive English Program (IEP) or college-level courses. International Programs assesses its effectiveness by examining student retention, progression through IEP levels, and progress toward graduation. An evaluation of exit surveys indicates that most international students achieve their goals at Centralia College. Evidence that placement practices for international students are effective includes a 2009 study which revealed that international students’ retention and graduation rates exceed those of all full-time Centralia College students. (See Insider/3.D: International Programs Assessment Report and Evidence Room/Student Services Department Notebook, International Programs)

Students seeking to qualify for financial aid without a high school diploma or GED certificate can take a college placement test, and they can qualify as “ability to benefit” students by scoring at or above the required levels. The Testing Center then notifies the Financial Aid Office of those qualifying as “ability to benefit” students.

3.D.4 The college academic standards policy specifies the expectations for student progress and academic performance. Last revised in 2002, the policy serves as a three-stage intervention system generating a letter of warning, probation, or suspension. The policy features an appeals process managed by the vice president of Student Services. Students receiving financial aid must meet additional satisfactory academic progress standards including a minimum 2.0 GPA and completion of a specified minimum number of credits (See Evidence Room/Student Services Department Notebook, Financial Aid)

Several programs have their own academic standards and program completion requirements. The Running Start Program intervenes when students receive warnings. Students who receive warnings must consult with the Running Start advisor to determine a success plan. The International Programs director monitors the academic progress of international students to ensure compliance with
immigration and customs enforcement regulations. The Nursing Program enforces its own set of academic standards including attendance, grade attainment, and satisfactory completion of the math competency test. It also has strict policies with regard to withdrawal from the program. Students withdrawing, whether voluntarily or involuntarily, require an exit interview with the director of the program. (See Evidence Room/Student Handbook for the Centralia College Nursing Program)

3.D.5 Institutional and program graduation requirements are clearly stated in the college catalog, on the college website, and on the Educational Plans for each degree and certificate. These plans include a program description, course placement recommendations, required courses, a recommended course sequence, and planning notes. Additionally, degree guide folders detail transfer degree requirements and provide a list of courses approved for distribution requirements as well as a list of courses approved as academic electives. (See http://www.centralia.edu/academics/pdf/09-11catalog.pdf; also see Insider/3.D: Educational Plans and degree guides)

Students can check their progress using an online degree audit, available on the college website from a menu of student web services. However, the degree audit program is outdated and its results are unofficial. The implementation of a new degree audit system provided by the SBCTC has been delayed; therefore, a new degree audit is being constructed one program at a time by the credentials evaluator in the Enrollment Services Office. The Information Technology Department has projected that the new degree audit will be available for use by students and advisors during the 2010-2011 academic year.

Graduation application deadlines are advertised in the quarterly class schedule, on bulletin boards, and on the college website. The credentials evaluator manually audits each application for graduation; a mailed notice informs students of progress toward obtaining a degree and any remaining requirements. Centralia College follows the federal government’s Student Right-To-Know regulations summarized in the college catalog. (See Insider/Evidence: 2009-2011 Centralia College Catalog)

3.D.6 The college offers need-based aid through state and federal Title IV grant programs administered by the Financial Aid Office. Eligibility is determined through the Free Application for Federal Student Aid (FAFSA). In addition to the traditional federal and state need-based grant and work-study programs, need-based institutional tuition waivers also are offered. The Financial Aid Office offers additional state-funded grants including Worker Retraining for unemployed workers, WorkFirst for low-income working parents, the Opportunity Grant for students enrolled in specific technical programs and non-need based student employment opportunities. Centralia College Foundation scholarships also are available based on eligibility criteria established by donors. During 2009, over $160,000 in Centralia College Foundation Scholarships were awarded. For additional information about the foundation, see Standard 7.D.3 of this report.

The Financial Aid Office, audited by the Washington State Auditor’s Office, is consistently in compliance. The Department of Education electronically monitors the Fiscal Operations and Application to Participate report, the Common Origination and Disbursement report and the recertification to participate in Title IV funding. During 2006, the college invited an outside team to review financial aid policies, procedures, and services. This was not a federal or state compliance review or audit. Instead, its purpose was to address concerns identified by college personnel and to explore ways to maximize efficiency and improve delivery of financial aid services to students. The result was a lengthy report including background information,
In response to recommendations made by the review team, many positive changes in the operation and delivery of service by the Financial Aid Office have been made. A master calendar, which streamlines workflow, helps determine staff workload and assignments. A tracking system for applications helps monitor and predict trends. It also serves to keep the campus community informed of the number of applications and variables involved in the process. The Financial Aid Office collaborated with the Business Office to set up an auto-application process, in which tuition and fees are paid automatically, improving efficiency and service to students. Disbursement of checks to students was relocated to reduce long lines and limit the wait time for students. Required documentation of attendance was reduced to one faculty signature preventing unnecessary delays. These operational changes have been noticed and appreciated by both students and staff. Noel-Levitz data gathered in 2006 and 2008 indicated an increase in satisfaction with the amount of aid received, award time, and helpfulness of staff. (See Insider/3.B: Noel-Levitz Financial Aid data)

3.D.7 Information regarding the categories of financial assistance is published and made available to both prospective and enrolled students at the Financial Aid Office, in the college catalog, and on the college website. The Financial Aid Department, in coordination with TRIO's Educational Talent Search Program, also provides information sessions at high schools within the service district. The college would like to send information to the families of all high school seniors in its service area but does not have access to mailing lists for all of the schools. Scholarship applications and financial aid information are mailed to all current Centralia College students who might be eligible. The staff offers workshops on campus to assist with the completion and online submission of the FAFSA. Six months prior to their release, students at GHEC who are interested in student financial aid are assisted with filling out a FAFSA. Scholarship deadlines and financial aid priority deadlines are included in the information on the webpage (See http://www.centralia.edu/admissions/finaid/pdf/ScholarshipApp.pdf and see Evidence Room/SS Department Notebooks, Financial Aid)

3.D.8 The college does not have a student loan program as it only offers emergency short-term loans. However, there is an optional tuition payment plan accessible from the website. (See http://www.centralia.edu/studentspayment.html#plan)

3.D.9 Orientation opportunities are offered in many forms for different populations at Centralia College. For the general college population, there are two orientations, one required and one elective. To acquire the advantages of priority status, as discussed in section 3.D.1, students are required to attend a one hour pre-advising session at a new student advising fair. Students can also elect to attend CC 101, a two-day intensive one-credit class, offered prior to the start of fall quarter. The class offers new students a combination of information and activities, including a keynote presentation. As part of a small group, co-led by a student and a faculty team leader, students tour the campus, attend topical workshops presented by faculty and staff, and participate in discussion and team-building activities. CC 101 for students at CCEast includes one day on the Morton campus and a second day on the main campus to establish a connection with the larger institution. (See Insider/3.D: CC 101)

For special populations, Centralia College offers several additional orientations. The Athletic Department conducts an orientation for athletes. Worker Retraining staff conducts weekly orientations to assist prospective students in identifying and accessing
their educational options. The Adult Basic Education and English as a Second Language programs require new students to attend a three-day orientation which encompasses skills assessment and placement plus educational and career goal setting. (A Spanish-language section also is offered.) International Programs orients new students in a two-day session that includes testing, touring the college and the city, and networking. Running Start orientations, held spring and fall quarters, are required for new students and their parents.

Orientations at the Garrett Heyns Education Center are designed to provide each student with an individualized diagnostic assessment in math, reading, and writing. Orientations also are used to recruit students for other GHEC classes such as instructional technology and computers, industrial sanitation, and stress and anger management.

The effectiveness of the CC 101 and Running Start orientations has been assessed by student evaluations which show a consistently positive response. For example, 98 percent of the Running Start attendees state that the orientation met its intended goals. (See Insider/3.D: CC 101 Research Results)

3.D.10 Centralia College recognizes academic advising as a key to student success. In fact, Noel-Levitz data during the past 10 years shows students have consistently rated advising the most important of the 11 scales measured.

Centralia College employs a faculty advisor model which has been negotiated as a primary job duty of all full-time and pro-rata faculty. This program provides students a one-to-one connection with a professor in their chosen major or program of study. Faculty advisors are able to share their expertise and provide guidance to their advisees about class sequences, program requirements, educational pathway alternatives, and career options. Advisors for undecided students include counselors and faculty from the social sciences and the humanities divisions.

The advising system is managed and monitored by the Advising Steering Committee which reports to the vice president of Students Services. This faculty committee includes the credentials evaluator and a faculty advising coordinator from each discipline and program area. (See Insider/Evidence: Faculty Advisor Handbook)

Prospective students who want pre-enrollment assistance may meet with a faculty counselor in the Counseling/Career Center to discuss career goals and educational options. New students are encouraged to complete steps to qualify as priority students for the best selection of classes. Once new priority students are admitted and have taken a placement test, they are invited to a new student advising fair (See Insider/Evidence: 2009-2011 Centralia College Catalog, p6; Faculty Advisor Handbook “Priority vs. Drop-In Registration Status”)

Advising fairs include orientations that explain the quarterly cycle of advising and registration, the advisor’s role, credit load considerations, degree and certificate offerings, use of Educational Plans and degree guides as well as class schedules and a new student readiness survey. Next, new students meet with a faculty advisor from their area of interest for guidance in selecting courses. A new computerized advising format was tested during spring quarter 2010. Students met with advisors in a computer lab and learned how to enroll online. Students are then assigned a faculty advisor in their major or program area with whom they meet every quarter for assistance.

Continuing students are required to consult with their assigned advisors each quarter in order to maintain their priority status which gives them the advantages of earlier registration access and online registration. The college calendar includes a designated Advising Day each quarter which is generally a nonclass day that kicks off a week of advising for continuing students. Prioritized registration appointments, based on cumulative credits earned, begin
the following week. Students are directed to the college website to access their registration dates.  (See http://www.centralia.edu/students/kiosk.html “Student Login/Web Services”)
Running Start students receive advising from faculty counselors who work with designated high schools, enabling them to confirm course selections which meet both high school graduation requirements and college program requirements. High School Completion students are advised by the HSC coordinator. ABE/GED/ESL students are advised by ABE faculty. International students are advised by college faculty if ready for college-level coursework or by Basic Skills faculty while in the Intensive English Program.
Advisor training is provided for all new full-time faculty members. They shadow experienced advisors, observe at new student advising fairs, and are linked with a faculty mentor within their area. The Faculty Advising Manual is available online. Training is required for all advisors each fall, as planned by the Advising Steering Committee. Training topics are targeted to meet needs suggested by student surveys. For instance, student ratings of advising effectiveness on the Noel-Levitz Inventory in 2006 and 2008 indicated a need to improve advisor knowledge of transfer school requirements. Since then, representatives from regional transfer schools have been invited to advisor trainings each fall to share transfer information.  (See Insider/3.D: Advisor In-Service Training agendas)
Faculty advisor workloads have increased significantly with increased enrollment. Many carry advising workloads exceeding the typical range defined in the faculty contract; this has made it difficult for some to make sufficient time for advising sessions. Each quarter some students fail to arrange an advising appointment to see their faculty advisors during advising week, and then seek out their advisors for service when they realize that registration is underway. This puts pressure on faculty advisors and further extends the number of days spent advising.
3.D.11 The Counseling/Career Center at Centralia College has counselors trained in career testing and counseling. Students and community members can make appointments to explore and identify interests, values, and skills as well as educational and career options. They may also explore career options on a variety of computer-assisted programs available in the center or take a two-credit career planning course. Each quarter the Counseling/Career Center offers a Saturday career workshop for students and prospective students.  (See Insider/3.D: Career Workshop)
In addition, a job-development specialist works with WorkFirst students to provide career counseling as well as workshops on resume writing and job interview skills. A newsletter and listserv announce job openings on a weekly basis. Dislocated workers are served by a Worker Retraining job developer who provides labor market research, career counseling, resume writing assistance, and job interview training. The job developer monitors job openings from state and private sites. Although there is no formal career placement service on campus for Workforce Education students, employers often contact program faculty directly for referrals. Potential employers are invited to present hiring opportunities and to post announcements on a job board in the Student Center.
The Student Job Center helps students, who qualify for state and federal work-study programs, find part-time employment. The center posts jobs available on a job board adjacent to its office and hosts a job fair every year. Last year, 50 businesses came seeking new employees and 800 job-seekers attended. In addition, the Student Job Center refers students to WorkSource Lewis County for assistance.
At the Garrett Heyns Education Center, a personalized education profile is created for each student. Following academic skills assessment, students who do not have a high
school diploma or GED meet with ABE/GED instructors who interpret assessment results and explain appropriate educational opportunities. The education profiles are sent to Department of Corrections counselors who assign students to appropriate basic education or vocational programs at their parent institutions.

At GHEC, inmates are assisted with job searches through WorkSource; consequently, the college staff does not duplicate these services.

3.D.12 Centralia College does not provide health services to its students. However, emergency medical services are available through 911, and students without medical insurance are referred to Valley View Medical Center. Insurance forms and educational brochures are available through the Student Life & Involvement Center. It also brings speakers to campus to talk about health issues such as cold and flu prevention, substance abuse, and sexually transmitted diseases.

Short-term psychological/mental health counseling is available in the college’s Counseling/Career Center. Students have access to personal counseling for issues including stress, grief, anxiety, and depression as well as for problems with self-esteem, relationships, and transitions. A brief treatment model allows students a limited number of sessions prior to referral for long-term treatment at the Cascade Mental Health Center or by other mental health practitioners.

3.D.13 The college offers on-campus housing for international students. Prior to July 2008, international student housing was operated by the college foundation, but during the 2008-2009 academic year, the college directly operated student housing as an auxiliary enterprise. On-campus housing provides a safe, convenient alternative to living with host families or other housing alternatives. The college currently has three housing locations. (See Insider/3.D: On-campus housing addresses)

International housing is operated by the Business Office and International Programs. The Business Office oversees policies and procedures, produces a handbook, a contract, and a check in/out form for the students. It processes the payments and deposits them through the cashier. International Programs staff work directly with the students and respond to any issues that arise. They complete the check in/out forms and act as advisors to students occupying the houses. The rules governing these houses are in place to ensure a safe, comfortable learning environment. Based on survey data, no immediate change is needed. (See Evidence Room/Student Housing Handbook; Student Services Department Notebook, International Student Advisory Committee minutes and see Insider/3.D: International Programs Survey results)

3.D.14 Centralia College provides food services. The Food Services supervisor has 35 years of experience in the industry. The Lewis County Health Department mandates the college’s health and safety standards and inspects the cafeteria and food preparation areas twice a year. The outstanding inspections the Food Services Program receives demonstrate its commitment to health and safety standards. (See Evidence Room/3.D: Lewis County Health Dept. reports)

3.D.15, 3.D.16 The Student Life & Involvement Center (SLIC) is the headquarters for student involvement. The office oversees Student Government, clubs and organizations, programming of campus activities, and budgets for all student-funded programs as well as support services to other Student Services departments. The mission of the SLIC is to “improve students’ lives by providing high quality, cocurricular and extracurricular experiences to promote student involvement, leadership and learning, in an effort to create a community that values diversity.” The SLIC offers a variety of activities and programs to foster the intellectual and personal development of students through health and wellness presentations, lectures, performances, as
well as through college committees, clubs, and organizations. Many activities and programs are presented by the Student Activities Admissions Team (SAAT), a student group selected and hired in conjunction with the ASCC Student Government and college staff. The SAAT plans cultural, social, educational, and recreational events for students of the college including theater productions, musical performances, and a variety of other activities.

A complete listing of activities is kept in the Student Life & Involvement Center. The SLIC uses a variety of media to inform students about campus activities, including the college’s Facebook page, the college’s Twitter page, the student handbook and planner, e-mails, postal mailings, in-class announcements, reader boards, posters, and flyers. The Student Government and the SLIC maintain records of their activities and programs. Clubs and organizations officially report their activities and programs along with their budget requests every year. (See Evidence Room/SLIC Dept. Notebook and see http://www.centralia.edu/students/programs/clubs.html#clubs)

Even though the majority of students at Centralia College are commuters, they have the opportunity to participate in over 15 clubs and organizations on campus. Many have been founded for the traditionally under-represented. One such group formed The Survivors Club in the fall of 2008 to educate people with disabilities on how to advocate for themselves and to bring together students, staff, faculty, and community members who have an interest in disability awareness. The Gay Straight Alliance Club, founded in 2005, recently sponsored its third annual Pride Celebration, drawing participants from neighboring colleges and the community at large. Other clubs representing under-represented students are the TRIO Club, the Latinos Unidos Club, and the CCEast Organization of Students at the Morton campus. Students also have the opportunity to participate on 12 college committees through appointments made by the ASCC Student Government. (See Insider/3.D: Student Programs Evidence)

Although the college attempts to accommodate the needs of all students, it does not have a designated area solely for clubs, organizations, or committees so storage, workspace, and meeting areas are limited. These issues are being addressed in planning the TransAlta Commons building. This facility will provide students, faculty, and the community the social nucleus around which long-lasting relationships can be forged. (See http://www.centralia.edu/capital/projects.html#commons)

3.D.17 The college’s mission is to improve lives through lifelong learning which is supported by efforts in the area of recreational opportunities and facilities. Through the SAAT, the college has created open gym time when classes or practices are not in session. Fitness rooms are also available to students currently enrolled in physical education courses but not to the general student population. Three-on-three basketball tournaments are organized during the annual SpringFest.

3.D.18 The college bookstore supports the educational programs by providing a convenient place for students to purchase textbooks, course materials, and academic supplies. The bookstore works closely with faculty to ensure products and course materials are on hand in sufficient quantity to meet student needs. The store also carries a variety of general merchandise such as greeting cards, backpacks, software, gift items, and college-logo clothing.

To help students deal with the escalating cost of textbooks, the bookstore provides a book buyback program at the end of each quarter, operates a book rental program, and provides ISBN numbers enabling students to research other textbook purchasing options. The store complies with rulings delineated in the state’s House Bill 1224 which requires colleges to lower course material costs.
The bookstore provides pricing information when requested by faculty to facilitate cost-effective decisions. (See http://apps.leg.wa.gov/documents/WSLdocs/2007-08/Pdf/Bills/Session%20Law%202007/1224.SL.pdf)

Bookstore staff (40 percent of whom are students) know their customers and provide a user-friendly environment. The store maintains an open-door policy and listens to student comments, concerns, and suggestions. Staff meets regularly with representatives of SAAT and Student Government to discuss operation and improvements. Many products and newly implemented programs have been suggested by students, faculty, or staff members. These include a textbook rental, a book swap, a buyback quote, and a textbook reservation programs.

Although there is no systematic structure for faculty input about policies and procedures, bookstore staff seek faculty opinions and suggestions regarding bookstore products and/or services. Recently, a cardio-stethoscope that was tested by a nursing instructor was determined to be inferior, so the product is no longer carried in the store. When the online textbook adoption program was initiated, bookstore staff asked faculty volunteers to test it and provide feedback. Once the program was determined to be user-friendly, it was implemented for all faculty. Additionally, the textbook rental program would not have been possible without faculty involvement and cooperation.

The bookstore works cooperatively with departments on campus to accommodate changing requirements of programs. It supports campus events including job fairs, the New Science Center open house, breast cancer awareness promotions, and SpringFest events. It assists with display cases in the Student Services foyer and the Health and Wellness Center. Within the larger community, the bookstore displays products, provides college information, and donates door prizes at several yearly events.

While striving to be an integral part of the campus, the store hosts many activities including coffee tastings and other in-store promotions as well as local author book-signing events. The bookstore also assists with textbook shipments to a sister college in Malawi, Africa. (See http://www.centraliabookstore.com/ and see Insider/3.D: Bookstore Events)

3.D.19 The Centralia College policy on student media is published in the student handbook and planner and on the college website. The college does not practice prior restraint, as it recognizes and affirms the editorial independence and freedom of all student-edited campus media. Student editors have the authority to make all content decisions and bear the responsibility for those decisions. Content is not considered when determining funding. (See http://www.centralia.edu/students/policies.html)

The award-winning student newspaper, the blue&gold, moved to an online version in 2009. The decision was initiated by the faculty advisor in 2007 in recognition of the industry trend toward digital publication although most community colleges in the state still have print editions. Analysis of the number of hits and comments posted on the site suggests that the online version has been well received. The move to an online-only newspaper also addresses the college's commitment to sustainability. (See http://www.ccbluegold.com/ and see Insider/3.D: blue&gold Comprehensive Awards List)

Meanwhile, the student literary and visual arts journal, Beyond Parallax, is in transition. Students, staff, and faculty established it in 1994 as a forum for creative expression. The organization provides a collaborative, interdisciplinary learning experience as students oversee the fundraising, submission, and selection processes as well as the design of the annual publication. After 15 years of print publication, the staff is currently creating a retrospective which will be published on its website. During the last few years it has been
challenging to keep the student organization going, so the faculty advisor is looking at an online alternative and proposing that the journal become a series of one-credit classes beginning in fall quarter 2010. (See http://www.centralia.edu/academics/writingcenter/BeyondParallax and Evidence Room/Beyond Parallax archives)

**Recognizing Our Strengths:**

- Collaboration between Enrollment Services and the Counseling/Career Center has led to improvements in serving individuals who begin as drop-in students.
- Meeting the needs of traditionally underserved portions of the population is a stated priority of the college.
- Community scans conducted in 2001 and 2006 assessed needs of the Latino/Hispanic community and provided impetus to create the Diversity Center.
- Short-term counseling is available at the Counseling/Career Center.
- All priority students are assigned faculty advisors who are uniquely qualified to provide information about their particular disciplines and transfer and/or employment options.
- The CC 101 orientation class offers new students a positive introduction to the college environment.
- Graduation requirements are stated clearly in printed materials and on the college's website.
- Information about financial aid and scholarship programs is published and made available to both prospective and enrolled students.
- On-campus housing provides a safe, conveniently located option for international students.
- The institution adheres to a spirit and intent of equal opportunity by offering a wide variety of activities and programs that foster the intellectual and personal development of students.
- The college staff has established a working relationship with Valley View Medical Center, Cascade Mental Health, and the Lewis County Mental Health Consortium Group through professional contacts.
- The Health and Wellness Center underwent a remodel in 2008-2009 to enhance the fitness facilities and locker rooms.
- The bookstore supports the educational programs and intellectual climate of the institution. Students and faculty have the opportunity to provide input into the development of bookstore policies and procedures.
- Student media is adapting to the trend toward online delivery.

**Meeting Our Challenges:**

- Faculty advisor workloads have increased significantly with increased enrollment.
- Informal faculty advisor surveys have indicated dissatisfaction with the degree audit program.
- Diversity efforts have focused primarily on Hispanic/Spanish-speaking students as opposed to the broader category of underserved populations.
- Recent budget cuts have had significant impacts on institutional attention to diversity issues.
- The college does not have an established system in place to determine the effectiveness of placement tools, including cutoff scores as predictive measures of success.
- The existing degree audit system is currently outdated and difficult to interpret.
- The college would like to expand mailings to the families of all high school seniors in its service area.
- Though participation in CC 101 has grown each year since being introduced in 1995, not all new students choose to participate.
- Community resources for health services and counseling are limited, especially for low-income students.
• The college does not have a designated area just for clubs, organizations, or committees, so storage, workspace and meeting areas are limited.
• The college bookstore must deal with changes in state and federal legislation and increased competition from online resellers, e-books, and open source textbooks.

Implications for Improvement:
• Limited staff in the Diversity Center has resulted in reduced access and service.
• The college’s effort to meet the needs of students of color would be strengthened by including students in ABE/ESL courses below the fourth level.
• As International Programs grows, the college may need to consider a full-time dedicated staff person responsible for student housing.
• The college’s Institutional Research director has suggested that focus groups could be conducted for ABE/ESL students, potentially in their native language.
• Increased collaboration between faculty and the Testing Center staff will be needed during a planned study of the effectiveness of cutoff scores and placement practices.

Actions Underway:
• The Calendar Committee has recently prioritizeddesignating a nonclass day for advising each quarter.
• A new degree audit software program, which requires considerable staff time to build, will be available to advisors and students during the 2010-2011 academic year.
• The college is developing a case management system for the Diversity Center.
• The college’s Testing Center staff has requested information from ACT about alternative methods to evaluate cutoff score effectiveness.
• Effectiveness of recently adopted mandatory placement practices for English classes will be evaluated beginning summer quarter 2010.
• The Advising Committee is collaborating with the Counseling/Career Center to increase student awareness and participation in quarterly advising by a variety of marketing strategies including classroom flyers and outdoor lawn signs.
• To reach the seniors from schools that do not provide mailing information, the college purchases a list from a commercial vendor.
• The Orientation Planning Committee assesses student evaluations every year and makes program improvements.
• Designated space for student clubs and organizations in being planned for inclusion in the TransAlta Commons building.
• International Programs staff will continue to seek feedback from students to evaluate services in order to continue to provide a student-centered program.
• A full-time TRIO employee was hired to coach basketball on a part-time basis. The coach has been able to provide additional support to athletes as a result of this cooperative arrangement between Student Services departments.
• Student media is transitioning to digital delivery following industry trends.

3.E – Intercollegiate Athletics

The institution participates in intercollegiate athletics; these programs and financial operations are consistent with the educational mission and goals of the institution and are conducted with appropriate oversight by the governing board, chief executive officer, and faculty.

3.E.1, 3.E.2 The Intercollegiate Athletic Program contributes to the social climate of the campus and community. The Board of Trustees delegates the institutional control of the
program to the president who has assigned this responsibility to the vice president of Student Services. The Intercollegiate Athletic Program’s goals and objectives are reviewed annually with its director. All potential and current staff members are provided written copies of the program’s mission statement, goals, and objectives as well as a detailed position description. Current position descriptions for the athletic director and all staff members are on file in the Human Resources and Legal Affairs Office.

The policies and rules of the Intercollegiate Athletic Program are reviewed annually by the athletic director and the coaching staffs to ensure compliance with the Northwest Athletic Association of Community Colleges code. In addition, all coaches must complete an online test to ensure they understand the NWAACC guidelines and policies. (See http://www.nwaacc.org/index.php)

3.E.3 The college’s student athletes follow the same process and utilize the same services as all Centralia College students, including admissions, advising, registration, financial aid, grading, and graduation. College programs providing individual assistance to Centralia College students also are available to student athletes if they choose to use them. Student athletes have the opportunity to provide input to the administration through annual surveys of the general student body such as the Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement.

3.E.4 Intercollegiate athletics are funded by Student Programs and the Centralia College FUND with additional support from fundraising efforts which offset program needs above the general operating funds. The Centralia College Foundation also raises funds for student athletic scholarships. During the 2006-2007 academic year, athletic scholarship amounts changed from $200 per quarter to 65 percent of tuition costs.

The State Board for Community and Technical Colleges funds salaries for the athletic director, head coaches, and office support staff. An annual budget prepared by the athletic director, with input from head coaches, takes into account the needs of each sport. When complete, the budget is presented for approval to the Services and Activities Fee (S&A) Budget Committee consisting of student representatives and members of the administration. The budget is then approved by the vice president of Student Services and finalized by the president. It is the responsibility of the athletic director to monitor the budget and authorize expenditures from each funding source. All expenditures of S&A funds must include appropriate signatures and be processed through the Business Office in accordance with campus policies and procedures.

Each athletic program has an account with the FUND which is a nonprofit 501(c)3 organization that is overseen by an executive director and a board of directors comprised of community members. Athletic program accounts within the FUND are monitored by its accountant using specific nonprofit accounting software. The purpose of the accounts was deemed appropriate under the justification process required for all campus FUND accounts. Requests for expenditures from the FUND must include all required documentation, be approved by the FUND executive director, and be processed through the Business Office.
director, and be submitted to the FUND accountant for payment. (See Evidence Room/3.E: FUND Expenditures)

3.E.5 Centralia College is committed to fair and equitable treatment of its male and female athletes. The percentage of male and female athletes mirrors the percentage of men (40-45 percent) and women (55-60 percent) enrolled in the college. Compliance with Title IX is monitored by the vice president of Student Services and the athletic director. Four women’s sports and two men’s sports are offered. Women’s sports include volleyball, basketball, softball, and golf. Men’s sports include basketball and baseball. Coaches for both men and women are available to advise student athletes. Newly renovated campus facilities house home games for both women’s and men’s basketball and volleyball while community facilities are utilized for baseball, softball, and golf home games. Practice, workout, and locker room facilities are provided for all teams in the newly remodeled Health and Wellness Center.

All student athletes are provided with equal services and benefits through the Intercollegiate Athletic Program. These include scholarships and financial aid, equipment and supplies, medical services and insurance, transportation and per diem allowances as well as access to coaching and individual instruction. These services are explained in the Athletics Coaches’ Handbook available on the college website. (See http://www.centralia.edu/athletics/docs/CC_Athletics_Handbook.pdf)

3.E.6 The philosophy of the Centralia College Intercollegiate Athletic Program is to complement academic programs while enhancing the students’ educational experience. In keeping with this philosophy, practice and game schedules are developed to minimize interference with class schedules and the academic success of athletes. Student athletes and the athletic director work in cooperation with faculty members should scheduling conflicts occur. Coaches emphasize, on a daily basis, the necessity for students to make time for study and monitor their academic progress. In addition, the director of Student Programs has the role of athletic retention specialist and monitors academic progress of the athletes every three weeks. This emphasis upon accountability is particularly important in that most of the coaches are part-time employees and have limited time with their student athletes. (See Insider/3.E: Academic Progress forms)

According to responses to questions 10.a and 10.c in the 2008 Community College Survey of Student Engagement, Centralia College students, in general, spend more time preparing for classes and participate in more college-sponsored activities, such as intercollegiate athletics, compared with similar colleges. Consistent academic monitoring and daily encouragement by coaches may contribute to this response by students. (See Insider/Evidence: CCSSE)

The dates of all league games are determined by NWAACC commissioners and committees in accordance with the purpose stated in their handbook. Final say on league schedules is approved by the Western Region of NWAACC after reviewing instructional calendars. All game schedules are developed in advance and are posted on the college website. (See http://www.centralia.edu/athletics/index.html)

**Recognizing Our Strengths:**
- College staff has established a retention program for student athletes that includes daily monitoring by coaches and bimonthly academic progress checks.

**Meeting Our Challenges:**
- The athletic program is primarily staffed by part-time coaches. Students therefore do not have access to their coaches throughout the day for problem solving or support.

**Actions Underway:**
- The 2009-2010 Student Government has prioritized increasing student access to fitness facilities.
Evidence Log

STANDARD THREE

Standard 3.A – Purpose and Organization

3.A
See Insider/3.A: Student Services Strategic Plan

3.A.1
See Insider/3.A: Student Services Organizational Chart

3.A.2
See Evidence Room/3.A: Position Description Notebook
See Evidence Room/3.A: Student Services department notebooks
See Insider/3.A: Classified Bargaining Agreement, Art. 6, p12-13
See Insider/3.A: Exempt Employee Evaluation Process
See Evidence Room/Written Interview-Student Responses
See Insider/3.A: HR Trainings

3.A.3
See Evidence Room/Department Notebooks
See Insider/3.A: SS2007-10 Strategic Plan
See Insider/3.A: CC Strategic Enrollment Plan

Standard 3.B – General Responsibilities

3.B.1
See http://www.sbctc.ctc.edu/college/d_index.aspx
See Insider/3.B: CCSSE Overview
See Insider/3.B: Noel-Levitz PowerPoint
See Evidence Room: ACCESS Report and attachments
See Insider/3.B: HR Trainings
See http://www.centralia.edu/cgi-bin/forms/forms.pl?form=10
See Insider/3.B: student tracking data
See Insider/3.B: Noel-Levitz data

3.B.2
See http://www.centralia.edu/Students/Programs/cmtees.html
See http://www.centralia.edu/Students/programs/clubs.html

3.B.3
See http://www.centralia.edu/Students/rights.html

3.B.4
See http://www.centralia.edu/students/srtk/cleryact.html
See Evidence Room/Student Services Department Notebook
See Evidence Room/FEMA training completion certificate
See http://www.centralia.edu/students/policies.html for Policy #1.300, #4.145
See Insider/3.B: End-6.5-Monitoring Reports
See Insider/3.B: HR Trainings
See http://www.doc.wa.gov/jobs/core.asp
3.B.5
See http://www.centralia.edu/news/bluegold.html
See http://www.centralia.edu/students/rights.html
See Evidence Room/3.B: student handbook and planner

3.B.6
See Evidence Room/3.B: Student Services Department Notebooks
See Insider/Evidence: CCSSE
See Insider/Evidence: Noel-Levitz SSI
See Insider/3.B: Noel-Levitz PowerPoint
See Evidence Room/3.B: Written Interview-Student Responses, May 2009
See Insider/3.B: Noel-Levitz SSI and CCSSE data
See Insider/3.B: CCSSE 2008_Benchmarks
See Evidence Room/Student Services Department Notebooks
See Evidence Room/Financial Aid Reviews

Standard 3.C – Academic Credit and Records

3.C.1
See http://www.centralia.edu/students/policies/nontraditional.pdf for policy #4.125
See http://www.centralia.edu/students/srtk/ferpa.html

3.C.2
See Insider/3.C: Instructional Council Mission
See Insider/Evidence: sample course outlines and syllabi
See http://www.centralia.edu/students/policies.html for Policies #4.100

3.C.3
See Insider/Evidence: 2009-2011 Centralia College Catalog
See Insider/Evidence: Educational Plans

3.C.4
See http://www.centralia.edu/students/policies/TransferStudentRightsResponOct09.pdf
See Evidence Room/Student Services Department Notebook
See Evidence Room/Accredited Institutions of Postsecondary Education
See Insider/Evidence: END-4.1

3.C.5
See http://www.centralia.edu/admin/heyns.html
See Evidence Room/Student Services Department Notebook, Personalized Education Profiles

Standard 3.D – Student Services

3.D.1
See http://www.centralia.edu/admissions/index.html
See Insider/Standard 3.D.10

3.D.2
See Insider/3.D: END-2 Monitoring Reports
See Insider/3.D: END-3 Monitoring Reports
See Insider/3.D: list of scans

3.D.3
See Insider/3.D: English Mandatory Placement Assessment Plan
See Insider/3.D: Running Start Academic Success Report
See Insider/3.D: International Programs Assessment Report
See Evidence Room/Student Services Department Notebook, International Programs

3.D.4
See Evidence Room/Student Services Department Notebook, Financial Aid
See Evidence Room/Student Handbook for the Centralia College Nursing Program

3.D.5
See Insider/3.D: Educational Plans and degree guides
See Insider/Evidence: 2009-2011 Centralia College Catalog

3.D.6
See Insider/Standard 7.D.3
See Evidence Room/Student Services Department Notebook, Financial Aid

3.D.7
See http://www.centralia.edu/admissions/finaid/scholarships.html
See Evidence Room/ SS Department Notebooks, Financial Aid

3.D.8
See http://www.centralia.edu/students/payment.html#plan

3.D.9
See Insider/3.D: CC 101
See Insider/3.D: CC 101 Research Results

3.D.10
See Insider/Evidence: 2009-2011 Centralia College Catalog, p6
See Insider/Evidence: Faculty Advisor Handbook “Priority vs. Drop-In Registration Status”
See http://www.centralia.edu/education/kiosk.html “Student Login/Web Services”
See Insider/3.D: Advisor In-Service Training agendas

3.D.11
See Insider/3.D: Career Workshop

3.D.13
See Insider/3.D: On-campus housing addresses
See Evidence Room/Student Housing Handbook
See Evidence Room/Student Services Department Notebook
See Evidence Room/International Student Advisory Committee minutes
See Insider/3.D: International Programs Survey results

3.D.14
See Evidence Room/3.D: Lewis County Health Dept. reports

See Evidence Room/SLIC Dept. Notebook
See www.centralia.edu/students/programs/clubs.html#clubs
See Insider/3.D: Student Programs Evidence
See http://www.centralia.edu/capital/projects.html#commons

3.D.18
See http://www.centraliaamazonstore.com/
See Insider/3.D: Bookstore Events
3.D.19
See http://www.centralia.edu/students/policies.html
See http://www.ccbluegold.com/
See Insider/3.D: blue&gold Comprehensive Awards List
See http://www.centralia.edu/academics/writingcenter/BeyondParallax
See Evidence Room/Beyond Parallax archives

STANDARD 3.E – Intercollegiate Athletics

3.E.1
See http://www.nwaacc.org/index.php

3.E.2
See http://www.nwaacc.org/index.php

3.E.4
See Evidence Room/3.E: FUND Expenditures

3.E.5
See http://www.centralia.edu/athletics/docs/CC_Athletics_Handbook.pdf

3.E.6
See Insider/3.E: Academic Progress forms
See Insider/Evidence: CCSSE
See http://www.centralia.edu/athletics/index.html

NOTE: All required documentation and exhibits that are not in the Insider Evidence Files will be in the Evidence Room during the evaluators’ campus visit.
Centralia College faculty members embrace the institution’s core values: respect, responsibility, and responsiveness.”
Chair: Judith Aguilar, faculty
Co-Chair: Liz Frey
Team Members: Kerry Treheway, Lisa Wilson
ASC Liaison: Georganne Copeland
Administrator: John Martens, vice president of Instruction

Forming Our Team:
The first step was to read the standard. When the chair discovered that the second section dealt with Faculty Scholarship, Research and Artistic Creation, she sought someone from the Art, Music or Drama Departments to be on the team. Liz agreed to be the co-chair. Kerry was asked to join because of qualities that would help keep the chair on task. She agreed to join the team, as did Lisa.

Understanding Our Task:
After reviewing the standard together, we divided it up and each of us went to work investigating and locating documentation.

Developing Our Method:
During the “Year of Inquiry” we met as a group when necessary. After receiving the template from the Steering Committee, we started drafting. We not only read each other’s drafts, but asked our liaison to provide feedback as well. Since she has been at the college longer than we have, she provided some valuable insight. This has truly been a team effort.
Standard 4.A – Faculty Selection, Evaluation, Roles, Welfare, and Development

The selection, development, and retention of a competent faculty is of paramount importance to the institution. The faculty’s central responsibility is for educational programs and their quality. The faculty is adequate in number and qualifications to meet its obligations toward achievement of the institution’s mission and goals.

As Centralia College works toward being recognized as the best community college in the state of Washington, maintaining a professional and dedicated faculty is crucial to this vision. Of the 75 full-time and pro-rata faculty currently employed, 49 percent have 10 years or more of full-time service to the college. Additionally, 11 percent of the faculty have been with the college for 20 years or more. The most senior member of the faculty has been teaching since 1967. Twelve members of the faculty were students at Centralia College, 10 of whom completed a degree before transferring.

Centralia College faculty members embrace the institution’s core values: respect, responsibility, and responsiveness. The faculty shares its expertise through instruction, research, and involvement in the community. Their dedication supports the college’s vision as “the intellectual heart and cultural soul of the community.”

4.A.1 Centralia College currently employs 223 full-time, pro-rata, and adjunct faculty who have credentials which reflect their academic and professional expertise as set forth in the Centralia College Policies and Procedures Manual. The policy follows the standards for qualifications and certification for community college personnel as described in the WAC 131-16-080 through 131-16-094. Each faculty member is responsible for his/her own Faculty Notebook which includes a current curriculum vitae highlighting educational background, industry, and/or teaching experience. The Faculty Professional Development
Committee, which consists of five full-time faculty members, approves and maintains records of faculty professional development activities. (See Insider/Evidence: Centralia College Policies and Procedures Manual; Std. 4-Table 1: Institutional Faculty Profile; Std. 4-Table 2: Number and Source of Terminal Degrees of Faculty; Professional Improvement Credit Guidelines; Washington Administrative Code website: http://apps.leg.wa.gov/wac/; see Evidence Room/ Professional Improvement Credit Notebook)

4.A.2 Centralia College faculty participate in academic planning, curriculum development and review, academic advising, and institutional governance as stipulated by the CCFT Negotiated Agreement.

Faculty are responsible for academic planning and the curriculum development for their departments/programs in conjunction with division deans. Revised Educational Plans and course outlines as well as proposals for new courses are initiated by faculty as needed. Once a department has reviewed a course or its revision in context of the program and the college’s standards for academic rigor, the department chair signs off and forwards it for approval by the dean. Next, course proposals and revisions are presented to the college’s Instructional Council for review, discussion, and recommendation for approval or for further work. Faculty members in all of the college’s departments/programs are responsible for periodical curriculum/program reviews. For further discussion of this process, see Standard Two of this report. (See Insider/Std. 4: Instructional Council Minutes)

Another area of faculty involvement is academic advising in which the college has earned strong marks from students in the Noel-Levitz Student Satisfaction Inventory. The faculty advisor model allows students to become acquainted with professors in their programs or areas of concentration who can answer questions about courses, prerequisites, and academic loads. Faculty advisors also stay current on transfer requirements in their fields to assist students who wish to transfer to four-year colleges. The overall response from Centralia College students and faculty on the Noel-Levitz Student Satisfaction Inventory during the last decade, is positive. The data from both groups confirms that the college’s advising procedures are effective.

Table 1: Noel-Levitz Student Satisfaction Inventory Ranking for Academic Advising (On a scale of 1-12, 1 being highest)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2008</th>
<th>Fall 2006</th>
<th>Fall 2004</th>
<th>Fall 2002</th>
<th>Fall 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranking</td>
<td>4*</td>
<td>1*</td>
<td>7*</td>
<td>1*</td>
<td>1*</td>
</tr>
</tbody>
</table>

*2004 was the first year of online registration.

Advising is coordinated by the Advising Steering Committee. This committee consists of coordinators for each department who meet monthly to revise policies and schedule the advising activities on campus. The coordinators, in turn, share advising information with their departments, schedule advisors to assist at advising fairs, and work with the deans to balance faculty advising loads. Quarterly advising reports are sent to the deans. (See Insider/Std.4: Advising Steering Structure Document)

Advisor training begins with a new faculty orientation. Ongoing training for all full-time faculty is provided during the fall quarter in-service days each year. Additionally,
departments work together to mentor new faculty in the advising process. Faculty members also have been willing to take on extra advising loads as enrollments continue in record numbers ensuring that all students are served. Even so, faculty retraining or cross-training may be necessary to maintain equitable workloads. (See Insider/Evidence: Advising Handbook)

Although the faculty has responded favorably in surveys about the advising process, there are some concerns about protecting the time set aside from classes for advising. When classes are scheduled on a quarterly Advising Day, advising appointments may stretch for weeks instead of days. Also, when programs lose full-time faculty, the remaining faculty members have to handle a higher advisee load. For further discussion of advising, see Standard Three of this report. (See Insider/Std. 4: Advising Trends Chart)

Another area of responsibility for faculty, as set forth by the Centralia College Policies and Procedures Manual and the CCFT Negotiated Agreement, is participation in institutional governance. All full-time faculty members are expected to join two to four committees. Standing committees have representation on the Institutional Effectiveness Committee that is advisory to the president. Committee work engages faculty in the college’s governance process, and encourages interaction across departments/programs. This helps build a stronger college community. Committee work also provides faculty with leadership opportunities. (See Insider/Evidence: Centralia College Policy Handbook, 2009-2012 CCFT Negotiated Agreement; Std. 4: Full-time Faculty Committee Assignments, 2009-2010)

4.A.3 The Centralia College Policies and Procedures Manual (Ch 2.051) and the CCFT Negotiated Agreement (Art. X Sec. 2) specifies faculty workloads. A normal workload includes 41 to 49 instructional units per academic year, an advisee load of 15-30, and a committee load of two to four. The committee work should not exceed four hours per week on average during the academic year. Office hours, outreach/promotions, noninstructional student contact, and other course- or program-specific duties also are included in the workload. Workload is reviewed during annual spring quarter workload meetings between faculty members and their area dean.

Due to the economic downturn, many faculty, as well as other campus employees, have taken on extra duties as well as larger workloads. The faculty has worked in great solidarity with administrators to make this possible. Currently, because of the unusually high influx of students, some classes have had their caps raised temporarily. Although different courses have different class caps, the CCFT Negotiated Agreement stipulates that if there are more than 60 students in a class, a tenured faculty member is credited for 1.5 times the instructional units; an adjunct faculty member is reimbursed 1.5 times the stipulated rate to cover the extra work created by a higher student-instructor ratio. Class caps vary from 96 to 10 students. Classes such as Introduction to Statistics and Anatomy and Physiology I, which are requirements of several degree programs are among the courses that have had their caps increased to serve a greater student demand. Meanwhile, hiring constraints have made it difficult to impossible to hire more instructors. Because of their commitment, not only to the institution but to the community and the students, faculty have been willing to take on this challenge, as Centralia College strives to be the best community college in the state. (See Insider/4.A: Class Caps list, F2010)

Professional development is encouraged and, as stipulated in the CCFT Negotiated Agreement, is overseen by the Faculty Professional Development Committee. This committee implements the Extended Studies Support Program as well as procedures for award of professional improvement credits which apply toward advancement on the salary schedule. In order to qualify for either of these programs, faculty members must have
current Professional Development Plans filed in the Instruction Office. Faculty may also apply for curriculum development awards for projects beyond the scope of regular duties during noninstructional periods. These projects must address new curriculum approaches, significant changes, or entirely new courses. Until 2009, college employees qualified for the college’s tuition assistance program for courses taken at the college, but, due to state budget cuts, this benefit has been suspended. Sabbaticals, also currently suspended due to budget constraints, are usually available to faculty members. However, employees still are eligible for state tuition waivers and may take unpaid leave to pursue further education or research. (See Insider/Evidence: Centralia College Policy Handbook, Ch 2.051; CCFT Negotiated Agreement, Art. X Sec. 2)

4.A.4 Although the economic downturn hasn’t been favorable for salary increases, faculty salaries at Centralia College have shown moderate improvement during the past 10 years. In 2001, the average salary for full-time faculty was $43,808. In 2005, that amount had increased 12.3 percent. During the following five years, it increased another 9.7 percent to reach the current full-time faculty salary average of $54,830. At the same time, part-time faculty also received an increase in wages. From 2003 to 2010, the average wages for part-time faculty (calculated by the SBCTC) have increased from $23,266 to $30,463, a 30.7 percent increase. A comparison of the average salary of full-time faculty and the average annualized salary of part-time faculty, for the 2008-2009 academic year, still shows that part-time faculty earn 54.36 percent of full-time faculty. Movement on the salary scale is detailed in the CCFT Negotiated Agreement. It is based on accumulation of salary credits as well as professional improvement credits, as approved with increment allocations determined by the Legislature.

During spring quarter 2010, there were 12 pro-rata faculty at Centralia College, making the ratio of pro-rata to full-time tenured faculty one to four. Pro-rata faculty receive an annual contract, are paid from the full-time salary schedule, receive pro-rated benefits, and can move up the salary schedule on a pro-rata basis. Although they are not full-time faculty members, their workloads include instruction, committee work, student advising, and curriculum development at a pro-rata level.

During spring quarter of 2010, there were 166 adjunct faculty members compared to 50 full-time tenured faculty members, making the ratio three to one. Centralia College offered 223 courses using adjunct and moonlight (full-time faculty teaching an overload) contracts in eight departments on both the main campus and at CCEast. Chapter 2.120 of the Centralia College Policies and Procedures Manual sets forth the policy for eligibility of benefits for adjunct faculty which is consistent with the applicable State Employee Benefits Board regulations. Adjunct faculty are eligible for fringe benefits beginning the second consecutive quarter in which the assignment is over half time as determined by the college’s Human Resources and Legal Affairs Office.
The college has a history of long-term employment among the faculty; the average number of years that a faculty member remains at Centralia College is 14. Since 2005, 25 faculty members have left, the majority due to retirement. Two faculty members are currently filling interim exempt administrative positions.

Meanwhile, during the last decade, the Garrett Heyns Education Center (GHEC) underwent substantial changes, made by the Department of Corrections, which affected its educational programs and, therefore, its faculty. The GHEC lost more than 50 percent of its instructional positions when it became a dedicated reception/diagnostic center in 2005-2006. Programs, especially for long-term vocational education, were curtailed. During 2007, the GHEC revised its program to provide educational orientations and placement testing to enhance inmate readiness for educational services upon transfer to “parent institutions.” The GHEC continues to serve the needs of more than 5,000 inmates per year but mostly in a short-term capacity. The GHEC faculty, staff, and administrative positions are governed by the same policies and contracts as employees on the main Centralia College campus. See Standard 2.G and 2.H for further discussion of this center. (See Insider/Evidence: Centralia College Policy Handbook, Ch 2.120; CCFT Negotiated Agreement, Arts. V and VII; http://www.sbctc.ctc.edu/college/_f-salaries.aspx)

4.A.5, Policy 4.1 As stated in the NWCCU Accreditation Handbook, it is the college’s responsibility to have a qualified and competent faculty and “in consultation with the faculty, to evaluate the performance of its faculty members and to provide for their development on a continuing basis.” Article XVI of the CCFT Negotiated Agreement sets forth the processes used in the evaluation of full-time, pro-rata, and adjunct faculty.

These processes have been in place since the interim accreditation report in 2005.
composed of a faculty member (chosen by the faculty member being evaluated), a peer evaluator, the immediate supervisor, and the faculty member being evaluated. A professional development plan, a self-evaluation, student evaluations, a peer evaluation, a supervisor’s evaluation, classroom observations, workload reports, and a final report written by the committee chair are completed during this process and placed in the faculty member’s permanent file. Certain portions of the process vary for librarians and counselors due to the nature of their work. Because their interaction with peers and students differs, there are specific guidelines for instructional faculty, librarians, and counselors outlined in the CCFT Negotiated Agreement.

Full-time nontenure-track and pro-rata faculty are evaluated annually. The components of these include the following: a professional development plan, a supervisory evaluation, a self-evaluation, an instructional observation, a peer evaluation, and a spring workload review. The faculty members discuss evaluation results with their supervisors.

Adjunct faculty are evaluated each of the first two quarters of employment in order to strengthen their professional skills. Additionally, written student evaluations are completed and the results are provided to the faculty member. By the end of the second quarter, a classroom observation is performed by the supervisor or a designee. Adjunct faculty are then evaluated annually for four years and bi-annually thereafter. Following each evaluation cycle, the faculty member meets with the dean to discuss the results of the evaluation.

The CCFT Negotiated Agreement addresses the issues that could arise from faculty evaluations. Article IX sets forth the role of the Probationary Review Committee in assessing and advising the probationers and aiding them in overcoming weaknesses by establishing a written plan of action and calling for ongoing assessment of the probationers. The same article also addresses the policy for resolving matters involving tenured faculty members. (See Insider/Evidence: Centralia College Policies and Procedures Manual; the CC-CCFT Negotiated Agreement)

4.A.6 As stated in the Centralia College Policies and Procedures Manual, the procedures for recruiting and hiring full-time faculty can be found in the Human Resources and Legal Affairs Office. The document entitled Full-Time Tenure-Track Faculty Hiring Procedures explains these procedures. Copies are available to anyone upon request.

When the vice president of Instruction deems necessary, a request can be brought forward for hiring a full-time faculty member. This generally is initiated by a dean. The matter is then taken before the Executive Management Team for discussion. The final decision, which is based on the input from the EMT and the other parties along with budget considerations, is made by the college president. The standing practice is that the position is opened to the public as well as current employees. Once the position is posted, the recruitment period lasts a minimum of six weeks; the position may be announced as “open until filled.”

Position openings are sent to all full-time faculty and listed in such places as The Chronicle of Higher Education, the college’s website, websites such as Faculty for the Future, and regional newspapers. All tenure-track positions also are advertised in Hispanic Outlook with the hope of attracting more applicants of color. Human Resources
and Legal Affairs staff also attend job fairs where diverse populations are recruited. The main difficulty in recruiting diverse candidates is that the college’s service district has few people of color; hence, few diverse candidates are attracted to living here.

When a search is approved for hiring a new tenure-track faculty member, a screening committee is formed and is generally chaired by a dean or an associate dean. The committee consists of one faculty member chosen by the CCFT, one other faculty member, and an equity representative. An additional member may be selected from any segment of the college community. The committee make-up for the Garrett Heyns Education Center is slightly different, but it is set forth in the hiring procedure document. The vice president of Human Resources and Legal Affairs serves as an advisor to the screening committee regarding hiring procedures, and nondiscrimination and personnel policies.

Once the position is closed, the screening committee is responsible for reviewing all of the applicant files for minimum qualifications and determining the most highly qualified candidates. The committee may conduct a first round of interviews by phone or by Internet or the committee may proceed to interview the top three to five candidates on campus. After conducting interviews, the committee summarizes the candidates’ strengths and weaknesses. The vice president and the president also interview the top candidates. The screening committee then meets with the vice president and the president to discuss the candidates. The final hiring decision is made by the college’s president. (See Insider/Evidence: Centralia College Policies and Procedures Manual (Chapter 2.130); Full-time Tenure-Track Faculty Hiring Procedures)

4.A.7 Centralia College supports academic freedom in order to foster a dynamic environment in which faculty and students can expand the boundaries of teaching and learning. According to the CCFT Negotiated Agreement, “each faculty member is entitled to academic freedom in the classroom in the discussion of the subject he/she teaches. Each faculty member is a citizen and as such has the same rights as other citizens.” The 1982 document entitled Recommended Institutional Regulations on Academic Freedom and Tenure is on file in the office of the vice president of Instruction. Additionally, academic freedom is addressed in the Policy of the Board of Trustees, Chapter 2, Section VIII, and in the Centralia College Policies and Procedures Manual, Section 2.001.

The college’s Strategic Initiatives recognize diversity, integrity, instruction, vitality, and climate as core to the college’s support of academic freedom. They have academic freedom in choosing and pursuing their own unique research topics. Faculty members share their expertise by providing presentations at faculty meetings, in the Lyceum lecture series, and as part of the college’s Speaker’s Bureau. Several faculty members also have been involved in exchange opportunities with other colleges and have led cross-cultural tours to Central and South America. Faculty are recognized for innovative and exemplary teaching and learning through the Exceptional Faculty Award, the Phi Theta Kappa Faculty of the Year Award, and the Puget Sound Energy Outstanding Faculty Award. (See Insider/Evidence: Policy of the Board of Trustees, the Centralia College Policies and Procedures Manual, the CCFT Negotiated Agreement, Art. V, Sec. 1; Faculty Awards list; Insider/4.A.7: speakers bureau brochure)

4.A.8, 4.A.9 At Centralia College, adjunct faculty are essential to fulfilling the mission of “improving people’s lives through lifelong learning.” The college depends on adjunct faculty who are well-qualified by academic background, degrees, and/or professional experience to carry out their teaching assignments and other prescribed duties and responsibilities. They are expected to meet
the same qualifications as their full-time colleagues. (See Insider/Evidence: Centralia College Policies and Procedures Manual (Ch 2.105), Adjunct Faculty Credentials)

To ensure that adjunct faculty members are informed of campus policies and job responsibilities, the Instruction Office updates the Adjunct Faculty Handbook each fall and provides an adjunct faculty orientation during in-service days. The handbook is available online and in hard copy by request. The handbook covers the mission, values, and history of Centralia College and includes a listing of the Board of Trustees members and administrators as well as the year’s instructional calendar. The manual consists of 12 sections which explain adjunct faculty responsibilities, the salary scale, the evaluation process, leave, and other important policies as well as tips on classroom management and support services for students.

Adjunct faculty also have access to the Centralia College intranet where they may find information about the different college departments, policy manuals, a staff directory, and more resources. The college currently is transitioning to a new web-based platform, the Insider, which will allow employees access from off campus to forms, manuals, and other resources. The college is reviewed by the vice president of Instruction and is also discussed by the Executive Management Team and the Instructional Cabinet. However, most of the discussion is not documented as it involves specific positions and information that is confidential in nature.

During the past few years, more adjunct than full-time faculty have been hired due to the budget constraints, but it is hoped that the trend will be reversed as the economic situation improves and that more tenured and pro-rata positions will be established. Annually, the State Board for Community and Technical Colleges provides a report which includes data on the use of full-time and part-time faculty and their salaries. (See http://www.sbctc.ctc.edu/college/_f-salaries.aspx, “Criteria for hiring full-time and adjunct faculty”; see Insider/4.A: Hiring Criteria)

Standard 4.B – Faculty Scholarship, Research and Artistic Creation

Scholarship, including research and artistic creation, is inherent in the work of faculty and students and is integrated in mutually supportive ways with instructional activities, regardless of the size or nature of the institution.
A comprehensive self-study at Centralia College

4.B.1, 4.B.2, 4.B.3, 4.B.7 While the primary responsibility of faculty at Centralia College is instruction, they do engage in scholarship, research, and artistic creation in a multitude of ways. There is no contractual requirement in this area, and the college as an institution does not initiate research projects. Some individual faculty members conduct research upon their own initiative. Faculty have complete academic freedom to choose and pursue individual research topics. These activities often fall under professional development which is overseen by the Faculty Professional Development Committee. Institutional policies and procedures concerning scholarship, research, and artistic creation are addressed through the CCFT Negotiated Agreement. This contract addresses professional improvement credits, extended studies, sabbaticals and faculty professional development opportunities. (See Insider/Evidence: CCFT Negotiated Agreement)

Examples of faculty scholarship activities include attendance at seminars, conferences, conventions, factory schools, and universities. Involvement in conferences routinely includes the presentation of research, the delivery of keynote addresses, and the facilitation of workshops. Faculty also teach as visiting professors at other colleges as well as at summer academies. They present in their fields of expertise through the Lyceum lecture series and at the annual All Staff Day.

A number of faculty regularly publish articles in professional journals and magazines, and two have recently published books in their fields.

Some travel abroad to conduct research and to learn the languages and cultures of other countries. Two professors have led credit-bearing tours to Latin America every year for the past five years.

Some of the Workforce Education faculty are involved in private practice in their fields, including civil engineering, land use planning, and project management.

A number of faculty also are engaged in various types of artistic creation. Some have published novels, poetry, and plays. Others have displayed paintings, weavings, and photography.

Although Centralia College considers teaching the main focus of its faculty, the institution also encourages research. Recently, a member of the Science Department received a Murdock Grant to pursue original research on submerged ancient forests in the Northwest; a member of the Art Department completed a four-day training on a Jacquard Loom at the Montreal Center for Contemporary Textiles; a member of the Electronics Department attended meetings of the Seattle Chapter of the Audio Engineering Society and Recording Academy in preparation to teach a new course; and, a member of the Criminal Justice Department worked as a law enforcement doctrine developer for the Afghan National Police. (See Insider/4.B: Summary of Recent Faculty Scholarship, Research and Artistic Creation; Department Reports to the Board of Trustees)

In addition to research conducted in specific disciplines, faculty also are involved in strategic planning, classroom and program assessment, and curriculum development activities. This work is documented in program/curriculum reviews and Faculty Notebooks. Additional discussion of this work can be found in Standard Two of this report. (See Evidence Room/Professional Improvement Credit Notebook; Faculty Notebooks)

4.B.4, 4.B.5, 4.B.6 Centralia College offers faculty financial support to pursue scholarship, research, and artistic creation through Assessment, Curriculum Development, Exceptional Faculty, and Lovington awards as well as through Foundation mini-grants, external grants, and extended studies funding. (See Insider/4.B: grant criteria and applications)
Centralia College also supports research and creative activity through the award of sabbaticals and reassigned time. Leave may be granted for one, two, or three consecutive quarters in order for faculty to pursue professional goals. Consistent with the college’s mission and goals, these awards are for work that is relevant to the faculty member’s assignment or part of a degree program related to that assignment. The work must be nonredundant and beyond normal contractual duties. The college does not support, or accept, external funding for research incompatible with its mission and goals. (See Insider/Evidence: CCFT Negotiated Agreement, Art. 8, “Faculty Professional Development Opportunities”)

Recognizing Our Strengths:
- Faculty are well-qualified to meet their obligations toward achievement of Centralia College’s mission and goals.
- Faculty actively participate in academic planning, curriculum development and review, academic advising, and institutional governance.
- Scholarship, research, and artistic creation are supported and encouraged by the institution. Faculty have been recognized by national, regional, and local professional organizations for their work.
- The college recruits and retains highly qualified faculty.
- The process used for faculty evaluations, which was addressed in the previous self-study, was corrected and has been in place since 2003.

Meeting Our Challenges:
- Due to the increase of enrollments, loss of support staff, and budget constraints, some faculty have larger class sizes, more advisees, and increased workloads.
- Due to the economic situation, faculty have not received pay raises that normally would have been received such as cost of living allowances.
- Although the institution recruits diverse candidates for faculty positions, there continues to be a lack of diversity among faculty members.
- Although adjunct faculty wages have increased 30.7 percent since 2003, their remuneration is still 45.64 percent less than the average full-time faculty member which can limit recruitment efforts of qualified adjuncts.
- Although the post-tenure faculty evaluation process has been in place since 2003, due to the turnover in administrative positions and other factors, the evaluation process was not being applied consistently across the campus until the 2009-2010 academic year.

Implications for Improvement:
- As economic conditions allow, the college will work with faculty to create more tenure-track and/or pro-rata faculty positions.
- Instruction is reviewing the workload issue presented by the excessive number of advisees for certain faculty members and programs.
Standard 4.A – Faculty Selection, Evaluation, Roles, Welfare, and Development

4.A.1
See Insider/4.A: Std. 4 - Table 1: Institutional Faculty Profile
See Insider/4.A: Std. 4 - Table 2: Number and Source of Terminal Degrees of Faculty
See Insider/: Professional Improvement Credit Guidelines
See Evidence Room/Professional Improvement Credit Notebook

4.A.2
See Insider/Std. 4: Instructional Council Minutes
See Insider/Evidence: Advising Steering Structure Document
See Insider/Evidence: Advising Handbook
See Insider/Std. 4: Advising Trends Chart
See Insider/Evidence: Centralia College Policy Handbook, CCFT Negotiated Agreement
See Insider/Std. 4: Full-time Faculty Committee Assignments, 2009-2010

4.A.3
See Insider/4.A: Class Caps list, F2010
See Insider/Evidence: Centralia College Policy Handbook (Ch 2.051)
See Insider/Evidence: CCFT Negotiated Agreement, Art. X Sec. 2

4.A.4
See Insider/Evidence: Centralia College Policy Handbook, (Ch. 2.120)
See Insider/Evidence: CCFT Negotiated Agreement, Arts. V and VII
See http://www.sbcctc.ctc.edu/college/_f-salaries.aspx

4.A.5
See Insider/Evidence: the 2009-2012 CC-CCFT Negotiated Agreement

4.A.6
See Insider/Evidence: Centralia College Policies and Procedures Manual (Ch 2.130)
See Insider/Evidence: Full-time Tenure Track Faculty Hiring Procedures

4.A.7
See Insider/Evidence: Policy of the Board of Trustees, the Centralia College Policies and Procedures Manual
See Insider/Evidence: CCFT Negotiated Agreement, Art. V, Sec. 1
See Insider/4.A: Faculty Awards List
See Insider/4.A.7: Speakers Bureau Brochure

4.A.8
See Insider/Evidence: Centralia College Policies and Procedures Manual (Ch 2.105), Adjunct Faculty Credentials
See Insider/Evidence: CCFT Negotiated Agreement, Art. V, Sec. 1
See Insider/Std. 4.A: Adjunct Faculty Handbook

4.A.9
See Insider/Evidence: Centralia College Policies and Procedures Manual (Ch 2.105), Adjunct Faculty Credentials
See Insider/Evidence: CCFT Negotiated Agreement, Art. V, Sec. 1
See Insider/Std. 4.A: Adjunct Faculty Handbook
4.A.10
See http://www.sbctc.ctc.edu/college/_f-salaries.aspx, “Criteria for hiring full-time and adjunct faculty
See Insider/4.A: Hiring Criteria

Standard 4.B – Faculty Scholarship, Research and Artistic Creation
4.B.1, 4.B.2, 4.B.3, 4.B.7
See Insider/Evidence: CCFT Negotiated Agreement
See Insider/Std.4: Summary of Recent Faculty Scholarship, Research and Artistic Creation;
See Insider/Evidence: Department Reports to the Board of Trustees
See Evidence Room/Professional Improvement Credit Notebook
See Evidence Room: Faculty Notebooks
4.B.4, 4.B.5, 4.B.6
See Insider/4.B: grant criteria and applications
See Insider/Evidence: CCFT Negotiated Agreement, Art. 8, “Faculty Professional Development Opportunities”

NOTE: All required documentation and exhibits that are not in the Insider Evidence Files will be in the Evidence Room during the evaluators’ campus visit.
Library and Information Resources

STANDARD FIVE

“The library has responded positively to the changing nature of the information world, seeking to improve access to quality resources for all students, staff, and faculty regardless of location.”
Chairs: Sue Gallaway, dean of Library and eLearning
   Patrick Allison, director of Information Technology
Team Members: Barret Havens, Randy Johnson, Margaret Snyder
ASC Liaison: Vicki Oakerman
Administrators: John Martens, vice president of Instruction
   Steve Ward, vice president of Finance and Administration

Forming Our Team:
In the beginning the Standard Five team was a mix of library and Information Technology representation chaired by Barrett Havens. After his resignation in fall 2009, the team was split into two subteams, chaired by Sue Gallaway and Patrick Allison.

Understanding Our Task:
We believe our task was to interpret the standard elements and determine if the college was adequately fulfilling them. While external examples of an accreditation report were available, it wasn’t until another team’s draft report was made available that all the pieces “clicked.” Evidence gathering and evaluations soon followed.

Developing Our Method:
Initially the team worked through the elements, attempting to determine if each was predominately a library or an IT issue and what were the potential sources of evidence. Data gathering began in 2009, the “Year of Inquiry.” In fall of 2009 the Standard Five chair recommended that the library and IT be addressed in two documents, as appears to be the dominant practice for this standard. Analysis and drafting began in winter 2010. The chair assumed primary responsibility for this but continually sent analysis and drafts to all library faculty and staff and the standard committee for review.

In reflecting on the experience it may have been better to initially assign one or two people the major responsibility of defining the measures and beginning the analysis. While cross-constituency input is important, it was too difficult to have the entire group start from scratch.
Library and Information Resources

STANDARD FIVE

5.A.1 The library staff has a two-pronged vision in support of the college mission: 1) Provide access to information and technology resources that support teaching and enhance student learning, and 2) Foster an environment in which students acquire the information literacy skills and computer competencies that support independent inquiry and lifelong learning.

In fulfilling this vision, the library provides multiple services for students, faculty, and staff. These include development and maintenance of collections in support of the college curriculum, information literacy instruction, reference service, circulation services, course reserves, interlibrary loans, instructional equipment, student technology support, college archives, and copyright guidance.
The library’s physical collections include print books, periodicals, newspapers, audiovisual materials, and maps. The library’s online collections include electronic books, full-text subscription periodical databases, and reference databases. The library also provides open access journal repositories.

The library’s collection budget is augmented through cooperative agreements among institutions and among departments. For example:

- The library currently receives $3,600 annually from City University for the purchase of materials in the field of education.
- The library belongs to several consortia to take advantage of volume pricing on resources and services, including the Bibliographical Center for Research, the Online Computer Library Center, and the Orbis Cascade Alliance.
- Workforce Education contributes funds to cover one-third of the cost of the information technology database and for several years shared the cost of a database in diesel technology when that resource was used.

In addition to information resources in the physical and online collections, the library provides instructional equipment support and student technology access. Currently, the major components of the library’s instructional equipment inventory are laptop PCs and portable projectors. For students, the library has an open lab with 21 computer workstations with the Microsoft Office suite of products. In 2010, the library will be adding an additional 12 workstations.

The library’s collection budget has been negatively impacted by the following factors:

- Prices have increased annually for databases, periodicals, and books. Additionally, the cost of library services, such as the Voyager integrated library system, has increased annually.
- New programs and courses that require supporting resources do not come with new allocations for library materials. As an example, the Nursing Program requires expensive databases but after initial grant funds expired, the library had to absorb the cost of about $5,000 annually.

### Table 1: Library Services Snapshot

<table>
<thead>
<tr>
<th>Major Service</th>
<th>Snapshot Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collections: Physical</td>
<td>37,495 items in physical collection (as of 12/09)</td>
</tr>
<tr>
<td>Collections: Electronic books</td>
<td>30,046 titles (as of 9/09)</td>
</tr>
<tr>
<td>Collections: Online periodicals</td>
<td>28,520 titles (as of 9/09)</td>
</tr>
<tr>
<td>Instruction</td>
<td>84 sessions, 1733 students (2008-2009)</td>
</tr>
<tr>
<td>Reference</td>
<td>2,145 transactions (2008-2009)</td>
</tr>
<tr>
<td>Circulation</td>
<td>7,391 checkouts (2008-2009)</td>
</tr>
<tr>
<td>Course reserves (print and online)</td>
<td>6,231 (as of 2/10)</td>
</tr>
<tr>
<td>Interlibrary loan</td>
<td>52 borrowed, 125 lent (2008-2009)</td>
</tr>
<tr>
<td>Instructional equipment</td>
<td>396 items (as of 12/09)</td>
</tr>
<tr>
<td>Library computers for student use</td>
<td>21 stations (will be 33 in 2010)</td>
</tr>
<tr>
<td>College archives</td>
<td>2,395 items (as of 2/10)</td>
</tr>
</tbody>
</table>
Since 2007, the library has employed an exempt administrator, and to recognize the importance of the library and eLearning to the college mission, the dean serves on the Executive Management Team. The library also employs one full-time faculty member, two pro-rata faculty members, two pro-rata classified staff members, and one part-time hourly employee. There also are a number of student workers. For further discussion of staffing, see Standard 5.D of this report.

5.A.2 The library’s website is the portal to all library resources with access to print materials via the library catalog and links to online materials. To supplement the library’s collections, students and faculty may request items owned by other libraries. The library website directs users to the WorldCat catalog where they can search for items held in other libraries. Library users also may submit an online interlibrary loan request for books or articles. The library website also provides links to quality resources that are available freely on the Internet. (See http://library.centralia.edu)

The library’s physical collections include books, reference materials, periodicals, newspapers, video cassettes, DVDs, compact discs, maps, and college historical collections. The library’s physical collection has significantly decreased during the last five years. In 2004, the library reported print holdings (general circulating and reference) of 35,107. As of fall 2009, the library held 27,779 physical items in general circulating and reference collections, a decrease of 20.8 percent. There are two major factors for this decrease: a lack of physical space and a shift to electronic resources. The library had reached its maximum capacity for physical collections. In order to continue the development of current and relevant print collections, it was necessary to significantly reduce physical library holdings across all collections.

Another significant factor in reduction of print holdings was an increase in quality digital holdings. For example, during 2007-2008 the library substantially overhauled the print reference collection with physical holdings reduced more than 50 percent. High quality online reference databases were added which expand access to reference items to students because these resources are available 24x7 from any location. The reduction in print reference also allowed the library to remove shelving which freed space to add more student study carrels and computer workstations.

During the last four years, the library has been conducting a major review of its book and audiovisual collections, examining the age of titles and whether a title was checked out during the previous 10-year period. The library is continuing this review and seeking to improve both the currency and utilization of the print collections.

The library seeks to maintain quality collections as evidenced by usage. A collection that supports the curriculum and consists of relevant resources will be used. According to data retrieved using the library statistics program from the National Center for Education Statistics Academic Libraries Survey, Centralia College print holdings are smaller than similar academic libraries (two-year institutions serving a similar number of FTEs). However, even though the library’s print collections are significantly smaller, circulation transactions (i.e. usage – number of checkouts) are significantly greater than the comparison group median.
Table 2: National Comparison Data for Print Holdings and Circulation (2008-2009)

<table>
<thead>
<tr>
<th></th>
<th>Books, Serials, Backfiles Held</th>
<th>Audiovisual Materials Held</th>
<th>Total Holdings</th>
<th>Circulation Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centralia College</td>
<td>27,825</td>
<td>3,056</td>
<td>30,881</td>
<td>7,391</td>
</tr>
<tr>
<td>Comparison group median</td>
<td>40,749</td>
<td>2,287</td>
<td>43,036</td>
<td>5,742</td>
</tr>
<tr>
<td>Percentage difference</td>
<td>-32%</td>
<td>+34%</td>
<td>-28%</td>
<td>+28%</td>
</tr>
</tbody>
</table>

Source: Voyager ILS, NCES

As of 2008, online books comprise about half of the library’s monograph collection, yet circulation statistics show the print collection continuing to receive strong use. Checkouts peaked in 2004-2005 at 7,713 and have held at approximately 7,400 during the last two academic years.

The library currently subscribes to three electronic book collections that provide access to more than 30,000 titles. Only a small percentage of these books are accessible via the library catalog, so most uses are via the individual online interfaces for the collections. The addition of these electronic book titles has more than doubled the library’s collection of monographs without any of the attendant physical processing fees (approximately $60 per item for staff time and materials) or use of physical space. There are additional benefits over print titles: multiple students may access one title simultaneously, titles are available for browsing and use 24x7, and the collection content is managed by the vendor so librarians aren’t spending valuable time on selection activities. The eBrary collection is maintained by the vendor with a specific focus on community college curriculum. The currency of electronic titles is easier to maintain. For example, the library has weeded much of its aged collection of information technology titles and rarely purchases these in print. The Books 24x7 database focuses on technology-related topics, a subject area that would be extremely costly to maintain current if it were in print.

Table 3: Usage of Electronic Book Collections

<table>
<thead>
<tr>
<th></th>
<th>Sessions</th>
<th>Full-text Access</th>
<th>Time Period</th>
</tr>
</thead>
</table>
In an effort to provide users with a rich array of resources, the library takes advantage of open access content whenever possible. The library provides links to free online collections of electronic books from within the library’s webpage. These include thousands of additional titles available via Google Book Search, Internet Archive, and Project Gutenberg. In 2009, the library added a Google Books links within the library catalog, augmenting the information available for individual items in the print collections.

The library provides access to a wide variety of free and subscription-based online reference tools and databases. Many are accessible through eBrary or through the library catalog. But there are two core collections of digital reference books that comprise the majority of online reference holdings: Gale Virtual Reference Library and Oxford Reference. Usage across the online reference materials is solid, with the exception of Daily Life Online which was canceled as of February 2010. (See Insider/5A: Table 2)

Library users access journals, magazines, and newspapers through periodical databases. These are available online from both on- and off-campus locations. During the past decade, the library has migrated from CD-ROM based products to full-text online databases. During the last three years, the library significantly reduced subscriptions to print periodicals, dropping from a high of nearly 150 print subscriptions to fewer than 50 as of fall quarter 2009, which is in line with current trends. A February 2010 poll of Washington community college library directors revealed that 17 out of 20 respondents had reduced print periodicals subscriptions. As of September 2009, the library subscribes to 16 online periodical databases. An annual savings of $10,000 has been redirected from these cancelations into the acquisition of online databases.

Additionally, interlibrary loan is available which enables users to borrow materials that are owned by other libraries. After adding the eBrary electronic book collection in 2008 (essentially doubling the number of monographs), the number of items borrowed from other libraries significantly dropped. As part of the cooperative interlibrary loan agreements, materials are loaned to other libraries for their users. Over the last 10 years the library continues to be a net lender of library materials. (See Insider/5A: Table: Interlibrary Loan Statistics)

The library also has a limited media services function, providing instructional equipment and audiovisual materials for classroom use. Most classrooms are equipped with a computer and video projector. Instructional equipment available through the library is available for short-term circulation to college employees only. Currently, the major part of the equipment collection is video projectors and PC laptops. Faculty and staff may reserve equipment in advance. During 2010, the library is replacing its aging laptop PCs with new ones, the only equipment slated for replacement. For more information, see Standard 5.C of this report.

5.A.3 The library’s Collection Development Policy ensures that all materials added to the collection support the educational programs of the college. Additionally, in order to respond to the changing information environment and to serve students at a geographic distance from the college, the library has significantly increased its digital holdings. Access to online library resources is available for all students, staff, and faculty from any computer with Internet access any time of the day or night. (See Insider/5A: Required Exhibit 2, Collection Development Policy)

During 2005, the library instituted a librarian liaison system whereby each instructional area has an assigned librarian. The goals of the liaison system are to ensure that all nonlibrary faculty members are invited, on a regular basis, to assist with collection development and for librarians to become familiar with department/program curricula, degree
requirements, and research interests of college faculty. This has been useful in focusing the efforts of the librarians. The library also sets aside $500 of the collection budget for new tenure-track faculty to assist with collection building. (See Insider/5A: Required Exhibit 2, Library Liaison Program)

Reference services are available in person as well as by telephone and online. During fall quarter 2009, the library joined the QuestionPoint consortium, allowing library users to access 24x7 reference assistance via an online chat interface. Centralia College librarians contribute two hours per week to the consortium in exchange for this expanded service.

The majority of instruction is conducted face-to-face, but some efforts have been made to provide library instruction for online courses. For example, a live online library instruction session was conducted during summer quarter 2009 using the Elluminate online conferencing tool. For two quarters a librarian served as an “embedded librarian” for the English Composition II online classes which focus on the research paper. The library has made several attempts to review and launch online tutorials but has not successfully implemented this due to technology constraints and limited staffing.

The library classroom does not have computers, and that poses a challenge in providing library instruction which nearly always involves hands-on use of online tools and resources. As a result, the librarians use the open access computers for scheduled library instruction. During the last three years, the library increased the number of computers from 12 to 21 and will be adding 12 more computers in 2010, bringing the total number of computer workstations to 33.

5.B.2 Librarians play a leadership role on campus in furthering the integration of information literacy skills across the college curriculum. Information literacy skills are fundamental to the attainment of academic skills and success in the 21st century workplace. The academic experience must prepare students for the information-seeking and knowledge-management challenges they will face as

Standard 5.B – Information Resources and Services

Information resources and services are sufficient in quality, depth, diversity, and currency to support the institution’s curricular offerings.

5.B.1 The library’s published Collection Development Policy establishes the priorities for selection of materials. The first priority is support for instructional programs by providing materials that meet the information needs of instructors and students. (See Insider/5B: Required Exhibit 2, Collection Development Policy)

During the last decade, the library migrated to a new integrated library system including an online web access catalog. Part of the ongoing maintenance of the online catalog is authority control which is important because it maximizes access to library materials. Through authority processing, library users are empowered by an enriched and more efficient searching function in the online catalog. The library finished authority control work for all bibliographic records during 2004 and maintains the authority file on a quarterly basis.

During 2009-2010, the library will undertake a reclamation project with the Online Computer Library Center (OCLC) which will align the library’s online holdings records with OCLC’s worldwide database of library holdings. This will allow the library to be a full participant in the statewide Wayfinder catalog, paving the way for universal borrowing and patron-initiated interlibrary loan.
members of society and the workforce, both locally and globally. This includes the ability to discern usefulness of information in all media from all parts of the world. These skills are built through instruction, instructional tools, and services for all modes of delivery.

Currently, the library instruction program is in flux as the access to resources is constantly evolving. Beyond that, there is a curricular need to infuse the broader range of information literacy skills so that all students are prepared for the information environments they will face upon graduation. Since 2004, the library has had nearly 100 percent turnover in librarians, including three different people in the sole full-time librarian position, with periods of time when that position was not filled. As the staffing structure in the library has changed, it has been difficult to move forward with integration of information literacy across the curriculum. For further discussion of staffing, see Standard 5.D.1 and 5.D.2 of this report.

Library instruction sessions are taught by library faculty in coordination with discipline faculty who identify learning outcomes for the session. Typically, library instruction deals with the following topics: choosing and refining a topic, searching reference and periodical databases, understanding periodical types and advanced search techniques, searching the Internet and evaluating website credibility, and avoiding plagiarism through proper use of citations.

Library instruction statistics show that the number of sessions taught per year has remained consistent, ranging from 74-90 sessions and serving from 1,400 to 1,800 students. According to data from the National Center for Education Statistics Library Comparison tool, among the 2008 comparison group (two-year college libraries serving a similar number of FTEs) the median number of sessions was 50 for the academic year. The Centralia College library exceeds this level by 68 percent for the same time period.

In 2004 as part of a federal Library Services and Technology grant, the library began infusing information literacy across the curriculum. Recently, this five-year grant was renewed and librarians continue to work with discipline-area faculty on grant-related activities. So far, three grant-related projects have been completed:

- Development of information literacy “ladder of learning” outcomes from precollege English through English Composition II.
- Faculty review of online information literacy tutorials.
- Authentic assessment of information literacy skills upon completion of the English Composition series.

After attending a week-long Institute about information literacy immersion, the library staff created its Information Literacy Action Plan based on The Association of College and Research Libraries guidelines. Despite challenges with the staffing of librarian positions, some progress has been made toward trying to reach more programs on campus with library instruction. English courses have
The increase in online offerings necessitates a different approach to library instruction. Librarians have conducted live, online library instruction sessions. A librarian also spent two quarters as an “embedded librarian” in an English Composition II course; the librarian was a functional member of the course and available to students within the online class. The need for online information literacy tutorials is clear, but implementation has been difficult due to technical constraints and lack of library faculty staffing.

5.B.3 During 2009-2010, the library began to streamline access to policies and procedures. The library is organizing them and establishing a cycle of regular review to ensure that all policies and procedures are updated on a three-year cycle. The library maintains manuals for all major library operations, and these are available online. A print version called The Blue Book is kept at the circulation desk. Information relating to licensing and acquisitions is kept by the full-time library faculty member and a library staff member. (See Insider/5B: Library Policies and Procedures Manual; Evidence Room/5.B: The Blue Book)

5.B.4 The library provides opportunities for members of the college community to contribute to planning and development of library resources and services:

- Faculty may request items. During the previous three academic years, 260 requested items were added to the collection.
- Librarians develop displays of library resources in conjunction with curricular areas and campus events. During the past three years, the library hosted 23 displays, including collaborations for Domestic Violence Awareness Month, student art, quilting, women’s history, climate change and global warming, and the New Science Center.
- New faculty members are granted $500 toward the purchase of library materials in support of their curriculum.
- The library has a suggestion box, but it is rarely utilized.
- The library has conducted two student surveys.
- The library collaborates with other departments, such as eLearning, to offer workshops to staff and faculty.
- Librarians have collaborated with English faculty on special assessment projects for information literacy.

(See Insider/5B: Library Student Survey, 2000; Library Facilities Survey, 2009)

5.B.5 The library belongs to various organizations that allow it to use computing and communication services to extend the boundaries of its reach. Agreements are discussed in Standard 5.C.2 of this report.
Standard 5.C – Facilities and Access

The institution provides adequate facilities for library and information resources, equipment, and personnel. These resources, including collections, are readily available for use by the institution’s students, faculty, and staff on the primary campus and where required off-campus.

5.C.1 The library strives to be both a virtual and a physical learning space where student needs around technology, content, and services are met. With that goal in mind, the library is moving toward a “learning commons” model where technology is pervasive, space for individual and group work can accommodate a variety of activities, services for students are readily accessible, and library instruction can be provided in context.

Library staff conducted a survey of students during 2009 to gauge satisfaction with library facilities after several improvements were made to layout and lighting. Among 130 respondents, ratings were high across all categories. One student commented positively to the changes, writing, “You all have a very excellent library. Peaceful and cool, with soothing surroundings that help channel minds and abilities to focus and study.” Areas for improvement that emerged as themes from the survey include improving wireless Internet service, providing more computers, and reducing noise. One student said, “it would be nice if more computers were available. I understand there is a lab in Washington Hall but it is not very conducive to research because of its lack of accessibility to the library.” (See Insider/5C: Library Facilities Survey, 2009)

The library inhabits one half of the Kirk Library building with the majority of assignable floor space dedicated to collections and student use areas. Because the library provides space for a variety of activities, it can be difficult to accommodate the needs of students who are studying quietly.

The library has attempted to mitigate this problem by separating the study carrels from the computer workstations. However, the majority of the study carrels are near the lecture and group work area for the Basic Skills Program, so noise control is still an ongoing concern.

The library is open 52.5 hours per week during fall, winter, and spring quarters, and 32 hours per week during summer quarter. The library reduced hours by four a week during 2008-2009 by closing an hour earlier Monday through Thursday. Evening usage of the library has been historically low and reducing the hours allowed the library to maximize staffing during the busiest times. The median number of hours open during a typical week among the library’s comparison group is 61, according to the National Center for Education Statistics. However, the library’s online resources are available any time of the day or night including live assistance from a reference librarian.

With the help of the college’s Center for Disability Services, the library supports students with disabilities by providing computer workstations with adaptive technologies such as Dragon NaturallySpeaking voice recognition software, Kurzweil text readers, and low-vision aids. The library also assists the Center for Disability Services with the management of adaptive technologies for student checkout such as tape recorders and personal sound amplification devices.

Except for checking out print materials, all library services are available online at any time to students, staff, and faculty at Centralia College East, and staff and faculty at the Garrett Heyns Education Center. Print materials may be sent via courier or the U.S. Postal Service upon request to distance students as well as staff and faculty outside Centralia.

In 2003, the library purchased EZProxy authentication software that allows for off-campus access to resources. The Information
Technology Department manages the server and library staff manages the user and configuration files.

The Centralia College Digital Archive includes several collections that are fully cataloged and searchable from the library’s webpage. The archive includes The Mason and Spafford Murals Research Center, the Centralia College photograph collection, the Centralia College documents collection, the Centralia College news clippings archive, the Centralia College yearbook collection, and the Centralia Massacre Research Center. (See http://library.centralia.edu/archive/archivesearch.html)

5.C.2 The library participates in a variety of cooperative agreements and partnerships with other libraries and information resource providers.

For user services, the library:
- Partners in a reciprocal borrowing agreement among all 34 Washington State Community and Technical College libraries.
- Participates in the national interlibrary loan cooperative, LVIS, which allows for no-charge borrowing of materials.
- Partners in the QuestionPoint international virtual reference cooperative. (Centralia College librarians contribute two hours a week of online reference service in exchange for 24x7 online reference service for all Centralia College library users.)

For collection development, the library:
- Partners in several consortial arrangements that provide reduced pricing for electronic resources and services for library operation.
- Uses the full-text periodical database ProQuest which is licensed statewide through the Washington State Library.
- Has a memo of understanding with City University whereby City University grants the library $3,600 annually for the purchase of education-related materials.

For systems, the library:
- Is a member of the ORCA Consortium, a group of 17 community and technical college libraries that use the Voyager integrated library system to share hardware, software and systems support expenses.
- Partners with three other college libraries in the implementation of the CONTENTdm Digital Archives System which involves hardware, software, and systems support.
(See Insider/5C: Exhibit 11 for agreements)

Standard 5.D – Personnel and Management

Personnel are adequate in number and in areas of expertise to provide services in the development and use of library and information resources.

5.D.1, 5.D.2 The Centralia College Kirk Library incorporates six functional areas, as follows:
- **Instruction.** Faculty librarians teach information literacy sessions. There are also credit-bearing courses in the catalog but these have not been taught in several years. The library would like to expand information literacy to reach more disciplines, work with the college to create an information skills requirement, and develop a new A.A. program in information studies.
- **Reference.** The staff assists library patrons who require assistance with locating and using library and web resources which includes formulating research questions and developing search strategies across multiple platforms.
- **Circulation.** The library staff helps patrons check out materials (including course reserve items) and manage their accounts. They are also responsible for upkeep of library facilities, collection management and maintenance, and supervision of student workers.
- **Cataloging and technical services.** The staff handles acquisition, processing, and deselection of library materials for all print
and online resources. This includes both physical processing and preparation of item records for retrieval in the online public access catalog. This also includes ongoing maintenance of bibliographic and authority files required for the online catalog.

- **Collection development.** Librarians consult with discipline faculty to develop subject-area collection resources for the selection of quality print and online materials.

- **Systems.** The staff manages the administration of the Voyager integrated library system as well as the authentication for off-campus access and access management for subscription online resources.

The library faculty and staff consists of one full-time faculty librarian, one 60-percent pro-rata faculty librarian, one 50-percent pro-rata faculty librarian, one 83-percent classified staff, one 67-percent classified staff, one part-time hourly staff, several student workers, and the dean of Library and eLearning. The dean reports to the vice president of Instruction, reflecting the instructional role of the library. The eLearning department includes one full-time exempt position, one full-time classified staff member and one part-time hourly employee. (See Insider/5D: Organizational Chart; Required Exhibits 7, 8, and 10 for specific assignments)

All library faculty members have master’s degrees in library and information science. The full-time librarian is a tenure-track faculty position. Both library classified staff members meet the job requirements for their respective classifications specified by the Washington State Department of Personnel.

The library is in a time of transition in many ways. Changes in technology and research methodology, the increase in digital materials, and an evolving teaching/learning environment place new demands on all library staff and faculty. Additionally, the change during the last few years in library leadership from having a full-time library faculty member serving as director to the establishment of the dean of Library and eLearning has posed challenges. Essentially, one full-time library faculty member position was eliminated which necessitated a shift in the division of responsibilities among library faculty and staff.

There are many ways the library has responded to the opportunities and challenges presented:

- The library implemented 24x7 virtual reference services by joining the QuestionPoint consortium through the Washington State Library. All librarians received training in providing live reference via online chat in order to participate. This also allows users to receive professional reference service during our operating hours when librarians may be teaching classes or otherwise not available.

- The reference desk once was staffed by library faculty during all hours of library operation; however, that became increasingly difficult and inefficient. Both classified staff members received training in providing basic reference service and as of fall quarter 2009 have a scheduled duty for reference. They refer users to faculty librarians for advanced reference service. The reference desk and the circulation desk were combined to create one service point within the library, also freeing up floor space for additional student computers.

- A part-time hourly position was added in January 2009 and is scheduled from 2:30 p.m. to 6:30 p.m. (closing). This allowed the faculty librarians to be scheduled during the busiest times of the day.

- Faculty librarians are scheduled at the reference desk during the busiest times, 9 a.m. to 1:30 p.m. During the other hours, the reference desk is staffed by classified staff and a part-time hourly employee. A faculty librarian is in the library from 7:30 a.m. to 3 p.m.

- One of the classified staff members received training in original cataloging and has assumed these duties with oversight by a librarian.
**Table 4: FTE Librarians and Instruction**

<table>
<thead>
<tr>
<th></th>
<th>FTE Librarians</th>
<th>2008-09 Instruction Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centralia College</td>
<td>2.1</td>
<td>84</td>
</tr>
<tr>
<td>Comparison group median</td>
<td>2.0</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: NCES

5.D.3 There are many opportunities internally and externally for library staff and faculty to receive training which is imperative for libraries as the information landscape so quickly evolves. As part of the annual evaluation process, library staff and faculty complete plans for professional development.

The college Human Resources and Legal Affairs Office offers several core trainings a year, and library-specific training is available through the Washington State Library and other cooperative agreements. Each faculty librarian receives annual funds for professional development. Library faculty and staff attendance at workshops and conferences, both in-person and online, has been supported. Faculty and staff are supported with professional memberships to such organizations as the American Library Association and College Librarians and Media Specialists of Washington. During the 2008-2009 academic year, library staff, and faculty reported a total of 204.5 hours of professional development activities.

5.D.4 The library was organizationally linked with a new eLearning Department beginning in 2007 although functionally there is little overlap of campus services. The eLearning Department and the reason for linking it to the library are more fully described in Standard 5.E.2. The library itself has several functional units, described in 5.D.1 and 5.D.2, with staff and faculty contributing to multiple functions.

The dean reports to the vice president of Instruction and serves on the Instructional Cabinet, the Executive Management Team, and the Institutional Effectiveness Committee. Library faculty members serve on core campus committees, including the Instructional Council, the Technology Committee, and the Assessment Committee.

5.D.5 A librarian is always a member of Instructional Council which implements the college’s course approval process and assures library input in overall curriculum decisions. In order to strengthen library involvement in curriculum development, Instruction is considering adding a step in the course or program approval process that includes a resource consultation with library faculty. This process would readily fit within the construct of the existing Librarian Liaison Program.

5.D.6 The library has internally shifted resource allocations in order to respond to the changing information environment. For example, print periodical subscriptions were dramatically reduced and the funds moved to the purchase of online resources. However, rising costs place an increasing burden on already strained budgets. Bringing library expenditures up to par with system levels would help the library improve its collection and user services.

**Table 5: Percent of Total College Expenditures for Library**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Centralia College</td>
<td>3.1%</td>
<td>2.9%</td>
<td>2.8%</td>
<td>2.6%</td>
<td>2.6%</td>
</tr>
<tr>
<td>SBCTC</td>
<td>3.3%</td>
<td>3.3%</td>
<td>3.3%</td>
<td>3.0%</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

Source: SBCTC Academic Year Reports
Despite a stagnant budget, the library has been able to introduce innovative services and shape 21st century collections. The library takes advantage of grants and strategic partnerships to do so. For example, the library has:

- Received annual funds from City University for the purchase of education-related titles.
- Received grant funds from the Pride Foundation for titles related to GBLT issues.
- Received grant funds to conduct a preservation study and implement disaster planning.
- Received grant funds for assessment activities relating to information literacy.
- Taken part in a 24x7 online reference cooperative.
- Achieved costs savings through consortial agreements via Washington State Library, BCR, ORCA Consortium, OCLC, and Orbis Cascade Alliance.

The library provides for the maintenance and security of its collections, including protecting the privacy of library users. The library does this in several ways by:

- Placing security strips in all physical materials which works with the library security gate to reduce theft.
- Storing equipment in locked cabinets.
- Acquiring grant funds to have a preservation expert conduct a site survey.
- Implementing several expert recommendations such as putting UV filter sheaths over all of the tube lighting, UV filter film over all of the windows, and improving environmental controls in the closed stacks room where college archives and other materials are stored.
- Not retaining patrons’ personal lending records, beyond a count, after an item is returned in order to protect privacy.
- Conducting inventory on a regular basis.

A major issue the library had with security is currently being resolved. The security gate was nonoperational which jeopardized the physical assets within the library. However, student use Fee funding was recently secured and the gate purchase went out to bid in February 2010. One security issue is that the library shares the building with the Phoenix Center and there is no way to secure the library after it closes. The Phoenix Center requires the building to be open for more hours than the library is open and access to the library areas cannot be reasonably secured. Another problem the library has begun resolving is the poor condition of much of the shelving in the open stacks which were beginning to bow and on more than one occasion have collapsed. During the past two years, some shelving units have been replaced and some of it suitably repaired. (See Insider/5D: Required Exhibit 9, Comprehensive Library Budget)

---

### Table 6: Library Operating Budget (not including salaries and benefits)

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>$105,378</td>
</tr>
<tr>
<td>2007-08</td>
<td>$111,952</td>
</tr>
<tr>
<td>2006-07</td>
<td>$100,727</td>
</tr>
<tr>
<td>2005-06</td>
<td>$101,040</td>
</tr>
<tr>
<td>2004-05</td>
<td>$100,081</td>
</tr>
</tbody>
</table>
**Standard 5.E – Planning and Evaluation**

Library and information resources planning activities support teaching and learning functions by facilitating the research and scholarship of students and faculty. Related evaluation processes regularly assess the quality, accessibility, and use of libraries and other information resource repositories and their services to determine the level of effectiveness in support of the educational program.

**5.E.1** The library staff participates in institutional planning processes by:

- Contributing to the Instruction workplan.
- Contributing strategic objectives which support the college’s Strategic Initiatives.
- Administering surveys and polls of user groups in order to shape services.
- Participating in institutional assessment efforts, such as the Community College Survey of Student Engagement and Noel-Levitz Student Satisfaction Inventory.
- Assuming liaison roles with all of the instructional areas on campus and serving on key campus committees.

Although the library does not have a formal advisory committee, a group like this, consisting of library users from all campus constituencies, could be convened as necessary to seek focused input.

**5.E.2** The institution recognizes the library as a major component in achieving broader instructional goals. Instruction’s Strategic Objectives include the following:

- Foster a dynamic environment in which faculty and students expand the boundaries of teaching and learning.
- Promote innovation and support experimentation in pedagogy.

Since 2003, these objectives resulted in the adoption of web-based learning platforms, increased experimentation in and support of web-based delivery of instruction, and then, in 2007, the creation of an eLearning Department to support these strategic initiatives. When eLearning, here defined as learning that is facilitated by the use of digital tools and content, became an institutional priority, it was aligned with the library and an administrative position of dean was created to oversee both library and eLearning.

The library has historically been the center of information technology on campus, from the days of managing instructional equipment, such as overhead projectors, to serving information needs in a fast-changing technological environment. As the college moves forward into the 21st century, it recognizes that a core part of education is the ability to access and utilize information in various and increasingly digital forms. The library provides access to a growing number of online databases and instruction in the use of digital information tools which aligns with broad eLearning precepts that emphasize active learning, information literacy, and information technology skills.

The eLearning Department provides training and support to faculty in instructional design and instructional technology including the local administration of ANGEL learning management system. The eLearning Department also provides support for technological applications to all staff and students. A discussion of the assessment of eLearning is covered in Standard Two, Policy 2.6, of this report.

Currently, the eLearning Office provides support to students in the use of online instructional technology such as ANGEL. At the same time, the library increasingly assists students with technology such as Microsoft Office applications, and the use of flash drives. More fully integrating these services would increase efficiency. In fact, since 2006, reference desk transactions that involve technological assistance have risen from 21.5 percent to 38.4 percent.

During 2008-2009, the eLearning Department developed a program called Blazer Techs which consists of a series of online student...
training modules in the use of core learning technologies. Student workers in the library and the Writing Center received the training and could then provide technology support to students at those locations. All student workers and staff within the library completed the training modules and continue to provide technology assistance to students.

Even though these services are available, there is no single designated location on campus that students can be directed to for technology assistance, nor is there an integrated effort across campus to streamline these services. In order to better serve students, it would make sense to combine efforts and make this a core student support effort of the college. The library model of “learning commons,” where technology is pervasive and a variety of student needs around information resources and technology access are accommodated, would be a logical direction.

The college’s Information Technology Department provides essential services to the library. IT supports the public and staff computers, WiFi, and the EZ-Proxy authentication server. Having an IT staff member dedicated to the library, via a new system of zoned support, has greatly improved service. IT also manages the smart classrooms on campus, freeing the library staff from technology support in the classrooms.

The dean of the Library and eLearning works with the vice president for Human Resources and Legal Affairs on issues related to copyright. Digital Millennium Copyright Act language has been added to the college website. The dean and the vice president of Human Resources and Legal Affairs are currently pursuing issues relevant to the provisions and limitations of the Technology, Education and Copyright Harmonization Act, specifically those related to streaming media.

5.E.3 During 2004, the library conducted a thorough program review of all functional units and services. As a result of this review process, the library:

- Developed the Library Liaison Program to provide better outreach to discipline faculty.
- Established a proxy server to allow for off-campus authentication of users to improve access.
- Created a suggest/request form and made it available to faculty and staff.
- Reviewed and improved the music collection.
- Improved the display of print periodicals.
- Created a new budget line for electronic resources to better manage tracking.
- Standardized library computers with other campus computing facilities.
- Implemented a system for electronic reserves.

During 2008-2009 the library began the development of departmental outcomes. After a daylong retreat and training, all library units began drafting outcomes and identifying criteria and related assessments. Currently, the outcomes identified for reference and instruction are to provide access to information resources and technology in order to maximize opportunities for learning, to support research, and to provide excellent information literacy instruction in order to ensure that students learn to think critically and navigate information resources effectively. The outcomes for circulation are to provide excellent customer service, create a welcoming environment, and to maintain collections in order to provide maximum access to resources.

Building on this foundation, the library intends to have outcomes drafted for all functional areas of the library by fall quarter 2010 so that services may be assessed on a three-year cycle. (See Insider/SE: Library Program Review, 2004)

Recognizing Our Strengths:

- The library has responded positively to the changing nature of the information world, seeking to improve access to information
resources for all students, staff, and faculty regardless of location.

- The library has also expanded accompanying services such as providing 24x7 online reference.
- The library staff has created a comprehensive digital archive.
- The library has expanded its online resources which serve on- and off-campus patrons.
- The library has expanded the scope of duties for classified staff and improved its delivery of services.
- The library staff has prioritized the infusion of information literacy across the curriculum.
- The library remains flexible and innovative in teaching.

**Meeting Our Challenges:**

- With existing staff, the library is limited in its ability to expand information literacy instruction across programs.
- Costs of information resources continue to rise while the library collections budget has remained steady.
- Fluctuation in librarian positions has impacted momentum on some aspects of the Information Literacy Plan; for example, the library has not implemented online tutorials or created online learning modules in information literacy.
- There is an increasing demand on physical space for group study, tutoring, and meetings.

**Implications for Improvement:**

- Information literacy should be integrated across the curriculum, giving all students instruction and experience accessing and evaluating information in the context of the field or discipline.
- Resources and instruction must be provided for online learners including a mix of synchronous and asynchronous instruction as well as online tutorials.
- The library can utilize tested and robust methods for collection analysis; for example, the OCLC WorldCat Collection Analysis can assess collection strengths, gaps, and overlaps as well as provide comparative analysis to peer institutions.
- The library will address physical limitations by expanding after construction of the new TransAlta Commons.
- The library should continue to look for efficiencies in operations and division of responsibility.
- Library staff will update Blazer Tech training modules for Microsoft Office 2007.
- Library staff will review instructional media services, including facilities and staff, to support production and delivery of digital learning objects such as graphics, video, or captioning services.

**Actions Underway:**

- The library staff continues to review the outsourcing of collection development.
- The library continues to seek consortia agreements to maximize limited budgets.
- Ongoing systems’ training is available for the full-time librarian.
- Ongoing collections evaluation and development is facilitated through the Library Liaison Program.
- The library staff is working to develop instructional assessment tools.
- Librarians have drafted comprehensive learning outcomes for information literacy.
- A librarian has been assigned to adapt and create online learning modules in information literacy.
- The dean of Library and eLearning is working with the vice president of Human Resources and Legal Affairs to review issues relevant to the Technology, Education and Copyright Harmonization Act provisions and limitations, specifically those related to streaming media.
Standard 5 – Information Technology

Centralia College has seen significant growth in the availability and use of information resources since the last self-study in 2000. From desktop computers to smart classrooms, from Interactive TV classes to fully online learning, the college is in a continuous cycle of updating and improving its services to students, faculty, and staff to ensure they have the best possible resources.

5.D.1, 5.D.2, 5.D.3, 5.D.4 The Department of Information Technology (IT) supports both instructional and administrative information resource needs of the college. The director of Information Technology reports to the vice president of Finance and Administration. While the college has seen great growth in information resources during the last decade, the IT Department staffing has not kept pace as shown in the following table. Therefore, current staffing requires that the IT Department has had to become more creative in assigning staff members’ job duties.

Table 7: Information Technology Department Staffing

<table>
<thead>
<tr>
<th>2000 (9 Employees)</th>
<th>2010 (8.1 Employees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Director</td>
<td>• Director</td>
</tr>
<tr>
<td>• Network Administrator</td>
<td>• Network Administrator</td>
</tr>
<tr>
<td>• Equipment/Software Consultant</td>
<td>• Computer Service Technicians (4.6 FTEs)</td>
</tr>
<tr>
<td>• Helpdesk Coordinator</td>
<td>• ITV Technicians (2 x .5 FTE)</td>
</tr>
<tr>
<td>• Computer Service Technician</td>
<td>• Office Assistant (.5 FTE)</td>
</tr>
<tr>
<td>• Teaching and Learning Center Consultant</td>
<td></td>
</tr>
<tr>
<td>• 3 Computer Lab Supervisors</td>
<td></td>
</tr>
</tbody>
</table>

During 2000, the instructional computer labs were supported by three supervisors. Support of administrative resources was accomplished by a help desk coordinator and one computer technician. The Teaching and Learning Center (TLC) consultant provided workshops for faculty and staff to improve their technology skills and the equipment/software consultant assisted users in determining specifications of hardware/software and followed through on subsequent acquisitions.

In 2010, the IT staffing is quite different. The TLC and equipment/software consultant positions were discontinued, and the staff was shifted to technology-support roles. The college has added interactive television (ITV) technology to its classes, thus requiring two part-time technicians. Most recently, three computer technicians were reorganized from supporting either instructional or administrative resources to supporting a specific physical area on campus. Under the new
organization, these technicians have become more knowledgeable about the needs of students, faculty, and staff within their respective areas. The technicians are becoming cross-trained to support smart classrooms, computer labs, desktop computers, printers and, occasionally, ITV classrooms. This reorganization better serves the entire campus and balances the computer to technician ratio. The remaining 1.6 technicians provide additional support for the help desk and desktop computers plus data processing and software management. The IT Department has added a part-time office assistant to perform primary data processing and reports management. (See Insider/5IT: Organizational Chart)

The IT Department office hours are Monday through Friday 7 a.m. to 5 p.m. However, computer labs are open and supported Monday through Friday 7:30 a.m. to 8:30 p.m. The department also maintains an official 24x7 standby roster providing critical after-hours support. The standby technician must initiate support within 45 minutes of receiving an alert.

A remaining challenge for the IT Department is due to the budget shortfalls during the last two years. In the 2000 self study, it was reported that computer to technician ratios for supervised labs was 75:1 and 300:1 for the rest of the college. This indicated inadequate support for the computer inventory. Under the current reorganization and expansion of information resources, the computer to technician ratio for the entire college is 230:1. Factoring in additional technologies, such as printers and smart classroom equipment, the device to technician ratio increases to 270:1. This is problematic.

An additional challenge for the IT Department is its training budget line item which doesn’t allow for regional training opportunities in emerging technologies. The cost of travel alone to attend training sessions of one to three days would easily deplete the IT training budget. The IT Department relies mainly on self-study by the IT staff to maintain its industry proficiency which, given the staff’s typical daily workload, is difficult.

One way to meet these staffing/training challenges is to improve training in the Microsoft Windows and Microsoft Office environment for users. The IT Department has developed a training program that could help increase the computer skills of college employees. The training program would take advantage of a current self-paced curriculum approach as well as more advanced training provided by the IT Department. (See Insider/5IT: Power User Program.pdf.)

5.A.1, 5.A.3, 5.B.1, 5.B.2, 5.B.5, 5.C.1 The IT Department supports many types of learning environments – computer labs, smart classrooms, and ITV classrooms – all of which have seen major growth during the last decade.

Table 8: Instructional Spaces

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Labs</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Computers</td>
<td>170</td>
<td>400</td>
</tr>
<tr>
<td>Smart Classrooms</td>
<td>3</td>
<td>58</td>
</tr>
<tr>
<td>ITV Equipped</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Computer labs have grown from being housed in just a few buildings to being provided in almost every instructional facility on campus. More than 400 computers are located in labs throughout the campus. Students have open access to large computer labs in the Kirk Library, Washington Hall, and at Centralia College East where these labs are often used for class instruction as well. Four 30-plus seat computer labs are located in Washington Hall along with specialized labs for graphics, computer-aided design, and music instruction. Smaller “pocket labs” such as the Writing Center, Math Lab, and Geography Lab are closely located to where their respective curricula is being taught. (See Insider/5IT: Computer Lab Locations.pdf)
An indicator of student satisfaction with the college computer labs is evident in the 2008 Community College Survey of Student Engagement. The CCSSE compares student engagement at Centralia College with other small colleges and the entire CCSSE cohort. Students were asked if they were satisfied with the computer labs and how important the computer labs were to them. The results of the survey are shown in the following table.

**Table 9: Computer Lab Satisfaction**

<table>
<thead>
<tr>
<th></th>
<th>Centralia College</th>
<th>Other Small Colleges</th>
<th>2008 CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfaction:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students very satisfied with computer labs</td>
<td>48%</td>
<td>47%</td>
<td>44%</td>
</tr>
<tr>
<td>Students not at all satisfied with computer labs</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Importance:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who say computer labs are very important</td>
<td>62%</td>
<td>62%</td>
<td>60%</td>
</tr>
<tr>
<td>Students who say computer labs are not at all important</td>
<td>20%</td>
<td>14%</td>
<td>15%</td>
</tr>
</tbody>
</table>

The survey results indicate that Centralia’s student satisfaction with the computer labs and the labs’ importance closely mirrors that of the other small two-year colleges as well as the 2008 CCSSE cohort. By an eight to one ratio, Centralia College students are very satisfied with the computer labs. Additionally, by a three to one ratio, they believe computer labs are very important to them. (See Insider/Evidence: CCSSE, 2008)

One of Centralia College’s Vision 2012 Strategic Initiatives is to “provide access to information and technology resources that support teaching and enhance student learning.” Part of that initiative is to “upgrade all instructional spaces to smart technology.” In cooperation with the Instruction Office, the IT Department has made strides toward meeting this vision. As with the computer labs, the college has smart classrooms in almost every instructional facility. With each new building, the presence of smart technology increases on campus. When Washington Hall opened in 2001, smart classrooms increased to 25; with the 2009 opening of the New Science Center they have increased to 58. That said, funding for the maintenance and upkeep of the smart classrooms mainly goes unmet. As older equipment fails, the Instruction Office and IT Department will be hard pressed to maintain the existing inventory.

Part of smart technology used at Centralia College is ITV which enables video conferencing from remote locations such as Centralia College East. The college has seen an increase in ITV use as it partners with other campuses in providing quality instruction to its students. The college currently has three full-sized ITV
rooms and one ITV-equipped boardroom. One full-sized room is being utilized by our Center of Excellence in its Power Plant Operations Program for outreach to several colleges across the state. The ITV room in Washington Hall serves general academic needs, connecting the main campus with Centralia College East and other institutions. The ITV technology enables geographically separated students to participate in the same classes being offered at the main campus.

The IT Department also supports more than 600 desktop computers and more than 100 printers for administrative use. The desktop computers predominately use the Windows Operating System, however, a handful of users utilize Apple Macs for more specialized applications. The primary software package in use is Microsoft’s Office. Computers are provided for all full-time faculty and staff. Adjunct faculty, part-time staff, and student workers may share computers within an office setting.

All campus computers have access to the Internet via the K-20 network which supports connections up to 100mbps across the system. Since the 2000 self-study, the main campus Internet connection has grown from 1.5mbps (roughly equivalent to a household broadband connection) to 50mbps. The college expects an increase to the full 100mbps during the coming year. Occasionally, Internet bandwidth reaches the limits of the connection. While usage reports show that over the last year the one-day average is under 3mbps, this is somewhat diluted because it includes hours the campus is closed. Internet usage during operating hours currently runs between 20 and 30mbps. With the anticipation of increased online learning and the potential rollout of lecture capture this year, the IT Department believes it prudent to increase bandwidth to the maximum possible. (See Insider/5IT: K-20 Bandwidth Usage.htm)

Meanwhile, Centralia College East continues to be served by the same 1.5mbps connection to the main campus it has had since 2000. This connection typically runs at full capacity. Only recently has the K-20 system provided an option for CCEast to connect directly to the network rather than through the main campus. The IT Department expects to adopt this new communication option as quickly as feasible which will allow enhancement of the ITV and online learning capabilities.

Another Vision 2012 Strategic Initiative is to “provide access to information and technology resources that support teaching and enhance student learning.” The second part of that initiative is to “investigate and implement technologies and delivery methods that allow the greatest possible access to information resources (e.g. wireless, virtual reference, electronic reserves).” Within the last year, the IT Department has expanded the wireless network on campus. All the major facilities have wireless coverage in the communal areas except the Writing Center and Peer Tutoring Center in Kemp Hall. Wireless access is available on every floor of the multifloor facilities. Wireless access is also available in the housing for international students. The college has a wireless antenna mounted on the campus clocktower to provide outside access in the open grass areas. Wireless bandwidth is currently 16mbps and will be tripled to 50mbps this year. (See Insider/5IT: Wireless Zones.pdf)

In partnership with the Microsoft Corporation, the IT Department has initiated Centralia College e-mail accounts; currently, there are more than 12,000 accounts set up. New students receive e-mail accounts after they have first registered. Via the Microsoft’s Live@Edu program, students not only have e-mail accounts, but they also have access to online storage of their documents and shared web space to collaborate with other Centralia students. Microsoft also will be providing web versions of Word, Excel, PowerPoint, and One Note to all participating students. (See Insider/5IT: Live@Edu program)
Despite these advances, Centralia College’s communications network infrastructure is a mixture of antiquated and leading edge equipment. Facilities consist of repurposed residential houses to brand new multistory instructional facilities. In order to prepare for Web 2.0, increased online learning, lecture capture, and potentially Voice over IP Telecommunications, the IT Department is currently upgrading the network communications infrastructure. Facilities are being prioritized for equipment and wiring upgrade/replacement. This upgrade also allows the IT Department to reduce the overall inventory of network devices to better utilize funds and space.

Demands on the IT Department’s server computer inventory have increased dramatically during the last decade. To reduce the electrical and cooling consumption of the server inventory, the IT Department is utilizing virtual servers where possible which, in turn, reduce maintenance costs.

Table 10: Server Computer Inventory

<table>
<thead>
<tr>
<th>Year</th>
<th>Servers</th>
<th>Virtual Servers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>2006</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>20</td>
<td>8</td>
</tr>
</tbody>
</table>


One of the IT Department’s roles is to assist the college leadership in preparing for future needs for information resources and technologies. The director is a member of the Institutional Effectiveness Committee and the Facilities Committee. Additionally, the director chairs the Technology Committee which has representation from students, faculty, and staff from both instructional and administrative areas. The committee serves as a channel to keep the college informed about major technology issues and provide feedback to the IT Department. The Technology Committee is responsible for the development of the Centralia College Institutional Technology Plan. (See Insider/5IT: Technology Committee documents)

The Technology Plan is a strategic plan for technology that includes every department and program on campus. Its purpose is to assist the departments and programs to budget for technological costs and prioritize needs, allowing the campus leadership to prepare for future technological advances. The director routinely meets with the various other councils and committees on campus to provide information and gather feedback on pressing technological issues.

The director is a member of an informal training team, Bunch of People (BOP), that provides workshops in job-related technologies such as Microsoft Word, Excel, PowerPoint, and Outlook. The director and members of the IT staff also have provided training at the college’s All-Staff Days as well as at Centralia College Foundation events. IT staff routinely provide technical assistance to faculty members while they are developing curriculum. The director is also a member of a new group dedicated to conceptualizing and designing “classrooms of the future” for the college’s next instructional construction project currently in the predesign phase. (See Insider/5IT: Technology Plan and BOP Training documents)

The IT Department’s operational funding comes from the college’s general operating budget, local funds, and support fees charged to users. Staff funding is provided via general funds, local funds, grants, and Student Use Fees. In some cases, staff positions are funded from multiple sources. See Standard Seven of this report for further information.

While the IT Department has been successful in developing a computer replacement plan for the college’s administrative computers, funding is a major concern. While the plan was approved by the president and initially funded, funding has been withdrawn due
to budget shortfalls. Currently, the replacement of administrative computers on campus happens in one of two ways. The individual department funds the replacement or IT trickles down used computers to replace less adequate ones. The IT Department scavenges usable parts from computers destined to state surplus to keep older administrative machines operating. (See Insider/SIT: Administrative Computer Replacement Policy)

Additionally, with the construction of each new facility, the college has seen a surge in the demand for smart classrooms. Typically, the purchase of smart classroom equipment has been linked to the capital funding of the facility. However, the continued support and replacement of smart classroom equipment and replaceables, such as projector lamps, have no dedicated funding source. Typically, the IT Department and the Instruction Office have had to support the smart classrooms from their reduced budgets.

In contrast, there is optimism for the funding and support of instructional computers. Every quarter students are charged a credit-based technology fee that goes to the Student Use Fee account. Over the years, Student Government has dedicated money from the Student Use Fee funds to replace and maintain the computers in the computer labs. At the rate of current funding and cost of replacement equipment, IT is able to maintain a five-year replacement plan for the lab computers. IT is able to replace hardware in critical labs more often and shift the used computers to the less needy pocket labs. This process provides more than adequate computers in all of the computer labs across the entire campus. The Instruction Office staff no longer needs to worry about funding for the computer labs. The IT Department can better coordinate with faculty on their lab needs and purchase equipment that can easily be repurposed when it is trickled to another lab.

IT relies on trickling down used equipment to replace older less capable machines. Sometimes IT is able to move lab computers to the administrative side once all the instructional lab needs are met. However, even with scavenging parts and repositioning equipment, the computer inventory is aging quickly. Currently, 56 percent of the computer inventory was acquired during or before 2005 making them five or more years old. These machines are predominantly administrative computers.

Recognizing Our Strengths:

- The IT Department is a customer-centric group; their utmost goal is to provide a quality service to the students, faculty, and staff as expediently as possible.
- The use of geographically dedicated technicians gives users quick access to technicians who are familiar with their individual needs. Additionally, users can still contact the help desk for routine support.
- The IT Department’s main strength is its flexibility. Staff members are adept at multiple roles and quickly fill in where needed.
- The majority of the full-time staff has been with the college for nine or more years. This experience gives them intimate knowledge of the needs of the campus.
- Students have declared through the CCSSE survey that they are very satisfied with our computer labs and the labs are very important to them.
- Students have wireless access in nearly every facility on campus.

Meeting Our Challenges:

- Staffing is already stretched thin and IT is preparing for the retirement of one of its computer technicians. The IT Department finds it difficult to explore new technologies as it struggles to maintain quality service to the campus users.
• Funding is becoming a significant issue in maintaining and improving the current computer and smart classroom inventory.

• Also, given the increasing demand on network communications, major improvements in the network infrastructure areneeded.

• As technology pervades the delivery of instruction and administration of the college, goals are often times set without ensuring sufficient infrastructure.

Implications for Improvement:

• While the college has the capability to provide training for the general staff, the IT budget precludes effective specialized training for IT staff.

• The college needs to take a close look at the funding models not only for computer replacement but also for IT infrastructure.

• Learning labs such as the Writing Center could be improved with wireless Internet access.

Actions Underway:

• The IT Department is preparing for a major network communications upgrade in preparation of anticipated IT expansion.

• The IT Department has been and continues to deploy virtual servers to replace physical equipment, reducing inventory and its energy footprint where appropriate.

• The Technology Committee is in the process of updating the Institutional Technology Plan to include the visioning currently underway.

• Wireless Internet access will be deployed to all major facilities in the near future. Due to this expansion, the wireless bandwidth will be increased at the beginning of the next contract period.
Evidence Log

STANDARD FIVE

LIBRARY

Standard 5.A – Purpose and Scope
  5.A.1
  See Std. 5.D
  5.A.2
  See http://library.centralia.edu
  See Insider/5.A: Table 2
  See Insider/5.A: Table: Interlibrary Loan Statistics
  5.A.3
  See Insider/5.A: Required Exhibit 2, Collection Development Policy
  See Insider/5.A: Required Exhibit 2, Library Liaison Program

Standard 5.B – Information Resources and Services
  5.B.1
  See Insider/5.B: Required Exhibit 2, Collection Development Policy
  5.B.2
  See 5.D.1 and 5.D.2
  See Insider/5.B: Information Literary Action Plan
  See Insider/5.B: LSTA grant documents
  5.B.3
  See Insider/Evidence Room/5.B: The Blue Book
  5.B.4
  See Insider/5.B: Library Student Survey, 2000
  See Insider/5.B: Library Facilities Survey 2009
  5.B.5
  See 5.C.2

Standard 5.C – Facilities and Access
  5.C.1
  See http://library.centralia.edu/archive/archivesearch.html
  5.C.2
  See Insider/5.C: Exhibit 11 for agreements

Standard 5.D – Personnel and Management
  5.D.1
  See Insider/5.D: Organizational Chart
  See Insider/Required Exhibits 7, 8, and 10 for specific assignments
  5.D.2
  See Insider/5.D: Organizational Chart
  See Insider/Required Exhibits 7, 8, and 10 for specific assignments
  5.D.6
  See Insider/5.D: Required Exhibit 9, Comprehensive Library Budget

Standard 5.E Planning and Evaluation
  5.E.3
  See Insider/5.E: Library Program Review, 2004
INFORMATION TECHNOLOGY

5.A.1, 5.A.3, 5.B.1, 5.B.2
See Insider/Computer Lab Locations.pdf
See Insider/SIT: K-20 Bandwidth Usage.htm
See Insider/SIT: Wireless Zones.pdf
See Insider/SIT: Live@Edu program

5.B.3, 5.B.4
See Insider/SIT: Technology Committee documents
See Insider/SIT: Technology Plan and BOP Training documents
See insider/SIT: Administrative Computer Replacement Policy

5.B.5, 5.C.1
See Inside/Computer Lab Locations.pdf
See Insider/SIT: K-20 Bandwidth Usage.htm
See Insider/SIT: Wireless Zones.pdf
See Insider/SIT: Live@Edu program

See Insider/SIT: Organizational Chart
See Insider/SIT: Power User Program.pdf

See Insider/SIT: Technology Committee documents
See Insider/SIT: Technology Plan and BOP Training documents
See insider/SIT: Administrative Computer Replacement Policy

NOTE: All required documentation and exhibits that are not in the Insider Evidence Files will be in the Evidence Room during the evaluators’ campus visit.
“All team members feel the self-study is helping us gain a more in-depth knowledge and understanding of governance and administration processes at our institution.”
Chair: Kathy Guenther, ECEAP manager
Co-Chair: Margret Friedley
Team Members: Michelle Hylton, Jenaya Lawrence, Angela Williams
ASC Liaison: Darlene Bartlett
Administrator: James Walton, college president

Forming our Team:
Importance was placed on representation from different college classifications – including exempt, classified, and faculty – as well as writing and computer skills. A representative for faculty was not identified. Importance was also given to seeing the process as an opportunity to contribute to the institution in a meaningful way.

Understanding our Task:
We understood our task to be to review and assess the systems of governance and administration using NWCCU criteria and provide a written report with aligned substantiating evidence.

Developing our Method:
It worked for us to begin the process by collecting recommended supporting documentation as listed in the NWCCU Accreditation Handbook for Standard Six. There were multiple challenges in meeting as a group consistently during the “Year of Inquiry.” Assigning specific tasks for finding documentation allowed the team members to productively work independently even when meeting together was difficult.

Next, we divided the standard’s elements and policies among team members and compared supporting documentation. This included interviewing key individuals with pertinent information regarding the indicators.

Team members then shared drafting and reviewing sections of our report before submitting it to the Steering Committee. After feedback was received, meetings with the college president and Steering Committee liaison clarified our understanding of Policy Governance.

Resources helpful to us included: college staff, faculty, and administrators, the Accreditation Steering Committee, the college intranet and Internet sites as well as the 2000 Accreditation Report.
Goverance and Administration

STANDARD SIX

Standard 6.A – Governance System

The institution’s system of governance facilitates the successful accomplishment of its mission and goals.

6.A.1, 6.A.2 In June 2000, the Centralia College Board of Trustees formally adopted the Policy Governance model as the governing style for the college. The transition was set as a goal during the last accreditation review, and conversion to the full policy model was completed during the 2000-2001 academic year. The Board of Trustees defined lines of authority, areas of responsibility, and the relationship between the board and the college president in the document known as the Policy of the Board of Trustees, adopted on September 21, 2000. The document includes the Bylaws, Governance Process, Board-President Relationship, End Statements, and Executive Limitations. These policies establish the board’s commitment to the institution and the community, its governing style, and its members’ roles. The board delegates all authority for operation and management of the college to the president of the institution who is subject to the Executive Limitations. In addition to the college president, all college staff and faculty also are accountable to board policy. (See Insider/Evidence: Policy of the Board of Trustees)

The transition to this type of governance required the college to review its strategic planning methodology and administrative structure. Under this system, the board gathers information from the president and college administrators at its monthly meetings. The president, in turn, receives input from the Board of Trustees, the Executive Management...
Team, and the Institutional Effectiveness Committee. Additionally, campus administrators, staff, faculty, and the community provide input to the decision-making process. It is through this system of governance that continuous evaluation of the college mission, goals, policies, and strategic planning is accomplished.

In addition to board policy, the institution’s governance is also established through the faculty negotiated agreement, the classified staff collective bargaining agreement, the Centralia College Policies and Procedures Manual, and the Student Government Constitution and Bylaws.

Other state agencies and boards with authority for elements of institutional operation and/or delineation of responsibilities include the State Board for Community and Technical Colleges, the State Board of Education, the Office of the Attorney General, the Higher Education Coordinating Board, the Washington Personnel Resources Board, the Office of Financial Management, and the Office of General Administration. Additionally, the United States Department of Health and Human Services, Office for Civil Rights, impacts many college policies. It is through this combination of board policy, state statute as well as other state agency/board authority that an understanding and fulfillment of roles by the governing board, administrators, faculty, staff, and students is clearly defined.

6.A.3 Faculty, staff, and student representation are critical to productive governance of the college. Each of these entities participates in the accreditation self-study, budget development, committee work, and strategic planning. Primary input is through the Institutional Effectiveness Committee which advises the president. IE reviews and approves all committee workplans and requires representation from all campus constituencies. The relationship between IE and the college’s standing committees results in a reciprocal flow of methodical reporting that ensures efficient outcomes. Review of committee membership lists and minutes provides evidence of the active involvement of these bodies. (See Insider/6.A: Centralia College Organizational Charts; List of Standing Committees and membership; IE Structure Document)

Additionally, The Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement have provided an avenue to understanding strengths and weaknesses in regard to meeting the needs of the student population. Student governance is addressed through the Students Rights and Responsibilities Code, the Student Government Constitution and Bylaws, and the Centralia College Policies and Procedures Manual. For additional discussion of student governance, see Standard Three of this report. (See Insider/Evidence: Noel-Levitz; CCSSE; Student Rights and Responsibilities Code; Student Government Constitution and Bylaws; the Centralia College Policies and Procedures Manual)

The Board of Trustees regularly receives input from students, staff, and faculty at monthly board meetings as noted on each agenda. Monitoring Reports to the board indicate the
A comprehensive self-study at Centralia College

6.A.4 Centralia College is the single community college within Community College District 12, and does not function within a multi-unit system.

Standard 6.B – Governing Board

The governing board is ultimately responsible for the quality and integrity of the institution (or institutions in the case of the multi-unit system). It selects a chief executive officer, considers and approves the mission of the institution, is concerned with the provision of adequate funds, and exercises broad-based oversight to ensure compliance with institutional policies. The board establishes broad institutional policies, and delegates to the chief executive officer the responsibility to implement and administer these policies.

6.B.1, 6.B.2, 6.B.3 The governing board of Centralia College is the Board of Trustees of Community College District 12. The board is comprised of five individuals appointed by the governor of Washington State and confirmed by the State Senate. The board has overall responsibility for the quality and integrity of the institution and its services while adhering to the policy governance requirement that “the board speaks in one voice.” No employee serves on the Board of Trustees, as required by RCW 28B.50.100. Also, no trustee serves as a member of the board of any school district or governing board of any public or private educational institution. Members serve five-year terms and all must reside within the boundaries of the college district. Appointments of trustees are staggered to limit the potential for all five board positions changing at one time. Officers are elected annually by board members inclusive of a chairperson to conduct monthly meetings. Biographical summaries of the current Board of Trustees show a cross section of community representation and involvement inclusive of local business, the Centralia College Foundation, community...
board membership, advisory committees, city government, city economic development, and community service club membership. The college president, a nonvoting ex-officio member, serves as the board secretary and as a direct link to the operations of the college. The Policy of the Board of Trustees specifies the relationship between the board and the president. The Board-President Relationship document (BPR-2) states that “the president, as chief executive officer, is accountable to the board acting as a body. The Board shall instruct the president through written policies, delegating to the president interpretation and implementation of those policies within the boundaries of prudence, ethics, laws, and regulations.” (See http://www.centralia.edu/admin/board.html)

The Board of Trustees functions under its adopted policies and holds monthly meetings on the main campus. Meetings, with the exception of executive sessions, are open to all faculty, staff, students, and community members. College vice presidents also regularly attend these meetings as noted on agendas and within meeting minutes. Meeting dates and agendas are publicized to the campus community prior to meeting dates to establish one level of open communication and to encourage attendance of interested individuals. Any individual may contact the Office of the President two weeks prior to a board meeting to be placed on the agenda. Board meeting minutes confirm the attendance and participation of administrators from the main campus, CCEast, and the Garrett Heyns Education Center. Minutes of meetings are accessible on the college website for public notice to the community and on the intranet for campus employees.

The board has defined a formal policy to direct the overall operation of the college through the president who delegates appropriate responsibilities of daily operations to vice presidents and other personnel. Existing board policies provide consistent direction as well as alignment among the college’s mission, core values, and strategic planning. The college’s mission of “improving people’s lives through lifelong learning” was adopted by the Board on June 7, 2001, as END-1 in the Policy of the Board of Trustees document. For more information regarding the college’s mission and goals, see Standard One of this report.

The form and composition of the board, its duties and powers, are prescribed in state statutes RCW 28B.50.100, RCW 28B50.140, and RCW 28B.50.142. As the college president is accountable to the board, the Board of Trustees is accountable to the Washington State Constitution and the Community and Technical College Act of the State of Washington. The Policy of the Board of Trustees defines the board’s responsibilities within the governance process. The board has identified its own purpose as ensuring that Centralia College effectively “achieves appropriate results for appropriate persons at an appropriate cost, and avoids unacceptable actions and situations.” In Governance Policies, GP-2 and GP-3, the board states its responsibility “to always act in the best interest of the college and the community with a commitment to excellence in the performance of its duties” and to “govern in one voice.” The Centralia College Board
of Trustees has defined its overall role to “govern with an emphasis on outward vision rather than an internal preoccupation. It shall provide strategic leadership more than administrative detail. It shall encourage a diversity of viewpoints and focus on the future rather than the past or present. It shall make a clear distinction between board and presidential roles. The board shall make collective rather than individual decisions and shall be proactive rather than reactive.”

Additionally, GP-7 requires the board to participate in an annual planning retreat which is evidenced by board minutes and annual meeting schedules. (See Insider/6.B: Board of Trustees documents)

6.B.4 The BRP-4: Board-President Relationship states that an annual formal evaluation of the college president is performed and defines the criteria for measurement of that performance. This occurs during the board’s annual retreat and is presented as a Monitoring Report to be formally adopted at the September board meeting. The president is held accountable for meeting the goals set forth by the board within its policy documents. Achievement of Board Policy End Statements and working within the Executive Limitations is the basis for evaluation. Monitoring Reports submitted by the president and by other college administrators at monthly board meetings provide evidence by which to measure the president’s effectiveness.

6.B.5, 6.B.6 The Board of Trustees approves the institution’s mission and goals and delegates authority for approval of programs of study to the president subject to the Executive Limitations. GP-7 places a responsibility on the board itself for annual review of the End Statements and to consider revisions as needed. Regular board review and approval of the institution’s mission and governing policies occur at an annual summer retreat. The board is provided ongoing awareness of institutional directions – programs of study, new degrees and certificate programs, strategic planning, budget status – through the Monitoring Reports. The board addresses emergent issues as they arise.

Board meeting minutes provide evidence of the board’s review and approval of the college’s Monitoring Reports which are accessible to all college employees on the intranet. Further evidence of consistent and ongoing board review of mission, goals, and policies is demonstrated by both policy revision dates listed for individual policy numbers within the Policy of the Board of Trustees.

GP-8 requires the board to conduct an annual self-evaluation of its effectiveness. The board focuses on governance process, board-president relationship, and bylaws to direct its self-assessment.

6.B.7 Through Policy Governance, the Centralia College Board of Trustees ensures appropriate institutional organization and staffing. The board delegates authority to the college president within its Executive Limitations. As illustrated by the Centralia College Organizational Chart, a tiered structure exists to support effective and efficient management of college operations. The college is comprised of administrative units that collectively support the president’s responsibility. Finance and Administration, Human Resources and Legal Affairs, Instruction, and Student Services are overseen by vice presidents who delegate specific responsibilities to deans/associate deans/directors. A director is in place to administer the Office of College Relations. Results from the board review of Monitoring Reports, the board evaluation of the president, and the board’s self-assessment process, all provide information to determine if the organizational model is adequate or at any point requires change.

The college’s current organizational structure differs from that in place during the last accreditation review process. Since 2000, Human Resources and Legal Affairs
and College Relations are new designated administrative areas and the Garrett Heyns Education Center is no longer a separate designated section. Rationale for these changes are as follows:

**Human Resources.** In 2000, the college changed the position of director of Human Resources to associate vice president of Human Resources and Legal Affairs. In 2003, the position was once again modified to vice president, Human Resources and Legal Affairs in order to recognize the level of responsibility associated with the position. Whereas previously the director reported to the vice president of Finance and Administration, the current position reports directly to the president of the college.

**College Relations.** In 2000, this area was named Public Information and reported to the vice president of Finance and Administration. To accommodate expanded job responsibilities, the position was changed to director of College Relations and now reports directly to the president. College Relations has the responsibility for providing clear information to college employees regarding state laws addressing advocacy activities. The office also evaluates whether information that is to be presented publicly is an appropriate representation of the college’s mission, values, and ethics. For this reason, the president needed a direct link to the administrator of College Relations.

**Garrett Heyns Education Center.** Centralia College has participated in an interagency agreement with Department of Corrections since 1975 to provide educational services to offenders. The GHEC is located in Shelton, Washington. In 2000, Garrett Heyns had a director reporting directly to the college president. In 2003, the position was moved under Instruction and was changed from director to associate dean of Garrett Heyns, reporting to the vice president of Instruction. Evaluation of changes within the GHEC program determined this decision as sound. See Standard 2.G for more information.

6.B.8 Responsibility for budget development is delegated to the president subject to the board’s Executive Limitations (EL-4,-5,-6). The Board of Trustees is provided quarterly budget reports and retains authority to request an independent audit at any time. Within these processes, the board maintains a hands-on approach to oversee budget development and institutional long-range financial planning. The college’s annual budgets cover the fiscal year from July 1 through June 30. For a comprehensive review of Centralia College’s budget process, see Standard Seven of this report.

6.B.9 The accreditation self-study process for the 2000 report solidified the Policy Governance model. Though there is no direct involvement, the Centralia College Board of Trustees receives regular updates on the self-study process, and seriously considers its findings. The Board of Trustees was provided an overview of the current self-study process by the chair of the Accreditation Steering Committee, as referenced in the September 2009 board minutes. Another update was provided in June 2010, and the board will be provided with the completed self-study report during fall quarter 2010. (See Insider/Evidence: Policy of the Board of
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Standard Six – Leadership and Management

The chief executive officer provides leadership through the definition of institutional goals, establishment of priorities, and the development of plans. The administration and staff are organized to support the teaching and learning environment which results in the achievement of the institution’s mission and goals.

6.C.1 Through Board of Trustees policy, the college president has responsibility for operation and management of the college. The position of president is full time in recognition of its demands and responsibilities. Dr. James Walton has been the college president since 2002 and has no other employment. To maintain a current and thorough understanding of the community, President Walton serves on the boards of the Centralia/Chehalis Chamber of Commerce, the Lewis County Economic Development Council, and the Pacific Mountain Work Force Development Council. Also, he is a member of a local Rotary Club and serves as the secretary of the Centralia College Foundation Board. The Policy of the Board of Trustees defines the board’s expectations and limitations of the president’s responsibilities. The organizational structure, institutional policies and procedures, and presidential job description additionally describe the president’s role in leadership and management of the college. (See Insider/6.C: College President Job Description)

6.C.2, 6.C.3 The Centralia College Policies and Procedures Manual defines general duties, privileges, rights, and benefits for all college employees. The manual specifically addresses policy for administrative and exempt personnel in Chapter 2, Section 2.300. It also addresses ethical conduct as defined by the Washington State Ethics law (RCW 42.52.900) to which all college employees are expected to adhere. Ethics training is incorporated into orientations for all new employees. Ethics training also is offered on campus annually as a part of the college’s core training program. Employees are required to complete the training every two years to ensure current awareness. The document also addresses expectations of ethical conduct of all college personnel, placing responsibility on the president to ensure appropriate practices and procedures are in place. (See Insider/Evidence: Policy of the Board of Trustees; the Centralia College Policies and Procedures Manual; 6.C: Ethics Training)

The college recognizes employees as its most important resource; therefore, appropriate hiring and performance evaluation processes are in place. The Human Resources and Legal Affairs Office maintains job descriptions for administrative position announcements which place importance on both educational achievements and community college experience. The office oversees the hiring as well as the evaluation processes for all college employees; however, the Board of Trustees has responsibility for an annual presidential evaluation. Vice presidents, as well as other exempt administrative employees, are evaluated every two years. Evaluations often include peer review in combination with a supervisor’s review. This assessment considers goals set during the prior evaluation cycle and those established for the upcoming evaluation period. Additionally, vice presidents, the Executive Management Team, and designated directors meet with the president weekly, providing ample opportunity for informal review. Informal one-on-one review by an individual’s direct supervisor occurs as urgent issues arise. These processes combine to provide ongoing appraisal of the college’s administrators. (See Insider/Evidence: CC Organizational Chart; 6.C: Evaluation tools)
Training opportunities for Centralia College personnel are ongoing and include customer service, diversity awareness, and ethics. The president worked with the vice president of Human Resources and Legal Affairs to develop the Centralia College Leadership Development Program. Permanent employees can participate in this program which focuses on how to break down barriers, improve communication, and build leadership skills. The program, now in its fifth year, is so successful that half of the enrollees are from another regional community college. Additionally, a service group of program graduates continues to plan quarterly events that bring the college community together. For example, in June 2010 the group hosted the “Let’s Take a Breather” reception to highlight the cross-campus effort of the self-study. (See Insider/6.C: Leadership Development Program)

6.C.4 The Centralia College Foundation, founded in 1982, provides development, enrichment programs, and scholarship assistance as well as recognition of faculty, staff, and distinguished alumni. It exists to support the college mission of, “improving people's lives through lifelong learning.” The Centralia College Foundation has nonprofit 501(c)3 status and is governed by an independent board of directors.

The foundation seeks and secures private funds to supplement the college’s traditional sources of revenue in order to support the college in a variety of ways:

- Approximately $1.325 million has been contributed to scholarship funding during the last five years. The foundation provided $217,000 in awards to students for the 2009-2010 academic year.
- The current Capital Campaign, “Building for the Future,” a five-year fundraising effort has raised nearly $3 million in support of three capital building projects (the remodel of the Health and Wellness Center, equipment for the New Science Center, and supplemental funding for the TransAlta Commons).
- The foundation recognizes outstanding individual contributions by establishing awards for exceptional faculty, classified employees, exempt employees, and distinguished alumni.

Together, the foundation’s efforts allow the college to accomplish more than it could with only state and federal resources. (See http://www.foundation.centralia.edu/pubs.html)

6.C.5, 6.C.6 The college’s well-established organizational structure and processes are designed to facilitate timely institutional decision-making. The college’s leadership is under the direction of the president who, as the chief executive officer, implements the Board of Trustees’ policies as well as organizes, manages, and operates Centralia College under state law RCW 28B.10.528. The president, along with the Executive Management Team, promotes maximum coordination among all departments. Illustrating the current president’s commitment to diversity, the EMT was reconfigured to include top-level deans and directors, giving the team a broad-based representation and the value of diverse perspectives from both male and female members. (See Insider/6.C: EMT structure document)

Demonstrating its timely decision-making abilities, the college responded to community needs in 2006 when TransAlta, the largest employer in Lewis County, shut down a major part of its operation. Within days, the Executive Management Team, faculty, and staff worked together to develop short-term training programs and organized job fairs for those who had been laid off.

Again, in 2007, during a major flood, the college quickly responded to those students severely impacted. The college community and the State Board for Community and Technical Colleges united without delay to offer students tuition waivers and flexible schedules to help them complete their fall quarter classes. Faculty agreed to work on a case-by-case basis, lessening the burden on students and their families during this devastating time.
The established leadership approach to intentionally gather pertinent input and feedback from college employees and community members supports informed decision-making, as do the Monitoring Reports presented for board review. Additionally, administrators, as well as the president, encourage an informal open-door atmosphere whereby faculty, staff, and students are encouraged to drop by to ask questions, voice concerns, or share information.

Rigorous processes for budget development and mission/goal development are in place. Hiring processes follow detailed steps for defining and posting positions, forming search committees, screening and interviewing applicants, and making final hiring decisions. Hiring procedures, including employee orientations and probationary periods, are outlined in the Centralia College Policies and Procedures Manual. More comprehensive information regarding mission and goals development can be found in Standard One. For a discussion of the budget development process, see Standard Seven of this report.

6.C.7 The Office of Institutional Research and External Funding supports the college mission by utilizing research and planning methods to identify institutional priorities and directions. It also offers assistance in implementing the strategic plan by providing grant identification, support for proposal writing, and administrative oversight of applications for external support. This office obtains its data from internal, state, and federal sources. The official data reported from the State Board for Community and Technical Colleges to government agencies, the Legislature and other interested parties is consistent across the system, making it suitable for comparison and analysis. (See Insider/6.C: Data Source listings)

Information is presented by the institutional researcher to the Executive Management Team and standing committees, as needed, as well as at faculty and divisional meetings and open forums. The Institutional Research Office provides results of several college-wide assessments such as the Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement. These results are disseminated to various planning groups and some of the Strategic Objectives for the college have been developed based on this research. The college’s Monitoring Reports to the Board of Trustees demonstrate that data informs decision-making and improvements in teaching and learning. (See Insider/Evidence: Monitoring Reports)

6.C.8 Clear and established policies, procedures, and criteria for administrative and staff appointment, evaluation, retention, promotion and termination are published within the Centralia College Policies and Procedures Manual. New employees are provided an orientation of key policies, and the manual is posted on the Centralia College intranet and is accessible to all college employees.

The board has, by its policy, assigned the responsibility for having appropriate policies and procedures to the college’s president. The president works closely with administrators of the college’s administrative units (College Relations, Finance and Administration, Human Resources and Legal Affairs, Instruction, and Student Services) to gather pertinent information, report findings, and make recommendations regarding changes. A review of proposed policy changes takes place during the Executive Management Team meetings. First and second readings occur during Institutional Effectiveness meetings. The college president has decision-making responsibility of whether or not to adopt changes. The Board of Trustees has responsibility for an evaluation of the college president and any disciplinary action following from it.

An indication of effective and clear policies within this realm is that there have been no instances of formal disciplinary action required within this 10-year self-study cycle.
The college’s reputation consistently attracts qualified applicants and Centralia College has a demonstrated history of well-qualified and productive college administrators, faculty, and staff. Turnover is low, demonstrating employee satisfaction with their jobs and pay scales. Applicant pools are generally adequate to fill positions reflecting favorably on the salaries and benefits offered. Classified salaries and benefits are dictated by the Washington State Legislature and the Washington Federation of State Employees of Higher Education, and it is thus comparable with other institutions of higher education. Classified employees receive annual pay increases until they reach the top of the range for their positions. Administrative and exempt salary increases also are determined legislatively but occur periodically rather than annually. An administrative salary may be re-evaluated when duties are added to an existing position or if the position is changed to a higher designation (such as director to vice president). For a discussion of faculty salaries and benefits, see Standard Four of this report.

In recent years Centralia College has felt the impact of the state economic crisis. Taking the responsibility of good stewardship seriously, the college has determined not to replace vacated positions (for example, retirements) as one way to compensate for state budget cuts. Also, no cost-of-living salary increases have been instituted at the state level. Additionally, Centralia College employs a significant number of part-time hourly staff and relies on their contributions. These individuals are hired at a starting rate comparable to a permanent employee in a similar position, but, due to their temporary status, they do not receive advancements on the salary schedule regardless of the longevity of their employment. Additionally, these individuals do not qualify for health benefits, are restricted to the number of hours they can work, and face stagnant pay rates. While these factors are beyond the control of the college, they impact the college’s most important resource – its employees. (See Insider/6.C: Salary data)

Standard 6.D – Faculty Role in Governance

The role of faculty in institutional governance, planning, budgeting and policy development is made clear and public; faculty are supported in that role.

Faculty involvement in the governance process is expected and encouraged at Centralia College. The agreement between Centralia College and the Centralia College Federation of Teachers states: “Service on a committee is considered part of the obligation of full-time and pro-rata faculty members under the terms of employment stated in the negotiated agreement. In addition, it is considered that faculty members accept committee appointments as part of their professional commitment to the college and community of scholars with whom they work. Two to four committee assignments are considered reasonable and fair.” (See Insider/Evidence: CCFT Negotiated Agreement)

Faculty are represented on all standing college committees and councils including the Assessment Committee, the Budget Review and Planning Committee, the Diversity Committee, the Facilities Committee, the Instructional Council, the Marketing, Recruitment and Retention Team, the Student Policy Council, and the Technology Committee.

The Institutional Effectiveness Committee, established in 2001, coordinates the efforts of the college’s standing committees. IE was tasked with monitoring and assessing institutional objectives, linking efforts and accomplishments to accreditation standards, and planning the direction of the college in conjunction with its mission, goals, and Strategic Initiatives. Faculty members are represented through their membership on the committees that report to IE. (See Insider/6.D: Institutional Effectiveness Committee Structure Document and minutes)

Other opportunities for faculty input and participation are quarterly meetings with the vice president of Instruction and the college president. The CCFT president also meets
with the president quarterly, and the vice president of Instruction weekly, to discuss issues relevant to the negotiated agreement. Open forums on budgeting, construction, hiring, and technology are avenues for participation as well. For example, the Budget Review and Planning Committee, which has several faculty representatives, holds a series of open forums for faculty and staff thus making the process more transparent. (See Insider/6.D: BRP Budget Reduction Campus Input/Review & FAQ)

Additionally, the Faculty Senate is currently being re-established. Its goals are to build community within the faculty, to advocate for nonunion academic issues, and to advance the concept that instruction drives the institution. The Faculty Senate is seen as a problem-solving body that focusing on positive solutions and can provide a nonadversarial voice in policy for noncontractual issues.

It is clear that opportunities for participation in governance for faculty and staff exist, as evidenced by the Climate and Leadership Survey, Fall 2007. Results show that 65 percent of responding faculty members felt that information is efficiently communicated within the organization. Based on the Strategic Initiatives and Objectives, efforts have been made to ensure an inclusive governance system characterized by collaborative decision-making processes. (See Insider/Evidence: Climate and Leadership Survey, Fall 2007)

**Standard 6.E – Student Role in Governance**

The role of students in institutional governance, planning, budgeting, and policy development is made clear and public; students are supported in fulfilling that role.

Students at Centralia College are represented by the Associated Students of Centralia College which acts as the official voice of the student body and facilitates student participation in governance. Its constitution states that it “unites the student body voice for the purpose of interacting with Centralia College administration, faculty, staff, and students to better student life.” The Student Government consists of five positions: president, vice president, senator for Clubs and Organizations, senator for Public Relations, and senator for Executive Affairs. Student Government has an office on campus where students can bring their concerns and provide input. Weekly ASCC meetings are open to the student body with agendas posted in the Student Government Office, around campus, and in the blue&gold, Centralia College’s online student newspaper. (See Insider/6.E: ASCC Bylaws and Constitution)

Students are represented on a variety of college committees including the Assessment Committee, the Budget Review and Planning Committee, the Diversity Committee, the Facilities Committee, Instructional Council, the Judicial Board, and faculty tenure committees. The Student Policy Council is primarily student-focused and its purpose is to support the mission and goals of the college by recommending student policies to the college president through the Institutional Effectiveness Committee. (See Insider/6.E: Student Policy Council Charter)

The ASCC president is a member of the Institutional Effectiveness Committee and regularly attends Board of Trustees meetings. Students also have an opportunity for input through the Centralia College Comment Box Program which is administered by Student Government. Comment boxes are placed
around campus and each valid comment or concern collected is forwarded to the appropriate office or department by the ASCC senator for Executive Affairs.

The Student Life & Involvement Center, which oversees Student Government, encourages students to become involved. Its mission is “improving students’ lives by providing high quality, cocurricular and extracurricular activities that promote student involvement and leadership, in an effort to create a community that values diversity.”

ASCC involvement is demonstrated by the fact that several years ago the student body voted to allocate a portion of its own revenue toward building a new college commons that is currently in its planning phase. The Centralia College Foundation also has prioritized this project as part of its fundraising campaign. Students are working together with the foundation and the college administration to accomplish this future project.

More information about student involvement in governance can be found in Standard Three of this report.

Policy 6.1 – Affirmative Action and Nondiscrimination

Educational institutions should contain within their environment the essence of the qualities they endeavor to impart, including the essential of nondiscrimination.

Policy 1.010 in the Centralia College Policies and Procedures Manual encompasses the formal Affirmative Action policy for the college. An overview of the Affirmative Action, Equal Opportunity, and Accessibility polices are posted on the college’s website under “About the College.” Centralia College actively recruits under-represented groups during hiring processes by advertising in state, regional and national publications. Recognizing that the Hispanic population is the fastest growing ethnic group in the service delivery area, the college has the intent to increase Hispanic faculty and staff representation. The college now places recruitment ads in the Hispanic Outlook in Higher Education, a national publication. Also, Centralia College representatives attend job fairs in communities with more diverse populations than its local service delivery area as an additional outreach to advertise opportunities at the college.

The 2008-2009 Monitoring Report for END-3 demonstrates college compliance with three out of four of its current diversity benchmarks and movement toward compliance with the two benchmarks that will become effective in 2014. Data from this report focuses on both students of color and students with disabilities. It provides information on areas of success and challenge for the college’s administration. An automated affirmative action demographic data report is submitted to the governor’s office every two years and is on file in the Human Resources and Legal Affairs Office. (See Insider/Evidence: END-3 Monitoring Report)

Faculty members continue to be predominately reflective of the Caucasian majority in the service area. Data from the State Board for Community and Technical Colleges shows a decline in faculty of color from five percent in 2000 to four percent in 2008. The college uses this information to evaluate and develop new strategies to support its commitment of meeting the needs of under-represented groups.

Centralia College also complies with all of the elements of the Americans with Disability Act. The Human Resources and Legal Affairs Office provides periodic diversity and equity trainings to educate college personnel about legal issues regarding nondiscrimination. Search committees are required to have at least one equity representative. Additionally, the vice president of Human Resources and Legal Affairs meets with each committee prior to interviews to brief them regarding nondiscrimination policies.

Centralia College also has a Diversity Committee that reports to the Institutional Effectiveness Committee regarding
multicultural activities, the campus diversity plan, policies related to diverse populations, and cultural assimilation within the curriculum. Also, International Programs actively recruits students from other countries to enrich and enhance the educational experience of all students at Centralia College. (See Insider/6.1: Diversity Committee documents)

**Policy 6.2 – Collective Bargaining**

Centralia College participates in two separate bargaining unit processes, one for faculty and one for classified personnel. The Centralia College Federation of Teachers represents faculty. Classified employees are represented by the Washington Federation of State Employees of Higher Education. Centralia College recognizes both the CCFT and the WFSE HE as the exclusive representative for each group as defined in their negotiated agreements. Positive relationships with open and productive communication exist between both bargaining units and the college administration. CCFT and WFSE HE representation applies to Centralia College East and Garrett Heyns Education Center faculty and classified staff as well. (See Insider/Evidence: CCFT Negotiated Agreement; WFSE HE Classified Collective Bargaining Agreement)

A new CCFT agreement is negotiated every three years with the most current in effect from 2009-2012. The union president meets with the college president quarterly and the vice president of Instruction weekly or as issues arise which allows for timely discussions as needed. The WFSE HE agreements are negotiated every two years with the 2009-2011 agreement currently in effect.

Conversations with faculty and classified staff indicate overall satisfaction with CCFT and WFSE HE representation. Additionally, the entire college community – including members of both bargaining units – have had an opportunity to participate in the accreditation self-study process. The college’s All Staff Day in the fall of 2008 was specifically organized in an inclusive format allowing everyone an opportunity to understand the self-study process and become actively involved. (See http://www.centralia.edu/admin/accred.html/Team 2010 Organizational Chart)

**Recognizing Our Strengths:**

- Advantages have emerged since the adoption of Policy Governance such as clear roles of responsibility and limitations between the Centralia College Board of Trustees and the college president.
- The board’s focus is to ensure the organizational purpose is being fulfilled and only limits the president’s means to do so if directions conflict with board policy and ethical standards. This has established an environment of trust between the board and the president and the institution overall.
- Multiple provisions exist for faculty, staff, and students to provide a voice regarding matters in which they have an interest.
- Creative solutions for participation from satellite sites have been determined.
- Evaluation processes for the president and board are in place and consistently adhered to.
- A strong organizational structure supports the president in effectively accomplishing his duties. The board closely monitors institutional compliance with its policies with a system of mandatory Monitoring Reports.
- Regular communication between the board, the college administration, and the community is in place.
- The college president has defined a strong and clear direction for goal setting, for identifying priorities, and for strategic planning processes using collective input as a foundation in doing so.
- Purposeful intent ensures multiple opportunities to gather faculty, staff, and student perspectives regarding college issues.
• Multiple opportunities exist for faculty involvement in governance processes, and faculty representation is consistent throughout these processes.

• Students are actively involved in Centralia College governance processes through formal and informal means.

• Centralia College has a strong commitment to supporting under-represented groups in regard to employment opportunities, student enrollment, and disability accommodations.

• Positive relationships and partnerships exist between college administration, faculty, and classified staff resulting in a framework to problem-solve disputes and differences effectively within a climate of trust.

Meeting Our Challenges:

• Adjunct faculty and part-time hourly employees have limited means for participation in governance systems.

• The Climate and Leadership Survey, Fall 2007, indicates that 35 percent of responding faculty may not feel information is effectively communicated within the institution.

• The percentages of faculty and staff of color have declined within this accreditation cycle while the college’s service area has become more diverse.

• The college community would benefit from an improved understanding of Policy Governance.

Actions Underway:

• In recognition of the contribution adjunct faculty and part-time staff provide, explore feasible avenues for these groups to have a more active role in governance.

• Involve the college president in an annual review of the Student Government constitution and bylaws.

• Identify avenues for part-time hourly staff to provide input to the governance system.

• Encourage supervisors to explain opportunities for participation in the governance process to all staff and include this as part of employee orientations.

• Revisit faculty perspective regarding increased participation and effective communication.

• Pursue strategies to increase representation of under-represented groups on campus.
Evidence Log

STANDARD SIX

Standard 6.A – Governance System

6.A.1
See Insider/Evidence: policy of the Board of Trustees

6.A.3
See Insider/6.A: Centralia College Organizational Charts
See Insider/6.A: List of Standing Committees
See Insider/Evidence: Noel-Levitz
See Insider/Evidence: CCSSE
See Insider/Evidence: Student Rights and Responsibilities Code
See Insider/Evidence: Student Government Constitution and Bylaws

Standard 6.B – Governing Board

6.B.1, 6.B.2, 6.B.3
See http://www.centralia.edu/admin/board.html
See Insider/6.B: Board of Trustees documents

6.B.9
See Insider/Evidence: Policy of the Board of Trustees
See Insider/Evidence: Monitoring Reports, 2000-2010
See Insider/Evidence: Centralia College Organizational Chart
See Insider/6.B: Board Member Biographies, Board Meeting Minutes, Board of Trustees Self-Evaluation, President's Evaluation

Standard 6.C – Leadership and Management

6.C.1
See Insider/6.C: College President Job Description

6.C.2, 6.C.3
See Insider/Evidence: Policy of the Board of Trustees
See Insider/6.C: Ethics Training
See Insider/6.C: Leadership Development Program

6.C.4
See http://foundation.centralia.edu/pubs.html

6.C.5, 6.C.6
See Insider/6.C: EMT structure document

6.C.7
See Insider/6.C: Data Source listings
See Insider/Evidence: Monitoring Reports

6.C.9
See Insider/6.C: Salary data
Standard 6.D – Faculty Role in Governance
See Insider/Evidence: CCFT Negotiated Agreement
See Insider/6.D: Institutional Effectiveness Committee Structure Document and minutes
See Insider/Evidence: Climate and Leadership Survey, Fall 2007

Standard 6.E – Student Role in Governance
See Insider/6.E: ASCC By-laws and Constitution
See Insider/6.E: Student Policy Council Charter

POLICIES

Policy 6.1 – Affirmative Action and Nondiscrimination
See Insider/Evidence: END-3 Monitoring Report
See Insider/Policy 6.1: Diversity Committee documents

Policy 6.2 – Collective Bargaining
See Insider/Evidence: 2009-2012 CCFT Negotiated Agreement
See Insider/Evidence: WFSE HE Classified Collective Bargaining Agreement
See http://www.centralia.edu/admin/accred.html/Team 2010 Organizational Chart

NOTE: All required documentation and exhibits that are not in the Insider Evidence Files will be in the Evidence Room during the evaluators’ campus visit.
Finance

STANDARD SEVEN

“A series of open forums keeps the college community apprised of all budget news, good or bad, and allows all to provide input and ideas.”
Chair: Marla Miller, director Business Office

Co-Chair: Patrick Pringle

Team Members: John Fasler, Dottie Guy, Dick Lamb, Geina Studeman

ASC Liaison: Vicki Oakerman

Administrator: Steve Ward, vice president of Finance and Administration

Forming Our Team:

After the Accreditation Standard Visioning session held during the October 2008 All Staff Meeting, the co-chairs received a list of faculty and staff interested in serving on our team. We contacted all the individuals on the list and John Fasler and Geina Studeman agreed to serve. In addition, we asked accountants Dottie Guy and Dick Lamb to assist with completing the required financial forms.

Understanding Our Task:

We reviewed the previous self-study as well as the current accreditation handbook elements and indicators for our standard. Since there were four elements and four team members, we decided to each take one, do the research, and submit the findings to the committee. The chair agreed to collect all of the information and submit a draft for the group to review prior to submitting it to the Steering Committee.

Developing Our Method:

Due to our schedules, we agreed that we would not meet on a frequent basis. We set up a twice a quarter meeting schedule and that worked for us. As all of our committee members are either currently on or have been on the Budget Review and Planning Committee, we had a good idea where to look for resources. John and Patrick both met with our administrator to get additional information.
Finance

STANDARD SEVEN


Financial planning and budgeting are ongoing, realistic, and based upon the mission and goals for the institution.

7.A.1 The Centralia College Board of Trustees has established, through Policy Governance, a series of priorities and goals in the form of End Statements for the college and Executive Limitations for the president in regard to the finances of the college. The president is charged to “not deviate materially from Board Ends priorities, risk fiscal jeopardy, or be unrealistic in projections of income and expenses.” This limitation directs the president to develop a balanced budget while providing opportunities for information and feedback from the campus community. Annual Monitoring Reports to the board show that the college and the president have continuously been in compliance with these Executive Limitations and End Statements. (See Insider/Evidence: EL-4 and EL-5; END-6.1, END-6.3, END-6.4)

Financial planning and budgeting are based upon the mission and goals of the institution in an ongoing realistic manner. As a state agency, Centralia College is subject to the laws of the state of Washington. The Office of Financial Management interprets the laws passed by the Washington State Legislature, and these laws are administered by various lower-level state agencies which set the policies and govern the operational procedures for state agencies. These policies and procedures that all state agencies must meet are outlined in the State Administrative and Accounting Manual. (See http://www.ofm.wa.gov/policy/default.asp)

These policies and procedures are used in the day-to-day operations of state agencies and incorporated into the decision-making processes for financial planning and budgeting. The state’s agencies follow accounting policies and procedures prescribed by the Governmental
Accounting Standards Board as interpreted by The Office of Financial Management.

The State Board for Community and Technical Colleges (SBCTC) receives the statewide appropriations approved by the Legislature and allocates them annually to all the state community and technical colleges. Allocations include general purpose funds as well as dedicated funds for specific purposes and initiatives. (See http://www.sbctc.ctc.edu/)

The combination of the Board of Trustees Policy Governance structure and the policies and procedures outlined by the state of Washington and the SBCTC allow Centralia College the appropriate autonomy to financially plan and budget to meet its mission and goals. The Finance and Administration unit of the college provides the framework to maintain and support the financial planning process.

7.A.2 State allocations come from the general fund and are therefore tied to the economic climate of the state. Forecasts of the state’s overall economic climate form the basis of legislative strategic long-range planning. The Legislature uses that information to determine tuition rates for the community and technical college system. Additionally, a portion of student tuition is retained as local operating funds and used in the college’s operating budget.

Centralia College has a strategic planning policy in place, but because of the funding methods used by the Legislature, only limited long-range financial planning is possible. The Legislature appropriates funding for state agencies on a biennial basis. The SBCTC allocations are made for the current year based on a dollar value for each full-time equivalent student; thus, financial planning is basically limited to a two-year cycle. See Standard 1.B of this report for additional information.

The college accomplishes short-range planning for Finance and Administration, Instruction, and Student Services through an annual review and planning cycle. Each academic department is supplied with its enrollment and financial history and given the opportunity to forecast future enrollment, personnel, and program needs. This is also the opportunity to plan for changes in existing programs and implementation of new programs. The state also has appropriated money for Opportunity Grant, WorkFirst, and Worker Retraining that requires the college to plan and implement programs that will meet the immediate training needs of specific members of the state’s workforce. (See http://www.sbctc.ctc.edu/college/_e-wkforceprogramfunding.aspx)

The Budget Review and Planning Committee (BRP) is a standing committee under the Institutional Effectiveness Committee (IE) whose mission/purpose is to provide the opportunity for all areas of the college to be involved in budget development and review processes and to ensure that the mission and goals of the college are reflected in financial decisions. BRP has broad representation from all areas of the college including three faculty, two students, two Student Services staff, two Instruction staff, one Administrative Services classified staff, one Human Resources staff, and three ex-officio members.

Each year the Executive Management Team (EMT) adopts objectives and does short- and long-range planning for the college with input from IE and BRP. Factors considered during budget development include the long-term mission, vision, plans, and objectives of the college. Also considered are the End Statements adopted by the Board of Trustees, strategic program offerings, required FTE generation, maintenance of high quality instructional programs, and responsiveness to community needs.

BRP and EMT work together to develop and evaluate various budget options and to ensure the following: college-wide input, thoughtful analysis to promote greater understanding, free and open discussion, and a point of access for communication. The budget options are presented at several
open forums to inform the college community of potential impacts as well as to allow for a wide range of input. BRP has developed a Campus Review and FAQ site on the Centralia College intranet to help facilitate budget discussions.

The budget development process adheres to a set of Guiding Principles that direct redistribution, reprioritization, and/or attrition in lieu of termination. These priorities are demonstrated by the college’s commitment to employee skills allocation and assignment as well as a combination of assignments across funding lines/sources. The college develops the budget by placing a premium on efficient delivery without compromising institutional quality.

Fiscal year 2009 was particularly difficult as the economy was struggling and the college received not only a large midyear budget cut of $535,000, but also had to plan for an additional $850,000 cut for the 2010 fiscal year. The success of the current budget planning process was evidenced by the highly attended forums, by the number of questions and ideas presented through the Campus Review and FAQ process, and by the ability of the college to make the necessary budget cuts without laying off any staff. (See Insider/7.A: Budget Review and Planning Committee Structure Document, Guiding Principles)

Centralia College uses local funding sources in addition to the state allocation in order to support its operational budget plan. Examples are as follows:

**Excess Enrollment.** The SBCTC allocation assumes an operating fee income level based on historical FTE trends. If actual enrollment exceeds that level, the college may retain the excess funds generated for its operating budget.

**International Enrollments.** International students pay nonresident tuition and as of fall quarter 2007 they are no longer part of a contracted program but are part of a state-funded program. Due to the unpredictable nature of international enrollments, the college keeps the budget for this program and the tuition it generates separate and does not rely on program funds to assist with the operating budget. A program reserve is maintained for enrollment fluctuations. The target level of the reserve is equal to six months of estimated international student tuition.

**Running Start.** The Running Start Program was initiated by the Legislature as a component of the 1990 Parent and Student Choice Act (Chapter 9, Laws of 1990, 1st Ex. Sess.) allowing high school students, who meet certain admission requirements, to take classes at the state’s two- and four-year colleges and universities. FTEs generated by these students are not counted or reported as part of the college’s state-funded enrollment target because the home school districts report the FTEs and pay the college for each student enrolled in college courses. The amount paid to the college from the home school districts is based on the percentage of the FTE funding allowed by the legislation but does not fully fund the cost of instruction. While some of the net reserves are built into area budgets, the college also maintains a larger balance to hold available for one-time expenditures. (See http://www.k12.wa.us/runningstart/default.aspx)
**Indirect/Administrative Allowance.** This funding comes from indirect/administrative costs included in some grants and contracts. This fund is used to cover administrative overhead costs and employment costs incurred from expired grants and contracts. These additional funding sources are critical to the college’s financial planning process since they are used to balance the overall operating budget.

One major area that permits longer-range planning is faculty salaries/benefits. The CCFT Negotiated Agreement for faculty has a three-year term, so planning for salaries, staff development funds, and similar costs is possible. When the Legislature appropriates funding for salary increases for faculty increments, the director of budgets works with the faculty union president to provide a variety of options that meet contract limitations for the faculty membership to vote on.

Capital planning is completed statewide for all community and technical colleges using an eight-year cycle. New facilities follow a three-biennium process that includes appropriations for planning during the first biennium, architectural drawing during the second, and construction during the third. Since the last accreditation visit, Centralia College has completed two capital projects (Washington Hall and the New Science Center) and renovated the Health and Wellness Center. Planning and design is currently underway for the Kiser Natural Outdoor Learning Lab and the TransAlta Commons. For further discussion of facilities, see Standard Eight of this report.

7.A.3 The Budget Office sends carry-forward budgets and parameters to budget managers according to the BRP budget calendar. Primary budget managers are the vice presidents and administrators in these units of the college, Finance and Administration, Instruction, Student Services, and the Office of the President (which oversees Development and Human Resources). Budget managers use these documents with input from division staff to plan and support budgetary decisions. The budget development process then follows regularly scheduled planning and budgeting activities which promote maximum participation by all college constituencies. (See Insider/7.A: Budget Review and Planning Committee)

The first draft of the budget includes updated salary and benefit projections for the current level of staffing, historical staffing ratios, enrollment targets, and area review recommendations. Revisions made through the BRP budget development process are then incorporated into the budget which is preliminarily balanced against the projected state allocation, estimated tuition revenue, and other local revenue.

The preliminary budget is then recommended to EMT which makes a formal recommendation to the president. When the actual state allocation is approved by the Legislature and distributed by the SBCTC, the Budget Office makes final adjustments to balance the budget. To ensure broad distribution, members of the administration, the Board of Trustees, and BRP receive copies of the final budget. It is also archived in the Kirk Library and posted on the college’s intranet site.

Following adoption, the budget managers have the autonomy to approve expenditures within prescribed budgetary constraints. Budget authorities are provided with printed monthly summaries and detailed reports which reflect the budget’s current activity and year-to-date balances. Business Office staff and department support staff review these reports and make necessary adjustments. Any budget revisions are submitted by the budget managers and approved by the administration as needed. These changes are reflected in their monthly reports.

Operating budget allocations identifying increases or decreases to the college’s state allocation are sent from the SBCTC throughout the year. Revisions to the budget received from campus staff throughout the year are submitted to the director of budgets and
require approval from the unit vice president. The budget revisions are processed immediately upon receipt of approval.

Centralia College follows Office of Financial Management guidelines for internal control and the safeguarding of assets by conducting periodic risk assessments to identify areas of concern or potential risk per the OFM State Administrative and Accounting Manual: Risk Assessment. In addition, the college conducts a scheduled physical inventory of assets on a biennial basis as required by the Capital Asset Physical Inventory Policy. (See http://www.ofm.wa.gov/policy/20.20.htm and http://www.ofm.wa.gov/policy/30.45.htm)

The Business Office and budget managers monitor transactions to ensure that only designated managers commit funds for expenditures and all proposed expenditures comply with any special rules or regulations attached to a specific budget. An example of a special rule or regulation was when the state gave the college a special allocation for instructional equipment which restricted those funds to only be used for a certain type of expenditure; consequently, a specific budget was set up to track those expenditures. In addition, the college further maintains internal control by requiring the Business Office staff to pre-audit all purchase requisitions for proper budget coding, signature authority, and appropriateness of the expenditure. It also requires the Budget Office as well as the Payroll Office staff to pre-audit payroll documents and all budget authorities and to review monthly budget printouts for the accuracy of expenditures charged to their accounts.

Budgets for specific grants or contracts, for example, may have restrictions on the types of expenditures that can be made with the funds. Each grant has a budget approved by the granting entity and any changes to those budgets must go through the specific process outlined by the grantor. An example would be Worker Retraining, WorkFirst or Opportunity Grant funds that are specifically budgeted for tuition and fees. In most cases, those funds are restricted to tuition expenses and cannot be spent on anything else. In addition, the Business Office staff and other support staff complete all the necessary reports and specific information requests from governing agencies.

7.A.4 Centralia College has no debt for capital outlay. The majority of the buildings on campus were funded by state capital appropriations backed by state-issued bonds. A portion of student tuition is designated for bond redemption with remittance to the Office of the State Treasurer occurring within 35 days of the start of a quarter. The Board of Trustees, in turn, must approve local funding for buildings or improvements and notification must be sent to the State Board for Community and Technical College staff for approval. When proposing the TransAlta Commons, the students self-assessed a fee for funding debt service for a portion of the new facility; those funds are being accumulated into a separate fund. The amount of the debt will be determined closer to the time of design based on the historical collections and estimated amount that the collection stream will service. (See Insider/7.A: EL-6; Student Referendum #38905)


The adequacy of financial resources is judged in relation to the mission and goals of the institution, the scope and diversity of its programs and services, and the number and kinds of its students.

7.B.1, 7.B.5, 7.B.7 Centralia College is primarily funded by state allocation and tuition collections. The state allocation is determined by the State Board for Community and Technical Colleges and is based on a dollar amount per full-time equivalent student. Certain FTEs are funded at a higher level due to the higher...
cost to operate certain programs. Adult Basic Education and Workforce Education programs such as nursing and energy technology are some examples. Tuition, which is set by the SBCTC and the Legislature, and fee revenues are part of the college’s overall operating budget. Additionally, since the SBCTC and the Legislature establish tuition rates, they determine the adequacy and stability of the allocation. (See http://www.sbctc.ctc.edu/college/f_tuition.aspx)

During fall quarter of 2005, Centralia College realized it was not going to meet its budgeted tuition collections. The college was able to adequately cover the shortfall from tuition collection reserves. Because the college regularly monitors its allocation and tuition collections budgets, as well as its FTE students by funding category, the college quickly identified the problem and worked on strategies to increase tuition-paying students and plan for adjustments. During the 2007-2009 biennium, adjustments were made to bring tuition collections in line with the budget by using new allocation funds to reduce the tuition collection budget to an achievable level. This adjustment was critical and timely as it allowed the college to maintain a stable position when the large state budget cuts began in 2008-2009. Fortunately, the level of tuition-paying students began increasing at the same time. This allowed a significant portion of the fiscal year 2009 and 2010 budget reductions to be covered with excess tuition dollars. (See Evidence Room /Weekly FTE Report)

In addition to the state allocation, Centralia College has been successful in securing a variety of grants and contracts. Specialized Workforce Education programs have access to Carl Perkins, Worker Retraining, and Tech Prep funds as well as field-specific grants and contracts. Outside accrediting bodies and Workforce Education advisory committees assess and make recommendations regarding the adequacy of funding, facilities, staffing, and equipment for these programs. For the 2009-2010 fiscal year, grants and contracts added over $7 million to the base state allocation. (See Insider/7.A: 2009-2010 Grants List)

Adequacy of operating funds available for instructional equipment has become problematic. During the 1999-2000 fiscal year, the college had an $82,800 operating budget for instructional equipment. As the college went through a series of budget cuts during the last decade, the budgeted amount for equipment has been reduced to $10,383. Fortunately, the Student Use Fee assessment, approved by the students in 1998, does provide some funds for instructional equipment. Also, the college has successfully secured federal funding for equipment in the nursing, energy technology, and science programs. Private companies, such as TransAlta, Caterpillar, and Providence Hospital, have also donated funds for equipment in Workforce Education programs. Although all of these nonoperating funds have been helpful in funding instructional equipment, they do not provide a consistent source of funding to allow for long-range planning. Additionally, no identified budget exists for institutional equipment needs such as administrative computers. A computer replacement plan has been approved; however, funding has not been available due to ongoing operating budget cuts. For further information, see Standard Five-IT, 5.D.6, of this report.
Centralia College has an external funding process that all outside requests for funding must follow. The requests are first reviewed to ensure they reflect the mission, goals, and priorities of the college. They then are reviewed to ensure they are adequate to cover all the expenses of the program or activity being funded as well as the overhead costs incurred by the college. Most grants and contracts specifically stipulate the use of the resources and whether indirect costs are allowable charges.

The generation of local funds is utilized to meet the mission and goals of the college as well as to provide a reserve to meet fluctuations in operating revenue. Running Start students, International Programs students, and excess enrollment have generated a significant amount of discretionary funds for the college. After the direct expenses of the programs are covered, excess funds are allocated among several college programs or held in reserve to meet future needs. During fall quarter 2007, International Programs was changed from a contracted to a state-funded program to assist the college in meeting its FTE target. Although the college is still keeping the tuition from this program separate for budgeting purposes, it is no longer considered a local source of funds. (See Insider/7.B: Table 1)

The Centralia College Foundation also supports college programs through the coordination and administration of fundraising activities. The foundation works with the college on building projects via capital campaigns and provides funds to assist with building expenses and for providing new equipment for the educational programs in new facilities.

The Centralia College Board of Trustees, through Policy Governance, established a series of goals for the college and Executive Limitations (EL) for the president in regard to the finances of the college. EL-4: Budgeting Forecasting directs the president to develop a balanced budget while providing opportunities for information and feedback from the campus community. In addition, EL-5: Financial directs the president not to expend more funds than have been budgeted, indebted the college to a greater amount than can be repaid in the current year, or accept any gift or grant that is not in the best interest of the college. Additionally, End 6: Stewardship, specifically statements 6.1, 6.3 and 6.4, further clarifies the expectation of the Board of Trustees that the college prudently manage its resources and comply with local, state and federal laws, regulations, and rules. Annual Monitoring Reports to the board show that the college and the president have continuously been in compliance with these Executive Limitations and End Statements. (See Insider/Evidence: E-4, EL-5; END-6.1, END-6.3, END-6.4)

Centralia College's sound fiscal management is evidenced by its ability to establish a 5 percent reserve fund during difficult economic times. This set-aside was achieved in addition to utilizing excess tuition funds to cover a significant portion of the college's budget cuts for fiscal years 2009, 2010, and 2011. (See Insider/7.B: BRP forums)

7.B.2 Centralia College has no debt service so this section is not applicable.

7.B.3, 7.B.4 As a state agency, Centralia College is not allowed to have indebtedness, and its financial statements show a long history of financial stability. No deficit is accumulated. Centralia College has a history of clean audit reports. Interfund transfers are legal and guided by state policies and regulations. The Business Office staff routinely process and record monetary transfers using generally accepted accounting principles set forth by the Office of Financial Management. (See http://nces.ed.gov/ipeds/datacenter/ and http://www.ofm.wa.gov/policy/default.asp)

7.B.6 The Financial Aid Office identifies and monitors the sources of financial aid as well as student eligibility. These include sources such as the following: Pell Grants, the Federal Work-Study Program, state Need and Opportunity grants, and the Worker
Retraining and WorkFirst programs. As allowed by state law, 3.5 percent of tuition is used for Centralia College grant awards to meet unfunded financial needs. The college also issues athletic and needy student waivers. The Centralia College Foundation provides scholarships and the Centralia College Fund/Booster Club provides athletic scholarships. (See Insider/7.B: Table 1 and http://www.centralia.edu/admissions/finaid/awarding.html)

During fall quarter 2007, Centralia College introduced a tuition-payment plan for students. This gave students an interest-free monthly payment option to cover any tuition balance in excess of $250. The program has proven cost effective and by fall quarter 2009 had increased to serve 180 students. (See http://www.centralia.edu/students/payment.html)

7.B.8 Centralia College has several auxiliary enterprises including food service, a bookstore, the Children’s Lab School (daycare), and student housing but does not use this auxiliary enterprise income to balance the general operating budget for the college.

Although state funds are not used to directly balance the auxiliary accounts, the Children’s Lab School is also utilized as an instructional learning lab; consequently, state-funded positions are included in its overall budget. (See Insider/7.B: Table 1)

During fall quarter 2005, Centralia College completed an indepth program analysis of the Food Service Program based on a seven-year history of operational losses. The college utilized the state’s new competitive contracting guidelines to investigate the possibility of contracting out food service. Due to the lack of viable contractors, the college considered closing the operation but, in light of the overall impact on the quality of the student experience, decided to cover the shortfall with other funds. (See Insider/7.B: Food Service Final Program Analysis)


The financial organization and management, as well as the system of reporting, ensure the integrity of institutional finances, create appropriate control mechanisms, and provide a basis for sound financial decision-making.

7.C.1 The college president reports to the Board of Trustees at regularly scheduled meetings. In accordance with Policy Governance, and the limitations explained in EL-5: Financial Conditions, the president provides quarterly budget reports to the board showing that the college is financially stable. (See Evidence Room/7.C: board reports, board minutes, and attachments)

7.C.2 Centralia College’s financial functions are centralized under the vice president of Finance and Administration who directs the staff that implements the college’s financial functions. This staff includes a director of budgets, a director of fiscal services, an accounting supervisor, and a payroll supervisor. Each manager employs staff to carry out assigned functions, and many of these key staff members have been employed by the college for more than 20 years combining their experience to meet the demands of the college. A long history of audits without recommendations demonstrates the effectiveness of the organizational structure which has changed over time to meet needs and demands. (See Evidence Room/state and SBCTC audits)
7.C.3, 7.C.5 Centralia College controls all its revenues and expenditures through the use of a common statewide financial software system in conjunction with its internal control procedures. This financial software system defines revenue sources, objects of expenditures, general ledger charts of accounts, and common input and reporting formats.

The basic accounting structure is set by the Office of Financial Management and is supported by the SBCTC’s Information Technology Department. Its policies are set forth in the State Administrative and Accounting Manual. This common financial system operates in accordance with generally accepted accounting principles and governs the following elements: budget development and tracking, charting of accounts, cashiering, accounts receivable and accounts payable, payroll and personnel, student registration and records, financial aid, and facilities and equipment inventory. In addition, each individual college determines its own departmental code structures that reflect its individual administrative organization. (See http://www.ofm.wa.gov/policy/default.asp)

The recording of these financial activities meets the accounting and auditing requirements of the Office of Financial Management, the Washington State Auditor’s Office, the State Board for Community and Technical Colleges and other federal, state, and local agencies.

7.C.4, 7.C.9, 7.C.10, 7.C.11, 7.C.12 Centralia College implements policies and procedures regarding cash management and investments which meet clearly defined rules and regulations established by the state. The Washington State Auditor’s Office regularly audits the college’s investment transactions and procedures for all funds. The college submits an electronic cash management activity report monthly to the Agency Financial Reporting System and quarterly to the Capital Asset Management System. From this information, an annual report is submitted to the Washington State Auditor’s Office.

Centralia College responds promptly to any concerns addressed in the management letter accompanying its annual audit report. The Washington State Auditor’s Office reviews prior concerns for compliance during subsequent audits. In addition, the State Board for Community and Technical Colleges annually reviews specific college programs/functions and checks for consistency of reporting among the 34 community and technical colleges.

Special audits of governmental programs do occur although the Single Audit Act delegates responsibility for auditing of federal funds to the Washington State Auditor’s Office. They are public records available as described in WAC 132L-276.

7.C.6, 7.C.7, 7.C.8 These elements are not applicable as Centralia College is not an independent or proprietary institution.

7.C.13 All applicable federal, state, external, and internal audit reports will be available for examination in the Evidence Room.

Standard 7.D – Fundraising and Development

Any organized development program to seek financial support from outside sources is closely coordinated with academic planning and reflects the mission and goals of the institution.

7.D.1, 7.D.2 Fundraising activities for Centralia College are primarily handled by the Centralia College Foundation, a separate 501(c)3 organization established in 1982 solely to support the college. Since 1986, the foundation has held annual fund campaigns as its primary fundraising activity. The foundation also administers endowment and life-income funds and their investments. In December 2008, the foundation began issuing annuities. Currently, the foundation manages an endowment and scholarships in excess of $7 million. Approximately $150,000 in scholarship funds are awarded annually. (See http://foundation.centralia.edu/scholarships.html)
The foundation holds targeted fundraising campaigns, most recently toward the purchase of a grand piano for the college’s Corbet Theatre. The foundation also has managed several capital campaigns, raising over $4 million during the past several years for Washington Hall, the New Science Center, the Health and Wellness Center remodel, and the TransAlta Commons. (See http://foundation.centralia.edu/index.html)

Complete records are maintained by the foundation staff which includes an executive director, a director of donor and alumni relations, a program coordinator and an accountant. Independent audits confirm that these records are accurate, complete, and comply with applicable legal requirements. These audits, conducted by an independent certified public accounting firm, verify foundation activities as ethical, professional, and in compliance with state and federal guidelines for nonprofit organizations. (See Evidence Room/ Audited Financial Statements for FY ended June 30, 2009; Quid Pro Quo Agreement)

Because fundraising is done by the foundation, no specific Centralia College institutional policies regulate fundraising. Policies and procedures are determined by the foundation’s board of directors which consists of 24 community members who also ensure that all activities are carried out in a professional and ethical manner. (See Insider/7.D: Gift and Investment policies)

7.D.3 The institution has a clearly defined relationship with any foundation bearing its name or which has as its major purpose the raising of funds for the institution.

Centralia College and the Centralia College Foundation have a clearly defined relationship. This is represented by the agreement between Centralia College and the Centralia College Foundation, also known as the Quid Pro Quo Agreement. (See Insider/7.D: Quid Pro Quo Agreement)

**Recognizing Our Strengths:**
- Centralia College has an open and comprehensive budget planning process that includes input and feedback from all campus constituencies. A series of open forums keeps the campus community apprised of all budget news, good or bad, and allows all to provide input and ideas.
- The Budget Review and Planning Committee operates under a set of Guiding Principles that puts people first which enables the college to weather cutbacks without layoffs.
- Centralia College has an excellent relationship with the Centralia College Foundation which provides financial support for students and enables the college to grow even in challenging economic times.
- The college has a long history of financial integrity evidenced by independent audits.
- Centralia College’s student body contributes to the college’s goals through self-assessments such as the Student Use Fee and a referendum in support of the TransAlta Commons.
- The college has strong financial planning and budgeting strategies evidenced by its ability to develop a 5 percent reserve from excess tuition collections while covering large state budget cuts.

**Meeting Our Challenges:**
- In the current economy, Centralia College is challenged to serve an increasing number of students with a decreasing amount of state resources.
- It remains a challenge to keep instructional and administrative equipment current and relevant during times of diminishing resources.

**Actions Underway:**
- The Centralia College Foundation has a capital campaign underway to support college programs and equipment needs.
Evidence Log

STANDARD SEVEN


7.A.1
See Insider/Evidence: EL-4
See Insider/Evidence: EL-5
See Insider/Evidence: END-6.1
See Insider/Evidence: END-6.3
See Insider/Evidence: END-6.4
See http://www.ofm.wa.gov/policy/default.asp
See http://www.sbctc.ctc.edu/

7.A.2
See http://www.sbctc.ctc.edu/college/_e-wkforceprogramfunding.aspx
See Insider/7.A: Budget Review and Planning Committee Structure Document,
Guiding Principles
See http://www.k12.wa.us/runningstart/default.aspx

7.A.3
See Insider/7.A: Budget Review and Planning Committee
See http://www.ofm.wa.gov/policy/20.20.html
See http://www.ofm.wa.gov/policy/30.45.html

7.A.4
See Insider/7.A: EL-6
See Insider/Evidence: Student Referendum #38905


7.B.1, 7.B.5, 7.B.7
See http://www.sbctc.ctc.edu/college/f_tuition.aspx
See Evidence Room/Weekly FTE Report
See Insider/7.B: Table 1
See Insider/Evidence: EL-4
See Insider/Evidence: EL-5
See Insider/Evidence: END 6.1
See Insider/Evidence: END 6.3
See Insider/Evidence: END 6.4
See Insider/7.B: BRP forums

7.B.3, 7.B.4
See http://nces.ed.gov/ipeds/datacenter/
See http://www.ofm.wa.gov/policy/default.asp

7.B.5
See 7.B.1

7.B.6
See Insider/7.B: Table 1
See http://www.centralia.edu/admissions/finaid/awarding.html
See http://www.centralia.edu/students/payment.html

7.B.7
See 7.B.1
7.B.8
See Insider/7.B: Table 1
See Insider/7.B: Food Service Final Program Analysis

7.C.1
See Evidence Room/7.C: board reports, board minutes, and attachments
7.C.2
See Evidence Room/State and SBCTC audits
7.C.3, 7.C.5
See http://www.ofm.wa.gov/policy/default.asp
7.C.13
See Evidence Room/Federal, State external, and internal audits

Standard 7.D – Fundraising and Development
7.D.1, 7.D.2
See http://foundation.centralia.edu/scholarships.html
See http://foundation.centralia.edu/index.html
See Evidence Room/Audited Financial Statements for FY ended June 30, 2009
See Insider/7.D: Quid Pro Quo Agreement
See Insider/7.D: Gift and Investment policies
7.D.3
See Insider/7.D: Quid Pro Quo Agreement

NOTE: All required documentation and exhibits that are not in the Insider Evidence Files will be in the Evidence Room during the evaluators’ campus visit.
Centralia College prides itself on having a well-maintained and attractive campus.”
Chair: Michael Hoel, director of Disability Services
Co-Chair: Dennis Hatch
Team Members: Jefte Frias, Suzanne Hostetter, Kristi Jewell, David Keaton, Bret Shackleford
ASC Liaison: Cheryl Williams
Administrator: Steve Ward, vice president of Finance and Administration

Forming Our Team:
Our goal as we developed the Standard Eight team was to get representation from differing functional groups on campus. Committee members represent the Center for Disability Services, the Kirk Library, Testing Services, Student Services, Child and Family Studies, Facilities, Operations and Maintenance, Instruction, and Hazardous Materials Control. We solicited membership from the student body and faculty but couldn’t get anyone to commit.

Understanding Our Task:
We felt our task was to interview as many of the committee members’ stakeholders/constituents as practical, to gather information and determine where we could find data that related to Standard Eight.

Developing Our Method:
We chose to meet monthly, and began scheduling interviews at the vice-presidential level. During the “Year of Inquiry” we spent considerable time analyzing Standard Eight which produced a good number of questions and helped us to interview more effectively. We tried to schedule our meetings and interviews so that as many committee members could be present as possible. Following those initial interviews, we determined next steps, who to interview next, and how to analyze the available data.
Physical Resources

STANDARD EIGHT

Standard 8.A – Instructional and Support Facilities

Sufficient physical resources, particularly instructional facilities, are designed, maintained, and managed (at both on- and off-campus sites) to achieve the institution’s mission and goals.

8.A.1 Centralia College serves the communities of Lewis County and Southern Thurston County. The campus, located in the city of Centralia, is the oldest continuously operating community college in the state. The college originally held classes in the old Centralia High School, and over the past 85 years it has expanded into the surrounding residential neighborhood which is two blocks from the downtown business district.

The main campus is located on a 30-acre site that houses 24 permanent facilities. Seven of the permanent facilities are considered instructional facilities, 14 are Administrative Services or Student Services facilities, and three are maintenance and storage facilities. Two of the buildings are modular portables and 11 are old single-family houses that have been partially or totally converted to classroom or student-support space. The permanent facilities range in size from 1,023 to 70,000 gross square feet (GSF). The Health Sciences Annex, constructed in 1973, was scheduled to be demolished in 2001; however, this building is being temporarily retained by the college along with two residences being used as student housing. These buildings are not included in the GSF because state funding does not support their maintenance. (See Insider/Evidence: Campus Map)

Additionally, the college operates Centralia College East in the East Lewis County community of Morton. CCEast has one 5,500 GSF facility that was constructed in 1997 and is located on approximately one acre of land. The college uses other off-campus facilities for educational purposes such as the
Garrett Heyns Education Center, located in the Washington Correction Center in Shelton. This facility is owned and operated by the Washington State Department of Corrections. Centralia College uses the Centralia College Master Plan, supporting the college’s mission and strategic plan, to guide the development of campus facilities. As most of the other two-year colleges in the state, Centralia College is continually challenged to provide sufficient instructional and support facilities. The current economic environment, high unemployment, and enrollment caps at four-year institutions contribute to the college’s increasing student base. (See Insider/Evidence: Centralia College Master Plan)

8.A.2 During the past 10 years, state capital funds, local funds, and Centralia College Foundation capital campaign funds provided the resources to build or renovate a number of campus facilities. Recent major construction and renovation projects include the following:

- **Washington Hall.** This building opened in 2001, adding 67,000 GSF of instructional space. This project added modern classrooms, including large- and medium-sized tiered classrooms, a 500-seat theater, a smaller studio theater, art studios, radio and television production facilities, a 30-seat computer commons, computer labs, and faculty offices.

- **New Science Center.** This instructional building opened in 2009 and added 70,000 GSF including modern classrooms, eight science labs, a wing for the Nursing Program, a greenhouse, an astronomy deck, a 120-seat tiered auditorium, and much needed Instruction and faculty offices. Initially aiming at a nationally-recognized LEED silver rating for energy efficient green building standards, the complex has now qualified for the U.S. Green Building Council’s prestigious LEED gold certification.

- **Health and Wellness Center.** A major remodeling of the original gymnasium, in 2008, provides improved multipurpose sports and training facilities, classrooms, and faculty offices.
• **Hanson Administration Building.** A major remodel in 2002 upgraded facilities that house the Office of the President, Human Resources and Legal Affairs, Administrative Services, and three boardrooms.

• **Kiser Natural Outdoor Learning Lab.** The demolition of houses owned by the college along Walnut Street and Washington Avenue has opened up space for the creation of this outdoor learning environment. (See Insider/8.A: Centralia College Master Plan; LEED Certification)

8.A.3 In general, the benefit of the newly constructed and remodeled facilities is the opportunity to upgrade and refurnish classrooms, offices, and labs. For example, since the year 2000, the college has improved its multimedia capabilities in instructional spaces. The number of smart classrooms has increased from three to 58. A smart classroom features an instructor station equipped with computer and audiovisual equipment enabling a multimedia approach to teaching and learning. During the same period of time, the number of interactive television systems on campus has grown from one to three. ITV utilizes a closed network between two or more points which can link students in remote locations and enable meeting or conference participation without costly, time-consuming travel. Additionally, the college has increased computer labs from seven to 22. (See Insider/8.A: IT_stats2010.xls)

The increasing number of students, in addition to the demand for technological solutions, continues to impact the college’s operations. Because Centralia College serves a broad rural area, high-speed Internet access for students is a challenge. Unless students live within the core downtown corridor or along a major transportation trunk, they are limited to dial-up access. Even for students who live within an access area, the cost to connect can be prohibitive, especially for those who are coming back to school after a job loss or are financially challenged. On campus, WiFi Internet access is growing, but it still is not available throughout campus, and computer labs are not open 24x7.

During peak usage, campus Internet access can become sluggish due to bandwidth restrictions. Currently, the IT Department is monitoring usage patterns and considering an upgrade to the next higher bandwidth level. Another area of concern is downtime due to servers overheating which has occurred a number of times during the last few years. Solutions are being implemented with improvements in cooling and redundancy of systems. However, the college is challenged to maintain its technological upgrades in the current unfavorable economic climate. Further discussion can be found in Standard Five-IT of this report.

8.A.4 Centralia College prides itself on having a well-maintained and attractive campus. Parts of the campus were constructed in the early 1900s, so the care and maintenance of both buildings and grounds require a knowledgeable and dedicated staff. During recent years, cost-cutting measures have limited the number of employees within Facilities, Operations and Maintenance (FOM), and with the college’s continued growth, maintaining the facilities and grounds will be an ever-increasing challenge.

The college’s FOM currently has four staff members assigned full time to maintenance duties. As of March 9, 2010, the grounds crew consisted of 2.5 full-time equivalent (FTE) classified employees and three student workers; the custodial staff totaled 7.5 FTE employees and 2.4 FTE student workers. The college’s physical plant, including CCEast, encompasses approximately 334,246 GSF, not including leased facilities. As indicated in Table 2, the space maintained by each of the staff is 45 percent more than the International Facility Management Association (IFMA) average, and the number of staff is 54 percent less than the IFMA average.
Table 1: Centralia College Maintenance Staffing as Compared to Three Survey Averages

<table>
<thead>
<tr>
<th></th>
<th>Number of FTE Staff</th>
<th>Percentage Difference in Number of FTE Staff, CC and Survey</th>
<th>GSF Maintained per FTE Staff</th>
<th>Percentage Difference in GSF per FTE Staff, CC and Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centralia College</td>
<td>4</td>
<td>---</td>
<td>83,562</td>
<td>---</td>
</tr>
<tr>
<td>IFMA Average for Campuses with 250,000 - 500,000 GSF</td>
<td>8.7</td>
<td>-54%</td>
<td>57,471</td>
<td>+45%</td>
</tr>
<tr>
<td>American School &amp; University Magazine Survey Average</td>
<td>8</td>
<td>-50%</td>
<td>69,873</td>
<td>+20%</td>
</tr>
</tbody>
</table>

The IFMA survey also provides maintenance expenditure data against which Centralia College can compare facility maintenance expenses and evaluate the adequacy of funding. (See Insider/8.A: SBCTC 2009 Facility Condition Survey)

The SBCTC 2009 Facility Condition Survey brought to light several processes by which the college might better evaluate and improve its overall efficiency and the budget allocations for physical plant maintenance. Currently, limited tracking of work orders is done manually, but a trial computer program is in place and was tested during spring quarter 2010. A full-scale computerized management system is planned for future use. It will greatly enhance the college’s ability to analyze various aspects of
its maintenance program. Tracking of facility maintenance and repair costs for labor and materials, for both in-house and outside contractors, and tracking and analyzing the percentages of backlogs and labor hours for nonmaintenance support work, would create a better understanding of staffing and funding needs. (See Insider/8.A: SBCTC 2009 Facility Condition Survey and see https://dl.megamation.com/CENTRALIAC.htm)

The SBCTC 2009 Facility Condition Survey indicates that “in the opinion of the survey consultant, facilities at the college need improvements largely through additional maintenance.” The college’s maintenance philosophy was self-rated as “reactive management.” Continuing forward with this policy will likely lead to the newer facilities losing value to the students, staff, and community. The issue of preventive maintenance becomes especially important with the abundance of new technologies in the design of the newest buildings. For example, the Moore Greenhouse in the New Science Center has automated controls in the uppermost areas that must be lubricated every six months using a cherry picker thus requiring maintenance personnel. These plastic gears are quickly wearing due to lack of lubrication and/or alignment; however, FOM currently has no personnel available to complete the task.

The negative consequences of this maintenance philosophy increase exponentially. It is essential that the college’s FOM improve its effectiveness and efficiency in order to optimize the management, maintenance, and operation of instructional facilities as well as to provide the quality and safety necessary to support the college’s educational programs and support services.

8.A.5, 8.C.3 From the predesign stage of building construction to completion, Centralia College designs facilities to meet building codes for safety, health, and accessibility. The Facilities Committee addresses all issues concerning campus facilities and grounds with safety, security, and access addressed at monthly meetings. The committee is made up of representatives from faculty, staff, and students from various departments across campus. The meetings include reports on parking services, the Americans with Disabilities Act, lab safety, safety incidents, security, and project updates. Risk management assessments are performed periodically. (See Insider/8.A: 2006-2007 Risk Management Assessment; Facilities Committee Structure Document)

The college has a proactive approach to accessibility for all constituencies. Older campus facilities have been upgraded to meet state codes including the Americans with Disabilities Act (ADA) standards. During 2005, a team of consultants was contracted to complete an accessibility review of the college. The following year, an SBCTC team evaluated Centralia College’s campus using the Office of Civil Rights standards. Upon completion of this visit, the Facilities Committee reviewed areas of concern and these items were added to the workplan. For example, it noted lack of access for the disabled into the TEEN Program Office and classroom as well as an incorrect slope to the ramp entrance of the Administrative Services building which led to the installation of new ramps in both locations. The design and construction of new buildings have addressed more specific ADA regulations. This is evident in the New Science Center where the design includes airport-style bathroom entrances, sloping ramps within the building, and wheel-chair accessibility at all major entrances. (See Insider/8.A: Facilities Committee Workplan; Status Report on Disability Access at Centralia Community College; Recommendations for Improvements)

An inspection by the Washington State Department of Labor and Industries was completed in 2009 and no deficiencies were found. When issues arise concerning facilities, safety, access, or security, they are addressed through the Facilities Committee. (See Insider/8.A: L&I Rpt and e-mail; Facilities Committee Meeting Agenda and Minutes; Security Rpt. 3/5/10)
The college also has responded in an efficient manner to the safety needs as identified by the Department of Social and Health Services, of children and parents enrolled in the Children’s Lab School. This suggested best practice came during a site visit from the Lewis County DSHS licenser in 2002. A locked secondary entrance door was placed inside the main door of the Children’s Lab School. This increased the safety of families and staff from unauthorized intrusion. Additionally, a coded keypad door lock was installed in 2006 to eliminate the need of personnel to monitor the door.

During fall quarter 2009, in response to the threat of an H1N1 flu epidemic, the college placed hand-washing stations throughout the campus. As part of the college’s pandemic plan, additional attention was given across campus to disinfect student and staff areas. (See Insider/8.A: Pandemic Plan)

Another area of ongoing safety issues for students as well as staff has been campus lighting. In the November 2006 Noel-Levitz Student Satisfaction Inventory, the issue of safety and security was one of the three major challenges identified. The college solicited input from the campus community regarding lighting and this issue was added to the Facilities Committee workplan. Through this process, the concerns of the campus community were addressed by adding additional lighting around buildings and in parking lots. (See Insider/Evidence: Noel-Levitz and CCSSE)

The main campus offers a total of 590 parking spaces. During morning classes when the campus operates close to maximum capacity, students, staff, and visitors must make extensive use of on-street parking in neighboring residential areas. Adjacent to the college are four additional handicapped parking spaces, located on city streets. Centralia College East has two handicapped parking spaces and 28 open parking spaces.

### Table 2: Centralia College Main Campus Parking, 2009-2010

<table>
<thead>
<tr>
<th>Parking Type</th>
<th>Number of Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visitor</td>
<td>10</td>
</tr>
<tr>
<td>Handicapped</td>
<td>26</td>
</tr>
<tr>
<td>Carpool</td>
<td>18</td>
</tr>
<tr>
<td>Hybrid - Electric</td>
<td>6</td>
</tr>
<tr>
<td>Reserved</td>
<td>73</td>
</tr>
<tr>
<td>Open</td>
<td>457</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>590</strong></td>
</tr>
</tbody>
</table>

During the past decade, with the new construction and the redesign of existing facilities, the college has added 103 parking spaces for an 18 percent increase in parking. However, parking remains a common concern of the college community as indicated by several years of Noel-Levitz data. The Facilities Committee continually monitors parking issues and makes recommendations for addressing them. (See Insider/8.A: Facilities Committee minutes)

Additional security measures include the use of the Western Washington Merchant Patrol and security cameras that have been installed around campus. When the New Science Center was broken into and vandalized, within days of its opening, the resulting damage was estimated to be over $10,000. Security cameras have since been added to the five main entrances. This type of break-in remains a concern because security cameras do not cover all areas of the campus and vandals, even when seen on camera, cannot always be identified. The Facilities Committee included this issue in a review of campus security during 2010, soliciting college-wide input as it developed its recommendations. (See Insider/8.A: Security Logs and http://www.centralia.edu/admin/services/NSCUpdates.html)
As evidence of the college's commitment to a safe, secure, and accessible campus, it has published the following: the Emergency Response Manual, the Accident Prevention Program and Safety Policy, the Chemical Hazard Communication Plan, the Chemical Hygiene Plan, and the Pandemic Plan. (See Insider/8.A: Chemical Hygiene Plan; Pandemic Plan and see Evidence Room/ Emergency Response Manual, the Accident Prevention Program and Safety Policy, the Chemical Hazard Communication Plan)

The Emergency Response Plan, revised in 2001, needs an update due to the increased security issues on campuses throughout the country. Following the Virginia Tech incident in 2007, the college began looking for the most effective emergency response plan. An audible alert system is currently being tested. This is effective for those who are outside or inside a building where a siren can be heard but is ineffective in some of the buildings and for persons who are hearing impaired or deaf. Therefore, a multisystem approach is being developed. The college recently set up a Code Red Emergency Notification System designed to notify those on campus of imminent danger. This system of notification via text messaging is still in the problem-solving stage because each unique scenario requires a tailored response.

Additionally, Centralia College has collaborated with Prepared Response, Inc. to utilize the Rapid Responder® Crisis Management System along with 2,700 other schools across the country. This provides critical information about the campus to police and fire departments as well as other first responders. With this system, a specific emergency response plan can be viewed via mobile data terminals in fire trucks and police cars. In addition to maps of the campus and buildings, the data includes chemical inventories and locations, utility shut-offs, and evacuation routes. (See http://www.preparedresponse.com/rapidresponder/Rapid-Responder-FAQ.html)

To enhance campus security, the Human Resources and Legal Affairs Office provides both required and optional training on various safety issues. Workplace safety training (including hazard communication) is available for all staff. Site-specific training, such as the annual training specifically designed for the FOM staff, is provided. Training modules on accident prevention, basic compressed gas cylinder handling, as well as confined space and reasonable suspicion, also are available. (See http://staffed.centralia.edu/course/category.php?id=3)

During 2007, prior to the demolition of Ehret Hall and the Batie Science Center, to make way for the New Science Center, the buildings were utilized for SWAT training exercises by the Washington State Patrol and local law enforcement agencies. This provided invaluable training on a college campus and in classroom situations.

The New Science Center illustrates the college’s commitment to health and safety. The timeline for construction and transfer of ownership included a period of three months for off-gassing prior to occupancy. In addition, all chemistry and biology labs, as well as preparation areas, are equipped with safety showers, eye-wash stations, and fume exhaust hoods. The Moore Greenhouse is equipped with a drench hose and eye-wash station. This equipment is routinely activated and checked to ensure correct operation when needed. Access for the physically disabled has also been included throughout the NSC.

8.A.6, 8.A.7 Centralia College also has a strong presence in the surrounding community and offers services in multiple off-campus locations. These locations are sites for continuing education and community service courses, parent education courses, customized workforce training, basic skills courses such as ESL and ABE as well as other academic courses. The college administration works directly with noncollege site administrators to confirm adequate and safe facility standards that
meet educational purposes. While there is a standard facility contractual requirement, each department ensures, on a case-by-case basis, that appropriate resources are available to support the educational experience. (See Insider/8.A: Off-campus Site List; Rental Contract)

Standard 8.B – Equipment and Materials

Equipment is sufficient in quality and amount to facilitate the achievement of educational goals and objectives of the institution.

8.B.1 Equipment purchases and maintenance costs continue to rise. According to the vice president of Instruction, 85 percent of the operating budget is used to pay employees, and there is less money now for equipment than in 1988. Campus copy machine maintenance alone has increased over $25,000 during the last five years and is predicted to increase another $1,500 during the 2010-2011 fiscal year. Currently, all maintenance costs come out of the general budget for each instructional unit. (See Insider/8.B: Copy Machine Costs)

The Workforce Education Division reports that students receive good skills and techniques training, but that the equipment and resources are not available to upgrade labs to reflect changes in technology for the workplace. Training is limited by outdated equipment; for example, students in both the Diesel Program and Welding Program still use surplus equipment from World War II.

Despite these challenges, the college has sought alternate sources of funding and donated equipment. Workforce Education was awarded $20,000 this year from Student Use Fees to replace a 1980s diesel truck which had no electronic or digital parts. Worker Retraining dollars and American Recovery and Reinvestment Act funds were acquired to build six new welding stations. Smaller equipment (under $2,000) has been procured through Carl Perkins funds, various other grants, and donated equipment. In fact, the Child and Family Studies Division estimates 80-90 percent of its equipment is obtained through grants and contracts. The Centralia College Foundation supports new equipment needs when possible. (See Insider/8.B: CC Inventory Log).

With the opening of the New Science Center, science laboratory equipment has also been upgraded and is comparable with that available in the workplace. New facilities and new equipment have contributed to the continuing development of Science, Technology, Engineering, and Mathematics (STEM) programs at Centralia College. The acquisition of new equipment has come in two waves, during spring 2009 and during spring and summer 2010. The initial wave was supported from construction funds allocated from the Washington State Legislature to build the New Science Center. Faculty in each area (biological sciences, chemistry, earth sciences, physics, and engineering) identified and prioritized their immediate equipment needs. Enough funds were available to purchase the top two priorities for each area which included 48 compound microscopes and four environmental chambers for the biological sciences; air tracks and sensors, and a centripetal force apparatus for physics and engineering; a petrographic microscope for earth sciences; and a Fourier transform infrared spectrometer, hot plates, and mini-centrifuges for chemistry.

The second round of equipment purchases is supported by construction funds ($200,000) and a grant from the U.S. Department of Education ($375,000). Each area developed a wish list of equipment; the anticipated total costs of these items slightly exceeded the available funds. Each area was allocated a portion of the available $575,000 in proportion to their total of the overall science equipment list. Faculty in each area will then adjust the quantities, qualities, and capabilities of the equipment that they need to fit
within their allotment. These purchases are beginning in spring 2010 and will continue through fall 2010.

Student Use Fee awards also provide approximately $140,000 for equipment each year. Carl Perkins funds are an additional source of monies used for Workforce Education equipment. Still, addressing future equipment needs, especially in light of the current budget crisis, is a significant issue and is constantly up for discussion as the college seeks ways to creatively respond to those needs. (See Insider/8.B: Student Use Fee application; Eligibility and Award Amounts; Carl Perkins funding information)

8.B.2 Centralia College updated its inventory control procedures in 2007. Equipment is bar-coded and a full inventory is performed every other year following state guidelines. Lost, stolen, or transferred items are recorded and procedures for surplus items follow state rules. State auditors are on campus every other year to inspect all college records for the biennium. (See Insider/8.B: Inventory Policy Procedures, rev.4-07; Accountability Audit Report)


The Science Department holds annual training on the Chemical Hygiene Plan, personal protective equipment, hazardous material handling, chemical labeling, and other topics as appropriate. Since 2001, the college has significantly reduced the number and type of hazardous chemicals on campus (See Insider/8.B: Summary of Hazardous Waste Disposal; Chemistry Department Chemical Inventory, rev. January 2010; Laboratory Employee Training Records)

The vice president of Instruction serves as the chemical hygiene administrator and, along with the Science Department laboratory manager/chemical hygiene officer, subscribes to MSDSonline so that current chemical information is available in case of an emergency. Hard copies of all material safety data sheets are available for use by staff, faculty, and students in each area. Standard operating procedures are developed for activities as needed. (See Insider/8.B: SOP for gas cylinders; receipt for MSDSonline)

As a small quantity generator, the college currently disposes of hazardous waste at the Lewis County Solid Waste Utility and through Safety-Kleen as needed. The Science Department’s chemical hygiene officer maintains a log of hazardous waste activities and disposal. (See Insider/8.B: Log of Hazardous Waste Activities)

In April 2009, the Washington State Department of Ecology inspected the college’s hazardous waste streams. Only one violation was found. The print shop had a barrel of silver-containing paper waste that did not have a lid or the correct labeling on it. A tight-fitting lid was placed on the barrel and the appropriate hazardous waste labeling was added. The report also contained recommendations that are currently being incorporated into college policies as shown in Table 3. (See Insider/8.B: DOE Visit Summary; Table 3: Checklist of Progress)
8.C.1 The Centralia College Master Plan reflects the college’s mission of improving people’s lives through lifelong learning, and its commitment to meeting the needs and expectations of its constituency in District XII. The master plan hinges upon dedication to being a comprehensive community college which offers a range of Academic Transfer, Basic Skills, Child and Family Studies, and Workforce Education programs. (See Insider/Evidence: Centralia College Master Plan)

Every two years the SBCTC sends a team to campus to complete a site survey that, along with input from the Executive Management Team and the Facilities Committee, informs the evolving master plan and helps to establish priorities. (See Insider/8.A: SBCTC 2009 Facility Condition Survey)

Typically, every three to five years, or when a major building comes on line, the master plan is reviewed in detail. Each revision of the plan is made available for constituent groups, including the greater community, for discussion and input before it is submitted to the president and the Board of Trustees for final approval. For example, on March 5, 2010, the Facilities Committee was presented with a Centralia College Master Plan proposal for expansion. A forum for discussion followed and the trustees voted on the proposal during the summer. (See Insider/8.C: Centralia College Master Plan expansion)

Following its last major revision, the Centralia College Master Plan identified the following projects:

- Design and construct a new instructional building which enhances the science and math disciplines. (NSC was completed in spring 2009.)
- Complete the remodeling and renovation of the gymnasium into the new Health and Wellness Center. (HWC was completed in fall 2008.)
- Design and construct a college commons, which incorporates Student Services, Student Programs and instructional space, and satisfies the demand of both the college and community for a large meeting area with banquet capabilities. (Predesign is scheduled to begin in the fall of 2010.)
- Place daycare on the campus perimeter to facilitate easier pick-up and drop-off of children.
- Place all new parking around the campus perimeter with green buffer zones between parking lots and campus buildings.
- Maximize the use of China Creek as a natural park-like setting and maintain an open, green center of campus while expanding the Gordon Aadland Esplanade to span the entire campus.
- Establish an area suitable for outdoor events such as commencement, concerts, festivals as well as for relaxation and recreation.
- Develop and maintain a welcoming environment reflective of the Northwest which encourages the community to visit and feel comfortable on campus.
- Secure the property necessary to design and build the new Kiser Natural Outdoor Learning Lab which supports the natural science courses (Purchases were completed by summer 2009.)
- Complete the purchase of properties on the northeast section of the Centralia College Master Plan in preparation for expansion of the college’s athletic facilities.

8.C.2, 8.C. The Monitoring Report for END-6.4 documents the timeline for construction and the plan for financial resources to be used for each project. The Centralia College Master Plan of 2002 was written during the
final construction phase of Washington Hall. Since this time, the New Science Center and renovation of the gym into The Health and Wellness Center have been completed. The current phase includes the TransAlta Commons. In 2007, the plan was submitted to and scored by the SBCTC, and it received the highest priority for funding. (See Insider/8.C: END-6.4 Monitoring Report, March 2009)

In the predesign phase, a cross-campus committee was formed with representatives from Facilities, Operations and Maintenance, Food Services, Financial Aid, Disability Services, Instruction, the Student Life & Involvement Center, Student Support Services, the bookstore, the Counseling/Career Center, and Enrollment Services. With the architects, the committee toured several campuses in Washington and Oregon and interviewed the staff from these institutions regarding their likes and dislikes. The architects then brought in a team that specializes in designing student centers for a daylong session showing possible configurations and seeking input from each of the constituent groups. Similar discussions followed involving faculty and interested community groups. This process is typical of the collaboration between the college and the community in fulfillment of the Centralia College Master Plan. (See Insider/ Evidence: Centralia College Master Plan)

Recognizing Our Strengths:

- The Centralia College Master Plan is designed to benefit the students, employees, and community by providing an attractive campus with up-to-date classrooms and labs as well as being a hub for community meetings and events.
- During the past decade, the college has constructed two major instructional buildings, performed major remodeling projects on two of its oldest buildings, and demolished numerous buildings to create more open, green space on campus.
- The long-range plan for the college is to be responsive to the needs of students, staff, and community members as demonstrated by the investment of time given to open forums during the predesign phases for each new building or renovation.
- The New Science Center is a state-of-the-art facility that also houses the college's expanded Nursing Program.
- Inventory control procedures were updated in 2007 to a bar-coded system compliant with current state guidelines.
- The new Megamation computer program for FOM work orders is efficient and user-friendly.
- The college has developed a proactive plan for chemical use and hazardous waste disposal, and since 2001 it has significantly reduced the number and type of hazardous chemicals on campus.
- As the college upgrades facilities, IT equipment is also upgraded and the multimedia instructional spaces have greatly improved and expanded.
- The New Science Center illustrates the college’s commitment to health and safety having qualified for the U.S. Green Building Council’s prestigious LEED gold certification.
- Centralia College has collaborated with Prepared Response, Inc. to utilize the Rapid Responder® Crisis Management System.
- The college responded to the safety needs at the Children's Lab School, as identified by the Department of Social and Health Services licensing, through redesign of building access.

Meeting Our Challenges:

- Cost-cutting measures have limited the number of FOM employees responsible for maintaining the facilities and grounds which will be an increasing challenge with continued growth.
• The Centralia College physical plant maintenance philosophy was self-rated as “reactive management” which will have long-term consequences on buildings and grounds.

• A comprehensive emergency response plan is necessary to meet the needs of the college and the Emergency Response Manual needs to be updated.

• Centralia College is continually challenged to provide sufficient instructional and support facilities and equipment, especially during the current state budget crisis.

• Training opportunities in Workforce Education are limited by outdated equipment.

**Actions Underway:**

• The demolition of houses owned by the college along Walnut Street and Washington Avenue has started to open up space for the creation of the Kiser Natural Outdoor Learning Lab.

• The use of China Creek will be maximized as a natural/park-like setting and maintain an open, green center of campus.

• The Gordon Aadland Esplanade will be expanded to extend through the entire campus.

• A full scale computerized work order request management system for FOM is currently in use with upgrades planned for the future.

• The Facilities Committee will initiate a review of campus security and will solicit college-wide input as it develops recommendations.

• The college is looking for the most effective emergency response plan seeking a multisystem approach to address each unique scenario.

• The college is in the early stages of design for a college commons which will meet student programs and instructional needs and provide a large meeting area with banquet capabilities.

• The college will place daycare facilities on the campus perimeter to facilitate easy pick-up and drop-off.

• The college will place all new parking around the campus perimeter with green buffer zones between parking lots and campus buildings.

• The college will complete the purchase of properties on the northeast section of the Centralia College Master Plan in preparation for expansion of the college’s athletic facilities.

• The college will continue to pursue grant and earmark opportunities for upgrading equipment.
Evidence Log

STANDARD EIGHT

Standard 8.A – Instructional and Support Facilities

8.A.1
See Insider/Evidence: Campus Map
See Insider/Evidence: Centralia College Master Plan

8.A.2
See Insider/8.A: Centralia College Master Plan

8.A.3

8.A.4
See https://dl.megamation.com/CENTRALIAC.htm

8.A.5, 8.C.3
See Insider/8.A: Facilities Committee Workplan
See Insider/8.A: Recommendations for Improvements
See Insider/8.A: L&I Rpt and e-mail
See Insider/8.A: Facilities Committee Meeting Agenda and Minutes
See Insider/Evidence: Noel-Levitz
See Insider/Evidence: CCSSE
See Insider/8.A: Facilities Committee minutes
See http://www.centralia.edu/admin/services/NSCUpdates.html
See Insider/8.A: Chemical Hygiene Plan
See Evidence Room: Emergency Response Manual
See Evidence Room: Accident Prevention Program
See Evidence Room: Safety Policy
See Evidence Room: Chemical Hazard Communication Plan
See http://www.preparedresponse.com/rapidresponder/Rapid-Responder-FAQ.html
See http://staffed.centralia.edu/course/category.php?id=3

8.A.6, 8.A.7
See Insider/8.A: Off-campus Site list and Rental Contract
See Insider/8.A: Rental Contract

Standard 8.B – Equipment and Materials

8.B.1
See Insider/8.B: Copy Machine Costs
See Insider/8.B: Centralia College Inventory Log
See Insider/8.B: Student Use Fee application, eligibility and award amounts
See Insider/8.B: Carl Perkins funding information
8.B.2
See Insider/8.B: Inventory Policy Procedures, rev. 4-07

8.B.3
See Insider/8.B: Laboratory Employee Training Records
See Insider/8.B: SOP for gas cylinders and receipt for MSDSonline
See Insider/8.B: Receipt for MSDSonline
See Insider/8.B: DOE Visit Summary
See Insider/8.B: Table 3: Checklist of Progress


8.C.1
See Insider/Evidence: Centralia College Master Plan
See Insider/8.C: Centralia College Master Plan expansion

8.C.2, 8.C
See Insider/Evidence: Centralia College Master Plan

8.C.3
See 8.A.5

NOTE: All required documentation and exhibits that are not in the Insider Evidence Files will be in the Evidence Room during the evaluators’ campus visit.
Centralia College maintains its institutional integrity through an open governing process.”
Forming Our Team:
The original committee formed during the “Year of Inquiry” and facilitated the Standard Nine breakout session at the All Staff Day 2008. When T.R. Gratz was appointed as interim dean of Instruction, he resigned from the committee. In March 2010, the committee submitted its draft but resigned prior to incorporating the feedback from the Accreditation Steering Committee. The ASC grappled with an unfinished report, no committee, and the importance of maintaining the integrity of the process. It was decided to form another team which Marla Miller agreed to chair. She asked others to serve as a review committee, complete the process, and finalize the report.

Understanding Our Task:
Each of the review committee’s five members took one of the indicators, reviewed the draft report, and the ASC feedback for that indicator. The goal was to submit a revised report to the Steering Committee.

Developing Our Method:
The original committee met monthly beginning in October 2008. They reviewed the previous self-study as well as the current accreditation handbook’s elements, indicators, and policy for the standard. The original committee decided to conduct personal interviews with top-level administrators. A small sampling of faculty and staff were also interviewed.
The review committee met to divide up the indicators and review all of the necessary documents to complete the task. They agreed to communicate via e-mail rather than try to have additional meetings. The review committee had access to the draft report by the original committee and the ASC feedback, but not the employee interviews. Therefore, they felt it would be quicker and easier to have a fresh start on Standard Nine.
Standard 9 – Institutional Integrity

The institution adheres to the highest ethical standards in its representation to its constituencies and the public; in its teaching, scholarship, and service; in its treatment of its students, faculty and staff; and in its relationships with regulatory and accrediting agencies.

9.A.1 The Centralia College Board of Trustees has established, through Policy Governance, End Statements and Executive Limitations which direct the president regarding the management and operation of the college. The president is charged in EL-1 to “not allow within the college any practice, activity, decision, or situation that is either unlawful, imprudent, a violation of commonly accepted business or professional ethics, or is contrary to the provisions set forth in State Board for Community and Technical Colleges policy, Office of Financial Management policy, any executive order of the governor of the state of Washington, or Centralia College Board of Trustee’s policy.”

In EL-2, the president is given direction concerning the treatment of students, staff, volunteers, and the community to ensure that they are not treated in an inhumane, unfair, or undignified manner. Additionally, the board-specified End Statements provide direction
to the administration regarding the college’s management and operation. For example, END-6.3 directs Centralia College to serve as a model of effective stewardship to the citizens of Washington State by “ensuring compliance with local, state and federal laws, regulations and rules.” For a full discussion of Policy Governance, see Standard Six of this report. (See Insider/Evidence: Executive Limitations; End Statements)

The board is informed about each Executive Limitation and End Statement through yearly Monitoring Reports which provide evidence of the college’s compliance. Regarding EL-1: General Statement and END-6.3: Stewardship, the yearly reports have continuously stated that the college is in compliance. Evidence of compliance is found in the reports from agencies that routinely audit the college such as the Office of Financial Management, the Washington State Auditor’s Office, the United States Department of Education, and the State Board for Community and Technical Colleges.

In addition to the audit reports, the college and its employees and agents are subject to complaints from agencies such as the Office of Civil Rights and the Washington State Ethics Board. College employees and agents also are subject to investigation by local, state, and federal police agencies. Because there have been no major or substantial audit exceptions or findings, nor have there been findings of any type of civil or criminal violations to suggest that the president or any college employee or agent is out of compliance with any statute, regulation, policy or prohibition of law, it is determined that the college is in compliance.

Regarding EL-2: Treatment of People, nine separate limitations are identified for the president concerning treatment of students, staff, volunteers, and the community. They address such items as clarification of rules, rights and responsibilities, handling of grievances, discrimination, and academic freedom. Monitoring Reports for this Executive Limitation have consistently shown that the president, as well as the college, is in compliance. (See Insider/Evidence: EL-2 Monitoring Reports)

In addition to the guidance provided by the board, college employees are held to the Washington State Code of Ethics. In the Centralia College Policies and Procedures Manual, Chapter 1, sect. 1.070, the college’s policy entitled “Conflict of Interest – State Ethics Law” defines the policies, procedures, and practices related to ethical behavior. (See http://www.ethics.wa.gov/ADVISORIES/opinions/98-08.htm?zoom_highlight=conflict+of+interest; see Insider/Evidence: Centralia College Policies and Procedures Manual; see Evidence Room/Ethical Standards for Officers and Employees of Washington State Colleges and Universities)

Keeping in mind the board’s goals and limitations, the college has developed its vision, mission, core values, initiatives, and objectives to guide its actions. The first Strategic Initiative is Institutional Integrity which directs the college to “build an institution whose vision, mission and Strategic Initiatives drive its daily operations, provide for continuous improvement, and result in the highest ethical interactions with all its stakeholders.” (See Insider/Evidence: Strategic Initiatives)

During 2007, the college conducted a climate survey to determine if the staff and faculty felt the college was reaching its goals and objectives. Several of the questions are relevant to Standard Nine. For example, Item 2 (fair and consistent policies, procedures, practices and processes) showed that 80 percent of the respondents felt that the college administration was successful in this area. Item 5 (college leadership encourages integrity and ethical behavior) indicated that 80 percent of the respondents agreed. (See Insider/Evidence: Climate and Leadership Survey, Fall 2007)
Also in 2007, Centralia College was randomly selected for a civil rights compliance on-site review. It was conducted by auditors from the State Board for Community and Technical Colleges (SBCTC) on October 23 and 24. The purpose of the review was to determine the compliance of the college’s educational programs and facilities with federal civil rights laws. The college received a letter of findings identifying the observations and conclusions from the review. The college was then required to submit a voluntary compliance plan to the SBCTC. In May 2010, the college received a letter of congratulations and commendation from the SBCTC for addressing all of the areas of noncompliance identified in their letter of findings. The majority of noncompliance items was related to facilities and has been corrected. (See Insider/9: letter of findings, voluntary compliance plan, and letter of congratulations)

As further evidence of institutional integrity, Centralia College has had only two internal formal grievances since the Interim Report in 2005. The grievances were through the Washington Federation of State Employees. The grievances were resolved in a fair and equitable manner without the need for arbitration. In addition, Centralia College has had two statewide formal grievances related to healthcare funds that were resolved externally through the Labor Relations Office and the Washington Federation of State Employees. (See http://www wfse.org)

9.A.2 Centralia College maintains its institutional integrity through an open governance process: clearly stated policies and procedures available to all faculty, staff, and students; open lines of communication with all constituencies including the public; and procedures to redress grievances.

Strategic planning includes ongoing evaluation and annual reports presented by unit vice presidents to the Executive Management Team as well as to the Institutional Effectiveness Committee prior to being officially submitted by the president to the Board of Trustees. IE representatives are charged with disseminating the findings of these reports to their constituencies. (See Insider/9: IE structure document and minutes)

Recommendations concerning policy and procedures are made through standing committee representatives to IE and sent to the EMT which serves as an advisory group to the president. Under Policy Governance, it is the president who decides whether or not to adopt policies and/or procedural changes. As policies and procedures are approved through the campus process, the Centralia College Policies and Procedures Manual is updated. (See Insider/Evidence: Centralia College Policy and Procedures Manual)

9.A.3 Centralia College has an extensive collection of brochures, pamphlets, posters, and flyers that are distributed in hard copy and posted on bulletin boards throughout the campus. Increasingly, such publications are migrating to electronic form and posted on the college’s Internet and intranet sites. Although an effort is underway to ensure that information also is available in the Spanish language, this is a challenge especially when migrating from hard copy to digital copy.

As part of the college’s voluntary correction plan to the 2006-2007 civil rights review letter of findings, all college publications must include the correct notice of nondiscrimination. Therefore, the director of College Relations reviews publications before release to the college community and to the public. This is challenging because the college generates so many publications, sometimes with conflicting timelines, and there is only one person charged with the review process.

Student publications, meanwhile, are coordinated through the Student Life & Involvement Center. Issues, challenges, or complaints are handled through the Student Publications Board for the following: the blue&gold (student newspaper) Beyond Parallax (the literary and visual arts journal) and the student handbook and planner.
The college also is represented through its interactions with the community. Every college event is an opportunity to reach out and inform the public of the diverse array of partnerships and programs at the college. College administrators, faculty, and staff make presentations on the history of the college, current college programs, and future plans. Outreach to the college’s service district occurs through the Lewis County Commissioners, area city councils, and local service clubs and organizations. Additionally, Centralia College hosts a variety of public events for a broad spectrum of populations and programs. In these ways, the college strives to represent itself accurately and consistently. (See http://www.centralia.edu/news/index.html; also see Insider/9: Speakers Bureau brochure)

9.A.4 Centralia College has a number of policies and procedures in place that address conflict of interest and the ethical conduct of its governing board, administrators, faculty, and staff. The Policy of the Board of Trustees and the Centralia College Policy and Procedures Manual address these issues in accordance with state ethic laws. As stated in section 1.070 of the manual: “Centralia College staff members are required to comply with RCW 42.52 known as the Ethics in Public Service Law. This section contains procedures related to general ethical principles, gifts, honoraria, confidential information, employment of former state employees, and training of staff and the faculty. A copy of the RCWs related to this policy is on file in the Human Resources Office and the college library. If questions arise regarding requirements under the state ethics law, it is suggested that the employee review the entire RCW.” (See Insider/Evidence: GP-9: Board Members Code of Ethics; Centralia College Policies and Procedures Manual)

Additionally, the negotiated agreements representing both bargaining units specifically address such concerns. Finally, the Policy Governance model encourages an open flow of information, a consistent review of policies, and regular reporting on the college’s compliance with board policy and goals. The college regularly monitors itself for potential conflicts of interest. There have been no reported violations related to conflict of interest by any outside agencies. In addition, the Monitoring Reports to the Board of Trustees have consistently shown that the college is in compliance. (See Insider/Evidence: END-6 Monitoring Reports)

9.A.5, Policy 9.1 One of the college’s primary goals was established by the board in END-3, which states that “the college will provide an inviting and supportive learning environment to populations that have traditionally been underserved by higher education.” At the core of this statement is the principle of academic freedom which empowers educators and students to pursue education with open and questioning approaches. EL-2.8 further specifies that “the President shall not fail to protect the academic freedom of the institution, its faculty, and its students.” (See Insider/Evidence: END-3; END-5 Monitoring Reports; EL-2.8)

The principle of academic freedom was generated from the 1940 AAUP Statement of Principles on Academic Freedom and Tenure and is reiterated by Centralia College’s mission statement to promote lifelong learning. Further, the college’s commitment to diverse points of view, as articulated in END-5, promotes elements compatible with academic freedom. Faculty members embrace the institution’s core values and share their expertise through instruction, research, and involvement in the community. Faculty members are further protected by the rigorous and supportive tenure process that ensures their intellectual and academic freedoms. Standard 4.A.7 of this report elaborates on academic freedom and how the college promotes innovation and experimentation among its faculty. (See Insider/9: 1940 AAUP Statement)

As stipulated by END-6, the college hiring process results in qualified faculty and staff being properly matched with the institution’s
mission, goals, and culture. Faculty are encouraged and supported when participating in ongoing professional development and training to ensure the knowledge being conveyed to students and the community is reflective of the contemporary world and its dynamic issues. The college also is subject to state and federal laws regarding employment, access, civil rights, and contract administration. Evidence of noncompliance would include grievances that are upheld, investigations that conclude noncompliance, or legal rulings against the college. To date, the college is not in possession of any such evidence. (See Insider/Evidence: END-6.2; END-6.3)

Recognizing Our Strengths:

- The consistent monitoring required by the Policy Governance process keeps the Board of Trustees aware of the college’s continuous compliance in all areas of this standard.
- There only have been two recent internal formal grievances.
- Employees rated Centralia College’s fair treatment of employees and ethical behavior at 80 percent on the college’s Climate and Leadership Survey, Fall 2007.
- The college has a good relationship with the community and offers many free events to the public.

Meeting Our Challenges:

- To meet the needs of an increasingly diverse service area, the college needs to provide more information in the Spanish language.
- Meeting the publication requirements of the Equal Employment Opportunity and Affirmative Action review has not been formally assessed.
- Creators of publications need to be more aware of the required Equal Employment Opportunity and Affirmative Action notices on all public publications.

Implications for Improvement:

- The college should consider conducting a needs assessment of its Spanish-speaking students.

Actions Underway:

- The college has started providing documents in Spanish, but its website remains predominantly accessible to English language speakers/readers.
- The college has implemented the inclusion of Equal Employment Opportunity and Affirmative Action statements in its publications.
Institutional Integrity

STANDARD NINE

Standard 9.A

9.A.1
See Insider/Evidence: Executive Limitations
See Insider/Evidence: End Statements
See Insider/Evidence: EL-2 Monitoring Reports
See http://www.ethics.wa.gov/ADVISORIES/opinions/98-08.htm?zoom_highlight=conflict+of+interest
See Evidence Room/Ethical Standards for Officers and Employees of Washington State Colleges and Universities
See Insider/Evidence: Strategic Initiatives
See Insider/Evidence: Climate and Leadership Survey, Fall 2007
See Insider/9: letter of findings, voluntary compliance plan, and letter of congratulations
See http://www.wfse.org

9.A.2
See Insider/9: IE structure document and minutes

9.A.3
See http://www.centralia.edu/news/index.html
See Insider/9: Speakers Bureau brochure

9.A.4
See Insider/Evidence: G-P9: Board Members Code of Ethics
See Insider/Evidence: END-6 Monitoring Reports

9.A.5, Policy 9.1
See Insider/Evidence: END-3
See Insider/Evidence: END-5 Monitoring Reports
See Insider/Evidence: EL-2.8
See Insider/9:1940 StatementofPrinciplesonAcademicFreedomandTenure
See Insider/Evidence: END-6.2
See Insider/Evidence: END-6.3

NOTE: All required documentation and exhibits that are not in the Insider Evidence Files will be in the Evidence Room during the evaluators’ campus visit.
Centralia College Self-Study

**SUMMARY**

“The college engages in ongoing institutional planning and improvement in which the self-study itself is an integral component.”
Centralia College Self-Study

SUMMARY

During the past two years the self-study team has gathered and analyzed data from numerous sources to provide a clear picture of the college’s mission and goals and the degree to which it is fulfilling its mission and achieving its goals. Moreover, by using the nine accreditation standards as its rubric, the team was able to provide insight into whether or not the college has the policies, procedures, and resources to continue to accomplish its goals. Each chapter of this study ends with an analysis of our strengths and our challenges as well as action plans for our improvement.

What follows are the overarching findings of the self-study, a list of commendations, a list of recommendations, and, most importantly, the plans for addressing them.

Findings

This self-study provides evidence that Centralia College:

• Has a well-defined mission and supporting goals and that it has the infrastructure and commitment to fulfill its mission and achieve its goals.

• Awards degrees, certificates, diplomas, and honors to students who have achieved outcomes commensurate with these levels of recognition.

• Commits the majority of its energy and resources to the achievement of its mission and goals.

• Engages in ongoing institutional planning and improvement in which the self-study itself is an integral component.

The study also provides evidence that the college continues to meet all of the eligibility requirements for accredited higher education institutions as defined by the Northwest Commission of Colleges and Universities.

It further finds that, although challenges exist, Centralia College is substantially in compliance with all nine accreditation standards.

In light of these findings, the college feels that it merits continued accreditation status.

Commendations

The self-study team commends the college’s faculty and staff:

• For their commitment to the student body. Through the work of the faculty and staff, Centralia College continues to be the inviting, supportive, and student-centered institution it has always striven to be.

• For their work in building strong connections with our service district and being responsive to its needs. These connections exist through the main campus in Centralia, its Centralia College East Center in Morton, and its Garrett Heyns Education Center located in the Washington Correction Center at Shelton.

• For their ongoing work to provide ever-improving physical facilities and their commitment to ensuring these facilities meet the needs of our students.

• For their flexibility and willingness to assume an ever-growing workload in the face of an ever-shrinking budget.
It also commends the college:

- For its governance structure which has led to the clarification of its mission and goals, the establishment of a robust system of college-level assessment and accountability, and multiple venues for college-wide input in the governance process.
- For its conservative, open budget process that has enabled the college to weather the current economic downturn.
- For its systematic approach to outcomes-based assessment and the results it has achieved.

**Recommendations**

The self-study team recommends that the college:

- Take actions to ensure the wider campus community understands the connection between the college's mission and goals, Policy Governance, and the Monitoring Reports that document the college's achievements with respect to its goals.
- Complete the development and implementation of its instructional outcomes assessment plan and then to integrate program and curriculum review into institutional assessment and planning.
- Provide a mechanism in the Associate in Arts and Associate in Science transfer degrees whereby students demonstrate a synthesis of learning.
- Update its emergency response plan to better address the threats faced by modern campuses and to accommodate new measures that are mandated by law to be implemented by October of this year.
- Take steps to determine those areas most affected by workload issues related to the increase in student enrollments and to take actions to ensure critical functions are being performed and staff morale is maintained.
- Develop plans to ensure the college is prepared to adapt to probable future budget reductions in a manner that ensures it is still able to maintain institutional integrity and quality of programs.

**Action Plans**

The college has started addressing the challenges identified for each standard and will incorporate the implications for improvement into its 2010-2011 workplan.

To address the general recommendations the college will:

- Actively engage the college community in discussions, trainings, and activities that demonstrate the connection between our mission and goals, Policy Governance, and the Monitoring Reports in order to demonstrate the employees’ connection and influence in the governance process.
- Clarify and implement classroom- and program-level assessment that can be used for curriculum and program reviews and to, subsequently, forge a connection between curriculum and program review, the END-4 Monitoring Reports, and thus to institutional assessment.
- Modify its transfer degree requirements or curricula to ensure these degrees include a synthesis of learning that integrates knowledge from the various disciplines and the broad areas of study comprising them.
• Develop, in collaboration with the Center of Excellence for Homeland Security, an updated emergency response plan at the earliest possible date.

• Investigate and take actions to address workload-related issues using those avenues left due to the current hiring freeze.

• Make plans for addressing future budget reductions.

Conclusion
Our self-study process has affirmed our belief that Centralia College is fulfilling its mission and achieving its goals. The study also has revealed areas that require our attention in order to continue providing quality education at an affordable price to the widest range of students, an inviting and supportive learning environment to those populations that have been traditionally underserved, educational programs that encourage lifelong learning, personal and community enrichment, and responsible stewardship of our resources.