
Overview of Mission Statement

The present day mission statement has its roots in the Strategic Planning begun by Centralia College in December, 1994, when the College Council and President's Cabinet formed the Strategic Planning Committee (SPC). This committee was comprised of three faculty, two staff, and two administrators who in late 1994 were charged with developing campus-wide goals suitable for taking the College into the next century. As part of its process, the SPC created a sub-committee of faculty, staff, and administrators who sought campus input for revision of the College mission statement. That revised statement included the College's purpose, values, and commitments which complemented Centralia's goals and philosophy. The Board of Trustees adopted this statement on October 17, 1996. (See Attachment 1.1)

In 1997, the Board of Trustees, as the governing authority, discussed Centralia College student safety and behavior and added to the mission statement the last commitment addressing "a civil and non-disruptive learning environment." Today's comprehensive mission statement encompasses both the work of the committee and the concern of the Board.

In addition to past revisions, the mission statement receives periodic review. This takes place every five to six years as a component of strategic planning with the next review scheduled for 2000. Further rewriting of the mission statement will reflect the review, analysis, and planning stimulated by this self-study.

Centralia College's mission charges the campus to reflect on its purpose and respond to the economic needs, technological advances, and diverse population of its community. As part of this broader society, Centralia College has and continues to evaluate the best way to meet the changing educational needs of its population. Some issues that it considers include:

- new programs
- multi-generational students
- adequate facilities

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- changing professional/technical degrees and certificates
 - trained staff
 - modern equipment
 - expanding non-English speaking population
 - updated technology increasing numbers of college students who are working parents
 - effective teaching equipment
 - professional staff training

Integration Of Mission Statement

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

For the community, Centralia College's activities, programs, and staff are often featured in local newspapers. An educational reporter attends and covers each Board of Trustees meeting and the College's Public Information Officer regularly sends articles to several local newspapers and radio stations so college information will be available to the public. The quarterly course schedule is mailed to every home in the district and documents the College's success through the use of student testimonials. It often features articles about programs, faculty, and staff.

Within the institution and the state, the Board of Trustees' meetings often review the College's progress in accomplishing its mission and goals, and the State Board of Community and Technical Colleges (SBCTC) publishes data on Centralia's progress in its *Academic Year Reports* and its *Fall Enrollment and Staffing Reports*. In addition, the state auditor reports on how well the College meets its fiscal goals.

Other public displays of the College's many successful graduates are found in the Sports Hall of Fame and the Distinguished Alumni photos. These honored alumni highlight the College's diverse accomplishments.

A student group which fulfills the College's mission by offering educational opportunities and community event participation is the Student Activities and Admission Team (SAAT). It is an active outreach program offering activities such as:

- visitations and presentations to all district high schools
- attendance at various college conferences
- workshops at high school leadership conferences
- tours of the campus for legislators, board members, and prospective students and parents
- booths at the Southwest Washington Fair and Wal-Mart
- coordination of the highly successful annual open house which draws approximately 300 people and raffles off a one quarter tuition scholarship to an attendee
- participation at the pre-advising sessions for all new students
- leadership for the Blood Drive, Alcohol and Drug Awareness Days, Student Recognition Night, and HIV testing on campus.

Centralia College also promotes growth and development to its community and students through its continuing education and worker retraining areas that deal mainly with technical courses and programs. Many offerings convey to the community the possibilities at the College:

- skill upgrade classes for employees of local businesses
- computer-training classes for business employee professional developments
- funding options available at the College for clients of social services offices

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- short and long-term training opportunities for welfare recipients
 - college material distributions at malls, churches, community-based organizations, and area businesses

Human Resources

Since Centralia College is an open-admission institution, the diversity of its applicants supports the mission as a dynamic learning community, and all advertised open positions include a statement of the College's mission. When vacant positions are reviewed by the administration, each position is evaluated according to its necessity in relation to the operation of the College and/or the delivery of instructional programming. Criteria for review are published, and each vacant position is assessed with regard to mission, type of work, and available resources. In some cases, positions have been rewritten or assigned to other areas of the College.

No position which becomes vacant is automatically refilled. Staff positions are re-evaluated by asking the following six questions:

- Can work be contracted out?
- Can other division staff perform the function?
- Can staff in other divisions perform the function?
- Why is this position critical to the College mission?
- Can reorganization enable work to be done?
- What are the consequences if the position is not refilled?

Once these questions have been satisfactorily answered, the vice-president or director develops a request to the president. The President's Cabinet then reviews the request and submits its recommendation to the president for final action. Open faculty positions undergo a similar review before they are filled including questions about courses, program requirements, and relevant credentials.

Faculty

There are full-time, pro-rata, and part time faculty positions at the Centralia College main campus, 8 full-time faculty positions at Garrett Heyns, and several part-time positions at Centralia College East. (See Standard Four)

In the last decade, faculty numbers at the main campus increased by one full-time position in the English program. Other positions, as they became vacant, were moved from declining programs to those growing in student numbers such as Home and Family Life, English as a Second Language, Developmental Programs, and Diesel Technology. The number of faculty positions has been stable in the academic transfer programs but growing in the Applied Technology, Basic Skills, and Early Childhood Education. New faculty assignments reflect the changing needs of the student population of Centralia College. The College increasingly serves students who are interested in professional/vocational programs, need daycare provisions, require pre-college courses, and speak English as a second language. Within the Washington system of community colleges, Centralia ranks in the top quartile in the number of class sections taught by full-time faculty.

Staff

Recently hired staff also reflect the changing needs of Centralia students. Approximately 20 new classified positions have been added and those are centered mainly in Home and Family Life, Technology, Basic Skills Education, and Continuing Education. Another 10 positions have been added to administrative services and facilities upkeep. With new demands required in state and federal data collection and accountability, more staff are necessary to track, evaluate, and report to state and federal agencies.

Budget Review and Planning Committee

The budget of the College has increased each year for the past six years. However, the State of Washington's funding per FTE for community colleges is lower than either the universities or the K-12 system. This results in tight resources and competition for any increases the College receives. To address this and to ensure adequate campus-wide input regarding the operating budget, the Budget Review and Planning Committee (BRP) was formed in 1993. The committee, comprised of faculty, staff, and students, represent instruction, student services, and administration.

The committee also established the Lovington Awards, formerly called Special Request Awards. They represent a pool of money awarded for one-time funding projects tied to the strategic plan of the College and were renamed in honor of a deceased faculty leader who was the first Strategic Planning Chair.

The role and responsibility of this committee has steadily broadened as it has handled critical fiscal issues. An example of a difficult budget issue was the expiration of Title III funds. Because the committee realized this reduction would impact the entire college, it held an open forum so it could gather the institutional perspective of the diverse areas.

Another difficult situation occurred in June 1995, when the Department of Corrections (DOC) reacted to political pressures and cut by 30% the budget of the College's correctional program at the Garrett Heyns Education Center in Shelton. The College was forced to eliminate four tenured positions tied to programs identified by the DOC as unnecessary. When Centralia College reviewed the consequences of these actions, it decided to continue contracting with the DOC and to keep the remaining educational programs at the Center. Since that time, the budget has slowly increased but still remains below the previous levels.

Marketing and Recruitment Team

In the fall of 1997, the College experienced a significant decline in FTE's which threatened the base level of funding for the operating budget. In response to this, the Marketing and Recruitment Team (MART) was formed. This team is comprised of the vice-president for finance and

administration, the registrar, the public information officer and two instruction administrators. They began to work on the marketing, recruitment, and programming issues related to enrollment management. As of fall 1999, the FTE levels were at record levels, and operating budget reductions based on enrollment levels had been avoided. To safeguard against this occurring again, the President's Cabinet spent the 1998-99 year working on establishing strategic FTE objectives that addressed the mix of students, enrollments for day, evening, and off site programs, and total state funded FTE levels. These objectives provided guidance in enrollment management decisions and helped ensure a solid base for the operating budget. (See Attachments 1.2, 1.3, 1.4)

Physical Facilities

The College's mission is evident in its growing and changing physical facilities. Because the College has the option to acquire additional properties through its Facilities Master Plan using local, state, and foundation resources, the College has recently purchased several buildings. For example, to house its growing TEEN program which helps young parents finish their high school education while receiving daycare and parenting instruction, the College purchased and renovated two homes. The Facilities Master Plan supports the College mission by providing guidance and structure to acquire property and construct new buildings.

In addition, all real estate acquisitions must be related to the College Facilities Master Plan prior to receiving funding. In some cases, a public process is utilized to gain approval of the overall facilities project, thus engaging the community in the College's plans. When property is acquired within the Facilities Master Plan of the campus, buildings are evaluated for other uses before they are demolished for parking lots. Houses are remodeled for office spaces, classrooms, and daycare. The Foundation has also purchased houses and converted them for international student use.

Facilities Committee

The Facilities Committee, established in 1994 and made up of faculty, staff, and administrators, looks at the needs of the entire college and recommends changes. For example, in the Technical Building, several spaces were converted to different uses based on committee research of technology changes, instructional needs, and program demands. When the K-20 system, a statewide technical system designed to link K-12 and higher education, offered interactive video conferencing to the campus, the under-utilized diesel tech fuels lab was moved, and the room was remodeled into an interactive television (ITV) classroom. When the diesel program asked to have the tool room relocated within the instructional lab area, the former tool room was converted into a short-term training lab for office and computer skills.

Currently, a campus team is working to create a centralized student services center so most student services such as counseling, career planning, and student life activities will be in the Student Services Building. This will cause the vice-president of instruction and the Instruction Office to relocate to the Library Building. It will also decentralize instructional administrators making them more available to specific areas.

The Facilities Committee plays a major role in the decisions for minor projects and repairs. Several times a year, the committee reviews a list of projects that take more than four hours to complete. The projects are prioritized as safety issues, delivery of instruction, deferred maintenance, and other. The projects are then sorted by the date the request is submitted, and because safety is a critical area, those projects are handled immediately. Delivery of instruction (classroom and labs) is the next critical area, and those requests are generally handled chronologically. The Facilities Committee reviews the list and makes recommendations.

College Budget

The operating budget comes to the College from the state based on system formulas using FTEs as the main driver. In 1993, the College

began a transition from a formula-driven allocation model to a mission-driven model. With the beginning of the 1999 fiscal year, available funds were directed toward increasing enrollment based on strategic planning objectives, state funding targets, and recommendations from the BRP Committee and President's Cabinet. This process links the College's resources to its mission and documents the decisions in several ways:

- The strategic planning brochure and the Strategic Planning Annual Report document the institution's success in planning.
- The Budget Review and Planning Committee (BRP) provides an annual report and holds public meetings to review the budgeting process.
- The Lovington Awards tie a percentage of non-operating dollars to one-time expenditures that help enhance the overall operation of the College. These awards biennially recognize selected projects which address strategic planning priorities.
- The External Funding Process requires that grant proposals be linked to the College mission and goals as shown by the list of recently submitted grants.
- The College Council, a participatory model for campus decision-making, is charged with "decision-making with a sense of vision and the mission in mind." The Council which undergoes periodic evaluation and adaptation is described as the group that "needs to lead the mission of the College."

College Foundation

The Centralia College Foundation exists to support and to enhance the ability of Centralia College to accomplish its mission to be a dynamic learning community. The Centralia College Foundation actively stimulates our community to invest funds, other assets, and energies with the Foundation. This effort helps perpetuate the College and assists it to

operate at a level above that which could be achieved from state and federal support alone.

The institutional advancement activities are carried out by the Centralia College Foundation which are clearly and directly related to the mission and goals of the institution. Internally, the Foundation supports the College's mission and its own mission through scholarships for students and grants to faculty and staff for special projects or activities. Externally, the Foundation seeks outside funding to address particular needs of the College.

In 1997, the Foundation applied for and received a \$250,000 grant from the United States Forest Service in order to construct a new facility for Centralia College East. In order to complete the project, the Foundation raised an additional \$100,000. Currently, the Foundation is engaged in an ambitious capital campaign to raise over \$1 million for the new instructional building on campus which is slated for completion in late 2001.

Public Service

Centralia College holds political forums, produces and broadcasts TV programs, and makes its faculty and staff available to the community for speaking engagements. Many of the faculty and staff serve on public boards and committees such as Rotary, American Cancer Society, United Way, and school district advisory committees. Centralia College also partners with the Lewis County Literacy Council to provide literacy training and tutors to community adults with limited English proficiency skills.

The Associated Students of Centralia College (ASCC), the International Club, the Diversity Club (ACCORD), and other student organizations all include activities to benefit the larger community. Public service at the College includes providing students the opportunity for involvement in Phi Theta Kappa, the honor society, and the Business Management Association (BMA Rotaract) which is a college-based business leadership class. The College's sports program offers opportunities for community youth and adult involvement in college-sponsored activities such as the

boys' and girls' hoop camps offered through Centralia College Blazers basketball. The Continuing Education Department regularly offers summer activities for youth so they may experience the campus through Adventure Camps, Pee Wee Karate, Peanuts to Picasso art classes, computer training, and dance.

There is also History Day held at the College. All neighboring elementary, middle, and high schools are asked to participate in a full day of history presentations judged by college and community volunteers. Winners from this day go to Ellensburg to compete for competition held in Washington, D.C. In addition, the drama department puts on a summer workshop for children interested in theater so students can learn about, participate in, and produce their own plays as well as traditional dramas.

The Educational Talent Search (ETS), one of the TRIO programs at Centralia College, is a federally funded program to help disadvantaged students in grades 6-12 overcome class, social, academic, and cultural barriers to higher education. To achieve its goals, the program offers several conferences and workshops during the year including:

- Expanding Your Horizons Conference to encourage 7th to 9th grade students to enroll in math/science classes so they may pursue careers that require knowledge in those areas. This event is co-sponsored by the American Association of University Women (AAUW).
- Life Management Conference to help develop personal life management skills in 9th graders
- Career Day Conference which brings approximately 800 students from 16 school districts to the College to explore careers and interact with professionals
- Mentorship Day, co-sponsored with the Chehalis Rotary, which allows 11th and 12th graders to shadow professionals "on the job"
- Financial Aid and College Workshops to provide information for prospective students and their parents

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- Parent Workshops to discuss the importance of college, options available for students, and ways parents can pay for college

In addition, several academic and professional/technical programs require community or service learning hours as a mandatory part of the course.

Strategic Planning and Effectiveness

Centralia College's mission statement guides the values and commitments of the strategic planning process and directs the College's development as a learning community. It responds to the needs of the population of District 12 and responsibly manages its resources.

In fall of 1994, the College Council formed the Strategic Planning Committee to design and implement a strategic planning process with a two to three year cycle of improvement. This new committee decided the best way to set priorities for the College would be through extensive input. Therefore, from fall 1994 through spring 1995, it established focus groups to help set college goals by meeting with all areas of the College and the community. The same three questions were utilized at all sessions with the results given to the Strategic Planning Committee:

1. What do you envision Centralia College will be like in the year 2020?
2. Identify the challenges Centralia College must overcome in order to bring about the vision you've just described.
3. Identify the strengths Centralia College has now that will carry it forward to your vision for the year 2020.

At the same time the focus groups met, the College mission statement was revised, and an Internal Climate Survey was administered throughout the campus. The data from these three processes were collected and

submitted to the Strategic Planning Committee which analyzed, researched, and created eight priorities as goals for the College:

1. Increase efforts to ensure effectiveness, efficiency, and accountability in order to provide the best quality education.
2. Increase and expand marketing, recruitment and retention efforts.
3. Develop alternative methods and sources of funding, and maintain participatory budget procedures.
4. Develop the necessary resources to provide services to an increasingly diverse student population.
5. Provide for the effective use of appropriate technology.
6. Improve communications across campus.
7. Work together with the community towards common goals.
8. Maintain the positive reputation of the College in the community.

The Strategic Planning Committee, in conjunction with the President's Cabinet, determined priorities for action plans which would help meet priority goals. However, the members quickly realized addressing all eight priorities at once could prove to be a daunting task, so the committee focused campus efforts on the first three priorities for 1996-1997.

At this point the Strategic Planning Committee put out a call for action plans that would help the College achieve the first three of the eight priorities. Many action plans were submitted by all areas of the College in conjunction with the College mission statement. They defined individual goals, specified plans to achieve those goals, and described a measurement instrument to determine degrees of success. In 1996-97, the Strategic Planning Committee received 148 plans by November 21 from members of all constituency groups. The committee then asked for progress/completion reports on those plans by April 15, and 145 reports

were duly submitted. These plans were wide-ranging and spoke to the diverse makeup and creativity of the campus community. For example,

- Facilities posed an upgrade of equipment maintenance to improve safety and efficiency.
- The Business Office wanted to increase the communication and information flow between purchasing, receiving, and accounts payable.
- Admissions and Records decided to assess the impact of the Academic Assist Alert on student retention.

During the second year, 1997-98, the action plans concentrated on the remaining five priorities. Again, the progress reports helped evaluate success, but for the 1998-99 year, the President's Cabinet and the Strategic Planning Committee asked the action plans to focus only on the second priority addressing marketing, recruitment, and retention efforts. This was deemed necessary because the College's enrollment had declined during the 1997-98 school year, most drastically during the fall quarter. Because state funding depends upon the College meeting FTE enrollment targets, the President's Cabinet began an immediate focus on marketing and enrollment efforts.

To make marketing and enrollment efforts college-wide, focus groups were formed during the 1997 All Campus Conference. They recommended several marketing techniques and actions for the College to undertake in correcting the enrollment picture including the formation of a team devoted only to activities which increased and retained student numbers.

The result was the creation in fall 1998 of the Marketing and Retention Team (MART) composed of the vice-president of finance and administration, the director of instructional services, the vice-president of student services, and the public information officer. In 1999, the director of enrollment services and the dean of professional/technical programs replaced the vice-president of student services and the director of instructional services. MART reviews all marketing and recruitment efforts across campus to ensure that they are effectively integrated to reflect the institution's mission and goals. Their meeting minutes are

circulated by e-mail to the entire campus so all areas are informed of their activities.

Two examples of college actions that were first proposed at an All Campus Conference included action plans to develop the Tenino Center and to enhance evening course offerings. The implementation of these plans has resulted in increased enrollment.

Surveys and Action Plans

As stated earlier, the Strategic Planning Committee also conducted an Internal Climate Survey in 1995 and again in 1997 with the understanding the campus would be surveyed every two years. The first survey served as a benchmark for the second one two years later, thereby allowing the committee to assess progress and forward information to the President's Cabinet for review and consideration.

The results from both surveys were disseminated to the campus in the form of an Executive Summary. (See Attachment 1.5, 1.6) The raw data and its statistical analysis were sent to President's Cabinet with instructions for each vice-president to meet with his or her area to discuss changes or plans for improvement. One result of these discussions in instruction, for example, took into account the identified problems concerning class-scheduling conflicts. A subsequent action plan was devised to process class scheduling in a more efficient, responsive, and effective manner.

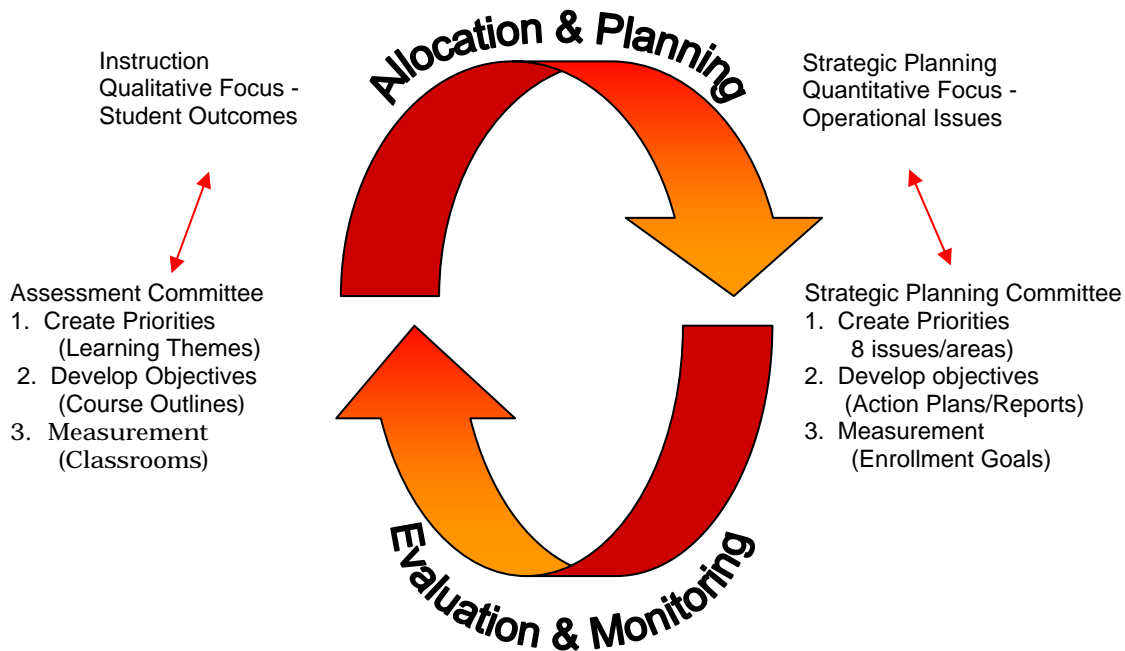
Because of the 1995 survey and additional research, strategic planning objectives now guide the development and implementation of all department action plans. Vice-presidents annually consult with their constituents in the creation of those plans, but the Strategic Planning Committee oversees the process, documents that action plans are completed, and reports the results. It was noted some action plans actually took years to complete, but the annual progress report keeps the status of all plans current. It was also affirmed that the improvement of education at Centralia College remains the ultimate goal of assessment and evaluation in all action plans while successful objectives help fine tune the direction of the College's programs.

During 1998-1999, the Strategic Planning Committee recognized that a large number of action plans were written each year but because of short timelines had little in-depth analysis or follow-up. Therefore the annual timeline was revised to improve evaluation and accountability.

Annual Timeline

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| September to October | <ul style="list-style-type: none">• Objectives and action plans developed by staff under the guidance of the vice-presidents. |
| November | <ul style="list-style-type: none">• Report on status of previous action plans due• Completed action plan forms due to the Strategic Planning Committee. |
| February | <ul style="list-style-type: none">• Preliminary annual report of the strategic plan published. |

The Strategic Planning Committee also recommended areas develop no more than three to five action plans and a longer cycle of 12 months be allowed, so comprehensive assessment/evaluation could be reflected in the reported results. In this way the action plans, reflecting the strategic planning of the College, could use the measurable results to “close the loop” and put into practice the most effective or appropriate processes, thus allowing all areas of the College to continuously monitor their effectiveness. (See Attachment 1.7)



Systematic Planning and Evaluation

Each October the College conducts an All Campus Conference which brings constituencies together for institutional planning, professional development, progress reports, presentations by staff and other experts, idea exchanging, and cooperative goal-setting. Recently these events have been organized like conferences with several workshops or presentations offered both morning and afternoon. There is also a “State of the College” address given by the president, and approximately two hours is spent brainstorming ideas to make the College better. The various groups also evaluate present programs or plans and set yearly and future goals. This day is consistent with the institutional mission and goals since the entire college functions as a learning community promoting its own growth and development.

College planning also includes program review of academic programs. Instruction modified its three-year review process and cycle in spring 1999 and is institutionalizing that process so programs can be reviewed, evaluated, and analyzed according to the College's mission and goals. The Instructional Council oversees program review and monitors the curriculum review needed for successful completion of certificates, programs, and degrees.

Departmental notebooks, begun spring 1999, are an on-going effort to record course outlines, syllabi, resumes, revisions of activities, departmental decisions, and evaluations of courses as they reflect the institution's mission and goals. These notebooks are available to all full and part-time faculty in that department so they may gain a clearer understanding of the department's mission and how it fits with the mission of the institution. These notebooks are an essential part of the program review.

Six program areas conduct reviews each year: two academic transfer and four professional/technical. The first two academic transfer departments to review their programs were English and mathematics because of the widespread impact they have on all other disciplines. The process of program review enables the departments to assess how well each course contributes to the overall quality of the discipline, the goals of the department, and the needs of the students. It also allows for the reflection and evaluation necessary to keep the department in line with other disciplines and programs to achieve student success. The schedule for programs to conduct reviews is published as part of the Instructional Program Review Manual.

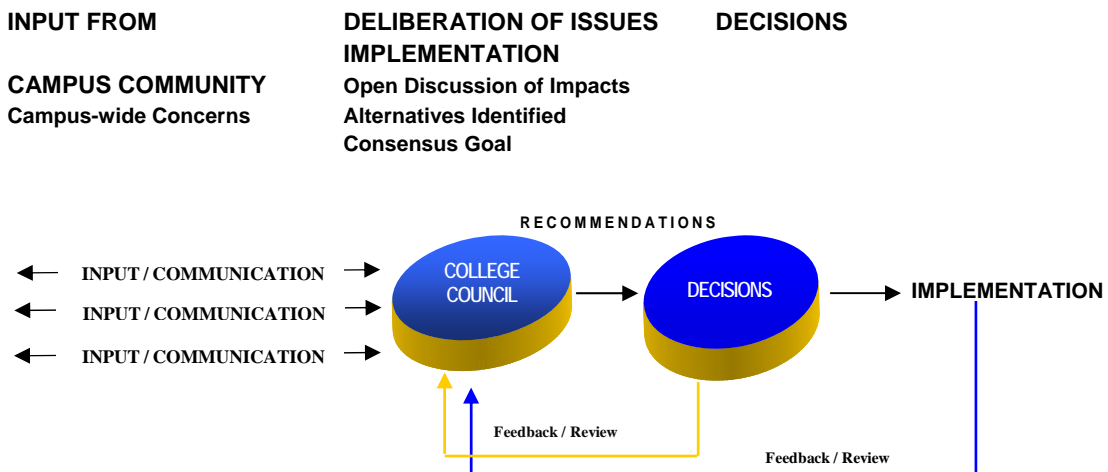
All programs include appropriate developmental and student development courses. Departments will review academic-transfer programs (except foreign languages) since most result in the AA or AS degree. Individual disciplines will be differentiated within the review. (See Standard Two) (See Manual in Exhibit area for the program timeline)

Participatory Planning

Centralia College works hard to ensure that every area of the College contributes in some way to goal setting and planning at the College. One way it does this is through the College Council, a gathering of constituents from classified, faculty, student government, and administration. It meets once a month to review college processes and find out about campus activities or pending campus changes. At each meeting a standing committee composed of staff, faculty, administration, and students, comes to the Council to report on its past activities, its future goals, and ways the College community can help it succeed. Through these presentations the Council knows what has happened, what will happen, and how each college area can offer support.

Some committees which annually present before College Council include the Strategic Planning Committee, the Budget Review Planning Committee, the Staff/Faculty Conference Planning Committee for the All Campus Conference, Instructional Council, and Student Issues and Policies Council. These committees use representatives from each constituency to help their goal-setting incorporate the direction the College will take and the means by which it will get there.

COLLEGE COUNCIL FLOWCHART



Since last accreditation, the College has recognized a need to improve communication and include all groups in not only collecting information, but also in planning for improvements. As indicated, several key governing bodies now include administration, faculty, staff, and student representatives. All minutes from these meetings are placed on e-mail and minutes often contain reports from various parts of the College listing their accomplishments and goals. In this way, the entire campus can know the activities of each sector and each committee.

Resource Allocation

The Budget Review and Planning Committee (BRP) has clearly delineated in its minutes how the planning and evaluation of college activities should determine resource allocation for improved programs and services. When the Strategic Planning Committee meets, it takes these projections into consideration so it can ensure better availability of data for resource allocation. Some of the improvements which resulted from the planning and evaluation are visible in the College-wide availability of technology, the development of the two-way audio/video classroom, and the upgrading of the physics lab. Evaluation and planning also identified the need for expanded evening programming and for the center in Tenino; recently, those two areas have shown improvement and growth.

Systematic evaluation is also part of the Lovington awards. These awards support one-time enhancement needs across campus and provide resources to fulfill those needs. The new daycare for children in Morton and the expansion of daycare for evening students on campus have become reality because they have received Lovington awards. Telescopes for the astronomy program and furniture for a student study area are also examples of how Lovington awards have benefited students.

Institutional Priorities

The Strategic Planning Process is evidence of the integration of the institution's evaluation and planning process in the development of institutional priorities. The eight identified priorities (previously listed) were used as the basis for resource allocation and program development.

The College supports considerable staff involvement in College Council, the Strategic Planning Committee, Instructional Council, Student Issues Council, and the Budget Review and Planning Committee which include personnel from across the campus. Furthermore, resources are allocated to the FTE Enrollment Management Task Force (MART) to ensure program expansion efforts are supported. MART recommends the most effective way to recruit students to new programs through publications, mailings, and recruitment activities.

The Facilities Master Plan of the College must reflect a control pattern to unify new acquisitions with the present buildings. It will be updated in 2001 following the completion of the new instructional building. In the meantime, the facilities and landscape improvements on the current plan are clearly visible and received some of the highest praise in the Internal Climate Surveys of 1995 and 1997.

Institutional Evaluation

Realizing that Centralia College lacked systematic review of its research data, thereby preventing the practical application of the research, the College hired a director of institutional research and external funding, July 1, 1998. The director leads institutional research and examines pertinent data in relation to the College's mission, goals, and effectiveness. The data is gathered into one central location, analyzed, evaluated for usefulness, and made available for future research and grant writing to the entire campus.

Recently, institutional analysis was applied to research concerning availability and location of technology on Centralia's campus. It was found that technology resources are limited and located throughout the College. Further assessment resulted in the planning of a technology

center in the new instructional building so technological resources will be centralized and pooled.

Institutional evaluation since July 1998 has focused on the College's strategic planning process, external funding/grant writing, and the marketing work of the MART task force. These activities are seen as essential components of the institution's planning and assessment process. As a result of strategic planning priorities, three documents have been written to analyze, set targets, and recommend ways the College can increase its student FTE's and retention numbers. (See Attachment 1.2, 1.3, 1.4) The research used for these documents has supported current revisions in the College's methods to plan and evaluate its goals and successes in areas such as East County, Tenino, and college public relations.

Communication of Institutional Effectiveness

The institutional researcher hopes to develop an intracampus on-line website so data is available to the entire campus when programs or areas need statistical information.

In addition, institutional research makes all grants available for the campus to view. Statistical FTE documents are given to each vice-president who disseminates this information to each area. Additionally several publications are produced by various areas of the College and are distributed to the College community. These include:

- "Update" put out weekly by the public information officer
- "Happenings," a monthly newsletter highlighting campus events
- Daily calendar put out by e-mail every morning
- Foundation Annual Report
- "Success Gazette," the student support newsletter
- "FOCUS," a collaborative newsletter
- Four class schedules of the main campus and East Campus which appear August, November, February, and May

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- *The Blue and Gold*, the student newspaper
 - Various brochures to tell of the Distinguished Alumni Award, the Foundation kickoff, sports schedules, and commencement
 - Minutes of standing committees in Instruction, Student Services, and Administration are circulated via e-mail

Substantive Changes

The College's Accreditation Liaison Officer (ALO) through contact with the Commission on Colleges of the Northwest Association of Schools and Colleges, keeps the College aware of the rules and regulations of the commission and notifies the commission when any changes at the institution are considered. Centralia College is not contemplating any changes in regard to autonomy, ownership, or level of degree offerings.

Analysis

Centralia College's strategic planning in 1994 resulted in a revised mission statement, the formation of a Strategic Planning Committee, the hiring of an institutional researcher, and numerous action plans gathered from all areas of the campus. Results included increased enrollment and three strategic planning documents. Surveys were also conducted to gain statistics concerning levels of satisfaction. The results of the Community College Student Evaluation Questionnaire (CCSEQ) found that 82% of students listed Centralia College in their top three college choices, 85% are satisfied with the quality of instruction at the College, 88% feel Centralia has helped them improve their oral, written, and visual communication skills, and 90% would recommend Centralia College to a close friend or family member.

As pleased as the College is with these statistics, it continues to seek improvement through planning, implementing, and assessing, especially as the College staff and facilities grow. In its evaluation of processes, Centralia found the Human Resources Office lacks a control system to track positions. However, with the current numbers of approximately 100

staff and 100 faculty/exempt, it is still possible to know how Vacancy A becomes Position A, although a tracking system might be needed in the future.

Keeping the faculty and staff current on technical developments and applications requires planning and resource allocation. The introduction of on-line and interactive television courses calls for expanded delivery methods and ties technology even tighter to professional development needs. These new classes and teaching techniques need on-going quality evaluation of content and completion rates similar to the department process currently being developed for correspondence courses.

Centralia College is also involved in a joint program with Washington State University for a K-8 teaching certificate. This new program enables students to take prerequisite and required courses on the Centralia campus. The coordination to make this a viable, on-going program demands constant monitoring and up-to-date advising. Effective communication among state, university, and college representatives must foster trust and interaction, so students will be able to complete the program as efficiently as possible.

Productive action plans submitted by diverse areas of the College have been another result of strategic planning. The first round of plans built momentum merely by the sheer numbers turned in. However, the Strategic Planning Committee quickly realized how difficult it was to oversee numerous short-and long-term activities; therefore the committee asked for fewer but more significant action plans during the following years. These plans now link more directly to specific aspects of the strategic plan and integrate clearer measurable objectives and longer timelines, which allow for more meaningful results. Marketing and public relations remain major components of strategic planning and are included as an essential part in planning Centralia College's future.

The College Council and the All Campus Conference are being revised due to recent campus evaluations. College Council, having fulfilled many of its initial communication goals and committee consolidations, now meets once a month and hears a report from one major committee in addition to other business. In this way the Council stays abreast of

committees' actions and goals while supporting each overall mission. It is also the way the Council can direct committees or Disappearing Task Forces (DTF's) to address current concerns. An example is asking the Calendar Committee to consider an alternate date for the All Campus Conference.

The usual campus activity level will increase considerably as construction begins on the new instructional building, Centralia College's largest building to date. Its effect on the campus and its replacement of several smaller buildings postpones an in-depth visit to the Facilities Master Plan, but allows the campus time to consider long-term goals and the College's overall design. Several meetings have already been held to get campus input.

At that time, the College will analyze the most effective way to meet the demands of an expanding campus with little or no expansion of maintenance money. It will also consider the on-going problem of parking availability as its student enrollment increases. The quality and age of the College's other facilities will increase upkeep requirements, so these concerns must be integrated into the new Facilities Master Plan.

Standard One Future Directions

- Determine a way to evaluate the College Council so it continues its success in campus communication.
- Develop an effective method to keep the campus informed of strategic planning revisions.
- Publish current action plans so entire campus can support them.
- Enhance the effectiveness of the Strategic Planning Committee.
- Continue to plan, implement, and assess quality of instruction.