



Mid-Cycle Self-Evaluation Report



Submitted by
Centralia College
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Institutional Overview

Centralia College is the oldest continuously operating community college in Washington State. Originally established in 1925 under the auspices of the University of Washington, the college has grown from 15 students in 1925 to a 2013-2014 full-time equivalent enrollment of 2,300. Centralia College began as a junior college, primarily concerned with providing the first two years of a traditional baccalaureate degree and in the 1960s transitioned to a community college with a mission that included vocational, basic skills, and continuing education. During the last two years Centralia College has continued to meet community needs with the addition of a Bachelor of Applied Science in Applied Management degree. A second BAS program in diesel technology is slated to begin in fall 2014.

The college has a current enrollment of approximately 2,300 full-time equivalent state-supported students (FTEs) who are taught by 127 full-time equivalent faculty (FTEF.) Of these students, 41.6 percent are enrolled in Academic Transfer courses, 31.3 percent are enrolled in Workforce Education courses, 9.5 percent are enrolled in pre-college courses, and 17.6 percent in basic skills courses. Of its 127 FTEF, approximately 67 percent are full time and 33 percent are part time. About 55 percent of the college's budget is dedicated to direct instruction of students.

Centralia College is the nexus of higher education in District 12, Lewis and south Thurston counties, offering opportunities for higher education to the citizens of an essentially rural service district. Within this 2,400-square-mile district, numerous communities combine for a total population of approximately 75,000 people. The city of Centralia, where the college is located, has the most population in the district: about 16,000 people. Since 2006, the percentage of people of color in Lewis County has increased. Hispanics are the largest percentage of people of color in Lewis County and also are the fastest growing population in the county. People of color make up about 12 percent of the college-age population of Lewis County. At 20 percent of total enrollment, the college enrolls students of color in greater percentages than the college-age population of the county. The median resident age in Lewis County is 41 years, higher than the median age for Washington state residents (36 years). Centralia College students aged 25 and below made up 51 percent of the fall 2012 headcount. Females make up about 50 percent of the population of Lewis County, and females account for 60 percent of the college's enrollment.

Like many rural communities, the college's district has seen substantial changes in its workforce and economy. Lewis County has struggled with its shift from an agricultural, timber, and mining-based economy to a service-based economy. The Lewis County unemployment rate was the highest in the state in 2011. Lewis County is designated a "distressed area" by the Employment Security Department. The three-year average unemployment rate in Lewis County (2011-2013) was 13 percent, compared to 8 percent statewide. However, in April 2014 the Lewis County unemployment rate dipped to 9 percent – a hopeful indicator. The 2011 median household income in Lewis County was \$38,325, the sixth lowest in the state. The statewide median household income in 2011 was \$55,500. About 14 percent of Lewis County residents are below poverty level, compared to 13 percent statewide.

In Lewis County, about 86 percent of people age 25 or older are high school graduates, whereas 90 percent of the residents of Washington state age 25 or older are high school graduates. There are 14 high schools in District 12, the education district in which Centralia College resides. Of the 2008 graduates of District 12 high schools, 43 percent enrolled in community and technical colleges. The majority of these students (78 percent) enrolled at Centralia College. Only 9 percent of the Lewis County population over 25 years of age holds a bachelor's degree, well below the statewide level. In Washington State, 20 percent of people above age 25 hold at least a bachelor's degree.

The college is tightly connected with the community. Since this population is clearly in need of access to educational and training resources, the college has been focused upon reaching and serving these students. The college now provides an integrated pathway from basic skills education to a bachelor's degree. This college is a vital part of Centralia and the surrounding community.

Centralia College has retained its status as a regionally accredited institution of higher education since 1948. The college [accreditation](#) web page contains information on its accreditation status and recent activity.

Recommendations Related to Mission and Core Themes

The college submitted its Year One Self-evaluation in September 2011 and received two recommendations. These are discussed fully in Addendum A.

Part I: Assessing Mission Fulfillment

Under [Policy Governance](#) the college's board of trustees delegates most of its authority over the day-to-day operation of the college to the college president who is the board's sole employee. The president is responsible for providing evidence to the board that the college is being operated in a prudent and fiscally responsible manner that is in accordance with board policies and aligned with the mission, ENDS and Executive Limitations (ELs) established by the board. This evidence takes the form of a series of monitoring reports that are provided to the board on a fixed calendar throughout the year and is the basis upon which the board evaluates the president as documented in [BPR-9](#). The monitoring reports related to the ENDS have been linked to the college's core themes and are the primary means by which the college assesses mission fulfillment.

The Centralia College Board of Trustees established the college mission statement, "Improving people's lives through life-long learning" and adopted its initial set of END statements in 2001. The board has and continues to review these annually during its summer retreat. Since the summer retreat is typically a work session, formal actions concerning additions or modifications to its mission or END statements is generally taken in its regular September meeting.

At its summer retreat in August 2011, in preparation for its Year One Self-Study and Evaluation, the Centralia College Board of trustees considered a proposal to align itself with the new accreditation

standards by consolidating its five END statements into three, by adopting these as its Core Themes, and by using existing objectives related to these End statements as its Core Theme objectives. The board took formal action to adopt this plan at its September, 2011 meeting, and the college undertook the process of refining the indicators and benchmarks it would use to assess mission fulfillment. This process of refinement continues.

The college currently has a mission statement, three core themes, 15 objectives, and 63 indicators. Through the monitoring reports presented to the Board of Trustees, the college annually assesses its performance against these objectives by comparing the values obtained for the corresponding indicators against one or more benchmarks. For each of these benchmarks the indicator is scored as: not meeting, substantially meeting, meeting, or, when applicable, exceeding the benchmark.

The monitoring reports include proposed action plans to address situations where an indicator does not explicitly “meet” its benchmark(s). These may include both proposed actions to increase the value of the indicator, assuming it was lower than the benchmark, or to raise the benchmark if the college consistently exceeds the value or range of the current benchmark. If all the indicators meet or exceed their benchmarks, the objective is considered to be in compliance. If all the indicators meet or substantially meet their benchmarks, the objective is considered to be substantially in compliance. If indicators do not meet the benchmark, the objective may not be in compliance.

If the college is not in compliance with one or more objectives, the board of trustees may request the college president provide a plan for bringing the objectives into compliance. Thus far, although specific indicators have not met their benchmarks, no core theme objective has been judged to be out of compliance and the board has accepted the proposed action plans as sufficient. The board does, however, have the right to accept or reject the monitoring report as presented. If the board does not agree with the conclusion reached by the college administration, they can reject the monitoring report and request specific action be taken to bring the college into compliance with their performance expectations. Specific guidelines on action thresholds have not yet been established, but are under development.

It is the board’s responsibility to establish and review the mission statement and the college’s core themes and objectives. It is the administration’s responsibility to establish meaningful indicators for the core themes, to develop, and propose meaningful benchmarks, to collect relevant data, and to produce and present the annual monitoring reports. Each of the college’s four major units, Administrative Services, Student Services, Human Resources, and Instruction, have monitoring reports assigned to them as the core themes address issues of institutional scope. Addendum B includes a complete listing of the mission, core themes, objectives, and indicators; a table that includes benchmarks can be found at this [link](#). Monitoring reports may be accessed through [MyCC](#).

Ultimately it is the Board of Trustees who judge whether or not the college is fulfilling the mission the board has set. Its judgment is based upon the data and analysis provided through the annual monitoring reports produced by the administrative units. In producing these reports, each area relies

on data gleaned from various state and federal agencies as well as internal data. Thus far, although used for departmental, unit, and institutional planning, the results of faculty generated assessment activities has not been integrated into the routine data used in any of the monitoring reports. The linkage between classroom and program assessment has been made through action plans that are spawned by deficiencies noted in monitoring reports.

Evidence of how the core themes, objectives, and indicators have evolved to meet changes in board and college thinking can be seen in the decision to include Student Achievement Initiative (SAI) data in Core Theme 1 and Core Theme 2 objectives and indicators. This was the result of both a system decision to link part of the college's funding to student progression data, and by the board's realization that although the college and the board expressed a commitment to student success, this data was not being systematically included in its monitoring reports. This was reinforced by the board's attendance at a trustee's training provided by the University of Texas which stressed the importance of this aspect of the college's mission and objectives. Core Theme 1 was modified to explicitly include the statement "by progressing and graduating students" and several indicators were included to assess if this was happening with all students. Core Theme 2 was not changed, but objectives and/or indicators were modified to include student progression.

Although including essentially the same information in both Core Theme 1 and 2 is somewhat redundant, it does provide a direct call to action in the units responsible for the monitoring reports, Student Services and Instruction, respectively.

The monitoring reports are focused primarily on outcomes linked directly to the core themes but do not tell the institution how it is to achieve these outcomes. Institutional planning provides the link to the activities the college community feels are necessary for the college to achieve its objectives and to grow and prosper. The combination of core themes, objectives, and indicators are at the heart of the college's strategic plan; the unit, council, and committee work plans provide the short-term tactics for continuous improvement. The current [Instruction Work Plan](#) show one scheme for establishing linkages between the core themes, unit objectives, and the strategies proposed to progress toward these objectives.

Prior to being presented to the Board of Trustees, each monitoring report is first presented at an Executive Management Team (EMT) meeting and a meeting of the Institutional Effectiveness Committee (IEC). These presentations provide opportunities for input concerning the conclusions that have been reached, the validity of the results, the implications for planning, the usefulness of the indicators, and the appropriateness of the level at which the benchmarks have been set. The Institutional Effectiveness Committee is advisory to the president on issues of institutional scope. It is composed of members of the executive team and representatives from the standing committees, each of which is advisory to one of the vice presidents. These standing committees have broad campus representation and their IE representatives help to ensure broad campus input on high level issues as well as creating a conduit for disseminating information to campus constituency groups.

Policy Governance, which encompasses the presentation of monitoring reports, is a standard part of the published agenda for every board meeting. Monitoring reports are presented in open session and provide an opportunity for anyone from the campus or the community to hear how the college is assessing itself and how it is doing with respect to these assessments, and to provide comments to the board concerning these reports.

The college publishes all monitoring reports on its MyCC site, which is available to any employee of the college. The college has not published the monitoring reports on its public facing webpage, but intends to do so prior to the upcoming evaluation visit.

The Core Themes and indicators created at this point are valid, and approved up through the Board of Trustees level of governance. The information provided by the indicators selected is more than sufficient to show mission fulfillment. However, because of the broad nature of the mission statement approved by the board, it remains difficult to directly link the third core theme, Stewardship, to the mission statement. The College resolves this currently, by defining the third core theme as structural underpinning to Instruction and Student Services, which are directly tied to the mission statement. As the discussion is deepened and the Core Themes more widely integrated into the College culture, changes will most likely occur. The college has repurposed its previously existing policy governance assessment scheme to one that assess mission fulfillment through its core themes, objectives, and indicators. Some refinements still need to be worked out.

Part II: Three Representative Examples of Mission Fulfillment

The examples provided here have been selected to address the three questions posed in the guidelines as well as some of the elements of standards 1, 3, 4, and 5. The first and second examples develop the rationale behind Core Theme Objectives END 2.1 and END 2.4 and their indicators and shows how information gleaned from these monitoring are part of a feedback loop that strives for continuous improvement. The third develops the rationale behind a newly adopted Core Theme Objective, END 2.8. This has been included to show the process the college follows to assure new programs are linked to the mission and core themes and how new Core Theme Objectives are created when the breadth of the Core Theme expands. It is not possible in this example to follow the assessment to completion as its monitoring report will not be presented until May 2015. However, assessment has been done throughout the first two years of program implementation, so some data are available. All the following examples fall under Core Theme 2 – Educational Programs.

Core Theme 2 – Educational Programs

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

Example 1:

Core Theme Objective END 2.1 – Academic Transfer

Students enrolled in Academic Transfer programs shall show progress, and those who complete their programs of study shall be transfer ready to baccalaureate or professional programs, capable of competing for entry into those programs and succeeding at levels comparable to students already in those programs.

Indicator 1: Student Progression – The number/percentage of students reaching the completion point and/or earning a degree.

Indicator 2: Transfer Readiness – The GPA of transfer students compared to direct-entry students.

Indicator 3: Graduation GPAs – The GPA of transfer students compared to direct-entry students.

The mission of Washington’s community colleges is defined by state law and provides access to a range of students. One aspect of our mission is to provide students the first 2 years of a traditional university experience, whether or not they arrive on our campus prepared for success in an academic transfer program. The college addresses this part of our mission through Core Theme 2, Objective END 2.1. In order to assess the effectiveness of our academic transfer programs in meeting our mission, the college has selected indicators that measures how well students progress in academic transfer and also how well our programs prepare students for success at the baccalaureate level.

The indicators for this objective answer two basic questions: are students progressing through their programs of study, and are academic transfer students succeeding at comparable levels to students who enter directly into the baccalaureate program.

In answering these questions, the college has established benchmarks to measure success. Data is collected from several sources to determine whether or not the benchmarks are met. The analysis of this objective is reported in a monitoring report that is presented to the board. The monitoring report for Core Theme Objective END 2.1 can be found at this [link](#).

Indicator 1: Student Progression – The number/percentage of students reaching the completion point and/or earning a degree.

This indicator measures the progression of students toward earning a degree. The data is derived from the Washington State Board for Community and Technical Colleges Student Achievement Initiative (SAI) Measures. These measures involve assigning point values to students who reach “momentum points.” Momentum points are based on research into the markers of student progression that indicate an increasing rate of success to completion. At college level, one point is awarded each time a college student earns the first 15 college-level credits, earns the first 30 college-level credits, completes the first 5 college-level math credits, and earns a two-year degree. These momentum points are gathered on a

cohort basis; that is, students are assigned a cohort at entry and momentum is tracked for the entire cohort moving forward.

The established benchmark for this indicator is that Centralia College students shall exceed the system average by 10 percent. In 2014 the college exceeded this benchmark. Note: This benchmark was reviewed in 2013 and changed from “exceed the system average” to “exceed the system average by 10 percent.”

Analysis: This benchmark is based on research in student progress to completion, and is built on a statewide framework of measuring student progression. The cohort model holds Centralia College to task for student progression; the analysis is inclusive of all entering students and doesn’t screen out students who would have done well at direct-entry. Moreover, the data is provided by the state and standardized across colleges.

Indicator 2: Transfer Readiness – The GPA of transfer students compared to direct-entry students.

This indicator measures the grade point averages of students after they have transferred from Centralia College to a baccalaureate institution. The data is collected directly from Washington’s public baccalaureate institutions, and compares the GPAs of Centralia College students with those students who are direct-entry.

The established benchmark for this indicator is that the GPA of Centralia College students shall be equal to or exceed the GPA earned by direct-entry students. In 2014 the college met the benchmark.

Analysis: The grades earned by transfer students in direct comparison to direct-entry students is a viable measure of the transfer readiness of Centralia College transfer students. Meeting or exceeding this benchmark is indicative of mission fulfillment in academic transfer. Using data on student performance after graduation provides a potentially more objective view of what students have gained from their experience prior to graduation.

Indicator 3: Graduation GPAs – The GPA of transfer students compared to direct-entry students.

This indicator measures the grade point averages of students upon graduation at a baccalaureate institution, comparing Centralia College transfer students to direct-entry students. The data is collected directly from Washington’s public baccalaureate institutions.

The established benchmark for this indicator is that the GPA of Centralia College students shall be equal to or exceed the GPA earned by direct-entry students. In 2014 the college met this benchmark.

Analysis: This indicator provides a second measure by which to view mission fulfillment in academic transfer, looking at whether students perform comparably or better to students who have directly entered a baccalaureate program. Looking at performance two or more years after the student has left Centralia College gives insight into how well the college has prepared students to continue as competent learners.

Example 2:

Core Theme Objective END 2.4 – Transitional Education-Precollege:

Students who successfully complete College preparatory Education programs shall have the English and mathematics skills necessary to complete entry-level courses of a college program of study.

Indicator 1: Precollege completion rate

Indicator 2: Student progression rate

Indicator 3: Student transitions – transition rate

Indicator 4: Student transitions – next level GPA/pass rate

The college has developed its core themes focused on student learning and their related objectives within the context of the shared charge to the Washington State Community College system of providing an open door to the benefits of education. Integral to this mandate is the need to provide an educational path to higher education for those individuals who are not prepared for college level coursework. The college chose to break this population into two groups depending upon the level and nature of the need for remediation. The first group, which is included in END 2.3 is composed of student who are English language deficient and/or only prepared at a pre-high school level. END 2.4 addresses those students who are at a level where they can benefit from high school level coursework in English and mathematics.

Many students who come to a community college fall into this second category. Using only the results of intake testing, at least 60 % of students coming to Centralia College show a lack of college preparedness in at least one of the three standard indicators of reading, writing, and mathematics. If the college were to ignore this population it would be clearly failing one group of students identified in the legislation that established the community college system.

END 2.4 established the objective of designing and delivering a precollege curriculum that adequately prepares student to succeed at the college level. Coursework in the precollege curriculum is focused on reading, writing, and mathematic because these are widely accepted being the core skill areas underlying success in the majority of the college level curriculum.

If students from this population are able to complete the precollege curriculum and thrive at the next level, then the college has taken a step in opening the door to life-long learning, and addressed an element of Core Theme 2.

The four indicators chosen for this END attempt to answer two questions: are students successfully completing their precollege course of study; are students succeeding at the college level after completing their precollege course of study.

The college is able to collect data on each of the four indicators listed above and is able to establish benchmarks against which to measure its success. The most recent monitoring report on [END 2.4](#),

provides an example of how the data are presented to the board, how the college assesses itself against its benchmarks, what conclusion the college reaches with respect to compliance with the END, and what actions the college proposes as a result of its analysis.

Indicator 1: Course Completion and Success Rate

This indicator looks at the rate at which student pass their precollege math and English courses and the rate at which they pass with a 2.0 or higher. This indicator has a benchmark set at meeting or exceeding the state average in these areas.

In 2014 the college exceeded the state average in all four categories and the conclusion was that it exceeded the benchmark.

Analysis: This indicator provides useful information as the college strives, and is expected, to provide a supportive environment that helps underprepared student make the transition to college level courses. This must be done while simultaneously providing a rigorous experience that really does prepare student for a higher level precollege course or college level work. Indicators 3 and 4 provide this information. The benchmark is somewhat arbitrary and does not challenge the college to a particularly high standard. It is easy to acquire the data for this indicator as the State Board provides it on quarterly basis.

Indicator 2: Student Achievement Points Earned

This indicator looks at the percentage of the Student Achievement (SAI) points the college earned in precollege courses. These points are directly related to student progression, but not in a simple way. The SAI point scheme was described in Example 1. The benchmark for this indicator was once again set at the state average.

In 2014 the college fell below the state average and the conclusion was that the college did not meet this benchmark.

Analysis: This indicator is of value as it is an indicator of how well the college is helping students progress along their educational pathways. When this report was presented, it was suggested that the benchmark be reviewed as it is based upon factors not directly related to how well the precollege program is working. Specifically, the number of students enrolled in the precollege courses directly influences the value assumed by this indicator making comparison with other colleges less meaningful as high values might simply imply a large precollege population.

Indicator 3: Student Transitions – Transition Rate

This indicator looks at the percentage of student who make the transition to the next level of math or English within the next year. Its benchmark is one of continuous improvement stating that the transition rate will be at or above the previous year. This is a third measure of student retention and progression.

In 2014 the college exceeded this benchmark by having significantly higher transition rate than in the previous year.

Analysis: This seems to be a valid indicator as it looks at a different aspect of student progression than the previous two. As with most measures, there are many factors that could influence a student's decision to return, but the overall quality of the educational experience and success with engaging the student are factors that would be reflected in these numbers. Although continuous improvement is a goal, it is not clear this will be a sustainable benchmark.

Indicator 4: Student Transitions – next level GPA/pass rate

This indicator looks at the average first college level math and English course GPA and pass rate for students who took precollege and those who didn't. The benchmark is set at the value obtained for each of these for students who did not require/take precollege courses in the respective disciplines. In each of the four comparisons, the college failed to meet its benchmark. However, the disparity was small and the college asserted it substantially met the benchmark.

Analysis: This is probably the most important indicator for this objective, in that it provides a measure of the effectiveness of the precollege program. The benchmarks seem reasonable for this indicator as students entering college level courses directly have, on average, higher placement scores and should be prepared for these courses. The precollege courses attempt to provide remediation and this indicator measures the level to which this has been accomplished.

One action item that was included in the [2012-2013 END 2.4 Monitoring Report](#) was to look at the alignment of the precollege English curriculum with the college level English curriculum. This was done and changes were made. A comparison of the 2014 results with those from 2013 shows that although the indicators for mathematics were fairly stable, the GPA for transitioning students in college level English improved markedly between 2013 and 2014. This may have been due, in part, to the curriculum alignment that was done.

These indicators all appear to provide useful data in determining the degree to which this objective is being met. Some work needs to be done on the benchmarks, especially on the benchmark for indicator 2. More detail is given in the monitoring report than is directly used in determining whether or not END 2.4 is being achieved at a satisfactory level. This additional data did help in determining where to look to achieve improvements. The action items provide feedback to the deans and faculty.

Example 3:

Core Theme Objective END 2.8 – Baccalaureate Programs (new):

Centralia College shall increase access to the benefits of higher education by offering applied baccalaureate degrees that are responsive to need and accessible to students completing technical

associate degrees. Program success will be based on post-graduation student employment, salary and advancement.

Indicator 1: Access – intake degree mix

Indicator 2: Relevance – demonstrated continuing program need

Indicator 3: Retention – degree completion rate

Indicator 4: Graduate progression – job attainment/wages/advancement

Benchmarks have not been set for these indicators yet and only some data are available at this time.

In 2005 the Washington State Legislature extended the role of the community college system to include applied baccalaureate degrees designed to meet the needs of students who had earned technical associate degrees. Because Centralia College’s mission is to “Improve people’s lives through life-long learning” the addition of applied baccalaureates was well aligned with its mission.

Indicator 1: Access – Intake degree mix

This indicator was chosen to ascertain if the college’s applied baccalaureate degrees were actually designed in a way that met the needs of student with technical degree preparation, a fundamental intent behind the enabling legislation, an element of the Core Theme Objective 2.8, and implicit in Core Theme 2. No benchmark has yet been set for this indicator.

Data for this indicator have been collected for both the college’s current applied baccalaureate programs. Of the 26 students who started in cohort 1 of the Bachelor of Applied Science – Applied Management (BAS-AM) program, 2 entered with technical degrees and 24 entered with a traditional Associate in Arts degree, or equivalent. All of the 10 students currently admitted to the Bachelor of Applied Science – Diesel Technology (BAS – D) program have technical degrees.

Analysis: This is an important indicator but values for this will depend upon the nature of the degree. Interestingly, the high number of students entering the program with non-technical degrees is due to the fact that there is not a strong requirement for specific technical training. This is not the case for the BAS – D program which requires the student have an associate in Diesel Technology. This indicates there may be multiple benchmarks set to distinguish among the various degrees the college offers. It seems appropriate that an aggregate benchmark be established to ensure the overall degree mix tilt in favor of technical degree holders.

Indicator 2: Relevance – demonstrated continuing program need

This indicator was established in response to the inclusion of the phrase “responsive to need” in END 2.8 that was mandated by the Board of Trustees. The board in making this a part of the core theme objective has ensured the college continues to monitor the ongoing need for this program by considering whether there are jobs for its graduates. No benchmark has been set, but it should include an ongoing monitoring of the number of jobs available to graduates of each baccalaureate program. The needs assessment, as discussed later in this example, provides evidence of current need.

Analysis: This indicator is relevant to any program and establishes a strong link to planning. Data for this are available through a number of state sources.

Indicator 3: Retention – degree completion rate

This indicator is similar to those established in the previous examples in that it uses student graduation rates as an indicator of program quality and responsiveness to student support needs.

Cohort 1 of the BAS-AM program is on track to have a 92% completion rate by the end of year three. Although no benchmark has been established it is clear this would meet any value established. The completion rate for Cohort 2 will be somewhat lower as two students have already left the program.

Analysis: This indicator is not explicitly called for in the END 2.8. As the college continues to develop this core theme objective it may elect to eliminate this indicator, modify the indicator, or include the data as informational, subject to further action. The data for this indicator are readily available from the college's own tracking.

Indicator 4: Graduate progression – job attainment/wages/advancement

This indicator is primarily concerned with the usefulness of each baccalaureate program in the three areas indicated. No benchmark has been established.

Since the first cohort graduates less than 3 months ago, data has not yet been collected. Moreover, no specific benchmark has been set.

Analysis: This is a critical indicator of the effectiveness and usefulness of each of the applied baccalaureate programs. If graduates cannot find jobs commensurate with their degrees, increase their incomes, or get promotions, the value of the degree is in question. Data for this indicator are available, although not always completely reliable. If students leave the state it is difficult to get information on their status from state reports. It is highly probable the college will conduct surveys and attempt to remain in contact with a representative sample of the student to monitor the success of these programs.

Program Planning/Linkage/Assessment

In the fall of 2011 the college made the decision to undertake the development of a Bachelor of Applied Science in Applied Management program. This decision was motivated by a number of factors including years of community interest in bringing baccalaureate education to Lewis County, a perceived need for this level of educational preparation for existing jobs within the community, and the recognition that potential future enrollments at the associate level were not going to grow significantly due to the flat demographic projections for high school enrollment. That is, the college needed to investigate new ways to meet the objectives of Core Theme 2.

In the spring of 2011 the college began its research into the possibility of developing an applied baccalaureate in management, following the model that had been established by the four pilot community colleges. Initial work involved meeting with local business leaders, the staff at the Economic Development Council, and local political figures to assess the level of support for this program. The community expressed strong support and backed it up financially.

The state was not willing to provide startup or operational funding and the college made a commitment to the faculty and staff of the college that the program would be self-supporting and not drain funds from existing programs. Community backers were apprised of this situation and by the end of 2011 more than \$100,000 had been contributed by 25 businesses and individuals to fund startup through the collection of tuition in the fall of 2012. The program has remained self-supporting.

This informal needs assessment was followed by a more rigorous process that is required by the State Board for Community and Technical Colleges (SBCTC) of all applied baccalaureate programs and which is itself a more intensive version of the process required of all new technical degree programs. The needs assessment requires the following be addressed:

Criteria 1: [The] Relationship to the institutional role, mission, and program priorities.

Criteria 2: Employer/community demand for graduates with baccalaureate level of education proposed in the program.

Criteria 3: [The] Applied baccalaureate programs builds from existing professional and technical degree program offered by the institution.

Criteria 4: Student demand for program within service area.

Criteria 5: Efforts to maximize state resources to serve place-bound students.

The needs assessment the college presented to the SBCTC in the fall of 2011 can be found at this [link](#).

Upon receiving SBCTC approval of its needs assessment, the college began actual program development with conscious attention to criteria set by the SBCTC for program approval:

Criteria 1: Curriculum demonstrates baccalaureate level rigor.

Criteria 2: Qualified faculty

Criteria 3: Student enrollment [projections]

Criteria 4: Selection and admission process consistent with an open door institution

Criteria 5: Appropriate student services plan

Criteria 6: Appropriate staff and administration

Criteria 7: Commitment to build and sustain a high quality program

Criteria 8: Program specific accreditation

Criteria 9: Pathway options beyond baccalaureate degree

The program proposal that was submitted to the SBCTC and Higher Education Coordinating Board (HECB) now the Washington Student Achievement Council (WSAC) can be found at this [link](#).

The college received approval for its program from the HECB in April of 2012. In May of 2012 the college sent NWCCU its Substantive Change Proposal and was granted candidacy status in August of 2012. The first cohort began classes in September of 2012.

The BAS-AM program is delivered in a hybrid modality and uses Canvas as its Learning Resource Management system. The students' progress as a cohort and the faculty form a collaborative faculty learning community as well. Canvas includes tools for linking individual course level assessments to course objectives. These are in turn linked to program outcomes and ultimately to the college Learning Themes. The learning themes are high level general outcomes that, although not explicitly expressed in Core Theme 2, do represent the college's commitment to providing a liberal education.

Considerable effort was put into establishing the linkage between classroom assessments and course objectives so that data could be collected that demonstrated the degree to which students were actually achieving the learning objective of the course. This data is presented in the BAS-AM program review and can be found at this [link](#). Analysis of this data indicates students were achieving the course and program objectives/outcomes as at a high level. Based upon the "inductive" model where in the achievement of course objectives is linked to the achievement of high level institutional outcomes (Learning Themes) successful students achieved both program and institutional outcomes. Further analysis of this data and the scheme are planned, and it may be that future versions of this will provide better resolution leading to concrete actions.

The program review process did lead to the following Action Plans:

- Review BAS-AM program outcomes that provide limited assessment opportunities for students. Determine if the program outcome is valid and viable to program and determine if the outcome can be incorporated into other courses.
- Create a rotation of curriculum review, with faculty, to provide research and evidence based assessment for future reviews.
- Monitor the enrollments in elective courses to determine if there is need for additional elective courses, course deletions and/or other baccalaureate degrees to be created.
- Research the use of the BAS databases. Identify causes of minimal use and make a decision to continue or discontinue the purchase of the database(s).
- Complete student use waivers in orientation for all BAS classes to allow examples of students work to be incorporated into future program reviews.
- Focus marketing efforts to students in technical degrees to increase the number of students with technical degrees entering BAS-AM.
- Hire a full-time program specialist to provide "high-touch" student support beginning at program inquiry and progressing throughout the program through graduation.

The baccalaureate program was launched as an additional way to achieve the outcomes implied by Core Theme 2 and the college mission. At the time of its launch, there was no specific Core Theme 2 objective that differentiated the baccalaureate programs from the two-year workforce programs. In August 2014 the board took action to approve END 2.8 so that the baccalaureate programs contributions to mission fulfillment could be assessed separately from the associate degree outcomes. End 2.8 indicators attempt to assess whether the degree is truly providing a pathway for associate in

technical arts students, if the degree is fulfilling an actual need, if students are succeeding, and if students are improving their job prospects and income as a result of earning this degree. The college will present to the board a monitoring report that addresses these questions in May of 2015. It is still early to actually assess the overall effectiveness of this program in achieving the objectives stated in END 2.8. There is some anecdotal information indicating some student are getting promotions and raises as a result of participation in the program, but a systematic survey has not been done. However, the program review process and a subsequent focus group discussion have provided guidance in ways in which the program can be made more meaningful to the students. The minutes of this meeting can be found at this [link](#).

Part III: Moving Forward

As the college moves toward its Year Seven Self-Evaluation and evaluation visit, it will need to address a number of issues that have surfaced during the work on its Year Three and Mid-Cycle evaluations. These include the following:

- The college needs to review its mission statement again to ensure it is encompassing the full scope of what it sees as being central to what it hopes to achieve.
- The college will continue to review and refine its core themes, objectives, indicators, and benchmarks. Although it is confident it is measuring what is important, there are areas where the connections among these is not clear.
- The college will work to strengthen the connection between the monitoring reports and institutional planning.
- The college will make more explicit and strengthen the connection between the assessments taking place at the departmental level and institutional strategic planning.
- The college will examine the connection between assessment of teaching and learning and mission fulfillment.
- The college will establish action thresholds for out of compliance monitoring reports.
- The college will publish its monitoring reports on its public facing webpage.
- The college will complete the review and revision of its policies and procedures that is currently underway.

Addendum A

Recommendations from Year One Self-evaluation September 2011

Recommendation 1 – Fall 2011 Year One Peer-Evaluation Report:

The evaluation panel recommends that Centralia College consider enhancing its mission statement so that it more fully gives direction for its efforts (Standard 1.A.1)

In its 2013 summer retreat, the Centralia College Board of Trustees considered the recommendation but voted to retain the simple version of the mission statement. In its deliberations, it placed high value on the idea that the mission statement should be broad and memorable. In deference to the Commission's recommendation, the Board directed the college to ensure the linkage between the core themes and the mission was well-developed, and that the objectives and indicators were adequate to provide clear evidence of mission fulfillment. This work is addressed in the college's response to Recommendation 2, below, and in the body of this report which is strongly concerned with the same topic.

Recommendation 2 – Fall 2011 Year One Peer-Evaluation Report:

Although the college has identified indicators of achievement for each core theme, the panel recommends that the college consistently develop indicators that are measurable for evaluating the accomplishments of each objective for each core theme (Standard 1.B.2)

In its year one self-evaluation report, the college included indicators for its core themes objectives but did not include specific benchmarks for these indicators. Since the writing of the year one self-evaluation, the college has done considerable work in revising and expanding the indicators it uses to evaluate the accomplishment of its core theme objectives and has developed benchmarks for all but the most recent, END 2.8. This is still a work in progress and the number of indicators and benchmarks has grown. The college is continuously evaluating the indicators and benchmarks to better align its monitoring reports with core theme and mission fulfillment.

The revised list of objectives and indicators is included in Addendum B, and a comprehensive table that includes benchmarks and rationales for each indicator can be accessed through this link to [Addendum D](#) of the Year Three Self-Evaluation.

The college feels it has made considerable progress in addressing Recommendation 2, and although revision and assessment of its core themes, indicators, and benchmarks will be ongoing, it feels it is able to use what it has developed in assessing mission fulfillment.

Addendum B

Mission, Core Themes, Objectives, and Indicators

Centralia College's Mission Statement

Improving people's lives through lifelong learning

Core Theme 1 – Access, Diversity, Persistence

The Community and Technical College Act of 1991 charges the college with, “[offering] an open door to every citizen, regardless of his or her academic background or experience, at a cost normally within his or her economic means.” Core Theme 1 addresses and expands upon this charge by recognizing the challenges faced by students from a variety of underserved populations.

END 1 Statement

Centralia College shall make the benefits of higher education accessible by enrolling a wide range of students; by progressing and graduating students; and by making its educational offerings as affordable as possible.

Objectives and Indicators

END 1.1: Diversity – Centralia College shall enroll a wide variety of students

Indicators

State funded enrollment
Program mix by educational division
Program mix by gender
Program mix by full-time/part-time status
Program mix by ethnicity
Program mix by age

END 1.2: Student success – Centralia College shall progress and graduate students

Indicators

Graduation rate
Student progression in transfer programs
Student progression in workforce programs
Student progression in basic skills courses
SAI completion rates for academic transfer by ethnicity
SAI completion rates for workforce education by ethnicity

END 1.3: Financial Access – Centralia College shall keep education as affordable as possible

Indicators

Tuition
Fees
Tuition waivers

Core Theme 2 – Educational Programs

The Community and Technical College Act of 1991 charges the college with providing academic transfer, workforce preparation, basic skills, and community service educational programs. These programs, with some further differentiation, define the scope of this core theme.

End 2 Statement

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

Objectives and Indicators

END 2.1: Academic Transfer – Students enrolled in Academic Transfer programs shall show progress, and those who complete their programs of study shall be transfer ready to baccalaureate or professional programs, capable of competing for entry into those programs and succeeding at levels comparable to students already in those programs.

Indicators

Student progression
Transfer readiness
Success after transfer

END 2.2: Workforce Education – Students enrolled in Workforce Education programs shall show progress, and those who complete their programs of study shall possess the knowledge, skills, and work habits necessary to compete for entry-level employment that will lead to economic self-sufficiency.

Indicators

Degree and certificate completion/progression
Employment after college
Student wage attainment after graduation
Student credential/licensure attainment

END 2.3: Transitional Education-Basic Skills – Students who participate in Adult Basic Education, English as a Second Language and/or Adult Secondary Education shall have the language, reading and mathematics skills necessary to transition to the next step of their educational and/or vocational pathways.

Indicators

Student persistence
Educational gains – level completions
Educational gains – SAI points
GED attainment
Student transitions

END 2.4: Transitional Education-Precollege – Students who successfully complete College Preparatory

Education programs shall have the English and mathematics skills necessary to complete entry-level courses of a college program of study.

Indicators

- Course completion
- Student progression
- Student transitions – transition rate
- Student transitions – next level GPA

END 2.5: Community Education and Outreach – Centralia College shall provide educational enrichment to meet the needs of its broader non-degree seeking community through continuing and community service education programs, and through sponsored and hosted campus events.

Indicators

- Continuing and Community Education enrollments
- Percentage new Community Education classes
- Number of events

END 2.6: eLearning – Centralia College will meet the evolving needs of the student population by leveraging technology to attract, engage, and retain students.

Indicators

- Leveraging technology to attract student – online/hybrid classes as percentage of mix
- Leveraging technology to engage students – student use of technology
- Leveraging technology to retain students – course completion and success rates for online and hybrid courses

END 2.7: Child and Family Studies – Students (parents and /or children) shall have access to quality Child and Family Studies programs that increase and strengthen knowledge and skills to effectively guide self and family and lead to engagement in lifelong learning.

Indicators

- Student access – underserved children and families
- Student access – bilingual classes
- Student access – available certificates and degrees
- Student progression – application of knowledge and skills
- Student progression – ECE job attainment
- Student retention – degree and certificate attainment

END 2.8: Baccalaureate Degrees (Board adopted 14 August 2014) – Centralia College shall increase access to the benefits of higher education by offering applied baccalaureate degrees that are responsive to need and accessible to students completing technical associate degrees. Program success will be based on post-graduation student employment, salary and advancement.

Indicators

Access – intake degree mix
Relevance – demonstrated continuing program need
Retention – degree completion rate
Graduate progression – job attainment/wages/advancement

Core Theme 3 – Stewardship

The Community and Technical College Act of 1991 charges the community college system to be efficient in its use of state resources. Centralia College has adopted this as a fundamental tenet.

END 3 Statement

Centralia College shall serve as a model of effective stewardship to the citizens of Washington State by prudently managing resources; providing training and qualified college employees; and continuously implementing sustainability best practices.

Objectives and Indicators

END 3.1: Centralia College shall serve as a model of effective stewardship by prudently managing financial resources.

Indicators

Budget is prudent
Budget provides for crises
Budget supports mission
Budget provides campus input
Budget is audited

END 3.2: Centralia College shall serve as a model of effective stewardship by prudently managing physical resources.

Indicators

The campus has a current master plan for facilities that is communicated to constituencies
College facilities promote access and safety
College facilities are managed effectively
The college implements and monitors practices that are ecologically sound and promote sustainability

END 3.3: Centralia College will plan, implement and utilize a technology system and infrastructure that supports the operational functions, academic programs, and support services resources necessary to effectively and efficiently meet the mission of the college.

Indicators

The college provides instructional technology resources to deliver its educational mission
The college has technology supported learning spaces
The college has appropriate technological resources to meet its mission and objectives

The college uses technology to enhance/improve processes, efficiency, and sustainability

END 3.4: Centralia College shall serve as a model of effective stewardship to the citizens of Washington State by providing trained and qualified college employees.

Indicators

The college provides face to face core training

The college provides online core training

The college provides area specific and skill enrichment training

The college evaluates all staff regularly