



Year One 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 projected 2011-2012 full-time equivalent enrollment near 2,600. During this period it also has changed from a junior college, primarily concerned with providing the first two years of a traditional baccalaureate degree, to a community college with a much broader mission.

The college has a current enrollment of approximately 2,600 full time equivalent state supported students (FTEs) who are taught by an average of 117 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 precollege courses, and 17.6 percent in basic skills courses. Of its 117 FTEf, approximately 61 percent are full time and 39 percent are part time. Roughly 53 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, is the most populous city in the district with a population of about 15,000 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 18 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 38 years, slightly higher than the median age for Washington State residents (35 years). The average age of Centralia College students is 33 years. 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 14.6 percent in February 2011, the highest in the state. Per capita personal income has steadily fallen in Lewis County as a percentage of statewide income. Lewis County residents had been earning about as much as the average earner in the state; they now earn approximately 70 percent of the average income on a per capita basis. About 15 percent of Lewis County residents are living in poverty compared to 12 percent of Washington State residents.

In Lewis County, about 85 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 10 percent of the Lewis County population over 25 years of age holds a bachelor's degree, well below the statewide level. In Washington State, nearly 20 percent of people above age 25 hold at least a bachelor's degree while in King County almost 30 percent do.

PREFACE

Institutional Changes Since the Last Report

Centralia College submitted a comprehensive self-study in September 2010 and hosted a comprehensive evaluation visit in October of the same year. The college submitted its annual report in May 2011.

During the 2010-2011 academic year the college has continued to see its enrollments increase and its state funding decrease. The college ended the 2010-2011 academic year with a 3 percent increase in its total FTEs served over the previous year while its state funding had decreased by 17 percent. Thus far, the college has handled this reduction through increased tuition collections and by not filling staff vacancies resulting from retirement and other voluntary separations. An exception was the elimination of two part-time positions in the WorkFirst program resulting from a reduction in the amount of its grant.

At the end of June 2011, at the request of Pierce College, Centralia College agreed to assume oversight for the educational program at the Cedar Creek Corrections Center. Staffing at this site includes two full-time faculty members (one of whom has one-third release time to handle administrative duties), two part-time faculty members, and a program coordinator. The education program is comprised of Adult Basic Education classes, GED testing under the supervision of the main campus, and courses in building maintenance, roofing, siding, dry wall, and flooring. Inmates are issued certificates of completion at the end of each of the vocational courses; they are not, however, part of a college degree or broader certificate program.

In preparing for this report, the college has reviewed its mission and goals, and adopted Core Themes it feels are appropriate to these. The Board of Trustees considered recommendations at its August 2011 retreat and took formal action at its regular public meeting on 8 September 2011. Publication of these Core Themes has not yet taken place.

Responses to Topics Previously Requested by the Commission

Centralia College received four commendations and two recommendations in its October 2010 Comprehensive Evaluation Report.

Recommendation 1

Centralia College has invested considerable time and institutional energy in the development of an educational assessment program. However, much more work needs to be done. The committee recommends that Centralia College consistently integrate discipline and program review into institutional assessment and planning. Further, the committee recommends that the college finish the development and implementation of its instructional outcomes assessment plan. (Standard 2.B.2, Policy 2.2)

Following a recommendation from an accreditation visit in October of 2000, the educational assessment program has been in an ongoing state of evolution as the Instructional Assessment Committee has worked to find a way to demonstrate that classroom assessment activities lead to improvements in teaching and learning. By the time the college had its interim NWCCU visit in 2005, a model had been developed that included a meaningful program review process as well as a standardized method for documenting assessment activities.

Between an interim visit in 2005 and the initiation of the most recent self-study in 2008, the college saw a number of staff changes among the deans and faculty, and some momentum was lost. Of particular concern was inconsistent completion of program reviews. Moreover, as the self-study progressed, the Accreditation Steering Committee became aware of and documented problem areas under Standard 2, including the following:

- Lack of uniformity in the publication of program outcomes.
- Program reviews from some programs missing and overdue.
- Assessment Committee mission and member role in need of clarification.
- Keeping assessment activities a high priority.

By the time of the October 2011 NWCCU visit, the college had started addressing these issues. Program outcomes publication and overdue program reviews had largely been addressed, and a review of the mission and structure of the Instructional Assessment Committee was underway. Links had been established between course outcomes and program outcomes. This made it possible to demonstrate the achievement of program outcomes by documenting the achievement of course-level outcomes. This was, however, emergent at the time of the visit and the integration of this work into the program review process was incomplete. This led to the recommendation “that the college finish development and implementation of its instructional outcomes assessment plan.”

The larger concern raised in Recommendation 1 was the weak linkage between classroom assessment activities, program review, and overall institutional planning. Classroom assessment activities had been and continue to be the basis for curriculum, course and program planning, as well as for changes to instructional policy. Significant findings from these activities did find their way into institutional planning through the work plans developed by the deans, but this connection had never been formalized.

This aspect of Recommendation 1, combined with a change in focus of the accreditation process, has caused the institution to undertake a bottom up review and revision of its assessment and institutional planning activities. Completion of the development and implementation of its instructional outcomes assessment plan is woven into this initiative.

Outcomes to date from this process include the following:

- Restructuring the mission and composition of the Instructional Assessment Committee
 - to establish the committee as the policy vetting body for instructional assessment,

- to ensure a uniform understanding of the implementation of assessment policies by changing the membership of the committee to include a faculty member and a dean from each instructional division, and
- to ensure the committee had administrative support and authority by including the instructional dean in its membership.
- Rewriting the Academic Transfer program review procedure and calendar
 - to include both curriculum review and distribution outcomes review,
 - to align faculty assessment projects with questions posed in Monitoring Reports, and
 - to prioritize action items from curriculum and distribution reviews to aid in institutional planning.
- Refocusing instructional assessment to integrate with institutional assessment, particularly the Monitoring Reports provided to the Board of Trustees.
- Establishing a feedback process from the Monitoring Report and faculty assessment activities.
- Aligning and simplifying assessment activities by putting the focus on the Core Themes.
- Explicitly addressing institutional goals in instructional work plans.

The college is in the process of restructuring its Institutional Research Department. Proposed changes include the following:

- The Institutional Research Department will report directly to the president.
- The Institutional Research Department will have a greater role in institutional planning.
- An Institutional Assessment Committee will be created and will report to the institutional researcher.

Classroom assessment activities will continue to be the responsibility of individual faculty members and oversight for the program review process will continue to be the responsibility of the area deans. It is anticipated that the changes in the Institutional Research Department will facilitate the integration of these activities into broader institutional assessment and firmly establish the linkage between assessment and institutional planning.

Recommendation 2

With the rise in e-Learning and other technologies, the committee recommends that Centralia College provide sufficient information support services to faculty, staff, and students to effectively and efficiently fulfill the college's mission and goals. (Standard 5.D)

Over the past decade, the college has seen a rapid rise in its dependence upon technology in the delivery of instruction. During the past three years, the college has also seen a marked decrease in state funding. These two factors are at the root of Recommendation 2.

The section on Standard 5.D in the college's 2010 self-study as well as the text of the Evaluation Committee's report to the college highlight similar specific issues. Specific comments taken from the text of the Evaluation Committee's report and the college's responses, to date, include the following:

■ “Although some information technology training for faculty and staff is available, Centralia does not offer a coordinated and on-going faculty and staff information resources training program.”

As a result, the eLearning Division expanded these training assistance opportunities:

- In winter 2011, eLearning piloted a technology training series called “Tech Tuesdays.” On Tuesdays at noon, drop-in sessions open to all faculty, staff, and students were held. Sessions were recorded using lecture capture. The series was discontinued after two months due to low attendance.
- The instructional designer tested a strategy of holding weekly office hours near the faculty offices but this did not have the desired impact. Next year the focus will be daily “walkabouts” to provide impromptu assistance. The instructional designer continues to assist faculty members and students on a daily basis and prepares one-on-one and group training sessions.
- During the past year, the instructional designer offered 25 workshops on a variety of eLearning topics.
- Each year the instructional designer offers a three-week course in teaching online using the Angel Learning Management Suite. During the past year, 11 more faculty members passed the course. Faculty members are required to complete this course prior to teaching online courses. This training has been available for several years.
- A faculty learning community focused on best practices in online and hybrid learning continued into a second year. This group has 12 active faculty members and meets twice a month to share strategies and to undertake professional development.

■ “Librarians and students noted the unpredictable reliability and spotty coverage [wireless] around the campus.”

- As a result, the IT Department has researched and proposed an enterprise grade wireless option, but action is on hold due to the ongoing budget situation. As an interim measure, the Student Government Association has dedicated \$25,000 which has allowed for equipment upgrades around campus. Staffing to support the system still remains an issue.

■ “The eLearning Department, the IT Department, and the Web-related portion of the College Relations Department were all understaffed, preventing them from providing adequate development, support, and training in order to meet the growing technology needs of the college. Areas of greatest need: timely and effective support inside and outside the classroom; increased access and technical support during the evening hours; training and support for distance learning courses and programs including eCorrespondence, web enhanced, hybrid, and online courses; universal design; development of custom applications to help expand the functionality and usability of the administrative system; development of web-based resources and services that meet the needs of end users.”

As a result, the following actions have been taken:

- As mentioned previously, the current budget climate has prohibited the hiring of additional staff. But, the college refilled a full-time IT position that was vacated during the past year to at least maintain overall staffing levels. Moreover, the current budget picture will continue to conflict with the demand for service.
- At the time of the last accreditation visit the college was maintaining duplicate internal network platforms. It has subsequently eliminated its Insider intranet and focused on developing its MyCC intranet.
- Increased faculty familiarity with new technologies has somewhat helped to reduce IT workload.
- Some gains have been realized as the bugs encountered in bringing the New Science Center online have been resolved.
- A reduction in demand has resulted in decreased evening class offerings; students appear to be moving to online courses.
- The community college system continues to work on a statewide system of administrative applications to increase functionality. The college's student data repository has been moved from a local server to a remote system supported server; the bugs still have to be worked out.

■ "Lack of adequate professional development opportunities for IT professional staff."

- This continues to be a challenge as local training options are limited and budgetary constraints limit other options as well.

■ "Planning and evaluation of quality, accessibility, and use of library and information resources and services need to be more regular, systematic, in-depth, and inclusive."

- While an eLearning student satisfaction survey has been conducted quarterly for the past two years to inform planning, this year's focus for information gathering is faculty and staff. A fall survey will be conducted to gather information about faculty eLearning technology use.
- A review of library resources is now included in the program review process. The librarians have modified their collection development processes to maximize acquisitions for departments conducting program review.

CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2 – Authority

Centralia College is one of 34 colleges comprising the Washington State Community and Technical College System. The enabling legislation for this system is found in RCW 28B.50. College District 12, the catchment region for Centralia College, was established by RCW 28B50.040. Centralia College is authorized to offer programs and courses by the State Board for Community and Technical Colleges under authority it is granted in RCW 28B.50.090.

Eligibility Requirement 3 – Mission and Core Themes

The Community College Act of 1991 (RCW 28B.50) codifies the legislation establishing and regulating the 34 community and technical colleges that comprise the Washington State Community College System. RCW 28B.50.20 establishes the purpose of the community and technical college system:

- (1) Offer 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;*
- (2) Meet the needs of both the communities and students served by combining high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education, including basic skills and general, family, and workforce literacy programs and services;*
- (3) Prepare students for careers in a competitive workforce;*
- (4) Provide or coordinate related and supplemental instruction for apprentices at community and technical colleges;*
- (5) Provide administration by state and local boards . . . which will encourage efficiency in operation and creativity and imagination in education, training, and service to meet the needs of the community and students.*

The mission and goals of all Washington State community colleges, including Centralia College, are adaptations and interpretations of this purpose.

In 2001, the Centralia College Board of Trustees adopted “Improving people’s lives through lifelong learning” as its mission statement. The underlying assumption was that education is a powerful agent for positive change, not only for those who become educated, but for society as a whole.

The board also adopted five broad goals to define what it would consider in assessing the degree to which the college was fulfilling its mission.

In August 2011, the board restructured its five goals into three broader goals and at its September 2011 board meeting adopted these as its Core Themes. They are:

- Core Theme 1 – Access, Diversity, Retention.
- Core Theme 2 – Educational Programs.
- Core Theme 3 – Stewardship.

Moreover, these Core Themes address the mandate set forth in RCW 28B.50.20.

Although the college is committed to serving the broad educational needs of the community, the primary focus of the institution is on programs leading to degrees and certificates.

As a state institution of higher education, the college is strictly regulated in the way it disperses its funds. By law, it must use its resources for activities supporting its mission and goals. In order to assure this is done, the college undergoes periodic audits.

SECTION I: STANDARD 1.A - MISSION

Centralia College's Mission Statement

Improving people's lives through lifelong learning

Interpretation of Fulfillment of the Institution's Mission

The Centralia College Board of Trustees adopted this mission statement in 2001 to succinctly capture its interpretation of the broad legislative mandate given all colleges in Washington State. The board also adopted five measurable goals, the achievement of which it equated with mission fulfillment.

At its summer retreat in August 2011, the board accepted a proposal to restructure its five goals into three broader goals, and at its September 2011 meeting, the board took action to adopt these as its Core Themes.

Under the Carver model of policy governance, these goals are called End States, End Statements, or simply ENDS. Annually, the board receives Monitoring Reports from the president that analyze the college's performance with respect to these ENDS. Because of their breadth, the ENDS are typically subdivided into narrower sub-ENDs, each of which has its own Monitoring Report.

An integral part of each Monitoring Report is a statement by the college as to whether it is in compliance, substantial compliance, or not in compliance with that END or sub-END. The board, upon reviewing these reports and the evidence they provide, acts to either accept or not accept the reports as presented. If the college is in compliance with all its ENDS, the institution is fulfilling its mission; if it fails to be in compliance with one or more ENDS then it is not fulfilling its mission and remedial action is indicated.

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

If the college is in compliance with all the END statements as established through its annual monitoring reports, the college is fulfilling its mission.

In reviewing a Monitoring Report, the board requires itself to accept any reasonable interpretation of its END statements. Whether the president reports the college as being in compliance or not, the board first decides if the interpretation, premises, and assumptions expressed in the report are reasonable. If so, the board accepts the report. If not, the board may refer the report back to the president with direction as to what it found unreasonable and/or the board may rewrite or add to its END statements to provide the president with greater clarity and specificity as to the board's goals for the college. Assuming the board finds the report reasonable, it accepts the report as written. If the college is not in compliance, the board specifies to the president a date by which the president will bring the college into compliance.

The board does not approve the action plan for compliance. The board simply concerns itself with whether the president will bring the college into compliance by the date specified by the board. The president chooses the process to bring the college into compliance by that date as long as that process is not in violation of any Executive Limitations.

If performance meets or exceeds the benchmarks that have been established for an END statement, the president will report that the college is in compliance with that END. If performance is near the thresholds that have been established or if the majority of benchmarks for a given END statement have been met, the president may assert the college is in substantial compliance with the END. Being in substantial compliance is not equivalent to compliance and it is still the board's right and responsibility to either clarify its expectations or to set a timeline for remediation.

In summary, the college must either be in compliance with its END statements or be making adequate progress toward compliance as determined by the board to be at an acceptable threshold of mission fulfillment.

SECTION II: STANDARD 1.B – CORE THEMES

The Board of Trustees has adopted its short titles of END Statements as its Core Themes. The END statements themselves become part of the descriptions for the corresponding Core Themes.

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 Statement

Centralia College shall make the benefits of higher education accessible by enrolling a wide range of students including people who have been traditionally underserved; by progressing and graduating a significant number of students; and by making its educational offerings as affordable as possible.

Objectives/Indicators/Rationale

Objective 1: Create an educational environment attractive to and supportive of a broad spectrum of students, including those traditionally underserved.

Indicator 1	Rationale
Serving students for which it has funding.	The college receives funding from the state based upon past enrollment history, anticipated growth, and availability of funds. If the college is not meeting its target it is not serving students who could theoretically be coming to the college. This is a baseline undifferentiated indicator of our service to the community.
Indicator 2	Rationale
Serving students from each of its four major educational categories: Academic Transfer, Workforce Education, Basic Skills and Community Service.	Enrollment in each category provides evidence that we are providing educational opportunities of interest to the constituencies mandated in RCW 28B.50.20.
Indicator 3	Rationale
Serving students of each gender.	Roughly half the population of Lewis County is of each gender. If the college is meeting the needs of each gender its enrollment numbers should be approximately equal.
Indicator 4	Rationale
Serving students of color represented in its district.	If the college provides an attractive and supportive educational environment to all, enrollment numbers should mirror the external population.
Indicator 5	Rationale
Serving students of all ages.	If the college is providing lifelong learning, it should be attracting students of all ages.

Objective 2: Provide an environment in which students progress and graduate.

Indicator 1	Rationale
Academic Transfer Student Achievement Progress.	This is one of the core programs within the college's mission. Student progress is a broad measure of how well our educational and educational support programs are working.
Indicator 2	Rationale
Workforce Education Student Achievement Progress.	This is another core program for which progress is necessary for student goal attainment (job acquisition or transfer).
Indicator 3	Rationale
Basic Skills Student Achievement Progress.	This is another core program for which progress is necessary for student goal attainment (GED, employment skills, entry into an academic or workforce program of study).

Objective 3: Offering educational programs at an affordable cost

Indicator 1	Rationale
Tuition Costs.	Tuition is a fundamental cost of education. The college does not individually control this but has input at the state level.
Indicator 2	Rationale
Fee Costs.	Fees are another cost of education and one which the college has some control over.
Indicator 3	Rationale
Tuition Waivers.	Tuition waivers help keep costs down. The college has the ability to offer or not offer optional tuition waivers that are allowed under state law.
Indicator 4	Rationale
Financial Aid.	This is an indicator of how well the Financial Aid Office processes applications and how successful the college works with its foundation and other agencies to secure additional funding for its students.

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 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/Indicators/Rationale

Objective 1

End 2.1: Students who successfully complete an Academic Transfer program shall be transfer ready to baccalaureate or professional programs and compare favorably with students already in such programs.

Indicator 1	Rationale
Student Transfer Rates.	A comparison of transfer rates to student intent shows how well we are meeting the needs of transfer-bound students.

Indicator 2	Rationale
Student Transfer GPA comparison.	A comparison of Centralia College student GPAs to those of students who started at baccalaureate institutions indicates how well our programs prepare students for their baccalaureate experiences.
Indicator 3	Rationale
Student graduation rate after transfer.	A comparison of Centralia College student graduation rates with those of students who start out at baccalaureate institutions indicates how well their community college experience has prepared them for success at the baccalaureate institutions.

Objective 2

End 2.2: Students who successfully complete a Workforce Education program shall have the ability to compete for entry-level employment that will lead to economic self-sufficiency.

Indicator 1	Rationale
Employer satisfaction.	Provides a comparison of employer expectations and student preparation.
Indicator 2	Rationale
Student job attainment.	Provides data on how well students are prepared to compete for jobs.
Indicator 3	Rationale
Student wage attainment.	Indicates whether we are preparing students for employment that leads to a living wage.
Indicator 4	Rationale
Student credential/licensure attainment.	Indicates whether we are providing skills expected by credentialing agencies. Jobs requiring licenses and credentials tend to be higher wage jobs.

Objective 3

End 2.3: 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.

Indicator 1	Rationale
Student persistence.	Student persistence is a baseline requirement for progressing toward college-level coursework.

Indicator 2	Rationale
GED completion rate.	GED represents one of the transition points. Completion rates are a direct measure of how well we are providing instruction and support to help students achieve this transition.
Indicator 3	Rationale
High school diploma achievement rate.	Earning a high school diploma is one of the transition points. Completion rates are a direct measure of how well we are providing instruction and support to help students achieve this transition.
Indicator 4	Rationale
Student transition rate.	This applies to basic skills students making steady gains which is a fundamental measure of success for these students.

Objective 4

End 2.4: 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	Rationale
Student transition rate.	Students who enter college preparation programs generally plan to enter a college-level program. The rate at which this occurs is an indicator of the success of the college preparatory program.
Indicator 2	Rationale
Student college course GPA.	College-preparatory programs should provide students with the knowledge and skills to succeed in college-level courses.
Indicator 3	Rationale
Student college course completion comparison.	College-preparatory programs should provide students with the knowledge and skills to complete college-level courses.
Indicator 4	Rationale
Student college-level persistence comparison.	College-preparatory programs should build motivation to complete college programs.

Objective 5

End 2.5: Centralia College shall provide educational services to support targeted economic development, short term rapid skill development, and general cultural enrichment while supporting community efforts to do the same using campus resources.

Indicator 1	Rationale
Number of contract training courses offered.	Contract training is an indicator of the usefulness of the college to local business and industry in meeting ongoing training needs.
Indicator 2	Rationale
Short-term training courses offered.	Short-term training is an indicator of the usefulness of the college to local business and industry in meeting emergent needs.
Indicator 3	Rationale
Number of hosted events.	This provides evidence the community is using the college as a venue for grass-roots social, cultural and educational activities.
Indicator 4	Rationale
Number of sponsored events.	This provides evidence the college is engaging with the community to provide social, cultural and educational activities for the general public.

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 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/Indicators/Rationale

Objective 1

End 3.1: Centralia College shall serve as a model of effective stewardship to the citizens of Washington State by effectively managing campus resources.

Indicator 1	Rationale
Student/faculty ratios.	Although different programs have different appropriate student faculty ratios, grossly under-enrolled programs represent a poor use of institutional resources.

Indicator 2	Rationale
College expenditures.	The college must develop a balanced budget and expenditures must not exceed what is budgeted.
Indicator 3	Rationale
General fund state allocation.	By monitoring the percentage of its budget dedicated to instruction and student services, and by benchmarking these to state averages, the college ensures its resources are serving its mission.

Objective 2

End 3.2: Centralia College shall serve as a model of effective stewardship to the citizens of Washington State by providing trained and qualified college employees.

Indicator 1	Rationale
College-provided training offerings.	Research shows that well-managed, efficient organizations invest in training. By offering training to its employees, the institution builds an efficient operation.
Indicator 2	Rationale
Professional development expenditures.	Not all training can be offered “in-house.” Expenditures for outside training is an indicator of the college’s commitment to training.
Indicator 3	Rationale
Review of hiring practices and staff additions.	Hiring highly qualified individuals brings expertise to the college. By continuously reviewing its hiring practices, the college ensures it is hiring staff that best meet its needs.

Objective 3

End 3.3: Centralia College shall serve as model of effective stewardship to the citizens of Washington State by implementing best practices of sustainability.

Indicator 1	Rationale
College carbon footprint statistics.	The college’s commitment to sustainability is reflected in its own practices. The “carbon footprint” is a universally understood measurement.

Indicator 2	Rationale
Sustainability initiative statistics.	This is another measure of the college's commitment to sustainability. By adopting "greener" practices, the college shows how it is addressing the problem of life on a resource constrained planet.

CONCLUSION

In the year that has passed since its full-scale accreditation visit, the college has made progress toward addressing its two recommendations, but work still remains.

Its response to Recommendation 1 has been robust and linked to addressing the requirements of the new accreditation process. This has triggered a bottom to top review of its assessment and institutional planning processes, focusing on making sure the work of the college is aligned with its mission and Core Themes, and that classroom assessment activities have a direct impact on planning.

The college's ability to respond to Recommendation 2 has been hampered by budget that continues to be constrained. The college has taken what steps it can to ensure staffing in its IT Department does not deteriorate, but it has not been able to adequately address the training and overall staffing issues raised in the Evaluation Committee's 2010 report.

In its review of mission and goals The Centralia College Board of Trustees reaffirmed its mission statement, "Improving people's lives through lifelong learning." Although broad, the mission captures exactly what the college hopes to accomplish through its activities.

To further define its mission, the board had adopted five goals (ENDs). As a part of this review process, the board reduced the number of ENDs from five to three, and adopted these as the college's Core Themes. There was no reduction in the scope of the mission and goals; the original outcomes were simply redistributed among the new ENDs. The college's new Core Themes are as follows:

- Core Theme 1: Access, Diversity, Persistence.
- Core Theme 2: Educational Programs.
- Core Theme 3: Stewardship.

Each year the president presents to the board a set of Monitoring Reports. These reports allow the board to assess how well the college, under the president's leadership, is achieving its mission.

Through the evidence it gathers for these reports, the college is able to provide a defensible statement as to whether or not it is in compliance with each END. This is possible because each indicator used within the reports has been selected to answer the question: "Is the specific objective under consideration being achieved?" If all the objectives are being met, the college is in compliance with the corresponding END. In the case an objective is not being achieved, the president must report that the college is either substantially in compliance or not in compliance with the corresponding END. In either case, it is incumbent upon the administration of the college to correct the situation.

This governance structure has worked well for the past 10 years and the college believes its mission is encompassed by its Core Themes and that the indicators it has developed provide a rational standard by which to assess mission fulfillment.