



Year Three Self-Evaluation Report



Submitted by
Centralia College
1 September 2014

Table of Contents

Institutional Overview	5
Preface	7
Institutional Changes	7
Response to Recommendations Previously Requested by the Commission	8
Recommendation One – Fall 2010	8
Recommendation One – Fall 2011	10
Recommendation Two – Fall 2011	10
Chapter One: Mission, Core Themes, and Expectations	11
Eligibility Requirement 2 - Authority	11
Eligibility Requirement 3 – Mission & Core Themes	11
Section I: Standard 1.A	12
Section II: Standard 1.B	13
Core Theme 1	13
Core Theme 2	14
Core Theme 3	16
Chapter Two: Resources and Capacity	17
Executive Summary of Eligibility Requirements 4 through 21	17
Standard 2A: Governance	24
Governing Board	27
Leadership and Management	28
Academics	28
Students	30
Human Resources	31
Institutional Integrity	33
Academic Freedom	36
Finance	37
Standard 2B: Human Resources	38

Standard 2.C: Education Resources.....	42
Undergraduate Programs.....	47
Graduate Programs	49
Continuing Education and Non-Credit Programs	49
Standard 2.D: Student Support Services	52
Standard 2.E: Library and Information Resources.....	67
Standard 2.F: Financial Resources.....	69
Standard 2.G: Physical and Technological Infrastructure.....	75
Conclusion	81
Addendum A: Basic Institutional Data Form.....	84
Addendum B: Institutional Changes Related to Baccalaureate Programs.....	92
Addendum C: Washington Corrections Center and Cedar Creek Correction Center	94
Addendum D: Core Themes	100
Addendum E: Documentation Table	119

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 within 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.

PREFACE

Institutional Changes Since the Year One Self-Evaluation Report

Centralia College submitted its Year One Self-Evaluation Report on 14 September 2011. Since that time the college submitted an annual report in May 2012 and again in May 2013.

During the three years since the submission of its year one report, the college has seen a gradual decline in its state-funded enrollments. During that same period there has been a gradual increase in Running Start enrollments. Although this has resulted in a small net decrease in total tuition and contract revenue, it has not had a significant impact on the college's ability to conduct business.

In 2005, the Washington state legislature passed legislation (E2SHB 1794) permitting the state's community and technical colleges to offer applied baccalaureate degrees. During the fall of 2011, the college began the development of a Bachelor's in Applied Science-Applied Management and received approval for candidacy status in August of 2012. The first BAS-AM cohort of 26 students started in fall of 2012; twenty-three graduated in June of 2014 and three are on track to graduate in June of 2015.

During the spring of 2013 the college began work on its second applied baccalaureate degree, the Bachelor of Applied Science-Diesel Technology. This program has received approval from the college, the SBCTC, and NWCCU, and is scheduled to begin with its first cohort in September of 2014.

Addendum B provides a detailed account of the institutional changes that have resulted from and allowed for the addition of the baccalaureate programs.

The college has also added an Associate in Applied Science in Medical Assistant. This program received approval from the college, the SBCTC, and the NWCCU in spring of 2011. This program built upon the college's existing program and was thus able to take students directly into the second year medical assistant courses and graduate its first students in June of 2013.

In January 2014, the college combined the administration of its education centers at the Washington Corrections Center (WCC) and the Cedar Creek Corrections Center (CCCC) under a single dean rather than two associate deans. These centers are commissioned by the Department of Corrections (DOC) and are funded through a single grant that is administered by the State Board for Community and Technical Colleges. These centers offer adult basic education, GED testing, and several DOC mandated courses and short certificate programs which are not intended for articulation with certificates or degrees outside the corrections system. The organizational chart, budget, and programming for the combined operation can be found in Addendum C.

Leadership of the college changed hands on 1 July 2014, when Dr. Robert Frost officially assumed the position of president. The college also hired Robert Cox as its new vice president, Student Services in July 2014.

Responses to Topics Previously Requested by the Commission

In its 27 February 2012 letter the Commission reaffirmed Centralia College's accreditation but requested that the college address Recommendations 1 and 2 from its fall 2011 year one peer-evaluation report as part of its updated response to standard one in its year three self-evaluation report and that it *expand* its year three self-evaluation report to again address Recommendation 1 of its fall 2010 comprehensive evaluation report. The latter request is addressed here.

Recommendation 1 – Fall 2010 Comprehensive Evaluation Report

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)

Recommendation 1 from the fall 2010 comprehensive evaluation report contains two parts:

The college needs to finish development and implementation of its instructional outcomes assessment plan.

The college needs to consistently integrate discipline and program review into institutional assessment and planning.

Both of these two elements have been under continuous review and development since the fall 2010 comprehensive evaluation report.

The instructional outcomes assessment plan is built on an inductive model it developed prior to its 2005 mid-cycle report and visit. This model links overarching institutional learning outcomes (learning themes) back to individual course outcomes through intermediary program and distribution outcomes. The idea behind this approach is that it is possible for faculty members to directly assess the attainment of course objectives and outcomes through well-designed classroom assessments, and that by carefully developing the linkage between these and their program outcomes, it is possible to demonstrate the program outcomes have been met as well.

Demonstrating students have achieved the five overarching learning themes the college has established for all its graduates is accomplished through linking each program's outcomes to these themes.

This work has been completed and all course outcomes include links to program or distribution outcomes and these include links to the colleges learning themes. Work continues to refine and improve these through a regular cycle of reviews.

Following the fall 2011 year one peer evaluation, the college restructured its Assessment Committee as a subcommittee of its Instructional Council, the college's curriculum committee. The membership of the committee went through several changes before achieving the broad representation it has had for the past year. Each divisional administrator serving on the committee is partnered with a faculty member from that division to create a cooperative approach between faculty and administration to assessment activities. The organization of the Assessment Committee is located on MyCC under [Assessment Committee Structure](#).

While the Assessment Committee, in its current version, has only been functioning for one year, much has been accomplished to ensure that the college “integrate[s] discipline and program review into institutional assessment and planning.” The Assessment Committee [work plan](#), [annual report](#), and [notes](#) provide evidence of this.

However, even prior to the reorganization of the Assessment Committee, work began immediately upon the 2011 recommendation. In 2012, for the first time, curriculum reviews were conducted of the [Transitional Education](#) developmental English and developmental math programs in conjunction with the [Academic Transfer](#) English composition and math programs.

The reviews resulted in several action plans which were subsequently incorporated in to the institution’s Instructional [work plan](#).

The reviews identified a need for revisions of ENGL 101 and 102 courses (which have been completed) and the creation of a five-credit Writing in the Workplace course (WRT 105) to replace a three-credit Written Communications course (COMM 101) to better serve the related instruction needs of Workforce Education students.

Of added importance was the creation of an Algebra for Statistics course (MATH 097) to provide an additional pathway for developmental students to earn their quantitative skills transfer degree requirement. Furthermore, a need for revision to Pre-Calculus I (MATH 141) and Pre-Calculus II (MATH 142) was identified and those revisions completed. Additionally, it was determined that non-transfer math courses (Technical Mathematics I, Technical Mathematics II, Foundational Math Concepts, and Industrial Math) have the MATH prefix replaced with a TMATH prefix to emphasize that those related instruction courses are non-transferable. That also has been completed.

Subsequent distribution reviews of composition and math indicated the need for additional tenure-track and pro-rata composition and math instructors. Again, the identification of these needs at the discipline and distribution level helped the administration justify budgeting for an additional tenure-track math faculty and English faculty as well as two additional pro-rata English faculty.

This brief overview of the math and composition program review process is illustrative of the direction the Assessment Committee is moving to ensure that the assessment completed by faculty at the discipline, distribution, and program level is implemented into the overall planning of the institution and it shows how continuous improvement is employed at the college.

However, the assessment process must never lose sight of the importance of the assessment of teaching and learning; hence, the revisions of courses outlines or the creation of new courses as noted earlier. Also, as evidenced in the curriculum review process, faculty also are responsible for assessing the degree to which their students achieve the intended outcomes for their specific courses. Each [curriculum review report](#) includes evidence of such student achievement.

The college expects to instill into each division a similar process that has been used as an example here. During the past year the Early Childhood Education Program, the Parenting Education Program, the Workforce Education Program, and the Bachelor of Applied Science in Applied Management Program all completed either newly written or revised curriculum/program review documents to facilitate improved assessments of their programs (see annual report linked earlier).

All instructional divisions have, for years, assessed at the institutional level their programs in [monitoring reports](#) which are delivered annually to the college’s board of trustees.

These monitoring reports assess on a global level the effectiveness of each division. Annually, the reports include action items which ultimately become part of the work plans that deans and directors strive during the ensuing year to complete. Most often, these action items surface as the result of the ongoing assessment of the teaching and learning taking place in each division. These monitoring reports are another critical component of ongoing assessment. While 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, the college believes it is in the process of making a true and strong connection between the teaching and learning taking place in the classroom with the assessment of its programs and its subsequent influence on institutional planning.

The link between classroom and program level assessment and institutional planning is through the annual Instruction work plan. This plan is generated through a collaboration among the division deans and the Instruction Office, and is a dynamic document that is monitored as the year progresses. In this document, division objectives and strategies are linked to core themes, program reviews, and institutional initiatives and instructional initiatives. This linkage helps ensure planning is responsive to assessment activities that are undertaken at the departmental, institutional, and board levels.

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 discussed below and documented in the updated material in chapter 1.

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 measureable for evaluation 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 each. 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 Section II of Chapter 1 and a table of objectives, indicators, benchmarks and rationale is included as Appendix 3. A further discussion of the core themes, indicators, and benchmarks, and their usefulness in assessing mission fulfillment is discussed in the second part of this self-evaluation, the mid-cycle evaluation.

UPDATED CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2 – Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

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 institution's mission and core themes are clearly defined and adopted by its governing board consistent with its legal authorization, and are appropriated to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational 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 all colleges in the community and technical college system.

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:

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 of 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 may specify a date by which the president is expected to 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 adopted its short titles of END statements as its core themes during a September 2011 board meeting. The END statements themselves become part of the descriptions for the corresponding core themes. These END statements were developed from focus groups from the campus community in 1999-2000 and additional information provided by administration. The core themes were presented to the college community at the fall kick-off event in September 2011 and are a part of most campus-level discussion including fall kick-off and all staff day. The work of the core themes is implemented at the dean and director level, monitored by the vice presidents, and is reflected in the annual unit work plans.

As a result of the merger between the existing policy governance model with mission/core theme model, END statements have been adopted as core themes and the sub-ENDs, i.e., END 1.1, END 1.2, etc., have been adopted as the core theme objectives. The following is an outline of the core themes, objectives, and indicators. A table of indicators, rationales, and benchmarks is available in Addendum D. Examples of the monitoring reports generated for each of the sub-ENDs can be found in the trustee section of MyCC.

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

CHAPTER TWO: RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements 4 through 21

ER 4. Operational Focus and Independence

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's Standards and Eligibility Requirements.

Centralia College offers educational programs and courses that meet the needs of its community and that fulfill the college's mission of "improving people's lives through lifelong learning." As an open admission institution, the college accepts students who may not be prepared for college-level courses and provides adult basic education and pre-college education as a gateway to college-level courses and programs of study that lead to recognized higher education degrees and certificates. In addition to college baccalaureate and associate level degrees, certificate programs, adult basic education and GED programs, and pre-college courses, the college also offers a variety of community education, senior, continuing education, and adult special-interest courses. Centralia College is held accountable and responsible for operations to the president, the board of trustees, and the legislature and has full latitude to meet the Commission's standards and eligibility requirements.

ER 5. Nondiscrimination

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

The following statement is included on all documents published by the college:

Centralia College does not discriminate against any person on the basis of race, color, national origin, disability, sex, genetic information, or age in admission, treatment, or participation in its programs, services and activities, or in employment. All inquiries regarding compliance with access, equal opportunity and/or grievance procedures should be directed to the Centralia College Vice President of Human Resources and Legal Affairs, 600 Centralia College Blvd., Centralia, WA 98531.

Moreover, the college has in place a set of Washington Administrative Codes (WAC 132L). These WACs contain the major college rules, including student conduct, which affect internal and external stakeholders. In addition, the college has a comprehensive [policy manual](#) that establishes its internal policies and procedures, including its policy on academic freedom and discrimination complaints. The policy manual is accessible to employees on the intranet (MyCC), and is updated regularly. The portions of the policy manual that affect students and visitors are accessible to the public on the college internet site. The college's negotiated agreements with the bargaining units that represent the faculty and the classified staffs contain grievance [procedures](#).

ER 6. Institutional Integrity

The institution established and adheres to ethical standards in all its operations and relationships.

EL 1: General Statement:

"The president shall not allow within the college any practice, activity, decision, or situation that is either unlawful, imprudent, a violation of commonly accepted business or professional ethics, or is contrary to the provisions set forth in State Board for Community and Technical Colleges policy, Office of Financial Management policy, any executive order of the governor of the state of Washington, or Centralia College Board of Trustee's policy. The president shall not allow any action, inaction, activity, or practice that places the college in jeopardy of losing its accreditation from the NWCCU."

Centralia College adheres to high ethical standards and is compliant with the Washington State Ethics Law, Revised Code of Washington, [Chapter 42.52](#). College policy is readily accessible to all college personnel and reflects the law of the state. The college conducts regular training sessions regarding ethics.

ER 7. Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's Mission and Core Themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

Each community college district in Washington state has a board of trustees that is appointed by the governor, that is comprised of five individuals who serve five year terms ([RCW 28B.50.100](#)) Trustees must be residents and qualified electors of the college district and may not be an employee of the community and technical college system, among other restrictions. No voting board member has a contractual relationship or financial interest in the college district.

Under policy [governance](#), the Centralia College Board of Trustees receives assurances and evidence that the college is achieving its mission and core themes from the college president through a series of monitoring reports given to the board throughout the year. The president, the board's single employee, is accountable to the board to ensure the college operates in a manner that is consistent with achieving these goals.

ER 8. Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive member of the institution chairs the institution's governing board.

Centralia College has a president who is appointed by the board of trustees and who is their sole employee. The president has no other job and is a full-time employee of the college. Under policy [governance](#), the college president is responsible for the routine operation of the college and has the authority to oversee all activities except those explicitly reserved by the board in an executive limitation ([EL](#)).

The board chair is chosen on a rotating basis from those appointed board members, and is seated by a public vote of the board itself. The president acts as the secretary for the board as allowed under [RCW 28B.50.100](#).

ER 9. Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's Mission and achievement of its Core Themes.

In addition to the president, the college employs four executive level vice presidents who head the Administrative Services, Human Resources and Legal Affairs, Student Services, and Instructional units. All college employees fall within one of these units. These vice presidents along with their upper-level deans and directors meet weekly with the president to coordinate activities and keep the president apprised of activities within their areas and to develop plans that further the mission of the college. College organizational charts are available.

The current staffing levels are sufficient to meet the challenges of college operations and effectively lead the college to mission fulfillment.

ER 10. Faculty

Consistent with its Mission and Core Themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

The college employs 78 full-time and 142 part-time faculty members holding credentials appropriate to their teaching, counseling, and library assignments. All faculty members are regularly evaluated according to procedures established in the faculty negotiated agreement. [Adjunct, pro-rata and full-time temporary, probationary faculty, and tenured faculty have evaluation processes, time frames, and instruments designed to meet their respective employment status.](#) Specific evaluation instruments have been developed for face-to-face and online courses, and faculty members teaching in the hybrid mode are evaluated in both modalities. No evaluation cycle exceeds five years in length.

ER 11. Educational programs

The institution provides one or more educational programs which include appropriate content and rigor consistent with its Mission and Core Themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

Centralia College offers educational programs leading to certificates, associate degrees, and applied baccalaureate degrees sufficient in breadth and rigor to support the mission and core themes. All certificates of 45 credits or more and all associate and baccalaureate degree programs have published program outcomes that are supported by curricula that ensure these outcomes will be achieved. All workforce programs, including associate in technical arts, associate in applied science, and bachelor of applied science degrees, are approved through the State Board for Community and Technical Colleges, and transfer associate degrees meet the requirements established by the State Board for Community and Technical Colleges in collaboration with the Inter Collegiate Relations Commission (ICRC) and the Joint Transfer Council (JTC). A complete list of the college's programs of study can be found in the [college catalog](#).

ER 12. General Education and Related Instruction

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of General Education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study with either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or General Education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

All Centralia College academic transfer and baccalaureate programs require a substantial and coherent component of general education and its workforce/technical degrees and certificates of 45 quarter credits or more require coursework in communications, computation, and human relations. Academic transfer programs follow statewide curriculum plans that have been developed to include coursework in communications, mathematics, natural science, social science, and the humanities. Within each of these broad fields the college has developed criteria a course must meet in order to be counted toward meeting the credits requirements in each of these “distribution areas.” That is, although all academic transfer courses are identified as being in one of these five areas of study, only those meeting the specified outcomes are counted toward the general education requirements.

Transfer degrees in natural science have course requirements in the same distribution areas but the number of credits in each is lower. This shifts some of the general education burden to upper division coursework. The college’s baccalaureate degrees are designed to meet the needs of students who have completed a workforce associate in technical arts degree or associate in applied science degree, both of which have considerably lower general education requirements. In order to achieve comparable general education outcomes, these degrees require the student to have additional preparation over that minimally required for the attainment of an ATA or AAS degree, and have included coursework at the upper division that ensures a substantial and coherent general education component that is tailored to the baccalaureate major.

The college’s two baccalaureate programs also follow prescribed programs of study with a substantial core of coursework related to the area of specialization. The BAS in Applied Management offers two possible concentrations with 30 credits of foundation courses, 25 credits of core courses and 10 credits of capstone courses all of which are upper division credits and common to both concentrations. The BAS in Diesel Technology has a fully specified curriculum of 100 credits, of which 75 are upper division courses directly related to diesel technology and diesel management.

Ref: ICRC, JTC, Program Planners, IC Baccalaureate GenEd recommendation.

ER 13. Library and Information Resources

Consistent with its mission and core themes, the institution maintains and /or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s programs and services wherever offered and however delivered.

In accordance with the college mission, Centralia College provides students access to library and information resources with the appropriate level of currency, depth, and breadth to meet the needs of the students and program outcomes. Library and information resources include print materials, electronic books, online and physical media collections, and online reference and periodical databases. Print materials are mailed to distance students by request. Online resources and librarian assistance are available 24/7. In addition to local collections, the library has reciprocal borrowing agreements with other libraries and takes part in global interlibrary loan and document delivery services. Library faculty engage with discipline faculty to develop collections and provide information literacy and research instruction.

ER 14. Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

The college provides sufficient on- and off- campus facilities and resources that are designed, maintained, and managed to achieve the college mission. The IT Department supports teaching and learning in both the classroom and in informal learning spaces around the college. Students can access services and information both in person and online. The systems are assessed on a regular basis through several local and national surveys, including the Noel-Levitz Student Satisfaction Survey and the Community College Survey of Student Engagement (CCSSE).

ER 15. Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to the discipline or area of major study as judged by the academic/educational community in general.

Centralia College strives to provide an educational and working environment which supports and encourages intellectual freedom and independence. College policies and faculty contracts address how this is maintained. Faculty meet their course objectives as approved through the college curriculum approval processes and use their professional judgment and content area expertise to create ways to achieve student learning in the most effective manner.

ER 16. Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

The college provides open admissions to a diverse student population. Admission information is clearly outlined in the [quarterly schedule of courses](#), [college catalog](#), and recruitment materials. Programs that have special admissions requirements, such as completion of prerequisites, outline the [educational pathway](#) clearly for students and advisors. The vice president for Student Services is charged with maintaining adherence to the published [policies](#).

ER 17. Public Information

The institution publishes in a catalog and/or on a web site current an accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirement for financial aid; and the academic calendar.

The college published a [catalog](#) which is available electronically on its web site. The catalog is updated annually to ensure the information remains current. Past versions of the catalog are also available as students have the right to complete their degrees under any catalog published within the past three years and after the date they enrolled in their current degree pathway. All the information required above is included in the catalog, as well as in other places on the [web site](#).

ER 18. Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

As demonstrated in the financial section, the college has sufficient cash flow and reserves to ensure program stability and financial sustainability. This was evidenced by the ability to offer a stable operating platform during the past six years of recessionary time, which in turn reduced the state-funded portion of the overall revenue model. However, the college is currently reassessing reserve levels, particularly tuition collections, for fiscal sustainability. While review and reassessment have been on-going, a change in senior leadership and in enrollment mix require focused attention on this area.

ER 19. Financial Accountability

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

Developing financial statements in accordance with generally accepted accounting principles Washington community and technical colleges historically have been included in the state of Washington's financial statements. The state follows the Governmental Accounting Standards Board's (GASB) pronouncement number 34 (GASB 34) *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*. General purpose governments, such as the state of Washington, engage in both governmental and business-type activities and must prepare statements that reflect both. As a result of reporting to the state, the college's financial information and financial systems are configured to meet the reporting standards applicable to the state, where some activity is reported as governmental while other activity is reported as business-type activity. Roughly 92 percent of Washington community and technical colleges' spending in FY13 was reported using the accounting standards applicable to governmental type activities with only 8 percent being reported as business-type activities.

In contrast, the GASB requires that special purpose governments, such as public colleges, that are engaged in only business-type activities should present the financial statements required for enterprise funds. As a result, Washington's Community and Technical Colleges are faced with reviewing and restating approximately ninety-two percent of their activity from one accounting standard to another. Since our accounting systems were not designed to do this, it requires a painstaking review and adjustment process for each college. While much of the accounting information that is prepared for state reporting can be repurposed for the college's statements, the restatement process is manual, meticulous and time-consuming.

In order to share knowledge about the restatement process across colleges, the State Board for Community and Technical Colleges convened a pilot group consisting of nine colleges. Centralia College was not a member of the pilot group. A variety of tools were developed to assist colleges with the process of restating their financial information to business-type activity reporting. Starting in December 2013, these colleges began the process of preparing an inaugural set of financial statements for FY 2012-2013. Throughout the process, as additional challenges were identified, additional tools were developed and pilot colleges shared the knowledge gained with one another. The first colleges completed their statements in May 2014. Centralia College expects to complete its inaugural statements by January 31, 2015.

As a non-pilot college, Centralia College will complete an inaugural set of financial statements for Fiscal Year 2013-14. College financial staff attended a financial statement preparation workshop hosted by the SBCTC on August 25, 2014. Although the pilot resulted in improvements to the tools used to prepare the financial statements, each college is expected to experience a significant learning curve when preparing its inaugural financial statements. As a result, Centralia College estimates its statements will be completed sometime around January 2015.

ER 20. Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

The college accurately and completely discloses all information requested by the Commission in a timely manner.

ER 21. Relationship with the Accreditation Commission

The institution accepts the Standards and related policies of the commission and agrees to comply with the Standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

The college accepts the standards and policies of the Commission and understands and agrees that the Commission may communicate to any agency or the member of the public information regarding the college's status with the Commission and any actions taken by the Commission regarding its status with NWCCU.

Standard 2A: Governance

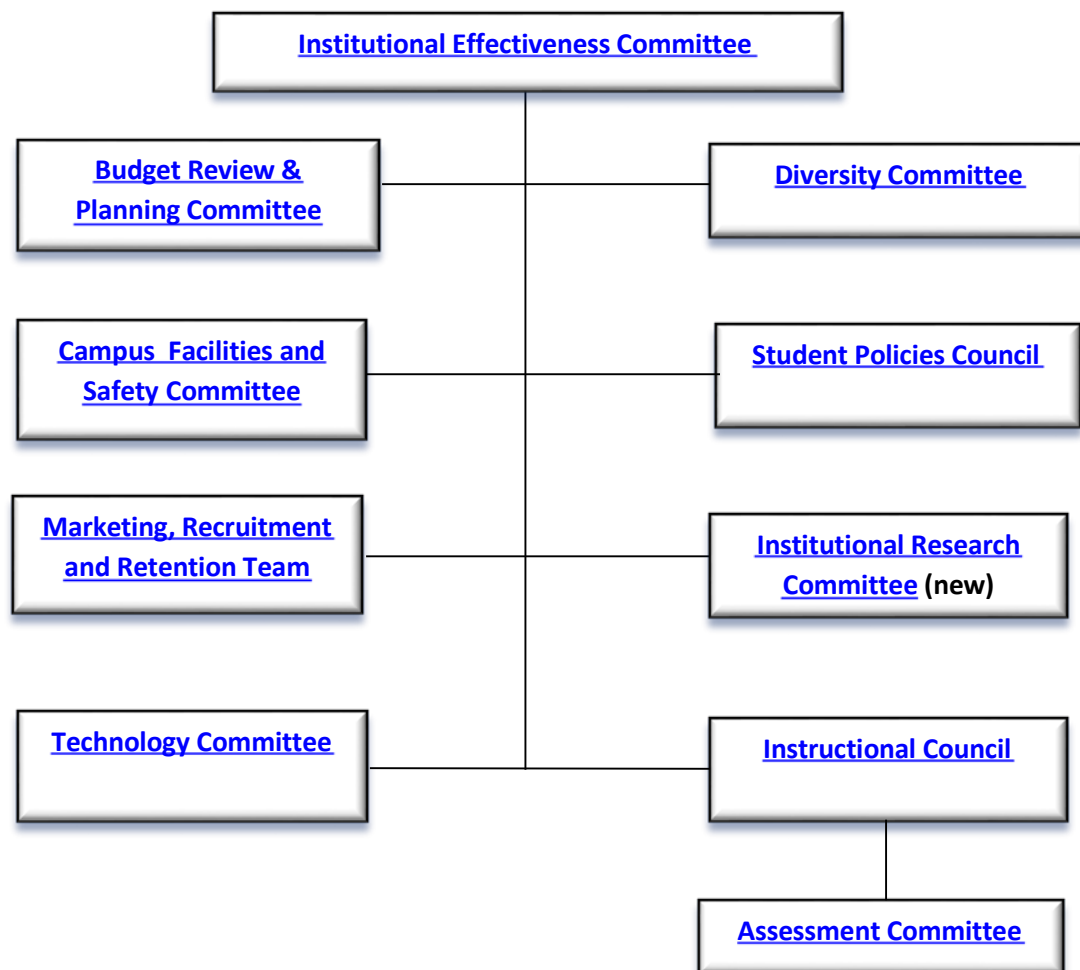
- The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Centralia College adheres to the concept of shared governance and operates under the Carver policy governance model. In this system, "The board of trustees delegates to the college president the authority to exercise in the name of the board (under [RCW 28B.10.528](#)) all of the powers and duties vested in or imposed upon the board by law, except such powers and duties as the board reserves for the board." (Board-President Relationship [BPR-3](#)). The college president oversees the administration of the college through an [organizational structure](#) that clearly defines authority, roles, and responsibilities.

Each vice-president has one or more standing councils and/or committees comprised of representatives from administration, faculty, and staff who provide input on both the day-to-day functions of the college and on policy creation and how to operationalize the END statements through the annual work plans.

The president receives input and counsel both from the Executive Management Team which is comprised of the vice presidents, deans, and upper-level directors and from the Institutional Effectiveness Committee. The Institutional Effectiveness Committee is comprised of representatives from each of the standing committees and executive-level administrators who are charged with representing their constituents in recommendations to the president on issues of institutional scope. The committee routinely reviews monitoring reports and work plans, changes in institutional policies, and significant changes in educational programming.

Centralia College Standing Committees



The college culture is one of sharing and openness. Since it is not a large campus, the communication levels are both formal and informal, leading to excellent relationships between and among campus governing groups.

Centralia College is one of the 34 community and technical colleges within the Washington State Board for Community and Technical College system. The SBCTC is a state agency that provides oversight, coordination, and support services as defined in the Community and Technical College Act of 1991 (Revised). The SBCTC policies and procedures manual delineates the state board's duties and responsibilities. One of the most important tasks for the state board is to allocate and distribute legislated funding for operations and capital projects to each college district in Washington state.

The SBCTC [policies and procedures manual](#) also establishes policies and procedures that must be followed by the member colleges. Many of these are the operationalization of broad legislative mandates imposed on the system.

- In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Centralia College is not a multi-unit system.

- The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

The institution has assigned the responsibility for monitoring compliance with the Commission's standards for accreditation to its accreditation liaison officer who acts as advisor to the college president and administration on matters concerning accreditation. Moreover, all members of the administrative team are knowledgeable of the accreditation standards and provide input and counsel on developments with their areas that may arise, either from changes in accreditation standards and policies, or from collective bargaining agreements, legislative actions, or external mandates that may impact the college's ability to comply with existing Commission standards or policies.

The College has two collective bargaining agreements:

The Faculty Negotiated Agreement between District 12 and the Centralia College Federation of Teachers (CCFT) Local 4469

The Washington Federation of State Employees Higher Education Community College Coalition (WFSE HE CCC) Classified Agreement.

The president meets at least monthly with the leadership of each of these; the vice president, Human Resources and Legal Affairs meets regularly with the leadership of the classified union; and the vice president, Instruction meets weekly with the president of the faculty federation. In addition to routine topics of mutual interest, such topics as legislative actions, budgets, and accreditation, and the impact these may have on the union membership are discussed.

Moreover, during faculty contract negotiations, which are done locally, compliance with accreditation standards is mutually accepted as a requirement of all contract language.

Governing Board

- The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

Each college district in Washington state is governed by a board of trustees. Each member is appointed to serve a five-year term, renewable one time for a total of 10 years of service. Boards observe the general statutes of the state of Washington and the policies and regulations governing community and technical colleges approved by the State Board for Community and Technical Colleges. The duties and powers of the boards are prescribed in [RCW 28B.50.100](#), [RCW 28B.50.140](#), and [RCW 28B.50.142](#).

In making board appointments, the governor shall give consideration to geographical exigencies and the interests of labor, industry, agriculture, the professions and ethnic groups. Every trustee shall be a resident and qualified elector of the community college district. No trustee may be an employee of the community college system, a member of the board of directors of any school district, or a member of the governing board of any public or private educational institution.

- The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The board acts as one body, operating in an open meeting held where action may be taken. The board regularly meets September through June at 3 pm on Thursdays. The Centralia College board functions under a set of [bylaws](#) which it has adopted. The board elects officers each year including a chair who conducts board meetings. The president of Centralia College serves as secretary to the board. Agendas, minutes, and meeting schedules are posted on the college [web site](#).

- The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

Under policy governance, the board has delegated the authority and responsibility for the operation of the college, including the policy creation, review, and revisions, to the college president. The board has reserved to itself through executive limitations (ELs) certain authorities and responsibilities.

- The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The board just conducted a national search with the help of a search consultant to hire the college's next president. Dr. Robert Frost started the position July 1, 2014. The college had previously been under the same leadership for the prior 12 years. The board has delegated authority and responsibility for the operation of the college through [board president relations](#) policies.

- The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The board evaluates the college progress through yearly monitoring reports presented the board. (See 2.A.6.) The board also evaluates itself yearly at its annual retreat in July setting goals and initiatives for the coming year. The board's actions are recorded in the meeting [minutes](#).

Leadership and Management

- The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The college has an effective system of leadership, staffed by qualified administrators who are charged with planning, organizing, and managing the institution. As a matter of standard practice, the president only appoints as vice presidents individuals who have the functional skills to assume a college presidency. As part of the Executive Management Team, the president keeps each vice president informed of all executive and board issues and concerns. The president mentors each vice president. Additionally, all vice presidents, deans, and directors set [work plans](#) and goals for their departments yearly as well as draft and present monitoring reports to the Executive Management Team, the Institutional Effectiveness Committee, and the board. [Benchmarks and indicators](#) are reviewed [annually](#) to determine if adjustments are needed.

- The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

A full-time president is hired and employed by the board of trustees. [The president/CEO serves as secretary on the board and does not participate in voting on action items.](#)

- The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

The college currently employs a sufficient number of qualified administrators to carry out operations and implement new initiatives. All staff are evaluated yearly to ensure excellent feedback and continuous improvement of administrative skills. While recent budget cuts have necessitated consolidations and cuts to personnel, the president feels the current staffing levels are adequate.

Academics

- Academic policies-including those related to teaching, service, scholarship, research, and artistic creation-are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

At Centralia College academic policies – including those related to teaching, service, scholarship, research, and artistic creation – are published and available online. Employers and students can find the policies on the college web site and, for employees, in shared folders on the campus intranet.

A [Centralia College handbook](#), which is available online on Centralia College's MyCC site, covers all general college practices and procedures, as well as all policies regarding the areas of personnel, instruction and students. In addition, key college policies, including student rights and responsibilities can be found on the [Centralia College web site](#). Many of these policies are also available through the [Washington Administration Code](#) on the web. The [course catalog](#) posted on the web contains pertinent academic policies for students. Information regarding academic expectations and policies are also found in course syllabi, which are handed out to enrolled students in every course. The [syllabus checklist](#), published in a shared folder on Centralia College's intranet, ensures that course requirements and expectations are consistently addressed and can be readily accessible by faculty and staff.

[The faculty collective bargaining agreement](#), accessible on MyCC site, outlines the institutional policies regarding teaching, scholarship, research and artistic creation.

Adjunct faculty are routinely provided with a current [adjunct faculty handbook](#) that covers relevant academic policies at the start of their employment. This handbook is also available online.

Current staff are informed about policies as they change through their respective deans in regular meetings. Newly hired employees receive this information during their new employee orientation.

- Policies regarding access to and use of library and information resources – regardless of format, location, and delivery method – are clearly communicated to students and to faculty and to administrators and staff with responsibilities related to these areas.

The Kirk Library at Centralia College publishes policies regarding access to and use of library and information resources. These policies cover all information formats and delivery methods, whether in print or online, and from wherever students are accessing library resources. Policies are published on the [library's web site](#) and the college intranet, [MyCC](#). In addition, the [college catalog](#) addresses access and use of the library. Conduct policies that affect access are posted in the library. The library policies cover a wide range of topics, including computer use, borrowing terms, copyright, and collections.

Library staff members receive training in policy and enforcement, and updates to policies and enforcement are communicated through staff meetings. All internal policies and procedures are stored on a [shared college server](#). Library staff, including student workers, are trained on library access and use policies. Proper identification is required of all library users who check out either hard copy or electronic materials. For off-campus use, logins and passwords ensure secure access to the library's collections of electronic books and databases. Access to and use of library computers are also governed by campus [computer use policies](#) that are available online and posted in the library.

Circulation policies are enforced by circulation staff or are encoded in the online, integrated library system, Voyager. Centralia College library faculty and staff ensure consistent enforcement of policies throughout the library. [Collection development policies](#) are enforced by library staff. The library also endorses the American Library Association's bill of rights and provides materials representing multiple perspectives on many subjects.

Library policies are reviewed on a two year cycle and new policies added or old ones modified if newly passed legislation affects current college policies.

- The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Centralia College follows a [statewide policy](#) on transfer among Washington public colleges and universities adopted by the Higher Education Coordinating Board in 1986. In addition, the college adheres to SBCTC's [CTC Inter-College reciprocity policy](#) designed to assist students transferring within the state's community and technical college system who are pursuing associate direct transfer agreement degrees or associate in science degrees. International students (except those from Canada) wishing to use credit earned outside the United States may request an evaluation of their transcripts using a third-party evaluator. This evaluator should translate and evaluate the international transcripts and the subsequent official evaluation (sealed) should be submitted to the Admissions and Records Office. The Admissions and Records Office will then use this in place of the official transcript from the international institution for its evaluation process.

The Office of the Vice President of Instruction maintains an inventory of established articulation agreements between Centralia College and individual receiving institutions. Information on transfer agreements is communicated through the college's [catalog](#), the [college web site](#), and through academic counselors and advisors.

Students

- Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Policies and procedures related to students are published and codified in WAC 132L as well as on the Centralia College [web site](#).

All college policies are currently under review and that should be completed by the end of the 2014-2015 academic year. Following this overall review process, all student-related policies will be placed on a three-year review cycle with new policies added or old ones modified if newly passed legislation affects current college policies.

- The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

The college adheres to the open door policy, which is system-wide and legislated. The college accepts all applicants over the age of 16 with a high school or general education diploma (GED). New students may begin any quarter, however, some programs have specific quarterly starts. Most programs and courses are accessed on a first come, first served basis.

Should a student be separated from the college for any reason, academic or discipline-related, policies related to potential readmission to the college can be found on the [web site](#).

Admissions requirements for international students can be found on the Centralia College [web site](#). All admission, placement, and readmission policies are published and codified in WAC 132L as well as published on the Centralia College [web site](#).

- The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

The Associated Students of Centralia College (ASCC) recognizes that it must operate in compliance with the rules and regulations set forth by the college and the law of the state of Washington. Policies related to co-curricular activities, student government, and rights and responsibilities of students are published and codified in WAC 132L and can be found on the Centralia College [web site](#).

Human Resources

- The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

The Centralia College Board of Trustees delegates duties for management of the college to the president. The president, or designee, is responsible for the organization and operation of the college, and shall appoint, remove, discipline, and supervise all employees of the college in a manner consistent with Centralia College policies, applicable collective bargaining agreements, and Washington Administrative Codes ([WAC](#)) specific to Centralia College.

The board is presented with executive limitations and monitoring reports yearly which cover due process procedures, grievance procedures governed by policy and collective bargaining agreements and complaint processes. These also cover employee benefits and compensation, compliance issues, and overall measurable outcomes of the college.

All policies, executive limitations, and monitoring reports are published on [MyCC](#) accessible to all employees via internet link under the [board of trustees](#) tab. Forms related to the administration of policies and procedures are also published online on [MyCC](#). These documents are periodically reviewed and updated as needed for legal compliance and to ensure that information is current. All WACs are reviewed and updated as needed and a WAC revision was completed in May 2013.

In addition, the college maintains collective bargaining agreements online as well as all [policy manuals](#) and links to the [WAC](#) which covers the majority of college faculty and staff. The labor contracts ([the faculty negotiated agreement and the classified contract](#)) and [policy manuals](#) outline terms and conditions of employment and standards for discipline which provide a framework to ensure consistent and fair treatment of covered employees. The labor agreements for classified staff are formally negotiated at the state level. All policies will be placed on a three year review cycle with new policies added or old ones modified if newly passed legislation affects current college [policies](#).

The labor contracts and handbook are also published on the Human Resources web site. The [faculty negotiated agreement](#) is negotiated locally and also available online.

- Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Newly hired employees are apprised of basic terms and conditions of employment, such as salary potential, work location and FTE level, as well as job duty requirements, through the published vacancy recruitment announcement. After hire, employees receive letters or a contract confirming their appointments, including the agreed-upon starting salary.

All permanent employees go through a new employee orientation covering policies and procedures as well as benefit options. The orientation includes a checklist of college policies and guidelines which advise employees of various expectations for conduct including ethics, use of college resources, and professional behavior. These policies and guidelines are reviewed and signed by the employee and maintained in the employee's official personnel file. Newly benefitted employees are also provided a benefit orientation session which explains options and eligibility for college-sponsored benefits relating to group health, dental, and life insurance coverage, retirement and personal finance, and leave. A summary of benefits and specific information as to benefits can be found on the [Washington State Health Care Authority Public Employee Benefits Board](#) web site. Specific information as to individual employees is provided in new employee orientation on an individual or group basis.

A new faculty orientation is also offered annually to provide newly hired full-time faculty with information on college policies, benefit options, and other resources. Pay and withholding information, as well as current leave accrual usage and balances, is available to employees [online](#). Employees also receive annual salary notices confirming their salary, pay step (if applicable), and job classification. In addition, part-time faculty may view information regarding their step placement and accumulated contact hours online and have the option to receive a detailed statement of earnings with each paycheck.

Employees within the college's two bargaining units, the classified unit and the faculty/academic professional unit, are further apprised of terms and conditions of employment through their [labor agreements](#). Both the faculty/academic professional and classified agreements contain key employment provisions, including but not limited to types of appointments, probationary periods, compensation and benefits, work location, employee job movement, reductions in force, leaves, assessment, disciplinary standards and due process, and non-discrimination and grievance procedures. Collective bargaining agreements, handbooks and policies can be found online on the [Human Resources page of MyCC](#).

Job descriptions for each employee are housed in the Human Resources Office. The process for requesting classification reviews are also published on the Human Resources web site of MyCC. Questions regarding areas of employment, compensation, benefits, employee and labor relations, ADA accommodation, and employee records can either be answered through the Centralia College handbook or by Human Resources staff.

- The institution ensures the security and appropriate confidentiality of human resources records.

The college recognizes that its employees have an interest in maintaining the privacy of personal information. Official personnel files are maintained in locked file cabinets with the Human Resources Office and are to remain onsite. Personnel files may be reviewed by the employee, an authorized college representative, or the employee's federation representative. Review of files is under the supervision of HR staff. Personnel files of active employees may not be transported to other office locations.

Employee medical records and records of employee accommodation requests, grievances, and disciplinary matters are maintained in separate files and file cabinets within the secure Human Resources Office and many of these records are further secured within locked offices.

The privacy of employee medical information is also kept secured and confidential. Access to this information is limited to employees who are responsible for maintaining the security and confidentiality of the files and is to only be used to conduct authorized Centralia College business.

Personal employee information may be disclosed to third parties to conduct business operations, to respond to public records requests, or to comply with subpoenas for [records](#).

To protect employees from identity theft, the college assigns each employee with a generated identification number (PIN) for purposes of employee identification. Providing a Social Security number is optional, except to the extent one is required by law (e.g., for tax reporting purposes).

Institutional Integrity

- The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

All publications including those on the college's web site are reviewed by the director of College Relations prior to community release by the Public Information Office to ensure accuracy and to maintain a consistent positive and accurately portrayed image and commitment to potential students and employees. The web site and college catalog contain information designed to inform prospective and enrolled students of the academic programs and services including counseling, financial aid, tutoring and others. Both outreach strategies include information about the appropriate sequencing of courses so that students and faculty advisors will be informed about various entry points and how to enroll to complete programs in a timely way.

The posting of printed material on campus bulletin and electronic boards is administered by the director of Students Programs. Approved items are stamped with a special posting seal. Unstamped items placed on bulletin boards are routinely removed by Student Programs staff. Student publications are coordinated through the Student Life and Involvement Center. Issues or complaints are handled by the Student Publications Board.

Advisory committees for all Workforce Education programs regularly review promotional material. These and other college publications are also reviewed at several levels within the institution including the Marketing, Recruitment and Retention Team (MARRT). The MARRT has the responsibility for campus outreach strategies. Team members are comprised of a cross-section of the campus including Student Services, Public Information, Administration and Instruction. And the review of outreach material often is also a part of general marketing discussions by the Executive Management Team.

References: [College Policy Manual](#) 1.2245 Posting and Distribution of Materials, 1.250 Printing and Publications, 1.255 Public Information Services, pages 52-53.

- The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

Centralia College subscribes to, advocates, and models high ethical standards in all operations and management. All appropriate information is shared within the constraints of privacy acts and related laws and policies. Every effort is made to treat students, staff, and faculty with transparent, fair, consistent, and equitable procedures. Complaints and grievances are treated with respect and seen as an opportunity to grow and learn and are addressed in a timely manner, as described in college policies and procedures. The board of trustees has adopted executive limitations (ELs) that place restrictions on the manner in which the college president administers the college, including [EL- 2](#), which specifically addresses this standard.

- The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Centralia College has a number of policies and procedures in place that address conflict of interest and the ethical conduct of its governing board, administrations, faculty, and staff. The board of trustees and a Centralia College [policy and procedures manual](#) address these issues and are in accordance with state ethic laws. As stated in section 1.070 of the manual: Centralia College staff members are required to comply with the [RCW 42.52](#) known as the Ethics in Public Service Law. This section contains procedures related to general ethical principles, gifts, honoraria, confidential information, employment of former state employees, and training of staff and the faculty.

Additionally, the negotiated agreements representing both bargaining units specifically address ethics and conflict of interest. Finally, the policy governance model encourages an open flow of information, a consistent review of policies, and regular reporting on the college's compliance with board policy and goals. The college regularly monitors itself for potential conflicts of interest. The 2013 monitoring report on [EL-1](#) is an example of how this reporting is done.

- The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The college maintains clearly defined policies and procedures regarding ownership, copyright, control, compensation, and revenue its generated by college personnel endeavors. The faculty contract specifically addresses this in the [negotiated agreement](#). This is also addressed by Policies 1.080, 1.081, and 1.082 of the [college policy manual](#).

Reference: 2014-2017 Agreement By and Between Centralia College and the Centralia College Federation of Teachers, Article X: Distance Education Section 7, Course Development and Intellectual Property, page 41.

- The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Centralia College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The nursing programs are approved by the Washington State Nursing Care Quality Assurance Commission through the Department of Health. This information is providing to the community, students, faculty and staff through the college's web site, college catalog, a quarterly mailer, and other college publications. The college uses the officially approved accreditation language consistently and posts current reports and status on the web site. The college avoids speculation regarding future accreditation actions or status.

Reference: Centralia College catalog, <http://www.centralia.edu/> (under About the College)

- If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

The college currently does not contract with external entities for educational services or products. However it does contract for work that cannot be done by employees such as those in areas of construction, maintenance, and repair.

The college adheres to the standard state of Washington laws and regulations concerning contracting as its purchasing policy. The state of Washington, [Department of Enterprise Services/Contracting & Purchasing](#) web site has links to all policies, rules and regulations required by all state agencies

The college also uses the Office of Financial Management's [State Administrative & Accounting Manual \(SAAM\)](#) as its guide to interpreting the RCWs and WACs concerning contracting.

There are many types of contracting depending on the commodity or service to be procured. Rules are written for each category. Examples include contracts for personal services, client services, and purchased services. The Purchasing Office has a purchasing quick reference procedural guide for campus staff which includes basic information regarding the state rules and the college's internal processing procedures. The college's purchasing officer is knowledgeable about state regulations in regard to purchasing and is available to assist all employees in following those guidelines.

Academic Freedom

- The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The institution publishes and adheres to policies ensuring academic freedom and protecting its constituencies from inappropriate internal and external influences, pressures, and harassment. Moreover, the board of trustees receives reports from the institution concerning any violations of this policy.

References: [Faculty Negotiated Agreement \(Article V, Section 1\)](#), [College Policy Manual \(2.001\)](#), [Board Executive Limitation EL-2](#)

- Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

The college fully supports the freedom of faculty, staff, administrators, and students to freely examine thought, reason and perspective of truth and allows others the freedom to do the same. The right to academic freedom is affirmed in the college handbook (policy manual), the student policy manual, and the faculty negotiated agreement.

References: [Faculty Negotiated Agreement \(Article V, Section 1\)](#), [College Policy Manual \(2.001\)](#), [Board Executive Limitation EL-2](#)

- Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

The college is a teaching institution and does not require research on the part of its faculty which minimizes the inclusion of individual scholarship in the content of most courses. The college supports, teaches, and enforces copyright and intellectual property rights for both its students and faculty.

Finance

- The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

Centralia College's board of trustees operates under the principles of the Carver model of policy governance. Under this model, the board has chosen to delegate the responsibilities of authority of finance and budgeting to the president with clearly established [executive limitations](#). A report to the board is delivered annually.

Working within these established limits, the college budget process involves not only the administrators tasked to develop and monitor the finances and budget, but also a Budget Review and Planning Committee consisting of members from all areas of campus. This committee is tasked with providing communication between senior administration and the campus community. This is accomplished through public minutes, and a FAQs site as well as campus forums.

The college, as a state agency, is required to follow the [rules and regulations](#) issued by the Office of Financial Management (OFM). Similarly, the state of Washington has [prescriptive regulations](#) on the types of investments state agencies (such as Centralia College) can participate in.

The college is fortunate to have avoided borrowing funds and has no debt currently. This fiscal philosophy has enabled the college to be in a sound financial position at this time.

– Human Resources

- The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Centralia College maintains a sufficient number of qualified personnel to carry out its stated mission. Staffing levels are reviewed through each budget development cycle, in order to meet student needs and to maintain fiscal integrity. Supervisors are required to justify position requests, both new and vacated positions.

The college follows well-established policies and procedures for recruitment, selection and, hiring of employees, which are clearly stated on job announcements and in the internal job descriptions on file for each position. All job descriptions are reviewed during an employee's evaluation period (classified staff are evaluated yearly and exempt staff are evaluated every other year) and accurately reflect expectations of the position, level, salary placement, and duties/responsibilities within their scope of work.

- Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Performance evaluations are required for administrative, exempt and classified staff as outlined in Centralia College policies and by [contract](#). Formal employee performance evaluations are required every other year for exempt staff. All classified staff are evaluated yearly. The formal evaluation includes an opportunity for the review of the employee's position description and discussion regarding professional development. Annually, goals from the prior year are reviewed and new goals are set for the upcoming year.

Classified employees are evaluated by using the form prescribed in the [contract](#). Classified employees meet with their supervisors to go over the evaluation providing a time for feedback and personal evaluation.

Exempt employees are evaluated through a knowledge, skills, and abilities ([KSA](#)) form. The supervisor and employee choose the names of five peers to evaluate the employee using the KSA, the employee completes a self-evaluation on the KSA form, and the supervisor completes a KSA for the employee as well. The position description is reviewed and a professional development plan, recommendations, and goals are explored.

Faculty

- The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Faculty at Centralia College can request funds through the Extended Studies Program for faculty professional development (Article VIII, Section 1-3, 2014 – 2017 [faculty negotiated agreement](#)) to provide resources for materials, activities, and equipment to assist and encourage faculty members to realize professional potential. The program is overseen by the vice president of Instruction and the Faculty Professional Development Committee.

All full-time, probationary, and pro-rata faculty members are allocated \$350 per academic year for the acquisition of professional development materials, membership dues to professional organizations, and/or professional development activities.

Qualified faculty members are reimbursed up to \$300 for each credit earned in courses taken related to their professional development and growth. The \$300 per credit can be granted for tuition/registration, expenses including tuition, books, housing, and expenses in cases where alternative housing is required. Qualified faculty will be eligible for up to \$3,000 or 12 quarter credit hours per fiscal year.

In 2013 Centralia College reinstated sabbaticals after a period of hiatus. The committee met and awarded three sabbaticals, with presidential approval. The committee meets every year, per contract, to determine the number of sabbaticals and number of quarters available depending on budget and sabbatical leave proposals received. The committee had adopted criteria for proposals that require approval by the Centralia College president.

Classified and Exempt

There are also classified training funds available in the amount of \$300 per employee each year and \$300 per exempt employee per year. Training funds can be accessed for professional development of the employee either in the form of tuition/registration, workshops, and outside trainings.

The Centralia College Human Resources Office provides training opportunities for staff and faculty throughout the year. The Human Resources Office provides a monthly training on various topics which include Washington state ethics, FERPA, diversity focused trainings, and legal compliance related trainings. HR also works with other areas and departments on campus to introduce other relevant topics to staff and faculty. When possible, Centralia College brings in outside trainers to present on additional relevant topics to employees.

Centralia College also participates in the quad-campus Leadership Development Program. The Leadership Development Program is a professional development program designed to increase leadership skills across the institution and at all levels. Each academic year, up to 32 employees are chosen to participate in the program. The class is a diverse one ideally consisting of equal numbers from each of the participating institutions and equal numbers from each area - Instruction, Finance and Administration, and Student Services. The class preferably scans the gamut of job types within the organization. The cohort begins with a brief four-hour orientation. During the 10-month training sessions (four hours one Friday per month), the participants learn leadership theory, and become better suited to guide their organization through future initiatives and challenges. The program includes a diversity component and closes with a problem-solving workshop and a graduation in the spring.

As part of the Washington State Community and Technical College System, Centralia College employees are encouraged to participate in state supported commissions organized around functional areas. For example, all directors of financial aid, registrars, workforce deans, student development directors, multi-cultural directors, and all instruction and student services vice presidents respectively [meet quarterly](#) to discuss important issues facing their areas, share best practices, and participate in professional development and training.

- Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

The college currently employs 53 full-time, 20 pro-rata, approximately 137 adjunct faculty members, and 11 Department of Corrections faculty, all of whom meet the qualifications established by the State Board for Community and Technical Colleges as stated in WAC 131-16-80 and WAC 131-16-90. Full-time and pro-rata faculty members are hired in all major disciplines to provide professional guidance in the creation and delivery of the curriculum in their areas of expertise, to serve on the college's standing committees through which policies are developed and advanced for approval, and to ensure the integrity and continuity of the colleges academic programs. In particular, the [Instructional Council](#), which is charged with maintaining the quality, integrity, and rigor of the college's curriculum and educational programs, includes representatives from all instructional units and requires a minimum of five teaching faculty members be present to conduct business. The college is in compliance with program accrediting bodies in regarding to numbers and status of faculty.

Adjunct faculty members are hired to teach sections that cannot be covered by full-time and pro-rata faculty members, and to bring specific expertise not represented by the permanent faculty. The college strives to ensure the majority of its courses are taught by its permanent faculty.

- Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Centralia College's primary focus in teaching and does not require that its faculty engage in service, scholarship, research, and/or artistic creation, although it does recognize these as professional development activities that can lead to salary advancement. In addition to teaching, it does require that full-time and pro-rata faculty participate in student advising and college governance through participation in its standing committees, tenure committees, and hiring committees.

Workload expectations are established in the [faculty negotiated agreement](#), and compliance is monitored through annual workload meetings between the faculty member and dean.

- All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Adjunct Faculty

An adjunct faculty who has taught less than two quarters of classes at the college is considered "first time" and will be evaluated each of their first two quarters and annually thereafter. Other adjunct faculty members are those who have completed two quarters of instruction at the college and will be evaluated annually. The rotation of annual evaluation is developed, tracked, and managed by the Instruction Office.

First-time adjuncts will be evaluated during the first two quarters of teaching in the following manner: a) during each of the first two quarters, written student evaluations will be performed and a summarized report of the results will be provided to both the faculty member and appropriate supervisor; b) by the end of the second quarter, at least one classroom observation by the appropriate supervisor will be performed; and c) during each of the first two quarters, the adjunct faculty will meet and confer with the appropriate supervisor on the results of the quarterly evaluations. Other adjunct faculty will be evaluated annually with one written student evaluation and one classroom observation by the appropriate supervisor for a single class. The process is included in the [faculty negotiated agreement](#).

Tenured Faculty

Tenured faculty are evaluated in a five-year cycle. Faculty are divided into five groups to be assigned to one of the five years of the evaluation cycle. The post-tenured faculty evaluation process consists of: (a) a post-tenure evaluation committee; (b) a professional development plan; (c) self-evaluation; (d) three sets of student evaluations; (e) peer evaluation; (f) two classroom observations completed by the chair of the post-tenure committee; (g) a supervisory evaluation; (h) workload reports from annual spring workload meetings; and (i) a report written by the committee. The process is included in the [faculty negotiated agreement](#).

Pro-rata Faculty

Pro-rata, full-time temporary, and non-tenured/tenure-track faculty members are evaluated each of the first two years of their appointment, and every other year thereafter. The evaluation is reviewed by the vice president of Instruction and consists of a peer evaluation, a classroom observation, a student evaluation, and a self-evaluation. The process is included in the [faculty negotiated agreement](#).

Tenure-track Faculty

Faculty members in the tenure process are evaluated every quarter for the nine consecutive quarters of their probationary period. Details of the process can be found in the [faculty negotiated agreement](#) and a tenure manual.

– Education Resources

- The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Individual courses are the building blocks of all the college's programs, certificates, and degrees. Courses are developed by faculty members who are specialists in their respective fields. Each course describes how the identified learning outcomes are addressed. The program-level outcomes address how these are linked with certificates and degrees. The courses are then vetted first by departments, then by deans, and finally through a review by faculty, instructional and student services administrators, and student representatives who serve on the Instructional Council, the college's curriculum review committee. The specifics of each course is documented in a course outline that links the course objectives to outcomes of the program or discipline the course supports. These program and discipline outcomes are linked to the five central learning themes the college has adopted.

All credit-bearing courses pass through this process including those that lead to academic transfer degrees, workforce education degrees and certificates, and baccalaureate degrees. The course outlines for these courses are the foundation from which all course syllabi are constructed. By reviewing course syllabi, the deans are able to ensure courses are adhering to the same general content, meet the same course objectives, and are taught at the same level of rigor, irrespective of the faculty member, the location, or the modality in which the course is taught.

The college uses the degree designations of associate of arts (AA), associate of technical arts (ATA), associate of applied science (AAS), associate of science (AS), associate of liberal arts (ALA), associate of general studies (AGS), and bachelor of applied science (BAS), all of which are recognized designators. For the technical degree, including the BAS, the area of specialization or major are also included in the degree designation, e.g., associate of applied science in electronics, robotics, and automation.

- The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

The College has adopted five college-wide [learning abilities themes](#) that every student who completes a degree or certificate achieves. The college-wide student abilities are published online and in the [2013-2014 Centralia College interactive catalog on page 3](#).

Degree and Program Level Learning Outcomes

The [Bachelor in Applied Science Degree Program](#), [Academic Transfer](#), and [Workforce Education degrees](#) and [certificates](#) have clear learning outcomes which are published online and in the [2013-2014 Centralia College interactive catalog on pages 41 - 66](#).

The 2013-2014 educational plans list program outcomes and learning abilities themes and are available in print from counselors and advisors. Faculty/staff can find the educational plans online in [MyCC](#).

Instructional Council enacted a policy that requires all faculty to use [the syllabus checklist](#) when creating syllabi. Syllabi are required for all courses. The syllabus checklist outlines all requirements for a course syllabus, one of which is the anticipated student objectives/competencies/outcomes. The anticipated student objectives/competencies/outcomes apply regardless of where the course is offered (e.g., by contracting agency or campus) or how it is delivered (e.g., face-to-face, online, or hybrid course).

Through the system of linking the student objectives, competencies, outcomes to distribution and program outcomes and on to learning abilities themes, faculty assess student achievement for all learning outcomes. Early 2013, Instructional Council adopted the new linkage between the learning outcomes and requires it on all approved new and revised course curriculum sheets.

Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

All two-year transfer degrees earned by students at Centralia College are in compliance with [institutional practices](#), [Intercollege Relations Commission guidelines](#) as well as the [policies of the SBCTC](#). Likewise, Workforce Education and Transitional Education degrees and/or certificates that are awarded must be in compliance with the policies of the SBCTC as well as institutional practices.

Courses which are credit-bearing must be proposed by tenured faculty or their designees, approved by a department chair, a division dean, the college's Instructional Council and the vice-president of Instruction. Credit hours for courses are assigned according to U.S. Department of Education regulations and Northwest Commission on Colleges and Universities policy as well as SBCTC guidelines.

Courses which are offered at the Garret-Heyns and Cedar Creek correctional institutions, at Centralia College East, and as part of the College in the High School program are subject to the same rigorous curriculum approval processes and follow the same policies for awarding credit as traditional courses offered on the main Centralia College campus.

Official evaluation of credits earned and applications for degree completion are handled by the Registrar's Office. Students submit an application for a degree and the college's credentials evaluator conducts an audit to ensure satisfactory completion of the program.

Courses, certificates and degree programs are reviewed, at a minimum, every five years as a part of a curriculum review process to ensure currency and rigor.

The college-wide decimal grading system can be found in the college catalog (page 16) and on faculty syllabi.

Reference: [Instructional Council, application for degree/certificate, access to student accounts, assessment: curriculum-program review](#)

- Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Centralia College degree programs demonstrate coherent design with appropriate breadth, depth, and sequencing of courses to achieve course and program learning objectives. All instructional programs are required to meet external and internal requirements to guarantee coherent program design, no matter how they are delivered: face-to-face, hybrid, or online. Internally, the [Instructional Council](#) reviews and approves all educational planners, individual courses and course objectives with careful attention to the linkages of course objectives to program outcome and to college learning themes. The degree and course requirements for the baccalaureate and transfer degrees have been developed utilizing criteria and guidelines promoted by the Washington State Higher Education Coordinating Board, the SBCTC, and the ICRC. All academic transfer degrees comply with guidelines established by bodies recognized by the State Board for Community and Technical Colleges that define and adopt policies for transfer. Compliance with these state requirements allows students to transfer to public and independent four-year institutions both in- and out-of-state. There are agreements for direct transfers and major related program transfers between the Washington public four-year institutions and the colleges in the CTC system.

Professional and technical programs utilize advisory committees to promote strong alignment between graduation and program requirements to industry standards. Degree programs in these fields include a preponderance of credits in the technical core area as developed by faculty subject matter experts and industry representatives through advisory committee meetings and correspondence. The breadth of courses and topics within the degrees aims to prepare students for a variety of careers

Centralia College workforce programs that meet important external accreditation or certification standards other than those of the NWCCU include:

Washington State Nursing Care Quality Assurance Commission – Nursing
American Medical Technologists Medical Assistant certification exam – Medical Assisting
National Nurse Aide Assessment Program – NAC exam
National Council Licensure Examination for Registered Nurses – (NCLEX) RN and PN exams
American Institute of Professional Certified Bookkeepers exam – Accounting
IRS Tax Certification exam – Accounting

Washington Association of Building Officials – WABO (Welding)

Regular program reviews of curricula, assessment of student earning outcomes, class observations by deans and the course revision and development processes help to facilitate the ongoing improvement of courses and programs. The use of the Quality Matters protocol ensures that

courses delivered in hybrid and 100 percent online modes are designed to effectively engage the students.

- Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

The responsibility of the [Instructional Council](#) is to approve the design, implementation, and revision of curriculum. The Instructional Council, in an advisory capacity to the vice president for Instruction, discusses and makes recommendations about curriculum, instructional standards, and the academic life of students. The Instructional Council is composed primarily of faculty from every instructional division and from different disciplines of the college. Faculty retain the majority vote. Five faculty represent Academic Transfer Program, three represent Workforce Education Program, and two represent Transitional Education Program. Additionally, one representative each from Counseling Services, Library Services, Centralia College East and Child and Family Studies serve on the council. Ex-officio members are: a recorder, a representative from Admissions and Records Office, the director of Worker Retraining/WorkFirst, as well as the director of the Bachelor of Applied Science Program, the deans and associate deans, and the vice president for Instruction. The council meets bi-monthly during the academic year.

All new courses and major course revisions, whether individual courses or in an academic or workforce program, may be proposed by faculty and/or their departments. These proposals then must be approved by the Instructional Council. In addition, new academic or workforce programs/degrees may be initiated by faculty members. The Instructional Council will review the program prospectus and make their recommendation to the vice president of Instruction.

Centralia College faculty members have an active role in the selection of new faculty. For full-time faculty positions, there is a screening committee with a minimum of five members. Three members are faculty, one chosen by the federation, one chosen by the department in which the new faculty member will serve, and one additional faculty member selected at large by the college preferably from a related or same discipline. The screening committee also includes an administrator, one exempt employee and one additional member who may be selected from academic employees, administrators, and exempt employees, classified staff, student or community members. The screening committee's responsibilities include assisting in screening applicant files, interviewing applicants, checking references, and recommending finalists to the hiring authority. [Hiring processes](#) are set and managed by Human Resources.

Faculty members at Centralia College are supported in their efforts to foster and assess student achievement by the [Assessment Committee](#). Membership is comprised of faculty and instructional staff from all instructional areas. The committee's focus is on faculty and staff implementation, analysis, and recording of assessment activities, which result in program planning and improvement of teaching and learning. The committee meets five to six times annually.

- Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Library faculty work with discipline faculty to ensure that library and information resources are integrated into the learning process. This is done through a library liaison program and partnership with eLearning.

The librarian liaison program ensures that each instructional area has a librarian assigned. The goals of the liaison system are to ensure that discipline faculty members are regularly invited to assist with collection development and for librarians to become familiar with department/program curriculum, degree requirements, and research interests of college faculty. This has been useful in focusing the efforts of the library faculty. As they conduct collection development work and collaborate on instruction it is clear which librarian is responsible for each program or division. The library also sets aside \$500 of the collection budget for new tenure-track faculty to assist with building the collection.

As new programs come on board, the librarians work with program faculty to analyze information resource needs and coordinate the addition of library resources, coordinated instruction, and other library services. For example, library faculty worked closely with the faculty in the planning stages for the Bachelor of Applied Science-Applied Management degree. As a result of that work, four databases were identified for purchase, and library faculty/staff time was allocated to support of the program.

A faculty librarian serves on Instructional Council, and keeps the other librarians up-to-date on developments in curriculum so that librarians can work with the discipline faculty in their liaison areas.

Library faculty engage with discipline faculty when courses undergo development for online or hybrid delivery. When online and hybrid courses are developed, the faculty member initiating the curriculum works with the eLearning faculty liaison on instructional design. A faculty librarian is part of that process early on and reviews library and information resource needs. The eLearning faculty liaison meets individually with the faculty member developing the course to assist with instructional design and to initiate the process for a quality review. This process includes introduction to library and information resources. Subsequently, the library faculty are informed when development is underway and they then make contact with the discipline faculty to review the need for library resources and instruction.

The methods by which library and information resources are integrated into the student learning process include the following:

Development of course-specific [online resource guides](#) that provide students in both face-to-face and online courses direct access to library resources. These guides are curated either by librarians or by discipline faculty, or as joint developments. Interested faculty have the ability to create and manage their own online guides.

Face-to-face and 24/7 online reference ([Ask a Librarian](#)) ensure students have point-of-need research assistance.

Within the Canvas Learning Management System, there is a link to the library's web site included in the global navigation.

- Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25 percent of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

The college does not currently offer credit for prior experiential learning. It will implement credit for non-traditional learning guidelines that were adopted at the state level in the spring of 2014. These guidelines are in accordance with NWCCU experiential learning requirements.

- The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

The Office of the Registrar, in consultation with instructional personnel including division deans and faculty, ensures courses accepted in transfer meet the college's standards for academic rigor and that their inclusion in a particular degree or certificate does not substantially change its objectives and outcomes.

The community and technical college system has adopted a common course numbering systems and reciprocity agreement that helps to ensure the above when students transfer within the state's community and technical college system.

The college generally accepts credits from institutions that are accredited through a DOE recognized agency.

Undergraduate Programs

- The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Centralia College offers several associate transfer degrees, all of which contain general education components and are in compliance with [ICRC guidelines](#), SBCTC policy and NWCCU standards.

The transfer degrees are as follows: associate of arts, associate in liberal arts, associate in science, and associate in applied science-transfer.

The general education requirements for these degrees are noted on specific program [educational planners](#) as well as on [program degree guides](#) and also appear on pages 32-38 in the college catalog.

Additionally, the college offers several major related program degrees (biology, business, construction management, math education, pre-nursing, technology) which follow the DTA guidelines and share many of the same general education requirements of the aforementioned associate transfer degrees. These also are explained in the respective educational planners.

The general education requirements for the Bachelor of Applied Science-Applied Management degree as well as the Bachelor of Applied Science-Diesel Technology degree are evident in their respective educational planners and appear on page 33 of the [college catalog](#).

- The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

All baccalaureate and associate degrees have identifiable and assessable learning outcomes included in each program guide and syllabus for each course, which are linked to the college mission statement. All general education courses have learning outcomes that are linked to distribution area outcomes or program outcomes and to the college's learning themes. The learning themes embody the global learning outcomes for the general education component of all programs of study at the college.

- The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

All applied degree and certificate programs of study have identifiable and assessable learning outcomes included in each program guide and syllabus of each course, which are linked to the college mission statement. As with all courses, related instruction courses have outlines delineating the course outcomes that are linked to program or distribution outcomes and the college learning themes. The classes are clearly identified and taught by qualified faculty appropriate to the subject matter. Related instruction courses for the Workforce Education Program are quantitative skills, communication, health and safety, and human relations.

Graduate Programs

- Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

Centralia College does not offer graduate programs.

- Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

Centralia College does not offer graduate programs.

- Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

Centralia College does not offer graduate programs.

- Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Centralia College does not offer graduate programs.

Continuing Education and Non-Credit Programs

- Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

Continuing Education has a mix of credit and non-credit courses which are ungraded and not included on the credit transcript. Courses are typically one-credit classes. These courses are designed to meet the needs of adult learners and are offered at a reduced fee approved by the State Board for Community and Technical Colleges.

Non-credit continuing education courses and programs are aligned with the college's mission by serving the needs of local communities and businesses. The non-credit offerings are aligned with the current mission statement, and is supported by END 2.5: 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.

- The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Continuing Education program offerings fall under Instruction in the Workforce and Continuing Education Department. The dean of Instruction for Workforce Education is responsible for this program with a program manager overseeing the day-to-day operations. Centralia College's Continuing and Community Service program falls into six categories:

Continuing Education has a mix of credit and noncredit courses tied to a skill or certification for students (or general public) to remain current or to upgrade skills for jobs, such as emergency medical technician, flagger, forklift operator, FA/CPR. Most of these courses are offered as self-support but if they are part of a degree program then they are developed on a standard course outline and are approved by the college's Instructional Council. Evaluation in credit classes follows the standard procedure for instructor and class evaluation. Courses approved for educational clock hours are submitted to ESD #113 for approval of content and faculty credentials prior to the class being offered. Students wishing to receive clock hours for continuing education apply directly to ESD #113.

Community Education (also known as Community Service) classes are self-supporting and designed to bring a special skill, talent, or interest to community members. Instructors complete course proposal forms approved by the program manager of Workforce and Continuing Education. These courses are not included on the credit transcript. Students evaluate each course upon completion.

Lifelong Learning (or Senior College) includes courses designed for individuals 50 years of age or older. Classes are offered on campus and at senior centers throughout the service district. Students pay a state-supported discounted tuition of \$20 per credit. Course outline forms have been approved by the college's Instructional Council for categories such as art, computer applications, and exercise courses. Lewis County senior centers are provided an annual packet of updated program administrative guidelines and updated lists of courses available. These classes are for non-degree seeking students and are not included on the credit transcript. They are not part of, and cannot be used toward, any degree or certificate.

Adult Special Interest (ASI) classes are guided by the same state and college policies; however, the classes have approved standard course outlines. Most ASI classes are taught at the Centralia College East campus. They are often taught simultaneously with credit-bearing classes by qualified faculty. These courses are funded by the state board approved reduced fee for lifelong learning. Students complete evaluations at the end of the courses.

Contract classes for business and industry include custom-designed courses to meet the needs of specific businesses. Classes are requested by companies and are not open to the general public. Costs are covered by contract and not by individual tuition. Evaluation is based on feedback from the company that contracts for services. Many companies use the college to facilitate their industrial certifications such as flagger, forklift, and FA/CPR certifications required by industry.

Sponsored activities are those that are organized by college students and/or staff and are generally held on the college campus.

Hosted activities are those that are organized by agencies or individuals independent of the college but that take place using college facilities.

All classes in this department are taught by faculty recruited and selected for their expertise in the subject matter taught.

- The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

Centralia College has annual approval by the Superintendent of Public Instruction to offer continuing education units (CEUs) for approved courses with approval from Educational Service District #113. Minimum requirements for clock hour approval have been established by Washington state statute. According to these requirements, clock hour offerings must:

Be directly related to an assessed district need.

Have specific goals, objectives, and agenda include with the application.

Be three hours or more in length.

Be provided by a presenter who has the appropriate expertise in the subject area, field, or occupation and experience making presentations.

Have an evaluation plan to determine the effectiveness of the presenter, the extent to which the objectives are met, the quality of the materials used, the adequacy of the facilities and suggestions for improvement. These courses are designed to support workplace learning and support the college mission and the END 2.5.

The college submits a clock hour approval form, instructor resume and course outline to ESD 113# for approval. It is up to the individual student requesting the clock hours to apply directly to ESD #113 for awarding of the hours.

- The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Program records are maintained in the Workforce and Continuing Education Office on a quarterly profit manager which monitors offerings, enrollment, costs, contracts, and income. All registrations and business transactions regarding continuing and community education utilize the official college processes and offices. Yearly data is reported to the board of trustees in the monitoring report for END 2.5.

– Student Support Resources

- Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Centralia College offers a variety of support services, consistent with its mission and core themes, to create effective learning environments that support student success and achievement

Guided by the Council for the Advancement of Standards in Higher Education, and by the Handbook of Best Practices of the Washington State Student Services Commission, Student Success supports Centralia's mission: Improving people's lives through lifelong learning and its three core themes: Access, Diversity, Persistence; Education Programs; and Stewardship. Defined student learning outcomes guide assessment, which in turn drives budget and planning, all in an effort to maintain effective learning environments for student success. Student success programs and services may be categorized into three major groups: student-specific services, academic support, and student life.

Student-Specific Services

Centralia responds to specific student needs through a number of focused programs, including the following:

Center for Disability Services: Centralia College complies with Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, and all other applicable state and federal regulations that prohibit discrimination on the basis of disability. Centralia College supports an integrated learning experience for students with disabilities by promoting an environment that is free from physical and attitudinal barriers. Services and academic adjustments provided by the Students with Disabilities Office are designed to ensure that students with disabilities have equal access to all college activities and programs. In addition to approved academic adjustments and services, educational planning, advising and learning strategies are available. Disability Services serves more than 200 students annually.

Counseling Center: Counseling services and workshops are available to assist students with personal, emotional, and academic situations that may interfere with their education. Short-term counseling services are free of charge to all students. Faculty counselors at Centralia College are licensed mental health counselors for the state of Washington.

Educational Counseling: Educational counseling provides assistance with study skills, academic deficiencies, test anxiety, setting realistic goals, transfer information, program planning, and class scheduling questions. Test interpretation is provided for the ASSET and COMPASS placements.

Child & Family Studies-Children's Lab School: The Centralia College Children's Lab School provides quality child care and child development at affordable prices, thereby increasing access to quality Child and Family Studies programs and increased retention rates for student parents, as well as serving their unique needs. The program brings compassionate, research-based care and education to children ages one month through five years. The reduced fees and flexible scheduling enables student parents to afford more credits and spend more time in class and studying. Sixty percent of CFS students (children of parents) complete classes, a program or degree. The licensed program utilizes teaching methods designed to meet each child's needs physically, socially, emotionally, cognitively and creatively. Parent participation is crucial to all areas of the program. Since 2008, more than 478,000 contact hours have been accumulated.

Computer Labs: The computer labs offer a wide variety of services to students. With 78 stations at Centralia College the open lab areas are equipped with state-of-the-art technology and programs necessary for successful completion of college coursework and preparation for transfer to a four-year school or the workplace. Adjacent computer classrooms and additional work stations are available when they are not used for classroom instruction. Computer labs provide quality service and computing resources to enable students to work on projects and accomplish computer-related academic assignments through software applications, the Internet and email.

International Student Programs: The International Student Programs provides admissions, orientation and support services, a four-level college-prep Intensive English Program, host family opportunities, and cultural and social activities, which includes the International Club and Conversation Partners for international students. The International Programs staff also promotes international and multicultural educational experiences for all students and community members. Approximately 56 international students representing 16 countries enroll annually.

Student Job Center: The Student Job Center staff help students find part-time jobs to supplement their educational costs. Job placements are a result of the financial aid work study allocations (federal work study and state work study) the college receives. The office has an open door policy, various resources, and caring staff to assist students with all aspects of job search, including developing resumes, application letters, learning about labor market information, and preparing for job interviews. More than 350 students were placed in both on and off campus jobs during 2012-13, and earned more than \$528,000. Job announcements are placed on the Student Job Center board located in the Student Services area in an effort to connect students to work study, internships and part-time/full-time employment.

Running Start: The Running Start program is a partnership between the SBCTC, individual colleges such as Centralia, and the Washington state school districts. High school juniors and seniors may enroll in Centralia College courses and simultaneously take courses that apply toward high school graduation and college general education requirements. Running Start students do not pay college tuition for college-level courses, but do pay for books and fees. For low-income students these costs may be waived. Running Start students must meet with Running Start advisors for scheduling classes and to make schedule changes, but are otherwise integrated into the colleges and can use and participate in all other services with the exception of athletics. Students accompanied by a parent or guardian must attend an orientation before beginning the program.

Running Start experienced nearly a 5 percent growth in the 2012-13 academic year. The 2012-13 head count was 391, up from 374 the previous year, and the FTE was 302, up from 288 FY 2011-12. Centralia awarded 43 diplomas to Running Start students in June of 2013, to students completing their college degrees at the same time they were graduating from high school. Of those 43, 38 were awarded associate degrees, four were awarded associate in science degrees, and one received an associate in applied science degree. The graduating Running Start students had GPAs ranging from 2.55-3.99. Five students graduated with a 2.55-2.9, 20 students with a 3.0-3.49 and 18 students with a 3.5 or above.

TRiO Student Support Services: Since 1996, the federally-funded Student Support Services (SSS) program annually serves 220 first-generation students that meet low income guidelines or have a documented disability. SSS provides academic support services to help students earn a degree or certificate and transfer to a four-year institution. The 2012-13 annual performance report exemplifies the extent to which TRiO-supported students succeed at Centralia College through intensive case management, tutoring, and educational planning. Ninety percent of TRiO students successfully completed courses and persisted across academic years; 71 percent of students earned an associate degree or certificate, and 60 percent of those that graduated transferred to a four-year institution. Ninety-seven percent of TRiO students were in good academic standing, and 31 percent maintained a 3.5 GPA or above.

Veteran Services: Centralia College is an approved institution for the education and training of veterans, those with prior military service, active-duty military and military-dependent students. In 2012-13, the college served more than 200 students for Veterans Affairs educational benefits. The center provides a comprehensive set of services and specialized instruction based on best practices and evaluative research focused on the unique needs of the veteran student population. The center is a hub for dissemination of community and campus resources, a safe haven for students to connect with a network of supportive students, staff and faculty and a place to access instructional resources including computers. Centralia veteran student enrollment has increased by 24 percent, persistence by 10 percent, and completion rate by 18 percent.

A veteran success steering committee comprised of administrators, staff, and faculty members meets regularly to address institutional barriers to enrollment, retention, and completion for veteran students.

Academic Support

A comprehensive array of specialized services assists students with achieving classroom goals. Services are designed to further their learning, including the following:

Library and eLearning: The Kirk Library provides a broad array of print and digital information resources. Additionally, the library provides access to computers with the full Microsoft Office suite and is the gateway to information resources and academic research tools. Access to the library catalog of books and multimedia materials, high-quality databases, and research aids are available 24/7. Students may borrow materials by showing student photo identification. Librarians and staff are available to assist library users in locating information and conducting research. Librarians are available in person or online 24/7 through the library's live chat reference services.

The eLearning Department in the library provides assistance to all students using online learning platforms such as Canvas. Students can also access online learning support tools such as online tutoring and the online writing lab.

Math and Science Center: The Math and Science Learning Center, located in the Science Center building, is a venue in which students can work collaboratively and receive help and guidance from faculty members and peer tutors. The center also provides an opportunity for advanced students to hone their skills and knowledge through participation in the peer tutoring program.

Tutoring Services: Tutoring Services offers a full spectrum of learning support for campus based and e-Learning students. Centralia offers drop-in, appointment-based, and eTutoring which is accessible 24 hours a day, seven days a week. Tutors work with students one-to-one, synchronously, or asynchronously. Subjects available for online tutoring include: math, statistics, biology, chemistry, anatomy and physiology, Spanish, accounting, MS Office, and writing. All tutoring sessions emphasize proven best practice college success strategies, increased content comprehension and skills proficiency, effective study skill development and test taking preparation, improved time management and motivation, and expanded student engagement opportunities. Demand for tutoring services has risen consistently over the last few years. Student utilization of tutoring has increased 10 percent annually and there has been a 13 percent rise in the number of faculty requests for in-class tutoring assistance.

Peer Tutoring: The Peer Tutoring Center is located in the Walton Science Center. This instructional support technique is used successfully with students at all levels of study. Peer tutors assist students who need help in mastering a subject area.

Writing Center: The Writing Center serves students with drop-in and scheduled appointments offering support for all levels of English, writing, reading, communications, and conversation partners for English as a Second Language learners. Tutors receive specialized training and ongoing support from an English faculty member. The Online Writing Lab, an extension of the English department's Writing Center offers a variety of self-help tools and an email-based draft consultation service. This enhancement provides assistance to students with little to no free time on campus, or attending classes at CCEast. Writing resources include handouts, PowerPoints, and web links to help students with writing.

Student Life

The Director of Student Life oversees student government, budgets for all student-funded programs, organizations and clubs, programming of campus activities and support services to other student services departments, new student orientation, and advisory of student life issues and concerns.

Student life is fully described later in Standard 2.D.11.

Beyond student-specific services, academic support and student life, Centralia College supports student success with access to physical spaces that promote community development and engagement. In addition to study space provided in the Student Center, TRiO, Veterans Center, and Kirk Library, open study spaces are scattered throughout the campus. Designing space for student collaboration is a key element of the new Campus Commons as well as campus facility master plans.

- The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Centralia College is committed to providing the safest and most secure environment possible for its students, faculty, and staff at all locations where the college offers programs and services. To do so the college provides campus security text alerts via the [e2campus notification system](#), contracts for part-time security services, maintains an extensive video camera security monitoring system, provides a non-911 campus emergency phone number (extension 232), participates in the [Washington State Rapid Responder](#) building mapping program, and monitors the county's emergency services 9-11 dispatch alerts for incidents on or near the campus.

The college develops and maintains its safety and security procedures with input and oversight from students, faculty, and staff. The principle vehicle by which this occurs is the [Campus Facilities and Safety Committee](#). The committee meets once per month during the fall, winter, and spring quarters and is composed of students, faculty, and staff from all parts of the campus. The committee reviews incidents related to safety and security, improvements to the campus alert system, and provides input and oversight on specific and general topics related to safety and security. Committee members disseminate critical information and solicit feedback from the areas they represent and the committee hosts as needed [safety and security forums](#), which enables the college to address current safety and security issues that are important to students, faculty and staff.

The Behavioral Intervention Teams receives, investigates, and responds to reports of concerning or troublesome behaviors of students and other members of the district community that may pose a threat to self or others. Members of the committees include the campus judicial advisors, counselors, and campus safety staff.

The college creates and adheres to [campus security policies](#) (1.100, 1.102, 1.160, 1.300) meant to maximize campus security and create an environment in which all constituents are safe. In accordance with federal and state regulations, the college makes available all [crime statistics](#), [campus security policies](#), and other disclosures required by those regulations. The college also compiles, tracks, analyzes, and makes available supplemental data and statistics from [safety and security logs](#), [911 dispatch logs](#), [non-911 emergency call logs](#), [files and data on risky individuals](#) that have been not-trespassed from campus, and safety and security related questions from the biennial [Noel Levitz Survey](#).

e2Campus Alerting System: The college's [e2campus notification system](#) allows notices, including security, emergency and weather alerts, to be sent to enrolled participants. The system also allows participants to receive the same alerts via home and work email addresses. The college's goal is to have 100 percent of campus constituents enrolled in the e2campus system. The college actively promotes the system via flyers, handouts, digital signage and the Centralia College web site. Students and employees are encouraged to add their cell phones as an emergency contact. On a quarterly basis, typically at the 10th day mark, all active student email address are collected and uploaded to e2campus. At the same time an employee email list is taken from the Microsoft Exchange email system and also uploaded into e2Campus. For the 2013-14 academic year, approximately 460 (68 percent) employees enrolled in e2Campus and approximately 1,540 (48 percent) students enrolled.

Western Washington Merchant Patrol: The college contracts with [Western Washington Merchant Patrol](#) to provide part-time security services. These services entail having security officers present at the bookstore and other locations during times when large amounts of cash transactions are taking place, nightly security officer patrols of campus grounds, parking areas, and buildings, and extended security officer coverage/patrols during select campus events. Contracted security officers serve primarily in a monitor and report capacity and make daily submissions to the campus security log regarding activities, events, and incidents related to campus security.

Video Camera Security Monitoring System: The college has a video camera monitoring system that makes use of a total of 36 security cameras and 10 terabytes of video recording capability. This system enables campus facilities staff to monitor areas on campus during times when security risks are greatest and to provide video evidence of safety and security related events after the fact. This system has proven especially effective in improving the safety and security of campus parking lots.

Campus Emergency Phone Extension: The college also offers a non-911 emergency phone extension (extension 232), which is in operation during working hours, Monday through Friday, 8 a.m.- 5 p.m. year-round, and from 5 p.m.- 7 p.m. on scheduled school days (not including summer). Typical reasons for faculty and staff to call extension 232 include when they witness an individual violate the [Student Rights and Responsibility Code WAC 132L-120](#), witness suspicious behavior, need an escort to their vehicle, see graffiti or vandalism of campus facilities, or witness/discover a building emergency, such as strong smell of gas, some sort of alarm going off, a smell of smoke, see steam coming from toilets, discover several lights or electrical outlets that are not working, discover that campus phones (switchboard) are not working, or discover there is no water in a building. This reporting system enables campus administrators and facilities personnel to address safety and security issues before they become emergent and notify the county's emergency services when appropriate.

Washington State Rapid Responder Program: The college is an active participant in the Washington State Rapid Responder building mapping program. This program requires some college personnel to complete required training, submit up-to-date building plans and go through the official registration process for the computerized program. Each December the college's facilities staff reviews and updates all building plans and campus maps for accuracy. The last update occurred on December 31, 2013.

County's emergency services 9-11 dispatch alerts: College administrators and facilities staff also monitor the county's emergency services 9-11 dispatch alerts for incidents on or near the Centralia College campus. A log of these alerts is kept by facilities staff and is available to the public upon request and to faculty and staff via MyCC. The alerts themselves are sent to campus personal via text message. They provide notice of incidents as soon as the county's 911 dispatch notifies first responders.

The college makes available all [crime statistics](#), [campus security policies and other disclosures](#) required by federal and state laws. This includes compliance with the reporting requirements of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of Amendments of 1989 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998. The college informs all employees, students and prospective students of this report and provides this report upon request. Clery-mandated annual campus safety and security, crime and fire statistics as well as campus safety and security policies are available on the [Centralia College web site](#).

The college surpasses federal and state reporting requirements and has developed additional safety and security reporting measures to further enhance student safety and security. This has led the college to compile, track, analyze, and make available supplemental data and statistics from [safety and security logs](#), [911 dispatch logs](#), [non-911 emergency call logs](#), [files and data on risky individuals](#) that have been no-trespassed from campus, and safety and security related questions from the biennial [Noel Levitz Survey](#). Through the use of this information the college has been able to better monitor potential problem locations at specific times, make contracted security personnel available when necessary, mitigate potential conflicts before they occur, and use the video security camera system to improve the safety and security of students. The college submits an annual security report which includes Clery Act information and local crime statistics.

In addition to the main campus, Centralia College also maintains a site in Morton known as [Centralia College East](#), the [Garret Heyns Education Center](#) at the Washington Corrections Center in Shelton, and the Cedar Creek Education Center at the Cedar Creek Corrections Center in Littlerock. The Centralia College East campus in Morton makes use of Lewis County's emergency 911 services to provide a safe and secure environment for students, faculty and staff. Annual crime and safety statistics for Centralia College East are recorded and included in all federally mandated reports. Centralia College East also has access to extension 232 to report and log suspicious individuals and events at the Morton branch. All aspects of safety and security for students and property at Garret Heyns Education Center and Cedar Creek Corrections are under the jurisdiction and control of the Washington Department of Corrections.

These comprehensive efforts enable the college to adequately provide a safe and secure environment for students and their property at all Centralia College locations.

- Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Centralia recruits, admits, orients and advises students with potential to benefit from its educational courses and programs. Centralia provides timely, useful and accurate information to prospective and current students pertaining to admissions information, academic requirements, and graduation and transfer policies.

The Public Information Office produces college promotional materials. Educational publications and information on programs of study, certificate and degree requirements, graduation and university transfer policies, and other key student information are available on the college web site, the iCatalog, printed quarterly schedule of classes, and in focused brochures at key campus and off-campus locations. All information is updated as needed.

Marketing and recruitment efforts are shared throughout the campus. Leadership is provided by the Marketing and Recruitment Retention Team (MARRT) and Student Services. Faculty conduct outreach efforts to local schools as well as open their classrooms to prospective students that visit and [tour](#) the campus with one of the Student Activities/Admissions Team (SAAT) or arranged by one of the two TRiO pre-college programs, Talent Search or Upward Bound. TRiO Talent Search and Upward Bound staff conduct outreach college awareness and academic support services to 11 school districts in the college service area serving approximately 875, seventh through twelfth graders that are first-generation college-bound students and meet low-income guidelines established by the Department of Education. The Financial Aid Office in partnership with TRiO provided 16 financial aid information workshops at area high schools during December 2012 and January 2013.

Advising

New and transfer students are required to apply for admission, take a placement test, and contact Enrollment Services in person or by phone to request an appointment to attend an advising fair. During the advising fair, students learn about college procedures and policies, meet with an advisor from a major area to discuss plans, review assessment of academic readiness, select and schedule courses, identify a permanent advisor, and register and pay tuition and fees. Once students are enrolled, they are expected to meet with their assigned advisors each quarter to discuss progress and to plan their class schedule for the quarter. The advisor provides a registration PIN, which allows students to register for classes online.

[Advising/Educational Planning](#) – After completing the COMPASS placement test, students work with the Counseling and Career Planning Office to assess student readiness for college coursework, and select courses that provide the right amount of challenge and workload. The college academic standards policy is posted on the college web site and in the iCatalog which provides detailed information regarding low grade policy, warning, probation, one-quarter suspension and appeals process. Centralia also provides targeted advising services through International Student Programs, intercollegiate athletics, opportunity grants, worker retraining and other specialized programs.

- In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

The college's process for program elimination is delineated by the [Instructional Council structure document](#). In the event of program elimination, the division dean and the vice president of Instruction would complete an administrative program review. Program elimination is an action taken by the college after significant study and communication with advisory committees, faculty, staff and the SBCTC. Labor market information is tracked and analyzed based on local/regional employer needs. Once a decision has been reached to eliminate a program, the college no longer accepts new students into the program. Students enrolled in the program are informed of the program's elimination and the importance of completing program requirements in the proper sequence. The program is continued until the graduation date for enrolled students has passed. Graduating students are encouraged to apply for graduation by November 30, to allow time for a credit evaluation which indicates which course work remains to be completed to satisfy graduation requirements. The timing allows for students and faculty to accommodate any changes in course work. The college catalog indicates the dates, procedures and forms required to complete the application for graduation processes. Any lingering students are worked with on an individual basis to ensure they have completed program requirements.

Based on emerging employer needs or new technology, significant changes in program requirements may be needed. Enrolled students are informed prior to changes being implemented of these revisions so they can be incorporated into their planning. Proposed program changes are given campus wide review through the Instructional Council. Once this body has approved any changes, these are reflected in revised program sheets, recruitment material and on the college's web site. Program faculty, when needed, also work with students on an individual basis suggesting alternative courses that will satisfy program objectives. Substitutions for courses that have been changed or are no longer offered must be approved by the Workforce Education dean in consultation with program faculty. This process is addressed under time restriction for graduation on page 20 of the [current catalog](#).

Several examples showing the college's efforts to assist students in program completion are the Natural Resources and Farm Management programs. Due to a local decline in the job market and reduced enrollments in these programs, it was determined, in collaboration with the program advisory committees, to discontinue the programs. Students who were enrolled in each of the programs were notified and possible options for completion were reviewed with them. In some instances, collaboration with surrounding community colleges was necessary for specific course completion and in the Farm Management Program students were issued refunds in order to phase out the program.

References: [College handbook](#); [Instructional Council structure document](#)

- *The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:*
Institutional mission and core themes;
Entrance requirements and procedures;
Grading policy;
Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
Rules, regulations for conduct, rights, and responsibilities;
Tuition, fees, and other program costs;
Refund policies and procedures for students who withdraw from enrollment;
Opportunities and requirements for financial aid; and
Academic calendar.

The iCatalog, available on the college web site, provides comprehensive information regarding programs, policies, costs, services, and personnel. The iCatalog is developed through a collaborative process directed by the vice president of Instruction and the Public Information Office. The iCatalog's main sections include:

College mission and core themes
Entrance requirements and procedures
Grading policy
Information on academic programs and courses with degree and program completion requirements
Program and degree learning outcomes and required course sequences (when applicable)
Names, titles, degrees held, and conferring institutions for administrators and full-time faculty
Rules and regulations for conduct, rights, and responsibilities
Tuition, fees, and other program costs
Refund policies and procedures for students who withdraw from enrollment
Opportunities and requirements for financial aid
Academic calendar

- *Publications describing educational programs include accurate information on:*
National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;
Descriptions of unique requirements for employment and advancement in the occupation or profession.

Licensure and entry requirements for appropriate professional technical programs and descriptions of curriculum guides, unique requirements for employment and career advancement are available to students on the college web site, the iCatalog and included on department brochures. The college web site also contains the Higher Education Act gainful employment and graduation rate data.

- The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Centralia College complies with requirements of applicable Washington state records retention schedules. Paper records are filed, stored, and removed as prescribed in the retention schedule. A large portion of records are maintained electronically through the student management and financial aid management systems used by all state community colleges. System maintenance and backup is facilitated by the SBCTC. Centralia maintains confidentiality of student records as provided by the Family Educational Rights and Privacy Act of 1974 (FERPA). An explanation of student FERPA rights appears on the district web site and in the iCatalog under Notification of Student's Rights under the Family Educational Rights and Privacy Act. Additionally, the college blocks release of directory information for students who request information not be disclosed. All staff members with access to students' records are required to complete FERPA training and sign a confidentiality statement prior to accessing records.

- The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Centralia College provides a well-managed, effective, and accountable program of financial aid consistent with its mission and student needs. Centralia College helps students access financial aid funds from a variety of sources including: grants (federal, state or institutional funds); federal Pell Grant, State Need Grant, Opportunity Grant or a Centralia College grant; workstudy (federal, state or institutional funds); federal or state workstudy, student employment; scholarships (institutional or community funds); and Centralia College scholarships. More than 80 percent of Centralia College students receive need-based financial aid. Centralia College recognizes the importance of financial support in a student's decision to attend college, and college staff work hard to match student need with resources as appropriate.

The financial aid web site is a primary information portal for both incoming and returning students. The site provides information about scholarships as well as traditional aid sources. Financial aid staff are available to assist students seeking information or clarification and assist with orientation, advising, and in the outreach information sessions at the local high schools.

- Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Centralia College does not participate in the Stafford student loan program. Students are able to obtain a short term loan and alternative loans through outside lending agencies. Centralia College offers a payment plan to help students spread the cost of tuition and fees throughout the quarter.

- The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Centralia College designs, maintains and evaluates a systematic and effective program of academic advising to support student development and success. Academic advising staff provide services and tools to help students understand their educational options, degree requirements, academic policies, transfer options, referral to campus resources, and transcripts and credit evaluation. Academic advising is provided by faculty and counselors who are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students. Assessment and continuous improvement ensures students are well served, progressing and completing degrees and certificates in a timely manner. Centralia College provides advising services to support specialized needs and additional requirements of program participation for high school completion, TRiO Student Support Services, International Student Programs, intercollegiate athletics, Opportunity Grants, and worker retraining. Each department considers the specialized needs of these students to understand additional requirements and resources that participating in these programs make possible. New student orientation is conducted through the Student Life and Involvement Center.

Faculty counselors and advisors participate in professional development opportunities including the National Academic Advising Association conferences and workshops to learn and implement best practices. Advisor training for specialized programs, such as TRiO, International Student Programs, intercollegiate athletics, Opportunity Grants, and worker retraining is managed by the individual department.

As part of the Centralia's continuous improvement efforts, a variety of student success workshops are available to all students to address areas of concern such as successful tips, learning strategies, note taking, test anxiety, math skills, career planning, health, plagiarism, and financial literacy.

Centralia has plans to implement an early alert system to assist students who are experiencing academic difficulties.

2.D.11- *Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.*

[The Centralia Student Life & Involvement Center \(SLIC\)](#) is the headquarters for student involvement. The office oversees student government, budgets for all student-funded programs, organizations and clubs, programming of campus activities and support services to other student services departments, new student orientation, and advisory of student life issues and concerns. SLIC improves student lives by providing high quality, co-curricular and extra-curricular activities that promote student involvement and leadership in an effort to create a community that values diversity.

Student Admissions and Activities Team

The Student Admissions and Activities Team (SAAT) plans and presents events that focus on cultural, social, recreational, educational and ethnic topics for students in the community. Activities include films, speakers, performing arts, midday and evening entertainments, and sponsored trips. Members of SAAT do outreach to area high schools by providing admissions information.

Associated Students of Centralia College

Centralia College recognizes the ASCC Student Government as a part of the college's governance structure. The ASCC Student Government serves as the recognized representative of Centralia College students. The constitution and bylaws are available in the Student Government offices and Student Life and Involvement Center in the Student Center Building. Opportunities are available for students to become involved in the governance process by serving on college committees. Students have the opportunity to serve on a variety of committees such as the Services and Activities Fee Student Budget Committee, Instructional Council, Student Policy Council, Student Judicial Board, and other task forces or committees.

Clubs and Organizations

Student clubs and organizations offer opportunities for students to meet other students, satisfy special interests, and contribute to campus life. Students can organize and join associations to promote their special interests or organize new clubs. Current clubs include: the Electronics Club, the Gay Straight Alliance, Latinos Unidos, Phi Theta Kappa, Nursing, Psychology Club, ROTARACT, Ski Club, and the Players Club. Other groups include: International Student Club, Diesel Technology Club, East County Organization of Students, and Pro Musica.

- If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Centralia College has three auxiliary enterprises including student housing, food services and the bookstore.

Student Housing: The college offers limited on-campus housing options (29 bedrooms as of spring 2014) for international students and student athletes. On-campus housing provides a safe, convenient alternative to living with host families or other housing alternatives. Student housing is operated by the Business Office. The Business Office oversees policies and procedures, produces a handbook, a contract, and a check in/out form for the students. Payments and deposits are processed through the Cashier's Office. In addition, staff work directly with the students and respond to any issues that arise. The rules governing these houses are in place to ensure a safe, comfortable learning environment.

Food Services: Centralia College provides food services in the Student Center Building, as well as vending services at multiple locations around the campus and at the branch campus, CC East, in Morton. The food services supervisor has 39 years of experience in the industry. In addition to providing excellent food options for the campus, Food Services has supported campus sustainability efforts by using, where possible, biodegradable paper and plastic products. The Lewis County Health Department mandates the college's health and safety standards and inspects the cafeteria and food preparation areas twice a year. The outstanding inspections Food Services receives demonstrate its commitment to health and safety standards. Input is solicited from the campus whenever major changes are being considered such as the closure of the Blazer Bite during the summer. In the past, Student Government had feedback cards available for students and when there was feedback related to food service, it was shared with and responded to by the Food Services director. Currently, Food Services has a suggestion box located in the cafeteria with cards for customers to fill out and provide feedback.

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

To help students deal with the escalating cost of textbooks, the bookstore provides a book buyback program at the end of each quarter, operates a book rental program, and provides ISBN numbers enabling students to research other textbook purchasing options. The store complies with rulings delineated in the state's House Bill 1224 which requires colleges to lower course material costs.

Bookstore staff (67 percent are former or current students) know their customers and provide a user-friendly environment. The store maintains an open-door policy and listens to student comments, concerns, and suggestions. Staff meet regularly with representatives of the Student Admissions and Activities Team and Student Government to discuss operation and improvements. Many products and newly implemented programs have been suggested by students, faculty, or staff members. These include a textbook rental, a book swap, a buyback quote, and a textbook reservation program.

Faculty, staff, and students have the opportunity at any time to provide input to the bookstore about policies and procedures. For example, bookstore staff seek faculty opinions and suggestions regarding bookstore products and/or services. When the online textbook adoption program was initiated, bookstore staff asked faculty volunteers to test it and provide feedback. Once the program was determined to be user-friendly, it was implemented for all faculty. Additionally, the textbook rental program would not have been possible without faculty involvement and cooperation. The bookstore works cooperatively with departments on campus to accommodate changing requirements of programs. It supports campus events including job fairs, the Walton Science Center open house, breast cancer awareness promotions, and SpringFest events. It assists with display cases in the Student Services building foyer and the Health and Wellness Center. Within the larger community, the bookstore displays products, provides college information, and donates door prizes at several yearly events. While striving to be an integral part of the campus, the store hosts many activities including coffee tastings and other in-store promotions as well as local author book-signing events. The bookstore also assists with textbook shipments to a sister college in Malawi, Africa.

- Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Centralia College's [Athletic Department](#) is dedicated to the academic, athletic, and social growth of every participating student. The program and student athletes are closely monitored to ensure the educational mission of the district is being met. Centralia is a member of the Northwest Athletic Conference (NWAC) and meets all NWAC requirements. Student athletes are required to satisfy the same degree requirements and financial aid policies and academic standards. The district files the U.S. Department of Education, equity in athletics disclosure report annually. Students who participate in athletics may receive financial aid awards and scholarships to assist their achievement of transfer degrees, professional-technical degrees and certificates, and preparation for successful transfer to accredited baccalaureate programs. The athletic program collaborates with the district's Financial Aid Office and the Centralia College Foundation to identify funds to support financial aid awards for eligible student athletes.

Oversight of the athletic program is conducted by a full-time athletic director who serves as the budget authority and departmental administrator for all athletic facilities and programs, as well as the supervisor for all coaching staff.

- The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Centralia maintains an effective identity verification process for students enrolled in eLearning courses to establish that the student enrolled is the same person whose achievements are evaluated and credentialed. Canvas, the district's online learning management system, is accessed by a Centralia-assigned student identification number, along with a password of six or more characters. Students are notified by email of their user name and temporary password and advised of parameters for developing a complex password to increase security of their account.

A lower level of identity verification is inherent in the quarter-long weekly structured activities of our courses. Faculty use interactive discussion forums that are writing-rich and involve regular student-instructor interaction. This technique, based on national best practices, provides instructors the ability to observe writing and communication styles which supports recognizing the work of individuals. Faculty use this technique to enhance student learning and to deter plagiarism.

Identity verification using photo ID is required in all forms of test proctoring used during high-stakes exams. Proctoring is available on campus for no charge in testing centers. Student can arrange other proctors that are approved by the instructor or eLearning staff. Arranged proctors are oriented to the student photo identification and test security procedures. These services are typically provided at no cost, but students may at their own discretion select to arrange proctoring with fee-basis organizations. Electronic proctoring is also available using the Tegrity test proctoring tools via webcam with audio. The process has a built in step for presentation of photo ID. Finally, eLearning staff use Collaborate web meeting tools to proctor students at a distance in real-time following the same photo ID and test security protocol as used with other services.

- Library and Information Resources

- Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever and however delivered.

The Kirk Library provides access to library and information resources at the appropriate breadth and depth to support the college's mission, core themes, programs and services, wherever and however delivered. These resources include:

- hardcopy collection of books (26,000 holdings)
- video and other physical media collections (4,500 holdings)
- online video collection (>18,000 titles via Films for Humanities database)
- electronic books (>30,000 titles via e-book databases)
- online reference and online periodical databases (provides access to millions of records through subscription services to 26 individual databases: <http://library.centralia.edu/find/databases.html>)
- Open Access Journals (10,000 titles included in our A to Z journal index)

The direct access holdings, both print and online, are built to support the college's curriculum. The library has reciprocal borrowing agreements with other Washington community college libraries. To further support library and information needs to the fullest, the library provides interlibrary loan and document delivery services for students, faculty, and staff. This service expands access to materials provided through OCLC's WorldCat, an international database of nearly 2 billion holdings of more than 72,000 libraries in over 170 countries.

To ensure that library and information resources meet program needs, each faculty librarian is responsible for collection development for specific subject areas. Collection development is guided by published policy: <http://library.centralia.edu/find/docs/CollectionDevelopmentPolicy.pdf>. Faculty librarian's work with discipline faculty in their liaison areas to develop the collections in response to curriculum changes, acquiring and deaccessioning materials as needed. Collection development activities are regular and on-going.

Access to library collections and services is through the Kirk Library web site. Access to online resources are available 24/7 from any Internet enabled device. Online resources comprise the vast majority of the library's direct access materials.

- Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

The library provides opportunities for users to collaborate on library resources and services, and also uses various data sources to inform planning. Collection development is a good example: Faculty librarians use statistical reports to guide both acquisitions and weeding of materials. These statistics include circulation statistics and database usage reports. Within the library liaison system, faculty librarians routinely connect with discipline faculty in decisions related to collection development and related library instruction.

Library staff and faculty participate in college-wide committees and workgroups, where they both give and receive feedback. These committees and workgroups include Executive Management Team, Institutional Effectiveness, Instructional Council, Instructional Cabinet, the Technology Committee, retention teams, the Institutional Research Committee, and the Advising Committee.

Additionally, as needed the library gathers data to inform specific decisions. The recent change in library hours is an example. During fall quarter 2014, the library piloted a week of extended library hours at the end of the quarter. Over the last few years, the library hours had been reduced due to changing patterns and had not been reexamined. During the week of extended hours surveys of students attending were conducted, and it was learned that many students prefer to work later in the evening. The reduced hours were not meeting those needs. Based on this pilot the library's extended hours were maintained, securing funding to remain open from campus retention activities budgets.

- Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The library's information literacy program and outcomes is described online. Librarians are available to assist faculty in teaching information literacy skills to their students in a number of ways. These methods, which can be combined, include:

- collaborating with discipline faculty to create effective research assignments
- creating exercises for discipline faculty to assign to students to teach information literacy concepts (ex: the difference between scholarly and popular periodicals)
- creating course research guides for a specific class
- library and research instruction sessions
- online tutorials tied to course content
- integrating a librarian into an online course

Library instruction is geared specifically for each course, after a discussion with the discipline faculty member about the students' assignment and the resources they will be expected to use. Many classes have multiple sessions with a librarian depending on the need.

The library has adopted a set of information literacy outcomes and a library instruction mission statement that informs library instruction. Library instruction is conducted in the library, as a visit to a classroom, or integrated into the online course space. Because so much research and instruction takes place online, the library faculty have designed self-directed information literacy modules using its online course guides platform LibGuides. LibGuides are also used extensively to curate library resources for specific course and instructor needs.

The library uses an online database to track information literacy instruction. Over the course of the 13-14 academic year, the faculty librarians provided formal information literacy instruction for 49 separate classes face-to-face, reaching almost 1,000 students across disciplines. The online tutorial, "Research: A Step-by-Step Guide," was viewed 1,460 times during the academic year 14-15. There were 6,333 views of all LibGuides during the academic year 14-15.

- The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative agreements, wherever offered and however delivered.

A system of regular and systematic evaluation is encompassed within the Library's collection development work and associated review processes, usage statistics, and feedback from surveys and faculty liaisons.

Each faculty librarian conducts collection development work within their assigned subject areas. This includes analysis of existing print and online collections relative to use, age, accuracy, format, and other aspects outlined in the collection development policy. Discipline faculty are invited regularly to review the collections in their subject areas and assist with weeding and acquisitions.

Usage statistics for online reference materials and databases are reviewed annually and more frequently as needed. Results of usage statistics inform discussion with discipline faculty around appropriateness and utility of existing resources and how the library may further shape the collections.

The library has print-based and online avenues to submit comments to the library regarding resources and services, and as needed the library conducts informal surveys of users to get feedback for specific purposes, such as recent redesign of library space and of the library web site.

The physical collection is secured by a security gate, and expensive equipment is housed in locking cabinets. A full inventory is continued on a two-year rolling basis, with emphasis on separate parts of the collection. The historical collections in the archives are appropriately stored and handled following current archival standards.

2. F. Financial Resources

- The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

The college has experienced more than \$2 million in budget reductions over the past five years. The State Board of Community and Technical Colleges prepares a [budget request](#) for the entire community college system (34 colleges) and the state legislature appropriates funds for a two-year period.

Washington state, along with most of the nation, has weathered severely declining revenues from 2008-2013. The community college system has experienced, not only forecasted budget reductions, but also mid-year, unanticipated funding reductions and take-backs from general operating and grant funds.

Through all of these changes the college had to enhance already strong strategies to sustain our staff and maintain quality educational programs with continually declining resources.

One of those strategies is a conservative, earn before you spend, approach to budgeting. This creates a high level of financial stability and adequate cash flow. A portion of tuition earned in one year is retained and budgeted in the next year. This approach allows time for planning to meet unanticipated revenue shortfalls from tuition collections or budget reductions from legislative decisions.

In 2010-11, the college made the decision to fund a [reserve account](#) from excess tuition revenues. Those excess revenues were partially due to a 12 percent increase in tuition mandated by the state legislature, and also due to record levels of enrollment as unemployed workers turned to community colleges to improve their skills. The amount of the reserve is determined by calculating 5 percent of our state allocated general funds for the year, for 2012-13 that amount was \$491,000 ([see END Statement 3.1, Indicator 1](#)). These reserve funds are available for emergency funding issues, which allows the college to make proactive decisions.

Tuition revenues and enrollment numbers are monitored and reported to the Vice President of Finance and Administration not less than once a month. Several projection models have been developed to assist in estimating revenues. Quarterly budget status reports are prepared for the Board of Trustees. Annual reports to the Board of Trustees in the form of [END Statements](#) provide evidence for a goal of prudently managing fiscal resources. Another strategy to help offset dwindling state resources is to identify and actively pursue funds through grants and contracts. The Running Start program, where high school students can earn college credits is one of the college's most successful contract programs.

The college has averaged over \$6 million per year for the past four years, in grants and contracts, including the [Running Start](#) program. Grants are funded through county, state and federal entities. The largest federal grants include the [TRIO programs](#) of Educational Talent Search, Student Support Services, and Upward Bound. The college also received a three-year, \$5 million grant, from the federal Department of Energy for its [Pacific Northwest Center of Excellence for Clean Energy](#). Faculty have received National Science Foundation grants. The college also receives grants through the State Board for Community and Technical Colleges, and other state agencies, such as Department of Early Learning, and Department of Corrections.

Funding from [grants and contracts](#) provided an amount equal to 32.3 percent of the operating budget in 2012-13, or just over \$7 million. This compares to the average of 17.9 percent for the community college system as a whole. ([Monitoring Reports](#))

- Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The college uses a broad based approach to budget planning which allows input and participation from all areas of campus. This process is led by the [Budget Review and Planning Committee \(BRP\)](#). The BRP is comprised of faculty, exempt staff, classified staff, and student representatives. Membership is based on a rotating schedule and representation includes Instruction, Student Services, Student Government, and Administration.

The committee meets twice a month to discuss issues that have a budgetary impact on the college and to create a balanced budget to present to the campus and administration. They begin meeting in October each year and create an annual [BRP workplan](#) with priority discussion items identified for each meeting. These discussions become part of the process for creating the following year's budget. The agendas include regular updates from the Vice President of Finance and Administration on issues affecting the budget. Those issues include decisions made by the state legislature affecting the community college system, enrollment status and tuition revenues, and programs with direct budgetary impact, such as Running Start and [International Student Programs](#).

The Budget Review and Planning Committee uses a set of [Guiding Principles](#) as the basis for its decisions regarding the budget. The Guiding Principles are reviewed by the committee each year and presented to the Executive Management Team for approval. The past several years of extreme budget reductions were a test of the validity of the Guiding Principles. As defined in the Guiding Principles, the college set a priority to maintain quality educational programs, with no staff layoffs. Faculty and staff took on more workload with fewer resources and more students. While this was difficult, the college stood by its principle of a "demonstrated commitment to employees."

One of the tools the BRP uses to inform the campus about budget issues and seek input, is the campus [forums](#). These are well-advertised, campus-wide meetings, where information about legislative decisions and many other topics relating to the college budget are presented. A minimum of three forums are held each year, however in recent years, as many as six forums have been held. This allows faculty and staff to know the most up-to-date information as quickly as possible, and for BRP to seek input.

There is always a question and answer time during the forums and the campus community is encouraged to contact a BRP member with any additional questions or input. The forums are recorded and available on the web site, which allows anyone on campus to review the information and have input even if they were not able to attend. A [FAQs](#) site exists, where all questions and responses are recorded. Questions are discussed by the BRP and responses include consultation from appropriate areas of campus.

After the legislature finishes its work, and the decisions affecting the college are known, the budget for the following year is recommended by BRP to the Executive Management Team for approval.

- The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Since 2000-01 the [Board of Trustees for Centralia College](#) has used the [Policy Governance model](#) as their governing system. This model includes goals and priorities for the college in the form of END Statements and executive limitations. END Statement 3.1 is titled "[Prudently Managing Fiscal Resources](#)." The evidence supporting this statement is measured through a series of indicators and benchmarks which set goals for the financial status of the college. These benchmarks are updated and reviewed each year to see how the college is progressing toward meeting the goals regarding financial resources. The updated END statements are presented to the Institutional Effectiveness Committee (IE) and the Executive Management Team (EMT) for review and approval. These groups have broad-based campus representation, which allows for active discussions on the financial status of the college from all areas of campus. It also requires the evidence be reviewed and analyzed on an annual basis.

As part of Policy Governance the president is charged with developing a balanced budget with opportunity for input from all areas of the college. This is accomplished through the work of the Budget Review and Planning Committee, the Executive Management Team, the Institutional Effectiveness Committee, and various campus wide forums.

The BRP uses its [Guiding Principles](#), which are reviewed annually and approved by EMT, for the basis of its budgetary decisions. This document was very useful during the past several years of difficult budgetary decisions. Principle #3 states that the "budget development process will look at redistribution/reprioritization and/or attrition in lieu of termination when possible." The college adhered to this principle many times during difficult times. This action made it a priority to maintain staff during severe budget reductions, which supported Principle #1, which includes "maintenance of high quality instructional programs."

A budget document is published each year with a narrative description of major changes and a detailed listing of each part of the operating budget. It includes summaries by institutional area and details of funds provided through the state allocation process, funds provided through tuition dollars, and local dollars that support the operation of the college. The [2012-13 Operating Budget](#) provides a current and historical view of the budget by fiscal year.

- The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

The college utilizes the system provided by the SBCTC which generates standard monthly and quarterly reports and is audited by the State Auditor's Office. However, the system is several decades old and relies on older programming language. This has led the SBCTC to design and launch an entirely new system utilizing modern programming language and through a vendor that specializes in higher education reporting systems. The initial colleges on this conversion will start later this year, Centralia is estimated to convert during 2016-17.

- Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The college operates under the SBCTC capital system for major, minor, and maintenance capital projects. Under this system, a facility site review is performed every two years for items/projects that includes severity, priority ranking and estimated funding. The last [facility site review](#) was performed in 2013. The request for the entire system is forwarded to the legislature for funding during the biennial budget process. As new programs are developed or current programs require facility upgrades, they are placed into either the minor project categories for funding or into the major project categories for application through the SBCTC prioritization system.

Major capital requests submitted to the SBCTC require evidence of long-range planning and linkage to institutional mission and core theme objectives. This was recently evidenced in the construction of the Walton Science Center, where the college focused on increasing STEM (science, technology, engineering and math) enrollments and program enhancement, which was coordinated with the project request. The new student center (TransAlta Commons) is currently on the list.

As part of the design process, the costs of operation are evaluated consistently. An additional step in Centralia's process is a LEED (Leadership in Energy Efficient Design) study, where projected energy consumption is projected under several scenarios. This effort led to the recent decision to utilize state-of-the-art technology in heating and ventilation not currently in place.

As of this point in time, the college does not have any capital debt. However, it is part of the next building process, backed by a debt service fee the students self-assessed. The fee has been in place for more than five years, with the proceeds placed in a dedicated account. It is anticipated that the end result will be an account balance in excess of the one year of debt service currently planned upon.

A second debt possibility will be for housing bonds. The college is considering borrowing funds to establish additional housing on campus to support the athletic and international student programs. In place at the SBCTC is the possibility of borrowing up to \$3 million. Once this decision has been finalized, the college will develop and adopt debt policies to guide these and future borrowings.

- The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Centralia College has three auxiliary enterprises including food services, a bookstore and student housing but does not use this auxiliary enterprise income to balance the general operating budget for the college. In addition, general operating funds are not used to support these auxiliary operations. The auxiliary enterprises and corresponding budgets are reviewed and are responsible for generating sufficient revenue to meet their operating expenses. The auxiliary enterprises are charged \$23,500 annually for administrative overhead in recognition of the administrative services provided by the college.

During fall quarter 2005, Centralia College performed a thorough program analysis of the Food Services Program based on a seven-year history of operational losses. The college utilized the state's new competitive contracting guidelines to investigate the possibility of contracting out food services. Due to the lack of viable contractors, the college considered closing the operation. However, when viewed comprehensively with all auxiliary services and considering the quality of the student experience, it was decided to continue operating.

- For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

The Washington State Board for Community and Technical Colleges have, until 2014-15, been audited as part of the overall state-wide single audit, which included Centralia College. The recent NWCCU ruling that all Washington community colleges are required to produce individual audited financial statements has put several processes in order.

First, the system as a whole is upgrading the financial data collection process to provide financial information in an auditable document. The state auditor has agreed to do the financial audit in accordance with GASB and generally accepted auditing standards.

Centralia College, in preparation for the 2014-15 fiscal year audit, has created a new position whose primary responsibility will be the successful development of audited financial statements to meet NWCCU standards. The position is posted and the college will meet standard 2.F.7 in fiscal year 2014-15.

- All institutional fundraising activities are conducted in professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

[The Centralia College Foundation \(CCF\)](#) was established in 1982 by local community members seeing a need to assist the college in providing funding over what the state would provide. It supports the college through student scholarships, program support, capital expansion, and faculty/staff awards/recognition. It is one of the largest community college foundations in the state and was recognized by the college as one of its greatest strengths in the 2010 Accreditation report.

The CCF is an independent, incorporated 501(c)3 Washington nonprofit and maintains an arm's-length relationship with the college that is defined in a [Quid Pro Quo](#) that is reviewed at every two years or with a change in leadership by either organization. While the college agrees to share strategic initiatives and related objectives with the foundation, the foundation independently aligns its efforts to support the college. The foundation is responsible for raising, investing and managing donations, endowment funds, and other contributions, gifts, and transfers of property within state and federal guidelines for the sole benefit of the college. The foundation manages a pooled endowment of over \$8 million with total assets of approximately \$14 million, receives and manages gifts and bequests, oversees scholarship awarding, and sponsors fundraising events.

The college provides accounting services for the foundation; however, the foundation is responsible to record, acknowledge, and maintain donor records for all gifts. All donor information is housed on foundation property or information systems. The foundation's Finance Committee is responsible for investment management within the [foundation's gift and investment policy](#) and uses Union Bank as its investment advisor. The foundation reports its income annually on [IRS Form 990](#) and is [audited](#) annually by an independent firm of certified public accountants on its financial statements.

Washington is one of about a dozen states that closely monitors organizations involved in charitable gift annuities. The foundation is [registered](#) with the state to transact business in these annuities, and the foundation reports its annuities business annually to the state. The foundation produces a [annual report](#) in conjunction with the college that is sent out to our donors and friends. Additionally, the foundation has received a gold star rating from the [GuideStar Exchange](#).

The CCF board consists of a 26 member voting board (currently) separate from the college's Board of Trustees. The foundation's [bylaws](#) provide for the college president to serve as board secretary and ex-officio voting member of the board. Additionally, there are liaisons to the board representing the trustees, faculty, classified staff, and students, all of which are non-voting members.

2.G- Physical and Technological Infrastructure

- Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

Centralia College takes great pride in the appearance and functionality of the campus facilities and has developed a systematic process to measure and evaluate this aspect of campus operations. Instrumental to this process is the establishment of the [Campus Facilities and Safety Committee](#), which include members representing a broad perspective of campus, including student representatives. The committee is tasked with reviewing safety (including laboratory and chemical hygiene issues), security, parking, ADA (a member of the Disability Services office is ex officio), grounds, capital, and master plan issues, and serves as a campus forum for general topics. With exception of parking, student satisfaction with the facilities ([Noel Levitz survey](#)) is high, as is the case with the faculty and staff. The college has also set [benchmarks](#) regarding facilities that are measured, assessed, and reported on annually through the [Board of Trustees monitoring report](#) process.

- The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The college follows the rules and regulations issued by the federal and state agencies, including the Washington State Departments of Labor and Industries, Environmental Protection Agency, and Department of Enterprise Services, and the federal agencies Occupational and Health and Safety, and Environmental Protection. To support oversight of the regulations the college chemical hygiene officer (CHO) is an ex-officio member of the Facilities and Safety Committee. Links to these [rules](#) are provided on the intranet web site for administration.

To minimize the potential exposure, the college has intentionally reduced the use and volumes of hazardous and toxic materials in instructional and operational areas. For example, the college has strategic objectives for the increase of green products in custodial and grounds operations, which have established [benchmarks](#) and are assessed annually. The science labs have established protocols that are communicated to each student prior to the start of each quarter. Finally, a lab safety report is hard lined into the agenda and reviewed during each Facility and Safety Committee meeting.

- The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Under the Carver Model of governance, the board of trustees reserved the authority to approve the master plan. The [current master plan](#) was conceptualized in 1997 and approved by the board in 1999 and reviewed regularly since. The last board review and approval was in 2010. The practice is to have [board review and approval](#) upon completion of a major project or five years, whichever is sooner. Every two years, the college completes a [facility site survey](#) and a [campus satisfaction survey](#) to gauge the adequacy and effectiveness of the campus facilities and grounds.

- Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

The college funds equipment in a variety of methods: capital projects, student use fees, grants, and local accounts. The past recession essentially wiped out budget lines for equipment, and the practice shifted to funding equipment on a real time need basis. On each appropriated capital project, equipment is budgeted to allow immediate use to the highest level possible at the time the facility is opened. Once in operating status, equipment is replaced as it becomes obsolete or inoperable. This is done via each area's budget and allocated local funds and supervised by each vice president.

Departments also submit internal and external grant requests for equipment purchases, upgrades and replacements. A substantial amount of funding (\$141,258) for technology-based equipment for direct service to students is funded through the student use fee process. The funds generated via student fees are awarded annually through a process overseen by the Technology Committee with a representative from the Student Government.

- Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

The Information Technology (IT) Department functions under the Administration and Finance division of Centralia College and reports to the vice president of Administration and Finance. The IT department operates under the guidance of the director of Information Technology and is staffed by an enterprise systems manager, applications developer, three desktop support specialists, a helpdesk specialist and three part-time hourly video conferencing technicians. The IT department staffing totals 8.5 FTEs.

The IT department supports the instructional and administrative technology needs of the campus. Technology resources are geographically spread across the main campus (Centralia, WA), Center of Excellence administrative offices (Centralia, WA) and Centralia College East annex (Morton, WA).

The IT department maintains a robust technology infrastructure based upon utilizing Cisco Firewall appliances, HP gigabyte network communications equipment, and Dell multi-processor, multi-core servers running the Microsoft Server 2012 operating system.

Centralia College has a great mechanism of collaboration across the campus community to discuss technology needs and concerns through multiple committees. The [Technology Committee](#) is a standing committee chaired by the director of Information Technology. The committee is comprised of representatives from the Student Government, faculty, Student Services, Instructional Services and Administrative Services. The vice president of Finance and Administration sits on the committee as an ex-officio resource. The Technology Committee also has standing representation on the college Institutional Effectiveness Committee, which is a conduit for representatives from several committees as well as the college administration to discuss and disperse critical information to the campus at large.

Instructional Spaces: There are 27 student access instructional and open use labs containing 426 student use computers. The college has [three testing centers with a total of 25 testing computers](#). The hard work of the IT department is reflected in the level of student and employee satisfaction measured in several ways.

Centralia College routinely measures student and employee satisfaction via the national [Noel Levitz survey](#). Two survey questions are relevant to satisfaction with the campus' technology infrastructure. Question 1: "Computer labs are adequate and accessible" and question 2: "The equipment in the lab facilities are kept up to date."

Student Survey							
Noel Levitz - Student Satisfaction Inventory - 2012							
	CENTRALIA COLLEGE			NATIONAL COMMUNITY COLLEGES			
ITEM NO.	IMPORTANCE	SATISFACTION	PERFORMANCE GAP	IMPORTANCE	SATISFACTION	PERFORMANCE GAP	MEAN DIFFERENCE*
1	6.04	5.74	0.30	6.21	5.57	0.64	0.17
2	6.06	5.54	0.52	6.16	5.48	0.68	0.06

Faculty and Staff Survey							
Noel Levitz - Institutional Priorities Survey - 2013							
	CENTRALIA COLLEGE			NATIONAL COMMUNITY COLLEGES			
ITEM NO.	IMPORTANCE	SATISFACTION	PERFORMANCE GAP	IMPORTANCE	SATISFACTION	PERFORMANCE GAP	MEAN DIFFERENCE*
1	6.47	6.00	0.47	6.47	5.59	0.88	0.41
2	6.48	5.71	0.77	6.49	5.48	1.01	0.23

The Technology Committee, in an effort to better understand employee satisfaction around several campus technologies surveyed current employees.

In a 2013 Technology Survey, faculty and staff were asked two questions about office and classroom technology.

“My current office computer hardware and software is sufficient for my needs.”

Answer Options	Response Percent	Response Count	Excluding “Doesn’t Apply”
Highly Agree	22.2 percent	30	22.7 percent
Agree	62.2 percent	84	63.6 percent
Disagree	11.9 percent	16	12.1 percent
Highly Disagree	1.5 percent	2	1.5 percent
Doesn’t Apply	2.2 percent	3	

“The computer hardware, software and audio/visual equipment in my classroom is sufficient for my needs.”

Answer Options	Response Percent	Response Count	Excluding “Doesn’t Apply”
Highly Agree	8.2 percent	11	15.3 percent
Agree	35.1 percent	47	65.3 percent
Disagree	9.7 percent	13	18.1 percent
Highly Disagree	0.7 percent	1	1.4 percent
Doesn’t Apply	46.3 percent	62	

The 2013 technology survey results show an overall respondent satisfaction with office technology at 86.7 percent and an overall respondent satisfaction with classroom technology at 80.6 percent.

When taken as a whole the Noel Levitz and Technology Committee surveys show student and employee satisfaction with the technology infrastructure consistently exceeds national comparators.

Funding: The Technology Committee and Student Government has had the forethought to set aside dedicated funds from student use fees to replace and maintain the student computer labs and smart classrooms. Funds are set aside for computer lab replacement ensuring that computer lab computers are replaced on a routine basis. Funds are also set aside for ongoing maintenance of computer lab computers outside the replacement schedule. Lastly, funds are set aside to maintain and replace smart classroom audio/visual technologies. These dedicated funds ensure that the computer labs and smart classrooms are maintained even during times of campus budget shortfall.

- The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Centralia College has taken strides in providing additional professional development training for campus employees. The college has contracted with lynda.com, an online learning resource with more than 1,400 training videos on a broad range of subjects, including business skills, Microsoft Office suite, Microsoft Windows versions, general computing skills, web design and development. Centralia College's premium subscription to lynda.com gives employees access to exercise files which allow them to follow along with the instruction as they learn. Employees can access the lynda.com library 24/7 on and off campus via internet web browser. Lynda.com is even accessible via iPhone, iPad, Android device, or mobile phone.

Centralia College faculty and staff have developed employee professional development courses to help ensure employee skillsets are enhanced and maintained. The IT Department has provided courses in web design using a generic html editor and Adobe Dreamweaver. Other departments have provided courses in the Microsoft Office suite components.

- Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

One of the primary roles of the Technology Committee is to seek and provide feedback from the campus community around technology issues. In the fall of 2013, the Technology Committee conducted a [survey](#) of college employees to gauge employee satisfaction around six technology areas: wireless network, public web site, college intranet, IT department support, computer hardware/software and eLearning technologies.

Survey - Wireless: The campus wireless network is available to students, employees and guests of the college. The survey asks three questions about the wireless network:

The campus wireless internet service is important to me.

There is wireless internet coverage on campus in all of the places that are important to me.

The campus wireless internet service is fast and meets my web surfing needs.

96.2 percent of respondents agreed that the wireless internet service is important to them. 85.8 percent of the respondents agreed that there is sufficient wireless coverage across campus. Lastly, 85.6 percent of respondents agreed that the wireless service is fast and meets their surfing needs.

The IT department has 68 wireless access points deployed in all major facilities and all the residential houses.



Green symbols represent location of wireless access points.

Very recently the Washington State K-20 office changed the billing formula for bandwidth usage by the state colleges. Previously colleges were billed based on actual bandwidth usage. Now colleges will be billed based upon their maximum bandwidth connection. In order to ensure quality of service in terms of internet usage it was the goal of the campus to maintain actual usage at no more than 80 percent of bandwidth capacity. Over the last several billing quarters the actual campus bandwidth usage has been well under 50 percent. Given the change in K-20 billing, the campus has actually increased the bandwidth allocation to the wireless network, thus increasing wireless performance. The overall employee satisfaction and recent changes in wireless network service leads the Technology Committee to believe that the wireless network is more than satisfactorily satisfying the needs of the campus.

Survey - IT Department: The technology survey asked employees about how the IT department has satisfied the employee's support needs. 88.4 percent agreed that IT support staff are courteous and thoughtful when assisting with their needs. 88.5 percent agreed that IT support staff are knowledgeable and can help them resolve problems with campus technology. 84.5 percent agreed that IT support staff are timely in their support and communication regarding their technology needs. There is one helpdesk specialist and three specialists in the field providing direct support to campus users. This high degree of satisfaction shows that our technician's hard work is paying off.

2.G.8 - *The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.*

The Technology Committee reviews the campus [Technology Plan and Computer Replacement Policy](#). All of the campus offices self-report their particular technology needs via a technology planning document. All the technology planning documents are assembled into the Technology Plan. The college has a standing computer replacement policy that establishes a replacement cycle based upon age of the equipment. Currently, the replacement policy states that computers will be replaced on a four year cycle. However, recent reviews of the campus computer inventory has lead the Technology Committee to reconsider this policy. The IT department establishes a minimum acceptable hardware specification based upon the current Microsoft Windows operating system and relevant software. The following chart tracks the employee computer inventory over the last two years.

Inventory Year	Total Windows Desktop Computers	Computers that meet the system standard	Computers that don't meet the system standard
2012	359	80.2 percent	19.8 percent
2013	365	90.4 percent	9.6 percent

The committee has found that rather than basing replacement on a fixed age of equipment, it may be more fiscally responsible to base replacement on actual usability of equipment. We have set and will soon reach the goal of 100 percent of the employee computers meeting the campus wide system standard. In the light of this information the Technology Committee is reviewing the [current computer replacement policy](#) for modification.

Centralia College takes its technology infrastructure seriously and has an [Infrastructure Equipment Replacement Policy](#) in place. Through a close relationship between Student Government, faculty and staff, the college has been consistent in maintaining a technology infrastructure that consistently meets the satisfaction of our students.

CONCLUSION

During the three years that have passed since the college's Year One virtual evaluation, the college has continued to work to address the extant recommendation on outcomes assessment first made following its 2010 full-scale accreditation visit. The work to link course objectives, program outcomes, and institutional learning themes is substantially completed. The program and curriculum review processes have been rewritten and tailored to the nuances and specific needs of the various divisions. Moreover, the faculty directed assessment projects have become more sophisticated and considered in division, unit, and institutional planning.

It has, however, become clear that the focus on outcomes assessment as a tool for improvements in teaching and learning does not necessarily result in a strong connection to institutional planning and resource allocation. It is equally clear that fostering an atmosphere in which faculty see the importance of continuously striving to refine their art through data and analysis is central to being a high performing institution. The college will continue to work toward a more fully integrated process, but in a way that is meaningful and not disruptive to the focus on improving teaching and learning. As an educational institution, our success is directly related to the success of our students and thus to the quality of its faculty.

The Year-One virtual evaluation also spawned two recommendations concerning the college's mission and core themes. The first of these recommended the college consider making its mission more measurable. The board did give consideration to this idea, but ultimately elected to keep the mission statement, "Improving people's lives through life-long learning." Although broad, the board felt it encompassed the spirit of what we attempt to do; moreover, it is short and easy to remember.

The second of these tasked the college with improving the linkage between the core theme objectives and the indicators. The college has made solid progress in this direction and has a robust set of indicators and associated benchmarks. Moreover, in the process of establishing benchmarks, it was determined that some of our indicators were more informational in nature and benchmarks were not called for. The college has elected to keep these so that the board is provided a broad view of how the college operates. Future work will include pruning some of the less valuable indicators and new indicators will be added.

In all cases, the benchmarks against which the indicators are measured will continue to be refined. Determining the extent of mission fulfillment depends upon the extent to which we are achieving the core objectives, and these are, in turn, linked to the benchmarks. In most cases, higher scores against the benchmarks indicates better performance; a few measure a desired balance. The college will challenge itself to improvement, but needs to establish realistic levels of achievement.

College Strengths

Centralia College is a close knit community that includes an engaged and responsive board, administration, staff, faculty and students. Moreover, the broader community itself views the college as their community college. Students have a high degree of access to the faculty and staff of the college, virtually all of whom are supportive and willing to go out of their way to ensure the student's needs are addressed. The college's faculty and staff are its greatest strength.

The college is responsive to community input and schedules community scans on an annual basis to monitor how different constituency groups perceive the college's performance. The college will, for example, be inviting the local arts community to campus to provide input on how the college can better support the fine arts. Past scans have included K-12 counselors, labor, and business. The input received from these groups helps the board assess the degree to which the college is fulfilling its mission and where it should focus its attention.

The college is committed to maintaining an excellent faculty and toward this end has taken steps to arrest a trend toward increased dependence on adjunct faculty. It has filled its full-time vacancies and added several pro rata position within the last year. It has also extended tenure rights to its Cedar Creek Corrections Center faculty, even though that facility is exempted from mandatory tenure under Washington State Law. With the addition of the four Cedar Creek probationary faculty, there are currently 18 faculty members in the tenure process. In all, the college has hired 10 full-time faculty member since 1 September 2013.

The college has added excellent facilities that have been designed to be student centric. The Walton Science Center, which was occupied in the spring of 2009, has state of the art labs and technically equipped lecture spaces. The student center that is scheduled break ground in the summer of 2015 will include active learning instructional spaces designed to put the student at the center of the

instructional process. In anticipation of this, one of the rooms in the WSC is being retrofitted to provide a space for faculty to experiment and develop pedagogical practices that are appropriate to a more student centered instructional philosophy. The fact that there are significant number of faculty members who have expressed an interest in developing curricula for this venue speaks to another strength.

As of 1 July 2014, Dr. Robert Frost assumed the position of college president. New leadership has brought a refocusing of priorities and an attendant up surge in energy. This has been further fueled by the filling of a two-year vacancy in the Vice President, Student Services position in addition to several other key faculty and staff positions.

College Challenges

In the process of completing this self-evaluation, the need for a complete review of the college's policies and procedures has surfaced. The college has policies that address all areas covered by Standard 2. However, a systematic review has not been conducted, or at least not been documented, since at least the run-up to the 2010 Full-Scale Accreditation Self-Evaluation. This process has begun and will be completed by the end of this academic year, and a three-year review process has been included as part of work already completed.

The college still needs to fully document and integrate its planning processes. Planning takes place at all levels of the college, but, although the college has a very clear Facilities Master Plan, it not easy to identify the college's strategic plan.

Finally, the college is bracing itself for a possible 15% budget cut precipitated by the State's failure to fully fund K-12 education which has led to a court order that it do so. The college has begun planning for this possibility.



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Centralia College

Address: 600 Centralia College Blvd.

City, State, ZIP: Centralia, Washington 98531

Degree Levels Offered: ☐ Doctorate ☐ Masters ☒ Baccalaureate ☒ Associate ☐ Other

If part of a multi-institution system, name of system: _____

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based
☐ Native/Tribal ☐ Other (specify) _____

Institutional control: ☒ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal
☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☒ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term
☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Nursing	Associate Degree-RN	Nursing Care Quality Assurance Commission	12/10/2008

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: $\frac{\# \text{ of credits registered}}{15}$)

Official Fall 2013 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2013	One Year Prior Dates: 2012	Two Years Prior Dates: 2011
Undergraduate	2097	2296	2345
Graduate			
Professional			
Unclassified			
Total all levels	2097	2296	2345

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2013 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2013	One Year Prior Dates: 2012	Two Years Prior Dates: 2011
Undergraduate	3881	4992	5398
Graduate			
Professional			
Unclassified			
Total all levels	3881	4992	5398

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	(15)					(12)		(3)
Associate Professor	(27)			(2)	(5)	(15)		(5)
Assistant Professor	(22)	(18)	(2)	(1)	(6)	(27)		(4)
Instructor	64	18	2	3	11	54		12
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	(58,407.61)	(23.92)
Associate Professor	(51,100.66)	(9.98)
Assistant Professor	(41,738.38)	(3.48)
Instructor	49,067.09	9.35
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: _____

Reporting of income: Accrual Basis _____ Accrual Basis _____
 Reporting of expenses: Accrual Basis _____ Accrual Basis _____

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
CURRENT FUNDS			
Unrestricted			
Cash			
Investments			
Accounts receivable gross			
Less allowance for bad debts			
Inventories			
Prepaid expenses and deferred charges			
Other (identify)			
Due from			
Total Unrestricted			
Restricted			
Cash			
Investments			
Other (identify)			
Due from			
Total Restricted			
TOTAL CURRENT FUNDS			
ENDOWMENT AND SIMILAR FUNDS			
Cash			
Investments			
Other (identify)			
Due from			
TOTAL ENDOWMENT AND SIMILAR FUNDS			
PLANT FUND			
Unexpended			
Cash			
Investments			
Other (identify)			
Total unexpended			
Investment in Plant			
Land			
Land improvements			
Buildings			
Equipment			
Library resources			
Other (identify)			
Total investments in plant			

Due from			
Other plant funds (identify)			
TOTAL PLANT FUNDS			
OTHER ASSETS (IDENTIFY)			
TOTAL OTHER ASSETS			
TOTAL ASSETS			

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
CURRENT FUNDS			
Unrestricted			
Accounts payable			
Accrued liabilities			
Students' deposits			
Deferred credits			
Other liabilities (identify)			
Due to			
Fund balance			
Total Unrestricted			
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance			
Total Restricted			
TOTAL CURRENT FUNDS			
ENDOWMENT AND SIMILAR FUNDS			
Restricted			
Quasi-endowed			
Due to			
Fund balance			
TOTAL ENDOWMENT AND SIMILAR FUNDS			
PLANT FUND			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			
Fund balance			
Total unexpended			
Investment in Plant			
Notes payable			
Bonds payable			
Mortgage payable			
Other liabilities (identify)			
Due to			
Other plant fund liabilities (identify)			
TOTAL INVESTMENTS IN PLANT FUND			
OTHER LIABILITIES (IDENTIFY)			
TOTAL OTHER LIABILITIES			
TOTAL LIABILITIES			
FUND BALANCE			

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY'13 Dates:7/1/12- 6/30/13	One Year Prior to Last Completed FY Dates:7/1/11-6/30/12	Two Years Prior to Last Completed FY Dates:7/1/10-6/30/11
Tuition and fees	3,827,736	3,191,927	2,865,529
Federal appropriations	0	0	0
State appropriations	10,878,206	11,491,135	13,489,568
Local appropriations	0	0	0
Grants and contracts	16,953,972	16,051,066	16,076,768
Endowment income	0	0	0
Auxiliary enterprises	1,416,691	1,664,792	1,846,749
Other (identify)	523,662	439,348	1,007,742
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	16,760,263	17,052,421	16,905,461
Research	0	0	0
Public services	0	0	0
Academic support	1,349,913	1,346,742	1,097,590
Student services	4,980,676	4,926,668	4,995,050
Institutional support	2,765,261	2,148,633	2,484,531
Operation and maintenance of plant	1,596,833	1,596,338	1,783,099
Scholarships and fellowships	3,372,798	3,559,843	4,982,103
Other (identify)	1,480,609	1,122,869	1,545,652
Mandatory transfers for:	0	0	0
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	32,306,353	31,753,514	33,793,486
Auxiliary Enterprises	0	0	0
Expenditures	2,183,259	2,148,782	2,342,107
Mandatory transfers for:	0	0	0
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	2,183,259	2,148,782	2,342,107
TOTAL EXPENDITURE & MANDATORY TRANSFERS	32,892,779	32,305,958	0
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	0	0	0

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:7/1/12-6/30/13	One Year Prior to Last Completed FY Dates:7/1/11- 6/30/12	Two Years Prior to Last Completed FY Dates:7/1/10-6/30/11
For Capital Outlay	0	0	0
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Morton – CC East	AA/AAS	Varies	70	10

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Not Applicable				

Addendum B

Institutional Changes Related to Baccalaureate Programs

The addition of the Bachelor in Applied Science – Applied Management and the Bachelor in Applied Science – Diesel Technology has resulted in a number of institutional changes. The following is a list of changes that have allowed the college to offer high quality baccalaureate programs. The baccalaureate programs have also had an impact on the rest of the college by providing a testing ground for innovative approaches to teaching. The college retains a strong focus on its original mission as a community college though it increasingly views itself as a baccalaureate institution.

Institutional changes to support BAS Programs

- The library added databases to support BAS students with research papers and projects. Databases include AtoZ databases, Business Source Complete [Ebsco], and Lexis Nexis Academic
- Students participate in a mandatory BAS 101 Student Orientation workshop, two weeks prior to the start of their first quarter.
 - Students have the opportunity to meet BAS faculty and learn about the expectations instructors have for the students to be successful.
 - eLearning provides Canvas training to prepare students for online course component of hybrid or web-enhanced courses.
 - librarian provides training in the use and purpose of the databases.
- Staffing has been added specifically for the support of BAS programs
 - A ½ time Program Coordinator position was upgraded to a full-time Program Specialist position
 - A full-time Director position was upgraded to a full-time Associate Dean position
 - A full-time faculty position was added for BAS-AM and BAS-D
 - Increase in librarian pro-rata position to .7 FTE
 - BAS provide funding of .25 FTE in the Workforce office to support BAS-D instructors with purchasing and monitoring BAS-D supply budget.
 - BAS staff work extended hours to provide support to students who attend evening classes.
- Office & classroom space
 - Office space to accommodate BAS Associate Dean and BAS Program Specialist was created within the instruction office.
 - A remodel in the technology building allowed for the creation of a second diesel lab and classroom. The remodeling also included equipment needed to teach the upper division diesel courses.
- Selection process
 - The BAS office acts as an intake center for all students interested in BAS programs.
 - The BAS office reviews and selects students, based on entrance requirements, into BAS programs.
 - The BAS office provides “one stop” service to BAS students and facilitates communication with other campus resources as needed.

- Scholarships
 - The BAS office works with the Foundation to provide access to scholarships. The scholarships are not needs based, rather they are merit based. The Foundation has scholarship money dedicated to BAS programs.
 - Faculty in BAS programs nominate students entering the 2nd year for increased or new scholarship awards.
- Hybrid format for BAS-AM
 - BAS hybrid courses are developed and are vetted through a “Quality Matters like” process through the eLearning office.
 - A meta-analysis and review of studies in online learning, conducted by the U.S. Department of Education, found that instruction combining online and face-to-face instruction had higher levels of student completion than did purely online instruction. Based on this research, the BAS-AM program was designed in the hybrid format.
 - Cohort models are used for BAS programs.
- Assessment
 - Instructors provide links from graded activities to course outcomes. The course outcomes are each linked to program outcomes on the course outline which in turn are linked to the college’s learning themes. Reports are generated from graded activities to evaluate, track and report student success levels for each program outcome.
 - Program review is completed after every cohort (2-years) rather than the typical 5-year cycle
 - Every course offered is evaluated through student evaluations as well as supervisory observations rather than the standard evaluation cycle of lower division courses.
 - BAS programs are reported to the Board of Trustees through monitoring report END 2.8.
- Recruitment and Retention
 - BAS office actively recruits students through various marketing efforts in conjunction with the POI office.
 - BAS office works as the main point of contact between students and various offices on campus (i.e. financial aid and registration) to assist students through the process. Students are tracked on a quarterly basis to ensure retention between quarters is at the highest level possible.
 - Associate Dean of BAS serves as the advisor for BAS-AM students. Educational plans are developed and the students register for classes online during a specific registration time. Students receive support from BAS staff during online registration.
 - Full-time tenured faculty in BAS-D serve as the advisor for BAS-D students. BAS-D students register on paper registration forms as the process for tuition must be completed manually by the registration office. To reduce the amount of time needed, the BAS staff help students complete the forms and BAS staff take the registration forms to registration for processing on a specific date each quarter.

Addendum C

Washington Corrections Center and Cedar Creek Corrections Center

Organizational chart, budget, and program descriptions

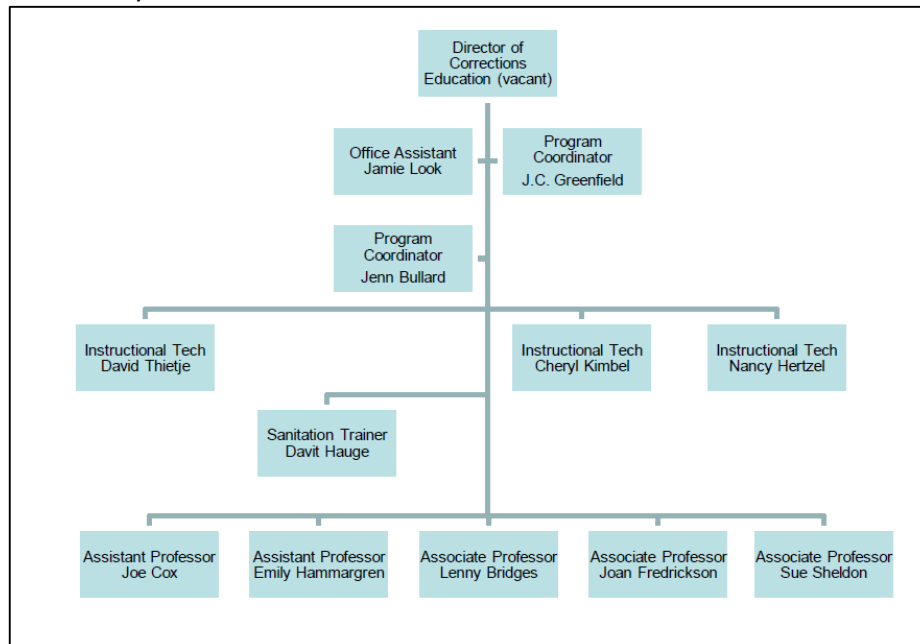
Introduction

Centralia College oversees two education centers commissioned by the Washington State Department of Corrections (DOC), the Garrett Heyns Education Center at the Washington Corrections Center and the Cedar Creek Education Center at Cedar Creek Corrections Center. These education centers provide adult basic education, GED testing, and several DOC mandated courses and short certificate programs. Centralia College does not offer college level degrees or certificates of 45 credits or more at these sites. These programs are contracted and funded by the Department of Corrections.

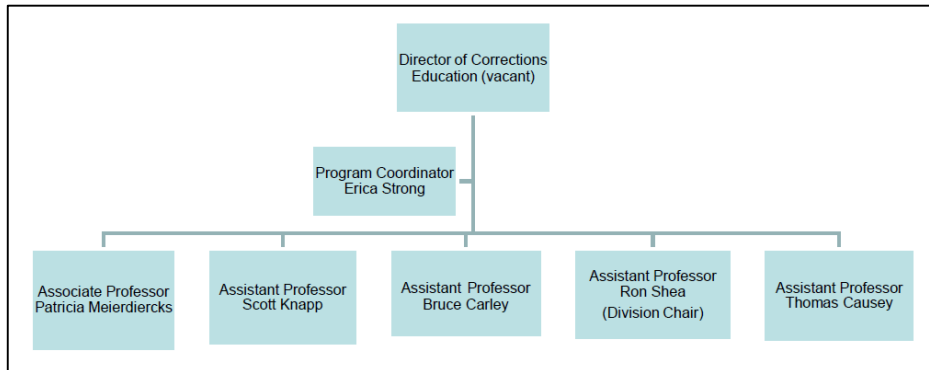
In January, 2014, the college reorganized administration at both education centers so that a single dean oversees both programs, rather than an associate dean at both sites. With the departure of the dean in August, 2014, the college changed the dean position to a director position, maintaining responsibility for administration of education programs at both sites.

Organizational Charts

Garrett Heyns Education Center



Cedar Creek Education Center



2014-2015 Fiscal Year Budget Summary

A grant from the DOC funds all program operations, including administrative and faculty salaries, equipment, supplies, and curricular materials.

	Allocated FTEs	Funding
<i>Garrett Heyns</i>	142	\$1,068,911
<i>Cedar Creek</i>	134	\$575,175

Current Program Descriptions

Garrett Heyns Education Center Program The Washington Corrections Center

As in the past, funding for FY15 education at WCC is based on two distinct missions. One is flat rate funding for RDC services for 7,500 inmates per year. The rest is funding through delivery of full time equivalencies (FTEs) for ABE (adult basic education) and vocational programming. Simply put, an FTE is defined as 45 college-enrolled credits earned per year for each FTE which equates to 675 hours of instruction. For the FY14 contract which expired June 30, 2014, WCC production exceeded the 150 FTEs awarded by nearly 10%. This is consistent with production at WCC over the last several years.

For FY15, the number of FTEs allocated is 142, eight less than the end of year allocation for FY14 and four less than the FY14 starting allocation of 146. This represents a 3% decrease from last year's starting number. The FY15 starting budget is about \$1,049,000 up approximately 1.0 % from initial FY14 funding.

In FY 15, our responsibilities continue to include RDC (Reception/Diagnostic Center) processes consisting of a diagnosis of offender educational needs including newly assigned IQ testing during orientation in C Building, providing orientations to DOC education programs in the Education Center, delivering GED testing for appropriate needs individuals and creating Personalized Education Profiles (PEP's) for offenders. These profiles are available on the OMNI system in LIBERTY for all profiles created since June, 2009. The PEP follows the offender to his parent institution and provides information helpful in

determining appropriate educational program assignment.

For FY15, the Garrett Heyns Education Center will provide the following services for the Reception/Diagnostic Center (RDC):

- CASAS Appraisal Testing. During the second week after inmates' arrival at the Reception Center, GHEC conducts CASAS appraisal testing and the results are reported to the Department of Corrections through its data collection systems. The Education Center collects information on educational background and enters required information in DOC data systems. The information is also used to initiate entry of inmate students into the GHEC student data base system.
- IQ Testing During WCC Orientation Sessions. Beginning in August, 2013, Education staff assigned to the C Building WCC orientation a.m. sessions will be administering the Shipley 2 IQ assessment. This practice is driven by DOC's efforts to collect information leading to the identification of developmentally disabled and otherwise dysfunctional inmates for whom targeted programs and housing will be assigned.
- During the third week of the RDC cycle, evaluation of offenders who have participated in CASAS appraisal testing occurs. Once inmates move to the "upper" R-units, a determination is made placing offenders in weekly orientations appropriate for their individual educational and vocational backgrounds. These orientations are tailored to introduce inmates to the contracted educational services provided at DOC parent institutions. These orientation tracks are: Adult Basic Education (ABE), English as a Second Language (ESL), General Educational Development testing (GED) and Vocational Assessment. Each week, the Education Center creates orientation class rosters, assigns staffing to conduct the number of necessary sections and enters students into the WCC callout system for the following week.
- Orientations for RDC groups are generally provided during the fourth week of offenders' time at the Reception Center. These orientations collect information appropriate for each respective track which includes CASAS Pre-testing, a determination of writing skill levels and vocational aptitude testing. A referral is made to our Fast-Track GED testing program for inmates who demonstrate a high probability for successfully passing most, if not all GED exams. The focus is on short-sentence inmates who might not otherwise have an opportunity for testing during their incarceration and short ERD inmates who can pass the test and need to begin vocational programming ASAP at parent institutions. Other services such as institutional survival English, test-taking strategies, goal-planning and organizational skills are provided in various orientation tracks. Through summer quarter, all orientation tracks except for ESL, administer a computer skills assessment instrument. The purpose is to assess, as a group, inmate computer skills in order to determine, support and improve the curriculum offered in the Computer Basics program.
- After completion of orientation sessions, information collected is entered into the college and DOC reporting systems and PEPs are completed.

The Education Center provides the following services funded on an FTE allocation model:

- The Office Data Specialist Certificate (ODS) program has been funded for FY15 at 20 FTEs. These represent 10 fewer FTEs than the end-of-year FY14. This program trains inmate students in the use of computer application software commonly used by clerks and office assistants.
- The Institutional Sanitation Certificate program. This program trains students to provide services consistent with standards and procedures for institutional sanitation and cleaning. Students in the program will learn job market entry-level skills in sanitation services and qualifies them for DOC

porter positions. The FTEs awarded for FY15 are 25; these represent 7 more FTEs than the end-of-year FY14.

In support of ABE/GED programs, WCC has received 73 FTEs, seven more than the FY14 allocation.

- Fast-track ABE/GED preparation and testing programs are provided for individuals who stay at WCC beyond their initial four-week intake assignment. Due to short sentence lengths for some inmates, WCC may provide the only significant opportunity for GED testing during incarceration for RDC inmates. WCC GED testing volume continues to be the highest for any individual DOC facility in Washington State. This is accomplished while maintaining a high standard of performance as measured by average test scores and passing percentages. This service includes an ABE program for Cedar Hall inmates by providing evening classes for extended resident students.
- An On-track ABE/GED program was developed and implemented in February, 2011 in response to the creation of the Evergreen Hall living unit. Inmate students remain in Evergreen awaiting release in nine months or less. The Education Center targets delivery of ABE/GED instruction for those who would otherwise not qualify for the Fast-track program. We conduct morning and afternoon sections of On-track GED to meet the needs of these individuals.
- A contextualized ABE/Horticulture program was developed in 2014 in response to Cedar Hall's Skill Building Unit (SBU). The SBU is for those offenders who have intellectual disabilities.
- IMU IMS education. GHEC provides some fast-track GED preparation and testing program for long-term IMU inmates. These inmates would not ordinarily receive educational services while incarcerated at WCC. This service is contingent on availability of an instructor and qualification through a step-up program in the IMU.
- Computer Literacy program. DOC has contracted 10 FTEs for FY15 at WCC for the computer literacy program. This represents a six FTE decrease over the starting number for FY14. The program includes a 5 credit Computer Basics class and a two credit keyboarding class. These classes are offered as adult basic education and are open to all inmates as computer literacy/general job readiness skills.

Offender Change programs.

- Anger/Stress Management program. In FY14 we delivered eight contracted SAM FTEs at WCC. In FY15, GHEC has been awarded six FTEs. This program will provide essential skills, especially for Evergreen unit inmates who will have no other opportunity for exposure to this important offender change program before release.
- Job Search Skills. In FY14 we delivered eight contracted FTEs at WCC. In FY15, GHEC has been awarded eight FTEs for FY15. This intense, 20 hour program is geared to providing critical job seeking skills for inmates nearing release dates. Evergreen Hall will be a primary beneficiary of this program due to the short ERDs for these inmates.

Other Services Delivered at GHEC.

- ESL services for Cedar Hall inmates. ESL (English as a second language) students are integrated into the evening ABE program under supervision of a GHEC faculty person on a space available basis. The DOC Program Referral Guide directs that undocumented aliens are given the lowest priority for placement in ABE/ESL classes.

- Youthful Offender education program. Centralia College continues to contract with DOC and SPI (the Superintendent of Public Instruction office) to provide education for youthful offenders sent from Green Hill while they undergo hearings and sanctions for behavioral issues.

The Garrett Heyns Education Center continues a tradition of providing quality programs meeting the needs of the Department, the State of Washington, Centralia College and inmates in significant ways. GHEC is proud to be part of the WCC team and provides many services for the WCC correctional community as well as supporting the mission and initiatives of the Department of Corrections.

Cedar Creek's Education Center Program Cedar Creek Correction Center

Funding for the education program at Cedar Creek Corrections Center is through delivery of full time equivalencies (FTEs) for ABE (adult basic education), offender change and vocational programming. Simply put, an FTE is defined as 45 college-enrolled credits earned per year for each FTE which equates to 675 hours of instruction. For the FY14 contract which expired June 30, 2014, CCCC met the 146 FTEs that were awarded.

For FY15, the number of FTEs allocated is 134, 12 less than the end of year allocation for FY14 and 14 less than the FY14 starting allocation of 148. This represents a 3% decrease from last year's starting number. The FY15 starting budget is about \$572,000 down approximately 6.0% from initial FY14 funding.

The Education Center provides the following services funded on an FTE allocation model:

- Building Maintenance Technology (BMT). This class has been funded for FY15 at 29 FTEs. These represent 1 fewer FTE than the end-of-year FY14. This is a 20-credit, one-quarter, class that is designed to prepare students for entry level positions in the construction industry. It also prepares students to enter into apprenticeship program. The curriculum includes:
 - Fundamentals of Plumbing
 - Fundamentals of Carpentry
 - Fundamentals of Heating, Ventilation and Air Conditioning
 - First Aid/CPR
- Drywall Installation and Finishing. This class has been funded for FY15 at 10 FTEs. These represent the same number of FTEs as FY14. This is a seven-credit class designed to prepare students for entry level positions in drywall in the construction industry.
- Roofing and Siding Installation. This class has been funded for FY15 at 10 FTEs. These represent the same number of FTEs as FY14. This is a seven-credit class designed to prepare students for entry level position in roofing and siding in the construction industry.
- Horticulture. This class has been funded for FY15 at 25 FTEs. These represent six more than FY14. This is a 19-credit class that will prepare students for work in the grounds maintenance industry and greenhouse management field. The curriculum includes:
 - Basic Botany
 - Plant propagation and composting
 - Pruning principles and home orchards

- Vegetable gardening
- Basic Entomology and vertebrate pest management
- Lawn and weeds

In support of ABE/GED programs, WCC has received 73 FTEs, seven more than the FY14 allocation.

- ABE/GED – Serves are provided to those offenders who do not have a high school diploma or GED. We conduct morning, afternoon and evening sections of ABE/ GED to meet the needs of these individuals.
- Computer Literacy program. DOC has contracted 10 FTEs for FY15 at CCCC for the computer literacy program. The program includes a 5 credit Computer Basics class and is offered as adult basic education and is open to all inmates as computer literacy/general job readiness skills. The curriculum includes:
 - Microsoft Word
 - Microsoft Excel
 - Outlook
 - PowerPoint
 - Window Operating Environment

Offender Change programs

- Anger/Stress Management program. In FY14 we delivered nine contracted SAM FTEs at CCCCC. In FY15, CCCC has been awarded two FTEs, this is due DOC reducing the number of SAM FTEs across the state. This program will provide essential skills, especially for Evergreen unit inmates who will have no other opportunity for exposure to this important offender change program before release.
- Job Search Skills. In FY14 we delivered nine contracted FTEs at CCCC. In FY15, CCCC has been awarded eight FTEs for FY15. This intense, 20 hour program is geared to providing critical job seeking skills for inmates nearing release dates..

At Cedar Creek Correction Center we continue a tradition of providing quality programs meeting the needs of the Department, the State of Washington, Centralia College and inmates in significant ways. We are proud to be part of the CCCC team and provide many services for the CCCC correctional community as well as supporting

Addendum D

Core Themes, Objectives, and Indicators

Tables of Indicators, Rationales, and Benchmarks

Introduction

The college merged an existing policy governance model with mission and core themes. The Board of Trustees adopted its short titles of END Statements as its Core Themes in 2011. The work of the Core Themes is carried out at the dean and director level, monitored by the vice presidents, and is reflected in the annual work plan for each unit.

The most recent change is adoption of Core Theme 2, END 2.8 for baccalaureate programs. Potential benchmarks are under evaluation.

Development of core themes, indicators, and benchmarks is a continual process and the following tables represent the current operational model of assessment of these themes and indicators.

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.

End 1.1: Diversity

Centralia College shall enroll a wide variety of students.

Monitoring Report Indicators and Benchmarks

Indicator 1 – Enrollment

State Supported FTEs

Rationale

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.

<p>Benchmark</p> <p>The college shall meet its state enrollment target</p>
<p>Indicator 2 – Program mix</p> <p>Enrollments in each of the four major educational areas:</p> <p>Academic Transfer</p> <p>Workforce Education</p> <p>Basic Skills</p> <p>Continuing Education</p>
<p>Rationale</p> <p>Enrollment in each category provides evidence that we are providing educational opportunities of interest to the constituencies mandated in RCW 28B.50.20.</p>
<p>Benchmark</p> <p>Enrollment in each area shall be at least 10% of total unduplicated headcount</p>
<p>Indicator 3 – Gender Mix</p> <p>Student enrollment by gender</p>
<p>Rationale</p> <p>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.</p>
<p>Benchmark</p> <p>The college enrolls male or female students at a rate not below 33%</p>
<p>Indicator 4 – Full/Part-time mix</p> <p>Unduplicated fall headcount by full-time and part-time students</p>
<p>Rationale</p> <p>The college should be meeting the needs working students and others who cannot or choose not to pursue full-time studies</p>
<p>Benchmark</p> <p>The college enrolls full-time or part-time students at a rate not below 33% of total students</p>
<p>Indicator 5 – Race/ethnic code mix</p> <p>State-supported fall headcount by race/ethnicity</p>
<p>Rationale</p> <p>The college should offer an attractive and supportive educational environment for students of all races and ethnicities</p>

<p>Benchmark</p> <p>The college enrolls students of color at rates that equal or exceed the percentage of people of color age 18 or older in Lewis County</p>
<p>Indicator 6 – Mix by age</p> <p>State-supported fall headcount by age</p>
<p>Rationale</p> <p>The colleges commitment to life-long learning can only be realized if it offers programming that meets the needs of older students as well as those of traditional age</p>
<p>Benchmark</p> <p>The college enrolls students age 26 or older at a rate not below 40%of total students.</p>
<p>End 1.2: Student success</p> <p>Centralia College shall progress and graduate students.</p> <p>Monitoring Report Indicators and Benchmarks</p>
<p>Indicator 1 – Graduation rate</p> <p>Integrated Postsecondary Education Data Systems (IPEDS) overall graduation rate for full-time, first-time, degree/certificate-seeking undergraduate</p>
<p>Rationale</p> <p>The college should provide an educational environment in which students are able to achieve their goals</p>
<p>Benchmark</p> <p>Overall graduation rate equals or exceeds the average for two-year comprehensive colleges in Washington</p>
<p>Indicator 2 – Student progression in transfer programs</p> <p>Student Achievement Initiative (SAI) completion rates for Academic Transfer</p>
<p>Rationale</p> <p>The college should provide programming and support that meets the needs of its transfer students</p>
<p>Benchmark</p> <p>Completion rates for Academic Transfer students equals or exceeds the State Board for Community and Technical Colleges (SBCTC) average</p>
<p>Indicator 3 – Student progression in workforce programs</p> <p>SAI completion rates for Workforce Education</p>

<p>Rationale</p> <p>The college should provide programming and support that meets the needs for its workforce students</p>
<p>Benchmark</p> <p>Completion rates for Workforce Education students equals or exceeds the SBCTC average</p>
<p>Indicator 4 – Student progression for basic skills courses</p> <p>SAI completion rates for Basic Skills</p>
<p>Rationale</p> <p>The college should provide programming and support that meets the needs for its basic skills students</p>
<p>Benchmark</p> <p>Completion rates for Basic Skills students equals or exceeds the SBCTC average</p>
<p>Indicator 5 – SAI completion rates for academic transfer by ethnicity</p> <p>SAI completion rates for academic transfer by ethnicity</p>
<p>Rationale</p> <p>The college should not only enroll students of color, it should provide programming and support that leads to program completion</p>
<p>Benchmark</p> <p>Completion rates for academic transfer students of color equals or exceeds the SBCTC average</p>
<p>Indicator 6 – SAI completion rates for workforce education by ethnicity</p> <p>SAI Completion rates for workforce education students</p>
<p>Rationale</p> <p>The college should not only enroll students of color, it should provide programming and support that leads to program completion</p>
<p>Benchmark</p> <p>Completion rates for workforce education student of color equals or exceeds the SBCTC average</p>
<p>End 1.3: Financial Access</p> <p>Centralia College shall keep education as affordable as possible.</p> <p>Monitoring Report Benchmarks and Indicators</p>
<p>Indicator 1 – Tuition</p> <p>Washington Student Achievement Council reported tuition rates for public Washington State Colleges</p>

Rationale Tuition is a fundamental cost of education. The college does not individually control this but has input at the state level.
Benchmark The college charges tuition at or near the lowest tuition in Washington State
Indicator 2 – Fees Surrounding community colleges’ reported mandatory ancillary tuition fees
Rationale Fees are another cost of education and one which the college has some control over.
Benchmark The college charges mandatory ancillary tuition fees at are ate comparable to surrounding community colleges
Indicator 3 – Tuition waivers SBCTC reported tuition waiver rates
Rationale 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.
Benchmark The college waives tuition at a rate comparable to the state average for community colleges

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.

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.

Monitoring Report Indicators and Benchmarks

Indicator 1 –Student Progression Number/percentage of students reaching the completion point and/or earning a degree
Rationale The college has a commitment to support students success and progression
Benchmark The college shall exceed the system average by 10%
Indicator 2 – Transfer Readiness Student Transfer GPA comparison
Rationale 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.
Benchmark Centralia College student shall equal or exceed the GPA earned by direct-entry students in their first quarter after transfer
Indicator 3 – Success after Transfer Student graduation rate after transfer
Rationale 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.
Benchmark Centralia College student shall equal or exceed the GPA earned by direct-entry students at graduation from the baccalaureate institution
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. Monitoring Report Indicators and Benchmarks
Indicator 1 – Degree and certificate completion/progression Number/percentage of students reaching the completion point and/or earning a degree
Rationale The college has a commitment to support students success and progression
Benchmark Centralia College shall meet or exceed the system average
Indicator 2 – Employment after college The employment rate for program graduates

Benchmark Reported rate is greater than or equal to the state average
Indicator 3 – Student wage attainment Wages by program
Rationale Indicates whether we are preparing students for employment that leads to a living wage.
Benchmark Reported wage by program is greater than or equal to the living wage for Lewis County
Indicator 4 - Student credential/licensure attainment Program pass rates on state certificate exams
Rationale Indicates whether we are providing skills expected by credentialing agencies. Jobs requiring licenses and credentials tend to be higher wage jobs.
Benchmark Program graduates will pass external credentialing exams at or above the state average rate
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. Monitoring Report Indicators and Benchmarks
Indicator 1 – Student persistence Student attendance hours
Rationale Student persistence is a baseline requirement for progressing toward college-level coursework.
Benchmark Student attendance is at or above the state’s level of duration and intensity
Indicator 2 – Educational gains Student level completions
Rationale Casas testing is the means by which students demonstrate they have achieved program outcomes
Benchmark Student level completions will be at or above the state average
Indicator 3 – Educational gains Student Achievement (SAI) Points
Rationale SAI (momentum) points is how the state tracks how well a college is doing at moving students toward becoming life-long learners
Benchmark ABE students will contribute to the college’s SAI points at or above the state average

<p>Rationale</p> <p>GED attainment is one of the ways a student can demonstrate ability to benefit and is a gateway to higher education and financial aid</p>
<p>Benchmark</p> <p>GED pass rates are at or above the state average</p>
<p>Indicator 5 – Student Transitions</p> <p>Transition rates to precollege and college level courses</p>
<p>Rationale</p> <p>Students starting in ABE who transition on to precollege and/or college level courses have demonstrated they are continuing on their educational pathway</p>
<p>Benchmark</p> <p>Student transition numbers, course completion rates, and grade point averages will be at or above the previous year's rate</p>
<p>End 2.4: Transitional Education – Precollege</p> <p>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.</p> <p>Monitoring Report Indicators and Benchmarks</p>
<p>Indicator 1 – Course completion</p> <p>Precollege course completion rate</p>
<p>Rationale</p> <p>Precollege courses can be an important step toward success at the college level but also represents a hurdle that must be overcome</p>
<p>Benchmark</p> <p>Precollege completion rates will be at or above the state average</p>
<p>Indicator 2 – Student progression</p> <p>Student Achievement (SAI) points</p>
<p>Rationale</p> <p>SAI (momentum) points is how the state tracks how well a college is doing at moving students toward becoming life-long learners</p>
<p>Benchmark</p> <p>Precollege completions will contribute to the college's SAI points at or above the state average</p>

Indicator 3 – Student transitions Student transition rate
Rationale 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.
Benchmark Student transition rate will be at or above the previous year's rate
Indicator 4 – Student transitions Student GPA at next level
Rationale College-preparatory programs should provide students with the knowledge and skills to succeed in the next level of their education
Benchmark GPA of precollege students at the next level of courses will be at or above the previous year's 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. Monitoring Report Indicators and Benchmarks
Indicator 1 – Continuing & Community Education Number of Continuing and Community Education enrollments
Rationale Continuing and Community Education programs form the fourth element in the mission of the community and technical college system
Benchmark No less than 10% of total college enrollments shall be in Continuing and Community Education classes
Indicator 2 – New Community Education classes Percentage of new classes
Rationale Variation in community education offerings is an indicator of the college continued responsiveness to the needs of the community
Benchmark No less than 10% new offerings each year

Indicator 3 - Events Number of Sponsored and Hosted events
Rationale This provides evidence the community is using the college as a venue for grass-roots social, cultural and educational activities.
Benchmark No benchmark set – informational only
END 2.6: eLearning <p style="text-align: center;">Centralia College will meet the evolving needs of the student population by leveraging technology to attract, engage, and retain students.</p> Monitoring Report Indicators and Benchmarks
Indicator 1 – Leveraging technology to attract students Online/hybrid offerings as a percentage of mix
Rationale The college strives to meet the needs of place-bound and working students and to employ technology that improves the overall learning experience while offering courses in the mode students want
Benchmark Online and hybrid course FTE is within +/- 5% of system average
Indicator 2 – Leveraging technology to engage students Student use of technology
Rationale Technology can be used to extend learning outside of the classroom, a key component in student engagement and retention
Benchmark Within national range on 4 key indicators measured by the Community College Survey of Student Engagement conducted every two years.
Indicator 3 – Leveraging technology to retain students Course completion and success rates in online and hybrid courses
Rationale Retention is defined as students achieving a stated goal. By successfully completing online and hybrid courses, students are retained.

<p>Benchmark</p> <p>Students in online and hybrid college-level courses meet or exceed course completion and success rates of similar student at the system level</p>
<p>END 2.7: Child and Family Studies</p> <p>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.</p> <p>Monitoring Report Indicators and Benchmarks</p>
<p>Indicator 1 – Student Access</p> <p>Underserved children and families and early learning caregivers have access to quality education</p>
<p>Rationale</p> <p>This is the target population for these programs</p>
<p>Benchmark</p> <p>Not less than 60% of the children and families are at or below poverty level and/or at risk of child abuse and neglect.</p>
<p>Indicator 2 – Student Access</p> <p>Percentage of bilingual classes</p>
<p>Rationale</p> <p>The college district has a growing Latino population for whom English is not its native language and who benefit from these programs</p>
<p>Benchmark</p> <p>At least 25% of all CFS classes are taught in a bilingual modality</p>
<p>Indicator 3 – Student Access</p> <p>Approved certificates and degrees</p>
<p>Rationale</p> <p>By offering full-spectrum programming, the college provides more opportunities to this population</p>
<p>Benchmark</p> <p>ECE programs offer at least 85% of the state approved certificates and degrees available in ECE</p>
<p>Indicator 4 – Student Progression</p> <p>Student progress in their understanding and application of their knowledge and skills</p>
<p>Rationale</p> <p>These programs have immediate opportunity for application in family and work settings</p>

Benchmark 1 Parents show and overall average gain of 1.3 or greater in Nurturing Construct scores
Benchmark 2 A minimum of 90% of student report integration of knowledge and skills into daily interactions
Indicator 5 – Student Progression Attainment of ECE related jobs
Rationale Students who are working toward certificates and degrees should be able to find employment in their field
Benchmark 1 No less than 75% of ECE certificate or degree graduates enter the workforce within 6 months
Indicator 6 – Student Retention CFS students completing degrees and certificates
Rationale Students are supported in their efforts to complete their programs of study
Benchmark 1 No less than 60% of CFS students(children or parents) complete class, program or degree
END 2.8: Baccalaureate Degrees (Board adopted 14 August 2014) <p style="text-align: center;">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.</p> Monitoring Report Indicators (Benchmarks under development)
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

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.

End 3.1: Centralia College shall serve as a model of effective stewardship by prudently managing financial resources Monitoring Report Indicators and Benchmarks
Indicator 1 Development of an annual budget based on reasonable, realistic, and sustainable revenues, allows for broad based campus participation, and provides adequate resources for meeting the institution's mission.
Rationale The college has a long standing practice of allocating tuition, operating fees and net Running Start funds collected in the current year to the following year's budget
Benchmark 1 Excess tuition collections are not budgeted in the current year.
Rationale The reserve policy currently requires 5% of the General Fund State (GFS) appropriation to be set aside in a local reserve fund.
Benchmark 2 The college established policy level on budget reserves is fully funded.
Rationale More emphasis has been placed on instruction and student services as a percent of the operating budget.
Benchmark 3 Budget distribution is comparable to the system average, adjusted for institutional priorities.
Rationale The composition of the Budget Review and Planning Committee has representation from all areas on campus and all categories of employees, including students.

<p>Benchmark 4</p> <p>The college holds a minimum of three budget forums per year, and provides opportunities for wide based participation.</p>
<p>Indicator 2</p> <p>Regularly acquires external assessments of its fiscal accounting and internal control systems, financial policies and procedures, and compliance with state, federal and other agencies rules and regulations</p>
<p>Rationale</p> <p>Fiscal year 2015 is the first year Centralia College will be required to produce audited financial statements.</p>
<p>Benchmark 1</p> <p>100% compliance with no findings on any external review.</p>
<p>Rationale</p> <p>The college is required to produce audited financial statements with the intent to respond to findings appropriately</p>
<p>Benchmark 2</p> <ul style="list-style-type: none"> • 100% compliance with no findings • Any findings on reviews are resolved within 12 months of report date.
<p>Indicator 3</p> <p>The college develops partnerships for the pursuit of additional resources to support its mission and goals</p>
<p>Rationale</p> <p>In order to best serve students, increases in local funds will offset the legislative cuts to the college budget over the past four years.</p>
<p>Benchmark 1</p> <p>Foundation has raised funds for the benefit of the college at four times the five-year moving average of the ceiling listed in the Quid Pro Quo.</p>
<p>Benchmark 2</p> <p>General Scholarships available meets established targeted levels.</p>
<p>Rationale</p> <p>All colleges in the SBCTC augment GFS appropriations with funds obtained through grants and contracts. This amount has increased as a percent of total funding since FY 2008.</p>
<p>Benchmark 3</p> <p>Grant funds raised as a percent of the total budget meet or exceed 125% of the system average.</p>

<p>End 3.2:</p> <p>Centralia College shall serve as a model of effective stewardship by prudently managing physical resources.</p> <p>Monitoring Report Indicators and Benchmarks</p>
<p>Indicator 1</p> <p>The campus has a master plan that utilizes a systematic, campus and community wide process to set long term direction for campus growth.</p>
<p>Benchmark 1</p> <p>Current Master Plan approved/reviewed by the Board of Trustees within the past 5 years</p>
<p>Benchmark 2</p> <p>Community and campus-wide master plan presentation every 5 years</p>
<p>Indicator 2</p> <p>College facilities promote access and safety for students, faculty, staff, and visitors and regularly review related policies, plans, and procedures.</p>
<p>Rationale</p> <p>Provides students and staff a safe and effective learning and working environment</p>
<p>Benchmark 4</p> <p>All building plans are current with the Washington State Rapid Responder mapping program.</p>
<p>Benchmark 5</p> <p>100% of faculty, staff and students are enrolled in the e2Campus alert system.</p>
<p>Indicator 3</p> <p>The college manages physical plant resources efficiently and effectively.</p>
<p>Benchmark 1</p> <p>Noel Levitz items 21 “There are a sufficient number of study areas on campus, “24” Parking lots are well-lighted and secure, “39” the amount of parking space on campus is adequate,” and 68 “On the whole, the campus is well-maintained’ scores above the national norm.</p>
<p>Benchmark 2</p> <p>On the annual Facilities, Operations, and Maintenance (FOM) Services Survey and the follow up evaluations of work orders submitted from areas outside of the FOM department, the average score is 4 or better (on a five point scale).</p>
<p>Indicator 4</p> <p>The campus plans, implements and monitors facilities and practices that are ecologically sound and sustainable.</p>
<p>Rationale</p> <p>The college’s commitment to sustainability is reflected in its own practices.</p>

<p>Benchmark 1</p> <p>2013: reduce carbon footprint or energy consumption 5% per FTE each year.</p> <p>2014: reduce facilities carbon footprint per square foot by 5% each year.</p>
<p>Benchmark 2</p> <p>New facilities are constructed to LEED Silver or better with inclusion of power conservation systems.</p>
<p>Benchmark 3</p> <p>75% of cleaning products utilized yearly are green certified.</p>
<p>Benchmark 4</p> <p>2013: 5% of existing lighting be replaced with energy efficient lighting each year.</p> <p>2014: Lighting load per square foot for the campus will be reduced by 5% per year.</p>
<p>End 3.3:</p> <p>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.</p> <p>Monitoring Report Indicators and Benchmarks</p>
<p>Indicator 1</p> <p>The College provides instructional technology resources to deliver its educational mission.</p>
<p>Rationale</p> <p>The college provides a current technological environment in order to prepare students for the current work environment and for transfer institution preparation</p>
<p>Benchmark 1</p> <p>Noel Levitz results indicate that survey items 34 “Computer labs are adequate and accessible” and 42, “The equipment in the lab facilities are kept up-to-date” satisfaction scores are higher than the national norm.</p>
<p>Benchmark 2</p> <p>95% of responses of the CCSSE (Community College Survey of Student Engagement) supplemental survey item 13h “How stratified you are with the computer lab at this college”, is rated at equal to or greater than “some-what” (past midpoint on four point scale).</p>
<p>Benchmark 3</p> <p>Results of internal faculty and staff surveys for institutional technology show respondent satisfaction of 95% or greater.</p>

Indicator 2 The college has technology supported learning spaces (labs, virtual, dispersed/wireless access) that meets the institution’s educational objectives.
Rationale The college provides a current technological environment in order to prepare students for the current work environment and for transfer institution preparation
Benchmark 1 Noel Levitz results indicate that survey items #34 “Computer labs are adequate and accessible.” And #42 “The equipment in the lab facilities are kept up-to-date.” are considered institutional strengths.
Benchmark 2 95% of responses on the CCSSE Survey item 13h, “How satisfied you are with the computer lab at this college,” is rated at equal to or greater than “some-what” (past midpoint on four point scale).
Benchmark 3 Average internet bandwidth utilization shall be less than 80% of the current available bandwidth.
Benchmark 4 Smart classrooms utilization shall be equal to or greater than 80%.
Indicator 3 The college has appropriate technological resources to meet institutional mission and strategic objectives.
Benchmark 1 100% of faculty and staff computers are capable of running the latest operating system platforms.
Benchmark 2 Faculty and staff computers are replaced in accordance with the established computer replacement policy and standards.
Benchmark 3 100% of the campus technology infrastructure are within current standards.
Indicator 4 Utilize technology to enhance/improve processes, efficiency, and sustainability.
Benchmark 1 100% of the primary technology equipment purchased will meet “Energy Star” rating.
Benchmark 2 The college utilizes 100% of the technology resources provided by SBCTC or a superior alternative.
Benchmark 3 Successful transition to Enterprise Resource Platform (ERP).

<p>Indicator 1</p> <p>Human Resources provides in-house Core Trainings to staff and faculty (and students when applicable) throughout the year on various topics related to compliance, soft skills, leadership and safety.</p>
<p>Rationale</p> <p>The college provides training opportunities in order to increase skill level of staff, students and faculty.</p>
<p>Benchmark 1</p> <p>Human Resources will offer eight in-house Core Training open to all employees (and students when applicable).</p>
<p>Indicator 2</p> <p>In addition to live in-house Core trainings, Human Resources will provide training opportunities for staff and faculty online.</p>
<p>Rationale</p> <p>The college provides training opportunities in order to increase skill level of staff, students and faculty.</p>
<p>Benchmark 1</p> <p>Human Resources will offer nine Core trainings via an online format in the 2012-2013 time period.</p>
<p>Indicator 3</p> <p>Staff (faculty, classified, and exempt) are encouraged to attend Core trainings offered by Human Resources, attend additional career development opportunities, and report training hours to Human Resources.</p>
<p>Rationale</p> <p>The college provides training opportunities in order to increase skill level of staff, students and faculty.</p>
<p>Benchmark 1</p> <p>Human Resources offers at least 32 hours of live, in-house Core trainings every two years. It is recommended that all employees receive 32 hours of training every two years.</p>
<p>Indicator 4</p> <p>All exempt and classified employees will be evaluated.</p>
<p>Rationale</p> <p>The college provides evaluation and feedback in order to increase skill level of staff, students and faculty.</p>
<p>Benchmark 1</p> <p>Exempt employees will be evaluated every other year following the established process and completed within six months of the initial request.</p>

Indicator 4

All exempt and classified employees will be evaluated.

Benchmark 2

Classified Employee Evaluation completion rates will increase by 3% yearly.

YEAR THREE SELF-EVALUATION SUPPORTING DOCUMENTATION TABLE

PREFACE

Approval Letter – BAS-Diesel	SBCTC Approval Letter
Approval Letter – BAS-Diesel	NWCCU Approval Letter – Candidacy status
AAS in Medical Assistant	NWCCU Approval Letter
Centralia College Organizational Chart	CC Organizational Chart
Centralia College Budget for 2014-2015	Budget for Fiscal Year 2014-2015
Accreditation Reaffirmation Letter from NWCCU dated Feb. 27, 2012	Reaffirmation Letter dated Feb. 27, 2012
Recommendations 1 & 2 from NWCCU from Program Review Cycle	Recommendations 1 & 2 (page two of reaffirmation letter) Program Review Cycle
Assessment Research Projects	Examples of assessment research projects: Academic Transfer Transitional Education
Assessment Committee Membership	2013 Assessment Committee Membership 2013 Assessment IC Subcommittee Revision 2013 Assessment Structure Document
Assessment IC Subcommittee	
Assessment Work plans	2013-2014 Assessment Work plan
Assessment Committee	2014-2015 Assessment Work plan - Draft 2014
Annual Report Assessment Committee Meeting Notes 2013-2014	Assessment Committee Annual Report Assessment Committee Meeting Notes 2013-2014
Pre-College Curriculum Review	Pre-College English 2012 Curriculum Review Pre-College Math 2012 Curriculum Review
Instructional Work Plan for 2013-2014	Instructional Work Plan for 2013-2014
Curriculum Review Reports	Curriculum Review Reports: Academic Transfer Review- Humanities Child and Family Studies Review - ECE Transitional Education Review- Pre-College English Workforce Education Review - Diesel
Monitoring Reports for 2013-2014	Monitoring Reports
2012 Summer Board Retreat	September 13, 2012 Board Meeting Minutes

CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Eligibility Requirement 2 – Authority

[RCW 28B.50.](#)
[RCW 28B.50.040](#)
[RCW 28B.50.090](#)

Eligibility Requirement 3 – Mission and Core Themes

[RCW 28B.50.](#)
[RCW 28B.50.020](#)
[June 7, 2001 Board Meeting Minutes – Adopting mission statement](#)
[Board Meeting – September 8, 2011 - Core Theme Adoption](#)

Section I: Standard 1.A - Mission

Mission Statement

[June 7, 2001 Board Meeting Minutes – Adopting Mission statement](#)

Core Theme 1 – Access, Diversity, Persistence

[Monitoring Reports](#)
[Sept. 11 Board Meeting Minutes](#)

[END 1.1 Monitoring Report](#)
[END 1.2 Monitoring Report](#)
[END 1.3 Monitoring Report](#)

Core Theme 2 – Educational Programs

[END 2.1 Monitoring Report](#)
[RCW 28B.50.020](#)
[END 2.2 Monitoring Report](#)
[END 2.3 Monitoring Report](#)
[END 2.4 Monitoring Report](#)
[END 2.5 Monitoring Report](#)
[END 2.6 Monitoring Report](#)
[END 2.7 Monitoring Report](#)

Core Theme 3 – Stewardship

[END 3.1 Monitoring Report](#)
[END 3.2 Monitoring Report](#)
[END 3.3 Monitoring Report](#)
[END 3.4 Monitoring Report](#)

Section II: Standard 1.B – Core Themes

Core Themes Adopted

[Board Meeting Minutes – September 8, 2011](#)

Core Theme 1- Access, Diversity, Persistence

END 1.1 - Diversity

[END 1.1 Monitoring Report](#)

END 1.2 – Student Success

[END 1.2 Monitoring Report](#)

END 1.3 – Financial Access

[END 1.3 Monitoring Report](#)

Core Theme 2 – Educational Programs

END 2.1 – Academic Transfer

[END 2.1 Monitoring Report](#)

END 2.2 – Workforce Education

[END 2.2 Monitoring Report](#)

END 2.3 – Transitional Education –

[END 2.3 Monitoring Report](#)

END 2.4 – Transitional Education –

[END 2.4 Monitoring Report](#)

END 2.5 – Community Education &

[END 2.5 Monitoring Report](#)

END 2.6 - eLearning

[END 2.6 Monitoring Report](#)

END 2.7 – Child & Family Studies

[END 2.7 Monitoring Report](#)

Core Theme 3 - Stewardship

END 3.1 – Financial Resources

[END 3.1 Monitoring Report](#)

END 3.2 – Physical Resources

[END 3.2 Monitoring Report](#)

END 3.3 – IT Resources

[END 3.3 Monitoring Report](#)

END 3.4 – Stewardship

[END 3.4 Monitoring Report](#)

CHAPTER TWO: RESOURCES AND CAPACITY

Eligibility Requirement 4 – Operational Focus and Independence

[College Budget for 2014-2015](#)

Eligibility Requirement 5 – Nondiscrimination

[EL 2](#)

College Policy Manual

[Chapter 1 – General](#)

[Chapter 2 – Personnel](#)

[Chapter 3 – Instruction](#)

[Chapter 4 - Student](#)

Eligibility Requirement 6 – Institutional Integrity

[EL 1](#)

[RCW 42.52](#)

[EL 2, items 1,2,4,6,7,8](#)

[EL 2, items 3,5,9](#)

[EL 3](#)

[EL 4, 5, 6](#)

[EL 7](#)

[EL 8](#)

[EL 9](#)

[EL 10](#)

[END 3.1](#)

Eligibility Requirement 7 – Governing Board	RCW 28B.50.100 Board President Relationship – BPR 9
Eligibility Requirement 8 – Chief Executive	RCW 28B.50.100
Eligibility Requirement 9 – Administration	EL 8 CC Organizational Chart
Eligibility Requirement 10 - Faculty	Faculty Data Faculty Negotiated Contract for 2014-2017
Eligibility Requirement 11 – Educational Programs	List of Degrees – Transfer List of Degrees – Workforce
Eligibility Requirement 12 – General Education and Related Instruction	Ed Planner Notebook – links to several ed planner pages on the web
Eligibility Requirement 13- Library and Information Resources	
Eligibility Requirement 14 – Physical and Technological Infrastructure	Noel Levitz Survey CCSSE Survey
Eligibility Requirement 15 – Academic Freedom	Faculty Negotiated Agreement for 2014-2017 CC Policy Manual – Chapter 3 Instruction Policies, Procedures, & Practices
Eligibility Requirement 16 - Admissions	Quarterly Class Schedule CC Catalog
Eligibility Requirement 17 – Public Information	CC Catalog College Web Site
Eligibility Requirement 18 – Financial Resources	
Eligibility Requirement 19 – Financial Accountability	EL 6 EL 7 Policy Prohibition 7 END 3.1
Eligibility Requirement 20 – Disclosure	
Eligibility Requirement 21 – Relationship with the Accreditation Commission	
Standard 2A: Governance	
Standard 2.A.1	Monitoring Reports including Executive Limitations
Standard 2.A.2	
Standard 2.A.3	
Standard 2.A.4	RCW 28B.50.100 RCW 28B.50.140 RCW 28B.50.142
Standard 2.A.5	Board of Trustees Bylaws
Standard 2.A.6	Monitoring Reports including Executive Limitations
Standard 2.A.7	
Standard 2.A.8	Monitoring Reports including Executive Limitations
Standard 2.A.9	College Workplans Monitoring Reports including Executive Limitations

Standard 2.A.10	RCW 28B.50.100
Standard 2.A.11	
Standard 2.A.12	College Policy Manual Chapter 1 – General Chapter 2 – Personnel Chapter 3 – Instruction Chapter 4 - Student Student Rights & Policies Washington Administration Code CC Catalog Syllabus Checklist 2014-2017 Faculty Negotiated Agreement 2013-2014 Adjunct Faculty Handbook
Standard 2.A.13	Library Policies on the web Library Policies on the “MyCC”
Standard 2.A.14	CC Catalog Statewide Policy on Transfer CTC Inter-College Reciprocity Policy CC Catalog College Website on transfer partnerships
Standard 2.A.15	WAC 132L Student Rights & Policies
Standard 2.A.16	WAC 132L Student Rights & Policies
Standard 2.A.17	WAC 132L Student Rights & Policies
Standard 2.A.18	College Policy Manual Chapter 1 – General Chapter 2 – Personnel Chapter 3 – Instruction Chapter 4 - Student 2013-2015 Classified Employee Collective Bargaining Agreement 2014-2017 Faculty Negotiated Agreement WAC 132L Monitoring Reports including Executive Limitations
Standard 2.A.19	Washington State Health Care Authority Public Employee Benefits Board 2014-2017 Faculty Negotiated Agreement 2013-2015 Classified Employee Collective Bargaining Agreement Human Resources page on MyCC
Standard 2.A.20	
Standard 2.A.21	College Policy Manual Chapter 1 – General - 1.2245, 1.250, 1.255
Standard 2.A.22	

Standard 2.A.23	<p>College Policy Manual</p> <p>Chapter 1 – General – 1.070</p> <p>RCW 42.52</p> <p>GP 1-50</p>
Standard 2.A. 24	<p>2014-2017 Faculty Negotiated Agreement – Article X: Distance Ed</p> <p>Section 7, Course Development and Intellectual Property, page 41.</p>
Standard 2.A.25	<p>CC Catalog</p> <p>Centralia College Website – “About the College”</p>
Standard 2.A. 26	<p>State of Washington, Dept. of Enterprise Services</p> <p>Office of Financial Management’s State Administrative & Accounting Manual (SAAM)</p>
Standard 2.A.27	<p>CC Catalog</p> <p>EL 1</p> <p>EL 2, items 1,2,4,6,7,8</p> <p>EL 2, items 3,5,9</p> <p>EL 3</p> <p>EL 4, 5, 6</p> <p>EL 7</p> <p>EL 8</p> <p>EL 9</p> <p>EL 10</p> <p>2014-2017 Faculty Negotiated Agreement</p>
Standard 2.A.28	<p>College Policy Manual</p> <p>Chapter 1 – General</p> <p>Chapter 2 – Personnel</p> <p>Chapter 3 – Instruction</p> <p>Chapter 4 - Student</p> <p>Student Rights & Policies</p>

Standard 2.A.29 [Student Rights & Policies](#)
[2014-2017 Faculty Negotiated Agreement](#)

Standard 2.A.30 [EL 1](#)
[EL 2, items 1,2,4,6,7,8](#)
[EL 2, items 3,5,9](#)
[EL 3](#)
[EL 4, 5, 6](#)
[EL 7](#)
[EL 8](#)
[EL 9](#)
[EL 10](#)
[BRP Guiding Principles](#)
[Office of Financial Management](#)
[OFM Policy 85.52 - Investments](#)

Standard 2B: Human Resources

Standard 2.B.1 [Employment web site](#)

Standard 2.B.2 College Policy Manual
[Chapter 2 – Personnel](#)
[2014-2017 Faculty Negotiated Agreement](#)
[2013-2015 Classified Employee Collective Bargaining Agreement](#)
[Performance Development Evaluation-Classified Employee](#)
[Knowledge, Skills, & Abilities Assessment Form](#)

Standard 2.B.3 [2014-2017 Faculty Negotiated Agreement](#)
College Policy Manual
[Chapter 1 – General – reference 1.330](#)
[END 3.4 Monitoring Report](#)
[Training Statistics July 2011-June 2012 Attachment 1](#)
[Training Statistics July 2011-June 2012 Attachment 2](#)
[Training Expectations](#)
[LDP Information](#)
[SBCTC Mailman Mail-List Manager](#)

Standard 2.B.4 [WAC 131-16-80 Standards of Qualifications for Community and Technical](#)
[College Personnel](#)
[WAC 131-16-091/Additional Qualifications in Areas of Specialization](#)
[Instructional Council Structure Document](#)

Standard 2.B.5 [2014-2017 Faculty Negotiated Agreement](#)
[Workload Meeting Form](#)
[Other Workload Considerations Form](#)

Standard 2.B.6

[2014-2017 Faculty Negotiated Agreement – Article XIII/Section 3/Page 58](#)
[Adjunct Faculty Handbook – Section IV/Page 25](#)

[2014-2017 Faculty Negotiated Agreement – Article XIII/Section 2/Page 55](#)

[2014-2017 Faculty Negotiated Agreement – Article XIII/Section 1/Page 50](#)

Standard 2C: Education Resources

Standard 2.C.1

[Instructional Council Structure Document](#)

Standard 2.C.2

[Learning Themes](#)

[CC Catalog – Page 3](#)

[Bachelor Degree Program](#)

[Academic Transfer Degrees](#)

[Workforce Degrees](#)

[Workforce Certificates](#)

[CC Catalog – Page 41-66](#)

[Ed Planners](#)

[Syllabi Checklist form](#)

Standard 2.C.3

Institutional Practices – [Instructional Council Structure Document](#)

[Intercollege Relations Commission Guidelines](#)

[Policies of the SBCTC](#)

[Credit hours for Courses – SBCTC Policy](#)

[Application for degree/certificate](#)

[CC Catalog – Page 16](#)

[Assessment: Curriculum – Program Review](#)

Standard 2.C.4

[Instructional Council Structure Document](#) [Policies of the SBCTC](#)

[Washington Student Achievement Council](#) – Previously HECB

[ICRC Guidelines](#)

Standard 2.C.5

[Instructional Council Structure Document](#)

[Faculty Hiring Process](#)

[Assessment Committee Structure Document](#)

[Assessment 2013 IC Subcommittee Revision](#)

[Assessment 2013 Committee Membership](#)

Standard 2.C.6

[Library Services for Faculty](#)

[Instructional Council Structure Document](#)

[Online Resource Guides](#)

[ASK a Librarian](#)

[Library Website](#)

Standard 2.C.7

Standard 2.C.8

[Common Course Numbering list](#)

Reciprocity Agreement Form

Standard 2.C.9

[ICRC Guidelines](#)
[SBCTC Policy Manual](#) – Chapter 4
[NWCCU Standards](#)
[Educational Planners](#)
[Program Degree Guides](#)
[CC Catalog](#) – Page 32-38

Standard 2.C.10

Standard 2.C.11

Standard 2.C.12

Standard 2.C.13

Standard 2.C.14

Standard 2.C.15

Standard 2.C.16

[Continuing Education Web Site](#)

Standard 2.C.17

[Continuing Education Web Site](#)

Standard 2.C.18

[END 2.5](#)

Standard 2.C.19

[END 2.5](#)

Standard 2D: Student Support Resources

Standard 2.D.1

[Council for the Advancement of Standards in Higher Education](#)
[Standards and Guidelines](#)

Handbook of Best Practices of the Washington State Student
Services Commission

[Disability Services Counseling Center](#)
[Child & Family Studies Children's Lab School](#)
[International Student Program](#)
[Student Job Center](#)
[Running Start](#)
[TRiO Student Support Services](#)
[Veteran Services](#)
[Library](#)
[eLearning](#)
[STEM](#)
[Learning Center](#)
[Writing Center](#)
[Student Life](#)

Standard 2.D.2

[Annual Campus Safety & Security Statistics](#)
[E2campus Notification system](#)

[Campus Facilities and Safety Committee](#)

College Policy Manual

[Chapter 1 – General – reference 1.100,1.102, 1.160](#)

[Noel Levitz Survey](#)

[Western Washington Merchant Patrol](#)

[Student Rights and Responsibilities Code WAC 132L-120](#)

[Security Logs](#)

[Annual Campus Safety & Security Statistics](#)

Standard 2.D.3	Marketing and Recruitment Retention Team (MARRT) Student Life and Involvement Center (SLIC) Student Activities/Admissions Team (SAAT) TRiO Program Talent Search/Upward Bound Programs Academic Standards Policy CC Catalog
Standard 2.D.4	Instructional Council Structure Document College Policy Manual Chapter 1 – General Chapter 2 – Personnel Chapter 3 – Instruction Chapter 4 - Student
Standard 2.D.5	College e-Catalog
Standard 2.D.6	College e-Catalog Academics & Program Pages
Standard 2.D.7	Washington State Records Retention Schedule Family Educational Rights and Privacy Act of 1974 (FERPA) College e-Catalog
Standard 2.D.8	Financial Aid
Standard 2.D.9	
Standard 2.D.10	College Policy Manual Chapter 3 – Instruction Early Alert System – President’s Overview to the Board of Trustees
Standard 2.D.11	Student Life and Involvement Center (SLIC) Student Activities/Admissions Team (SAAT) Student Government Association (SGA) Student Clubs and Organizations
Standard 2.D.12	Centralia College Bookstore Centralia College Blazer Bites Student Housing House Bill 1224 Centralia College Bookstore Customer Satisfaction Survey
Standard 2.D.13	Centralia College Athletic Department

Standard 2E: Library and Information Resources

Standard 2.E.1	Centralia College Library Online reference and periodical databases Collection Development Published Policy
Standard 2.E.2	
Standard 2.E.3	Library Instruction Mission Statement Information Literacy

Standard 2F: Financial Resources

Standard 2.F.1	SBCTC Budget Request Reserve Account END 3.1 – Indicator 1 Monitoring Reports Running Start Program TRiO Program Pacific NW Center of Excellence for Clean Energy Grants and Contract List
Standard 2.F.2	Budget Review and Planning Committee (BRP) BRP Workplans Budget Review and Planning Committee Guiding Principles Budget Review and Planning Committee Campus Forums BRP Forums FAQ's
Standard 2.F.3	Board of Trustees for Centralia College Governances Policies END 3.1 Budget Review and Planning Committee Guiding Principles 2012-2013 Operating Budget
Standard 2.F.4	
Standard 2.F.5	Facility Site Review
Standard 2.F.6	
Standard 2.F.7	
Standard 2.F.8	The Centralia College Foundation (CCF) Foundation Quid Pro Quo Foundation Policy on Giving IRS Form 990 Centralia College Foundation Audited Financial Statements for Year Ended June 30, 2013 Certificate of Exemption No. 500344 Foundation Annual Reports Centralia College Foundation Bylaws

Standard 2G: Physical and Technological Infrastructure

Standard 2.G.1	Campus Facilities and Safety Committee Noel Levitz Survey Monitoring Reports
Standard 2.G.2	Chemical Hygiene Plan Monitoring Reports
Standard 2.G.3	Master Plan
Standard 2.G.4	

Standard 2.G.5

[Technology Committee](#)
[Computer Lab Locations](#)
[Noel Levitz Survey](#)

Standard 2.G.6

[Lynda.com](#)

Standard 2.G.7

[Campus Technology Survey](#)
[Wireless Information](#)

Standard 2.G.8

[Technology Plan and Computer Replacement Policy](#)
Infrastructure Equipment Replacement Policy