Year Seven Evaluation of Institutional Effectiveness Report

Prepared for the Northwest Commission on Colleges and Universities

by Centralia College

Submitted February 12, 2025

CENTRALIA COLLEGE

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Picture: 2023 Fall Kick-Off Employee Group Photo

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NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES

INSTITUTIONAL REPORT CERTIFICATION FORM

On behalf of the Institution, I certify that:

☒ There was broad participation/review by the campus community in the
preparation of this report.

☒ The Institution remains in compliance with NWCCU Eligibility Requirements.

☒ The Institution will continue to remain in compliance throughout the duration of
the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or
Accreditation of my institution. I certify that the information and data provided in the report
are true and correct to the best of my knowledge.

Centralia College
(Name of Institution)

Dr. Robert Mohrbacher
(Name of Chief Executive Officer)

(Signature of Chief Executive Officer)

02/11/2025
(Date)

INSTITUTIONAL OVERVIEW

Originally established in 1925 under the auspices of the University of Washington, Centralia College is the oldest continuously operating community college in Washington State. Centralia College began as a junior college, primarily concerned with providing the first two years of a traditional baccalaureate degree. During the 1960s, the college transitioned to a comprehensive community college with a mission that included providing vocational, basic skills, and continuing education.

Today, Centralia College is one of 34 community and technical colleges in Washington state and has an approximate annual unduplicated student headcount of 4,419, which equates to 2,187 full-time equivalent (FTE) students. Students pursuing degree-seeking pathways are enrolled in Adult Basic Education, High School Completion, Workforce, Academic Transfer, and Baccalaureate programs. Students pursuing non-degree pathways are enrolled in senior, parenting, and community service programs.

The college also offers education at two correctional sites, as well as one juvenile detention facility. These include Garrett Heyns Education Center at the Washington Corrections Center in Shelton; Cedar Creek Education Center at the Cedar Creek Corrections Center near Little Rock; and Green Hill School, Chehalis, operated by Department of Children, Youth and Families.
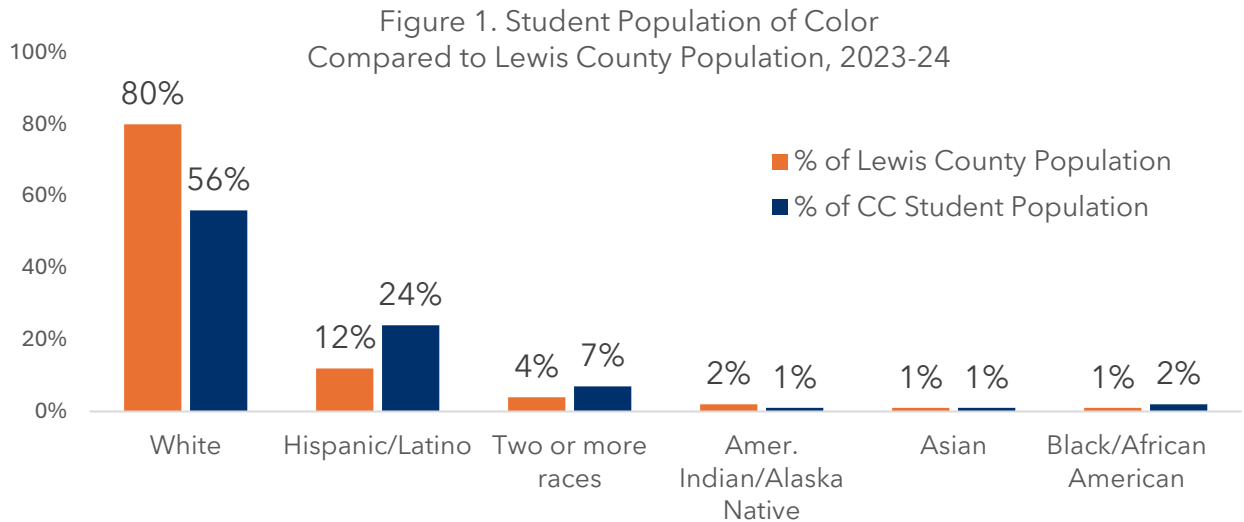
In 2005, Washington State passed legislation giving community colleges the ability to offer applied baccalaureate degrees. Subsequently, Centralia College has developed five applied baccalaureate degrees (BAS), including BAS in Applied Management, BAS in Diesel Technology, BAS in Application Development, BAS in Teacher Education, and BAS in Behavioral Health. In addition to the five BAS degrees, the college has been approved to offer a new Bachelor of Science degree in Computer Science. This degree is currently being developed under a consortium arrangement with seven colleges and is scheduled to begin accepting students in the Fall of 2025.

The college has strong relationships with the communities it serves and is an essential part of the Centralia community. The college's service district covers approximately 2,400 square miles, including Lewis and south Thurston counties, and offers educational opportunities to the citizens of an essentially rural service district. The population of the service district is

approximately 112,000. The city of Centralia, where the main campus is located, has the most population in the district: about 18,754 people. Lewis County has a predominantly white population according to US Census data:

Figure 1. Student Population of Color Compared to Lewis County Population, 2023-24

Race/Ethnicity	% of Lewis County Population	% of CC Student Population
White	80%	56%
Hispanic/Latino	12%	24%
Two or more races	4%	7%
Amer. Indian/Alaska Native	2%	1%
Asian	1%	1%
Black/African American	1%	2%

While the service district population is comprised of approximately 20% people of color, the student population at Centralia College includes 36% people of color. The college is serving an increasing population of Latinx students. The Centralia School District has a Latinx population of 41%, while the Rochester School District serves 30% Latinx students, and the Chehalis School District serves 22%.

Like many rural communities, the college's service district has seen substantial changes in its workforce and economy as it has struggled with its shift from an agricultural, timber, and mining-based economy to a more service-based economy. The Lewis County unemployment rate is typically higher than the state average.

Centralia College currently provides pathways from basic skills to a bachelor's degree to reduce individual poverty and increase household incomes. The eastern part of Lewis County is rural and comprised of several very small communities. The college serves the needs of this area through its site in Morton–Centralia College East–as well as through several sites for Adult Basic Education, with classes offered at libraries and other community locations such as the Chehalis Tribal Center.

Centralia College has retained its status as a regionally accredited institution of higher education since 1948. The college's Accreditation webpage contains information on its accreditation status and is regularly updated.

Picture: 2023 College Fall Conference

PREFACE

This preface outlines significant changes at the college since the last comprehensive self-evaluation in 2018. It also outlines the work the college has done to address its two outstanding recommendations from the 2018 Mission Fulfillment and Sustainability Report.

Leadership and Key Personnel Changes

Dr. Robert Mohrbacher has served as the president of Centralia College since July 2016, and Dr. Rober Cox has served as the vice president of student services since July 2014. However, over the last five years, the college has seen several changes in college leadership roles, including four new Trustee appointments.

College Leadership
- Vice President of Finance & Administrative Services: Dr. Leslie Fountain Williams served in this role from 07/01/2021 to 12/31/2022. Tariq Qureshi assumed this role beginning 03/01/2023.

- Vice President of Human Resources & Equity: Dr. Erica Holmes served in this role from 01/13/2021 to 05/06/2022. Joy Anglesey assumed this role on 09/01/2022.
- Vice President of Instruction: Connie Smejkal became the Interim Vice President of Instruction on 07/01/2023, when Dr. Joyce Hammer took a new position with the State Board for Community & Technical Colleges. After a national search, Connie Smejkal assumed the role permanently.
- Associate Vice President for Advancement: In July 2021, the college created a new role, combining leadership of the Centralia College Foundation with responsibility for communications and marketing. Christine Fossett, who was serving as the Executive Director of the Foundation, took on the new role.
- Executive Director for Institutional Research and Planning: Scott Wagemann became the Interim Director of Institutional Research in September 2016. After a national search, he assumed the role permanently. In February 2019, Gwen Nuss became the Interim Director and served in the role until September 2021. Fia Eliasson Creek was hired as the Executive Director on 03/01/2022.
- Director of Equity and Inclusion: This new position was created in 2023. Thalia Vaillancourt began in this role on 10/16/2023.

Board of Trustees
- Court Stanley: Appointed October 2020. Former president of Port Blakely Forestry (retired). Extensive board and public service experience, including Wilcox Family Farms, World Forestry Center, Washington Farm Forestry Association, and United Way of Lewis County.
- Dr. Pretrina Mullins: Appointed October 2021, Board Vice-Chair 2024-25. Elementary Assistant Principle, White Pass School District, Board and community experience with Centralia Lodging Tax Committee, Lewis County Historical Museum, and Friends of Seminary Hill.
- Annalee Tobey: Appointed May 2022, Board Chair 2024-25. Executive Director for Experience Chehalis. Associations and community service include Washington Main Street Advisory Board, Economic Alliance of Lewis County, Chehalis Lodging Tax Committee, Discover Children's Museum, Women United, and Adna Booster Club.
- Chris Thomas: Appointed October 2023. Senior Communications Manager for Providence Health Care of South Puget Sound. Board and community service includes Centralia-Chehalis Chamber of Commerce, Dollars for Scholars of Centralia, and Riverside Golf Club Board, former school board member for Centralia School District.

- Mark Scheibmeir: Appointed 2017. Reappointed 2021. He is the only member of the Board who was serving at the time of the college's last comprehensive report. Senior partner in the law firm Hillier, Scheibmeir, Kelly & Satterfield. Hearing examiner for Lewis and Cowlitz counties and cities of Kelso and Olympia. Member of Centralia College Foundation Board (ex officio) since 1994, Chehalis Rotary, and Lewis County Trails Association.

Enrollment

Centralia College had declining enrollment between 2011 and 2022. Enrollment reached its lowest point in the Spring of 2022 at 1,791 FTEs and a headcount of 4,621. As with most community colleges across the country, the COVID-19 pandemic brought sharp enrollment declines from Spring 2020 through Spring of 2022. Enrollment began to rebound in Spring 2021 with an increase in student headcount followed by an increase in FTES by Fall 2022. Enrollment has slowly increased in most student enrollment categories; however, state-funded enrollment as of Fall 2024 is still 16% below pre-pandemic levels in Fall 2019. The enrollment category that has increased the most during this time frame is Running Start (dual enrollment), which has increased by 42%.

Figure 2. Annual Enrollment
(Headcount and Full-Time Eqivalent Enrollment (FTE))
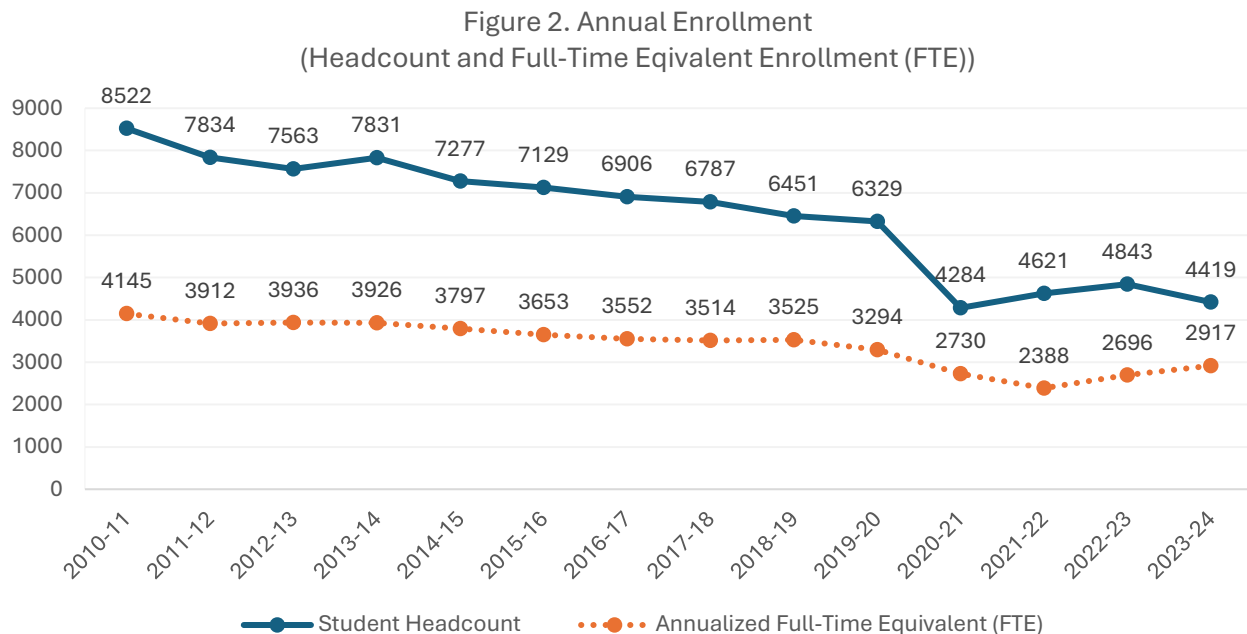
Guided Pathways

The college began implementing Guided Pathways in 2019. A steering committee was established that included members from across the college. The committee was chaired by faculty while the vice presidents of instruction and student services jointly provided administrative support and leadership to the committee. Currently, although Guided Pathways has been institutionalized and become standard practice, a few strategies are still in progress of being implemented. These include:

- Improve the transition rate from adult basic education to college level courses
- Align the student intake process with areas of study
- Improve data collection processes to track students by area of study
- Evaluate outcomes for students completing the mandatory student success class
- Align the college website around areas of study for current and potential students

The implementation of these efforts, and other best practices, are part of departmental work and assigned to directors and deans by the vice presidents. The vice presidents of instruction and student services are holding a joint meeting with their cabinets once a month to collaborate on initiatives and strategies related to Guided Pathways and the college's new strategic plan. Deans, directors, and vice presidents participating in the meetings discuss progress on strategy implementation, identify challenges in processes, and create action plans to implement changes resulting in efficient and effective processes across divisions.

COVID-19 Pandemic Response

In early March 2020, the college received reports of the first COVID-19 cases in Washington. On March 24th, Governor Inslee issued the first emergency proclamation dealing with a pandemic response. As a result, the college had to quickly shift its instruction and operation to become fully remote. Essential workforce programs provided modified instruction to allow students to complete coursework that could not be completed online, such as clinicals for healthcare programs and labs for welding and diesel programs. Departments like the bookstore and

Picture: Diesel Technology

the library organized drive-thru services to support students. College administrators met regularly with the Washington state Department of Health, as well as other county and local officials to keep up with changing health protocols.

While the college was able to maintain its operations throughout the pandemic, enrollment declined significantly. Centralia College lost one third of its enrollment between Spring 2018 and Spring 2022. Enrollment has climbed steadily since Fall 2022; however, overall enrollment still has not returned to pre-pandemic levels. This trend is positive compared to other colleges of similar size within the Washington community college system.

Budget Reductions

Centralia College undertook a significant budget reduction effort in the 2020-21 academic year as a result of the enrollment drop due to COVID-19. This included a tenure buyout program, some retirement incentives for classified staff and administrative employees, as well as not rehiring some vacant positions and other smaller adjustments. Overall, the college was able to realize a $1.2 million budget reduction for the fiscal year starting July 1, 2021. There were no direct layoffs or reduction-in-force enacted. All employee reductions were voluntary or the result of attrition. The college was able to come out of the budget reduction process with an operating budget reserve of $903k and total available reserves of $5 million. This allowed Centralia College to maintain strong fiscal health even in the face of significant reductions in enrollment and related revenue in the following years.

ctcLink Implementation

In February 2021, the college migrated from its 40-year-old legacy enterprise system to a new administrative software solution (PeopleSoft). This was part of a larger systemwide migration adopted by all 34 community and technical colleges and the State Board for Community and Technical Colleges (SBCTC). All colleges would operate on one instance of PeopleSoft, managed by SBCTC. This was the largest single implementation of a PeopleSoft system in the country.

This new software system, called ctcLink, impacted all employees and students at the college. The implementation process created a particularly heavy workload for department leads and subject matter experts in several departments like Enrollment Services, Financial Aid, Instruction, Fiscal Services, Budget Office, Human Resources, and Payroll. While many colleges in the system experienced significant employee

turnover due to burnout, Centralia College saw little disruption. Despite the initial challenges, the new system has streamlined administrative processes, offered additional self-service functions, and improved data access.

Ransomware Attack

Centralia College was impacted by Lockbit 2.0 ransomware encryption malware that was discovered on February 14, 2022. The attack resulted in the encryption of major portions of the college's information technology system, including financials, payroll, and reporting (which included auditing and financial aid data). The college notified the SBCTC and contracted with external consultants to address the technical and legal issues caused by the cyberattack.

Picture: TransAlta Commons (TAC), Main Campus

Information Technology Services were able to restore many of the college's systems to functionality, either directly or via workarounds. However, it took many months to build a new and secure network for the college. All computers had to be individually scanned and serviced to function on the new "zero trust" network. While this cyberattack caused immediate and substantial disruption to college operations, the college had the resources and capacity to recover from the attack and to build a new and more robust network.

Strategic Plan

In June 2023, the Board of Trustees adopted a new strategic plan. The process began in Fall 2022 with a strategic planning workshop at the annual Fall Conference attended by 207 employees. Later that fall, the college held listening sessions with internal and external stakeholders to seek feedback on the college and its future. A 28-member strategic planning steering committee was convened with representation from numerous stakeholder groups. The committee met monthly for a year, which culminated with the 2023-28 Strategic Plan focusing on three priorities: Support Students; Retain and Develop Employees; and Revitalize Campus and Community Engagement.

Student Success Initiatives

The college reorganized the offices of counseling, advising, and Running Start (dual enrollment) into a broader Student Success Office overseen by the Dean of Student Success and Retention to better focus on strategic student success initiatives. Student success initiatives that have been implemented since the reorganization include Blazer Central (student success hub), welcome desk, high school partnerships, student outreach, and a switchboard. The Student Success Office focused on aligning services that addressed the three areas of Guided Pathways: getting students on the path, clarifying the path, and keeping them on the path. Below are examples of other initiatives that have been or are in the process of being implemented by the Student Success Office:

- Developed peer mentoring with a focus on connecting students with similar backgrounds, particularly those from underrepresented groups (Black/African American, American Indian/Alaska Native, Latinx) with observed disparities in educational outcomes.
- Hired bilingual staff and student workers for the welcome desk and Blazer Central areas to assist Latinx students with navigating college processes. Having bilingual staff makes services more accessible to non-native speakers, ensuring that valuable information is conveyed accurately and efficiently. Bilingual staff often bring a deeper understanding of diverse cultures, which can help in creating a more inclusive and respectful environment. This strategy has led to better interactions and a more welcoming atmosphere.
- Arranged area of study fairs that connect new students with their area of study discipline-specific faculty advisors. Area of study fair sessions have been developed and targeted specifically at students from populations where equity gaps exist (Latinx, Black/African American, American Indian/ Alaska Native)

Diversity, Equity, and Inclusion Initiatives

Addressing equity has been a focus across the college, and the college is working on breaking down barriers to make systems and services more equitable. Specifically, the college has made policy decisions and program improvements to remove barriers to equity:

- Hired a multicultural recruiter who is a fluent Spanish speaker.
- Established a peer mentor program to support marginalized student groups.
- Launched a housing program for local high school seniors who are homeless.

- Eliminated the graduation and college placement testing fees.
- Eliminated application fees for selective admissions and BAS programs.
- Evaluated student scholarship criteria and brought them into compliance with Title IX gender requirements.
- Broadened student placement to include placement by high school transcript for English and math.
- Launched a student food pantry and hired a student resource specialist who connects students to on-campus and off-campus food, housing, and emergency resources.
- Developed processes to support students' preferred name and pronoun use officially in the student information system.

In addition to removing barriers to equity for students, the college hired a Director of Equity and Inclusion, who began at the college in October 2023, to improve the overall campus climate and to support employees of color. The director has worked with key stakeholders and the college's Justice, Equity, Diversity, and Inclusion (JEDI) Council to identify initiatives. So far, initiatives that have been or are in the process of being implemented include:

- Hold annual listening sessions with students and staff in regard to the campus climate.
- Bring speakers to the college to talk about different topics related to DEI such as how to administer Naloxone, a Trans Woman speaker sharing her experiences, and information on sexual assault and sexual assault bystander intervention as a part of a series for Sexual Assault Awareness month. In Spring 2025, the college will offer a training series for staff on anti-oppression, white fragility, and privilege as well as trauma-informed customer service.
- Collaborate with Chehalis Tribe to draft the [Centralia College's Land Acknowledgement](#).
- Complete Crucial Conversations Train the Trainer to begin Crucial Conversation training for staff.
- Work with HR to update job descriptions, expand the distribution of job opportunities, and train search advocates which serve on every hiring committee. So far, the efforts have helped diversify the faculty and staff to reflect the college's service district.

Green Hill

Green Hill Academic School is a high school located within a medium/maximum security, fenced facility for teenage male offenders. Centralia College offers college-level courses to eligible participants leading to workforce certificates and two-year associate degrees. In 2022, the college expanded its offerings to include the Bachelor of Applied Science in Applied Management.

A faculty liaison visits the site to advise students, assist in identifying the sequencing of quarterly and annual course offerings, and to mentor faculty teaching at the site. Students receive similar support as students on the main campus. A TRiO specialist ensures students have necessary tutoring, registration support and progression tracking. Courses are paid for through a contract between Centralia College and the Department of Children, Youth and Families.

Auxiliary Services

In the summer of 2024, Auxiliary Services were restructured to include the bookstore (including team shop) and food services (cafeteria, catering services, espresso services, and concessions). The college previously contracted out food services to Burger Claim LLC and resumed institutional operations effective July 2023. With the hiring of two full-time employees, the college successfully started a food service program, which includes Blazer Bite Cafeteria and Catering Services. In July 2024, the college brought the espresso stand back to institutional operation, naming it the Blazer Bistro. Previously, the espresso stand was contracted out to iBean Espresso. The Blazer Bistro also operates the concessions stand in the gym, which is open during all athletic events.

Facilities and Infrastructure

Centralia College has a beautiful and well-designed campus that caters to the needs of students and the community. Guided by the Campus Master Plan, college employees work to upgrade and maintain facilities and infrastructure on an annual basis.

- SWFT Center: Completed in Fall 2019, the SW Washington Flexible Training Center (SWFT) is a 12,000-square-foot light industrial building designed for career and industrial training. This building is the result of a partnership between the college and the Centralia College Foundation (CCF).

- <u>Walnut St. Compound</u>: In 2023, Centralia College completed construction of the Walnut St. Compound. This is a fenced storage lot for college vehicles. The new paved storage facility provides adequate security by utilizing cameras, lighting, and a locked access gate.

- <u>Bob Peters Field</u>: In Spring 2023, the college dedicated Bob Peters Field, a multi-purpose sports complex on the northeast corner of campus. The field has competition surface for baseball, softball, and soccer. In addition, it has a batting cage building that includes a viewing lounge on the second story. This is a turf field with full lighting that can be used year-round, day or evening.

- <u>Teacher Education and Family Development Center (TEFD):</u> In June of 2024, the college completed the design and permitting for a new Teacher Education and Family Development Center. This will be an approximately 18,000 square feet building located just south of the main campus at the corner of King and Plum streets. It will house the Child Development Center, three general classrooms, and new offices for Facilities, Operations and Maintenance (FOM) employees. While the college received state funds for the pre-design and design phase of the building, there is a lag in the availability of construction funds, due to a long backlog of capital projects in the SBCTC system. Funds may be available after the coming Legislative session for July 2025. If not, construction will be delayed until 2027.

Student Housing

Centralia College has worked to improve the quality and availability of student housing. Until recently, student housing options consisted of a variety of old houses around campus, the Silver St. apartment building, and a few rental agreements with local landlords. This situation was difficult to manage and provided less than optimal living conditions for students.

In 2020, the Centralia College Foundation purchased a vacant lot off the northwest corner of the campus with the intention of raising funds to build a new housing facility. The Foundation subsequently sold the building lot to Collegiate Housing International (CHI), and the Foundation and the college entered into a partnership to build and operate a student housing facility. The new building (CHI Centralia) opened in Fall 2024 and can house up to 110 students. The college and the Foundation had the Silver St. apartments fully renovated which was completed in late 2024. Silver St. apartments can house up to 30 students. CHI owns and operates CHI Centralia under a management agreement with the college. The college owns the Silver St. apartments, and CHI manages that student housing under a contract.

Closure of International Student Programs Office

After COVID, the college realized that despite its best efforts, recruiting and retaining a reasonable number of international students to support international programs was not sustainable. The program was closed, but the college maintained the SEVIS authorization to certify and admit international students. Despite closing the program, the college has continued to enroll a small number of international students who are supported by other student programs such as athletics or Blazer Central.

Evidence for Preface

- Centralia College Service Area Map
- 2023-34 College Facts and Figures
- Centralia Board of Trustees
- Centralia College Organizational Chart
- FY22 Operating Budget and Revenues Memo to the Board of Trustees
- FY2022 SBCTC Fiscal Health Measures Report for Centralia College
- FY2023 SBCTC Fiscal Health Measures Report for Centralia College
- 2023-28 Centralia College Strategic Plan

RESPONSE TO OUTSTANDING RECOMMENDATIONS

NWCCU Recommendation 6: *Fully implement student learning outcomes assessment across all programs, degrees, and general education and systematically use the results of assessment to influence planning and resource allocation. (2020 Standard(s) 1.B.1;1.C.5;1.C.6;1.C.7)*

Since receiving the Recommendation in 2018, the college has worked continuously to fully address the Recommendation. The college's Assessment Committee is responsible for guiding and facilitating faculty assessment of student learning outcomes. The committee consists of five academic faculty, one from each of the general education areas (math, social sciences, communication, humanities, natural science), three faculty from workforce programs, one faculty from transitional studies (adult basic education, English as a second language, and high school completion), and one library representative. The Dean of Instruction for Arts and Science and the Executive Director of Institutional Research and Planning serve as ex-officio members to support the committee's work. The purpose of the assessment committee is to:

- Review college practices related to assessment.
- Provide peer mentorship and review through the program, curriculum, and
- distribution review process.
- Facilitate training regarding assessment.
- Provide updates to the Curriculum Review Committee, Instructional Council, and Institutional Effectiveness Committee (the college's governance committee).

The Assessment Committee is a sub-committee of the Instructional Council (IC). The council works in an advisory capacity to the Vice President of Instruction. The membership and voting members are faculty representation across all disciplines and divisions. The purpose of IC is to facilitate interdepartmental communication and to make recommendations about curriculum, instructional standards, and the academic life of students including but limited to:
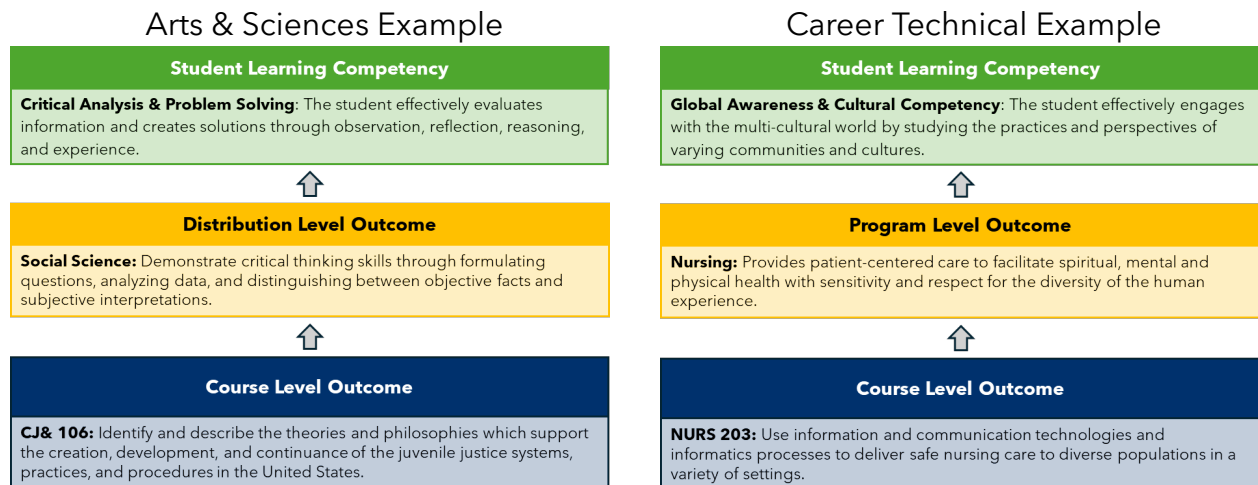
- Curriculum including reviewing proposed courses and programs
- Degree and certificate requirements
- Academic standards and policies related to admission, probation, and graduation
- Academic assessment planning and implementation

- Periodic review of established distribution outcomes

Alignment of Student Learning Outcomes

The college has clearly defined student learning outcomes at the course, program and institutional levels. The master course outline (MCO) links individual course level objectives to program and distribution level outcomes, which are linked to student learning competencies at the institutional level. Below is an example that shows how a course objective in a criminal justice (arts & sciences) aligns with a distribution level outcome and how the distribution level outcome aligns with a student learning competency. Likewise, there is an example that shows how a course objective in nursing (career technical) aligns with a program outcome that then rolls up to an institutional student learning competency.

Arts & Sciences Example

Student Learning Competency

Critical Analysis & Problem Solving: The student effectively evaluates information and creates solutions through observation, reflection, reasoning, and experience.

⇧

Distribution Level Outcome

Social Science: Demonstrate critical thinking skills through formulating questions, analyzing data, and distinguishing between objective facts and subjective interpretations.

⇧

Course Level Outcome

CJ& 106: Identify and describe the theories and philosophies which support the creation, development, and continuance of the juvenile justice systems, practices, and procedures in the United States.

Career Technical Example

Student Learning Competency

Global Awareness & Cultural Competency: The student effectively engages with the multi-cultural world by studying the practices and perspectives of varying communities and cultures.

⇧

Program Level Outcome

Nursing: Provides patient-centered care to facilitate spiritual, mental and physical health with sensitivity and respect for the diversity of the human experience.

⇧

Course Level Outcome

NURS 203: Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.

Process for Assessing Student Learning Outcomes

To implement a regular and systematic process to assess student learning outcomes at the course, program, and institutional levels, the Assessment Committee reviewed best practices, participated in statewide assessment workshops, and worked with the instructional deans, Instructional Cabinet, Institutional Effectiveness Committee, and the President's Cabinet.

The assessment process at the college includes three main components: (1) the quarterly assessment tool, (2) program review for career technical programs, and (3) curriculum and distribution review for arts and sciences programs. The quarterly assessment tool can be used to assess all three levels of outcomes: course, program

(career technical) or distribution (academic transfer), and student learning competencies.
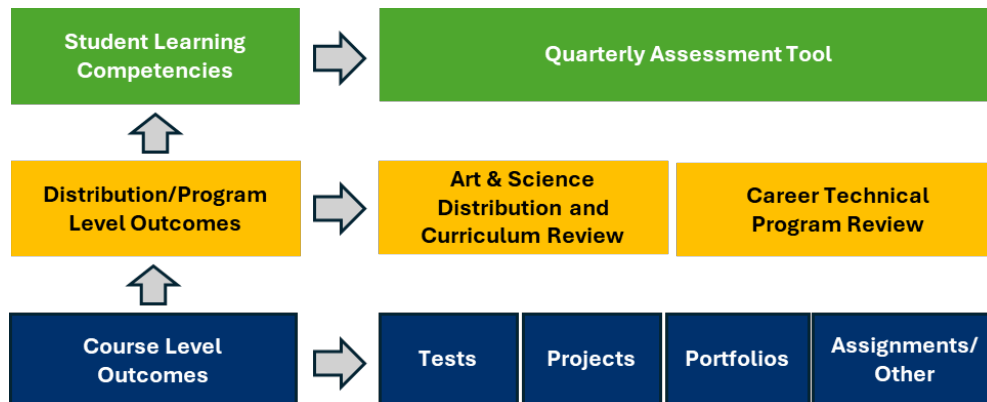
Faculty can opt to do a research project instead of the quarterly assessment tool. The topic and focus of the research project are the choice of the faculty based on what they would find meaningful for their course or program. The faculty must also submit a quarterly research project check-in to the Assessment Committee. While the research project is a narrative and broader in scope than the quarterly assessment tool, the project is still focused on student learning outcomes, competencies and the effectiveness of teaching and learning. The completed research project is submitted to the dean for review and feedback. Examples of completed research projects can be found in the evidence section below.

All faculty are invited to attend the first Assessment Committee meeting of the academic year where the committee shares information about the assessment process at the college as well as instruction on how to complete the quarterly assessment tool or a research project. Those who cannot attend receive the same information via email.

Adjunct faculty were not previously required to participate in the quarterly assessment. However, as of Fall 2024, adjunct faculty are now required to complete the quarterly assessment tool as part of their contract in compliance with the 2023-26 Faculty Negotiated Agreement. To compensate for this additional responsibility, the college has moved the adjunct faculty up one step on the salary scale.

Quarterly Assessment Tool

The quarterly assessment tool was developed in Fall 2021 and implemented in Winter 2022. Prior to that, the faculty had used Cavas, the college learning management system, to document and track assessment results. However, it was difficult to extract the assessment data from the various Canvas shells to aggregate the data by outcome and level. Based on feedback from the Assessment Committee, the quarterly assessment tool was created using Microsoft Forms. Based on feedback from the faculty, it was revised in Winter 2023 to be more meaningful. Questions were revised to be clearer and additional data elements were added to improve reporting.

The quarterly assessment tool prompts the faculty to answer the following question:

- Identify course and applicable outcome to be assessed.
- Identify to which distribution or program level outcome the course outcome is aligned.
- Identify to which student learning competency the distribution or program outcome is aligned.
- Describe how the students will be assessed and the number of students completing the assessment.
- Share a copy of the method of assessment or rubric used for grading.
- Indicate how many students out of the total who <u>excelled (4), exceeded (3), met (2), showed foundational understanding (1), or did not meet (0)</u> the outcome.
- Provide a reflective narrative that explores the barriers that the students who did not meet the outcome (1 or lower) might have faced, and what went especially well.
- Describe what change will be implemented the next time the course is taught to improve student learning.
- Identify resources needed to support teaching and learning.

The data from the quarterly assessment tool are reviewed and analyzed by the Faculty Assessment Committee Chair and the Executive Director of Institutional Research and Planning and shared with the Assessment Committee.

Program Review

Program reviews are completed by career technical program faculty every five years (see Assessment Review Cycle 2021-2026). This reflective process provides faculty

with an opportunity to review and assess student learning through the lens of course-level outcomes, program-level outcomes, and student learning competencies. Faculty also review their curriculum to determine if changes are needed to the curriculum and/or program outcomes to better represent current workplace skills based on feedback from their advisory board. Finally, faculty identify action plans intended to enhance and improve student learning.

Steps of the program review include:

Faculty completes program review document.	Assessment committee completes a peer review and provide feedback.	Faculty revises based on feedback from assessment committee.	Dean reviews and provides feedback.	Faculty revises based on feedback from dean.	Faculty presents final report to the Curriculum Review Committee.

Peer review by a faculty member outside of the program provides a different perspective that can yield questions, conversations, and reflections not previously considered. The process provides the opportunity for the faculty and the dean to engage in conversations regarding the program and program needs. Faculty incorporate the feedback from the peer reviews and the Dean prior to presenting the final review to the Curriculum Review Committee. The results from the action items in the program review are shared in the next five-year review document.

If action plans require resources, faculty fill out a resource allocation form that goes directly to the Vice President of Instruction. The allocation form requires faculty to reflect on how the resource impacts student learning. The Vice President shares resource needs with the appropriate Dean to determine if departmental or grant funding is available immediately. If those funds are not available, the Vice President reaches out to the College Foundation. Any needs that cannot be immediately funded are discussed in the Vice President's Cabinet to prioritize resources across divisions. Depending on the funding needed and the expected impact on student learning, the request could be prioritized for future funding as part of the college's resource allocation process.

Curriculum and Distribution Reviews

Curriculum and distribution reviews are completed by the arts and sciences program faculty every five years. It is a two-step process across two academic years. In year one, faculty the complete the curriculum review. In year two, faculty complete the distribution review.

The curriculum review is similar in nature to the program review for career technical faculty. It is a reflective process that provides discipline-specific faculty an opportunity to review and assess student learning within their discipline through the lens of course-level outcomes and student learning competencies. Faculty also review their curriculum to determine if changes are needed to improve student learning. The curriculum review was revised in 2023-24 based on feedback from faculty to make it more meaningful. Faculty wanted the process to be more focused on assessment of student learning rather than a focus on the administrative aspects of the program. As a result, the Assessment Committee recommended removing questions that were administrative in nature and could be provided by the Instruction Office. The faculty will also be able to include aggregated assessment data by outcome provided by the Executive Director of Institutional Research and Planning. The revised curriculum review was implemented in Fall 2024.

Distribution reviews are led by the chair of each general education distribution area. This review is similarly a reflective tool that provides opportunities for discipline-specific faculty within a degree distribution to come together to review student learning through the lens of course-level outcomes, distribution outcomes, and student learning competencies. Faculty determine if changes are needed to distribution outcomes to improve student learning and the transfer process for students. As of the 2024-25 academic year, faculty will be able to include aggregated assessment data by distribution outcome provided by the Executive Director of Institutional Research and Planning.

The steps of the curriculum and the distribution reviews are the same as the program review for career technical programs. The reviews provide the faculty and dean opportunities to engage in conversations regarding the program and program needs.

If action plans require resources, faculty fill out a resource allocation form that goes directly to the Vice President of Instruction. For example, in 2024, the science department had a significant need for microscopes. The current microscopes were in disrepair, and there were not enough working microscopes to effectively teach a lab course. The Vice President worked with the Foundation to secure funding through donors that supplied new microscopes quickly. The science department also

indicated a need to fill a vacant tenure-track chemistry position and the need for an instructional technician for the geology and physics labs. Both positions were funded in Fall 2024.

All completed reviews are published and shared with the campus on the internal SharePoint site.

Evidence for Recommendations 6

- [Assessment Committee Charter](#)
- [Instructional Council Charter](#)
  - [Course Curriculum Approval Workflow](#)
  - [Distribution Outcomes Approval Process](#)
  - [Degree Program Approval Process](#)
- Master Course Outline (MCO)
  - [CJ& 106 Juvenile Justice](#) (arts & sciences example)
  - [NURS 203 Complex Management](#) (career technical example)
- [2023-26 Faculty Negotiated Agreement](#) (p.13)
- [Assessment Review Cycle 2021– 2026](#)
- [2024-25 Assessment Committee Kick-Off](#)
- [Quarterly Assessment Tool](#) (blank form)
  - [Quarterly Assessment Tool Instructions Shared with All Faculty](#)
- [Quarterly Assessment Tool for Transitional Studies](#)
- [Quarterly Assessment Tool for the Library](#)
- [Research Project Summary Form](#) (blank form)
  - BIOL& 170: Change from a traditional exam style to combined in-person and online "proficiency checks" for human biology ([Project Summary](#)) ([Project Poster](#))
  - Nursing Program: Evaluation of Nursing Student's Comprehension and Knowledge of Program and Course Outcomes ([Project Poster](#))
- [Program Review Template for Career Technical](#) (blank form)
  - [Business Technology](#)
  - [Electronics, Robotics & Automation](#)
  - [Early Childhood Education](#)
    - [Assessment Committee Feedback](#)
- [Assessment Committee Feedback Template for Program Review](#)
- [Curriculum Review Committee Charter](#)
- [Curriculum Review Template for Arts & Sciences](#) (blank form)
  - [History](#)

- o [Psychology](#)
- o [Assessment Committee Feedback Template for Curriculum Reviews](#)
- [Distribution Review Template for Arts & Sciences](#) (new as of 2024-25)
  - o [Mathematics](#) (old form)
  - o [Natural Sciences](#) (old form)
  - o [Assessment Committee Feedback Template for Distribution Reviews](#)
- [Resource Allocation Request Form](#)

NWCCU Recommendation 7: *Fully implement an ongoing and systematic evaluation and planning process to inform and refine effectiveness, assign resources, and improve student learning and achievement. (1.B.1)*

The college has developed an ongoing systematic evaluation and planning process to inform and refine effectiveness, assign resources, and improve student learning and achievement.

Institutional Planning

In March of 2022, the college hired an Executive Director of Institutional Research and Planning who was charged with developing a broad, comprehensive strategic plan to guide Centralia College through 2027-28. The strategic planning process kicked off at the college's 2022 Fall Conference with two workshops for staff and faculty to discuss strategic planning and the college's climate and future. Participants worked together in small groups and responded to the following questions:

- What do you do to help other employees feel like they are valued at Centralia College?
- What do you do to help students feel like they belong at Centralia College?
- What do you need from other employees to feel valued at Centralia College?
- What do you wish you could do more of to help students feel like they belong at Centralia College?
- What is one thing that your table learned today that you want the college to prioritize?
- What would the college look like if every student felt like they belonged and if every employee felt valued?

The responses were compiled, posted on the college's intranet, and communicated through the All-Staff email distribution group. A Strategic Planning Steering Committee

was also convened in Fall 2022 with 28 members from numerous college stakeholder groups. The committee's primary responsibilities include the following:

- Provide oversight and input throughout the process
- Identify guiding principles
- Serve as a liaison with stakeholder groups you represent
- Solicit input and perspectives from college stakeholders throughout the process
- Review and provide feedback on data and planning components
- Identify a set of college priorities for the next five years.
- Assist with developing strategies, objectives, and measures of success
- Communicate progress to college stakeholders

During the next phase of the process (from September to December 2022), the college conducted 39 internal and 29 external listening sessions to seek stakeholder feedback on the college and its future. Over 200 internal and 137 external stakeholders, including students, employees, K-12 leaders, and community business and industry partners participated in the listening sessions. The listening sessions focused on seven questions:

- What are your hopes for the College's future?
- What do you see as the key strengths of the College?
- What is the College not currently doing that you would like to see us do in the future?
- What are some areas that you feel could be strengths with some modifications?
- If you could change one thing about the College, what would it be?
- What do you see as the key priorities the College should establish in its strategic plan?
- What do you think the College can do to close equity gaps and increase degree/certificate completion?

All feedback was transcribed, summarized, and analyzed for major themes. The data revealed several key strengths of the college, as well as numerous institutional challenges.

Key Strengths

- Longevity of the college, well respected and deeply rooted in the community
- Location, affordability, smaller class sizes
- Variety and quality of educational programs and support resources

- Dedication of faculty and staff, resilience in the face of adversity
- Financial solvency, beautiful campus and grounds, strong alumni network
- Strong sense of pride (internal and external), responsive to community needs

Challenges

- Declining enrollments (national trend)
- Employee retention, wage equity, professional development
- Need for more effective communication strategies, cohesive branding and marketing
- Technology resources and training, facilities maintenance/upkeep, safety and security
- Requests for a more inclusive, respectful, and collaborative college culture
- Broader support for innovation, adapting to new processes, streamlining workflows.

After a thorough review of the themes that emerged, the Strategic Planning Steering Committee identified three themes within a larger encompassing theme of Culture. The three themes prioritized included Support Students, Retain and Develop Employees, and Revitalize College Campus and Community Engagement.

Three strategic planning sub-teams were formed to address the emerging themes. The teams were charged with developing strategic goals. The sub-teams reviewed the aggregated data from the listening sessions and an environmental scan to guide their work. They also sought feedback from the larger campus community in a variety of ways, including holding an all-campus open forum (with a virtual as well as in-person option), administering surveys, and conducting informal feedback sessions with individual stakeholders.

A draft of the strategic plan was presented to the campus at an all-campus open forum on May 10, 2023. The final strategic plan was adopted by the Institutional Effectiveness Committee (IE) and the Board of Trustees at their June 2023 meetings. The following year, the college used a bottom-up approach to develop an operational plan. Three planning teams were convened with representatives from across the college that worked together with the president's cabinet to develop an operational plan with specific objectives, benchmarks, and targets to track progress toward the goals.

The Executive Director of Institutional Research and Planning developed a dashboard to track annual progress.


Centralia College
2023-2028 Strategic Plan

Strategic Theme 1: Support Students

Goal 1.1	Help students enter the college and choose a pathway to careers and future education.							
Objective		**Baseline**	**Target**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
1.1.1	Increase enrollment to equal or exceed 2,700 annualized FTEs, with focus on growing underrepresented enrollment.	2,700	2,700					
1.1.2	Each student has declared a pathway and an academic plan before completing 30 credits.	32%	100%					
1.1.3	Degree-seeking students are on-track with their education plan by year two.	42%	90%					

Centralia College
2023-2028 Strategic Plan

Strategic Theme: Support Students
Goal 1.1: Help students enter the college and choose a pathway to careers and future education.
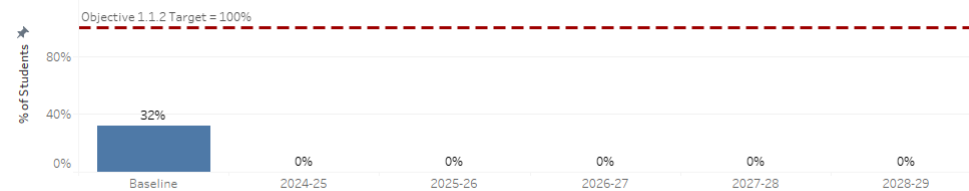
Objective 1.1.1
Increase enrollment to equal to exceed 2,700 annualized FTEs, with focus on growing underrepresented enrollment.
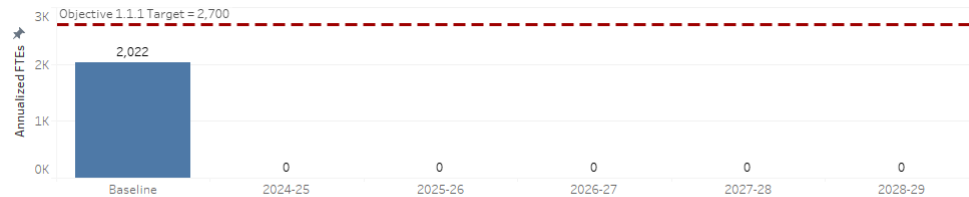
Objective 1.1.2
Each student has decleared a pathway and an academic plan before completing 30 credits.

The college has a framework for institutional effectiveness that was developed in conjunction with the strategic plan. Every five to six years, the college will engage in a comprehensive and inclusive planning process that intentionally engages all stakeholders in establishing a new strategic plan with goals and objectives. To monitor the college's overall institutional performance, the college adopted 24 key performance indicators (KPIs). These will be used as a management tool to help with decision-making, accountability, and to gauge the college's performance on key areas

such as student enrollment, student success and achievement, and fiscal health. The KPIs will also be used to measure progress towards continuous improvement efforts. The KPIs are linked to the strategic plan and to mission fulfillment and will be tracked on a quarterly and annual basis as data become available. The Board of Trustees approved the KPIs at their November 2024 meeting. See Table 1 below for list of KPIs.

Table 1. Centralia College Key Performance Indicators

Section: Enrollment	
KPI 1.1	Annualized FTES/Headcount by Enrollment Categories
KPI 1.2	Percent of Annual Headcount by Student Demographics
KPI 1.3	Percent of High School Direct Enrollment by Service Area High Schools
KPI 1.4	Parity of High School Enrollment to College Direct Enrollment by Service Area High Schools
Section: Student Success	
KPI 2.1	Percent Successfully Completing 1st Term Courses with a 2.0 or Higher
KPI 2.2	Percent Retained Fall to Winter or Completed a Credential
KPI 2.3	Percent Retained Fall to Fall or Completed a Credential - Traditional Methodology
KPI 2.4	Percent Retained Fall to Fall or Completed a Credential - Consecutive Term Enrollment Methodology
KPI 2.5	Percent Completed College-Level Math within 1 Year of Enrolling
KPI 2.6	Percent Transitioned from Developmental Math to Completing College-Level Math within 2 Years
KPI 2.7	Percent Completed College-Level English within 1 Year of Enrolling
KPI 2.8	Percent Transitioned from Developmental English to Completing College-Level English within 2 Years
KPI 2.9	Percent Mastery of Student Learning Competencies
KPI 2.10	Percent Completed Degree/Certificate within 3 Years (SBCT - 150% Graduation Rate)
KPI 2.11	Percent Completed Degree/Certificate within 6 Years (IPEDS 150% Graduation Rate)
Section: Post College Success	
KPI 3.1	Percent Transferring within 4 Years of Entering the College
KPI 3.2	Percent Employed within 4 Years of Entering the College
Section: Employee	
KPI 4.1	Percent Employee of Color vs Student of Color and Community of Color
KPI 4.2	Employee FTE to Student FTE to Ratio
Section: Fiscal Health, Stewardship and Sustainability	
KPI 5.1	Operating Ratio
KPI 5.2	Operating Margin
KPI 5.3	Tuition per FTE (state)
KPI 5.4	Operating Cost per Student FTE
Section: Community Engagement	
KPI 6.1	Community Satisfaction with Community Focused Events and Activities

The college's governance committee, the Institutional Effectiveness Committee (IE), is comprised of representatives from all standing committees as well as the President's Cabinet and thus includes administrators, faculty, classified staff, and students. The committee has a key responsibility in overseeing strategic planning and evaluating progress towards established goals and objectives as well as progress and achievement of key performance indicators.

To ensure departmental planning is not done in silos, the Office of Institutional Research and Planning has developed tracking tools for the strategic plan and process improvements. Each department or office will be using these tools to track outcomes, strategies, and resources. The tracking tools are reviewed by the vice presidents of instruction and student services at the joint meeting with their cabinets as well as their individual cabinet meetings. Both tools are available on the college's internal SharePoint site.

Currently, the college has well developed processes for resource allocation tied to Guided Pathways and for student learning assessment. For the college's overall resource allocation process, the Director of Budget, Grants, and Contracts works with budget managers across campus during the annual budget planning process to identify specific resource needs. However, the Budget Review and Planning Committee (BRP) feels the need for a more developed process. The Executive Director of Institutional Research and Planning is working with the Director of Budget, Grants, and Contracts as well as the BRP Committee to finalize an annual budget process that ties resource allocation to the strategic plan and departmental planning.

Picture: Washington Hall (WAH), Main Campus

The current strategic plan has a large number of objectives and initiatives tied to it. Work on these initiatives will span multiple years. In order to track progress on all of these items, the college will report progress on the strategic plan and the key performance indicators to the Board of Trustees on an annual basis as part of an Institutional Effectiveness Report.

Evidence for Outstanding Recommendations 7

- Strategic Planning Steering Committee Charter
- 2022 Fall Kick-Off Introduction to Strategic Planning
- 2022 Fall Conference Strategic Planning Employee Workshop
- Strategic Planning Listening Sessions Summary to Board of Trustees 1/13/2023
- Strategic Planning Update to the Board of Trustees 5/11/2023
- Strategic Planning Update All-Campus Open Forum 5/1/2023
- Institutional Effectiveness Committee Charter
- Institutional Effectiveness Committee Meeting Minutes
  - 10/5/2022, 6/7/2023, 10/4/2023, 4/3/2024, 6/5/2024
- Board of Trustees Meeting Minutes
  - 9/8/2022, 6/8/2023, 4/14/2024, 5/9/2024, 6/13/2024, 11/14/2024
- 2023 Fall Kick-Off Update on Strategic Planning
- Example of Student Success Data Shared with Strategic Planning Teams
- 2023-28 Strategic Plan
- Board of Trustees Study Session on KPIs
- 2023-24 Centralia College Key Performance Indicators (KPIs)
- Strategic Planning Implementation Plan Tracking Tool (1st page example)
- Process Improvement Tracking Tool (1st page example)

Picture: Nursing Program, RN

Picture: 2024 Spring Fest

1.A. INSTITUTIONAL MISSION

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Centralia College's mission statement:

*Centralia College is committed to **student success**,
academic excellence, and **supporting our community** in
an inclusive and equitable learning environment.*

The mission statement encapsulates the college's educational purpose and its commitment to student learning and achievement as outlined in Board Policy 5.001. The college is a mission-focused institution with an emphasis on three key areas of its mission:

- ***Student Success***: *College students will progress, persist, and complete their educational endeavors.*

- ***Academic Excellence***: *Centralia College students will accomplish well-defined educational and program goals relevant to future success.*

- ***Supporting Community***: *Centralia College will engage our communities in educational, recreational, and cultural opportunities while demonstrating equity, stewardship, and sustainability*

The current mission statement was developed in 2018 with broad participation across campus and adopted by the Board of Trustees on February 14, 2019. During the 2022-23 strategic planning process, the strategic planning committee felt the mission was still relevant for the future direction of the college and for the new strategic planning cycle. The Board adopted the 2023-28 Strategic Plan on June 8, 2023, and thereby reaffirmed the mission statement.

The mission is a key component in college processes such as planning, reporting and continuous improvement. The mission was also pivotal when developing the key performance indicators (KPIs). For example, strategic planning objectives and KPIs are mapped back to one of the focused mission areas. Though there is not a focus area related to the *inclusive and equitable learning environment* part of the mission, the concepts of equity and inclusion are overarching in the three mission areas. This approach was intentional to avoid siloing equity work where it was assigned only to a few people.

Evidence for 1.A.1

- [2019 Year One Report - 2018 Mission Development Process](#) (ppg. 7-9)
- [Board Minutes 2/14/2019 – Adoption of Mission Statement](#)
- [Board Minutes 6/8/2023 – Adoption of 2023-28 Strategic Plan](#)
- [Board Policy 5.001 Mission, Vision & Values](#)
- [2023-28 Centralia College Strategic Plan](#)

Picture: Katherine Kemp and Margaret Corbet who kept the College open through the Great Depression and World War II.

1.B. IMPROVING INSTITUTIONAL EFFECTIVENESS

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Centralia College actively plans and assesses its effectiveness through continuous processes, aligning the strategic plan and mission focused areas. The college uses a multi-faceted approach to planning and assessment, ensuring that student learning and achievement, support services, and institutional effectiveness are continuously evaluated and improved. These planning and assessment processes also inform resources allocation and progress towards mission fulfillment. Table 2 below shows processes the college engages in to plan and assess its effectiveness.

Table 2. Centralia College Assessment and Evaluation Processes

Level	Assessment	Process	Timeline
Institutional Level	Mission Fulfillment	Mission Fulfillment KPIs	Annually
	Strategic Plan	Strategic Planning	Every 5 Years
		KPIs	Annually
	Infrastructure	Campus Master Plan	Every 5 Years
		Technology Plan	Annually
	College Climate	Climate Survey	Every 5 Years
	Financial Stewardship	Budget Review/ Resource Allocation Process	Quarterly Annually
Division Level	Instructional Programs	Program Review Distribution & Curriculum Review	Every 5 Years
	Non-Instructional Programs	Process Improvement	Every 3 Years
Student Level	Student Learning	Assessment of Learning Outcomes and Student Competencies	Quarterly
	Student Outcomes	KPIs	Quarterly

Governance Structure

The President's Cabinet leads institutional effectiveness efforts and provides direction aligned with the college's mission and strategic plan. The Cabinet meets weekly to review data, make decisions related to planning, budgeting, and to assess institutional effectiveness and operations in addition to addressing issues and concerns that have cross-departmental and/or college-wide impact.

The college's governance committee, the Institutional Effectiveness Committee (IE), plays a pivotal role in assessing institutional effectiveness. The committee was instrumental in the development of the college's strategic plan and the key performance indicators (KPIs). The committee is comprised of representatives from all standing committees as well as the president's cabinet and thus includes administrators, faculty, classified and exempt staff, and students. IE coordinates the work of standing committees to ensure consistency of focus, effective communication, and maintain a coherent committee structure for college work that is inclusive and responsive.

CENTRALIA COLLEGE COMMITTEES

The IE committee's primary responsibilities related to planning and assessment of institutional effectiveness include but are not limited to the following:

- Oversee strategic planning, evaluate progress toward established goals and objectives
- Evaluate mission fulfillment on an annual basis
- Assess and evaluate progress and achievement of key performance indicators

The current framework for institutional effectiveness was developed in conjunction with the strategic plan, as it is the cornerstone of continuous improvement for the college. In discussions with stakeholders across campus about planning and mission fulfillment, one recurring theme was to keep things simple and easy to understand.

Every five to six years, the college will engage in a comprehensive and inclusive planning process that intentionally engages all stakeholders in establishing goals and objectives for a new strategic plan.
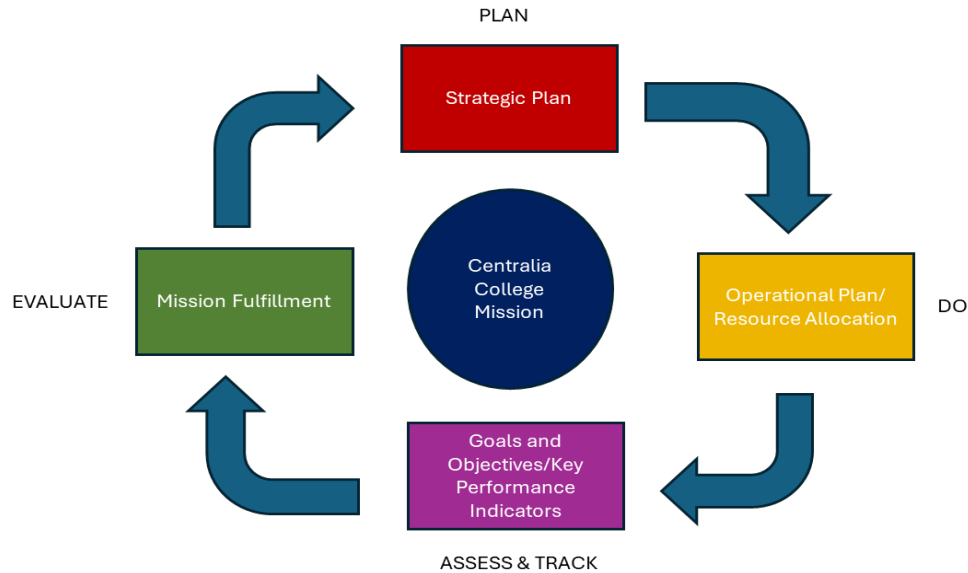
2019 Board Strategic Goal

In October 2019, the Board of Trustees adopted three strategic goals that they saw as necessary to guide the college in developing a strategic planning framework and to make the college more effective in terms of student achievement:

- Increase the college wide capacity to use data in order to impact student success, retention, and completion.
- Use a data driven approach to close equity gaps in student enrollment, retention, and completion by implementing targeted strategies with specific cohorts of students.
- Develop an implementation plan for Guided Pathways that is tailored to Centralia College in order to increase completion rates and empower students to develop detailed education and career plans.

The COVID pandemic impacted college operations in a profound way. While the Board's strategic goals were still in place, the primary focus of the college was on operational concerns. Overall, Centralia College adapted well to the challenges brought on by the pandemic. However, the college had a 33% enrollment decline between Spring 2018 and Spring 2022.

2023-28 Strategic Plan

In March of 2022, the newly hired Executive Director of Institutional Research and Planning worked with college stakeholders to develop a broad, comprehensive strategic plan to guide Centralia College through 2027-28. The process was collaborative and included input from all areas of the college and the community.

A Strategic Planning Steering Committee was convened in Fall 2022 with 28 members from numerous college stakeholder groups. The committee's work culminated with the 2023-28 Strategic Plan that was adopted by the Board of Trustees on June 8, 2023.

The following year, planning teams worked together with the president's cabinet to develop an operational plan with specific objectives, benchmarks, and targets to track progress toward the goals. Since the adoption of the strategic plan, the college has worked collaboratively across areas to develop strategies to meet strategic goals and objectives. Some examples are detailed below.

Goal 1.1: Help students enter the college and choose a pathway to careers and future education.
Objective 1.1.1: Increase enrollment to exceed 2700 annualized FTEs, with focus on growing underrepresented enrollment.

In early 2023, the college contracted with Clarus Marketing to develop a marketing campaign to increase enrollment in under-enrolled trades programs such as diesel technology and construction trades. The college also wanted a general marketing campaign targeting the enrollment funnel starting with students who applied but did not register or who stopped out before completing.

The marketing campaign targeting under-enrolled trades programs was not as successful as the college hoped; however, the campaign targeting the enrollment funnel was successful. Data shared by Clarus showed an enrollment increase of 247 students the following term. The college continued its contract with Clarus for the 2023-24 academic year with a marketing campaign focusing on the enrollment funnel. The instruction and student services cabinets are working collaboratively to develop

marketing strategies to target under-enrolled trades programs such as Adult Basic Education.

Goal 2.2: Modernize Centralia College to create a more innovative, efficient, and effective workplace.
Objective 2.2.1: 80% of college-wide operations and processes are streamlined with efficient automation and reduced manual operations.

The President's Cabinet and IE identified 40 different college operations and processes that needed improvement to make the college more efficient and effective. In 2023, the college allocated $22,000 for employees to participate in Six Sigma training. Twenty-one employees participated in Six Sigma White Belt training and 20 employees participated in Six Sigma Green Belt training. Employees who have been through the training now assist departments with their process improvement efforts. For example, Human Resources used Lean techniques to map out the employee onboarding and offboarding processes.

Goal 3.2: Enhance and revitalize college infrastructure and grounds.
Objective 3.2.3: Centralia College's technology infrastructure is enhanced with improved accessibility, interactivity, and connectivity.

Information Technology Services (ITS) worked with various stakeholders to develop a new model for technology replacement and purchasing. In the past, individual departments ordered new computers or equipment as they saw a need. This resulted in irregular technology replacement cycles, high costs, and a large demand for technicians to service out-of-date equipment.

ITS developed a model where new computers and equipment are bought in bulk orders. Procurement Services provides an annual forecast for computers and peripherals needed in the coming year, which are purchased in bulk once or twice per year. ITS has also developed a five-year replacement cycle for most computers and peripherals. The new process has created budget savings as well as more efficient use of time for ITS technicians.

This initiative also included an update to create a hybrid classroom standardization model to create a seamless, user-friendly experience for faculty, staff, and students. Faculty can dock their laptops to Atlona-equipped classrooms and gain instant access to projectors, speakers, microphones, cameras, and any other accessory needed for the room. This flexibility supports instructional delivery and enhances the learning

environment. So far, 23 classrooms have been updated. Additional classrooms will be updated as needed.

Non-Instructional Improvement Processes

Although Centralia College does not currently have a formal non-instructional program review process to assess institutional effectiveness, the college requires both instructional and non-instructional programs and services to evaluate their alignment with the strategic plan and mission fulfillment. Below are two examples of non-instructional areas that have undergone improvement processes.

Student Advising

During the 2022-23 academic year, the Dean of Student Success and Retention met with the Advising Steering Committee to review the advising model. The evaluations revealed areas for improvement in the intake and discipline-specific advising model:

- Connecting Students: New students do not connect with discipline faculty in their major until their second or third term.
- Timely Advising: Students experienced long wait times due to the limited number of faculty advisors.
- Advising Availability: Students were not able to meet with faculty advisors during term and summer breaks.
- Peer Connections: Students were not effectively connected with peers in their areas of study.

In response to these findings, several changes were implemented:

- Negotiated faculty advising availability during the summer and quarter breaks and developed flexibility for non-faculty advisors to advise during peak times under the supervision of a faculty member.
- Included discipline faculty advisors in the early advising process where faculty advisors reach out to new students before the term starts to build connections and to encourage students to seek out advising to help with course selection and degree planning.
- Implemented a navigator advising program to assist new students and provide guidance on various aspects, creating a supportive student community.
- Increased the number of Walk-in advising hours for students to meet with faculty advisors without prior appointments.

- Added group advising workshops with faculty advisors to discuss common topics such as.

During the 2023-24 academic year, a small group of members from instruction, student services, advising, enrollment services, financial aid and institutional research met to further review the intake and advising processes from a student-centered perspective and its alignment with the new strategic plan (Goal 1.1). The group reviewed data that showed over 50% of students registered during open registration. Unfortunately, the data did not uncover if those students met with an advisor that would allow them to enroll during priority registration or if the students were self-advising. The data did, however, show that some students changed their educational plan every term, if not multiple times within a term. Based on data analyzed, the group recommended a number of changes to the college's intake and advising processes to improve student success and retention:

- Hire additional advising staff.
- Require all new degree-seeking students to meet with an advisor prior to enrolling to develop an academic plan.
- Require all new students to meet with an advisor, in person or remotely, to help reduce fraudulent accounts.
- Ensure that each student has declared a pathway and has an academic plan before completing 30 credits.
- Reduce the "open registration" period prior to term start from four weeks to two weeks to reduce the number of new and continuing students registering without being advised.
- Align the new student process with areas of study and involve discipline faculty in new student advising in a meaningful way.
- Implement a system to track students' progress with their academic plan by area of study.

These strategies will be implemented over the next two years with evaluations after year one to determine the effectiveness in improving student success and retention.

Human Resources

Human resources (HR) identified three processes that required improvements to enhance the overall institutional effectiveness of the college. These processes included hiring, onboarding and off-boarding. When the college migrated to ctcLink in 2021, the hiring process was greatly impacted. HR worked with Information

Technology (IT) to develop an application that allowed supervisors to make various requests that affected the employee life cycle. However, it became clear that there was a great deal of confusion surrounding the use of the application. Supervisors were unsure of how and when to use it, especially when requesting a replacement hire or assigning security roles.

In December 2023, a work group was formed consisting of representatives from different departments including HR, IT, FOM, Procurement, Instruction, Business Services and Auxiliary Services. The group met for almost a year to map out the processes from beginning to end to identify employer/employee barriers, process pinch points, and missing elements of the hiring/onboarding/off-boarding processes. At the same time, the Executive Director of Institutional Research and Planning began meeting with IT to review the process of assigning security roles to employees that would give them access to institutional data. It was quickly determined this process was another component of the hire/onboarding/off-boarding processes, so the two workgroups were combined to avoid duplication and siloed work.

See the document titled Human Resources Process Improvements in the Evidence Section which outlines strategies that have been or are in the process of being implemented. The Evidence Section also includes a presentation made to the Executive Management Team.

Picture: Fall 2024 De-Stress Event for Students Prior to Term Finals.

Instruction/Student Services

To break down silo work, the vice presidents of instruction and student services have their cabinets meet once a month to work together on initiatives and strategies related to the goals and objectives of the strategic plan. Below are some examples of initiatives instruction and student services have worked on collaboratively.

Goal 1.1: Help students enter the college and choose a pathway to careers and future education.
Objective 1.1.2: Each student has declared a pathway and an academic plan before completing 30 credits.

- Limit window for open enrollment. Data showed students who registered late for classes were not as successful, so the open enrollment period has been reduced to two weeks prior to the quarter.
- Develop and refine intake advising to engage discipline faculty closer to student entry.
- Develop a two-term class schedule (Summer/Fall and Winter/Spring) that has flexibility to add classes as determined by enrollment reports, waitlists, and needs assessments.
- Increase outreach for students below a 2.0 GPA and those receiving 'F' or 'W' grades. Emphasis on early interventions and outreach campaigns aimed to help students engage proactively with advisors. Secondly, ensure students are aware of pre-requisite issues early on, especially prior to spring term (spring break).
- Use the student success platform (EAB Navigate) to notify high school counselors as well as Running Start advisors if a Running Start student is experiencing an academic alert. The high school counselors will have up-to-date information on the Running Start student as quickly as the college.
- Assess the results of each strategic effort to identify effectiveness and scalability across all students and programs.

Evidence for 1.B.1

- Institutional Effectiveness Committee Charter
- 2019 Board Strategic Goals
  - 2019 Board Retreat
  - 9/8/2022 Board of Trustees Meeting Minutes
- Strategic Planning Steering Committee Charter
- Process Improvement Tracking Tool (1st page example)

- [Information Technology Computer Replacement Model](#)
- [Human Resources Process Improvements](#)
- [Onboarding/Offboarding Presentation to Executive Management Team (EMT)](#)
- Joint Vice Presidents' Cabinet Meeting Minutes
  - [9/25/2024](#), [10/23/2024](#), [1/22/2025](#)

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

Centralia College adopted its mission fulfillment framework in Spring 2024. When developing the framework for mission fulfillment, the focus was to make it simple but essential to the college. In discussions with stakeholders across campus about what mission fulfillment meant to them, the responses were simple: retention and completion.

A key aspect was the desire to link the three mission focus areas with specific objectives of the strategic plan, in order to have one cohesive framework. Given the large number of key performance indicators (KPIs), the college chose five KPI's from the larger list with a clear link to the mission focus areas and the strategic plan. Table 3 below shows the alignment between the mission focus areas and the KPIs and the supporting objectives from the strategic plan.

Table 3. Alignment of KPIs and Strategic Plan Objectives to the College's Mission		
Centralia College is committed to student success, academic excellence, and supporting our community in an inclusive and equitable learning environment.		
Mission Statement Focus Areas	**KPIs (Mission Fulfillment)**	**Strategic Plan**
Student Success Centralia College students will progress, persist, and complete their educational endeavors.	KPI 2.2 Fall-to-Fall Retention Rate **Threshold:** At or above 53% **Target:** ≥65%	Objective 1.1.2. Each student has declared a pathway and an academic plan before completing 30 credits. Objective 1.3.1. Centralia College has the highest first to second-year

		retention rate among WA community colleges for degree-seeking students. Objective 1.2.2. The college's CCSSE Support of Learners benchmark score meets or exceeds the score of top 10% of cohort. Objective 1.2.3. 90% of students feel a sense of belonging at Centralia College.
Academic Excellence Centralia College students will complete well-defined educational and program goals relevant to future success.	KPI 2.7 Three-Year Graduation Rate **Threshold**: At or above 40% **Target:** ≥48%	Objective 1.1.3. 90% of degree-seeking students are on-track with their education plan by year two. Objective 1.2.1. Centralia College has the highest three-year graduation rate among WA community colleges. Objective 1.3.2. Equity gaps in first to second-year retention rate for degree-seeking students are no greater than 3 percentage points of the overall retention rate.
Supporting Community Centralia College will engage our communities in educational, recreational, and cultural opportunities while demonstrating equity, stewardship, and sustainability.	KPI 5.1 The college's assets will exceed annual expenses. **Threshold**: 0.48 **Target:** 0.53 KPI 5.2 The college's annual revenue will exceed annual expenses. **Threshold**: 0.22 **Target:** 0.27 KPI 6.1 Community satisfaction with community focused events and activities **Threshold**:80% **Target:** 95%	Objective 2.2.1. 80% [or number] of college-wide operations and processes are streamlined with efficient automations and reduced manual efforts. Objective 3.1.2. The college conducts ongoing community and workforce needs assessment and provides an annual report detailing the results and actions taken by the college. Objective 3.2.1. 85% of college stakeholders feel the campus environment is welcoming, accessible, and easy to navigate.

Performance on each KPI used for mission fulfillment will be scored using the following criteria:

Evaluation Score	KPI Performance Criteria
3	KPI Performance is within 90% of Target or above
2	KPI Performance is between Threshold and 90% of Target
1	KPI Performance is within 5% below Threshold
0	KPI Performance is more than 5% below Threshold

The Board of Trustees discussed and set an acceptable threshold for mission fulfillment: the aggregate score of the five mission KPIs is at or above 80% (November 14, 2024 BOT meeting).

Key Performance Indicator	Threshold	Target	Threshold Score (2)	Target Score (3)
KPI 2.3: Fall-to-Fall Retention Rate will be at or above 53% with a target of 65%.	53%	65%	53% - 58%	>=59%
KPI 2.10: Three-Year Graduation Rate will be at or above 40% with a target of 48%.	40%	48%	40% - 42%	>=43%
KPI 5.1: The college's assets will exceed annual expenses by at least 0.48, with a target of 0.53.	0.48	0.53	0.48	>=0.49
KPI 5.2: The college's annual revenue will exceed annual expenses by at least 0.22, with a target of 0.27.	0.22	0.27	0.22-0.23	>=0.24
KPI 6.1: Community satisfaction with community-focused events and activities will be at or above 85% with a target of 95%.	85%	95%	85%	>=86%

The college will evaluate mission fulfillment for the 2024-25 academic year at the end of this year as data become available and provide a report to the Board at their summer retreat.

Peer and Aspirational Institutions

The college has selected to use two sets of peer comparisons. The first set of peers are at the regional and national level with IPEDS data as the basis for comparison. The second set of peers are state institutions within the Washington community college system with SBCTC data as the basis for comparison.

To select the peers, the college used the Carnegie Classification and IPEDS data to narrow down a final set of regional and national peers which are most like Centralia College in type (public 2-Year with open admission), degree of urbanization (rural or remote town), enrollment size (annual headcount and FTE), and similar student characteristics. Thereafter, the college used a methodology called nearest neighbor to narrow down the list to eight regional and national peers and five state peers. Two of the national peers are also aspirational peers.

The College has a history of using comparison data at the state level. SBCTC provides a wealth of comprehensive data for all community colleges within Washington State that the college uses for comparison related to outcomes data. When setting the thresholds for the mission fulfillment KPIs, the data from the peer institutions were considered, but ultimately the college used its past performance. Targets, on the other hand, were set by comparisons to state peer institutions. As the college moves forward, comparisons to national and aspirational institutions will become part of the institutional effectiveness process.

Evidence for 1.B.2

- Board Study Session on KPIs
- Board Presentation on Mission Fulfillment
- Board Minutes 11/14/2024 – Adoption of Mission Fulfillment Threshold
- National and Regional Peer Comparison Dashboard
- State Peer Comparison Dashboard

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Centralia College strives to maintain inclusive processes for planning and assessment of institutional effectiveness. These processes are carried out through the work of the standing committees, task forces, or work groups to address emergent issues, and through campus forums to disseminate information and gather feedback on key issues.

Inclusive Input

As described in 1.B.1 above, the standing committee structure is the primary vehicle for inclusive input on planning and institutional effectiveness. Each standing committee has representatives from across campus, including staff, faculty, students and administrators. Each committee develops a charter and membership roster to assure that key functional areas and constituent groups are part of policy development, problem solving, and campus initiatives.

In addition to regular committee work, the college regularly employs open campus forums to share information and gather feedback. The Budget Review and Planning Committee (BRP) holds two or more campus forums per year to inform the campus about the state of the college budget, as well as state and federal issues that may impact college resources. Campus forums are also used by other groups as needed to share information and encourage dialog:

- The President typically holds two or more campus forums per year to give general updates and take questions from employees.
- The strategic planning steering committee held campus forums to gather feedback from constituents and to share the progress on the work or developing the strategic plan.
- The Vice President of Instruction holds a quarterly meeting with all faculty to give updates and discuss instructional issues.

Resource Planning

Centralia College allocates the resources needed to promote student success, assure academic excellence, and support the community. The college's first commitment is to ensure that resources and finances are handled in a sustainable way that exhibits

responsible stewardship of college assets. The college has a standing committee for budget development. The Budget Review and Planning Committee (BRP) provides opportunities for all areas of the college to be involved in the operating budget development and review process, and to ensure the mission and goals of the college are reflected in financial decisions. BRP membership includes all areas of the college, including two student members.

Planning for Fiscal Health

To serve the community and fulfill the college's mission, Centralia College has adopted fiscal and budget policies and procedures that ensure the stability of the institution. The college is one of the largest employers in Lewis County, as well as a valuable resource in the service area. In order to support students, employees, and the community, it is vital that the college maintains good fiscal health.

Board Policy 5.011 Budget Oversight outlines the expectations of the Board regarding the maintenance of budgets. This policy requires, among other things, that the annual operating budget be presented to the Board of Trustees each spring for approval; that the Board receives regular budget updates throughout the year; that the president notify the Board about potential or actual impacts to the budget; and that the college maintains a minimum of two months of operating expenses in reserve. The college consistently meets or exceeds these policy expectations. Additional budget direction from the Board is outlined in Board Policy 5.023 Executive Limitations.

To further assure strong fiscal health, the Board approved two key performance measures (KPIs) in 2024 that address the need for sustainable budget practices. The mission focus goal for Supporting Communities states that "Centralia College will engage our communities in educational, recreational, and cultural opportunities while demonstrating equity, stewardship, and sustainability." To monitor fiscal stewardship and sustainability, the following KPIs have been adopted:

- KPI 5.1: The college's assets will exceed annual expenses (expenses compared to revenues) at a minimum of 0.48 and a target of 0.53.
- KPI 5.2: The college's annual revenue will exceed annual expenses (revenues in excess of expenditures) at a minimum of 0.22 with a target of 0.27.

Strategic Use of Reserve Funds

To ensure that the key operational areas of the college can meet strategic objectives and respond to unexpected events, the college has an established amount of local funding which is allocated to operational reserve accounts each year for Instruction, Student Services, and Administrative Services. These funds are used in a variety of ways:

- To develop initiatives or interventions to meet strategic goals.
- To hire temporary employees to meet increasing demands without undermining regular operations or staffing. For example, instruction hired an IBEST Director to create an IBEST model and train faculty as co-teachers.
- For one-time purchases of equipment or services to meet divisional or college goals.

These operational reserves allow for nimble response to strategic goals without waiting for the annual budget process.

Funding for Strategic Initiatives

In addition to the strategic use of operational reserve funds, targeted funds are allocated to meet strategic goals. Over the past five years, the college's largest strategic initiative has been Guided Pathways. This initiative focuses on the construction of a transparent and well-structured educational experience designed to help students set and reach their goals.

In 2019, the Washington State Legislature created the Workforce Education Investment account to help fund this work. The college used these funds to support the planning work developed by the Guided Pathways Steering Committee, as well as to fund the implementation work that followed from that planning:

Table 4. Allocation of Guided Pathways Budget Related to Strategic Plan and Board Goals.		
Strategic Plan Objective	**Initiative or Intervention**	**GP Budget Allocation**
Objective 1.1.2. Each student has declared a pathway and an academic plan before completing 30 credits.	EAB Navigate	$155,000 per year

<u>Objective 1.1.3.</u> 90% of degree-seeking students are on-track with their education plan by year two.	Academic Intervention Specialists	$90,000
Board Goal: Increase the college wide capacity to use data in order to impact student success, retention, and completion.	Data Research Analyst	$73,000

Evidence for 1.B.3

- [Centralia College Governance Structure](#)
- [2025 All-Campus Budget Forum](#)
- [2024 All-Campus Budget Forum](#)
- [Board Policy 5.011 Budget Oversight](#)
- [Board Policy 5.023 Executive Limitations](#)
- Board Minutes [11/14/2024](#) – Adoption of Mission Fulfillment Threshold

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Centralia College monitors internal and external environments to identify meaningful trends and expectations to inform planning and decision-making. The college uses a variety of methods to monitor, assess and respond to current trends in enrollment, employment, the local and regional business environment, and other areas. Some of these methods are ongoing and cyclical, while others respond to specific needs or emerging social or economic factors.

Internal Environment

The college actively monitors its internal environment through various means. The Institutional Effectiveness Committee plays a crucial role in this process as the college governance committee. The college also uses committee meetings, surveys (such as

the Community College Survey of Student Engagement, Student/Employee Climate Surveys), focus groups, and collegewide meetings to collect feedback and monitor its internal environment. One example include:

- **DEI Listening Sessions and Climate Survey**: In 2021, the Washington State Legislature passed Senate Bill 5227 (SB 5227) requiring institutions to collect feedback from students and employees on the college climate. The college is required to hold annual listening sessions using a qualified facilitator, administer a climate survey every five years and to publish the results on the college website.

External Environment

The college actively monitors its external environment through multiple means. College employees regularly attend conferences, workshops and other training opportunities to monitor state, national and local trends. Below are examples of ways in which the college monitors its external environment.

- **SBCTC:** Provides both structure and resources for monitoring state, regional, and national trends. The Office of Policy Research maintains data dashboards for college use, as well as providing research publications on specific topics. SBCTC organizes and provides support for a robust system of Commissions and Councils made up of college representatives from across the state. These groups meet quarterly or more often to address emerging or ongoing issues, make policy recommendations, and monitor legal and compliance issues. SBCTC serves as a liaison between the college and the legislature, as well as monitoring issues at the Federal level. Through the commission structure, colleges work jointly to develop legislative agendas, budget proposals, and to address policy concerns.

- **Advisory Boards:** Each career technical program utilizes an advisory board made up of industry professionals and local employers. These boards meet quarterly to review curriculum, discuss employment trends, and to share changes in specific industry sectors. The college's branch campus in Morton, CC East, maintains an advisory committee made up of local employers, community members, and college representatives. This committee meets quarterly to discuss CC East programming opportunities, the needs of local employers, and other emerging trends. Currently, the college is working on convening an advisory board from the Latinx community, the Latinx Steering

Committee. As the college is working toward becoming a Hispanic Serving Institution (HSI), the committee will be pivotal in helping the college improve student outcomes for Latinx students. The Assistant Director of Outreach is leading this effort.

- **Boards and Commissions:** College administrators and faculty members serve on a variety of local boards, commissions, and advisory panels. Those groups include but are not limited to the following list: The Economic Alliance of Lewis County, The Centralia/Chehalis Chamber of Commerce, Providence Health Care, The Centralia Downtown Association, Valley View Health Center, Dollars for Scholars, Pope's Kids Place, PacMountain Workforce Development.

- **K12 Partnerships:** The college works closely with local school districts to foster common interests and keep abreast of new developments. The vice president of instruction attends Lewis County School Superintendents' monthly meeting. The Educational Service District (ESD) 113 is located in the college service area and includes the college in a variety of ongoing meetings and projects to share information. The college has an ongoing partnership with the Chehalis School District to monitor and promote student success through post-secondary education. The college has a partnership with the Centralia School District to address student homelessness.

- **BOT Environmental Scans:** The Board of Trustees and college administration conduct occasional environmental scans on specific topics in order to gather community and constituent feedback. These scans generally consist of a series of community and campus meetings, followed up with data analysis and other research. Some of the topics that have been covered in recent years include high school counselors, agriculture education and training, Veteran's services, and Campus Master Plan updates.

Evidence for 1.B.4

- [2023 Climate Survey and Listening Sessions](#)
- [2024 Listening Sessions](#)
- [SBCTC Applied Research & Analysis](#)
- [SBCTC Commissions and Councils](#)
- [Centralia College Advisory Boards](#)
- 2020 Board Environmental Scan – [Board Minutes 3/12/2020](#) (p. 8)

Picture: 2024 Scholarship Night

1.C. STUDENT LEARNING

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Centralia College offers programs with appropriate content and rigor that align with the mission, culminate in clearly defined student learning outcomes, and lead to approved credentials. Students who enroll at Centralia College may choose to complete a high school credential, career technical certificate or degree, a transfer degree or a baccalaureate degree. The college complies with all State Board for Community and Technical Colleges (SBCTC) policies when developing instructional courses and programs.

The college ensures the quality of its programs by using standardized processes to develop and update programs, credentials, and courses. Curricula and student

learning outcomes are developed by discipline-specific faculty members who are experts and have experience in their fields. Courses and programs are vetted by the Curriculum Review Committee (CRC) and the Instructional Council (IC), both which are recommending bodies to the Vice President of Instruction. The Curriculum Review Committee makes recommendations about curriculum, program reviews, and educational plans to ensure quality programs and curriculum for students. The Instructional Council reviews the quality, integrity, and rigor of the college's curriculum, instructional standards, and the academic life of students. Both are comprised of faculty representatives from various divisions and disciplines. The committees meet every two weeks during the term to review course changes

Career technical programs are developed following SBCTC's Professional-Technical Program Approval Process. Faculty work with the dean to ensure any new career technical program meets the needs of industries across the college's service district and the state. In compliance with the Revised Code of Washington (RCW) 28B.50.252, all career technical programs have established advisory boards made up of industry professionals and local employers. The boards provide advice to program faculty on the determination of program goals; review and evaluate program curricula, equipment, and effectiveness.

The Dean of Workforce Education represents the college on the Workforce Education Council (WEC). WEC meets quarterly and in collaboration with representatives from SBCTC, organized labor and the Association of Washington Business to explore and develop initiatives to improve access to workforce training, boost local economic development, and expand services for dislocated workers in the state. The Associate Dean of Workforce education represents the college on the Baccalaureate Leadership Council (BLC). BLC meets quarterly in collaboration with representatives from SBCTC to discuss the requirements of applied bachelor's degree programs.

Transfer programs are developed to provide a seamless transition for students entering universities and perform at a level equivalent to or higher than peers that begin at the four-year institutions as first-year students. The college is a member of the Intercollege Relations Commission (ICRC). All academic transfer degrees comply with ICRC guidelines and SBCTC policies for transfer degrees within Washington. The Dean of Arts and Sciences represents the college on the Transfer and Articulation Council (ATC). ACT meets quarterly in collaboration with representatives from SBCTC to discuss common courses, two-year transfer programs within the two-year college system, and seamless transferability of two-year degrees to four-year institutions.

WEC, BLC and ACT councils report to the [Instruction Commission (IC)](#). IC exists to enhance instruction and library/media services within the community and technical colleges of the state. IC guides the workplans of the councils to ensure alignment with the objectives of IC and the objectives of the [Washington Association of Community & Technical Colleges Board of Presidents (WACTC)](#).

Evidence for 1.C.1

- [Instruction Organizational Chart](#)
- [Instruction Report to Board on Academic Work Plan Supporting Strategic Plan](#)
- [Instructional Council Charter](#)
    - [Course Curriculum Approval Workflow](#)
    - [Distribution Outcomes Approval Process](#)
    - [Degree Program Approval Process](#)
- [Curriculum Review Committee Charter](#)
- [SBCTC Policy Manual: Instructional Program and Course Development](#)
- [SBCTC Professional-Technical Program Approval Process](#)
- [RCW 28B.50.252 Districts Offering Vocational Educational Programs](#)
- [Centralia College Advisory Boards](#)
- [Intercollege Relations Commission (ICRC) Handbook](#)

Picture: Fall Term All-in-One Registration Day

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Centralia College awards credit and credentials based on clearly articulated outcomes and demonstrated student learning at the course, program and institutional levels represent appropriate breadth, depth, sequencing and synthesis.

All courses have stated student learning outcomes that serve as the basis for evaluating students and determining whether credit will be given. Student learning outcomes for each course are provided, in written form, to students in a printed or electronic syllabus, regardless of the course location or delivery method. All student learning outcomes and competencies are approved by the Curriculum Review Committee and the Instructional Council. Curriculum from new course origination to modifications and revisions of courses are faculty-driven with well-defined procedures originating with faculty, progressing to department level, deans, Curriculum Review Committee, and Instructional Council for final approval. Online and hybrid courses carry the same outcomes as courses taught face-to-face.

Picture: Reaching for the Stars Statue

The college's career technical programs' curriculum and program learning outcomes are reviewed every five years as part of the college's program review process. The process provides an opportunity for faculty and the dean to engage in conversations about program goals, program curriculum, and student learning. Academic transfer curriculum and distribution learning outcomes are also reviewed every five years. Members of the Assessment Committee provide feedback as part of the peer review that focuses on helping the faculty improve teaching and learning.

Evidence for 1.C.2

- Instructional Council Charter

- o [Course Curriculum Approval Workflow](#)
- o [Distribution Outcomes Approval Process](#)
- o [Degree Program Approval Process](#)
- [Curriculum Review Committee Charter](#)
- Instructional Council/Curriculum Review Committee
  - o [2021-22 CRC/IC Annual Report to Institutional Effectiveness Committee](#)
  - o [2022-23 CRC/IC Annual Report to Institutional Effectiveness Committee](#)
  - o [2023-24 CRC/IC Annual Report to Institutional Effectiveness Committee](#)
- [Assessment Committee Charter](#)
- [Assessment Review Cycle 2021– 2026](#)
- [Program Review Template for Career Technical](#) (blank form)
- [Curriculum Review Template for Arts & Sciences](#) (blank form)
- [Distribution Review Template for Arts & Sciences](#) (new as of 2024-25)

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

The college publishes programs, degrees, and student learning outcomes in the course syllabi, college catalog, and on the college website. The requirements for each degree or certificate are included in the catalog. All new degree-seeking students work with an advisor to develop an academic plan. The student and the advisor use the education planner to map out the coursework by term and to track that degree requirements are achieved in a timely manner.

The college's website provides information based on areas of study, programs within each area and sample careers. Program webpages provide additional information regarding outcomes, degree and certificate requirements and courses needed to complete the degree or certificate. Course level outcomes are provided to students in the course syllabi. Students receive a copy of the syllabus for each class at the beginning of the quarter. Course syllabi are retained in the Instruction Office for current and past years and are provided to students or transfer institutions upon request.

Evidence for 1.C.3

- [Syllabus Template](#) (blank form)
  - [GEOL 108 Natural Hazards & Catastrophes](#)
  - [CMST& 220 Public Speaking](#)
  - [PSYC& 100 General Psychology](#)
  - [ACCT220 Quick Books (Online)](#)
  - [ERA 119 Introduction to Industrial Systems](#)
- [2024-25 Centralia College Catalog](#)
  - Student Learning Competencies (p. 36)
  - Distribution Learning Outcomes and Courses (ppg. 43-48)
  - Program Learning Outcomes
    - BAS in Behavioral Healthcare (p. 125)
    - AA in Criminal Justice (p. 69)
    - AAS in Diesel Equipment Technology (p. 71)
    - Certificate of Proficiency in Industrial Trades (p. 93)
- College Website – Program Webpages
  - [BAS in Applied Management](#)
  - [AA Pathway in Arts, Humanities, and Communication](#)
  - [AAS in Medical Assistant](#)
- Academic Planner
  - [Academic Planner Review Process](#)
  - [AA in Anthropology](#)
  - [AB Biology - Direct Transfer Agreement Major Ready Pathway](#)
  - [AAS in Welding Technology](#)

Picture: 2024 Knoll Park Clean-up Event with Students and Staff

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

The college's admission and graduation requirements are clearly defined, widely published, and easily accessible to students and the public. Admission requirements are published on the college website and in the college catalog. Admission requirements for Adult Basic Education is also offered in Spanish on the college website. Although the college is an open-door campus, some programs may require additional criteria for admission or have a separate admission process. These include the applied bachelor's programs, the nursing program, underage admissions, Running Start, College in the High School, and international students. The college catalog and website provide additional information to students regarding special admissions criteria for such programs.

The Welcome Desk is a point of first contact for many new students. It is a space where they can ask questions and get the support they need. For example, the Welcome Desk can assist with college applications and help students with accessing ctcLink accounts, portal, emails, and downloading the applications onto phones and laptops. The Welcome Desk offers walk-in tours twice a week (available in English and Spanish) and can provide personal tours any other time the college is open. To better serve prospective and new Latinx students, Spanish speaking staff and key documents are a translated into Spanish. The college also offers additional services in Spanish to assist with admissions, intake, retention, and campus navigation.

Completion and degree requirements are outlined on the college website and in the catalog. New degree-seeking students participate in mandatory advising their first term that includes information on graduation requirements. Students' progress toward graduation is tracked through the ctcLink system's Academic Advisement Report. Additionally, at the advising appointment two terms before the student intends to graduate, students are directed to apply for graduation, which is the step to start the formal transcript evaluation to identify what the student needs to graduate. According to college Policy 4.008 Academic Standards for Awarding Degrees, Certificates, and Credentials, students must achieve a minimum cumulative 2.0 GPA to be awarded a degree, certificate, or other recognized Centralia College credential. The transcript evaluation is sent to the student and the advisor once it is completed by Enrollment Services.

Evidence for 1.C.4

- Policy 4.020 Admission
- College Website
  - New Student Admission
  - Veterans Admission
  - Bachelor's Admission
  - Running Start (Dual Enrollment) Admission
  - Transitional Studies (Adult Basic Education) Admission
  - Graduation
- 2024-25 Centralia College Catalog
  - Admission/Enrollment (ppg. 8-15)
  - Graduation (p. 28)
- Policy 4.008 Academic Standards for Awarding Degrees, Certificates, and Credentials

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Centralia College faculty are engaged in the design, approval, implementation, and revision of the curriculum. All courses, programs, and degrees have learning outcomes available to current and prospective students. Since receiving the Recommendation in 2018, the college has worked on implementing an effective system of assessment to assess student learning and improve instructional programs. See the college's response to Recommendation 6 in the Preface Section which outlines the assessment process.

To support this work, college leadership is integrating evidence of student learning into governance structures and decision-making processes. In addition, three instructional days are set aside for Assessment Day for faculty to engage in assessment work.

Faculty are responsible for assessing the student learning outcomes at the course, program, and institutional levels. The Assessment Committee is responsible for guiding faculty and facilitating assessment of student learning outcomes. The

committee is advisory to the Vice President of Instruction and a sub-committee of the Instructional Council (IC). The chair of the Assessment Committee is a member of the college's governance committee, the Institutional Effectiveness Committee (IE). The chair provides regular assessment updates to both committees.

Course Learning Outcomes Assessment

Course learning outcome assessments provide direct evidence of student learning and achievement of the knowledge, skills, and abilities outlined by faculty in the curriculum. Faculty have a strong history of assessing learning outcomes at the course level. Faculty assess course outcomes in their individual courses through various methods, including assignments, portfolios, projects, and exams and by identifying areas for improvement in future content or delivery. Below are examples of course level assessments.

PSYC 209 Research Methods

Course Objective (outcome): Use scientific writing to write about research.

	Winter 2024	Spring 2024
Students Assessed	15	22
Assessment	Final research paper	Final research paper
Grading Method	Rubric	Rubric
% Met Outcome	80%	95%
Analysis	More emphasis on support services to help students with writing. One-on-one conferences with students based on earlier drafts may help them advance from 1 to a higher level.	Did not effectively write about findings and it was unclear whether data had been collected/analyzed.
Change Implemented	Hold one-on-one conference with students.	Focus more on how to analyze data by scaffolding the skill throughout the course.

SOC& 101 Introduction to Sociology (Spring 2023)

Course Objective (outcome): Explain the interaction between social institutions, culture, and environment and the behavior of individuals.

Students Assessed	Excelled	Exceeded	Met	Fundamental Understanding	Did Not Meet
18	22%	-	44%	33%	39%
Assessment:	Review of students' response to reading assignment.				
Analysis:	Those who did not meet the outcome at any level did not complete the assignment, and those who showed foundational understanding did not reflect completion of the reading that this response was based on. The barriers seem to come primarily from general barriers to assignment completion (e.g., time management). Barriers to exceeding the benchmark likely come from the phrasing of the question. It could be re-worded to invite more in-depth, nuanced analysis.				
Change Implemented:	I plan to reorganize my class assignments to focus on engagement with fewer core questions for each course unit rather than the more specific/targeted individual reading questions. I hope this will encourage more critical engagement with the course topics.				

BUS 275 Principles of Management (Winter 2024)

Course Objective (outcome): Explain and apply the process involved in making decisions to a business scenario.

Students Assessed	Excelled	Exceeded	Met	Fundamental Understanding	Did Not Meet
18	78%	-	-	-	22%
Assessment:	The class activity used tools we examined to apply to specific tasks such as estimating and the value of including diverse perspectives when unknown. Groups estimated the number of pieces in rounds and updated estimates based on individual estimates. CPS Brainstorming to solve a business needed to increase customers and create a flow chart.				
Analysis:	This was a very active way to solve problems. The small groups and as a class using specific problem-solving tools allowed for a lot of discussion and increased participation. The CPS Brainstorm worked great. The estimation did not because I didn't cover all the places on the candy bag that had the total number so one group could see it -, but they admitted, and we still enjoyed the discussion				
Change Implemented:	I would use these again. I will try different tools to see which works best.				

Program/Distribution Outcomes Assessment

Faculty may use multiple measures to assess student achievement of program or distribution outcomes. The results are reported using the Quarterly Assessment Tool. Faculty may choose a course objective that aligns with and rolls up to a program or distribution outcome or faculty may choose to report the assessment results directly for the program or distribution outcome. Below are examples of program/distribution level outcomes assessments.

Arts & Science Distribution: Natural Science

Students were assessed using a variety of assessments depending on the discipline. Assessments included but were not limited to lab assignments, lab notes, student recorded observations, quizzes, and exams. The table below shows the aggregate result of assessments completed between Winter 2022 and Fall 2024.

Program Outcome	Students Assessed	Excelled	Exceeded	Met	Fundamental Understanding	Did Not Meet	% Students Achieved Outcome
Apply the scientific method to solve problems, conduct experiments, evaluate data, and test hypotheses.	261	51%	30%	13%	3%	3%	94%
Analysis: Change Implemented:	Data recently presented to faculty who have not had a chance to review and analyze.						

Picture: Oscar Escalante, Assistant Director of Student Success

Program: Business Administration/Management

Students were assessed using written assignments, quizzes, group projects, presentations, and reflection papers. The table below shows the aggregate result of assessments completed between Winter 2022 and Fall 2024.

Program Outcome	Students Assessed	Excelled	Exceeded	Met	Fundamental Understanding	Did Not Meet	% Students Achieved Outcome
1. Evaluate the performance of a business by using tools of pricing, promotion, product development, & distribution.	81	64%	22%	4%	2%	7%	90%
2. Identify and describe various forms of business ownership.	83	66%	24%	4%	4%	2%	94%
3. Demonstrate the ability to apply acquired skills to workplace scenarios.	34	88%	6%	3%	3%	0%	97%

Analysis:	For outcome 1, the course is taught every quarter and alternates from face-to-face to online. Started hands-on group project that most students love. Re-writing process has significantly reduced the number of initial student questions. Very happy with the development of the assignment and will continue to use the choice option. Students can do the group project where I pick the product or the AI assignment where they market a product for our running case business.
Change Implemented:	Simply assignment directions to clarify sections where students frequently had questions or where presentations seemed weak. For the online format, modify the group assignment into an individual project due to the limited time students have to communicate, create, and present (just a few weeks). For the F2F class, introduce flexibility by allowing students to choose between completing the assignment individually or as part of a group. Increased student engagement and motivation. Refined the individual assignment to align with the class's running case study, which is used in several weekly assignments. Additionally, incorporate guidelines on the appropriate use of AI when completing and submitting assignments.

Student Learning Competencies (Institutional Level)

The Assessment Committee oversees the assessment of the student learning competencies. Faculty assessments of course outcomes and program or distribution level outcomes documented in the quarterly assessment tool are aligned and rolled up to the student learning competencies. The results are reviewed and discussed by the Assessment Committee.

2022-23 Assessment Results

In Spring 2023, the Assessment Committee gave its annual report to the Instructional Council (IC) on assessment activities for the 2022-23 academic year. The Assessment Chair indicated that assessment of the Global Awareness and Cultural Sensitivity competency had not been assessed across the curriculum to the same extent as the other competencies. See Table 5 below.

Table 5. Percentage of Students Mastering the Student Learning Outcomes by Academic Year

	2021-22	2022-23	2023-24	1-Yr % Points Diff.	
Critical Analysis & Problem Solving (% of Headcount)					
Students Assessed	376	413	438	6%	⬆
% Master Outcome	89%	88%	88%	0%	➡
Communication (% of Headcount)					
Students Assessed	180	242	389	61%	⬆
% Master Outcome	81%	88%	84%	-4%	⬇
Information Literacy (% of Headcount)					
Students Assessed	251	245	277	13%	⬆
% Master Outcome	86%	73%	71%	-2%	⬇
Global Awareness & Cultural Sensitivity (% of Headcount)					
Students Assessed	74	141	85	-40%	⬇
% Master Outcome	88%	86%	93%	7%	⬇

The IC continued the assessment discussion of Global Awareness and Cultural Sensitivity competency in Fall 2023. A few of the council members raised the concern that there was no "ownership" of the Diversity distribution, which were at the core for assessing Global Awareness. Courses in which the Diversity distribution outcomes were taught and assessed spanned multiple distribution areas across the curriculum. Furthermore, the distribution outcomes had not been reviewed, collectively, by the

faculty, in alignment with the distribution review process established by the Assessment Committee.

The IC asked for a team of faculty to review the Diversity distribution and its outcomes and bring back a proposal at the end of the academic year. The faculty presented a proposal to the IC at the June 2024 meeting which was approved. The outcomes were updated and for a course to be "D" designated would have to include at a minimum three of the eight outcomes on the Master Course Outline. The proposal included the following:

- Faculty with a course currently carrying the "D" distribution who would like their courses updated to the new outcomes have the opportunity to take part in diversity training and bring the course current before Fall 2026, which means going through CRC/IC review Spring 2026 at the latest.
- Faculty with a course currently carrying the "D" distribution whose course isn't currently aligned with the new diversity outcomes and who would rather not go through the process can either remove the diversity distribution and bring the course through CRC/IC for review or the course will automatically be removed Fall of 2026.
- All new courses adding the "D" distribution will come through CRC/IC for review and approval.
- Master course outline changes and approvals can be completed prior to faculty completion of training.

The proposal also included an action plan related to a Diversity distribution review:

- Full implementation in Fall of 2026 will result in a five-year Diversity distribution review in 2031. The review will be a collaborative process including assessment findings across diversity courses.
- The lead faculty will be selected by CRC/IC and will receive a stipend equivalent to other distribution reviews.

The revisions to the Diversity distribution outcomes and distribution review process were approved by the IC at the June 2024 meeting.

2023-24 Assessment Results

The 2023-24 results showed that the number of assessments of the Global Awareness & Cultural Sensitivity student competency had decreased compared to the previous year. Another concern identified was the decrease in the percentage of students who either excelled or exceeded from year to year in regard to the Information Literacy student competency. See Table 6 below.

Table 6. Quarterly Assessment Tool Results by Academic Year

	2021-22	2022-23	2023-24	1-Yr % Points Diff.	
Critical Analysis & Problem Solving (% of Headcount)					
Students Assessed	376	413	438	6%	⬆
Excelled (4)	46%	51%	52%	1%	⬆
Exceeded (3)	23%	20%	19%	-1%	⬇
Met (2)	19%	17%	17%	0%	➡
Foundational Understand. (1)	5%	7%	5%	-2%	⬇
Did Not Meet (0)	6%	5%	8%	2%	⬆
% Master Outcome	89%	88%	88%	0%	➡
Communication (% of Headcount)					
Students Assessed	180	242	389	61%	⬆
Excelled (4)	36%	57%	41%	-16%	⬇
Exceeded (3)	22%	13%	27%	14%	⬆
Met (2)	23%	18%	16%	-2%	⬇
Foundational Understand. (1)	9%	5%	7%	2%	⬆
Did Not Meet (0)	9%	8%	10%	2%	⬆
% Master Outcome	81%	88%	84%	-4%	⬇
Information Literacy (% of Headcount)					
Students Assessed	251	245	277	13%	⬆
Excelled (4)	52%	34%	15%	-19%	⬇
Exceeded (3)	24%	18%	26%	8%	⬆
Met (2)	11%	21%	34%	13%	⬆
Foundational Understand. (1)	6%	16%	19%	3%	⬆
Did Not Meet (0)	8%	11%	7%	-4%	⬇
% Master Outcome	86%	73%	71%	-2%	⬇
Global Awareness & Cultural Sensitivity (% of Headcount)					
Students Assessed	74	141	85	-40%	⬇
Excelled (4)	49%	26%	28%	2%	⬆
Exceeded (3)	22%	19%	14%	-5%	⬇
Met (2)	18%	40%	51%	10%	⬆
Foundational Understand. (1)	4%	6%	5%	-2%	⬇
Did Not Meet (0)	8%	8%	2%	-5%	⬇
% Master Outcome	88%	86%	93%	7%	⬇

Changes Implemented Based on the 2023-24 Results

In order to encourage more faculty to assess students' mastery of the Global Awareness & Cultural Sensitivity competency, the committee decided to focus their efforts on Global Awareness & Cultural Sensitivity during the 2024-25 academic year. The committee worked with the Vice President of Instruction to develop a plan and provide all faculty with a guiding document for assessing the competency. In addition to the guiding document, the committee will coordinate professional development opportunities to specifically help and support the faculty in the assessment of Global Awareness & Cultural Sensitivity.

To address the assessment results in regard to the Information Literacy student competency, the faculty librarians have begun collaborating with faculty across the curriculum to further integrate information literacy instruction into existing courses and consult on the design of assignments and assessments. After more analysis and discussion, the faculty librarians realized that the faculty in general needed more guidance on assessing the competency. The faculty librarians are also identifying courses in which information literacy outcomes are taught so they can help course faculty to craft assignments and assessments that will increase students' mastery of information literacy. The faculty librarians are collaborating with the Assessment Committee to share assessment guidelines with faculty who teach courses that teach and assess information literacy as a competency.

For example, during the 2024 Fall Assessment Day, the Assessment Committee invited a speaker to hold a two-hour long TILT (Transparency in Learning and Teaching) workshop. Faculty were asked to bring copies of their assignments to revise them based on what they learned in the workshop. Adjunct faculty were invited and compensated for their participation.

Evidence for 1.C.5

- Instructional Council Minutes
  - 5/1/2023, 10/2/2023, 10/16/2023, 11/20/2023
- Diversity Distribution
  - Revised Diversity Outcomes Adopted by IC 2024 - 6/3/24
  - Diversity Distribution Outcomes and Review Process Pre and Post
- Diversity Distribution Guiding Document Shared with Faculty
- Information Literacy Guiding Document Shared with Faculty

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

The Instructional Council (IC) recommended approval of the new student learning competencies at its November 2, 2020, meeting. In December 2020, the Institutional Effectiveness Committee supported the adoption of the new student learning competencies. The course outline links individual course level objectives to program and distribution level outcomes, which are linked to student learning competencies.

- **Communication Skills**: The student effectively conveys information and ideas by adapting their communication style to different situations and audiences when speaking, writing, and listening to others.
- **Global Awareness & Cultural Sensitivity**: The student effectively engages with the multi-cultural world by studying the practices and perspectives of varying communities and cultures.
- **Information Literacy**: The student effectively engages in a reflective process of inquiry to find, evaluate, use, and ethically create content.
- **Critical Analysis & Problem Solving**: The student effectively evaluates information and creates solutions through observation, reflection, reasoning, and experience.

The Assessment Committee created and implemented a quarterly assessment tool to collect data regarding student learning at the institutional level. In reviewing the quarterly assessment data, the committee. The number of faculty participating in the quarterly assessment has increased. All adjunct faculty are expected to participate in assessment using this tool beginning in the academic year 2024-2025 based on changes in the collective bargaining agreement. This will not only increase participation but provide richer data beyond student learning in classes taught by full-time faculty.

Evidence for 1.C.6

- Instructional Council Minutes 11/2/2020
- Instructional Effectiveness Committee Minutes 12/3/2020
- 2023-26 Faculty Negotiated Agreement (p.13)

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

The college has implemented three professional development strategies to help improve student learning outcomes. The Teaching and Learning Center launched a Faculty Lyceum in Winter 2025. The goal of the Lyceum is to expose faculty to instructional concepts. Faculty interested in a deeper understanding of any concept receive more training as a faculty learning community. This initiative is designed to bring faculty together and provide space and time for deeper engagement in topics related to student learning and teaching strategies. For faculty who teach fully online, eLearning provides a course in instructional design that provides training and one-on-one mentoring for developing and delivering online courses with substantive interaction, implementing universal design strategies for student engagement, course organization, and accessibility for all students.

Faculty-to-faculty mentoring was expanded in the last negotiations to allow more faculty to participate as mentors. Mentors identify areas of expertise that they are interested in helping other faculty develop. Interested mentee(s) are matched with mentors and the faculty determine the goals and focus of the mentorship which is then approved by Human Resources. Mentorship can be for one quarter or multiple quarters. Since the implementation of the new Mentoring process, eight completed mentorships with three ongoing. Both the mentor and the mentee were asked to complete a survey on their experience. So far, 57% of mentors have given the experience a 5 out of 5 rating, while 83% of mentees gave a rating of 5 out of 5.

Resource allocation is also linked to assessment. Faculty have access to a resource allocation document in the quarterly assessment tool. The resource allocation document allows faculty to request funding tied directly to improving student learning. The form requires the faculty to provide information regarding the request and the expected impact on student learning. The faculty can also explain how student learning could be negatively impacted if resources were not provided.

Evidence for 1.C.7

- Centralia College Mentorship Program
  - Mentorship Program Update
- Resource Allocation Request Form

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Centralia College is guided by statewide policies and processes regarding the acceptance of credit from accredited colleges and universities. Specifically, the college adheres to the statewide transfer and articulation practices guided by Washington's Umbrella Policy on Intercollegiate Transfer and Articulation Among Public Colleges and Universities. The college also follows the SBCTC's Inter-College Reciprocity Policy designed to assist students transferring within the state's community and technical college system. The college publishes information about transfer options and transfers of credit in the catalog and on the college website.

Centralia College will award credit hours for military education based on the recommendations from the American Council on Education's (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services. In specific career technical programs, the college will award credits based on faculty evaluation of alignment between work experience, professional certification, or industry-recognized testing/training and program and/or course learning outcomes.

Centralia College Policy 4.125 Academic Credit for Prior Learning defines options for students to earn non-traditional credits. Non-traditional credits are granted on a case-by-case basis consistent with non-traditional credit requirements established by the Northwest Commission on Colleges and Universities. Centralia College recognizes four areas of credit for non-traditional learning:

- Credit by testing - commonly accepted higher education equivalency exams that are documented via transcript or other official record. Credit by testing may include Advanced Placement, Cambridge International, and International Baccalaureate programs.
- Prior experiential learning
- Extra-Instructional Learning
- Course Challenges

The policies are outlined on the college's website. Information regarding credit for prior learning and transfer credits is also available in the college catalog which is posted on the college website.

Evidence for 1.C.8

- [SBCTC's Inter-College Reciprocity Policy](#)
- [Policy 4.121 Military Credit Acceptance](#)
- [Policy 4.125 Academic Credit for Prior Learning](#)
- [Transferring Credits to Centralia](#)
- [College Catalog](#)
  - Evaluation of Transfer Credits (p. 10)

Walton Science Center (WSC), Main Campus

Picture: Former Centralia College Graduates

1.D. STUDENT ACHIEVEMENT

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Centralia College is an open admission community college that provides educational programs for the varied needs and aspirations of the citizens of its service area. The college recruits and admits consistent with its mission.

Student Outreach and Admission

Outreach efforts are aligned with strategic college goals and integrated into district high schools and community organizations. Specific outreach efforts have been

targeted at Latinx students, which is the fastest growing population in our service area:

- Hired a multicultural outreach coordinator
- Printed and translated application for admission for Spanish speakers
- Hosted community events at the college such as Dia De La Independencia for the Latinx community
- Developed a Latinx Advisory Committee

Other outreach efforts have been targeted at local high school seniors to eliminate summer melt. Since 2021, the college outreach staff has been visiting local high schools in the spring and registering students for summer and fall college classes in the high school. This effort has been growing every year with five schools served in 2024 and plans to expand each year as high schools demonstrate interest in the partnership. Additionally, the college has partnered with Centralia and Chehalis high schools to offer scholarships and FAFSA completion events to provide hands on support to students and parents in developing essays and other logistical details. Finally, outreach efforts have been targeted at late start students. For the past three years, the college has hosted all-in-one registration events in which students can come to the college, apply, get advised, register for classes, connect with funding sources, and leave campus with a schedule of classes.

Regardless of the student's starting point, Centralia College has educational programs to meet their needs. During the recruitment process, the college utilizes the Welcome Desk as a point of first contact for new students. Everyone from people inquiring about college programs to students who have already been admitted to the college work with welcome desk employees to develop familiarity with college requirements, technologies, and processes. Welcome Desk employees provide excellent customer service by making sure students know the next steps and walk people to the office they need to work with. The support provided by the Welcome Desk allows more dedicated advising time at the new student advising appointment.

Student Advising

All new students must meet with an academic advisor through an individual appointment in the Advising Center prior to registering for classes. In subsequent quarters, all continuing students must meet with a discipline advisor, or other non-faculty advisor under the supervision of a faculty advisor, and have an advising hold removed prior to registering. Students who do not meet with an advisor must wait

until the open registration period to enroll in classes. In September 2024, a small group of staff met to discuss how the college could improve student coding in the ctcLink system that would allow for better tracking of student progress. After reviewing data, the project got much bigger. See page 43 for more information on the changes that were implemented to college's intake and advising processes to improve student success and retention.

Student Onboarding

The new student onboarding process includes several required steps that have been designed to support the students and position them for success. New students are invited to attend an area-of-study fair prior to the start of their first quarter. Area-of-study fairs provide opportunities for students to connect with their discipline-specific faculty advisors and other care team members prior to the start of their first term.

As of the 2024-25 academic year, Centralia College is requiring all new degree-seeking students to enroll in a 3-credit College & Career Success course. The course is designed to help students navigate their educational journey and covers topics like understanding college culture, exploring career options, and developing critical thinking skills, with special focus on essential skills such as goal setting, time management, effective study techniques, and resource utilization. The goal is to empower students to make informed decisions about their education and to ensure they stay on track to achieve their academic and career objectives. The college adopted the cohort model by creating area-of-study specific College & Career Success course (e.g., BUS 100 for business students, TRDS 101 for industrial trades students, and SCIE 100 for STEM students). The cohort model nurtures a sense of belonging, promotes engagement, and provides support, all of which contribute to higher retention rates. Data is currently being collected to examine the efficacy of this mandatory course.

Course Schedule

In 2023-24, the college adopted a 4-day course schedule. Data on course scheduling was analyzed with student success and enrollment in mind. Findings showed that students struggled to overcome transportation issues especially when commuting from longer distances for classes meeting five days a week. In addition, a lack of consistent start times for classes impeded students' ability to plan an efficient schedule due to a significant number of time conflicts. Furthermore, enrollment trends

showed fewer courses offered which met five days a week, and fewer students enrolling in and attending classes that met on Friday.

The college proposed switching from a 5-day class schedule to a 4-day class schedule with predictable start times. This undertaking also meant examining sequential courses and all academic plans to make sure courses that were required of students were not offered in conflicting time slots, as the number of time slots for courses decreased daily from 5 to 4 in the most popular time frame (8am to 12pm). Interdepartmental work was done to ensure that each academic pathway offered a two-year option for students to complete their degrees (fixed course spreadsheet). By implementing predictable scheduling, students can plan their courses more effectively, reducing confusion and minimizing the risk of taking unnecessary classes. This structure also facilitates timely registration and ensures that essential courses are consistently available.

Surveys were sent to students, faculty, and staff regarding standardizing start times and days offered to include as many voices as possible. An additional component of this project required creating a clear definition of course modalities and implementing a common language and indication for students to understand course expectations based on modality (fliers in both English and Spanish). Ultimately, the new schedule model was implemented in Fall 2024.

Academic Planners

It was determined that academic planning documents at Centralia College were not only out of date, but also not inclusive of students arriving from non-traditional educational experiences. Moreover, they lacked information necessary for students and advisors to make appropriate choices regarding course loads. So, the college's approach involved designing structured academic plans that outline clear course sequences and schedules, allowing students to easily understand the path to their degrees. Representatives from Transitional Studies were consulted regarding inclusive language and formatting to help these transitional students see themselves on the college degree path. A general template for each degree type was designed then distributed across campus for faculty to adapt as necessary for their specific degree. The new academic planners not only contain required and recommended courses but also suggested course sequences. Likewise, they now also indicate quarterly offerings and modalities to clearly communicate expectations and availability to students.

Overall, these endeavors aim to create a more supportive and efficient educational environment, ultimately leading to increased student engagement and improved completion rates.

Evidence for 1.D.1

- [Latinx Steering Committee Charter](#)
- [Marketing and Recruitment Material](#)
- Academic Planner
    - [AA in Anthropology](#) – Revised Planner
    - [AA in Anthropology](#) – Old Planner

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Centralia College utilizes a comprehensive set of student achievement indicators or key performance indicators to guide decision-making. Each student achievement indicator functions as an incremental milestone toward degree completion. These

indicators are regularly assessed and disseminated throughout the institution and integrated into the college's mission fulfillment process. Data is collected and reported quarterly and annually. Additionally, the key performance indicators and results are available on the college's internal SharePoint site.

Table 7 below presents student achievement indicators along with the available disaggregated data for each of them.

Table 7. Student Achievement Indicators		
KPI	**Definition**	**Disaggregation**
Transition from Developmental to College-Level	Students transitioning from developmental math/English to college-level within 2 years.	Gender, race/ethnicity, age, disability, first generation, socioeconomic status, FT/PT status, program intent, entry level in math/English (developmental vs college-level)
1st Term Course Completion (>=2.0)	Students successful completing all their courses in 1st term.	Gender, race/ethnicity, age, disability, first generation, socioeconomic status, FT/PT status, program intent, entry level in math/English (developmental vs college-level)
Gateway Course Completion (>=2.0)	Students successfully completing of college level math/English within the first year	Gender, race/ethnicity, age, disability, first generation, socioeconomic status, FT/PT status, program intent, entry level in math/English (developmental vs college-level)
Retention	Students retained from fall to winter and from fall to fall.	Gender, race/ethnicity, age, disability, first generation, socioeconomic status, FT/PT status, program intent, entry level in math/English (developmental vs college-level)
Mastry of Student Learning Competencies	Students level of mastery of the four institutional level learning competencies	No disaggregation available at this time
Degree/Certificate Completion	Students completing within four years (SBCTC 150%).	Gender, race/ethnicity, age, disability, first generation, socioeconomic status, FT/PT status, program intent, entry level in math/English (developmental vs college-level)
	Students completing within six years (IPEDS 150%)	Gender, race/ethnicity, PELL grant recipient status
Post College Transfer	Transfer students transferring within four years of entering the college.	Gender, race/ethnicity, age, disability, first generation, socioeconomic status, FT/PT status, entry level in math/English (developmental vs college-level)

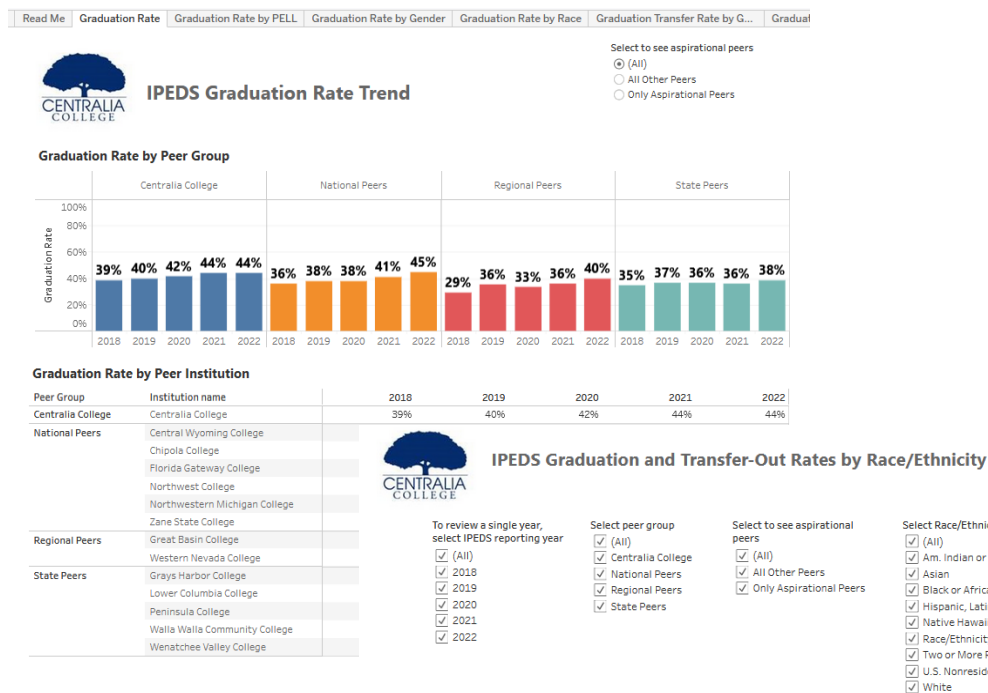| Post College Employment	Career technical students employed within four years of entering the college.	Gender, race/ethnicity, socioeconomic status FT/PT status

In addition to the above indicators, the college has access to student achievement data shared by the State Board for Community and Technical Colleges, as described below.

- Student Achievement Initiative (SAI): The Student Achievement Initiative (SAI) is the performance funding system for Washington state's system of community and technical colleges. The SAI data help the college evaluate how students move through key academic momentum points such as building towards college-level skills, first-year retention (earning 15 then 30 college-level credits), second year retention (45 college credits) and completions in comparison to other Washington peer institutions.

- First-Time Entering Student Outcomes (FTEC): The SBCTC FTEC dashboard uses SAI and Guided Pathways data to track milestone achievement for first-time enter students who began at the college in any given fall term. The milestones include progression, retention, completion, and employment and can be disaggregated by various demographics.

- Perkins Performance Data: The SBCTC Perkins Performance database provides career technical instruction disaggregated data by subgroup, special population, and program area for each of the three performance indicators which include post college employment, college completion, and enrollment in non-traditional fields. The college can compare its results to state targets and averages.

The Office of Institutional Research and Planning is continuing to develop interactive data dashboards to use for institutional planning, assessment, effectiveness and to improve student learning. The college's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and widely available. The data are disaggregated and posted on the college's internal SharePoint site.

Regional and National Peers

The college has published interactive dashboards on its public website that allow users to view, disaggregate, and analyze student achievement data. These dashboards provide five years of data comparing the college's performance in comparison to state, regional, and national peers. The first dashboard, IPEDS Peer Comparisons, compares the college's performance to all peers based on IPEDS outcomes data. The second dashboard, State Peer Comparisons, compares the college's performance to state peers based on SBCTC outcomes data.

IPEDS Graduation Rate Trend by Gender

Graduation Rate by Peer Group and Gender

Gender Grp	Centralia College					National Peers				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Men	36%	39%	41%	39%	35%	47%	48%	52%	54%	54%
Women	41%	40%	42%	49%	52%	51%	51%	52%	58%	60%
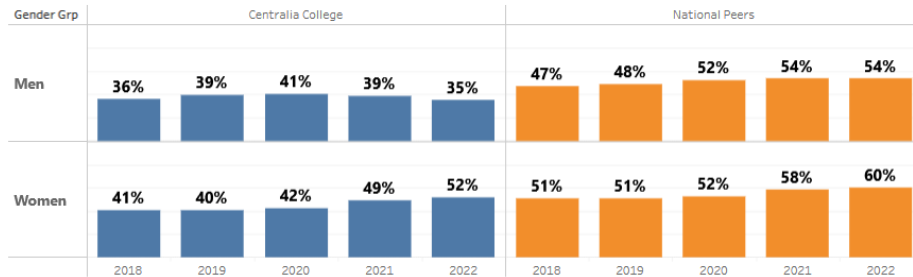
Graduation Rate by Peer Institution and Gender

Peer Group	Institution name	2018 Men	2018 Women	2019 Men	2019 Women	2020 Men	2020 Women	2021 Men	2021 Women	2022 Men	2022 Women
Centralia College	Centralia College	36%	41%	39%	40%	41%	42%	39%	49%	35%	52%
National Peers	Chipola College	47%	49%	42%	51%	45%	52%	44%	56%	52%	51%
	Florida Gateway College	47%	53%	56%	51%	61%	52%	69%	62%	55%	70%

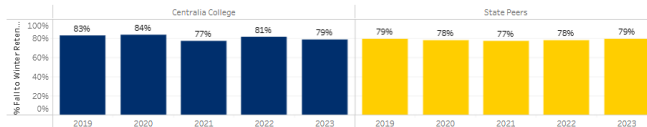Read Me | Retention | Clvl Math & English 1st Yr

State Peer Comparisons
Retention Rates

Fall-to-Winter Retention Rate by Peer Group

Fall 2023 Cohort of first-time, degree-seeking students* who were retain to Winter term 2024 (their 2nd Term) or who completed a credential by the end of Fall term.

Centralia College	State Peers
79%	**79%**

Five Year Trend by Peer Group

Centralia College: 2019 83%, 2020 84%, 2021 77%, 2022 81%, 2023 79%
State Peers: 2019 79%, 2020 78%, 2021 77%, 2022 78%, 2023 79%

* Excludes Running Start, Corrections, and BAS enrolled students.

Fall-to-Fall Retention Rate by Peer Group

Fall 2022 Cohort of first-time, degree-deeking students* who were retained to Fall Term 2023 (their 2nd Year) or who completed a credential by the end of Summer Term 2023.

Centralia College	State Peers
53%	**58%**

Five Year Trend by Peer Group

Centralia College: 2018 57%, 2019 55%, 2020 54%, 2021 51%, 2022 53%
State Peers: 2018 57%, 2019 53%, 2020 53%, 2021 54%

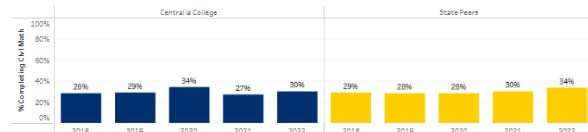* Excludes Running Start, Corrections, and BAS enrolled students.

State Peer Comparisons
Completing College-Level Math & English within First Year of Enrolling

Completing College-Level Math by Peer Group

Fall 2022 Cohort of first-time, degree-seeking students who comple college-level math within their first year of enrollment.

Centralia College	State Peers
30%	**34%**

Five Year Trend by Peer Group

Centralia College: 2018 28%, 2019 29%, 2020 34%, 2021 27%, 2022 30%
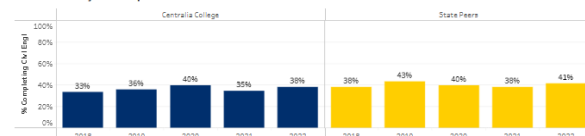State Peers: 2018 29%, 2019 28%, 2020 29%, 2021 30%, 2022 34%

* Excludes Running Start, Corrections, and BAS enrolled students.

Completing College-Level English by Peer Group

Fall 2022 Cohort of first-time, degree-seeking students who complete college-level English within their first year of enrollment.

Centralia College	State Peers
38%	**41%**

Five Year Trend by Peer Group

Centralia College: 2018 33%, 2019 36%, 2020 40%, 2021 35%, 2022 38%
State Peers: 2018 38%, 2019 43%, 2020 40%, 2021 38%, 2022 41%

* Excludes Running Start, Corrections, and BAS enrolled students.

Student completion data at the course level is also compiled by the Office of Institutional Research and Planning and shared with the faculty. This level of data shows completion rates of a course overall. All modalities of course offerings are included. The data can be drilled down further to compare success rates by modality.
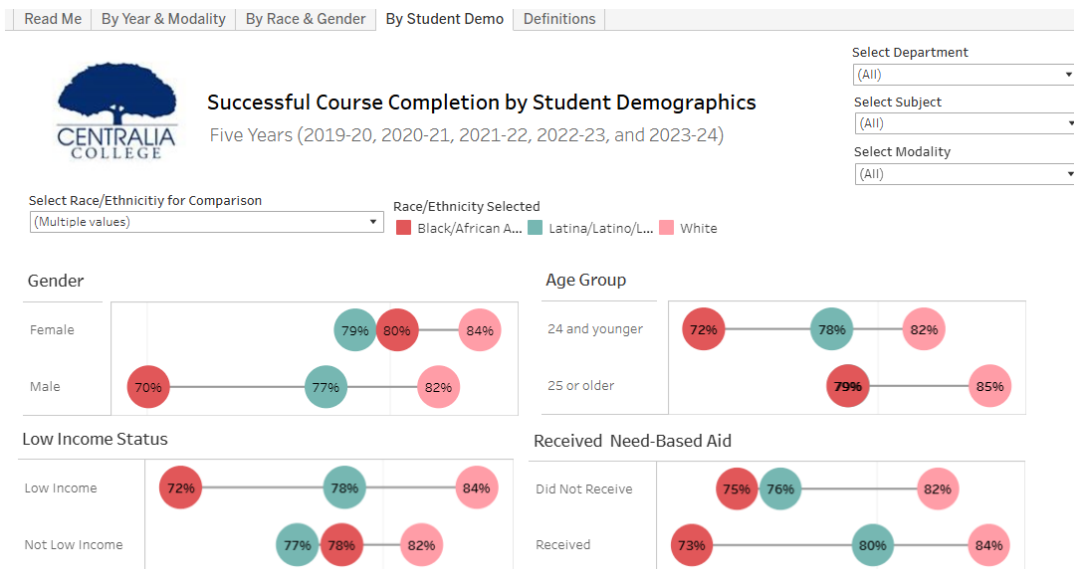
The college has used this data to identify courses where additional student support may be needed to increase student success. Last year, the college identified existing equity gaps for Latinx students which is the fastest growing population in the college's service area:

Completion of College-Level Math by Race/Ethnicity

First-Time, Degree-Seeking Students Completing College-Level Math within First Year of Enrolling

Latina, Latino, Latinx, or Hispanic
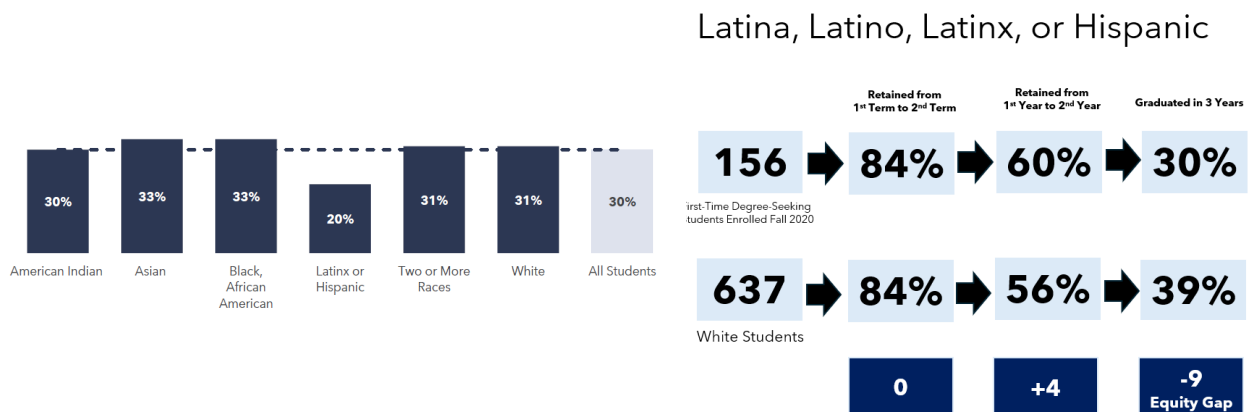
To improve student success outcomes for Latinx students at Centralia College, several strategies has been put into place or is being implemented such as the following:

- Hired bilingual staff and student workers for the Welcome Desk and Blazer Central areas to assist Latinx students with navigating college processes.
- Developed peer mentoring with a focus on connecting students with similar backgrounds, particularly those from underrepresented groups (Black/African American, American Indian/Alaska Native, Latinx) with observed disparities in educational outcomes.
- Specific outreach efforts have been targeted at Latinx students.
- Currently, the college is working on convening an advisory board from the Latinx community, the Latinx Steering Committee. As the college is working toward becoming a Hispanic Serving Institution (HSI), the committee will be pivotal in helping the college improve student outcomes for Latinx students.

In the fall quarter of 2024, the college also launched the Food Insecurity Credits program. This initiative provides students with a $50 credit to the Blazer Bites Café once per quarter. Students can use this credit to purchase various cafeteria offerings, including the "Special of the Day," the salad bar, and other meal options. The goal was to create a low-barrier approach, acknowledging the significant stress and workload college students face.

To access these funds, students submit a brief application, which is then screened to verify their enrollment. Once approved, the Auxiliary Services team quickly sets up an account for the student to access their credit. The college awarded credits to 86 students. Of those students, 90% re-enrolled winter term, sharing positive feedback about the program's impact. The college is reallocating $75,000 in funds from the Smith Foundation for the Food Insecurity Credits program in order to scale it up to additional students.

Evidence for 1.D.2; 1.D.3; and 1.D.4

- 2023-24 Centralia College Key Performance Indicators (KPIs)
- IPEDS Peer Comparisons
- State Peer Comparisons

Picture: President Mohrbacher Meeting with the New Generation Centralia College Students.

CONCLUSION

Centralia College has effective processes in place to define, monitor and assess institutional effectiveness. These processes are inclusive of many voices and allow for data-informed decision-making. The college works actively to move ahead on initiatives and reforms designed to improve mission fulfillment, particularly as pertains to the key mission focus areas of student success, academic excellence, and supporting our community. These processes are fully integrated into the governance structures of the college and help to keep our efforts mission-focused.

While the college is making effective progress on several important initiatives, we are also aware that some of these structures and processes are new or have recently been updated:

- The college is currently in its second year of implementation of the five-year strategic plan, with lots of important work ahead.

- The structure for Guided Pathways is in place, but there is still substantial work to be done regarding the ability to track individual education plans per student, improved career counseling, and more fine-tuning of intake and advising procedures.
- The college has greatly improved its data capacity in recent years; however, there is still work to do regarding improved data literacy and utilization across all departments.
- While the college can tie planning to resource allocation in key areas, such as Guided Pathways and student learning assessment, better processes are needed in other areas.
- The college is working to develop more systematic processes for assessing effectiveness in non-instructional areas.

Centralia College remains committed to student success, academic excellence, and supporting the community in an inclusive and equitable learning environment. The process of compiling this self-evaluation report has proved to be a valuable exercise in understanding how many of the college's initiatives and processes work together to fulfill the mission.

And finally, members of the college community are beginning to plan activities and celebrations for the college's Centennial Celebration in 2025. This anniversary of the founding of the college will be a great opportunity to look back on the past and celebrate accomplishments, but most importantly, it will afford the opportunity to look forward to the next 100 years of Centralia College, and to assure that we can remain committed to student success, academic excellence, and supporting our community in an inclusive and equitable learning environment.

ADDENDA

Response to any concerns (findings) raised in the peer-evaluation report of the Year Six, Policies, Regulations, and Financial Review (PRFR).

The college did not have any findings in its peer-evaluation report of the 2024 Year Six Policies, Regulations, and Financial Review (PRFR).

Response to Distance Education

Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit.

Centralia College maintains an effective identity verification process for all enrolled students, including students enrolled in online courses. The verification process ensures the identity of the student and protects student privacy. When a new student applies to the college, enrollment services review the application, including identifying information. If no fraud is detected, a welcome letter is sent to the student that includes a unique student ctcLink identification number (ID) and steps on how to activate their ctcLink Gateway account. After the student has activated their ctcLink Gateway account, they are required to use a multi-factor identity verification process to access their student records, financial aid, and register for classes.

If enrollment services suspect fraud after reviewing an application, they will contact the student to set up a meeting via Zoom, WebEx, Teams or in person to verify the student's identity within 48 hours. During the meeting, the student must have their camera on and show a government issued photo ID. If the student cannot show a valid ID, they will be asked questions that are unique enough that only the student would know the answer. If the student's identity can be verified, the application is processed. If enrollment services cannot verify the student's identity, the student will be flagged in the system as a fraudulent application.

If an online student is required to take a proctored exam in the testing center, they must show a government issued photo ID. Students are not charged any fees for identity verification, use of proctoring software, or use of testing center for proctored Centralia College course exams.

Policies and procedures that make it clear student privacy is protected.

Centralia College has three policies that ensure student privacy is protected when enrolled at the college and in online courses. Policy 4.085 Family Educational Rights & Privacy Act (FERPA) ensures all instructional and administrative processes involving student information or communications comply with FERPA regulations regardless of enrollment modality.

All courses include the use Canvas, the college's learning management system. Policy 3.215 Learning Management System (LMS) ensures student records are protected in Canvas. Students must use their college login information for Canvas multifactor authentication and login.

Policy 3.250 Regular & Substantive Interaction (RSI) & Distance Education states that the college will protect student privacy, clearly communicate any additional fees, and uphold the academic integrity of all online programs.

Notifications to students at the time of registration of any additional charges associated with verification procedures.

Centralia College does not have any charges associated with the verification process. Students enrolled in online courses are charged a $2.00/credit online fee. These fees are used to fund the learning management system, plagiarism detection software, a video platform, and proctoring software. Students are notified of fees through the advising schedule and the course registration information in ctcLink.

Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in Distance Education courses or programs.

Centralia College's Policy 3.250 Regular & Substantive Interaction (RSI) & Distance Education clearly states the college's expectations regarding Regular and Substantive Interaction (RSI) in distance education courses. In addition, faculty must monitor students' academic engagement and success throughout the course. Faculty are responsible for promptly and proactively engaging in substantive interaction with the student when needed, based on such monitoring, or upon request by the student.

Furthermore, all faculty (adjuncts, pro-rata, tenure-track, tenured), teaching fully online, asynchronous courses, must complete an RSI training provided by the college's eLearning department. Faculty who do not meet the RSI implementation

requirement and/or do not continue the RSI implementation in every online course they teach will no longer be assigned to teach online courses.

Using random selection, eLearning checks 20% of online courses, every quarter, for RSI compliance. Any faculty found not in compliance through this process will be reported to the Dean and the Vice President of Instruction.

Currently the faculty lead in eLearning is provided two-thirds reassign time to provide training and work with faculty in course design. The faculty member is certified in instructional design. To support faculty, the eLearning department has created online RSI coursework that provides one-on-one instructional design mentorship and training. Once a course is complete, a trained peer reviewer will be assigned to review and provide additional feedback to the faculty.

The institution's Distance Education programs are consistent with the mission and educational objectives of the institutions (Standard 1.C.1).

Centralia College offers students opportunities to learn in multiple modalities. Hybrid and online courses are essential to meet the needs of non-traditional students who have difficulty attending courses offered face-to-face on campus.

Institutions that offer courses or programs via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities (Standard 1.C.6).

The college is committed to providing an equally high-quality learning experience for all students, regardless of whether they enroll in exclusively distance, face-to-face, or hybrid courses. Student learning outcomes at all three levels are the same regardless of course modality. Students enrolled in distance education courses are held to the same academic standards and policies as students enrolled in face-to-face courses.

Evidence for Response to Distance Education

- Policy 4.085 Family Educational Rights & Privacy Act (FERPA)
- Policy 3.215 Learning Management System (LMS)
- Policy 3.250 Regular & Substantive Interaction (RSI) & Distance Education
- Spring 2025 Advising Schedule
- Memorandum of Understanding Regular & Substantive Interaction (RSI)
- Faculty RSI Workshop (presentation slides)(transcript)

*Centralia College is committed
to student success, academic excellence,
and supporting our community in
an inclusive and equitable
learning environment.*

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