

# 2021 MID-CYCLE SELF-EVALUATION ACCREDITATION REPORT

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April 2021

*All Assessment is a perpetual work  
in progress – Linda Suskie*



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## 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. The college has grown from 15 students in 1925 to a 2019-2020 full-time equivalent enrollment of 2471 (1787 state funded FTEs) down from the institution's all-time high of over 2633 FTEs in 2010-2011. Centralia College began as a junior college, primarily concerned with providing the first two years of a traditional baccalaureate degree and during the 1960s, transitioned to a community college with a mission that included providing vocational, basic skills, and continuing education.

In 2005 Washington State passed legislation giving community colleges the ability to offer applied baccalaureate degrees. Subsequently, Centralia College has developed four applied baccalaureate degrees:

- [Bachelor of Applied Science in Applied Management \(BAS-AM\).](#)
- [Bachelor of Applied Science in Diesel Technology \(BAS-DT\).](#)
- [Bachelor in Applied Science in Information Technology \(BAS-IT\).](#)
- [Bachelor of Applied Science in Teacher Education \(BAS-TE\).](#)

The college currently (2019-2020) has an approximate unduplicated degree-seeking student headcount of 4556. These students represent enrollment in Adult Basic Education, Transitional, Workforce, Academic Transfer, and Baccalaureate programs. In addition, students are enrolled at three correctional sites:

- Garrett Heyns Education Center at the Washington Corrections Center in Shelton (140 FTE, 2019-2020),
- Cedar Creek Education Center at the Cedar Creek Corrections Center near Little Rock (93.6 FTE, 2019-2020).
- Green Hill Academic School at the Green Hill School in Chehalis, WA (14.9 FTEs for fall 2020) <sup>1</sup>

Students pursuing non-degree pathways are enrolled in Senior, Parenting, and Community Service programs. The college engages regularly in community events and supports a number of organizations within Lewis County documented in

Centralia College District 12 has a service district of approximately 2,400 square miles, including Lewis and south Thurston counties, and offers opportunities for higher education to the citizens of an essentially rural service district. The population of the service district is approximately [Lewis County = 80,707 according to US Census Bureau + Rochester = 14,558, + Tenino = 9,847; Total = approximately 96,249]. The city of Centralia, where the college is located, has the most population in the district: about 17,216 people. [Lewis County](#) has a predominantly white population according US Census data:

<b>Race &amp; Hispanic Origin, Lewis County, WA</b>	
White	83%
Hispanic or Latino	10%
Two or more races	4%
American Indian/Alaska Native	1%
Asian	1%
Black/African American	1%

<sup>1</sup> Centralia College at Green Hill Academic School began operations during the 2020-2021 academic year.

While the service district population is comprised of approximately 17% people of color, the student population at Centralia College includes 29% people of color [[SBCTC Field Guide, 2019](#)]; the college is serving an increasing population of Latino students. The Centralia School District has a [Latino population of 17%](#), while the [Rochester School District serves 13% Latino students](#), and the [Chehalis School District serves 8%](#).

Like many rural communities, the college’s 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 was the highest in the state in 2011 and is consistently higher than the state average. Other economic indicators such as per capita income also lag behind state averages.

	<b>LEWIS COUNTY</b>	<b>WASHINGTON STATE</b>
Unemployment Rate (Dec. 2020)	7.4%	7.2%
High School graduates	87.5%	91.3%
Bachelor’s degree or higher	17.7%	36.0%
Median Per Capita Income (2015-2019)	\$54,484	\$73,775
Person in poverty	12.2%	9.8%

Since this population needs access to educational and training resources to reduce individual poverty and increase household incomes, the college continues to focus on their needs. Centralia College currently provides an integrated pathway from basic skills education all the way to a bachelor’s degree. The east end of Lewis County is rural, and comprised of a number of very small communities; the college serves the needs of east county through its site in Morton—Centralia College East—as well as through a number of sites for Adult Basic Education, with classes offered at libraries and other community locations.

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.

## PREFACE

### Institutional Changes since the Last Report

#### **New Trustee appointed:**

[Court Stanley](#) was appointed to serve on the Board of Trustees for Centralia College. He was formally introduced to the campus at the Board of Trustees meeting held on October 7, 2020. Court is the recently retired President of Forestry for Port Blakely Forestry (2006-2020) and is currently board chair of the Wilcox Family Farms, board member for the World Forestry Center and the Washington Farm Forestry Association. He is also president of the Lewis County United Way Board of Directors.

#### **New Centralia College site location at Green Hill Academic School:**

On February 5, 2020, NWCCU notified Centralia College of its approval to add an additional instructional site location at Green Hill Academic School, a high school associated with Chehalis School District 302 within the Green Hill School complex located in Chehalis, Washington. The school is located at Green Hill School, a medium/maximum security, fenced facility for teenage and young adult male offenders. The school has been a part of the facility since the facility was established in 1889. In order to address the needs of its special clientele, Green Hill Academic School focuses on providing educational, vocational and life skills training to help the residents succeed in the community upon their release from incarceration and reduce the chances of recidivism. During the 2017-2018 legislative session, Senate Bill 6160 extended the jurisdiction of the juvenile justice system in the state of Washington from the 21st birthday to the 25th birthday. Those older youth will be served at Green Hill which in turn will precipitate the need to serve an older population of youth and expand our educational offerings beyond high school to include a variety of postsecondary options.

Centralia College has a long history of working with the Chehalis School District including offering various for-credit options for students at Green Hill Academic School by way of continuing and community education. At the new site, Centralia College is increasing its offerings of transitional and college-level courses to eligible participants leading to workforce certificates, two-year associate degrees (associate in arts or associate in applied science) and four-year applied baccalaureate degrees offered at the college.

#### **Campus renovations:**

The campus facilities have continued to develop according to the [facilities master plan](#) in place. The former student center has been completely renovated and remodel to house the college worker retraining and transitional skills/adult basic education programs. In May, 2019 the college completed the upper floor renovation to lease to the State of Washington, Department of Employment Security, which will also house a number of other support agencies, such as Vocational Rehabilitation and WorkSource. This combination of programs will allow the agencies and the college to leverage the range of services for maximum support of mutual clients and students.

The exterior and circulation areas of campus were also improved. The removal of Kemp Hall (the original “college” building) was finished in May 2019, in time to host an expanded commencement ceremony. The expanded courtyard also allowed the college to establish a true “front door” of campus, and the location of the building and the work of Katherine Kemp will be recognized on the entrance. The circulation areas of campus were also expanded, with the east and west walkways completed in March of 2019. Ward Plaza in the center of campus and connecting point for the brick walkways including a main Esplanade, was also completed in March 2019, and provides a year-round gathering space for students, as well a venue for events.

### **Southwest Washington Flexible Training Center:**

The newest building on the Centralia College campus is the foundation-owned [Southwest Washington Flexible Training Center](#). This 12,000 square foot building will feature classrooms for healthcare, natural resources, and commercial drivers training as well as flexible courses to support regional needs. Half of the building is dedicated for industrial training. The building will support coursework for Centralia College, but also be available for lease to regional employers, and local school districts. Hybrid training and instruction partnerships with the community will offer trades training to meet regional demand for current workforce needs.

### **Multi-Purpose Athletic Field:**

Centralia College is in the process of developing a multi-purpose athletic field, to be located on the northeast corner of campus. Currently, the college has no on-campus outdoor athletic facility. The Campus Facility Master has included an athletic field as part of future development since 1999. Current development plans began when the Associated Students of Centralia College voted to dedicate student fee money in 2014. In 2020, the college finished the acquisition of all of the properties on the two blocks bordered by Walnut Street, Centralia College Boulevard, Rock Street, and Silver Street. In October 2020, the City of Centralia approved the college’s request to vacate one block of Iron Street in order to make way for the field. When completed, the field will host home games for Women’s Soccer, Men’s Baseball, and Women’s Softball. In addition, the field will be available for intramural activities, PE classes, and for use by the general community.

### **Commercial Driver’s License (CDL) course:**

An example of a new course developed at Centralia College to meet community needs is the Commercial Driver’s License for the professional truck driving industry. This course is designed to prepare students to take the State of Washington tests necessary to obtain a Commercial Driver’s License. The [commercial truck driving course](#) includes a comprehensive hands-on skill development and instruction that aligns with the Department of Transportation. The student will maneuver a commercial vehicle in different traffic conditions; operate a tractor-trailer combination; and maneuver the vehicle safely forward and backward around various obstacles.

## SECTION I: STANDARD 1.A – MISSION

### Centralia College's Mission Statement (1.A.1)

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

The official mission statement for Centralia College was adopted by [the Board of Trustees on February 14, 2019](#). The mission statement is published on the [college web site](#) and in other college publications such as the [college catalog](#).

The mission statement was developed through an inclusive and reiterative process involving the Board of Trustees, a wide array of college employees, students, and community members in order to assure that the mission statement articulates an appropriate purpose for the college and is derived from the needs of our community. An overview of the process for developing the college mission statement is outlined below:

- Discussion with the Board of Trustees at their annual [Board Retreat in July 2018](#), as well as continued discussion at regular Board meetings throughout Fall 2018 and Winter 2019.
- Campus-wide meeting on [October 12, 2018](#) to discuss the process for development of new values, mission and vision statements
- Formation of a Mission Rewrite Work Group, which included the college president, one Board member, and representatives from across campus, including faculty, staff and administrators.
- A series of seven [campus](#), [student](#), and [community forums](#) during October and November 2018 to conduct facilitated workshops on college values, mission and vision.
- Feedback gathered from the workshops was transcribed and given to the [Mission Rewrite Work Group](#) to use as the raw material in drafting new values, mission and vision statements.
- Draft statements were reviewed at a campus meeting on [January 11, 2019](#); a campus survey was conducted to gather feedback on the draft statements.
- The Mission Rewrite Work Group met on [January 18, 2019](#) to review campus feedback and revise [the draft statements](#).
- Revised drafts of the statements were discussed by the Institutional Effectiveness Committee at their [December 5, 2018 meeting](#) and distributed to other campus committees for review.
- The new mission statement was approved by the Institutional Effectiveness Committee on [February 6, 2019](#) and approved by the Board of Trustees on [February 14, 2019](#).

The mission statement clearly outlines the purpose of the college in terms of a commitment to student success and academic excellence in a community environment. Centralia College serves Lewis County and the Rochester and Tenino school districts in southern Thurston County ([RCW 28B.50.040](#)). The service district is comprised primarily of small towns and rural areas. Many of the communities within the district have relatively limited resources for higher education, cultural enrichment, and workforce development. For these reasons, it is particularly important that Centralia College be engaged with the communities in their service district in a variety of ways. In addition, Centralia College has been in operation since 1925 and is the oldest continuously operating community college in the state. Many of our current students are the third, fourth, or even fifth generation of their families to attend Centralia College. This gives many community members a strong connection and sense of ownership when it comes to the college.

The college uses the mission statement to give direction to its efforts in a number of ways. First, publicly stating our commitment to student success, academic excellence, and community, helps to unite college employees, students and community members in a common purpose. When we are considering current practice or policy, we can ask whether the current situation is most likely to lead to student success or to serve our community effectively. Second, we can examine whether we are doing so in an equitable and inclusive environment. This may mean examining the relative success or completion rates of different demographic groups within our student population; it also means sustaining our commitment to serving our entire service district—to continuing to support our satellite site at CC East in Morton and to ensuring that we serve all of the smaller communities in our district, such as Mossyrock, Packwood and Pe Ell.

Finally, we articulate our benchmarks for success in fulfilling our mission through articulation of our Focus Area (a.k.a. Core Themes) outcomes and indicators for success. That process is described elsewhere in this report.

## **Mission Fulfillment (1.A.1, 1.B.1-1.B.4)**

The Centralia College Board of Trustees engaged in a study session on mission fulfillment during their [annual retreat in July 2018](#). The Board of Trustees examined several different methods for defining and monitoring mission fulfillment. After the study session, the discussion was moved to the agenda for the regular [Board Meeting of September 2018](#). At that meeting, the Board of Trustees adopted the following definition of Mission Fulfillment:

*Centralia College will define Mission Fulfillment as making continuous progress toward established goals. On an annual basis, the Board of Trustees receives reports detailing progress toward accomplishing the college's Core Theme Outcomes. The mission is considered fulfilled under the following circumstances:*

- *All indicators meet the established benchmarks under the Core Theme Outcomes.*
- *Any indicator that substantially meets or does not meet the established benchmark is accompanied by an action plan for improving performance.*

Benchmarks and data indicators are defined within the Core Theme Area Outcomes document, as developed by the Institutional Effectiveness Committee and approved by the Board of Trustees. Core Theme Monitoring Reports are provided annually to the Institutional Effectiveness Committee and the Board of Trustees. After receiving the Monitoring Reports, the Board of



Trustees takes official action to signify that the criteria described above have been met. The [2020 Monitoring Report](#) is published on the College’s website and available to the campus and community stakeholders.

## Mission Focus Areas

The Community College Act of 1991 ([RCW 28B.50](#)) codifies the legislation establishing and regulating the 34 community and technical colleges that comprise the Washington State Community College System. [RCW 28B.50.020](#) establishes the purpose of all colleges in the community and technical college system.

Following the process of rewriting Centralia College’s Mission Statement, as described above, the college formed a Mission Focus Area Development Work Group, consisting of a subgroup of members from the Institutional Effectiveness committee and led by the college president. This work group met throughout [the winter and spring of 2019](#) to establish new outcomes, objectives, and indicators based on the new college mission statement. One decision that was made during the process was to drop the “core theme” terminology and to use the term Mission Focus Areas instead. This reflects the changes being made to NWCCU standards and, more importantly, makes a clear connection between the outcomes and our mission.

Based on the new mission statement, the work group adopted three mission focus areas: Student Success, Academic Excellence, and Supporting Community. The work group then divided into three sub-committees to draft outcomes, objectives and indicators for each area. The sub-committee members gathered feedback from a variety of standing committees and other groups on campus to inform revision of the drafts.

These Mission Focus Areas address three key elements of the college’s mission statement. The fourth element of the mission statement—an inclusive and equitable learning environment—is embedded in each of the outcome areas in terms of breaking down data indicators demographically, to see where equity gaps exist. In addition, “equity” is a separate indicator under supporting community. Taken together, these Mission Focus Area outcomes allow the college to track the most important indicators of mission fulfillment.

The new Mission Focus Outcomes were affirmed by the [Institutional Effectiveness Committee on May 1, 2019](#). Subsequently, the current Mission Focus Areas and Outcomes were officially adopted by the [Board of Trustees on May 9, 2019](#). As part of that adoption process, the Board of Trustees decided to drop the “core theme” language and call these outcomes Mission Focus Areas, in order to emphasize the connection to mission fulfillment. The following outcomes approved by the Board of Trustees were also included in an updated Mission, Vision and Values Policy [[Policy 5.001](#)].

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.

During 2019-2020, the college's Institutional Effectiveness Committee met to finalize the [Annual Monitoring Report](#) for annually assessing the focus area outcomes with each of the focus areas monitored for aspects of equity and inclusion. The purpose of this structure was to ensure that aspects of equity and inclusion were integrated into all of the college's work, rather than a separate focus area. Subsequently, all outcomes are monitored for specific objectives with data indicators and scored according to a scoring rubric that includes the following three-point matrix: (a) meeting the benchmark, (b) making measurable or observable progress toward the benchmark, and (c) not meeting the benchmark. Any item receiving a score other than "meeting the benchmark" is accompanied by an action plan with faculty and staff feedback for improving performance, in accordance with the Board of Trustees's Mission Fulfillment Policy. The action plan is then disseminated throughout the college governance structure.

## Focus Area 1 – Student Success

### **Objectives/Indicators/Rationale**

**Student Success:** Centralia College (CC) students will progress, persist, and complete their educational endeavors.

- a. CC will increase the rate at which students complete degrees & certificates annually
  - i. IPEDS Completion rate
  - ii. SAI Completion rate per 100 students
  - iii. SBCTC Credentials Awarded (Dashboard), including GED/HS2 1
  - iv. Demographic breakdown of completion rates
- b. 65% of students will earn a 2.0 or greater in individual courses
  - i. Overall course success rate (all graded courses)
  - ii. Success rate for 30 highest enrolled courses
  - iii. Demographic breakdown of success rates
- c. CC will increase the rate at which students persist from quarter to quarter and year to year
  - i. Percentage of students retained fall to winter, winter to spring
  - ii. Percentage of students retained from fall to fall
  - iii. Demographic breakdown of retention data
  - iv. Students are engaged per survey data (CCSSE or other relevant survey)
- d. CC will increase the rate at which students transition from Basic Skills & Pre-college courses to college courses
  - i. Percentage of students making gains in BEdA
  - ii. Percentage of students with pre-college placement earning college credit
  - iii. Demographic data on student transitions

The indicators above give the college reliable and available data points by which to track the progress of our students along their educational pathway. All of the data points are currently tracked either through dashboards at the Washington State Board for Community and Technical Colleges (SBCTC) or through local dashboards developed by our Institutional Research department. Three of the objectives (a, c, & d) track trend data—an increase from one year to the next. One indicator (b) sets a numeric benchmark. In a traditional "Bell curve" system of grading, we would expect 50% as the benchmark; however, that does not accurately represent what happens in the real world. Thus, 65% was chosen as being closer to the patterns that we actually see in our students.

## Focus Area 2 – Academic Excellence

### **Objectives/Indicators/Rationale**

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

- a. Students who complete CC courses will be successful in future course work
  - i. Percentage of students who pass next course in sequence or same discipline
  - ii. Percentage of BEdA students who earn six college credits will be above state average
  - iii. Demographic data on success in subsequent classes
- b. Students who transfer from CC to other colleges will be as successful as other students at that institution
  - i. Transfer data comparison for WA colleges (MRTE)
  - ii. Demographics on transfer students
- c. CC students who complete CTE degrees will have job placement rates equivalent to the state average & wages within 5% of state average
  - i. SBCTC Prof/Tech Placement Rate Dashboard
  - ii. SBCTC Prof/Tech Median Wage Dashboard
- d. CC Students who complete degrees will demonstrate proficiency in the CC General Educational outcomes/Learning Themes
  - i. *[Assessment Committee to develop & implement updated collection method during 2019-20 academic year]*
  - ii. Demographic breakdown of assessment data

The objectives and indicators for Academic Excellence integrate educational planning, learning assessment, and goal attainment. As Centralia College begins implementation of Guided Pathways, these objectives complement the objectives under Student Success to track persistence through the pathways and on to career or transfer institutions. Two of the indicators (b & c) are readily available through SBCTC databases. One indicator (a) is readily available through our local student database (SMS).

During the 2019-20 academic year, the Assessment Committee, along with instructional administrators, led a process to rewrite the General Education Learning Themes (renamed as the Student Learning Competencies and to develop a new method for collecting General Education assessment data. This allowed the college to align better learning assessment with the annual monitoring report process for our Mission Focus Areas. In addition, the Academic Transfer and Career and Technical Education program review processes were also updated to incorporate the updated measures for academic excellence and

## Focus Area 3 – Supporting Community

### **Objectives/Indicators/Rationale**

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

- a. Equity: Equity-minded decisions will improve access and student outcomes.
  - i. Policy and procedure changes remove barriers
  - ii. Budget allocations address barriers for students
  - iii. Curriculum is inclusive
  - iv. Programs and services support success for traditionally underserved students
- b. Stewardship: CC will be a model of good stewardship and community partnership
  - i. Clean annual audit reports demonstrate fiscal stewardship
  - ii. Partnership matrix (Business, K12, legislative, service clubs, SBCTC, etc.) indicates a broad variety of effective partnerships
  - iii. Foundation scholarships & assets demonstrate a broad base of community support
  - iv. Community use of TAC, Corbet Theater, and other college resources demonstrate support for community
- c. Sustainability: College will operate within its means and invest in the future of the college.
  - i. Establish and maintain fiscal reserve policies and fiscal sustainability benchmarks
  - ii. Campus technology supports student access and success
  - iii. CC employees are well trained and participate in ongoing professional development
  - iv. College achieves enrollment targets
  - v. Cost per FTE will be within the 3<sup>rd</sup> quartile of SBCTC averages
  - vi. Reduce carbon foot print annually

During the process to develop the new college mission statement, “community” emerged as one of the strongest themes in [campus and community feedback sessions](#). While comments about “community” were wide-ranging, they focused on both our internal community (students, faculty, staff) and our external community (service district, local partners). In order to develop meaningful objectives around the idea of community, we grouped the indicators into three categories:

- Equity: Assuring that we serve all elements of our various communities in an equitable fashion.
- Stewardship: Assuring that the college is a responsible steward of public fiscal resources, as well as our physical resources.
- Sustainability: Assuring that our use of fiscal, environmental, and human resources positions the college for a successful future.

Some of the indicators in this Mission Focus Area are less quantitative and more qualitative than in the other areas. However, “community” is not easily reducible to solely quantitative measures. Survey tools and focus group data will be utilized to support the measurement of the community indicators and qualitatively set a basis for continuous improvement in these areas. A community matrix was developed and outlined in the Appendix of the [2020 Monitoring Report](#).

## SECTION II: STUDENT ACHIEVEMENT

### Preface

As detailed in the College’s [Monitoring Report](#) discussed and reviewed by the campus-wide Institutional Effectiveness Committee and presented to the Board of Trustees annually, student achievement measures are outlined within the Student Success and Academic Excellence Mission Focus Areas. Based on data results, actions are determined and tracked through the Institutional Effectiveness Committee with committee members reporting to and from their respective subcommittees. Below are some of the data measures reviewed for each Objective in the designated Mission Focus Area. The initial data charts for Student Success disaggregate data by race and ethnicity through IPEDS data and the State Board for Community and Technical Colleges (SBCTC) data dashboards as part of the system-wide Guided Pathways framework. Peer colleges are also used for comparisons when available. For the Academic Excellence Focus Area, more data is needed with larger n-values to further disaggregate the results within the “Students of Color” category. With the hiring of a new Vice President of Human Resources and Equity and the creation of the Justice, Equity, Diversity, and Inclusion (JEDI) committee, Centralia College is delving deeper into examining systemic barriers and potential racist practices through its commitment to Guided Pathways and grounding that work in closing equity and opportunity gaps for all students. All [Data Source Documentation](#) are outlined in the Appendix.

#### Student Success Mission Focus Area

***Centralia College students will progress, persist, and complete their educational endeavors.***

**Objective 1: CC will increase the rate at which students complete degrees & certificates annually**

IPEDS Completion Rates – Students graduating within 150% time to program completion:

COHORT END DATES	2015-16	2016-17	2017-18	2018-19	2019-20
Centralia College	37%	34%	34%	39%	40%
Students of color at CC	32%	36%	30%	33%	38%
Comparison schools*	11%	23%	18%	25%	22%

\*Comparison Colleges: The comparison cohort for this indicator includes Big Bend, Grays Harbor, Lower Columbia, Peninsula, Skagit Valley, South Puget, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley College

IPEDS Completion Rates – Disaggregated:

	Graduates 2019-2020
Overall	40%
American Indian/Alaska Native	20%
Asian	25%
Black/African American	25%
Hispanic/Latino	33%
Native Hawaiian/Pacific Islander	0%
White	42%
Two or More Races	47%
Race/Ethnicity unknown	36%

\*Disaggregated data not available prior to 2019-20

SBCTC Completion Rates:

COHORT START DATES	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
COHORT END DATES	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Centralia College	36%	37%	36%	35%	40%	45%
Students of Color at CC	31%	32%	33%	30%	36%	40%
State Average	27%	29%	29%	30%	33%	35%
Comparison Colleges*	24%	27%	27%	29%	30%	33%

\*Comparison Colleges: The comparison cohort for this indicator includes Columbia Basin College, Grays Harbor College, Skagit Valley College, Whatcom Community College, Wenatchee Valley College, and Yakima Valley College.

SBCTC Completion Rates at Centralia College – Disaggregated:

COHORT START DATES	2014-2015	2015-2016	2017-2018
COHORT END DATES	2017-2018	2018-2019	2019-2020
Overall	32%	32%	41%
American Indian/Alaska Native	31%	20%	19%
Asian	20%	36%	30%
Black/African American	7%	21%	15%
Hispanic/Latino	26%	26%	35%
Native Hawaiian/Pacific Islander	Not tracked	Not tracked	13%
White	33%	32%	42%

**Objective 2: 65% of students will earn a 2.0 or greater in individual courses**

SBCTC Course Success Rates:

	2015-16	2016-17	2017-18	2018-19	2019-20
Course Success Rate	83%	84%	85%	86%	85%
Course Success Rate - Top 30 classes by enrollment	79%	79%	81%	82%	83%
Students of Color	81%	80%	83%	83%	81%

**Objective 3: CC will increase the rate at which students are retained from quarter to quarter and year to year**

SBCTC Retention of Degree-Seeking students:

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<i>Fall to Winter</i>	84%	86%	83%	83%	85%	85%
<i>Fall to Spring</i>	74%	75%	75%	75%	75%	75%
<i>Fall to Fall</i>	60%	62%	63%	63%	64%	60%
<i>Fall to Fall – Students of Color</i>	59%	62%	61%	59%	64%	62%
<i>Fall to Fall – Comparison Colleges*</i>	57%	57%	58%	57%	58%	54%

*\*Comparison Colleges: The comparison cohort for this indicator includes Columbia Basin College, Grays Harbor College, Skagit Valley College, Whatcom Community College, Wenatchee Valley College, and Yakima Valley College.*

**Objective 4: CC will increase the rate at which students transition from Basic Skills & Pre-college courses to college courses**

SBCTC Student Achievement Initiative (SAI) v3.0 Points divided by total headcount:

<i>COHORT START DATES</i>	2013-14	2014-15	2015-16	2016-17	2017-18
<i>COHORT END DATES</i>	2015-16	2016-17	2017-18	2018-19	2019-20
<i>Basic Skills Gains</i>	9.9%	7.8%	8.9%	10.5%	7.4%

SBCTC SAI – CC students who start a college-level course within a year after enrolling in a precollege-level course:

<i>COHORT START DATES</i>	2013-14	2014-15	2015-16	2016-17
<i>COHORT END DATES</i>	2015-16	2016-17	2017-18	2018-19
<i>Pre-coll Math</i>	22%	18%	18%	20%
<i>Pre-coll Engl</i>	14%	15%	18%	17%

## Academic Excellence Mission Focus Area

Centralia College students will complete well-defined educational and program goals relevant to future success

**Objective 1: Students who complete CC courses will be successful in future course work**

Pass rate for rolling previous three years among students earning at least a 2.0 in pre-requisite:

	2015-16	2016-17	2017-18	2018-19	2019-20
<i>Math 097 to Math 146</i>	67%	89%	96%	91%	90%
<i>Math 099 to Math 146</i>	78%	68%	66%	86%	88%
<i>Math 099 to Math 141</i>	Not tracked	Not tracked	64%	42%	59%
<i>Math 141 to Math 142</i>	80%	79%	77%	59%	79%
<i>Engl 099 to Engl 101</i>	70%	52%	71%	55%	44%
<i>Engl 101 to Engl 102</i>	65%	66%	71%	66%	76%

Pass rate where pre-requisite was taken within three years of higher-level course – Disaggregated:

2019-2020	White students	Students of Color	International
<i>Math 097 to Math 146</i>	83%	100%	N/A
<i>Math 099 to Math 146</i>	88%	100%	100%
<i>Math 099 to Math 141</i>	76%	17% (n=6)	100%
<i>Math 141 to Math 142</i>	76%	69%	N/A
<i>Engl 099 to Engl 101</i>	39%	53%	25%
<i>Engl 101 to Engl 102</i>	77%	72%	50%

2018-2019	White students	Students of Color	International
<i>Math 097 to Math 146</i>	80%	100%	N/A
<i>Math 099 to Math 146</i>	90%	100%	100%
<i>Math 099 to Math 141</i>	65%	50%	100%
<i>Math 141 to Math 142</i>	33%	38%	0% (n=3)
<i>Engl 099 to Engl 101</i>	80%	50%	100%
<i>Engl 101 to Engl 102</i>	65%	54%	57%

2017-2018	White students	Students of Color	International
<i>Math 097 to Math 146</i>	50% (n=2)	100%	N/A
<i>Math 099 to Math 146</i>	46%	100%	100% (n=1)
<i>Math 099 to Math 141</i>	50%	100%	N/A
<i>Math 141 to Math 142</i>	55%	40%	0% (n=1)
<i>Engl 099 to Engl 101</i>	78%	68%	83%
<i>Engl 101 to Engl 102</i>	70%	67%	80%



**Objective 2: Students who transfer from CC to other colleges will be as successful as other students at that institution**

Transfer Rates:

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<i>Transfer Rates, Centralia College AA Graduates (MRTE)</i>	45%	44%	44%	44%	46%				
<i>Transfer Rates, CC AA Graduates (SBCTC DLOA; disaggregated data not yet available due to conversion)</i>									26%
<i>Transfer Rate, CC AA Graduates (SBCTC)</i>	20%	23%	25%	23%	25%	24%	29%	Unavail able	
<i>Transfer Rate, CC Students of Color (SBCTC)</i>	20%	24%	25%	21%	22%	19%	31%	Unavail able	
<i>Transfer Rate, College Comparison (SBCTC)</i>	24%	24%	26%	26%	28%	28%	31%	Unavail able	

**Objective 3: CC students who complete prof/tech degrees will have job placement rates equivalent to the state average & wages within 5% of state average**

Employment rate by year:

	2010-11	2011-12	2012-13	2013-14
<i>1<sup>st</sup> year employment rate, CC grads (SBCTC)</i>	55%	68%	61%	68%
<i>1<sup>st</sup> year employment rate, state average (SBCTC)</i>	48%	51%	52%	53%

Wages by graduation year:

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<i>Prof/Tech Median Wage (SBCTC)</i>	\$13.93	\$14.45	\$15.49	\$16.36	\$18.81	
<i>Prof/Tech Median Wage (SBCTC DLOA)</i>						\$20.04
<i>Prof/Tech Median Wage Comparison* (SBCTC)</i>	\$17.45	\$17.61	\$18.28	\$18.37	\$19.06	
<i>Percent Difference</i>	-20.2%	-17.9%	-15.3%	-10.9%	-1.3%	

\* Comparison Cohort: Greys Harbor, Wenatchee, Yakima, Columbia Basin, Whatcom, Skagit Valley

## Student Learning Assessment

During the 2019-2020 academic year, the college's Assessment Committee investigated new direct measures of student outcome achievement that included but was not limited to faculty notebooks, research projects, Canvas-based (our current online learning management system) assessments including external credential exams (e.g. NCLEX), student portfolios, and other potential assessment tools. The Assessment Committee along with instructional administrators initiated a process to rewrite the general education Learning Ability Themes and develop a new method for collecting general education assessment data aligning with the program-level assessment process.

During winter and spring, 2020, the Assessment Committee determined the [following action plans for fall 2021](#) described to the Institutional Effectiveness Committee in a campus-wide Assessment Plan:

- Replace the current Learning Ability Themes with Student Learning Competencies that better align with NWCCU 2020 standards and reflect skills college students should obtain through any degree program. Completion and approval of the revised Learning Competencies took place fall quarter 2020. During winter 2021, the revised Learning Competencies will link course and program-level outcomes to the Mission Focus Areas that reflect the College's revised mission statement:

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

Student Learning Competencies would “crosswalk” to the original Learning Ability Themes based on the following outcomes:

### **Current: Learning Abilities Themes**

Reasoning. The ability to extract information from data, develop ideas and solutions, establish logical progression in thinking and problem solve using procedures as literary analysis or the scientific method

Written, Oral, and Visual Communication. The ability to make oneself understood in public, interpersonal, professional, artistic, and technical arenas.

Exploration Self and Others. An awareness of the values, beliefs, customs, and contributions of persons from one's own and other traditions, ethnicities, classes, and genders.

Responsibility. The ability to be accountable to self, society, and the natural world.

Resourcefulness. The ability to adapt to change, such as technological innovations or environmental conditions.

### **Revised: Student Learning Competencies**

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

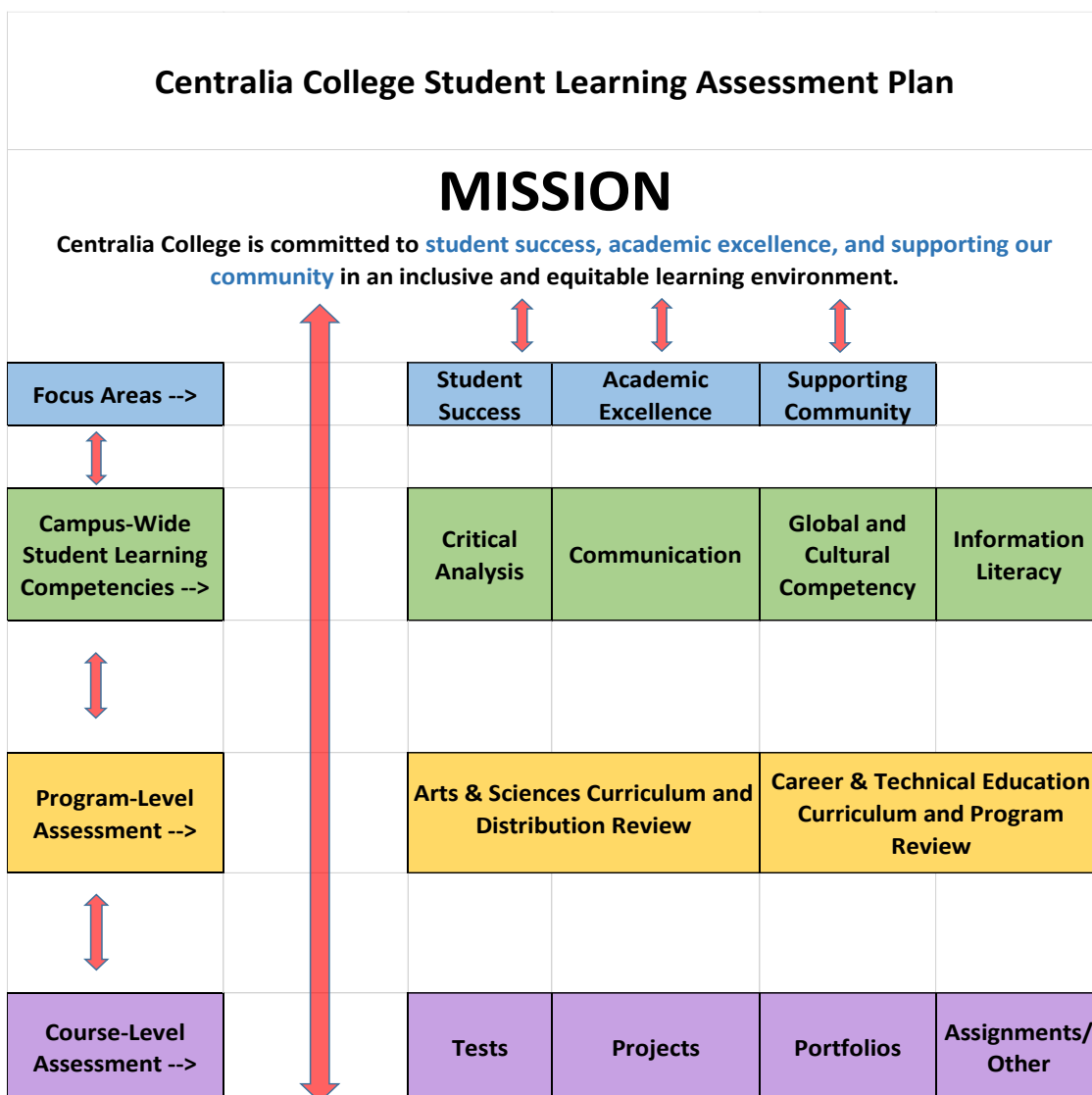
Communication. The student effectively conveys information and ideas by adapting their communication style to different situations and audiences when speaking, writing, and listening to others.

Global Awareness & Cultural Competency. 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.

	Proposed (New)	Current
1	Critical Analysis	Reasoning
2	Communication Skills	Written, Oral, and Visual Communication
3	Global Awareness & Cultural Competency	Exploration Self and Others Responsibility
4	Information Literacy	Resourcefulness

- During winter quarter 2021, rubrics will be finalized for assessing each Student Learning Competency based on the [American Association of Colleges & Universities VALUE Rubrics](#).
- Provide meaningful assessment of the Student Learning Competencies such as incorporating a Canvas tool that supports quarterly assessment by full-time and adjunct faculty of the course-level outcomes. The assessment process will be detailed in program, curriculum, and distribution review documents, reports, and website. The implementation of the Canvas tool will occur by the end of spring quarter, 2021.
- During winter and spring quarter, 2021, update the Arts & Sciences and Career and Technical Education reviews at the programmatic level (see the, and the [Arts & Sciences Curriculum and Distribution Review](#) and the [Career & Technical Education Curriculum and Program Overview](#) in the Appendix.
- Assessment results will influence planning and resource allocation as the Assessment Committee, Curriculum Committee, and Instructional Council will be intentionally linked to the Institutional Effectiveness Committee through liaisons and regular updates disseminated across the campus governance structure. Resources and programmatic needs based on assessment results will be incorporated into the college's annual instructional workplan that supports the College's strategic planning process



## SECTION III: PROGRAMMATIC ASSESSMENT

### Anthropology: Distribution Area Outcomes Review

#### Program Overview:

Since becoming campus anthropologist in fall 2017, Dr. Avalos has expanded Centralia College’s anthropology program from one previously grounded in cultural perspectives to a program encompassing cultural, biological, material, and linguistic curriculum with courses dedicated to each. This balanced approach of social and natural science-based anthropological curriculum defines what is known as general anthropology – a scientific field established in the United States by Franz Boas (modern anthropology’s founder) just over a century ago. In essence, this is why anthropology is considered the field that bridges the hard sciences with humanities. Anthropology was chosen because the recent hiring of a new faculty member provided

an opportunity for a new lens on the assessment process ability to review and improve the program review process for Arts and Sciences' distribution areas.

In order to meet the curriculum requirements for a general anthropology program, a school must offer classes that explore the four main fields of anthropology: (1) Cultural Anthropology; (2) Biological Anthropology; (3) Archaeology; and (4) Linguistic Anthropology (Centralia College currently subsumes linguistic anthropological instruction under cultural anthropology, as is common in introductory college level courses). Following the course of study prescribed in the Anthropology Educational Planner, students wishing to pursue an Associate Arts Degree in Anthropology at Centralia College must earn at least 30 credit hours (six classes at 5 credit hours each) in anthropology by completing course offerings that span anthropology's four main fields, along with other general education credits required by the college.

At present, Centralia College's educational design in anthropology fulfills requirements for students pursuing an Associate in Arts Degree (AA) in Anthropology or academic transfer degrees to numerous universities and colleges in Washington, neighboring states, and nationally. More importantly, our program equips students with the knowledge they need to pursue any of the main four fields of anthropology or any of their numerous subfields at higher-level academic institutions.

### **Program Review and Approval Process:**

As of the time of this writing, we are in the midst of the Covid-19 Pandemic. As a result, the modalities of anthropology courses at Centralia College have shifted to remote learning formats. Despite this change, assessment of student learning objectives and outcomes for the anthropology courses comprising the anthropology degree program are still mostly achieved through written assignments such as discussion forums, essays, and term papers all of which are delivered through the learning management systems (LMS) used by the anthropology department – CANVAS. In anthropology courses, written assignments enable students to develop and demonstrate their understanding of the course material by having to apply the anthropological terms and concepts they learn. For example, discussion forum posts and responses must be germane to the weekly learning material as scheduled on syllabi and are evaluated based on an [Embedded Scoring Rubric](#). Biological Anthropology (ANTH&215) lab assignments are comprised of 20-30 questions and are constructed in such a way as to mirror the scientific method; particularly in observation, hypothesis development, testing, and conveying results. Lab assignments are usually completed and submitted by students during the same lab session. Other examples of traditional means of assessment employed in anthropology courses include quizzes and exams; both of which are timed and comprised of multiple choice and/ or true/false questions. Student assessments affords evaluation of instructor performance and the effectiveness of course design, delivery of instruction, learning materials, etc. Critical instructor assessments based on class performance is a crucial factor in keeping courses up-to-date beyond just providing current scientific literature and media.

### **Program Assessment Results:**

Analysis of course grades provides evidence for determining if students are achieving learning outcomes stated for each anthropology course (all linked to identified distribution area outcomes), and whether or not they exited the course with a passing grade or higher (see course grading criteria provided in table I below). When examining final grades for the anthropology courses, the total percentage of students who have successfully passed anthropology courses is

95.6% (table II); earning an average letter grade of B (3.18 GPA) (table II). Of those students who received a passing grade in the program, 59.71% passed with an A letter grade; 23.05% passed with a B; 11.66% with a C; and 1.17% passed with a D. Of those students who did not exit courses with a passing grade (and by extension did not achieve stated learning outcomes), 2.46% of these students received an F, and 1.94% withdrew (W). As only a small percentage of students received an F or W (2.46% and 4.34% respectfully – table II), we can deduce that the anthropology department has continued to be successful in achieving learning objectives for each course. In addition to this quantitative avenue of analysis, qualitative measures of assessment of student progress can also provide valuable insight into the Centralia College anthropology program's success and outcomes. For example, it is worth noting that four former students recently informed the department that they were accepted to graduate school. Nevertheless, the program will continue to work towards creating solutions for reducing or eliminating the current 2.46%-4.34% student attrition rate for anthropology courses at Centralia College.

Table II: Anthropology program total combined course grade point averages

Grade	Scale	n = students	% of students assigned grade
A	93-100 (4.0-3.8)	321	41.58031
A-	89-92 (3.7-3.5)	140	18.13472
B+	86-88 (3.4-3.2)	89	11.5285
B	83-85 (3.1-2.8)	46	5.958549
B-	80-82 (2.7-2.5)	43	5.569948
C+	77-79 (2.4-2.2)	22	2.849741
C	73-76 (2.1-1.8)	43	5.569948
C-	70-72 (1.7-1.5)	25	3.238342
D+; D	65-69 (1.4-1.0)	9	1.165803
F		19	2.46114
W		15	1.943005
<b>Overall GPA for anthropology program: B+ (3.2); 95.6% of students received passing grades. * **</b>			

Table III: Anthropology program combined specific course section grade point averages\*

Course	Combined specific course section GPA (Points)	Combined specific course section GPA (Letter Grade)	n = students
ANTH 235**	3.07	B	81
ANTH&100**	2.97	B	109
ANTH&206**	3.22	B+	473
ANTH&215**	3.33	B+	109

\*Grading data from 2015 through 2016 was omitted in this report, as instruction during this time occurred under Dr. van Alstyne's tenure; prior to Dr. Tobias R. Avalos filling his role at Centralia College in Fall 2017.

### **Action Items Based on Assessment Results:**

The following are a snapshot of some of the action items based on the programmatic review process:

- “A continuous record of exam results per class per quarter as well as samples of written quizzes in order to aid in assessment analysis” has been maintained/ achieved

through use of digital learning platforms, digitized grading, and implementation of digital records in applications such as Instructor Briefcase, ADP, etc.

- “To recommend dropping Anth& 236 (Introduction to Forensic Anthropology) from the College anthropology curriculum.” – This course will be on reserve in the anthropology curriculum for a possible revival post-pandemic in conjunction with biology department. This course will require A&P lab space and acquisition of lab material.

***Other improvements to the anthropology program being implemented since Dr. Tobias Avalos (campus anthropologist) assumed Dr. Van Alstyne’s position at Centralia College in September 2017 include:***

- Update following anthropology official course outlines in order to link (by letter) their social science (SS) and natural science (NS) Distribution Outcomes to Centralia College’s newly developed student competencies:
- List current diversity (D) Distribution Outcomes on all anthropology course official outlines.
- Continue to incorporate and refine scoring rubrics for course assignments in order to better quantify assessment of student learning, while simultaneously providing students with clear (real time) explanations of scoring standards, expectations, and potential scoring outcomes.
- Promote and standardize scoring rubrics for anthropology classes instructed by adjuncts.
- Continue to work towards creating solutions for reducing or eliminating the current 2.46%-4.34% student attrition rate for anthropology courses at Centralia College.
- Determine whether or not students will be allowed to satisfy all (or most?) anthropology program course requirements at Centralia College online post-pandemic. Accordingly, determine whether or not Centralia college will offer an online Associate of Arts option in Anthropology.
- Assess UDL (Universal Design in Learning) compliancy for the following courses:
  - a. ANTH& 210 – Indians of North America ANTH/ SOC 225 – Cultural and Ethnic Pluralism in Contemporary Society
  - b. ANTH 235 – Myth, Ritual, and Magic
  - c. ANTH& 236 – Intro to Forensic Anthropology

Results from the anthropology curriculum assessment results are shared with the Arts & Sciences social science faculty as part of a distribution area review. See an overview of the [Arts & Science Curriculum and Distribution Review](#) for programmatic review assessment requirements.

## **Early Childhood Education: CTE Program Outcomes Review**

### **Program Overview:**

Centralia College’s Early Childhood Education program provides students with the critical early childhood and child development content necessary to compete for employment in early childhood education or in a school system as a teacher’s aide. Students have the opportunity to observe and practice their skills in classrooms either at Centralia College’s Child Development Center or privately-owned childcare centers. Core Competencies for early and education

professionals and child and youth development professionals – Adoption and Implementation – updating in December of 2012 states, “the department shall adopt core competencies for early care and education professionals and child and youth development professionals.” workgroups representing The Early Childhood Teacher Prep Council (ECTPC) and Department of Children, Youth and Families (DCYF), adopted and implemented common course outcomes across early childhood education courses across the state. The common course outcomes meet current industry standards. Centralia College courses have been updated during this review process to remain current with state common course outcomes and standards.

The Early Childhood program offers Initial Certification, Short Certificate of Specialization, State Certificate of Early Childhood Education Certificate of Proficiency, and 2-year degrees. The certifications are “stackable” and lead to the associate’s degree. This allows student to meet industry standards and return for additional education as needed for employment and advancement on their timeline rather than committing immediately to a two-year program. Early Childhood Education associate’s graduates have an opportunity to continue their education in the college’s BAS Teacher Education program. This program results in certification in K-8.

### **Program Review and Approval Process:**

The Early Childhood Education program is part of Centralia College’s Career and Technical Education (CTE) division. All CTE programs have an established curriculum and program review process. A standardized program review document, approved by the Assessment Committee, is completed by program faculty. The faculty submits the program review to their dean for review and feedback. The faculty incorporates the dean’s feedback and the review is then submitted to the Assessment Committee. Faculty that serve on the Assessment Committee complete a peer review and feedback to the program faculty. The faculty incorporates the feedback in the review document. The document is then submitted to the Curriculum Committee. The faculty member then provides a presentation of their review for the Curriculum Committee. This committee votes to accept the review as presented and that vote is document in the committee’s minutes. Once approved, the review is posted to the Assessment Committee’s [MYCC intranet](#). Action items requiring fiscal resources, are incorporated in division planning and grant writing and the instructional workplan as appropriate. The instructional workplan is approved by the Institutional Effectiveness Committee which is chaired by the college president.

### **Program Assessment Results:**

The following assessment measures and subsequent action items were implemented based on academic years 2014-2020:

- Faculty review of course outlines and state standard crosswalk as well as program outcomes and state standards. Problem, identified gaps in curriculum objectives and standards. Why it’s a problem: The gaps would hurt graduates in demonstrating the skills needed in industry and would also take the program out of alignment with common education courses across the state.

**Action plan:** update program outcomes to align with new NAEYC standards that have been adopted by PESB. Assessment Measure:



- **Assessment Measure:** Advisory board membership and attendance. The program is that there is not a strong representation of local care facilities on the advisory board. Why it's a problem: The advisory board is designed to hear from local employers and gain feedback on the skills they need as well as any gaps or strengths of graduates from our program.

**Action plan:** invite additional stakeholders to be part of advisory board.

- Students' grades in Practicum, feedback from placement supervisors, coursework completed prior Why it's a problem: Practicum should be a capstone course that allows students to apply what they have learned and demonstrate their ability to work in a classroom. Additional assessment needs to be done to determine the root cause of the practicum performance issue(s). Student success is one problem, the other is sending underprepared students to practicum will damage their chance at employment and we use potential employers as placements. Also the reputation of the program is damaged.

**Action plan:** review ECED 233 Practicum 2 course requirements and determine if the course needs to be separated into 2 courses or have additional prerequisites to allow students to be successful in their field experience. Assessment measure:

#### **Additional Action Items Based on Assessment Results:**

From Academic Year 2014 to 2020, numerous course changes were made to the Early Childhood Education Program based on student interviews:

- ECED& 107 Health/Safety/Nutrition was offered face-to-face and online once a year in order to complete the requirements for initial certification. As a result, 41-57 students have been enrolled in the class per year.
- EDUC& 115 Child Development and ECED& 105 Intro to Early Childhood Education were approved through the Social Science department and Instructional Council to carry social science distribution. This change allowed students who wish to continue their education to earn 10 credits of the required general education credits for a BA or BAS program.
- ECED& 180 Language/Literacy Development was reduced from 5 credits to 3 credits. This reduction in credits helped secure the Early Achiever Grant which provides tuition and book assistance to qualifying students.
- The schedule for the academic year 2019-20 was altered, providing for later afternoon and evening class options. This update was made due to program growth and the increased need to offer all courses for the initial and short certificates more than once per year.
- After conducting faculty research since the latest curriculum review, it was determined many students were encountering an understanding gap that should have been addressed in ECED& 132 Infants and Toddlers as well as in ECED& 107 Health, Safety, & Nutrition. These AAS degree classes, alongside four others, all were covered by instruction through Washington Online (WAOL) which includes coursework taught by faculty at other colleges. Assessment and alteration of WAOL courses are outside the college's control. To help correct this gap, both of the above-mentioned classes were offered on campus. The first class of ECED& 132 was taught online in fall 2019 and ECED& 107 was taught 100% Face-to-Face spring 2019, online summer 2019, and hybrid fall 2019. At this time, it appears that there are no longer gaps in objectives from the two courses.

- Additional changes were made in regard to educational planners. Some examples of these changes were AA elective corrections, AAS adjustments to include EDUC&204 Exceptional Child as a required course. This change provides students with elective options of ECED& 134 Family Child Care, ECED& 139 Administration of ECE, EDUC& 136 School Age Care, and EDUC& 205 Intro to Education w/field experience. Prior to this change, all students were required to earn all of the short certificates that are not relevant to all students' future academic and career goals.
- In an effort to better align the BAS-TE program and the 100 and 200 level courses, an adjustment was made in the ECED& 180 Language and Literacy course to adopt a textbook and curriculum that will support students in having a foundation of the language and literacy concepts that will be required to be successful in the upper division courses EDUC 345 Teaching Language Arts & Development and EDUC 355 Emergent Readers. This adjustment will also assist BAS-TE students in preparation for passing the WEST-E exam which is an external assessment required for initial teaching certification.

## Analysis

The College continues to prioritize the improvement of the program- level review process. Incorporating a more streamlined data-informed assessment process at the program-level for both General Education (Arts and Sciences) and Career and Technical Education is one of the goals moving forward as we strive to be a continuous learning organization. Data that has been disaggregated and spurs conversation around closing opportunity gaps and addressing inequities for student achievement will be the cornerstone of our assessment work and incorporated into our newly created Guided Pathways framework. In addition, though resources are being allocated based on assessment results reflected in the instructional workplan (and approved by the Institutional Effectiveness committee), more needs to be done for transparency and intentionality in converting program-level assessment results into actions and then eventually reexamined for overall college improvement and planning.

## SECTION IV: PROGRESS ON PREVIOUS RECOMMENDATIONS

On February 3, 2020. Centralia College received notification from NWCCU that during their January 8-10, 2020 meeting, it was determined that five of the seven recommendations from the Year Seven Mission Fulfillment and Sustainability Self-Evaluation in April 2018 were met. This decision was based on the College's submittal and subsequent review of the Fall 2019 Mission and Core Themes Evaluation and the Ad Hoc Report. Recommendations 1 and 2, with regard to the college's mission and definition of mission fulfillment, were addressed as part of the Mission and Core Theme Report in fall 2019. The July 2019 Ad Hoc Report and subsequent visit in fall 2019 addressed: (a) Recommendation 3 involving integrated strategic planning, (b) Recommendation 4 relating to a review of the college's technological infrastructure, and (c) Recommendation 5 implementing processes for creation and revision of policies. Centralia College continues to make progress toward addressing Recommendations 6 and 7 as described below:

**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 (4.A.3; 4.A.6; 4.B.2)**

During the 2019-2020 academic year, the college's Assessment Committee investigated new direct measures of student outcome achievement that included but was not limited to faculty notebooks, research projects, Canvas-based (our current online learning management system) assessments including external credential exams (e.g. NCLEX), student portfolios, and other potential assessment tools. The Assessment Committee along with instructional administrators initiated a process to rewrite the general education learning ability themes and develop a new method for collecting general education assessment data aligning with the program-level assessment process.

During winter and spring, 2020, the Assessment Committee determined the following action plans for fall 2021 described to the Institutional Effectiveness Committee in a campus-wide Assessment Plan:

- Replace the current Learning Ability Themes with Student Learning Competencies that better align with NWCCU 2020 standards and reflect skills college students should obtain through any degree program. Completion and approval of the revised Student Learning Competencies will take place by winter quarter, 2021. The revised Student Learning Competencies will link course and program-level outcomes to the Mission Focus Areas that reflect the College's revised mission statement:  
***Centralia College is committed to student success, academic excellence, and supporting our community in an inclusive and equitable learning environment.***
- Provide meaningful assessment of the Student Learning Competencies such as incorporating a Canvas tool that supports quarterly assessment by full-time and adjunct faculty of the course-level outcomes and overarching Student Learning Competencies. The assessment process will be detailed in program, curriculum, and distribution review documents, reports, and website. The implementation of the Canvas tool will occur by the end of spring quarter, 2021.
- Assessment results will influence planning and resource allocation as the Assessment Committee, Curriculum Committee, and Instructional Council will be intentionally linked to the Institutional Effectiveness Committee through liaisons and regular updates disseminated across the campus governance structure. Resources and programmatic needs based on assessment results will be incorporated into the college's annual instructional workplan that supports the College's strategic planning process.

**Recommendation 7: Refine its core theme indicators to ensure improved alignment with core theme objectives; and to inform planning, assessment, and improvement activities (1.B.2; 3.B.1; 3.B.3; 5.B.1)**

A representative work group met throughout the winter and spring of 2019 to establish new outcomes, objectives, and indicators based on the new college mission statement. One decision that was made during the process was to drop the "core theme" terminology and to use the term Mission Focus Areas instead. This reflects the changes being made to NWCCU standards and, more importantly, makes a clear connection between the outcomes and our mission. Based on the new mission statement, the work group adopted three new mission focus areas:

**Student Success:** Centralia College (CC) students will progress, persist, and complete their educational endeavors.

**Academic Excellence:** Centralia College students will complete 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 work group then divided into three sub-committees to draft outcomes, objectives and indicators for each area. The sub-committee members gathered feedback from a variety of standing committees and other groups on campus to inform revision of the drafts. During 2019-2020, the college's Institutional Effectiveness Committee met to finalize the Annual Monitoring Report for annually assessing the focus area outcomes with each of the focus areas monitored for aspects of equity and inclusion. The purpose of this structure was to ensure that aspects of equity and inclusion were integrated into all of the college's work, rather than a separate focus area. Subsequently, all outcomes are monitored for specific objectives with data indicators and scored according to a scoring rubric that includes the following three-point matrix: (a) meeting the benchmark, (b) making measurable or observable progress toward the benchmark, and (c) not meeting the benchmark. Any item receiving a score other than "meeting the benchmark" is accompanied by an action plan with faculty and staff feedback for improving performance, in accordance with the Board of Trustee's Mission Fulfillment Policy. The action plan is then disseminated throughout the college governance structure.

## MOVING FORWARD TO YEAR SEVEN

The following items will be the college's focus as it moves toward the culminating Year -Seven self-evaluation and NWCCU visit:

- The College, including the Board of Trustees, will continue to review/analyze Monitor Report annually and included the cross-campus represented Institutional Effectiveness committee. Mission Focus Areas indicators and measures that are meaningful and relevant will be revised and updated based on assessment results and stakeholder feedback.
- The President's Executive Management Team and Executive Team will finalize area planning connected to the campus strategic planning efforts. These plans are presented annually to the Institutional Effectiveness committee with action items incorporated, reviewed, and results informing any changes.
- Data Committee and IR staff will refine data collection and analysis procedures including the use of qualitative research methods like student and community focus groups. Student achievement data will continue to be disaggregated and gathered for the purpose of equitable outcomes for all students.
- The Assessment Committee will implement the newly revised campus-wide Student Learning Competencies and intentionally tie to the course-level and program-level assessment processes and those links communicated throughout the campus.

- The program-level review process will be revised by spring 2021 that will incorporate a standardized data set for analysis and reflection. Assessment planning will include assessing action items from previous reviews and ensuring that continuous improvement is documented and incorporated throughout the process. Results will be communicated to the Assessment Committee, deans, faculty-led Curriculum Review Committee/Instructional Council, and the Institutional Effectiveness Committee.
- The Assessment Committee will review and refine its current practice for compiling, analyzing, and disseminating results from Student Learning Competencies assessment and continue to demonstrate and document continuous improvement at the course-level, program-level, and campus-wide student learning competency level. The campus work with Guided Pathways will be coordinated with these assessment efforts.

## CONCLUSION

Since the Year Seven Mission Fulfillment and Sustainability Self-Evaluation visit was conducted in April 2018, Centralia College has embarked on a revision to its assessment processes at the course and program levels that was necessitated by the redefinition of its Mission, reinvention of Mission Focus Areas (formerly Core Themes), review of Mission Fulfillment, and an overall strategic planning process that reflect the adoption of the NWCCU's 2020 Standards. The college's assessment at the program level that involves curriculum and distribution reviews are in the process of being simplified and more intentionally connected to Mission Fulfillment through the Mission Focus Areas. Though the College has effective communication measures in places in which assessment results can flow among numerous constituents and stakeholder groups on campus, more needs to be done to document the interconnections of the assessment processes. The adoption of campus-wide Student Learning Competencies will foster the intentional networking needing to take place for the entire college to reflect a true learning organization steeped in continuous improvement throughout its structures.

# APPENDICES

Appendix A

CENTRALIA COLLEGE



## MID-CYCLE SELF-EVALUATION SUPPORTING DOCUMENTATION TABLE

### INSTITUTIONAL OVERVIEW

Bachelor of Applied Science in Applied Management (BAS-AM)	<a href="http://www.centralia.edu/academics/bachelors/bas-am.aspx">http://www.centralia.edu/academics/bachelors/bas-am.aspx</a>
Bachelor of Applied Science in Diesel Technology (BAS-DT)	<a href="http://www.centralia.edu/academics/bachelors/bas-dt.aspx">http://www.centralia.edu/academics/bachelors/bas-dt.aspx</a>
Bachelor of Applied Science in Information Technology (BAS-IT)	<a href="http://www.centralia.edu/academics/bachelors/bas-it.aspx">http://www.centralia.edu/academics/bachelors/bas-it.aspx</a>
Bachelor of Applied Science in Teacher Education (BAS-TE)	<a href="http://www.centralia.edu/academics/bachelors/bas-te.aspx">http://www.centralia.edu/academics/bachelors/bas-te.aspx</a>
SBCTC 2019 Field Guide	<a href="http://www.sbctc.edu">2019 Field Guide Centralia College (sbctc.edu)</a>
Census Data: Latino Population – Centralia School District	<a href="#">Latino Population – Centralia School District</a>
Census Data: Latino Population – Rochester School District	<a href="#">Latino Population – Rochester School District</a>
Census Data: Latino Population – Chehalis School District	<a href="#">Latino Population – Chehalis School District</a>
Census Data: Lewis County – Profile data	<a href="#">Lewis County, WA - Profile data - Census Reporter</a>
Accreditation Web Page	<a href="http://www.centralia.edu/about/accreditation.aspx">http://www.centralia.edu/about/accreditation.aspx</a>

### PREFACE

New Trustee Appointment – Court Stanley	<a href="#">Board of Trustees (centralia.edu)</a>
Campus Renovations	<a href="#">20 Year Master Plan</a>
Southwest Washington Flexible Training Center	<a href="#">SWFT Center (centralia.edu)</a>
CDL Truck Driving Program	<a href="#">CDL Truck Driving Program</a>

### SECTION I: STANDARD 1.A - MISSION

#### Centralia College Mission Statement (1.A.1)

Adoption of the Mission Statement – Board of Trustees Meeting – February 14, 2019	<a href="#">Board of Trustees Meeting – February 14, 2019</a>
Centralia College Web Site – Mission Statement	<a href="#">Centralia College Web Site – Mission Statement</a>

2018 Annual Board of Trustees Retreat

[Annual Board Retreat – July 12, 2018 – Review of mission statement – Agenda](#)

[Annual Board Retreat – July 12, 2018 – Review of mission statement - Notes](#)

Campus-wide Meeting – Fall Conference – October 12, 2018

[Campus-wide Meeting – Fall Conference – October 12, 2018](#)

Student Forums on values, mission, vision – October 30 & 31, November 1 & 7

[Student Forums on values, mission, vision documents – October 30 & 31, November 1 & 7](#)

Community Forums on values, mission, vision – November 1 & 15

[Community Forums on values, mission, vision documents – November 1 & 15](#)

Open Campus Forum – January 11, 2019

[Open Campus Forum – January 11, 2019](#)

Campus Feedback – January 11-17, 2019

[Campus Feedback – January 11-17, 2019](#)

Mission Rewrite Work Group – January 18, 2019

[Mission Rewrite Work Group – January 18, 2019](#)

Institutional Effectiveness Committee Mtg – February 6, 2019

[Institutional Effectiveness Committee Mtg – February 6, 2019](#)

Board of Trustees Meeting – New Values, Mission & Vision Statements – February 14, 2019

[Board of Trustees Meeting – New Values, Mission & Vision Statements – February 14, 2019](#)

New Mission Statement

[New Mission Statement](#)

RCW 28B.50.040

[RCW 28B.50.040](#)

#### **Mission Fulfillment (1.A.1, 1.B.1-1.B.4)**

Board of Trustee Retreat – July 2018

[Board of Trustee Retreat – July 2018](#)

Board of Trustee Meeting – September 2018

[Board of Trustee Meeting – September 2018](#)

2020 Monitoring Report

[2020 Monitoring Report](#)

#### **Mission Focus Areas**

RCW 28B.50

[RCW 28B.50](#)

RCW 28B.50.020

[RCW 28B.50.020](#)

Mission Focus Area Development Work Group

[Mission Focus Area Development Work Group Meeting Schedule](#)

Institutional Effectiveness Committee Mtg.

[Institutional Effectiveness Committee Mtg. – May 1, 2019](#)

Board of Trustee Meeting – May 9, 2019

[Board of Trustee Meeting – May 9, 2019](#)

Mission, Vision and Values Policy 5.035

[Mission, Vision and Values Policy 5.035](#)

Annual Monitoring Report

[Annual Monitoring Report](#)

Open Campus Forum – January 11, 2019

[Open Campus Forum – January 11, 2019](#)

Community Feedback Sessions

[Community Feedback Sessions](#)

Annual Monitoring Report

[Annual Monitoring Report](#)

## SECTION II: STUDENT ACHIEVEMENT

### Preface

Annual Monitoring Report	<a href="#">Annual Monitoring Report</a>
Data Source Documentation	<a href="#">Data Source Documentation</a>

### Student Learning Assessment

Institutional Effectiveness Committee Meeting – May 6, 2020	<a href="#">Assessment Plan presented to IE – May 6, 2020</a>
American Association of Colleges & Universities VALUE Rubrics	<a href="#">American Association of Colleges &amp; Universities VALUE Rubrics</a>
Arts & Sciences Curriculum and Distribution Review	<a href="#">Arts &amp; Sciences Curriculum and Distribution Review</a>
Career & Technical Education Curriculum and Program Overview	<a href="#">Career &amp; Technical Education Curriculum and Program</a>

## SECTION III: PROGRAMMATIC ASSESSMENT

Arts & Sciences Curriculum and Distribution Review	<a href="#">Arts &amp; Sciences Curriculum and Distribution Review</a>
Assessment Committee “mycc” site	<a href="#">Assessment Committee “mycc” site</a>



### MISSION FOCUS AREA ACTION PLANS, 2020-21

Student Success	Current Score	Priority Level	Action Items	Point Person(s)
a. CC will increase the rate at which students complete degrees & certificates annually	Meeting	Low	<ol style="list-style-type: none"> <li>1. Continue with implementation of Guided Pathways framework in order to increase completion rates, increase educational and career planning activities for students, and build in processes to keep students on their paths.</li> <li>2. Examine further data with regard to Students of Color, including but not limited to which degrees or certificates students are most likely to pursue; comparison of completion rates to course success rates to determine to what extent gaps are related to academic preparation as opposed to financial or other issues; examine financial aid and scholarship data to identify whether resources are being applied effectively.</li> <li>3. Develop specific programs or outreach that might appeal to traditionally underserved populations.</li> </ol>	N/A
b. 65% of students will earn a 2.0 or greater in individual courses	Meeting	Low	<ol style="list-style-type: none"> <li>1. Further disaggregation of course success and enrollment data to look for patterns or barriers for Students of Color.</li> <li>2. Develop further outreach to assure that Students of Color are informed about and make use of student success tools, such as tutoring, mentoring, financial support or other services.</li> </ol>	N/A
c. CC will increase the rate at which students persist from quarter to quarter and year to year	Progress	Medium	<ol style="list-style-type: none"> <li>1. Further disaggregation of data may help to identify patterns or barriers for students: look for common courses taken in fall with lower than normal grades.</li> </ol>	<ol style="list-style-type: none"> <li>1. Brian Rauscher</li> <li>2. Connie Smejkal</li> <li>3. Robert Cox</li> <li>4. Gwen Nuss</li> </ol>

			<ol style="list-style-type: none"> <li>2. Examine whether pre-college course taking patterns may affect fall to winter retention.</li> <li>3. Work with the Guided Pathways Steering Committee, as well as others involved in Guided Pathways work, to identify and address barriers for students, particularly in their first quarter of attendance.</li> </ol>	
d. CC will increase the rate at which students transition from Basic Skills & Pre-college courses to college courses	<b>Progress</b>	<b>Medium</b>	<ol style="list-style-type: none"> <li>1. Explore expansion of I-BEST and HS21 offerings.</li> <li>2. Explore the apparent lack of an equity gap in these data</li> <li>3. Work with the Guided Pathways Steering Committee to explore ways to integrate Basic Skills students in specific pathways in order to provide further contextualization and motivation for students.</li> <li>4. Correlate pre-college course taking patterns and course success rates with quarterly retention data in order to identify barriers for students.</li> <li>5. Continue to work on expanding multiple measures for placement in order to increase the number of students placing directly into college-level course work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Joyce Hammer</li> <li>2. Brian Rauscher</li> <li>3. Christian Bruhn</li> <li>4. Kelli Bloomstrom</li> <li>5.</li> </ol>
<b>Academic Excellence</b>	<b>Current Score</b>	<b>Priority Level</b>	<b>Action Items</b>	<b>Point Person(s)</b>
a. Students who complete CC courses will be successful in future course work	<b>Meeting</b>	<b>Low</b>	<ol style="list-style-type: none"> <li>1. Examine further data to determine why success rates for ENGL&amp; 101 dipped during 2018-19.</li> <li>2. Examine further data to determine why success rates for MATH&amp; 142 dipped during 2018-19.</li> <li>3. Disaggregate the data to see whether there are specific equity gaps in the success rates, and whether any equity gaps contribute significantly to the decline in success for ENGL&amp; 101 and MATH&amp; 142</li> </ol>	N/A
b. Students who transfer from CC to other	<b>Meeting</b>	<b>Low</b>	<ol style="list-style-type: none"> <li>1. Break down the current GPA data by demographics in order to identify equity gaps.</li> </ol>	N/A

colleges will be as successful as other students at that institution			<ol style="list-style-type: none"> <li>Continue to work with our Transfer partners to create efficient pathways for students. <ul style="list-style-type: none"> <li>Currently working with WSU and WSU Vancouver to increase transfers.</li> <li>Begin discussion with CWU and UW Tacoma on transfer partnerships.</li> </ul> </li> <li>Integrate Transfer planning into our Guided Pathways design.</li> </ol>	
c. CC students who complete CTE degrees will have job placement rates equivalent to the state average & wages within 5% of state average	Meeting	Low	<ol style="list-style-type: none"> <li>Continue to research additional CTE programs to add to the college's program mix.</li> </ol>	
d. CC Students who complete degrees will demonstrate proficiency in the CC General Educational outcomes/ Learning Theme	Not Meeting	High	<ol style="list-style-type: none"> <li>Complete Assessment Plan</li> <li>Revise &amp; Assess Gen Ed outcomes/Learning Themes</li> </ol>	<ol style="list-style-type: none"> <li>Connie Smejkal (bringing Assessment document to IE in December 2020. (Student Learning Competencies for IC)</li> <li></li> </ol>
<b>Supporting Community</b>	<b>Current Score</b>	<b>Priority Level</b>	<b>Action Items</b>	<b>Point Person(s)</b>
a. Equity-minded decisions will improve access and student outcomes	Progress	Medium	<ol style="list-style-type: none"> <li>Continue to look for opportunities to develop equity-minded policies and programs.</li> <li>Develop a systematic plan for integrating inclusive curriculum into our Guided Pathways plan.</li> <li>Track data to assess the impact of programs and policies on student outcomes.</li> </ol>	<ol style="list-style-type: none"> <li>Joyce Hammer</li> <li>Gwen Nuss</li> <li>JEDI (would be good to bring this committee in on this conversation/discussion.</li> </ol>
b. CC will be a model of good stewardship and community partnership	Meeting	Low	<ol style="list-style-type: none"> <li>Continue practices of good stewardship and community involvement.</li> </ol>	N/A

<p>c. College will operate within its means and invest in the future of the college</p>	<p><b>Not Meeting</b></p>	<p><b>High</b></p>	<ol style="list-style-type: none"> <li>1. Utilize Guided Pathways funding, Care Act Funding, and moderate budget cuts to adjust the budget for the coming year.</li> <li>2. Look for efficiencies in operations in order to reduce the overall cost per FTE.</li> <li>3. Continue work to develop new programs in order to attract students who are not currently considering Centralia College.</li> <li>4. Continue Guided Pathways implementation plan with an eye toward increasing student retention and completion.</li> <li>5. Develop additional outreach or marketing strategies to address post-COVID-19 enrollment challenges.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Steve Ward – tasked with picking out key data points.</b></li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
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**Centralia College**  
**Mission Focus Areas**  
**Annual Monitoring Report**  
**April 2020**

## Preamble

As a mission-focused institution, Centralia College monitors annual progress toward the fulfillment of our mission. In order to do this, we establish specific outcomes, objectives and data indicators in order to track trend lines over time and accomplishment of specific benchmarks. This data is compiled in an annual monitoring report that is presented to the Board of Trustees and the campus community each spring. The results of this report are used to plan for the coming year.

## Mission Statement

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

## Mission Focus Area Outcomes

Based on the college's mission statement, there are three mission focus areas:

- Student Success
- Academic Excellence
- Supporting our Community

In addition, each of the focus areas is monitored for aspects of equity and inclusion. The purpose of this structure is to ensure that aspects of equity and inclusion are integrated into all of our work, rather than siloed in a separate report.

Each of the mission focus areas has a specific outcome that is monitored each year:

**Student Success:** Centralia College (CC) students will progress, persist, and complete their educational endeavors.

**Academic Excellence:** Centralia College students will complete 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.












Each of these outcomes is monitored for specific objectives and data indicators. Each objective is scored according to the following **Scoring Rubric:**

For each annual report, each of the objectives will be scored on the following three-point matrix. Any item receiving a score other than Meeting the Benchmark will be accompanied by an action plan for improving performance, in accordance with the Board of Trustees's Mission Fulfillment Policy.

- Meeting the benchmark
- Making measurable or observable progress toward the benchmark
- Not meeting the benchmark

The following pages present data, analysis, and action plans related to each objective.

**SCORECARD: MISSION FOCUS AREA OUTCOMES**

<b>STUDENT SUCCESS</b>	<b>SCORE</b>	
A. CC will increase the rate at which students complete degrees & certificates annually.	Meeting the Benchmark	
B. 65% of students will earn a 2.0 or greater in individual courses.	Meeting the Benchmark	
C. CC will increase the rate at which students persist from quarter to quarter and year to year.	Making Progress Toward the Benchmark	
D. CC will increase the rate at which students transition from Basic Skills & Pre-college courses to college courses.	Not Meeting the Benchmark	
<b>ACADEMIC EXCELLENCE</b>		
A. Students who complete CC courses will be successful in future course work.	Meeting the Benchmark	
B. Students who transfer from CC to other colleges will be as successful as other students at that institution.	Meeting the Benchmark	
C. CC students who complete CTE degrees will have job placement rates equivalent to the state average & wages within 5% of state average.	Meeting the Benchmark	
D. CC Students who complete degrees will demonstrate proficiency in the CC General Educational outcomes/Learning Themes.	Not Meeting the Benchmark	
<b>SUPPORTING COMMUNITY</b>		
A. Equity: Equity-minded decisions will improve access and student outcomes.	Making Progress Toward the Benchmark	
B. Stewardship: CC will be a model of good stewardship and community partnership.	Meeting the Benchmark	
C. Sustainability: College will operate within its means and invest in the future of the college.	Not Meeting the Benchmark	

# MISSION FOCUS AREA 1: STUDENT SUCCESS

## Outcome:

Centralia College (CC) students will progress, persist, and complete their educational endeavors.

## Objectives and Data Indicators:

- e. CC will increase the rate at which students complete degrees & certificates annually
  - i. IPEDS Completion rate
  - ii. SAI Completion rate per 100 students
  - iii. SBCTC Credentials Awarded (Dashboard), including GED/HS21
  - iv. Demographic breakdown of completion rates
  
- f. 65% of students will earn a 2.0 or greater in individual courses
  - i. Overall course success rate (all graded courses)
  - ii. Success rate for 30 highest enrolled courses
  - iii. Demographic breakdown of success rates
  
- g. CC will increase the rate at which students persist from quarter to quarter and year to year
  - i. Percentage of students retained fall to winter, winter to spring
  - ii. Percentage of students retained from fall to fall
  - iii. Demographic breakdown of retention data
  - iv. Students are engaged per survey data (CCSSE or other relevant survey)
  
- h. CC will increase the rate at which students transition from Basic Skills & Pre-college courses to college courses
  - i. Percentage of students making gains in BEdA
  - ii. Percentage of students with pre-college placement earning college credit
  - iii. Demographic data on student transitions



**Objective A:** CC will increase the rate at which students complete degrees & certificates annually.

**Score for this Objective:** Meeting the Benchmark

**Data:**

<b>Objective 1: Meeting the Benchmark</b>	2015-2016	2016-2017	2017-2018	2018-2019
IPEDS: Centralia College Completion Rates	37%	34%	34%	39%
IPEDS: Completion Rate for Comparison Colleges	32%	36%	30%	33%
IPEDS: Centralia College Students of Color	11%	23%	18%	25%
	2015-2016	2016-2017	2017-2018	2018-2019
SBCTC - Centralia College Completion Rate	37%	36%	35%	40%
SBCTC - Completion Rate - State Average	29%	29%	30%	33%
SBCTC - Completion Rate - Students of Color	32%	33%	30%	36%

**Analysis:**

Centralia College is currently meeting this benchmark; however, we have an equity gap. While the completion rates for students of color are increasing, those rates are lower than for students as a whole.

For this benchmark, we track two different rates. First, we use the Integrated Postsecondary Education Data System (IPEDS), which is a nationally reported rate. This rate tracks only first-time students, who enroll full-time, and start during fall quarter. That means this rate measures only about one quarter of our students. Second, we use SBCTC First-Time Entering Student Outcomes dashboard. The students represented in the dashboard include 3 distinct cohort groups: *First-Time Ever in College*, *First-Time Ever at Institution*, and *Dual Enrollment*. This still represents a subset of our students, but it is much broader than the IPEDS rate.

By both of the above measures, Centralia College is meeting the benchmark. In addition, we are exceeding the State average in the SBCTC data and exceeding the rate for our comparison group in the IPEDS data. When we examine both databases for the completion rates for Students of Color, we see more mixed results. The good news is that the completion rates have increased significantly over several years. However, we can also see that there is a gap between the overall completion rate and the rate for Students of Color.

**Action Plan:**

- ✓ Continue with implementation of Guided Pathways framework in order to increase completion rates, increase educational and career planning activities for students, and build in processes to keep students on their paths.
- ✓ Examine further data with regard to Students of Color, including but not limited to which degrees or certificates students are most likely to pursue; comparison of completion rates to course success rates to determine to what extent gaps are related to academic preparation as opposed to financial or other issues; examine financial aid and scholarship data to identify whether resources are being applied effectively.
- ✓ Develop specific programs or outreach that might appeal to traditionally underserved populations.

**Objective B:** 65% of students will earn a 2.0 or greater in individual courses.

**Score for this Objective:** Meeting the Benchmark

**Data:**

<b>Objective 2: Meeting the Benchmark</b>	2015-2016	2016-2017	2017-2018	2018-2019
Course Success Rate	83%	84%	85%	86%
Course Success Rate of the Top 30 Courses by Enrollment	79%	79%	81%	82%
Students of Color	81%	80%	83%	83%

**Analysis:**

In a traditional Bell Curve, we would expect 50% of students to get a 2.0 grade or better. However, that regular curve rarely applies for our students. In order to be successful in subsequent classes, getting a C or better in most classes is essential to student retention and success. We can see from the current data that Centralia College is exceeding the benchmark. We also break this data down to look at grades in the 30 highest enrolled courses in the year, under the assumption that some of those courses would be barriers for many students if they were not being successful. While that rate (82%) is slightly lower than the general rate (86%), it is still well above the benchmark.

Students of Color are also well over the 65% benchmark. However, there is a persistent 2%-4% gap between the success rate for all students and the success rate for Students of Color. So, while we have met this benchmark overall, work can still be done to close this equity gap.

**Action Plan:**

- ✓ Further disaggregation of data to examine course success and enrollment data to look for patterns or barriers for Students of Color.
- ✓ Develop further outreach to assure that Students of Color are informed about and make use of student success tools, such as tutoring, mentoring, financial support or other services.

**Objective C:** CC will increase the rate at which students persist from quarter to quarter and year to year.

**Score for this Objective:** **Making Progress to the Benchmark**

**Data:**

<b>Objective 3: Making Progress to Benchmark</b>	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Fall to Winter Retention of Students at Centralia College	84%	86%	83%	83%	85%
Fall to Spring Retention of Students at Centralia College	74%	75%	75%	75%	75%
Fall to Fall Retention of Students at Centralia College	60%	62%	63%	63%	64%
Fall to Fall Retention of Students of Color at Centralia College	59%	62%	61%	59%	64%
Fall to Fall Retention of students at Comparison Colleges in WA	57%	57%	58%	57%	58%

**Analysis:**

This data comes from the SBCTC First-Time Entering Student Outcomes Dashboard. Centralia College has not fully met this benchmark, as there is not a clear pattern of increasing retention from quarter to quarter or from year to year. However, we can see from the comparison college data that retention rates at Centralia College are consistently above the state average. We can also see that when we compare our general student population to Students of Color, there is no gap in fall to fall retention. We can also observe that the fall quarter to winter quarter transition tends to be when we lose the largest percentage of students—in 2017-18, 15% of fall students did not return for winter quarter, whereas only 10% of students left between winter and spring quarters.

**Action Plan:**

- ✓ Further disaggregation of data may help to identify patterns or barriers for students: look for common courses taken in fall with lower than normal grades.
- ✓ Examine whether pre-college course taking patterns may affect fall to winter retention.
- ✓ Work with the Guided Pathways Steering Committee, as well as others involved in Guided Pathways work, to identify and address barriers for students, particularly in their first quarter of attendance.

**Objective D:** CC will increase the rate at which students transition from Basic Skills & Pre-college courses to college courses.

**Score for this Objective:** **Not Meeting the Benchmark**

**Data:**

<b>Objective 4: Not Meeting the Benchmark</b>	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
SAI 3.0 Basic Skills Gains:	9.9%	7.8%	8.9%	10.5%	9.2%	9.0%
SAI Basic Skills Points per Student	50	50	63	85	83	62
SAI HS21 Points per Student	483*	176	117	190	154	n/a
SAI I-BEST Points per Student	356	333	569	537	624	412
Percentage of Students starting in a specific year who took a pre-college math course & completed a college-level course within one year	11%	8%	6%	8%	5%	n/a
Percentage of Students starting in a specific year who took a pre-college English course & completed a college-level course within one year	10%	8%	9%	10%	6%	n/a

*\*2013 numbers for HS21 include only 6 total students*

**Analysis:**

The data that we are using to track transitions from Basic Skills and Pre-college courses into college course work shows no definite upward trend, which means that we are not meeting the benchmark overall.

There are some interesting items to note in the data. First, for Basic Skills students, both High School 21+ (HS21) and Integrated Basic Education and Skills Training (I-BEST) show higher points per student totals than traditional ABE or ESL course work. This is consistent with results from across the state. I-BEST provides strong contextualization for learning basic skills by integrating them into a professional/technical program. And since the programs are mostly cohort-based and full-time, I-BEST students move through basic skills instruction at a much higher rate. HS21 helps students to fill in missing requirements for high school graduation and gives students credit for work they have already completed in a traditional high school setting. Both of these programs have potential for further expansion.

Another interesting item to note is the apparent lack of an equity gap in the Basic Skills data. Students of Color as well as Low-income and first-generation students appear to be performing as well as the overall average. It's not clear why that is the case, but the issue bears further examination.

<b>Pre-College Transitions for Students of Color</b>	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students of Color who took a pre-college math course and completed a college-level course within one year	8%	10%	7%	7%	4%
Students of Color who took a pre-college English course and completed a college-level course within one year	13%	16%	13%	16%	8%

<b>Pre-College Transitions for Low Income &amp; First-Generation students</b>	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Low Income & First-Generation Students who took a pre-college math course and completed a college-level course within one year	9%	13%	5%	14%	9%
Low Income & First-Generation Students who took a pre-college English course and completed a college-level course within one year	9%	10%	11%	15%	8%

**Action Plan:**

- ✓ Explore expansion of I-BEST and HS21 offerings.
- ✓ Explore the apparent lack of an equity gap in these data.
- ✓ Work with the Guided Pathways Steering Committee to explore ways to integrate Basic Skills students in specific pathways in order to provide further contextualization and motivation for students.
- ✓ Correlate pre-college course taking patterns and course success rates with quarterly retention data in order to identify barriers for students.
- ✓ Continue to work on expanding multiple measures for placement in order increase the number of students placing directly into college-level course work.

## MISSION FOCUS AREA 2: ACADEMIC EXCELLENCE

### Outcome:

Centralia College students will complete well defined educational and program goals relevant to future success.

### Objectives and Data Indicators:

- a. Students who complete CC courses will be successful in future course work.
  - i. Percentage of students who pass next course in sequence or same discipline.
  - ii. Percentage of BEdA students who earn 6 college credits will be above state average.
  - iii. Demographic data on success in subsequent classes.
- b. Students who transfer from CC to other colleges will be as successful as other students at that institution.
  - i. Transfer data comparison for WA colleges (MRTE)
  - ii. Demographics on transfer students.
- c. CC students who complete CTE degrees will have job placement rates equivalent to the state average & wages within 5% of state average.
  - i. SBCTC Prof/Tech Placement Rate Dashboard.
  - ii. SBCTC Prof/Tech Median Wage Dashboard.
- d. CC Students who complete degrees will demonstrate proficiency in the CC General Educational outcomes/Learning Themes.
  - i. *[Assessment Committee to develop & implement updated collection method during 2019-20 academic year]*
  - ii. Demographic breakdown of assessment data.

**Objective A:** Students who complete CC courses will be successful in future course work.

**Score for this Objective:** Meeting the Benchmark

**Data:**

<b>Objective 1: Meeting the Benchmark</b>	2015-2016	2016-2017	2017-2018	2018-2019
MATH 099 to MATH&146 Pass Rate	78%	68%	66%	86%
MATH 097 to MATH&146 Pass Rate	67%	89%	96%	91%
MATH&141 to MATH&142 Pass Rate	80%	79%	77%	59%
ENGL 099 to ENGL&101 Pass Rate	70%	52%	71%	55%
ENGL&101 to ENGL&102 Pass Rate	65%	66%	71%	66%

**Analysis:**

This data examines the number of students who received a grade of 2.0 or better in the second course in a sequence or in a course for which there is a specific prerequisite. In most cases, the percentage of students receiving a 2.0 or better is at or above the 65% mark that was established in Student Success Objective 2 (above). In all cases, the percentage is above 50%, which would be the mark established in a traditional Bell Curve measurement. The areas where we see somewhat lower numbers are in MATH& 142 and ENGL& 101 during 2018-19. It is unclear why those rates dropped significantly between 2017-18 and 2018-19. That discrepancy calls for some further analysis.

**Action Plan:**

- ✓ Examine further data to determine why success rates for ENGL& 101 dipped during 2018-19.
- ✓ Examine further data to determine why success rates for MATH& 142 dipped during 2018-19.
- ✓ Disaggregate the data to see whether there are specific equity gaps in the success rates, and whether any equity gaps contribute significantly to the decline in success for ENGL& 101 and MATH& 142.



**Objective B:** Students who transfer from CC to other colleges will be as successful as other students at that institution.

**Score for this Objective:** Meeting the Benchmark

**Data:**

<b>Objective 2: Meeting the Benchmark</b>	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
GPA of CC Transfer Students at 4 year	3.19	3.19	3.29	3.26	3.36
GPA of other students at 4 year	3.19	3.2	3.21	3.22	3.23

**Analysis:**

Centralia College students are academically prepared for transfer to other colleges and universities. The GPA for Centralia students transferring to other institutions is comparable or better with all students at those institutions. Over the five-year period outlined in the table above, it appears that we are seeing an increasing trendline—CC students are improving their performance against the average. Note also that the academic years denoted in this chart are for the year when students transferred from CC; so, the 2016-17 column represents students who would be likely to graduate from their transfer institution in 2019, two years after leaving CC.

We do not currently have data breaking down the GPAs of Transfer students by demographic groups. However, when we look at the rate at which students transfer from Centralia College to other institutions, we note an equity in the fact that students of color complete transfers at a slightly lower rate.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Transfer Rate, Centralia College	20%	23%	25%	23%	25%
Transfer Rate, College Comparison Group	24%	24%	26%	26%	28%
Students of Color	20%	24%	25%	21%	22%

**Action Plan:**

- ✓ Break down the current GPA data by demographics in order to identify equity gaps.
- ✓ Continue to work with our Transfer partners to create efficient pathways for students.
  - Currently working with WSU and WSU Vancouver to increase transfers.
  - Begin discussion with CWU and UW Tacoma on transfer partnerships.
- ✓ Integrate Transfer planning into our Guided Pathways design.

**Objective C:** CC students who complete CTE degrees will have job placement rates equivalent to the state average & wages within 5% of state averages.

**Score for this Objective:** Meeting the Benchmark

**Data:**

<b>Objective 3: Meeting the Benchmark</b>	2010-2011	2011-2012	2012-2013	2013-2014
1st Year Employment Rate—Centralia College	55%	68%	61%	68%
1st Year Employment Rate—State Average	48%	51%	52%	53%

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Prof/Tech Median Wage, Centralia College	\$13.93	\$14.45	\$15.49	\$16.36	\$18.81
Prof/Tech Median Wage – College Comparison Group	\$17.45	\$17.61	\$18.28	\$18.37	\$19.06
Percent Difference	-20.2%	-17.9%	-15.3%	-10.9%	-1.3%

**Analysis:**

On the first part of this benchmark—job placement rates—Centralia College students consistently exceed the state average and have done so for several years at least. This may indicate a number of things: that the CTE degrees offered by Centralia College are well-matched to the local economy; that CTE Advisory Boards and faculty are doing a good job of identifying potential employers and career pathways; and that CC has a strong reputation among local employers. It may also indicate that there is room for more growth in the number and type of CTE programs that we are currently offering, as the job market is currently absorbing graduates at a rate that is consistently above the state average.

On the second part of the benchmark—starting wages will be within 5% of the state average—Centralia College achieved this benchmark with the 2018 graduating class, when the differential between the wages of CC graduates and the wages for students from the comparison cohort dropped below 5% (-1.3%). The comparison cohort for this indicator includes Columbia Basin College, Grays Harbor College, Skagit Valley College, Whatcom Community College, Wenatchee Valley College, and Yakima Valley College. These colleges were chosen as the comparison cohort to represent a selection of small to mid-size colleges from different regions of the state, excluding the central Puget Sound region where wages tend to be higher.

**Action Plan:**

- Continue to research additional CTE programs to add to the college’s program mix.

**Objective D:** CC Students who complete degrees will demonstrate proficiency in the CC General Educational outcomes/Learning Themes.

**Score for this Objective:** **Not Meeting the Benchmark**

This Objective was not formally assessed this year. The current year was intended as a planning year so that the Assessment Committee, the Guided Pathways Steering Committee, Instructional Council, and other groups could develop a new assessment plan, write new General Education outcomes, and begin implementation of the plan. This work has been underway during the course of the year, but as of this writing, the plan is not complete. So, while we do not have any direct data on student learning to analyze, we are scoring this objective as Not Met, since we cannot demonstrate the student learning proficiency.

## MISSION FOCUS AREA 2: SUPPORTING COMMUNITY

### Outcome:

Centralia College will engage our communities in educational, recreational, and cultural opportunities while demonstrating equity, stewardship, and sustainability.

### Objectives and Data Indicators:

- a. Equity: Equity-minded decisions will improve access and student outcomes.
  - v. Policy and procedure changes remove barriers
  - vi. Budget allocations address barriers for students
  - vii. Curriculum is inclusive
  - viii. Programs and services support success for traditionally underserved students
  
- b. Stewardship: CC will be a model of good stewardship and community partnership
  - i. Clean annual audit reports demonstrate fiscal stewardship
  - ii. Partnership matrix (Business, K12, legislative, service clubs, SBCTC, etc.) indicates a broad variety of effective partnerships
  - iii. Foundation scholarships & assets demonstrate a broad base of community support
  - iv. Community use of TAC, Corbet Theater, and other college resources demonstrate support for community
  
- c. Sustainability: College will operate within its means and invest in the future of the college.
  - i. Establish and maintain fiscal reserve policies and fiscal sustainability benchmarks
  - ii. Campus technology supports student access and success
  - iii. CC employees are well trained and participate in ongoing professional development
  - iv. College achieves enrollment targets
  - v. Cost per FTE will be within the 3<sup>rd</sup> quartile of SBCTC averages
  - vi. Reduce carbon foot print annually

**Objective A:** Equity: Equity-minded decisions will improve access and student outcomes.

**Score for this Objective:** **Making Progress Toward the Benchmark**

**Data:**

Over the past year or more, Centralia College has taken a number of actions in order to identify and close equity gaps for students and to assure that all students succeed. The first step in this process was to include a specific statement about equity and inclusiveness in the college Mission Statement. Second was to include an equity focus in these Mission Focus Area Outcomes in order to assure that we assess our equity gaps on an annual and systematic basis. The current year serves as a baseline for measuring equity gaps and our progress toward attaining them. That means that we are able to assess the first part of this objective—to identify equity-minded decisions that have been made. Next year, we will be able to assess the second part of the outcome—to assess whether student access and success have improved as a result of the actions taken this year. The list below describes some of the actions currently being taken.

**i. Policy and procedure changes remove barriers**

- Grade forgiveness policy has been revised to make it easier for students to re-engage in a learning plan.
- Hardship appeal process has been revised to expand the types of hardships or adverse life events that qualify for appeal.
- Definitions for Outstanding Student awards have been revised to include student engagement measures in addition to GPA.
- Updated quarterly registration procedures so that specific student populations, such as Veterans, BAS students and other groups can register with a Registration Code rather than having to use a paper form.
- Broadened the eligibility requirements for Running Start students to include Writing 105 placement in order to make it easier for Running Start students to enroll in CTE programs.
- Initiated Search Advocacy training for employee screening committees; began the process of assigning a trained Search Advocate to all screening committees in order to improve equity and inclusiveness in hiring processes.

**ii. Budget allocations address barriers for students**

- Increased use of course waitlists to assess student demand for specific classes, add additional sections as needed.
- Increased childcare availability for students with children.
- Distribute bus passes to students to help reduce transportation barriers.
- Emergency Grant Pilot Program distributes emergency funds directly to students in order to increase retention and success.
- Developed a peer mentor program in order to provide support and engagement to at-risk students.
- Used Guided Pathways funds to support a data analyst position in order to disaggregate data and identify equity gaps.

- Renewed college's financial commitment to TRIO programs.
- Reclassified Jessica Ramirez's job duties to include a focus on equity and inclusion; ASCC agreed to provide additional financial support for this position.
- Began an expansion of OER textbook policies and support for faculty.
- Expanded tutoring support through Blazer Central.
- Expanded availability of WIFI Hotspots for students without good internet access.
- The Running Start book loan program provides textbooks to RS students in order to reduce barriers to college enrollment.
- Commitment to send students to the annual SBCTC Students of Color Conference

### **iii. Curriculum is inclusive**

- Began implementation of TILT (transparency in teaching and learning) framework.
- Evening welding classes
- CDL program development/launch
- New diversity classes added to meet diversity requirement
- Tasked the Guided Pathways Steering Committee with integrating equity and inclusion measures into Guided Pathways framework development.

### **iv. Programs and services support success for traditionally underserved students**

- Participation in the Second Chance Pell pilot project extends college access to incarcerated students, making it possible for students at Cedar Creek Corrections Center to earn an AA degree.
- Developing AA offerings at Green Hill Academy in order to serve incarcerated youth offenders.
- Development of Blazer Central for wrap-around student success services.
- Accessibility training for online instruction in quality matters.
- Expansion of Centralia College Intervention team.
- Expansion of running start orientations in Spanish.
- Working with Lewis County Jail and Drug Court to classes and recruitment.
- Provide cultural programming to appeal to a wide variety of constituents, including progressive plays from the Drama department, and a variety of programming from student clubs.

### **Analysis:**

The list above indicates a growing commitment to equity-minded programs, policies, and decision making. However, it must be noted that these items all represent inputs, rather than outcomes. Additional time is needed to see to what extent these items help the college to close equity gaps and increase success for all students.

### **Action Plan:**

- ✓ Continue to look for opportunities to develop equity-minded policies and programs.
- ✓ Develop a systematic plan for integrating inclusive curriculum into our Guided Pathways plan.
- ✓ Track data to assess the impact of programs and policies on student outcomes.

**Objective B:** Stewardship: CC will be a model of good stewardship and community partnership.

**Score for this Objective:** Meeting the Benchmark

**Data:**

Centralia College has a demonstrated history of good stewardship and community engagement. This history takes a great variety of forms, more than can be reported here. For the purposes of this report, four categories of data are selected to represent the concept of stewardship: Financial auditing, community partnerships, Centralia College Foundation assets, and community use of college facilities.

**i. Clean annual audit reports demonstrate fiscal stewardship**

In 2018-19, Centralia College received another clean audit report from the Office of the Washington State Auditor. There were no findings and no management letter items. The auditors commended the Business Office staff for their work. They have noted that it is unusual among community colleges to have such consistently clean audit reports. In addition, this clean audit report came in a year in which the Business Office suffered from chronic under-staffing due to retirements, long term illness, and difficulty in hiring qualified staff. In spite of these obstacles, the college saw another clean audit report.

**ii. Partnership matrix (Business, K12, legislative, service clubs, SBCTC, etc.) indicates a broad variety of effective partnerships**

The Centralia College Partnership Matrix (see Appendix) is a current inventory of external partners that the college is working with. The partnerships are divided into six categories: Industry, K-12, Higher Education, Public Sector, Multiple Partners, and Non-Profits. In general, this matrix illustrates how much Centralia College is integrated with our community across a variety of issues. This is almost certainly not a completely exhaustive list—we probably missed a few—but it does paint a very broad picture of our community activities.

In examining the partnerships in different categories, we can draw some conclusions about where our partnership work is the strongest; we can also see a couple of areas where we have room for growth.

Strengths—Areas where we have a wide variety of active partnerships:

- K-12 Partnerships
- Public Sector Partnerships
- Non-profit Partnerships

Growth Opportunities—Areas where we could expand our active partnerships:

- Industry Partnerships
- Higher Education Partnerships

In terms of industry partnerships, the completion of the SWFT Center provides a great opportunity to build new partnerships with local and regional industries. For higher

education, we have already started working directly with WSU and WSU Vancouver. We can develop similar working relationships with CWU, UW Tacoma, and others.

**iii. Foundation scholarships & assets demonstrate a broad base of community support**

In 2019-20, the Centralia College Foundation has already received over \$1.4 million in donations. This far exceeds the annual goal set by the Foundation Board. The gifts received are both large and small, from alumni, local businesses, college employees, and patrons from the local area and around the world. Here are a few other facts that describe the Foundation’s base of support:

- New endowments established: 5
- Total number of gifts this fiscal year: 720
- Average gift: \$1,939.95
- Median gift: \$100

As you can see from the large difference between the average and median gift amount, there have been a number of large gifts this year, but even more smaller gifts. This is one indicator of the broad base of support. Support for the Centralia College Foundation is closely tied to the reputation of Centralia College and the work we are doing for students and our community. The fact that donations to the Foundation are increasing is evidence that people believe that the Foundation will be a good steward of the funds. (See the Appendix for further details).

**iv. Community use of TAC, Corbet Theater, and other college resources demonstrate support for community**

Campus facilities are regularly used for community events and meetings. The campus is a state-owned resource, and one of the ways that the college can support the local community is to make our facilities available for community use. One example of that is the use of the TransAlta Commons for external events.

**TransAlta Commons Events for Community and External Partners: 2018-19**

Month	Name of Event	Sponsors	Type of Organization
August	<ul style="list-style-type: none"> <li>• Celebration of Life: Benjamin Parriott</li> <li>• Power of the Purse</li> </ul>	Family Event	Community Member
		United Way of Lewis County	Non-profit
September			
October	<ul style="list-style-type: none"> <li>• Hispanic Festival</li> <li>• WorkSource Employee Appreciation Event</li> <li>• Chehalis Basin Project Strategy Meeting</li> </ul>	Employment Security Dept.	Public Sector
		Anchor QEA	Public Sector
November	<ul style="list-style-type: none"> <li>• Floral Diplomacy with Laura Dowling</li> <li>• Men’s Health Forum</li> <li>• Masquerade Ball</li> <li>• Lewis County Autism Coalition Meeting</li> <li>• Dollars for Scholars</li> </ul>	Centralia College Foundation	Non-profit
		Centralia Rotary	Service Club
		Human Response Network	Non-profit
		Lewis County Autism Coalition	Non-profit
		Centralia HS Dollars for Scholars	Non-profit
December	<ul style="list-style-type: none"> <li>• Candidate Forum</li> </ul>	KELA & The Chronicle	Media



	<ul style="list-style-type: none"> <li>Express Refresh Leadership Simulcast</li> <li>Gala</li> <li>Aha to Exit</li> <li>Chamber Banquet</li> <li>Chehalis Student Congress</li> </ul>	Centralia College Foundation Centralia College Foundation Lewis County Economic Development Council Centralia/Chehalis Chamber of Commerce Chehalis Basin Watershed Congress	Non-profit Non-profit Non-profit Private Sector Public Sector
January	<ul style="list-style-type: none"> <li>SW Washington Autism Conference</li> </ul>	Lewis County Autism Coalition	Non-profit
February	<ul style="list-style-type: none"> <li>Small Schools Conference</li> </ul>	WA Association of School Administrators	K-12
March	<ul style="list-style-type: none"> <li>Maysville: The Movie</li> <li>Centralia Athletics, Activities &amp; Facilities</li> <li>Rochester High School Prom</li> </ul>	? CAAFF/Scott Chamberlain Rochester High School	Private sector K-12 K-12
April	<ul style="list-style-type: none"> <li>Smart Tank</li> <li>CPAA Learning Collaborative</li> </ul>	Lewis County EDC Choice Regional Health Network	Non-profit Healthcare
May	<ul style="list-style-type: none"> <li>Economic Report to the Community</li> <li>Rotary Tri-Club Auction</li> <li>Providence Nursing Quality Summit</li> </ul>	Centralia College Foundation Lewis County Rotary Foundation Providence Hospital	Non-profit Service Club Healthcare

In addition to these rental events in TAC, the college has hosted a large number of SBCTC statewide meetings, including commission and council meetings, ctcLink training workshops, and other events. Corbet Theater also sees a fair amount of community use.

**Analysis:**

Taken as a whole, the evidence above demonstrates that Centralia College is a responsible steward of both fiscal and physical resources; the college has a long tradition of community engagement that we continue to build on.

**Action Plan:**

- ✓ Continue practices of good stewardship and community involvement.

**Objective C:** Sustainability: College will operate within its means and invest in the future of the college.

**Score for this Objective:** **Not Meeting the Benchmark**

**Data:**

**i. Establish and maintain fiscal reserve policies and fiscal sustainability benchmarks.**

This year, the Board of Trustees established a new Budget Oversight Policy (see Appendix). This policy establishes new standards for budget oversight by the Board of Trustees and establishes a standard for budget reserves of two months of operating expenses. The Budget Review and Planning Committee have dedicated a substantial amount of work to implementing this policy. However, two factors are currently undermining our ability to guarantee fiscal sustainability: Low enrollments and the COVID-19 crisis. Before the COVID-19 crisis hit in early March, the college was preparing for a budget cut of \$300,000 to \$400,000 for next year. The COVID-19 crisis has increased the college's fiscal uncertainty. The Federal CARES Act will bring a one-time funding package that will help to support students and defray some college expenses. However, that is a one-time funding source; the college will still likely have to make some budget cuts, even if the stimulus package allows us to delay them for a year. It is also uncertain what long-term effects the COVID-19 crisis will have on college enrollments. We expect enrollments to dip further during Spring Quarter 2020, due to the fact that we have had to move all classes to remote operations. With the unemployment rate climbing dramatically, it is possible the we will see some growth in enrollments for summer or fall. However, our primary state both fiscally and in terms of enrollment is one of uncertainty.

**ii. Campus technology supports student access and success.**

In 2019, the IT Department established a Technology Master Plan aligned with the college mission and based on the three core mission focus areas: student success, academic excellence, and supporting community (see Appendix for full plan details). The plan describes the current state of the technology infrastructure at Centralia College and outlines goals in four areas:

- Instructional Technology
- Institutional Technology
- Technology Infrastructure
- Information Security

Specific objectives and timelines are established under each area. Since establishing the plan, IT has worked to implement the plan and meet the objectives. The IT Department recently supplied a briefly on plan progress to the Technology Committee, as summarized below:

Goal 2.1: VDI Phase 2	Status: 60 staff are currently on VDI. The remaining computers needing to be replaced will be replaced over the next 6 months.
Goal 2.2: Campus training program	Status: Sharepoint videos and documentation continues to be developed and stored in the IT area of MyCC for all systems controlled by IT.
Goal 2.4: IT Consolidation/Shadow IT	Status: Departments who house IT systems that are not maintained by IT have been consulted and recommendations made (Canvas, etc)
Goal 3.1: Wi-Fi 6 Upgrade	Status: 3 vendors have provided bids for full campus upgrades and determinations are being made on best systems, and approaches.
Goal 3.3 Fiber upgrades	Status: Fiber runs completing the redundant loop have been planned, fiber runs under the tracks have been scheduled. Physical work is not completed but is expected to be completed early 2020.
Goal: 4.1 OCIO Audit	Status: A decision was made to push the audit until completion of the upgrades of windows 7 machines were done (now finished), and acknowledgement by shadow IT owners for potential audit findings were documented/signed.
Goal 4.4: Best practices adoption	Status: 2 factor authentication is currently being deployed. Least rights privilege is being enforced across all Category 3 and 4 systems. Goal is substantially met.

The development of the IT Master Plan, the focus of the plan on the college's key mission areas, and the progress made on the plan to date, all work to assure that campus technology supports student access and success.

**iii. CC employees are well trained and participate in ongoing professional development.**

Centralia College provides its faculty and staff with a broad array of training options. In 2018-19, a total of 6,857 training hours were reported by 384 employees.

The college makes staff development funds available to all employees; the funds are to be used for updating and improving an employee's professional growth and development. The college provides on-going campus-based training opportunities in the area of diversity, sexual harassment, soft skills, safety, and other compliance and work-related topics.

We additionally participate in the regional Leadership Development Program (LDP). The program completed its 14<sup>th</sup> year in 2017-2018. The program is a collaboration with Lower Columbia College and Grays Harbor College. It is available to all employees. The program helps to increase leadership skills across institutions at all levels by

encouraging employees to practice good leadership skills no matter what the position or title. There is a focus on soft skills, motivating, leading, the importance of building trust and community, the importance of teamwork, and developing leadership.

The College offers the Employee Benefit Program. The benefit is available to all employees (full-time and part-time). Employees are able to access \$2,000/year to take classes at Centralia College for both professional and personal growth and enrichment. The Employee Benefit Program was utilized each quarter by the following number of employees:

- 19 Summer Quarter
- 37 Fall Quarter
- 28 Winter Quarter
- 27 Spring Quarter

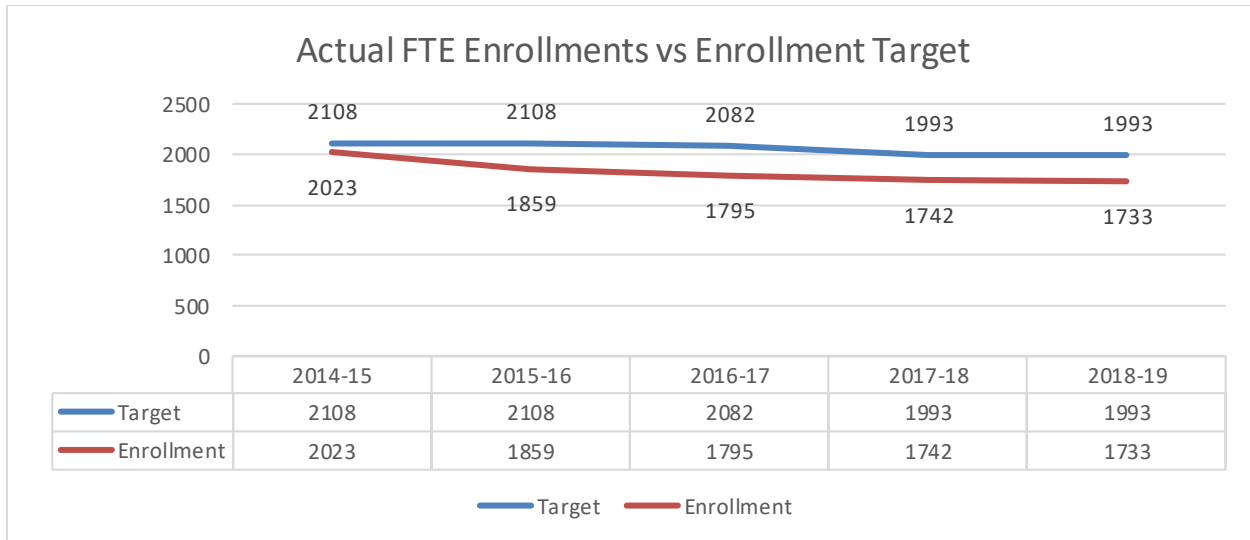
Employees have utilized these funds to complete degrees at the associate's level and the bachelor's level.

#### **How we use this information:**

We track which trainings are offered and the trainings we need to offer based on needs that emerge and new areas of compliance. Providing free and low-cost training options on campus makes it more likely people will be able to participate in trainings to further their skills and knowledge. See the Appendix for additional detail on participation in training.

#### **iv. College achieves enrollment targets.**

Centralia College is not currently meeting its enrollment target, and has not done so for several years. Our target for state funded enrollments is known as the District Enrollment Allocation Base (DEAB). The DEAB is monitored on a three-year rolling average in the allocation formula and forms the base of our per FTE funding. The chart below shows a five-year trend of declining enrollments.



In the chart above, every decrease in the Target line represents a decline in State funds coming to us through SBCTC. Every decrease in the Enrollment line represents a decrease in tuition collections. As you can see from the chart, tuition collections decrease more rapidly than DEAB funding since they are based on actual per credit enrollment in the current year. The decrease in DEAB is slowed by two factors: the calculation of a three-year rolling average, and the fact that DEAB redistribution is dependent on enrollment trends at other colleges. If all of the colleges are below target, little or no redistribution of funding occurs.

In 2019-20, the downward trend in state enrollments has continued. In addition, we have seen a decline in Running Start funding for the first time. It is too early to say whether this is a downward trend or a one-year anomaly. For the past several years, the college has been able to use Running Start funds to backfill the loss in tuition. Unless Running Start funding begins to grow again in the coming, we won't be able to count on that source of revenue in the same way that we have in recent years.

During this enrollment decline, some patterns have been consistent over most quarters. Enrollments have declined in most quarters for Transfer and Basic Skills. Enrollments have increased or remained stable in most quarters for Workforce and BAS. In addition, last year the college struggled to meet enrollment targets in Corrections Education; these are contract-funded enrollments and calculated separately from the DEAB; however, we did see a decrease in Corrections funding as a result. The decline in Corrections FTE was largely due to faculty turnover, the difficulty in recruiting new Corrections faculty, and the need for Corrections staff to spend six weeks in CORE training before starting their assignments.

The current COVID-19 situation adds additional uncertainty our enrollment picture moving forward. With all courses for Spring 2020 being offered through remote or online methods, we don't know how many students will choose to drop classes. We also don't know how long we will have to operate in this mode. However, unemployment rates in Washington state are now at historic levels. In past recessions, the college saw rapidly

increasing enrollments as unemployment grew. However, the current situation is so unlike past recessions that it is difficult to predict how the situation will impact enrollments.

Meanwhile, we continue to look for new ways to increase enrollments. Developing new programs should lead us to attract students who are not currently considering Centralia College. Implementation of a Guided Pathways framework can have a positive impact on retention and completion rates, and potentially on recruitment. We will also need to develop new post-COVID-19 recruitment strategies to reflect the changing situation for potential students.

**v. Cost per FTE will be within the 3<sup>rd</sup> quartile of SBCTC averages.**

In order to assure fiscal sustainability, the college tracks the cost per FTE of operations and compares that to state averages. The goal is to see expenditures in the 3<sup>rd</sup> quartile of comparison. In other words, the aim is to have a lower cost per FTE than one half of the colleges, but higher than one quarter of the colleges. This balances efficiency with quality, and helps to ensure fiscal sustainability. For 2018-19, Centralia College ranked 7<sup>th</sup> overall in cost per FTE, or near the bottom of the 1<sup>st</sup> quartile.

Centralia College cost per FTE	\$10,084
SBCTC Average cost per FTE	\$9125
SBCTC Mean cost per FTE	\$8678
SBCTC Highest cost per FTE	\$11,922
SBCTC Lowest cost per FTE	\$7391

In order to place in the 3<sup>rd</sup> quartile, we would have to reduce cost per FTE by at least \$1400. (See the Appendix for the full comparison data). This may be an overly ambitious goal. Looking at which schools are in the 3<sup>rd</sup> and 4<sup>th</sup> quartiles, it is large colleges and technical colleges. The large colleges are able to achieve efficiencies of scale that the small colleges can't usually achieve. The technical colleges, while they have a concentration of high cost programs, also benefit from the fact that students in those cohort programs tend to take higher credit loads each quarter; the technical colleges also receive a higher proportion of Perkins Grant funding. Looking at the 1<sup>st</sup> quartile—the most expensive cost per FTE—we see that it is mostly small colleges (with the exception of Tacoma). So aiming for the 3<sup>rd</sup> quartile in this comparison is definitely a stretch goal. However, reducing cost per FTE will make us more fiscally sustainable, and moving from the 1<sup>st</sup> quartile into the 2<sup>nd</sup> quartile should be an attainable goal.

**vi. Reduce carbon foot print annually.**

*[data pending]*

**Analysis:**

Centralia College is meeting its goals for three of the six indicators in this objective:

- ✓ Campus technology supports student access and success

- ✓ CC employees are well trained and participate in ongoing professional development
- ✓ Reduce carbon foot print annually [?]

Given the data on these indicators, it is clear to see that we are investing in the future of the college by upgrading our technical resources, providing ongoing training for employees, and reducing our carbon footprint. However, there are three key areas where the college is not currently achieving the benchmarks:

- ✓ Establish and maintain fiscal reserve policies and fiscal sustainability benchmarks
- ✓ College achieves enrollment targets
- ✓ Cost per FTE will be within the 3<sup>rd</sup> quartile of SBCTC averages

Failing to meet these fiscal indicators means some uncertainty with regard to fiscal sustainability in the long run. The college is still fiscally sound for the time being due to adequate reserves. However, the current COVID-19 crisis brings added uncertainty and increased expenses. So, while some of the indicators for this objective are positive, the potential impact of the adverse fiscal indicator leads us to score this objective as not meeting the benchmark.

**Action Plan:**

- ✓ Utilize Guided Pathways funding, Care Act Funding, and moderate budget cuts to adjust the budget for the coming year.
- ✓ Look for efficiencies in operations in order to reduce the overall cost per FTE.
- ✓ Continue work to develop new programs in order to attract students who are not currently considering Centralia College.
- ✓ Continue Guided Pathways implementation plan with an eye toward increasing student retention and completion.
- ✓ Develop additional outreach or marketing strategies to address post-COVID-19 enrollment challenges.

<b>Data Source Documentation</b>				
		<i>Centralia College students will progress, persist, and complete their educational endeavors.</i>		
Students of Color	hispanic, black, american indian/alask native, asian/pacific islander			
	0			
<b>Objective 1: CC will increase the rate at which students complete degrees &amp; certificates annually</b>				
IPEDS - Completion Rates	<a href="https://nces.ed.gov/ipeds/datacenter/institutionlist.aspx?stepId=1">https://nces.ed.gov/ipeds/datacenter/institutionlist.aspx?stepId=1</a>	IPEDS Completion Rates from the IPEDS Data Center for all students		
IPEDS - Completion Rate - Comparison	<i>See also IPEDS annual pdf</i>			
IPEDS - Students of Color	<i>See the data tab of this spreadsheet</i>			
SBCTC - Completion Rate	<a href="https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx">https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx</a>	1st time college dashboard, intent: remove null, completion year: 4 year		
SBCTC - Completion Rate - State Average	...			
SBCTC - Completion Rate - Students of Color	...			
<b>Objective 2: 65% of students will earn a 2.0 or greater in individual courses</b>				
Course Success Rate	<a href="https://tableau.sbctc.edu/t/centralia/views/passrate/Story1?iframeSizedToWindow=true&amp;embed=y&amp;showAppBanner=false&amp;display_count=no&amp;showVizHome=no#1">https://tableau.sbctc.edu/t/centralia/views/passrate/Story1?iframeSizedToWindow=true&amp;embed=y&amp;showAppBanner=false&amp;display_count=no&amp;showVizHome=no#1</a>	Course pass rate for all classes		
Course Success Rate Top 30 by Enrollment	<a href="https://tableau.sbctc.edu/t/centralia/views/passrate/Story1?iframeSizedToWindow=true&amp;embed=y&amp;showAppBanner=false&amp;display_count=no&amp;showVizHome=no#1">https://tableau.sbctc.edu/t/centralia/views/passrate/Story1?iframeSizedToWindow=true&amp;embed=y&amp;showAppBanner=false&amp;display_count=no&amp;showVizHome=no#1</a>	Success rate for 30 highest enrolled courses		
Students of Color	<a href="https://tableau.sbctc.edu/t/centralia/views/passrate/Story1?iframeSizedToWindow=true&amp;embed=y&amp;showAppBanner=false&amp;display_count=no&amp;showVizHome=no#1">https://tableau.sbctc.edu/t/centralia/views/passrate/Story1?iframeSizedToWindow=true&amp;embed=y&amp;showAppBanner=false&amp;display_count=no&amp;showVizHome=no#1</a>	Course pass rate for students of color		
Notes:	<a href="https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/common-course-dashboard.aspx">https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/common-course-dashboard.aspx</a>	Could use SBCTC Common Course Dashboard in the future		



		DLOA data from dataLink 2021 forward. Before that, it was supposed to be from FTP archives.		
<b>Objective 3: CC will increase the rate at which students are retained from qtr. to qtr. and year to year</b>				
SBCTC - Fall to Winter Retention	<a href="https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx">https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx</a>	Fall to Winter Retention of degree seeking students		
SBCTC - Fall to Spring Retention	...	Fall to Spring Retention ..		
SBCTC - Fall to Fall Retention	...	Fall to Fall Retention ..		
SBCTC - Fall to Fall Retention - Students of Color	...	Fall to Fall retention of students of color		
SBCTC - Fall to Fall Retention - Comparison Colleges	...	Fall to Fall retention - state average of all 34 community colleges		
	0			
<b>Objective 4: CC will increase the rate at which students transition from Basic Skills &amp; Pre-college courses to college courses</b>				
SBCTC - SAI 3.0 Basic Skills Gains	<a href="https://www.sbctc.edu/colleges-staff/research/data-public/sai3-points-summary-dashboard.aspx">https://www.sbctc.edu/colleges-staff/research/data-public/sai3-points-summary-dashboard.aspx</a>	SAI Basic Skills Gain Points divided by Total Headcount. See SAI definitions.		
SBCTC - Math Pre-College Transition Rate	<a href="https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/precollege-placement-and-outcomes-dashboard.aspx">https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/precollege-placement-and-outcomes-dashboard.aspx</a>	Of the students who started in precollegem, what percent compete a college level course within one year		
SBCTC - English Pre-College Transition Rate	<a href="https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/precollege-placement-and-outcomes-dashboard.aspx">https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/precollege-placement-and-outcomes-dashboard.aspx</a>	Of the students who started in precollegem, what percent compete a college level course within one year		
<b>Mission Focus Area: Academic Excellence</b>	<i>Centralia College students will complete well defined educational and program goals relevant to future success</i>			
	0			

<b>Objective 1: Students who complete CC courses will be successful in future course work</b>				
MATH 099 to MATH&146 Pass Rate	Query: audit- sequential course success	Of the students who passed with 2.0 or higher what is the pass rate in the sequential course for the rolling previous 3 years		
MATH 097 to MATH&146 Pass Rate				
MATH&141 to MATH&142 Pass Rate	...	...		
ENGL 099 to ENGL&101 Pass Rate	...	...		
ENGL&101 to ENGL&102 Pass Rate	...	...		
	0			
<b>Objective 2: Students who transfer from CC to other colleges will be as successful as other students at that institution</b>				
MRTE - Transfer Rates For Centralia College AA Graduates	<a href="https://tableau.sbctc.edu/centralia/views/MRTE%20Transfer/Dashboard1?iframeSizedToWindow=true&amp;:embed=y&amp;:showAppBanner=false&amp;:display_count=no&amp;:showVizHome=no&amp;:origin=viz_share_link#1">https://tableau.sbctc.edu/centralia/views/MRTE Transfer/Dashboard1?iframeSizedToWindow=true&amp;:embed=y&amp;:showAppBanner=false&amp;:display_count=no&amp;:showVizHome=no&amp;:origin=viz_share_link#1</a>			
SBCTC - Transfer Rate	<a href="https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx">https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx</a>	First-Time Entering Student Outcomes dashboard		
SBCTC - Transfer Rate - College Comparison	<a href="https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx">https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard.aspx</a>	First-Time Entering Student Outcomes dashboard		
SBCTC - Transfer Rate - Students of Color				
MRTE - GPA CC Students at 4 yr	Query: kpi - mrte - grade comparison			
MRTE - GPA 4yr Comparison	...			
	0			
<b>Objective 3: CC students who complete prof/tech degrees will have job placement rates equivalent to the state average &amp; wages within 5% of state average</b>				
SBCTC - 1st Year Employment Rate	<a href="https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/guided-pathways-dashboard.aspx">https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/guided-pathways-dashboard.aspx</a>	See dashboard for details		

SBCTC - 1st Year Employment Rate - State Average	<a href="https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/guided-pathways-dashboard.aspx">https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/guided-pathways-dashboard.aspx</a>	See dashboard for details - state average 1st year employment rate for all 34 colleges		
SBCTC - Prof/Tech Median Wage	<a href="https://www.sbctc.edu/colleges-staff/research/data-public/after-college-outcomes-dashboard.aspx">https://www.sbctc.edu/colleges-staff/research/data-public/after-college-outcomes-dashboard.aspx</a>			
SBCTC - Prof/Tech Median Wage - Compare Cohort Colleges	...	Comparison Cohort: Greys Harbor, Weneatche, Yakima, Columbia Basin, Watcom, Skagit Valley		
Percent Difference				
	0			
<b>Objective 4: CC Students who complete degrees will demonstrate proficiency in the CC Gen. Ed. outcomes/Learning Themes</b>				
TBD	<a href="https://www.sbctc.edu/colleges-staff/research/data-public/after-college-outcomes-dashboard.aspx">https://www.sbctc.edu/colleges-staff/research/data-public/after-college-outcomes-dashboard.aspx</a>	See dashboard for details		
TBD				

## Arts & Sciences Curriculum and Distribution Review

### **Purpose:**

The Arts & Sciences Curriculum and Distribution reviews are completed every five-years. This review is a reflective process and not a tool used to evaluate the performance of faculty members; adjunct, pro-rata, or full-time.

This reflective process provides faculty an opportunity to assess student learning. The learning outcomes will be reviewed through the lens of course level outcomes, distribution level outcomes, and student learning competencies. Using data, qualitative and quantitative, faculty will identify action plans for changes to intended to enhance and/or improve student learning. Action plans will be prioritized in the Instructional Plan, including consideration of necessary resources and administrative support.

The report will be reviewed by the division dean and peers from the assessment committee. A faculty member(s) will present the review at a curriculum committee meeting. The curriculum committee will vote to accept the review. The review, once approved, will reside on the accreditation pages on mycc. Reviews may be used as assessment examples in NWCCU reporting.

### **Timeline:**

Division dean assigns department chair, lead faculty, or other faculty as appropriate to facilitate collect input from colleagues, complete and submit the review. All faculty who teach in the program are expected to participate in the review process.

1. A draft of the review is due to division dean by **last day of winter quarter** (add drop down to populate annually)
2. Dean reviews and returns recommendations to faculty by **2<sup>nd</sup> week of spring quarter** (add drop down to populate annually)
3. Faculty modifies and resubmits to the dean by **4<sup>th</sup> week of spring quarter** (add drop down to populate annually)
4. Dean submits to Assessment Committee (provide drop down for deadline)
5. Assessment committee (team of 2) meets with faculty member(s) to review and provide feedback **before June 1<sup>st</sup>** .
6. Faculty member(s) revise, if needed, and resubmits to assessment committee **before June 15<sup>th</sup>**
7. Committee approves document and submits to Curriculum Review Committee for fall quarter presentation. The assessment training will provide support/training for the presentation content.

# **Arts & Sciences Curriculum and Distribution Review**

## **I. Changes in teaching and learning since the last review**

- A.** List the action plans from the previous review. Which action plans have been implemented? What changes have occurred as a result? Include the data used to identify if the changes made achieved intent of the action plan.
- B.** What action plans have not been implemented? Explain why the plans have not been implemented. What resources or support are needed to implement the actions? If the actions are no longer considered viable, explain why.
- C.** Summarize research projects, assessments, and other classroom and discipline-based changes in teaching and learning that have been implemented since the last review. What changes have occurred? Explain the data collected to determine if the changes resulted in the expected improvements.

## **II. Curriculum Review**

### **A. Course level review**

1. List the courses available in your discipline (include all courses listed in the college catalog).
2. Review the course outlines for the courses identified in A1. Summarize any changes made since the last review and additional changes that need to be made. Consider the following:
  - Course descriptions: short and long
  - Course objectives
  - Distribution outcomes
  - Student learning competencies
  - Course content/outline
  - Prerequisites
3. Review each course outline in your discipline. Are all course objectives linked to distribution outcomes and student learning competencies? Summarize your findings.
4. Review the Educational Planner(s) for your discipline. Explain any needed adjustments or changes and provide a timeline for the changes to be implemented?
5. Review current course syllabi (including those courses taught by adjunct faculty) to evaluate if the syllabi consistently include all of the required content (see addendum). Summarize your findings.
6. Are new courses being considered for development? If so, what are they and how would they contribute to the outcomes for your distribution area? Identify if the courses will replace existing coursework or add to the courses required for program completion.
7. Explain how the intended course objectives for each course (regardless of modality) are assessed? What changes have been made or are planned based on the assessment results? What additional changes are needed?

8. Provide representative evidence that students are achieving the intended course outcomes. Include direct evidence of student attainment of objectives such as student work (essays, projects, or exam responses along with criteria or rubric used for evaluation).

## **B. Distribution level review**

1. Describe how this distribution area supports students in achieving the college's student competencies and preparedness to transfer to a four-year institution.
2. List, review and revise, if necessary, any distribution area outcomes.
3. List courses that carry distribution area credit.
4. Should distribution credit be removed from any of the courses? Explain.
5. Should distribution credit be added any of the courses contained in the discipline(s) that do not currently carry distribution? Explain.
6. How does the curriculum offered within this distribution area compare to that offered at other community colleges?
7. Explain how the intended distribution outcomes are assessed. What changes have been made based on the assessment results? What additional changes are needed?
8. Provide representative evidence that students are achieving the intended distribution outcomes. Include direct evidence of student attainment of outcomes such as student work (essays, projects, or exam responses along with criteria or rubric used for evaluation).
9. Evaluate the resources and facilities for the courses in your distribution area. Examine their impact on meeting student needs. What recommendations do you have for enhancing these resources and facilities? In collaboration with your dean and the department, determine an action plan for improving available resources. Consider the following:
  - Library resources (both print and electronic)
  - eLearning resources
  - Technology (both in the classroom and in your office)
  - Supplemental instructional services (Math Center, Writing Center, Peer Tutoring, etc.)
  - Classroom/lab facilities
  - Disability Services
  - Non-traditional student support (if applicable)
    - How many non-traditional (gender not dominate in field) students are in your program?
    - What additional support/resources, if any are needed?
10. In collaboration with faculty at remote facilities, list and evaluate instructional delivery and facilities off of main campus (CC East, Corrections, Tribal Center, etc.). Is there a need or opportunity to expand course delivery at the site(s)? Are additional student resources needed at the site(s)?

### **C. Student Learning Competencies level review**

1. Review how distribution outcomes are linked to student learning competencies. Summarize any changes needed? Should any student learning competencies be removed or added? Are there any student learning competencies not achieved by this distribution (it is ok to not achieve all competencies in one discipline – student learning competencies should be achieved through the totality of an AA degree)?
2. Summarize how the coursework in the distribution, prepare students to achieve student learning competencies.
3. Explain how the student learning competencies for the distribution assessed? What changes have been made based on the assessment results? What additional changes are needed?
4. Provide representative evidence that students are achieving the intended student learning competencies. Include direct evidence of student attainment of objectives such as student work (essays, projects, or exam responses along with criteria or rubric used for evaluation).
5. Review the disaggregated data provided. Identify which students are succeeding and which students are struggling. Identify changes that will be made based on the findings.

### **D. Pathway to bachelor's degree**

1. Review the curriculum at the major Washington state public universities in order to determine whether we are offering the appropriate lower division courses for students intending to transfer and major in your discipline. What modifications, if any, are necessary to better prepare students for transfer?
2. Explain how the curriculum offered within the distribution area meets the transfer needs of the students.

### **E. Faculty**

1. Discuss any staffing needs within the distribution area.
2. Explain how the full-time tenured faculty mentor part-time and pro-rata faculty.

### **F. Publications**

1. Review the current college catalog and evaluate the accuracy and relevance of the material presented about your distribution area. Do any courses appear in the catalog that have not been offered since the last review? Should they be maintained or deleted? Why?
2. Review the college Web site and evaluate the accuracy, relevance and currency of the material presented about your distribution area. What changes, if any, need to be made?

### **G. Action Plans**

1. Based on student feedback (course evaluations, quizzes, homework, advising sessions, surveys, etc.) what actions will you take during the next three years (short term) to address the findings of this curriculum and distribution review?
2. What actions do you envision taking place beyond the next three years (long term)?

# Career & Technical Education Curriculum and Program Overview

## **Purpose:**

The Career & Technical Education Curriculum and Program reviews are completed every five-years. This review is a reflective process and not a tool used to evaluate the performance of faculty members; adjunct, pro-rata, or full-time.

This reflective process provides faculty an opportunity to assess student learning. The learning outcomes will be reviewed through the lens of course level outcomes, program level outcomes, and student learning competencies. Using data, qualitative and quantitative, faculty will identify action plans for changes intended to enhance and/or improve student learning. The action plans requiring resources allocation and administrative support will be prioritized in the instructional workplan with other action plans, across instruction, and in support of achieving the college's mission.

The report will be reviewed by the division dean and peers from the assessment committee. A faculty member(s) will present the review at a curriculum committee meeting. The curriculum committee will vote to accept the review. The review, once approved, will reside on the accreditation pages on mycc. Reviews may be used as assessment examples in NWCCU reporting.

## **Timeline:**

Division dean assigns department chair, lead faculty, or other faculty as appropriate to facilitate collect input from colleagues, complete and submit the review. All faculty who teach in the program are expected to participate in the review process.

1. A draft of the review is due to division dean by **last day of winter quarter** (add drop down to populate annually)
2. Dean reviews and returns recommendations to faculty by **2<sup>nd</sup> week of spring quarter** (add drop down to populate annually)
3. Faculty modifies and resubmits to the dean by **4<sup>th</sup> week of spring quarter** (add drop down to populate annually)
4. Dean submits to Assessment Committee (provide drop down for deadline)
5. Assessment committee (team of 2) meets with faculty member(s) to review and provide feedback **before June 1<sup>st</sup>**.
6. Faculty member(s) revise, if needed, and resubmits to assessment committee **before June 15<sup>th</sup>**
7. Committee approves document and submits to Curriculum Review Committee for fall quarter presentation. The assessment training will provide support/training for the presentation content.



# **Career & Technical Education Curriculum and Program Review**

## **I. Changes in teaching and learning since the last review**

- A.** List the action plans from the previous review. Which action plans have been implemented? What changes have occurred as a result? Include the data used to identify if the changes made achieved the action plan intent.
- B.** What action plans have not been implemented? Explain why the plans have not been implemented. What resources or support are needed to implement the actions? If the actions are no longer considered viable, explain why.
- C.** Summarize research projects, assessments, and other classroom and discipline-based changes in teaching and learning that have been implemented since the last curriculum review. What changes have occurred? Explain the data collected to determine if the changes resulted in the expected improvements.
- D.** Summarize minutes and discussions from advisory board meetings and list recommendations of the advisory board as well as actions taken based on the recommendations. Evaluate the result (effectiveness) of the action. What improvements have occurred based on advisory board participation?

## **II. Curriculum Review**

### **A. Course level review**

1. List the courses available in your program of study (include all courses listed in the college catalog and include upper division coursework if applicable).
2. Review the course outlines for the courses identified in A1. Summarize any changes made since the last review and additional changes that need to be made. Consider the following:
  - Course descriptions: short and long
  - Course objectives
  - Program outcomes
  - Student learning competencies
  - Course content/outline
  - Prerequisites
3. Review each course outline in your program of study. Are all course objectives linked to your program outcomes and student learning competencies? Summarize your findings.
4. Review current course syllabi (including those courses taught by adjunct faculty) to evaluate if the syllabi consistently include all of the required content (see addendum). Summarize your findings.
5. Are new courses being considered for development? If so, what are they and how would they contribute to students achieving program outcomes and student learning outcomes? Identify if the courses will replace existing coursework or add to the courses required for program completion.

6. Explain how the intended course objectives for each course (regardless of modality) are assessed? What changes have been made or are planned based on the assessment results? What additional changes are needed?
7. Provide representative evidence that students are achieving the intended course outcomes. Include direct evidence of student attainment of objectives such as student work (essays, projects, or exam responses along with criteria or rubric used for evaluation).

## **B. Program level review**

1. Explain the scope and sequence of the curriculum in your program of study. In other words, why is the curriculum designed in this manner? What adjustments or changes are needed, if any?
2. Review the Educational Planner(s) for your program of study. Explain any needed adjustments or changes and provide a timeline for the changes to be implemented?
3. Review the program outcomes on the back of the Educational Planner(s) with the program advisory board. Do they accurately reflect industry skills that your students should have upon successful completion of the program?
4. List the related instruction courses (for example: Math, English, HR, HF, IT 117) used in your program of study and summarize if the course provide students the foundational skills necessary for the outcomes needed in your program of study. In other words, if your program of study contains a math component, does the related instruction math course, listed on your Educational Planner, provide sufficient skills so your students can complete the discipline's math requirements? If you do not believe the related instruction is as effective as possible, identify what is needed. In other words, your students would be able to do "X" better if the related instruction course taught "Y".
5. Explain how the intended program outcomes for your program of study are assessed. What changes have been made based on the assessment results? What additional changes are needed?
6. Provide representative evidence that students are achieving the intended program outcomes. Include direct evidence of student attainment of objectives such as student work (essays, projects, or exam responses along with criteria or rubric used for evaluation).
7. Evaluate the resources and facilities for the courses in your program of study. Examine their impact on meeting student needs. What recommendations do you have for enhancing these resources and facilities? In collaboration with your dean and the department, determine an action plan for improving available resources. Consider the following:
  - Library resources (both print and electronic)
  - eLearning resources
  - Technology (both in the classroom and in your office)
  - Supplemental instructional services (Math Center, Writing Center, Peer Tutoring, etc.)
  - Classroom/lab facilities

- Disability Services
  - Non-traditional student support (if applicable)
    - How many non-traditional (gender not dominant in field) students are in your program?
    - What additional support/resources, if any are needed?
8. In collaboration with faculty at remote facilities, list and evaluate instructional delivery and facilities off of main campus (CC East, Corrections, Tribal Center, etc.). Is there a need or opportunity to expand course delivery at the site(s)? Are additional student resources needed at the site(s)?

### **C. Student Learning Competencies level review**

1. Review how program outcomes are linked to student learning competencies. Are any changes needed?
2. Summarize how the coursework in the entire program, including related instruction, prepares students to achieve student learning competencies.
3. Explain how the student learning competencies for your program of study are assessed? What changes have been made based on the assessment results? What additional changes are needed?
4. Provide representative evidence that students are achieving the intended student learning competencies. Include direct evidence of student attainment of objectives such as student work (essays, projects, or exam responses along with criteria or rubric used for evaluation).
5. Review the disaggregated data provided. Identify which students are succeeding and which students are struggling. Identify changes that will be made based on the findings.

### **D. Pathway to bachelor's degree or career**

1. Review the curriculum for any Centralia College Bachelor of Applied Science degrees/programs associated with your program of study (if applicable). Determine whether we are offering the appropriate lower division courses to best prepare students to be successful in the upper division courses offered in those bachelor degree program(s). Summarize your findings
  - a. How many students from your program continue in a bachelor degree program?
  - b. How many students from your program complete the bachelor degree program?
  - c. Based on achievement of students in upper division coursework, are there any needed changes to lower division coursework to better prepare students? Should there be additional prerequisites to upper division coursework or program acceptance?
2. Review the criteria for industry-based certifications (if applicable) in order to determine whether we are offering the appropriate content to prepare students to be successful in obtaining industry certifications. Are modifications necessary? If so, what modifications are needed? How is the advisory board involved in determining relevance of industry-based certifications and employment opportunities?
  - a. How many students attempt certification?

- b. How many students achieve certification?
3. Review 10+ current job postings related to your program. Explain how the curriculum supports current employer skill requirements. Are there any changes needed to curriculum and/or program outcomes to better represent current workplace skills?

#### **E. Advisory Board**

1. Are advisory board members representative of local industries? Is additional representation needed? Explain.
2. What recommendations have your advisory board made, why, and how has the program addressed the recommendations.

#### **F. Faculty**

1. Explain how you stay abreast of the latest developments in your program of study to in educational technology and in the teaching profession. Summarize the impact of these on your teaching during the past five years.
2. Discuss any staffing needs within the program of study.
3. Explain how the full-time and/or pro-rata faculty mentor part-time faculty.

#### **G. Publications**

1. Review the current college catalog and evaluate the accuracy and relevance of the material presented about your program of study. Do any courses appear in the catalog that have not been offered since the last curriculum review? Should they be maintained or deleted? Why?
2. Review the college Web site and evaluate the accuracy, relevance and currency of the material presented about your program of study. What changes, if any, need to be made?
3. Review mycc instructional resources. Do any resources need to be updated or added?

#### **H. Action Plans**

1. Based on student feedback (course evaluations, quizzes, homework, advising sessions, surveys, etc.), what actions will you take during the next three years (short term) to address the findings of this curriculum and program review?
2. What actions do you envision taking place beyond the next three years (long term)?

## Example of Embedded Scoring Rubric for Discussion Forum from ANTH&216 - Cultural Anthropology (in CANVAS Module)

Discussion Forum 1 Grading Rubric								🔍 🗑️
Criteria	Ratings							Pts
<p><b>ORGANIZATION:</b></p> <p>Discussion Forums are anthropological in nature and substance; using clear, logical, and easy-to-follow wording/phrasing; indicates which topics/points are being addressed; uses paragraphs and proper spacing; provides clear formatting. After initial post, a total of 2 or more classmates' posts were responded to.</p>	<p><b>10.0 pts</b> <b>Full Mark: Discussion Forum's Organization is Excellent</b></p> <p>Discussion Forum's organization is excellent as is its flow from idea to idea; easy to read formatting. A total of 2 or more classmates' posts were responded to. Great work!</p>	<p><b>8.0 pts</b> <b>Discussion Forum's Organization is Above Average</b></p> <p>Discussion Forum is well organized, and flows clearly; it also has strong formatting. A total of 2 classmates' posts were responded to. Good work!</p>	<p><b>6.0 pts</b> <b>Discussion Forum's Organization is Well Organized</b></p> <p>Discussion Forum is well organized, and flows clearly; it also has strong formatting. A total of 1-2 classmates' posts were responded to. Well done!</p>	<p><b>4.0 pts</b> <b>Discussion Forum is Somewhat Organized</b></p> <p>Discussion Forum is somewhat logically organized with passages of uneven flow; formatting is okay but could be improved with paragraph breaks, proper spacing, legible font, etc. Only 1 student's Discussion Forum post was responded to.</p>	<p><b>2.0 pts</b> <b>Discussion Forum's Organization is Poor</b></p> <p>Discussion Forum's organization is often choppy and irregular; somewhat hard to follow in many places. Formatting could also be improved by using paragraphs, proper spacing, legible font, etc. No response to other students' discussion forum posts.</p>	<p><b>0.0 pts</b> <b>FAIL</b></p> <p>No submission - or - Discussion Forum's organization is choppy &amp; unclear; incoherent in many places. Closer attention to paragraph breaks and other formatting issues is necessary. No initial post or response to other students' posts were submitted. Fails to observe netiquette to point that discussion forum post(s) had to be deleted by instructor.</p>	10.0 pts	
<p><b>STYLE:</b></p> <p>In addition to interaction, Discussion Forum provides specific and scientifically accurate statements; demonstrates understanding of the anthropological content/subject matter; supplies synthesis/ application of anthropological concepts, terminology, and big ideas; develops commentary with purpose/flow. Upholds course standards in netiquette (see syllabus).</p>	<p><b>10.0 pts</b> <b>Excellent Writing Style!</b></p> <p>Discussion Forum is highly interactive; excels at providing profound and accurate details reflecting an in-depth understanding of the week's terminology, big ideas, and concepts in anthropology while incorporating superb examples. Great work!</p>	<p><b>8.0 pts</b> <b>Discussion Forum Writing Style is Above Average!</b></p> <p>Discussion Forum is interactive and concisely provides evidence and accurate details; reflecting a strong understanding of the anthropological terminology, big ideas, and concepts. It uses specific details, going beyond a simple restatement of facts; illustrates an appreciation and grasp of the big ideas and concepts and an ability to articulate it with proper anthropological terminology. Good work!</p>	<p><b>6.0 pts</b> <b>Discussion Forum Writing Style is Good</b></p> <p>Discussion Forum is to the point with a clear understanding of the anthropological terminology, big ideas, and concepts. A few additional connections to the broader anthropological concepts/themes would strengthen your arguments. Post is somewhat interactive with 1 or 2 students briefly responded to with ample anthropological substance.</p>	<p><b>4.0 pts</b> <b>Discussion Forum's Writing Style is Satisfactory</b></p> <p>Discussion Forum is somewhat interactive and generally to the point, however, a few sections are a bit vague. It demonstrates a basic understanding of anthropological concepts, terminology and / or big ideas. Could make a stronger connection with broader context/themes and more anthropologically-based interaction with classmates through response posts.</p>	<p><b>2.0 pts</b> <b>Discussion Forum's Writing Style is Poor</b></p> <p>Discussion Forum's content often rambles, and can be vague and/or inaccurate (possibly from citing "gray" literature; random online content; or other non-reliable content not vetted by instructor or peer reviewed journal). It lacks a clear understanding of content/subject or anthropological concepts or incorporation of anthropological terminology. Sometimes restates facts without connecting them to bigger picture. Little to no interaction with other students.</p>	<p><b>0.0 pts</b> <b>0 Score</b></p> <p>No submission - or - Discussion forum content frequently rambles, and is vague and/or inaccurate or lacks any degree of anthropological substance. It fails to demonstrate a clear understanding of the week's topic and restates facts without connecting them to the bigger picture or application. Fails to observe netiquette to point that discussion forum post(s) had to be deleted by instructor.</p>	10.0 pts	
<p><b>SUPPORT:</b></p> <p>Discussion Forum stays scientific and avoids opinions; includes anthropologically relevant evidence, examples, and details to support interpretations, arguments, and analysis; integrates perspectives beyond those provided in the course; demonstrates purposeful reflection through anthropological perspective.</p>	<p><b>10.0 pts</b> <b>Excellent Support!</b></p> <p>Discussion Forum contains excellent examples and details from the course material to support its arguments. Discussion integrates extensive relevant anthropological terminology, concepts and big ideas. Great work!</p>	<p><b>8.0 pts</b> <b>Discussion Forum's Support is Above Average!</b></p> <p>Discussion Forum uses many relevant anthropological examples and details from the course material to support its arguments. Its content integrates substantial terminology, concepts, and big ideas in anthropology properly. Good work!</p>	<p><b>6.0 pts</b> <b>Paper's Support is Good</b></p> <p>Discussion Forum uses relevant evidence and details from the course material. The arguments could be strengthened with additional specific examples from the course material; improved use and/or application of anthropological terminology, concepts, and/or big ideas will ensure higher marks in future discussion forum assignments.</p>	<p><b>4.0 pts</b> <b>Support is Satisfactory</b></p> <p>Discussion Forum avoids personal opinions, and uses some relevant evidence and details from the course material. Could include more relevant anthropological examples in its arguments and analysis and more usage of anthropological terminology, concepts, and/or big ideas.</p>	<p><b>2.0 pts</b> <b>Supporting Evidence and Content is Poor</b></p> <p>Discussion Forum posts may include personal opinions along with colloquial, immature and/or informal comments or language. Often uses irrelevant examples (anthropological or not), while lacking specific anthropological terminology, concepts, and big ideas from assigned course material (possibly from citing "gray" literature; random online content; or other non-reliable content not vetted by instructor or peer reviewed journal).</p>	<p><b>0.0 pts</b> <b>FAIL</b></p> <p>No submission - or - Discussion Forum posts may include personal opinions along with immature and/or colloquial language, or other "filler". Frequently uses irrelevant examples (anthropological or not), and lacks appropriate details or specifics from the source material (possibly from citing "gray" literature; random online content; or other non-reliable content not vetted by instructor or peer reviewed journal).</p>	10.0 pts	

## Example of Embedded Scoring Rubric for Discussion Forum from ANTH&216 - Cultural Anthropology (in CANVAS Module)

<p><b>CONTENT:</b> Discussion Forum addresses all the questions posed in anthropological fashion; uses anthropological examples and terminology from appropriate/assigned source material(s); demonstrates an understanding of the subject matter; makes connections within evidence provided through application of the science of anthropology.</p>	<p><b>10.0 pts</b> <b>Content of Discussion Forum is Excellent!</b> Discussion Forums strongly addresses questions and issues by referencing assigned material, and utilizing additional research. Very clear with insightful connections between anthropological ideas and subject matter. The Discussion Forums elaborates its arguments profoundly and with introspection. Great work!</p>	<p><b>8.0 pts</b> <b>Discussion Forum's Content is Above Average!</b> Discussion Forum strongly addresses the questions asked and makes good use of course material. It is clear and utilizes accurate anthropological connections between its contents and the course subject matter. The discussion forum elaborates clearly to strengthen its arguments with proper use of anthropological terminology, concepts, and big ideas. Good work!</p>	<p><b>6.0 pts</b> <b>Discussion Forum Content is Good</b> Discussion Forum post addresses the week's topic and references appropriate course material. It is generally clear, making accurate connections between its content and the subject matter with proper anthropological terminology, concepts, and big ideas. Could include more elaboration to strengthen its arguments.</p>	<p><b>4.0 pts</b> <b>Discussion Forum's Content is Satisfactory</b> Discussion Forum post addresses the week's discussion forum topic and references assigned material. It has some unclear and/or inaccurate ties between its content and the material. Could include more relevant and/ or proper use of anthropological terminology, concepts, and/ or big ideas.</p>	<p><b>2.0 pts</b> <b>Content is Poor</b> Discussion Forum often veered away from discussion forum topic, and lacks connection to the relevant assigned course material. Many unclear and/or inaccurate ties between its contents and the material. Lacks correct usage or application of anthropological terminology, concepts, and/or big ideas.</p>	<p><b>0.0 pts</b> <b>0 Points</b> No submission - or - Discussion Forum does not address discussion forum topic, fails to refer to assigned material, and makes unclear or inaccurate connections between its contents and the source. Unclear and/or inaccurate ties between its contents and the material. No correct usage or application of anthropological terminology, concepts, and/or big ideas.</p>	<p>10.0 pts</p>
<p><b>MECHANICS:</b> Discussion Forum posts are anthropological in nature and substance; use accurate spelling, punctuation, grammar, and complete sentences; provides proper citations and written in student's own words (not plagiarized); avoids listing or focusing on points/ideas not related to anthropology. For further writing assistance, students may contact the Centralia College Writing Center at: <a href="http://www.centralia.edu/academics/writingcenter/">http://www.centralia.edu/academics/writingcenter/</a></p>	<p><b>10.0 pts</b> <b>Discussion Forum's Writing Mechanics are Excellent!</b> Discussion Forum post spelling, punctuation, &amp; grammar are excellent. Uses appropriate citations when necessary. Great work!</p>	<p><b>8.0 pts</b> <b>Discussion Forum's Writing Mechanics are Above Average!</b> Discussion Forum post spelling, punctuation, and grammar are accurate. It uses appropriate citations when necessary. Good work!</p>	<p><b>6.0 pts</b> <b>Discussion Forum's Writing Mechanics are Good</b> Discussion Forum contains few misspellings. Punctuation and grammar are good.</p>	<p><b>4.0 pts</b> <b>Discussion Forum's Writing Mechanics are Satisfactory</b> Discussion Forum contains a few misspellings. Its punctuation and grammar are generally good. It contains some incomplete sentences and ideas. Could be made stronger with a little additional proofreading before submission. In order to produce higher quality written assignments in the future, you may want to access the Centralia College Writing Center Link directly through the Canvas Student Portal for services or contact them at: TransAlta Commons Room 301 - <a href="http://www.centralia.edu/academics/writingcenter/">http://www.centralia.edu/academics/writingcenter/</a></p>	<p><b>0.0 pts</b> <b>0 Points</b> No submission - or - Discussion Forum contains frequent misspellings, poor punctuation and grammar. It contains incomplete sentences and ideas. May include plagiarized passages or quotes lacking proper attribution. In order to produce higher quality written assignments in the future, you may want to access the Centralia College Writing Center Link directly through the Canvas Student Portal for services or contact them at: TransAlta Commons Room 301 - <a href="http://www.centralia.edu/academics/writingcenter/">http://www.centralia.edu/academics/writingcenter/</a></p>	<p>10.0 pts</p>	
<p>Total Points: 50.0</p>							