![Centralia College logo]

CENTRALIA
COLLEGE

Policies, Regulations & Financial Review

Prepared for the Northwest Commission on Colleges and Universities

by Centralia College

Submitted March 1 2024

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POLICIES, REGULATIONS & FINANCIAL REVIEW

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CONTRIBUTORS

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Institutional Report Certification Form

On behalf of the Institution, I certify that:

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

☒ The Institution remains in compliance with NWCCU Eligibility Requirements.

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

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

Centralia College
(Name of Institution)

Dr. Robert Mohrbacher
(Name of Chief Executive Officer)

(Signature of Chief Executive Officer)

February 26, 2024
(Date)

MISSION FULLFILLMENT

Centralia College strives to be a mission-focused institution and focuses on three key areas of its mission statement: student success, academic excellence, and support for community. The mission statement reflects the ways in which the college gives focus and direction to its values and works to fulfill its vision. The college developed its current mission statement in 2018, which involved broad participation across campus.

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

The college monitors mission fulfillment on an annual basis as described in Board Policy 5.001 through its Mission Fulfillment Report each year. The Mission Fulfillment Report is structured around the three mission focus areas. Each mission focus area has a set of key performance indicators and associated measures. These collectively monitor the effectiveness of the college's achievement of the mission.

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.

As the college began recovering from the effects of the global pandemic, the leadership acknowledged that the college had reached a particular point in history where unprecedented challenges and needs had to be addressed to carry the college forward. In Fall 2022, the college engaged in an inclusive process to develop a new strategic plan. This plan was adopted by the Board of Trustees in June 2023.

2023-28 Centralia College Strategic Plan

Mission, Vision, Values						
Strategic Theme: Support Students			**Strategic Theme:** Retain & Develop Employees		**Strategic Theme:** Revitalize College Campus & Community Engagement	
Goal 1: Help students enter the college and choose a pathway to careers and future education.	**Goal 2:** Provide culturally responsive, inclusive, and accessible support to help students achieve academic and career goals.	**Goal 3:** Ensure equitable learning and achievement outcomes.	**Goal 1:** Establish Centralia College as an employer of choice by fostering a positive, safe, and inclusive work environment.	**Goal 2:** Modernize Centralia College to create a more innovative, efficient, and effective workplace.	**Goal 1:** Meet community educational needs through expanding programs and partnerships.	**Goal 2:** Enhance and revitalize college infrastructure, buildings, and grounds to provide a welcoming environment.

To focus on the development of the new strategic plan, the college suspended its annual Mission Fulfillment Report in 2022-23. The college is in the process of revising the format of the report and adopting new key performance indicators informed by the newly adopted strategic plan. At the time of this writing, the key performance indicators have not been finalized by the institutional effectiveness committee or the Board of Trustees.

Access and Enrollment
- Enrollment
- High school direct enrollment

Student Progression and Success
- Retention
- Credits attempted versus completed in 1st Year
- Transition from pre-college math and English to college-level math and English
- Transition from basic skills to college-level
- Math and English course success and progression
- Achievement of student learning competencies
- Completion/Graduate Rate

Post College Success
- Transfer to 4-year Institutions
- Employment/Job Placement

Employee
- Employee Diversity vs Student and Community Diversity
- Employee FTE to student FTE ratio
- Employee Satisfaction

Budget
- Budget Efficiency
- Cost per FTE

STANDARD TWO GOVERNANCE, RESOURCES AND CAPACITY
2.A GOVERNANCE

2.A.1 GOVERNANCE

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Washington State Board for Community & Technical Colleges

Centralia College has an effective and well-established governance structure, with clearly defined roles, responsibilities, and scope of authority. The college is one of 34 public community and technical colleges that are part of the Washington State Board for Community and Technical Colleges (SBCTC) system. The SBCTC is led by a nine-member board appointed by the governor and confirmed by the Washington State Senate. The responsibilities of the Board include:

- Prepare a single system operating budget request and capital budget request for consideration by the legislature.
- Disburse capital and operating funds appropriated by the legislature to the college districts.

- Ensure that each college maintains an open-door policy and offers the educational, training, and service programs specified by law.
- Administer criteria for establishment of new colleges and for the modification of district boundary lines.
- Establish minimum standards for the operation of community and technical colleges with respect to personnel qualifications, budgeting, accounting, auditing, curriculum content, degree requirements, admission policies, and the eligibility of courses for state support.
- Prepare a comprehensive master plan for community and technical college education.
- Encourage innovation, coordinate research, and disseminate research findings.

The statutes, policies, and rules governing the community and technical college system are found in the SBCTC Policy Manual. All colleges that are part of the system have input into the development and revisions of SBCTC rules and policies through an established commission and council structure made up of members from the colleges. Documentation, bylaws, and other resources for the commission structure are published on the SBCTC website.

While SBCTC is responsible for governance on a system level, including being the liaison with the State Legislature and other agencies, and providing coordination among the 34 community and technical colleges, it does not directly govern any of the individual colleges. That responsibility falls to the boards of trustees at each college. Furthermore, as an agency of the state of Washington, specific Washington Administrative Codes (WACs) and Revised Codes of Washington (RCWs) address the legislative rules that apply to the college.

Centralia College Board of Trustees
Centralia College is governed by a five-member board of trustees appointed by the governor and confirmed by the Washington State Senate. Board members are appointed to a five-year term and typically are eligible for one five-year reappointment. The duties and powers of the Boards are prescribed in RCW 28B.50.100, RCW 28B.50.140, and RCW 28B.50.142.

The members of the Board are committed to the health and growth of the college as well as making sure that the college is committed to serving the community. No trustee has substantive employment or other financial interest with the college. The 2023-24 board of trustees is made up of the following members:

- **Court Stanley**, **Board Chair**. Former president of Port Blakely Forestry (retired). Extensive board and public service experience, including Wilcox Family Farms, World Forestry Center, Washington Farm Forestry Association, and United Way of Lewis County. Appointed in 2020.

- **Dr. Pretrina Mullins, Vice Chair**. Academic counselor, White Pass High School. Board and community experience with Centralia Lodging Tax Committee, Lewis County Historical Museum, and Friends of Seminary Hill. Appointed in 2021.

- **Dr. Mark Scheibmeir**. Senior partner in the law firm Hillier, Scheibmeir, Kelly & Satterfield. Hearing examiner for Lewis and Cowlitz counties and cities of Kelso and Olympia. Member of Centralia College Foundation Board (ex officio), Chehalis Rotary, and Lewis County Trails Association. Appointed in 2017; reappointed 2021.

- **Annalee Tobey**. Executive Director for Experience Chehalis. Associations and community service include Washington Main Street Advisory Board, Economic Alliance of Lewis County, Chehalis Lodging Tax Committee, Discover Children's Museum, Women United, and Adna Booster Club. Appointed 2022.

- **Chris Thomas**. Senior Communications Manager for Providence Health Care of South Puget Sound. Board and community service includes Centralia-Chehalis Chamber of Commerce, Dollars for Scholars of Centralia, and Riverside Golf Club Board, former school board member for Centralia School District. Appointed 2023.

The board develops, approves, and regularly reviews policies that govern the board's operation and give direction to the operations of the college. The college's policies are published in the [Policy Manual](#) on the college website.

Required Evidence:
- [State Board for Community and Technical Colleges Policy Manual](#)
- [WAC 132L-133-020](#) Organization—Operation
- [RCW 28B.50.100](#) Boards of trustees—Generally
- [RCW 28B.50.140](#) Boards of trustees—Powers and duties
- [RCW 28B.50.142](#) Treasurer of board—Duties—Bond
- [Centralia College Board of Trustees Policies](#)
- [Board Agendas and Minutes](#)
- [Policy 1.052 College Policy & Procedure Formulation](#)
- [Policy 5.016 Policy Review](#)

2.A.2 INSTITUTIONAL LEADERSHIP

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

Centralia College's leadership team has the experience, credentials, and commitment to manage the business of the college.

President's Cabinet
The president's cabinet provides overall leadership for the college. The cabinet meets weekly to make decisions related to planning, budgeting, and to assess effectiveness of operations in addition to addressing issues and concerns that have cross-departmental and/or college-wide

impact. The cabinet is made up of seven members, with each member responsible for planning, organizing, managing, and assessing their respective areas:

Name (CV Link)	Title	Division
Robert Mohrbacher Ed.D.	President	President's Office
Robert Cox, Ed.D.	Vice President of Student Services	Student Services
Connie Smejkal	Vice President of Instruction (Interim)	Instruction
Joy Anglesey	Vice President of Human Resources and Equity	Human Resources
Tariq Qureshi	Vice President of Finance and Administration	Administrative Services
Christine Fossett	Associate Vice President for Advancement	Advancement/Centralia College Foundation
Fia Eliasson-Creek	Executive Director of Institutional Research	Institutional Research Accreditation Liaison Officer

Executive Management Team

The executive management team (EMT) is a cross functional working group that meets weekly to manage and coordinate college operations. EMT is made up of the President's Cabinet plus deans and key directors from across the college:

- Amanda Haines, Director of College Relations
- Elizabeth Lazo, Dean of Instruction for Workforce Education
- Casey Schmidt, Chief Technology Officer
- Darcell Scott, Director of Student Success and Retention
- Julie Nurse, Library Director
- Kelly Jean Worthey, Director of Enrollment Services
- Liselotte Thompson, Dean of Instruction for Transitional Education & CC East
- Liz Paulino, Associate Dean of Bachelor's Programs
- Nikki Sprague, Director of Business Services
- Shelley Bannish, Director of Student Life and Involvement
- Tim Wright, Dean of Instruction for Arts & Sciences
- Tracy Dahl, Director of Financial Aid
- Carrie Powell, Director of Organizational Development
- Jared Cunningham, Campus Safety & Security Manager
- Tammy Remund, Human Resources Benefits Manager
- Elizabeth Grant, Dean of Corrections Education
- Zach Queen, Director of Auxiliary Services
- Amanda Witt, Director of Procurement Services
- Monica Brummer, Director, Pacific Northwest Center of Excellence for Clean Energy
- Rick Perkins, Director of Maintenance and Construction

- Jenny Bauska, Director of Nursing
- Cliff Frederickson, Director of Budgets, Grants, & Contracts (Interim)
- Steve Queen, Assistant Director for Custodial and Grounds (Interim)
- Janet Reaume, Executive Assistant to the President

Required Evidence:
- Leadership organizational chart

2.A.3 CHIEF EXECUTIVE OFFICER

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

Dr. Robert Mohrbacher has served as the president of Centralia College since July 2016. He earned a Doctor of Education degree, specializing in community college leadership, from Oregon State University. Dr. Mohrbacher has more than 30 years of experience working in the Washington community and technical college system in a number of capacities, from faculty member teaching English and humanities courses to administrative positions such as department and division chair and vice president for instruction and student services. He also has worked at five of the 34 colleges within the SBCTC system - Tacoma Community College, Pierce College Fort Steilacoom, Pierce College Puyallup, Big Bend Community College, and Centralia College.

Dr. Mohrbacher serves as the secretary of the Centralia College Board of Trustees but is not a voting member of the board. The governance relationship between the board and the president is clearly outlined in the Board Policy Manual, which is published on the college website.

Required Evidence:
- Dr. Mohrbacher, curriculum vitae

Additional Evidence:
- Policy 5.020 Board/President Relationship
- Policy 5.021 President's Role
- Policy 5.022 Delegation to the President
- Policy 5.023 Executive Limitations
- Policy 5.024 Monitoring Presidential Performance
- Policy 5.025 Acting President

2.A.4 DECISION-MAKING STRUCTURES AND PROCESSES

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Centralia College has well-established and effective processes for decision-making. The primary vehicle for policy decisions and related issues is through the college's standing committee and council structure.

Institutional Effectiveness Committee

The institutional effectiveness committee (IE) is the college's governance committee and is responsible for policy review, strategic planning, and the assessment of institutional effectiveness. The committee is comprised of representatives from all standing committees as well as the president's cabinet and thus includes administrators, faculty, classified staff, and students. IE coordinates the work of standing committees to assure consistency of focus, effective communication, and maintain a coherent committee structure for college work that is inclusive and responsive. IE meets monthly and is chaired by the president.

CENTRALIA COLLEGE COMMITTEES
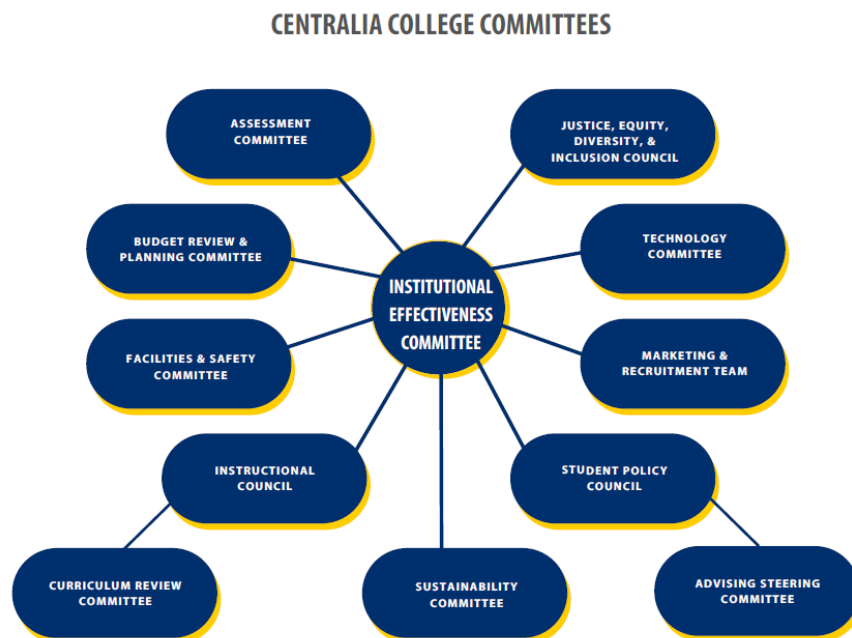
Information sharing moves in two directions, from IE to the other committees and councils, as well as from committees and councils to IE. Committee representatives are tasked with bringing policy changes, procedure updates, or questions regarding college-wide initiatives back to their respective committees for feedback. Each committee or council has its own intranet page that includes committee structure documents, committee membership, meeting minutes, and other documentation as relevant. This gives the college community access to the actions of all current

committees. Policy updates or revisions may be brought forward from any committee to IE; policy changes approved by IE are reported on the board of trustees' agenda each month.

The various committees and councils use different communication strategies to reach out to the college community on key issues. For example, the budget review & planning committee (BRP) holds two or more budget forums each year. These forums are open to the whole campus and present budget status and planning information. Members of the committee receive feedback from the campus community to bring back to BRP for consideration.

Instructional Council
The instructional council (IE) is a faculty-led committee charged with maintaining the quality, integrity, and rigor of the college's curriculum, instructional standards, and the academic life of students. The committee is comprised of faculty representatives from various divisions and disciplines. The committee also includes ex-officio administrative members as well as liaisons to the student policy council and the institutional effectiveness committee.

Student Advocacy and Activities Leadership Team
The student advocacy and activities leadership team (SAALT) is the governing body for the Associated Students of Centralia College. They perform a variety of governance roles on behalf of students. These include development and approval of the Services & Activities (S&A) budget; approval of the Technology Fee budget; and allocating primary funding for athletics. SAALT members serve on standing committees of the college, solicit members to serve on tenure committees and other college work groups. The SAALT president has a standing report on the Board of Trustee agenda each month.

Required Evidence:
- Policy 5.023 Executive Limitations
- Policy 4.035 Associated Students of Centralia College
- RCW 28B.15.045: Services and activities fees
- Student Advocacy and Activities Leadership Team By-Laws
- Student Advocacy and Activities Leadership Team Constitution
- Institutional Effectiveness Committee Charter
- Instructional Council Charter

Additional Evidence:
Example of Committee Charters
- Budget, Review & Planning Committee Charter
- Student Policy Council Charter

2.B ACADEMIC FREEDOM

2.B.1 ACADEMIC FREEDOM

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

2.B.2 SUPPORTS INDEPENDENT THOUGHT

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

Centralia College is committed to providing an educational and work environment supporting and encouraging intellectual freedom and independence. Faculty and students are encouraged to examine and freely discuss content appropriate to their discipline or area of study as judged by the academic community.

Faculty rights to academic freedom are explicitly defined in the faculty negotiated agreement as well as in college policy. College Policy 2.001 Academic Freedom explicitly states that "each faculty member is entitled to freedom in the classroom in the discussion or the subject they teach. Each faculty member has the same rights as other citizens."

Course curriculum, including student learning objectives, is developed, and vetted through the instructional council. In accordance with college Policy 3.220 New Course Adoption, faculty members develop the course outline proposal. All course outlines are reviewed and approved by the instructional council. The voting members of the council are faculty members. This vetting of course curricula allows for appropriate input and feedback regarding curriculum while maintaining and protecting academic freedom.

Students' rights to independent thought and academic freedom are explicitly defined in Washington Administrative Code (WAC 132L-351-035), which begins:

> As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom.

Information for students on student rights and responsibilities is included in the college catalog and available in the offices of student life and the vice president of student services as well as in the college Policy Manual on the website.

Required Evidence:
- WAC 132L-351-035 Student Rights (Academic Freedom)
- Policy 2.001 Academic Freedom
- Policy 3.220 New Course Development
- Policy 4.170 Student Rights & Responsibilities
- 2023-2026 Faculty Negotiated Agreement (p. 5)

Additional Evidence:
- Instructional Council Charter
- 2023-24 Centralia College Catalog (p. 35)

2.C POLICIES AND PROCEDURES

2.C.1 TRANSFER OF CREDITS

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

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

The enrollment services office determines which credits transfer and how the credits apply to a degree or program. A transfer student completes a two-step process which is explained in the college catalog. Transfer credits are determined based on official transcripts from regionally accredited colleges or universities. Centralia College does not accept college credits awarded by non-accredited institutions. Transfer credits from semester institutions are converted to quarter credits based on standard equivalency calculations.

The college's credit evaluator determines course equivalences by comparing catalog course descriptions from college to college and requests course outlines and/or syllabi as needed. When the credit evaluator determines the course content from the transfer institution is not clearly equivalent to the course content at Centralia College, the credit evaluator consults a

discipline-specific faculty member to further review the materials. The faculty member's expertise in the content allows for further assessment of the course. The faculty member provides the credit evaluator with their determination of alignment between the content of the transfer course's outcomes and Centralia College's course and program outcomes.

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

Required Evidence:
- [Washington's Umbrella Policy on Intercollegiate Transfer and Articulation Among Public Colleges and Universities](#)
- [SBCTC Transfer Reciprocity Policy](#)
- [Policy 4.121 Military Credit Acceptance](#)
- [Policy 4.125 Academic Credit for Prior Learning](#)

Additional Evidence:
- [Transferring Credits to Centralia](#) (College Website)
- [Evaluation of Transfer Credits](#) (College Catalog, pp. 8-9)

2.C.2 STUDENT RIGHTS AND RESPONSIBLITIES

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Centralia College's policies and procedures regarding student rights and responsibilities are clearly stated and widely distributed in the [Student Rights and Responsibilities Code](#). In 2020, the college revised its Student Rights and Responsibility Code to model a code developed by the Washinton State Attorney General's Office. The revised code was approved by the college's institutional effectiveness committee, the Board of Trustees, and was accepted as a Washington State Administrative Code (WAC) by the Office of the Code Reviser. The new Student Rights and Responsibilities Code includes descriptions of prohibited student conduct, possible sanctions for violations, brief and full adjudication and appeal processes, and Title IX adjudication processes including appeals. Furthermore, prohibited student behavior, including academic dishonesty, are described in [WAC 132L-351-040](#) and prohibited student conduct and corresponding discipline can be found in college [Policy 4.170 Student Rights & Responsibilities.](#)

The college has several appeal processes that are well developed, efficient, and student centric. Information about these appeals processes is available to students on the college website and in the catalog as well as outlined in the Washington Administrative Code (WAC) as follows:

- Information about the Financial Aid appeal process can be found on the college's Financial Aid webpage, including access to the appeals form.
- Academic Standard appeals process can be found in college Policy 4.005 Academic Standards.
- Grade appeals can be found on the college student complaints webpage under "concerns about faculty members."
- Appeals for all other student matters can be found on the college webpage under "concerns about staff and administrators."
- Student conduct appeals can be found in the Student Rights and Responsibilities Code WAC 132L-351-060: Appeal from Disciplinary Action
- Title IX appeals can be found in the Student Rights and Responsibilities Code WAC 132L-351-280: Appeals.

The college provides information to students with disabilities regarding accommodation and support services to help students access programs and services on the college's disability services webpage an in the catalog. In addition, college policies provide additional protection to students with disabilities such as Policy 4.010: Accommodations for Students with Disabilities and Policy 1.230: Animals on Campus.

Required Evidence:
- WAC 132L-135 Centralia College Student Rights and Responsibilities Code
- WAC 132L-351-280 Appeals
- WAC 132L-351-040 Prohibited Student Conduct
- WAC 132L-351-060 Appeal from Disciplinary Action
- Policy 4.005 Academic Standards
- Policy 4.170 Student Rights & Responsibilities
- Policy 4.010 Accommodations for Students with Disabilities
- Policy 1.230 Animals on Campus
- Policy 1.135 Discrimination and Harassment Policy
- Policy 1.136 Discrimination and Harassment Complaint Policy and Procedures
- Policy 4.170 Student Rights & Responsibilities (academic dishonesty)
- Course Syllabus Template (academic honesty)

Additional Evidence:
- Financial Aid appeal processes

2.C.3 ADMISSIONS, PLACEMENT, AND ACADEMIC STANDING

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Admissions
Centralia College serves students from all backgrounds and regardless of their level of college preparation. Information on admission, placement and academic standards is readily available to prospective students on the college website as well as the catalog. The college is an open admission institution that grants admission to students who:

- Are competent to profit from the curricular offerings,
- Would not, by their conduct, create a disruptive atmosphere within the college inconsistent with the purposes of the institution, and
- Are 18 years of age or older, a high school graduate (or equivalent) or qualified for admission under the provisions of the Running Start program.

Although the college is an open-door campus, some programs may require additional criteria for admission or have a separate admission process. These include the applied bachelor's programs, the nursing program, underage admissions, Running Start, College in the High School, and international student programs. The college catalog and website provide additional information to students regarding special admissions criteria for such programs.

Placement
During the student intake process, all degree-seeking students are required to provide proof of math and English placement to evaluate prerequisite knowledge, skills, and abilities. There are numerous ways for students to demonstrate proficiency for course placement:

- College approved placement exams
- Placement assessments from other colleges
- Transcript from high school or another accredited college
- Academic credit for prior learning

Cut off scores for college placement exams are determined by the faculty and reviewed periodically by department faculty.

Academic Standing and Progress
Student academic progression is maintained quarterly by the vice president of student services. Students who have a cumulative GPA below 2.0 move through progressive levels of academic notice with warning after one quarter, probation after quarter two, and suspension after quarter three. Suspended students are entitled to one appeal through the vice president of student

services. The college has a process for grade forgiveness and academic renewal for students who have restarted college after a lengthy break.

Required Evidence:
- [Policy 4.020 Admission](#)
- [Policy 4.030 Academic Placement](#)
- [Policy 4.005 Academic Standards](#)
- [Satisfactory Academic Progress (SAP) Standards](#)
- [Policy 4.100 Grade Forgiveness & Academic Appeals](#)

Additional Evidence:
- [Placement Testing](#)

2.C.4 STUDENT RECORDS RETENTION

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Centralia College complies with the requirements of applicable Washington State records retention schedules. Paper records are filed, stored, and removed as prescribed in the retention schedule. A large portion of records are maintained electronically.

The college maintains confidentiality of student records under the Family Educational Rights and Privacy Act of 1974 (FERPA) as detailed on the SBCTC website and in the college catalog. Additionally, the college blocks the release of directory information for students who request information not be disclosed. All employees with access to student records are required to complete annual FERPA training.

Centralia College's student management system requires employees to have designated security roles that grant access to student records to ensure compliance with FERPA standards. Security roles are prescribed to employees based on specific job duties following a well-prescribed procedure, which includes several layers of approval. Security roles are audited regularly to assure that network and data security is maintained.

Required Evidence:
- [Washington State Retention Schedule for Community Colleges](#)
- [Family Educational Rights and Privacy Act (FERPA)](#), catalog description pp 24-25
- [Consumer Information Disclosures](#)
- [Centralia College CIHS Handbook](#)

2.D INSTITUTIONAL INTEGRITY

2.D.1 INSTITUTIONAL REPRESENTATION

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

The college represents itself clearly, accurately, and consistently through its announcements, statements, and publications. The director of college relations functions as the college's public information officer and has the primary responsibility to ensure all communications are accurate and truthfully reflect Centralia College's mission and values.

The college relations team oversee information gathering, creating, and publishing of external publications, including custom flyers, mailers, and posters; program specific rack cards; outreach materials; website; and internal communications such as the internal newsletter, Blazer Briefs. College relations staff work closely with all appropriate departments to ensure accuracy of information and consistent branding for publications. All publications and the college website are regularly reviewed by college relations staff, administrators, and content owners to provide ongoing assessment of accuracy and design. The team also updates the events calendar on the public-facing website and social media pages.

The college relations team works with various departments and campus groups to post student information and notices on the outside reader board, digital displays across campus, and social media. Policy 1.255 Public Information Service outlines the requirements and approval process

for all advertising and publications, including social media, and anything that uses the college name or logo. Additionally, the style guide is available on the college relations' intranet page and has specific instructions for logo use and requirements for the EEOC statement.

The college communicates accurate information about its academic intentions, programs, and services through the website, the catalog, Viewbook, and program rack cards. The college catalog is published annually and is primarily available through the website. The catalog contains descriptions of instructional programs, degree requirements, and course information including descriptions, credits, and prerequisites. Changes to courses and degrees are approved by the instructional council and the instruction office is responsible for making sure any changes are updated in the catalog. The other information in the college catalog such as policies and descriptions of services are reviewed annually by the appropriate departments directly, led by the director of college relations.

The program webpages also post education plans and requirements. Updates are coordinated annually with the catalog and reviewed both by the instruction office and the director of college relations and updated throughout the year as needed.

The college demonstrates that its academic programs can be completed in a timely fashion. Most associate degrees can be completed in two years while bachelor's degrees are able to be completed in four. Deans, faculty lead or department chairs ensure courses are offered in a variety of modalities, times, and quarters for students to follow their education planner and graduate on time. All degrees and certificates must meet a minimum number of credits. In 2023, the instruction office updated Education Plans (detailed course sequencing maps) to guide students and show the amount of time degrees will take to complete. These Education Plans are available for each degree pathway.

Required Evidence:
- Policy 1.255 Public Information Service
- 2023-24 Centralia College Catalog

Additional Evidence:
- College Style Guide
- Catalog Review Schedule
- Catalog Review Assignments for Student Services
- Examples of Educational Plans
    - Ed Plan - AA DTA General Exploratory
    - Ed Plan - AA Communication
    - Ed Plan - AAS Accounting/Tax
    - Ed Plan - BAS Teacher Education

2.D.2 ETHICAL STANDARDS

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Several important state and federal statutes direct college policy and practice regarding ethical treatment of students, employees, and the public. These include the Washington State Ethics in Public Service Act (RCW 42.52), Washington State Law Against Discrimination (RCW 49.60), Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, as well as some other statutes on related topics. Based on these guiding regulations, Centralia College establishes clear and published policies and procedures. The most relevant policies from the college's Policy Manual are listed below:

General Policies
- 1.010 Equal Opportunity & Non-Discrimination
- 1.070 State Ethics Law
- 1.135 Discrimination & Harassment
- 1.136 Discrimination and Harassment Complaint Procedure
- 1.137 Employee Disciplinary Hearing
- 1.138 Title IX Grievance Procedure
- 1.190 Nepotism

Student Policies
- 4.060 Student Complaint/Concern Process
- 4.113 Hazing Prevention
- 4.170 Student Rights and Responsibilities

Board Policy
- 5.015 Ethics Policy

The president and, by extension, administrators are also required to perform in an ethical manner, particularly by Executive Limitation Statements (Policy 5.023). These limitations cover:

- General Behavior
- Treatment of People
- Compensation and Benefits
- Budgeting/Forecasting
- Communication and Council to the Board
- Emergency Executive Succession
- Tenure

In addition to these policies, the college maintains other resources to ensure ethical and non-discriminatory practices. Both the Classified Staff Collective Bargaining Agreement and the Faculty Negotiated Agreement are posted on the human resources section of the college

intranet. These agreements outline due process rights, grievance procedures, and related process for employees.

The college website offers resources for students and employees regarding equity standards and complaint procedures:

- Student Complaints at Centralia College
- Title IX and Sexual Misconduct
- Equity, Diversity and Inclusion at CC
- Disability Services
- Public Records

Responsibility for compliance, policy development, complaint procedures, and related priorities are clearly designated. The vice president of human resources and equity is responsible for policies and procedures for employees, for overseeing equity initiatives, for public records requests. The vice president of human resources and equity is also the designated Title IX representative. The vice president of student services is responsible for student policy, procedures, and complaints for students.

The college recognized the need for a position dedicated to the advancement of Diversity, Equity, and Inclusion related issues and created a position for a director of equity in 2023. One of the main goals for this position was to increase awareness of DEI (Diversity, Equity, and Inclusion). The director of equity and inclusion reports to the vice president of human resources and equity and is responsible for developing training and resources for equity and inclusion initiatives and for developing programs, policies, and practices to ensure an equitable environment for students and employees. The college recognizes the need for ongoing training and the director is in the process of developing professional development opportunities for employees in the following areas:

- Understanding DEI language
- Learning about LGBTQTIA+
- How to stand up for one another

In addition, the director works closely with the justice, equity, diversity & inclusion (JEDI) council, a standing committee with membership from a variety of constituencies to bring awareness of DEI to and on campus.

Required Evidence:
- [RCW 42.52 Washington State Ethics in Public Service Act](#)
- [RCW 49.60 Washington State Law Against Discrimination](#)
- [Title VII of the Civil Rights Act of 1964](#)
- [Title IX of the Education Amendments of 1972](#)
- [Americans with Disabilities Act](#)
- [Policy 1.010 Equal Employment & Non-Discrimination](#)

- Policy 1.135 Discrimination & Harassment Policy
- Policy 1.136 Discrimination & Harassment Complaint Policy & Procedure
- Policy 1.137 Employee Disciplinary Hearing
- Policy 1.138 Title IX Grievance Procedures
- Policy 1.395 Whistleblower Program
- Policy 4.170 Student Rights & Responsibilities
- Student Complaint Process
- Policy 5.023 Executive Limitations
- Public Records

WA Federation of State Employees CBA
- Article 2 Non-Discrimination (p. 10)
- Article 5.2 Appointment Notice (p. 11)
- Article 30 Grievance Procedure (pp. 63-68)
- Article 31 Legal Defense (p. 68)

Centralia College Federation of Teachers, Negotiated Agreement
- Article IV Non-Discrimination (p. 5)
- Article XIV Resolution of Concerns (pp. 57-60)
- Article XV Unresolved Concerns (p. 60)
- Article XVII Grievance (pp. 72-74)

2.D.3 CONFLICT OF INTEREST

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Centralia College has well-established, published policies that prohibit and describe conflicts of interest on the part of the Board of Trustees, administration, staff, and faculty. The college Policy Manual contains policies on ethical use of resources and how to avoid conflict of interest.

Members of the Board of Trustees, as well as the president, must annually file an F-1 Financial Disclosure form with the Public Disclosure Commission. Washington State law requires all elected and appointed representatives of state entities to disclose their income, financial assets, and business and organizational interests. This disclosure is intended to highlight any potential conflicts of interest.

The SBCTC conducts an annual trustee orientation, which covers conflict of interest along with other laws and policies as they apply to appointed officials. Ongoing training and resources are also available through Washington Association of College Trustees.

The college Policy Manual includes Policy 1.070 State Ethics Law, which mandates compliance with the Ethics in Public Service Law (RCW 45.52). This statute details a list of potential conflict of

interest topics, including gifts, honoraria, financial interests, activities incompatible with public duties, and more.

Required Evidence:
- [Policy 1.070 State Ethics Law](#)
- [Policy 5.015 Ethics Policy](#)
- [Policy 1.240 Political Activity for Employees](#)
- [Policy 3.310 Vendors](#)
- [RCW 42.52 Ethics in Public Service](#)
- [WA State Public Disclosure Commission](#)

Additional Evidence:
- [Contract and Vendor Terms and Conditions](#)

2.E FINANICAL RESOURCES

2.E.1 AUDIT AND FINANCIAL STABILITY

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Audit and Review Processes

Centralia College is audited annually by the Washington State Auditor's Office (SAO). The auditor's office conducts its financial statement audits in accordance with Generally accepted Auditing Standards (GAAS), the standards applicable in governmental auditing. The College's Audited Financial Statements are publicly available on the State Auditor's website.

The college remains in compliance with the Northwest Commission's expectations by completing an annual audit within 15 months after the fiscal year-end, which is presented to the Board of Trustees. The college has been a leader in financial reporting, starting with its initial 2014 financial statement audit and was the first state agency to earn the SAO Financial Stewardship award. The college continues to complete timely financial audits.

The college is also subject to SAO constitutionally mandated accountability audit, typically done for four-year periods, which tests medium to high-risk areas, including transactions and their internal controls. In addition, the college undergoes financial reviews from the SBCTC, testing compliance with various laws and regulations. These reviews are typically conducted in three-year cycles.

Board of Trustees Budget Reporting and Reserves

Policy on budget oversight (Policy 5.011) requires the Board of Trustees to receive at least three budget presentations per year. The budget presentations may be presented as part of the written monthly board report or oral report during a regular scheduled Board meeting, or a scheduled study session. Each budget presentation addresses the budget structure, revenues, expenses, and any other financial factors that significantly impact the fiscal health of the college or its programs.

Board policy directs the president to assure that the college maintains sufficient reserves to have continuous operation of the college in case of fiscal or other emergencies. Sufficient reserves are defined as two months of operating expenses. Consideration should also consider continuity of operations due to unseen natural or manmade disasters, as well as capital repair and replacement. Information taken from the latest financial audit, FY2022, shows the college has more than 21 weeks (about five months) of operating reserves.

Cash Flow and Liquidity

The College has a strong balance sheet, for the most recent year audited (FY2022), with significant working capital of more than $14.8 million, and a strong current and acid-test ratio for the same period, both more than 5.0. The College has the resources to meet current expenditures and weather unforeseen financial difficulties.

College Foundation

The Centralia College Foundation, a 501(C)3 non-profit, was created to raise funds for scholarships, fellowships, capital, and other initiatives, on behalf of the college. The Foundation undergoes an annual financial statement audit by a local CPA Firm, in accordance with the Financial Accounting Standards Board (FASB) and follows FASB's Accounting Standards Codification (ASC) Topic 958 for financial reporting.

The Foundation audited financial report includes a statement of financial position, statement of activities and changes in net assets, statement of functional expenses and a statement of cash flows, along with footnotes. The Foundation's basic financial statements are reported as a discreetly presented component unit in the College's Annual Comprehensive Financial Report (ACFR). The Foundation must file an annual Internal Revenue Service Federal Form 990, Return of Organizations Exempt from Income Tax.

Required Evidence

- RCW 28B.15.044, Services & Activities Fees
- RCW 28B.50.100, Board of Trustees
- 2022 Annual Financial Report (No Management Letter given)
- 2021 Annual Financial Report
- 2020 Annual Financial Report
- 2023 Foundation Financial Statement

Additional Evidence

- [Consolidated Statements of Cash Flows](#)
- [Significant Grants and Contracts](#)
- [Liquidity Measures](#)
- [Investment Income](#)
- [Tuition, Fees and Auxiliary Revenues](#)
- [Foundation 2022-23 Annual Giving Report](#)
- [Foundation 2021-22 Annual Giving Report](#)

2.E.2 FINANCIAL PLANNING

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short-term financial health and long-term financial stability and sustainability.

Centralia College's operating budget is dependent on a variety of revenue sources. These include tuition collections, state allocation, Running Start program revenue collected from participating high schools, a variety of grants and contracts, and some auxiliary services revenue. The college, as with other colleges in the state system, is currently experiencing enrollment levels that are below pre-pandemic levels, though current trends are showing improvement in this area, especially in applied bachelor's programs and the Running Start Program.

Budget Development

The college has a standing committee for budget development. The budget review and planning committee (BRP) provides opportunity for all areas of the college to be involved in the operating budget development and review process, and to ensure the mission and goals of the college are reflected in financial decisions. The BRP meets as often as necessary, but no less than monthly, from October through May. BRP membership includes all areas of the college, including two student members. Committee responsibilities include:

a. Work closely with the vice president of finance and administration and executive management team (EMT), in the planning process.
b. Provide pertinent budget information in a timely manner to the campus community, IE and EMT.
c. Review and monitor the current year's budget.
d. Review the budget in relation to strategic priorities.
e. Provide campus forums to promote understanding of budget trends.

Starting in 2023-24, the committee will develop a work plan that links to the college's strategic plan and has set a tentative meeting schedule:

- Early spring quarter – draft of subsequent year's work plan.
- Late spring quarter – report on the current year plan.

- Fall quarter – committee reviews current year work plan.

To be more transparent with college stakeholders, the business office developed a budget dashboard that allows budget managers to manage and monitor their annual budgets in real time. The budget dashboard includes information on budgets to actual expenses by line item, expenses for goods and services, travel, outstanding encumbrances and employee salaries and benefits. The budget dashboard is available to all employees on the college's intranet.

The college maintains a strong financial position with a proactive eye on identifying issues or trends that would adversely affect this position. If the college faces any significant - defined as $100,000 or more - potential or actual budget cuts to state funded or contract funded programs, the president is required to notify the Board of Trustees in accordance with college Policy 5.011 Budget Oversight. The vice president of finances and administration report to the Board of Trustees on the operating budget three times a year, which highlighting any areas of concern involving revenues, expenses, or any other factors that have a significant impact on the fiscal health of the college or its programs.

The student advocacy and activities leadership team works with student services and business office staff to estimate Services & Activities (S&A) operating revenues from student fee collections. They work with the athletic department, student clubs, and other college groups and services to develop the annual S&A budget.

Board of Trustees Annual Budgeting

Board policy on budget oversight, Policy 5.011, requires the college president present to the board an annual operating budget no later than the May board meeting. If a new budget cannot be presented by the May meeting, the board may pass a resolution at its regular June meeting, or at a special meeting, on or before June 30, extending the current year's operating budget for a specified number of months, or at the end of a specified period. This budgeting process also includes the students' proposed budget recommendations for Service & Activities (S&A) fees.

Required Evidence:
- [Policy 5.011 Budget Oversight](#)
- [March 2023 Board of Trustees Minutes](#)
- [June 2023 Board of Trustees Agenda](#)
- [June 2023 Board of Trustees Minutes](#)
- [FY23 Reserves from March 2023 BOT Meeting](#)
- [FY24 Budget Presentation from June 2023 BOT Meeting](#)

Additional Evidence:
- [Budget, Review & Planning Committee Charter](#)

2.E.3 FINANCIAL RESOURCE MANAGEMENT

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

As an agency of the State of Washington, Centralia College follows the generally accepted accounting principles (GAAP) for both accounting and budgeting outlined in the Washington Office of Financial Management's (OFM) State Administrative & Accounting Manual (SAAM). Any exemption request to SAAM must be made to the director of OFM, by the SBCTC, and if approved, is good for the biennium requested.

In February 2021, the Centralia College migrated from its old legacy accounting system to a new PeopleSoft system called ctcLink. The college uses ctcLink for budgeting and accounting, capital assets, financial aid, and human resource management. The ctcLink Accounting Manual (CLAM) has been developed and maintained by the SBCTC and is a dynamic document with frequent updates.

Each year, SBCTC sends the college a report on key fiscal health measures. The report provides a comparison of how the college compares to the average of other similarly sized colleges within the community college system. Key indicators include operating margin, operating reserve to expenditures, tuition per FTE, operating revenue to debt, local funds, and investments.

The college has a system of internal controls, which can be best described as a three-legged stool, 1) comply with laws and regulations, 2) safeguard assets, and 3) be operationally efficient.

The college undergoes a financial statement audit annually and, in the spirit of transparency, these audited financial statements are published on the college's website for anyone to review. These reports are also available from the State Auditors' Office (SAO) website, along with other reports on the college or any other state agency (e.g., Accountability audit reports).

Required Evidence:
- RCW 43.88.037 Comprehensive budgeting, accounting, and reporting system conforming to generally accepted accounting principles
- Washington Office of Financial Management's (OFM) State Administrative & Accounting Manual (SAAM)
- SBCTC ctcLink Accounting Manual (CLAM)
- SBCTC Fiscal Affairs Manual

Additional Evidence:
- ctcLink Approval Work-Flow Examples
- Internal Control Checklist
- Risk Assessment Checklist

2.F HUMAN RESOURCES

2.F.1 CONDITIONS OF EMPLOYMENT

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

All new employees at Centralia College are apprised of their conditions of employment, work assignments, rights and responsibilities, and performance evaluation. Upon hire, employees are provided with a job description which details the specific duties and expectations of their role. Faculty and classified staff are also provided access to their collective bargaining agreement.

Within a week of hire, all new employees attend orientation and are given a New Employee Orientation form that outlines important topics such as policies and procedures, benefits, introduction to the workplace and training expectations. Employees are expected to review the form with their supervisor and once completed it will be signed off by the supervisor. New employees are also required to complete mandatory training within 90 days of hire that includes Title IX, Mandatory Reporting, FERPA, Hazing & Bullying, Ethics and more. When work conditions change, employees receive a Personnel Action Form that outlines new work assignments, pay, hours of work, and supervisor information.

Exempt and administrative employees are "at-will" employees and are provided with an annual contract that specifies salary, duration, and other terms and conditions of employment. As such they can be terminated with or without cause as determined by the president before their annual contract ends.

Termination of faculty and classified staff termination followed through the Collective Bargaining Agreement just cause. Policy 2.155 Adjunct Faculty, states "adjunct faculty may be terminated before the end of the contract term or temporarily suspended when the vice president of instruction or a dean believes such action is necessary to protect the interests of the college, safeguard college property, or protect students' interests."

Required Evidence:
- 2023-2025 Classified Staff Bargaining Agreement
- 2023-2026 Faculty Negotiated Agreement (pp. 61-67)
- Policy 1.010 Equal Employment & Non-Discrimination
- Policy 1.136 Discrimination and Harassment Complaint Policy and Procedure
- Policy 1.137 Employee Disciplinary Hearing
- Policy 2.515 Evaluations
- Policy 2.155 Termination of Adjuncts
- Policy 2.550 Personnel Files

Additional Evidence:
- New Employee Orientation Form
- Personnel Action Form

2.F.2 PROFESSIONAL GROWTH AND DEVELOPMENT

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Employee training and development is a high priority at Centralia College. Training begins at time of hire, when all new employees are required to complete a series of training courses through a web-based platform called Get Inclusive which include:

- Tapestry | Accommodating Abilities
- DEI for the Workplace (2021) - Higher Ed - All Employees
- Child Abuse Prevention | Protecting Minors (WA)
- Groundswell 2.0 & Meridians: Combined Harassment & Title IX
- Nexus | Records and Responsibilities (FERPA)
- Data Security
- Clery Act
- DEI Unconscious Bias Expanded Learning
- DEI: Inclusive Hiring
- DEI Microaggressions Expanded Learning
- VFC - Hazing and Bullying Prevention 2021 (Employee)

Every two years, all employees are required to refresh their knowledge through the following training curriculum:

- Sexual Harassment
- Disability Accommodation
- Civil Rights Discrimination and Harassment
- Washington State Employee Ethics
- Workplace Safety
- Performance Evaluations
- Public Records
- FERPA
- Classified Union Contract
- Hiring Procedures
- Employee discipline
- Diversity
- Conflict Resolution/Communications
- Fiscal Management
- Customer Service
- Mandatory Reporting of Child Abuse
- Title IX and Violence against Women's Act (VAWA)

Each employee is allocated at least $2,000 per fiscal year specifically designated for training and development. Classified employees are also eligible for released time to attend classes on campus during working hours to improve job performance with the approval of their supervisor. The maximum released time (including time released under the Wellness Released Time Policy) allowed per employee per quarter must not exceed five hours per week or 52 hours per quarter.

Faculty can access training and development funds through the professional improvement committee as outlined in Article VIII: Faculty Professional Development in the Faculty Negotiated Agreement.

Required Evidence:
- [Policy 2.360 Professional Training & Development](#)
- [Policy 2.450 Release Time for Wellness Activities](#)
- [Policy 2.470 Staff Development & Training](#)
- [2023-2026 Faculty Negotiated Agreement](#) (pp. 20-30).

Additional Evidence:
- [Expected Employee Training](#)

2.F.3 EMPLOYEE CAPACITY AND QUALIFICATIONS

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Centralia College is proud of its workforce and employs enough qualified personnel to operate the college effectively and to foster student success. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Staffing levels are reviewed throughout each budget cycle to maintain fiscal integrity. The college maintains sufficient fiscal resources to ensure that it has the capacity to add additional personnel as needed to meet operational demands. Supervisors are required to justify requests for both new and vacated positions.

The college follows well-established policies and procedures for recruitment, selection, and hiring of employees, which are clearly stated on job descriptions on file in human resources, as well as in all published announcements, including those on the college's website. The college recognizes and is addressing gaps in hiring processes and procedures with a roll out date for changes no later than 2027.

The college employs a well-developed process for employing screening committees to review resumes of applicants, conduct interviews, and make recommendations as to the qualifications of applicants. Each screening committee includes a trained search advocate to help ensure that the screening process is fair and inclusive.

Required Evidence:
- 2023-2026 Faculty Negotiated Agreement
- 2023-2025 Classified Staff Bargaining Agreement
- Centralia College Personnel Policies
- Policy 2.012 Certification of Community College Instructional Faculty
- Policy 2.105 Certification of Community College Instructors

Additional Evidence:
- College Organizational Overview

2.F.4 EMPLOYEE EVALUATION

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

All employees are evaluated regularly and systematically in alignment with institutional mission and goals, and policies and procedure. Human resources works with supervisors to facilitate training and to oversee the implementation of regular evaluation processes. Human resources notifies supervisors of evaluation due dates and maintains evaluations in personnel files.

Classified Employees

Classified employees are evaluated on a regular basis according to their collective bargaining agreement, which is formally negotiated at the state level. This includes performance expectations for their six-month to one-year probationary period and then annually after completion of their probationary period.

Faculty

Faculty are evaluated according to their collective bargaining agreement and vary depending upon their classification. Tenured faculty are reviewed on a five-year cycle. Faculty members in the tenure process are mentored and evaluated, annually, during a three-year process. Non-tenured, and full-time temporary, faculty members are evaluated annually during the first four years, and biannually thereafter. First-time adjunct instructors are evaluated each of their first two quarters and annually thereafter. All evaluation materials are managed by the instruction office.

Exempt Employees

Exempt employees are evaluated every other year. The process includes peer, supervisor, and a self-evaluation of the employee's work performance. The supervisor and the employee meet to review the peer evaluations, supervisor evaluation, and the employee's self-evaluation. The process also includes a review of the job description.

The college is working to develop a new process for evaluation of administrative employees in order to more fully address career planning goals and professional development based on feedback gathered through the strategic planning process.

Required Evidence:
- 2023-2026 Faculty Negotiated Agreement (pp. 50-57)
- 2023-2025 Classified Staff Bargaining Agreement (pp. 15-16)
- Policy 2.515 Evaluations
- Exempt Employee Evaluation Process

2.G STUDENT SUPPORT RESOURCES

2.G.1 EQUITABLE LEARNING ENVIRONMENT

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Centralia College is committed to student success, academic excellence, and supporting its community in an inclusive and equitable learning community. The college provides a variety of services and initiatives aimed at creating an ever more equitable learning environment.

The multicultural outreach program was created to connect with the families and students from marginalized populations. Targeted outreach to the Latinx community in the college's service area focuses on closing educational gaps. Many Latinx students experience inequities and are approached as something other than in mainstream society. The college is focusing on creating a more responsive higher education experience via outreach efforts that puts student needs at the center.

To engage local high school students with the college, outreach and other campus teams work the high schools to facilitate events and activities throughout the year such as Financial Aid information sessions. Potential students learn about the college, apply for admission, and register for classes. Families and potential students are encouraged to visit the campus and to schedule a campus tour.

The Welcome Desk helps create a more inclusive campus. It serves as a convenient and appealing physical location on campus to function as a first point of contact for any prospective student, returning student, current student, or former student. The Welcome Desk works as a unit by partnering with the campus community to assist with helping all students feel welcome at Centralia College. To better serve Latinx students, key documents are a translated into Spanish and additional services are offered in Spanish to assist with admissions, intake, retention, and campus navigation.

The Advising/Counseling Center is available to assist students with personal, emotional, and academic situations that may interfere with their education. Short term counseling services are free of charge to all students. Faculty counselors at Centralia College are licensed mental health counselors for the state of Washington. Academic counseling provides assistance with study goal setting, transfer information, program planning, and class scheduling.

Blazer Central, a recent addition to the college, is a student resource and success hub. It is a relaxed and supportive study and collaboration space that offers programming that promotes student success. Blazer Central helps struggling students both in person and via virtual chat with services such as:

- Academic planning.
- Individual support for navigating the college experience and connecting to campus resources.
- Interacting with faculty and understanding assignments.
- Workshops focused on study skills and habits for success, such as time management, effective reading techniques, and note-taking.
- M2IND - Mentoring/Motivating for Inspiring, Networking, and Development - a peer mentoring program that pairs students with a personal guide through the college experience.

The college offers three different TRiO programs. TRiO TS and Upward Bound are pre-college programs. TRIO TS is for middle and high school students who have the desire and ability to go to college but need help choosing and applying to the right one and finding funding to pay for it. Upward Bound provides year-long academic support, career exploration, and college prep for students in 9-12th grades. TRiO Student Support Services (SSS) serves first-generation students that meet low-income guidelines or have a documented disability. SSS provides academic support to help students earn a degree or certificate and transfer to a four-year institution.

The Disability Services office works directly with students and faculty to provide reasonable accommodation as needed to ensure that students with disabilities have equal access to all college activities and programs on campus and off-campus locations.

The Trailblazer Food Pantry provides free food and personal care items to Centralia College students experiencing food insecurity. The Pantry is a "client choice" pantry, meaning students

can pick the food that suits their needs the best. Food from the pantry is a mix of donated and items purchased by college employees.

Tutoring is one of the most critical resources on campus. Centralia College offers a full spectrum of learning support for campus-based and online students, both drop-in and appointment-based tutoring, as well as eTutoring.

Veterans Center offers a safe place for veterans and their spouses and dependents. It is a hub for students to connect with a network of supportive students, and a place to access instructional resources including computers. The Vet Center is staffed by the VetCorps Navigator, an AmeriCorps program in conjunction with the Washington Department of Veterans Affairs.

The justice, equity, diversity & inclusion council (JEDI), is a standing committee dedicated to identifying and addressing systemic barriers for students and employees. The council examines policies and procedures, identifies training resources, and sponsors equity-minded programming.

In 2021, the college restructured the former position of the vice president of human resources and legal affairs to the vice president of human resources and equity. In 2023, the college hired a director of equity, diversity & inclusion to help further equity and inclusion initiatives across campus. The college has substantially increased the number of bilingual employees on campus (particularly English/Spanish) to serve the growing Latinx students and college community. In addition, the college has significantly increased the percentage of people of color employed at the college over the past five years. For example, the percentage of full-time faculty of color increased from 2 percent in 2015-16 to 8 percent in 2022-23.

In 2023, the college conducted a campus climate survey and a series of listening sessions to gauge the current state of equity and inclusion among both employees and students. The JEDI council analyzed the results and shared a report with the college that included recommendations for improvements. The college will continue to conduct listening sessions annually and a climate survey every five years.

The office of institutional research and planning continues to produce reports and dashboards to identify and address specific equity gaps. For example, while there is a very small equity gap in completion rates in the applied bachelor's (BAS) programs (less than 2%), there is a large opportunity gap in BAS enrollments. While 35% of enrollments in 2022-23 were students of color, only 24% of BAS enrollments were students of color. Understanding the specific nature of these gaps allows the college to design appropriate programs and services to remediate existing barriers.

In the curriculum, the associate in arts and the associate in science degrees require at least one course designated as a Diversity (D) course. These courses are reviewed and approved by the instructional council with the aim of assuring that students gain a level of multicultural competency.

Required Evidence:
- [Blazer Central](#)
- [Trailblazer Food Pantry](#)
- [Disability Services](#)
- [TRiO Programs](#)
- [Advising/Counseling](#)
- [Tutoring Services](#)
- [Student Housing](#)
- [Veterans Center](#)
- [Policy 4.010 Accommodations for Students with Disabilities](#)
- [Policy 4.113 Hazing Prevention](#)
- [Policy 4.114 Students - Holidays for Reasons of Faith and Conscience](#)

2.G.2 COLLEGE CATALOG

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Centralia College publishes a catalog each academic year that is available on the [college website](#). The table below identifies the location of required elements in the 2023-24 Centralia College Catalog:

Required Catalog Content	Catalog Page	Additional Locations
Institutional Mission	3	[College website: About CC](#)
Admission Requirements and Procedures	7-13	[College website: Admissions](#)
Grading Policy	22-24	[College Policy 3.170 & 3.190](#)
Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings	42-226	[College website: Areas of Study](#)

Required Catalog Content	Catalog Page	Additional Locations
Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	231-236	
Rules and regulations for conduct, rights, and responsibilities	35	College website: Student Policies
Tuition, fees, and other program costs	15-16	College website: Tuition & Fees
Refund policies and procedures for students who withdraw from enrollment	17	
Opportunities and requirements for financial aid	17-19	College website: Requirements to Qualify
Academic calendar	4	College website: Class Schedule and Catalog

Centralia College is in the process of implementing Curriculog and Acalog, a curriculum management software. With the new software, the college will be able to streamline and improve curriculum proposal and approval processes that integrate curriculum changes directly into the college catalog. This will modernize the college's catalog, providing accurate and easily accessible information for students.

2.G.3 PUBLICATIONS

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Centralia College offers several educational programs that require licensure beyond the awarded degree or certificate. The college's healthcare programs, emergency medical technician, medical assistant, nursing assistant, and nursing require successful completion of state prescribed exams to earn credentials required for employment. Licensing and credentialing requirements are listed on each programs page on the college website.

The college's Applied Bachelor of Science (BAS) in Teacher Education program is an approved preparation program through the Professional Educator Standards Board. Students seeking certification in Washington State must complete a degree from an approved preparation program and must complete the testing requirements to earn the initial residency certificate through the Office of the Superintendent of Public Instruction. Testing requirements and fees are listed on the programs' website.

Centralia College offers a one quarter certificate preparing students for a career in commercial truck driving. Commercial Driver License (CDL) requires obtaining a CDL permit through

successful completion of a the CDL skills test. The permit must be obtained before beginning any skills practice and upon completion in the program. Successful completion of the class results in the students' readiness to complete CDL testing through the Department of Licensing to obtain a CDL.

Students completing degrees or certificates in welding technology can complete the Washington Association of Building Officials (WABO) Welding Certification. This certification is recognized throughout the industry, however, is not a requirement of employment by all employers.

Required Evidence:
- [Commercial Driver License](#)
- [Medical Assistant](#)
- [Nursing Assistant (CNA)](#)
- [Nursing](#)
- [Nursing Program Student-Faculty Handbook](#) (pp. 44-45)
- [Teacher Education](#)

2.G.4 FINANCIAL AID

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

Funding students' education is critical to the students' ability to progress, persist and complete their post-secondary education. In support of the college's mission, Centralia College leverages as much financial assistance as possible to provide students with opportunities to pay for college. The needs of students are met to the extent federal, state, and institutional funds are available and within state and federal guidelines.

Information regarding scholarships, state and federal grants, emergency funds, Workforce programs and student employment opportunities are provided by staff, online and printed materials, message boards and workshops at service district high schools. Information includes application processes and student-need calculations, as determined by a federal or state formula and the FAFSA/WASFA information. The college does not participate in any of the federal student loan programs but does provide information regarding private alternative education loans. In addition, the college offers tuition payment plans that allow students to pay tuition and fees over a three-month period each quarter.

The Centralia College Foundation works to secure gifts from donors. Those funds provide scholarships and emergency funding to students. Applications for Foundation academic scholarships open in March for the following academic year. Applications for the Foundation's Student Emergency Fund and funding for GED testing and Veteran's gap scholarships are

ongoing. Scholarship application workshops are presented as a joint effort of the Foundation and the outreach and recruitment staff. Partnerships with several local high schools also make staff available to assist students with applying to the college and submitting scholarship applications.

In addition to traditional financial aid, students have access to several federal and state grants (Basic Food, Employment & Training, Worker Retraining, WorkFirst and Opportunity Grant) through the Workforce Funding office. Staff assist with eligibility and the application process. Information regarding these funding sources can be found in the college catalog and on the college website where students are able to pre-qualify through the StartNextQuarter survey or complete the application for services for Workforce Funding grants. Printed materials are available across campus as well as in the community.

Student Emergency Grants, as funded by the State Board for Community and Technical Colleges, are available to students who experience a financial emergency, homelessness or risk of being homeless, or unanticipated expense that causes financial hardship. Ultimately, the goal is to cover expenses that affect a student's ability to stay in college and complete their education. The grants are temporary, short-term financial assistance.

Required Evidence:
- Applying for Financial Aid
- 2023-2024 Financial Aid Information Packet
- Types of Financial Aid Available to Students
- Workforce Funding Opportunities
- Resources for Veterans
- 2023-24 Centralia College Catalog (pp. 15-20)
- Ways to Pay and Tuition Payment Plan
- Emergency Grant

Additional Evidence:
- Start Next Quarter

2.G.5 FINANCIAL AID MONITORING

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

Centralia College does not participate in any of the federal student loans. The college employs the following mechanisms and processes to identify financial aid to students who owe a repayment and to keep students informed about the obligations of receiving federal and state financial aid.

The college follows federal and state requirements for students who drop credits prior to the college census date, and for students who completely withdraw, officially or unofficially, from the college prior to completing at least 60 percent of the quarter, also known as the Return to Title IV calculation. Students who owe a repayment as a result of the census adjustment or the Return to Title IV calculation are notified in writing, and a notation is made on their student record and customer account, which prevents further enrollment until the repayment is made or the student makes satisfactory repayment arrangements with the college.

REQUIRED EVIDENCE
- Policy 4.095 Financial Obligations
- Refund, Repayment, and Withdrawal Policy
- Satisfactory Academic Progress (SAP) Standards
- 2023-24 Conditions of Award & Payment Procedures

2.G.6 ACADEMIC ADVISING

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

Academic advising resides with faculty counselors in the advising/counseling center and program faculty in specific disciplines. "So far as is possible, student advising shall be matched with faculty advisors by program, major, and degree intent at the time of initial registrations." (p. 36 Faculty Collective Bargaining Agreement). Faculty counselors typically provide quarterly advising for Running Start students. Intake advising outside of contractual days can be provided by trained staff with the support of a designated faculty member.

At the time of initial intake advising, students are assigned an educational plan and a program faculty advisor for ongoing quarterly advising. Students are required to meet with an assigned advisor every quarter. Advising is a mechanism to ensure students are progressing in their intended degree, discuss careers and further educational opportunities and identify needed support services.

Advising requirements and responsibilities of advisors are defined, published, and made available to faculty and staff. Annual training is provided, each fall, for new and returning advisors. This training provides updates on systems, processes, and best practices. When a student's career or educational goals require a change in program or pathway, students are reassigned to a faculty advisor within the new program or pathway. Advisor and program changes are made through the advising/counseling center to ensure students are provided with applicable information regarding current credits, funding impacts, and length to degree completion.

Advising support for college students can mean the difference between stopping out and graduating. The advising steering committee meets quarterly to review best practices for student success, including revising the advising handbook that is available to all faculty counselors and program faculty on the college intranet. The advising steering committee members are specialists from various Areas of Study, offering their expertise for precise advising with every student. The Advising Counseling Center meets twice a month to review curriculum changes, modifications to current education plans, and review areas of concern for advisors or students. Recently, we started hosting Areas of Study Fairs where students get to meet with advisors from multiple programs. We will continue this trend for future quarters.

Required Evidence:
- Policy 4.065 Counseling & Advising Services
- 2023-2026 Faculty Negotiated Agreement (p. 36)
- Advising/Counseling Center
- Advising Handbook

Additional Evidence:
- Examples of Educational Plans
  - Ed Plan - AA DTA General Exploratory
  - Ed Plan - AA Communication
  - Ed Plan - AAS Accounting/Tax
  - Ed Plan - BAS Teacher Education

2.G.7 DISTANCE EDUCATION IDENTITY VERIFICATION PROCESS

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

The college maintains an effective identity verification process for all enrolled students, including students enrolled in online courses. The verification process ensures the identity of the student and protects student privacy. When a new student applies to the college, Enrollment Services reviews the application, including identifying information. If no fraud is detected, a welcome letter is sent to the student that includes a unique student ctcLink identification number (ID) and steps on how to activate their ctcLink Gateway account. After the student has activated their ctcLink Gateway account, they will use their ctcLink ID as their username and a password to access their student records, financial aid, and to register for classes. Students enrolled in all modalities, including online courses, will use their ctcLink ID and password to access their course(s) in Canvas (learning management system).

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

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

Students are required to identify themselves when asked to do so by any college employee acting within the scope of their job. If students fail to identify themselves, or falsely identify themselves, they are referred to the Vice president of Student Services for disciplinary action.
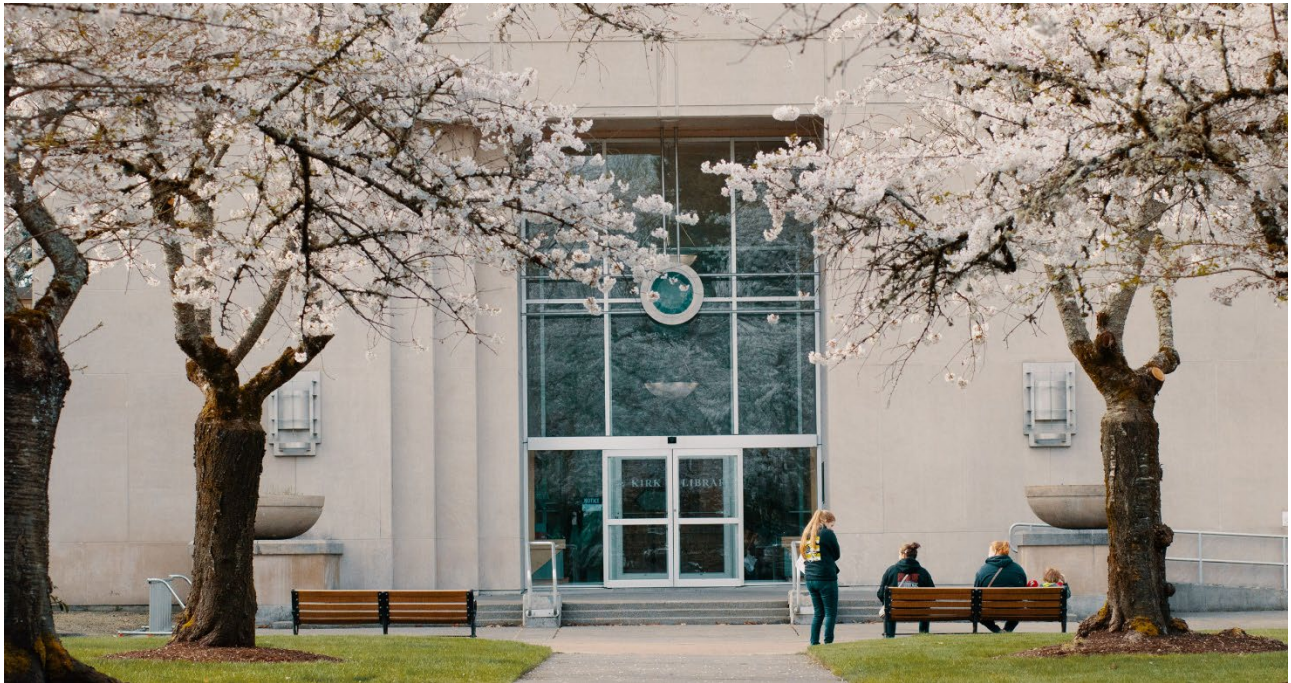
Starting in 2024, students will be required to use a multi-factor identity verification process to access their ctcLink Gateway account.

Required Evidence:
- [Policy 4.155 Student Identification Number](#)
- [Policy 4.170 Student Rights & Responsibilities](#)
- [Testing Center Rules](#)

Additional Evidence:
- [Sample Student Welcome Letter](#)
- [ctcLink Account Setup Instructions](#)

2.H LIBRARY AND INFORMATION RESOURCES

2.H.1 LIBRARY AND INFORMATION RESOURCES

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The Kirk Library is an active partner in the college's educational mission and provides services and resources that support teaching and learning.

Library Staffing
Kirk Library is part of the instructional division of the college. The library staff is led by a library director, two additional full-time tenured faculty librarians with MLIS degrees, two full-time paraprofessionals, four part-time student employees, and one part-time adjunct librarian. The librarians specialize in information literacy instruction, research consultations, support to faculty, and serving on campus committees. The paraprofessionals oversee cataloging, circulation, technical services, managing the archive collection, and interlibrary loan services. Part-time student employees staff the circulation desk and part-time adjunct librarian is responsible for the 24/7 chat cooperative.

Library Resources and Services
The library is open 40 hours per week and the library space includes an instructional classroom, a computer lab with 20 desktop computers, printing and scanning services, and a study room for large groups or quiet study. Librarians provide in-person and online research consultations via phone, email, chat, or Zoom during business hours. After-hours research assistance is available

through a 24/7 chat service provided by a Washington State Library consortium for academic libraries and staffed by our part-time adjunct librarian.

The library provides access to a wide range of both print and online resources. The library collection consists of 29,000 print books, serials, and audio-visual materials, 438,000 eBooks, 149,000 online journals and serials, and 60,000 online audiovisual (streaming video, audio, images, maps) items. The library offers access to 52 online databases including subject-specific databases. Students have off-campus access to online resources via proxy authentication. Kirk Library has an Open Education Resources (OER) librarian who works closely with faculty to promote and create OER which includes an OER faculty stipend to support the library's OER program and foster the creation of OER materials. Interlibrary loan, a free service for faculty, staff and students, is available for materials that are not owned by Kirk Library. The library provides 125 laptops and 90 hotspots for student check-out.

The library maintains a robust archives collection that features the history of the college.

Information Literacy and Instruction
The library's instructional program loosely adheres to the ACRL's "Framework for Information Literacy for Higher Education." Librarians collaborate and work closely with faculty each quarter to systematically incorporate information literacy into their classes. Instruction is offered in several modalities: in-person, synchronously online, and asynchronously through recorded sessions. Instruction is subject-specific and tailored to the course's learning outcomes. Information literacy instruction is assessed in a variety of ways such as student evaluations, faculty observations, student self-reflection, and through peer evaluations. A library orientation is embedded as an information literacy module in a College 100 (College Success) course. In that class, students are assessed by a quiz that tests basic knowledge of the library as a resource.

Collection Development
Librarians follow "collection criteria" for the ongoing total maintenance of the library collection, both print and online. Selection and de-selection of materials are considered jointly. Librarians also integrate college administrators, faculty, and staff recommendations to select and deselect materials from the library collection. Librarians continuously review the collection through usage statistics and in supporting Centralia College's instructional program curriculum.

The concept of intellectual freedom is fundamental to both the educational mission of the College and to the College's place in a democratic society. Kirk Library firmly supports the American Library Association's Library Bill of Rights and the International Federation of Library Associations and Institutions' (IFLA) Statement on Libraries and Intellectual Freedom.

Library Partnerships and Outreach
Kirk Library supports Centralia College instructional programs at the Centralia College East campus and the Chehalis Tribal Center. Kirk Library serves students at three correctional facilities: Garret Heyns Education Center at the Washington Corrections Center, Cedar Creek Corrections Center, and Green Hill School. Librarians serve and support the following

committees: curriculum review committee, instructional council, technology committee, justice, equity, diversity, and inclusion council (JEDI), and assessment committee. Librarians serve as subject-specific liaisons in every college discipline and all off-campus sites.

Required Evidence
- Kirk Library Website
- AtoZ Database List
- Kirk Library Policies
- Kirk Library Archives Collection
- Library Guides (LibGuides)
- Collection Development Policy
- Information Literacy Instruction
- College 100 Library Orientation Module
- Interlibrary Loan Services

2.I PHYSICAL AND TECHNOLOGY INFRASTRUCTURE

2.I.1 PHYSICAL AND TECHNOLOGY INFRASTUCTURE

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

Facilities

Centralia College is proud of its campus and facilities, which are designed to serve the needs of students as well as being an asset to the community. The college maintains a Campus Master Plan, which has been active for more than twenty years. Currently, the campus build-out and renewal outlined in the master plan is nearing completion and the college is working on updating to the plan for future development. The result of long range planning and development is a pedestrian-friendly campus well-suited to meet the needs of students.

The main campus in Centralia is approximately 39 acres and is comprised of 18 buildings, totaling 318,000 square feet. While the college has operated at this location since its founding in 1925, considerable new construction over the past two decades means that the learning environments are conducive to learning and student success. In addition to the main campus, Centralia College operates several other sites throughout its service area:

- Centralia College East is a 5500 sq. ft satellite campus serving the rural parts of eastern Lewis County

- The college operates at two Department of Corrections sites: the Garrett Hynes Education Center at the Washington Corrections Center in Shelton, and at the Cedar Creek Corrections Center in Littlerock.
- Classes are offered at the Green Hill School, a juvenile detention center operated by the Department of Children, Youth, and Families.
- The college operates a CDL driving range on North Pearl St. in Centralia.

The SBCTC conducts a biennial Facilities Condition Survey on all 34 community and technical colleges to assess their physical infrastructure. The most recent Centralia College Facilities Conditions Survey was conducted in 2021. Results of the survey are used to plan minor works projects, remodels, and major new construction projects across campus.

The facilities, operations, and maintenance department (FOM), under the supervision of the vice president for finance and administrative services, is responsible for maintaining campus facilities, overseeing capital projects and repairs, complying with local, state, and federal regulations, and maintaining a campus environment conducive to academic excellence and student success.

FOM maintains regular custodial and maintenance schedules for all college-owned buildings, and contracts with external service providers as needed. All construction projects receive direct oversight from the Washington Department of Enterprise Services (DES). FOM tracks and reports on a number of data indicators to the SBCTC, such as space utilization, energy consumption, depreciation schedules, and more.

One of the key focus areas of the Centralia College mission is supporting the community. College facilities are used regularly for community events by community members, non-profit organizations, school districts, and others. Rental rates and conditions are managed by FOM and are published on the college website.

The college continually assesses facility needs and plans accordingly. Several recent updates or additions have helped to meet needs in a variety of areas:

- In 2019-20, the college worked with the Centralia College Foundation to construct the SW Washington Flexible Training Center (SWFT)--a 12,00 sq ft classroom and light industrial space—in order to meet college and community needs for corporate and contract training space.
- In 2022-23, the college constructed Bob Peters Field, a turf field for soccer, baseball and softball; the majority of the funding was provided by the Associated Students of Centralia College.
- In 2023, the college constructed a new nursing simulation lab in existing classroom space; this new facility helped pave the way for expansion of the nursing program, which has now been approved.

- In 2023, the college constructed the Walnut St. Compound, a secure parking facility for college motor pool vehicles; this project is near completion and will allow FOM to free up a number of parking spots in one of the main parking lots on campus.
- In 2023, the college designed a new Teacher Education and Family Development Center (TEFD); this will replace several small facilities that are in poor condition. Construction will begin once legislative funding is approved in the next biennium.

The facilities and safety committee meets monthly to review policies and procedures related to campus safety and facilities, to identify needs for future planning, and to provide oversight to campus facility issues. This committee has a broad membership from across campus, including faculty, staff and administrators.

Campus Safety and Security

Centralia College works to ensure the safety and security of the campus community through effective application of security policy and procedures, ongoing training, and judicious use of technology. In 2024, the college expanded security coverage of the main campus to 24 hours, seven days per week by expanding a contract with an external security company. Security personnel work with the campus safety and security manager to patrol all parts of campus and respond to calls for assistance. Campus security personnel are unarmed and non-commissioned, with limited legal authority.

Buildings are secured using both electronic and mechanical locks for both campuses. Also, CCTV cameras are used to help investigate reported crimes as well as to deter and stop crimes. Campus security is currently working on the development of a new building monitor plan, which will train more college personnel in each building to assist in cases of emergencies.

The college publishes an annual Security and Fire Safety Report every October. The college has a safety and facilities committee that addresses safety concerns on campus. The committee reviews campus safety reports to identify trends and works to keep relevant policies updated. In 2022, the college updated its Emergency Operations Plan. Administrators participate in ongoing training with regard to FEMA practices and Clery Act compliance.

Campus safety and security oversees the emergency notification system (Informacast) and conducts regular tests and drills for emergency communication and building evacuations. The safety and security office also works closely with the college's chemical hygiene officer to ensure proper handling, storage, and disposal of hazardous waste.

Technology

Centralia College has appropriate and adequate technology systems and infrastructure to carry out its mission and to support the academic needs of students and faculty as well as the needs of college employees. The information technology department supports computer labs, employee offices, and classroom and lab computers, including program-specific computer technology, software, equipment, and network systems. The IT helpdesk provides support to employees and

students with passwords, Wi-Fi access, software issues. The E-Learning department provides support for Canvas, the college learning management system.

The network infrastructure is made up of servers, (both physical and virtual), network appliances (including 2 firewalls), switches, and both wired and wireless endpoints. IT is in the process of building a technology-based refresh cycle. With a strong emphasis on cyber security, the college follows the Network Segmentation with Zero Trust model. All traffic in and out of the college is monitored and the majority of user facing services are now all cloud based. Centralia College also has a secure wireless network for college owned equipment and a less secure network for guests. In 2022-23, the college implemented several security measures and staff multifactor authentication. To help increase security and reduce complexity for employees, IT moved to identity access management and the single sign-on solution OKTA in 2024. By the end of this academic year, students will be required to also use a multi-factor identity verification process to access their ctcLink Gateway account.

Since the pandemic, the IT department has worked to update technology in the classrooms with computerized stations, projectors, multimedia capabilities. Currently, the college has 66 smart classrooms with 20 classrooms using Altona which allows for a robust integration of different technologies into the classroom. The college's phone system was also recently updated with both onsite and remote options with both physical and soft phone options.

The IT department is looking to the future and is developing an IT strategic plan that aligns with the college's new strategic plan. The IT strategic plan will address technology gaps identified by the new IT director and the technology committee. This will include developing a computer replacement schedule, planned security assessments (internal and external), compliance with data protection regulations, and workshops and training programs on software and systems for employees and students. Future needs will be investments in innovative technologies for classrooms and work environments.

Required Evidence:
- Campus Master Plan
- 2021 Centralia College Facility Condition Survey
- 2023 Security and Fire Safety Report
- Centralia College Emergency Response & Evacuation Plan
- Emergency Procedures
- Policy 1.045 Hazardous Materials Management
- 2024-2027 Centralia College IT Strategic Plan
- Policy 1.351 Technology Acceptable Use

Additional Evidence:
- Facilities and Safety Committee Charter
- Technology Committee Charter
- Campus Safety

MOVING FORWARD

Looking forward, Centralia College has several key priorities for the immediate future. First is the implementation of the college's strategic plan, which was approved in June 2023. Subcommittees are currently working on developing specific and assessable objectives that will help to realize the goals of the plan. Second is preparation for the Evaluation of Institutional Effectiveness (EIE) report for next year; that work will follow immediately on the heels of the completion of the current PRFR report.

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

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

CENTRALIA
C O L L E G E