CENTRALIA
COLLEGE

Mission Focus Areas

ANNUAL MONITORING REPORT

May 2021

PREAMBLE

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

Mission Statement

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

MISSION FOCUS AREA OUTCOMES

Based on the college's mission statement, there are three mission focus areas:
• Student Success
• Academic Excellence
• Supporting our Community

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

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

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

ACADEMIC EXCELLENCE: Centralia College students will complete well defined educational and program goals relevant to future success.
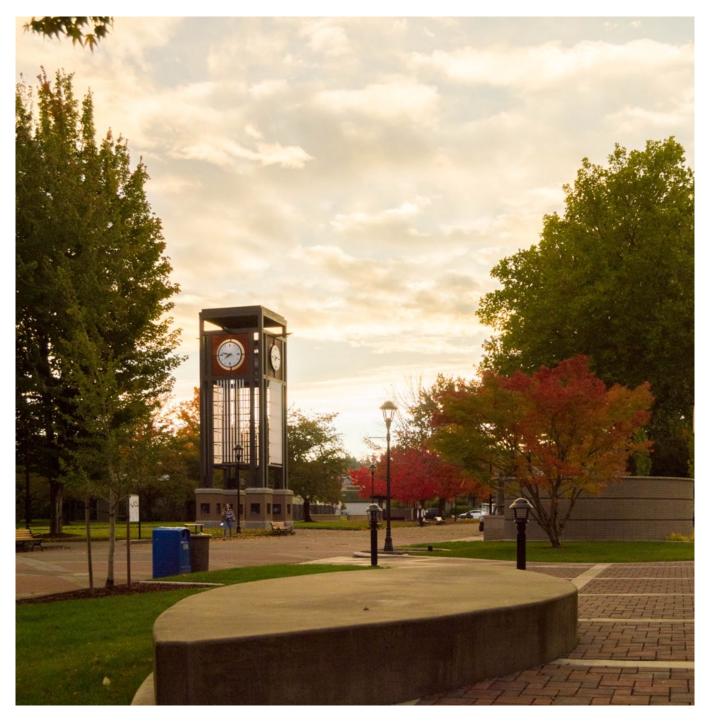
SUPPORTING COMMUNITY: Centralia College will engage our communities in educational, recreational, and cultural opportunities while demonstrating equity, stewardship, and sustainability.

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

For each annual report, each of the objectives will be scored on the following three-point matrix. Any item receiving a score other than Meeting the Benchmark will be accompanied by an action plan for improving performance, in accordance with the Board of Trustee's Mission Fulfillment Policy.
  • Meeting the benchmark
  • Making measurable or observable progress toward the benchmark
  • Not meeting the benchmark

Follow-Up from Last Year's Monitoring Report

2020, the Mission Focus Area Annual Monitoring Report scored data indicators for eleven objectives:
- ✓ 6 objectives were meeting the benchmark in 2020
- ✓ 3 objectives were making progress
- ✓ 2 objectives were not meeting the benchmark

In 2021, the scores for the benchmarks were as follows:
- ✓ 4 objectives are meeting the benchmark
- ✓ 5 objectives are making progress
- ✓ 1 objective was not meeting the benchmark
- ✓ 1 objective has not been scored due to lack of data

On the positive side, of the two objectives for which we were not meeting the benchmark last year (2.D and 3.C) one is scored as making progress and one as meeting the benchmark. And in fact, Objective 3.C—College will operate within its means and invest in the future of the college—might be scored as meeting the benchmark, given that we have produced a balanced budget and maintained a reasonable level of reserves. However, external uncertainties with regard to the pandemic and the economy lead us to score that objective as Making Progress.

On the other hand, we appear to be trending in the wrong direction for Objective 1.C—CC will increase the rate at which students persist from quarter to quarter and year to year. We will have to put increased focus on retention issues in the coming year. In addition, we need to identify more reliable data sources for some of our objectives going forward.

SCORECARD: MISSION FOCUS AREA OUTCOMES

STUDENT SUCCESS	SCORE	
A. CC will increase the rate at which students complete degrees & certificates annually.	Meeting the Benchmark	✓
B. 65% of students will earn a 2.0 or greater in individual courses.	Meeting the Benchmark	✓
C. CC will increase the rate at which students persist from quarter to quarter and year to year.	Not Meeting the Benchmark	✕
D. CC will increase the rate at which students transition from Basic Skills & Pre-college courses to college courses.	Making Progress Toward the Benchmark	?

ACADEMIC EXCELLENCE	SCORE	
A. Students who complete CC courses will be successful in future course work.	Making Progress toward the Benchmark	?
B. Students who transfer from CC to other colleges will be as successful as other students at that institution.	Not scored due to lack of data	n/a
C. CC students who complete CTE degrees will have job placement rates equivalent to the state average & wages within 5% of state average.	Meeting the Benchmark	✓
D. CC Students who complete degrees will demonstrate proficiency in the CC General Educational outcomes/Learning Themes.	Making Progress toward the Benchmark	?

SUPPORTING COMMUNITY	SCORE	
A. Equity: Equity-minded decisions will improve access and student outcomes.	Making Progress Toward the Benchmark	?
B. Stewardship: CC will be a model of good stewardship and community partnership.	Meeting the Benchmark	✓
C. Sustainability: College will operate within its means and invest in the future of the college.	Making Progress toward the Benchmark	?

MISSION FOCUS AREA 1: STUDENT SUCCESS

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

OBJECTIVES AND DATA INDICATORS:
- a) CC will increase the rate at which students complete degrees & certificates annually
    - I. IPEDS Completion rate
    - II. SAI Completion rate per 100 students
    - III. SBCTC Credentials Awarded (Dashboard), including GED/HS21
    - IV. Demographic breakdown of completion rates

- b) 65% of students will earn a 2.0 or greater in individual courses
    - I. Overall course success rate (all graded courses)
    - II. Success rate for 30 highest enrolled courses
    - III. Demographic breakdown of success rates

- c) CC will increase the rate at which students persist from quarter to quarter and year to year
    - I. Percentage of students retained fall to winter, winter to spring
    - II. Percentage of students retained from fall to fall
    - III. Demographic breakdown of retention data
    - IV. Students are engaged per survey data (CCSSE or other relevant survey)

- d) CC will increase the rate at which students transition from Basic Skills & Pre-college courses to college courses
    - I. Percentage of students making gains in BEdA
    - II. Percentage of students with pre-college placement earning college credit
    - III. Demographic data on student transitions

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

Score for this Objective: Meeting the Benchmark, but equity gap exists

Cohort start date Cohort end date	2012-2013 2015-2016	2013-2014 2016-2017	2014-2015 2017-2018	2015-2016 2018-2019	2016-2017 2019-2020
IPEDS: CC Completion Rates	37%	34%	34%	39%	40%
IPEDS: Comparison Colleges Completion Rates	32%	36%	30%	33%	38%
IPEDS: CC Students of Color Completion Rates	11%	23%	18%	25%	22%
SBCTC: CC Completion Rates	37%	36%	35%	40%	45%
SBCTC: State Average Completion Rates	29%	29%	30%	33%	35%
SBCTC: CC Students of Color Completion Rates	32%	33%	30%	36%	40%

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

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
CC SAI Completion Points	704	746	809	915	799
CC Total Headcount	4306	4202	4040	4016	3855
CC Completion Points Per Student	6.1	5.6	5	4.4	4.8
Comparison Cohort Completion Points per Student	5.4	5.1	4.9	5	4.6

ANALYSIS:

Centralia College is currently meeting this benchmark; however, we are seeing an equity gap: students of color complete degrees and certificates at a significantly lower rate than students as a whole. In addition, we have two different data sets for this indicator: one is from the Integrated Postsecondary Educational Data System (IPEDS) maintained by the U.S.

Department of Education; the other is from the State Board for Community and Technical Colleges (SBCTC) dashboard. The two data sets use somewhat different data definitions for both completion rates and students of color. While both data sets show an equity gap for completion rates, IPEDS shows a significantly greater gap. There is also a difference in the trend line for students of color between the two data sets: While the IPEDS data shows a downward trend for student of color, the SBCTC data shows an upward trend. The Institutional Effectiveness (IE) Committee, in their discussion of this data, suggested further analysis and comparison of the two data sets to see what factors may best describe the discrepancies.

This indicator also uses a comparison cohort of six colleges from the Washington SBCTC system. Those comparison colleges were chosen in 2019 during the process of developing last year's Monitoring Report. Those colleges were chosen for a variety of reasons, including size, location, program mix and student demographics. The IE Committee expressed an interest in reexamining the comparison cohort before next year's Monitoring Report to determine whether a different cohort would be more relevant.

Also included here is a comparison of Student Achievement Initiative (SAI) completions per student. Centralia College is doing better than the comparison cohort in 4 out of the past 5 years; however, this is probably not a valuable comparison overall, since it is too highly influenced by program mix and by the relative number of first year and second year students at each college. The Institutional Effectiveness Committee will consider whether to continue use of this indicator.

Actions from Last Year's Monitoring Report
✓ Guided Pathways Steering Committee has developed Areas of Study and related planning for implementation in 2021-22
✓ Data collection and disaggregation was slowed by ctcLink implementation; data connection to Legacy system was discontinued in January.

ACTION PLAN:
✓ Examine how equity goals are being addressed in our Guided Pathways work; be specific about using Guided Pathways planning to address equity gaps in completion.
✓ Further analyze existing data sets to see where differences exist for student of color populations; examine how our mix of full-time and part-time students overlaps with students of color populations in order to determine the impact on completions.
✓ Engage JEDI Committee, Blazer Central, and other departments in planning interventions or programs to encourage completions for students of color.
✓ Examine whether COVID-19 conditions in spring quarter 2020 disproportionately impacted completion rates for students of color.

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

Score for this Objective: Meeting the Benchmark

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Course Success Rates	83%	84%	85%	86%	85%
Course Success Rates of the Top 30 Courses by Enrollment	79%	79%	81%	82%	84%
CC Completion Points Per Student	81%	80%	83%	83%	84%

ANALYSIS:

Centralia College is easily exceeding this benchmark. Further, we are currently seeing very little equity gap with regard to course success rates. In a traditional Bell Curve, we would expect 50% of students to get a 2.0 grade or better. However, that regular curve rarely applies in real life. Thus, 65% was chosen as a benchmark last year. In discussion with the IE Committee, it was determined that we may need to look at some additional indicators of course success. These would include the number of incompletes and withdrawals from classes, as well as examining our current withdrawal policy and how that policy impacts student course-taking patterns: we need to look at courses attempted vs courses completed. In addition, we should examine whether the withdrawal rate from classes has increased during the COVID-19 pandemic.

Actions from Last Year's Monitoring Report
- Data collection and disaggregation was slowed by ctcLink implementation; data connection to Legacy system was discontinued in January.

ACTION PLAN:
- ✓ Examine additional data on course grade distribution; examine course grade patterns by distribution area to identify barrier courses.
- ✓ Examine the rate at which students withdraw from classes, including the overall rate of courses attempted vs courses completed.
- ✓ Examine course taking patterns to determine how often students retake a course to improve a grade or re-enroll in a course after withdrawing.
- ✓ Examine our current course withdrawal policy to determine the impact on student course taking patterns—are students who withdraw from one or more classes less likely to be retained or to graduate?
- ✓ Determine whether this benchmark should be revised prior to next year's Monitoring Report.

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

Score for this Objective: Not Meeting the Benchmark

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Fa to Wi Retention of Students at CC	84%	86%	83%	83%	85%	85%
Fa to Sp Retention of Students at CC	75%	75%	75%	75%	75%	73%
Fa to Fa Retention of Students at CC	58%	58%	61%	61%	60%	57%
Fa to Fa Retention of Students of Color at CC	62%	61%	58%	57%	62%	52%
Fa to Fa Retention of Students at Comparison Colleges in WA	53%	53%	54%	53%	54%	54%

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

ANALYSIS:

While our goal is to increase student retention, our current data shows that we are either holding steady or declining on this measure, and therefore not currently meeting this benchmark. This trend began pre-COVID, though it is possible that the pandemic and the resulting economic effects may have an impact in later quarters. It is worth noting that while we are not currently meeting this benchmark, our fall-to-fall retention rate is still better than our Washington comparison cohort. Looking at the Fall to Fall Retention rate for students of color in 2019-20, we can see a significantly larger gap than for students as a whole. This may be an early indication that students of color are impacted more by pandemic conditions than average. A number of factors may influence stagnant or declining retention rates. We can examine the impact of our changing mix of part-time to full-time students; retention rates for Running Start students; and the impact of failure to meet Satisfactory Academic Progress standards for financial aid.

ACTION PLAN:
- Offer Emergency Grants to help students with financial barriers or emergencies
- Task JEDI Council with development of campus Equity plan

Action Plan 2021-22:

- ✓ For a workgroup to directly address retention strategies
- ✓ Implement EAB Navigate software package to assist tracking and interventions
- ✓ Examine the connection between retention and financial aid status, including Satisfactory Academic Progress.
- ✓ Compare retention rates for part-time vs full-time students.
- ✓ Separate out retention rates for Running Start and College in the High School students.
- ✓ Examine additional trends related to retention rates for students of color and the impact of the pandemic.
- ✓ Disaggregate the data further to examine additional factors, such as first-generation status, age, gender, and program intent.
- ✓ Conduct outreach to students who have stopped out in order to encourage re-engagement and to gather additional information.

OBJECTIVE D: CC will increase the rate at which students transition from Basic Skills and Pre-college courses to college-level courses.

Score for this Objective: Making Progress

MATH
Percentage of pre-college math students who take a college-level math course within a year of their first pre-college math

	Year of first PC Math course			
	2016-2017	2017-2018	2018-2019	Su 2019-Wi 2020
All pre-college Math students	64% (n=286)	65% (n=210)	71% (n=174)	84% (n=149)
Students of Color in PC Math	74% (n=78)	57% (n=49)	72% (n=39)	91% (n=33)
Pell Eligible and/or First Gen in PC Math	64% (n=204)	63% (n=155)	79% (n=114)	82% (n=120)

ENGLISH
Percentage of pre-college English students who take a college-level English course within a year of their first pre-college English

	Year of first PC Engl course			
	2016-2017	2017-2018	2018-2019	Su 2019-Wi 2020
All pre-college Engl students	84.5% (n=200)	87.5% (n=144)	91% (n=132)	92% (n=95)
Students of Color in PC Engl	88% (n=59)	81% (n=47)	97.5% (n=40)	87% (n=30)
Pell Eligible and/or First Gen in PC Engl	83% (n=146)	83% (n=108)	89% (n=103)	91% (n=81)

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
SAI 3.0 Basic Skills Gains	9.9%	7.8%	8.9%	10.5%	9.2%	9.0%	7.4%
SAI Basic Skills Points per Student	50	50	63	85	83	62	42
SAI HS21(HS+) Points per Student	483(n=6)	176	177	190	154	n/a	n/a
SAI I-BEST Points per Student	356	333	569	537	624	412	394

Data incomplete due to lack of CASAS testing during COVID

ANALYSIS:
The results for this indicator are mixed. The trend is generally upward for students transitioning from pre-college math and English courses: the vast majority of students enroll in a college-level class within a year of taking the pre-college course. There is somewhat of an equity gap for students of color taking college-level English in the most recent year; this may be an indication that the pandemic is impacting students of color more than students in general. However, the data set for the most recent year is still incomplete because we do not have final numbers for Spring '21 at the time of this report.

The trend is not as good for Basic Skills students. We are seeing a continued decline in SAI Basic Skills Gains and Points per Student. The data set for this indicator is incomplete because we have not been conducting regular CASAS testing since Winter 2020, due to the impacts of remote operations. In addition, Basic Skills students are likely to be more vulnerable to the impacts of the pandemic due to the influence of socioeconomic factors. It will be important to resume regular CASAS testing and other standard operations for Basic Skills students as soon as possible. In addition, we will need to give special focus to improving the overall rate of Basic Skills gains and transition rates to college-level course work.

Actions from Last Year's Monitoring Report
- Continue with use of multiple placement measures to give students more opportunities for transition
- Data collection was hampered by remote operations during the pandemic; little or no CASAS testing took place for many months

Action Plan 2021-22:
- ✓ Resume CASAS testing and in-person operations for Basic Skills students as soon as possible
- ✓ Examine how Basic Skills students are integrated into Guided Pathways planning to ensure they have adequate education and career plans
- ✓ Examine data on the impact of new placement tools on student success and retention
- ✓ Continue to pursue expansion of IBEST offerings
- ✓ Form a work group or other strategy to consider intervention strategies for Basic Skills students

MISSION FOCUS AREA 2: ACADEMIC EXCELLENCE

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

OBJECTIVES AND DATA INDICATORS:
a) Students who complete CC courses will be successful in future course work.

      I. Percentage of students who pass next course in sequence or same discipline.

      II. Percentage of BEdA students who earn 6 college credits will be above state average.

      III. Demographic data on success in subsequent classes.

b) Students who transfer from CC to other colleges will be as successful as other students at that institution.

      I. Transfer data comparison for WA colleges (MRTE)

      II. Demographics on transfer students.

c) CC students who complete CTE degrees will have job placement rates equivalent to the state average & wages within 5% of comparison cohort averages.

      I. SBCTC Prof/Tech Placement Rate Dashboard.

      II. SBCTC Prof/Tech Median Wage Dashboard.

d) CC Students who complete degrees will demonstrate proficiency in the CC General Educational outcomes/Learning Themes.

      I. [Assessment Committee to finalize & implement updated collection method during 2021-22 academic year]

      II. Demographic breakdown of assessment data.

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

Score for this objective: Making Progress

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
MATH 099 to MATH&146 Pass Rates	78%	68%	66%	86%	88%
MATH 097 to MATH&146 Pass Rates	67%	89%	96%	91%	90%
MATH&141 to MATH&142 Pass Rates	80%	79%	77%	59%	79%
MATH 099 to MATH&141 Pass Rates			64%	42%	59%
ENGL 099 to ENGL&101 Pass Rates	70%	52%	71%	55%	44%
ENGL&101 to ENGL&102 Pass Rates	65%	66%	71%	66%	76%

Analysis:

For this benchmark, we are meeting the outcome in some subject areas but not in others. The success rates for math look generally good, though we could examine further the transition from Math 099 to Math 141. For English, we need to examine the trend for transitions from Engl 099 to Engl 101. That rate was satisfactory in 2017-18, but then dipped in 2018-19, and dipped further in 2019-20. Further examination of that data will be necessary to determine what factors might be influencing this decline and what interventions might help to make students more successful. For example, we need to look at the overall success rate for students in Engl 101, as well as for students who took Engl 101 as their first English course (as opposed to starting in any below-college-level course). We can also examine additional success rates, such as WRT 105 to Engl 101.

Actions from Last Year's Monitoring Report
- Data collection delayed due to ctcLink implementation and pandemic conditions

Action Plan 2021-22:
- ✓ Disaggregate data on transition success rate from Math 099 to Math 141 to identify trends
- ✓ Disaggregate data on transition success rate from Engl 099 to Engl 101
- ✓ Examine overall success rates of students in Engl 101, including students who placed at college level
- ✓ Examine success rates for Engl 98 to WRT 105 and WRT 105 to Engl 101
- ✓ Convene meetings of English Department and Transitional Education to discuss data, key course outcomes, and strategies

Objective B: Students who transfer from CC to other colleges will be as successful as other students at that institution.
Score for this objective: No score due to lack of current data

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
GPA of CC Transfer Students at 4 year	3.19	3.19	3.29	3.26	3.36
GPA of Other Students at 4 Year	3.19	3.2	3.21	3.22	3.23

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
CC Transfer Rates	20%	23%	25%	23%	25%	29%	29%
College Comparison Group Transfer Rates	24%	24%	26%	26%	28%	31%	31%
CC Students of Color Transfer Rates	20%	24%	25%	21%	22%	23%	31%

Analysis:
We are unable to score this indicator this year due to a lack of a current data source. Previously, we relied on MRTE (Mutually Reported Transcript Evaluation). However, that database is no longer being maintained due to a variety of factors. The State Board for Community and Technical Colleges (SBCTC) has indicated that they plan to have a new dashboard available in late spring or early summer. When that becomes available, we will need to examine the data to see whether it adequately addresses this indicator. If it does, then we can resume use of this indicator. If it does not adequately address this indicator, the Institutional Effectiveness Committee will discuss whether to change or eliminate this indicator.

Actions from Last Year's Monitoring Report
- February 2020 visit to WSU in Pullman to discuss partnership opportunities and a dual admission program; progress was then interrupted by the pandemic, but is restarting now
- Guided Pathways Steering Committee has redesigned web pages to connect students to transfer programs and resources; pages are being built now

ACTION PLAN:
✓ Explore options for a new data source.

OBJECTIVE C: CC students who complete CTE degree will have job placement rates equivalent to the state average and wages within 5% of comparison cohort averages.

Score for this Objective: Meeting the Benchmark

	2015-2016	2016-2017	2017-2018	2018-2019
CC: % of Prof/Tech Program Completers in UI Covered Jobs*	78%	80%	80%	79%
CC Students of Color: % of Prof/Tech Program Completers in UI Covered Jobs*	81%	78%	80%	85%
State Average*	77%	76%	77%	77%
State Average for Students of Color*	77%	76%	79%	79%

*Also includes completers continuing in education

	2015-2016	2016-2017	2017-2018	2018-2019
CC: Median Wage of Prof/Tech Program Graduates	$15.73	$16.75	$19.11	$18.88
CC Students of Color	$15.04	$16.55	$19.02	$18.63
CC Women Graduates	$14.87	$16.43	$17.77	$18.23
CC Women Students of Color Graduates	$14.59	$16.31	$17.59	$17.82
Comparison Cohort: Median Wage of Prof/Tech Program Graduates	$18.59	$18.67	$19.37	$19.64
Comparison Cohort Students of Color	$16.61	$16.83	$18.00	$17.90
State Average: Median Wage of Prof/Tech Program Graduates	$19.17	$19.76	$20.45	$21.04
State Average Students of Color	$18.45	$18.83	$19.72	$20.46
Percentage Difference between CC and Comparison Cohort (All Graduates)	-15.4%	-10.3%	-1.3%	-3.9%
Percentage Difference between CC and State Average (All Graduates)	-17.9%	-15.2%	-6.6%	-10.3%

ANALYSIS:

Centralia College is meeting this benchmark. The employment rates for program completers continue to trend slightly above the state average. The wage comparisons for program graduates lag considerably behind state averages, though they are within 5% of the comparison cohort. The state average includes a large number of high-wage jobs in the Central Puget Sound region, and may not be a realistic comparison for the job opportunities available in Lewis County and southwest Washington. In looking at median wages for Centralia College students of color and women, we can see that generally students of color are seeing slightly lower median wages than average, that women see a slightly larger disparity, and that women who are students of color experience the largest wage gap. A next step will be to examine enrollment demographics within specific programs to see how these differences are distributed across different industry sectors. The Institutional Research department will work toward developing program-specific data sheets for the use of faculty and instructional administrators to show wage and job data by program. It should also be noted that these charts use a different data source than last year's report, so employment rates will not compare directly to last year's report.

Actions from Last Year's Monitoring Report
- Development of BAS in Behavioral Health; final approval pending
- Currently contracting with INTERACT Communications to conduct market research on IT programs in order to boost enrollment and consider program modifications

Action Plan:
- ✓ Disaggregate job and wage data by program
- ✓ Develop an annual job and wage data report for use of program faculty and administrators
- ✓ Examine demographic enrollment patterns by program; develop strategies to encourage women and students of color to enroll in high-wage programs
- ✓ Examine the comparison cohort to determine whether it gives an appropriate comparison group reflective of regional job markets

d. CC Students who complete degrees will demonstrate proficiency in the CC General Educational outcomes/ Learning Themes.
Score for this objective: Making Progress toward the Benchmark

Action Plan:
Last year, we were not meeting this benchmark as the existing Learning Themes were not clearly assessable and we did not have a clear plan in place to gather and assess this level of outcomes data. Over the past year, the Assessment Committee, working with a variety of departments and committees across campus, have made substantial progress in establishing new student learning competencies and new assessment processes that will collect and examine data to ensure that students who complete a degree at Centralia College have mastered the learning competencies at a sufficient level. This objective is scored as Making Progress toward the Benchmark, as we have not yet collected sufficient student learning data to confirm that we are meeting the benchmark. However, over the course of the next year, the new assessment processes will be used to determine whether students are demonstrating adequate proficiency across all competencies. The outline below describes the steps taken to make progress toward this benchmark and the process that will be used to assess student learning competencies going forward.

1. **Replace the former learning ability themes with student learning competencies that address skills college students should obtain through any degree.**

2. **Provide meaningful assessment of student learning competencies.**
   a. Course level outcomes linked to student learning competencies on all course outlines.
   b. Student learning competencies appear on all course outlines with faculty providing measurable program or distribution outcomes that support the student competencies taught in that course.
   c. Implement assessment tools (rubrics, Canvas analytics, research projects, IR data packets) that provide assessment by all full-time and adjunct faculty in student achievement of course level outcomes as they relate to the college Student Learning Competencies. (In process with expected finalization fall 2021.)
   d. Subgroups of faculty from the Assessment Committee will assess each Student Learning Competency on a rotational basis and report findings and action items to the Curriculum Review Committee and Instructional Council. Results will be reported to the Institutional Effectiveness Committee (IE) for linkage to the college mission. Institutional Research and the Director of eLearning will utilize Canvas for dissemination of assessment results tied to the course and program/curriculum levels. (process will be finalized fall 2021/winter 2022)

3. **Use the assessment results to influence planning and resource allocation through curriculum and program reviews.**
   a. Each curriculum/program review is peer reviewed by the assessment committee.
   b. Curriculum/program reviews are presented to Curriculum Review Committee – approved – and entered in minutes – including action items that require funding.
   c. Assessment liaison will provide verbal updates to IE to include action items.
   d. Assessment committee provides annual report to CRC and IE in conjunction with Instructional Workplan.

Actions from Last Year's Monitoring Report
- Development of new general education assessment process

Action Plan 2021-22:
- ✓ Finalize implementation of Assessment plan as described above
- ✓ IE to update terminology of this benchmark to match the updated assessment process
- ✓ Use assessment data and annual Assessment Committee Report to measure progress toward the benchmark

MISSION FOCUS AREA 3: SUPPORTING COMMUNITY

Outcome:

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

Objectives and Data Indicators:

a.   Equity: Equity-minded decisions will improve access and student outcomes.
  i.   Policy and procedure changes remove barriers
  ii.   Budget allocations address barriers for students
  iii.   Curriculum is inclusive
  iv.   Programs and services support success for traditionally underserved students

b.   Stewardship: CC will be a model of good stewardship and community partnership
  i.   Clean annual audit reports demonstrate fiscal stewardship
  ii.   Partnership matrix (Business, K12, legislative, service clubs, SBCTC, etc.) indicates a broad variety of effective partnerships
  iii.   Foundation scholarships & assets demonstrate a broad base of community support
  iv.   Community use of TAC, Corbet Theater, and other college resources demonstrate support for community

c.   Sustainability: College will operate within its means and invest in the future of the college.
  i.   Establish and maintain fiscal reserve policies and fiscal sustainability benchmarks
  ii.   Campus technology supports student access and success
  iii.   CC employees are well trained and participate in ongoing professional development
  iv.   College achieves enrollment targets
  v.   Cost per FTE will be within the 3rd quartile of SBCTC averages
  vi.   ~~Reduce carbon foot print annually~~

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

Score for this objective: Making progress toward the Benchmark

Analysis:

Last year, we identified a series of policy changes, budget allocations, and services intended to remove barriers for students in order to improve access and outcomes. In the data below, we can see student usage data related to many of the items identified in last year's report. The data indicates that significant numbers of students are making use of these resources. However, we cannot yet tie use of these services to increases in specific student outcomes. Thus, this indicator is scored as Making Progress toward the Benchmark. In the coming year, we need to develop a method for tying some of these data points to improved access or outcomes for students. In order to do that, we will ask the Justice, Equity, Diversity, & Inclusion Committee (JEDI) to discuss this objective and provide suggestions for appropriate data indicators. In addition, we are exploring the feasibility of using scannable student ID cards that could be used to log in to participate in a variety of activities and services. Use of services could then be correlated with student success and progress toward degree completion.

Actions from Last Year's Monitoring Report
- Redesign VP of Human Resources and Legal Affairs as VP of Human Resources and Equity
- Task JEDI Council with development of Campus Equity Plan

Action Plan 2021-22:
- ✓ Ask JEDI to examine this indicator and make suggestions as to viable indicators that might be used to meet the benchmark
- ✓ Explore the feasibility of using a scannable Student ID Card to correlate use of services and activities with student access and success

Distribute bus passes to students to help reduce transportation barriers.

Bus Passes Distributed to CC Students by AY and Quarter			
	2017-18	2018-19	2019-20
Summer	45	34	31
Fall	138	110	104
Winter	110	101	
Spring	89	45	

Began an expansion of OER textbook policies and support for faculty.

	2019-20
Number of courses at CC	670
Number of courses that offer at least one section that is OER, Low-cost, or No Book	194

Number of course sections that were OER, Low-cost, or No book					
	Summer 2019	Fall 2019	Winter 2020	Spring 2020	**Totals**
OER	12	33	34	33	**112**
Low-cost	16	24	24	24	**88**
No book	37	103	120	122	**382**
TOTALS	**65**	**160**	**178**	**179**	

The Runnings Start Book Loan program provides textbooks to RS students in order to reduce barriers to college enrollment.

	2019-2020	2020-2021
Number of RS students	385	379
Number participating in Book Loan Program	100	76
Number qualifying for Book Loan Program	85	49

New diversity classes added to meet diversity requirement

	2019-20
Subjects that had at least one course offering that met Diversity Requirement	
Courses offered that met Diversity Requirement	11
Course sections offered that met Diversity Requirement	22
Tenth-Day Enrollment in courses that met Diversity Requirement	46
Distinct instructors that taught at least one course section that met the Diversity Requirement	541

Students who Took at Least One Diversity Course by Demographic		
	2019-2020	
White	422	70%
Student of Color	134	22%
International	8	1.3%
Unknown	41	6.8%

b. CC will be a model of good stewardship and community partnership

Score for this objective: Meeting the Benchmark

Analysis:
Centralia College has a demonstrated history of good stewardship and community engagement. This history takes a great variety of forms, more than can be reported here. For the purposes of this report, three categories of data are selected to represent the concept of stewardship: Financial auditing, community partnerships, and Centralia College Foundation assets. Last year we also tracked community use of Centralia College facilities. However, due to the pandemic, we had no community events over the past year; we hope to be able to resume those activities in Fall 2021.

I. Clean annual audit reports demonstrate fiscal stewardship
The audit process during the past year was even more challenging than usual. One challenge was, of course, the pandemic and the need to operate under restrictive safety protocols. But an even bigger challenge was the ctcLink project and our implementation of the new enterprise software system, PeopleSoft. The audit process took place while Business Office staff and other departments were fully involved in training and configuration activities for the new system. This meant that many of those involved in working with the Auditors were already working overtime to complete homework assignments and training activities for ctcLink. In spite of this, they attended to the needs of the Auditors, supplied all of the necessary data, and completed another successful audit cycle. The most recent audit cycle has again resulted in a clean audit finding with no management letter. Given the obstacles faced over the past year, this should be considered a major accomplishment.

II. Partnership matrix (Business, K12, legislative, service clubs, SBCTC, etc.) indicates a broad variety of effective partnerships.
The Centralia College Partnership Matrix (see Appendix) is a current inventory of external partners that the college is working with. The partnerships are divided into six categories: Industry, K-12, Higher Education, Public Sector, Multiple Partners, and Non-Profits. In general, this matrix illustrates how much Centralia College is integrated with our community across a variety of issues. This is almost certainly not a completely exhaustive list—we probably missed a few—but it does paint a very broad picture of our community activities. In examining the partnerships in different categories, we can draw some conclusions about where our partnership work is the strongest; we can also see a couple of areas where we have room for growth.

Last Year we identified several areas where our partnerships appeared to be very strong:

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

These areas continued to be strong for us this year, though some activities were limited by the restrictions imposed by the pandemic. Two specific K-12 partnerships are worth calling out individually:

- ✓ We have begun work with the Centralia School District to develop a student achievement partnership similar to our work with the Chehalis School District. After a series of planning meetings, the first activity will be a summer program for 2021, with Centralia High School students taking college classes and engaging in career and educational planning activities.
- ✓ The Washington Student Achievement Council (WSAC) has invited Centralia College to participate in a pilot project that would use an automatic conferral process for state financial aid. We will be working directly with Centralia High School, W.F. West High School, and one or two others still to be identified. When those students register for classes at Centralia College, WSAC will use existing state databases to determine eligibility for the Washington College Grant and we can deliver grant funds to those students without the need to fill out the FAFSA or WASFA forms. Robert Cox is our point person for this project with WSAC.

Last year we also identified two growth opportunities—areas where we could expand our active partnerships:

- • Industry Partnerships
- • Higher Education Partnerships

In terms of industry partnerships, the completion of the SWFT Center provides a great opportunity to build new partnerships with local and regional industries. We have just begun offering classes in the SWFT Center, but we already have a number of active industry partners, including Arbor Health, Hampton Lumber, Sierra Pacific, and others.

For higher education, the pandemic has slowed the development of the partnership with WSU that we initiated over a year ago. As conditions return to normal, we are picking up that conversation again and hope to pursue a dual admission agreement with WSU in the coming year. As conditions allow, we will also be reaching out to CWU, UW Tacoma, and others. Currently, we are working with The Evergreen State College on a Master's pathway for our proposed BAS in Behavioral Health.

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

In 2020-21, the Centralia College Foundation has already received over $990,000 in donations. This far exceeds the annual goal set by the Foundation Board. The gifts received are both large and small, from alumni, local businesses, college employees, and patrons from the local area.

Here are a few other facts that describe the Foundation's base of support:
• New endowments established: 3
• Total number of gifts this fiscal year: 627
• Average gift: $1,125
• Median gift: $100

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

Actions from Last Year's Monitoring Report

• Development of SWFT Center in order to enhance industry partnerships; sponsorships from Arbor Health, Hampton Lumber and others
• Purchased Mobile Classroom in order to expand partnership and training opportunities

Action Plan 2021-22:

✓ Review the Partnership Matrix with IE to confirm that it is still an appropriate tool
✓ Continue to expand partnership opportunities through use of the SWFT Center, as well as the Mobile Classroom
✓ Finalize Dual Admission Agreement with WSU; reach out to CWU and UW Tacoma

c. College will operate within its means and invest in the future of the college
Score for this objective: Making Progress

i. Establish and maintain fiscal reserve policies and fiscal sustainability benchmarks
Last year as we prepared the Monitoring Report, we were just beginning remote operations due to the pandemic. Enrollment for Spring 2020 dropped in response to pandemic conditions. We were hearing from the Office of Financial Management (OFM) and the Governor's Office that we could face budget cuts of 15% or even more. Consequently, our budget was not in balance. In response, the Budget Review and Planning Committee, the Executive Management Team, and departments across campus took a number of steps to adjust our budget to the new reality:

- Freeze college travel
- Implement regular furloughs from July to October 2020
- Make use of the Voluntary Separation program through OFM to reduce staffing
- Make use of a Tenure Buyout offer to reduce ongoing costs
- Freeze some vacant positions to realize one-time or ongoing budget savings
- Identify additional spending reductions in various areas across campus.

Meanwhile, the college has received additional funding through four different pandemic stimulus programs: CARES Act, GEER, CRRSSA, and ARP. These state and federal stimulus funds have allowed the college to both pay for increased costs triggered by the pandemic and to backfill lost revenue due to declining enrollment, and to avoid direct layoffs of college personnel. Currently, we are scoring this indicator as Making Progress toward the Benchmark. That is largely due to continued uncertainty with regard to the future course of the pandemic and its impact on enrollment. By working proactively to address budget shortfalls over the past year, we have managed to right-size our current year budget; we are now in the process of producing a balanced budget for the coming year. That preliminary budget will be presented to the Board of Trustees in May along with this Monitoring Report.

ii. Campus technology supports student access and success
Over the past year, Centralia College has made an unprecedented effort to meet student needs through technology. Two aspects have been at the forefront of that effort in the past year:
- Supporting students, faculty, and staff in the switch to remote learning
- Implementing the ctcLink project

Both of those efforts have taken a great deal of time and resources. In order to transition to remote learning, many different steps were required for both students and employees:
- Rapid expansion of Virtual Desktop Infrastructure (VDI)
- Purchase and distribution of new laptop and WiFi hotspots
- Installation of campus Key Card system, to allow access to locked buildings and facilitation of contact tracing
- Checking out campus computers and other technology to employees for home use
- Vetting and implementing new software tools to facilitate remote instruction
- Rapid expansion of campus WiFi network to improve access

- Moving campus computers and printers into alternate office locations in order allow for social distancing
- Rapid expansion of the use of web conference tools, including WebEx, Zoom, Teams
- Upgrades of security tools in response to increased phishing, malware and related threats
- Ongoing troubleshooting to solve problems posed by remote operation

This is just a partial list of steps taken by Centralia College IT and other departments in response to the pandemic and the need for remote operations.

At the same time, the campus undertook implementation of PeopleSoft. This involved months of planning, training, configuration, validation and troubleshooting. This is an investment of thousands of hours on the part of IT, the Business Office, Enrollment Services, Financial Aid, the Instruction Office, Human Resources, Payroll, the ctcLink Project Office, and others across campus. The implementation of this new Enterprise Resource Planning and Management software would be a daunting undertaking at any time. The fact that Centralia College had to carry out this implementation in the midst of a global pandemic made it especially challenging. However, Centralia College employees clearly rose to the occasion, working long hours and solving a vast array of problems. As of this writing, the college is still in the stabilization phase of this project, and there is still a lot of work to be done. However, the formal implementation phase has been completed successfully.

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

Centralia College provides its faculty and staff with a broad array of training options. These training opportunities include

	2018-2019	2019-2020
Number of College Employees Engaged in Training	384	99
Total Number of Recorded Training Hours	6,857	7,406

Of the total training hours above, 4691 hours were for trainings provided by Centralia College. Compared to the prior year, more training hours were completed by fewer employees. This is likely due to the impact of both ctcLink implementation and the pandemic. First, for those employees directly engaged in ctcLink implementation, there was a very large number of training hours involved, but those hours were for the most part not captured by our regular tracking system, as they were all sponsored by SBCTC. Those employees who spent the most time on ctcLink work engaged in almost no other training activities during that time. Second, as we transitioned to remote operations in Spring 2020, some employees were unable to spend their entire work week engaged in their typical activities due to the nature of their job, the limits of technology, or other temporary factors. Those employees were asked to engage in online training activities on a variety of topics. As the year progressed, those employees were gradually able to perform more functions remotely or were able to return to their offices. So, these two influences mean that a small number of employees engaged in more than average training hours for 2019-20.

Training opportunities are spread across different areas of the college; some are required of all employees; others are dependent on specific job duties, while some are optional. The list below shows the total training hours for different college divisions.

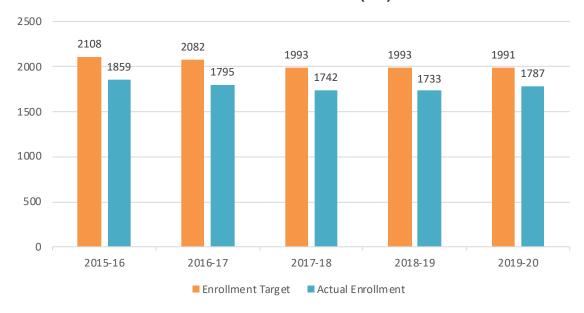**NUMBER OF TRAINING HOURS PER AREA**

Total *Administration* Training Hours	956.40
Total *Student Services* Training Hours	817.95
Total *Instruction* Training Hours	4,786.22
Total *President's Office* Training Hours	514.05
Total *Board of Trustees* Training Hours	291.00
Total *GHEC* Training Hours	22.00
Total *Cedar Creek* Training Hours	19.25

iv. College Achieve Enrollment Targets

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

The chart below shows a five-year trend of declining enrollments. The chart below reflects only the first quarter of the COVID-19 pandemic; during the 2020-21 academic year, enrollment has continued to decline steeply. We expect that enrollment will begin to rebound in Fall 2021; however, we can't predict at this point how quickly enrollment will return or how strong it will be in the long run.

5 Year Enrollment Trend (FTE)

	Enrollment Target	Actual Enrollment
2015-16	2108	1859
2016-17	2082	1795
2017-18	1993	1742
2018-19	1993	1733
2019-20	1991	1787

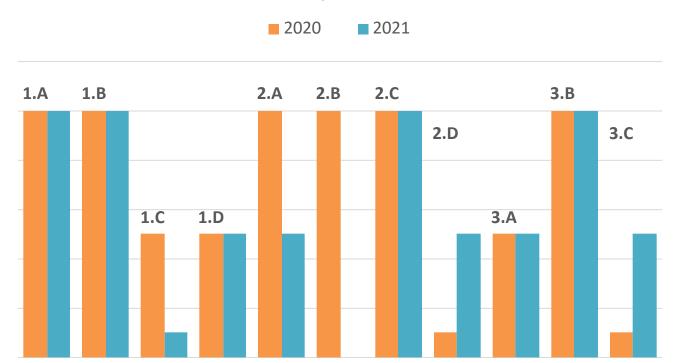**Actions from Last Year's Monitoring Report**
- Increased marketing efforts, including expanded use of YouTube ads, additional direct mail marketing and others.
- Accelerate new program development, including BAS-BH & adding Supply Chain Logistics track to BAS-AM
- Contract with third-party market research firm to develop plans for low-enrolled programs

Action Plan 2021-22:
- ✓ Review the FY 2021 budget and continue to monitor tuition revenue
- ✓ Use federal stimulus funds strategically in order to ensure that we can keep the budget balanced until enrollment begins to rebound
- ✓ Continue planning for a return to on-campus operations for fall 2021
- ✓ Develop new strategic enrollment goals, with implementation planning
- ✓

Benchmark Trends:
Up in 2, Steady in 6, Down in 1

■ 2020　　■ 2021

The results of this Monitoring Report could best be described as status quo. While we did make progress in the two areas where we were not meeting the benchmarks last year— general education assessment and having a balanced budget—we also lost ground in one key area: student retention.

Annual student retention rates are not only a measure of student success but also are a key factor in meeting enrollment targets. An additional concern related to this objective is the fact that the data includes only one quarter of pandemic operations (Spring 2020). We know that enrollment has declined significantly during 2020-21, so it is likely that this downward trend in retention has declined further in recent quarters. We are currently in the process of signing a contract to implement EAB Navigate software, which will allow us to more closely track the progress of individual students and to design communication and intervention strategies to improve retention. We are also planning to move back to "near normal" on campus operations for fall 2021, which we believe will help with enrollment and retention issues. However, we will also need to develop focused strategies to analyze where retention gaps are happening and design strategies to address them.

There are a few other areas of concern or focus for the coming year:

- Measuring the success of transfer students (Objective 2.B): we were unable to score this objective this year because the state database is on longer being updated. However, we were meeting this benchmark last year and we don't have any evidence that this has changed. In addition, SBCTC has promised a new dashboard on this topic in late spring or early summer, so we should have relevant data at that time.
- Assessing General Education Learning Outcomes (Objective 2.D): We have moved from Not Meeting the objective last year to Making Progress this year. In our recent Mid-Cycle Evaluation visit from NWCCU they noted that good work was happening in this area; however, they also expressed concern that this work might not be moving fast enough. We will need to move to full implementation of the new assessment plan quickly.
- Equity Gap in Completion (Objective 1.A): While we are meeting this objective overall, students of color are lagging behind in the rate at which they complete degrees and certificates. This will require additional data analysis and plans for intervention.
- Low Enrollment (Objective 3.C): Enrollment levels have been declining over the past decade and the influence of the pandemic has increased that trend over the past year. State Funded FTE enrollments for Fall 2020 are 40% lower when compared to Fall 2010, at the height of the enrollment boom during the last recession. While enrollment will undoubtedly rebound as the effects of the pandemic are mitigated, it is unclear how fast enrollments will rebound or to what level.