



Northwest Commission on College and University (NWCCU)
Annual Update for WSQA
Academic Year 2010-2011
Due October 15, 2011

College Name: Centralia College

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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
<p>Recommendation 1: Centralia College has invested considerable time and institutional energy in the development of an educational assessment program. However, much more work needs to be done.</p> <p>The committee recommends that Centralia College consistently integrate discipline and program review into institutional assessment and planning.</p>	<ol style="list-style-type: none"> 1. Responsibility for implementation of the review process has been clarified and resides with the division deans. 2. A direct connection between the instruction work plan and program review, curriculum review, outcome review, and faculty assessment research. 3. The composition and mission of the Instructional Assessment Committee was evaluated and redefined; ultimately, however, this committee voted that it be discontinued and an institutional level assessment/research group be formed in 	<p>All extant program reviews have been completed and a new review cycle has begun. With the increased clarity provide by the actions discussed above, faculty and administrative engagement has seen a marked improvement over previous years.</p> <p>Program and distribution outcomes have been published for all programs. Students should have a clear idea concerning the scope and depth of their programs, including what is expected of them and what they can expect from the program.</p> <p>The linkage between course outcomes and</p>

<p>Further, the committee recommends that the college finish the development and implementation of its instructional outcomes assessment plan.</p> <p>Standard 2.B.2, Policy 2.2: Full scale Accreditation Evaluation October, 2010. Official notification from NWCCU received January, 2011.</p>	<p>its place. This is in process.</p> <ol style="list-style-type: none"> 4. Program review, curriculum review, and outcomes review processes have been revised and re-sequenced. 5. Program and distribution outcomes have been defined for all academic and workforce areas. 6. Curriculum review for pre-college courses and programs is in process. 	<p>program/distribution outcomes has been established for all courses in academic and workforce courses. This linkage provides direct evidence that programs actually achieve their stated outcomes through the courses that comprise them.</p> <p>Curriculum review for pre-college courses has been undertaken to improve the rate of transition from basic skills through developmental to college level courses. It is too early in the process to document outcomes from this review.</p>
<p>Recommendation 2: With the rise of eLearning and other technologies, the committee recommends that Centralia College provide sufficient information support services to faculty, staff and students to effectively and efficiently fulfill the college’s mission and goals.</p> <p>Standard 5.D: Full scale Accreditation Evaluation October, 2010. Official notification from NWCCU received January, 2011.</p>	<p>In addressing this recommendation, the college looked at specific comments from the full evaluation report. These are listed below with corresponding actions.</p> <p><i>“Although some information technology training for faculty and staff is available, Centralia does not offer a coordinated and on-going faculty and staff information resource training program.”</i></p> <p>In response, the eLearning Division expanded these training assistance opportunities:</p> <ol style="list-style-type: none"> 1. In winter 2011, eLearning piloted a technology training series called “Tech Tuesdays.” On Tuesdays at noon, drop- 	<p>Training for faculty and staff has improved. Coordination for training is provided by the eLearning Division under the direction of the Dean for eLearning and Library Services and the Instructional Designer.</p> <p>The overall level of competency appears to be up as indicated by the number of faculty members who are certified to teach online courses and by the usage statistics of eLearning platforms such as Angel Learning Management System and Tegrity Lecture Capture.</p> <p>Moreover, faculty engagement in exploring technology enhanced teaching and learning seems to be growing as evidenced by interest shown in keeping the faculty learning community going.</p> <p>Overall capacity of the wireless system is</p>

	<p>in sessions open to all faculty, staff, and students were held. Sessions were recorded using lecture capture. The series was discontinued after two months due to low attendance.</p> <ol style="list-style-type: none"> 2. The instructional designer tested a strategy of holding weekly office hours near the faculty offices but this did not have the desired impact. Next year the focus will be daily “walkabouts” to provide impromptu assistance. The instructional designer continues to assist faculty members and students on a daily basis and prepares one-on-one and group training sessions. 3. During the past year, the instructional designer offered 25 workshops on a variety of eLearning topics. 4. Each year the instructional designer offers a three-week course in teaching online using the Angel Learning Management Suite. During the past year, 11 more faculty members passed the course. Faculty members are required to complete this course prior to teaching online courses. This training has been available for several years. 5. A faculty learning community focused on best practices in online and hybrid learning continued into a second year. This group has 12 active faculty 	<p>still not where it should be. Coverage appears to be improved and most areas on campus have access to wireless.</p> <p>With overall staffing stagnant, improvements in staffing levels and increased support have relied on being more efficient. The college has striven to maintain its level of staffing but it would be difficult to state unequivocally that there has been a net improvement in this area.</p> <p>No net change in relation to professional development opportunities for IT staff.</p>
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	<p>members and meets twice a month to share strategies and to undertake professional development.</p> <p><i>“Librarians and students noted the unpredictable reliability and spotty coverage [wireless] around the campus.”</i></p> <p>In response, the IT Department has researched and proposed an enterprise grade wireless option, but action is on hold due to the ongoing budget situation. As an interim measure, the Student Government Association has dedicated \$25,000 which has allowed for equipment upgrades around campus. Staffing to support the system still remains an issue.</p> <p><i>“The eLearning Department, the IT Department, and the Web-related portion of the College Relations Department were all understaffed, preventing them from providing adequate development, support, and training in order to meet the growing technology needs of the college. Areas of greatest need: timely and effective support inside and outside the classroom; increased access and technical support during the evening hours; training and support for distance learning courses and programs including eCorrespondence, web enhanced,</i></p>	
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	<p><i>hybrid, and online courses; universal design; development of custom applications to help expand the functionality and usability of the administrative system; development of web-based resources and services that meet the needs of end users.”</i></p> <p>In response, the following actions have been taken:</p> <ol style="list-style-type: none">1. As mentioned previously, the current budget climate has prohibited the hiring of additional staff. But, the college refilled a full-time IT position that was vacated during the past year to at least maintain overall staffing levels. Moreover, the current budget picture will continue to conflict with the demand for service.2. At the time of the last accreditation visit the college was maintaining duplicate internal network platforms. It has subsequently eliminated its Insider intranet and focused on developing its MyCC intranet.3. Increased faculty familiarity with new technologies has somewhat helped to reduce IT workload.4. Some gains have been realized as the bugs encountered in bringing the New Science Center on-line have been	
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	<p>resolved.</p> <p>5. A reduction in demand has resulted in decreased evening class offerings; students appear to be moving to online courses.</p> <p>6. The community college system continues to work on a statewide system of administrative applications to increase functionality. The college's student data repository has been moved from a local server to a remote system supported server; the bugs still have to be worked out.</p> <p><i>“Lack of adequate professional development opportunities for IT professional staff.”</i></p> <p>This continues to be a challenge as local training options are limited and budgetary constraints limit other options as well.</p> <p><i>“Planning and evaluation of quality, accessibility, and use of library and information resources and services need to be more regular, systematic, in-depth, and inclusive.”</i></p> <p>As a result, the following actions have been taken:</p>	
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	<ol style="list-style-type: none"> 1. While an eLearning student satisfaction survey has been conducted quarterly for the past two years to inform planning, this year’s focus for information gathering is faculty and staff. A fall survey will be conducted to gather information about faculty eLearning technology use. 2. A review of library resources is now included in the program review process. The librarians have modified their collection development processes to maximize acquisitions for departments conducting program review. 	
<p>Year One Self-Evaluation Report: Following the completion of its Full-Scale Accreditation Evaluation in October of 2010, Centralia College was directed by the Northwest Commission on Colleges and Universities to prepare and submit its Year One Self-Study Report by 15 October 2011. The Year One Self-Evaluation Report requires that the college demonstrate compliance with NWCCU Standard 1 and Eligibility Requirements Two and Three, in addition to addressing progress toward outstanding recommendations</p>	<p>The Centralia College Board of Trustees reaffirmed the college’s mission statement, “Improving people’s lives through life-long learning,” at its summer work session in August, 2011. This mission statement is published on its Webpage and in the college catalog, as well as in other publications sent out to the public.</p> <p>Although broad in scope, the mission statement encompasses what it means to be a community college. It reinforces the college’s commitment to providing quality education that helps individuals improve their lives through education irrespective of their age. Although the college’s primary</p>	<p>The work that went into completing its Full-Scale Self-Evaluation, the three-day evaluation visit, and the subsequent work on addressing recommendations and developing core themes has reinforced the sense of importance of the work the college does in the minds of its faculty and staff.</p> <p>Moreover, the shift from an accreditation process in which there is a frantic and intense period of self-reflection once every ten years to an ongoing and cumulative process, distributed over a seven-year cycle, has helped to foster an institutional climate in which assessment has become a natural part of the daily work of the institution.</p> <p>The intense focus on mission and goals, and</p>

<p>noted above.</p> <p>Standard One: Mission, Core Themes, and Expectations</p> <p>1.A Mission</p> <p>1.A.1 The institution has a widely published mission statement- approved by its governing board-that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, an is generally understood by its community.</p> <p>1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.</p> <p>1.B Core themes</p> <p>1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.</p> <p>1.B.2 The institution established</p>	<p>focus is on degree and certificate programs, it has programs for all ages including pre-k and senior.</p> <p>The college has defined mission fulfillment in terms of its Core Themes and associates END statements.</p> <p>Ten years ago the college adopted a governance structure following he Carver model of Policy Governance, under which the board of trustees set the college mission and broad goals and the college demonstrates it is fulfilling the mission by achieving the goals (ENDs) which are derived from the mission. The college has thrived under this system.</p> <p>When considering its Core Themes, the ENDs seemed like a good place to start. After some thought and deliberation spanning the better part of the 2010 – 2011 academic year, the college proposed and the board adopted three Core Themes:</p> <p>Core Theme 1: Access, Diversity, Persistence Core Theme 2: Educational Programs Core Theme 3: Stewardship</p> <p>Under these Core Themes, the college’s ENDs form a set of measureable goals. An</p>	<p>the subsequent development of core themes has come at a critical point. With the sharp decline in state support that has taken place over the past three years and the projected continued decline, the college has had to consider carefully how it will distribute its resources. Knowing what is central to its mission has been and continues to be essential in this process.</p>
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Name of College Centralia College

<p>objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluation accomplishment of the objectives of its core themes.</p>	<p>assessment of the college's performance in the achievement of these goals is provided to the board on an annual basis through a corresponding set of Monitoring Reports.</p>	
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