Student Services

Mission Statement

Student Services facilitates and supports the learning process by helping students access college; achieve their educational, career, and personal goals; and make gains in personal development.

Organization

The Student Services administrative unit is headed by the vice-president of student services who reports directly to the president. Services and programs are grouped by function in departments, and the vice-president supervises staff responsible for major areas of service:

- Director of Enrollment Services
- Director of Financial Aid/Job Center
- Director of International Programs
- Director of Sports Programs (Athletic Director)
- Director of Student Programs and Activities
- Director of Educational Talent Search (Federal TRIO Program)
- Director of Student Support Services (Federal TRIO Program)
- Director of Special Needs/Special Populations
- Coordinator of Counseling/Career Center
- Coordinator of Workbased Learning Tuition Program (Workfirst)
- Manager of Running Start Program

(See Attachment 3.1)

Services are effective and resources are adequate as reflected in program satisfaction surveys and evidence of goal attainment as shown in the required exhibit and the manager's notebooks available in the Exhibit Room. Overall satisfaction measures are provided by results of the fall 1999 administration of the Community College Student

Experiences Questionnaire (CCSEQ). (See Attachement 3.2) They are provided in the required exhibit also available in the Exhibit Room. (See Attachment 3.2)

Mission and Policies

Student Services implements and monitors appropriate policies and procedures for student development programs and services. The vice-president of student services oversees the strategies and processes related to student success, and the Student Services Cabinet, and the reconstituted Student Issues and Policy Council (SIPC) provides the vice-president with recommendations.

In spring 1997, all student services staff participated in a series of five mini-retreats focused on issues related to mission, goals, and objectives. The mission statement for Student Services as related to the College mission was developed and adopted. Each department crafted a department mission statement related to the student services mission and college mission statements. In addition, each area examined the contributions of its area to student learning in reference to the five college learning themes, and how their policies and procedures contribute to student learning.

During this analysis and evaluation period, departments found that their work, guided by the standards set at the federal, state, or regional level, helped define specific principles and operating guidelines which reflected a genuine orientation toward student development and learning. The 1997 workshop sessions demonstrated evidence of a subtle shift in staffs' perceptions of their role from providers of service toward developers of students.

The most important policies supporting the goals of Student Services include:

Counseling/Career Center

At this center client confidentiality and counselor disclosure information is maintained in compliance with state and American Psychological Association (APA) guidelines. Internal policies include:

- Individual contact with each assigned "undecided" student at least once each quarter
- Frequent free workshops for career exploration

Educational Talent Search

This TRIO program has set department policies including:

- Assessment and documentation of participants' potential for success support within six weeks of entry into the program
- Assistance to 6th-12th grade participants to enable them to complete their current grade level each year
- Assistance for financial aid and college admissions 100% of participants pursuing postsecondary education

Enrollment Services - (Admissions/Registration/Records):

The Records Office is governed by the Federal Family Education Rights and Privacy Act (FERPA), and various state regulations for records retention.

Local policies include:

- Academic standards as established by the Instructional Council
- General admissions underage student admission

Financial Aid/Job Center

The Financial Aid Office administers financial aid programs governed by federal and state regulations. Procedures are developed to comply with those regulations and to support the Financial Aid Office and Student Services mission, helping students with:

- Access: financial aid workshops and information sessions at high schools and on campus.
- Goal achievement: financial assistance is provided to those students who are eligible. Student job

center offers student employment opportunities related to career goals whenever possible.

- Career goals: employment security's on-campus location provides work search assistance and helps to organize an annual job fair on campus.
- Personal goals: provide assistance and encourage students to advocate for themselves in working with complex local, state, and federal systems.

International Program

Policies are defined for International Students:

- Application procedures including assessment and enrollment procedures (TOEFL and appropriate curriculum)
- Academic standards
- Rules of conduct

Policies are also in place to notify the Immigration and Naturalization Service about F-1 students (international students who attend full-time), and to help reinstate students who lose their F-1 status.

Special Needs/Special Populations

This program provides academic and vocational support services to students with disabilities based on federal and state mandates. Students must provide documentation from a qualified professional and request accommodations in a timely way. Internal policies include:

- Provision of individual accommodations
- Academic and personal intervention
- Advising for prevocational students and students with disabilities
- Screening and referral to appropriate resources as needed

Sports Programs

This program operates within the NWAACC (Northwest Athletic Association of Community Colleges) rules and regulations. Department policies employ the working principle that "Athletics is a tool to provide the athlete with an avenue to pursue an education." The department works toward 100% retention of student-athletes by tracking academic progress and providing needed support.

Student Programs

Policies and procedures are governed by the ASCC Constitution and its bylaws as well as the financial code.

Student Support Services

This program operates under the U.S. Department of Education rules and regulations. Internal policies include:

- Individual assessment of each participant
- Personalized educational/career plan for each
- Services provided to students as needed for plan completion
- Quarterly review

Running Start

This early entrance program operates in compliance with the state regulations that created the program. Local department policies include:

- Eligibility, using ASSET scores to determine a student's ability to perform college-level coursework
- Counselor-staffed service model for individualized planning to ensure graduation from local high school
- Required advising and priority registration for winter and spring quarters

- Academic standards interventions
- Enrollment limit of 25% running start students in classes, when possible, in order to retain college-level learning environment

(For a complete summary of each department's description of services, policies, and procedures that support the goals of Student Services and the College mission, see the Student Services Notebooks in the Evidence Room).

Student Services Cabinet and Committees

The Student Services Cabinet serves as a management forum to provide an exchange of information to direct the daily operations of Student Services. It meets bi-weekly, and includes the vice-president and the lead person from each department in Student Services. As part of the shared governance structure of the College, the Student Services Cabinet and the Student Issues and Policy Council, a standing committee of the College Council, assist the vice-president of student services in decision-making and policy-setting.

The Cabinet structure provides each department manager access to information and perspectives from the vice-president and each other, assuring that departments within Student Services are integrally connected, and that Student Services as a whole works effectively with college-wide initiatives. Agendas and minutes are available in the office of the vice-president of student services.

In addition to the Cabinet, several committees have been created to serve specific purposes. The use of committees in Student Services has broadened campus awareness and allowed student input regarding many issues. Committees include Student Orientation, Graduation, Scholarship, and Judicial.

The Student Issues and Policy Council

The Student Issues and Policy Council (formerly the Student Success Committee) meets several times each quarter to review student policies

and formal procedures that may require collaboration across administrative units. This Council includes exempt, faculty, and classified staff as representatives from Student Services, Administration, and Instruction. It is advisory to the vice-president of student services and reports to the College Council.

The vice-president of student services has asked the Student Issues and Policy council (SIPC) to review all student policies as part of its charge. In 1998-1999 the SIPC began a methodical review of student policies and procedures and has continued that review through 1999-2000. The Student Rights and Responsibilities Code was revised, the Running Start Priority Registration Policy was reviewed, the Underage Admission Policy was revised, and the remaining policies are currently under review. Agendas and minutes are available in the office of the vice-president of student services.

Also, in conjunction with various standing committees, the Student Issues and Policy Council provides policy oversight for several areas including:

- Academic and financial aid appeals
- Admissions hearings
- Advising
- Commencement
- Enrollment management
- GED graduation
- Orientation planning
- Outstanding student selection
- Student success strategies

Created in 1996 as the Student Success Committee, this body had difficulty finding its focus. However, with the leadership of the new vice-president of student services and the subsequent change to the Student Issues and Policy Council (SIPC), this umbrella group has demonstrated improved clarity of purpose and effectiveness in formulating and monitoring policies, strategies, and processes related to student success.

Increased attendance at meetings, increased cross-college representation, more frequent meetings, and the development of a list of

policies that SIPC has reviewed or intends to review or initiate, all point to a growing revitalization and a renewed belief in the ability of staff to influence policy change and development.

In addition to increased internal effectiveness, the vice-president of student services has grown as an effective partner with the vice-presidents of administration and instruction. This much-needed collaboration has led to more mutual consultation and increased trust among the three major areas of the College. For example, the three areas combined support for increasing new student intake and advising services during summer 1998, partially contributing to the upswing in enrollment in 1998-99. During that time the College provided resources for more advising fairs. In addition, instruction and student services partnered in sending a cross-campus team to a major conference on retention.

The cooperation of the vice-presidents serves as the foundation for making joint decisions at the vice-presidents' meetings and president's cabinet levels that benefit and support the overall college mission.

Student Services Resources

Student Services and its programs currently operate from three different locations on campus under the supervision of the vice-president of student services. There are currently 55 full and part time classified, exempt, and faculty positions in support of the services and programs offered. (See Attachment 3.3)

Job descriptions for staff members clearly define the responsibilities and duties of each position and regular evaluations are completed for classified staff in Student Services on an annual basis in accordance with state regulations. Job descriptions have been written for their content specific positions and are current. Although classified staff have their job descriptions defined by the Higher Education Personnel Board, programs also have content specific job descriptions that are written for their Centralia College positions. Resumes of some staff may not specifically encompass current responsibilities; in most cases this indicates that

these staff have worked in their positions at Centralia for years and their work assignments may have changed to reflect increased services and responsiveness to clients. Resumes are on file in the Personnel Office as well as contained in Student Services department notebooks.

College policy dictates that all administrative and exempt staff be evaluated every other year addressing the attainment of specific and measurable objectives established early in the academic year. Evaluations are expected to include a review of the job description, achievement of goals and objectives, and professional development training. Staff receive evaluative feedback from students, faculty, and staff within their own and other units. These evaluations are on file in the offices of personnel and the vice-president of student services.

Tenured counselors who are part of Student Services are evaluated as faculty members on a three-year cycle with feedback sought from students and colleagues and reviewed by the vice president. These evaluations are on file in the Instruction Office.

The position of director of admissions and records was evaluated in 1998-1999, and the job description and title were modified to reflect the increased college emphasis on providing professional leadership in marketing, recruiting, and outreach. The new director of enrollment services was hired at the end of spring quarter, 1999.

More than half the student service directors and managers are new, so the team has scheduled several social events as a beginning step in team-building. The team also took on the task of developing a plan to house all student services in the Student Center in order to improve the overall effectiveness of student services program delivery. This project has served as an effective team-building exercise. As a result, most student services will be co-located in the Student Center by the end of summer 2000.

Within student services, resources are allocated by needs in a process facilitated by the vice-president of student services and each department manager. The vice-president consults with the Presidents Cabinet before allocating substantial amounts of contingency dollars. Within the departments, staff evaluations suggest that the work done in the 1997

staff mini-retreats helped members review their policies and procedures in light of the goals of Student Services, the College mission, and the five college learning themes.

Institutionally, at the beginning of this decade resource allocation was generally based on historic patterns of budget expenditures, and dollars were allocated according to a set formula for distribution of the general fund. Early in the decade the College made a conscious decision to distribute budget money based on need rather than formula. This approach has continued and is evidenced by President's Cabinet's decision in spring 1999 to allocate released contingency funds in a targeted needs-based process that reflected the College's strategic plan to increase enrollment rather than any formula allocation.

Satellite Campuses

The staff at the College satellite in Morton, Centralia College East, provide services to students via the director and office assistant whose job descriptions detail student services. Counseling, advising, and placement testing is provided (approximately one day per week) by a part-time counselor.

Centralia College East also benefits from the College TRIO programs which provide periodic support through tutoring. In addition, the Educational Talent Search staff visits twice a month to assist students with admissions and financial aid application processes. Equipment for disabled students is provided as needed through library services delivery to CCEast. The center in Tenino is very new, so services will be provided at the site in the same manner as demand and enrollment increase.

Analysis

The overall organization of Centralia College's Student Services is effective in promoting services consistent with the College's mission and goals. The department structure has grouped services and programs by

function, making services accessible and responsive to current students, prospective students, and the campus community.

However, Student Services faces the challenge of addressing the complexity of the "new" student (more complex person with more complex problems). Professional development of Student Services personnel will be a crucial issue in the next decade in order to keep pace with these new demands. During the summer of 1999, a team of staff and faculty attended a national retention conference and formed the nucleus of a retention team to look at ways of addressing this increased complexity.

Evaluations by students indicate student satisfaction with services received. Program managers state that they have consistently accomplished their stated goals and objectives, indicating that resources are adequate to meet their program needs. However, many programs report that with more budget and staff resources, they could do their work with increased numbers of students more effectively and more in depth. The College is dependent upon increasing its enrollment to provide these resources.

In addition, staff have indicated that committees are often time-consuming and lack authority over budget and staffing decisions. Some members have experienced frustration over the considerable time and effort they spent developing recommendations which resulted in no direct action. However, the recent revitalization of the SIPC has signaled a change in that several of its recommendations have become college policy. Staff also strongly suggested that the SIPC membership needed additional faculty representation for a broader range of perspectives on issues of importance to students. This was accomplished fall 1999 with the addition of a senior faculty leader to the council.

Most programs indicated that physical resources are at a premium and additional services could be offered if monetary resources were increased. Lack of space is a primary issue limiting the ability of Student Services to operate at optimal levels. The current physical office arrangement features an “Open Concept” design for visual accessibility, but high noise levels and lack of privacy interfere with some staff members' ability to deal effectively with sensitive matters. Several

attempts at redesigning Student Service office space and co-locating all Student Service functions into the Student Center have failed because of high cost. A two-phase project with a scaled-down plan for phase one was begun in fall 1999. Phase one is scheduled for completion by summer 2000. Phase two is scheduled two years out after completion of a new campus instructional building.

Student Services General Responsibilities

Student Data

Data about student needs is collected and utilized in the following ways:

Admissions Form

The admissions form asks students:

- Intended area of study
- Race
- How long they plan to attend Centralia College
- Work status
- Prior education level
- Family status

The "area of study" information is used to assign advising appointments with an advisor from the appropriate department during a new student advising fair. This is effective in both managing the advisors' workloads and assuring quality service to the new student.

The other information gathered from students on the admissions form is determined at the state consortium level, and is entered in specific fields in the computerized student management system (SMS).

Registration Form

The registration form completed by students every quarter asks students:

- Reasons for enrolling and/or a program of study
- Identification of a disability
- For students not enrolled the previous three quarters, it also asks:
- Race
- Previous schools attended
- How long they plan to attend Centralia College
- Work status
- Prior education level
- Family status

Analysis

The registration form is designed at the state consortium level, and the information from each student is entered in the computerized student management system (SMS). This information is used for enrollment management and institutional research purposes (retention patterns, enrollment trends over time, comparisons with other colleges in the system), to provide statistical data for grant applications and for funding purposes. (See Attachment 3.4)

The "reasons for enrolling" information is primarily used for reporting to the State Board for retention analysis, and for tracking numbers of students in professional/technical (vocational) programs for federal funding. (See Attachment 3.5, 3.6, 3.7, 3.8) It is useful for program planning to identify the demand level for a program. Also, students could be contacted by a particular professional-technical program advisor or be sent transfer material.

The disability information is reported to the State Board and is factored into determining allocations of accommodation grant funds to the College. Though all new students receive information about the availability of accommodations, names of those who self-identify are not sent to the special needs director for outreach. Some students do not want to be identified and choose not to receive services.

Much of the other information asked on the back of the registration form appears to be redundant, as it is already collected on the admissions

form. However, those items are only required for students who do not have an admissions form on file.

ASSET Educational Planning Form

The results of the ASSET test are given to the test-takers in the form of the "ASSET Advising Report" immediately following the test. A copy of this report is placed in their admissions file for use during the new student advising fair. Students' test scores are available to college counselors and advisors via the computerized student information system, so that successful educational and personal plans can be made.

The skill section of the ASSET test gives students and advisors information about the reading, writing, and math levels students demonstrate upon college entry, as well as their self-rating in study skills.

The "Help Requested" item on the form gives the students an opportunity to request or refuse help with financial aid, work, english skills, reading, writing, math, study skills, a major study choice, personal concerns, learning or physical disabilities, health problems, commuter information, work experience credit, and day care.

The local items section presently asks only one question: "Have either or both of your parents graduated from a 4-year college or university?" This question was designed to identify first-generation college students, providing eligibility screening information and statistical data for the student support services program.

Analysis

The skills section of the ASSET test seems to work very well for first quarter course placement for the majority of the student population although no clear follow-up data were available until 1999-2000. College ready students are advised into appropriate courses for their programs. Students with lower than college level scores are regularly advised to take pre-college or basic skills courses to be college ready.

A work group met in 1998 and 1999 to select specific questions to include or delete in order to streamline the test administration. Since many of the questions are time- and labor-intensive to answer and proctor, they should seek truly useful information. It was decided not to require students to answer some questions because of time factors and because the data gathered was not being actively used. However, the reduced data collection lessens the potential for student outreach, and the data collected from the "Help Requested" item is not systematically used.

In addition, the data gained by the ASSET biographic questions appear under-utilized. The ASSET software has the capacity to sort the data by answers to specific questions, and create lists and addresses of students for outreach mailings concerning the specific need(s). For instance, the counseling center has recently requested such a list from the Learning Resource Center based on the "Help Requested" item, so they could mail a workshop invitation to students wanting help with career decisions.

Although many student needs are identified in the ASSET database, the information must be accessed to be useful. In general, instructors and advisors are unaware of the data, how to access it, and how to use it . Many advisors and instructors do not effectively use the student information system. In addition, although retention research is provided to the College by ACT each year, college decision-makers do not appear to have access to the data. The groups who might be interested in this training include the Testing Department (ASSET) testers, the Advising Steering Committee, the Retention Committee, and a variety of administrators responsible for enrollment management.

The first systematic collection of research data on ASSET cutoff scores was compiled in spring, 1999, and during 1999-2000 these data were analyzed for placement accuracy. At the time of this self-study, these data were still being reviewed by the respective departments.

Adult Basic Education Testing

Adult Basic Education (TABE) tests are given to measure a student's ability and to benefit those students with low ASSET scores who wish to access financial aid without earning a high school diploma or GED.

Students are given advice about which courses to choose based on their TABE assessment information.

The TABE test results are effective in helping instructors diagnose the learning needs of their new students, and identify the appropriate level of course-work. This early assessment is used to confirm the student's course placements from the ASSET test, or to clarify the need to change a student's schedule to a higher or lower challenge level.

Recently, the state introduced another avenue for assessment. Washington now requires adult education students to take a new placement test during student orientation called the Comprehensive Adult Student Assessment System (CASAS).

Learning Style Assessment

Pre-college, HSC, and ABE courses have learning style assessments that are administered in new student orientations and during the first week of each quarter. Students are given advice about how to study and which courses to choose based on their own assessment information. Student Support Services also does learning style assessments using additional screening instruments as does the Special Needs Office.

Analysis

The learning style assessment is often helpful to students in designing their class schedule or study methods. Since many of the courses at these levels are offered in a variety of formats, this assessment empowers students to choose a lecture or self-study lab based on style preference. However, there are many learning style assessment tools on the market and perhaps some of them would more effectively help target specific kinds of students.

Student Involvement

Students are given the opportunity to participate on numerous campus committees and are appointed by the student government through an application process. Student government (ASCC) consists of six students:

- President-provides overall leadership and serves as liaison between ASCC and the College administration
- Vice-president-assists the president
- Senator for Executive of Affairs-serves as secretary
- Senator of Clubs and Organizations-serves as liaison to ASCC president for student clubs
- Senator for Technology-maintains the web page and serves on the Technology Committee
- Senator for Academic and Legislative Affairs-serves as student political liaison for Legislative Committee

These officers meet with the President's Cabinet on a regular basis, participate in campus committees, and provide reports to the Board of Trustees, such as the annual ASCC budget proposal.

The Student Activities Admissions Team (SAAT) is a group of five students who plan campus activities and assist in recruiting at local high schools. Some of the activities they plan include: Opening Day BBQ, National Alcohol Awareness Week, Craft Bazaar, Dances, Earth Day, Drug Awareness Display, Blood Drive, Recognition Night, Graduation, Campus Tours, Career Fairs, SW Washington Fair, Open House, and high school visitations. This team decides how student funds are spent and how to best meet the needs of students on campus.

In addition, other committees available to students and their functions include:

- Judicial Board which acts as a hearing court for disciplinary action
- Publications Board which oversees process, policy, and procedure to assure the routine operation of

student publications and to resolve crises not resolvable by the editor, advisor, or director of student programs in that order. The Publications Board is governed by the Student Publications Code.

- Associated Students of Centralia College (ASCC) Election Committee which oversees the ASCC elections for candidates or any special election that needs to be run
- ASCC Service & Activities Fee Budget Committee which reviews and recommends how the Service & Activities Fee budget should be spent. It is responsible for proposing program priorities, evaluating existing programs, proposing budget levels, and adjusting budget requests to the yearly budget allocation.
- Faculty Tenure Committees which conduct an evaluation process of probationary faculty are composed of administrators, faculty, and student representatives. They recommend the awarding or non-awarding of tenure to the vice-president of instruction.
- Budget Review and Planning Committee which provides a forum for discussion of college budgets and use of financial resources with campus-wide perspectives and input.
- Campus Facilities/Safety Committee which provides a forum for the College community to give input regarding facilities and safety issues
- IBRP Committee which helps pick out art work, colors, furniture, and other necessities for the new instructional building
- Student Issues and Policy Council which receives input from the College community regarding activities and/or issues related to student success.
- Scholarship Committee which makes decisions on the criteria and selection of students for scholarships

- Legislative Action Committee which communicates information regarding current legislation related to Centralia College and the community college system as a whole.
- Instructional Council which makes recommendations about curriculum, instructional standard and the academic life of students.
- Student Employee of the Quarter Committee which reviews nominations for student employee recognition and makes decisions based on the submitted recommendation form
- Diversity Committee which increases awareness of and appreciation for our multicultural heritage, encourages social responsibility and good citizenship related to issues of diversity, that facilitate student and staff sensitivity and openness to diverse ideas, peoples, and cultures
- ASCC Constitution Review Committee which reviews the current ASCC Constitution and Bylaws and makes any recommendations for change. This committee is responsible to the student government.
- College Council which meets once a month and consists of three faculty, three classified staff, three administrators, and three students. The Council discusses issues related to the College and recommends policy changes to the College president. (See Attachment 3.9)

Analysis

Although there are multiple opportunities for students to be on campus committees, it is always very difficult to get them interested in participating. Recruiting is done through direct mailings to students, articles in the student newspaper, flyers on campus, pleas to the clubs and organization advisors and faculty, the student listserve, and word of mouth. Every year is different as far as participation level, but participation has been very low in recent years. There is great effort to

see that students actively participate in all facets of the College, but filling the spots on committees is difficult. Information about committees with vacant student slots is in the committee folder in the Student Government Office.

There are generally 11-12 students each year who run for Student Government and apply for the Student Activities and Admissions Team (SAAT). Some of the students who do not get elected to student government apply for SAAT.

There is extensive training in late summer for Student Government and SAAT members to prepare for their positions. Their responsibilities include serving on various campus committees and filling in for students who don't show up to committee meetings. Specific evidence of what can be found in their job descriptions, meeting minutes, and monthly reports to the director of student programs.

Faculty Involvement

Faculty are involved in many ways in the development of policies for student programs and services. For instance, faculty serve on:

- The ASCC Publications Board
- The Rights and Responsibilities Review
- Club and organization boards as advisors
- The Student Issues and Policy Council
- Educational Talent Search (ETS) which provides workshops at ETS conferences and meets individually or in groups with visiting middle/high school students during arranged campus field trips.
- The Special Needs Advisory Committee
- Advising Steering Committee

Analysis

Committee involvement is a component of faculty contracts, and faculty seeking tenure are required to serve on campus committees as part of

the process. The committee structure including faculty composition is summarized in the College Handbook, section 2.08, where the guidelines and membership for the specific committees is described. The Instruction Office completed a 1999 survey of faculty and found that better than 90% of all faculty serve on a minimum of two committees. Other evidence of faculty participation can be found in minutes of the committees.

At times faculty committee slots are difficult to fill even though the Faculty Senate assists. Some committees lack adequate faculty representation, and faculty involvement is somewhat uneven. Some faculty members are very involved with committees whereas others are only minimally involved.

Student Rights and Responsibilities

The College maintains a Code of Student Rights and Responsibilities (SRR) that has been approved and adopted by the Board of Trustees. The last time the Code of Student Rights and Responsibilities at Centralia College was revised and approved was August 6, 1987. A new code was adopted by the Board of Trustees on September 16, 1999, and is now awaiting approval through the Washington Administrative Code adoption process, a several month long process. At the time of the writing of this self-study, it is anticipated the new SRR will become effective sometime during spring 2000.

Analysis

Because the SRR had not been reviewed since 1987, a committee was put together in 1994-95 to revise the out-of-date publication on student rights and responsibilities. A draft copy was produced and submitted to the previous dean of student services in the spring of 1995.

In 1998, the policy was substantially edited and forwarded to the Assistant Attorney General for input and legal advice. This updated draft was circulated through the College approval system including SIPC, Faculty Senate, and College Council, with the final recommendation sent to the Board of Trustees September 16, 1999.

The vice-president of student services has received substantial training in the implementation of the Student Judicial System, has written a training manual on judicial systems, and has trained the Student Judicial Board to ensure due process. As a result, students are afforded a fair and impartial process.

Only a handful of the Code of Student Rights and Responsibilities booklets are on campus; they are not distributed to students as a routine procedure. The only time students receive a copy is when there is a problem and the student may be in violation of the code. Plans exist to combine the SRR with the new student complaint process and the revised Family Education Rights and Privacy Act (FERPA) notification in a booklet that will be distributed to all new students.

Student Safety and Security

There are several programs and policies the College provides to ensure adequate safety and security for the students. The Campus Facilities and Safety Committee serves as the focal point for many of the safety issues on campus. This committee provides a forum where input from the College community can address safety and security problems.

The College addresses environmental safety by providing Emergency Procedures Handbooks to faculty and staff. These handbooks are posted in conspicuous sites for students to view. This handbook includes:

- Environmental Safety
- Fire—Buildings are equipped with fire alarms and evacuation plans are posted in conspicuous locations for everyone to see.
- Volcanic Eruption—A set of instructions is posted for students and staff to read in the event of a possible volcanic eruption. An alert system is in place to give advance warning to students and staff.
- Earthquake—Procedures for what to do in the event of an earthquake outlined in the College's Emergency Preparedness Manual and the

Emergencies Procedures Handbook. The evacuation plan is the same in the event of a fire.

- Accidents—Outlined in the Emergencies Procedures Handbook are instructions to the staff and students concerning appropriate action. Depending on the severity of the accident, staff will provide immediate first-aid in a life-threatening situation, after calling 9-911. Each office has an emergency first aid kit including rubber gloves to protect the person administering assistance.
- Bomb Threats—All bomb threats are treated as a real danger. In the event of a bomb threat, staff is notified and students are instructed to evacuate the building(s) as in the event of a fire.
- Student demonstrations—In the event of a disruptive student demonstration, students will be advised to stay in their classrooms. If the demonstration becomes unruly, the police will be called.
- Bad Weather—A list of radio stations is posted in the Emergencies Procedures Handbook. These stations will be notified of class delays or cancellations in the event of weather conditions that could threaten the safety of students. The campus grounds maintenance personnel provide safe sidewalks and building entrances during snow events.
- Flooding—Flooding is most predictable and does not pose an immediate threat to the safety of students. But in the event that severe flooding occurs, students are instructed to follow the same procedures as during bad weather.
- Smoking—There is no smoking in any building on campus. Designated smoking areas are identified throughout the campus; in addition, “No Smoking” signs are painted on the sidewalks in front of building entrances.

Campus Security

The College does not have a regular campus security patrol during daylight hours, but the College has contracted a private firm to oversee parking enforcement, safety, and other security issues when needed. Security personnel are on duty three hours a day to patrol building and parking lots. Security is also on campus from 7 p.m. to 10 p.m., Monday through Thursday while night classes are in session. Extra security is available for special events such as dances, large meetings, and sporting events. Late hour and weekend door checks are also provided.

Campus Safety

Classroom safety is also of paramount concern to the College. The Facilities Committee offered a faculty in-service session fall 1999 to provide directions in case of an emergency classroom situation and to answer questions raised by faculty.

Safety is always a priority in course laboratories. Rules and regulations for student behavior are posted in the labs and are also included in the course lectures and syllabi. Emergency Procedures Handbooks are posted in laboratories and referred to by instructors.

Students who participate in labs involving field trip activities are informed about the possible hazards and risks involved. Each student is required to fill out a consent form demonstrating awareness of the inherent risks in many of the activities. On this form students are asked to identify any medical, physical, or emotional impairments, conditions, or concerns which might jeopardize their safety or the safety of others during the course of the field trip. Students under 18 years of age are required to have a parent or legal guardian sign a field trip participation field trip form.

Students who are disabled and need auxiliary aids in the classroom for health and safety reasons, such as special chairs, are asked to give the College six weeks notice prior to enrollment. A special needs statement in all course syllabi. Those with medical conditions are requested to advise

the College of who to contact and any emergency procedures the College should be aware of.

Substance Awareness (Alcohol and Illegal Drugs)

Centralia is committed to maintaining an environment of teaching and learning that is free of illicit drugs and alcohol abuse. In compliance with the Drug Free Schools and Communities Act Amendments of 1989, all students and employees of the College are notified of the following:

It is illegal to sell alcohol without a permit, and to consume alcoholic beverages if under 21 years of age. The unlawful possession, use, or distribution of illicit drugs and alcohol in and on Centralia College owned and controlled property, or while conducting college business, is prohibited.

Any college member found in violation of this stated prohibition may be subject to arrest and conviction under the applicable criminal laws of local municipalities, the state of Washington, or the United States. Conviction may result in sanctions including probation, fines, and/or imprisonment.

Students who are found to be in violation of this stated prohibition are subject to discipline in accordance with the requirements and procedures as outlined in the Student Code of Rights and Responsibilities, and may lose federal financial aid.

Employees found in violation of this stated prohibition are subject to discipline in accordance with Higher Education Personnel Board rules, bargaining unit agreements, tenure laws, or other policies of the institution including Board Policy Manual, Chapter 3, Drug Free Workplace. Discipline may include mandatory participation in a rehabilitation program, suspension or termination of employment, or referral for prosecution.

Information concerning student safety is published and widely distributed in the following ways:

- All Board of Trustees' policies for Centralia College are available for reference in the campus library.

- The Emergency Procedures handbook is posted in most classrooms.
- The Student Code of Rights and Responsibilities is available to students and posted on the College web site.
- The brochure “Because We Care: a Guide to Campus Safety and Substance Awareness” is available at Central Services.
- College safety and security issues are published in the College's two- year catalog.
- Campus security reports are posted on the campus mail system for staff review and comments.

Analysis

The Campus Facilities and Safety Committee is the focal point for many of the safety issues on campus. This committee provides a forum where input from the entire college community can address safety and security problems, but the College needs to do a better job in distributing the SRR, and the brochure, “Because We Care,” needs to be made more available to students.

College Publications

The Centralia College catalog, published every other year, follows closely a format used by many other colleges in the state's community and technical college system, using 8 1/2" x 11" format, approximately 108 pages.

The catalog is a document used for reference and recruiting and may constitute a legal contract between students and the College. It guides the student through all components of college life and is primarily a reference document.

As a recruiting/marketing tool, it is available to prospective and enrolled students. The catalog states our mission, values, commitment, and policies such as attendance and withdrawal from classes, requirements and procedures for both degree and non-degree seeking students, and degree completion requirements.

In addition to the catalog, the quarterly class schedule also states our mission, values, commitment, and various policies such as attendance and withdrawal from classes. The schedule provides the prospective, new, or returning student with a view of all the classes offered at the College including Centralia College East and Tenino. In addition, it contains information about the evening 3-year Associate of Arts Degree, sports schedules, a campus map, a telephone directory, programs of study, class registration, the refund policy, cost of tuition, financial aid, and year-at-a-glance class offerings. Also included is a registration form.

The quarterly schedule is approximately 60 pages in an 8 1/2 x 11 booklet format, and is produced four times a year. It is distributed as an insert to the county newspaper, *The Chronicle*, and made available to students and personnel on campus. It is mailed to all households and also mailed by request.

Recently, the student government created a curriculum guide to assist students in choosing classes. It is compiled from answers faculty and students provide through a questionnaire and provides some basic course guidelines and class information including faculty-provided information about work-load and grading practices. The guide is not intended to be used as a substitute for consulting a college advisor.

During advising and registration, a student portfolio is provided to all new degree-seeking students which includes a registration form, career pamphlet, and policy information including student records release, sexual harassment and discrimination complaint procedures, attendance policies, parking, etc. Also included is the "Guide to Success" flip-chart which includes information on admission, enrollment, tuition and fees, transfers, financial aid/employment, bookstore hours, student resources, college terminology, instruction calendar, campus map, and sports schedules.

A full-color glossy brochure is used as a promotional publication to inform prospective students about the campus, its location, listings of academic and technical/professional programs, and tuition cost. It has a "For More Information" tear off return post card. The brochure is updated every two years with the catalog, and a similar brochure is also available to international students.

The Student Handbook has evolved into the Student Activities Calendar. A publication for new or returning students, the handbook/calendar has a built-in planner. This is a useful reference tool for staying involved, keeping updated about events throughout the year, and planning personal activities. It also contains information about what student programs exist and how to get involved in student government, student activities, admissions team, athletics, clubs, organizations, and college committees. It also highlights upcoming musical, drama, and lecture events, includes a college information directory, and provides a day-to-day calendar showing college events. Photos are used throughout the publication.

Another publication is the *Blue and Gold*, a student-produced newspaper, tabloid size, published several times each quarter. It contains news about the College and about campus events and activities. It has extensive coverage on campus activities, game schedules, and information on transfers and scholarships. Copies of the publication can be obtained in many areas on campus.

Centralia College's web site provides information for students concerning registration, schedules, sports, clubs, and organizations. The Centralia College web site provides students with on-line access to the two-year catalog and the quarterly schedule. There is also a condensed version of the quarterly classes offered available for viewing and printing.

Analysis

Most needs of the majority of students are met through the catalog, quarterly schedule, student portfolio, student handbook, curriculum guide, student newspaper, and the College web pages. Although only anecdotal

evidence exists, feedback generated from student and staff conversations generally indicate these references are all adequate tools for the students, advisors, and other departments on campus.

The College catalog is a good reference tool to guide students through all components of college life and is an asset to advisors. According to various informal surveys and anecdotal reports conducted by staff/faculty, the College catalog appears to work well for students and advisors.

There have been some suggestions, however, that the catalog needs to be less wordy, and written in student-friendly language. More attention needs to be paid to the design of the catalog also. Budgetary considerations are important to overall design and appearance, but the past few years have seen an effort to reduce costs; as a consequence, there have been some suggestions that design, readability, and attractiveness have suffered.

The quarterly class schedule has been modified several times in recent years. Recently it was redesigned from tabloid format to an 8 1/2" x 11" format for easier handling and reading. This publication has improved, but we still receive a number of phone calls inquiring about the content of some of the courses. The most frequently asked questions are on computer classes. A schedule work team has been established to develop improvements for design and content.

The Student Handbook has gone through several format and content changes. In 1990, the Student Handbook was in newspaper format; in 1996-97, the handbook was combined with a planner; and in 1998-99, it became the Student Activities Calendar.

The current version of the Student Activities Calendar includes a helpful planner, but includes only information about student programs-related items (College Information Directory, Student Programs, Student Government, Student Activities Admissions Team, Athletics, Club/Organizations, Committees, Drama, Student Newspaper). There is no mission statement in the publication, and it does not contain any rules, regulations, or policies. Student conduct, the grievance policy, and academic honesty do not appear to be covered in the handbook or the

portfolio. The catalog only briefly mentions the existence of the SRR code. Student Programs staff are currently redesigning the handbook.

The *Blue and Gold* student newspaper has undergone some changes with various advisors including focus, leadership, technological knowledge, and budget. However, since a faculty position was filled to advise this program, it is now a stable college program.

The College web-site is a work in progress. Student Services needs to develop more web pages for student access. For instance, more information about the sports department and its offerings needs to be available to students through web access. At present the sports department homepage only provides a schedule of the quarter's events.

Web improvements are hindered by limited staff and knowledge. To develop more web services, more hours will be needed. The current vice-president of student services provided some resources for limited training and upgrading of websites in 1998-1999, but no continuing resources or plans have been developed.

The admissions and records section has been updated as part of this process, but other areas will be substantially revised only as contingency dollars are made available to hire and train technical staff.

Student Services Assessment/Evaluation

Assessment tools and methods used by the College to evaluate services include:

- Student Services Effectiveness Surveys, Enrollment Management Survey, and Internal Climate Surveys
- Community College Student Experience Questionnaires (CCSEQ)
- Grant and program assessment processes
- Evaluation forms— Financial Aid Workshop Surveys, New Student Orientation Surveys, Host Family Surveys, Class Effectiveness Surveys,

Counseling Services Quality Surveys, and Student Job Center (Worker Retraining) Surveys
- Specific grant/program performance evaluation requirements

(To see complete survey results, see the Student Services Department Notebooks located in the Exhibit Room).

Analysis

Review of assessment information from each department reveals that various assessment tools have been used to evaluate several services. However, departments within Student Services are at different stages of reviewing assessment data, and developing and implementing process improvement plans.

Some departments have gathered useful information and made changes. For example, the Counseling/Career Center reviewed the Student Services Effectiveness Survey and the Counseling Services Quality Survey. As a result, changes were implemented including use of educational planning guides as part of the new student advising and registration process, introduction of the "*FYI"* counseling newsletter (published several times a year), and enhancement of the bulletin board outside the Counseling Office.

Some departments are in the process of developing action plans for process improvement. For example, the International Students' Program is planning to conduct an international students' survey to identify its most and least vital components.

Some departments need additional support in establishing a process improvement plan. For example, the Student Programs Office is looking at ways to develop a process for an overall student programs evaluation. But they are not alone since it has been a struggle statewide to develop the most effective way to assess Student Services.

The assessment and improvement process could be better if developed as part of an overall Student Services strategic plan. Analysis would be improved if area-specific information were gathered from each

department in a consistent, timely fashion. It would be helpful to have a specific time and place in the plan for Student Services where such assessment information is reviewed and action plans developed. Unlike Instruction, Student Services does not have a plan for periodic formal program review. The vice-president of student services is developing plans to institute a formal program review process to evaluate each Student Services program on a five-year cycle.

Academic Credit and Records

The awarding of credit is based upon the evaluation of student learning and achievement, and upon clearly stated and distinguishable criteria. The following evidence states the criteria:

The College catalog identifies the credits awarded for each class in the course description section of the catalog.

The number of credits awarded in variable credit courses is specified in each class syllabus through identification of specific work and competencies to be achieved for the number of credits received.

Course outline forms on file in the Instruction Office and Counseling Center specify how student learning is evaluated in each course and the criteria for awarding credit.

Individual class syllabi are collected each quarter and filed in the Instruction Office.

Each class syllabus clearly states the criteria upon which credit will be awarded.

The Registration Office does not directly evaluate student learning and achievement, but it is responsible for accurately recording the grades the faculty award to students. Grade sheets are collected quarterly from faculty, and the grades are put into the College student management system (SMS). Since the late 1960s grade sheets are kept indefinitely, either as hard copy or microfiche, to verify any discrepancies with the electronically recorded grades.

Students receive report cards identifying the grades and credits awarded, and this information is also posted to their transcript and credit evaluation. Students may use a PIN number to access their own records by printing an unofficial transcript from a computer kiosk located in the Student Services Building. Students' official transcripts are kept in a fireproof, locked vault accessed only by Admissions and Registration personnel.

When students' official transcripts are received from other colleges and/or universities, they are placed into the appropriate student files kept in the records' vault. The College seal, used to certify official transcripts sent to other schools, is kept in a secure location in the Registration Office. Besides paper transcripts in the records' vault, transcript information is backed up on microfiche and copies are kept in archives.

The accuracy of registration procedures is continually checked. Credential evaluators in the Registration Office evaluate transfer credit from other schools: the name and number of credits earned, and the category (general education requirements, program requirements, or electives). The number and source of transfer credits accepted is posted to the student's transcript upon degree completion.

Quarterly degree evaluations are sent to each matriculated student with his or her registration appointment. Any student can request a credit evaluation from the Registration Office or print a credit evaluation from a centralized, electronic touch screen located in the lobby of the Student Services Building.

When graduation applications are returned to the Registration Office, the credential evaluators again do a formal credit evaluation and notify the student of degree requirements yet to be completed for graduation. A final evaluation is done upon the student's graduation.

After a degree or certificate is posted to a student's transcript, accuracy of credit and degree information is again checked, as are diplomas to ensure correct spelling, degree/certificate earned, and the year/quarter awarded.

Analysis

New types of non-traditional credit now exist, and there may be a call for the College to develop procedures to evaluate these new types of credit. Types of non-traditional credit include credit for prior experience and direct credit. Direct credit is given for some professional/technical classes completed at local high schools through articulated agreements of technical preparation. Direct credit will not be differentiated from those earned at the College and will appear on transcripts whether or not a student attends Centralia College.

Before direct credit can be offered, faculty review the courses according to the same processes used to evaluate native courses. Instructional Council then reviews them and the vice-president certifies them. Only courses certified as college equivalent by this process are granted direct credit.

The Registration Office is charged with keeping records of credits earned at and/or transferred to the College, but faculty members and individual instructional departments, through the Instructional Council, set the criteria for evaluating student performance and achievement.

The Instructional Council and appropriate college department approve each course proposal and course outline. The syllabus for each class is on file in the Instruction Office and specifies criteria for student evaluation in that course.

Credit

Distinctions are made between degree credit (courses numbered 100 or above) and non-degree credit (courses numbered below 100) in the College catalog and the quarterly schedule. Credits for adult basic education (ABE), pre-college, high school completion (HSC), and general education development (GED) are indicated by course numbers below the 100 level and as such are not applied to college level degrees.

The quarterly schedule of classes lists credits for courses in degree and certificate programs. The College catalog does this also, but credit is repeated in the course description section of the catalog and in the program summary section. The catalog further notes that courses numbered below 100 may not be applied toward college-level certificates or degrees. It also specifies the technical courses that may not be applied or transferred to certain degree programs or institutions.

Non-credit courses include community education classes and customized training. No credits are listed for these courses and a statement at the beginning of the community education section discusses refunds for these non-credit classes. Student transcripts do not record credits or grades for continuing education courses

Ungraded credit is given for some community education courses in computer software and applications. To ensure that students do not confuse these courses with those applied toward a technical degree, the course numbers and credits do not match those listed in the catalog.

No credit is listed in the description of personal enrichment courses listed in each quarterly schedule.

Student transcripts clearly note when any awarded credit is non-degree credit, and students are reminded that the receiving institution determines the transferability of courses

Transfer Credit

Centralia College has procedures for evaluating and accepting transfer credit from other domestic and foreign institutions that provide adequate safeguards to ensure high academic quality and relevance to the student's program. Enrolled students may obtain an evaluation of their official transcript from other institutions by completing the request form available at the Registration Office.

Once the transcript is submitted, a credentials evaluator verifies that the transcript sent is official and has the appropriate seal and signature intact.

In accordance with college policy, hand-carried transcripts are not accepted as official.

Evaluators research the course descriptions of the sending institution for similarity to Centralia College courses. If needed, the faculty, the dean of professional and technical instruction, and vice-presidents are consulted. The evaluator also verifies that the transcript comes from a regionally accredited institution.

If the transferring school is not accredited, the evaluator notes it on the transcript to alert academic and department advisors that the credit cannot be transferred to a Centralia College degree or certificate. However, for professional-technical programs, department heads and faculty advisors may authorize placement at a higher level and/or appropriate course substitutions.

When the evaluation process is complete, the Centralia College equivalent department, number, and credit are listed on the student's appropriate program requirement sheet. Upon the awarding of a degree or certificate, the transferable credits become part of the student's permanent Centralia College transcript. Copies of the transfer credit evaluation and the program requirement sheet are mailed to the student along with a copy of the sending school's original transcript.

For students desiring to apply credits from foreign institutions to their Centralia College degree, the student must provide a transcript from the institution in English to the College's credential evaluator. The evaluator consults documentation from the National Association of Foreign Student Affairs (NAFSA), and interviews the student about course content. The evaluator also consults with faculty and other evaluators as needed before determining equivalency of transfer credit. These case-by-case evaluations occur approximately twice a year.

Student Records

Students' records of admission and progress are kept in a fire-resistant vault which is located in the Admissions and Records Office. The

entrance to the vault is accessed via the Admissions Office, and the vault is locked evenings and weekends. Students' transcripts are locked inside the vault at all times. Keys to the transcript files and to the vault are kept in the Records and Admissions Office. In addition, copies of student transcripts are stored in archives in the Professional-Technical Building.

The Computer Services Office backs up the College's electronic student records nightly. Three weeks of backups are maintained in two separate locations: the Computer Services Office and the Admissions and Records vault. At the end of each week, the latest backup replaces the oldest backup at each location.

The College began electronic storage in 1984. Records prior to 1984 are on microfiche and are also stored in two separate locations: the Admissions and Records vault and archives in the Professional-Technical Building.

Student records are private, accurate, complete, and permanent, and the confidentiality and privacy of student records are protected. College personnel follow the guidelines established by the Federal Education Rights Privacy Act, and use several levels of security passwords to access student records from the student database.

If students wish a copy of their own transcripts, they must fill out and sign a student transcript request form before a transcript can be released. For the records accessed through computer terminals, students cannot see their transcripts without a PIN number.

Analysis

Although the kiosk has been in operation for several years, there has never been a formal survey done of students to determine their satisfaction level or to determine if there should be a second kiosk terminal on campus. Security always remains an issue. This would also be true if the College moved to web-based access to grades. However, several schools do have web-based access for students and it would

seem their solutions to accessibility and security should be evaluated for the needs of Centralia College.

The College also needs to determine an effective way to better meet the needs of non-matriculated students. These students by definition are not seeking a specific degree and do not intend to transfer to a university; however, because they are often self-advised, they should be identified so the Counseling Department/Career Center might offer assistance in planning their goals and possibilities. The best time to do this would be at the beginning of each quarter and at advising times.

The security of student records and grades in the electronic age must be addressed. Many staff access student information via their computers and printers. It would seem an in-service or training should be considered regarding the accessibility and confidentiality of student information. Some of the factors to consider include:

- Transcripts printed and not picked up in a timely manner
- Persons able to print transcripts
- Changes made to grades
- Outside agencies electronically accessing student grades
- Printing and storing of electronic records

Although Admissions and Records staff are very knowledgeable about the provisions of the Family Education Rights and Privacy Act (FERPA), there has been no formal training of faculty and staff in general. During the 1999-2000 school year, the vice-president of student services will be conducting a series of workshops to update college employees on FERPA.

Technological advances now permit the use of web systems for both student registration and student access to their own records. Web-grading is an option available. This technology is being introduced to the campus and a pilot test is scheduled for spring 2000.

The student kiosk is also switching to web-based technology and during fall 1999 will be switched over to provide a smoother service.

Degree audits (evaluations) are mailed only to matriculated students. However, they are available to any student upon request. Both the credentials evaluator and faculty advisors are able to provide this service. In addition, non-matriculated students may receive advising from counselors or faculty advisors upon request.

Admissions Policies

The Washington Community and Technical Colleges have an open door policy. In response to this, Centralia College extends open admission to any applicant who is at least 18 years old and whose high school class has graduated or who has a high school diploma or GED. Students may apply to the College at any time, and will be accepted. In some cases, open enrollment in learning labs allows students to begin several weeks into the quarter, and flexible correspondence classes can also be started at a variety of times. Continuing Education and Community Service classes are available many times throughout the year to meet the needs of learners who may not want college credit, but who value an opportunity to gain skills or pursue personal interests. Special admission procedures are available to students under the age of 16 and are published in the catalog. This is consistent with the College mission to provide opportunities for learners of many ages and to provide a variety of options for learning.

Although admission to the College is open, acceptance into some programs is dependent on meeting prerequisite skills. An example is the practical nursing (LPN) program which requires a student to be at college level in math and chemistry, take a first aid and safety class, and have a current CPR card prior to entering the program. Upon completion of those requirements, the student is placed on a waiting list for admission to the program. In addition, there are special admission requirements for the Running Start Program, High School Completion, GED, ABE, and international students.

Admission information is found on pages 6-8 of the current (1999-2000) catalog. Special admission procedures for returning or former students, international students, veterans, technical preparation, running start (high

school juniors and seniors), and senior citizens is also found there. The quarterly schedule and the application identify the steps for admission and refer students to appropriate campus offices for assistance.

The Admissions Office provides support for enrolled students by processing residency applications and referring them to on-campus and off-campus resources. The letter of acceptance from the Admissions Office advises students to contact the Special Needs Office if accommodations for a disability are necessary during their school experience. Special admissions policies consistent with immigration laws and college requirements have been established for international applications as well.

Analysis

An area of concern being studied at this time is the difference between students who are admitted as matriculated during designated registration periods and those who may begin their college experience by taking advantage of open enrollment. Open enrollment students often choose to self-advise or are part-timers either unfocused or incapable of meeting with staff during regular periods. Because of these factors, they may not be included in the advising loop at a later time, a problem which may affect their planning for graduation. Current registration procedures favor matriculated students so staff must design ways to include the growing number of part-time, self-directed students in all registration and advising activities. The SIPC has been asked to review this process.

The procedures for admission of students under the age of 16 were ambiguous and often not followed. The Student Issues and Policy Council (SIPC) reviewed this concern and created a process that any student under 16 must follow to gain admission as a college student. This policy was fully discussed at Faculty Senate and College Council and adopted by President's Cabinet.

College Diversity

College staff make a special effort to reach out to all groups within the service district. This is done by participation at community festivals and fairs, and planning activities on campus to educate members of the College and the community on diversity issues. Activities include speakers, music and cultural groups, and our own students and staff as guest presenters. These activities are done with sincerity and respect to increase knowledge about the various cultural groups of people both within and outside the U.S.

The Diversity Committee, a student club (ACCORD), and the International Student Programs all contribute significantly to these activities. The College has a visible sign of its commitment to diversity on the clocktower which is located on the College mall in the center of campus. There is an on-going process for selecting individuals who have contributed to our cultural heritage. Any member of the College community may nominate a person for inclusion in the clocktower project. Nominations are reviewed by the Diversity Committee and recommendations forwarded to President's Cabinet for approval. Three new panels were added spring 2000 during a campus celebration at which the governor spoke.

Faculty are encouraged to include gender, ethnic, religious, and cultural topics in the selection of their texts and in their curricula. The library seeks funding to increase its collection in special areas and subscribes to newspapers and magazines printed in languages other than English.

Because of recent labor market changes in our area and high unemployment, the entire college staff works to encourage persons-in-transition feel more welcome and successful by identifying what their needs are through formal and informal data collection and through work with community agencies.

Special outreach activities and partnerships are fostered through community contacts with a variety of social agencies through the College's Worker Retraining and Workfirst Programs.

Centralia College members demonstrate their commitment to the community and willingness to respond to changes in the social, economic

and educational needs of the community. The College has measurable and clear directives in its mission to recognize, respect, and value each individual. Many activities on campus demonstrate this commitment such as the Clocktower Project, Dr. Martin Luther King pamphlets and speakers, Native American storytellers, and ethnic cultural presentations. Although only 4% of the population of Lewis County are people of color, 13% of the students at Centralia College are people of color.

Student Placement

As an open-door, public institution, Centralia College uses placement guides from ASSET to advise and place students into courses commensurate with their academic level and technical skills. The ASSET is a standardized test from the American College Testing Service, and course placement score indicators were selected after reviewing Washington state research data, then adjusting them to Centralia College data. The tests measure reading, English, and math skills and are mandatory in order to receive priority registration as a matriculated student.

Test results are kept for three years, and students must retest if they have not taken classes during this time period. Test results may recommend course placement and/or additional ABE level testing for students who are below college level. Placement is not mandatory and some students choose not to follow the placement recommendations.

Basic education students (ABE/GED) are required to take the Comprehensive Adult Student Assessment System (CASAS) placement test before being advised into courses. Staff then rely on competency testing for later advancement.

Non-native English speakers who wish to take ESL courses are placed following oral testing and intake interviews. As of July 1, 1999, the College began use of a state mandated initial placement tool, the Second Language English Proficiency test (SLEP), with this group of students.

"Ability to Benefit" testing is provided to students who do not have a high school diploma or a recognized equivalent but wish to qualify for financial aid. The Test of Adult Basic Education (TABE, level A form 5 or 6) was selected from the approved list of tests and has been used since December, 1992. ASSET was added as an Ability to Benefit instrument during summer quarter 1999. All standardized testing procedures are in place and students earning the appropriate level scores have Ability to Benefit notices sent to Financial Aid for processing. Results are good for 12 months.

Students who are able to document technical skills from high school or work experiences are allowed to enter higher level classes based on instructor permission under tech-prep agreements with local high schools which are in place to grant credit for courses with equivalent content and skill standards. These agreements are renewed annually.

Analysis

Changes in state recommended tests for work with literacy and adult basic education students have required the College to change some of its standard testing practices over the past year. Efforts are made to provide testing to students at all levels in a positive, friendly way. However, for many students the need to undergo assessment is very intimidating. Centralia College has chosen to address this by allowing students some flexibility in retesting, and when in doubt, students are provided special testing arrangements such as individualized testing versus group testing. With appropriate documentation, extended time is also available.

The College has performed only limited research on the selection of its cutoff scores for course placement. Thus the accuracy of cutoff scores has not fully been validated. In spring of 1999, American College Testing (ACT) performed a comprehensive analysis of Centralia's cutoff scores for ASSET. During 1999-2000, this research will be used to validate cutoff scores and, if necessary, modify them for improved accuracy.

As of fall 1999, the only official scores used for course placement are ASSET, and this policy seems to create an unnecessary admissions barrier to smooth entrance into Centralia.

Because of this concern, the vice-president of student services has instituted an interim policy of accepting COMPASS scores for course placement so students are not required to re-test. In addition, cases of students who transfer with other valid test scores that have specific course placements are reviewed by the vice-president to determine if they can be used in lieu of ASSET. The vice-president has also suggested a review of this exclusionary ASSET testing policy by the Student Issues and Policy Council.

Academic Requirements

Although the College maintains an open-door policy, it specifies academic requirements in the catalog on page 12. Information about the Academic Standards Policy is found on page 17 of the 1999-2000 catalog. Essentially a student is academically suspended for one quarter after three quarters of cumulative grades of 2.0 or below or failing to complete at least half of the quarter's credits. Upon readmission, further poor performance results in a one year academic suspension. A student may appeal any of the academic decisions by writing to the Academic and Financial Aid Appeals Committee.

The committee may take into account special circumstances not under the control of the student and may specify conditions under which a student would be allowed to continue at the College. Because of difficulties in convening the committee in a timely manner to hear appeals, the vice-president of student services instituted an interim process to allow students to appeal directly to the vice-president who then interviews each suspended student prior to making a determination. Recently, the vice-president charged the Student Issues and Policy Council to review the Academic Standards Policy and Associated Appeals Process.

Eligible high school juniors and seniors may be enrolled in Running Start. The students and their parents are informed in writing of the required academic standards, and they must sign a form acknowledging their understanding of these requirements. Running Start students fall under the same Academic Standards Policy as all other students.

There are special requirements for international students (see the Handbook for International Students) based on a variety of federal regulations. When admitted, international students must meet the same Academic Standards Policy as other students and are advised orally and in writing of the academic standards they must maintain to remain in good standing. In addition, they must meet the academic requirements of the Immigration and Naturalization Service.

The College has a Grade Forgiveness Policy (college catalog page 17) as a response to concerns expressed by some students. This policy is an example of efforts the College makes to help students achieve their goals through an academic experience. (See Catalog in Exhibit Room)

Analysis

The wording of the Academic Standards Policy is somewhat ambiguous and open to interpretation. There are variations in how it is administered. The appeals process before the Admissions and Financial Aid Committee is time-consuming, staff intensive, and not always immediately available. The vice-president has instituted an interim process, and the Student Issues and Policy Council will review both the standard and its associated processes to make recommendations to the vice-president and Student Services during the 1999-2000 academic year.

The wording in the Handbook for International Students on the Scholastic Standards for International Students is somewhat at variance with the College's Scholastic Policy. The director of international student programs updated the handbook during fall 1999 to meld immigration standards with the College's Scholastic Policy and provide a clearly written policy for international students that reflects both the overall college policy and the requirements of immigration.

Graduation Requirements

Degrees and certificates are audited quarterly by a college staff member. Requirements are stated in the catalog, and single page flyers, updated regularly, are made available in the admissions area, Counseling/Career Center, and Professional/Technical Building. When a student identifies his or her major, the program outline is identified and the student is provided with an educational plan in an advising session.

Matriculated students receive a program audit prior to their advising appointment. A course substitution process has been established to accommodate students with disabilities who have provided documentation of their disability and need to pursue a variation in their program.

Analysis

Various advising services are not provided for students who did not complete the designated admissions process to become matriculated students; these students tend to fall between the cracks. However, if they are full-time students, they are eventually identified and helped into the mainstream. But part-time and evening students may still not be helped because of their inability to be on campus during regular advising hours. Efforts are now being made to reach them through increased evening hours in the counseling/career area, and letters notifying them of available services.

Financial Aid and Scholarships

The Financial Aid Office works closely with the Business Office to reconcile and report disbursement of all funds. The Student Job Center helps monitor all work study awards, and the cashier ensures grants are properly applied to tuition and fees. The Financial Aid Office enters awards into the College information system and screens for workforce training, work-based learning, and scholarships. The cashier handles all

vocational rehabilitation, Labor and Industries, Economically Disadvantaged Workers' Assistance Act (EDWAA), and Running Start waivers as well as outside scholarships.

Financial Aid resources and funding are provided to any eligible student regardless of gender, race, or ethnic background. Efforts are made to provide interpreters to assist students who do not use English as their first language when they request help with their financial aid application.

Centralia College makes a coordinated effort to provide information about financial aid resources to potential students within our service district. With assistance from two grant programs (Student Support Services and Educational Talent Search) information is taken to communities where people may not normally access such resources. The financial aid services have always had excellent program audit reports.

Financial aid and scholarship information is provided in the catalog. Additional information about funding for education is included in the schedule each quarter. Students who attend the new student orientations are provided with information, and special financial aid workshops are provided at all high schools in our service area. Assistance completing applications is provided at Morton and Tenino on a regularly scheduled basis. A new financial aid brochure has been published and will be distributed to area high schools and agencies during fall quarter 1999.

The College has started mailing scholarship applications and financial aid packets to all area high school seniors. Brochures are available to send to potential students who are not recent graduates, and Financial Aid Handbooks are available for all financial aid students.

The Centralia College Foundation provides additional resources for scholarships to students who attend Centralia College. A special event each year is a recognition celebration for students who have been given scholarships. This activity has moved from spring to fall because many students who were awarded scholarships chose to go to other schools later in the year. These scholarships are re-awarded, and the College recognizes the new individuals who receive them. The entire scholarship process was reviewed and revised fall 1999.

During fall quarter 1999, the Board of Trustees broadened its tuition waivers allowing the College to offer comprehensive financial aid packaging and scholarships.

Analysis

The local economy has had many setbacks over the past two years with the timber industry declining and several companies in Southwest Washington closing. These actions have affected the livelihood and future of hundreds of workers. Efforts to make financial aid resources available to any potential student have increased. The College has also encouraged these community members to use financial aid, not just to attend Centralia College, but to make all educational opportunities more accessible. The scholarship process has been integrated with the financial aid process thus providing an increased number of scholarships by adjusting the amount of scholarship award against the amount of the financial aid award.

Student Loans

The default rate of former students is monitored through state and federal agencies. When a student defaults, the lender/guarantor agency notifies our local Financial Aid Office. Students who have defaulted are unable to receive their grade transcripts. As of February 1999, Centralia College reported its default rate at 5.3%.

Students who request and receive Stafford Loans are required to attend a special orientation prior to being certified for each academic year. The students must also attend an exit interview at the end of each academic year.

Analysis

Although Stafford Loans are an important resource for many students, the Financial Aid Office works hard to identify other funding options for students. During the orientation sessions, staff work with students to identify other resources, including part-time work. They emphasize the student's responsibility for repaying the loan in the hope each student will recognize his or her obligation under this program.

Student Orientation

Centralia College provides a wide variety of entry support services for potential and new students. The Educational Talent Search (ETS) program begins working with students as early as middle school. The staff routinely work with youth to support their success in K-12, and help them set college as a future goal. This includes orienting students to the College environment through campus tours and a variety of activities on the College campus. While on campus, students as young as sophomores can visit classes in the programs they are considering as a major.

The Technical Preparation program provides orientation information to college bound students who are participating in the program, including advising them of college credit they may be able to earn while still in high school.

The director of special needs visits local high schools, presents future training options, and encourages students to tour Centralia College. Students are advised in their acceptance letter that accommodations are available for those who have disabilities. They are asked to contact the Special Needs Office early to make arrangements, if needed. Information sessions for potential running start students are held at local high schools and on campus. The SAAT-Team (Admissions and Activities) is a group of Centralia College students who are actively involved in helping to recruit and orient new students to Centralia College. These students visit high schools and also do individual campus tours for interested students and parents.

ABE and GED level students participate in one of the tri-weekly basic education orientation sessions where they hear about various options, assessment processes, career counseling, high school completion availability, ASSET placement services, and available resources, if they have a disability.

At the end of each ASSET placement session, a one-hour presentation about programs and available services is provided by a counselor.

Newly admitted students are sent a package of materials telling them about Centralia College programs and services. They are encouraged to take part in a pre- fall quarter orientation class called Centralia College 101. Hundreds of students take advantage of this opportunity each fall, earning one credit for their efforts and a "free" lunch, campus tour, and college workshop sessions ranging from distance education opportunities to college study skills. Centralia College 101 also gives students an opportunity to meet faculty and staff who volunteer their time and skills to make the program successful. Scaled down versions of the program are available each winter and spring.

Analysis

Many different opportunities are available to help students transition into college. Because we recognize how hard that first step is, we try hard to provide a number of opportunities in a variety of ways for students to develop the knowledge they need to be successful.

Academic Advising

The Student Services Division is responsible for academic advising, but many of the procedures and activities are actually coordinated through a steering committee which includes faculty representatives from all campus departments. The committee makes recommendations to the vice-president of student services who also sits on the committee as an ex-officio member. Throughout the year the committee holds regular

meetings to update all programs on advising issues and concerns and provides training at the fall faculty orientation.

Systematic advising for matriculated students is initiated when the student applies to the College. The student is asked to schedule an assessment time, and then is invited to a mandatory pre-advising session called an Advising Fair. At that session, students are given information about financial aid, planning an academic schedule, and advising. Directly after the pre-advising session, students meet with advisors from their major area of study who help them complete their education plan and schedule classes for that quarter. Faculty advise students with majors in their area of expertise. For students who are uncertain about their academic major, counseling staff assist in selecting courses.

Students are encouraged to use the Career Center which is equipped with computers and software programs to do further career exploration for possible options. Some of the programs available in the Career Center include Washington Occupational Information System (WOIS), Career Finder, Peterson's Quest (for help in choosing transfer colleges), and Discover. These programs can help a student select a career and degree option.

Students may also schedule time to meet with a counselor to discuss their concerns and interests, possibly taking paper and pencil tests to help facilitate the decision-making process. In time, when students choose a major, they complete a "Change of Advisor" form and select a faculty member who teaches in their intended area of study. Sometimes students discover they are in the "wrong" career area and are referred to counseling by an advisor to consider other career opportunities and options. These students have an opportunity to meet with counselors to re-evaluate their skills, interests, and goals in order to identify a new educational plan.

Students who either identify themselves as having a disability, or who have special concerns, are encouraged to meet with the special needs coordinator who can help with academic or educational planning. The coordinator can identify appropriate accommodations based on student-provided documentation or can refer the student to agencies in the community. These organizations may provide services (including

diagnostic information) to help the student be successful. During the advising times the special needs director is available to assist at the Advising Fair.

A special grant program at the College, Student Support Services, also helps advise students who are low income or first generation college students (i.e., neither parent graduated with a baccalaureate degree). Student Support Services recruits over 200 students each year from the College population who meet the Department of Education criteria, and intensely advise and counsel them through this college program. Moreover, special programs and workshops are provided targeting these students, but other students on campus also benefit from them.

Specific advisor responsibilities are defined, published, and available to students through the catalog. This information includes suggestions so students can prepare for the advising process. Advisor lists are located in all academic buildings on campus to help students locate their advisors at any time and the Faculty Handbook defines the faculty responsibilities in Article 10 D-3. In addition, the quarterly schedule publication “Who Will Help Me?” includes information about services to help students.

Analysis

The College commits extensive resources to advising matriculated students. Advising for non-matriculated students is sporadic, unstructured, and is largely student initiated. Staff work hard to help students identify realistic goals and accomplish them. Last year a detailed educational planning tool was provided to students at the beginning of their college career.

Copies of these plans are available in the mailroom, a focal point for the entire campus, and in the Counseling/Career Center. Faculty developed these tools to help students develop long-range plans while seeing the big picture. Matriculated students receive appointments to discuss degree information and registration about two weeks before mid-quarter advising to prepare them for the advising process. Faculty periodically

receive a list of their advisees and many remind the students to sign up for advising appointments by letter or phone calls.

Counseling and Placement

A variety of options are available to students and community members who wish to explore careers which are consistent with their values, interests, and skills. Exploring career options prior to enrollment, during enrollment, or after graduation is possible. Some advisors include career planning in their academic/educational planning sessions to help students transition into work environments. In fact, many of our technical programs include job search and resume writing segments in their curriculum as do special programs for dislocated workers (New Chance), Teen Parent, Adult Basic Education Transition, and Families That Work, a collaborative program with the Department of Social and Health Services.

The Counseling/Career Center has begun offering short afternoon and evening non-credit workshops this past year, but persons who wish to do more extensive exploration have the option to work individually with a counselor or in a class for credit. This credit-bearing class is offered each term through Student Services and provides an opportunity for a structured exploration of values, interests, and skills, the job market, occupational information, and decision making. Standardized testing is part of the class. The College also offers the class through correspondence with a workbook and three meetings with a career counselor.

For those who are interested, personality, career interest, and career ability tests may be taken in conjunction with career counseling. A number of computerized career exploration tools can be used independently or in conjunction with counseling services.

The Counseling/Career Center provides resources necessary to research jobs and employers. These resources include the Washington Occupational Information System (WOIS), *Vocational Biographies*, and many other books on various careers. Pamphlets and career sheets are also located in the center. A web page on career services has been

developed which provides career information and links to many career-related inventories. Based on student inventory results, links are created to Centralia College programs of study.

The Student Job Center provides a connection to local employers. The services include part-time and full-time placement, on campus employment, college work-study placement, and cooperative education. The center is staffed by a representative from the Employment Security Office. This coalition creates an invaluable resource, bringing information about current trends in hiring and available positions to the College. Students receive assistance with resume writing, interviewing skills, and job search techniques.

The College has packaged its educational offerings into six "Pathways" consistent with career guidance models in the K-12 system; thus recent high school graduates can select educational programs and majors according to a familiar model. Pathways information is available as part of the new admissions promotional material.

Analysis

Extensive efforts have been made to improve the level of career and placement services provided to potential students. Recent changes have included increased evening hours, free workshops several times quarterly, a career class with a correspondence option, and expanded services through the web page. Because the number of people using these services has not been extensive, the staff continues to discuss ways to make them more effective.

Health Care

The College does not have a health care facility available on campus. However, wellness education and related programs are offered throughout the year primarily through Student Program activities. There are many annual events (e.g., World AIDS day), and participation in

special event weeks (Domestic Violence Awareness Week), plus many quarterly activities which include community agencies. Speakers on health care topics are scheduled into many classes and as presenters in public forums. Extensive information is provided free to students either in classrooms or in the Student Center area. Low cost flu shots are offered on campus annually; cholesterol level testing is scheduled periodically; and monthly HIV testing is available. Presentations have included eating disorders and other topics of interest to students as well as the rest of the campus.

Information about the Washington Basic Health Plan and the Community College Health Plan is available in the Student Center and in the Counseling/Career Center.

Psychological health services are provided through the Counseling/Career Center and Student Support Services. The staff maintains a good relationship with the local mental health system and are able to refer students there for chronic problems and crisis situations.

Because good health is essential to students, the College includes a health requirement in its degree programs. Students may choose from several offerings, but the expectation is to encourage students to take responsibility for their personal well being.

Analysis

While the College recognizes the importance of good health and access to health systems, its primary role is providing health services information to students or persons who use the campus. Many students have serious health concerns and problems, and the staff makes every effort to help them connect with community resources which deliver health care.

A topic of discussion has been smoking on campus. The College recognizes the rights of all students, so a number of sheltered locations are available for use by any smoker on campus while signs restricting smoking in certain areas address the problem for non-smokers.

Some staff have wondered if the College might wish to take a more active role in promoting awareness of several problems that often face college-age students such as binge drinking, drug abuse, STDs, domestic violence, unwanted pregnancies, and date rape.

Student Housing

The College does not provide housing for students. However, the Foundation owns and operates a single house used by international students with convenient access to the campus. The International House opened winter, 1997, and serves as a residence for four students. The house has furnished private bedrooms which are computer and phone accessible, two bathrooms, laundry room, kitchen, and dining area. The staff consists of a resident assistant (RA) who is also an international student. The student is the liaison to the Business Office and considers the needs and concerns of other residents.

Since 1992, international students may participate in a Homestay Program. This program provides an opportunity for international students to experience American family life in the Centralia-Chehalis area and get additional language practice. Students are matched with host families based on interests, hobbies, and priorities of the student and family. Both must complete an application package and prospective families must meet a number of requirements including participation in a mandatory host family orientation and home visit. The orientation explains college programs, medical insurance issues, money matters, culture shock, and what support services are available for the family and the student. The Business Office complies with Internal Revenue Service requirements in accounting for the Homestay Program and issues form 1099 MISC. for housing payments made to families.

Analysis

Most students who attend the College either live at home or are heads of households. There is reasonable housing close to the campus. The

College does not make housing referral information for potential students, but several public bulletin boards are available on campus if a student would like to post a roommate or housing request.

The resident assistant (RA) position in the International House is not trained as an RA or supervised as such. The position, in practice, is actually a building manager. The director of international students will review the title and expectations of this position during spring 2000.

Food Services

Campus Food Service operations are a self-supporting auxiliary enterprise in the Student Center Building. Services are conducted under the supervision of a professionally trained food service supervisor. A variety of foods are offered daily including a daily special, salad and soup bar, and fast foods. Foods are prepared on-site and served to faculty, staff, students, and the general public. Catering to on-campus groups is available.

Periodic in-service training is required by the local health department and by campus requirements.

Analysis

Hot foods are available mornings through early afternoons during the academic year, but no services are available for late afternoon or evening students or between quarters or summer other than a bank of vending machines. Several fast food and short order restaurants are within walking distance of the campus and are able to meet the needs of those students. While this may not be the best solution, it is a cost effective one and allows the College to use the cafeteria for various evening classes such as Tae-kwon-do, aerobics, and dancing.

Co-curricular Activities

Student programs, Student Government (ASCC), and the Admissions Team (SAAT) offer diverse activities that provide educational, social, cultural, and recreational opportunities to enhance college experiences. The ASCC and SAAT work to develop a well-balanced calendar of activities and events including speakers, musicians, comedians, dances, films, outings, and tournaments. They provide planning, promotion, publicity, and public relations support for campus clubs and organizations, theatre productions, and musical performances.

The College also offers senior college courses at the main campus, Centralia College East (Morton), the Tenino Center, and several senior centers around Lewis County. These programs are educational and recreational, priced for seniors on limited incomes, and offered at a variety of daytime hours. A special afternoon program is offered for adults who have developmental disabilities to maintain communication and socialization skills. English as a Second Language classes are taught on and off campus, including a special outreach program that goes into the homes of placebound individuals.

For those students with special needs, the College offers assistance through the special needs office. Adaptive equipment is available on a check-out basis from the library for students who provide needed documentation or verification. Equipment is sent by courier to off-campus sites. Requests for interpreters for the deaf and non-English speakers are also coordinated through this office. The College is accessible by TTY/TDD, and facilities rented for college functions or classes meet all federal and state accessibility requirements.

Students may use public transportation, including paratransit services, to travel to and from the main campus. Limited public transportation provides some access to Morton, Tenino, and senior centers.

Analysis

While a variety of programs are available for underrepresented groups, more could be done to develop programs for all students. Evening programs have increased, but support activities of the College do not

continue into the night hours. It is difficult to get students involved since the majority hold jobs and many are parents with responsibilities of their own. The College has considered an open period during day classes when students and faculty could schedule club meetings or activities, but this still does not guarantee participation. Such an hour might provide protected time for cross-campus staff participation to build a stronger learning community. Discussions around this topic continue.

Student Recreation and Athletics

No co-curricular activities like intramural athletics exist at this college, and intercollegiate athletic teams use the on-campus facilities when they are not scheduled for classes. College facilities and equipment are purchased and maintained for the students enrolled in physical education and health classes, and enrolled students are the only persons authorized to use them during class periods.

Staff hours are committed to teaching and coaching activities, and the facilities are not supervised during non-class times. Through agreements with local health facilities, staff and students may use their facilities on a limited or reduced fee basis.

Occasionally students have asked about co-curricular activities, but there are no funds to support these activities, and there is no time or staff available in the physical education building.

Analysis

Because of the relatively low student interest and the need for resources to be used elsewhere, the College has made a conscious and deliberate decision not to provide intramural sports.

Bookstore

As a self-supporting business enterprise owned and operated by the College, the bookstore is an integral part of the campus. Customers include faculty who order their books and recommend supplies, staff who purchase a variety of office and personal items, students who purchase books for classes, and the general public. The bookstore has expanded its inventory to include a wide range of items displayed in a professional and attractive manner, reflecting real and perceived customer interests. The area was remodeled in 1998 to make it more accessible, easier to use, and aesthetically appealing.

The bookstore is supervised by a professional business manager who has two full-time employees and some seasonal part-time help fulfilling a variety of duties. In addition to meeting on-campus needs, the staff order materials and supplies for the off-campus programs and forward them to those centers. They provide billing services for students supported by agencies (primarily the Division of Vocational Rehabilitation, Services for the Blind, and Labor and Industries) and reconcile all financial records with the Business Office.

Analysis

Although there are no identified advisory processes used by the Bookstore to gather information from its customers nor policies that reflect campus input, the staff and services are of a high quality, and the staff seem willing to consider any requests.

There does not appear to be any identified mechanism for systematic review of bookstore policies that allows student input. This may be an area for the Student Issues and Policy Council to provide a forum for discussion of bookstore policies.

Text materials are provided in a timely way for classes, and each quarter a book buy-back is available to serve day and evening students. The hours the bookstore is open tend to serve day students better than part-time and evening students. During the first week of each quarter the

bookstore extends its hours, but its regular hours are between 7:30 a.m. and 4 p.m.

Students frequently complain about the cost of items in the bookstore, but this, too, is traditional. In a small community there are no competitors who can supply text or specialized classroom equipment. A recommendation may be to form an advisory committee of students, staff representatives, faculty, and Bookstore employees to solicit feedback and explore ways the services could be more responsive to identified needs.

Student Publications

The Student Publications Code and Associated Press of Managing Editors Statement of Ethical Principles are the two documents that clearly define the policies to be followed by student media publications. These documents are readily available from Student Services and outline how the Student Publications Board functions, its organization, and responsibilities.

The primary publications by students at Centralia College include the College newspaper, *The Blue & Gold*, and *Beyond Parallax* and *Byways* which are literary and visual arts journals. Students are encouraged to submit items for publication and the requirements for doing so are clearly published in *The Blue & Gold*. Short stories, poems, and other literary and art items are solicited for *Beyond Parallax* and *Byways* throughout the school year.

Because student publications are funded partially through Student Government, funds must be requested and approved annually as outlined by the ASCC constitution. Student publications retain the same rights as those of the press and are protected under the First and Fourteenth Amendments to the US Constitution. Appointment, duties, and responsibilities of the student members of the Publications Board are defined, as is the advisor's role. The advisor is appointed by the College president.

Analysis

The primary function of both the College newspaper and literary journal is to give students an opportunity for learning, and secondly, a means of communication with one another and the outside community. *The Blue & Gold* has been recognized by student organizations for its excellence a number of times during the past several years with staff winning journalism awards and internships.

There are limited media activities for students who attend only during the summer session, and there are limited participation opportunities for students who may be part-time or evening.

Intercollegiate Athletics

Sports Programs provide an avenue that complements academic programs and enhances students' overall educational experience through exposure and participation. We are dedicated to helping facilitate and promote opportunities and practices which will help students progress toward career and personal goals.

Student Athletics

Centralia College meets the standard of institutional control through its membership in the Northwest Athletic Association of Community Colleges (NWAACC). In addition, the Centralia College Sports Program Task Force Study, under the supervision of the vice-president of student services adheres to the association's codes, principles, and regulations including Article II, subsection 2:

> “To establish and maintain high standards of scholarship and sportsmanship in the institutions which are members of the NWAACC; to promote intercollegiate athletics; to maintain such regulations and supervision of athletic competition governed by

> this Code in such a manner that athletic activities will be part of, and not the principal feature of, academic life."

Centralia College requires its athletes to maintain satisfactory academic progress to participate in intercollegiate athletics and monitors their progress to ensure these standards are met. Communication is maintained between instructors, advisors, and athletic department personnel concerning the progress of student athletes throughout each academic quarter. Athlete referral to academic support services is made when deemed necessary.

A departmental task force study, under the vice-president of student services, was conducted in 1994 to review the role of the Sports Program as a function of the overall mission of Centralia College. The task force found the seven-part mission of the Sports Program, including promotion of individual success, personal growth, unique educational opportunities, and cooperation coincided with the stated goals of the College.

Athletic Staff

All candidates for athletic staff positions receive printed copies of the goals and objectives of the Intercollegiate Athletic Program, as well as their individual job expectations and requirements. The athletic director also gives printed copies to all members of the coaching staff. The athletic director and all head and assistant coaches annually review policies and rules concerning intercollegiate athletics to ensure compliance with the NWAACC Code. The vice-president of student services, or a representative, also reviews athletic policies and program content. Each coach is given a copy of the program's mission statement and a job description.

Athletic Policy

Centralia College complies with this standard as no preference is given to student athletes by the institutional agencies regulating student affairs at the College.

Student athletes use the same college services and receive the same treatment as all other Centralia College students. They receive no special consideration in admissions, registration, grade recording, financial aid, or degree application processes. Various student development services, such as the Writing Center, are available to all students, and those athletes using them receive assistance appropriate to their individual needs.

Budget

All budgeting and funding for Centralia College athletics is provided by the ASCC, the Centralia College Foundation, the Athletic Department, Instruction, and Administration with all transactions processed through the College Business Office including records for funds raised and expended.

The Athletic Program funding is reviewed and revised annually.

The athletic director is responsible for the distribution and administration of funds within the athletic department. Responsibilities include annual review of revenue needs for each sport, submission of funding requests with justification, and the monitoring of fund usage within the athletic programs. The athletic director works with individual coaches and the Business Office to ensure funds are used properly and in compliance with mandated state regulations concerning use of public and private funds for athletic purposes

All private athletic funding is maintained and monitored by an independent accountant and is reviewed and approved annually by the Centralia College Foundation Board of Directors.

Private funding for Centralia College athletics is provided through the Centralia College Foundation. The Foundation monitors its funds through its accounting procedures and provides the athletic director with a report of monies available for athletic purposes. Funding requests are approved annually by the Foundation Board of Directors, and fund usage is monitored by the athletic director, the Foundation's accountant, and the Foundation's executive director.

Gender Equity

The College is in compliance with RCW (Revised Code of Washington) provisions (RCW 28B.15.455, 460, 465, and 470; and with RCW 28B.110.040) based on federal Title IX rules.

Centralia College provides its male and female student athletes with equal opportunities to participate in intercollegiate athletics, to receive equal benefits and services to support their participation in athletics, and to have female and male coaches and administrators act as role models. The budgets for women's and men's teams, including grants-in-aid, are equally proportioned based on the percentage of gender enrollment at Centralia College. The sports at the College include men's and women's basketball, women's volleyball and softball, and men's baseball.

Male and female athletes receive equal services and benefits from the athletic program, including equipment and supplies, medical services, insurance, transportation and per diem allowances, opportunities for coaching and instruction, scholarships and other forms of financial aid, scheduling of games and practice times including use of courts and gyms. Both sexes have equal locker and training room facilities.

Male and female athletes receive equal services and benefits from the Athletic Program including equipment and supplies, medical services, insurance, transportation, and per diem allowances. The opportunities for coaching and instruction, scholarships and other forms of financial aid, scheduling of games and practice times, and the use of courts and gyms is all made equitable. Both sexes have equal locker and training room facilities.

Analysis

RCW 28B.15.455 directs Washington's institutions of higher learning to accomplish gender equity in three areas by June 30, 2001:

- Opportunities for participation
- Benefits, services, and coaching
- Leadership positions

Based on a 1994 task force study to evaluate Centralia College's Athletic Program, the Athletic Department has worked steadily to increase the participation of women in its sports program. Women's softball was added to increase the number of athletic openings available to women.

In fall 1999, it became apparent that, although women's softball was added, the number of women participating in intercollegiate athletics did not represent the proportion of women students eligible to play. Because of this variance, the College has instituted a plan to add an additional women's sport not later than 2003-2004 and most probably sooner.

The College is in compliance with Title IX since, although there is a disparity, the College has made progress and has a plan to remedy the disparity.

Enrollment at Centralia College, by gender, is approximately sixty percent female and this is reflected in the women's sports budgets, recruiting expenditures, and athletically-related student aid. Centralia College has also sought to provide appropriate role models for both genders through its coaching staff. Each women's sports team has a minimum of one female coach to serve as a role model and mentor.

Scheduling

In accordance with the purpose statement of the NWAACC, the policy of the Athletic Department is to avoid disruptions of student athletes' academic schedules. The athletic director, coaches, and NWAACC officials collaborate on scheduling of intercollegiate practices, matches, and games to ensure athletes miss as few school days as possible. NWAACC sports committees determine the dates of all league games and matches, enabling students to attend classes regularly, have sufficient time to study, and take mid-term and final examinations. Dates chosen for non-league contests also allow athletes to attend classes and avoid conflicts with mid-term and final examinations.

Analysis

During the 1998-1999 academic year a concerned citizen approached Centralia College regarding game times for men's and women's basketball games. Traditionally women played at 6 p.m. and men played at 8 p.m. This was determined to be a regional issue, so as part of the NWAACC, Centralia College took the lead in addressing this concern. Commissioners discussed it at regional meetings and the NWAACC decided to alternate game times every other year to accommodate equity issues.

Standard Three Future Directions

Analyze the needs of non-matriculated students in reference to advising and transfer needs.

- Define "Special Populations" more specifically and evaluate their level of inclusion in non-academic classes and programs.
- Ascertain student satisfaction level with Student Record Kiosk.
- Determine the effectiveness of the class Centralia College 101.
- Explore the impact of technology on recording and securing student records.
- Develop Sessions training for faculty and advisors.