Klamath Community College

**Year Seven Self-Evaluation Report:
A Comprehensive Evaluation of
Standards 1 through 5**

**Submitted to
Northwest Commission on Colleges and Universities**

February 2018

TABLE OF CONTENTS

INSTITUTIONAL OVERVIEW

Klamath Community College (KCC) is a public two-year institution serving Klamath and Lake Counties in south central Oregon—a service area that covers 14,000 square miles, with a combined population of approximately 74,000. KCC is committed to ensuring community college is accessible to everyone, regardless of technological, geographic, and economic barriers.

In 1996, KCC set its roots in a church basement, offering three one-year certificates during its first year. The college now offers 21 associate degrees, 18 certificates, and 23 career pathway certificates that place graduates in high-demand, high-wage jobs. Despite the declining enrollments other Oregon community colleges have suffered in recent years, KCC has continued to grow.

With an 8.5% increase in enrollments since 2014, in 2016-2017, KCC served a total of 5,925 students (approximately 1,840 FTE: 70% academic credit; 1% apprenticeship; 23% GED, ESL, and Adult High School (AHS); and 6% Community Education and Workforce Training. Demographically, as of fall 2016, students seeking academic credit fit the following categories: 53% female and 47% male; 70% Caucasian, 15.8% Hispanic; 3% Native American, 1% Pacific Islander, and 1% African American. The mean age of academic students in fall 2016 was 26.3, with a median age of 22. Of KCC's first-time-to-college, full-time students, 66 percent qualify for the federal Pell Grant Program.

Current Environment

Over the past five years, KCC has faced significant challenges and achieved many successes. Following are highlights, broken into core themes:

Core Theme 1: Provide Accessible Education and Services

For years, KCC was known as a school for non-traditional students and displaced workers. Enrollments skyrocketed with local employer layoffs, then languished when the local economy picked up. The traditional pipeline of students from local high schools to college did not include KCC. In 2013, the college set out to change this situation, beginning with new cooperative agreements between the public schools. Between 2013 and 2017, KCC developed multiple access points, pioneered funding agreements with the public schools to provide college courses at no cost to students, and revamped the design of dual credit. The result has been a steady increase in students taking KCC college classes while in high school and then enrolling as full-time degree-seeking students.

The college also reached out to provide access to men and women in the armed services, specifically the National Guard and the Air Force. For advancement in rank, personnel in these services face new requirements that involve obtaining college credits through the Community College of the Air Force (CCAF). In order to provide service, KCC needed to redesign or develop new courses with credits that match CCAF and receive approval through military channels. KCC now offers face-to-face instruction at two Air Guard bases in Oregon, and online to students from 22 states and overseas. Among other support services, KCC offers re-transcription every term at no cost to military students which is an attractive advantage in a competitive national market.

Core Theme 2:- Provide Quality Education and Services

One of the two greatest challenges faced by KCC in recent memory, and potentially threatening to the institution's viability, was the unanticipated impact of so-called "Pell-runners" on the default rate. Between 2010 and 2013 the default rate jumped from 8% to 33%. The college implemented several measures to address this challenge. While these measures have had a desirable effect (reduced by 10%), their efficiency, effectiveness and the ongoing default rate remain a work in progress.

The development of a Strategic Plan involving all departments of the college is a rising success story that has come to embody Mission fulfillment. Employee input during forums in 2013 indicated a widespread opinion that the college lacked cohesion, clarity of purpose, and thoughtful planning. With its first iteration implemented in 2014, the Strategic Plan has two key components.

1. Each department developed a mission and their own strategic plan.
2. Each must report progress on their plan and goals during the budget process in order to receive project funding. Career-Technical Education programs are required to include a program viability study evaluated in five ways: cost margin analysis, completion/graduation rates, current enrollment, student success rates, and labor market data.

The Strategic Plan contains five Initiatives that connect directly to the Core Themes. It is supported by the Academic Affairs master plan, Strategic Enrollment Management plan, and the Facilities master plan. While it has taken time and refinement to become part of the college culture, the Strategic Plan has given departments across the college a clarity of purpose, a focus on planning, and a venue for celebrating accomplishments.

Core Theme 3: Meet Diverse Needs of Students, Businesses, and Community

In 2013, KCC had offered no online distance education (DE) courses or programs. Since then, the college has created seven online degrees and certificates that allow students to complete courses around busy life and work schedules. Distance Education (DE) continues to grow at a rapid pace.

Nearly 16 percent of the KCC student body identifies as Hispanic, and in 2010, 12 percent of Klamath County residents identified as Hispanic or Latino. To better serve our community, KCC welcomed its first cohort of Spanish-speaking students in spring 2017. More than 50 students entered the grant-funded Basic Education Skills Opportunity (BESO) program aimed at encouraging non-native English speakers to participate in postsecondary education.

Core Theme 4: Support Student Success in Workforce Training, Academic Transfer, Foundational Skills, and Community Education

Recent data shows that the increased sources of access mentioned in Core Theme 1 are better preparing youth for college and have helped slash the percentage of developmental education credits attempted by KCC students recently graduated from high school by more than half in the past four years. The College has gone from several years of students under age 21 maintaining 23 and 24 percent of attempted credits being developmental education, down to just 11 percent. By any measure, this is a noteworthy example of supporting student success.

It is within Core Theme 4 that KCC has undergone the most transformative changes. In the academic years of 2012 and 2013 KCC had a low completion rate of 2%. The implementation of intrusive intervention measures has increased completion rate in 2014 to 9%, 2015, 27% and 2016 22% with an aspiration goal of 54%. Some of these measures included: placement processes that incorporate multiple-measures, mandatory orientation, Mandatory "intrusive" term-to-term advising, First-year experience student success courses, First-year experience student success course designed for specific populations, Early-Alert System, Accelerated Learning Opportunities, Curriculum Maps, and a student-centered term schedule/annual schedule.

Klamath Community College today is highly adaptive in supporting student success and responsive to the needs of the community. More than ever we are a willing partner in improving the economic and cultural landscape of our region.

NWCCU BASIC INSTITUTIONAL DATA FORM

Name of Institution: Klamath Community College
Mailing Address: 7390 South 6th Street
Address 2:
City: Klamath Falls
State/Province: OR
Zip/Postal Code: 97603
Main Phone Number: 541-882-3521
Country: USA

Chief Executive Officer	**Accreditation Liaison Officer**	**Chief Financial Officer**
Title: Dr.	Title: Mrs.	Titl3: Ms.
First Name: Roberto	First Name: Jamie	First Name: Allison
Last Name: Gutierrez	Last Name: Jennings	Last Name: Bryson
Position: President	Position: VP Academic Affairs	Position: VP Admin Services
Phone: 541-880-2323	Phone: 541-880-2228	Phone: 541-880-2202
Fax: 541-885-7758	Fax: 541-885-7758	Fax: 541-885-7758
Email: gutierrezr@klamathcc.edu	Email: jennings@klamathcc.edu	Email: bryson@klamathcc.edu

Institutional Demographics

Institutional Type (*Choose all that apply*)

☒ Comprehensive ☐ Specialized ☐ Health-Centered ☐ Religious-Based

☐ Native/Tribal ☐ Other (specify):

Degree Levels (*Choose all that apply*)

☒ Associate ☐ Baccalaureate ☐ Master ☐ Doctorate

☐ If part of a multi-institution system, name of system:

Calendar Plan (*Choose one that applies*)

☐ Semester ☒ Quarter ☐ 4-1-4 ☐ Trimester ☐ Other (specify):

Institutional Control

☐ City ☐ County ☒ State ☐ Federal ☐ Tribal

⦿ Public OR ○ Private/Independent ○ Non-Profit OR ○ For-Profit

Students Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)
Official Fall: 2016 FTE Student Enrollments

Classification	Current Year: 2016	One Year Prior: 2015	Two Years Prior: 2014
Undergraduate	1149	1062	1048.17
Graduate			
Professional			
Unclassified			
Total all levels	1149	1062	1048.17

Students Full-Time *Unduplicated* Headcount Enrollment
Official Fall: 2016 Student Headcount Enrollments

Classification	Current Year: 2016	One Year Prior: 2015	Two Years Prior: 2014
Undergraduate	1434	1514	1343
Graduate			
Professional			
Unclassified			
Total all levels	1434	1514	1343

Faculty (all locations)
Total Number: 32   **Number** of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less-than Associate	Associate	Bachelor	Master	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	32	90	2	5	3	18	0	4
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Faculty (all locations)
Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	$54,980	8.87 years
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Institutional Finances

KLAMATH COMMUNITY COLLEGE DISTRICT
KLAMATH FALLS, OREGON

STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2016

CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition and fees	$	5,630,277
Federal student financial aid and grants		3,188,521
State grants and contracts		430,887
Out-of district contracts		510,166
Payments to suppliers for goods and services		(4,258,509)
Payments to employees		(9,731,952)
Payments for financial aid and scholarships		(3,251,011)
Auxiliary enterprises:		
Cash received from customers		620,410
Paid to suppliers for resale materials		(698,817)
Other cash disbursements		(23,060)
Net cash used		
by operating activities		(7,583,088)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
Cash received from state support		7,243,466
Cash received from property taxes		2,058,480
Net cash provided by		
noncapital financing activities		9,301,946
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Cash received from the issuance of debt		4,699,500
Debt issuance costs		(49,500)
Cash received from capital grants		214,027
Construction and acquisition of capital assets		(1,072,338)
Principal paid on capital debt		(520,000)
Interest paid on capital debt		(200,911)
Net cash provided by capital and		
related financing activities		3,070,778
CASH FLOWS FROM INVESTING ACTIVITIES		
Interest on investments		95,768
NET INCREASE IN CASH		4,885,404
CASH AND CASH EQUIVALENTS		
Beginning of the year		7,543,337
End of the year	$	12,428,741

The notes to the basic financial statements are an integral part of this statement.

KLAMATH COMMUNITY COLLEGE DISTRICT
KLAMATH FALLS, OREGON
STATEMENT OF NET POSITION
June 30, 2016

ASSETS
Current assets:
Cash and investments	$ 12,428,741
Receivables:	
Taxes	200,103
Tuition and fees	256,837
Grants & contracts	637,817
Other accounts	123,013
Prepaid items	163,470
Inventory	147,830
Total current assets	13,957,811
Noncurrent assets:	
Non-depreciable capital assets	2,292,828
Depreciable capital assets, net	18,152,817
Total noncurrent assets	20,445,645
Total assets	34,403,456

DEFERRED OUTFLOWS OF RESOURCES
Deferred refunding	52,558
Deferred outflows related to pensions	1,237,554
Total deferred outflows of resources	1,290,112

LIABILITIES
Current liabilities:
Accounts payable	441,269
Due to student organizations	30,475
Payroll and related liabilities	834,509
Accrued interest payable	80,707
Unearned revenue	170,803
Long-term liabilities - current portion	1,026,650
Total current liabilities	2,584,413
Noncurrent liabilities:	
Compensated absences	45,432
Full faith and credit obligations and private financing agreement	8,373,526
Net pension liability	5,529,395
Pension transition liability	615,467
Total noncurrent liabilities	14,563,820
Total liabilities	17,148,233

DEFERRED INFLOWS OF RESOURCES
Deferred inflows related to pensions	688,784

NET POSITION
Net investment in capital assets	15,626,271
Restricted for Capital Projects	251,282
Unrestricted	1,978,998
Total net position	$ 17,856,551

The notes to the basic financial statements are an integral part of this statement.

KLAMATH COMMUNITY COLLEGE DISTRICT
KLAMATH FALLS, OREGON

Operating Budget - All Funds
Fiscal Year 2017-18

RESOURCES

Beginning Fund Balance	$5,678,485
Current Year Property Taxes, other than Local Option Taxes	2,155,789
Tuition and Fees	7,059,011
Other Revenue from Local Sources	515,400
Revenue from State Sources	16,482,795
Revenue from Federal Sources	24,709,589
Interfund Transfers	1,147,220
All Other Budget Resources	828,386
Total Resources	**$58,576,675**

REQUIREMENTS

Instruction	$8,427,350
Instructional Support	2,554,128
Student Services other than Student Loans and Financial Aid	2,860,240
Student Loans and Financial Aid	23,417,156
Support Serv. other than Facilities Acquisition and Construction	5,511,114
Facilities Acquisition and Construction	9,821,335
Interfund Transfers	1,147,220
Debt Service	720,000
Operating Contingency	1,000,000
Unappropriated Ending Fund Balance and Reserves	3,118,132
Total Requirements	**$58,576,675**

KLAMATH COMMUNITY COLLEGE DISTRICT
Fiscal Year 2017-2018
500 - CAPITAL PROJECTS FUND

Actual 2014-15	Actual 2015-16	Budget 2016-17		Account Description (Does not include Inactives)	Proposed Amount	Approved Amount	Adopted Amount
				Resources			
0	11,527	0	4210	Grants and Contracts	75,000	75,000	75,000
45,000	0	0	4281	Contribution from KCC	0	0	0
45,000	**11,527**	**0**		**Local Sources**	**75,000**	**75,000**	**75,000**
4,643	7,837	7,348	4600	Interest, Investment	0	0	0
114	108	137	4601	Interest, LGIP - Matching Funds	0	0	0
4,757	**7,944**	**7,485**		**Interest Income**	**0**	**0**	**0**
176,275	136,672	138,423	5999	Carry Forward	90,000	90,000	90,000
176,275	**136,672**	**138,423**		**Carry Forward**	**90,000**	**90,000**	**90,000**
226,032	**156,143**	**145,908**		**Total Resources**	**165,000**	**165,000**	**165,000**
				Expenditures			
3,951	0	15,000	6700	Full Time Support Staff	0	0	0
1,907	0	0	6800	Part Time Support Staff	0	0	0
437	0	1,148	1	FICA	0	0	0
29	0	150	3	Unemployment	0	0	0
540	0	0	4	PERS	0	0	0
7	0	0	6	Accident/Disability Insurance	0	0	0
6,871	**0**	**16,298**		**Personnel Services**	**0**	**0**	**0**
41,636	58,494	83,703	7050	Supplies	75,000	75,000	75,000
13,775	0	25,908	7400	Contracted Services	50,000	50,000	50,000
328	0	0	7645	Other Fees & Services	0	0	0
1,418	25	0	7920	Equipment Lease / Rental	0	0	0
332	0	0	7945	Landscaping < $5,000	0	0	0
57,489	**58,519**	**109,611**		**Materials & Services**	**125,000**	**125,000**	**125,000**
0	0	10,000	8100	Building	35,000	35,000	35,000
0	0	10,000	8120	Landscaping	5,000	5,000	5,000
0	25,369	0	8140	Infrastructure	0	0	0
0	**25,369**	**20,000**		**Capital Outlay**	**40,000**	**40,000**	**40,000**
25,000	0	0	9100	To General Fund	0	0	0
25,000	**0**	**0**		**Transfers Out**	**0**	**0**	**0**
89,360	**83,888**	**145,909**		**Total Expenditures**	**165,000**	**165,000**	**165,000**
136,672	72,255	0	3998	Fund Balance	0	0	0
136,672	**72,255**	**0**		**Fund Balance**	**0**	**0**	**0**
226,032	**156,143**	**145,909**		**Total Expenditures and Fund Balance**	**165,000**	**165,000**	**165,000**

KLAMATH COMMUNITY COLLEGE DISTRICT
Fiscal Year 2017-2018
501 - CAPITAL PROJECTS - PHASE 2 - WORK SKILLS TECH. CTR.

Actual 2014-15	Actual 2014-15	Budget 2016-17		(Does not include Inactives) Account Description	Proposed Amount	Approved Amount	Adopted Amount
				Resources			
0	0	3,000,000	4000	Federal Grants	1,731,335	1,731,335	1,731,335
0	0	3,000,000		**Federal Sources**	**1,731,335**	**1,731,335**	**1,731,335**
0	0	0	4106	Lottery Bonds	1,364,665	1,364,665	1,364,665
0	0	0		**State Sources**	**1,364,665**	**1,364,665**	**1,364,665**
0	202,500	0	4110	Grants and Contracts	0	0	0
0	4,650,000	0	4790	Debt Proceeds	0	0	0
0	4,852,500	0		**Local Sources**	**0**	**0**	**0**
0	0	0	4600	Interest, Investment	0	0	0
0	19,556	13,406	4601	Interest, LGIP - Matching Funds	0	0	0
0	19,556	13,406		**Interest Income**	**0**	**0**	**0**
0	0	4,636,147	5999	Carry Forward	0	0	0
0	0	4,636,147		**Carry Forward**	**0**	**0**	**0**
0	4,872,056	7,649,553		**Total Resources**	**3,096,000**	**3,096,000**	**3,096,000**
				Expenditures			
0	14,731	75,000	6600	Administrative Salaries	0	0	0
0	2,567	36,050	6700	Full Time Support	0	0	0
0	5,033	0	6800	Part Time Support Staff	0	0	0
0	1,239	8,496	1	FICA	0	0	0
0	2	60	2	Worker's Compensation	0	0	0
0	155	1,111	3	Unemployment	0	0	0
0	3,455	28,307	4	PERS	0	0	0
0	33	356	5	Life Insurance	0	0	0
0	43	108	6	Accident/Disability Insurance	0	0	0
0	3,175	30,000	7	Health Insurance	0	0	0
0	30,431	179,488		**Personnel Services**	**0**	**0**	**0**
0	1,413	0	7050	Supplies	0	0	0
0	0	0	7150	Marketing	0	0	0
0	478,610	1,000,000	7400	Contracted Services	65,000	65,000	65,000
0	0	0	7500	Legal	0	0	0
0	0	0	7575	Liability Insurance	0	0	0
0	6,109	0	7645	Other Fees & Services	0	0	0
0	0	0	7920	Equipment Lease / Rental	15,000	15,000	15,000
0	0	0	7925	Tools & Equipment < $5,000	20,000	20,000	20,000
0	486,132	1,000,000		**Materials & Services**	**100,000**	**100,000**	**100,000**
0	0	0	8000	Equipment	740,000	740,000	740,000
0	8,981	4,785,000	8100	Building	2,231,000	2,231,000	2,231,000
0	0	0	8120	Landscaping	25,000	25,000	25,000
0	0	715,000	8140	Infrastructure	0	0	0
0	8,981	5,500,000		**Capital Outlay**	**2,996,000**	**2,996,000**	**2,996,000**
0	0	970,066	9170	To Capital Projects	0	0	0
0	0	970,066		**Transfers Out**	**0**	**0**	**0**
0	525,544	7,649,554		**Total Expenditures**	**3,096,000**	**3,096,000**	**3,096,000**
0	4,346,512	0	3998	Fund Balance	0	0	0
0	4,346,512	0		**Fund Balance**	**0**	**0**	**0**
0	4,872,056	7,649,554		**Total Expenditures and Fund Balance**	**3,096,000**	**3,096,000**	**3,096,000**

KLAMATH COMMUNITY COLLEGE DISTRICT

Fiscal Year 2017-2018

502 - CAPITAL PROJECTS - PHASE 2 - FOUNDERS HALL

Actual 2014-15	Actual 2014-15	Budget 2016-17		(Does not include Inactives) Account Description	Proposed Amount	Approved Amount	Adopted Amount
				Resources			
0	0	5,650,000	4106	Lottery Bonds	6,560,335	6,560,335	6,560,335
0	**0**	**5,650,000**		**State Sources**	**6,560,335**	**6,560,335**	**6,560,335**
0	0	1,170,066	5000	Transfers In - General Fund	0	0	0
0	**0**	**1,170,066**		**Other Revenue**	**0**	**0**	**0**
0	**0**	**6,820,066**		**Total Resources**	**6,560,335**	**6,560,335**	**6,560,335**
				Expenditures			
0	0	0	6700	Full Time Support Staff	57,630	57,630	57,630
0	0	0	1	FICA	4,409	4,409	4,409
0	0	0	2	Worker's Compensation	60	60	60
0	0	0	3	Unemployment	576	576	576
0	0	0	4	PERS	13,152	13,152	13,152
0	0	0	5	Life Insurance	200	200	200
0	0	0	6	Accident/Disability Insurance	108	108	108
0	0	0	7	Health Insurance	31,200	31,200	31,200
0	**0**	**0**		**Personnel Services**	**107,335**	**107,335**	**107,335**
0	0	1,000,000	7400	Contracted Services	515,000	515,000	515,000
0	0	0	7920	Equipment Lease / Rental	15,000	15,000	15,000
0	0	0	7925	Tools & Equipment < $5,000	20,000	20,000	20,000
0	0	0	7940	Furniture < $5,000	350,000	350,000	350,000
0	**0**	**1,000,000**		**Materials & Services**	**900,000**	**900,000**	**900,000**
0	0	0	8000	Equipment	425,000	425,000	425,000
0	0	5,820,066	8100	Building	5,128,000	5,128,000	5,128,000
0	**0**	**5,820,066**		**Capital Outlay**	**5,553,000**	**5,553,000**	**5,553,000**
0	**0**	**6,820,066**		**Total Expenditures**	**6,560,335**	**6,560,335**	**6,560,335**
0	0	6,820,066		**Total Expenditures and Fund Balance**	6,560,335	6,560,335	6,560,335

KLAMATH COMMUNITY COLLEGE

NON-TUITION REVENUE PROJECTIONS

Actual 2014-15	Actual 2015-16	Budget 2016-17	category	organization	account_description	Proposed Amount	Approved Amount	Adopted Amount
14,950	1,116	10,000	Federal Sources	070 - SPECIAL PROJECTS BUDGET AUTHORITY	Federal Grants	15,000	15,000	15,000
-	-	-	Federal Sources	081 - DHS SNAP 50/50	Federal Grants	108,705	108,705	108,705
202,792	221,004	225,985	Federal Sources	085 - TRIO GRANT	Federal Grants	220,000	220,000	220,000
115,215	-	-	Federal Sources	090 - TAACCCT GRANT	Federal Grants	-	-	-
62,546	83,344	152,463	Federal Sources	091 - RURAL DISTANCE LEARNING GRANT	Federal Grants	245,100	245,100	245,100
22,724	30,034	31,750	Federal Sources	095 - SMALL BUSINESS DEVELOPMENT CENTER	Federal Grants	30,241	30,241	30,241
-	-	63,685	Federal Sources	096 - NATIONAL SCIENCE FOUNDATION GRANT	Federal Grants	67,747	67,747	67,747
-	-	146,444	Federal Sources	097 - HECC-STEM SUPPORT GRANT	Federal Grants	-	-	-
-	-	3,000,000	Federal Sources	501 - CAPITAL PROJECTS - PHASE 2 - WORK SKILLS TECH. CTR.	Federal Grants	1,731,335	1,731,335	1,731,335
74,382	39,321	90,000	Federal Sources	001 - GENERAL FUND	Adult Basic Education	90,000	90,000	90,000
5,000	7,368	5,000	Federal Sources	001 - GENERAL FUND	Outreach	5,000	5,000	5,000
35,000	15,289	35,000	Federal Sources	001 - GENERAL FUND	Accountability	35,000	35,000	35,000
2,000	874	2,000	Federal Sources	001 - GENERAL FUND	Program Improvement Grant	2,000	2,000	2,000
34,461	15,053	34,461	Federal Sources	001 - GENERAL FUND	EL/Civics Grant	34,461	34,461	34,461
79,583	69,307	12,000	Federal Sources	075 - CARL PERKINS, TITLE I	Carl Perkins / Integ Tech	-	-	-
2,660,175	2,602,941	8,000,000	Federal Sources	050 - FINANCIAL AID	Federal Financial Aid - Pell Grant	8,000,000	8,000,000	8,000,000
50,088	39,094	55,701	Federal Sources	050 - FINANCIAL AID	Federal Financial Aid - FSEOG	60,000	60,000	60,000
50,244	19,205	43,422	Federal Sources	050 - FINANCIAL AID	Federal Financial Aid - Work Study	45,000	45,000	45,000
1,702,477	1,677,359	6,000,000	Federal Sources	050 - FINANCIAL AID	Federal Financial Aid - Subsidized Loans	6,000,000	6,000,000	6,000,000
1,973,670	1,993,276	6,000,000	Federal Sources	050 - FINANCIAL AID	Federal Financial Aid - Unsubsidized Loans	6,000,000	6,000,000	6,000,000
7,111	4,871	1,000,000	Federal Sources	050 - FINANCIAL AID	Federal Financial Aid - Plus Loans	1,000,000	1,000,000	1,000,000
63,205	19,942	1,000,000	Federal Sources	050 - FINANCIAL AID	Federal Financial Aid - Alt Loans	1,000,000	1,000,000	1,000,000
10,213	6,995	20,000	Federal Sources	050 - FINANCIAL AID	Administrative Cost Allowance	20,000	20,000	20,000
7,165,837	6,846,391	25,927,911	Federal Sources Total			24,709,589	24,709,589	24,709,589

KLAMATH COMMUNITY COLLEGE

NON-TUITION REVENUE PROJECTIONS

Actual 2014-15	Actual 2015-16	Budget 2016-17	category	organization	account_description	Proposed Amount	Approved Amount	Adopted Amount
-	-	108,699	State Sources	081 - DHS SNAP 50/50	Grants & Contracts	-	-	-
5,076,646	6,003,271	6,653,376	State Sources	001 - GENERAL FUND	College Support	7,213,031	7,213,031	7,213,031
-	-	-	State Sources	501 - CAPITAL PROJECTS - PHASE 2 - WORK SKILLS TECH. CTR.	Lottery Bonds	1,364,665	1,364,665	1,364,665
-	-	5,650,000	State Sources	502 - CAPITAL PROJECTS - PHASE 2 - FOUNDERS HALL	Lottery Bonds	6,560,335	6,560,335	6,560,335
22,300	1,000	140,672	State Sources	001 - GENERAL FUND	Grants and Contracts	100,000	100,000	100,000
270,552	267,305	700,000	State Sources	050 - FINANCIAL AID	State Grants	700,000	700,000	700,000
166,295	29,307	288,907	State Sources	070 - SPECIAL PROJECTS BUDGET AUTHORITY	Grants and Contracts	200,000	200,000	200,000
51,791	13,884	67,743	State Sources	080 - PATHWAYS	Grants and Contracts	55,335	55,335	55,335
63,567	56,979	46,655	State Sources	095 - SMALL BUSINESS DEVELOPMENT CENTER	Grants and Contracts	39,429	39,429	39,429
-	-	82,990	State Sources	098 - HECC-OREGON PROMISE GRANT	Grants and Contracts	-	-	-
29,759	-	-	State Sources	050 - FINANCIAL AID	Oregon Promise	250,000	250,000	250,000
-	-	-	State Sources	310 - RESERVE PERS LIABILITY	PERS Reimbursement	-	-	-
5,680,910	**6,371,746**	**13,739,042**	**State Sources Total**			**16,482,795**	**16,482,795**	**16,482,795**
31,843	207,185	100,000	Local Sources	001 - GENERAL FUND	Grants and Contracts	-	-	-
62,546	74,714	152,462	Local Sources	091 - RURAL DISTANCE LEARNING GRANT	Grants and Contracts	245,100	245,100	245,100
-	202,500	-	Local Sources	501 - CAPITAL PROJECTS - PHASE 2 - WORK SKILLS TECH. CTR.	Grants and Contracts	-	-	-
1,936,181	1,985,548	1,982,540	Local Sources	001 - GENERAL FUND	Current Year Taxes	2,067,185	2,067,185	2,067,185
90,348	86,861	100,000	Local Sources	001 - GENERAL FUND	Delinquent Taxes	88,604	88,604	88,604
-	-	2,000	Local Sources	001 - GENERAL FUND	Grants and Contracts	25,000	25,000	25,000
23,412	47,208	60,000	Local Sources	070 - SPECIAL PROJECTS BUDGET AUTHORITY	Grants and Contracts	95,000	95,000	95,000
-	250,000	-	Local Sources	100 - MEYER MEMORIAL TRUST	Grants and Contracts	-	-	-
-	11,527	2,000	Local Sources	500 - CAPITAL PROJECTS FUND	Grants and Contracts	75,000	75,000	75,000
1,432	811	200	Local Sources	001 - GENERAL FUND	Facility Use Fee	2,000	2,000	2,000
-	-	-	Local Sources	001 - GENERAL FUND	Facility Support Fee	-	-	-
4,546	2,317	16,000	Local Sources	001 - GENERAL FUND	Live Work Income	20,000	20,000	20,000
2,408	25,024	10,000	Local Sources	095 - SMALL BUSINESS DEVELOPMENT CENTER	SBDC Program Income	12,000	12,000	12,000
-	-	12,210	Local Sources	001 - GENERAL FUND	Contribution from KCC Foundation	-	-	-
-	-	51,000	Local Sources	095 - SMALL BUSINESS DEVELOPMENT CENTER	Contribution from KCC Foundation	36,300	36,300	36,300
45,000	-	-	Local Sources	500 - CAPITAL PROJECTS FUND	Contribution from KCC Assoc. Student Govt.	-	-	-
2,400	2,500	2,500	Local Sources	001 - GENERAL FUND	Agricultural Sales	2,500	2,500	2,500
1,000	2,511	1,000	Local Sources	001 - GENERAL FUND	Culinary Revenue	2,500	2,500	2,500
-	4,650,000	-	Local Sources	501 - CAPITAL PROJECTS - PHASE 2 - WORK SKILLS TECH. CTR.	Debt Proceeds	-	-	-
2,201,116	**7,548,706**	**2,489,912**	**Local Sources Total**			**2,671,189**	**2,671,189**	**2,671,189**

KLAMATH COMMUNITY COLLEGE

NON-TUITION REVENUE PROJECTIONS

Actual 2014-15	Actual 2015-16	Budget 2016-17	category	organization	account_description	Proposed Amount	Approved Amount	Adopted Amount
22,220	29,375	33,147	Interest Income	001 - GENERAL FUND	Interest, Investment	46,000	46,000	46,000
920	914	941	Interest Income	060 - TECHNOLOGY FEES	Interest, Investment	1,350	1,350	1,350
22	643	778	Interest Income	065 - STUDENT COURSE FEES	Interest, Investment	2,000	2,000	2,000
-	352	-	Interest Income	100 - MEYER MEMORIAL TRUST	Interest, Investment	-	-	-
660	699	-	Interest Income	300 - RESERVE FOR PROGRAM DEVELOPMENT	Interest, Investment	-	-	-
1,170	1,407	1,408	Interest Income	301 - RESERVE - RAINY DAY	Interest, Investment	2,300	2,300	2,300
22	25	25	Interest Income	302 - RESERVE FOR EQUIPMENT	Interest, Investment	46	46	46
1,045	1,122	1,138	Interest Income	303 - RESERVE FOR FURNITURE	Interest, Investment	1,800	1,800	1,800
2,429	2,116	2,528	Interest Income	304 - RESERVE FOR TECHNOLOGY	Interest, Investment	700	700	700
10	10	10	Interest Income	305 - RESERVE FOR BUILDING	Interest, Investment	15	15	15
-	114	106	Interest Income	306 - STAFF DEVELOPMENT - INSTRUCTIONAL	Interest, Investment	250	250	250
-	22	26	Interest Income	307 - RESERVE - SNOW REMOVAL	Interest, Investment	14	14	14
-	156	156	Interest Income	308 - RESERVE - BUILDING MAINTENANCE	Interest, Investment	270	270	270
6,133	7,414	7,348	Interest Income	310 - RESERVE PERS LIABILITY	Interest, Investment	12,800	12,800	12,800
4,643	7,837	7,348	Interest Income	500 - CAPITAL PROJECTS FUND	Interest, Investment	-	-	-
-	-	-	Interest Income	501 - CAPITAL PROJECTS - PHASE 2 - WORK SKILLS TECH. CTR.	Interest, Investment	-	-	-
168	(804)	1,756	Interest Income	001 - GENERAL FUND	Interest, LGIP - Matching Funds	7,500	7,500	7,500
-	931	1,080	Interest Income	100 - MEYER MEMORIAL TRUST	Interest, LGIP - Matching Funds	-	-	-
114	108	137	Interest Income	500 - CAPITAL PROJECTS FUND	Interest, LGIP - Matching Funds	-	-	-
-	19,556	13,406	Interest Income	501 - CAPITAL PROJECTS - PHASE 2 - WORK SKILLS TECH. CTR.	Interest, LGIP - Matching Funds	-	-	-
23,418	23,387	20,280	Interest Income	001 - GENERAL FUND	Interest, Taxes	23,000	23,000	23,000
386	388	312	Interest Income	001 - GENERAL FUND	Interest, Money Market	600	600	600
63,359	95,770	91,930	Interest Income Total			98,645	98,645	98,645
26,607	39,647	30,000	Other Revenue	001 - GENERAL FUND	Miscellaneous Revenue	40,000	40,000	40,000
63,151	49,202	60,000	Other Revenue	250 - FOOD SERVICE	Sales	60,000	60,000	60,000
271,497	280,941	327,524	Other Revenue	200 - BOOKSTORE	Book Sales - New	298,290	298,290	298,290
237,796	223,142	239,903	Other Revenue	200 - BOOKSTORE	Book Sales - Used	227,478	227,478	227,478
42,865	36,026	37,127	Other Revenue	200 - BOOKSTORE	Supply Sales	31,436	31,436	31,436
3,666	4,536	5,180	Other Revenue	200 - BOOKSTORE	Clothing Sales	9,032	9,032	9,032
11,395	13,994	13,113	Other Revenue	200 - BOOKSTORE	Food & Beverage Sales	21,440	21,440	21,440
2,587	2,942	3,100	Other Revenue	200 - BOOKSTORE	Commissions	3,100	3,100	3,100
429	576	500	Other Revenue	200 - BOOKSTORE	Freight Income	546	546	546
239	214	400	Other Revenue	200 - BOOKSTORE	Other Sales	419	419	419
15,808	8,877	20,000	Other Revenue	250 - FOOD SERVICE	Catering	15,000	15,000	15,000
(25)	25	-	Other Revenue	001 - GENERAL FUND	Fines Income	-	-	-
8,636	14,857	10,000	Other Revenue	001 - GENERAL FUND	Testing Fees	16,000	16,000	16,000
-	5,395	3,000	Other revenue	001 - GENERAL FUND	Transcript Fees	7,000	7,000	7,000
684,651	680,373	749,847	Other Revenue Total			729,741	729,741	729,741
15,795,873	21,542,987	42,998,642	Grand Total			44,691,959	44,691,959	44,691,959

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for **2016-2017** approved by the institution's governing body.

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
Minor change	AAS, one-year certificate, one less than-one-year pathways certificate	AAS Emergency Response and Operations Degree	Emergency Response

Domestic Off-Campus Degree Programs and Academic Credit Sites

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Not applicable to Klamath Community College

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education.

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)
Klamath Community College	7390 South 6th St. Klamath Falls OR, 97603	AAS Accounting; Accounting One-Year Certificate	Accounting Accounting AAS Accounting One-year Certificate	65	YES
Klamath Community College	7390 South 6th St. Klamath Falls OR, 97603	AAS Business Management; One-Year Business Management Certificate	AAS Business Administration	156	YES
Klamath Community College	7390 South 6th St. Klamath Falls OR, 97603	Associate of Arts Oregon Transfer	Associate of Arts Oregon Transfer	286	YES

Distance Education continued

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)
Klamath Community College	7390 South 6th St. Klamath Falls OR, 97603	AAS Education; One Year Certificate Early Childhood Educator One-Year Certificate Paraeducator; Less than one-year Pathways Certificate Early Childhood Educator Less than one-year certificate career pathways Paraeducator	AAS Education	99	YES
Klamath Community College	7390 South 6th St. Klamath Falls OR, 97603	AAS Business Management Retail Management Statewide Certificate	Business Retail Management Statewide Certificate	2	YES

Programs and Academic Courses Offered at Sites outside the United States

Not applicable to Klamath Community College.

Update on Institutional Changes

Since KCC's Year-One Report in 2011, the college has restructured several of its administrative positions. Prior to 2011, KCC's governing offices consisted of the college President and deans that oversaw academic, external, and administrative responsibilities. In 2011, KCC updated its positions to align with the governance structure of most community colleges in the state. Deans were retitled as vice presidents, and three dean positions were established to provide specialized management under the vice presidents.

Currently, the executive cabinet consists of the President, the Vice President of Academic Affairs, the Vice President of Administrative Services, the Vice President of Enrollment and External Affairs, the Vice President of Human Resources and Legal Counsel, and the Executive Administrative Assistant to the President.

Leadership, personnel, and position changes since last reporting show a strong balance between recruiting innovative leaders with fresh ideas and providing continuity by recognizing the talents and perspectives of existing employees.

- Dr. Roberto Gutierrez became the college's CEO June 10, 2012.
- Julie Murray-Jensen was hired September 1, 2010, as the Vice President of Student Services, and was appointed Vice President of Enrollment and External Affairs on July 16, 2014.
- Allison Bryson, hired as Director of Financial Aid starting February 7, 2011, was appointed Interim Vice President of Administrative Services in August 2015 and hired as Vice President of Administrative Services October 1, 2015.
- Jamie Jennings has worked at KCC since June 1, 2000. Jennings served as an adjunct faculty, administrative faculty, Department Chair of Human Services, was appointed Interim Vice President of Academic Affairs in November 2014 and was hired as Vice President of Academic Affairs April 13, 2015.
- Dr. Anthony Rosilez was hired January 11, 2016, as the college's Vice President of Human Resources (Student Services, Personnel Services, and Legal Counsel).
- Christopher Stickles was hired as the Community Education Coordinator October 1, 2007, and was hired as the Dean of Career-Technical Education April 19, 2011.
- Dr. Elizabeth White-Hurst was hired as the college's Dean of Enrollment and Registrar September 21, 2015.
- Peggy Bullock was hired originally as part-time faculty in January 1, 2002, then hired as full-time 9-month faculty in fall 2015, and now has been appointed Interim Dean of Instruction as of Sept. 9, 2017.
- Bill Jennings, hired in September 2004 as Mathematics Faculty and Department Chair, was hired as the college's Institutional Researcher on August 30, 2015.

Shifting the Culture

Klamath Community College has integrated evidence based assessment into its yearly cycle of operations. Progress toward mission fulfillment is reviewed and examined through the strategic planning and annual budget processes.

The College has, over the past five years, moved strongly towards a culture of evidence in its work. Our efforts in this direction are an ongoing work in progress, and include active involvement over the last five years in Achieving the Dream – ATD (including the creation of an annual all-campus data summit (2013 - present), performance-based annual Budget request process (2013 - present), a new Strategic Plan

encompassing all college departments (2014 - present), and Strategic Plan mid- and end-cycle evaluation (2016 - present). Some changes toward evidence based assessment include:

- Applying the structures and requirements of Achieving the Dream (2013-present)
- Launching the 2014-17 Strategic Plan
- Initiating a college-wide performance-based annual budget request process (2015-present)
- Holding annual all-college Data Summit days (2015-present)
- Conducting strategic plan mid- and end-cycle evaluations (2016-present)
- Conducting college-wide studies--campus climate survey and institutional capacity framework and institutional capacity assessment tool (ICAT)
- Establishing the CIIC committee 2014-present (continuous improvement and innovation committee)
- Establishing college-wide assessment planning/processes/procedures for both instructional and non-instructional programs
- Conducting student learning outcome assessment at the institutional learning outcome (ILO) level, program level outcome (PLO) and course level outcome level (COG) (2014-present)

Strategic Initiatives Lead to 2014-17 Strategic Plan

In 2013, KCC invited representatives from businesses, schools, state and public agencies, as well as Kingsley Field leadership and local elected officials, to brainstorm how to best expand the college's educational offerings and how to best support the local economy. After the meeting, KCC coalesced the panel's ideas into five initiatives and launched the 2014-17 Strategic Plan. The plan's initiatives are to improve prosperity, improve access, enhance our reputation for excellence, increase community partnerships, and improve the use of thoughtful planning. According to institutional data, the college has made substantive progress toward achieving its strategic planning goals for that phase.

In spring 2017, the college invited community leaders back to learn the results of the Strategic Plan, and the college once again asked the community for input about what direction KCC should focus its energies in for the 2018-21 Strategic Plan. The public input in 2017 largely confirmed the college's direction and placed greater emphasis on its role as an agent of economic change for the community.

Strategic Enrollment Management (SEM)

Annually the Vice President of Enrollment and External Affairs works with the Executive Cabinet, the Institutional Research department, and multiple departments/staff to project college enrollment numbers and to set institutional enrollment (including retention) student success goals. The practice of Strategic Enrollment Management (SEM) has been in place since it began in 2013. The college's SEM plan is organized by "streams" to ensure that the diverse needs of the community and students are served. Each year college administrators review the prior year's SEM plan in comparison to results, gathering and analyze data to effectively project for the next year. Enrollment goals are confirmed and shared with all relevant staff, and progress is shared across campus. Success is celebrated, and enrollment dips are analyzed for future improvement. Each term, college leadership dedicates two or three meetings to the topic of sustainable enrollment as part of the college SEM efforts.

Fundraising: Capital Campaigns and Grants

The KCC Foundation, in partnership with an established KCC Campaign Cabinet, began in 2016-17 to prepare for the college's first capital campaign. An outside consultant conducted a feasibility study, including interviews with 25 community leaders regarding five potential college capital projects. Providing equipment and technology in the Work Skills Technology Center (WSTC) garnered the most support. As a result, college leaders chose the WSTC for KCC's first capital campaign $650,000 community-ask launched.

KCC launched the campaign in January, with a goal to raise $650,000 to purchase equipment for the college's new Work Skills Technology Center (WSTC). When the campaign closed on August 31, 2017, the original fundraising goal was exceeded by more $110,000—for a total of $760,057 from 128 donors. The campaign celebration and ribbon cutting for the new WSTC are scheduled for October 12, 2017.

The Ford Foundation awarded the college a $200,000 challenge grant in the spring of 2016 and this provided a strong start to the WSTC campaign. The campaign resulted in about half of the monies donated coming from Foundations and about half from local individual/business donors. As a follow-up to these efforts, the Board of Education, Foundation Board, community leaders, college administration, and student leaders plan to meet in the Winter 2018 to determine what philanthropic goals are next as related to college priorities and as driven by community need.

Facilities

KCC continues to increase its physical footprint to meet increasing enrollment, the diverse needs of students, and workforce needs in the community. KCC began offering classes in a church basement in 1996, and moved to a 57-acre location southeast of Klamath Falls proper in 2000. The property featured the first two buildings that would become the KCC's first permanent home. As part of an ongoing effort to meet ever-changing community needs, KCC added two new buildings in 2010 -- a 30,000-square-foot structure home to health and science courses, and a 16,000-square-foot building that is home to career technical education, including automotive and diesel technology, and construction management.

Most recently, KCC secured a $3 million Economic Development Administration (EDA) grant that partially funded a $15.7 million project to create two new campus spaces and increase the campus footprint by 40 percent. The project was completed with an additional $4.85 million of private placement bond funds and $7.85 million from the state. Founders Hall will provide a one-stop center for student services, the Learning Resource Center, tutoring center, a computer lab and study area, and administrative offices. The new Work Skills Technology Center will house computer labs and classrooms for expanding career technical programs and non-credit and workforce curriculum. Technology and equipment for the center was largely purchased with monies from a capital campaign that raised more than $650,000.

Academic Programs

KCC continues to develop new programs in response to the needs of our community. As shown in Table 1 below, several new programs have been developed and implemented in the last three years:

Table 1: Degrees and Certificates for New Programs (2015-17)

Degrees and Certificates	Year Implemented
AAS Advanced Manufacturing Engineering Technology	**2017**
One-year certificate	Manufacturing Technologist
Career pathway (less-than-one-year) certificate	Computer-Aided Design
AAS Emergency Response and Operations	**2016**
One-year certificates	Emergency Medical Technician Wildland Fire Science Structural Fire Science Criminal Justice
Career pathway (less-than-one-year) certificates	Emergency Medical Technician Wildland Fire Science Structural Fire Science Criminal Justice
AAS Computer Engineering Technology	**2015**
One-year certificate	Computer Software Support
Career pathway (less-than-one-year) certificate	Computer Support Technician
AAS Digital Media and Design	**2015**
One-year certificates	Web Design Multimedia Design
Career pathway (less-than-one-year) certificates	Multimedia design Web design
AAS Nursing	**2015**

Distance Education

In 2013, KCC did not offer online coursework. The college now offers seven fully online degrees and certificates:

- Associate of Arts Oregon Transfer
- Associate of General Studies
- AAS Business Management
- One-Year Certificate in Retail Management
- AAS Accounting
- AAS Education Early Childhood Educator
- AAS Paraeducator

Student Success Programs

As part of the President's annual evaluation process, President Dr. Gutierrez has established four college-wide goals related to completion, retention, and student employability with corresponding metrics of accountability:

Completion Rates—Goal 54%

KCC completion rates are improving, as indicated by the following percentages, which have risen dramatically since last reporting, as listed below.

2012	2%
2013	2%
2014	9%
2015	27%
2016	22%

KCC has implemented a number of college-wide intervention strategies to increase student completion rates, including mandatory advisement, mandatory orientation, limited late enrollment, college success courses, and early-alert processes. The college has also deployed appreciative advising, established career communities for academic advisors, and developed tracking tools for both student enrollment and degree completion. We also have implemented intrusive intervention for distance education students at predetermined intervals, intrusive interventions in tutoring, and an early alert system used by faculty—all of which are shown to be effective practices in increasing student retention and completion

Retention

KCC's retention is measured in terms students who successfully complete their first fall term and continue enrollment in the following fall term (fall-to-fall retention), as well as those students who re-enroll in subsequent terms (term-to-term retention). Retention goals apply equally to measurable race/ethnicity, socio-economic, and gender subgroups; however, separate goals apply to the military subgroup, which often takes limited numbers of classes. KCC implemented its first comprehensive retention plan in fall 2017. The plan's initiative includes increasing fall-to-fall, first-time full-time retention from 56 percent to 70 percent within five years.

Employability

An *ad hoc* committee was formed in November 2017 with representatives from Academic Affairs, Student Services, Information Services, Workforce Development, External Services, Grant Writing, and Institutional Research. The committee was charged from the office of the President with recommending actions that will dramatically improve income attainment and job placement for KCC students, creating a list of data to be gathered and reviewed each term and year related to KCC graduate income attainment/job placement and recommend campus stakeholders who should review and analyze this data.

Decrease in Loan Default Rates

In addition, KCC has taken steps to ensure current students and graduates remain in good financial standing with their federal student loans. At the height of the Great Recession, KCC experienced an influx of students who ultimately defaulted on federal student loans. The College's financial aid default rate soared to 33% in 2010 and put the college at risk of losing its ability to award financial aid to students. Since that time, the college has taken several steps to ensure students understand their responsibilities related to financial aid, including increasing access to financial aid representatives, implementing mandatory in-person entrance and exit counseling, and delaying disbursement to ensure students attend and pass classes the first two weeks of each term. As of January 2017, KCC's default rate had dropped to 23.3%.

Response to Topics Requested By Commission

KCC is required to address recommendations 1 and recommendations 4 of the fall 2011 Year-One Peer Evaluation Report in the spring 2018 Year-Seven Mission Fulfillment and Sustainability Report.

Recommendation 4

The panel recommends that the college review its core themes and associated objectives and indicators to ensure (a) that the objectives provide clear and useful direction to the college in mission fulfillment, and (b) the indicators are meaningful assessments of the objectives, and that the resulting assessment substantiates the accomplishment of the objective(s) if each core theme (Standard 1.B).

Response to Recommendation 4

The college worked with multiple community and campus stakeholders in 2011 to update the Mission. In 2015, Core Themes were updated to better align with the college Mission. The Strategic Initiatives that were created through campus and community forums in 2014 align directly with the revised Core Themes. KCC's four core themes reflect the most important functions of the college and are a part of every departmental goal and accomplishment. The Core Themes possess the following characteristics. They are:

- Embedded in the Mission Statement
- Matched with a corresponding Strategic Initiative
- Measured each year during the budget and goal-setting process.
- Assessed for fulfillment and accomplishments at the end of the Strategic Planning cycle

Mission Fulfillment Report indicators derive from the reports and measurements that departments regularly use to make annual and strategic plans, request budgets, and report accomplishments (Standards 1.A and 1 B).

Recommendation 1

The evaluation panel recommends that KCC continue to develop evaluation and planning process to ensure that departmental and program evaluations and assessments are undertaken consistently and comprehensively, and outcomes are relevant and applied to college-wide planning activities, inform decisions on resource allocation and strategic planning and that the connection between the departmental and program-level outcomes and college-level outcomes, in particular mission fulfillment is clear (Standards 3.A3, 4.A.1, and 4.B.1)

Response to Recommendation 1

KCC has developed a comprehensive and systematic evaluation process for instructional and non-instructional programs (Standard 4.A.2). All instructional and non-instructional programs at the college are required to complete a review within a five-year period. Review guidelines encourage programs to reflect as a group on program and department performance in relation to the college's mission, core themes, and strategic planning goals. Reviews serve as the basis for unit planning and the development of formal assessment plans and are published to the Klamath Community College assessment website.

A clear connection exists between the departmental and program-level outcomes and college-level outcomes and mission (Standard 4.A.2.). Since 2014 the college has developed an integrated planning, evaluation, and resource allocation process through our strategic planning process (Standards 3.A.1 and 1.B). KCC assesses its educational programs and services to evaluate achievement of clearly identified program goals. Academic Affairs has identified learning outcomes at the course, program, and institutional level. KCC's Student Learning Outcomes Assessment Plan operates on a staggered three-year cycle of assessment.

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 AND 3

Authority (ER 2)

Klamath Community College is authorized by the State of Oregon to operate under the State of Oregon Revised Statues Chapter 341-Community Colleges. The Higher Education Coordinating Commission and the Oregon Department of Community Colleges and Workforce Development approve all career and technical program certificates and degrees and college transfer courses and degrees in order to grant credentials. Klamath Community College was authorized in 1996 to operate as a community college. NWCCU granted initial accreditation at the Associate level September 1, 2004.

Mission and Core Themes (ER 3)

Klamath Community College's current mission statement was approved by the Klamath Community College Board of Education on February 21, 2012. It was developed collaboratively with board members, community members, faculty students and staff. The Board of Education reviewed and approved new core themes on July 16, 2015. Our mission statement and core themes, which can be found in Chapter 1 of this document, are appropriate to a degree-granting institution of higher education. Our primary programs lead to degrees recognized in higher education, among them the Associate of Arts Oregon Transfer, Associate of Applied Science, Associate of General Studies, and Associate and Science degrees. As a publicly-funded institution, our resources go to support our educational mission.

STANDARD 1.A: MISSION

The mission of Klamath Community College is consistent with the college's authority in the state of Oregon to provide educational, training, and service programs to meet the needs of its students and community. It is published on the KCC website, in the KCC catalog, and in the "About Klamath Community College" section of the student handbook.

Klamath Community College Mission Statement

> Klamath Community College provides accessible, quality education and services in response to the diverse needs of the student, business, and community. The College supports student success in workforce training, academic transfer, foundational skills development, and community education.

The college's Core Themes and the Strategic Plan provide a clear, integrated framework for fulfilling the college Mission. Each Core Theme has a corresponding Strategic Initiative. Each campus department has a strategic plan identifying meaningful, accessible, and verifiable indicators related to department goals which are assessed in annual budget hearings. Progress on these goals are used to evaluate advancement towards Mission Fulfillment. Table 1.1 below illustrates the alignment among KCC's mission, core themes, and strategic initiatives.

Table 1.1. Core Themes' Alignment with Mission and Strategic Initiatives

Mission	Core Themes	Strategic Initiatives	
Klamath Community College provides **accessible, quality** education and services in response to the diverse needs of the student, business, and **community**. The College supports **student success** in workforce training, academic transfer, foundational skills development, and community education.	1. Provide **accessible** education and services.	Access	Thoughtful Planning
	2. Provide **quality** education and services.	Excellence	
	3. Meet the diverse needs of our students, businesses, and **community**.	Community	
	4. Support **student success** in workforce training, academic transfer, foundational skills, and community education.	Prosperity	

Updating the Mission and Core themes

The college worked with multiple community and campus stakeholders in 2011 to update the Mission. Then, in response to feedback from the Northwest Commission, in 2015 Core Themes were updated to better align with the college Mission. The Strategic Initiatives that were created through campus and community forums in 2014 align directly with the revised Core Themes. KCC's four core themes reflect the most fundamentally important functions of the college and are a part of every departmental goal and accomplishment.

The Core Themes are now embedded in the Mission statement, matched with corresponding Strategic Initiatives, measured each year during the budget and goal-setting process, and assessed for fulfillment and accomplishments at the end of the Strategic Planning cycle. The following list of Mission Fulfillment indicators, organized by Core Themes, derives from the reports and measurements that departments regularly use to make annual and strategic plans, request budgets, and report accomplishments.

Core Theme 1: Provide accessible education and services

- **Objective 1.1**: The college will provide seamless pathways from high schools to KCC, into KCC programs, and from KCC to other institutions.
- **Objective 1.2.** Increase student access to KCC through availability of college course opportunities in a variety of formats and locations.

Core Theme 2: Provide quality education and services

- **Objective 2.1**. Ensure that faculty and staff are qualified.
- **Objective 2.2**. Continuously improve the quality of instruction.
- **Objective 2.3.** Provide high-quality support services.

Core Theme 3: Meet the diverse needs of our students, businesses, and community

- **Objective 3.1.** Foster small business success, entrepreneurial activities, and workforce improvement.
- **Objective 3.2**. Provide educational opportunity to all students regardless of socio-economic status.
- **Objective 3.3**. Meet the needs of our diverse community by evaluating existing instructional programs and creating new instructional programs when appropriate.

Core Theme 4: Support student success in workforce training, academic transfer, foundational skills, and community education.

- **Objective 4.1.** Provide support for students to obtain the necessary skills for either entry into a job or transfer to a 4-year degree that relates to their field.
- **Objective 4.2.** Provide adults the opportunity to obtain necessary skills in reading, writing, and math.
- **Objective 4.3.** Provide education opportunities to non-degree seeking community members.

Mission Fulfillment Progress

Targets or ranges have been established for the 30 metrics being tracked regarding Mission fulfillment. A mission fulfillment score card summarizes the college's progress over the last three years.

Required Exhibits

Exhibit CE.13 Mission Fulfillment Report

Supplemental Exhibits

Exhibit CE.1 KCC Website
Exhibit CE.2 KCC Catalog.
Exhibit CE.3 KCC Student Handbook

STANDARD 1.B: CORE THEMES

Mission fulfillment at KCC is based on a progress model of fulfillment at the department level. The Strategic Plan's design of defining accomplishments and reporting related data at the Department and Program level is deliberate and intentional. The result is that the sense of ownership and responsibility for accomplishing goals related to the Core Themes and fulfillment of the college Mission is widespread through all college departments. Benchmarks are tied either to externally validated standards of achievement or, in the absence of an external reference, an internally defined standard for continuous improvement. Mission fulfillment is informed by achievements in all four Core Themes, as evaluated on an annual basis with all departments during all-campus budget hearings. Departments report their accomplishments at the end of each of each annual budget cycle and at the end of the 3-year strategic planning cycle; these in turn are reported to the Board of Education and the public. Ultimately, progress in Strategic Initiatives is an indicator of advancement towards mission fulfillment (see Figure 1.1, below).

6 Fulfill the Mission	**5** Core Themes	**4** Public Report & Input	**3** Strategic Initiatives	**2** Annual Budget requests	**1** Department Strategic Plans
Each Core Theme is contained in the Mission.	Each Strategic success fulfills a Core Theme.	Strategic success is reported to the public every 3 years.	Department success Informs each Strategic Initiative	Budget approval requires strategic goal success data.	Based on the Mission, set annual goals with managers.

Figure 1.1: Mission fulfillment

Core Theme 1: Provide Accessible Education and Services

KCC provides regional access and a broad array of educational opportunities and services. A vision for future growth in access to education and services is addressed by the Access strategic Initiative. There are two Objectives for Core Theme 1 containing six measures that KCC departments use for planning and evaluation purposes. Additional efforts to increase access points over the past five years that will be identified in following parts of this document include:

- Access for active-duty military personnel
- Access for high school students
- Access for non-degree job seekers
- Access for students who do not possess high school diplomas
- Access for students who face cultural/language or other socioeconomic barriers
- Access for students who are underprepared for college-level coursework.

Objective 1.1: The college will provide seamless pathways from high schools to KCC, into KCC programs, and from KCC to other institutions.

1.1	
Indicator	**Measure**
1.1.1 Accelerated Learning facilitates entry into college.	**1.1.1A** Students enrolling in college classes while in high school (accelerated learning)
	1.1.1B Percent of local high school students earning KCC credit
	Benchmarks
	1.1.1A Annual KCC Strategic Enrollment Management (SEM) Plan typically has a goal range of 5-10% annual increase in students enrolling in the college while in K-12.
	1.1.1B 1.1.2 Aspirational goal 100%
	Data availability
	Mission fulfillment report
1.1.2 Students will successfully enter certificates or degrees.	**1.1.2A** Number of students enrolled in college programs
	BENCHMARKS
	1.1.2A At capacity or simple increase. 15 FTE identified as baseline for a program to sustain accessibility.
	Data availability
	Mission Fulfillment Report
1.1.3 Articulation agreements facilitate transition from KCC to other institutions.	**1.1.3A** No loss of credit reviews of articulation agreements, conducted annually in Program Reviews. Number or percentage of program reviews.
	Benchmarks
	1.1.3.A Conduct 5-year academic program review in at least 20% of instructional programs/disciplines
	Data availability
	Mission Fulfillment Report

Discussion for Objective 1.1

In this section, we measure the ability of students to transition smoothly from high school to KCC, and then KCC to a 4-year college or university. When developing this first set of measures, the Continuous Improvement and Innovation Committee (CIIC) felt that evaluating the solid foundation that allows success for students was of paramount importance. While students may enter KCC at many points, we chose one – Accelerated Learning – as representative of multiple efforts. Each of the data points are measures that Dual Credit, Academic Affairs, and Adult Learning programs use to evaluate their effectiveness.

Objective 1.2. Increase student access to KCC through availability of educational opportunities in a variety of formats and locations.

1.2	
Indicator	**Measure**
1.2.1 All current and prospective students have access to college opportunities via multiple instruction modalities.	**1.2.1A** Enrollment or FTE in face-to-face, online, or synchronous.
	Benchmarks
	1.2.1A 20% FTE annual increase in Distance Education
	Data availability
	Mission Fulfillment Report
1.2.2 Access is increased for identified at-risk populations.	**1.2.2A** Increase in students entering Adult Learning programs.
	Benchmark
	1.2.2A Headcount of students participating in Adult Learning 1. KCET 200-500 headcount target range
	Data availability
	Mission Fulfillment Report

Discussion for Objective 1.2

KCC has increased access points in multiple areas over the past five years. In 2013-14, KCC has no distance educational offerings for students. After starting online offerings that year, the college jumped from zero online FTE in 2013-14 to 650 FTE four years later, most often more than doubling the numbers of students served per year.

The College has also increased access of at-risk populations to higher education. In the fall of 2016, KCC moved the GED/ESL program directly on campus and entered a new partnership with Goodwill Industries. The goals of the move and partnership are to significantly improve adult ABE/GED and ESL outreach and success. While KCET represents only one of multiple pre-college entry points, we chose it as being representative.

Core Theme 2: Provide Quality Education and Services

KCC ensures consistently high-quality learning opportunities and services to our students and the community. A vision for future improvements in the quality of education and services is addressed by the Excellence Strategic Initiative. In the past five years the college's growing focus in improving quality of service have been in the areas of job descriptions, qualifications and pay, understanding student satisfaction with services, and deploying data analysis wherever possible. There are three Objectives for Core Theme 2 containing six measures that KCC departments use for planning and evaluation purposes.

Objective 2.1. Ensure that faculty and staff are qualified.

2.1	
Indicators	**Measures**
2.1.1 All faculty and staff regardless of location or status meet and/or exceed minimum requirements.	**2.1.1A** Percentage of faculty who meet and/or exceed the minimum position requirements **2.1.1B** Ratio of full time to part time faculty (by section)
	Benchmarks
	2.1.1A 90% faculty who meet and/or exceed the minimum position requirements **2.1.1B** 50% ratio
	Data availability
	Mission Fulfillment Report
2.1.2 Faculty and staff are satisfied with their job and that their pay is comparable to similar colleges.	**2.1.2.A** Employee satisfaction **2.1.2B** Comparables study
	Benchmarks
	2.1.2.A Simple measure **2.1.2B** within range of comparable colleges
	Data availability
	Mission Fulfillment Report Job classification study – available once every 5 years.

Discussion for Objective 2.1

Statewide, concern is frequently expressed regarding the quality of instruction delivered by contracted arrangements in high schools such as dual credit. Additional concern is expressed regarding online part-time faculty. The college treats all faculty equally, holding them to the same measure of requirements regardless of their location or employment status. Analysis of dual credit instructor qualifications is important for meeting state requirements of supervision and training.

The quality of the professionals providing instruction and support services has a significant influence on student success. Improvements made to employee qualifications and satisfaction over the last five years included the following:

- Collective bargaining using Interest based bargaining with faculty
- Added merit-based advancements for faculty and staff
- New job classification study and position pay revision based on new job descriptions and comparables.
- New 360-degree evaluation process and Campus Climate survey.

Objective 2.2. Ensure quality instruction.

2.2	
Indicators	**Measures**
2.2.1 Students demonstrate proficiency in student learning outcomes.	**2.2.1A** percentage of students that complete term course evaluations **2.2.1B** Percentage of courses assessing of CLO/PLOs.
	Benchmarks
	2.2.1.A 50% student response rate **2.2.1B** new target 2018
	Data Availability
	Mission Fulfillment Report CLO/PLO assessment data to be available 2018

Discussion for Objective 2.2

KCC courses measure student learning proficiency in a number of ways. A common measure is the end-of-term evaluation. The greater the return, the better the analysis. The system to collect and analyze learning outcomes at the course (CLO), program (PLO) and institution (ILO) levels has received a substantial overhaul over the past two years. The new measuring tools are consistent across the board. While data has been available over multiple years regarding classroom assessment, given recent changes the CIIC felt this new measure will be best representative of the overall picture.

Objective 2.3. Ensure high-quality support services.

2.3	
Indicators	**Measures**
2.3.1 Students who receive various support services are satisfied with the services that they receive.	**2.3.2.1A** SENSE and CCSSE benchmarks of student responses to academic support and academic advising.
	Benchmarks
	2.3.1A Student Advising 1. CCSSE "Support for Learners" target top two answers combined greater than 80% 2. CCSSE 12b "academic advising" satisfaction top two answers combined >80%
	Data availability
	Mission Fulfillment Report

Discussion for Objective 2.3

The college evaluates quality of support services for students using comparative data from Achieving the Dream (ATD) and Community College Survey of Student Engagement (CCSSE.) To close the loop in this measurement, the CCSSE measures in section 2.3 are used to inform and then measure the effectiveness of data summits, advising trainings and staff development each year.

Core Theme 3: Meet the Diverse Needs of Our Students, Businesses, and Community

KCC serves a large, rural, and sparsely populated geographic region. A vision for future growth in meeting the needs of students, businesses, and community is addressed by the Community Partnership strategic Initiative. Within the local community, requests are increasing for the college to act as an economic engine, to promote the betterment of business, education, and the quality of life. The following objective addresses the college's direct impact on local business starts. There are three Objectives for Core Theme 3 containing ten measures that KCC departments use for planning and evaluation purposes.

Objective 3.1. Foster small business success, entrepreneurial activities, and workforce improvement.

3.1	
Indicators	**Measures**
3.1.1 KCC increases services to the business community.	**3.1.1A** Number of SBDC trainings per year **3.1.1B** Number of SBDC new business starts per year
	Benchmarks
	3.1.1A 30 trainings per year **3.1.1B** 4 new business starts per year
	Data availability
	Mission Fulfillment Report

Discussion for Objective 3.1

Expectations by community, regional, and statewide organizations have been clearly expressed during strategic planning sessions that the college will help develop a skilled labor force, attract new employers to the region, and assist with new business growth in the communities we serve. The Small Business Development Center actively fills this role in the community. The measures here are two of many that the SBDC analyzes to evaluate its effectiveness; we deemed these as not only being representative of the whole but also two items of paramount importance to economic improvement in the community.

Objective 3.2. Provide educational opportunity to all students regardless of socio-economic status.

3.2	
Indicator	**Measure**
3.2.1 KCC ensures its financial aid systems do not discriminate against or unintentionally place barriers to students from all socio-economic backgrounds.	**3.2.1A Access to services** 1. Number of students receiving financial aid 2. Student satisfaction CCSSE **3.2.1B. Default**
	Benchmarks
	3.2.1A Access to Services 1. Simple increase in number of students receiving financial aid 2. Student satisfaction CCSSE adjusted top two answers combined >70% **3.2.1B. Default** 1. Annual reduction 2% minimum 2. Aspirational target 20%
	Data availability
	Mission Fulfillment Report
3.2.2 Equity: KCC responds to community culture and ethnicity in its programs and hiring practices	**3.2.2A** Fulltime staff and faculty race and ethnicity percentage **3.2.2B** Campus climate regarding diversity & sensitivity
	Benchmarks
	3.2.2A Racial diversity full time staff and faculty: no benchmark established **3.2.2B** no benchmark established
	Data availability
	Mission Fulfillment Report

Discussion for Objective 3.2

According to IPEDS first-time/full-time percentage of Pell-eligible students, the college population is high-poverty. The measures in this section evaluate the college's attentiveness to removing barriers. Such barriers include financial, cultural, and social factors. Selecting these measures was the subject of much discussion; ultimately, the measures chosen are the one that are most important to the departments.

Objective 3.3. Meet the needs of our diverse community by evaluating existing instructional programs and creating new instructional programs when appropriate.

3.3	
Indicators	**Measures**
3.3.1 KCC creates new instructional programs when appropriate based on market analyses.	**3.3.1A** Number of degrees, certificates, pathways or Workforce programs developed or reviewed each year. **3.3.1B** Growth of Adult Continuing Ed Workforce FTE per year
	Benchmarks
	3.3.1A Academic program increase 1-3 programs per year **3.3.1B** Adult Continuing Ed Workforce annual increase target range 5-10 FTE per year
	Data availability
	Mission Fulfillment Report
3.3.2 KCC analyzes its programs for relevancy and viability.	**3.3.2A** Percentage of instructional programs that complete program viability studies
	Benchmarks
	3.3.2A Conduct 5-year academic program review in at least 20% of instructional programs/disciplines
	Data availability
	Mission Fulfillment Report
3.3.3 KCC deploys grant funding or alternative funding sources to test the viability of potential new programs	**3.3.3A** Grant acquisition growth
	Benchmarks
	3.3.3A An average increase of 10% of grant acquisitions each year outside of 1-time large Federal grants.
	Data availability
	Mission Fulfillment Report

Discussion for Objective 3.3

In the past few years, the focus of creating new programs has been on employment and middle-class salaries. Program growth has been through credit and non-credit. New non-credit programs go through a due diligence and approval process that mirrors academic programs. To test their potential, new programs are often funded through acquisition of grants. The measures and benchmarks in 3.3 are regularly and systematically used by the departments involved to plan and evaluate their activities.

Core Theme 4: Support Student Success in Workforce Training, Academic Transfer, Foundational Skills, and Community Education

The college is committed to helping students earn living wage jobs through degree programs, certificates, and training. The Prosperity Strategic Initiative provides a vision for improving student success. KCC's longstanding student success metrics are student retention, developmental education enrollment, success rates, and student completion. Recently, job placement has been especially targeted in the Student Success Initiatives (retention, completion, income attainment, job placement). Core Theme 4 includes three objectives, which include eight measures departments use for planning and evaluation purposes.

Objective 4.1. Provide support for students to obtain the necessary skills for either entry into a job or transfer to a 4-year degree that relates to their field.

4.1	
Indicators	**Measures**
4.1.1 Students in programs progress and graduate with degrees or certificates.	**4.1.1A** Completion rate (150% of normal time to completion) measured yearly of students completing less-than-one-year certificates, one-year degrees, or two-year degrees
	4.1.1B Aggregate retention rates
	Benchmarks
	4.1.1A (*aspirational goal is 54%*) Simple increase in completion rate year over year.
	4.1.1B (aspirational goal is 70%) Simple increase in retention
	Data availability
	Mission Fulfillment Report
4.1.2 Students in programs will transfer to 4-year programs that relate to their field.	**4.1.2A** transfer measure
	Benchmarks
	4.1.2A transfer summative with graduation – simple increase
	Data availability
	Mission Fulfillment Report
4.1.3 Students who graduate from CTE certificate and degree programs will have relevant knowledge, skills, and abilities.	**4.1.3A** CTE Programs of Study Technical Skills Attainment
	Benchmarks
	4.1.3A (aspirational 100%) simple measurement
	Data availability
	Mission Fulfillment Report
4.1.4 Students make use of career services on campus.	**4.1.4A** Number of students utilizing career services on campus.
	Benchmarks
	4.1.4A Number of students: simple increase
	Data availability
	Mission Fulfillment Report

Discussion for Objective 4.1

If students are placed and advised appropriately, and adequately supported, their successes should lead to tangible achievements in retention, completion, accomplishment of certifications, and obtaining a career. These indicators are chosen for planning and evaluation by departments; they also reflect the primary importance of the four Student Success Measures.

Objective 4.2. Provide adults the opportunity to obtain necessary skills in reading, writing, and math.

4.2	
Indicators	**Measures**
4.2.1 Students progress from Developmental to collegiate-level coursework.	**4.2.1A** Developmental Education • % Developmental education enrollments • Pass rates in developmental math, writing **4.2.1B** Percentage of graduates who started in developmental education
	Benchmarks
	4.2.1A 1. % enrollment: simple decrease 2. Pass rate (A, B, C or P): simple increase **4.2.1B**no benchmark established
	Data availability
	Mission Fulfillment Report

Discussion for Objective 4.2

The college has strategized and made significant progress towards improving developmental education progress and success rates. This is a measure that is of particular interest, as a very high percentage of our students who graduate originally began in a developmental course. It is important to balance the perceived notion of reducing the time spent in developmental courses with measures of ultimate success.

Objective 4.3. Provide education opportunities to non-degree seeking community members.

4.3	
Indicators	Measures
4.3.1 Students are successful in attaining career certifications via Community Education	**4.3.1A** Community Education student successful certifications in identified programs
	Benchmarks
	4.3.1A Community Education completion in Medical Assistant, Dental Assistant, Phlebotomy, and Flagging—simple increase year over year.
	Data availability
	Mission Fulfillment Report

Discussion for Objective 4.3

In the past several years, KCC's community education has focused on offering opportunities for employment to individuals who are unlikely to participate in traditional higher education settings. These measures in 4.3 are used by staff to plan, evaluate, and budget for activities that will improve the quality of life for many in the community.

Required Exhibits

Exhibit CE.1, KCC website

Exhibit CE.2, KCC catalog.

Exhibit CE.13 Mission Fulfillment Report

CHAPTER 2: RESOURCES AND CAPACITY

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4 -21

Operational Focus and Independence (ER 4)

Klamath Community College's programs and services are predominantly concerned with higher education, as articulated in our mission and four core themes: provide accessible education and services; provide quality education and services; meet the diverse needs of our students, businesses, and community; and support student success in workforce training, academic transfer, foundational skills, and community education. KCC serves as one of 17 decentralized comprehensive community colleges in Oregon charged with offering such opportunities to their regions. KCC operates under the Higher Education Coordinating Commission (HECC) and the Oregon Department of Community Colleges and Workforce Development (CCWD) and is held accountable and responsible for its operation to its own Board of Education. The institution, represented collectively by the college's Board of Education, faculty, staff, and administrators, has sufficient independence to be held accountable and responsible for meeting HECC and CCWD standards and eligibility requirements.

Non-Discrimination and Institutional Integrity (ER 5, 6)

Klamath Community College is governed by a publicly elected board and adheres to ethics standards described in [Oregon Statute 244, Government Ethics](). The College maintains high ethical standards in its dealings with institution advocates, and subscribes to and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the HECC and CCWD, and external organizations, and in the fair and equitable treatment of students, faculty, and administrators, staff and other constituencies. Faculty are bound by the [KCC Faculty Association Collective Bargaining Agreement (CBA).]() (Standards 2.A.22, 2.A.23, and 2.A.24).

Governing Board, Chief Executive Officer, and Administration (ER 7, 8, 9)

KCC's seven-member Board of Education consists of locally elected citizen, none of whom has a contractual or employment relationship with the college. (Standards 2.A.4, 2.A.5, 2.A.6, 2.A.7). The college president (chief executive officer) is appointed by the Board of Education. The president serves as secretary to the board, not as an *ex officio* member (Standard 2.A.10).

KCC administrators and their governance groups represent all major units of the college, and manage the institution (Standard 2.A.l). Administrators engage in strategic planning, consultation, assessment, and policy development. The college has a sufficient number of qualified administrators to carry out its mission (Standard 2.A.11).

Faculty (ER 10)

KCC employs a sufficient number of appropriately qualified faculty to achieve its educational objectives (Standard 2.B.4). Faculty evaluation procedures meet the standards of the Northwest Commission on Colleges and Universities (Standard 2.B.6). Full-time faculty workloads meet the college's expectations (Standard 2.B.5). Faculty ensure that academic programs maintain appropriate content and rigor (Standard 2.C.5).

Educational Program, General Education, and Related Instruction (ER 11, 12)

KCC offers Associate degrees which include appropriate content and rigor consistent with its mission and core themes. The college offers transfer and career technical education: degrees and certificates. For transfer KCC offers the Associate of Arts Oregon Transfer AA-OT) degree and the Oregon Transfer Module (OTM) and the Associate of Science (AS), the associate of general studies degree, and an associate of technical studies

degree and certificate, and 21 Associate of Applied Science (AAS) degrees, 18 one-year career technical education certificates, and 23 career Pathways certificates (Standard 2.C. l).These education programs culminate in achievement of clearly identified learning outcomes, which appear in the college catalog, on the website, and in course syllabi (Standard 2.C.2) and lead to collegiate-level awards. All Career technical education (CTE) programs have been develop and are regularly under the guidance of advisory committees. All general education is developed and improved through self-governance committee structure, in the general education committee and discipline advisory committees. All curriculum is approved by the college's Curriculum Committee, the Academic Affairs Council and the Oregon Department of Community Colleges and Workforce development (CCWD) and the Oregon State Board of Education (Standard 2.C.3).

Library and Information Resources (ER 13)

The KCC library (also known as the Learning Resource Center, or LRC) provides access to both physical and electronic resources to meet the information needs of students, faculty, staff, and the community (Standards 2.E.l, 2.E.2). It ensures that the collection has the currency, breadth, and depth needed to support the information needs of its primary users. The library promotes and enhances the information literacy (IL) skills of students, faculty, staff, and administrators (Standard 2.E.3).

Physical and Technological Infrastructure (ER 14)

The college maintains physical facilities that are accessible, safe, secure, and conducive to healthful and productive learning and working (Standard 2.G.l). The college's Master Plan provides for the continued development and renewal of the campus, explains the college's programs, and describes its current and future campus facilities requirements (Standard 2.G.3).

KCC's technological infrastructure meets the technology needs of the college community (Standard 2.G.5).

Academic Freedom (ER 15)

Academic freedom for students and faculty is specifically addressed in the Instructional Policies section of the college catalog (Standard 2.A.27, 2.A.28, 2.A.29). Additionally, for students, the Student Rights section of the KCC student handbook include a detailed statement specifying the academic freedoms to which students are entitled.

Admissions (ER 16)

The college provides open access to any adult who can benefit from its educational services. KCC's Admissions/Entry Services department website and the college catalog provide information on the college's entry processes and procedures (Standard 2.D.3).

Most of KCC's programs are open admission, but some have selective admissions, and policies and criteria for those programs are published online and available in student services. For example, see admissions policies criteria for the Associate of Applied Science Nursing program (Standards 2.A.15, 2.A.16, and 2.A.17).

Public Information (ER 17)

The online college catalog has the college's mission in its About KCC section. Admissions information is on the Admission/Entry Services website. Information about academic programs and courses is found at the Programs and Courses website and in the online college catalog (Standard 2.C.1). The grading policy is found under Instructional Policies in the catalog.

The Board of Education/Faculty/Staff section of the catalog provides titles and academic credentials of administrators and faculty.

The Students Rights and Responsibilities code is on the [Student Affairs](#) website (Standard 2.A.15, 2.A.16, 2.A.17). The Registration and Records website lists tuition and fees. The Cost of Attendance webpage estimates the overall cost of attending KCC. The college lists its refund policy and procedures in the college catalog. The Financial Aid Department website links to information on how to apply for aid, deadlines, types of financial aid, forms, scholarships, and more (Standards 2.D.8, 2.D.9).

The [Academic Calendar](#) is posted by the Academic Affairs division of the college and contains both the current and proposed calendars.

Financial Resources and Accountability (ER 18, 19)

KCC Community College is financially stable, with sufficient cash flow and reserves to cover all operations and commitments (Standard 2.F.l). As defined by [Board Policy 600.0200](#), "Sufficient Fund Balance," requires that the institution maintain at least 90 days of operating cash in the general fund throughout the year. The college plans for the next fiscal year beginning the current winter quarter, each cost center manager presents an annual budget to the President, CFO, and related VP. This allows for them to share the direction their department is heading to ensure it aligns with the strategic plan. The institution also has developed, uses, and publishes a financial forecast for one years prior, the current year, and seven future fiscal years that estimate resources, and expenditures. (Standard 2. F.2) risk assessments are completed annually by all major college departments (Standard 2.F.4).

Audits are conducted by qualified state auditors. Audit staff and management then meet with the college to review and discuss recommendations or action items (Standard 2.F.7).

Disclosure (ER 20)

KCC accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Relationship with the Accreditation Commission (E 21)

KCC accepts the standards and related policies of the Commission and agrees to comply with these standards and policies.

STANDARD 2.A GOVERNANCE

Klamath Community College's resources and capacity are sufficient to fulfill the institution's mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. In accomplishing its goals, the college's greatest asset is its people—an incredibly dedicated, talented, and collaborative faculty and staff. Like all institutions, KCC faces some resource challenges, but the college has established realistic plans to address those challenges. Day to day, KCC's human, financial, educational, and policy resources are more than sufficient to ensure the institution's effectiveness and sustainability.

Standard 2.A.1: Decision-Making Processes

As illustrated in Figure 2.1 and explained below, KCC has developed a shared governance structure that encourages regular and systematic collaboration and communication. The college's system of shared governance includes committees and councils composed of college-wide representatives. Committees report to councils, which, in turn, report to the President's Council. The President's Council reports to the Board of Education, which is the ultimate governing body. This overall structure is shown in in Figure 2.1 below, and descriptions of the elements follow.
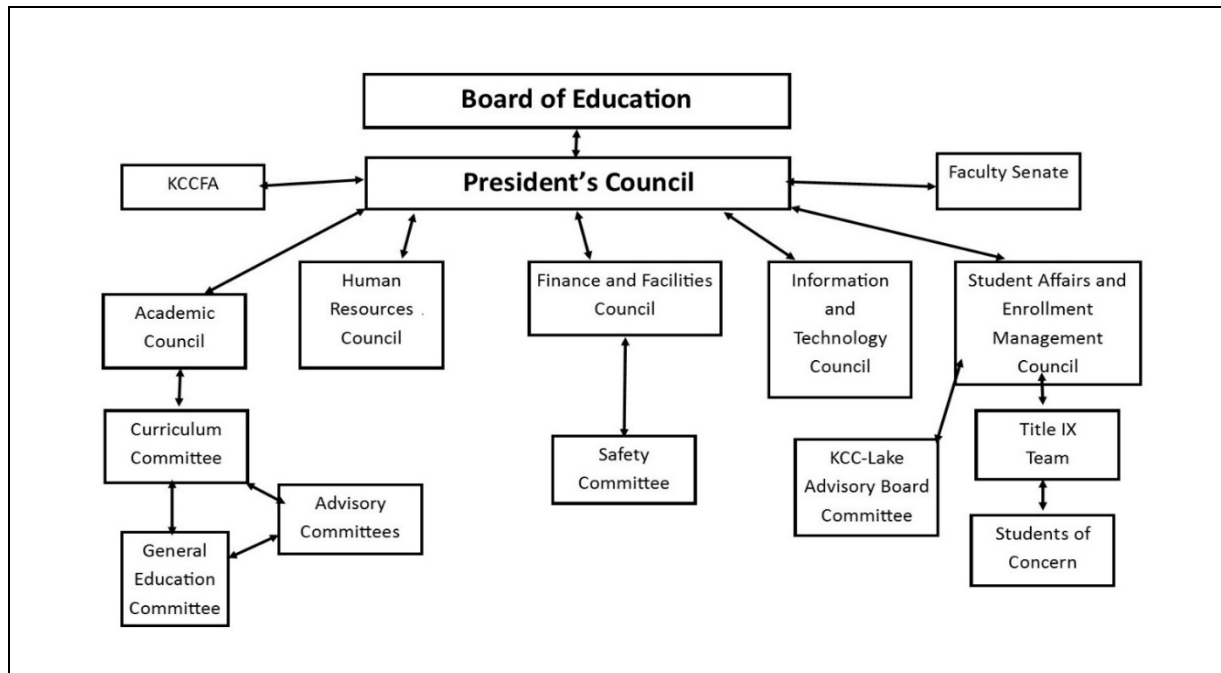
Figure 2.1: Overall Shared Governance Structure at Klamath Community College

Collaborative Administration

The decision-making structures and processes require consideration of the views of faculty, staff, administrators, students, and external stakeholders. These systems encourage informed and inclusive decision making, transparency and clarity of operations and decision making, and provide for open lines of communication and accountability. The executive cabinet meets weekly for five hours.

Board of Education

Klamath Community College's Board of Education is the governing body whose primary duty is to adopt policies for the general governance of the KCC district. The board's range of authorities and responsibilities is described in <u>Oregon Revised Statute (ORS) 341.290</u>. By emphasizing strategic leadership rather than administrative detail, the board keeps its main focus on the long-term effectiveness of the college. The board considers, reviews, and acts upon recommendations of the college president regarding policies affecting the welfare of the KCC district.

College President

The college president reports to the Board of Education (see Figure 2.2 below). Four vice presidents report to the college president; they lead the following respective divisions: Academic Affairs; Administrative Services; Student and Personnel Services; and Enrollment and External Programs. In addition, the President oversees the Director of Information Services, Public Information Officer, Institutional Researcher, and Strategic Planning. The president provides for consideration of the views of faculty, staff, administrators, students, and community members through multiple channels, which are discussed below.

Executive Cabinet

The executive cabinet consists of the president, the vice president of academic affairs, the vice president of administrative services, the vice president of enrollment and external outreach, the vice president of human resources and legal counsel, and the executive administrative assistant to the president. To encourage regular and systematic collaboration and communication, the executive cabinet holds weekly five-hour meetings.
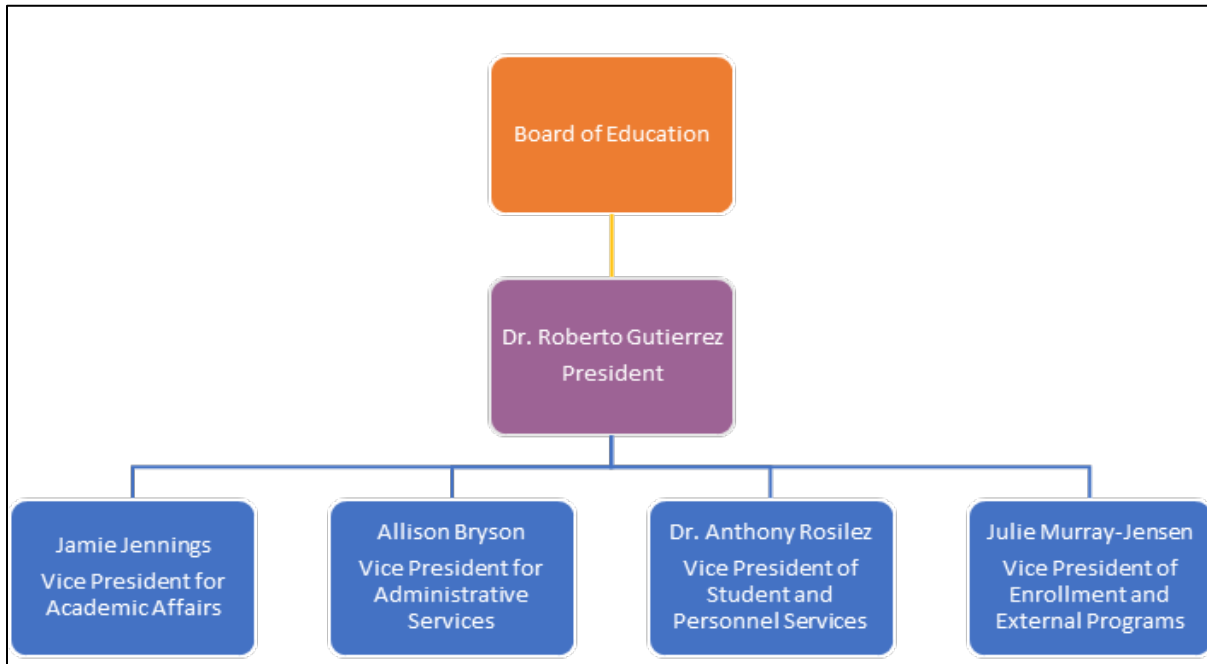
Figure 2.2: Governance Leadership—Executive Cabinet Reporting Structure

Executive Team

The Executive Team serves on the cabinet, and its members and chair the following committees: President's Council, Academic Council, Curriculum Council, Human Resources Council, Finance and Facilities Council, Safety Committee, Student Affairs and Enrollment Management Council, Title IX Team, Students of Concern, and the Continuous Improvement and Innovation Committee.

Deans

Deans chair the Curriculum Committee and the General Education Committee and serve on a variety of other committees and councils, including the following: Academic Council, Student Affairs and Enrollment Management Council, the Title IX Team, and the Continuous Improvement and Innovation Committee.

Directors and Staff

Directors serve as chairs the Information and Technology Council, the Title IX Team, and Students of Concern. Staff and directors also serve the President's Council, Academic Council, Curriculum Committee, General Education Committee, Program and Discipline Advisory Committees, Human Resources Council, Finance and Facilities Council, Safety Committee, Information and Technology Council, Student Affairs and Enrollment Management Council, Title IX Team, and Students of Concern.

Faculty

Faculty oversee the following groups: Program and Discipline Advisory Committees, Faculty Senate, and Klamath Community College Faculty Association (KCCFA). Faculty serve on all levels of governance except the Board of Education. Representative are included on: President's Council, Academic Council, Curriculum Committee, General Education Committee, Program and Discipline Advisory Committees, Faculty Senate, KCCFA, Human Resources Council, Finance and Facilities Council, Safety Committee, Information and Technology Council, Student Affairs and Enrollment Management Council, Title IX Team, and Students of Concern.

Students

Students serve on all levels of the shared governance system. They have a non-voting student representative on the board, and voting representative on the President's council, Academic council, Human Resources council, Finance and facilities council, safety committee, Information and Technology council and the Student Affairs and enrollment management council and the continuous improvement and innovation committee.

Schedule of Meetings

Shared governance meetings adhere to the following schedule:

- The executive cabinet meets weekly for five hours.
- Vice presidents meet weekly with their direct reports.
- Deans meet bi-weekly with program and discipline leads and monthly with other full-time faculty.
- College-wide staff meetings are held monthly
- Department meetings are held monthly
- Shared governance meetings are held monthly.
- Board of Education meetings are held monthly. Only the Board of Education has voting rights. Other attendees include: a student representative, the executive cabinet, members from the faculty senate, and KCCFA.

Refer to the calendar of Shared Governance Councils and Committees for an example of how this schedule operates during an academic year and who attends these meetings.

Required Exhibits

Exhibit CE.4 Institutional Governance Policies and Procedures

Exhibit 2.A.1-4 Shared Governance Committee Descriptions and Members

Exhibit 2.A.1-5 Shared Governance Flowchart

Exhibit 2.A.6-7 Calendar of shared governance councils and committees

Supplemental Exhibits

Exhibit 2.A.1-2 Oregon Revised Statute (ORS) 341.290

Standard 2.A.2: State and Local Governance

Oregon law describes the process by which a community college district is created and provides policy and administrative guidance for community colleges (ORS 341). Oregon's Higher Education Coordinating Commission (HECC) and the Department of Community Colleges and Workforce Development (CCWD) provide clearly limited oversight to the state's 17 community colleges. The HECC and CCWD allocate state funds, set enrollment-reporting procedures, manage statewide data, and advocate for the colleges in legislative and regulatory arenas. KCC provides analysis, compliance, and other reports to the HECC and CCWD on a regular and timely basis.

Governance of the district is reserved to the locally elected district Board of Education. The HECC establishes administrative direction broadly, with CCWD as its administrative manager. However, the local board has complete district governance authority, once established, and does not directly report to either the HECC or CCWD.

Standard 2.A.3: Accreditation Compliance

KCC's compliance with standards for accreditation is the responsibility of the college president and the vice president for academic affairs, who serves as the liaison for accreditation. The vice president of academic affairs ensures that compliance is not affected by collective bargaining, legislative action, or external mandates.

Standards 2.A.4, 2.A.5, and 2.A.6: Board Composition, Orientation, and Roles

The KCC Board of Education is the governing body of Klamath Community College, as indicated in ORS Chapter 341. The Board consists of seven members—five elected by geographical zone, two elected at large. The Board also includes one non-voting student member. Meetings are currently held the fourth Tuesday of each month, starting at 6:00 p.m. Please see the Board Policy for more information.

Each board member serves without compensation, except reimbursement for reasonable expenses when performing college business. No board member has a contractual, employment, or financial interest in the college. Each member commits to the responsibilities and ethical constraints detailed in Board Policy 100.0250. Further, each board member is subject to Oregon law on conflict of interest and government ethics as defined in ORS Chapter 244. The members, zones, terms, and their policies are publicly available on KCC's main webpage in the Board of Education section. Board Policy 100.0240 "Authority of Members" specifies that board members have authority only when acting as a board legally in session. The board is legally in session only if a quorum is present. Board Policy 100.0530 "Board Delegation of Administrative Authority" specifies delegation of authority with certain exceptions to the college president.

Board policies are "written to be consistent with the provision of law, but do not encompass all laws relating to the District's activities" (BP100.0810.A). Board Policy provides direction for the specific process of changing policies. Specifically, "additions, changes, and/or deletions of policies governing the District shall be considered by the Board at a minimum of two separate meetings before final action is taken" (BP100.0810.B). BP100.0810 also provides a process for emergency policy review and action, as well as requiring the availability and distribution of Board Policies to employees and the public. KCC has a rigorous review system for policies, procedures, and processes. The annual plan for reviewing intuitional board policies begins with the Summer Board Retreat, when the Board of Education reviews and develops a list of policies for revision for the upcoming academic year.

The college has a comprehensive shared governance system. Each committee and council has a charter that includes recommending revisions to policies and procedures in response to changes in law, circumstance, or needs of the college. Committees and councils meet monthly to review and make recommendations for changes to policies and procedures. They are required to review and update their charters and membership annually as well. The President's Council then reviews and decides upon recommendations by these councils for policy additions, deletions, or changes. Approval of policy action by the President's Council then moves the recommended policy to the Board of Education for final review and action based on Board Policy 100.0810. Additionally, weekly executive cabinet meetings include as a standing agenda item any ongoing policy, procedure, and process changes that may need to be reviewed through shared governance.

Required Exhibits

Exhibit CE.4 Board of Education Policies, 100 Series

Exhibit CE.4 Board of Education Policy (Section 100.0810-D)

Exhibit CE.4 Board of Education Policy (Section 100.0250)

Exhibit 2.A.6-1 Calendar for reviewing institutional policies

Exhibit 2.A.6-7 Calendar of shared governance councils and committees

Standard 2.A.7: Board Relationship to College President

Board Policies 100.0500 - 100.0540 define the relationship of the board to the president. As stated in Board Policy section 100.0245-A, "Board Duties and Responsibilities," the Board is responsible for selecting and appointing the president, who is the chief executive officer of Klamath Community College. Board Policy 100.0530 delegates its authority for administering the laws and policies governing the college to the college President. Furthermore, Board Policy 100.0830 "Presidential Evaluation" requires that the Board evaluate the President annually regarding accomplishment of goals and responsibilities. The President engages in a 360-evaluation process for which self, peer, and employee evaluations are conducted.

Required Exhibits

Exhibit CE.4 Board of Education Policy (Series 100)

Standard 2.A.8: Board Self-Evaluation

Board Policy 100.0820 requires that the Board conduct annually a self-evaluation to measure its overall performance in accomplishing goals and fulfilling its responsibilities. Self-evaluations are conducted in end-of-year work sessions. Reviews and updates are ongoing (typically in summer months). For example, Policy Series 100 was most recently reviewed August 2013, while Policy Series 300 was reviewed June 2015. These board self-evaluation sessions are public, and records from these meetings, including the evaluations themselves, are public. The agendas and minutes from these meetings are posted on KCC's website in the Board of Education page.

Late each spring, the Vice President of Personnel and Student Services meets with the board regarding the self-evaluation process, providing a deadline for any revisions needed to the process or instruments used. Results of the self-evaluation are tabulated, and a summary report is provided to the board. At its annual summer retreat, the board discusses the results with the president and analyzes the data as a basis for setting goals for improvement over the coming year.

Required Exhibits

Exhibit CE.4 Board Policy (Section 100.0820) Board Evaluation

Exhibit 2.A.8-5 KCC Board of Education Self-Assessment Blank Form

Exhibit 2.A.8-4 KCC Board of Education Self-Assessment Summary 2017

Standard 2.A.9: Leadership Qualifications, Accountability, and Assessment

Overall leadership authority of the college resides in the Board of Education, which entrusts the President with the authority to delegate to the vice presidents of the following departments: Academic Affairs, Administrative Services, Enrollment and Student Services, External Outreach, and Human Resources and Legal Counsel. These cabinet members are qualified administrators whose assignments are chosen to match their individual strengths and abilities.

Short-Term Administrative Planning, Accountability, and Assessment

As noted in Standard 2.A.1, to encourage regular and systematic collaboration, communication, and accountability, the executive cabinet meets weekly to plan, strategize, organize, and manage the affairs of the college, as well as assess its achievements and effectiveness. Vice presidents meet weekly with their direct reports. Each department has a clear foundation in an established mission, strategic goals, and stated outcomes that are addressed by the department's own quarterly or monthly measurements of improvement. Department meetings, shared governance meetings, and college-wide staff meetings are all held monthly.

Annual Administrative Planning, Accountability, and Assessment

Annual planning activities conducted by administration are detailed in Standard 5.B.1. The Vice presidents ensure that planning and budgeting efforts are aligned with the strategic plan and mirror their departments' highest priorities. End-of-year evaluations are conducted at several levels. Vice presidents meet with their direct reports to evaluate progress and accomplishments on department goals. The vice presidents and the president are also evaluated by staff in the 360-degree evaluation process described in Standard 2.A.11. Through the strategic planning, the budget process, the 360-degree evaluations, and the cabinet retreat, administrative planning and accomplishments receive thorough and careful scrutiny.

Required Exhibits

Exhibit 2.A.9-1 KCC Organizational Structure Chart

Standard 2.A.10: President's Qualifications and Role

Klamath Community College's chief executive officer is the president. The president serves under the leadership and direction pf the college's seven-member Board of Education and is charged with actualizing board-approved policies. The president is responsible for the organization and administration of the college. The president represents the college in developing higher education programs and legislation in local, state, and national arenas.

Dr. Roberto Gutierrez, KCC's fourth president, has served at the college since 2012. As noted in Exhibit 2.A.10-1, he earned a Master of Education at Heritage University and a Doctorate of Education at Oregon State University. He has more than 27 years of experience serving in colleges. He believes in leading his

faculty and staff by example, and he continually strives to foster partnerships that elevate the college, its students, and the community.

Known for his dynamic approach to making community college accessible to students from all backgrounds, Dr. Gutierrez has led the college to bolster enrollment online degrees and courses to reach isolated rural communities within the state of Oregon—and, in some cases, even beyond its borders. In fall 2016, nearly 6,000 were enrolled at Klamath Community College, where efforts continually focus on creating degree and certificate programs and pathways that lead to in-demand, living-wage jobs.

Since Dr. Gutierrez began at KCC, the college has also cemented partnerships with Oregon State University, Southern Oregon University, and Linfield University that allow students to pursue bachelor's degrees while without leaving Klamath Falls. Most recently, a partnership with Eastern Oregon University allows enlisted Air Force service members enrolled at KCC to earn an online Master's in Business Administration from Eastern Oregon University. Dr. Gutierrez is excited to lead development of the college's on- and off-campus educational opportunities and student services as the school continues to grow.

Required Exhibits

Exhibit 2.A.10-1 [Resume of President](#)

Standard 2.A.11: Administrative Staff Adequacy and Effectiveness

Employing qualified personnel in numbers sufficient to support college operations and to serve students is essential. Under the leadership of Dr. Gutierrez, administrative units have been reorganized to improve operational functions and utilize administrator's personal strengths. As a result, KCC's leadership team shows a strong balance between recruiting innovative leaders with fresh ideas and providing continuity by recognizing the talents and perspectives of existing employees.

KCC administration is similar in makeup and size to comparable institutions with an FTE of 1,000-2500 (e.g., Blue Mountain, Clatsop, Southwestern, Treasure Valley, and Umpqua Community College). All comparable institutions have a Chief Academic (or instructional) Officer (CAO) and a Chief Financial Officer (CFO) Similarly, all comparable institutions have a Vice President of Student Affairs and one of the following: a VP of External Relations, Executive Foundation Director or Associate VP of College and Public Relations. The number of deans a college employs varies depending how faculty are organized. Some colleges have program leads and some colleges have department chairs.

As noted in Standard 2.A.1, KCC's management structure represents all major functions and units of the college. All departments and programs have strategic plans and goals that directly link to college-wide initiatives and the budgetary process. All employees have opportunities to engage in the strategic planning, consultation, assessment and policy development. Governance committees contribute to an institutional leadership and management that requires consistent participation, collaboration, and communication. Administrative job descriptions describe each position's qualifications, responsibilities, and accountability.

Required Exhibits

Exhibit 2.A.11-1 [Resumes of Administrators](#)

Standard 2.A.12: Academic Policies

General policies regarding teaching and learning are available in the catalog and student handbook. Information related to teaching, college service and ownership of artistic, research, or scholarly creations are outlined in the Klamath Community College Faculty Association Collective Bargaining Agreement (CBA) in Articles 6F, 16, and 18. Academic policies specifically related to faculty workload, academic freedom, teaching

responsibilities and intellectual property are also included in the CBA. In addition, academic policies are available in the academic handbook. Updating academic policies and procedures is the shared responsibility of the Academic Council and the Student Affairs and Enrollment Management Council.

Policies and Procedures related to students and classes are readily available in the catalog, under Student Affairs Policies on the KCC website, and under Policies and Procedures in the online student handbook to ensure the communication of these policies to all who are affected by them.

Faculty are required to distribute syllabi containing academic policy information to students at or before the first-class session. The institutional syllabus contains college-wide policies, such as attendance, withdrawal, academic integrity, satisfactory academic progress, FERPA, and Title IX. This document is maintained by the instructional designer to ensure its versioning is up to date and is embedded into all courses, in all modalities (traditional, hybrid, and fully online DE learning environments) through our learning management system, Canvas. A universal course syllabus template was created to work with all learning modalities (traditional, hybrid, and fully online DE learning environments). By separating course information from the college-wide policies, students can find information needed without reading through one large document.

Required Exhibits
Exhibit 2.A.12-1 Policies related to teaching, scholarship, service, and artistic creation

Standard 2.A.13: Policies for Information Resources
The KCC Learning Resource Center (LRC) encompasses the library collection as part of its services. The LRC maintains a list of library-related policies regarding access to and the use of library and information resources on its website. All policies are clearly titled, including student and patron codes of conduct, copyright, testing, and faculty reproduction of copyrighted materials. Distance Education students are provided information about and access to the library and information resources through the online DE Student Orientation Course, Module 6. This course is sent to all new DE students each term at least one week prior to the term starting. The LRC has also created *KCC Library's DIY Research,* an online resource where DE and face-to-face students can find both LRC resources and instructions on how to use them.

Required Exhibits
Exhibit 2.A.13-1 Information Concerning Computer Use Notification
Exhibit 2.A.13-4 LRC Policy Statement on Viewing and Accessing Potentially Offensive or Pornographic Materials on KCC Library Public Work Stations
Exhibit 2.A.13-6 Library-Related Policies

Supplemental Exhibits
Exhibit 2.A.13-2 Library Resources Database List
Exhibit 2.A.13-3 Library Resources Selection Guidelines and Criteria
Exhibit 2.A.13-5 Statement on Copyright

Standard 2.A.14: Credit-Transfer Policy
KCC facilitates the transition both to and from other institutions as seamlessly as possible. As of 2016-17, students can transfer credits into KCC in the following ways:

- **Transcripts from other colleges.** Transfer Credit Acceptance policies are available on the Registrar page. These transfers are processed by specialist(s) in the Registrar's Office.
- **Military service transcripts.** Incoming military transcripts are evaluated by the Registrar's Office according to Transfer Credit Acceptance policies. For students earning KCC credits toward Community College of the Air Force (CCAF)) degree, KCC's Veterans Affairs office automatically submits updated transcripts to CCAF without charge as a service to military personnel.
- **Reverse transfer.** Students may begin coursework at KCC, transfer to another institution, and sign a Reverse Transfer agreement. Once the remaining credits are completed, students receive a KCC degree.

KCC transcripts for transfer to other institutions can be obtained in the following ways.

- Air Force student transcripts are updated automatically to CCAF by the Veteran's Affairs Office.

- All other students may request transcripts either in person at Student Services or online through a clearinghouse service at KCC. A link to the service is provided on the Registrar page.

- Electronic signs located in various buildings on campus also display transcript ordering information.

Required Exhibits

Exhibit 2.A.14-1 Transfer Credit Policies page

Supplemental Exhibits

Exhibit CE.2 KCC College Catalog

Exhibit CE.3 KCC Student Handbook

Exhibit CE.4 Board of Education Policy 710.0180

Exhibit 2.A.14-2 Reverse Transfer Procedures page

Exhibit 2.A.14-3 Registrar page

Standard 2.A.15: Student Policies

For the sake of transparency and consistency, the college has done the following: expanded its plagiarism policy into a broader academic honesty policy, updated and clarified student complaint and grievance procedures, and published student conduct rights and procedures. All student rights and responsibilities are clearly stated in the student handbook, which is available to all students both online and in hard copy from the Student Life Office. These procedures are also included in the college catalog. Both the college catalog, and the student handbook, are reviewed annually. The website is always the most up to date place to access information because it can be changed as soon as changes are agreed upon.

In 2016, KCC implemented a centralized incident report/complaint system. Students, staff, and community members can submit complaints online, in person, by phone, or via e-mail. The centralized system allows any member of the campus community to report concerns regarding harassment, bullying, Title IX violations, and policies and procedures. The Director of Title IX and Student Conduct reviews complaints to determine the appropriate person on campus to investigate and/or respond to the matter. The centralized system allows all assignment, investigatory, and response actions to be noted and tracked to better ensure appropriate follow up and support later reporting. Those who file a complaint receive a response to their filing within timelines applicable to the nature of the filing and as detailed in the student handbook or college catalog.

KCC has a student success disabilities coordinator who facilitates reasonable accommodations for qualified students and applicants with disabilities in accordance with the Americans with Disabilities Act and the Federal Rehabilitation act. A brochure for disabled students is available to increase the visibility of services. It is available in the Student Services and Disability Services departments as well as online.

Fairness and consistency are addressed in many ways. For example, where possible, processes have checklists to ensure uniform information gathering and actions (e.g., financial aid appeals). Consultative review with colleagues helps achieve fairness (e.g., conduct hearings are handled by committees, who promote fair decisions through sharing multiple viewpoints.)

KCC has established processes for a variety of appeals. For example, students may appeal decisions regarding financial aid, suspension, late drops, late withdrawals, refunds, placement, enrolling in more than 18 credits, pursuing a second degree, waiving prerequisite requirements, transcript evaluations, and similar matters. Appeals are considered by an appeal committee and processed in regular intervals. Students are notified of decisions within five working days. Questions regarding this process are directed to enrollment services.

Required Exhibits

Exhibit CE.2 KCC Catalog

Exhibit CE.3 KCC Student Handbook

Exhibit CE.8 Student Complaint policy

Exhibit CE.4 Board of Education Policy 700 series

Exhibit 2.A.15-1 Student rights and responsibilities

Exhibit 2.A.15-2 Incident/Complaint procedure

Standard 2.A.16: Student Admission, Continuation, and Termination

KCC has an "open-door" admission policy. As such, the college accepts all applicants over the age of 16 with a General Education Diploma (GED) or high school diploma. Underage students who have not met these requirements are subject to a special admissions process. The college also has a continuous enrollment admission process for students pursuing Adult Basic Education and English as a Second Language. Admission to most programs is on a "first-come, first-served" basis, as long as the students achieve required assessment and placement scores as well as any required prerequisites. New students can begin at the college during any quarter, but some workforce programs may only offer admission during specific quarters. Some of the college's healthcare and workforce programs have a competitive admissions process which is outlined by each program.

Placement Testing: Students who are successful their first term in college tend to re-enroll and persist to earn a certificate or a degree. Accurately placing students into college classes that best match a student's skill level is essential to improving retention and persistence. KCC has adopted a practice of using multiple measures to effectively place students. To start, students must set up a meeting with a Student Success Representative to review their academic history, degree goals, Smarter Balanced test score (if applicable), transcripts from high school and/or college, and their comfort level with math and writing. Students are advised on the next steps for math and writing placement, which may include taking a placement test at the Testing Center or immediately enrolling in appropriate courses.

While the college has enacted many initiatives with front-end procedures and processes to help students start right, KCC has also addressed practices related to student persistence and retention, recognizing that students struggle for various reasons. KCC adheres to two primary academic standards for students: a 66.67 percent credit completion rate, and a minimum 2.00 GPA. These standards are linked to federal financial aid

standards. Since most KCC students (57 percent as of February 2016) receive federal financial aid, an Early Alert system exists to identify students who are struggling in their courses, whether from low attendance, missing assignments, low test scores, or other issues. Through early alerts, struggling students are flagged internally, which triggers appropriate support measures from Student Affairs and/or Academic Affairs.

Required Exhibits
Exhibit CE.2 KCC Catalog
Exhibit CE.3 KCC Student Handbook
Exhibit CE.4 Board of Education Policy 710.0000
Exhibit 2.A.16-1 Math Placement Test Letter
Exhibit 2.A.16-3 Math Holistic Placement
Exhibit 2.A.16-4 Writing Holistic Placement

Standard 2.A.17: Student Policies for Co-Curricular Activities
Board Policy 750.000—Student Life states the provisions under which student clubs are to be organized, the roles and responsibilities of students, and the relationship of the co-curricular activities to the college. The Associated Students of Klamath Community College (ASKCC) serves as the representative voice of KCC students in policy and all formal representatives' actions. The ASKCC Charter outlines the student governance process and delegate's oversight process to students. The charter by-laws are reviewed by the student government as needed and may be revised per established procedures and processes.

The college currently does not publish a student newspaper or similar publication; however, any such future publications would be subject to Board Policy 750.0190.

The college is the legal publisher of all recognized student publications. College authorities may provide written clarification of the role of student publications, standards used in evaluation, and degrees of operational control. College staff advisors have the responsibility to review copy to protect the college from legal actions relating to obscenity, criminal or civil libel or copyright infringement.

Required Exhibits
Exhibit CE.2 KCC Catalog
Exhibit CE.3 KCC Student Handbook
Exhibit CE.4 Board of Education Policy 750.0100
Exhibit CE.4 Board of Education Policy 750.0110
Exhibit CE.4 Board of Education Policy 750.0120

Standard 2.A.18: Human Resources Policies
Board Policy section 500 contain policies related to Human Resources. The Human Resources Department maintains policies, procedures, and forms in the HR resources in SharePoint. These resources are available for staff, faculty and the administration. The KCC employee handbook, Faculty Excellence Procedure Manual and other forms, policies, and calendars are maintained and updated in SharePoint.

The HR department does not currently possess a web page. Forms, Policies, and Reports (listed alphabetically) are available internally to all staff on SharePoint at Portal>Institutional Effectiveness>HR>Public.

Exhibit CE.4 [Board of Education Policies (Series 500) related to HR](#)

Standard 2.A.19: Conditions of Employment

As of this writing April 2016 the Human Resources department (HR) is reviewing and improving the new employee onboarding process. The document currently being developed is the "Employee Guide to Success." The Guide is the top priority of the current HR leadership, designed with the intent to move a once-only Orientation towards a sustainable process of employee development.

Newly hired employees are apprised of basic terms and conditions of employment, such as salary potential, work location and FTE level, as well as job duty requirements, through the published vacancy recruitment announcement. After hire, employees receive letters confirming their appointments, including the agreed-upon starting salary. All new full-time employees are required to complete a one-on-one orientation at 8:00am of their hire date with an HR department staff member. At this time an extensive "KCC Employee Orientation Check List" is covered. A similar practice is followed with all new part-time employees, using a much abbreviated "Employee New Hire" checklist.

All forms discussed during Orientation are found internally on the KCC SharePoint portal. New employees have access to the Portal once they have been assigned a unique employee ID number and password. For all full- and part-time faculty, the Collective Bargaining Agreement ([CBA](#)) supersedes HR or Board policies.

The HR department does not currently maintain a web presence.

Required Exhibits

Exhibit 2.A.19-1 [KCC Employee Orientation Checklist](#)
Exhibit CE.4 [Board of Education Policies (Series 500) related to HR](#)

Standard 2.A.20: Security and Confidentiality of Human Resources Records

KCC: Official personnel files are maintained in a locked Department office in fireproof safes and are to remain on site. Personnel files may be reviewed by the employee, or an authorized college representative. Review of files is under the supervision of Human Resources staff. Personnel files of active employees may not be transported to other office locations. Employee medical records, records of employee accommodation requests, grievances, and disciplinary matters are maintained in the same location. Inactive employee files are secured within locked storage onsite.

Confidential employee records or personal employee information is also maintained electronically in Jenzabar. However, access to this information is limited to those employees who need access to do their jobs. Employees whose positions require them to view, access, or maintain confidential information are responsible to maintain the security and confidentiality of the information and to only use the information to conduct authorized PCC business. Personal employee information may be disclosed to third parties to conduct business operations, respond to public records requests, or comply with subpoenas for records.

Required Exhibits

Exhibit 2.A.20-1 [Security and confidentiality of human resource records](#)

Standard 2.A.21: Communication and Publications

Klamath Community College ensures it is represented clear and accurate all internal and external communications. The College ensures a meaningful and unified message by developing the college's

communication style though a four-person communication team consisting of the college's Marketing Director, Outreach Coordinator, Public Information Officer, and Webmaster.

KCC's student recruitment is conducted strategically to reach current and prospective students using face-to-face interaction, printed materials, and digital and social media platforms, such as the KCC website, www.klamathcc.edu, and social media sites, such as Facebook, Twitter, and Instagram. KCC strives to ensure all communication from the college presents KCC as an institution that supports higher education and workforce development on several tiers. Student recruitment and advertising strategies are aligned with the college's marketing plan**.**

Degree, certificate, program and course objectives, time requirements, and outcomes are described in online and printed materials to demonstrate that academic programs can be completed in a timely fashion.

All annual and quarterly publications, including but not limited to KCC's catalog **(catalog.klamathcc.edu)**, student handbook, and course schedules, are developed collaboratively by administrative, academic, enrollment, and marketing departments. Publications undergo several drafts and are reviewed by employees in document-related fields to ensure information is presented in a timely and accurate manner, and that the publication(s) adheres to College brand standards and complies with accreditation standards and federal and state regulations. Publications are quality controlled through the offices of the college's Assessment and Curriculum Coordinator and the Public Information Officer. KCC is transparent in its fiduciary and academic policies, state and federal requirements, and other guidelines, which are all updated annually and quarterly as needed and are available to students and the public in print and on the KCC website.

All campus publications are designed to present clear and accurate representation of the college and its mission and to follow College and federal guidelines. Advertising, catalog, the student handbook and press releases are all reviewed by the college's Public Information Officer to ensure a consistent voice and message is disseminated on campus and in the community. KCC's Webmaster ensures that relevant and up-to-date and information for academic programs and college services -- such as new programs and scholarship and registration deadlines -- are displayed prominently on the KCC website to guarantee accessibility to students and the public. Information accessed from mobile devices accounts for nearly 30 percent of KCC's website traffic; as a result, KCC updated its website in 2016 to be more mobile-friendly. The new design provides users with quick links menus, fresh content, and an easy-to-navigate interface.

The Communication Team prepares branding and style guides to ensure uniform representation of the college in all communications. Public announcements and news releases are designed to follow state and federal guidelines and to present clear and accurate information, a consistent image of the college and its mission (find press releases here: https://www.klamathcc.edu/About/News-and-Events).

Credit and non-credit course schedules are designed to inform our constituents of available programs and services. KCC also publishes Hot Careers, a quarterly publication highlighting academic programs, as well as provides career and wage data for degree and certificate earners. Credit and non-credit course schedules and Hot Careers are available on the KCC website, on campus, and are mailed to every household in Klamath County each term/quarter. KCC provides ample time for students and prospective students to review materials before registering for classes. Mission statement, services, etc., are consistent throughout print and online publications. Information is easily accessible on the KCC website.

The KCC Public Information Officer publishes Campus Connections, a monthly newsletter, to inform campus administration, staff, and faculty about institution-wide developments, College-related news items, and faculty and student events and items of interest. A digital copy of each newsletter is available on SharePoint and printed copies are available in campus staff and student reception areas.

Exhibit CE.2 KCC Catalog

Exhibit 2.A.21-1 Press releases

Exhibit 2.A.21-2 Procedure for reviewing student publications

Standard 2.A.22: Ethics

KCC is governed by a publicly elected board and adheres to ethics standards described in Oregon Statute 244, Government Ethics. The College maintains high ethical standards in its dealings with institution advocates, and subscribes to and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, and administrators, staff and other constituencies.

Campus policies are crafted in shared governance councils, consisting of a variety of staff and faculty, before submission to President's Council, and then the Board of Education for approval. Personnel ethics, conduct standards, including outside employment and activities are outlined in Board Policy 515.0900.

KCC adheres to state and federal privacy laws and educates employees in privacy requirements, such as the Family Educational Rights and Privacy Act of 1974 (FERPA). New employees receive information and training about FERPA at their orientation and KCC provides information to all employees about FERPA annually.

KCC utilizes the Safe Colleges online training platform to provide employees with continuing education related to privacy, safety, and a myriad of other community college-related issues that raise awareness about ethical standards and expectations. Safe Colleges is recommended by Proposal and Casualty Coverage for Education (PACE). KCC maintains records of employee completion.

KCC employees and students are educated about Title IX upon entry to the college. Sexual harassment is a form of sex discrimination that is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students, and defined consistent with the guidelines of the Equal Employment Opportunity Commission.

KCC utilizes a One Policy, One Process approach for reporting incidents or complaints. This means that the same form and process is available for students, employees, and community members to initiate an investigation and response to an incident or issue.

All forms of harassment are prohibited. Students, faculty, and staff are advised of their rights in several ways, including in the student catalog and handbook, on the KCC website, and on posters available across campus. Incidents/complaints can be reported in person, by phone or by email. Forms can be found at www.klamathcc.edu/complaints. Timelines for addressing incidents/complaints are described in the student handbook, catalog, and on the KCC website.

KCC has well-established and transparent procedures for responding to public inquiry and complies with Oregon's public records law ORS 192.410 to 192.505. The college responds to requests without unreasonable delay.

Required Exhibits

Exhibit CE.2 KCC Catalog

Exhibit CE.3 KCC Student Handbook

Exhibit CE.8 Student Complaint Policy

Exhibit 2.A.22-1 [Incident/Complaint procedure](#)
Exhibit 2.A.22-2 [Title IX Posters](#)
Exhibit 2.A.22-3 [KCCFA CBA Complaints and Grievances](#)
Exhibit 2.A.22-4 [Title IX Brochure](#)

Standard 2.A.23: Conflicts of Interest

KCC adheres to clearly defined policies that prohibit conflict of interest on the part of members of the governing board, administration, faculty, and staff. The Board of Education, administration, faculty, and staff are bound to statutes described in ORS Chapter 244 Government Ethics and institution-specific policies describing duties, responsibilities, and conditions for conflicts of interest and standards for ethical conduct.

Governing Board. Board conflict of interest policies are described in [Board Policy 100.0260](#). For example, these policies prohibit governing board members from using a board position for personal gain and require them to announce conflicts of interest before board action is taken.

College Employees. As part of new employee orientation, all employees are directed Board Policies college employees. [Board Policy 100.0800](#) also specifically requires all employees "to know and will be held responsible for observing all provisions of law pertinent to their activities as District employees." The following board policies deal with potential conflicts of interest for all KCC employees:

- Employee standards of conduct are described in [policy 515.0800](#).
- Employee code of ethics is described in [policy 515.0900](#).
- Employee consensual relationship policy is described in [policy 515.0950](#).
- Employee acceptance of gifts is described in [policy 515.1900](#).

Procurement. The college's [procurement policy](#) ([Board Policy 640.0160](#)) describes appropriate and ethical conduct for purchasing and services contracts, including the bidding of goods and services though requests for proposals and contracts over a designated amount. KCC is independent of and not affiliated with any social, political, corporate, or religious organizations. KCC does not seek to instill specific beliefs or worldviews. Policies address conditions for conflict of interest and ethical standards.

Required Exhibits

Exhibit CE.4 Board of Education Policy ([Section 100.0260](#), Conflict of Interest)
Exhibit CE.4 Board of Education Policy ([Section 100.0810](#))
Exhibit CE.4 Board of Education Policy ([Section 100.0870](#), Board Member Compliance/Enforcement)
Exhibit CE.4 Board of Education Policy ([Section 515.0800](#), Standards of Conduct)
Exhibit CE.4 Board of Education Policy ([Section 515.0900](#), Code of Ethics)
Exhibit CE.4 Board of Education Policy ([Section 515.1000](#), Ongoing Outside Employment)
Exhibit CE.4 Board of Education Policy ([Section 515.1100](#), Political Activities/Controversial Issues)

Standard 2.A.24: Intellectual Property Rights

KCC maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property. It is the philosophy of the college to create an environment that encourages the creative efforts of the faculty in the development and protection of intellectual property that serves the institutional mission of the college. To this end, KCC has clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property per the Klamath Community College Faculty

Association Collective Bargaining Agreement (CBA)(KCCFA CBA 2014-2018 Article 16 "ownership of instructional material." The CBA language specifically addresses copyrighted or patented materials and provides processes, or products which are included under the terms of the agreement and will delineate the authorization and degree to which College resources are to be provided and/or may be utilized.

Required Exhibits

Exhibit 2.A.24-1 Intellectual Property Policies

Exhibit CE.6 KCCFA CBA 2014-2018 Article 16 Ownership of Instructional Materials

Standard 2.A.25: Accreditation Status

KCC accurately represents its current accreditation status with the Northwest Commission on Colleges and Universities. Accreditation status is noted in the college catalog and on the website. There is a special section on the website dedicated to accreditation documents, processes, and timelines. "In April 1998, KCC submitted its Application for Initial Candidacy to the Northwest Association of Schools and Colleges (NASC), now known as the Northwest Commission on Colleges and Universities (NWCCU), the accrediting agency for the region, and began its one-year self-study process. On November 10, 1999, Klamath Community College received initial candidacy for regional accreditation at the associate degree level. At its January 2005 meeting, the NWCCU granted initial accreditation effective September 1, 2004. Accreditation was reaffirmed in 2014. Klamath Community College is accredited by the Northwest Commission on colleges and Universities an institutional accredited body recognized by the Council of Higher Education Accreditation and the secretary of the United States Department of Education." No language speculates on the college's future accreditation status.

Required Exhibits

Exhibit CE.2 KCC Catalog

Exhibit 2.A.25-1 Webpage Screenshots

Standard 2.A.26: Contractual Relationships

Klamath Community College (KCC) enters into contractual agreements with external entities for products and services. According to Board Policy 640.0130, "the President and the Vice President for Administrative Services shall be authorized to enter into purchase contracts. Routine purchase shall be accomplished in conformance with the Purchasing Authority policy 640.0120."

In its simplest form, this contractual agreement is a purchase order with very narrow, specific descriptions of what is being purchased. Purchase orders are generated based on a sequence involving a signed/authorized requisition and a specific bid or catalog item which clearly identifies the product or service to be purchased.

When contracting for services, KCC establishes an external contractual relationship using a written "Klamath Community College Independent Contractor Agreement" that establishes the following:

- Specifics of the service being contracted
- Clearly defined roles and responsibilities
- Term of the contract
- Compensation
- Contractor's Standard of Care

To ensure that the scope of the agreement is consistent with the mission and goals of the institution, that all legal requirements are fulfilled, that institutional policies and procedures are followed, and that the contract complies with the Commission's Standards for Accreditation, each Independent Contractor Agreement is reviewed by our internal legal counsel and signed for KCC by the Deputy District Clerk of the college, who is

Required Exhibits

Exhibit 2.A.26-1 Policies Related To Contractual Agreements with External Entities
Exhibit 2.A.26-4 Klamath Community College Independent Contractor Agreement
Exhibit 2.A.26-5 Executive Director of Legal and Human Resources Job Description

Supplemental Exhibits

Exhibit 2.A.26-2 Public Contracting and Procurement Rules

Standards 2.A.27, 2.A.28, and 2.A.29: Academic Freedom and Freedom of Inquiry

Policies and procedures regarding academic freedom are published in two documents: KCC Board Policy and the KCC Faculty Association (KCCFA) Collective Bargaining Agreement (CBA).

Board Policy

KCC adheres to Board Policy 820.0200 on academic freedom which protects KCC students and faculty from inappropriate internal and external influences, pressures, and harassment.

> The board herewith formally establishes this statement of academic freedom. In the development of knowledge, research endeavors, and creative activities, the college staff and students must be free to cultivate a spirit of inquiry and scholarly criticism. They must be able to examine ideas in an atmosphere of freedom and confidence and to participate as reasonable citizens in community affairs. Academic freedom must be subject to the self-restraints imposed by good judgment. The staff member must fulfill his/her responsibility to society, to the college, and to the profession by manifesting academic competence, scholarly discretion, and good citizenship. At no time should or will the principle of academic freedom protect the insubordination of a staff member, nor will it prevent the institution from evaluating the work and effectiveness of each professional staff member, nor will it constitute an excuse for non-compliance with the institution's policies and procedures or for a disregard for its welfare.

Board Policy 820.0300 regarding study of controversial issues also informs KCC's approach to academic freedom:

> The college staff will have the freedom to study controversial issues so long as this study contributes to: the course of study; the opportunity for critical thinking and understanding of conflicting points of view; and a fair, factual, equitable review of all sides of an issue.

Faculty Association Collective Bargaining Agreement (CBA)

The CBA, as approved by both the KCC Board and KCCFA, addresses academic freedom in Article 18:

> In accordance with its mission of providing quality education, Klamath Community College promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. The College affirms the freedom of faculty members to share scholarship and reasoned conclusions with others. While the college and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine

thought, reason, and perspective of truth. Moreover, faculty allow others the freedom to do the same. Faculty members have the responsibility to present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Consistent with its mission, core themes, and values, KCC seeks to provide an atmosphere of open inquiry and freedom of expression for all its constituents. As such, KCC complies all state and federal policies that are designed to promote the free flow of information in a democracy and the right of citizens to gather information and develop new perspectives. Refer to KCC Board Policies 820.0200 and 820.0300; KCC Faculty Association Collective Bargaining Agreement, Article 18; and KCC's Sexual Discrimination and Assault (Title IX) Policy.

Parameters of Academic Freedom

Klamath Community College publishes and adheres to policies approved by its governing board regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

In accordance with its mission of providing quality education, Klamath Community College promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. The College affirms the freedom of faculty members to share scholarship and reasoned conclusions with others. While the college and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspective of truth. Moreover, faculty allow others the freedom to do the same. Faculty members have the responsibility to present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Faculty are expected to present original course materials fairly, accurately, and objectively or acknowledge the source(s) of material being used for the purpose of educating the students. Faculty are encouraged to separate their personal beliefs from their scholarship and presentation of course materials. The KCC Faculty Association Collective Bargaining Agreement (CBA), as approved by both the KCC Board of Education and KCCFA, addresses academic freedom in Article 18:

Required Exhibits

Exhibit CE.4, KCC Board of Education Policies 820.0200 and 820.0300

Exhibit CE.6 KCC Faculty Association Collective Bargaining Agreement, Article 18

Standard 2.A.30: Policies and Procedures – Finance

The Klamath Community College Board Policy, Section 600.0000, "Fiscal Management Goals," establishes clearly defined policies for oversight and guidance of fiscal affairs. The Board of Education oversees fiscal affairs of the institution by reviewing annually the needs of the college in terms of instruction, capital outlay, facilities, personnel, and operating expense. The college has clearly defined board policies regarding the oversight of financial resources. The board requires multi-year financial projections and a sufficient fund balance. Policies regarding inter-fund transfer and contingency funds are clearly defined. Polices regarding investments, debt management, and borrowing between funds are also provided.

Board Policy, Section 600.0000, "Fiscal Management Goals," establishes clearly defined policies for oversight and guidance of fiscal affairs. The Board of Education oversees fiscal affairs of the institution:

Additionally, KCC's budgeting process includes input from each cost-center manager. Each Cost center manager presents to the President of the institution, the Chief Financial Officer, and the Vice President of their department the following:

- accomplishments from the current year
- challenges faced
- goals and budget requests for the next academic year, directly tied to their strategic plan

The institution follows local budget law by inviting a budget committee, hosting public hearings, and requesting that the Board of Education adopt the final budget prior to the July 1 of the next fiscal and academic year.

Required Exhibits

Exhibit CE.4 KCC Board of Education Policies 600.0000 and 650.0150.

Exhibit 2.A.30-1 Policies and procedures that articulate financial oversite

STANDARD 2.B: HUMAN RESOURCES

Standard 2.B.1: Adequacy and Qualifications of Personnel

KCC adheres to well-established district-level policies and procedures, which are clearly and publicly stated, for recruitment, selection, and evaluation of college personnel. All job descriptions accurately reflect duties, responsibilities, and authority of the position and are stored at the human resources office.

KCC administration determines appropriate staffing levels to maintain the mission and operation of the college. Administration determines when a position will be filled, the type of appointment to be used, and the skills and abilities required for the position. Supervisors must submit a position request to justify the need and cost associated a position. Position requests are reviewed by the human resources office, budget office, vice president, and president. All new jobs and filling of vacant positions must be approved at the cabinet level and be linked to college-wide initiatives.

KCC Board Policy 505.0100 requires that all members of the public be provided with equal opportunity to apply and be considered for employment. External recruitments are posted to appropriate labor markets. Executive, administrative, and full-time faculty vacancies are recruited nationally. Vacancies are posted for at least ten (10) working days, both electronically and in print. They are posted the college's Job Opportunities webpage with instructions on how to submit an application using the NEOGOV application system.

As noted in Board Policy 515.0360 all KCC positions are included in a classification plan established by the Vice President of Human Resources. The classification plan provides for the grouping of positions by job description and is the basis for other procedures and rules related to recruitment/selection, compensation, training, promotion and demotion, reduction in force, reemployment, and related issues. Supervisors are responsible to ensure accurate descriptions for each position under their supervision.

Each position description lists specific duties and responsibilities; competencies, licenses and certifications required; decision-making authority, and working conditions for the position. The Vice President of Human Resources is responsible for maintaining and periodically reviewing position descriptions, and for providing tools and training to supervisors to ensure consistency and accuracy of all position descriptions the district. Board Policy 515.0350 provides a process for updating job descriptions and maintaining them to ensure the integrity of the system.

Required Exhibits

Exhibit 2.B.1-1 Policies hiring personnel, including Board of Education Policy 505.0100, 515.036, 515.0350
        KCCFA Article 7

Standard 2.B.2: Employee Evaluations

Performance management enhances employee productivity and ensures its alignment with strategic goals and planning. When executed well, it also provides an environment where employees are knowledgeable about organizational and department goals and how their individual goals relate to the overall goals of the college.

KCC conducts yearly employee performance evaluations for all full- and part-time faculty, administrators, and support staff. For administrative and support staff, this process includes self-evaluations, co-worker evaluations, and supervisor evaluations and includes an opportunity to review the employee's performance and position description and to discuss professional development. Goals from the prior year are reviewed, and new goals are set for the upcoming year. Employees whose performance rating exceeds the outstanding ranking become eligible for merit pay increases.

The president, executive cabinet, and deans are evaluated annually using a 360-degree review process, which includes a self-evaluation as well as evaluations from their direct reports, peers, and supervisor(s). Results from the president's review are forwarded to the Board of Education for inclusion in his or her annual performance evaluation.

Required Exhibits

Exhibit CE.4 Administrator/staff evaluation policies and procedures. Board policy 515.0370

Supplemental Exhibits

Exhibit 2.B.2-1 360-Degree Review Process
Exhibit 2.B.2-2 Clerical-Support Performance Self-Evaluation form
Exhibit 2.B.2-4 Administrative-Professional Performance Self-Evaluation form
Exhibit 2.B.2-6 Co-Worker Evaluation form

Standard 2.B.3: Professional Development

KCC Human Resources provides both required and optional training for staff, faculty, and administrators, some of which is position-specific and some applicable to all employees. The college invests $5,000 annually with SkillSoft, Inc., a nationally recognized leader in higher education training programs, to provide professional development opportunities for all employees. All departments also have funds to support professional development.

KCC also provides two leadership academies—one for deans and directors and one for students. The leadership academy for deans and directors helps them identify leadership strengths and areas for reflection and growth. The academy, led by Dr. Gutierrez and including special guest presenters, is held on several days throughout the year in a cohort format. A student leadership academy is also being developed to enhance skills and strategies for career success.

Additionally, as part of the Oregon State Community College system, KCC employees participate in state-supported commissions organized around functional areas. For example, all directors of financial aid, registrars, deans, student development directors, human resource managers, business officers, and vice presidents, respectively, meet quarterly to discuss important issues facing their areas, share best practices, and participate in professional development and training.

All full- and part-time faculty have access to the Faculty Professional Activity Fund. The college sets aside an annual dedicated training fund to support faculty participation in workshops and conferences throughout the year. These funds are allocated by the Faculty Senate through an application process. Unspent funds are carried forward in the Faculty Excellence Program (FEP) account from academic year to academic year. Additional funds are available to encourage part-time faculty participation in KCC-sponsored trainings and events, including in-service, data summit, college-hosted workshops, department and staff meetings, advisory committee meetings, online instruction, course design and assessment, and best practices in pedagogy.

Required Exhibits

Exhibit 2.B.3-7 Faculty Professional Development policy
Exhibit 2.B-3-8 Employee Professional Development Policy

Supplemental Exhibits

Exhibit 2.B.3-1 Lists of courses offered by DE and Instructional Innovation

Exhibit 2.B.3-2 List of SkillSoft and Safe Colleges Course Offerings

Exhibit 2.B.3-3 Financial Statements for FEP-Funded Professional Development

Exhibit 2.B.3-4 Senate Overview 2016-2017

Exhibit 2.B.3-5 Senate Financial Summary 2017

Exhibit 2.B.3-6 Training Records

Standard 2.B.4: Sufficient and Qualified Faculty

Consistent with its mission, core themes, programs, and services, KCC ensures that faculty are employed in sufficient numbers, are appropriately qualified in their assigned fields, and can deliver quality instruction in in a variety of locations and modalities—all to ensure the integrity and continuity of the academic programs. Nationwide searches are conducted for each posted full-time faculty vacancy, as required in Board Policy 510.0000 and the KCCFA Collective Bargaining Agreement (CBA), Article 7.

The CBA clearly outlines faculty qualifications in Appendix C, "Instructor Approval," including categories for collegiate, career-technical, and developmental-education instructors. Both full-and part-time faculty are required to have a master's degree or a bachelor's degree and at least 20 hours of graduate credits in their field. Developmental education faculty may hold a bachelor's or master's degree. Career technical education instructors may hold masters, bachelors, or associates degrees, or have the qualifications set by the licensing or accrediting organization for their subject area. Career Technical Education instructors with associate's degrees meet the minimum acceptable instructor qualification standards through industry recognized certifications and experience. If high school dual-credit instructors in general education do not hold a master's degree in or 20 graduate credits in the field, they are sponsored by a KCC faculty member, per state guidelines.

CBA clearly outlines faculty qualifications in Appendix C, "Instructor Approval," including categories for collegiate, career-technical, and developmental-education instructors. For lower division collegiate coursework, instructors are required to have a master's degree or have a bachelor's degree and at least 20 quarter hours of upper division credit. For developmental education, faculty may hold master's degrees or bachelor's degrees and for career technical education instructors may have master's degrees, bachelor's degrees, associate's degrees, or have the qualifications set by the licensing or accrediting organization for their subject area.

Administrators and faculty collaborate to assure that only qualified faculty are the top recommended candidates in each search. Each faculty recruitment committee includes participation from full-time faculty in related instructional disciplines and programs. To ensure that vacancy notices include accurate faculty educational requirements and appropriate minimum requirements for prior teaching experience, the VP of Academic Affairs and the Human Resources Manager facilitate each faculty search. Official transcripts are required, and professional references are scrutinized before hiring recommendations are forwarded to the office of Academic Affairs and the President's office for final approval.

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. KCC has a stable, sustainable number of qualified full and part time faculty. In a given term 42% to 54% of all instruction is taught by full-time faculty. Of the 32 full time faculty, 15 teach general and/or developmental education classes while 17 teach and serve as program leads for career technical education programs.

Required Exhibits

Exhibit 2.B.4-4 Full-Time Faculty Curriculum Vitae

Exhibit 2.B.4-5 Evidence of Sufficient Numbers of Faculty

Supplemental Exhibits

Exhibit CE.4 Board of Education Policy, "Recruiting and Selection," 510.0000

Exhibit CE.6 KCCFA Collective Bargaining Agreement, Article 7

Exhibit CE.6 KCCFA Collective Bargaining Agreement, Appendix C

Exhibit 2.B.4-6 Instructor Approval Form

Exhibit 2.B.4-7 Part-Time Faculty Curriculum Vitae

Exhibit 2.B.4-8 Academic Organization Chart

Standard 2.B.5: Faculty Responsibilities and Workloads

Klamath Community College full-time faculty workloads are assigned consistent with standards outlined in Article 14 of the Klamath Community College Faculty Association (KCCFA) Collective Bargaining Agreement (CBA) and in relevant memoranda of agreement. Full-time faculty assigned annually to work 1.0 FTE have both teaching and non-teaching duties as outlined in CBA, Article 14.C. All college faculty (including part-time faculty) are respected and compensated as "learned professionals" under wage and hour standards, and all full-time faculty are compensated as exempt and salaried employees. Overall, college procedures call for full-time faculty to maintain a work week of 40 hours to "preparation, instruction, student conferences, and other work of the college community" (CBA, Article 13.B).

CBA, Article 13.B). Full-time faculty positions fall into one of two categories—9-month and 12-month—as described below.

- **Full-time 9-month faculty work year is 176 days,** as scheduled by administration during three terms each academic year. Nine-month faculty workload consists of 15 teaching load credits (TLCs) each term, or 45 TLCs annually, over the nine months they teach. (See CBA Article 14.B, "Instructional load" for details on how TLCs are calculated.) Nine-Month full-time faculty may be approved by the Vice President of Academic Affairs to teach any three terms in an academic year, as necessitated by the academic program or as requested by the faculty member.

- **Full-time 12-month faculty work year is 221 days** as scheduled by administration during summer, fall, winter, and spring terms each academic year and consists of 54 TLCs annually.

Faculty workload assignments include time for student contact and engagement. Full-time faculty must maintain five (5) scheduled and published office hours at times appropriate to student need. The workload assignments and responsibilities for many faculty members also include support for students in planned activities and cooperative education learning opportunities outside of the traditional classroom settings.

Standard workload assignments also provide faculty with discretionary time for important non-teaching work and related service to the college and community, for individual scholarship and research, and for innovation and artistic creation. KCC faculty members are actively involved on shared governance committees and institutional initiatives that link to quality of instruction and student retention, success, and program completion.

As referenced in CBA Article 14, faculty members may request an instructional load reduction for such activities as club advising; long-term curriculum planning, development, and coordination; and working as a KCCFA representative in joint activities. Participation in other college activities that support the college's

mission, core themes, and programs may include serving on hiring committees, participating in peer evaluation and peer mentoring processes, building collegiality, and working in the community. In addition, faculty can receive an instructional load reduction in taking on substantive roles as chemical hygiene officer, as program/discipline leads, lab coordination, and additional advisement duties and as club advisors.

Required Exhibits
Exhibit CE.6 KCCFA Collective Bargaining Agreement, Article 14
Exhibit CE.6 KCCFA Collective Bargaining Agreement, Article 13

Standard 2.B.6: Faculty Evaluations

Klamath Community College has a Faculty Excellence Program (FEP) manual that provides for the regular and systematic evaluation of faculty performance and professional development opportunities to ensure teaching effectiveness in fulfillment of Klamath Community College's commitment to offer quality learning opportunities (KCCFA CBA, Article 6).

Faculty, regardless of the instructional modality in which they teach (e.g., online, traditional, or hybrid) are evaluated. Part-time faculty are assessed in the following ways:

- Student course evaluations are completed every term for each class.
- Class observations are conducted by the Vice President of Academic Affairs or his/her designee.
- The Vice President of Academic Affairs or his/her designee completes an annual performance evaluation, which is provided in writing to the adjunct faculty member. A conference regarding the written evaluation may occur upon request by either party (CBA, Article 6.I).

Additionally, each spring, full-time faculty receive an annual performance evaluation and establish an annual plan for the upcoming academic year. Faculty receive a written copy of their evaluation and are given an opportunity to respond in writing. The written performance evaluation is reviewed and signed by the full-time faculty member, their dean, and the Vice President of Academic Affairs. The signed original, including any faculty response, is placed their personnel file, and a copy is provided to the faculty member. A written evaluation will be provided part-time faculty. A conference regarding the written evaluation may occur upon request by either party (CBA, Article 6.I).

The KCCFA collective bargaining agreement outlines steps to be taken should a full-time faculty member's performance evaluation identify a need for improvement. The faculty member and the VP Academic Affairs will develop and complete an informal improvement plan. The resolution process may include an informal and/or a formal improvement plan. If a faculty member feel that s/he has not been evaluated fairly, the faculty member may appeal to the college President for a change in evaluation rating in accordance with the appeal process (CBA, Article 6.D).

Student course evaluations and course and program success rates are collected and reviewed to provide regular feedback to supervisors and faculty regarding teaching effectiveness. Concerns that may emerge between regularly scheduled evaluations are addressed on a term-by-term basis. To encourage exemplary faculty performance, once every three (3) years of service, a faculty member may skip a step in the salary schedule. All salary accelerations shall be at the discretion of the college President (CBA, Article 6.F).

Required Exhibits
Exhibit CE.6 KCCFA Collective Bargaining Agreement, Article 6
Exhibit CE.6 KCCFA Collective Bargaining Agreement, Appendix C
Exhibit 2.C.5-4 FEP Manual

Supplemental Exhibits

Exhibit 2.B.2-9 Faculty Annual Self-Evaluation and Annual Goals form

Exhibit 2.B.2-10 Faculty Teaching Observation Peer-Evaluation form

Exhibit 2.B.2-11 Faculty Teaching Observation Supervisor Evaluation form

Exhibit 2.B.2-12 Faculty Annual Evaluation form

Exhibit 2.B.2-13 Online Instructor Observation Form

STANDARD 2.C EDUCATION RESOURCES

Standards 2.C.1 Credentials offered

KCC consistently monitors how its degrees and programs align with its mission, core themes, and strategic plan. Career Technical Education (CTE) programs maintain program reviews and regular meetings with advisory committees. The academic transfer programs actively engage in developing meaningful program and degree assessment as well. In addition, the college participates in statewide councils tasked with managing the statewide articulation agreements.

The college is authorized to award degrees and certificates upon completion of requirements as determined by college faculty, approved by the Board of Education, and published in the college catalog. Degrees are offered in the following formats:

Associate Degrees (at least 90 credits; no more than 108 credits)

> Associate of General Studies (AGS)
> Associate of Arts transfer (AAOT)
> Associate of Science (AS)
> Associate of Applied Science (AAS)

Certificates

> One-year certificates (45 + credits)
> Less-than-one-year career pathways certificates (12 to 44 credits)

Standard 2.C.2: Institution, Program-, and Course-Level Outcomes

Klamath Community College's General Education Committee, Curriculum Committee, and Academic Council review all curricula, degrees, and certificates for consistency with KCC's mission and for appropriate content, rigor, and achievement at a collegiate level. Continually through this process, faculty and staff commit to innovation and excellence in instruction, learning, and student services through continuous improvement. Consistency of mission is also maintained through the use of a college-wide set of Institutional Student Learning Outcomes (SLOs). The roles and responsibilities of the program/discipline advisory committees and academic councils are clarified in the advisory committee manual and governance description documents.

All programs are required to develop and regularly revise identified specific, and measurable Student Learning Outcomes (SLOs). SLOs, program learning outcomes (PLOs), and course learning outcomes (CLOs) are incorporated into course content and outcomes guides (CCOGs), syllabi, and in the degree and certificate descriptions in KCC's catalog. Achievement of SLOs assessed by faculty through the assessment plans and reports submitted regularly based on the SLO assessment schedule. Program reviews are designed to occur on a three-year cycle.

Each KCC career and technical education (CTE) program is required to have an Advisory Committee. State regulations require advisory committees to assist in the development of CTE programs. The committees are responsible for providing guidance on curriculum, equipment needs, industry trends, and employment opportunities for graduates. Advisory committees guide the development and maintenance of CTE programs. The Advisory Committee and the faculty of the corresponding CTE program are expected to work together to ensure that the program addresses current business and industry employment needs. When a new workforce program or curriculum is proposed, it is presented to the advisory committee who examine the appropriateness of its content and rigor, comparing it to what is needed in industry to determine whether courses are aligned with appropriate industry knowledge, skills, and abilities.

In addition, all general education discipline areas hold quarterly discipline area meetings. Full-time faculty, adjunct faculty, and dual-credit faculty are invited to participate quarterly in the discipline advisory committee meetings. Discipline outcomes, course outcomes, budget, transfer requirements, articulations, teaching practices, student access initiatives, student success rates, workforce soft skills, and a variety of discipline area assessment data are reviewed during these meetings.

Student learning outcomes are defined for all KCC courses, programs, and degrees. KCC has identified Institutional Student Learning Outcomes (ISLOs), which support KCC's mission and core themes while providing a foundation for KCC's course, program, and degree outcomes. Student learning outcomes for KCC degrees and certificates are published in the KCC catalog and on the KCC assessment webpage.

Learning outcomes for CTE programs and degrees are developed in a variety of ways depending on the industry and occupation. In some areas, the outcomes are determined by external accreditation commissions or by industry certifications. In other areas, outcomes are determined by national industry standards and competencies. For all academic programs, faculty work together with their advisory committees to review and maintain relevant outcomes. Assessments are used by faculty to change curriculum to address any gaps in student learning.

Transfer degrees rely upon KCC's identified SLOs as their main student learning outcomes.

Course learning outcomes (CLOs) are developed and revised by faculty teaching in those subject areas. Program and/or discipline learning outcomes inform CLOs, which are published in CCOGs guides, which are available on the KCC assessment webpage. ISLOs and CLOs are also published in all course syllabi.

Required Exhibits
Exhibit 2.C.1-1 Institutional Student Learning Outcomes
Exhibit 2.C.1-2 Program Learning Outcomes
Exhibit 2.C.1-3. Course Learning Outcomes
Exhibit 2.C.1-4 Advisory Committee Manual
Exhibit 2.A.2-1 KCC Shared Governance
Exhibit 2.A.2-2 Shared Governance Flowchart
Exhibit 2.C.2-1, Assessment webpage with ISLOs, PLOs, CLOs, and CCOGs
Exhibit 2.C.1-7 KCC Institutional Syllabus

Standard 2.C.3: Awarding of Credits and Credentials

As noted in Board Policy 810.0200, the college is authorized to award degrees and certificates upon completion of requirements as determined by College faculty, approved by the Board of Education, and published in the college catalog.

KCC courses for college credit, wherever offered and however delivered, require students meet clearly designed learning outcomes that are published in each course syllabus. These courses are also in compliance with the definition of the credit hour as set forth in the Code of Federal Regulations, CFR 34 600.2 (Exhibit 2.C.3-1). Credit courses meet the generally accepted equivalency of 30-36 hours of student involvement per credit, meaning a lecture credit fulfills the state requirement of 10-12 contact hours per credit and 20-24 additional hours of student engagement in reading, study, test preparation, research, homework, project creation, skill practice, or other related activities. Lecture-lab credits meet the state requirement of 20-24 contact hours per credit, with the expectation of an additional 10-12 hours of student engagement and lab credits to meet the state requirement of 30-36 contact hours. Online and hybrid courses require students to meet the same learning outcomes required for the face-to face version of each course.

The college reviews credit hour assignments to verify compliance with the college's policy on acceptance of credit, as outlined in the KCC course catalog. The registrar ensures the consistency and accuracy of credit hour assignments in all courses and programs. Career technical degrees and certificates verify student achievement of program outcomes through technical skills assessments and qualitative assessments administered during the program or in licensing exams administered at the end of the program.

Required Exhibits
Exhibit 2.C.3-1 Code of Federal Regulations, CFR 34 600.2
Exhibit CE.4 Board of Education Policy 810.0200, Degrees and Certificates
Exhibit CE.9 Credit Hour Policy

Standard 2.C.4: Curriculum and Design Sequencing
The statewide transfer degrees (AAOT) were originally designed to fulfill lower division general education requirements at Oregon University System (OUS)institutions, using a process that involved faculty from all 17 community colleges and seven OUS institutions to arrive at consensus on general education learning outcomes with appropriate breadth, depth, sequencing of courses, and synthesis of learning. The AS and AGS are designed to fulfill general education requirements for transfer to programs at four-year institutions with lower division major requirements not easily accommodated by the AAOT. KCC maintains articulation agreements for career technical education associate of applied science degrees. All new AAs degrees offer pathways certificates that align with industry requirements that align seamlessly with one-year certificates and roll into the two-year degree. All new AAS degrees are required to articulate to OUS 4-year colleges, providing transfer opportunities in addition to alignment with workforce requirements.

Klamath Community College's shared governance structure is the framework through which the quality of courses, disciplines, and program is assured. Discipline and program advisory committees, the General Education Committee, Curriculum Committee, and Academic Council review all curricula, degrees,and certificates for consistency with KCC's mission and for appropriate breadth, depth, sequencing of courses, and synthesis of learning. CTE programs maintain program reviews and regular meetings with advisory committees. Academic transfer programs actively engage in developing meaningful program and degree assessment. In addition, the college participates in statewide councils tasked with managing the statewide articulation agreements.

Significant curriculum alignment work has been completed to align with our K-12 partners and partnering transfer institutions. "No-loss-of-credit" is a philosophy addressed embedded in all our articulation agreements with four-year universities. In House Bill 2998 (2017) no loss of credit policy is now legislated and students losing credit when they transfer will be actively addressed across our state. Accordingly, KCC does not initiate new programs unless they articulate to other Oregon colleges and universities without loss of credit. The aligned curriculum provides students with college-level competencies

in critical thinking, communication, computation, information technology, and cultural diversity awareness. The career technical coursework (CTE) has been developed through the strong collaborative effort of both industry relevant advisory committees and intentionally aligned with workforce-recognized certification.

Career pathways roadmaps. The path from college certificate and degree completion to qualifications required for advanced career opportunities are mapped out for every degree program that has a pathways certificate.

Required Exhibits
Exhibit CE.2 KCC Catalog
Exhibit 2.C.4-1 Example EXI academic plan
Exhibit 2.C.4-2 KCC HEA 100 Program Guide Book
Exhibit 2.C.4-3 KCC Diesel Program Guide Book
Exhibit 2.C.4-4 KCC Nursing Program Guide Book
Exhibit 2.C.4-5 KCC EMT Program Guide Book

Standard 2.C.5: Faculty Responsibility for Curriculum and Assessment of Student Learning
At KCC, curriculum development and implementation are the responsibility of faculty who teach in a particular program or discipline. In collaboration with their program and discipline leads and with the assistance of a full-time Assessment and Curriculum Coordinator, KCC faculty are responsible for:

- Developing course content and outcomes guides (CCOGs).
- Updating and revising degree and certificate requirements.
- Planning, implementing, reporting, analyzing, and improving assessment of student learning outcomes at the course, discipline, program and institutional level.
- Selecting instructional material, participate in overall course design and other essential elements of instruction in the subject area.

The schedule of course offerings, teaching assignments, and faculty evaluations are administered by the instructional deans and the VP of Academic Affairs.

Program and discipline advisory committees meet each term. Advisory committees assist in the development of new programs/disciplines and provide existing programs/disciplines with support and advice from business, industry, labor, four-year institutions, and other stakeholders.

Faculty oversee the following groups: Program Advisory Committees, Discipline Advisory Committees, Faculty Senate, and Klamath Community College Faculty Association (KCCFA). They serve on all levels of governance except the Board of Education. Representative are included on: President's Council, Academic Council, Curriculum Committee, General Education Committee, Program Advisory Committees, Discipline Advisory Committees, Faculty Senate, KCCFA, Human Resources Council, Finance and Facilities Council, Safety Committee, Information and Technology Council, Student Affairs and Enrollment Management Council, Title IX Team, and Students of Concern.

Curricular changes, new courses, and course revisions require college approval and are reviewed and recommended by the General Education Committee (for transfer degrees and general education courses) and the Curriculum Committee. These committees are chaired by academic deans and consist primarily of faculty, with additional support provided by representatives from administration and Enrollment Services. In addition, specific program/degree changes require approval of an advisory committee made up of faculty and members of the community, including potential employers and practitioners in the field. Once reviewed and

approved by advisory committees and the General Education and Curriculum Committee, curriculum changes are submitted to the VP of Academic Affairs for final approval.

Assessment of Student Learning-

Institutional learning outcomes are formally assessed on a three-year cycle. A sampling of courses from all general education disciplines that have identified an ILOs as a measured proficiency are selected for assessment during the academic year indicated in the assessment plan. Methods include direct and indirect assessment. Faculty will create a plan of improvement that be implemented over the following two academic years.

All program learning outcomes are assessed on a three-year cycle. The cycle involves program leads selecting two or more PLOs to assess starting in fall. Faculty collect assessment data over the next three terms and report that data by the end of spring. The following fall, faculty will use the data to develop a plan of improvement for student learning.

Course learning outcomes assessment will be scheduled so that all regularly offered courses will have all learning outcomes assessed at least once every three years and so that each instructor participates at least once each year. Methods include direct and indirect assessment.

Selecting Faculty

While administrators ultimately are responsible for hiring, faculty have an active role in the selection of new faculty. Minimum KCC instructor qualifications are documented in the KCC Faculty Association Collective Bargaining Agreement, Appendix C. Additional instructor qualifications specific to a discipline or program are developed by program or discipline leads in cooperation with one of the academic deans. These recommendations are reviewed, amended if needed, and approved by the VP of Academic Affairs. They are then posted as qualifications in the job description available through the "Employment Opportunities" link on KCC's home page. Faculty are recruited to assist in the screening and interview committees for full-time faculty and make recommendations to HR, the VP of Academic Affairs, and the President. Additionally, the academic deans and the faculty program and discipline leads typically play a key role in reviewing the qualifications of candidates for part-time teaching assignments and making selection recommendations to the VP of Academic Affairs.

Required Exhibits

Exhibit CE.6 KCCFA Collective Bargaining Agreement (CBA), Articles 14, 15, and 7.

Standard 2.C.6: Integration of Information Resources

KCC's faculty collaborate with Learning Resources Center (LRC) personnel to ensure that library and information resources are integrated into the learning process. As liaisons to program and discipline subject areas, our librarians work collaboratively with instructional faculty to confirm that the LRC collection, including physical and electronic resources, both reflects and supports the curriculum. Additionally, KCC's librarians ensure that full- and part-time instructional faculty are aware of LRC resources through announcements on faculty listservs, postings on the LRC home page, and presentations at faculty meetings and orientations. Our librarians also maintain a close connection with faculty by serving on the Academic Council, Curriculum Committee, and Continuous Improvement and Innovation Committee.

As part of the new program development process, faculty work collaboratively with the LRC staff to examine current holdings regarding the program and develop a list of information resources that will need to be purchased to provide students with support. Current holdings of information resources are reviewed for all programs and disciplines at least once every five years.

In collaboration with full- and part-time faculty, KCC librarians also develop customized instructional sessions for specific classes. During these classes, librarians show students relevant resources and teach them how to research effectively for their subject areas. In addition to these course-specific instructional sessions, our librarians provide individual tutoring for KCC students—whether in-person or via phone or e-mail. Additionally, students can access reference services after regular library hours through the LRC's partnership with the Western eTutoring Consortium; access to online library guides (LibGuides) created by our librarians and faculty; and through Answerland, a 24/7 resource through which students can access librarians throughout Oregon via text and e-mail.

The Tutoring Center currently offers tutoring in the following subjects: writing, Spanish, math, science, computers, digital media, anatomy and physiology, psychology, accounting, emergency medical technician, and aviation. To support tutoring efforts in these subject areas, the Tutoring Center currently employees 26 part-time tutors, 11 of whom tutor in the Tutoring Center facility, 12 of whom tutor in classes, one who tutors in both locations, and 1 who tutors online. Tutors are available on a drop-in basis and are also available for outside appointments at various times and days throughout the week (including on Saturdays). For distance education students and others who find online services more convenient, the Tutoring Center also offers eTutoring through the online service TutorMe. Through TutorMe, KCC students can connect instantly with tutors in a wide variety of subjects (e.g., ESL, coding, and nursing) 24 hours a day, seven days a week, at no cost to the student.

Tutoring Center usage metrics from spring 2013 through summer 2016 show the total number of tutoring sessions and the total hours of tutoring completed during each term. For details, see Exhibit X, Tutoring Center Program Review.

Required Exhibits
Exhibit 2.C.6-1 Learning Resource Center Website

Supplemental Exhibits
Exhibit 2.C.6-3 Ex. Adequacy and availability of library and information resources RN program
Exhibit 2.E.1-2 LRC Department Review - Library

Standard 2.C.7: Credit for Prior Learning
The college adheres to KCC policy and guidelines for awarding prior learning credits. KCC values knowledge students may have acquired outside the traditional college classroom through prior experiences, including past employment, on-the-job training, professional development training, independent study, volunteer service, internships, and military training. Per the college's policy on acceptance of credit for prior learning, as outlined in the course catalog, the registrar's office is responsible for administering the acceptance of credit for course equivalency, program requirements, and degree completion.

Depending upon methods used for evaluation, credit for prior learning may include the following: Advanced Placement examination (AP); Armed Forces Military Education and Experience Evaluation (ACE); course challenge examinations; College Level Examination Program (CLEP); and industry training, certification, and licensure evaluation. Common industry-recognized professional certification and learning opportunity guides are readily available in the registrar's office. Course-to-course equivalencies are available as well.

Required Exhibits
Exhibit 2.C.7-1 Policy for Approval of Credit for Prior Learning

Exhibit 2.C.7-2 Credit for Certification Forms
Exhibit 2.C.7-3 CLEP Equivalencies

Standard 2.C.8: Acceptance of Transfer Credit

Klamath Community College ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to the credit it offers. KCC values seamless transfer with no loss of credit for all students—whether they are transferring into KCC from another college or via an approved K-12 accelerated learning program (e.g., dual credit or dual enrollment). KCC accepts transfer courses for credit from regionally accredited institutions. Additionally, KCC accepts military credit according to the requirements of students' programs. See Exhibits 2.C.8-1 Transfer of Credit Policy, 2.C.8-2 Transcript Evaluation Request 2.C.8-3 Copies of Student Transcripts that Show Transfer Credit

KCC recently hired a transcript records specialist who reviews transcripts and consults with faculty subject matter experts and deans to make final judgments regarding acceptance of transfer credit. In conjunction with faculty, the transcript records specialist reviews the other college's course descriptions and/or syllabi or other relevant documents to ensure that transfer credits fulfill KCC's course content and outcomes, academic quality, and relevance to students' degree and/or certificate programs. This process ensures the integrity of KCC's degrees. Where patterns of student enrollment between institutions are identified, KCC develops articulation agreements with other institutions.

KCC also values seamless transfer with no loss of credit for all students transferring to four-year institution. To this end, KCC has significantly expanded its articulation agreements with Oregon Institute of Technology (OIT), Southern Oregon University (SOU), Oregon State University (OSU), and Eastern Oregon University (EOU) and Linfield College LC) to provide students with seamless transfer opportunities to partnering universities. The KCC website's Transfer Programs page provides links to transfer/articulation agreements with our university partners.

Required Exhibits

Exhibit 2.C.8-1 Transfer of Credit Policy

Supplemental Exhibits

Exhibit 2.C.8-2 Transcript Evaluation Request
Exhibit 2.C.8-3 Copies of Student Transcripts that Show Transfer Credit
Exhibit 2.C.8-4 Example Articulation Agreements

Standard 2.C.9: General Education Component of Undergraduate Programs

Klamath Community College's shared governance structure is the framework through which the quality of courses, disciplines, and program is assured. Discipline and program advisory committees, the General Education Committee, Curriculum Committee, and Academic Council review all curricula, degrees, and certificates for consistency with KCC's mission and for appropriate breadth, depth, sequencing of courses, and synthesis of learning. Academic transfer programs actively engage in developing meaningful program and degree assessment. In addition, the college participates in statewide councils tasked with managing the statewide articulation agreements.

All Associate degrees at KCC require at least 16 quarter credits of general education/discipline studies courses, with a minimum requirement from each of the following categories: Communication, Social Sciences, Math, Arts and Letters, and Science/ Math/Computer Science. In order to be approved for the

general education/discipline studies list, disciplines must show that course outcomes address one or more of the Institutional Learning Outcomes (ILOs).

- Communication Skills (Listening, Speaking, Reading, Writing)
- Apply Critical Thinking to Problem-Solving
(creative thinking, critical thinking, quantitative reasoning)
- Community and Global Awareness (Social, Cultural, and Civic Responsibility)
- Professional Competence and Self-Efficacy

For courses with embedded related instruction, the content, outcomes, and hours in the relevant areas are described in the Course Content and Outcomes Guide (CCOG). In order to normalize student engagement across a variety of course modalities (lecture, lab, etc.), the related instruction is tallied in hours, using the standard of 30 hours of student engagement per quarter credit hour. These elements of the CCOG require review and recommendation by the General Education Council and the Curriculum Council, and must be approved by the Vice President of Academic Affairs.

The college offers several Associate degrees and certificates with general education components in accordance with Oregon Community Colleges and Workforce Development (CCWD) degree award standards.

- Oregon Transfer Module (OTM)
- Associate of General Studies (AGS)
- Associate of Science (AS)
- Associate of Arts, Oregon Transfer (AA-OT)
- Associate of Applied Science (AAS)

The general education requirements of these degrees provide students with a breadth and depth of skills and knowledge in the following areas: oral and written communication, social sciences, math, arts and letters, and science/math/computer science.

Required Exhibits
Exhibit CE.2 KCC Catalog

Supplemental Exhibits
Exhibit 2.C.9-2 Description of General Education Program
Exhibit 2.C.9-3 (CCWD) degree award standards

Standard 2.C.10: General Education, Learning Outcomes

General education courses are mapped to KCC's institutional learning outcomes (ILOs). In course content and outcomes guides (CCOGs), the level of assessment for each ILO is identified. Those that are mapped at a measured proficiency are selected for assessment.

The general education ILO are assessable and have been systematically assessed indirectly over the past several years. Each ILO has been recently revised to be specific and measurable. Bloom's-based verb descriptions were added. These descriptions describe what students will be able to do upon graduation. For example, the performance description for the ILO regarding critical thinking and problem solving is: evaluate information, sources, arguments, opinions, and issues to solve problems. Additionally, suggested performance indicators have been added for each ILO; indicators were adapted from the Association of American Colleges and Universities' VALUE rubrics. Faculty are encouraged to use these indicators and rubrics.

The general education ILOs are directly related to KCC's mission. The institutional learning outcomes' core skills of critical thinking, problem solving, communication, self-efficacy, professional competence, and community awareness reflect the diverse needs of the student, business, and community. This shows support of success in workforce training as employer's demand graduates proficient in these skills. In an ongoing effort to improve, KCC is in the process of adopting an ILO regarding teamwork as this skill has been identified through research to be the most important skill to employers seek in employees. Assessment tools that are already in place include the following:

- Indirect measures: CESSA, Student Survey, Faculty Survey and Student Course Evaluations
- Direct measures by area:
- Social Science: Skills data from assignments and quizzes.
- Math: At least two in-class examinations, and a comprehensive final examination.
- Written Communication: Oregon Writing and English Advisory Committee (OWEAC) rubrics are used to assess all formal writing assignments.
- Speech/Oral communication: Rubrics for all major assignments.
- Science/Math/Computer Science: Rubrics for lab reports and oral presentations, and skills data from quizzes and exams.
- Arts and Letters: One or more of the direct measures stated below:
  - o Examinations: constructed to measure students' mastery of factual or textual knowledge as well as to assess their analytical, critical, and/or creative skills through mandatory essay components
  - o Writing assignments: 3-7 pages of writing combining formal analysis, evidence of critical and/or creative thinking, and construction of persuasive arguments
  - o Grades: passing grade (C or above) considered sufficient evidence of adequate skill set for satisfaction of a General Education Requirement.

The college's core theme of academic transfer is addressed in the AAOT degree as well as other Associate degrees with articulation agreements with specific 4-year institutions. The general education requirements are agreed upon between KCC and the articulating institution.

KCC values seamless transfer with no loss of credit for all students transferring to four-year institution. To this end, KCC has significantly expanded its articulation agreements with Oregon Institute of Technology (OIT), Southern Oregon University (SOU), Oregon State University (OSU), and Eastern Oregon University (EOU) and Linfield College LC) to provide students with seamless transfer opportunities to partnering universities.

Required Exhibits
Exhibit 2.C.10-1 Example of CCOGs
Exhibit CE.11 Student Learning Outcomes Assessment Plan

Supplemental Exhibits
Exhibit 2.C.10-2 Description of General Education Program
Exhibit 2.C.10-3 Description of General Education per CCWD Handbook

Standard 2.C.11: Related Instruction in Applied Degree and certificate Programs

The college's career technical programs include associate degrees, one-year certificates, and less than one-year certificate options. Those career technical degrees and certificates that are 45 or more total credits require related instruction in:

- Communication Skills (Listening, Speaking, Reading, Writing)
- Apply Critical Thinking to Problem-Solving
  (creative thinking, critical thinking, quantitative reasoning)
- Community and Global Awareness (Social, Cultural, and Civic Responsibility)
- Professional Competence and Self-Efficacy

Courses in the related components are taught by teaching faculty that meet the instructor qualifications for lower division collegiate instruction. Each program must identify the requirements for the related instruction. Discipline and program advisory committees review program and discipline outcomes and review workforce trends and transfer requirements. The general education committee reviews all new course proposals. Each program has embedded in their academic plan the college's three goals: workforce training, student success and academic transfer and/or completion. Program Leads revise transfer articulations annually.

The related instruction components of applied degree and certificates programs have identifiable and assessable institutional learning outcomes (ILOs) that align and support program goals and intended outcomes. Institutional learning outcomes (ILOs) and Program Learning Outcomes (PLOs) are listed on the KCC institutional syllabus, course content and outcomes guide (CCOGs), in the online catalog and on the KCC assessment website. All programs are on a five-year program review schedule. Direct and indirect assessment of ILOs, PLOs and CLOs occurs on a cyclical basis. Program Outcomes are assessed on a two-year cycle. Currently, all levels of assessment are being assessed each term by a sampling of faculty.

Required Exhibits

Exhibit 2.C.11-1 Learning Outcomes for All Related Instructional Programs
Exhibit 2.C.11-2 Example Fall Multilevel Assessment Plan
Exhibit CE.11 Student Learning Outcomes Assessment Plan
Exhibit CE.15 Program Review Guide

Standards 2.C.12-2.C.15: Education Resources—Graduate Programs

Klamath Community College does not offer graduate programs.

Standards 2.C.16-2.C.19: Continuing Education and Non-Credit Programs

Klamath Community College's mission is to provide accessible, quality education and services in response to the diverse needs of the students, businesses, and community. Community and Contract Education offers a variety of courses, with various times and dates to meet the needs of the community. Community Education routinely developments new courses based on the growing needs of the local population.

The Community and Continuing Education Department meets the needs of regional employers for trainings, workshops, and seminars to satisfy their needs for an increasingly skilled workforce. The department provides students access to vocational and professional trainings in a variety of areas, promoting their future career success. In providing public access to higher education in areas of personal interest, this department helps members of the community to improve their quality of life. As the public increasingly visits the college for personal interest, the Department promotes an active and healthy relationship between the college and the community it serves.

In August 2016, a KCC Workforce Director was hired to lead and enhance our non-credit continuing education classes and trainings. This office, including a dedicated Community/Contract Education Coordinator, provides support and leadership to community education, contract education, and customized training in service to the community's business and training needs.

Recently the transcription of non-credit training certificates at Klamath Community College was approved through the KCC governance process in the fall of 2017. The process requires that all non-credit training certificates be approved by the Vice President of Academic Affairs. Approval process includes the evaluation of student assessments to demonstrate program rigor. Students who have completed programs with industry-recognized credentials will receive a notation on their transcripts. This new practice will align with the requirements set forth by HECC (Higher Education Coordinating Commission) for all non-credit training certificate issued in Oregon.

Required Exhibits
Exhibit 2.C.16-1 Description of credit and non-credit continuing education programs

Supplemental Exhibits
Exhibit 2.C.16-2 Strategic Plan Workforce Development

Standard 2.C.17: Academic Quality of Continuing Education Programs and Courses

Klamath Community College ensures that we maintain direct responsibility for the academic quality of its continuing education and special learning programs and courses (here referred to as "Community and Contract Education") through several intentional efforts aligned with best practices in community/contract education across the state of Oregon. These include the following:

- Employee contracts in place for all Community and Contract Education (CE) Instructors
- Course syllabus required from all CE instructors (learning outcomes noted on syllabi)
- Course evaluations in place for all CE courses

For non-credit courses that may also be taken for academic credit, the program and related curriculum is approved by the Academic Council, Presidents Council and KCC Board of Education (new program), and the Curriculum Council (related curriculum). This follows the established procedure and practice of the college. Instructors representing the disciplines and the work are involved in planning and evaluating community and contract education non-credit and/or credit programs. For non-credit programs that are not offered for credit, and thus are not required to go through the college governance approval process, faculty with relevant expertise are hired to develop the curriculum and instruct courses.

When a workforce training opportunity arises, the Workforce Director and/or Community/Contract Education Coordinator assess the need for the training by using a needs assessment tool called the workforce training development checklist. This tool is used to assess: community need, growth projections, training cost, availability of instructors, equipment/facility needs, etc. For community education courses, the creation of a course is driven primarily by demand. Instructors for both workforce training and community education, however, are vetted through college Human Resources with all the necessary reference and background checks conducted according to college standards. In addition, both community and contract education trainings are shadowed at least once per year by staff and evaluated based on learning outcomes identified in the required syllabi/outlines for all non-credit courses and trainings.

The registrar maintains a list of curriculum crosswalks for common professional development pathways that may lead from prior learning experiences to formalized academic credit.

Required Exhibits

Exhibit 2.C.17-1 Policy for assuring academic quality of CE programs

Standard 2.C.18: Granting of Credit or Continuing Education Units (CEUs)

The granting of credit or Continuing Education Units (CEU's) are consistent with academic standards and practices across the college and must meet the Oregon community colleges and workforce development standards CCWD). All college programs and courses require state approval through CCWD. Faculty directly oversee the content and process of granting CEU's. Several examples exist across the college in a variety of content areas (e.g., medical, education, and accounting). Faculty work one on one with students seeking CEU's to ensure course content aligns with the student's learning outcomes. Faculty sign off on any CEU awarded.

KCC Community/Contract Education department will be expanding Continuing Education Units offerings in the future to meet local agency and organization needs. This expansion will include certifying courses to meet learning outcomes required for CEU's and professional development requirements for students.

Required Exhibits

Exhibit 2.C.18-1 New Non-Academic Program Review and Development Process
Exhibit 2.C.18-2 Credit Certificate Notations Procedure

Standard 2.C.19: Number and Description of Non-Credit Courses

Community Education, under Klamath Community College, maintains course descriptions within our software program Jenzabar as well as a detailed count of courses. Community Education also maintains records, both hard copy and digital, of course outlines that provide information on learning outcomes. KCC keeps records of Credit for Prior Learning for 10 years, as outlined in the Enrollment Services Archive Worksheet.

Over the last two years, the KCC community/contract education department has vastly improved record-keeping, both physical and digital. All instructors have a secured physical file in the community education office including credentials, a syllabus or outline of learning outcomes, and a cost analysis of the course they teach. These same outlines are also logged through web-form ACTI codes as required by state FTE guidelines. In addition, secured physical files are now kept for select classes (those requiring test completion and certification) that serve as a depository for student records including program applications and related requirements, documents required for standard licensing agencies, etc. The community/contract education office follows state archive rules on maintaining the disposal of records through the college archive process.

Required Exhibits

Exhibit CE.10, Enrollment Services Archive Worksheet
Exhibit 2.C.19-1 Continuing Education Programs Records

STANDARD 2.D STUDENT SUPPORT RESOURCES

Standard 2.D.1: Student Programs and Services

KCC provides a broad array of comprehensive support services through Academic Affairs, Student Services and Enrollment and External Affairs. The college utilizes industry-recognized best practices to assure that students are provided appropriate programs and support services to meet their learning needs: open admissions, financial aid, placement based on multiple measures, mandatory orientation and advising, college success courses as part of students' first-year experience, widely available tutoring tin multiple modalities, accelerated learning opportunities, and assessment via the [Community College Survey of Student Engagement](#) (CCSSE). These programs and services are described in more detail below.

- **Open admissions.** As noted in [Board Policy 750.0170 "Equal Opportunity/Civil Rights,"](#) KCC has an open-door, open admissions policy, and welcomes all students who can benefit from the variety of programs and courses offered.

- **[Financial aid](#) support.** Our financial aid team, including a director and three representatives, offers daily office hours for students and weekly, three-hour "FAFSA Fridays" to assist students with financial aid.

- **Placement processes that incorporate multiple-measures.** KCC employs multiple measures to effectively place students in math and writing courses. Each student meets with a Student Success Representative (SSR) to review their academic history, degree goals, Smarter Balanced score (if applicable), transcripts from high school and/or college, and their comfort level with math and writing. Based on this meeting, the SSR may enroll a student into the appropriate math or writing course, or the student may need to take a placement examination. Disability-related accommodations for placement tests are available on a case-by-case basis by contacting the Disability Coordinator.

- **Mandatory orientation.** Student orientation is required for all new students, including distance education students, who take credit-bearing classes. Orientation includes information on financial aid, registration, advising, and college success strategies.

- **Mandatory "intrusive" term-to-term advising.** All students pursuing a degree or certificate, or planning to transfer to another institution, must meet with their academic advisor each term. KCC has deployed appreciative advising, established career communities for academic advisors, developed an advisor student enrollment tracking tool, and developed a degree completion tool.

- **First-year experience student success courses.** For over twenty years, KCC has required new students to complete a college success course—CGS 100: College Survival and Success—as part of their first-year experience. The curriculum is constantly updated and revised to meet the needs of current and future students.

- **First-year experience student success course designed for specific populations.** Before their first term at KCC, [Oregon Promise](#) students are required to complete a three-week, ten-day college success course entitled CGS 110: Study Skills for College Learning, which orients them to KCC-specific learning resources, programs, technologies, and supports.

- **Intrusive intervention**s. All new students are required to complete a Canvas training module. In addition, intrusive measures are integrated into all Distance Education courses.

- **Midterm Assessment Program (MAPS).** KCC requires all faculty to submit midterm grades. Students that do not have a C or better in any of their classes are contacted to see if they need additional support. In addition, all students are sent a midterm survey. The **m**idterm **a**ssessment **p**rogram is employed by the Instructional Designer to retrieve anonymous student feedback on what instructional methods are helping them learn, as well as what instructional methods are challenging for them. This feedback is analyzed and reported to instructors to gain insight as well as "just in

time" suggestions for student success regarding supplemental instruction and college resources is provided.

- **Tutoring.** Tutoring (both online and on campus) is widely available and widely advertised both on campus and online and is used at increasing rates by students. The Learning Resource Center (LRC) coordinates tutoring across campus and closely partners with faculty and individual departments to ensure that high quality tutoring that aligns with departmental goals and course curriculum. Tutoring service are linked to our "early alert" system.

- **TRiO Student Support Services.** This program is designed to boost success rates with first-generation, low-income, and/or disabled students. Free services offered for TRiO-qualified students include academic, personal, and financial support, as well as social and cultural activities. TRiO recruits and selects students each year and maintains and active waiting list so that as many students as possible are served.

- **Veterans Services.** KCC's Veterans Certifying Official provides general information on the different types of education benefits available to veterans and their eligible dependents and certifies the student's enrollment with the Veterans Administration. Information is available on the Veterans Services page on KCC's website.

- **Early-Alert System.** This electronic system allows faculty to report concerns about student success throughout the term. A designated staff member is assigned to monitor the system and follow up with students and faculty as needed. Tutoring service are linked to our "early alert" system.

- **Curriculum Maps.** Curriculum maps have been integrated that advisors and students can use to track their term-by-term course/program requirements.

- **Student centered term schedule/annual schedule.** All program curriculum maps are updated each term and aligned to an annual master course schedule.

- **Accelerated Learning Opportunities.** Accelerated learning opportunities include early college experience opportunities, including College Now, College Online High School, dual credit, and dual enrollment courses, as noted in the High School Connections section of the Admissions page.

- Community College Survey of Student Engagement (CCSSE). The College validates the support of an effective learning environment through bi-annual CCSSE data.

Required Exhibits

Exhibit CE.4 Board of Education Policies (Series 700, "Student Services")

Exhibit CE.4, Board Policy 750.0170 "Equal Opportunity/Civil Rights"

Exhibit CE.12 Program Viability Study

Exhibit CE.15 Program Review Guide

Supplemental Exhibits

Exhibit 2.D.1-2 Student Affairs Policies

Exhibit 2.D.1-3 "Oregon Promise," Office of Student Access and Completion

Exhibit 2.D.1-8 DE Student Support and Interventions Term Cycle FA 17

Standard 2.D.2: Safety and Security

The Safety Committee oversees all matters related to campus safety, ranging from natural disasters to lockdowns to snow days. A subset of the Safety Committee is the Emergency Management Committee, which deals specifically with crisis situations that would threaten operational viability. These may include active shooter on campus, chemical spills, fire, earthquake, or incidents related to the nearby airport and aircraft.

The Emergency Management Committee designates an ICS team, whose members have participated in FEMA Incident Command training. Their responsibilities include immediate response to situations and contingency planning for continuity and recovery of operations. The Emergency Response Management Plan is formulated from the federal FEMA guidelines. The college maintains a very close working relationship with the Klamath County emergency response system, including meetings and trainings.

Klamath Community College has an Emergency Management Response Team with individuals from various departments who are continually trained to work in specific areas as appointed by the administration in the event of an emergency. This team meets quarterly to discuss ongoing training, and development of a comprehensive plan.

The Safety Committee also deploys an emergency procedural handbook to every room and classroom on campus. Further preparedness and preventative measures on campus include yearly active shooter response trainings for all staff and faculty, an electronic classroom door locking system, and 3M shooter resistant coatings on classroom windows.

KCC employs a variety of campus security supports. Custodial staff are all trained with regard to safety and security. KCC employs part time security staff to support the daily operations of the college. KCC also contracts security services with the Sherriff's department. The college pays .5fte to provide patrolling of our campus. The Sherriff provides officers visibly on campus at designated times of the day and week.

Klamath Community College is committed providing for the safety and security of its students and their property at all locations where it offers programs and services. Through the Safe Campus Initiative, which is coordinated by the Director of Title IX and Student Conduct, KCC strives to create an inclusive environment that encourages personal growth and mutual awareness and respect for all, regardless of gender, ethnicity, religion, sexual orientation, age, ability, or socio-economic status.

KCC's Safe Campus Initiative is a shared vision and a collaborative effort by college administrators, staff, faculty and students. As part of this initiative, a cross-departmental Students of Concern meets monthly to address student behavioral concerns. Likewise, the Title IX committee meets monthly to address Title IX-related issues.

A full-time Campus Safety Officer brings a dedicated and consistent service to safety-related issues on campus as well. This person also serves on both the Title IX and Students of Concern. Campus crime statistics (e.g., the CLERY report) and security policies are available on the Safe Campus page of the KCC website. A notice of the CLERY report is sent to all employees and students via email, with a copy of the report attached, on a yearly basis. Applicable policies are published in the student handbook as well.

Links on the KCC website to safety-related information include the following: campus and building maps, CLERY reports, a campus safety/security page, the emergency response management plan, the mandatory reporting policy regarding child abuse, how to report an incident or complaint, Title IX, the student code of conduct, and KCC's tobacco policy.

Standard 2.D.3: Recruitment, Admission, Orientation, and Advisement

Recruitment

KCC actively provides outreach and recruiting activities in the community through the college Outreach Office. The KCC Outreach Office participates in and/or sponsors over 150 events each year with local and regional high schools, community groups and events, military partners, service agencies, campus tours, fairs, and other local and rural outreach events to educate the community regarding educational opportunities at KCC. The KCC Outreach Office actively communicates with the community via multiple vehicles (the radio, events, materials, ads, e-mail, social media, etc.) and highlights all aspects related to the college mission – credit classes and degree opportunities, non-credit and community education classes, workforce training, foundational skills, etc.

Admissions

Klamath Community College provides accessible, affordable, quality education and services. The College has an open admissions process that provides learning opportunities for workforce training, academic transfer, foundational skills development, and community education.

- **Open admissions.** As noted in [Board Policy 750.0170](#) "Equal Opportunity/Civil Rights," KCC subscribes to an open-door, open admissions policy, and welcomes all students who can benefit from the variety of programs and courses offered.

- **Placement processes that incorporate multiple-measures.** KCC has adopted a practice of using multiple measures to effectively place students in math and writing courses. Each student meets with a Student Success Representative (SSR) to review their academic history, degree goals, Smarter Balanced score (if applicable), transcripts from high school and/or college, and their comfort level with math and writing. Based on this meeting, the SSR may immediately enroll a student into the appropriate math or writing course, or the student may need to take a placement examination. Disability-related accommodations for placement tests are available on a case-by-case basis by contacting the Disability Coordinator

Orientation

New Student Orientation, a mandatory 3.5-hour session that orients students to KCC, is scheduled prior to each term and is also available online for students who cannot the on-campus session. Orientation includes an overview of college resources, tips for success, financial aid information, and information on how to register for classes. It also provides new students with an opportunity to connect with college staff and academic advisors. Distance education students are provided with an orientation tailored to their needs as well.

First-Year Experience Student Success Courses

For over twenty years, KCC has required new students to complete a college success course—CGS 100: College Survival and Success—as part of their first-year experience. The curriculum is constantly updated and revised to meet the needs of current and future students.

Transfer

KCC strives to provide seamless pathways from high schools to KCC, into KCC Programs, and from KCC to other institutions. For students who want to transfer, many of KCC's AAS degrees articulate directly with programs at [Oregon Institute of Technology](#), [Southern Oregon University](#), [Oregon State University](#), [Eastern Oregon University](#), and [Linfield College](#). Providing this information helps ensure that all credits taken at KCC will transfer, and students will enter a university at a junior level with no loss of credit.

KCC offers specialized transfer opportunities for [military](#) personnel as well, such as the community college of the air force ([CCAF](#)), general education mobile ([GEM](#)) online courses for military, and KCC's Base-to-Bachelor's program with Eastern Oregon University ([EOU](#))

Distance Education (DE) Supports

Klamath Community College provides the following support mechanisms for all DE students:

- **Introduction to Canvas Learning Platform.** New DE students are placed in online, self-paced course to gain a foundation of knowledge in the navigation and tools within Canvas. This course will guide students through the global and course navigation. Students will also practice participating in this learning platform by submitting a file to an assignment, completing an online quiz with varied question types, and composing a discussion post. At the end of this course, students are ready to use the Canvas learning platform at KCC by being able to identify navigation links to complete specific tasks and fully participate using the learning tools presented in the Canvas learning platform.

- **Week 1 Contact.** During the first week of the term, DE students who have not logged into the learning management system, Canvas, are contacted via email and a phone call. Both means of communication are meant to provide one-on-one support for the DE student to gain access to their online course(s).

- **Online Tutoring.** Quality academic tutors are available to our DE students twenty-four hours a day, seven days a week. Students can virtually connect with a live expert in any subject matter to receive one-on-one support with any assignment at zero expense.

- **DE Intervention Cycle.** The academic progress of our DE students is monitored at a larger scale. Midterm grades of all DE students are reported and analyzed. Students who are struggling, or on the cusp of struggling, are directly contacted by respective departments to provide the needed support.

- **Canvas Support.** Using a new online learning system can be challenging for some students. Thus, we've ensured our DE students have access to one-on-one support with a Canvas support representative twenty-four hours a day, seven days a week.

- **MAPs.** The Midterm Assessment Program is employed by the Instructional Designer to retrieve anonymous student feedback on what instructional methods are helping them learn, as well as what instructional methods are challenging for them. This feedback is analyzed and reported to instructors to gain insight as well as "just in time" suggestions for student success.

Required Exhibits

Exhibit CE.2 [KCC Catalog](#)
Exhibit CE.3 [KCC Student Handbook](#)
Exhibit CE.4 [Board of Education Policy (700 Series, Student Services)](#)
Exhibit 2.D.3-1 [Admissions](#) on KCC website

Standard 2.D.4: Program Revision or Elimination

Klamath Community College follows the process set forth by the Oregon Department of Community Colleges and Workforce Development (CCWD) when suspending or deleting a program, which is outlined in the Program Amendments, Suspensions, and Deletions (CTE) section of the Oregon Community Colleges Handbook & Planning Guide

The Oregon Department of Community Colleges and Workforce Development recognizes four factors in particular that may lead a community college to suspend or delete a program:

- Low student enrollment
- Lack of financial resources
- Inability to recruit qualified instructors
- Changes in the employment opportunities or workforce needs

Annual Program Viability Studies

KCC annually reviews all CTE programs for viability. The Program Viability Study process is intended to provide yearly summative evaluation of a program's sustainability and productivity. It provides faculty, staff and the executive cabinet with a snapshot of relevant program specific information in order to highlight program trends and issues. Program viability measures include: cost margin analysis, completion/ graduation rates, current enrollment, student course success rates (% DFW), and Labor market data. Programs that have been identified as low performing are required to develop an action plan that could be implemented within their programs to improve upon their prior performance. The plan is included in their budget presentations.

Program Suspension/Discontinuance

The Executive Cabinet reviews all program action plans. Programs that are not deemed viable may be recommended for revision and/or suspension: Programs with negative CMAs, low enrollment, and/or low completion rates, which are not deemed essential to the college's mission, may be considered for termination.

Programs that are identified for suspension are reviewed through the governance system. A request to suspend a program must be approved by the Board of Education. Board Policy 810.0100 states that "All credit programs must have Board Approval before implementation, significant modification, or termination." The KCC Faculty Association and any adversely impacted faculty are notified per article 23 in the KCCFA Collective Bargaining Agreement. A teach-out plan is developed and implemented. The program suspension and teach-out information are sent to NWCCU. After three years in suspension, the program is deleted.

Required Exhibits

Exhibit CE.5 Oregon Community Colleges Handbook & Planning Guide (Program Amendments, Suspensions, and Deletions (CTE))
Exhibit CE.6 KCCFA Collective Bargaining Agreement
Exhibit 2.D.4-1 CCWD Program Revision or Elimination

Standards 2.D.5 and 2.D.6: College Catalog and Publications

The following information can be found in KCC's college catalog the quarterly schedule of classes, advising sheets, in the student handbook, and on a website that is available to all students

- Institutional mission and core themes
- Entrance requirements and procedures
- Grading policy
- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty
- Rules, regulations for conduct, rights, and responsibilities
- Tuition, fees, and other program costs
- Refund policies and procedures for students who withdraw from enrollment;
- Opportunities and requirements for financial aid
- Academic calendar.

KCC ensures it is represented clearly and accurately all internal and external communications. The college ensures a meaningful and unified message by developing the college's communication style though a four-person communication team consisting of the college's Marketing Director, Outreach Coordinator, Public Information Officer, and Webmaster.

All annual and quarterly publications, including the catalog, student handbook and course schedules, are developed collaboratively by administrative, academic, enrollment, and marketing departments. Publications undergo several drafts and are reviewed by employees in document-related fields to ensure information is presented in a timely and accurate manner, and that the publication(s) adheres to College brand standards and complies with accreditation standards and federal and state regulations. Publications are quality controlled through the offices of the college's Assessment and Curriculum Coordinator and the Public Information Officer. KCC is transparent in its fiduciary and academic policies, state and federal requirements, and other guidelines, which are all updated annually and quarterly as needed and are available to students and the public in print and on the KCC website.

Academic programs at KCC have publications that are available on the web, in the college catalog, and via department or program brochures. These publications are reviewed regularly for accuracy. Program departments continually update their publications regarding unique requirements for employment and career advancement. Programs with closed or selective entrance requirements include the following: Addiction Studies, Aviation Science, Criminal Justice, Culinary Arts, Education, Emergency Response and Operations, Nursing

Required Exhibits

Exhibit 2.D.6-3 Publication Policy

Supplemental Exhibits

Exhibit CE.2 KCC Catalog
Exhibit 2.D.6-1 Program Webpages
Exhibit 2.D.6-2 Program Brochure Examples

Standard 2.D.7: Student Records

KCC's Registrar is responsible for the safekeeping and confidentiality of information contained in student records once students are enrolled. Policies and procedures established at KCC are informed by applicable federal and state regulations as well as standards established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Student record information is stored primarily in three locations: paper copies locked in file cabinets, scanned to an archiving system, or stored in KCC's student information system (Jenzabar). Records stored in the archiving system and Jenzabar are backed up on a nightly basis and delivered to an off-campus site weekly to ensure accessibility in case a disaster makes on-campus accessibility of records impossible. Provisions for retrievable backup of these records are maintained by the Information Services department. Paper forms with student record information that are not scanned and imaged are stored in locked and fireproof file cabinets for the time period established by state archiving regulations and then are either destroyed (shredded) or digitized. While there is no reliable back up if paper-only records are destroyed, almost all student information is located in Jenzabar.

The [college catalog](#) and [student handbook](#) contain policies related to confidentiality and release of records in accordance with regulations as established by the Family Educational Rights and Privacy Act (FERPA). The Registrar, with the help of Information Services, assigns college employees appropriate access to student record information with corresponding security levels in Jenzabar. The level of access assigned is determined by job function and the corresponding need to know student related information. Staff are trained in FERPA when they are first hired by the college, and periodic training occurs campus-wide and departmentally to refresh understanding and address changes in FERPA.

Required Exhibits

Exhibit 2.D.7-1 [Enrollment Services Document Archiving Timeline](#)
Exhibit 2.D.7-2 [Policies and procedures regarding secure student records](#)
Exhibit 2.D.7-3 [Enrollment Services Archive Worksheet](#)

Supplemental Exhibits

Exhibit CE.2 [KCC Catalog](#)
Exhibit CE.3 [KCC Student Handbook](#)

Standard 2.D.8: Financial Aid

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

Financial aid policies, processes, and resources are available via the [catalog](#) and other publications, through mandatory orientation, in college success courses, and on the [KCC website.](#) They are also available through enrollment services and financial aid staff. Financial aid representatives hold daily open office hours to assist students. Additionally, our financial aid team, which includes a director and three representatives, holds weekly, three-hour "FAFSA Fridays" to assist students with the financial aid application process.

The college also provides scholarship information online, includes individual cost sheets to supplement each award letter (in line with federal regulations), and requires comprehensive in-person entrance and exit counseling for all students who receive financial aid.

Required Exhibits

Exhibit 2.D.8-1 [Financial Aid](#) Policies and Procedures on KCC website and in online catalog

Standard 2.D.9: Loan Repayment and Default Rates

KCC has made significant changes in our student loan repayment processes and procedures to improve the student loan default rate, as shown in Table 2.1 below. In 2013 the student loan default rate was 33%. The college implemented several measures to address this challenge. These measures reduced the loan default rate in 2016 to 23%. Changes included increased access to financial aid representatives, mandatory entrance and exit counseling, delayed disbursement (aid is not distributed until the second week of enrollment) to verify attendance and student progress, FAFSA Fridays, iGrad, and financial aid presentations in all college success classes.

Table 2.1: Decrease in Student Loan Default Rates

Year	Financial Aid Loan Default Rate
2014	23%
2013	26%
2012	28%
2011	29%
2010	33%
2009	32%
2008	11%
2007	8%
2006	16%
2005	13%
2004	16%

KCC complies with all federal student loan disclosure requirements. KCC students who receive federal financial aid are required to attend in-person entrance and exit counseling. Entrance counseling walks students through what it means to take out a student loan, the student's responsibility to pay back this loan, the various repayment plans available to them, and how to know who their lender is. During exit counseling, students are reminded of all of the above and also work with staff to sign up for an account with their lender and fill out paperwork for a repayment plan that best fits their financial situation.

The college stays abreast of student loan programs through quarterly and annual trainings and by meeting with representatives from federally approved lenders. The default rate is monitored closely. Additionally, the college contracts with a third party, the Educational Credit Management Corporation (ECMC), who are experts in lowering default rates. Through this partnership, the college has successfully reduced the loan default rate by 7% over the past two years. Every spring, KCC monitors the draft default rate, and every fall the college carefully monitors the actual default rate. In conjunction with these efforts, loan default prevention is a campus-wide effort. The financial aid office attends every college success class, instructing students about the financial aid process, loans, and how to get help if they are struggling and need additional information.

Standard 2.D.10: Academic Advisement

Academic advising is coordinated between the Vice President of Academic Affairs and the Dean of Enrollment and Registrar to provide a consistent source of support and guidance for all advisors. Advisement services are provided by student success representatives, TRiO advisors, Veteran's Services, and faculty. The Dean of Enrollment and Registrar employs online tools that monitor which students are advised, which students are not advised, the assigned advisor(s), and student progress through courses required to complete a program. Follow-up occurs with advisors and/or students who need additional support, information, or resources for successful advising. Mandatory advising requirements are widely advertised to students via college listservs and flyers and to faculty and staff advisors during advisement trainings each term. Additionally, both faculty and staff who advise students are evaluated on the quality of their advisement.

Academic Advisors work with students to encourage intentional, purposeful coursework. Mandatory "intrusive" advising is required for all students seeking a certificate or degree, or planning to transfer to another institution. Mandatory advising ensures that individual students are required to consult with a trained advisor each term regarding their academic program, status, and progress towards degree completion, and/or transfer to a four-year institution. Students must meet with their academic advisor each term. Recently, KCC adopted an advisement structure that groups advisors and students into career communities. Additionally, High school students enrolled in KCC's accelerated learning opportunities are assigned an advisor when they reach a 12-credit threshold.

Both mandatory orientation and mandatory advising utilize handouts and program brochures to supplement the college catalog and student handbook for an additional layer of support and guidance for students.

- **Mandatory advisor trainings**. Mandatory advisor trainings are held each term. Professional advisor and faculty advisors attend these meetings. The meetings are co-chaired by the Dean of Enrollment services and the VP of Academic Affairs.
- **Advisement tools.** Advising tools and resources are readily available for students and advisors. Jenzabar advisement tools allow students to print out degree audits. New Jenzabar EXI tools will allow students to build academic plans that are directly linked to degree trees. Our IS department has developed a degree completion tool that provides a student with a color-coded chart that displays the number of credits completed (green) number of credits in progress (yellow) and number of credits to complete (red). The student can visually see their degree progress toward completion.
- **Student-centered term schedule/annual schedule.** All program curriculum maps are being redesigned and aligned to an annual master course schedule. In addition, the curriculum maps and master scheduling grid will be used to help build advisement tools in Jenzabar EXI. Students will be able to develop more accurate annual plans utilizing these resources which should aid in increasing retention and completion rates. The Jenzabar EXI link to a database will provide real-time information to the college regarding student course needs.

Placement processes that incorporate multiple-measures. KCC has adopted a practice of using multiple measures to effectively place students in math and writing courses. Each student meets with a Student

Success Representative (SSR) to review their academic history, degree goals, Smarter Balanced score (if applicable), transcripts from high school and/or college, and their comfort level with math and writing. Based on this meeting, the SSR may immediately enroll a student into the appropriate math or writing course, or the student may need to take a placement examination. Disability-related accommodations for placement tests are available on a case-by-case basis by contacting the Disability Coordinator

Career communities. KCC recently established career communities to encourage smaller group collaborative work between professional advisement staff and faculty program leads.

Required Exhibits

Exhibit 2.D.10-1 Academic Advising under the Admissions and Registration section of the KCC catalog

Supplemental Exhibits

Exhibit 2.D.10-4 TRiO Advisement Materials

Exhibit 2.D.10-2 Example Mandatory Advisor Training

Exhibit 2.D.10-3 Advising Tools – Examples of Advising Program Maps

Exhibit 2.D.10-5 Veterans Advisement Materials

Exhibit 2.D. 10-6 Advising Career Communities

Standard 2.D.11: Co-Curricular Activities

The college has an active and growing co-curricular program supported by paid student positions in student government, scholarship money devoted to peer mentoring, and a wide variety of student clubs and organizations that adapt each year to the current population. Each winter term KCC offers course that serves as a consistent source to encourage and build student leadership on campus. Each term the college hosts training for students and advisors on the "Student Club Handbook" which serves to ensure that clubs and organizations of all types adhere to expectations. To enhance retention efforts and student involvement opportunities, two full-time employees Student Orientation and Retention (SOaR) Coordinator and Student Engagement and Leadership (SEaL) Coordinator. These positions report to the supervisor/manager of the Student Life department, who is also the Director of Title IX and Student Conduct.

The SOaR Coordinator focuses on connection with students, including coordination of a week 1 welcome brigade, new student orientation, first-year experience events and programs, finals week relaxation stations, and at least one family-friendly social event per term. The SEaL Coordinator focuses on students' growth and contribution to their community in the following ways: serving as the advisor for student government (ASKCC), providing guidance and support for student clubs and organizations, coordinating multicultural and diversity events and workshops, coordinating student leadership training, and helping students to organize volunteer efforts in the larger community.

Required Exhibits

Exhibit 2.D.11-1 Student Clubs webpage

Exhibit 2.D.11-2 Student Charter Process

Supplemental Exhibits

Exhibit 2.D.11-4 Description of SOaR Roles and Responsibilities

Exhibit 2.D.11-5 Description of SEaL Director Roles and Responsibilities

Standard 2.D.12: Auxiliary Services

Klamath Community College has two auxiliary services—the campus bookstore and the Badger Burrow Café. Both services are required to have strategic plans that align with the college's mission and, like all other departments, share that plan and their yearly goals with administration during the annual budget process. Additionally, the Vice President of Administrative Services, who oversees both of these auxiliary services, presents these goals to the Executive Cabinet and President on an annual basis, giving updates half way through the year.

In direct support of the college's mission, both the bookstore and the Badger Burrow Café directly contribute to student success. By providing quality food service on campus at reasonable prices, the Badger Burrow fosters an intellectual climate and enhances the learning environment by enabling students to stay on campus for longer periods of time—to complete their studies; receive tutoring; attend study groups; and participate in college clubs, activities, and functions. By allowing students who are eligible for financial aid (approximately 85% of credit-seeking students) to charge books against their aid package, the campus bookstore promote students' success. This process offers earlier access to textbooks while allowing students to return books if the curriculum changes. Faculty work directly with the bookstore manager every term by direct input to the inventory the bookstore carries.

Both employees and students who use the bookstore or onsite food services can communicate directly with the Vice President of Administration who oversees auxiliary services. They also can provide feedback or ask questions during student forums or via comment card boxes located in various lobbies on campus. If a complaint is communicated to the Vice President of Administration, it is followed up on directly.

Required Exhibits

Exhibit 2.D.12-1 Policies Regarding Auxiliary Services

Supplemental Exhibits

Exhibit 2.D.12-4 Bookstore Strategic Plan

Standard 2.D.13: Athletics

KCC does not offer athletic programs.

Standard 2.D.14: Identity Verification for Distance Education Students

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

Students working online have unique accounts in KCC's student portal (MyKCC) and the password-protected learning management system. The student management system routinely updates the learning management system's database to ensure that changes to student information are properly reflected in both locations. All students receive a unique student identification (SID) number and password to access the campus network, learning management system, and other resources for instructional purposes. Students are directed to change their password upon initial entry into the portal using at least eight characters and include upper- and lower-case letters, numbers, and special characters.

In order for college staff to modify account information, the student must present identification in the form of the SID number, email address, and full name (on record with the college). Instructors not located at KCC who teach online courses have the option of using campus resources to have their tests proctored in person, at which time a photo ID is required. Online proctoring services, such the pay-per-use commercial service, ProctorU, are also available. Students are monitored by a remote proctor for during the exam.

Other options such as the proctoring/recording service, XProctor, are also being explored. The institution plans to evaluate new measures for identity verification and implement practical measures as they become available.

Required Exhibits

Exhibit 2.D.14-1 Policy for Assuring Identity Verification for Distance Education

STANDARD 2.E: LIBRARY AND INFORMATION RESOURCES

Standard 2.E.1: Resource Adequacy

The mission of the KCC Learning Resource Center (LRC) is to provide resources, services and an environment that support the mission, goals and curriculum of the college. The library supports the educational attainment, cultural richness and economic vitality of KCC's community by providing an array of library services and information resources in a variety of formats. In accordance with the library's collection development policy, librarians select resources to develop a balanced, useful and high-quality collection. The librarians base purchasing decisions on changes in the curriculum, faculty requests, interactions with students, interlibrary loan, and circulation reports and reviews of highly recommended titles.

Reflecting the ever-growing importance of online materials, the library's collection development recognizes the importance of electronic materials. This move from ownership of physical materials to providing access to electronic resources has increased the currency, breadth and depth of the collection and has improved point-of-need access to information resources. In partnership with other OCCLA member libraries, the KCC library maintains directories of Open Educational Resources across a variety of subject areas applicable to KCC programs of study. The library provides access periodical, reference, eBook, and media databases, subscribes to a plethora of print periodicals and provides access to over 20,000 electronic journals through periodical database subscriptions. Interlibrary loan service through the SAGE Consortium provides access to resources that are not readily available in the KCC Library's collection.

In 2016, the LRC, tutoring center, and testing center completed non-instructional program reviews. As part of the review process, the adequacy of the LRC resources and services were reviewed and evaluated. Analysis of library physical and electronic collection was completed and the following conclusions were drawn:

> The librarians at KCC regularly use a variety of methods to assess the quality, adequacy and utilization of library resources, including bibliographic, circulation and interlibrary loan reports and staff observations from interactions with library users. Every year, selected subject areas are reviewed and updated with the input of subject faculty. In the 2014-15 academic year, the entire physical collection was weeded for currency, scope, and relevancy. Since that year, the librarians have maintained a timeline to systematically weed and update the entire physical collection on a five-year cycle. As a result of this focus on increasing the currency and relevance of the collection, the library has removed more than 2,000 outdated items, while adding over 3,000 new items from the collection. In addition, the library has replaced and removed obsolete formats such as slides, transparencies and VHS tapes have been replaced by more current formats and subscription database services. The print periodical and reserve collections are reviewed and updated quarterly, with the input of interested faculty. Librarians also evaluate the library's electronic collections yearly by reviewing database cost and usage statistics, running side-by-side trials of similar databases and seeking feedback from subject faculty…Our physical collection is significantly smaller than the collections of our benchmark colleges, though materials are circulated about as much as many of them. Continuing to grow our collection must be a priority in coming years, but material selection must continue to be intentional to ensure that we do not see a drop in our circulation statistics.

Required Exhibits

Exhibit 2.E.1-1 KCC Library Access Procedure
Exhibit 2.E.1-2 LRC Department Review - Library

Standard 2.E.2: Library Planning

At the Klamath Community College Learning Resource Center (LRC), planning for library and information resources is always guided by data. We run monthly, quarterly, and yearly reports using our Evergreen Integrated Library System, including reports on usage, missing items, and more. Our online resources, such as EbscoHost or Gale Cengage, include tools in which reports are run on an annual basis to detail the amount and type of usage each database is seeing, allowing the LRC administrator to make decisions on purchasing new materials or services in the future. The LRC also encourages feedback from students and staff on the type of physical materials they would like to see in the library, and has purchased many books and DVDs at faculty, staff, and student request.

In addition to this planning work, the LRC Program Review documents include a Summary and Action plan section, in which information gleaned from the program review is utilized to create a timeline of goals and actions to which the LRC will work towards. These goals tie in with the LRC's Strategic Plan goals and working towards them ensures that work is being done towards the ultimate strategic plan goals as a whole. Some of these action plan items from the latest strategic plan include the following:

- Formalizing the Information Literacy Program
- Increase Testing Center Staffing
- Increasing Library Square Footage

Required Exhibits

Exhibit 2.E.2-1 Library Data Collection Procedure

Exhibit 2.E.2-4 LRC Program Review

Exhibit 2.E.2-5 Tutoring Center Program Review

Exhibit 2.E.2-6 Testing Center Program Review

Supplemental Exhibits

Exhibit 2.E.2-2 Circulation Data

Exhibit 2.E.2-3 Credo Usage Data

Exhibit 2.E.2-4 EbscoHost Usage Data

Standard 2.E.3: Instruction and Support

The Klamath Community College Learning Resource Center (LRC), which includes the Library, Tutoring Center, and Testing Center, currently offers students access to more than 15,000 full-text scholarly peer-reviewed electronic journals through its database subscriptions. The library also subscribes to print journals that supplement many of the programs on campus. The LRC has holdings of print and electronic monographs in subjects that directly support both the college curriculum and continued learning in student areas of interest. This monographic collection will be continuously developed as dictated by professional library best practices in collection development. As a standard practice, the library also obtains copies of course-related textbooks to support core curriculum requirements for its reserve textbook collection. The LRC also provides access to computers and quiet study areas.

Additionally, the LRC now provides access to more free scholarly resources than ever before. In addition to our paid database subscriptions, we now provide access to the following:

- 10,000 open access electronic journals.
- More than 3,000,000 electronic books.
- Several faculty members are choosing OER textbooks for their classes.

The Klamath Community College Learning Resource Center provides around 8,000 hours of tutoring every year (2015 calendar totals). Tutoring services for both individuals and study groups are available on a drop-in basis for subjects such as mathematics, chemistry, biology, anatomy and physiology, and computer skills. All of the tutors employed by the LRC have been recommended by instructors because of their outstanding subject knowledge. All tutoring services are free to students.

The Testing Center administers both KCC Faculty exams and standardized tests for outside agencies (such as GED, ASE Testing, CLEP, NTN, etc.). Introduced in the fall of 2014, the Testing Services provided to KCC Faculty allows instructors to utilize the Testing Center to maximize their valuable classroom time to engage with students rather than presiding over test taking. During the 2014/15 year, there were:

- 126 separate KCC quizzes, tests, midterms, and finals proctored.
- More than 3,000 individual exams administered.
- An average of 4 extra days of instruction per class per term for faculty provided because of this service.

In the fall of 2014, the LRC began offering in-class Information Literacy sessions to any faculty or staff member who requested one, in the hope of both educating students, and also increasing the LRC's presence on campus as a whole. Since its introduction, demand for this service has increased by over 860%. Information Literacy sessions cover such topics as research strategies, formulating research questions, locating and utilizing appropriate sources, adhering to conventions of standardized writing styles (MLA, APA, etc.) and any other related topics an instructor requests. In order to set-up an IL session, all instructors have to do is submit an online form, which includes details of their course and which IL topics they would like to have covered. Tools are being developed to evaluate the effectiveness of these sessions.

Required Exhibits
Exhibit 2.E.3-1 KCC Library Instruction Policy
Exhibit 2.E.3-2 LRC Strategic Plan

Standard 2.E.4: Evaluation of Resources and Services
The librarians at KCC regularly use a variety of methods to assess the quality, adequacy and utilization of library resources, including bibliographic, circulation and interlibrary loan reports and staff observations from interactions with library users. Every year, selected subject areas are reviewed and updated with the input of subject faculty. In the 2014-15 academic year, the entire physical collection was weeded for currency, scope, and relevancy. Since that year, the librarians have maintained a timeline to systematically weed and update the entire physical collection on a five-year cycle. As a result of this focus on increasing the currency and relevance of the collection, the library has removed more than 2,000 outdated items, while adding over 3,000 new items from the collection. In addition, the library has replaced and removed obsolete formats such as slides, transparencies and VHS tapes have been replaced by more current formats and subscription database services. The print periodical and reserve collections are reviewed and updated quarterly, with the input of interested faculty. Librarians also evaluate the library's electronic collections yearly by reviewing database cost and usage statistics, running side-by-side trials of similar databases and seeking feedback from subject faculty.

Starting in 2016, the LRC has been completing department reviews of each area (Tutoring, Testing, and the Library), keeping track of usage, creating action plans, and tying LRC work into their Strategic Plan goals. This work is reviewed by the Continuous Improvement and Innovation Committee and completed every five years.

The librarians are researching ways to improve the assessment of information literacy instruction to show a correlation between classroom instruction sessions and follow-up use of LRC services and tools.

The LRC takes its role as steward of campus learning materials seriously. The library uses HF Block LiteTag Functional Inlay security devices to maintain its collection of physical materials. In 2016, a new alarm system was installed on all library doors. Reserves are kept in a secure location behind the circulation desk, and we are in the process of procuring additional security measures to safeguard this collection due to its particular importance to the student body.

Required Exhibits

Exhibit 2.E.4-1 KCC Library Self-Evaluation Policy
Exhibit 2.E.2-4 LRC Program Review
Exhibit 2.E.2-5 Tutoring Center Program Review
Exhibit 2.E.2-6 Testing Center Program Review

STANDARD 2.F FINANCIAL RESOURCES

Standard 2.F.1: Financial Stability and Risk Management

Klamath Community College has a strong commitment to financial sustainability. As defined by Board Policy 600.0200, "Sufficient Fund Balance," requires that the institution maintain at least 90 days of operating cash in the general fund throughout the year. This requirement to have 25% of annual expenses on hand shows a conservative approach to maintaining the institution's financial stability and sustainability.

The institution also develops its budget by continuously seeking and acquiring additional funding via federal, state, and private grants. These additional funding sources make it possible for the college to maintain its strong reserves. For example, the opportunity to leverage a grant through the Economic Development Administration in the amount of three million dollars allowed for assisting in financing a campus expansion without a tuition increase or a local tax levy. Additionally, during the fiscal year 2015-2016 fiscal year Klamath Community College received $4,820,375 in various grant dollars.

The college also plans for long-term obligations by reviewing, during each budget cycle, not only the annual budget and debt services requirements, but overall debt service payments, total debt outstanding, and the resources needed to uphold those payment structures.

During our budget cycle, all decisions regarding the annual budget are directly related to KCC's strategic plan. For every budget cycle, each cost center manager presents an annual budget to the President, CFO, and related VP. This allows for them to share the direction their department is heading to ensure it aligns with the strategic plan. Each presentation must have data to support the need for their budget. This data must be driven directly from the goals within their strategic plan.

The ending general fund balance as of June 30, 2016 was $5,422,300 on a budgetary basis ([30 percent of the district's annual general fund budget). Plans for the future are to invest in an expansion of campus facilities by 40% order to gain additional classroom space and increase access and financial sustainability. Additionally, plans include transitioning to a differentiated tuition model in which high cost classes will become self-sustainable and less reliant on subsidies from other departments.

Required Exhibits

Exhibit CE.4 Board of Education Policy (Section 600.200, Sufficient Fund Balance)

Exhibit 2.F.1-1 Annual Budget Cycle/Calendar

Exhibit 2.F.1-2 Procedures for Budget Development

Standard 2.F.2: Resource Planning

Board policy directs that the budget be prepared in accordance with the college's strategic plan. Shared governance ensures widespread participation in the financial planning and budgeting process. The institution also has developed, uses, and publishes a financial forecast for the previous year, the current year, and seven future fiscal years that estimate resources, and expenditures.

KCC's commitment to shared governance ensures widespread participation in the financial planning and budgeting process. Board Policy sections 610.0000-610.0150 provide board direction to the President, who, with the assistance of the Vice President of Administrative Services and input from employees throughout the college, proposes annually a fiscal-year budget of revenues and expenditures for the college. This budget conforms to applicable state and federal law and includes policies for the fiscal year, district budget, funds sufficiency, interfund transfers, contingency, interfund loans, and adoption. Each of these policies supports

the mission of the institution and the board's responsibility to provide accountability and oversight to the finances of the institution.

During the budget process, any board-approved salary adjustments are applied to the most current position list. Decisions regarding individual vacant, ending, new, or changing positions require discussion and approval of the Executive Cabinet after consultation and recommendation with the appropriate department dean or director in collaboration with Human Resources.

Throughout the budget development process, the Chief Financial Officer works closely with the Vice President of External Programs and the Institutional Researcher to review enrollment trends, new programs, and conservable project enrollment for the next fiscal year. Additionally, since state funding is a large portion of the colleges general fund budget (48% of the total general fund revenue sources for the fiscal year 2017-2018 this is carefully calculated and projected as it is enrollment based as well.

Other revenue sources, such as grants, are projected as special revenue funds. During the budget development collaboration with the Research Development Department happens with a regular basis. As much information as is available at the time of budget development is included in the special revenue funds portion of the institutional budget and as additional grants or resources are made available they are brought to the board through a supplemental budget processes for the budget resolutions needed to allow for the spending authority to be granted for those funds.

Required Exhibits
Exhibit 2.F.3-1 Agenda Facilities and Finance Council
Exhibit 2.F.3-2 Minutes Facilities and Finance Council
Exhibit CE.4 Board of Education Policy (Sections 610.0000 - 610.0150)
Exhibit CE.12 Program Viability Study
Exhibit CE. 15 Program Review Guide

Standard 2.F.3: Budget Development

The College's Core Themes and the Strategic Plan provide a clear and integrated framework to the college in fulfilling its Mission. Each Core Theme has a corresponding Strategic Initiative. Each campus department has a strategic plan identifying meaningful, accessible, and verifiable indicators related to department goals which are assessed in annual budget hearings.

Klamath Community College's budget development process includes input from all cost center managers and their staff, the entire cabinet, a budget committee comprised of fourteen members of the public (seven board members and seven other local representatives), and the Board of Education. The fiscal year runs July 1–June 30. The annual financial planning and budget development process begins each January and continues until the board adopts the budget in their annual board meeting prior to July 1. This comprehensive process allows each cost center manager to do the following:

1. Present major accomplishments for the previous year.
2. Propose strategic goals for the coming year.
3. Project a budget needed to achieve those goals.

During the 2016-2017 academic year 48 budget presentations were given by 53 employees. Once funding requests have been presented to the President and the Chief Financial Officer (CFO), each Vice President prioritizes the requests of the cost centers who report to them and then shares those priorities with the President and other cabinet members. The CFO and the President meet to make the final decisions on what

is included in the budget and what the institution can and cannot afford. The Strategic Plan, which serves as a guide and as an accountability tool throughout the budget development process, is again consulted when making final decision. Once the budget is compiled and balanced it is presented publicly—first, to the Budget Committee and then to the Board of Education. Figure 2.4 below illustrates KCC's collaborative budget planning development process.
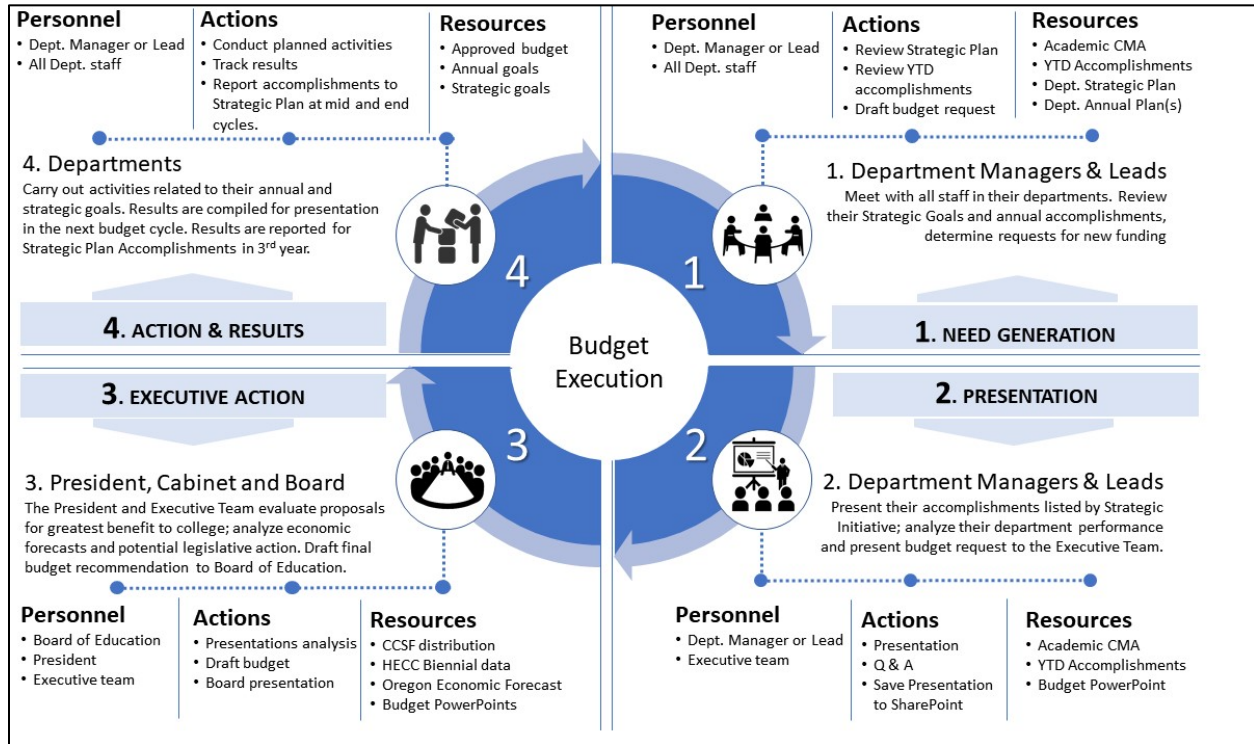

Personnel
- Dept. Manager or Lead
- All Dept. staff

Actions
- Conduct planned activities
- Track results
- Report accomplishments to Strategic Plan at mid and end cycles.

Resources
- Approved budget
- Annual goals
- Strategic goals

4. Departments
Carry out activities related to their annual and strategic goals. Results are compiled for presentation in the next budget cycle. Results are reported for Strategic Plan Accomplishments in 3rd year.

4. ACTION & RESULTS

3. EXECUTIVE ACTION

3. President, Cabinet and Board
The President and Executive Team evaluate proposals for greatest benefit to college; analyze economic forecasts and potential legislative action. Draft final budget recommendation to Board of Education.

Personnel
- Board of Education
- President
- Executive team

Actions
- Presentations analysis
- Draft budget
- Board presentation

Resources
- CCSF distribution
- HECC Biennial data
- Oregon Economic Forecast
- Budget PowerPoints

Budget Execution

Personnel
- Dept. Manager or Lead
- All Dept. staff

Actions
- Review Strategic Plan
- Review YTD accomplishments
- Draft budget request

Resources
- Academic CMA
- YTD Accomplishments
- Dept. Strategic Plan
- Dept. Annual Plan(s)

1. Department Managers & Leads
Meet with all staff in their departments. Review their Strategic Goals and annual accomplishments, determine requests for new funding

1. NEED GENERATION

2. PRESENTATION

2. Department Managers & Leads
Present their accomplishments listed by Strategic Initiative; analyze their department performance and present budget request to the Executive Team.

Personnel
- Dept. Manager or Lead
- Executive team

Actions
- Presentation
- Q & A
- Save Presentation to SharePoint

Resources
- Academic CMA
- YTD Accomplishments
- Budget PowerPoint

Figure 2.4: Budget Planning and Development Process

Required Exhibits

Exhibit CE.4 Board of Education Policy (Sections 610.0000-610.0150)
Exhibit CE.7 Budget Planning Process
Exhibit 2.F.3-5 Final Budget Committee Presentation

Standard 2.F.4: Financial Information Systems

Klamath Community College has received the annual Oregon Government Officers Finance Award and the National Government Finance Officers Award for the past seventeen years based on the high standards and level of compliance in our accounting practices.

Board Policy 620.0000 – 620.0320 clearly defines and governs the institution's accounting practices in all fiscal matters. The institution follows all local and governmental budget law. Additionally, the Vice President of Administrative Services works closely with the Controller the and Director of Business Services to continually develop and maintain an accounting system that provides full disclosure of the results of financial operations and provides effective internal controls of revenues, expenditures, funds, property, and other assets. On a monthly basis, the Board of Education is provided with an in-depth view of the college's current financial situation. The Business Services department meets weekly to stay abreast of financial events in the

areas of payroll, student financial aid, tuition assessment and collection, budget development and maintenance, internal controls, and financial reporting.

The college uses Jenzabar EX to manage its administrative technology systems. Jenzabar meets all Generally Accepted Accounting Principles (GAAP) and addresses the latest updates in accounting positions and financial reporting standards as established by the Financial Accounting Standards Board (FASB) and Governmental Accounting Standards Board (GASB). Jenzabar also releases regular updates to maintain compliance with new or changing laws or regulations. To protect the accuracy and integrity of Jenzabar's core modules Information Services policy requires financial software programs to remain unaltered until the next Jenzabar update.

After the initial implementation of Jenzabar, KCC instituted a permanent technology group, Jenzabar Module Managers, to coordinate operation of these highly integrated information systems. Jenzabar Module Managers strive to ensure communication, coordination, and understanding of their respective modules. Klamath's Financial Module Managers are trained to serve as content experts in a specific Jenzabar module and to serve as backup experts in a second module. The module managers control access to the financial system modules through role-based security profiles that ensure users have access to only the information they need to perform their assignments. Access can range from "look only" to "update" to "add or delete" status.

As finance module managers, the Controller and Director of Business Services make recommendations to the Director of Information Services regarding systems management issues that arise. Information Services and Institutional Research department also support core users of the financial module in the following areas:

- selecting and integrating third-party software and interfaces, such as banking and investment, accounts receivable payment, and student financial aid disbursement
- designing and developing routine tasks and reports to enhance Jenzabar capabilities
- maintaining a data warehouse
- developing tools that enable end users to design specific financial and data analysis reports or to assign parameters to a programmer-designed report

All purchase orders, check requests (for vendors and payroll), etc. require appropriate authorization and approval of transactions. Each approver is responsible for validating that a condition meets the processing requirements and the transaction is not finalized until it has passed through the entire approval activity.

All Jenzabar financial processes are scheduled to align with the academic calendar, the fiscal year calendar, and the 12-month calendar. Financial processes are coordinated so that the college will meet all required obligations, as directed in board policy and as noted in the description of internal financial controls.

Required Exhibits
Exhibit CE.4 Board of Education Policy (Sections 620.0000 – 620.0320)
Exhibit 2.F.4-1 Description of Internal Financial Controls
Exhibit 2.F.4-2 Bookstore Internal Controls
Exhibit 2.F.4-3 Payroll Internal Controls

Standard 2.F.5: Capital Budgets

Klamath Community College budgets annually based on the institutions' strategic plan for capital purchases. Reserve funds are developed by the administration to meet the needs of long-range capital planning based on the strategic plan as well. The Vice President of Administrative Services and President review these budgets annually during the budgeting process to determine the needs of the college for the next fiscal year. Per Oregon's local budget law, all reserve funds must be reviewed on a ten-year cycle. Reserve funds include funding needs such as program development, equipment, furniture, technology, building maintenance, PERS liabilities, and professional development. All reserve funds are budgeted and managed annually.

According to Board Policy 650.000 – 650.0150, KCC's Board of Education must approve both short- and long-term debt. Additionally, Board Policy states that "The District will not incur General Fund debt which places an unreasonable drain on resources available for educational purposes or adversely impacts the Districts ability to maintain its desired fund balance (90 days operating expenses)."

Required Exhibits

Exhibit CE.4 Board of Education Policy 650.000 – 650.0150

Exhibit 2.F.5-2 Capital Budget Policy

Standard 2.F.6: Auxiliary Enterprises

There is separation of funds in our annual institutional budget each year for Enterprise Funds and the General Fund. We have two enterprise funds. These are the Bookstore, and Food Service. Board policy 610.0135 specifies that for all transfers between funds shall comply with ORS 294.361. This ORS ensures that KCC estimates in detail each year the resources we plan to receive for each enterprise fund and what transfers will be made from the college's general fund to support the enterprise fund, or from the enterprise fund to the general fund. Any additions to these transfers have to go before the Board of Education and public in the form of a supplemental budget to ensure full disclosure and allow for public input per local budget law.

Required Exhibits

Exhibit CE.4 Board of Education Policy 610.0135, ORS 294.361

Exhibit 2.F.6-3 General Operations-Auxiliary Operations Budget Policy

Supplemental Exhibits

Exhibit 2.F.6-2 PDF of 2016-17 Scanned Budget

Standard 2.F.7: Financial Audits

The institution complies with all applicable federal and state budget law, and has an annual college audit as required by Board policy 620.0130. An audit of the college financial affairs is performed annually by an independent auditor who is appointed by the Board. The selected auditor must be on the roster of accountants authorized by the Oregon State Board of Accountancy to conduct municipal audits. The audit must be performed by December 31 of that year; the audit report is then presented to, and must be accepted by, the governing board.

Required Exhibits

Exhibit 2.F.7-1 PDF Exhibit of 2015-16 Final Audit, Including Management Letter

Standard 2.F.8: Fundraising

All college fundraising efforts are conducted in a professional and ethical manner and comply with governmental regulations. The college established a 501C3 (the KCC Foundation) in 1997 and employs trained college employees to work with the KCC Foundation on behalf of the institution. The KCC Foundation, with approval by the Board of Education for any policies, has developed language to instruct and ensure appropriate guidance and practices regarding fundraising. Written policies and procedures are based on best practices in the field of fundraising and include: the college naming policy, investment policies, Foundation by-laws, gift agreement processes, defined scholarship processes, and capital campaign practices. The KCC Foundation functions in alignment with college goals and priorities, which is supported by a direct report relationship between the college President and KCC Foundation Director.

Required Exhibits

Exhibit 2.F.8-1 KCC Foundation Contract

Exhibit CE.4 Board of Education Policy 660.000 – 660.01400

STANDARD 2.G PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

Standard 2.G.1: Adequacy of Facilities

Klamath Community College supports it mission and core themes through maintenance, improvements, and development of its main campus infrastructure. With the completion of Founders Hall, the campus will have ten buildings with a total of 156,770 square feet to serve the purposes of the institution and community. KCC also utilizes lab space at Oregon Institute of Technology for the welding and advanced manufacturing and engineering programs.

Additionally, the college is expanding by 42,000 square feet to provide two new buildings. The Work Skills Technology building will provide additional classrooms and instructor offices, along with K-CET (GED, ESL, and ABE) learning centers, and a Community Education and Workforce Development offices. Currently, K-CET resides in a computer lab in building 4. However, once the Work Skills Technology building is open they have an entire suite consisting of two classrooms, a test practice area, open computers, three offices, and an intake area. This building will support the college's mission to meet the local needs for workforce training, foundational skill development, and community education

The second building will be a campus center building named Founders Hall. This building is student centric. It will provide student service for registration, transcripts, and financial aid. The bookstore will be relocated to this building. Services like the Veterans center, tutoring, and cashier will also be provided. The Learning Resource Center (LRC) will also move to Founders Hall. This will provide additional study space, a computer study room and library resources. Our President's office will also be moving into Founder's Hall. The campus boardroom, a conference room, and some support offices complete the new building. This building will meet the college's mission of providing access, quality education and services in response to the diverse needs of our students.

Due to the additional buildings KCC has budgeted increases in staff, utilities, insurance, supplies, and all operational needs. Money is also set aside for one-time purchases of equipment. Furnishings and technical infrastructure are part of the Phase 2 project budget. With additional exterior landscaping and maintenance needs, the long-term plan is to evaluate current staff levels and adjust accordingly.

In response to the campus footprint increasing by 40 percent with the addition of a capitol construction project of two new buildings, the facility fee was increased by 40 percent to $8.40 per credit hour.

KCC has also begun a partnership with Lake County, wherein Lakeview Center classrooms are provided "rent free" by the Lake County School District #7. Classes taught in real time are linked to the Lakeview classroom for remote instruction. Recently, KCC has partnered with the Klamath County School district to provide additional synchronous classroom capabilities to rural schools. In order to meet the high demand KCC has equipped 3 classrooms on campus with synchronous capabilities. These extend to 4 different off-site locations with more in planning. Three synchronous capable classrooms are part of Phase 2.

Our facilities are monitored by our Safety and Security Department, as well as the custodial staff which also has unarmed security training and certification. Facilities and safety personnel are all current in First aid, AED, and CPR. We continue to upgrade and enhance our facilities with technical hardware and software to provide a safe and secure environment. Additional planning, policy, and procedure development is ongoing to upgrade security systems. The safety department also is continuing to write, evaluate, and upgrade policy and procedures for emergency situations. These range from keys locked in the car to active shooter situations. All full-time staff are trained in active shooter response. Additionally, KCC contracts with the local Sheriff's department for on campus patrol and monitoring. Campus has a full-time safety officer to oversee all things safety and security. Part time evening security officers are utilized four nights a week and contracted security

company does a nightly check. Campus is also covered with exterior safety call poles that link directly to 911. KCC has the capability to do a rapid lock down of all doors thru a computerized door locking system. Video cameras cover part of campus, with plans, when funds become available, to expand to existing buildings. An ICS emergency response plan and team are in place and KCC is an active participant in the local FEMA community response plan. Appropriate supplies and equipment are provided to support these procedures and staff. KCC is fully compliant with Americans with Disabilities act, providing required handicap access.

A Custodial Supervisor and four custodians work to clean and sanitize the main campus. We also have an onsite physical plant specialist who makes repairs and maintains the campus systems and equipment. Additionally, the Physical Plant Specialist oversees a full-time grounds maintenance worker. Together, the Custodial Supervisor and Physical Plant Specialist also supervise work-study students who assist with campus upkeep.

The infrastructure improvements from our Phase 2 expansion will allow KCC to better meet the need both internally and externally. Klamath Falls is in an economically challenged part of Oregon. A trained workforce is lacking and education of job ready employees is identified as key need in our area. KCC has and continues to expand job based programs to support these efforts. As our programs have evolved and our enrolment expanded additional classroom and specific Lab space became critical. Our phase 2 efforts will provide 12 new classrooms, some with specific programs designed into them. Due to rapid expansion our faculty and most of our staff have double occupancy in offices made for one. Phase 2 will address the office space issue and provide the opportunity as the campus moves in to remodel and repurpose existing rooms and offices to better serve our needs to serve our community. Phase 2 will enlarge and enhance our Learning Resource Center, tutoring, study opportunities, and all student service departments. Infrastructure expansion is closely aligned with our five core strategic plan objectives.

The additional expansion space will allow for all faculty to have their own offices. Historically, faculty offices have always had two faculty per office. The individualized spaces should allow for a more confidential setting to meet with student for advisement and/or to gain individual assistance during drop in office hours.

Expanded classroom spaces will allow for designated spaces. Historically, KCC classrooms needed to remain generic and multi-purpose. These designated spaces will allow for specialized instructional formats and settings more conducive to emulate workforce environments. These spaces will help the college realize its mission to provide student success in workforce and academic transfer.

Required Exhibits
Exhibit 2.G.1-1 Master Plan Update
Exhibit 2.G.1-2 Facilities Strategic Plan
Exhibit CE.15 Program Review Guide

Standard 2.G.2: Physical Infrastructure
KCC strives to maintain a safe and healthy environment for all students and staff. Per Board Policy 305.4200 the college "intends to comply fully with all State and Federal regulations regarding safety and health applicable to operations of the college."

KCC has many processes and procedures regarding the use, storage, and disposal of toxic material, including OR-OSHA safety training, chemical hygiene policy, personal protective equipment, hazardous communication, asbestos removal and remediation, Oregon Department of Environmental Quality, MSDS/Right-to-Know and compliance with the Oregon state fire marshal. KCC reviews and revises its policies and procedures both regularly and as needed. Many of the policies and procedures as stated are also

published on the KCC intranet in SharePoint. Safety policies and procedures are reviewed in shared governance through the Safety Committee, which provides oversight and recommends changes to appropriate departments. Recommendations are reviewed by the Finance and Facilities Committee, President's Council and the Board of Education when appropriate.

The Safety Committee meets monthly and is comprised of faculty, staff, a student representative, and administrators. Their charter and meeting minutes are published on SharePoint, which makes them available to all employees. Meeting minutes are also posted in the break room in building 3, which is accessible to all employees. The committee reviews OSHA compliance, incidents, policies, procedures, and other appropriate topics. Additionally, quarterly inspections are conducted campus wide. All incidents reported are investigated and discussed to ensure resolve and best practice at each meeting. This committee is tasked with the oversite of the handling of hazardous materials, SDS (MSDS previously) compliance, handling of blood borne pathogens, and emergency response.

Additionally, the college has an Emergency Management Response Committee that reports directly to the Safety Committee. They are tasked with handling major emergency situations and response training and assignment of duties campus wide, which align with FEMA standards. ICS 100 training is mandatory. The college also has an ongoing relationship with Klamath County Emergency Management and participates in their meetings and trainings for coordination with other government agencies to prepare for any large incidents that may occur.

The Director of Title IX and Student Conduct and the Student Life staff host safety walks on campus twice a year. All students are invited to attend. They walk through campus to perform site inspections and discuss any comments or suggestions regarding potential safety issues. Furthermore, all KCC employees can raise any concerns, complaints, or ideas through any member of the Safety Committee. This information is communicated to staff at the all staff meetings by the Vice President of the Administrative Services. Additionally, a hard copy of Emergency Operations Procedures, which is updated annually, is located in every public place and office throughout the campus.

Campus employs a full time Campus Safety Office, two-night liaisons, and contracts with the Klamath County Sheriff's office for patrol at least three times a day of the facilities. The Sherriff's office coordinates on campus training opportunities with Klamath Community College. Additionally, the facilities staff receive training for state approved certification of unarmed security. They are also certified in AED and First Aid.

The Emergency Operations Procedures (EOP) booklet has been updated and posted in every office and classroom on campus to provide a quick, accessible reference guide for all employees if needed.

Required Exhibits
Exhibit 2.G.2-1 Hazardous Material Procedures

Supplemental Exhibits
Exhibit 2.G.2-2 Safety Committee Charter
Exhibit 2.G.2-3 Emergency Response Management Plan
Exhibit 2.G.2-4 Safe Campus Webpage

Standard 2.G.3: Master Plan for Physical Infrastructure

Klamath Community College is undergoing a major expansion of campus facilities and programs. Since its inception in 1996, the college has continued to expand its programs and services. This required the establishment of its permanent campus in 2001 and periodic expansions, with the most recent, Phase 1, completed in 2010. With the completion of Founders Hall, the campus will have ten buildings with a total of 156,770 square feet to serve the purposes of the institution and community. KCC also utilizes lab space at Oregon Institute of Technology for the welding and advanced manufacturing and engineering programs.

Formal master plans were completed in December 1998, January 2004, and August of 2007. Additionally, a site plan was completed in 2001 as well as an update in 2004. A geotechnical report was completed in 2001 when the campus was established and was updated in 2010. The storm water drainage report is from September of 2009, and in March of 2013 a traffic impact analysis was produced, which updated the 1999 traffic study.

As part of a current campus expansion project, known as Phase 2, master plan adjustments were made in December 2015. This "mini master plan" allowed for current project requirements and identified future infrastructure and building sites. This plan will be utilized as the basis for a more formal Master Plan document as required. A site survey update was completed as part of Phase 2 planning. Klamath County Planning Department approved the new Master Plan including future building sites

The Phase 2 project includes the construction of two new facilities that will add approximately 42,000 square feet to campus. This will increase our campus capacity by about 40 percent. Funding for the project was provided by KCC reserves, financing, grants, and matching state funds. Plans are underway for repurposing and updating of existing space following completion of the new buildings

Work Skills Technology Center

The first major component of Phase 2 is the 20,000-square-foot Work Skills Technology Center (WSTC). BBT Architects and Bogatay Construction were contracted to complete this project, which broke ground in October 2016 and is on schedule to open for fall term 2017. This primarily academic structure will allow the college to both enhance existing programs and develop new ones, including Business Technology, Computer Engineering Technology, Media Marketing, Health Information Management, and Advanced Manufacturing. Nine classrooms will be dedicated to KCC programs. Three of these classrooms will include synchronous learning labs to for instruction to remote locations.

The WSTC will also provide offices and two classrooms for Klamath Center for Education and Training (K-CET). K-CET is the former Klamath Adult Learning Center (KALC), which provides GED, ESL, and developmental education. For many years, KALC occupied leased modular structures, which lacked space and appropriate classrooms and offices. K-CET was moved into two classrooms in building 4 in the fall of 2016 until it could be moved to a permanent space in the new Work Skills Technology Center (WSTC). In the WSTC, K-CET has two dedicated classrooms, a test practice area, storage space, instructor and staff offices, and study space. It is an enormous improvement and places KCC GED/ESL students at the "front of the bus" – in a new building focused on high-wage/high-demand jobs, short-term training certificates, workforce, and technology.

The WSTC will also provide space for our on-campus K-12 partnerships to flourish. Dedicated space for Community Education, including a classroom and office are part of the new design. Additional floor space will provide offices for our community partners in Workforce, Work Source, and the Small Business Development Center, much needed office space for faculty, an administrator, and technical support will also be constructed.

Founder's Hall

Our second major structure will be a 22,000-square-foot campus center: Founders Hall. Ground was broken in March of 2017 with occupancy target for spring of 2018. BBT Architects and Bogatay Construction will also complete this project.

The primary purpose of Founder's Hall will be to unify and provide a "one stop shopping" for all student needs, including students service representatives, advising, registration, transcript evaluation, financial aid, cashier, business office, and waiting areas. This building also will provide a much-needed upgrade to our Learning Resource Center (LRC), which serves as our library and provides a testing center and tutoring services.

Additional tutoring is provided by our TRiO program, which will also have expanded space. Our Veterans Center will also move into the new space. Student study space and computer access will also expand. Part of this project will also provide upgraded administrative office and meeting space. Remodeled and repurposed space will provide additional faculty offices and enhancement to our food service. Exterior infrastructure and landscaping will provide exterior social and study areas, green space, and enhance the connectivity of campus.

Required Exhibits

Exhibit 2.G.3-1 Master Plan Building Layout
Exhibit 2.G.3-2 Master Plan Update

Standard 2.G.4: Physical Infrastructure

The Director of Facilities works closely with the administration in the development of projects, remodels, and maintenance lists. These are then prioritized based on the master plan, strategic plan, program development, and financial resources available. Appropriate resources are directed to projects and proposals by the administration. Funds are used efficiently by following procurement rules, including obtaining of appropriate bids and quotes from various vendors and contractors. KCC utilizes state procurement contracts when available to obtain the best possible pricing. Educational purchasing cooperatives are also utilized as allowed by our procurement rules. Every effort is made to perform projects using on-campus staff and inventory.

Campus assets and equipment are constantly inspected and evaluated. Scheduled and preventative maintenance is performed so that equipment and systems operate effectively, efficiently, and safely. Work orders are issued to facility staff for in-house repairs and maintenance. Campus equipment and tools used in the completion of tasks are evaluated and replaced or upgraded as condition warrants. New asset needs are identified and prioritized by institutional goals and mandates and pursued as part of the annual budget process. The campus receives a complete inventory of all major assets each fiscal year.

KCC Information Services (IS) oversees all software and hardware, computer and communications on campus. Equipment is updated frequently with in a 3 to 4 life year cycle and all software is evaluated and integrated to the campus server. IS also provides appropriate protection from cyber-attacks and daily support for campus staff. Utilization of grant funds have accelerated technological purchases for synchronous class rooms and other hardware.

Program development equipment and infrastructure needs are identified and budgeted by the appropriate department and funds are allocated for acquisition.

Required Exhibits

Exhibit 2.G.4-1 Equipment Replacement Policies and Procedures (including procurement rules)

Standard 2.G.5: Technological Infrastructure

The Information Services (IS) department provides reliable and secure technological infrastructure and support to the students, staff, and faculty of KCC in accordance with the strategic plans of both the college and our department. The IS department supports operational infrastructure for two primary domains – student and employee. All domains are locally networked by 2Gbps fiber lines connecting all campus buildings. The campus has a 40 Mbps Internet connection and a 100 Mbps Internet connection to the Network for Education and Research in Oregon (NERO). In addition, we provide a Wi-Fi network with access available to all students, staff, faculty and guests. The Wi-Fi is available in every building on campus.

The student domain includes over 300 desktops. All class rooms have SmartBoard screens, document cameras, DVD players, HDMI connections for external instructional devices, and a computer. Two classrooms with mobile SMART boards and three synchronous delivery rooms with Life Size 220 Telecommunication systems, Vaddio camera and camera tracking hardware for providing classes to Lake County. The employee domain includes over 100 desktops along with a pool of laptops and several presentation areas. We have two virtual server machines (running a number of VM servers), two domain servers, two database servers, an exchange email system and a web server. We have a SAN system and a comprehensive tape backup scheme that includes offsite storage. In addition, we administrate and support all software applications in use in campus facilities. The College employs a ShoreTel VoIP (Voice over Internet Protocol) telephone system. This system allows for better call routing and provides voice messaging for all staff and full-time faculty. Users can access messages from on or off campus and can set up voice messages to be sent to email as well.

The College uses enterprise level Dell KACE K1000 and K2000 Systems management and deployment appliances. These allow us more power and flexibility in hardware and software management along with providing more robust administration and repair tools. We also just completed a project to replace our Student Information System (SIS). The new SIS system provides improved functionality and access to timely and accurate information from campus, on the web and over mobile devices.

KCC features state-of-the-art technology and high-tech programs, and the number of student-use computers has increased by 40 percent. To sustain this type and amount of technology, the technology fee was raised to $8 per credit hour.

Standard 2.G.6: Technology Instruction and Support

Klamath Community College's Information Services (IS) department provides technical support for staff and faculty through an automated support-ticket system. In addition to responding to user requests, the IS department also is responsible for installing and maintaining technology components used in staff and faculty offices and educational technologies used in classrooms. The IS department also provides suggestions and feedback for new classroom systems, the synchronous classroom exchange, and technology options for faculty, staff, and administrators.

To further train and support faculty and staff in their use of technology, Academic Affairs has hired an Instructional Innovation Trainer (IIT). The IIT provides regularly scheduled trainings on curriculum and course development and on best practices in the use of educational technologies to support sound pedagogy. The IIT works with new faculty during the onboarding process to help them establish their passwords and gain access to technological resources, along with providing just-in-time assistance in the event of technology failure(s).

To better serve our distance education (DE) students and the faculty who teach them, KCC has hired both an instructional designer (ID) and an administrative assistant to support our distance education director in providing training and support to faculty in the setup and delivery of their courses. Additionally, since the college's decision to adopt the Canvas learning management system (LMS) for all courses offered at KCC (e.g., online, onsite, and hybrid), the ID assists faculty with course design regardless of the delivery method. The ID has conducted multiple on-campus training sessions during this transition to Canvas and has also created online orientations for faculty, students and staff. Thus, along with the DE Director, the ID provides ongoing support in effective use of the LMS to assist faculty in maintaining sound, up-to-date pedagogical practices.

KCC has also hired an Instructional Innovation Trainer who works with Academic Affairs to provide new faculty onboarding, trainings to utilize the various KCC technologies, strategies to increase engagement and motivation, scaffolding methods to promote student learning, and provides program level supports to increase the retention, persistence, and graduation rates of students attending KCC. These trainings focus on best pedagogical practices for inclusive rigorous learning environments and teaching practices. Additionally, the instructional innovation trainer works with staff to increase their technology skills to better support students in a variety of departments.

Technological support and instruction is provided for students, faculty and staff of KCC in support of the college's mission. Students are given training on the basic use of college services like the MyKCC website, the student use computer labs and Learning Resource Center during orientation. More advanced topics are covered when students attend the required class CGS 100: College Survival & Success. Distance Education students can receive support from our Distance Education Coordinator as well as 24/7/365 support from Canvas. Training classes are usually offered by staff and faculty during major roll-outs of new application or software packages.

The IS department is notified of new hires by the Human Resources department. At that time HR provides a list of technology needs and permissions for the new employee. The IS department sets up email, phone, network logins, permissions and workstations as required. An IS representative then conducts an orientation and training with the new hire on the use of the new systems and tools. Trainings are also held during the week of Convocation each year. The college also has professional development funds each year for faculty and staff so that they may attend third party trainings and workshops.

The IS department utilizes an automated ticket support system. Faculty and staff that encounter issues with hardware, software or classroom media devices can contact the support system which automatically creates a ticket and notifies all IS department staff of the issue. This enables our department to efficiently dispense assistance, allot resources and track issues and responses. This data may be leveraged in a number of ways, including determining where additional training is needed and in identifying areas the technology may be failing or a different solution may be needed.

Required Exhibits

Exhibit 2.G.6-1 KCC Network Procedure
Exhibit 2.G.6-2 KCC Remote Access Procedure
Exhibit 2.G.6-3 Request for Permissions to Jenzabar
Exhibit 2.G.6-4 Instructional Technology training and use

Standard 2.G.7: Input from Technology Support Staff and Users

Technology planning is a collaborative process among the Information Services (IS) department, staff, faculty and administration. Our director has weekly meetings with the college President, and our System and Multimedia Manager meets every term with faculty members. We have guidelines for replacing current items, but new technology and software are tested for usability with faculty and staff before adoption. Additionally, IS has developed indicators and assessments within our Strategic Plan that assist us in determining how well internal customers are being served and informs our planning for the future.

In addition, as part of the shared governance process, the Information and Technology Council was formed to address issues, create new policies, identify technological needs, and make recommendations on technological matters. Its membership includes Information Services (IS) department, staff, faculty, and administrators. This council meets monthly in order to provide a structured process for various constituencies to share their perspectives and opinions regarding technology at Klamath Community College.

Required Exhibits

Exhibit 2.G.7-2 Information Services Strategic Plan 2014-17

Supplemental Exhibits

Exhibit 2.G.7-3 Database Administrator Project List 2017
Exhibit 2.G.7-4 System and Network Manager Project List 2017
Exhibit 2.G.7-5 System and Multimedia Manager Project List 2017
Exhibit 2.G.7-6 Systems Optimization and Integration Manager Project List 2017
Exhibit 2.G.7-7 Webmaster Project List 2017
Exhibit 2.G.7-8 Software and Hardware Requests Part 1
Exhibit 2.G.7-9 Software and Hardware Requests Part 2
Exhibit 2.G.7-10 Software and Hardware Requests Part 3

Standard 2.G.8: Physical and Technological Infrastructure—Technology Update and Replacement

The Information Services (IS) department supports the mission of the college by continually monitoring, upgrading, and improving our technological infrastructure. The IS department has established comprehensive replacement guidelines for all computing equipment, media devices, networking hardware and telecommunications equipment based on expected life cycles and warranties. All campus workstations (including desktops and laptops) are on a three-year replacement cycle, while servers are on a five-year replacement cycle. Network infrastructure and media devices are monitored for any decline in performance or usability and replaced accordingly. These guidelines help the IS department ensure that our technology is adequate to support our students, staff and faculty.

Software updates are predicated on collaboration with staff and faculty. Operating system upgrades are based on stable releases, usually after the first service pack has been released.

Required Exhibits

Exhibit 2.G.8-1 Technology Update and Replacement Procedure

STANDARD 3.A.1: ONGOING, PURPOSEFUL, AND SYSTEMATIC PLANNING

Strategic Planning

KCC has engaged in strategic planning since 2005. At the time, long-range planning was neither systematic nor inclusive. In 2013 with the arrival of President Gutierrez, the President and the Board Chair asked for a new strategic plan and associated process that would have the following characteristics:

- Be highly inclusive of the public and all college departments
- Give all departments a sense of meaning and forward vision
- Be integrated with the budget process
- Be a grass-roots, department-centered system
- Remain a vibrant, living document at the forefront of all college activities

Development work on the Strategic Plan included public workshops with campus tours for local business, political leaders, and regional agencies. Additional works-sessions were held for all campus departments and the Board of Education. From their input derived a set of recommendations that became the Strategic Initiatives and their descriptions. Each Initiative was intentionally phrased to match a part of the college Mission statement. Further work-sessions were held with every college department to develop their own mission statement and department strategic plan. The department plans may include one or more strategic initiative matching one or more core theme. The resulting Plan(s) and related planning processes – termed "Strategic Plan 1.0" – was implemented in September 2014. The maturing of strategic planning is an ongoing process; Plan 1.0 came to the end of its life cycle in 2017 and work on Strategic Plan 2.0 began.

Four important characteristics of the Strategic Plan should be highlighted:

1. It actively involves every department of the college, every year.
2. Its Initiatives directly connect the Mission, the Core Themes, and department goals.
3. The budget process closes the loop on all planning.
4. Department measures and accomplishments inform Mission Fulfillment.

Executive Role: Board and Cabinet

Each year, the President in separate retreats with the Board and the executive Cabinet, uses the strategic plan and department plans to select one of the college's core themes to focus the direction of the institution. For example, in 2013 the President selected Access to be the focus. Some of the projects initiated in response to that year's focus included developing distance education, developing a Strategic Enrollment Management (SEM) plan, and bringing instruction to Lake County. Such projects may take several years to come entirely to fruition. The following year, while the distance education and Lake County projects were in process, Access was once again the focus. Projects initiated in 2014 centered on improving the ability of high school students to gain access to college programs. Table 3.1 shows areas of focus by year.

Table 3.1 Executive Themes by Year

Year	Focus	Departments Involved
2014	**Access** – Improving High Schools	Dual credit, Academic departments
2015	**Quality**-improve quality services to meet the diverse needs of students	Program viability study, AAS ERO, AAS CET
2016	**Community** – Improving poverty and employability	Foundation, Facilities, Grants, KCET
2017	**Student Success** – Improving career and income achievement	Academic departments, Institutional Research, Student Life

Each year's focus is based on one of the core themes, which in turn is tied directly to one of the strategic initiatives. Therefore, projects initiated by the President and Executive Cabinet involve collaboration between departments whose strategic plans include goals matching that strategic initiative.

During the Strategic Plan's life cycle (see Figure 3.1 below), departments review annual successes with their supervisors. At mid-cycle, departments report progress on their strategic goals. At the end of three years, all departments report accomplishments on projects and goals; a final report is delivered to the Board of Education and to the public.
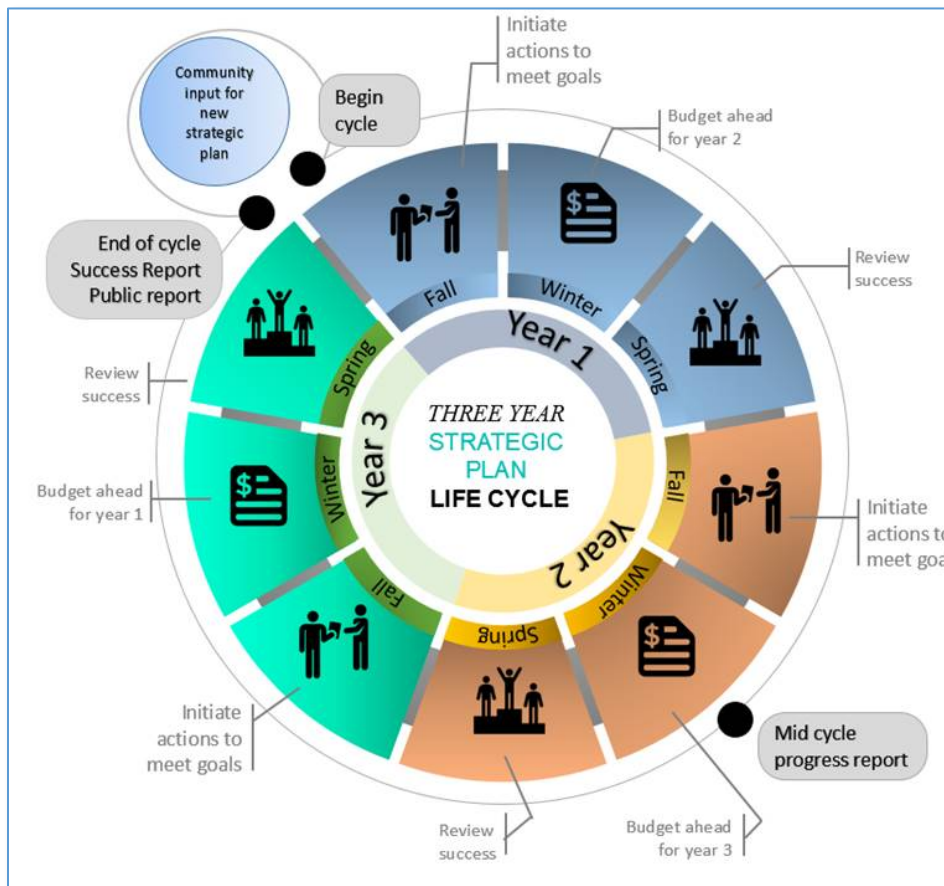
Figure 3.1 Strategic Plan Life Cycle

Strategic planning at KCC continues to grow, adapt and mature. For example, at the end of Plan 1.0's cycle, a need for consistent, cross-departmental data (as opposed to unique department activities and progress) was apparent. Institutional Research has collaborated with the Continuous Improvement and Innovation Committee to develop a cross-departmental Mission Fulfillment report for appropriate constituencies. Additional needs for improvement included access to data via SharePoint, and a Strategic Plan presence with planning information, mission fulfillment information, and publications available on the KCC webpage. We anticipate further maturation of data collection and dissemination as a natural part of the Strategic Plan's growth.

Required Exhibits

Exhibit CE.14 Strategic Plan 2014-17

Supplemental Exhibits

Exhibit 3.A.1-2 Strategic Plan Accomplishments 2014-17
Exhibit 3.A.1-7 ICAT Survey results
Exhibit 3.A.1-8 Campus Climate Survey Presentation
Exhibit 3.A.1-9 Campus Climate Summary
Exhibit 3.A.1-3 Agenda Data Summit 2018
Exhibit 3.A.1-4 Data Summit Presentation 2018

Standard 3.A.2 Broad-Based Participation in Planning

In keeping with the college's culture of collaboration and transparency, KCC's planning processes offer widespread opportunities for input by appropriate constituencies. From advisory boards for academic programs to shared governance to strategic planning, public and employee participation is highly sought after. The strategic planning process solicits extensive public, Board of Education, and KCC employee input. All employees participate in developing departmental strategic plans, annual operating goals and budget analyses. Strategic and institutional planning is further supported by targeted task force plans such as the retention plan and the system of shared governance. The college's Strategic Plan serves as the unifying element that takes into account the needs of the community, the mission of the college, efforts of the college's internal departments, and the budgeting process.
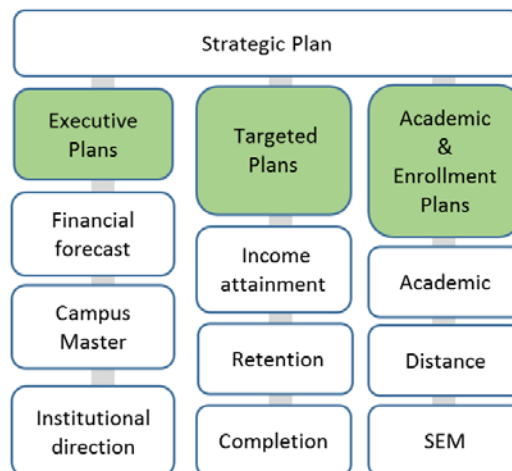

Figure 3.2 Major Planning Areas at KCC

The Mission Fulfillment Report is also the product of employee participation. It was drafted by the cross-departmental Continuous Improvement and Innovation Committee. Each department then confirmed the appropriateness and utility of the measures. Across all planning areas, college employees find more than ample opportunities for inclusivity and participation.

Required Exhibits

Exhibit CE.7 Budgetary Process - infographic

Standard 3.A.3: Data Collection and Analysis

KCC's comprehensive planning process is informed by the regular reporting and collection of progress reports and accomplishments, as well as reporting and evaluation within each unit. Reporting progress and accomplishments is a strategic, culture-driven approach that is intended to reinforce mission-commitment, not the threat of failure, as the primary motivation behind continuous improvement. Likewise, the budget process is designed to share and celebrate successes and provide resources and plans to overcome challenges rather than to cast blame for shortfalls.

Helping inform the budget process is deep analysis from the 5-year cycle of program reviews. This cycle is for both academic and non-instructional departments. The primary purpose of program reviews is to identify opportunities for resource allocation to help departments excel in their fulfillment of the college mission. The process requires much greater depth of inquiry than the annual budgets.

The Role of Data Summit

Since 2013, Klamath Community College has held a Data Summit in January or February of each year. The first Data Summit was an initiative which originated under consultation with KCC's Leadership Coach and Data Coach from Achieving the Dream. Data Summit participants include every fulltime staff and faculty member, part-time staff as available, and adjunct faculty are offered a stipend to attend. The overall purpose is to promote a culture of data awareness among all college staff and faculty. Therefore, the college closes during data summit and all employees are required to attend.
Data Summit topics have included improving the graduation rate, increasing student retention, making gains in the pass rates in gateway and developmental courses, reflecting on SENSE/CCSSE student engagement data, goal assessment in strategic planning, and tying strategic goals to budget planning.

The Role of the Budget in Data Analysis

Each department is provided with a PowerPoint template containing up-to-date numerical data relevant to their specific department. The academic departments are additionally provided a Contribution Margin Analysis (CMA) which helps evaluate viability. All departments review their year's accomplishments in terms of their strategic plans, and also iterate their budget requests vis-à-vis their strategic plans. This consistency closes the loop between planning, data collection and analysis, and resource allocation.

Standard 3.A.4: Resource Allocation and Institutional Capacity

KCC's strategic planning process is intertwined with budgeting and allocation of resources. All department budget presentations are linked to individual department strategic goals. Assessment data is gathered and utilized to assess progress toward meeting strategic goals. The current KCC administration regards the budget hearing process to be an excellent opportunity to hear and understand the opportunities, successes and challenges of each department. The prospects of aiding adequately-performing departments to higher achievements for the good of the college and benefit of the community are both enjoyable and highly satisfying. However, program reviews and viability analysis can also reveal underlying weaknesses and deficiencies. The college's planning processes ensure that priorities are articulated and that resources and institutional capacity are applied to addressing the highest priorities first.

The Role of Viability Studies in Resource Allocation

As mentioned in Standard 3.A.3, career technical education (CTE) program leads must include a program viability study in their budget proposals. It provides the Executive Cabinet with a snapshot of relevant program specific information in order to highlight program trends and issues. A viability study analyzes the following data elements:

- Cost/margin analysis (CMA)
- Completion/graduation rates
- Current enrollment
- Student course success rates (% of ABC grades versus DFW)
- Labor market data

Programs that are not deemed viable may be recommended for revision and/or suspension. Programs that have negative CMAs, low enrollment, and low completion rates may be considered for termination.

The Role of In-Depth Program Reviews in Resource Allocation

Program review is based on the principle that in order to best allocate its resources, Klamath Community College must make decisions based on thoughtful analysis of all programs, not just a few. Program review, like the accreditation self-study, is a candid, self-reflective process. As stated previously,

The Role of the Achieving the Dream Institutional Capacity Assessment Tool (ICAT)

Klamath Community College uses ICAT help identify solutions for pressing issues. The tool evaluates seven capacity areas. The following example provides an illustration.

> In October of 2016 the college deployed ICAT, and analysis was provided by ATD. A Data Coach assigned to Klamath Community College made a site visit and facilitated an ATD ICAT World Café discussion in November 2016. Results from the World Café were combined with additional data sets for a second round of discussion in January 2017 at Data Summit. Applied to the problem of retention, various departments identified activities they could launch immediately. Follow-up feedback three month later showed significant implementation of improvement objectives from the Data Summit.

Standard 3.A.5: Emergency Preparedness

Klamath Community College engages in extensive emergency preparedness and response planning and trainings. With the ever-growing awareness of college campus incidents nationwide, KCC is keenly aware of the importance of preparedness. The Safety Committee oversees all matters related to campus safety, ranging from natural disasters to lockdowns to snow days. A subset of the Safety Committee is the Emergency Management Committee, which deals specifically with crisis situations that would threaten operational viability. These may include active shooter on campus, chemical spills, fire, earthquake, or incidents related to the nearby airport and aircraft.

The Emergency Management Committee designates an ICS team, whose members have participated in FEMA Incident Command training. Their responsibilities include immediate response to situations and contingency planning for continuity and recovery of operations. The Emergency Response Management Plan is formulated from the federal FEMA guidelines. The college maintains a very close working relationship with the Klamath County emergency response system, including meetings and trainings.

The Safety Committee also deploys an emergency procedural handbook to every room and classroom on campus. Further preparedness and preventative measures on campus include yearly active shooter response trainings for all staff and faculty, an electronic classroom door locking system, and 3M shooter resistant coatings on classroom windows.

Klamath Community College has an Emergency Management Response Team with individuals from various departments who are continually trained to work in specific areas as appointed by the administration in the event of an emergency. This team meets quarterly to discuss ongoing training, and development of a comprehensive plan.

KCC also works closely with the Klamath County Sherriff's Office for incident prevention. The Sherriff provides officers visibly on campus at designated times of the day and week.

Required Exhibits

Exhibit 3.A.5-1 Emergency Response Management Master Plan
Exhibit 3.A.5-2, Incident Response Team Organization Chart

CHAPTER 4: CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 22 AND 23

Student Achievement (ER 22)

KCC Community College identifies its expected course, credential, and college-wide learning outcomes in the college catalog, the college website, and individual course syllabi. For student achievement data, the college participates in the Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE) (Standard 2.C.5). Faculty assess student learning with support from the Assessment and Curriculum Coordinator. Institutional assessment involves assessing instructional programs as well as non-instructional programs that provide student services. All Program reviews are submitted to the continuous improvement and innovation committee (CIIC) for evaluation. Progress reports for the strategic plans are required annually. Departments submit annual assessment activity reports to the Assessment and Curriculum coordinator. Resulting high-quality assessment data is used for curriculum, budgeting, or strategic planning at the discipline, program, and institutional level to improve student learning and success. (Standard 2.C.5).

Institutional Effectiveness (ER 23)

Klamath Community College systematically applies clearly defined evaluation and planning procedures, assess the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and regularly publishes the results to its constituencies. Through these processes Klamath Community College Regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability (Standards 3, 4, 5).

Standards 3B, 4A, and 4B Overview

Evolution of Core Theme Planning and Evaluation

Fulfillment of the college's Core Themes revolves around the Strategic Plan Initiatives and is actively supported by other planning activities. All department strategic and action plans, all shared governance meeting agendas, and even all Board of Education meetings are structured to match the Strategic Initiatives. Each Initiative in turn is tied directly to a Core Theme.

During the first cycle of strategic planning (2014-17), individual departments were responsible determining their own goals and measures, so long as they aligned with the Strategic Initiatives. This was deliberately a grass-roots design. The intent was to create a culture of ownership at the department level rather than a "top-down" imposition. Departments were responsible for the following:

- Obtaining and analyzing data related to their own accomplishments.
- Determining their own benchmarks for acceptable performance
- Closing their own loop on the planning process, utilizing the data for budgeting and new planning purposes each year.

To facilitate departmental ownership, the Office of Institutional Research (IR) has provided reports upon request to department managers. Over the last two years, however, it became clear that because data was provided in reports by request, the reports as used by departments were not collected in one easily accessible place. Likewise, while determining progress for individual department goals was easily accomplished, evaluating an aggregate picture of cross-departmental results or college-wide progress was difficult because data tended to be unique to each department.

Current Status of Core Theme Planning and Assessment

Work for the current self-evaluation coincided with the end/beginning of strategic plan cycles. In response to difficulties with dispersed data usage during Strategic Plan 1.0, the new Strategic Plan 2.0 includes cross-departmental measures as well as a new standardized mission fulfillment report. The Mission Fulfillment Report is designed for use by the President and Cabinet, as well as by Departments. Versions are available both in print and online. It is hoped that making consistent, replicable reports easily accessible will contribute substantially to the growing culture of data usage in all planning processes across campus. The report itself will evolve over time to improve its usefulness.

The following sections describe planning, assessment, and improvement activities organized by core theme. Each section contains a description, objectives, rationales, discussion and examples of improvement.

Core Theme 1: Provide Accessible Education and Services

KCC provides regional access to a broad array of educational opportunities and services. Intentional efforts to improve access take many forms including: academic advising, comprehensive support services, changes in the physical campus, articulation agreements with public schools and universities, course offering in a variety of instructional formats and modalities, (i.e. face-to-face on- and off-site, online, hybrid, and synchronous), and expansion of workforce training opportunities. In the past five years our greatest Access efforts have been with high schools, online programs, partnering agencies, and articulation agreements with Oregon universities. Additional efforts to increase access points over the past five years include the following:

- Access for actively-serving military personnel
- Access for high school students
- Access for non-degree job seekers
- Access for students who do not possess high school diplomas
- Access for students who face cultural/language or other socioeconomic barriers
- Access for students who are underprepared for college-level coursework.

Objective 1.1: The college will provide seamless pathways from high schools to KCC, into KCC programs, and from KCC to other institutions.

Rationale. Local high school students who engage earlier in college courses should have to take fewer developmental education courses at KCC. Therefore, increased participation in Accelerated Learning opportunities including dual credit should decrease the number of credits needed to completed certificates and degrees on campus. It would also follow that local high school students should have higher KCC graduation rates than non-local or nontraditional students. Less-than-one-year certificates, one-year certificates, and two-year degree options all allow for multiple opportunities to enter and complete a degree. To ensure the maximum value of these certificates and degrees, evaluation of Programs must include analysis of articulation agreement language - addressing student loss of credit - when transferring to Oregon colleges and universities. Strict program development procedures will ensure that KCC does not initiate new programs unless they articulate to other Oregon colleges and universities with no loss of credit.

Discussion. Starting in 2012 and still ongoing today, analyzing roadblocks, devising strategies, and developing technologies and systems to provide regional access to higher education has been the focus of much thought and effort by college departments. The reason for this intense focus has to do with the nature of our region's communities. The communities tend to be small, separated by great distances, and paralyzed by generational poverty and underperforming public school systems. Solving the challenges of access to higher education is foundational to improving student retention, success, and the quality of life in our communities. Therefore, "providing access" is far more complex than simply providing equal opportunity for potential students. Examples of planning, assessment, and improvement around the Access core theme can

be found in a variety of settings across campus. Among them are the path from high school to college, from military service to college, and the path from college to university, which are discussed below:

- ***The path from high school to college.*** Prior to 2012, high school seniors in Klamath Falls did not necessarily consider community college as a logical step after high school, making traditional-age students a minority population at KCC. Since 2012, the college has worked diligently with public school leaders to identify systemic roadblocks within the public school system, gain the trust and cooperation of leaders and school counselors, and develop multiple opportunities for high school students to take college classes.

  For example, over the last five years, college leaders, along with K-12 partners and local and regional leaders and legislators, visited the Pharr-San Juan-Alamo Independent School District in South Texas—a model for establishing a college-going culture where none previously existed. As a result, local officials created a College and Career for All (CC4A) program, with the goal that every student has a solid plan and pathway after high school graduation. Leaders found that generational poverty is not only a roadblock to high school graduation, but also of successful completion of any kind of education regardless of available funding. Goals and related progress therefore reflect intense efforts to reach deeply into some of the most pressing problems facing our region's communities. As part of this regional collaborative effort to create a college-going culture in the Klamath basin, KCC has aimed for growth targets in dual credit and dual enrollment. The CC4A project has an aspirational community access goal of 100% of high school students enrolling in some form of college classes.

  Evaluation of accelerated learning programs is conducted yearly as part of the Strategic Enrollment Management (SEM) plan development. Performance targets take into account enrollment growth, sustainability, student persistence and completion. The current target is 20% of high school students enrolling in college classes, with an annual growth range of 0-5%.

- ***The path from military service to college.*** In 2014, the college entered agreements with the local Air National Guard base to provide on-site instruction. The Veterans Services advisor took on the task of expanding KCC's services to the military, travelling nation-wide to bases, conferences and career fairs. Faculty matched the effort by re-designing classes to fit the requirements of the Community College of the Air Force. These courses are specially designated as M. Veterans Services signed agreements with bases outside of Oregon as well as developed a military-specific online program (General Education Mobile). Veterans Services and KCC Administration additionally negotiated a streamlined, seamless transfer package called Base to Bachelors with Oregon universities. Growth in M enrollments has increased 709% between 2014 and 2017. Evaluation of M course enrollment is conducted yearly as part of the Strategic Enrollment Management (SEM) plan development.

  The path from college to university. Although not a measure used for program budgets, "no loss of credit" is a philosophy reviewed during Program Reviews and embedded in all our articulation agreements with 4-year universities. KCC led the no loss of credit effort in our region and refused to accept what we believed was a social injustice that was happening to our students. Many student affairs personnel, faculty, students, and program advisory committee members shared some of the heart-wrenching stories of student credit loss. In House Bill 2998 (2017) no loss of credit policy is now legislated and students losing credit when they transfer will be actively addressed across our state. Evaluation articulation agreements is conducted as part of the program review process.

Objective 1.2. Increase student access to KCC through availability of educational opportunities in a variety of formats and locations.

Rationale. KCC is an open-access institution; our ideal is that our opportunities reach all populations wherever they may be. Deploying technological solutions such as synchronous classrooms in rural high schools helps provide access opportunities, with the intention that students in remote communities will have the same access as students located near the main campus. KCC's Access ideal also reaches populations within the community that are not likely to participate in higher education for a variety of socio-economic reasons.

Discussion. KCC has increased access points in multiple areas over the past five years. In 2013-14, KCC had no distance educational offerings for students. After starting online offerings that year, the college jumped from zero online FTE in 2013-14 to 650 FTE four years later.

However, access extends beyond offering online classes. Southern Oregon is home to many distinct populations with widely varying and specific challenges, including course structure and design challenges, language barriers, or generational poverty. Measures in Objective 1.2 evaluate the relative success of the college's efforts to reach these populations and are used by administrators and department leads to develop new methods of successfully reaching a variety of populations.

An example of planning, assessment, and improvement around the Access core theme is the college's increasing focus on the success of at-risk populations - adult GED/ESL program and the related creation of the Klamath Center for Education and Training (K-CET). Previously, adult GED/ESL offerings were a shared effort between the public school system and KCC. The effects of this partnership, although financially sustainable, were not leading to desired student success outcomes. Neither did the location – two temporary modular buildings behind the City Schools district offices – encourage GED/ESL students to envision higher education as part of their future. As a result, in 2015-16 the college explored other options. In the fall of 2016, KCC moved the GED/ESL program directly on campus and entered a new partnership with Goodwill Industries. The goals of the move and partnership are to significantly improve adult ABE/GED and ESL outreach, progression rates, retention rates, completion rates, and the number of students transitioning to the college or a living wage job post completion.

Core Theme 2: Provide Quality Education and Services

KCC ensures consistently high-quality learning opportunities and services to our students and the community. In the past five years the college's growing focus in improving quality of service have been in the areas of job descriptions, qualifications and pay, understanding student satisfaction with services, and deploying data analysis wherever possible.

Objective 2.1. Ensure that faculty and staff are qualified

Rationale. The College ensures all instruction is provided by qualified staff in all modalities and locations regardless of status. Dual Credit and other high school program standards are set by Oregon's Accelerated Learning rules established in 2016. To promote a positive working environment and employee satisfaction, the college measures employee satisfaction and ensures pay is comparable to similar colleges.

Discussion. Statewide, concern is frequently expressed regarding the quality of instruction delivered by contracted arrangements in high schools such as dual credit. Additional concern is expressed regarding online part-time faculty. This objective addresses both these concerns by treating all faculty and staff equally, holding them to the same measure of requirements regardless of their location or employment status.

Between 2014 and 2017, KCC closely monitored dual credit instructor qualifications. In 2016-17, the state of Oregon introduced new standards for dual credit high school teacher instructor qualifications. Benchmarks for annual thresholds are in process.

Education is a service-oriented industry where the quality of the professional providing instruction and support services has a significant influence on student success. In 2012, the college and Faculty Association negotiated a Collective Bargaining Agreement utilizing interest-based bargaining. This method was very satisfactory to all parties involved. In 2015, when the Agreement was renegotiated, the college introduced merit-based advances, also conducting an extensive evaluation of all position descriptions. The college has also revamped the entire staff evaluation process. Improvements made to employee qualifications and satisfaction over the last five years included:

1. Collective Bargaining using interest-based bargaining with faculty
2. New staff employee handbook
3. Added merit-based advancements for faculty and staff
4. New job classification study
5. Position pay revision based on new job descriptions and comparables.
6. New 360-degreeevaluation process and campus climate survey.
7. Faculty Senate empowered to oversee Professional Development and provided substantial budget.

Workplace satisfaction is measured perceptually in the Campus Climate Survey. The first iteration of the survey indicated significant overall satisfaction with the working environment and campus climate. Longitudinal data and further discussion of measures will provide benchmarks in the future.

Objective 2.2. Ensure quality instruction

Rationale. KCC surveys student learning and feedback and uses that data to improve quality of instruction to ensure that students are academically successful.

Discussion. Development of a sustainable student learning outcomes assessment system is a work in progress that has seen significant improvement in the past three years. 2014-15 saw the deployment of CourseEval software for collecting student course evaluations online and other software intended for an Outcomes assessment system; the Outcomes project proved unsatisfactory and provided important lessons learned while the CourseEval system worked very well (and continues to do so). The 2016-17 year saw assessment systems settle into an efficient rotating calendar with online reporting capabilities for faculty and staff. Planning, assessment, and improvement around the Quality core theme is steadily building a track record with active faculty assessment of student learning.

> **Faculty Assessment of Student Learning (Standards 4.A.2 and 4.A.3).** KCC engages in assessment of its educational programs and services to evaluate achievement of clearly identified program goals. Academic Affairs has identified learning outcomes at the course, program, and institutional level. These are known by their three-letter acronyms:
>
> - Level 1: Course – CLO
> - Level 2: Program – PLO
> - Level 3: Institutional - ILO
>
> Course learning outcomes (CLOs) are included in course content and outcome guides (CCOGs) published on the KCC assessment website. CLOs are also included in all syllabi. Program learning outcomes (PLOs) are published in KCC's online catalog. Institutional learning outcomes (ILOs) are published on the KCC assessment website as well as in the institutional syllabus located in each Canvas

course shell. Faculty indicate on CCOGs and outcome assessment maps the level to which ILOs are assessed. Options include measured proficiency, reinforced, introduced, and not introduced.

The Assessment System. Outcomes assessment can be an overwhelming process for already-busy departments. KCC's Student Learning Outcomes Assessment Plan operates on a staggered three-year cycle of assessment. Three examples of planning, deploying, and improving the assessment system include:

- *Institutional Learning Outcomes (ILO) Assessment.* During spring and fall 2017 and winter 2018, general education faculty selected one ILO to directly assess. Faculty chose a direct assessment measure and reported results at the end of the term. These results will be used to create a plan of improvement for student learning to be implemented during the 2017-18 academic year. Several disciplines are using the adapted Association of American Colleges and Universities (AAC&U) Value Rubrics and received training for inter-rater reliability to score artifacts that reflect student achievement of ILOs.

- *Program Learning Outcomes (PLO) Assessment.* During winter 2017, PLOs were revised so that all academic programs have clear, measurable, verb-driven learning outcomes. Faculty will revise PLOs on a three-year cycle and submit revisions to the Assessment and Curriculum Coordinator and their program advisory committees. Faculty are assessing two program outcomes a term.

- *Course Learning Outcomes (CLO) Assessment.* Course learning outcomes assessment have been scheduled so that all regularly offered courses will have all learning outcomes assessed at least once every three years and so that each instructor participates at least once each year. CLO assessment involves indirect methods with specific questions on CourseEval surveys. Faculty will select direct assessment measures for CLO assessment such as exams, essays, portfolio, projects, performance demonstrations, etc. Faculty are encouraged to use summative measures rather than formative measures used in the second half of the term as outcomes represent what students will be able to do at the completion of a course. Faculty will report the number of students who have demonstrated proficiency in CLOs.

Objective 2.3. Ensure high-quality support services.

Rationale. Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

Discussion. The college evaluates quality of support services for students using comparative data from Achieving the Dream (ATD) and the Community College Survey of Student Engagement (CCSSE). KCC has participated in ATD every year since 2012 and as a result, started an annual all-campus data summit in 2013 that continues today. CCSSE results are analyzed by college leaders in comparison to other CCSSE comparative schools and best practice programs. The spring 2017 results are summarized in the Key Findings/Executive Summary document.

CCSSE creates a benchmark score that represents a normed mean for a score of 50 under the categories Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. Additionally, CCSSE creates a mean of the normed benchmark for the colleges scoring in the top 10% of each category. Examples of planning, assessing, and improving support services are found in the following CCSSE measures:

- **_Support for learners._** Klamath Community College's best benchmark score was in Support for Learners with a score of 57.8 against the normed 50. The average of the top 10% schools was 58.4. In the spring 2017 report, KCC scored above the normed benchmark in every category.

- **_Student engagement._** At the individual questions level, CCSSE provides question breakdowns disaggregated under each category. The Key Findings reports displayed KCC's Aspects of Lowest Student Engagement. In the five highlighted questions for lowest performance, KCC performed within 0.8% of the mean score. In comparison KCC's Aspects of Highest Student Engagement were between 6.2% and 13.9% above the mean of the cohort. KCC's highest performances were well above the cohort mean while the lowest performance was very near the cohort average performance.

- **_Advising._** In 2016, CCSSE data showed lower than acceptable student understanding of academic advising. At Data Summit 2017, Information Services staff were presented with the dilemma. Staff members brainstormed potential solutions and identified actions to take by specific personnel. The result was a number of changes including the way student accounts display their advisors. In spring 2017 the same CCSSE question results increased dramatically, exceeding the benchmark. This was an effective demonstration of a system helping individual staff members fulfill the college mission.

Core Theme 3: Meet the diverse needs of our students, businesses, and community

KCC serves a large, rural, and sparsely populated geographic region. Within the local community, the college is seen as playing an important role, to promote the betterment of business, education, and the quality of life.

Objective 3.1. Foster small business success, entrepreneurial activities, and workforce improvement

Rationale. KCC provides an important economic service to the community, especially through the SBDC and WorkSource Oregon. Trainings provided and number of new business starts annually are two important measurements of service to the community.

Discussion. KCC is regarded as a committed leader in the area of regional economic growth and development. Expectations by community, regional, and statewide organizations have been clearly expressed during multiple strategic planning sessions that the college will help develop a skilled labor force, attract new employers to the region, and assist with new business growth in the communities we serve. The college has responded in many ways, three outstanding examples of which are the increased sponsorship of the Small Business Development Center in 2015 the creation and development of the Klamath IDEA business incubator in 2014 and the creation of the Rural Entrepreneurship Center (2017). The SBDC at first located on the KCC campus, then moved to a strategically located facility downtown Klamath Falls.

However, as the influence of the college in the community and region grows, we recognize that relying on SBDC training and business starts alone is too limited a view of our community impact. Public input consistently indicates a desire for the college to act as a transformational economic engine; future discussions of measuring economic impact may take into account a wider set of measures.

Objective 3.2. Provide educational opportunity to all students regardless of socioeconomic status.

Rationale. Obtaining and managing financial aid to fund education is a complex and intimidating process for all students, and the challenge is much higher for first generation incoming college students or students from backgrounds of generational poverty. Students are more likely to succeed when the college can successfully assist them in obtaining and managing their financial aid correctly. Students from diverse racial and ethnic backgrounds are more likely to succeed when culture and language barriers are reduced.

Discussion. The Financial Aid Office is sensitive to its role in student access to and success in higher education—while also acting as gatekeeper to those who would abuse the system. For example, default rate data in 2013 strongly suggested that high numbers of "Pell-runners" had enrolled at KCC, which threatened the college's future ability to offer financial aid. To address this threat, responsive planning, assessment, and improvement to the college's financial aid systems were undertaken, as shown in the following examples:

1. *FASFA Fridays.* These weekly sessions were established for students to meet with FASFA experts to help them navigate the process.
2. *Expanded financial aid office hours.* Over the past the past five years, the office's availability to students has improved from restricted access (financial advising available only through Student Services), to part-time open hours, to full-time open hours.
3. *Online access to accounts.* In 2014, the college implemented an online financial aid awards system, so students can manage their accounts effectively from any location.
4. *High school outreach.* To increase high school students' success in obtaining financial aid, KCC financial aid office staff now travel to all regional high schools to assist students directly.
5. *Completion scholarships.* Students who are within one term of graduation and run out of financial aid funding may bridge the gap with this scholarship.
6. *Default prevention strategies.* Faculty-initiated early alerts for non-attendance, delayed disbursement dates, and mandatory in-person entrance counseling have helped to reduce the default rate by10% in four years, which has moved KCC from having the highest default rate to the mid-range among Oregon community colleges.

Objective 3.3. Meet the needs of our diverse community by evaluating existing instructional programs and creating new instructional programs when appropriate

Rationale. The college is able to act as an agent for economic and cultural change in the region by developing new programs in both Credit and Non-Credit areas. KCC analyzes existing instructional programs annually via cost-margin analysis (CMA) and every five years with a comprehensive analysis overseen by the CIIC. These processes ensure programs are current, relevant and economically sustainable. New technical programs are especially cost-heavy, so deploying a variety of funding sources is vital to growth in new areas.

Discussion. Over the past five years, the college has evaluated the need for academic programs, phasing out some and creating other new ones to enhance employment opportunities for its students. All departments in the college, both academic and non-academic, undergo a yearly financial analysis during the budget process, which is foundational to sustainability of the institution. Following are some examples of the planning, assessment, and improvement of our programs and offerings to meet community needs:

- *New programs focus on students acquiring employment with middle-class salaries.* Computer engineering, for example, is one of our new programs that can lead to high-demand, high-wage employment. However, given potentially prohibitive costs associated such a program, after piloting the program, the college turned to grant funding to build and launch it. Early results for enrollment, retention, completion, and job attainment are promising.

- *Non-credit workforce training programs to prepare students for specific careers.* Examples in the past three years have included industry certificate programs in phlebotomy and medical assistance. In 2018, two additions to our workforce training programs will be launched to support local labor needs—a re-launch of the dental assistant program and the addition of an optometry technician program.

Core Theme 4: Support student success in workforce training, academic transfer, foundational skills, and community education

The College is committed to helping students earn living wage jobs through degree programs, certificates, and training. KCC forms partnerships and agreements with organizations and agencies that result in opportunities for student success, including events and/or offices from these organizations located on campus. A vision for future improvements in student success is addressed by the Prosperity Strategic Initiative.

KCC's long-standing student success metrics have included student retention, developmental education enrollment, success/DFW rates, and student completion. In the past few years increased attention has been paid to job placement, which has been especially targeted in the Student Success Initiatives (retention, completion, income attainment, job placement).

Objective 4.1. Provide support for students to obtain the necessary skills for either entry into a job or transfer to a 4-year degree that relates to their field.

Rationale. Successful retention and completion demonstrates students received sufficient support. Successful transfer demonstrates students received sufficient support. Programs embed workforce-relevant skills and student learning outcomes. Certification pass rates indicate student accomplishment. Students are more likely to find career related to their degrees if career assistance is close at hand.

Discussion. The mainstay of any college's fulfillment of mission includes measures of retention and of degree completion and/or transfer in academic programs. Data in this section is compared to national norms. These measures are of special interest to programs for budget proposals. Examples of planning, assessing, and improving student success rates are a current feather in the college's cap and subject of much discussion at the state level. Some of the most outstanding are here and in the next objective:

Improving completion. Over the past five years, KCC has been reported as having the lowest completion rate in the state at 2%. KCC's new efforts to change completion rates over the past five years include mandatory Orientation for new students, mandatory academic advising in order to register for a subsequent term, deploying appreciative advising techniques, intrusive intervention in distance education courses at predetermined intervals, intrusive interventions in tutoring, and an "early alert" system by faculty. NCES data indicate KCC's completion rate has moved from lowest to the middle of Oregon community colleges, an increase of over 18%.

Job placement and income attainment. In 2016 college leadership identified "job placement" and "income attainment" as priority areas of focus for improving the community. The focus of this improvement will be to train hard- to- place community members in resume-building, employability behaviors, and job-related skills in both Klamath and Lake Counties. These new services may provide longitudinal data that may be added to future measurements and benchmarks in income and job placement that is related to college efforts outside of academic programs.

Objective 4.2. Provide adults the opportunity to obtain necessary skills in reading, writing, and math.

Rationale. If students have necessary skills in reading, writing, and math, it will increase the likelihood that they will achieve their educational goals. With the assistance of ATD, KCC monitors student enrollment, success and progress in Developmental courses.

Discussion. Like many colleges, KCC has struggled with the number of students entering college at the developmental level, and the slow process of moving from developmental level to college level. Recognizing KCC's student population was extraordinarily high in developmental enrollments, over the past three years the college has made a concerted effort to reduce the percentage of credits in a term that are developmental.

The Math and Writing departments planned, evaluated, and improved their academic advising guidance, placement system, and course sequences with remarkable results. The result by 2017 was an approximate 50% drop in the developmental credits taken by students under 21 with a commensurate reduction for other identified student groups. Cutting developmental education by half has garnered substantial attention statewide.

Objective 4.3. Provide education opportunities to non-degree seeking community members.

Rationale. Providing non-credit training and certification especially oriented to careers helps community members achieve employment in shorter timeframes than academic programs.

Discussion. As the Community Education department has experienced sustained growth over the past few years the college has made a concerted effort to use their platform as an avenue for bringing students quickly W careers. Previously explained in Objective 3.3, examples of planning, assessment, and improvement include workforce programs such as in Medical Assisting, Dental Assisting, Phlebotomy and Flagging. Successful completion/certification is measured in these programs through a national database which provides comparisons to other colleges. These programs are sufficiently successful that current plans are to develop others yearly, with due diligence and an approval process that mirrors for-credit programs.

CONCLUSION

Taken together, these examples from our objectives — among many others that could be cited — illustrate KCC's active, ongoing commitment to data-analysis, planning, and implementation in support of the Core Themes and ultimately fulfilling the college mission.

Required Exhibits
Exhibit CE.11 SLO Assessment Plan
Exhibit 4.A.1-1 Assessment Plan

Supplemental Exhibits
Exhibit 4.A.2-3 Faculty Manual for SLO Assessment

Standard 4.A.2: Instructional Program Review and Non-Instructional Program Review

Instructional program review and non-instructional department review at KCC are faculty- and staff-driven self-evaluations. All instructional and service units at the college complete a review within a five-year period. Review guidelines encourage programs to reflect as a group on program/department performance in relation to the college's mission, core themes, and strategic planning goals. The Assessment Committee and the Continuous Innovation and Improvement Committee (CIIC) guide this process and assist programs and departments by providing training, a template, guided questions, and feedback on completed reports. Institutional Research (IR) and Academic Affairs also provide programs and departments with student data as well as program and department specific data. IR provides instructional programs with data annually for program viability studies.

Program review reports are submitted to the CIIC, which is chaired by the Vice President of Academic Affairs, for feedback and recommendations. Program reviews analyze the following:

- Mission and goals and link to the strategic plan
- Progress toward goals
- Metrics being used
- Describes the population served

- Personnel Needs
- Staff Development
- Resources (including facilities, equipment, and budget)
- Program strengths and challenges
- Recommendations for improvement

Reviews serve as the basis for unit planning and the development of formal assessment plans and are published to the Klamath Community College assessment website.

Faculty are surveyed each year to solicit feedback regarding the assessment process. This feedback is used by the assessment committee to refine the systems, processes, and supports regarding the assessment of student learning outcomes.

Required Exhibits

Exhibit CE.15 KCC Program Review Guide

Exhibit 4.A.2-2 KCC Assessment Website

Exhibit 4.A.2-4 Assessment Resources

Exhibit 4.A.5-3 Policy or Procedure for Reviewing Assessment Plan

Exhibit 4.B.2-1 Feedback Process for Assessment Results

Supplemental Exhibits

Exhibit 4.A.2-5 2017-2018 Program Review Schedule

Exhibit 4.A.6-1 CCOG Template

Exhibit 4.A.6-2 PLO's in catalog

Exhibit CE.12 Program Viability Study

CHAPTER 5
MISSION FULFILLMENT, ADAPTATION AND SUSTAINABILITY

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENT 24

Scale and Sustainability (ER 24)

Klamath Community College demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future (Standard 5.B).

STANDARD 5.A: MISSION FULFILLMENT

Standards 5.A.1-5.A.2 Mission Fulfillment

Collectively, the preceding chapters of this report show how Klamath Community College engages in regular, systematic, participatory, and data-driven planning for and evaluation of its accomplishments. The processes, which comprise the college's planning and evaluation efforts involve a spectrum of the college's stakeholders — the Board of Education, college administrators, faculty, staff, students, and community members. The alignment of our Mission, its Core Themes, and the Strategic Plan Initiatives with the annual budget process ensures that we close the loop each year between planning, funding, college activities, and accomplishments. In this process we evaluate our resources, capacity, and effectiveness.

Developing our Core Themes with their measures and growing them into an encompassing, participatory system was a significant step in our college's maturation. It has prompted significant, meaningful engagement with our mission and goals. As discussed in Chapter 1, the college has identified over 30 measures to aid in evaluating mission fulfillment. As previously discussed, these are the same measures that individual departments use for planning and evaluation. The measures originally identified by the Continuous Improvement and Innovation Committee (CIIC) in 2014 evolved into measures particularly meaningful to each department's ability to evaluate its quality, effectiveness, and accomplishments. We anticipate a continued evolution as our departments grow and change. We have continued to encourage each department to "own" its plans and its measurements, and thereby improve ownership of the mission and its fulfillment.

When the first Strategic Plan cycle came to a close in 2017, the associated department plans and budget process continued on uninterrupted. Our intention was to capitalize on the first cycle's momentum to carry directly on into second Strategic Plan cycle. Several factors converged, encouraging us to pause for self-reflection before this second cycle. One was the Board's request for easy-to-use information about departmental plans and accomplishments. Another was the preparations for the Year-7 Report. A third factor involved the end-of-cycle challenges in collecting accomplishment reports into a single location. These factors together suggested that it would be wise to take a year between Strategic Plan 1.0 and 2.0 to consider the ways in which we collect, process, and disseminate information related to our planning process. Having taken that year, we are moving forward with greater understanding.

To that end, with the help of the CIIC, Institutional Research and many individual departments, Strategic Plan 2.0 includes cross-departmental common measures, an improved scorecard, a new Mission Fulfillment report, and a much-improved series of commonly used reports accessible to departments through SharePoint. (See Figure 5.1 below.)
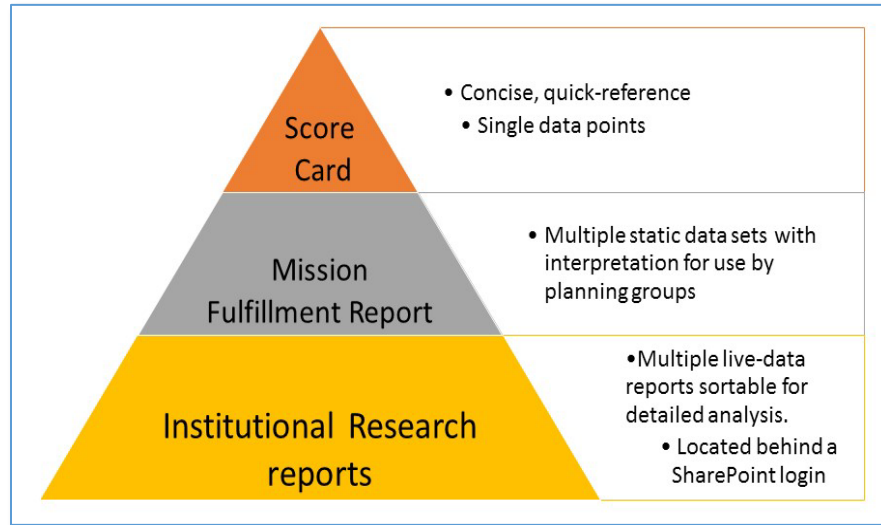
Figure 5.1 Improved Data Availability in Strategic Plan 2.0

Going forward into the next strategic planning cycle, the college and its stakeholders are committed to the continued pursuit of a culture of evidence, and the ongoing cycle of planning, assessment, and improvement.

Required Exhibits
Exhibit 5.A.1-1 Description of institutional self-assessment process
Exhibit CE.13 Mission Fulfillment Report
Exhibit CE.12 Program Viability Study

Supplemental Exhibits
Exhibit CE.14 Strategic Plan 2014-2017
Exhibit 5.A.2-3 Strategic Plan 2014-2017 Accomplishments Report to the Community –Mailer
Exhibit 5.A.2-4 Strategic Plan 2014-2017 Accomplishments Report to the Community

STANDARD 5.B: ADAPTATION AND SUSTAINABILITY

Standard 5B.1 5.B.3: Adaptation and Sustainability

Through strategic planning, in-depth budget analysis, and program review, the responsibility of mission fulfillment and stewardship of resources is allotted to each and every department on campus with oversight from Cabinet. Conversely, final responsibility for fiscal sustainability and future viability rest with the Cabinet and Executive with oversight from the Board. (Standard 5.B.1) In the budget process, Cabinet members evaluate future risks and opportunities using real-time CMA aggregate data, revenue forecasting from state economic and labor data, as well as legislative and statewide enrollment information from the Higher Education Commission. The institution also has developed, uses, and publishes a financial forecast for one years prior, the current year, and seven future fiscal years that estimate resources, and expenditures. And like many community colleges, our capacity for adaptation has been tested at every turn. From a bond measure rejected by voters, to enrollment swings related to the Great Recession, the college has sought ways to stabilize funding and enrollment streams while simultaneously growing into an active partner for improvement in the region. We believe two examples illustrate our ability to adapt to conditions successfully and keep an even keel in tumultuous times (Standard 5.B.3).

Example 1: Stabilizing Enrollments

When a drop in enrollments across the state began at the end of the Great Recession, colleges statewide began to cut back positions to conserve scarce tuition dollars. KCC shifted into expansion rather than cutback mode, because we believed that the best response was to tackle it head-on rather than cringe in fright. This was an example of a) courageous leadership and b) recognition that the accessible education portion of our Mission was being underserved. There were, in fact, significant opportunities in regional access including growing distance education, partnering much more closely with high schools, and reaching out to Air Force personnel.

The result has been KCC's continued strong enrollment stability while across the state colleges continue to see enrollment declines. The college has not laid off staff in order to conserve finances. That outcome is representative of how well we regularly monitor our internal and external environments, plan our adaptations, and effectively respond to ensure our ongoing relevancy, productivity, viability, and sustainability.

Example 2: Evaluating Program Sustainability

In 2014, Klamath Community College began using academic program viability studies. The program viability study is intended to provide yearly summative evaluation of a program's sustainability and productivity. It provides the Executive Cabinet with a snapshot of relevant program specific information in order to highlight program trends and issues. In 2017 the results from academic program viability studies lead to the cancelation of the Natural Resources AAS program. The program was deemed not viable based on a negative CMA, low completion/graduation rates, low current enrollment and poor job outlook for graduates. This action occurred within the same timeframe as developing and adopting new programs that promised greater job outlooks for graduates. Again, this activity is representative of how well we monitor our environments and effectively respond with a proven, deliberate process.

These examples are only two of many actions taken by the college to ensure a sustainable future. Among others are the use of federal grants to construct buildings and develop new programs that are high-wage high-demand for graduates, as well as establishing a Foundation to help fund new technology investment.

With our budget- and enrollment-monitoring tools, mission-fulfillment indicators, and ongoing improvement processes, we can continue to sustain the institution, its resources, and its services, going forward. KCC is fully committed to thinking proactively.

Required Exhibits

Exhibit 5.B.1-1 [Procedure for evaluating adequacy of resources to accomplish mission](#)
Exhibits 5.B.2-5 [Procedure for Assessing Mission Fulfillment](#)
Exhibit 5.B.3-1 [SWOT analysis](#)
Exhibit 5.B.3-2 [SWOT Analysis 2018](#)
Exhibit CE.9 [Credit Hour Policy](#)
Exhibit CE.8 [Student Complaint Policy](#)

Supplemental Exhibits

Exhibit 5.B.1-2 [Resource Development Department Presentation](#)
Exhibit 5.B.2-1 [KCC website detailing academic program viability studies](#)
Exhibit CE.15 [Program review guide and schedule posted to SharePoint](#)
Exhibit 5.B.2-4 [Completed program reviews posted to KCC website](#)

CONCLUSION

This Year-Seven Comprehensive Self-Evaluation Report is a written attempt to convey the vitality and energy that KCC staff and faculty put into the wellbeing of the college and our community. We can hardly put into words the sense of teamwork and camaraderie that permeates our culture. We are not just a college with a mission statement; we see ourselves as a college that is on a mission to improve the lives of students and the quality of life for the community in which we all live. The thoughtful path that leads us to realize our mission involves many long hours of planning, evaluation, and analysis on the part of administration, staff, and faculty. We trust that the text of this document highlights our resources and capacity, our institutional planning processes, and our conception of mission fulfillment.

We believe that our core themes are meaningful, measurable, and reflect what we actually do on a daily basis. They provide guidance and clarity for our mission fulfillment. We also recognize that no planning, goals, targets, or even the core themes are static and written in stone. Accordingly, as the college grows, and the community changes, our definitions and our practices will evolve to match. Derived from the measures our departments currently use, our benchmarks are reasonable and in some cases contain aspirational dimensions. The metrics and indicators we have improved at the end of strategic plan cycle 1.0 will allow us to measure our achievements and deficits ever more effectively.

We are confident that our ongoing adherence to these core themes — as clear guides and measures in all our planning efforts — will continue giving clear direction to our robust, energetic campus culture.

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