

# KCC

Klamath Community College

## Year One Self-Evaluation



FALL 2019

**Klamath Community College**  
**Year One Self-Evaluation Report:**

**Submitted to**  
**Northwest Commission on Colleges and Universities**  
**Fall 2019**

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## INSTITUTIONAL OVERVIEW

Klamath Community College was created to fulfill a community vision for improved prosperity. Starting in 1991, a group of community leaders formulated a plan called the Klamath 2002 Vision Statement. The heart of the 2002 vision statement involved rallying community support for a new community college to improve jobs, the local economy, and the regional quality of life. On July 1, 1996, KCC became the seventeenth community college in Oregon.

KCC is located in Klamath Falls, Oregon, and has 126 full-time employees. In the last academic year, the college served nearly 6,000 students. KCC offers 25 degrees, 19 one-year certificates, and 26 pathways certificates, and maintains partnerships with three four-year universities that allow students to earn a bachelor's degree without leaving Klamath Falls. KCC delivers synchronous courses to the Innovation and Learning Center in Lakeview, 96 miles east of Klamath Falls, and to several rural high schools in Klamath and Lake counties. KCC also offers ten degrees that can be completed entirely online. KCC's degrees prepare graduates for high-demand, high-wage jobs.

KCC is a public two-year institution serving Klamath and Lake counties, an area covering more than 14,000 square miles and containing a population of approximately 74,000. KCC is committed to ensuring community college is accessible to everyone, regardless of technological, geographic, and economic barriers.

In recent years, KCC has adopted several completion incentive programs for students earning two-year associate degrees and those planning to transfer to Oregon Institute of Technology (OIT), a polytechnic university located in Klamath Falls. At KCC, students can participate in [15 to Finish](#), which will pay for three lecture credits per term to students taking 15 or more credits per term. [Badger to Owl](#), a partnership between KCC and OIT, promotes college access, affordability, and degree completion by awarding qualifying KCC students tuition waivers for two terms at OIT, up to 15 credits of tuition value per term.

With an 8% increase in enrollments since 2014, in 2018-2019, KCC served a total of 5,921 students (approximately 1,860 FTE: 65% academic credit; 1% apprenticeship; 26% GED, ESL, and Adult High School (AHS); and 8% Community Education and Workforce Training. Demographically, as of fall 2018, students seeking academic credit fit the following categories: 59% female and 41% male; 70% Caucasian, 18% Hispanic; 3% Native American, 1% Pacific Islander, and 2% African American. The mean age of academic students in fall 2018 was 27.1, with a median age of 24. Of KCC's first-time-to-college, full-time students, 74 percent qualify for the federal Pell Grant Program.

At KCC, staff and faculty strive to meet students where they are. Academic and workforce programs are innovated based on student and community needs. KCC offers a variety of ways for students to take courses that fit around their life schedule, and teaching styles are adapted to appeal to students' diverse learning styles. KCC's mission is rooted in a tradition of open access education and the college bases its success on four measurements: retention, completion, working in field of study, and income attainment.

## PREFACE

### Update on Institutional Changes

#### KCC Selected for Oregon Guided Pathways Cohort B

The Oregon Pathways Project is intended to support the state's community colleges in the design and implementation of structured academic and career pathways at scale, for all students. Building on national research from the Community College Research Center (CCRC) and the American Association of Community Colleges (AACC), this project is meant to help increase completion rates and student achievement across Oregon.

KCC successfully applied for and has been selected for the Cohort B Oregon Guided Pathways and received \$25,000 grant to implement guided pathways practices to support student success. The Oregon student Success Center, with support from the Ford Family Foundation, The Oregon Community College Foundations, and Jobs for the Future will lead a series of technical assistance institutes that colleges will participate in to help them transform practices, policies and structures in order to implement a Guided Pathways model.

The KCC Pathways Lead Team consists of the following 10 members:

- President Dr. Roberto Gutierrez, President /CEO
- VP Jamie Jennings, VP Academic Affairs
- VP Allison Bryson, VP Student Services
- Charles Massie, Executive Director of External affairs
- Paul Breedlove, Director of Information Services
- Bill Jennings, Institutional Research
- Linda Davenport, Faculty CTE Business Management/Faculty Advisor trainer
- Tammi Garlock, Director of TriO Support Services
- Dr. Ronda Wery, Communication Faculty Lead
- Oscar Herrera, First Year Experience Coordinator

KCC has launched a guided pathways framework and corresponding recommend practices. In the process of revising and updating the KCC 2019 Mission fulfillment report (see Appendix A), KCC has adopted many recommended indicators and metrics to track the progress of this guided pathways work.

## **KCC Adopts Strategic Plan 2.0**

KCC has revised and adopted Strategic Plan 2.0 (2018-2021). In this updated plan, the college has worked to ensure that language clearly aligns with the college's mission statement and core themes.

The strategic plan performs four functions:

1. It provides long-term goals.
2. It unifies other planning efforts.
3. It is vital in evaluating the College's effectiveness and mission fulfillment.
4. It provides a venue to celebrate and publish accomplishments.

During the three years of Plan 1.0, the college also became aware that our audience is not just within academia. Therefore, in Plan 2.0, we took care to speak to the public audience and took the time to explain or define what terms such as "strategic" or "success" mean to us. We also found that in Plan 1.0, descriptions of each initiative were too detailed and prescriptive, forcing departments into specific boxes. So Plan 2.0 language, in addition to changing to help the public understand, also was re-written to be more general and allow departments flexibility.

As our focus is increasingly on carefully defined measures of student success, throughout the document we used photos of students who are working or started businesses in the community. "Success" is the theme for Plan 2.0, even to the title "Focus on Success."

Lastly, during the three years of Plan 1.0 we found that departments lacked effective tools to record their progress and successes, and data analysis abilities to obtain meaningful results. So we have spent more than a year developing a tool that provides easy user access to enter progress and successes, and analytic reports on the back side for a variety of needs. The new reporting and analysis system allows us to compare statistical results such as retention and completion to the departments reporting those are areas they focus on. As part of the strategic planning process, mission fulfillment will be assessed spring 2021.

## **Southern Oregon Higher Education Collaborative (SOHEC)**

Although the US economy has improved since the Great Recession, rural counties, including Klamath and Lake County, are lagging behind in the recovery. Persons in poverty is 19.2% for Klamath County and 18.9% for Lake County compared to the national average of 12.3%. The 24-month average unemployment rate in Klamath County is 5.9%, which is 1.76 percentage points higher than the U. S. rate of 4.20%. Per capita income is \$23,793, only 76.32 percent of the national average of \$31,177; source: U. S. Census. gov.

To meet regional education and workforce needs, on Nov. 29, 2018, the presidents of four public colleges and universities in southern Oregon met at KCC to create the Southern Oregon Higher Education Consortium—an alliance aimed at streamlining students' educational pathways and addressing the region's specific workforce needs (Novotny, 2018). Through this partnership, KCC, Oregon Institute of Technology, Southern Oregon University, and Rogue Community College agree to share information, collaborate on complementary programming and facilities, and work cooperatively on professional training, technology, and programming.

## RESPONSE TO TOPICS REQUESTED BY COMMISSION

In April 2018, A NWCCU evaluation committee visited the Klamath Community College campus for a year-seven evaluation. The committee provided seven commendations and three recommendations.

### Recommendations

1. The Evaluation Committee recommends that the College engage the LRC in reviewing and updating essential policies (Circulation; Library Access; Selection Guidelines and Criteria; and Library Instruction) to reflect current practices and procedures accurately. It is further recommended that the College establish a calendar for regular review of such policies. (Standard 2.A.13)
2. The Evaluation Committee recommends that the College more clearly define, ensure alignment with established measures and objectives, and use the results of core theme assessment to determine whether mission fulfillment is accomplished. (Standard 1.A.2, 1.B.2, and 5.A.2)
3. The Evaluation Committee recommends that the College improve the identification, alignment, and analysis of meaningful, assessable, and verifiable measures of achievement that form the basis for evaluating core theme objectives. (Standard 1.B.1, 4.A.1, 4.A.6, 4.B.1, 5.A.1, and 5.B.1)

Per the July 24, 2018 letter from President Ramaswamy, KCC is required to address recommendations 2 and recommendations 3 of the spring 2018 Year-Seven Mission Fulfillment and Sustainability Report as an addendum. Recommendation 1 for the spring 2018 Year-Seven Peer-Evaluation Report must be addressed in an ad hoc report without a visit in fall 2019.

### **Response to Recommendation 2**

The evaluation committee recommends that the college more clearly define, ensure alignment with established measures and objectives, and use the results of core theme assessment to determine whether mission fulfillment is accomplished. (Standard 1.A.2, 1.B.2, and 5.A.2)

KCC has made substantive changes to the college's mission fulfillment report based on feedback from NWCCU provided in the April 2018 year-seven evaluation. The college has more clearly defined mission fulfillment, ensured alignment with established measures and objectives, and used the results of core theme assessment to determine whether mission fulfillment is accomplished. KCC has adopted and integrated more assessable, meaningful and verifiable metrics that are more relevant, are comparable indicators of regional institutions and incorporate guided pathways metrics. The evidence to support these changes can be found in Standard 1.A and Standard 1.B. and in Mission Fulfillment Report 2019 (see Appendix A).

### **Response to Recommendation 3**

The evaluation committee recommends that the college improve the identification, alignment, and analysis of meaningful, assessable, and verifiable measures of achievement that form the basis for evaluating core theme objectives. (Standard 1.B.1, 4.A.1, 4.A.6, 4.B.1, 5.A.1, and 5.B.1)

Substantive changes have been made to address the recommendation to provide more meaningful, assessable and verifiable measure of achievement for evaluating the core theme objectives. KCC has aligned the Mission to its core themes and established objectives used to articulate institutional outcomes. **Mission fulfillment is defined as meeting goals or exceeding the threshold limits for the core theme objectives for 75% of all core theme indicators.** Progress toward mission fulfillment can be viewed at the core theme assessment level and mission fulfillment level.

Acceptable minimum thresholds for each measure were determined after reviewing multiple years of available data and comparable indicators of other institutions and incorporating guided pathways metrics. The 2019 Mission Fulfillment Report (see Appendix A) provides the current status for each core theme indicator. The formal review of mission fulfillment has been integrated into the strategic planning cycle. For KCC's Strategic Plan 2.0 (2018-2021) mission fulfillment will be evaluated spring 2021.

## CHAPTER 1: MISSION, CORE THEMES, AND EXPECTATIONS

### 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 Statutes 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 mission, core themes, and the strategic plan provide an integrated framework of planning and accountability. Each core theme has a corresponding strategic initiative, as shown in Table 1 below.

**Table 1. Alignment of Core Themes with Mission and Strategic Initiatives**

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

**Interpretation of mission fulfillment**

KCC has made substantive changes to the college’s mission fulfillment report and scorecard based on feedback from NWCCU provided in the April 2018 year-seven evaluation. KCC has aligned the mission to its core themes and established objectives used to articulate institutional outcomes. Mission fulfillment is defined as meeting or exceeding the threshold limits for 75% of the core theme indicators. Objectives are further refined by indicators that include one or more measure by which they are assessed. Acceptable minimum thresholds for each measure were determined after reviewing multiple years of available data, comparable indicators of other institutions, and incorporating statewide-recommended guided pathways metrics. The Mission Fulfillment Report 2019 (see Appendix A) provides the current status for each core theme indicator (3B, 4A, 4B). The status for each indicator reveals the overall progress toward meeting or exceeding the thresholds for measures within the indicator. Progress toward mission fulfillment is measured at the core theme level and overall mission fulfillment level.

**Articulation of an acceptable threshold, extent, or degree of mission fulfillment**

Mission fulfillment is defined as meeting or exceeding the threshold limits for at least 75% of the 36 core theme indicators. An action plan will need to be implemented if more than 25% of the indicator threshold limits have not been met. Threshold limits have been clearly defined for each indicator. The Mission Fulfillment Report 19 and Scorecard (see Appendix A) summarize annual progress toward core theme and

overall mission fulfillment. The formal review of mission fulfillment is embedded in the strategic planning cycle. For the KCC Strategic Plan 2.0 (2018-2021), mission fulfillment will be evaluated spring 2021.

***Required Exhibits***

Exhibit CE. 1 Mission Fulfillment Report 2019 (see Appendix A)

***Supplemental Exhibits***

Exhibit CE. 2 [KCC Website](#)

Exhibit CE. 3 [KCC Catalog](#).

Exhibit CE. 4 [KCC Student Handbook](#)

## STANDARD 1.B: CORE THEMES

### 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, matching the Access core theme.

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

##### **Indicators**

- 1.1.A. Students enrolling in college classes while in high school. (Accelerated Learning)
- 1.1.B. Students successfully entering certificates or degrees (Enrollment)
- 1.1.C. Articulation agreements facilitate transition from KCC to other institutions

##### **Rationale**

KCC articulates high school and postsecondary education pathways to encourage curriculum alignment, seamless transfer, and student success. Students that start with accelerated learning college credits are more likely to graduate. Enrollment rates from local feeder high schools reflect the success of articulation and partnership agreements.

#### **Objective 1.2. Students can access KCC through courses and programs via distance education**

##### **Indicators**

- 1.2 Student utilization of distance education

##### **Rationale**

KCC serves a large, rural, and sparsely populated geographic region. South Central Oregon remains a rural region with small communities separated by great distances. This region also includes students serving in the National Guard and the Air Force. The college aspires to provide students access to college degrees and certificates in their many locations. To this end, the college continually increases and improves the quality of its distance education offerings.

#### **Objective 1.3. Provide educational opportunity to diverse student populations.**

##### **Indicators**

- 1.3.A. Diversity of student demographics meets or exceeds the diversity of demographics in our community.
- 1.3.B. Diversity of staff demographics meets or exceeds the diversity of demographics in our community.
- 1.3.C. Enrollment of students ABE/GED/ESL courses.

##### **Rationale**

Comparing enrollment of underrepresented populations to service area demographics is an indicator of the KCC's ability to meet the needs of diverse populations through programs and services. Having employees that reflect a global workplace is critical to the success of the College in the 21<sup>st</sup> century. By creating a diverse faculty, your school can encourage increased success among groups that have been traditionally underrepresented on campus. When students see themselves reflected in the makeup of the staff, they are often encouraged to reach for higher standards of performance. Enrollment is an indicator of access for at-risk student populations.

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## CORE THEME 2: PROVIDE QUALITY EDUCATION AND SERVICES

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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.

### Objective 2.1. Teaching effectiveness and student learning

#### Indicators

- 2.1.A. Clear learning outcomes
- 2.1.B.1. Communication skills
- 2.1.B.2. Community and global awareness
- 2.1.B.3. Critical thinking
- 2.1.B.4. Professional competence
- 2.1.B.5. Working in diverse teams
- 2.1.C. Student certification in CTE Programs of Study Technical Skills Attainment (CTE TSAS)

#### Rationale

Indicators 2.1.A-2.B.5 show the effectiveness of instruction through student perception. Students are aware of learning outcomes and are given opportunities to assess via course evaluations their own perception of progress toward learning outcome achievement. For students who indicate their intent to earn a CTE certification (Indicator 2.1.C.), pass rates on industry certification exams is a strong indicator of the degree to which the college is fulfilling its mission.

### Objective 2.2. Ensure quality programs

#### Indicators

- 2.2. Instructional and non-instructional program review first-time pass rates

#### Rationale

All instructional and service units at the college complete a review and submit it to the Continuous Improvement and Innovation Committee (CIIC) every five years. Instructional program review and non-instructional department review at KCC are faculty- and staff-driven self-evaluations. Review guidelines encourage programs and departments to reflect on their work in relation to the college's mission, core themes, and strategic planning goals. All programs reviewed are required to develop an action plan based on feedback from the Continuous Improvement and Innovation Committee (CIIC).

### Objective 2.3. Ensure high quality support services

#### Indicators

- 2.3.A. Student satisfaction – academic advising CCSSE
- 2.3.B. Student satisfaction – academic advising SENSE
- 2.3.C. Student satisfaction – overall experience from CCSSE

#### 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.

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## **CORE THEME 3: MEET THE DIVERSE NEEDS OF OUR STUDENTS, BUSINESSES, AND COMMUNITY**

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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 continually increasing for the college to act as an economic engine, to promote the betterment of business, education, and the quality of life.

### **Objective 3.1. Promote economic development in the community**

#### **Indicator: 3.1. Economic impact**

##### **Rationale**

KCC is a driver for economic growth in our local economy. The college positively impacts the community by generating a return on investment for its stakeholders, students, and taxpayers.

### **Objective 3.2. Foster small business success, entrepreneurial activities, and workforce improvement through training**

#### **Indicators**

- 3.2.A. Training events
- 3.2.B. Business and entrepreneurship (New Business Starts)

##### **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

### **Objective 3.3. Engage in ongoing partnerships and collaboration with the community**

#### **Indicator: 3.3. Career pathways**

##### **Rationale**

Career pathways are education and training programs connected with student support services to help students enter or advance in high-demand occupations. Guided pathways roadmaps provide students with current employment and transfer information regarding career fields.

### **Objective 3.4 Develop new courses and programs to meet the needs of the community**

#### **Indicators**

- 3.4.A. Academic program growth
- 3.4.B. Workforce program growth

##### **Rationale**

The addition of new contracted education courses and trainings and the creation of new instructional programs demonstrates responsiveness to the needs of students, businesses, and the community.

### **Objective 3.5 Secure diverse funding sources for sustainability**

#### **Indicator 3.5. Funding gained through grants**

##### **Rationale**

Locating diverse funding sources will enable KCC to be responsive to the needs of our community today and in the future.

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**CORE THEME 4: SUPPORT STUDENT SUCCESS IN WORKFORCE TRAINING, ACADEMIC TRANSFER, FOUNDATIONAL SKILLS, AND COMMUNITY EDUCATION**

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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 longstanding student success metrics are student retention, developmental education enrollment, success/DFW rates, and student completion. Attention to job placement is a strong focus as well and is especially targeted in the "Student Success Initiatives" (retention, completion, income attainment, job placement).

**Objective 4.1. Support student success in workforce training, academic transfer, foundational skills, and community education****Indicators**

- 4.1.A. Student Retention
  - 4.A.1. All full-time students
  - 4.A.2. All part-time students
  - 4.A.3. Students of color who attend full time
  - 4.A.4. Students of color who attend part time
- 4.1.B. Student Completion of Degrees, Certificates and Transfer
  - 4.1.B.1. Completion (All Students)
  - 4.1.B.2. Students of color
  - 4.1.B.3. Transfer students
- 4.1.C. Graduation
- 4.1.D. Student transfer
- 4.1.E. Student completion of workforce certificates

**Rationale**

These indicators focus on student success rates for key student populations including full time, part-time, and students of color. Full-time and part-time progression and success rates help ensure programs are meeting the needs of students in these groups. For students who indicate their intent to earn a credential, completion of the credential is a strong indicator that the College is fulfilling its mission. For students that indicate transfer as a goal transfer rates are an important indicator of mission fulfillment. Providing non-credit training and certification especially oriented to careers helps community members achieve employment in shorter timeframes than academic programs.

**Objective 4.2. Provide students with the opportunity to obtain necessary skills in writing, and math.****Indicators**

- 4.2.A. Early Indicators of Success – pass writing in 1 year
- 4.2.B. Early Indicators of Success – pass math in 1 year
- 4.2.C. Early indicators of Success – earn 15 college level credits in 2 terms
- 4.2.D. Student progress – developmental education (Pass rate)
- 4.2.E. Student progress in developmental education

**Rationale**

Gateway course momentum metrics are predictive of student completion. These indicators measures a variety of gains made toward completion, providing a real time snapshot of student progression. Reduced time in developmental education coursework increases likelihood of completion.

**Required Exhibits**

Exhibit CE. 1 Mission Fulfillment Report 2019 (see Appendix A)

**Supplemental Exhibits**

Exhibit CE. 2 [KCC Website](#)

Exhibit CE. 3 [KCC Catalog](#).

Exhibit CE. 4 [KCC Student Handbook](#)

## CONCLUSION

This year-one self-evaluation report highlights important planning processes and how they are integrated at the college. The core themes are 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. Within this report, the objectives for each of the core themes have been defined, specific, assessable, and meaningful indicators that form the basis for evaluating attainment of the objectives have been provided.

An updated Mission Fulfillment Report 2019 (see Appendix A) has been included with this year-one self-evaluation report to provide an example of how core theme assessment will be used to determine whether mission fulfillment is accomplished. The college has made substantive changes to the colleges mission fulfillment report and scorecard (see Appendix A) based on feedback from NWCCU provided in the April 2018 year-seven evaluation.

The college has improved the identification, alignment, and analysis of meaningful, assessable, and verifiable measures of achievement that form the basis for evaluating core theme objectives. Acceptable minimum thresholds for each measure were determined after reviewing multiple years of available data, comparable indicators of other institutions, and incorporating statewide-recommended guided pathways metrics.

The formal review of mission fulfillment has been integrated into the strategic planning cycle. For KCC's Strategic Plan 2.0 (2018-2021), mission fulfillment will be evaluated spring 2021.

The end result of this report is that the college has adopted a cleaner, clearer, time-specific process for assessment of its mission fulfillment progress.



## REFERENCES

Novotny, T. (30 November 2018). Southern Oregon colleges and universities establish stronger bonds. *Herald and News*. Retrieved 28 August 2019 from [https://www.heraldandnews.com/news/local\\_news/southern-oregon-colleges-and-universities-establish-stronger-bonds/article\\_63d6cdb9-0923-51cc-b564-d04028633499.html](https://www.heraldandnews.com/news/local_news/southern-oregon-colleges-and-universities-establish-stronger-bonds/article_63d6cdb9-0923-51cc-b564-d04028633499.html) –

## **APPENDIX A: MISSION FULFILLMENT REPORT 2019**

On the next page begins Appendix: KCC's Mission Fulfillment Report 2019.



Mission  
Fulfillment  
Report  
2019



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## MISSION FULFILLMENT REPORT

KCC has made substantive changes to the college's mission fulfillment report and scorecard based on feedback NWCCU provided for the April 2018 year-seven evaluation. The college has more clearly defined and ensured alignment with established measures and objectives, and uses the results of core theme assessment to determine whether mission fulfillment is accomplished. KCC has done the following:

- 1) Adopted and integrated more assessable, meaningful, and verifiable metrics that provide indicators comparable to other institutions
- 2) Incorporated a guided pathways framework

KCC has aligned the mission to its core themes and established objectives used to articulate institutional outcomes. Mission Fulfillment is defined as meeting or exceeding the thresholds for these core theme objectives. Objectives are further refined by indicators that include one or more measures by which they are assessed. Acceptable minimum thresholds for each measure were determined after reviewing multiple years of available data and comparable indicators of other institutions and incorporating guided pathways metrics. A Mission Fulfillment Scorecard (see Appendix A) provides the current status for each core theme indicator (e.g., 3B, 4A, 4B). The status for each indicator reveals the overall progress toward meeting or exceeding the thresholds for measures within the indicator. Progress toward mission fulfillment can be viewed at the core theme assessment level and mission fulfillment level.

### Mission Fulfillment Defined

Following is Klamath Community College's mission statement:

#### **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.

Mission fulfillment is defined as meeting or exceeding the threshold limits for at least 75% (27) of the 36 core theme indicators. An action plan will need to be implemented if more than 25% (9) of the indicator threshold limits have not been met. Threshold limits have been clearly defined for each indicator. The 2019 mission fulfillment scorecard at the end of this mission fulfillment report summarizes annual progress toward core theme and overall mission fulfillment. The formal review of mission fulfillment is imbedded in the strategic planning cycle. For the KCC Strategic Plan 2.0 (2018-2021), mission fulfillment for this strategic plan will be evaluated spring 2021.

The college's core themes and the strategic plan provide an integrated framework. Each core theme has a corresponding strategic initiative, as shown in Table 1 below.

**Table 1. Alignment of Core Themes with Mission and Strategic Initiatives**

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

**Interpretation of mission fulfillment**

KCC has made substantive changes to the college’s mission fulfillment report and scorecard based on feedback from NWCCU provided in the April 2018 Year 7 evaluation. KCC has aligned the Mission to its core themes and established objectives used to articulate institutional outcomes. Mission fulfillment is defined as meeting or exceeding the threshold limits for 75% of the core theme indicators. Objectives are further refined by indicators that include one or more measure by which they are assessed. Acceptable minimum thresholds for each measure were determined after reviewing multiple years of available data, comparable indicators of other institutions, and incorporating statewide-recommended guided pathways metrics. The college recently updated its mission fulfillment report and scorecard. The Mission Fulfillment Report 2019 (see Appendix A) provides the current status for each core theme indicator (3B, 4A, 4B). The status for each indicator reveals the overall progress toward meeting or exceeding the thresholds for measures within the indicator. Progress toward mission fulfillment is measured at the core theme level and overall mission fulfillment level.

**Articulation of an acceptable threshold, extent, or degree of mission fulfillment**

The following sections describe the four core themes, their objectives and rationale, and the indicators that have been selected to assess progress toward attainment of the objectives and core themes. The final section of this report includes the college’s overall scorecard for mission fulfillment.

## 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.**

**Indicators**

- 1.1.A. Students enrolling in college classes while in high school. (Accelerated Learning)
- 1.1.B. Students successfully entering certificates or degrees (Enrollment)
- 1.1.C. Articulation agreements facilitate transition from KCC to other institutions

**Rationale**

KCC articulates high school and postsecondary education pathways to encourage curriculum alignment, seamless transfer, and student success. Students that start with accelerated learning college credits are more likely to graduate. Enrollment rates from local feeder high schools reflect the success of articulation and partnership agreements.

**Measure 1.1.A. Percentage of local high school students earning KCC credit**

Dual Credit	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
FTE	193.6	179.28	192.56	215.08	132.93	86.84	89.04
Unduplicated headcount	1148	1102	1066	1113	771	550	492
College Now	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
FTE	49.34	85.98	76.56	58.07	23.37	0	0
Unduplicated headcount	208	368	386	334	138	0	0
Overall % high school students earning KCC credit	24%	28%	28%	25%	20%	13%	12%

**Measure 1.1.B. Unduplicated headcount of all KCC degree seeking students**

2018-19	2017-18	2016-17	2015-16	2014-15
1830	1854	1879	1803	1591

**Measure 1.1.C. Review of articulations that facilitate transition from KCC to other institutions**

Academic Programs with Transfer courses	2018-19	2017-18
Total Programs	27	27
Programs reviewed	5	5
% reviewed per year	19%	19%



**Objective 1.2. Students can access KCC through courses and programs via distance education**

**Indicators**

- 1.2 Student utilization of distance education

**Rationale**

KCC serves a large, rural, and sparsely populated geographic region. South Central Oregon remains a rural region with small communities separated by great distances. This region also includes students serving in the National Guard and the Air Force. The college aspires to provide students access to college degrees and certificates in their many locations. To this end, the college continually increases and improves the quality of its distance education offerings.

**Measure 1.2. Percentage of students accessing distance education**

2018-19	2017-18	2016-17	2015-16	2014-15
40%	35%	31%	27%	6%

**Objective 1.3. Provide educational opportunity to diverse student populations.**

**Indicators**

- 1.3.A. Diversity of student demographics meets or exceeds the diversity of demographics in our community.
- 1.3.B. Diversity of staff demographics meets or exceeds the diversity of demographics in our community.
- 1.3.C. Enrollment of students ABE/GED/ESL courses.

**Rationale**

Comparing enrollment of underrepresented populations to service area demographics is an indicator of the KCC’s ability to meet the needs of diverse populations through programs and services. Having employees that reflect a global workplace is critical to the success of the College in the 21<sup>st</sup> century. By creating a diverse faculty, schools can encourage increased success among groups that have been traditionally underrepresented on campus. When students see themselves reflected in the makeup of the staff, they are often encouraged to reach for higher standards of performance. Enrollment is an indicator of access for at-risk student populations.

**Measure 1.3.A.1. Community Race and Ethnicity Demographics**

Race/Ethnicity	2018	2017	2016	2015
Nonresident alien	0%	0%	0%	0%
Hispanic/Latino	13.4%	12.3%	11.9%	11.6%
American Indian or Alaska Native	4.9%	3.2%	3.2%	3.1%
Asian	1.1%	1.0%	1.0%	1.1%
Black or African American	1.0%	0.7%	0.6%	0.8%
Native Hawaiian or other Pacific Islander	0.2%	0.1%	0.1%	0.2%
White	77%	78.7%	79.3%	79.7%
Two or more races	4.3%	3.8%	3.9%	3.5%
Races and ethnicity unknown	0%	0%	0%	0%
Number of Responses	67,653	66,018	65,946	65,972

**Measure 1.3.A.2. Student Race and Ethnicity Demographics (November of Fall Term)**

Race/Ethnicity	2018	2017	2016	2015
Nonresident alien	0%	0%	0%	0%
Hispanic/Latino	18%	19%	16%	13%
American Indian or Alaska Native	3%	3%	3%	4%
Asian	1%	1%	1%	1%
Black or African American	1%	1%	1%	1%
Native Hawaiian or other Pacific Islander	0%	0%	0%	0%
White	68%	67%	70%	66%
Two or more races	3%	3%	3%	2%
Races and ethnicity unknown	6%	6%	6%	13%
Number of Responses	1514	1683	1434	1224

**Measure 1.3.B. Full-time staff race and ethnicity demographics**

Race/Ethnicity	2018	2017	2016	2015
Nonresident alien	0%	0%	0%	0%
Hispanic/Latino	10%	9%	5%	5%
American Indian or Alaska Native	2%	3%	5%	4%
Asian	2%	2%	2%	1%
Black or African American	0%	0%	1%	0%
Native Hawaiian or other Pacific Islander	1%	0%	0%	0%
White	82%	83%	87%	89%
Two or more races	1%	1%	0%	0%
Races and ethnicity unknown	3%	3%	0%	1%
Number of Responses	122	112	110	97

**Measure 1.3.C.1 Enrollment of students in ABE/GED/ESL classes by unduplicated headcount**

Academic Year	KLC FTE	KLC Undup	FA FTE	FA Undup	KCET FTE	KCET Undup	Total FTE
2018-19	155.1	341	169.9	305	104.9	331	429.9
2017-18	170.9	363	154.5	302	63.3	394	388.7
2016-17	142.8	362	186.5	329	99.8	319	429.1
2015-16	263.9	657	187.1	223	1.0	8	451.9
2014-15	415.7	861	20.8	98	1.7	7	438.2
2013-14	489.6	864	0	0	0	0	489.6

## CORE THEME 2: PROVIDE QUALITY EDUCATION AND SERVICES

### Objective 2.1. Teaching effectiveness and student learning

#### Indicators

- 2.1.A. Clear learning outcomes
- 2.1.B.1. Communication skills
- 2.1.B.2. Community and global awareness
- 2.1.B.3. Critical thinking
- 2.1.B.4. Professional competence
- 2.1.B.5. Working in diverse teams
- 2.1.C. Student certification in CTE Programs of Study Technical Skills Attainment (CTE TSAS)

#### Rationale

Indicators 2.1.A-2.B.5 show the effectiveness of instruction through student perception. Students are aware of learning outcomes and are given opportunities to assess via course evaluations their own perception of progress toward learning outcome achievement.

For students who indicate their intent to earn a CTE certification (Indicator 2.1.C.), pass rates on industry certification exams is a strong indicator of the degree to which the college is fulfilling its mission.

**Measures 2.A-2.1.B.5. Student perceptions of learning outcomes**

Indicators	WI 2019	FA 2018	SU 2018	SP 2018	WI 2018	FA 2017	SU 2017	SP 2017	WI 2017	FA 2016	SU 2016	SP 2016
2.1.A Course had clear learning outcomes	92%	94%	91%	93%	92%	93%	92%	92%	94%	94%	95%	92%
2.1.B.1. Communication Skills	85%	84%	80%	85%	82%	82%	79%	83%	83%	82%		
2.1.B.2. Community and Global Awareness	83%	82%	80%	83%	80%	81%	77%	81%	81%	80%		
2.1.B.3. Critical Thinking	88%	89%	86%	89%	88%	88%	88%	88%	90%	87%		
2.1.B.4. Professional Competence	89%	89%	86%	88%	87%	87%	87%	87%	89%	87%		
2.1.B.5. Working in Diverse Teams	85%	84%	80%	84%	82%	81%						
Surveys Sent	3715	3778	1177	3699	3895	4162	1096	3564	3876	4276	663	2592
Surveys Returned	1705	1698	540	1455	1485	1352	399	1203	1685	1398	254	1025
Response Rate	46%	45%	46%	39%	38%	32%	36%	34%	43%	33%	38%	40%

**Indicator 2.1.C. Student certification in CTE Programs of Study Technical Skills Attainment (CTE TSAS)**

Category	2018-19	2017-18	2016-17	2015-16
Met industry standard	93	83	61	52
Did not Meet	16	4	17	31
% attainment	85%	95%	78%	63%

## Objective 2.2. Ensure quality programs

### Indicators

- 2.2. Instructional and non-instructional program review first-time pass rates

### Rationale

All instructional and service units at the college complete a review and submit it to the Continuous Improvement and Innovation Committee (CIIC) every five years. Instructional program review and non-instructional department review at KCC are faculty- and staff-driven self-evaluations. Review guidelines encourage programs and department to reflect on their work in relation to the college's mission, core themes, and strategic planning goals. All programs reviewed are required to develop an action plan based on feedback from the Continuous Improvement and Innovation Committee (CIIC).

### Measure 2.2. Instructional program and non-instructional department review pass rates

Program or Department	2018-19	2017-18
<b>Instructional Programs</b>		
<i>Business Administration</i>		✓
<i>Business Technology</i>		✓
<i>Criminal Justice</i>		X
<i>Communications</i>	✓	
<i>Education</i>		X
<i>Emergency Medical Technician</i>	✓	
<i>Health Information Management</i>	✓	
<b>Non-Instructional Departments</b>		
<i>Bookstore</i>		✓
<i>Center for Teaching and Learning</i>	✓	
<i>Community Education</i>		✓
<i>Financial Aid</i>		✓
<i>Information Services</i>	✓	
<i>Lake and Rural Oregon</i>	X	
<i>Marketing</i>		X
<i>Outreach (Admissions)</i>	✓	
<i>Public Information</i>		X
<i>Title IX/Student Conduct</i>		✓
<i>TRiO</i>	X	
<i>Veterans Services</i>		✓
<b>First time program review pass/no pass rate</b>	<b>6/8 = 75%</b>	<b>7/11 = 63%</b>

✓ = Review accepted by CIIC on first submission

X = Review not initially accepted by CIIC

## Objective 2.3. Ensure high quality support services

### Indicators

- 2.3.A. Student satisfaction – academic advising CCSSE
- 2.3.B. Student satisfaction – academic advising SENSE
- 2.3.C. Student satisfaction – overall experience from CCSSE

### 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.

#### Measure 2.3.A. Student satisfaction with academic advising/planning (CCCSE Spring Survey)

Response	SP 2017	SP 2016	SP 2014
<i>Not at all</i>	6%	8%	11%
<i>Somewhat</i>	38%	39%	43%
<i>Very</i>	45%	40%	37%
<i>Not applicable</i>	11%	13%	9%
% of students who saw advising as applicable responding very or somewhat satisfied	93%	91%	88%
Number of responses	389	356	417

#### Measure 2.3.B. Student satisfaction with academic advising/planning (SENSE Fall Survey)

Response	FA 2018	FA 2016	FA2015
<i>Not at all</i>	2%	4%	3%
<i>Somewhat</i>	28%	27%	30%
<i>Very</i>	29%	29%	45%
<i>Not applicable</i>	41%	40%	23%
% of students who saw advising as applicable responding very or somewhat satisfied	97%	94%	97%
Number of Responses	128	181	184

#### Measure 2.3.C. Student satisfaction with overall educational experience at KCC (CCCSE Spring Survey)

Response	SP 2017	SP 2016	SP 2014
Poor	2%	1%	3%
Fair	9%	15%	17%
Good	47%	51%	52%
Excellent	42%	34%	28%
% of students responding with “good” or “excellent” satisfaction levels	89%	85%	80%
Number of Responses	408	375	429

## CORE THEME 3: MEET THE DIVERSE NEEDS OF OUR STUDENTS, BUSINESSES, AND COMMUNITY

### Objective 3.1 Promote economic development in the community

#### Indicators

- 3.1. Economic impact

#### Rationale

KCC is a driver for economic growth in our local economy. The college positively impacts the community by generating a return on investment for its stakeholders, students, and taxpayers.

#### Measure 3.1. Economic impact according to EMSI Report

2017	2012
\$64.3 Million	\$49.2 Million

### Objective 3.2. Foster small business success, entrepreneurial activities, and workforce improvement through training

#### Indicators

- 3.2.A. Training events
- 3.2.B. Business and entrepreneurship (New Business Starts)

#### 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

#### Measures 3.2.A. and 3.2.B. Business and entrepreneurship training events and business start, and workforce improvement

Category	2018	2017	2016	2015	2014
Training Events	38	47	35	22	10
New Business Starts	6	3	6	5	7

### Objective 3.3. Engage in ongoing partnerships and collaboration with the community

#### Indicators

- 3.3. Career pathways

#### Rationale

Career pathways are education and training programs connected with student support services to help students enter or advance in high-demand occupations. Guided pathways roadmaps provide students with current employment and transfer information regarding career fields.



**Measure 3.3. Number of career pathways opportunities available at KCC**

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
26	23	14	10	8	9

**Objective 3.4 Develop new courses and programs to meet the needs of the community**

**Indicators**

- 3.4.A. Academic program growth
- 3.4.B. Workforce program growth

**Rationale**

The addition of new contracted education courses and trainings and the creation of new instructional programs demonstrates responsiveness to the needs of students, businesses, and the community.

**Measure 3.4.A. Academic program growth**

Type of Program	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
<i>Career Pathway Certificate</i>	26	23	14	10	8	9
<i>1-Year-Certificate</i>	19	18	14	11	14	13
<i>2-year Associates Degree</i>	22	21	22	18	15	15
<b>Total</b>	<b>67</b>	<b>62</b>	<b>50</b>	<b>39</b>	<b>37</b>	<b>37</b>

**Measure 3.4.B. Workforce program growth**

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
75.74	75.87	42.67	29.94	25.05	6.08

**Objective 3.5 Secure diverse funding sources for sustainability**

**Indicators**

- 3.5. Funding gained through grants

**Rationale**

Locating diverse funding sources will enable KCC to be responsive to the needs of our community today and in the future.

**Measure 3.5. Grant funding broken down by academic year**

Funding Source	2017-18	2016-17	2015-16	2014-15	2013-14
<i>Federal \$</i>	3,032,058*	1,287,500	402,632	1,294,126	0
<i>State \$</i>	491,230*	322,728	348,494	0	146,858
<i>Other \$</i>	89,993	293,012	205,000	265,200	0
<b>Total Grants \$</b>	<b>3,613,281</b>	<b>1,903,240</b>	<b>956,126</b>	<b>1,559,326</b>	<b>146,858</b>

## CORE THEME 4: SUPPORT STUDENT SUCCESS IN WORKFORCE TRAINING, ACADEMIC TRANSFER, FOUNDATIONAL SKILLS, AND COMMUNITY EDUCATION.

### Objective 4.1. Support student success in workforce training, academic transfer, foundational skills, and community education

#### Indicators

- 4.1.A. Student Retention
  - 4.A.1. All full-time students
  - 4.A.2 All part-time students
  - 4.A.3 Students of color who attend full time
  - 4.A.4. Students of color who attend part time
- 4.1.B. Student Completion of Degrees, Certificates and Transfer
  - 4.1.B.1. Completion (All Students)
  - 4.1.B.2. Students of color
  - 4.1.B.3. Transfer students
- 4.1.C. Graduation
- 4.1.D. Student transfer
- 4.1.E. Student completion of workforce certificates

#### Rationale

These indicators focus on student success rates for key student populations including full time, part-time, and students of color. Full-time and part-time progression and success rates help ensure programs are meeting the needs of students in these groups. For students who indicate their intent to earn a credential, completion of the credential is a strong indicator that the College is fulfilling its mission. For students that indicate transfer as a goal transfer rates are an important indicator of mission fulfillment. Providing non-credit training and certification especially oriented to careers helps community members achieve employment in shorter timeframes than academic programs.

#### Measure 4.1.A.1-4 Retention

Student Group	Fall 2018	Fall 2017	Fall 2016	Fall 2015	Fall 2014	Fall 2013
All full-time students	49%	47%	56%	52%	27%	60%
All part-time students	25%	22%	23%	40%	38%	32%
Students of color full-time	51%	52%	50%	19%	40%	44%
Students of color part-time	26%	23%	22%	30%		

#### Measure 4.1.B. Completion of degrees and certificates

Student Group	Fall 2018	Fall 2017	Fall 2016	Fall 2015	Fall 2014	Fall 2013
All students	26%	21%	21%	27%	9%	2%
Students of color	30%	25%	26%	19%	14%	5%
Transfer students	12%	21%	23%	15%	23%	15%

**Measure 4.1.C. Graduation: Number of degrees and certificates awarded**

Degree	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
AGS/AAOT/AS	86	125	86	57	78	73
AAS	100	131	87	52	68	81
CERT	74	75	48	55	105	62
PCERT	209	178	94	114	68	32
<b>Totals</b>	<b>469</b>	<b>509</b>	<b>315</b>	<b>278</b>	<b>319</b>	<b>248</b>

**Measure 4.1.D. Student transfer**

Academic Year (AY)	Gradates taking last class in AY	Graduates Transferring	Last year attending earned 45+ credits	Non-Graduates with 45+ credits Transferring
2018-19	213	Not yet available	Not yet available	Not yet available
2017-18	191	44%	237	33%
2016-17	180	45%	220	37%
2015-16	137	45%	172	38%
2014-15	152	55%	182	40%
2013-14	140	53%	150	38%

**Measure 4.1.E. Student completion of workforce certificates**

Category	2017-18	2016-17	2015-16
Attempts at Certifications	57	36	12
Passed Certification	54	33	12

**Objective 4.2. Provide students with the opportunity to obtain necessary skills in writing, and math.**

**Indicators**

- 4.2.A. Early Indicators of Success – pass writing in 1 year
- 4.2.B. Early Indicators of Success – pass math in 1 year
- 4.2.C. Early indicators of Success – earn 15 college level credits in 2 terms
- 4.2.D. Student progress – developmental education (Pass rate)
- 4.2.E. Student progress in developmental education

**Rationale**

Gateway course momentum metrics are predictive of student completion. These indicators measures a variety of gains made toward completion, providing a real time snapshot of student progression. Reduced time in developmental education coursework increases likelihood of completion.

**Measure 4.2.A. Full-time student retention rates**

	FA 2018	FA 2017	FA 2016	FA 2015	FA 2014
Percentage of students who complete first college level writing class in year 1	66%	62%	70%	61%	56%
Percentage of students who complete first college level mathematics class in year 1	42%	41%	51%	35%	38%
Percentage of students who earned 15 college level credits within two terms	69%	52%	58%	54%	52%
Number of responses	192	212	229	133	103

**Measure 4.2.B. Part-time student retention rates**

Category	FA 2018	FA 2017	FA 2016	FA 2015	FA 2014
Percentage of students who complete first college level writing class in year 1	28%	34%	37%	32%	39%
Percentage of students who complete first college level mathematics class in year 1	32%	31%	37%	34%	19%
Percentage of students who earned 15 college level credits within two terms	15%	11%	12%	11%	15%
Number of responses	107	166	220	186	137

#### 4.2.D.2. Student progress developmental education

	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
Percentage of students taking a Developmental Course	18%	20%	20%	23%	31%	35%	42%
Percentage of Credits that are Developmental	8%	9%	9%	11%	14%	15%	18%
Percentage of Credit FTE from Developmental Courses	7%	8%	8%	10%	13%	14%	17%
Percentage of Associate Level Graduates with a Developmental Course History	72%	77%	78%	80%	76%	82%	87%

## MSSION FULFILLMENT SCORECARD

### Core Theme 1: Provide Accessible Education and Services

Objective	Indicator(s)	Measure(s)	Goal	Threshold	AY18-19	AY17-18	AY16-17	AY15-16	AY14-15
<b>Objective 1.1:</b> The college will provide seamless pathways from high schools to KCC, into KCC programs, and from KCC to other institutions.	1.1.A. High school Students enrolling in college classes while in high school. (Accelerated Learning)	% local high school students earning KCC credit	25%	5%	24%	28%	25%	20%	13%
	1.1.B. Students successfully entering certificate or degree programs (Enrollment)	Unduplicated headcount of degree seeking students	Increase by 50 or more students	Maintain unduplicated headcount	1830	1854	1879	1803	1591
	1.1.C. Articulation agreements that facilitate transition from KCC to other institutions	Review of articulations	20% reviewed	5%	19%	19%	ND	ND	ND
<b>Objective 1.2.</b> Students have access to KCC through courses and programs offered via distance education.	1.2.A. Student utilization of distance education	% students accessing distance education	5% increase	2%	40%	35%	31%	27%	6%
<b>Objective 1.3.</b> Provide educational opportunity to diverse student populations	1.3.A. Diversity of student demographics meets or exceeds the diversity of demographics in our community	% difference between community and student demographics	Equal or greater diversity compared to community census	Within 3% of census demographics	Yes	Yes	Yes	Yes	Yes
	1.3.B. Staff demographics	% difference between community and staff demographics	Equal or greater diversity compared to community census	Within 3% of census demographics	No	No	No	No	No
	1.3.c. Enrollment of ABE/GED/ESL students	Unduplicated headcount	375	50	331	394	319	①	ND
<b>Total Core Theme 1 Score</b>									

= At Goal = Within Threshold Limit = Below Threshold Limit

Mission Fulfillment = 75% of core theme indicators meet or exceed threshold limits

## Core Theme 2: Provide Quality Education and Services

Objective	Indicator(s)	Measure(s)	Goal	Threshold	AY18-19	AY17-18	AY16-17	AY15-16	AY14-15
<b>Objective 2.1</b> Teaching effectiveness and learning	2.1.A. Course has clear learning outcomes	% students agree that a course has clear learning outcomes	>90%	5%	92%	93%	93%	ND	ND
	2.1.B.1. Communication Skills	% students agree that course improved their achievement of this learning outcome	>80%	5%	83%	82%	83%	ND	ND
	2.1.B.2. Community and Global Awareness	% students agree that course improved their achievement of this learning outcome	>80%	5%	82%	80%	81%	ND	ND
	2.1.B.3. Critical Thinking	% students agree that course improved their achievement of this learning outcome	>80%	5%	88%	88%	88%	ND	ND
	2.1.B.4. Professional Competence	% students agree that course improved their achievement of this learning outcome	>80%	5%	88%	87%	88%	ND	ND
	2.1.B.5. Working in Diverse Teams	% students agree that course improved their achievement of this learning outcome	>80%	5%	83%	82%	ND	ND	ND
	2.1.C. Student CTE certification pass rate (CTE TSAS)	CTE TSAS pass rate	80%	5%	85%	95%	78%	63%	ND
<b>Objective 2.2</b> Ensure quality programs	2.2. Instructional and non-instructional program review	First time program review pass/no pass rates	>75%	5%	75%	63%	ND	ND	ND
<b>Objective 2.3</b> Ensure high quality support services	2.3.A. Student satisfaction – academic advising CCSSE	% students responding satisfied	>80%	5%	ND	ND	93%	91%	88%
	2.3.B. Student satisfaction – academic advising SENSE	% students responding satisfied	>90%	5%	97%	ND	94%	97%	ND
	2.3.C. Student satisfaction – overall experience from CCSSE	% students responding satisfied	>85%	5%	ND	ND	89%	85%	80%
<b>Total Core Theme 2 Score</b>									

= At Goal = Within Threshold Limit = Below Threshold Limit

Mission Fulfillment = 75% of core theme indicators meet or exceed threshold limits

### Core Theme 3: Meet the Diverse Needs of the Community

Objective	Indicator (s)	Measure(s)	Goal	Threshold	AY18-19	AY17-18	AY16-17	AY15-16	AY14-15
<b>Objective 3.1.</b> Promote economic development in the community	3.1.. KCC economic impact on service area	EMSI total economic impact	Increase by \$2 million every 5-year measuring period	\$1 million	ND	ND	\$64.3 million <input checked="" type="checkbox"/>	ND	ND
<b>Objective 3.2.</b> Foster small business success, entrepreneurial activities, and workforce improvement.	3.2.A.Business and entrepreneurship (business starts)	# of business starts	Total of 6 or more annually	3-5	6 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	6 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>	7 <input checked="" type="checkbox"/>
	3.2.B. Training events	# of trainings	Increase by 1 or more	maintain	38 <input type="checkbox"/>	47 <input checked="" type="checkbox"/>	35 <input checked="" type="checkbox"/>	22 <input checked="" type="checkbox"/>	10
<b>Objective 3.3.</b> Engage in ongoing partnerships and collaboration with the community	3.3. Career Pathways	# of career pathways	Add 1 or more	maintain	26 <input checked="" type="checkbox"/>	23 <input checked="" type="checkbox"/>	14 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>
<b>Objective 3.4</b> Develop new courses and programs to meet the needs of the community	3.4.A. Academic program growth	# of programs offered	Add 1 or more	maintain	67 <input checked="" type="checkbox"/>	62 <input checked="" type="checkbox"/>	50 <input checked="" type="checkbox"/>	39 <input checked="" type="checkbox"/>	37 <input checked="" type="checkbox"/>
	3.4.B. Workforce program growth	FTE	5% increase	maintain	76 (+0) <input type="checkbox"/>	76 (+33) <input checked="" type="checkbox"/>	43 (+13) <input checked="" type="checkbox"/>	30 (+5) <input checked="" type="checkbox"/>	25 (+19) <input checked="" type="checkbox"/>
<b>Objective 3.5.</b> Secure diverse funding sources for sustainability	3.5. Grants	Increase \$ raised from grant sources	10% increase	maintain	ND	3,613,281 <input checked="" type="checkbox"/>	1,903,240 <input checked="" type="checkbox"/>	956,126 <input type="checkbox"/>	1,559,326 <input checked="" type="checkbox"/>
<b>Total Core Theme 3 Score</b>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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## Core Theme 4: Student Success

Objective	Indicator(s)	Measure(s)	Goal	Threshold	AY18-19	AY17-18	AY16-17	AY15-16	AY14-15
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.A.1 Full-time student retention in degrees and certificates	% Full time retention rates	60%	5%	49% <span style="color:red">⊘</span>	47% <span style="color:red">⊘</span>	56% <span style="color:orange">⚠</span>	52% <span style="color:red">⊘</span>	27% <span style="color:red">⊘</span>
	4.1.A.2 Part-time student retention in degrees and certificates	% Part-time retention rates	40%	5%	25% <span style="color:red">⊘</span>	22% <span style="color:red">⊘</span>	23% <span style="color:red">⊘</span>	40% <span style="color:green">✔</span>	38% <span style="color:orange">⚠</span>
	4.1.A.3. Full-time retention in degrees and certificates for students of color	% Full time retention rates for students of color	60%	5%	51% <span style="color:red">⊘</span>	52% <span style="color:red">⊘</span>	50% <span style="color:red">⊘</span>	19% <span style="color:red">⊘</span>	40% <span style="color:red">⊘</span>
	4.1.A.4. Full-time retention in degrees and certificates for students of color	% Part time retention rates for students of color	40%	5%	26% <span style="color:red">⊘</span>	23% <span style="color:red">⊘</span>	22% <span style="color:red">⊘</span>	30% <span style="color:red">⊘</span>	ND
	4.1.B. Completion of degrees and certificates	% IPEDS first time full time completion rates	30%	5%	26% <span style="color:orange">⚠</span>	21% <span style="color:red">⊘</span>	21% <span style="color:red">⊘</span>	27% <span style="color:orange">⚠</span>	9% <span style="color:orange">⚠</span>
	4.1.C. Graduation	# of degree and certificates awarded	10% increase	5%	469 <span style="color:red">⊘</span>	509 <span style="color:green">✔</span>	315 <span style="color:green">✔</span>	278 <span style="color:red">⊘</span>	319 <span style="color:green">✔</span>
	4.1.D. Transfer	% students who transfer after graduation	50%	5%	ND	44% <span style="color:red">⊘</span>	45% <span style="color:orange">⚠</span>	45% <span style="color:orange">⚠</span>	55% <span style="color:green">✔</span>
	4.1.E. Completion of workforce certificates	Number of workforce certificates completed	10% increase	Maintain	ND	54 <span style="color:green">✔</span>	33 <span style="color:green">✔</span>	12	ND

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**Core Theme 4: Student Success (continued)**

Objective	Indicator(s)	Measure(s)	Goal	Threshold	AY18-19	AY17-18	AY16-17	AY15-16	AY14-15
<b>Objective 4.2.</b> Provide students with the opportunity to obtain necessary skills in writing and math.	4.2.A. Early indicators of success – pass writing courses within 1 year	% of FT students completing college level writing in 1 year	65%	5%	66% <input checked="" type="checkbox"/>	62% <input type="triangle-up"/>	70% <input checked="" type="checkbox"/>	61% <input type="triangle-up"/>	56% <input type="circle-x"/>
	4.2.B. Early indicators of success – pass math courses within 1 year	% of FT students completing college level math in 1 year	45%	5%	42% <input type="triangle-up"/>	41% <input type="triangle-up"/>	51% <input checked="" type="checkbox"/>	35% <input type="circle-x"/>	38% <input type="circle-x"/>
	4.2.C. Early indicators of success – 15 college credits in 2 terms	% of FT students completing first 15 credits within 2 terms	55%	5%	69% <input checked="" type="checkbox"/>	52% <input type="triangle-up"/>	58% <input checked="" type="checkbox"/>	54% <input type="triangle-up"/>	52% <input type="triangle-up"/>
	4.2.D. Student progress – developmental education	% of students who take a developmental education class in math or writing	2% decrease	Maintain	18% <input checked="" type="checkbox"/>	20% <input type="triangle-up"/>	20% <input checked="" type="checkbox"/>	23% <input checked="" type="checkbox"/>	31% <input checked="" type="checkbox"/>
<b>Total Core Theme 4 Score</b>					<input type="triangle-up"/>	<input type="triangle-up"/>	<input checked="" type="checkbox"/>	<input type="triangle-up"/>	<input type="triangle-up"/>
<b>Total Mission Fulfillment Score</b>					<input type="triangle-up"/>	<input type="triangle-up"/>	<input checked="" type="checkbox"/>	<input type="triangle-up"/>	<input type="triangle-up"/>

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## DATA SOURCES

Measure	Source
<b>Core Theme 1: Accessible Education and Services</b>	
Measure 1.1.A. Percentage of local high school students earning KCC credit	Enrollment Summary Reports combined with Oregon Department of Education annual enrollment file
Measure 1.1.B. Unduplicated headcount of all KCC degree seeking students	Enrollment Summary Reports
Measure 1.1.C. Review of articulations that facilitate transition from KCC to other institutions	Program Review Guide
Measure 1.2. Percentage of students accessing distance education	Modality Counts Report
Measure 1.3.A.1. Community Race and Ethnicity Demographics	US Census Data File
Measure 1.3.A.2. Student Race and Ethnicity Demographics (November of Fall Term)	IPEDS Reporting File
Measure 1.3.B. Full-time staff race and ethnicity demographics	IPEDS Reporting File
Measure 1.3.C.1 Enrollment of students in ABE/GED/ESL classes by unduplicated headcount	Adult Learning Enrollment Reports
<b>Core Theme 2: Quality Education and Services</b>	
Measures 2.A-2.1.B.5. Student perceptions of learning outcomes	Course Evaluation Participation Reports
Indicator 2.1.C. Student certification in CTE Programs of Study Technical Skills Attainment (CTE TSAS)	Oregon Higher Education Technical Skills Attainment Annual Report
Measure 2.2. Instructional program and non-instructional department review pass rates	Continuous Improvement and Innovation Committee (CIIC) meeting minutes
Measure 2.3.A. Student satisfaction with academic advising/planning (CCCSE Spring Survey)	CCCSE Spring Survey
Measure 2.3.B. Student satisfaction with academic advising/planning (SENSE Fall Survey)	SENSE Fall Survey
Measure 2.3.C. Student satisfaction with overall educational experience at KCC (CCCSE Spring Survey)	CCCSE Spring Survey

<b>Core Theme 3: Meet the Diverse Needs of the Community</b>	
Measure 3.1. Economic impact according to EMSI Report	EMSI Economic Impact Report
Measures 3.2.A. and 3.2.B. Business and entrepreneurship training events and business start, and workforce improvement	Small Business Development Center
Measure 3.3. Number of career pathways opportunities available at KCC	College Catalog
Measure 3.4.A. Academic program growth	College Catalog
Measure 3.4.B. Workforce program growth	Workforce Enrollment Report
Measure 3.5. Grant funding broken down by academic year	Grant Office
<b>Core Theme 4: Student Success</b>	
Measure 4.1.A.1-4 Retention	IPEDS Reports
Measure 4.1.B. Completion of degrees and certificates	IPEDS Reports
Measure 4.1.C. Graduation: Number of degrees and certificates awarded	Oregon Higher Education Annual Report
Measure 4.1.D. Student transfer	Graduates and Transfers Report
Measure 4.1.E. Student completion of workforce certificates	Workforce/CE Certification Pass Rates from Certification agencies
Measure 4.2.A. Full-time student retention rates	IPEDS Reports
Measure 4.2.B. Part-time student retention rates	IPEDS Reports
Measure 4.2.D.2. Student progress developmental education	Cabinet Developmental Education Annual Report