Klamath Community College

Mid-Cycle Evaluation Report:

Submitted to
Northwest Commission on Colleges and Universities

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Institutional Overview

Klamath Community College was established in 1996 and is the newest community college of the seventeen community colleges in Oregon. KCC serves Klamath and Lake counties, an area covering more than 14,000 square miles and containing a population of approximately 74,000. In the last year, the college served nearly 6,000 students generating 1670 FTE. KCC offers 33 degrees, 20 one-year certificates, and 24 pathways certificates, and maintains partnerships with three four-year universities that allow students to earn a bachelor's degree without leaving Klamath Falls.

1. Mission Fulfillment

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.

Klamath Community College's mission, core themes, and strategic plan provide the integrated framework of planning and accountability. Each core theme has a corresponding initiative, as shown in Table 1.

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	

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

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.

The Mission Fulfillment Report (Appendix A) is reviewed and published at the end of each strategic planning cycle and provides the status for each core theme indicator. 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. The Mission Fulfillment Executive Summary Report (Appendix A.1) highlights changes in metrics gathered by core themes.

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 formal review of mission fulfillment is imbedded in the strategic planning cycle. For the Strategic Plan 2.0 2018-2021, the college is scheduled to begin to evaluate mission fulfillment in spring 2021.

Strategic Planning

The Strategic Plan 2.0 (Appendix B) performs four functions: it provides long term goals, it unifies other planning efforts, it is vital in evaluating the college's effectiveness and mission fulfillment, it provides a venue to celebrate and publish accomplishments. The key to the strategic plan's success is its role in the College's budget process.

Department budget requests are listed by strategic initiative. Departments record their accomplishments and challenges during the year. During the next budget cycle, departments report their accomplishments from the previous budget requests. These accomplishments are reported to the public at the end of each four-year strategic planning cycle in addition to including the mission fulfillment report and scorecard. All budget presentations are stored in SharePoint. 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. The college's Strategic Plan serves as the unifying element which considers the needs of the community, the mission of the college, efforts of the college's internal departments, and the budgeting process (Appendix C).

The Role of the Budget in Data Analysis

Annually, 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. Career technical education (CTE) program leads must include a program viability study (Appendix D) in their budget proposals. These studies provide the Executive Cabinet with a snapshot of relevant program specific information in order to highlight program trends and issues. 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. Examples of instructional and non-instructional budget presentations have been provided in the appendixes of this report (Appendix C.1 and Appendix C.2).

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 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.

2. Student Achievement

Historically, reviews of student success metrics focused on KCC specific longitudinal data provided in the Mission Fulfillment Report (Appendix A). To align with NWCCU requirements, the college is including comparative data in the NEW Student Achievement Review (Appendix J) which utilizes the voluntary framework of accountability (VFA) data from Oregon Community Colleges with enrollment less than 5,000 FTE. When the next strategic plan cycle begins, the Mission Fulfillment Report and NEW Student Achievement Review metrics will be combined in one report and will be modified to reflect changes in the next iteration of the strategic plan.

Mission Fulfillment Report (Appendix A)

The Mission Fulfillment Report (Appendix A) is the third publication of metrics measuring advancement towards the Core Themes. KCC's longstanding student success metrics are reported annually and shared college wide during in-service, staff meetings, and data summit (Appendix E), and are captured in the Mission Fulfillment Report every four years (Appendix A).

The Mission Fulfillment scorecard is reviewed and published at the end of each strategic planning cycle and provides the status for each core theme indicator. 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 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 are clearly defined for each indicator. 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.

Mission Fulfillment Report Executive Summary (Appendix A.1.)

The Mission Fulfillment Report Executive Summary (Appendix A.1) highlights changes in metrics gathered by core themes. Klamath Community College takes the measurements associated with the strategic plan Focusing on Success Strategic Plan 2.0 2018-2021 very seriously, and sets a high standard of goals to show improvement in reaching the indicators for success. The Mission Fulfillment Report shows many areas of meeting the goals and progressing towards meeting the goal. Additionally, areas of attention have also been identified. The Mission Fulfillment Scorecard sheets at the end of the report summarize both successes and areas for improvement. Some areas have been impacted by the COVID-19 pandemic. Analysis, reflection, review, and action planning will need to occur to complete the strategic planning cycle. For the KCC Strategic Plan 2.0 (2018-2021), the college will begin mission fulfillment evaluation processes spring 2021. An action plan will need to be implemented if more than 25% (9) of the indicator threshold limits have not been met.

NEW Student Achievement Review (Appendix J).

The purpose of the student achievement review is to provide informative data to the faculty, staff, and administration of Klamath Community College regarding student achievement in persistence, completion, retention, and postgraduation success. The data charts in this study are provided by the Voluntary Framework of Accountability (VFA) provided by the American Association of Community Colleges.

The compiled data is disaggregated by race, ethnicity, age, gender, and socioeconomic status (by Pell Grant eligibility), and full/part time status at entry. The provided data includes comparison to benchmark colleges from public Oregon community colleges with enrollment of less than 5,000 full time equivalent students. The NEW Student Achievement Review Executive Summary (Appendix J.1) provides a summary of comparisons of benchmark colleges from Oregon Community colleges with enrollment of less than 5,000 full time equivalent students. These benchmarks comparisons will be shared at staff meetings, in-service, and data summit. Faculty, staff, administrators, and various stakeholders will be asked to review, analyze, and develop action plans and future goals related to these performance indicators. When the next strategic plan cycle begins, the Mission Fulfillment Report and NEW Student Achievement Review metrics will be combined in one report and will be modified to reflect changes in the next iteration of the strategic plan.

3. Programmatic Assessment

Program review is based on the principle that Klamath Community College must evaluate its programs and services regularly and systematically to ensure the highest quality of instruction, instructional support, and managerial effectiveness. This principle is derived from various authorities, including past and ongoing professional practices of Klamath Community College, policies of the Klamath Community College Board of Education, and the Northwest Commission on Colleges and Universities' (NWCCU) standards of accreditation.

Instructional and Non-Instructional Program Review

Instructional program review and non-instructional department review at KCC are faculty- and staff-driven self-evaluations (Appendix F). All instructional and service units at the college complete a review within a five-year period following the program review calendar (Appendix F.1). 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 utilizing a scoring guide and program review rubric. 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
- Program review scoring guide and rubric
- Action plan

Institutional Research (IR) and Academic Affairs also provide programs and departments with student data as well as program and department specific data. IR also provides instructional programs with data annually for program viability studies.

Program Review Process

Programs and departments are required to conduct a program review at least once every five years. Program reviews begin in the Fall Term. The vice president of academic affairs and the assessment and curriculum coordinator are responsible for monitoring this process:

- Before the initial meeting with the stakeholders, the assessment and curriculum coordinator will meet with the institutional researcher, the learning resource center, the head of the CTL, and any other members of the college to select and prepare the data needed for the upcoming program review. The institutional researcher and the assessment coordinator will add the data to the report before meeting with the stakeholders.
- Members of (instructional programs and non-instructional departments) will initially meet as a group with the assessment and curriculum coordinator for an explanation of the report and process.
- Schedule periodic meetings with members of the selected department or program and begin the process of completing the program review report consistent with the appropriate template.
- Work on completing the report on SharePoint, where the assessment and curriculum coordinator can provide data and feedback.
- Meet one-on-one with the assessment and curriculum coordinator as needed.
- Provide notice to the assessment and curriculum coordinator that the report has been completed at least a week before the scheduled meeting with the CIIC.
- Present findings to the Continuous Improvement and Innovation Committee.
- Members of the CIIC will take an online survey containing thirteen questions regarding the program evaluation and strengths and weaknesses of the report. Two-thirds of the committee members must complete the survey and two-thirds of the survey responses must approve the program review. If one-third or more of the survey respondents do not approve the program review, the report will go back to the appropriate program or department for revision.
- Once the CIIC approves the report, the program or department can use the feedback gained from the CIIC, and the program lead/department manager will create and implement an action plan based on this feedback.
- When finalized, program review reports are maintained as reference documents on the institutional assessment website.

Role and Membership of CIIC

The Continuous Improvement and Innovation Committee (CIIC) was developed in 2014 to coordinate, communicate, and encourage a college-wide culture of continuous improvement and innovation.

Continuous Improvement and Innovation Committee is tasked with the following outcomes:

- Accreditation/Assessment/Improvement Planning Coordination
- Assist with internal communication regarding assessment processes by facilitating regular, college-wide systematic discussions.
- Oversee a multi-level, systematic, centralized campus wide assessment and program review process.
- Evaluate and make recommendation on institutional area, and departmental assessment systems and processes.
- Work jointly with Institutional Research.

CIIC is chaired by the Jamie Jennings, Vice President of Academic Affairs and has college wide membership that includes:

Notetaker: Annette Jones, Administrative Assistant to the VP of Academic Affairs and Scheduling and Curriculum Specialist

Team Roster:

Allison Sansom, Dean of Health Sciences
Brad Baker, Database Report Writer
Chip Massie, Executive Director of External Programs
Chris Stickles, Dean of Career Technical Education
David Edgell, Assessment/Curriculum Coordinator
Edis Worden, Instructional Innovation Trainer
Hollie Owens, Grant Assistant
Ian Kautzman, Distance Education Coordinator
Janice Silvestri, TRiO Program Director
Jeanne LaHaie, Dean of Instruction
Jo Cochran, Faculty
Mike Homfeldt, Facilities Director
Paul Breedlove, Director of Information Services
Peter Lawson, Director of Resource Development
Rick Ball, LRC Director
Thomas Nejely, Faculty and Strategic Planning Lead
Tracy Heap, Director of Veterans Services
Tricia Fiscus, VP of Administrative Services

Examples of Program Review

Three examples of instructional and non-instructional program review are provided in this NWCCU report: Associate of Applied Sciences Accounting (Appendix G), Communication (Appendix H), and Veterans Services (Appendix I). These programs and departments were selected to provide a broad representation of examples of review of academic and non-academic programs. KCC has a rich repository of over 25 examples of completed instructional and non-instructional program reviews.

For each example, you will find a program review report, completed CIIC survey, and action plan. A brief summary of these reports is included below.

Example one: Associates of Applied Science Accounting

Report for the AAS Accounting (Appendix G)

The Accounting AAS degree is offered to students seeking employment primarily in occupations related to accounting and finance. This program focuses on the fundamental areas of accounting, including management, finance, business law, economics, and use of computers in business operations. Theory and current trends are explored and numerous opportunities exist for practical application of concepts to actual organizational situations. Business ethics and workplace dynamics are addressed throughout this program with strong focus on professional communication and interpersonal skills. Students intending to transfer to a university will have completed substantial coursework necessary for successful transfer to a bachelor's degree program.

Survey feedback AAS Accounting (Appendix G.1).

The fifteen members of the CIIC that provided feedback on Accounting's program review accepted it unanimously, with seven members giving an exemplary rating of "Highly Developed" and the remaining seven chose it as a "Developed" program. Evidence of a highly developed program was revealed in the program's accomplishments in achieving goals, its facilities and equipment, and its focus on labor market projections for graduates, Emerging areas for development were identified as professional development and faculty meeting instructional needs due to problems finding qualified faculty in our rural area. The CIIC found that the strengths and weaknesses of the program were clearly identified in the report. The strengths were program development to meet the career goals of the students, interaction with local employers to find positions for graduates, and transferability to other institutions in Oregon. Weaknesses were largely based on recruiting students, finding new faculty and developing their academic expertise to replace key faculty that are planning retirement.

Action Plan AAS Accounting (Appendix G.2)

Accounting's action plan focused on recruiting and retaining faculty that are qualified to teach accounting, updating program learning outcomes to match industry needs, and creating a transition plan for the program lead's retirement. Recruiting efforts to find full-time and adjunct faculty are a continuous process of identifying qualified candidates using neogov.com, meeting with them via Zoom, and then evaluating their abilities to teach after assigning them a basic course in the program. The program lead is currently working with the assessment coordinator to update learning outcomes and to align program outcomes for course transferability to other Oregon Baccalaureate programs. The Program Lead is using her experience with alumni who completed higher level coursework at an Oregon university to hire them to teach at KCC and bring them in to replace her, but many factors are currently making this plan difficult to achieve.

Example two: Communications: writing, speech, and technical communication report

Report Communication (Appendix H)

The communication discipline includes all faculty, staff, and resources related to writing classes and oral communication classes.

Survey Feedback Communications (Appendix H.1)

Overall, the ten committee members that completed the survey unanimously approved accepting the report. The strengths identified included the department's well-qualified and dedicated instructors, student success, and the responsiveness of faculty to evaluating the program to maintain high student success rates. Major issues identified were previous transitions in faculty and possible issues with retiring instructors that might make it difficult to maintain a consistent program. The program review assessment found the department developed in student success, budget, faculty meeting instructional needs, and professional development. The review did not find areas that needed significant emerging development. The weaknesses and areas for improvement identified by the committee were inconsistent professional development, maintaining the existing qualified instructors and planning for when those instructors retire, transferability of courses, and building technical writing courses into programs where they are needed.

Action Plan for Communication (Appendix H.2)

The program review for the Communications program identified three areas for improvement regarding professional development, succession planning, and the establishment of a technical writing program. To

satisfy the need for improved professional development, resources available from the faculty senate would be used and a tracking system would be developed, but it would be a year before tracking could be completed. To address succession planning, clear timelines for retirement were determined and plans were made to proactively hire instructors so that gaps in instruction did not occur. Additionally, an on-boarding process was developed for new faculty and implemented with a new faculty member. The final action plan item addresses the need to establish a technical writing program that would integrate with Oregon Institute of Technology's (OIT) program and allow seamless transfer without credit loss, but OIT's degree program would be implemented within a year and KCC's program would be developed once articulation agreements were completed and the program was approved by KCC's appropriate academic committees.

Example Three: Veterans Services

Report Veterans Services (Appendix I)

The Veterans Services department promotes educational success for military veterans and personnel. By providing recruitment, admissions, registration services, academic advising and Veterans Administration (VA) financial aid certification and enrollment oversight, the department helps those who serve and defend the nation to achieve academic and career success.

The department reaches out to military personnel in local, regional, and global locations. By managing the Air Institute portal, the department provides worldwide military access to Klamath Community College's (KCC) higher educational opportunities. Locally, the department partners with state-level National Guard bases to provide on-site, face-to-face educational services to their personnel.

Survey Feedback Veterans Services (Appendix I.1.)

Eleven members of the CIIC unanimously accepted the program review and graded the program with five members awarding the highest designation of "Highly Developed" and the other six as "Developed". The program review found the department either highly developed or developed in four major areas: support of the college's mission, accomplishments in achieving strategic goals, staff development, and budget. An emerging area for correction were the facilities and equipment. The department's strengths are personal service for the students it currently serves, student satisfaction with the program, and for being a central hub for all its student's needs. Weaknesses that will be improved were lack of space in current facilities and improving outreach and developing marketing programs to encourage military personnel to utilize our educational opportunities. Since the program review was completed, Veterans Services moved into a larger space.

Action Plan Veterans Services (Appendix I.2)

Veterans Service's action plan proposed solutions illuminated by the CIIC to increase GEM/CCAF and Base to Bachelor's enrollment and achieving the designation of KCC as a Military Friendly college. Action items to increase enrollment included marketing videos, brochures on military bases, calling and email campaigns, and expanding the program to OIT to achieve a five percent increase in enrollment within eighteen months. The survey for being chosen as a military friendly college had been submitted and KCC is currently a Military Friendly School for 2020-21 for both service members and spouses.

4. Moving Forward – The institution must provide its reflections on any additional efforts or initiatives it plans on undertaking as it prepares for the Year Seven Evaluation of Institutional Effectiveness Report.

Administrative Procedures Review Work

Klamath Community College has started a college wide policies and procedures review. To provide current reference materials for this work, the college has recently subscribed to the Oregon Community College Association (OCCCA) Board Policy and Procedure Program. This program provides an integrated package of sample federally-compliant board policies (BP) and administrative procedures (AP) that are customized to reflect Oregon law and Northwest Accrediting Commission standards. The college wide policies and procedures review is anticipated to take 3-5 years.

Standard Two Evidence Checklist Work

A color-coded assignment chart (Appendix K) has been developed and adopted that assigns tasks to college divisions to be completed for accreditation. This system worked well to complete accreditation documentation work for the year seven self-evaluation report prepared in spring 2018. Cabinet members have been assigned Standard Two Evidence Checklists (Appendix K) with due dates for Fall 2023.

Continued Refinement of Student Learning Outcomes Assessment Processes

KCC has fairly elaborate, cyclical, and centralized assessment processes (Appendix M). The college assesses student learning outcomes (Appendix N) at the institutional learning outcome level, the program learning outcome level, and the course learning outcome level. Student learning outcome assessment is reviewed each term, annually in summary reports and budget presentations, and every five years in instructional program reviews.

The college is constantly looking at streamlining and improving assessment processes. KCC's assessment has recently moved from SharePoint and Google Docs to the Canvas LMS. This allows for a centralized location that includes directions, trainings, and direct links to the most recent adoptions and language for institution learning outcomes, program learning outcomes, and course learning outcomes.
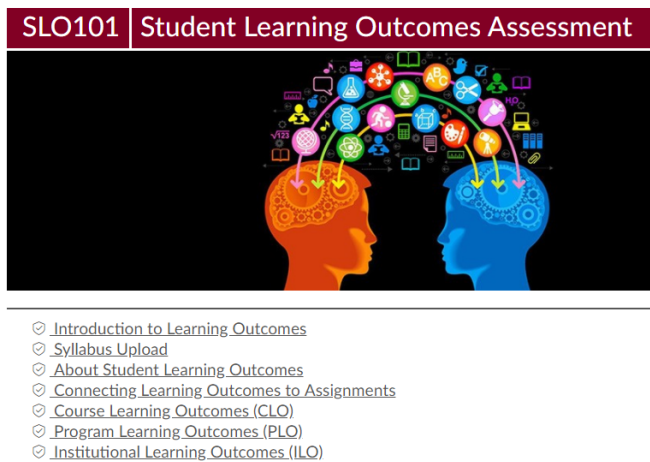

Figure 4.1

5. Addendums (Where Applicable) – Institutions which have been asked to address prior recommendations or which have been asked to address any transitional efforts to the 2020 Standards may be included in an Addendums section.

All prior recommendations from the Northwest Commission on Colleges and Universities (NWCCU) have been fulfilled (Appendix L).