



Year Seven Evaluation of Institutional Effectiveness

February 1, 2025

NWCCU ACCREDITATION YEAR 7 REPORT

Revision: 1.0



KLAMATH
Community College

Klamath Community College Non-Discrimination and Equal Opportunity Policy

It shall be the policy of the Klamath Community College District to affirm the rights of all individuals to equal education, activities, facilities, and employment without regard to age, sex, disability, national origin, race, marital status, religion, or sexual orientation in accordance with federal and state laws. Klamath Community College complies with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, and any amendments thereto.

Inquiries or grievances concerning the application of these laws and regulations to the College may be directed to Klamath Community College's Executive Director of Human Resources and General Counsel at 7390 South 6th St., Klamath Falls, OR 97603 or at 541-882-3521 or to the Director, Office of Civil Rights, U.S. Department of Education, Washington D.C. 20201.

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APPENDIX J:

INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☒ There was broad participation/review by the campus community in the preparation of this report.
- ☒ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☒ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Klamath Community College
(Name of Institution)

Dr. Roberto Gutierrez
(Name of Chief Executive Officer)


(Signature of Chief Executive Officer)

1/9/25
(Date)

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Institutional Overview

Klamath Community College (KCC) was established in 1996 and is the newest and fastest growing community college of the seventeen community colleges in Oregon. KCC's district boundaries lie inside Klamath and Lake counties, an area covering more than 14,000 square miles and containing a population of approximately 74,000 people. In the last year, the College served nearly 6,000 students generating 2,110 Full-Time Equivalent (FTE). KCC offers 33 degrees, 24 one-year certificates, and 32 career pathway certificates, and maintains partnerships with three four-year universities that allow students to earn a bachelor's degree without leaving Klamath Falls. KCC has a transfer rate of 13%. This rate does not include students that completed a degree or certificate that are counted in the College's 40% first-time full-time Integrated Postsecondary Education Data System (IPEDS) completion rate.

The 2023-2024 academic year was one of the most successful years for the College to date. Student success metrics landed at record achievement levels, student enrollment was up, and student supports were significantly expanded. The College continues to secure community partners and diversified funding sources to better support our students with resources, equipment, facilities, and pathways to employment. The number of students graduating with degrees and certificates has significantly increased. Completion of non-credit training certificates (NCTC) is also on the upswing.

Enrollment

Klamath Community College continues to actively engage in activities to sustain enrollment. Through its diversified programming offerings, and myriads of instructional formats, KCC has experienced record enrollment.

Reimbursable FTE by College in Oregon

College	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	7-Year	%
Tillamook Bay	423.4	454.0	480.3	463.9	429.1	513.5	521.6	98.2	23.2%
Klamath	1820.6	1819.2	1838.7	1952.5	1992.6	1814.7	2100.2	279.6	15.4%
Oregon Coast	455.0	473.9	463.8	468.1	417.3	452.0	463.4	8.5	1.9%
Columbia Gorge	873.4	854.5	862.7	803.5	781.6	689.9	791.8	(81.6)	-9.3%
Treasure Valley	1613.2	1558.2	1504.4	1384.4	1226.8	1274.9	1225.0	(388.2)	-24.1%
Clatsop	1371.1	1327.0	1328.9	1232.1	829.5	866.2	1005.7	(365.3)	-26.6%
Central Oregon	4809.8	4587.2	4325.0	4002.0	3630.1	3488.2	3424.8	(1385.0)	-28.8%
Mt Hood	8015.5	7859.8	7445.3	6489.8	5994.1	5497.7	5686.1	(2329.3)	-29.1%
Clackamas	7060.9	6715.9	6453.0	5753.8	4870.2	4671.7	4931.7	(2129.2)	-30.2%
Lane	8316.5	7901.3	7704.6	7079.5	6088.0	5483.1	5740.3	(2576.3)	-31.0%
Linn Benton	5625.6	5483.2	5194.8	4588.4	4047.9	3659.4	3862.6	(1763.0)	-31.3%
Chemeketa	10335.5	9952.4	9626.2	8535.1	7368.0	6840.4	7083.0	(3252.4)	-31.5%
Umpqua	2796.7	2720.5	2634.6	2402.6	2087.3	1946.1	1886.4	(910.2)	-32.5%
Rogue	4502.4	4338.6	4236.2	3831.4	2798.9	2733.0	2988.5	(1513.9)	-33.6%
Portland	25815.7	25371.7	23883.1	21416.3	19519.8	18156.0	17100.2	(8715.5)	-33.8%
Southwestern	2470.7	2402.2	2106.4	1961.7	1569.2	1606.3	1555.3	(915.5)	-37.1%
Blue Mountain	2024.3	1822.2	1705.3	1470.6	1164.1	1170.1	1195.7	(828.6)	-40.9%
Grand Total	88330.3	85641.8	81793.3	73835.9	64814.6	60863.2	61562.4	(26767.9)	-30.3%

Data above is produced from Oregon HECC D4A student enrollment tables on the Data for Analysis portal.

Degrees Conferred

The College has experienced significant improvements in both graduation and workforce certification completion rates over the past few years.

In terms of academic programs, there has been a notable increase in the number of offerings. The total number of programs has grown from 62 in 2017-2018 to 83 in 2022-2023. This expansion includes career pathway certificates, 1-year certificates, and 2-year associate degrees. The College strives to provide diverse educational opportunities to meet the evolving needs of students and the workforce.

Number of Academic Programs

Type Of Program	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Career Pathway Certificate	33	31	26	26	24	26	23
1-Year Certificate	24	23	18	19	20	19	18
2-Year Associates Degree	32	29	24	24	33	22	21
Total	89	83	68	69	77	67	62

Data represents the number of academic degree programs published in the college catalog per academic year.

Count of Degrees Conferred as Reported to HECC

Degree	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
AGS/AAOT/AS	59	84	41	86	69	86	123
AAS	136	182	74	184	83	100	131
CERT	82	126	55	118	76	73	75
PCERT	344	303	102	252	214	210	177
NCTC	108						
Totals	729	695	272	640	442	469	506

Data in this table is total count of degrees conferred reported to Oregon HECC per academic year reporting.

The Full Time Equivalent (FTE) enrollment has also seen a positive trend, growing from 1,819 in 2017-2018 to 2,100 in 2022-2023. The College's efforts to enhance its academic and workforce training programs are attracting more students.

Overall, the College's strategic initiatives to expand program offerings and support student success have resulted in significant improvements in graduation and workforce certification completion rates. These achievements underscore the institution's dedication to fostering academic excellence and preparing students for successful careers.

Preface

Brief Update on Institutional Changes Since the Institution's Last Report

Future Focused Education and Services and Organizational Viability

KCC's Successful Apprenticeship Center Project Klamath Community College (KCC) launched a successful apprenticeship center capital construction campaign, resulting in the opening of the 32,000-square-foot facility in Fall 2022. Funded through grants and donations, the \$11.5 million facility is debt-free and serves as the new home for numerous trade skills and apprenticeship programs.

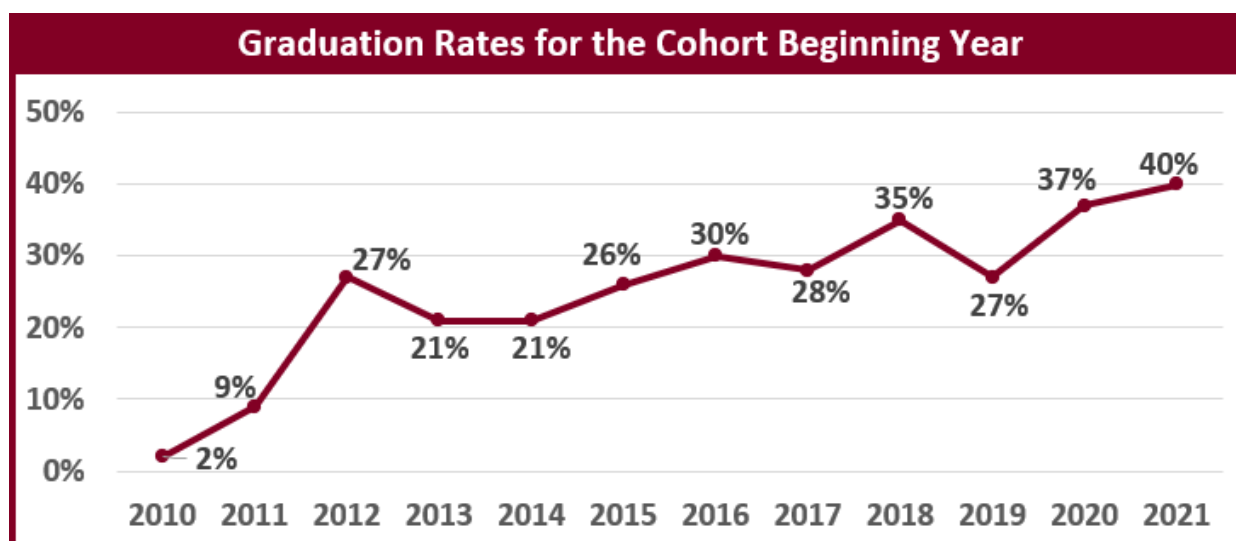
KCC has significantly expanded its pre-apprenticeship and apprenticeship programming, offering apprenticeships in various trades such as electrical, millwright, plumbing, pipefitting, machining, carpentry, cement masonry, drywall, interior and exterior painting, and sheet metal fabrication. The facility features a variable-use open floor space, dedicated welding and manufacturing labs, modern equipment, ample room for fire trucks and an ambulance, classrooms, a student study area with computer access, instructor office space, and a four-story fire tower in the training yard. Additional programs, such as a well drilling specialist program, are being developed.

New Academic Transfer and Workforce Programs (2021-2024)

- Associate of Arts Transfer (AAT) – English Literature
- Associate of Science Transfer (AST) – Biology
- Construction Trades, General Apprenticeship – Carpenter, Cement Mason, Painter, Drywall Finisher and Taping, Exterior/Interior Specialist, HVAC
- Practical Nursing One-Year Certificate
- Associate of Arts Oregon Transfer (AAOT) – Mathematics
- Associate of Arts Oregon Transfer (AAOT) – Exercise Science
- Associate of Science Transfer (AST) – Business
- Certified Coding Specialist Career Pathway Certificate
- Associate of Applied Science – Cosmetology
- Early Childhood Education (Spanish) Career Pathway Certificate
- Mechanical Design Solid Modeling Career Pathway Certificate
- Computer Engineering Technology One-Year Certificate
- Computer Engineering Technology Career Pathway Certificate
- Cybersecurity and Networking Secure Network Technician One-Year Certificate
- Associate of Arts Oregon Transfer (AAOT) – Elementary Education
- Associate of Arts Oregon Transfer (AAOT) – Fire Ecology
- Associate of Arts Oregon Transfer (AAOT) – Forest Ecology
- Welding - Shield Metal Arc/Stick Welding of Pipe Career Pathway Certificate
- Associate of Applied Science – Surgical Technology
- Human Resources One-Year Certificate

Student Success KCC continues to work on systematic, college-wide improvements related to the adoption of a [Guided Pathways Framework](#). This initiative aims to enhance student success by providing clear, structured educational pathways. The College has adopted [Key Performance Indicators](#) to track student success at early student momentum points disaggregated by subpopulations.

Completion Klamath Community College has made significant strides in improving student success through the adoption of a [Guided Pathways Framework](#). A notable achievement is reaching a 40% completion rate for the Integrated Postsecondary Education Data System (IPEDS) full-time completion rate. The Fall 2021 cohort achieved record retention rates of 64%. These accomplishments not only match but also exceed the rates of other colleges in Oregon. However, there is still room for improvement to match or surpass the performance of comparable national institutions.



Data in this table reports IPEDS 150% Completion standards reporting for fall first time cohorts.

Organization Viability-Diversified Funding Sources

The KCC Resource Development/Grant team, working collaboratively with the Executive cabinet, faculty, and staff, has demonstrated remarkable success in securing diversified funding sources, significantly enhancing the College's ability to respond to community needs both now and in the future. Over the years, the team has consistently secured substantial funding from federal, state, and other sources.

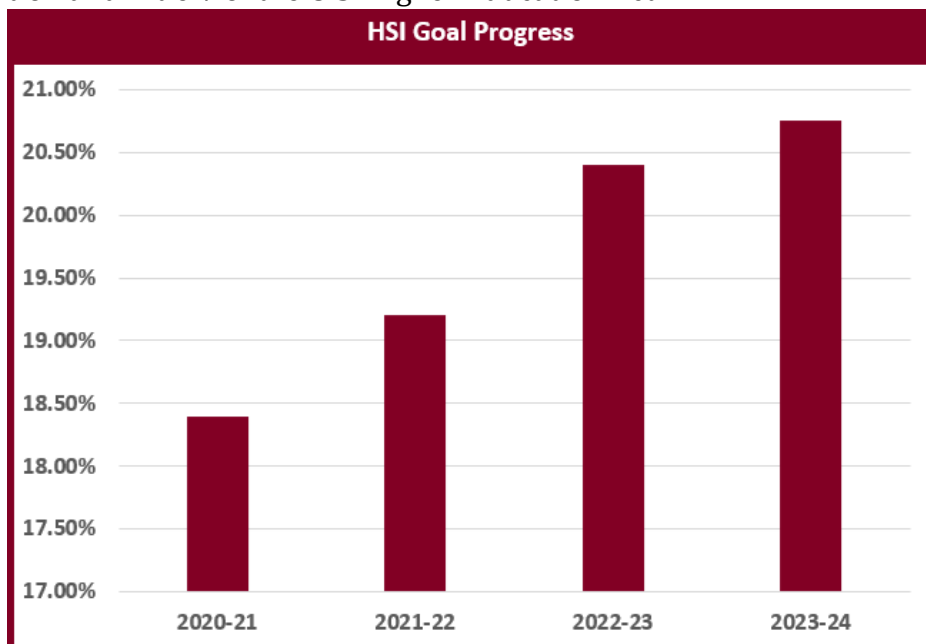
Grant Funding

Funding Source	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Federal \$	3,609,973	739,516	1,185,780	10,206,557	7,507,037	6,244,432	3,032,059*
State \$	2,462,797	3,242,420	1,685,696	3,642,557	951,719	823,450	491,230*
Other \$	714,150	420,500	2,504,569	192,000	995,158	881,081	89,993
Total Grants \$	6,786,920	4,402,436	5,376,045	14,041,114	9,453,914	7,948,963	3,613,281

Data above is reported values from Resource Development at KCC

Title III Strengthening Institutions In October 2024, KCC sunset the Title III Strengthening Institutions grant. This five-year, \$2 million grant has significantly accelerated and positively impacted the College's efforts toward college-wide initiatives. The Title III grant funding enabled the College to successfully create and launch the Career Service Center, update the Center for Teaching and Learning (CTL) infrastructure and technology, and aided in course redesign and development work of over 60 classes—many of them gateway classes, designed to meet regular and substantive interactions requirements, Americans with Disabilities (ADA) compliance standards and increase student success rates.

Emerging Hispanic Serving Institution (HSI) Recently KCC received notification that the College has been identified by the Oregon Higher Education Coordinating Commission (HECC) as an “Emerging Hispanic Serving Institution” as defined by the U.S. Department of Education and Title V of the U.S. Higher Education Act.



Data in this table reports IPEDS 150% Completion standards reporting for fall first time cohorts.

The designation of HSI and subsequent funding can help KCC develop programs and services specifically designed to support Hispanic students, improving their educational attainment and overall college experience. Overall, this recognition is a positive step for

KCC, highlighting our commitment to serving a diverse student population and enhancing educational opportunities for all its students.

New Athletic Programs KCC is excited to introduce its new athletic program, focusing on soccer. This initiative began in 2023 with the formation of the KCC Soccer club, which quickly gained popularity and significantly increased community engagement. The success of the club led to KCC being accepted into the Northwest Athletic Conference (NWAC) starting in the 2025-26 academic year. The program aims to foster a culture of excellence in athletics, emphasizing both academic and character standards, including community service. The team has already been active in community engagement efforts, such as participating in the Tulelake Fair and the Klamath Falls Downtown Association's July 4th parade. The administration is committed to supporting the program and ensuring its success, with plans for year-round recruitment and the development of youth camps.

New International Student Program At KCC, we believe in the power of global education and the incredible opportunities it brings. Our new [International Student Program](#) is designed to welcome students from all corners of the world, offering a diverse and inclusive learning environment. The program includes a variety of academic courses such as Computer Science, Engineering, Business, Intensive English Programs, and Bachelor Pathway Programs. These programs have articulation agreements with institutions like Oregon Tech and Southern Oregon University (SOU), ensuring guaranteed admission for students.

The College supports international students from the application process to their arrival, with multiple virtual meetings and continuous support to maintain their status with U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program for both international students and the College.

KCC's International Student Program also emphasizes community engagement and student life. The College hosts events like International Week, which celebrates cultural diversity and provides opportunities for students to share their traditions and experiences. KCC offers a safe and welcoming community with affordable tuition and comprehensive wrap-around student support services. The College is committed to fostering a vibrant and inclusive environment for all students.

New Cosmetology Program KCC has a new Cosmetology Program, designed to provide comprehensive training and education in the beauty industry. KCC's Associate of Applied Science (AAS) Cosmetology degree is aligned with industry-recognized certifications. One-year certificates of hair design, barbering, esthetics, and nail technician roll seamlessly into the AAS Cosmetology degree program. Pathways certificate of esthetics and pathways certificate nail technician stack seamlessly into the esthetic and nail technician one-year certificate. Students are evaluated on the performance of each competency of the curriculum to ensure readiness to meet state licensure requirements and enter the profession. Students participate in realistic training through the student-operated salon.

KCC's Cosmetology Program targets student populations to include: high school accelerated learning students, traditional students that are recent high school graduates, non-traditional students, transfer students, industry providers that have not received degrees or certificates and could be given prior learning credit, General Education Development (GED), Adult Basic Education (ABE), English as a Second Language (ESL), and [High School Equivalency Program](#) (HEP) students, community education and workforce students, Workforce Innovation and Opportunity Act (WIOA) students, SNAP participants, veterans and military families, and English Language Acquisition (ELA) and Limited-English Proficiency (LEP) students.

Collaborative Effort for a New Early Learning Childcare Center KCC is in a collaborative effort with the Oregon Child Development Coalition (OCDC) to create an Early Learning Childcare Center. This initiative aims to provide high-quality childcare and early education opportunities for KCC students, staff, and the broader community.

The KCC Childcare Learning Center will be located on the KCC campus and will offer a range of services, including early childhood educational spaces, faculty and staff offices, and a light commercial kitchen. The center will be approximately 28,000 square feet in size and will feature modern facilities to support the needs of young children and their families.

The project is a result of extensive planning and collaboration between various stakeholders, including KCC, OCDC, Klamath County, and other community partners. The planning team includes representatives from KCC, OCDC, Head Start, YMCA, Klamath County Economic Development Association (KCEDA), Southern Oregon Economic Development, and the City of Klamath Falls.

The center aims to address the significant barriers to accessing affordable childcare in the region. According to a 2023 Oregon State University (OSU) childcare study, 73% of children from infants to age 5 in Klamath County have no access to regulated childcare.

The center will provide much-needed support for student parents and low-income community members, helping them achieve successful educational and career outcomes.

The KCC Childcare Learning Center is expected to have a positive impact on the community by providing early education and lifelong benefits for children, as well as supporting the workforce needs of Klamath Falls.

1.A Student Success and Institutional Mission and Effectiveness

Standard 1.A: Mission

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

KCC's Mission Statement

Klamath Community College (KCC) 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 Klamath Community College mission statement defines its broad educational purposes and its commitment to serving diverse student populations and supporting student success.

The College's Mission and corresponding strategic initiatives are reviewed as a function of the strategic planning process every four years. At the end of each strategic planning cycle, a report is published and shared with the community. The College is on its third strategic planning cycle.

Strategic Initiatives

Student Success. KCC will adapt or develop services, practices, and technologies to provide an inclusive, engaging, and supportive college experience to promote student success and completion.

Future-focused education and services. KCC will offer a portfolio of adaptive, innovative, and accessible education and training programs.

Organizational viability. KCC will adapt or develop sustainable plans, services, practices, and technologies to provide a secure, desirable, and inclusive working environment.

Community engagement. KCC will improve and align its plans, communications and collaborative partnerships that advance community engagement, economic improvement, and workforce development.

Advanced planning and strategy. Recognizing that our students will be the flexible and mobile workforce of the future, KCC will adapt its planning and data analysis to be responsive to regional, national, and global changes.

1.B Improving Institutional Effectiveness

Standard 1.B.1

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an on-going and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Klamath Community College has established a systematic, centralized, and continuous process for assessing [institutional effectiveness and planning](#). This process encompasses the evaluation of student learning, achievement, and support services. The institution employs an ongoing and systematic evaluation and planning process to enhance its effectiveness, allocate resources, and improve student learning and achievement.

Currently, Klamath Community College is in the third cycle of its strategic planning series and the fourth iteration of the [Mission Fulfilment report](#). The college is also in the middle of its second five-year cycle of [instructional](#) and [non-instructional program reviews](#) and has been conducting annual budget presentations for fourteen years. Additionally, the assessment of Student Learning Outcomes has been centralized and coordinated by an assessment curriculum coordinator for over a decade.

Mission fulfillment is informed by achievements in all five Strategic Initiatives areas. These are evaluated on an annual basis with all departments during all-campus budget hearings. Academic and non-academic departments report their accomplishments at the end of each annual budget cycle and at the end of the 3-year strategic planning cycle; these in turn are reported to the Board of Education and the public. In addition to publishing the end-of-cycle data on the College's website, paper copies are mailed to each postal address in the zip codes of the College's service areas.

The Strategic Plan

The College's mission and corresponding strategic initiatives are regularly reviewed as a function of the strategic planning process. KCC is in the third cycle of its current strategic planning series. The [Strategic Plan 3.0](#) performs four functions: provides long term goals, unifies other planning efforts, is vital in evaluating the College's effectiveness and mission fulfillment, and provides a collaborative venue for public participation. The keys to the strategic plan's success are its role in the College's annual budget process, its heavy reliance on performance data, and its companion deep analyses of [Mission Fulfillment](#) and [Program Reviews](#) for all [instructional](#) and [non-instructional](#) departments.

Data Analysis for Planning, Budget, and Mission Fulfillment

Klamath Community College has integrated data analysis throughout its annual planning and budgetary processes and utilizes many tools and resources to support its planning and continuous improvement. These tools include both publicly and internally available reports and are provided to every department to ensure their strategic priorities are based

on timely, relevant data.

Information about the College is publicly available through the [Mission Fulfillment Report](#) (including comparisons with regional and national peers), Integrated Postsecondary Education Data System (IPEDS) student success reports, [Student Success Key Performance Indicators](#) (KPIs), Learning Outcomes results, Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE) with institutional comparisons.

A selection of the most intensively used internal reports used for planning, budget, and analysis of mission fulfillment includes: quarterly student retention and pass rates, annual departmental sustainability reports, labor market analyses, quarterly student evaluation reports, and learning outcomes assessment data. These are among many Institutional Research (IR) reports customized for the specific needs of a department.

Continuous Improvement and Innovation Committee

The Continuous Improvement and Innovation Committee (CIIC) plays a crucial role in ensuring the quality, effectiveness, and sustainability of all programs and services at KCC. The committee is responsible for reviewing all instructional disciplines, programs, and non-instructional departments on a five-year cycle.

The CIIC is chaired by the Vice President of Academic Affairs and includes members from various departments, ensuring a diverse representation of perspectives and expertise. Each [Program Review](#) results in recommendations for an Action Plan for improvement. These action plans are reported on as part of the annual budget process and are useful in setting department goals.

The CIIC reviews mission fulfillment data as it aligns with accreditation reporting. The [Mission Fulfillment Report](#) published on the KCC website, includes comparisons with regional and national peer institutions. Internally, a mission fulfillment scorecard provides the CIIC committee with a view to trends. The CIIC may identify the need for relevant action plans. An action plan is implemented if identifiable trends are a concern.

Institutional Research

The Institutional Research (IR) department plays a crucial role in supporting the College's mission by providing data and analysis that inform decision-making processes. IR works closely with other departments to understand their data needs and improve the College's use of data analysis and reports. This collaboration helps ensure that data is effective, timely, accessible, and used to support decision-making processes across the College.

Systematic Assessment of Student Learning Outcomes and Success

KCC systematically analyzes Student Learning Outcomes and student success and uses this data to improve. The College pays very close attention to student learning and success.

Student Learning Outcomes assessment data and student success rates are reviewed each term, annually in budget presentations, and every five years in [instructional program reviews](#).

KCC has five Institutional Learning Outcomes (ILOs), with each one assessed annually across the general education programming. This year, the Institutional Learning Outcome is Professional Competence and Self-Efficacy. ILOs define traits we want graduates to have at commencement. Program Learning Outcomes (PLOs) define the capabilities acquired from the career technical education (CTE) programs and all PLOs are assessed in a two-year span. These program outcomes can be used by employers to understand the student's career abilities. A sampling of Course Learning Outcomes (CLOs) are assessed each term.

KCC publicly publishes [Student Success Key Performance Indicators](#) (KPIs) that are established for IPEDs cohorts. A publicly available dashboard includes data breakdowns by underrepresented groups, who often face systematic barriers in obtaining higher education. The data can be sorted as full-time, part-time, and combined outcomes. Each (KPI) outcome is disaggregated by select demographics.

Moving Forward

Klamath Community College is on the third cycle of its current strategic planning series, the fourth iteration of the Mission Fulfilment report, in the middle of the second five-year cycle of [instructional](#) and [non-instructional](#) program review, and the fourteenth year of annual budget presentations. Assessment of Student Learning Outcomes has been centralized and coordinated by an assessment curriculum coordinator for over 10 years.

Each year the College's assessment and planning processes are becoming more aligned and refined. Assessment occurs cyclically with quarterly and annual reporting, analysis, and review processes. Assessment occurs in real time with institutional research reports being utilized across the divisions of the College as part of the College's day-to-day operations.

One example of refinement and improvements includes embedding Career Technical Education (CTE) [program viability studies](#) into the [CTE budget template](#). Annually, all academic program and discipline leads are required to prepare a budget proposal and presentation and CTE Program Leads must include a program viability study. The program viability study is intended to provide yearly summative evaluation of a program's sustainability and productivity. This snapshot gives the Executive Cabinet relevant program-specific information that highlights program trends and issues.

Another example of alignment is incorporating department and program updates regarding strategic planning work in the monthly board reports. KCC produces a comprehensive board report that serves as a vital communication tool between the College's leadership and the Board of Education. This report includes updates from each division regarding program work, strategic initiatives, budget updates, and enrollment updates.

Each division at KCC provides an Administrative Report that highlights their progress and achievements related to the College's strategic initiatives. These reports offer insights into how various programs are aligning with the College's goals and objectives, ensuring that all efforts are cohesive and directed towards common aims.

The College has switched from an annual strategic plan reporting process to a quarterly reporting process. Strategic plans are updated each term.

The intention of more regular and timely updates ensures that the strategic plans remain relevant and responsive to the rapidly changing educational environment. This allows the College to adapt quickly to new challenges and opportunities, ensuring that the institution remains competitive and effective in achieving its goals.

Frequent updates foster a culture of continuous improvement. By regularly reviewing and updating their plans, departments can identify and address issues more promptly, leading to more efficient and effective operations and enhancing accountability and transparency. When departments are required to report on their progress more frequently, it encourages them to stay on track and meet their objectives. This increased accountability can lead to better performance and more successful outcomes for the College as a whole.

Regular updates facilitate better communication and collaboration among departments. By sharing their progress and plans more frequently, departments can align their efforts more effectively, leading to a more cohesive and unified approach to achieving the College's strategic goals.

Selected Evidence for 1.B.1

- [Strategic Plan 3.0](#)
- [Mission Fulfillment Report](#)
- [Strategic Plan reports to the community](#)
- [CIIC membership](#)
- [Example CIIC program review](#) - Cybersecurity - Example of instructional program review showing learning outcomes data - Cybersecurity PLO data is on page 28
- [Example Action Plan](#) from the Cybersecurity program review
- [PLOs by Degree - Cybersecurity](#) - Example of Student Learning Outcomes assessment data
- [Courses Assessed - Cybersecurity](#) - Example of Student Learning Outcomes assessment summary report
- [Student Success Key Performance Indicators](#) - This KPI information was used to apply for the first generation grant with the goal of improving student success rates. The indicators and metrics for the grant include time to complete college level writing and college level math.
- Example Budget Presentations for 2024-2025
 - [Apprenticeship Related Training](#)
 - [Business Management](#)
 - [Learning Resource Center \(Library\) and Tutoring Center](#)

- [Example of an Administrative Report to the Board of Education](#)

Standard 1.B.2

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

Klamath Community College (KCC) defines, articulates, and regularly evaluates the fulfillment of its mission. Its mission, strategic planning, budget planning, and assessment processes provide the integrated framework of planning and accountability.

KCC sets and regularly utilizes meaningful goals, objectives and indicators to define mission fulfillment. The College widely distributes related outcomes and uses them to determine strategic priorities.

Responsibility for mission fulfillment at KCC involves all levels of the College. Starting at the individual department level and upwards to executive leadership, ownership and responsibility for accomplishing goals related to the [Strategic Plan](#)'s initiatives and fulfillment of the College mission is widespread through all college departments and leadership teams.

Meaningful Goals and Clear Objectives

KCC identifies and [publishes](#) meaningful goals and clear objectives. [Board Policy 3225](#) directs the College to develop goals and regularly assess the College's institutional effectiveness. Per the corresponding [Administrative Procedure 3225](#), the College publicly posts goals in the [Strategic Plan](#). These goals, titled "strategic initiatives," are:

1. Student Success
2. Future Focused Education and Services
3. Organizational Viability
4. Community Engagement
5. Advanced Planning

The [Strategic Plan](#) is published on the College's website.

Indicators of Student Learning and Achievement

KCC clearly identifies indicators of student learning and achievement and publishes Institutional Effectiveness data. [Board Policy 3250](#) directs the College to publish and analyze Learning Outcomes that represent the core abilities which students acquire while studying at KCC. Institutional learning outcomes, program learning outcomes, and course learning outcomes are published on every course syllabus, and on the KCC website.

Student success data with comparisons to regional and national peer institutions are published on a regular schedule in the [Mission Fulfillment Report](#) and [Key Performance Indicators](#). These [publications](#) are readily available on the College's website.

The [Mission Fulfillment Report](#) published on the KCC website includes comparisons with

regional and national peer institutions. Internally, a mission fulfillment scorecard provides the Continuous Improvement and Innovation Committee (CIIC) with a distilled view of mission fulfillment trends and threshold limits. The CIIC may identify potential need for action plans. An action plan will need to be implemented if identifiable trends are a concern.

Analysis of and Response to Student Learning and Achievement Indicators

KCC analyzes Student Achievement annually on a regular cycle as part of the budget process. [Board Policy 6200](#) directs the College to prepare a budget that includes assumptions and goals. Per the corresponding [Administrative Procedure 6200](#), each annual budget is collaborative and tightly aligned with institutional planning and the [Strategic Plan](#). Each department's annual budget proposal utilizes a required budget template and includes analyses of student success rates in every class, and results from Learning Outcomes assessments.

KCC conducts regular, systematic reviews of [instructional](#) and [non-instructional](#) programs. [Board Policy 4023](#) directs the college to systematically review all programs on a five-year cycle. Per the corresponding [Administrative Procedure 4023](#), the [program reviews](#) are a candid, data-intensive, self-reflective process that is meant to be an ongoing performance appraisal with the goal of determining and implementing continuous improvement.

KCC publishes student success data for public access. To further assist with real-time analysis, [Student Success Key Performance Indicators](#) (KPIs) have been established for Integrated Postsecondary Education Data System (IPEDS) cohorts. A publicly available dashboard includes data breakdowns by underrepresented groups, who often face systematic barriers in obtaining higher education. The data can be sorted as full-time, part-time, and combined outcomes. Each KPI outcome is disaggregated by select demographics.

Moving Forward

Klamath Community College has a comprehensive approach to utilizing disaggregated data to inform and implement strategies aimed at mitigating perceived gaps in achievement and equity. This approach involves transparent processes and methodologies for collecting and analyzing indicators of student achievement, which are then used to guide college-wide initiatives and leverage grant funding to accelerate programs to reduce achievement gaps.

KCC integrates data analysis throughout its annual planning and budgetary processes, utilizing many tools and resources to support its planning and continuous improvement. These tools include both publicly and internally available reports provided to every department to ensure their strategic priorities are based on timely, relevant data.

The Institutional Research (IR) department manages and supports hundreds of data-related reports that support the College's day-to-day operations. IR maintains and continues to develop a rich repository of reports to assist faculty, staff, the administration, and the grant team with monitoring student success in real time.

Creating, updating, and removing data reports is crucial for the College's day-to-day operations and future planning. These reports provide valuable insights into various aspects of the institution, such as student performance, enrollment trends, financial health, and resource allocation. By maintaining accurate and up-to-date reports, the College can make informed decisions, identify areas for improvement, and ensure efficient use of resources.

Regularly updating reports ensures that the data reflects the current state of the College, allowing for timely interventions and adjustments. Removing outdated or irrelevant reports helps to declutter the data management system, making it easier to access and analyze the most pertinent information.

As the College moves forward, having a robust system for managing data reports will support strategic planning, enhance transparency, and foster a culture of data-driven decision-making. This, in turn, will contribute to the overall success and growth of the institution.

Selected Evidence for 1.B.2

- [Board Policy 3225 Institutional Effectiveness](#)
- [Administrative Procedure 3225 Institutional Effectiveness](#)
- [Administrative Procedure 3250 Strategic Planning](#)
 - [Strategic Plan](#)
- [Academic Assessment](#)
- [Board Policy 3250](#) – page 2 requires Institutional Learning Outcomes
- [Institutional Learning Outcomes](#)
- [Example Syllabus with CLO](#)
- [Mission Fulfillment Report](#)
- [Student Success Key Performance Indicators](#) public dashboard
- [Board Policy 6200 Budget Preparation](#)
- [Administrative Procedure 6200 Budget Preparation](#)
- [Board Policy 4023 Program Review](#)
- [Administrative Procedure 4023 Program Review](#)
- [2025-26 Instructional CTE Template](#) - Example Budget Template CTE Department Budget Proposal (esp. slides #5 1.d #10 1.J)
- [Example Program Review](#) - Cybersecurity

Standard 1.B.3

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

KCC employs systematic evaluation and participatory planning processes to assign and allocate resources effectively for the purpose of improving student learning and achievement. This process is deeply rooted in the College's culture of collaboration and transparency and offers widespread opportunities for input from various constituencies

and ultimately leads to effective allocation of resources. Public and employee participation is highly sought after in various areas, including career advisory boards for academic programs, shared governance, college-wide inclusive annual budget presentations, and strategic planning

Advisory Committees

[Administrative Procedure 4260 Advisory Committees](#) describes public participation in advisory committees. Advisory Committees at Klamath Community College play a crucial role in ensuring the quality and relevance of the College's programs and disciplines. These committees provide support and advice from business, industry, labor, four-year institutions, and other stakeholders, helping to develop new programs and enhance existing ones.

Strategic Planning

The College's [Strategic Plan](#) serves as the unifying element that takes into account the needs of the community, the mission of the College, efforts of the College's internal departments, and the budgeting process. [Board Policy 3250 Institutional Planning](#) directs the College to establish a Strategic Plan and provide regular progress reports. The corresponding [Administrative Procedure 3250](#) identifies requisite processes in detail. The strategic planning process at KCC solicits extensive participation and input from the public, Board of Education, college employees and students, regional employers, local, state, and federal agencies, and school districts. As part of the process in developing the college-wide [Strategic Plan](#), all employees participate in developing their own departmental strategic plans and annual operating goals.

Budget Development Process

[Board Policy 6200 Budget Preparation](#) directs the College to prepare a budget that includes estimates and goals. Per the corresponding [Administrative Procedure 6200 Budget Preparation](#), each annual budget is collaborative and tightly aligned with institutional planning and the [Strategic Plan](#).

The budget development process at KCC is highly participatory and adheres closely to strategic plans and goals. The process includes input from all cost center managers and their staff, the entire cabinet, and a budget committee comprised of fourteen members of the public (seven board members and seven members of the Board of Education). The fiscal year runs from July 1 to June 30, with the annual financial planning and budget development process beginning each January and continuing until the Board adopts the budget in their annual meeting prior to July 1.

This comprehensive process allows each cost center manager to do the following: present major accomplishments and challenges from the previous year, analyze current performance, propose strategic goals for the coming year while keeping a longer-term vision, and then project a budget needed to achieve those goals.

Budget proposal attendees include KCC's President, the Vice President related to that department, the Chief Financial Officer (CFO), the manager or lead of the department, and when appropriate, member(s) of their team. This allows the department team to share the direction their department is heading to ensure it aligns with the [Strategic Plan](#). Each presentation must have data to support the need for their budget. This data must be driven directly from the goals within their strategic plan.

Once funding requests have been presented, each Vice President prioritizes the requests of the cost centers who report to them and then shares those priorities with the President and other cabinet members. The [Strategic Plan](#), which serves as a guide and as an accountability tool throughout the budget development process, is again consulted when making final decisions.

Throughout the budget development process, the Chief Financial Officer works closely with the Institutional Researcher to review enrollment trends, new programs, and project enrollment for the next fiscal year. State funding, which constitutes a significant portion of the College's general fund budget, is carefully calculated and projected based on enrollment. Other revenue sources, such as grants, are projected as special revenue funds, with regular collaboration with the Institutional Research department to include as much information as possible at the time of budget development.

Once final budget proposal decisions are made by the Executive Team, the proposed budget is then presented for review and approval by the College Budget Committee in public meetings. Finally, the College Board votes to approve the budget, ending the annual budget cycle.

This process ensures that resource allocation is the result of collaboration at all levels and adheres closely to strategic priorities.

Shared Governance

[Shared governance](#) at KCC embodies the College's values, supports its vision, and facilitates its mission. Through shared governance, the college community has an opportunity to influence decisions by enabling representative groups to work cooperatively in making attentive and timely recommendations to the administration on matters of planning effectiveness, policy, procedure, and programs.

Master Plan

KCC is currently undergoing a comprehensive Campus Facilities Plan Development, Master Plan, which is expected to be completed by Spring 2025. The goal of this plan is to establish a framework for thoughtful, organized sustainable growth supported by an inclusive process involving faculty, staff, and community members. The planning process includes the guidance of a Steering Committee, with members representing faculty, staff, and College leadership.

The process began with a needs assessment encompassing eight areas of focus to establish a comprehensive understanding of KCC's needs across KCC's service district. KCC's district boundaries lie inside Klamath and Lake counties, an area covering more than 14,000 square miles and containing a population of approximately 74,000 people. These workshops explored academic strengths and weaknesses, identifying and informing program focuses for the future.

Moving Forward

Maintaining a rich collaborative culture at KCC fosters a sense of community and shared purpose, but it also comes with its own set of challenges. One of the primary challenges is the significant amount of time, energy, and resources required to sustain this level of engagement. The college places a high value on communication, which is essential for its operations. However, ensuring that communication is regular, consistent, and accurate can be demanding.

The college organizes various events and meetings such as board retreats, cabinet retreats, weekly cabinet meetings, one-on-one meetings with direct reports, monthly all-employee meetings, newsletters, in-service sessions, convocations, and data summits. These events are crucial for maintaining open lines of communication, but they also require careful planning and coordination.

Additionally, every employee at KCC is considered a potential point of contact and has valuable perspectives to share. This inclusivity enriches the work and aligns the services provided by the college, but it also means that managing and integrating these diverse viewpoints can be complex and time-consuming.

In summary, while the collaborative culture at KCC brings many benefits, it also necessitates a considerable investment in communication and coordination to ensure that all voices are heard and that the college's operations run smoothly.

Selected Evidence for 1.B.3

- [Administrative Procedure 4260 Advisory Committees](#)
- [Board Policy 3250 Institutional Planning](#) describes strategic plan requirements.
- [Administrative Procedure 3250 Strategic Planning](#) regarding strategic planning
- [Strategic Plan](#) - page 3 lists organizations that participated in developing the plan
- [Administrative Procedure 3250 Technology Planning](#)
- [Board Policy 6200 Budget Preparation](#)
- [Administrative Procedure 6200 Budget Preparation](#)
- [2025-26 Instructional CTE Template](#) - Blank academic department budget presentation template 2025-26
- [Shared Governance](#) - standard operating procedures and structure
- [Administrative Procedure 3250 Facilities Master Planning](#) - Master Plan description
- Example Budget Presentations for 2024-2025
 - [Accelerated Learning](#)

- [Career Services Center](#)
- [Resource Development \(Grants\)](#)

Standard 1.B.4

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Klamath Community College regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability. Through [shared governance](#), advisory committees and boards, and local, state, and regional committee representation, the College gathers internal and external data (including enrollment trends, environmental scans, and budget forecasting), to assess its strategic position and define its future direction.

Board of Education

KCC's Board of Education actively engages in internal and external monitoring. The Board consists of seven members: five members are elected by geographical zone, and two are elected at-large. There is also one non-voting student member of the Board. The Board meets monthly in meetings that are open to the public. During these meetings, College leadership reports to the Board providing program showcases and updates regarding personnel actions, each division provides an Administrative Report, and financial and enrollment information is provided in the board packet. These reports provide context for the Board's decision-making and especially for the President's goals.

Board Retreats and President's Goals

The KCC Board of Education Annual Retreat is a significant event where board members gather to discuss internal and external situations relevant to the College and set goals for the upcoming year. The retreat typically includes a series of sessions and presentations, as well as opportunities for informal discussions and networking. The retreat also covers upcoming projects and the President's annual goals. The retreat provides a structured yet relaxed environment for board members to reflect on past achievements, evaluate current strategies, and plan for future initiatives. It is an essential event for fostering collaboration and ensuring the Board's alignment with the College's mission and goals.

Executive Cabinet

To encourage regular and systematic collaboration and communication, the executive cabinet holds weekly four-hour meetings. In addition, the cabinet sets aside retreat days to discuss and understand internal and external trends that may influence the College's future.

The KCC Cabinet Retreat is a key event where the President and Cabinet members of

Klamath Community College come together to discuss projects and goals for the College. All executive cabinet members and the Director of Information Systems present divisional goals in a PowerPoint presentation that include: an update on goals from last year, any continuation of goals this year, new goals for the academic year, and updates on the two American Association of Community Colleges (AACC) takeaways from the previous year.

The retreat provides an opportunity for the cabinet to collaborate, share updates, and align their efforts towards achieving the College's objectives. It is an essential event for fostering strategic planning and ensuring that all divisions are working towards common goals.

Faculty and Staff

Convocation The annual convocation and in-service events at Klamath Community College typically include a series of activities and presentations aimed at discussing [Strategic Plans](#), understanding national trends impacting student success, and providing updates on various College initiatives.

For example, Convocation 2024 had the theme "Together We Thrive" highlighting the College's values and goals, with a keynote speaker discussing generational expectations and needs in higher education. The in-service portion focused on Mission Fulfillment progress, reviewing the [Mission Fulfillment Report](#), and student success by [Key Performance Indicators](#) that align with [Guided Pathways](#) efforts. Special attention was given to review metrics regarding underrepresented groups and assessment of student learning.

In prior years, convocation and in-service events also focused on various themes such as student retention wraparound services and student success.

KCC All Employee Meetings Klamath Community College all-employee staff meetings are essential for fostering communication, collaboration, and alignment among employees. These meetings provide a platform for sharing important updates, discussing challenges, and celebrating successes. They ensure that everyone is on the same page and working towards common goals, which is crucial for the overall effectiveness and efficiency of the college.

One of the key tools used during these meetings is the Go Figure! Institutional Research (IR) reports. These reports provide real-time metrics that help track progress toward meeting strategic planning objectives. By utilizing these reports, KCC can communicate various indicators such as enrollment trends, student success rates, and financial performance. This data-driven approach allows the college to make informed decisions, identify areas for improvement, and implement necessary changes promptly.

The Go Figure! IR reports are particularly valuable because they offer disaggregated data by race, ethnicity, age, gender, socioeconomic status, first-generation college student status, and other meaningful categories. This level of detail helps KCC promote student achievement and address barriers to academic excellence and success.

KCC Internal newsletter Each month, Klamath Community College shares important information in the KCC newsletter to keep employees informed about the latest programming and staffing updates. The newsletter serves as a vital communication tool, ensuring that all staff members are aware of the College's ongoing initiatives and developments.

The newsletter typically includes updates on new and existing programs, highlighting any changes or improvements. This helps faculty and staff stay informed about the educational offerings and ensures that they can provide accurate information to students and the community. Additionally, the newsletter often features success stories and achievements from various departments, showcasing the hard work and dedication of KCC's staff and students.

Staffing updates are another crucial component of the newsletter. These updates may include announcements about new hires, promotions, and staff departures. By keeping everyone informed about staffing changes, the newsletter helps maintain a sense of community and ensures that employees know who to contact for specific needs or questions.

The newsletter also provides information about upcoming events, workshops, and training sessions. This allows employees to plan and participate in professional development opportunities, further enhancing their skills and knowledge.

Shared Governance

The majority of decisions at the College are made in consultation with one or more [Shared Governance](#) committees. They provide feedback, make recommendations, and contribute to processes, initiatives, and policy and procedure oversight and development. Council charters spell out purpose, representation, and terms of service for standing members. Institution-level planning and decision-making is informed by college councils, standing committees, and advisory and disciplinary committees. All College divisions, departments and programs adopt, monitor progress, and track progress toward reaching goals in their respective Strategic Plans.

Budget Forecast

State funding is a large portion of the College's general fund budget (63% of the total general fund revenue sources for the fiscal year 2022-2023) and is carefully calculated and projected as it is also enrollment-based. The Chief Financial Officer works closely with the Institutional Researcher to review enrollment trends, new programs, and projected enrollments for the next fiscal year. The budget forecast at Klamath Community College involves projecting revenues and expenses over a specific period, typically five to ten years.

For example, the [Ten-Year budget Forecast 2024](#) document provides detailed projections of revenue, expenses, and fund balances from 2018 to 2028. It includes factors such as state funding, tuition fees, and inflation rates to predict financial stability and plan for future needs.

Advisory Committees

Advisory Committees at Klamath Community College play a crucial role in ensuring the quality and relevance of the College's programs and disciplines. These committees provide support and advice from business, industry, labor, four-year institutions, and other stakeholders, helping to develop new programs and enhance existing ones.

Discipline Advisory Committees Discipline Advisory Committees focus on specific academic disciplines providing insights and recommendations to ensure that the curriculum remains current and aligned with discipline and transfer standards. These committees review Course Learning Outcomes, transferability, employability skills, and ensures that students are well-prepared for their future career.

Career Technical Education (CTE) Advisory Committees CTE Advisory Committees are dedicated to programs that prepare students for specific fields of study and professions. These committees include members from relevant industries who offer guidance on curriculum development, transferability, equipment needs, and labor market trends. Their input helps ensure that CTE programs meet the demands of the workforce and provide students with the skills needed for employment.

Internal Climate Surveys KCC conducts regular surveys and evaluations of the campus climate to identify trends and patterns. The Campus Climate Survey is designed to assess the perceived atmosphere on campus, including structures, policies, practices, and the demographics, attitudes, and values of its members and leaders. The survey evaluates various aspects such as inclusiveness, diversity, friendliness, cooperation, professionalism, recognition, respect, accessibility, support, and opportunities for advancement. The survey results provide insights into areas where the campus excels and areas that need improvement.

The Strengthening Institutions initiative studies include both faculty and student surveys to gather feedback and improve the institution's programs and services.

The Faculty Survey aims to enhance academic and student success, retention, enrollment, employability, income attainment, and faculty professional development. The survey collects information on faculty experiences and needs, helping to identify areas for improvement and support.

The Student Survey gathers information from students to identify concerns and improve the curriculum. The survey covers various aspects of student life, including academic expectations, support services, and campus life. The feedback from students is used to enhance orientation programs, redesign courses, and provide a supportive environment focused on student success.

Moving Forward

The State of Oregon supports the financing of public college and university buildings, facilities, construction, demolition, renovation and maintenance. The state primarily supports these activities through state-funded debt in the form of bonds.

The HECC Office of Postsecondary Finance and Capital (PFC) coordinates the process for developing state budget recommendations for capital investments and state-funded debt (in the form of bonds) for Oregon's community colleges. Oregon's 17 community colleges develop proposals and advance them to the HECC for consideration in the Agency Request Budget. Oregon statutes require the community colleges to match funding for any state-based bond funding.

This kind of capital funding is described by HECC as "limited" (Community College Capital Guide February 2024) and there is a competitive application process for inclusion in the two-year bond sale cycles. The application process is reasonable but does require significant staff time from a variety of departments.

In the end, the biggest challenge is community colleges must match bond funding dollar for dollar before the state bonds can be sold. This is not true in the university support system.

Many community colleges in Oregon, mostly in metro/urban areas, place local bond measures on the ballot to raise the needed matching funding. This type of action is problematic in the communities served by Klamath Community College; voters in the KCC service area do not generally support raising taxes to meet these kinds of needs. KCC has developed a Resource Development department to seek grant funding from Federal agencies and private foundations. The department partners with the 501(C)3 designated KCC Foundation to seek matching grants as needed.

Selected Evidence for 1.B.4

- [Board Policy 3250](#) identifies "the establishment, development and maintenance of KCC is viewed as the Board of Education's most important function" and directs the College President to "ensure that the college has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research."
- [Administrative Procedure 3250](#) - the associated administrative procedure, Facilities Master Planning, establishes a framework for flexible, orderly growth and development of capital improvements on campus that is responsive to the current and projected needs of the College.
- [Shared Governance](#) - page 5 notes the organizational chart
- [Ten-Year Budget Forecast 2024](#)
- [Example advisory committee meeting minutes](#) showing change recommendations to the program.
- [Example Campus Climate survey questions](#)

1.C Student Learning

Standard 1.C.1

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Standard 1.C.2

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Students enroll at Klamath Community College (KCC) for many different reasons: completing high school, improving English language skills, completing industry and workforce trainings, obtaining skills for a career field, and completing credits to transfer to a four-year institution. All programs regardless of degree or certificate level are consistent with recognized fields of study.

KCC offers over 90 degrees and certificates in academic transfer and career technical education. All credentials meet the requirements of the Higher Education Coordinating Commission (HECC) and the Oregon Department of Community Colleges and Workforce Development (CCWD), the Northwest Commission on Colleges and Universities (NWCCU), and specialized [accreditation](#) bodies.

Academic credentials offered by the College are listed below and in the KCC catalog in the [degree and certificate program section](#).

Degree	Credits
Associate of General Studies (AGS)	90
Associate of Arts, Oregon Transfer (AAOT)	90
Associate of Arts Transfer (AAT)	90
Associate of Science (AS)	90
Associate of Science Transfer (AST)	90
Associate of Applied Science (AAS)	90 (minimum)
One-Year Certificate	45 (minimum)
Career Pathway Certificate (less than one year)	12 (minimum)

These education programs culminate in the achievement of clearly identified learning outcomes which appear in the College catalog, on the Website, in the course syllabi, and the end of term student course evaluations.

Analysis of student learning links to changing academic instruction, and allocation of resources occur in real time, at the end of each term, annually in the budgetary process, at the end of each year, and every five years in the [instructional program review](#) process.

Faculty are responsible for the College's curriculum and ensuring that programs are aligned with industry needs, transfer institutions, federal and/or specialized accreditation requirements, and the field of study. For new programs, the Deans assist program faculty with the required documentation for internal and external program development and approval processes including, but not limited to: degree title, CIP code, degree type, credits, program description, curriculum map, course and Program Learning Outcomes, degree layout, statement of cost impact, statement of intent, implementation date, estimate of student enrollment, labor market need, advisory committee involvement, and target population.

The proposed programs are reviewed by program and discipline faculty leads and an advisory committee to ensure they meet the needs of local business and industry. All new degrees and certificates and substantive changes to current degrees and certificates or courses must be reviewed and approved through the KCC [shared governance](#) system. The process for approving new programs and making substantive changes to existing programs follows this process:

- 1) Advisory Committees review the new programs and substantive changes first.
- 2) The General Education Committee and the Curriculum Committee then review them.
- 3) The Academic Council and the Presidents' Council review the proposals.
- 4) All new programs must be reviewed and approved by the KCC Board of Education.

Academic programs at KCC demonstrate rigor in many ways, including sequencing in the [Guided Pathways](#) model, mapping to program learning outcomes, through articulation agreements, through state common course numbering and major transfer alignment, and by meeting the requirements of specialized accreditation.

KCC supports seamless transfer for lower division coursework from high school to KCC and from KCC to four-year colleges and universities. In addition, the College values credit for prior learning (CPL) by supporting the transfer and articulation of credits.

The College actively participates in statewide transfer work, including the adoption of [common course numbering](#) (CCN) and [major transfer mapping](#) (MTM). Courses approved for CCN are from a list of the most transferred, lower-division courses, and are aligned as directed by Senate Bill (SB) 233 (2021). This alignment includes course title, name, number, subject code, credits, description, and learning outcomes. MTMs are major-specific transfer degrees that allow students to transfer credits from Oregon community colleges to Oregon public universities.

Faculty representatives from the 17 community colleges and seven Oregon public universities serve on CCN and MTM committees.

Moving Forward

KCC is seeking approval to offer two new bachelor's degree programs: a Bachelor of

Science in Nursing (BSN) and a Bachelor of Applied Science (BAS) in Business Management with an emphasis in Salon Management. The journey to offer four-year degrees at community colleges in Oregon has been long, with significant efforts from KCC's President, Board, administration, faculty, staff, students, and local healthcare stakeholders. Their lobbying efforts led to the successful passage of Senate Bill 523, granting community colleges the authority to offer BSN degrees. Additionally, Senate Bill 3, passed in 2019, permits community colleges to offer applied baccalaureate degree programs under specific conditions and with approval from the Higher Education Coordinating Commission (HECC).

The BSN program aims to address local and regional workforce needs, building on KCC's success with its Associate of Applied Science in Nursing program, which has been producing graduates since 2015 and is ranked 7th in Oregon based on NCLEX-RN pass rates. To minimize costs and maximize state resources, KCC has joined a consortium of community colleges with similar programs, including Central Oregon Community College, Chemeketa Community College, Klamath Community College, Linn-Benton Community College, Oregon Coast Community College, and Treasure Valley Community College. This consortium, known as the Bachelor of Science: Nursing Community College Collaborative (BSNCCC), aims to address Oregon's nursing shortage by sharing programming and instructional costs, enhancing learning opportunities, and promoting academic excellence.

The second proposed degree, a Bachelor of Applied Science in Business Management with an emphasis in Salon Management, addresses the need for licensed cosmetologists to obtain a bachelor's degree in business management. This new degree option offers credit for prior learning from licensure coursework, making it easier for cosmetologists to advance their education.

KCC's Board of Education has already approved the two new degree programs. The next step is for the HECC and the NWCCU approval. The first cohort of students is projected to start in the fall of 2026. These new programs represent a significant step forward in expanding educational opportunities and meeting workforce needs in the region.

Selected Evidence for 1.C.1 and 1.C.2

- [New Course Development Form](#)
- [Course Revision Form](#)
- [Program Revision Form](#)
- [Program Development Form](#)
- [Course Content and Outcome Guide Template](#)
- [Course Syllabus Template](#)
- [Example of Notice of Application](#) - Cybersecurity (HECC)
- [Example of Program Standards](#) – Surgical Technology (HECC)
- [Common Course Numbering 2022](#) (HECC)
- [Common Course Numbering 2023](#) and [Statistics Memo](#) (HECC)

- [MTM Curriculum Articulation Template](#) (HECC)

Standard 1.C.3

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

KCC offers **33** degrees, **24** one-year certificates, and **32** career pathway certificates. These education programs culminate in the achievement of clearly identified learning outcomes, which appear in the college catalog, on the website, in course syllabi, and in the end of term course evaluations, and lead to collegiate-level awards.

KCC offers over 90 degrees and certificates in academic transfer and Career Technical Education (CTE). All credentials meet the requirements of the Higher Education Coordinating Commission (HECC) and the Oregon Department of Community Colleges and Workforce Development (CCWD), the Northwest Commission on Colleges and Universities (NWCCU), and specialized [accreditation](#) bodies.

All CTE programs have been developed and are regularly under the guidance of advisory committees. All general education is developed and improved through the self-governance committee structure, in the general education committee, and discipline advisory committees. All curriculum is approved by the College's Curriculum Committee, the Academic Affairs Council, the CCWD, and the Oregon State Board of Education.

Institutional Learning Outcomes (ILOs) and suggested performance indicators are located on the [KCC website](#). Program Learning Outcomes (PLOs) are located in degree and certificate program pages in [KCC's online catalog](#), and Course Learning Outcomes (CLOs) are located in Course Content and Outcomes Guides (CCOGs) and in syllabi. CCOGs are available on the KCC Canvas SLO course and syllabi are on SharePoint or in Canvas.

KCC has five ILOs, with each one assessed annually across the general education programming. This year the Institutional Learning Outcome is Professional Competence and Self-Efficacy. ILOs define traits we want graduates to have at commencement. PLOs define the capabilities acquired from the CTE programs and all PLOs are assessed in a two-year span. These program outcomes can be used by employers to understand the student's career abilities. A sampling of CLOs are assessed each term.

Moving Forward

The constant effort at KCC to adopt and update the general education common course curriculum and newly adopted MTMs presents several challenges. The College actively participates in statewide transfer work, including the adoption of [common course numbering](#) (CCN) and [major transfer mapping](#). This requires aligning courses approved for CCN with Senate Bill (SB) 233 (2021), which includes standardizing course titles, names, numbers, subject codes, credits, descriptions, and learning outcomes.

Additionally, the process involves significant collaboration among faculty representatives from the 17 community colleges and seven Oregon public universities who serve on CCN and MTM committees. This extensive effort demands considerable time and resources from faculty, staff, and the curriculum team to revise and update the college catalog, adopt new MTMs for approval, and redesign classes to align learning outcomes, course descriptions, and course design. The ongoing nature of these tasks requires continuous dedication and coordination to ensure that the curriculum remains current and meets the needs of students transferring credits from Oregon community colleges to Oregon public universities.

Selected Evidence for 1.C.3

- Example Syllabus
 - [BUS 101Z Introduction to Business](#)
 - [COM 111Z Public Speaking](#)
- Example Course Evaluations
 - [MTH 010 Basic Math](#)
 - [CJA 211 Civil Liability & Ethics in Criminal Justice](#)
- Program pages
 - [Example AAS Automotive](#)
 - [Example AAS Education](#)

Standard 1.C.4

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

KCC has an “open-door” admission policy. The process for a student to gain admissions to KCC is published in the College catalog, in the student handbook, in the term schedule of classes, and on the College website. The website also has links to all materials needed to apply, as well as the option to contact advisors for more information and assistance.

Graduation requirements are spelled out for students in detail in the College catalog and on the College website and are supported with curriculum maps. Students also learn about mandatory advising in new student orientation and new student onboarding processes. The College has degree audit tools, course completion tools, and resources that show the student's current enrollment and track a student's progression through the degree requirements and curriculum.

The College accepts all applicants over the age of 16 with a General Education Diploma (GED) or high school diploma. Underage students who have not met these requirements are subject to a special admissions process.

The College also has a continuous enrollment admission process for students pursuing Adult Basic Education (ABE) and English as a Second Language (ESL). Admission to most programs is on a “first-come, first-served” basis, as long as the student meets multiple

measures of assessment and placement as well as any required prerequisites. New students can begin at the College during any quarter. Some of the College's healthcare and workforce programs have a competitive admissions process outlined by each program.

Moving Forward

Having an open admission and open access policy while providing a broad array of services and programs to different student populations presents several challenges. Our student body is very diverse, including academic students, GED students, those seeking English proficiency, workforce training participants, and community education attendees. Each group has unique needs and goals, requiring tailored support services and programming. In addition, coordinating services across different departments and programs to provide a seamless experience for students can be complex. This includes aligning academic advising, financial aid, career services, and other support services.

The College continually adapts to meet the needs of our students. For example, recently, the College has experienced an increase in younger students enrolling in the GED program through KCET. This student population prompted the College to adjust our support services accordingly. Instructional methods that are effective for non-traditional students were not meeting the needs of more traditional high school aged students. Additionally, the growing issue of food insecurity is putting pressure on the Food Pantry, necessitating a partnership with the Foundation to expand our services.

Selected Evidence for 1.C.4

- [Catalog-Admission and Registration](#)
- [Commencement and Graduation Requirements](#)
- [AAS Health Information Management Graduation Requirements](#)
- [KCC Website - Admissions](#)
- Example curriculum maps
 - [AAS Accounting](#)
 - [AAS Surgical Technology](#)

Standard 1.C.5

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

At Klamath Community College, curriculum development and implementation are the responsibility of faculty who teach in a particular program or discipline. In collaboration with their program and discipline leads, and also with the assistance of the full-time Assessment and Curriculum Coordinator, KCC faculty are responsible for developing Course Content and Outcomes Guides (CCOGs), updating and revising degree and certificate requirements, planning, implementing, reporting, analyzing, and improving assessment of Student Learning Outcomes at the course, discipline, program, and institutional levels, selecting

instructional material, and participating in overall course design and other essential elements of instruction in the subject area.

Both program and discipline faculty develop curriculum maps. A master schedule is reviewed and updated annually that aligns with the curriculum maps. Course offerings, teaching assignments, and faculty evaluations are administered by the Deans and the VP of Academic Affairs.

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

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

Curricular changes, new courses, and course revisions require College approval. For transfer degrees and general education courses, these are reviewed and recommended by the General Education Committee and the Curriculum Committee. These committees are chaired by academic deans and consist primarily of faculty with additional support provided by representatives from financial aid, the registrar, veteran's services, and student services. In addition, specific program or degree changes require approval of an advisory committee made up of faculty and members of the community including potential employers and practitioners in the field. Once reviewed and approved by advisory committees and the General Education and Curriculum Committees, curriculum changes are submitted for final approval to the Academic Council chaired by the VP of Academic Affairs.

Assessment of Student Learning

Institutional Learning Outcomes ([ILOs](#)) are formally assessed on a five-year cycle. A sampling of courses from all general education disciplines that have identified ILOs as a measured proficiency are selected for assessment during the academic year indicated in the assessment plan. Methods include direct and indirect assessment. Analysis of student learning links to change instruction, and allocation of resources occur in real time, at the end of each term, annually in the budgetary process, at the end of each year, and every five years in the [instructional program review](#) process.

All Program Learning Outcomes (PLOs) are assessed on a two-year cycle and Course

Learning Outcomes (CLOs) assessment is gathered each term.

Annually, assessment data is reviewed through the budgetary process and additionally as part of the 5-year [instructional program review](#) process. This ensures faculty are able to present and justify resource requests to meet the ILO, PLO, and CLO requirements. This process also links outcomes to the strategic plan for KCC.

Program Review Process

[Instructional program review](#) and [non-instructional department review](#) at KCC are faculty- and staff-driven self-evaluations. All instructional and service units at the College complete a review within a five-year period following the program review calendar. Review guidelines encourage programs to reflect as a group on program/discipline/department performance in relation to the College's mission and strategic planning goals. The Continuous Innovation and Improvement Committee (CIIC) guides this process and assists 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. Members of the CIIC complete an on-line survey to provide feedback regarding the program evaluation. The program or department uses the feedback to create and implement an action plan. Updates on action plans and resulting changes to programming and resource allocation are included in annual budget plan presentations.

Moving Forward

KCC is planning to adopt new assessment software that will integrate the [Strategic Plan](#), budget presentations, grant management, [five-year program review](#), and assessment of Student Learning Outcomes onto a single platform. Currently, our assessment system is available on Canvas, utilizes various survey tools, and is quite labor-intensive. Leveraging one technology system would be much more efficient and effective in supporting this effort. This assessment technology was approved during last year's budget presentations for the Center for Teaching and Learning and is highly supported by the faculty.

Selected Evidence for 1.C.5

- Instructional program review templates
 - [CTE](#)
 - [Discipline](#)
- [Non-instructional program review template](#)
- Instructional budget presentation templates
 - [CTE](#)
 - [Non-CTE](#)
- [Non-instructional budget presentation template](#)
- [Program Review Guide](#)
- [Program Review Rubric](#) – Instructional
- [Program Review Rubric](#) – non-instructional

- [Program Review Webpage](#)
- [Example Course Evaluation](#)

Standard 1.C.6

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Assessment is a continual practice that establishes clear, concise, and measurable expected Student Learning Outcomes (SLOs). At KCC, the College systematically gathers, analyzes, interprets, and uses evidence and data to determine student proficiency of SLOs. This evidence and data are used to understand and to improve student learning and improve quality of instruction.

Institutional Learning Outcomes (ILOs)

KCC's Institutional Learning Outcomes (ILOs) represent the core abilities students acquire while studying at KCC. These are measurable statements that indicate what students will know or be able to demonstrate at the completion of a course of study. KCC has identified the following as Institutional Learning Outcomes for our graduates:

Apply Critical Thinking to Problem-Solving: Evaluate information, sources, arguments, opinions, and issues to solve problems.

Communication: Create and convey thoughts, opinions, or information by listening, speaking, reading, or writing.

Cultural Competence: Demonstrate effective and appropriate interaction in a variety of cultural contexts.

Professional Competence and Self-Efficacy: Apply knowledge, skills, and attitudes to succeed in a profession or academic program; demonstrate confidence and ability to meet personal, social, academic, and professional goals.

Teamwork: Demonstrate effective and respectful participation as members and leaders of diverse teams.

KCC's ILOs are mapped to general education courses in Course Content and Outcomes Guides (CCOGs), the level of assessment for each ILO is identified. Those that are mapped at a measured proficiency are selected for assessment.

Each ILO has been revised to be specific and measurable. Bloom's-based verb descriptions were added to describe what students will be able to do upon graduation. For example, the performance description for the ILO regarding critical thinking and problem solving is: evaluate information, sources, arguments, opinions, and issues to solve problems. Additionally, suggested performance indicators have been added for each ILO; indicators were adapted from the Association of American Colleges and Universities' VALUE rubrics.

The general education ILOs are directly related to KCC's mission. The Institutional Learning Outcomes' core skills of critical thinking, problem solving, communication, self-efficacy, professional competence, and cultural competence reflect the diverse needs of the student, business, and community.

Student Learning Outcome Assessment Process

Annually, one ILO is assessed across the general education programming, Program Learning Outcomes (PLOs) assessment completes a cycle every two years, and Course Learning Outcomes (CLOs) assessment is gathered each term. Faculty document the methods they use for assessment and use the results to improve the instructional processes. Results of these assessment efforts are also reviewed in discipline and program advisory committees. Annually, during the budget process, each program and discipline is required to review their assessment results and Student Learning Outcomes assessment. Student Learning Outcome assessment information is included in KCC's [Mission Fulfillment Report](#), strategic initiatives, the annual budget process, and [five-year instructional program review](#).

Moving Forward

The College is constantly looking at streamlining and improving assessment processes. KCC's assessment moved from SharePoint and Google Docs to the Canvas Learning Management System (LMS). This allows for a centralized location that includes directions, trainings, and direct links to the most recent adoptions and language for Institutional Learning Outcomes, Program Learning Outcomes, and Course Learning Outcomes.

Selected Evidence for 1.C.6

- [Faculty Manual for Student Learning Outcome Assessment](#)
- Program pages
 - [Example AAS Automotive](#)
 - [Example AAS Education](#)
- [Example Learning Outcomes Students Self-assessed](#)
- Example Syllabus
 - [BUS 101Z Introduction to Business](#)
 - [COM 111Z Public Speaking](#)
- [KCC Website of Academic Assessment](#)
- [Institutional Learning Outcome - Teamwork](#)

- [Example Student Course Evaluations](#)
- Annual Budget presentations
 - [Example 2022-2023 Budget Proposal Writing and Communication](#)
 - [Example 2022-2023 Budget Proposal Criminal Justice](#)
- 5-year program review
 - [Example program review Cybersecurity](#)
 - [Example program review Social Sciences](#)

Standard 1.C.7

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

KCC has fairly elaborate, cyclical, and centralized assessment processes. The College assesses Student Learning Outcomes at the Institutional Learning Outcome (ILO) level, the Program Learning Outcome (PLO) level, and the Course Learning Outcome (CLO) level. Annually, one ILO is assessed across the general education programming, Program Learning Outcomes assessment completes a cycle every two years, and Course Learning Outcomes assessment is gathered each term. Faculty document the methods they use for assessment and use the results to improve the instructional processes. Results of these assessment efforts are also reviewed in discipline and program advisory committees. Annually, during the budget process, each program and discipline is required to review their assessment results and Student Learning Outcomes assessment. Student Learning Outcome assessment information is included in KCC's [Mission Fulfillment Report](#), strategic initiatives, the annual budget process, and [five-year instructional program review](#). Each term faculty submit Learning Outcome assessment plans, collect data, provide analysis of the data, and are encouraged to make real time changes to course materials and resources to increase student success. Data and assessment plans are submitted in a survey to the assessment curriculum coordinator at the end of each term.

KCC analyzes Student Achievement annually on a regular cycle as part of the budget process. Each department's annual budget proposal utilizes a required budget template and includes analyses of student success rates in every class and results from Learning Outcomes assessments.

KCC conducts regular, systematic reviews of academic programs and support services. The [program reviews](#) are a candid, data-intensive self-reflective process that is meant to be an ongoing performance appraisal with the goal of determining and implementing continuous improvement.

KCC employs systematic evaluation and participatory planning processes to assign and allocate resources effectively, aiming to improve student learning and achievement. This process is deeply rooted in the College's culture of collaboration and transparency, offering widespread opportunities for input from various constituencies and ultimately leading to effective allocation of resources.

In addition to regular review by faculty program and discipline teams, assessment of student learning is also a required agenda item on all advisory committees. Discipline and program advisory committees meet each term. Professional learning communities made up

of college and high school instructors also meet annually to review effective Student Learning Outcome assessment strategies and align curriculum.

Advisory Committees

Advisory Committees at Klamath Community College play a crucial role in ensuring the quality and relevance of the College's programs and disciplines. These committees provide support and advice from business, industry, labor, four-year institutions, and other stakeholders, helping to develop new programs and enhance existing ones.

Discipline Advisory Committees Discipline Advisory Committees focus on specific academic disciplines, providing insights and recommendations to ensure that the curriculum remains current and aligned for transfer and meets discipline standards. These committees review Course Learning Outcomes, transferability, employability skills, and program updates, ensuring that students are well-prepared for their future career.

Career Technical Education (CTE) Advisory Committees CTE Advisory Committees are dedicated to programs that prepare students for specific trades and professions. These committees include members from relevant industries who offer guidance on curriculum development, transferability, equipment needs, and labor market trends. Their input helps ensure that CTE programs meet the demands of the workforce and provide students with the skills needed for employment.

Moving Forward

Requiring Career Service Center (CSC) staff to participate in all Career and Technical Education (CTE) advisory committees has significantly improved faculty workforce engagement opportunities. The CSC staff act as a bridge between Klamath Community College and employers, creating new pathways from KCC to jobs. With over 200 employers on the CSC Employer Contact List, they have a vast network that can be leveraged to benefit students.

Additionally, CSC staff have successfully recruited over 40 new business representatives to participate in one or more Program Advisory Committees, with at least 20 of these representatives being KCC graduates. This not only strengthens the connection between the College and the industry but also provides students with role models who have successfully transitioned from KCC to their careers.

Moreover, 25 businesses have agreed to become Strategic Partners with KCC, further solidifying the relationship between the College and the local business community. CSC staff played a pivotal role in facilitating and securing a Cooperative Work Experience (CWE) Contract for all CTE programs with Klamath County, ensuring that students gain practical, hands-on experience in their fields.

Currently, CSC staff are working with Oregon Tech to secure a CWE Contract for KCC Psychology students, demonstrating their ongoing commitment to expanding opportunities for

students. They have also worked diligently with the Department of Human Services Training Coordinator to create a seamless CWE onboarding process for Addiction Studies (ADS), Criminal Justice Administration (CJA), and Associate of General Studies (AGS) Psychology programs.

Including CSC staff in CTE advisory committees has proven to be essential for building strong connections between KCC and employers, facilitating practical work experiences for students, and ensuring that the programs remain relevant and aligned with industry needs.

Selected Evidence for 1.C.7

- Example Term Survey of Learning Outcomes assessment:
 - [Program Learning Outcome Assessment Results](#)
 - [Program Learning Outcome Assessment Plan](#)
 - [Institutional Learning Outcome Assessment Results](#)
 - [Institutional Learning Outcome Assessment Plan](#)
 - [Course Learning Outcome Assessment Results](#)
 - [Course Learning Outcome Assessment Plan](#)
- [Example Advisory Committee Agenda](#) - AAS ERO Structure Fire
- [Example Discipline Committee Minutes](#) - Science Department
- [Example Discipline Advisory Committee Agenda template](#)
- [Example CTE Advisory Committee Agenda template](#)
- [Example Annual Budget presentation](#) - AAS Education 2023-2024
- [Example Annual Budget presentation](#) - AAS Health Information Management 2023-2024
- [Example Instructional Program Review](#) – Health Information Management 2023-2024
- [Example Instructional Program Review](#) - AAS Aviation 2021-2022

Standard 1.C.8

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Transfer credit

Klamath Community College supports seamless transfer for lower division coursework from high school to KCC and from KCC to four-year colleges and universities. In addition, the College values [credit for prior learning](#) (CPL) by supporting the transfer and articulation of credits. Credit awarded for prior learning must be directly applicable to meet requirements for general education, career technical education requirements, a certificate, a degree, or electives as outlined by KCC's academic catalog.

KCC has adopted administrative procedures and processes regarding transfer of credit and acceptance of prior learning credit to align with the Higher Education Coordinating Commission (HECC) standards and [ORS 350.110](#).

KCC has a full-time Transcript Evaluator who reviews, articulates, and consults with faculty subject matter experts and deans to make final judgments regarding acceptance of transfer credit. In conjunction with faculty, the Transcript Evaluator reviews the other college's course descriptions and/or syllabi or other relevant documents to ensure that transfer credits fulfill KCC's Course Content and Outcomes, academic quality, and relevance to the students' degree and/or certificate programs. This process ensures the integrity of KCC's degrees.

Where patterns of student enrollment between institutions are identified, KCC develops articulation agreements with other institutions. Information about transfer of credit from other colleges or universities and CPL options and opportunities are published in the College catalog and posted on the College website.

KCC prioritizes work that provides seamless transfer for our students. The College articulates transfer of credits from high school through our accelerated learning programs. The College also has created on-roads and off-ramps to our academic programs with our community education and workforce programming. The College has adopted student friendly credit for prior learning (CPL) procedures and processes that align well with our [Guided Pathways](#) work. In addition, the College actively participates in statewide transfer work and articulates transfer directly with Oregon Tech, Southern Oregon University, Eastern Oregon University, and Oregon State University. Our [Badger to Owl](#) program encourages efficient transfer and incentivize transfer by offering students an opportunity to receive two terms tuition free at Oregon Tech.

Credit for prior learning is marketed and advertised on the KCC web page, on program pages, in each degree section in the College catalog and in the student handbook.

Moving Forward

With the rise in enrollment for [Accelerated Learning Courses](#), the College has expanded its staff to better support the advisement needs of our high school students. The Accelerated Learning Coordinator provides basic advisement support, refers students to the Career Services Center, and helps coordinate class articulations with our K-12 partners.

The [Career Services Center](#) staff has recently been tasked with supporting all high school and undeclared students with advisement services. The Career Services Center has access to a wide range of resources, including career assessments, job search tools, internship opportunities, and networking events. These resources can be invaluable for students as they explore different career options and prepare for the workforce. Engaging high school and undeclared students early in their academic journey helps them start thinking about their future careers sooner. This early planning can lead to better academic choices and a clearer path to achieving their career goals.

Selected Evidence for 1.C.8

- [Example of a transcript evaluation](#)
- [Credit for Prior Learning procedure](#)
- [Examples of Credit for Prior Learning](#)
- [Board Policy 4235 Credit by Examination/Credit for Prior Learning](#)
- [Administrative Procedure 4235 Credit by Examination/Credit for Prior Learning](#)
- [Credit for Prior Learning](#) KCC webpage
- [Transfer Credit Acceptance Policy](#) - KCC Catalog
- [Administrative Procedure 4235 Transfer Credit Acceptance Procedure](#)
- [Oregon Transfer Tools](#)
- [Transfer Programs](#)
- [Badger to Owl](#)
- [Accelerated Learning](#) KCC webpage
- [Career Service Center](#) KCC Webpage

Standard 1.C.9

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Not applicable.

1.D Student Achievement

Standard 1.D.1

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Recruitment

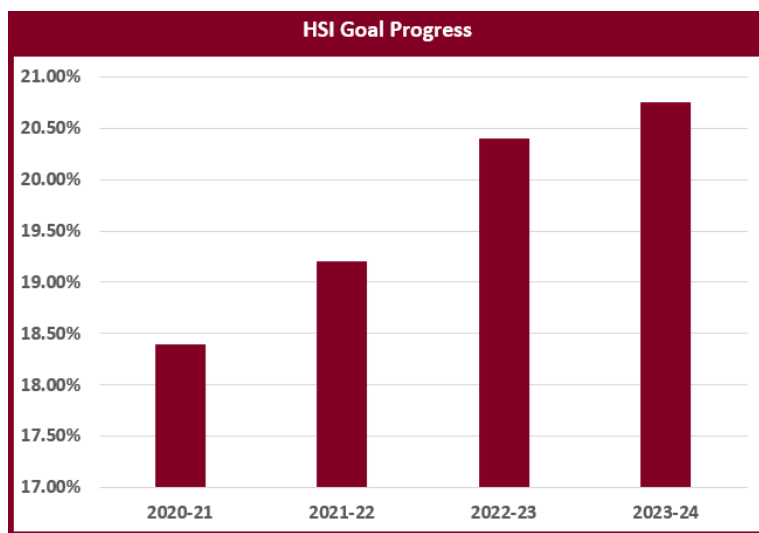
Klamath Community College (KCC) is an open-access institution that recruits students who have the potential to benefit from its educational programs. The College recruits in Klamath and Lake counties in southern Oregon and Siskiyou County in northern California, including high school and GED students, adults who seek to gain or upgrade skills, those who wish to change careers, and individuals seeking flexible schedules for part-time or distance enrollment. KCC is a student-ready college that offers a variety of programs to support students with many different goals including completing high school, improving English language skills, obtaining a skill for career entry or advancement, or preparing to transfer to a four-year institution. The College advertises locally per agreement with Oregon's 17 community colleges.

The College's recruitment plan includes goals for first-time enrollment, continued enrollment, and targeted programs. It also includes the College goal of becoming a Hispanic Serving Institution (HSI) with an enrollment of undergraduate students of 25% or more.

Emerging Hispanic Serving Institution (HSI)

Recently KCC received notification that the College has been identified by the Oregon Higher Education Coordinating Commission (HECC) as an "Emerging Hispanic Serving Institution" as defined by the US Department of Education and Title V of the U.S. Higher Education Act. The designation of HSI and subsequent funding can help KCC develop programs and services specifically designed to support

Hispanic students, improving their educational attainment and overall college experience. Overall, this recognition is a positive step for KCC, indicating its commitment to serving a diverse student population and enhancing educational opportunities for all its students.



Data in this table reports IPEDS 150% Completion standards reporting for fall first time cohorts.

KCC has had significant success with developing pathways for GED and/or ESL programming to academic programs. The GED and ESL programs are designed to be a gateway to college for those who wish to continue their educational journey.

Academic Year	Former KCET Students	Former HEP Students
AY 2023-24	134	24
AY 2022-23	103	15
AY 2021-22	79	11
AY 2020-21	72	2
AY 2019-20	65	
AY 2018-19	37	
AY 2017-18	23	
AY 2016-17	7	

Data in this table counts the number of students enrolled in academic classes who were formerly in the KCET GED/ESL program or in the HEP GED program.

KCC has established pathways for accelerated learning opportunities for high school students. These pathways have both increased student success rates but also improved outreach and recruitment efforts. Of the total number of new students KCC admits each year, 25% have had prior accelerated learning experiences with KCC.

Outreach efforts are led by the Outreach Coordinator, part of the Marketing & Outreach team, and a small team of student ambassadors who also act as campus tour guides. The coordinator partners with local schools and community organizations to provide presentations and information sessions on college and career options. In addition to sharing information on programs of study, Outreach also markets financial aid information to prospective students, their families and supporters, and the community at large. Presentations are provided in both English and Spanish. Outreach serves two rural school districts in southern Oregon and one in northern California and 14 high schools.

The [Oregon Promise](#) is a state-funded program designed to help eligible Oregon residents cover the cost of community college tuition. Established to increase access to higher education, it provides financial assistance for students who have recently graduated from high school or completed a GED. Students who enter the College with an Oregon Promise award are a cohort connected to the First Year Experience (FYE) Coordinator who hosts a first-term check with students to ensure they have the opportunity to provide feedback, connect with resources, and continue to engage with one another as part of a community of belonging.

The College invested in the Salesforce Customer Relationship Management (CRM) system in 2023 to streamline communication, improve recruitment, and enhance student engagement. A cross-functional team of staff, led by the Information Systems department, uses the CRM to communicate with interested future students and newly admitted students. The

Outreach staff manages communication with prospective students within the CRM and provides a warm handoff to advising once students are admitted to the College.

KCC completed a website redesign in 2022 to provide more user-friendly navigation, making it easier for prospective and current students, faculty, and staff to find information quickly. The web pages were built using templates to provide for greater consistency with KCC branding guidelines. One marked improvement is that the site is mobile-friendly, providing an optimal experience for users across a variety of platforms. The new website complies with accessibility standards, making the site usable for all students, including those with disabilities. The site can be translated into over 110 languages, making it an accessible tool for students, families, and visitors, including international students and guests. Program leads and designees now have access to update content within their department pages, allowing staff the flexibility to make adjustments in real-time and to take ownership of messaging.

Orientation and Onboarding

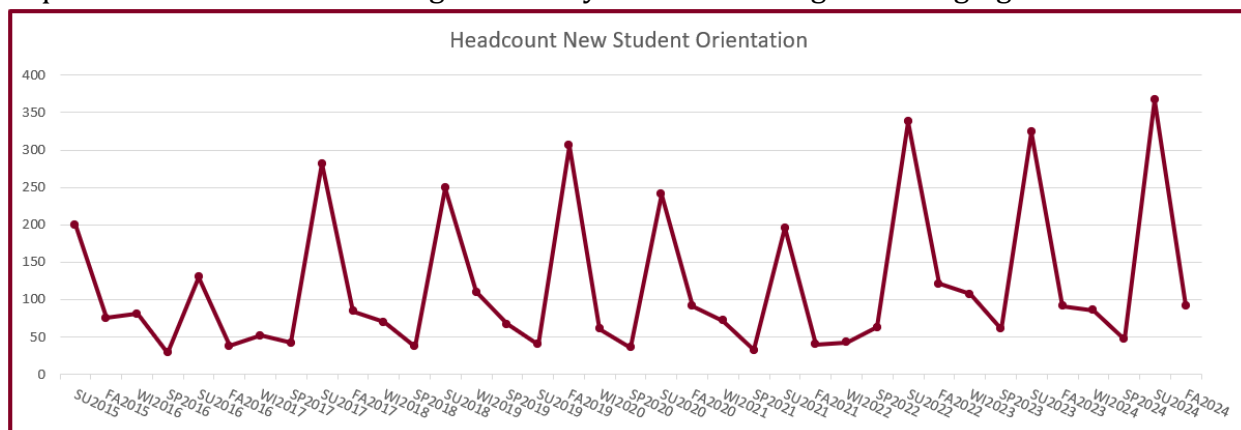
Newly admitted KCC students are directed to meet with a Student Success Advisor (SSA) to establish their education and training goals, and to create a one-year academic plan. Advising is mandatory for degree-seeking students. The SSA reviews the next steps and expectations with students, including placement in math and writing, evaluation of transfer credit for those who have completed college courses prior to attending, and credit for prior learning assessment. The SSA also reminds students to apply for financial aid and scholarships, including Oregon Promise for high school and GED graduates who qualify. This information is also available on the College website. Students who are undecided about their program or career goals are connected with the Career Services Center staff to explore career pathways and opportunities. New students register for their first term with assistance from the SSA. Following the first advising session, students are assigned an advisor based on their career community or program.

Course placement is part of the onboarding process for all new students. KCC uses multiple measures to support a student and advisor-assisted evaluation of appropriate placement for courses in which the student is academically prepared and has potential to benefit.

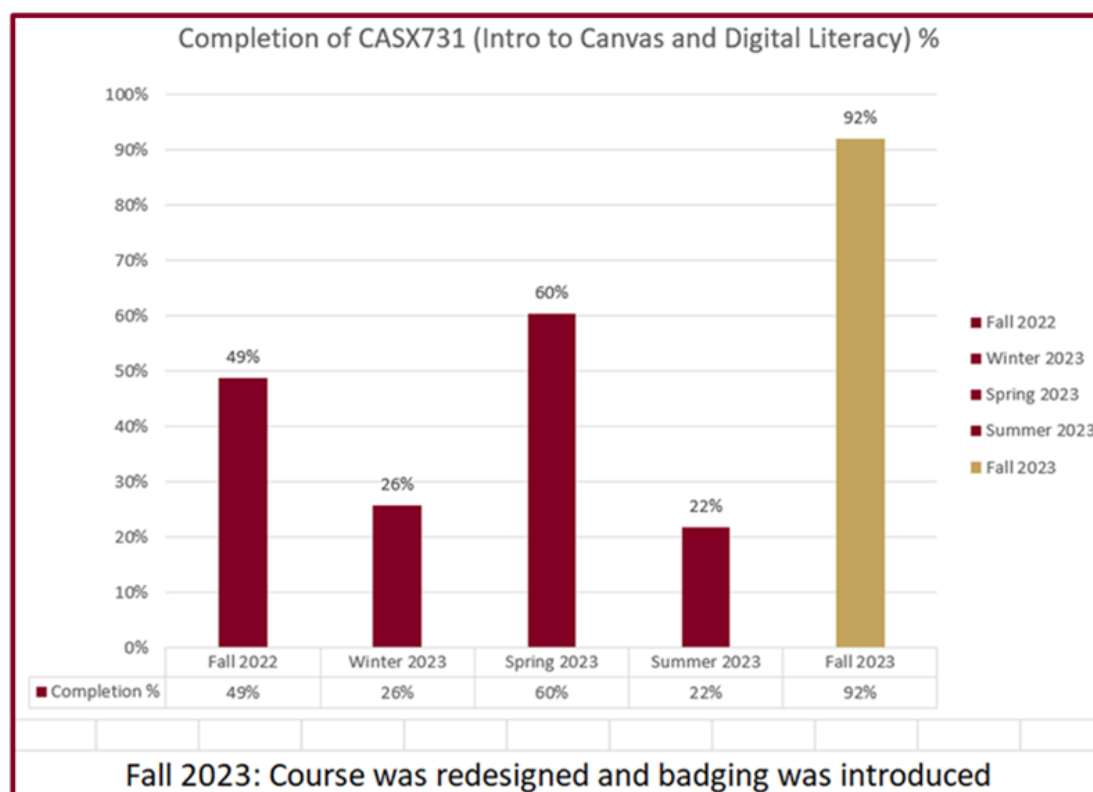
[New Student Orientation](#) (NSO) is required for new KCC students. In-person sessions are hosted on campus the week before the start of each term, and online sessions are available for students who need flexible access. NSO is designed to help students acclimate to college life by providing essential information about campus resources, academic and conduct expectations, and available support services. NSO provides opportunities for students to engage with student leaders, faculty members, advisors, and staff, fostering valuable relationships that can aid them throughout their college experience. Most departments participate in NSO as presenters, in the resource fair, and/or as part of the interactive campus tour.

The College has experienced a steady increase in student participation in the NSO and the

required intro to Canvas and digital literacy student training with badging.



Data in this table is an ad-hoc query from IR for headcounts of students enrolled in CGSX 701 New Student Orientation.



Data in this table reports student completion rates of the CASX 731.

New students are also required to take three credits of College Survival Skills which can be met with a single three credit course (CGS 100) or three one credit courses (CGS 110, 112, and 115). Course sections are taught primarily by full-time KCC faculty, and one section per term is taught by the FYE Coordinator.

The College received a First-Generation Student Success grant to support incoming cohorts through a variety of structured activities that begin with a summer bridge. Led by the FYE Coordinator, the bridge team is a partnership comprised of faculty, advisors, and student

life staff. Students participate in math and writing workshops to strengthen skills and confidence levels, they review resources available through KCC to support academic and personal success and connect with faculty and staff who provide academic support and mentorship. The grant is in its second and final year.

Timely and Accurate Information Timely and accurate information about degree requirements is available in the College catalog and on the College program web page. All degrees are in career communities, and curriculum maps for all degrees are provided and align with the master schedule of course offerings. Students work with their career community advisors to develop academic plans. Degree audits and course completion color coded tracking tools provide real time, accurate information that is color-coded to show courses that have been completed (green), courses that are currently in progress (yellow), and courses that need to be completed (red). KCC has a mandatory advisement model; all students pursuing a degree or certificate, or planning to transfer to another institution, must meet with their academic advisor before enrolling each term.

Transfer KCC offers a variety of transfer degrees and ensures that transfer articulations with neighboring institutions are current and updated on the KCC website.

The Higher Education Coordinating Commission is facilitating seamless transfer between Oregon universities and community colleges. To date, KCC has adopted [common course numbering](#) and Learning Outcomes for 20 general education courses and eight [Major Transfer Maps](#) (MTMs) with statewide degree and curriculum alignment. MTMs are major specific transfer degrees that allow students to transfer credits from Oregon community colleges to Oregon public universities.

Students aiming to transfer to the state's only technical college, Oregon Tech, receive specialized advising and support through the [Badger to Owl](#) transfer partnership. Participants in this program are eligible for a scholarship that covers both the first and last terms of enrollment at the university. Additionally, KCC hosts an annual transfer fair, both on campus and online, to connect interested students with transfer partners in Oregon.

Using Student Feedback for Improvement

Student feedback is integral to the assessment process, fostering a culture of continuous improvement. KCC participates in the Community College Survey of Student Engagement (CCSSE) for continuing students, and the Survey of Entering Student Engagement (SENSE) for new students. The results are used to make improvements, and the data is shared college-wide through the annual data summit and referenced regularly at all-employee meetings.

In addition, feedback is collected at the recruitment, admission, orientation, and onboarding processes from students. Faculty use CGS course evaluations to improve new Student Learning Outcomes. Outreach staff use student feedback to adjust and improve recruitment efforts and update and personalize communication. The First-Generation Student Success

Bridge team collects student feedback in a pre- and post-program assessment to target appropriate, just-in-time interventions for new students.

Moving Forward

KCC will continue to build out communications in Salesforce CRM allowing the College to send timely updates, reminders, and resources that help improve student retention. The Student Experience portal will be launched to direct prospective and enrolled students to a virtual one stop for communication and resources.

The Marketing team is working to translate onboarding materials into Spanish to support language learners and provide access to important supports for students, including their families.

Selected Evidence for 1.D.1

- [Outreach and Recruitment Plan](#)
- [Data Summit 2019 Show Me The Way](#)
- [Data Summit 2019 Accelerated Learning](#)
- [Data Summit 2020 Booklet](#)
- [Students with Prior Accelerated Learning Graph](#)
- [Go Figure 2023.10 New Students](#)
- [Go Figure 2023.01 KCET HEP](#)
- [Financial Aid](#)
- [First-Time College Student Checklist](#)
- [15 to Finish](#)
- [SENSE Faculty Report Handout 2022](#)
- [Badger to Owl](#)
- [Major Transfer Maps](#) (MTMs)

Standard 1.D.2

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

KCC has a comprehensive approach to utilizing disaggregated data to inform and implement strategies aimed at mitigating perceived gaps in achievement and equity. This approach involves transparent processes and methodologies for collecting and analyzing indicators of student achievement, which are then used to guide college-wide initiatives and leverage grant funding to accelerate programs to reduce achievement gaps.

KCC integrates data analysis throughout its annual planning and budgetary processes, utilizing many tools and resources to support its planning and continuous improvement. These tools include both publicly and internally available reports provided to every department to ensure their strategic priorities are based on timely, relevant data.

The Institutional Research (IR) department manages and supports hundreds of data-related reports that support the College's day-to-day operations. IR maintains and continues to develop a rich repository of reports to assist faculty, staff, the administration and the grant team with monitoring student success in real time.

KCC identifies and publishes expected outcomes and metrics for student achievement, including graduation, retention, and completion. These indicators are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student status, and other institutionally meaningful categories. This disaggregation helps promote student achievement and close barriers to academic excellence and success.

[Student Success Key Performance Indicators](#) (KPIs) have been established for Integrated Postsecondary Education Data System (IPEDS) cohorts. A publicly available dashboard includes data breakdowns by underrepresented groups who often face systematic barriers in obtaining higher education. The data can be sorted to allow for full-time, part-time, and combined outcomes. Each KPI outcome is disaggregated by select demographics.

The [Mission Fulfillment Report](#) published on the KCC website includes comparisons with regional and national peer institutions. The Mission Fulfillment Scorecard provides the Continuous Improvement and Innovation Committee (CIIC) with a distilled view of mission fulfillment trends and threshold limits. The CIIC may identify potential needs for action plans if identifiable trends are a concern.

KCC regularly and systematically reviews disaggregated student success data to assess the effectiveness of programs, services, and supports. Data sources commonly reviewed include reports regarding IPEDS, Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE), Voluntary Framework of Accountability (VFA) metrics, and the Mission Fulfillment Scorecard. Examples of adopted review processes, events, and activities include faculty in-service and staff trainings, annual Budget Presentations, Learning Outcome Assessment, strategic planning, 5-year [Instructional](#) and [Non-instructional](#) Program Review, Data Summits, monthly staff meetings - Go Figure!, and Board presentations.

KCC has consistently secured substantial funding from federal, state, and other sources to support various programs aimed at reducing achievement gaps. For example, in the 2023-2024 period, the total grant funding amounted to \$6,786,920, with \$3,609,973 from federal sources, \$2,462,797 from state sources, and \$714,150 from other sources.

Moving Forward

Klamath Community College has a comprehensive approach to utilizing disaggregated data to inform and implement strategies aimed at mitigating perceived gaps in achievement and

equity. This approach involves transparent processes and methodologies for collecting and analyzing indicators of student achievement, which are then used to guide college-wide initiatives and leverage grant funding to accelerate programs to reduce achievement gaps.

Funders are increasingly requiring reporting that includes student demographic and other data that is above and beyond what is provided for in the current KCC registration and Enrollment process or through Financial Aid. An internal task group is being formed to develop new processes and systems to collect, integrate, and manage this data effectively. If an internal solution cannot be found, the institution may need to consider engaging a third-party vendor to develop and implement the required data capture system. This adds another layer of complexity, including vendor selection, contract negotiation, and ongoing vendor management.

Selected Evidence for 1.D.2

- [15 to Finish](#)
- [Student Success Key Performance Indicators](#)
- [Mission Fulfillment Report 2017](#)
- [Mission Fulfillment Report 2019](#)
- [Mission Fulfillment Report 2020](#)
- [Mission Fulfillment Report 2025](#)
- [Student Success Indicators VFA 2020](#)
- [Student Success Indicators Executive Summary](#)
- [Go Figure 2023.01 KCET HEP](#)
- [SENSE Faculty Report Handout 2022](#)
- [Grants Resource Development Program Review](#)

Standard 1.D.3

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Standard 1.D.4

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

KCC analyzes Student Achievement annually on a regular cycle as part of the budget process. Each annual budget is collaborative and tightly aligned with institutional planning

and the [Strategic Plan](#). Each department's annual budget proposal utilizes a required budget template and includes analyses of student success rates in every class and results from Learning Outcomes assessments.

KCC conducts regular, systematic reviews of academic programs and support services on a five-year cycle. Per the corresponding [Administrative Procedure 4023](#), the [Program Reviews](#) are a candid, data-intensive self-reflective process that is meant to be an ongoing performance appraisal with the goal of determining and implementing continuous improvement.

KCC publishes student success data for public access. To further assist with real time analysis, [Student Success Key Performance Indicators](#) (KPIs) have been established for Integrated Postsecondary Education Data System (IPEDS) cohorts. A publicly available dashboard includes data breakdowns by underrepresented groups, who often face systematic barriers in obtaining higher education. The data can be sorted as full-time, part-time, and combined outcomes. Each KPI outcome is disaggregated by select demographics.

Student success data with comparisons to regional and national peer institutions are published on a regular schedule in the [Mission Fulfillment Report](#) and [Student Success Key Performance Indicators](#). These publications are readily available on the College's website.

The Role of Institutional Research

The Institutional Research (IR) department plays a crucial role in supporting the College's mission by providing data and analysis that inform decision-making processes.

The IR department works closely with other departments to understand their data needs and improve the College's use of data analysis and reports. This collaboration helps ensure that data is effective, timely, accessible, and used to support decision-making processes across the College. IR has developed reports for all divisions of the College to provide student success metrics so that student needs can be met in real time.

KCC has longstanding student success metrics that are reported annually and shared college-wide during in-service, staff meetings - Go Figure!, and Data Summits, and are captured regularly in the [Mission Fulfillment Report](#), [Student Success Key Performance Indicators](#), and published on the KCC website.

The Role of the Continuous Improvement and Innovation Committee

The Continuous Improvement and Innovation Committee (CIIC) plays a crucial role in ensuring the quality, effectiveness, and sustainability of all programs and services at Klamath Community College. The committee is responsible for reviewing all instructional, student services, and administrative services programs on a regular cycle that aligns with the College's accreditation and strategic planning processes.

Annually, the CIIC reviews mission fulfillment data. The [Mission Fulfillment Report](#) published on the KCC website includes comparisons with regional and national peer

institutions. Internally, a mission fulfillment scorecard provides the CIIC committee with a view of trends and threshold limits. The CIIC may identify potential need for action plans. An action plan will need to be implemented if identifiable trends are a concern.

By utilizing disaggregated data and leveraging grant funding, KCC has been able to implement targeted strategies that address specific needs and gaps in student achievement ultimately working towards greater equity and success for all students.

One example of the College targeting student resources and programs using disaggregated data is the College utilizing the [Student Success Key Performance Indicators](#) (KPIs) as tracked in the [Mission Fulfillment Report](#).

With the use of Integrated Postsecondary Education Data System (IPEDS) and Data for Analysis (D4A) from the Oregon Higher Education Coordinating Commission (HECC), select measures from the [Mission Fulfillment Report](#) can be compared with like size and regionally similar colleges. Gateway course momentum metrics have been found to be predictive of student completion. KPI indicators measure a variety of gains made toward completion, providing a real time snapshot of student progression towards retention and completion. In a study provided by the state for the Fall 2021 cohort, KCC students were less likely to complete college level math their first year in college than the state average.

To address this issue and concern, the College applied for and received the Oregon Higher Education Coordinating Commission (HECC) First-Generation Grant. This two-year \$290,706 grant's purpose is to increase the number of underserved, low-income and first-generation college-bound students who enroll in community college and make progress toward a degree or certificate, and students who are members of an underrepresented race/ethnicity.

This grant specifically targets support services. The goal is to decrease the time to complete college level math and writing. During their first year, students will complete a minimum of 18 applicable program/degree credits focused on attainment of college-level math and writing requirements through corequisite content and are required to complete [CGS 100 College Survival and Success](#) (3.0 credits). They are also encouraged to complete [CGS 112 Career Exploration & Planning](#) and/or [CGS 115 Scholarship Applications/financial literacy seminar](#) (1 credit each) and will receive mentoring, advising, and intervention supports.

KCC provides a broad array of services and supports for all of its students. The College's holistic approach to student support provides academic, health, socio-emotional, financial, and logistical support. Wraparound support services are important for all students but have been shown to be particularly critical and impactful for our traditionally underserved student population made up of low income, first-generation, non-traditional, and students of color; many of our students are part of at least one of those categories.

The College applied for and successfully received the [Benefits Navigator](#) Grant, a program designed to support students by providing them with resources and assistance to navigate various benefits and services.

The grant supports student success in several ways:

Access to Resources: The Benefits Navigator Grant helps students access essential resources such as financial aid, housing assistance, food security programs, and healthcare services. By connecting students with these resources, the grant ensures that they have the support they need to focus on their studies.

Personalized Assistance: Navigators, who are trained professionals, work closely with students to understand their unique needs and guide them through the process of applying for and receiving benefits. This personalized assistance helps students overcome challenges and stay on track with their educational goals.

Improved Retention and Graduation Rates: By addressing the non-academic barriers that students face, the Benefits Navigator Grant contributes to higher retention and graduation rates. When students have access to the necessary support, they are more likely to persist in their studies and complete their degrees.

Holistic Support: The grant promotes a holistic approach to student success by considering all aspects of a student's life. This includes academic, financial, and personal well-being, ensuring that students receive comprehensive support.

Overall, the Benefits Navigator Grant plays a crucial role in supporting student success by providing the necessary resources and assistance to help students overcome obstacles and achieve their educational goals.

Additional examples of college programs and resources that have been developed based on insights gained from analysis of disaggregated student data are shown in the table below.

KCC Targeted Student Resources and Programs	
Klamath Community College External Programs Resources	
Support Programs	Service Provided
SNAP Training & Education Program (STEP)	(Since 2019) STEP provides SNAP eligible students with a connection to resources, career coaching, academic skill building, GED/ESL education, job search and placement advice, and cost of attendance support.
Temporary Assistance to Needy Families (TANF) JOBS	(Since 2019) The KCC TANF JOBS program supports referred DHS TANF participants seeking a GED, Vocational Training, and/or Workforce Skills education with financial support and ongoing counseling by a dedicated

	JOB Coach. Additionally, the JOB Coach helps participants in job search and preparation for applying.
Inclusive Career Advancement Program (ICAP) Pilot	(Since 2021) 1 in 5 students have a disability that may present a barrier to attaining sustainable employment. The Inclusive Career Advancement Program (ICAP) provides accommodations to these barriers by supplying individualized academic and career support to students with disabilities. ICAP's ultimate goal is always for students to achieve competitive integrated employment (CIE) upon credentials completion. ICAP serves students who have a diagnosed disability that presents a barrier to employment, are a client with ODHS Vocational Rehabilitation (VR) Services, and are enrolled in postsecondary education at KCC, preferably seeking stackable credentials in a career pathway.
Oregon Pathways Alliance (Career Pathways)	(Since 2019) Oregon Career Pathways link education and training with intentional student support that enable individuals to secure credentials and advance over time to higher levels of education and employment in a given occupation or industry sector. The program facilitates student transition from high school to community college; from pre-college courses to credit postsecondary programs; and from community college to university or employment. Career pathways in Oregon are aligned with guided pathways work. Career pathways funding is used as a match to support STEP students entering a career pathway and in support of CTE students on a career pathway.
Pathways to Opportunity (PTO) Institutional Support and STEP Expansion	(Since 2019) PTO funding helps Oregon's community colleges support low-income students in accessing and completing college. Agency will participate in technical assistance and pilot strategies in order to increase awareness of how federal benefits, state programs, and local resources can be braided together to better support low-income community college students and the programs that support student's success within the community college. In 2022 the State of Oregon added PTO STEP Expansion funding to further leverage financial support for STEP participants.
Pathways to Opportunity (PTO) Benefits Navigator	(Since 2021) The Benefits Navigator position was created by the Oregon Legislature to help students access SNAP food benefits, STEP (SNAP T&E program), housing assistance, and other community basic needs resources. The KCC Navigator works closely with internal partners like Financial Aid, the Food Pantry, STEP and TANF JOBS, the KCC Foundation, and other campus resources. Additionally, the Benefits Navigator collaborates with external partners like Klamath Lake Community Action Services, the Gospel Mission, Klamath Works, the Goodwill, Head Start, and more.
Klamath Center for Education & Training (K-CET)	(Since 2019) K-CET provides GED/ESL/ABS education at KCC. The program is supported through KCC's general fund, WIOA Title II Adult Education & Family Literacy funding and the HECC GED Wraparound

	grant. K-CET serves well over 300 students annually and supports students with counseling on continuing post-secondary education at KCC or beyond, seeking improved wage-earning opportunities, and improving English literacy for non-native speakers. K-CET is providing support to the development of an intensive English program to serve international students.
Department of Education - Highschool Equivalency Program (HEP)	(Since 2019) HEP is a federally funded program designed to support migrant and seasonal farmworkers (or immediate family members) in obtaining the equivalent of a high school diploma. The goal is to support the success of migrant and seasonal farmworker students by helping them to enroll and complete their GED in Spanish or English and to continue on to postsecondary education or training programs, upgraded employment, or the military.
HECC Future Ready Oregon (FRO) - Workforce Ready Grants	(Since 2023) KCC received funding from the Workforce Ready - Capacity Building grants program in 2023 to support the addition of a dedicated classroom and administrative offices for HEP to serve Migrant Seasonal Farm Workers (and their families) seeking a GED to move on to post-secondary education and career training. This project allowed for the construction of a dedicated space within the KCC Apprenticeship Center to support this underserved population. Funding was again provided in 2024 from the Workforce Ready - Innovation in Workforce Programs funding for the Klamath Manufacturing Project (KMP). KMP focuses on skills advancement, completion, employer placement and, as applicable, encompass transfer to KCC Registered Apprenticeship Programs (toward journeyman status), or four-year institutions in pursuit of higher degrees.
Roundhouse Foundation CTE and Trades programming support	(Since 2021) The KCC Foundation has been working closely with the Roundhouse Foundation to provide annual funding to support CTE students with tools and work-related clothing needed to successfully complete their studies and move into the workforce. Additionally, the Roundhouse Foundation provided funding support for the construction of the Firefighter Training Tower and the HEP classroom and offices in the KCC Apprenticeship Center.
DOT CMVOST CDL Training Grant	(Since 2021) KCC received a U.S. Department of Transportation's Commercial Motor Vehicle Operator Safety Training (DOT CMVOST) grant to recruit and train current and former members of the United States Armed Forces (including National Guard members and Reservists and certain family members), deliver superior safety-focused training (incorporating a hazardous materials certification that will add to student employability and enhanced driver safety), and provide comprehensive placement services to assist student participants in securing employment in the transportation industry – helping ensure a smooth transition to civilian life for those currently in active service. Due to the

	program's success, additional funding has been received in each of the 3 years.
First Gen Student Success	(Since 2023) The First Gen grant is designed to increase the number of underserved, low-income and first-generation college-bound students who enroll in community college and make progress toward a degree or certificate, and students who are members of an underrepresented race/ethnicity.
Title III Strengthening Institutions	(Since 2019) Title III funding will help KCC to undertake the implementation of a strategic Guided Pathways model that provides (1) First-Year Experience courses to degree-seeking students, which will provide students with targeted career, academic, and financial programming to help students succeed on their career/educational path; (2) establishes a true career center where students can engage in career exploration to match their skills and passions with occupational opportunities and career expectations, including work-based learning experience (e.g., internships); (3) augments KCC's Instructional Innovation unit to support students through the implementation of new instructional strategies within courses and across programs, including FYE; and (4) equips the Center for Teaching and Learning (CTL)—the home of Instructional Innovation—with new technology to support professional development and student instruction with equipment designed to improve educational delivery.
USDA NFS Wildland Fire Workforce	(Since 2021) This program is designed to increase the institutional capacity over the course of four (4) operational years, for Klamath Community College to develop and deliver prerequisite curriculum for the Office of Personnel and Management (OPM) 400 - Biological Sciences Occupational Series. Along with National Wildland Coordinating Group (NWCG) Fire Management courses provided in the current agreement with the College, we are expanding our focus to deliver classes within the 100-200 credit range with the goal of achieving 70-90 transferable credits towards institutions providing a Bachelor of Science degree. The Project seeks to combine the strengths of a dynamic institution of higher education (geographically located amidst a high fire threat area), with critical logistical and collaborative input from allied partners in order to help meet the major challenges of fire management and control, while also integrating long term strategic plans for a sustainable, diverse pipeline of highly skilled persons to fill key positions and address long term sustainability. As fully realized, KCC's program will strive for the participation, training, and eventual agency placement of underserved/underrepresented students across KCC's immediate service area and, ultimately, across the Northwest.
OHA How to	(Since 2022) KCC's HOW TO Community Health Worker (CHW) capacity building project will address these needs and work to close the gaps of the regional care system across the remote rural Klamath Basin.

	<p>Additionally, as the program will specifically recruit from a cross section of the rural communities, there is potential to significantly increase individual and community-wide economic vitality for those we serve. A primary target will be simply increasing the number of certified CHWs able to serve the area in order to reduce the strain on the current care delivery system and those affected by it.</p>
SOELPD Early Learning Development	<p>(Since 2023) This grant focuses on meeting the needs of the workforce for cohorts of Early Childhood Educators in obtaining portable, stackable and articulated higher education college credentials, certificates and degrees in Early Care and Education. It develops and provides pathways for early educators to obtain credits, certificates and degrees in Early Care and Education by supporting early educators in obtaining credentials, certificates and degrees through cohorts, culturally and linguistically responsive practices, scholarships, etc., recruiting and registering students, and participating in community of practice meetings and learning dialogues.</p>

Moving Forward

The challenges faced by the Institutional Research (IR) and the Resource Development (grants) team are multifaceted and critical to the success of the College.

For IR, one of the primary challenges is managing the vast amount of data required to support the College's operations. This includes generating hundreds of reports for faculty, staff, and administration to monitor various aspects of programming. The consistent and real-time use of data is essential for making adjustments to instruction, services, and supports. However, ensuring that all stakeholders have access to transparent and actionable data can be a complex and ongoing task.

On the grants team side, securing diversified funding streams is essential for the College's operations. The team consists of five full-time employees, including three on the grants team, one grant accountant in the business office, and one administrative professional to support academic affairs. The challenge here lies in managing the extensive paperwork required to comply with grant regulations and ensuring that all grant-related activities are properly documented and reported.

Additionally, the College values the work completed by faculty and staff by providing workload reduction, stipends, and/or overload pay to support grant-related efforts. Balancing these incentives with the need to maintain high standards of performance and compliance can be challenging.

Selected Evidence for 1.D.3 and 1.D.4

- [Go Figure 2019.05 Winter Early Indicators](#)
- [Go Figure 2021.12 Retention](#)

- [Go Figure 2022.04 SENSE](#)
- [Mission Fulfillment Reports](#)
- [Data Summit 2018 Main Presentation](#)
- [Data Summit 2019 Show Me The Way](#)
- [Data Summit 2019 Accelerated Learning](#)
- [Data Summit 2020 Booklet](#)
- [Data Summit 2020 Guided Pathways-Lahr](#)
- [Board Retreat Data 2018 Enrollment](#)
- [Board Retreat Data 2019 Enrollment](#)
- [Board Retreat Data 2020 Demographics](#)
- [Board Retreat Data 2024 Demographics](#)
- [Convocation 2019 IR Equity Outcomes](#)

6. Conclusion

Focus on the key takeaway points the institution would like evaluators and Commissioners to focus on.

Doing the right thing for the right reason is very important to everyone at Klamath Community College (KCC). The institution is dedicated to enhancing the well-being of the individuals, communities, businesses, and organizations within the regions it serves. For the community to thrive, it is essential that all its parts prosper collectively.

Klamath Community College is committed to developing projects and programs that assist individuals in securing well-paying, middle-class careers. The creation and implementation of such projects require time and meticulous planning. The College's proactive and forward-thinking planning, coupled with strategic funding, represents an investment in the future of the region.

At the heart of decision-making at KCC are the people and their successes. Investing in the region's future requires innovative thinking, identifying diverse funding streams, and collaborating with existing partners and agencies at local, regional, and national levels. KCC is committed to continuously developing strategic partnerships to benefit both the College and the community.

The College remains vigilant and willing to strategically invest in opportunities, technologies, organizational changes, essential support services, and projects that are likely to significantly impact student success. All levels of the institution are actively engaged in promoting student success.

Klamath Community College remains steadfast in its commitment to the core principles that have long defined its culture: accessibility, affordability, partnerships, and sustainability. In the coming years, the College will continue to build on the vital role it plays in the regional economy and culture. The institution acknowledges that improving lives and

communities is a serious endeavor, requiring collaboration with agencies, businesses, and organizations to leverage collective strengths.

7. Addenda

7.A. Response to any concerns (findings) raised in the peer-evaluation report of the Year Six, Policies, Regulations, and Financial Review (PRFR).

Response to 2.D.1 Findings

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Team Verification:

- Type 2 Finding

Finding Evidence:

- Policies/procedures for reviewing published materials (print or websites) that assures institutional integrity. __

Rationale:

The evidence provided describes the catalog, schedule and handbook review processes, a four-person team responsible for the college's communication guide, and related Board and Administrative processes. The standard is broader than those documents and resources, however, and examples that reflect review of a wider sample of announcements, statements and publications for the purpose of ensuring accuracy and integrity would be helpful.

Klamath Community College (KCC) ensures clear, accurate and consistent representation of announcements, statements and publications through established methods and processes. The Director of Communications and Public Information Officer, who reports directly to the College President and collaborates with the Executive Team, is responsible for overseeing publications to maintain accuracy and clarity in all messaging. This role is supported by staff and subject matter experts across the College.

The Director of Communications and Public Information Officer oversees the Marketing team — consisting of an outreach coordinator, marketing coordinator, videographer and webpage designer — which plays a crucial role in effectively communicating KCC's academic intentions, programs, and services to students and the public. This department employs a variety of technology and communication tools to effectively and efficiently communicate to internal and external audiences.

KCC's student recruitment is conducted strategically to reach current and prospective students through various channels, including face-to-face interactions, on-campus student events, printed materials, and digital platforms such as the KCC website and social media

sites, including Facebook, X (Twitter) and Instagram. The College strives to ensure that all communications present KCC as an institution that supports higher education and work-force development on multiple levels.

Student recruitment and advertising strategies are aligned with the College's marketing plan. KCC utilizes Salesforce tools to email targeted information to current and prospective students and community members. This system helps track prospective student inquiries from sources such as the website and outreach activities.

To ensure all marketing and communications adhere to KCC standards, the College follows a specific workflow that includes steps for initiating marketing requests, assigning tasks, creating content and proofing the final product to ensure clarity, accuracy and consistency.

KCC regularly reviews its annual publications to ensure accuracy and integrity in all representations of its mission, programs, and services. This process involves collaboration across divisions to ensure compliance standards are met. Division and subject matter experts review publications to ensure they comply with accreditation standards and federal and state regulations. Each College service maintains its own web pages on the College website under the review of the Marketing team and the Director of Communications.

All KCC academic programs have related website materials and resources. The College catalog and the student handbook are produced by the assessment coordinator (AC). The process for both requires the AC to divide the previous catalog into parts and send those parts to the relevant subject matter experts on campus. The subject matter experts review the material and make any changes and then return them to the AC. The AC makes the changes to the academic program document. The AC then sends out the changes to the subject matter experts to either request any further changes or approve the changes. This process is repeated as needed. Finally, the academic documents are completed and published.

By following these structured processes and utilizing various communication tools, KCC effectively represents itself clearly, accurately, and consistently to students and the public. All communications between the College and the community must be concise and accurate, reflecting college values, goals, and objectives.

Selected Evidence for 2.D.1

- [KCC Catalog](#)
- [Board Policy 3830 College-Community Relations](#)
- [Board Policy 3835 Media Relations](#)
- [KCC Style Guide](#)
- [KCC Brand Book, 2023 Revision](#)
- Example curriculum maps
 - [AAS Accounting](#)
 - [AAS Surgical Technology](#)

- Examples of Marketing materials
 - [Program Card](#) - Accounting
 - [Term Course Schedule](#) - Winter 2024
 - [Publications](#)
 - [Monthly newsletter](#) - December 2024
 - [Program Flyer](#) - GED / ESL
 - [Program Trifold](#) - Life Changers Foundation

Response to 2.G.7 Findings

2.G.7 The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Team Verification:

- Type 2 Finding

Evidence:

- Policies/procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit __
- Policies/procedures make it clear that these processes protect student privacy __
- Notification to students at the time of registration of any additional charges associated with verification procedures __
- Academic policies/procedures for instructors to implement requirements for regular and substantive interaction in distance education courses/programs __

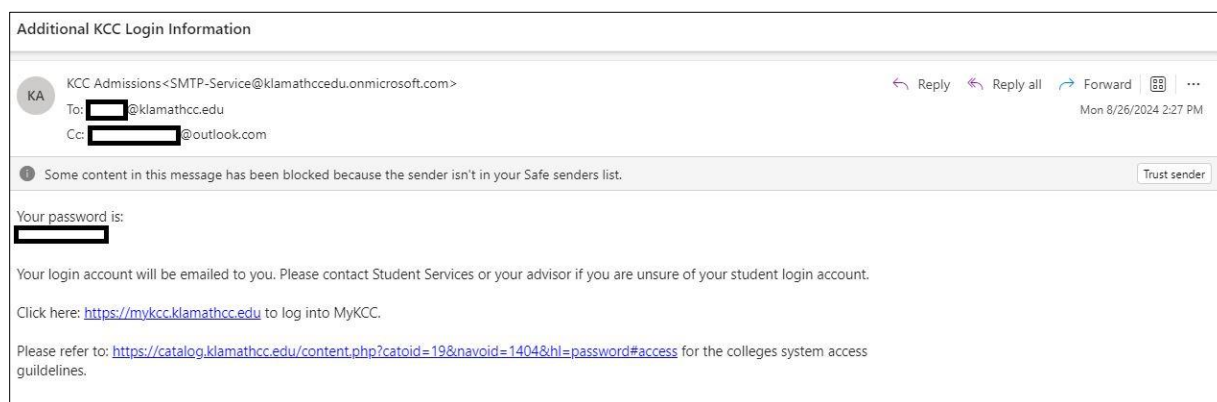
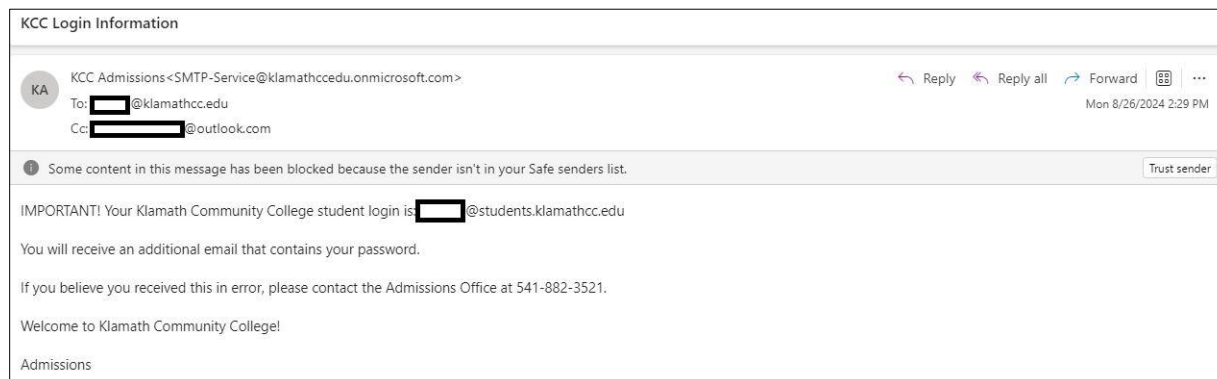
Rationale:

Supplemental information provided on procedures regarding regular and substantive interaction in distance education indicates that the college is addressing that federal regulation. Evidence provided indicates that the college is intentional about the identity verification process. Evidence provided includes a description of notification to students at time of registration regarding any related charges, but direct evidence of that was not provided. With the recent implementation of Multi-factor Authentication for students, the college may wish to prepare evidence of how that may be strengthening identity verification in online testing situations.

Klamath Community College maintains an effective verification process for all students, including distance education students, which both ensures the identity of the student and

protects student privacy. There are no current or projected charges associated with the verification process about which the College would need to inform students.

When students apply for admission, they are required to provide their identifying information. New students are assigned a unique identification number, an email address (Office 365 account), and a temporary password (which it is recommended that they change after their initial login). They are also provided with the College's system access guidelines, which emphasize the importance of maintaining the confidentiality of their account details and passwords.



Access to College enterprise applications, such as Canvas, Office 365, and MyKCC, is facilitated through Single-Sign On (SSO) and secured with [Multi-Factor Authentication](#) (MFA) using the College-provided Office 365 account.

KCC implemented MFA for staff in Fall 2023 and began the initial phase of MFA rollout for students in Spring 2024. By Fall 2024, all enrolled students will be required to use MFA. MFA is a security system that necessitates more than one method of authentication to verify a user's identity, combining something they know (e.g., email address and password) with something they have (e.g., cell phone, authentication app, or a college-provided MFA card at no cost with a security token). This additional layer of security significantly reduces the risk of unauthorized account access, even if the password is compromised.

Students have the option to take proctored midterm and final examinations either at the College [Testing Center](#) or remotely using Proctor360 technology. This service is provided at no cost to the students. To verify the identity of the student enrolled in the course, the Testing Center requires a current KCC Student ID or government-issued photo ID and employs proctors to prevent academic dishonesty.

Proctor360 services are provided at no cost to the student unless the equipment is damaged or lost, or the student requests overnight shipping or next day priority shipping. Testing Center student check-in and verification procedures require the student to provide accepted ID as well as being matched to the appropriate Instructor Exam.

Selected Evidence for 2.G.7

- [Student Verification](#)
- [Multi-Factor Authentication](#)
- [Student Handbook Information Systems and Technology Policy](#)
- [Network Policy](#)
- [Proctor 360 Lending Letter to Students](#)
- [Examinee Identification and Monitoring Procedure](#)

Response to 2.I.1 Findings

Standard 2.I.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Team Verification:

- Type 2 Finding

Evidence:

Facilities master plan, including:

- Equipment replacement policies/procedures __
- Procedures for assessing sufficiency of physical facilities __
- Policies and procedures for ensuring accessible, safe, and secure facilities __
- Policies/procedures for the use, storage, and disposal of hazardous waste __
- Technology master plan and planning processes __

Rationale:

The supplemental information provided included policies related to the suggested evidence, notes regarding “approved facilities projects” and a technology spending plan. **No direct evidence was provided of a technology master plan, procedures regarding hazardous waste management, a campus master plan or an equipment replacement plan.**

The College has established procedures and processes for technology replacement and hazardous waste management.

The College is currently developing a Campus Facilities Master Plan with an anticipated completion date of July 2025. The goal and intent of this comprehensive Facilities Plan is to establish a framework for thoughtful, organized, and sustainable growth supported by an inclusive process involving faculty, staff, and community members. The planning process includes the guidance of a Steering Committee, with committee members representing faculty, staff, and College Leadership. The process began with a needs assessment encompassing eight areas of focus to establish a comprehensive understanding of KCC's needs across KCC's service district. KCC's district boundaries lie inside of Klamath and Lake counties, an area covering more than 14,000 square miles and containing a population of approximately 74,000 people. These workshops explored the academic strengths and weaknesses, identifying and informing program focuses for the future. This plan will assess needs in a variety of areas, including instruction, student development and success, accessibility, sustainability, asset preservation and deferred maintenance, safety and security, and campus technology.

Selected Evidence for 2.I.1

- [Board Policy 3250 Institutional Planning](#)
- [Administrative Procedure 3250 Strategic Planning](#)
- [Administrative Procedure 3250 Facilities Master Planning](#)
- [Administrative Procedure 3250 Technology Planning](#)
- [Technology Plan](#)
- [Procedures regarding Hazardous Waste Management](#)
- [KCC Master Plan Draft - Opsis \(in progress\)](#)

7.B. Institutions authorized to offer Distance Education must include an addendum to their EIE Self-Evaluation Report. In this addendum, institutions should address and provide evidence of the following:

Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit.

Klamath Community College has established procedures for verifying the identity of distance learning students, informing the students of those practices, and protecting the students' information. All instructional and administrative processes involving student information or communications abide by the [Family Educational Rights and Privacy Act](#) regulations, and protection is enforced at KCC.

The College's online courses are administered through [Canvas](#), KCC's learning management system. Students must register for and use their KCC [MyKCC](#) account information (which requires unique usernames and passwords) for Canvas authentication and login. Additionally, online students may be required to utilize Proctor360, a remote test-taking proctoring service for exams, or faculty may require students to use the College's Testing Center or to

use the proctoring services of other colleges, universities, or libraries. To use any of these options, students must present identification.

KCC is also addressing the rising problem of students submitting work that was created by generative artificial intelligence (AI) as their own. In 2023-2024, three faculty and one administrator attended conferences on AI to address the increase in AI-generated student submissions and to learn strategies for ensuring that the student enrolled in a course is the person who created assessment submissions. In Academic Year (AY) 2023-2024, KCC's Academic Council revised [Administrative Procedure 4221 Academic Integrity](#) to address AI-generated submissions. The Academic Integrity form for student conduct violations was revised to align with this procedural change, the form submission process was streamlined via an online fillable format, and the [Academic Integrity](#) webpage was updated. These updates were also made in the [Student Handbook](#). In addition to policies addressing students submitting work that is not their own, KCC also provides support and guidance to faculty facing the problem in class. For example, in AY 2023-2024, the writing faculty provided faculty with strategies for identifying AI-generated submissions via Turnitin and alternative AI-recognition software, and the [Center for Teaching and Learning](#) (CTL) continues to provide training on and tech support for [Turnitin](#).

Policies and procedures that make it clear student privacy is protected.

KCC makes clear how it uses student information. Its [SMS Email and Privacy Policy](#) explains how the College collects, uses, and discloses to third-party providers the personal information of its students, prospective students, and visitors to its webpages and sites. Regarding files created on its systems, such as email and those using KCC's Microsoft Office license, the [Student Handbook](#) informs students that "Files and other information, including email, generated or stored on college servers are not private and may be subject to monitoring. College administrators may review user files and communications. Email sent or received by a public official or employee, including student employees, in connection with public business may be a public record and subject to state archivist rules for retention and destruction" in the section titled "[Information Systems and Technology Policy](#)."

Student privacy, including that of students in distance education courses, is assured through the College's compliance with the [Family Educational Rights and Privacy Act](#) (FERPA). The College's [Board Policy 5040](#) and [Administrative Procedure 5040](#), both titled "Education Records, Directory Information, and Privacy," safeguard the privacy of students by explaining how the College meets FERPA requirements in terms of releasing education records, using student information in college directories, and reporting students' social security numbers.

Notifications to students at the time of registration of any additional charges associated with verification procedures.

Students enrolled in distance education (DE) and HyFlex classes are charged a

\$22.00/credit distance education fee. These funds are used to pay for the learning management system (Canvas), Center for Teaching and Learning staff support for online learning, Turnitin plagiarism detection software, and proctoring software, including Respondus Lockdown Browser and Proctor360. Of these products, the learning management system (Canvas) and Proctor360 verify student identity. Students are notified of fees through KCC's [Tuition and Fees webpage](#) and [catalog](#). A [course cost estimator tool](#) is also available on the KCC website. All students can view their fees on the Financial Hub located in their MyKCC portal, wherein the My Financial Account tab disaggregates all charges and fees.

Moving Forward

To more proactively notify students of distance education fees, KCC is in the process of adding to the student schedule printout a statement with the web address of the Tuition and Fees webpage so that students who enroll in person with a support staff have the same information provided at the time of registration as those who self-enroll online. In addition, KCC is in the process of including fee descriptions on the [Tuition and Fees webpage](#). The description for the distance education fee will explain that it is used for student verification purposes and that students in DE, HyFlex, and hybrid classes are charged this fee (we are currently starting to offer hybrid classes again, and they will be charged this fee as well).

Academic policies and procedures for instructors to implement requirements for Regular and Substantive Interactions (RSI) in Distance Education courses or programs.

KCC strives to ensure that distance education (DE) courses and programs offer robust Regular and Substantive Interactions (RSI) by training new and existing faculty on RSI specifically and on student engagement generally, by evaluating DE classes for RSI, and by providing course redesign stipends to improve RSI.

KCC's [Center for Teaching and Learning](#) (CTL) keeps faculty up to date on RSI requirements and best practices on its [website](#). Additionally, incoming faculty complete a faculty onboarding course with the CTL, which includes a module on "Regular and Substantive Interactions (RSI) & Diversity Equity, and Accessibility in Course Design." The onboarding course also articulates best practices in student engagement, such as when and how to use discussion forums on Canvas, how Harmonize (a Canvas LTI) can support student engagement, and how to use Canvas rubrics to increase RSI. The CTL also offers all-faculty workshops on student engagement practices and platforms, such as recent workshops on Harmonize and Canvas tools for student engagement. The CTL is also in the process of developing a new training on RSI specifically.

All faculty are evaluated and supported in their use of RSI. Administrators use KCC's Online Faculty Evaluation Form to evaluate distance education, hybrid, and HyFlex classes. Distance education courses are required to adhere to Levels One and Two of the Faculty Evaluation Form, which include criteria addressing regular (i.e., consistent and predictable) and substantive interaction, such as providing unique content that goes beyond publisher-

provided material, assignment and exam feedback, regular announcements, substantive discussions, and proactive and responsive student monitoring.

To support faculty development in RSI, KCC also offers stipends for course redesign. The KCC Course Design Standards, which are used to evaluate these redesigns, include criteria addressing student interactions, grading expectations and instructor feedback, and student feedback opportunities. These redesigns were originally funded by the 2019-2024 Title III Strengthening Institutions Program Grant, but after the grant concluded in October 2024, KCC continues to fund course redesigns to ensure that distance education courses meet RSI standards. The Center for Teaching and Learning (CTL) staff who support these course redesigns are certified in the Quality Matters Higher Education rubric, which addresses RSI standards on communicating with students (1.3 and 1.8), assessments and feedback (3.5), and especially in standard 5.3, which explicitly evaluates whether the “instructor’s plan for regular interaction with learners in substantive ways during the course is clearly stated.” With guidance from the Center for Teaching and Learning (CTL) staff, faculty have redesigned over 60 distance education, HyFlex, and hybrid courses or sections during the grant period. Post-grant, the institution continues to fund, and faculty actively use, the now-established course redesign process.

7.C Institutions also need to address the following, which can either be done as part of the addendum or in relevant Standard One elements identified below:

The institution’s Distance Education programs are consistent with the mission and educational objectives of the institution. (Standard 1.C.1).

The College’s distance education programs are consistent with the College’s mission and educational objectives. All courses and programs, regardless of modality, go through the same [shared governance](#) approval process, ensuring a comprehensive evaluation of their alignment with career technical education, workforce skills, and general education common Course Learning Outcomes. Every class section -- whether face-to-face, hybrid, or online -- is held to the same class, program, and Institutional Learning Outcomes (ILOs) for that particular course. Course alignment with mission is ensured by the Course Content and Outcomes Guide (CCOG) Template (required by the New Course Development Form), which entails a clear articulation of how the course aligns with the institution’s mission, ILOs, and Program Outcomes. In fact, KCC’s commitment to offering an increasing number of distance education classes is consistent with its mission to provide “accessible, quality education and services in response to the diverse needs of the student,” which Oregon’s Higher Education Coordinating Commission (HECC) notes is increasingly rural, remote, and in need of distance education. Fall 2024 is the first term enrollment in distance education classes at KCC exceeded enrollment in every other course modality.

Institutions that offer courses or programs via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities (Standard 1.C.6).

Each academic discipline reports student course success rates by modality in its annual

budget presentation to KCC's President and President's Cabinet. It also examines enrollment numbers by modality and articulates its intended action plans to address Student Learning Outcomes. Each discipline reports on these plans' outcomes in its [program review](#); program reviews are conducted every five years. In this way, programs respond every year to student performance data disaggregated by course modality without having to wait for the five-year program review.

The Communications Program is a good recent example of an academic discipline analyzing achievement levels across modalities to ensure comparable student achievement. After evaluating student achievement in DE and face-to-face sections of COM 111Z (Public Speaking), the Communications Program reported the following curricular change in its 2023-2024 Program Review: "COM 111Z was redesigned so the DE version of the class is covering the same material as a face-to-face version, as well as making it possible for remote students to engage with public speaking in similar ways in order to meet the needs of distance students. Additionally, we added flexibility to the required assignments" (section 2.D). Similarly, in their 2023-2024 program reviews, Cybersecurity addressed student outcomes and needs when considering which courses to offer as HyFlex classes, and Health Information Management considered modality when addressing retention strategies and goals.

Selected Evidence for 7C.

- [MyKCC Student Financial Hub Screenshot](#)
- [CTL Faculty Onboarding Course Modules Screenshot](#)
- [Example Deans' Canvas Rubric for Faculty Evaluation](#)
- [Example Online Faculty Evaluation](#)
- [Course Design Standards](#)
- [Quality Matters Rubric](#)
- [CCOG Template](#)
- [New Course Development Form](#)
- [Example Program Review](#) - Communications 2023-2024
- [Administrative Procedure 4221 Academic Integrity](#)
- [Academic Integrity Form](#)
- [Board Policy 5040 Education Records, Directory Information, and Privacy](#)
- [Administrative Procedure 5040 Education Records, Directory Information and Privacy](#)



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