Evaluation of Institutional Effectiveness (Year 7)

Peer-Evaluation Report

Klamath Community College

Klamath Falls, Oregon

March 31 – April 2, 2025

NWCCU Liaison to the Peer Evaluation Team:

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A confidential report of findings prepared for the

Northwest Commission on Colleges and Universities

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I. Introduction

A four-person peer evaluation team conducted a Year Seven Evaluation of Institutional Effectiveness (EIE) visit to Klamath Community College from March 31 – April 2, 2025, in response to the *Year Seven Self-Evaluation Report* submitted by Klamath Community College to NWCCU on February 4, 2025. The comprehensive visit covered Standard One and elements from Standard Two identified as needing follow-up from the Year-Six Policies, Regulations, and Financial Review (PRFR) report.

II. Assessment of Self-Evaluation and Support Materials

The evaluation team received the 71-page self-evaluation EIE report and corresponding exhibits from Klamath Community College (KCC) with sufficient time to thoroughly review the documents before the visit. The exhibits included items linked within the report and compiled in a supplemental evidence document and an academic catalog.

The self-evaluation was succinct, easy to read, and followed the 2020 standards. The exhibits were well-organized and easy to navigate.

Supplemental materials, including *Go Figure!* presentation slides, fiscal reports, marketing materials, and more were displayed in the team room.

KCC's Accreditation Liaison Officer (ALO) ensured that the evaluation team had all the necessary materials, and interviews were scheduled for a productive and thorough review of KCC's Spring 2025 EIE.

III. Visit Summary

Throughout the visit, the evaluation team met with and interviewed several individuals, departments, and groups including, academic advisors, academic affairs leadership, the ALO, ASKCC student leaders, the assessment and curriculum coordinator, the Board of Education chair and board member representatives, the Center for Teaching and Learning, the Continuous Improvement and Innovation Committee (CIIC), communications/public information, facilities, faculty senate officers, financial aid, the General Education Committee, human resources, information services, institutional research, the library, the president and cabinet, instructional leadership, student affairs leadership, and union leadership.

Faculty, staff, and student forums were held with plenty of representation. In the faculty forum, 21 faculty attended; in the staff forum, 53 staff members attended; and in the student forum, nine students attended.

The evaluation team observed college pride and heard several examples of collaboration between faculty, staff, and college leadership, using assessment results to implement new strategies, guide curriculum changes, and align resources, all focusing on student success. Students spoke highly of the college and praised faculty and staff for being approachable, assisting them both in and outside the classroom, encouraging them to dream big and

helping them along the way, and creating a supportive environment with wrap-around support and resources.

The evaluation team appreciated KCC's hospitality and the sincere, candid feedback received from the administrators, faculty, staff, and students during the visit.

IV. Topics Addressed as an Addendum to the Self-Evaluation Report

As a part of this visit, the evaluation team assessed progress made by KCC to address Finding Type 2 of the Spring 2024 Policies, Regulations, and Financial Review (PRFR). Per Finding Type 2, the following standards are areas where the PRFR evaluation committee identified significant issues or where the committee was unable to adequately assess: Standards 2.D.1, 2.G.7, and 2.I.1. These items will be addressed within Standard 2 of the report.

Additionally, since KCC is authorized to offer distance education, the evaluation team also reviewed the college's distance education programming per NWCCU's Distance Education Policy, including the verification of student identity and ways in which the college is demonstrating, documenting, and reviewing regular and substantive interactions with students. This will be addressed below.

KCC employs effective policies and procedures for ensuring that the student who registers for the distance education course or program is the same student who attends and receives credit. The college uses proctoring tools and multi-factor authentication to maintain the consistency of securing student information and ensuring testing integrity.

KCC has policies and procedures to protect student privacy, and they provide timely and sufficient notification to students regarding online fees that support learning. There are no additional fees charged for identity verification or testing.

The college is diligently training new and existing faculty on regular and substantive interactions with online students, as well as providing information and suggestions to assist in improving the response to student use of AI tools.

V. Standard 1: Student Success and Institutional Mission and Effectiveness
  a. Standard 1.A: Institutional Mission
        i. 1.A.1

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

KCC's long-standing mission clearly states the college's educational purposes and commitment to student learning and achievement. Widely shared and understood, the mission reads:

> *"Klamath Community College provides accessible, quality education and services in response to the diverse needs of the student, business, and community. The*

College supports student success in workforce training, academic transfer, foundational skills, and community education."

In alignment with its mission, KCC also identified five strategic initiatives—student success, future-focused education and services, organizational viability, community engagement, and advanced planning and strategy.

KCC reviews its mission statement and corresponding strategic initiatives every four years as a part of the college's strategic planning process. The current three-year strategic plan, Strategic Plan 3.0, was developed in 2022 for the years 2023 to 2026 and provides the framework for the college to assess institutional effectiveness.

b. Standard 1.B: Improving Institutional Effectiveness
    i. 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 ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

KCC demonstrates a continuous, systematic process to assess institutional effectiveness, including student learning, achievement, and support services guided by board policies and the Continuous Improvement and Innovation Committee (CIIC) and in partnership with Institutional Research (IR).

KCC utilizes multiple reports and resources to support its planning and continuous improvement process as evidenced by publicly shared mission fulfillment reports with peer comparisons, IPEDs student success reports, student success performance indicators, IR custom reports, learning outcomes assessment data, surveys (i.e., the Community College Survey of Student Engagement and Survey of Entering Student Engagement), and a robust program review and annual planning and budgetary process.

The CIIC is responsible for reviewing all academic and non-instructional reviews on a five-year cycle. Each program review yields an action plan for improvement, which is then reported on annually as a part of the annual budget process. Similarly, the CIIC reviews mission fulfillment data on a regular cycle. If a concerning trend is identified, an action plan will be implemented.

Additionally, the evaluation team confirmed through reports and interviews that student learning outcomes assessment data and success rates are reviewed every term and annually in budget presentations, thereby demonstrating a commitment to continuous improvement and data-informed resource allocation.

Compliment: KCC's well-structured program review process, guided by the Continuous Improvement and Innovation Committee, fosters continuous improvement and cross-divisional understanding of programs and priorities across the college.

ii.   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.

In alignment with Board Policy 3225 Institutional Effectiveness, KCC sets meaningful goals (in the form of strategic initiatives), objectives, and indicators to define and assess mission fulfillment. These goals and indicators are monitored and assessed regularly. Mission fulfillment reports and student success key performance indicators are published online and are easy to access.

KCC defines mission fulfillment as meeting or exceeding the threshold limits for at least 75% of the strategic initiative indicators. If more than 25% of the indicator threshold limits have not been met, an action plan will be implemented.

KCC compares itself and its strategic initiatives' progress with four Oregon and three national peer institutions. The national peer institutions are located in California, Colorado, and Oklahoma and were selected by their size, location, and aspirational completion rates.

iii.   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's systematic planning process is inclusive, participatory, and collaborative. As evidenced in the strategic plan and confirmed during the visit, the strategic planning process allows for multiple voices, including college employees and students, the Board of Education, regional employers, school districts, and local, state, and federal agencies, to be engaged and contribute to the development of the plan.

The budget development process is aligned with the strategic plan, includes multiple opportunities for comment, informs resource allocation, and leads to improvement of institutional effectiveness. As a part of the budget process, all cost center managers must present major accomplishments and challenges from the previous year, analyze current performance, propose strategic goals for the coming year, and project a budget needed to achieve those goals. Faculty and employees from non-instructional departments shared that budget requests must be supported by data directly tied to their strategic plan's goals.

iv.   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.

KCC provided numerous examples, documented in the self-evaluation report, the Strategic Plan 3.0, and during interviews, of the college proactively monitoring its internal and external environments through shared governance, advisory committees and boards, retreats, mission fulfillment reports, regular climate surveys, and collection of other internal and external data. The college incorporated the feedback received and data gathered to identify trends, define its future direction and strategic initiatives, revise curriculum, seek grant opportunities, and implement new programs and services; ultimately benefiting students, the college, and the community.

Compliment: KCC regularly conducts a climate survey that can be utilized to further engage constituent groups in the analysis of the results and development of improvement strategies.

c. Standard 1.C: Student Learning
    i. 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.

The College offers both transfer and career technical associate degrees and certificates with appropriate general education and rigor that lead to collegiate-level degrees, certificates, or credentials, and include designators consistent with program content in recognized fields of study.

Compliment: KCC actively engages external stakeholders through advisory committees to ensure program content and rigor. The Career Services Department plays a vital role in connecting students with work-based learning opportunities, internships, and co-ops, and partners with employers to provide structured feedback on student readiness based on program and institutional learning outcomes.

    ii. 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.

The college offers certificates and associate degrees in programs that have clearly articulated student learning outcomes and offer an appropriate breadth and depth.

All credentials meet the requirements of the Higher Education Coordinating Commission (HECC), the Oregon Department of Community Colleges and Workforce Development (CCWD), NWCCU, and specialized accreditation bodies. A majority of 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 in the end-of-term student course evaluations.

iii. 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.

Program and degree learning outcomes for degrees, certificates, and credentials are published in the catalog, except for some transfer degrees. Student learning outcomes are provided to all enrolled students through course syllabi. The college maintains a database of all course outcomes. Current course outcomes are pulled from this database to populate course syllabi each term.

The college actively participates in statewide transfer network work, including the adoption of common course numbering (CCN) and major transfer mapping. The Oregon Higher Education Coordinating Commission has approved certain general education outcomes for courses selected to fulfill transfer degree requirements. Faculty at the college are engaged in the process of updating the course outcomes of all general education courses with CCNs to align with the state requirements.

The college has clearly identified institutional learning outcomes, which are also referred to as general education outcomes and could serve as degree outcomes for transfer degrees.

Concern: The 2024-2025 college catalog does not include degree/program-level learning outcomes for the transfer degrees, except for the AGS-Psychology and the AAOT-Exercise Science.

iv. 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.

The college's admission requirements for each student type are clearly outlined on its website and in the catalog. The college's graduation requirements are listed on the website and in the catalog.

Students entering the college meet with a professional advisor who helps them select an academic plan based on the student's interests. This academic plan is available to students through the "MyKCC" app, and students reported using this tool to track their progress toward completion.

v. 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.

The college engages in an effective system of assessment to evaluate the quality of learning in its programs.

Curriculum development and implementation are the responsibility of faculty who teach in a particular program or discipline. Transfer degrees and general education courses are reviewed by the General Education Committee and the Curriculum Committee. Changes in CTE programs, degrees, and certificates require approval of an advisory committee made up of faculty and community members and the Curriculum Committee.

The Curriculum Committee is charged with considering and advising the college on matters regarding degree, certificate, program, and course development and evaluation. Final approval for curriculum changes comes from the Academic Council.

The charter for the Curriculum Committee identifies 14 voting members of the committee, only five of whom are faculty. There is currently no provision to have faculty representation from both CTE and general education disciplines.

Recommendations for curriculum development and change flow from the Curriculum Committee to the Academic Council. The Academic Council charter identifies 23 members, three of whom are faculty. The charter limits faculty membership to not more than four. There is a provision to have at least one faculty member from CTE and General Education.

Compliment: KCC has a highly developed system supporting the assessment of student learning. The assessment and curriculum coordinator publishes a faculty manual for student learning outcomes assessment and provides individualized support on assessing student learning to faculty.

Compliment: Assessment of outcomes at the course, program, and institutional level occurs at regular and predictable intervals based on a published timeline. Course evaluation forms include specific questions asking students to assess their achievement of course, program, and/or institutional learning outcomes in accordance with the published timeline.

Concern: In the current collective bargaining agreement, faculty program/discipline leads are responsible for designing, updating, and aligning program curricula regarding depth, breadth, and appropriate sequencing of classes. During the visit, faculty stated that they feel they are recognized as playing a central role in establishing curricula. However, the central role the faculty plays in establishing the curriculum is not apparent in current formal governance structures.

   vi.   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.

KCC has established five institutional learning outcomes (ILOs), also referred to as general education outcomes: apply critical thinking to problem-solving, communication, cultural competence, professional competence and self-efficacy, and teamwork. The ILOs are attached to the new course development form. As part of the course development process, faculty indicate the level at which each ILO is incorporated in the course. The college has a map showing where the ILOs are included in all degrees.

Compliment: In collaboration with the Center for Teaching and Learning, the General Education Committee is engaged in processes to strengthen ILO assessment, including designing professional learning events for faculty.

Compliment: The assessment and curriculum coordinator prepares a report each year summarizing the results of the assessment of an ILO. The annual report could become the basis for professional learning opportunities in the spirit of continuous improvement of ILO achievement.

vii.   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 uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Compliment: All participants in the faculty forum were able to provide examples of using assessment to improve the quality of learning in their programs.

viii.   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.

The college's transfer credit policy and procedure are described in the catalog and on the registrar's website. The college offers transfer equivalency tools to help students determine how their credits may transfer.

The college's Credit for Prior Learning (CPL) policies are clearly articulated on the website and in the catalog. Credit for prior learning, considered to be prior experiential learning, is offered through an institutional assessment, which may take the form of examinations, portfolio evaluations, or performance evaluations. Credit may also be awarded for externally assessed CPL, including industry certifications, professional licensure, ACE-

recommended credit, JTS course coursework, military occupations (MOS), CLEP, and DANTES Subject Standardized Tests.

ix. 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.

KCC does not offer graduate programs.

d. Standard 1.D: Student Achievement

i. 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.

Consistent with its mission, KCC recruits and admits students with the potential to benefit from its educational programs. The institution has a robust marketing and recruitment plan that is tailored to various audiences. A multiple-factor placement and advising process guides students towards programs and schedules in which they have a likelihood of success. New student orientation is required and includes academic and support program information, initial advising, and opportunities to see the campus. Program requirements are kept up to date and posted on the website.

ii. 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).

Consistent with its mission, KCC has established and shared all required disaggregated indicators for student achievement and has included other indicators relevant to the institution, including analyses by credit levels and prior college experience, elements that have influenced service delivery to these groups.

iii. 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.

KCC's disaggregated indicators of student achievement are incorporated into KCC's Strategic Plan 3.0. They are published widely, available on the website, and compared to those of similar institutions in Oregon (the regional peers) and national peers selected for size, location, service, and high performance.

iv. 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's processes and methodologies for collecting and analyzing indicators of student achievement are understood by various constituencies within the college to whom they are relevant, with the analysis of data and subsequent plans for improvement tied to data.

Compliment: KCC's Institutional Research Office provides KCC with disaggregated data in the KPIs and has included disaggregation features in tools used by campus entities. There is the opportunity to include disaggregated data more purposefully in the annual program review process and other campus planning and improvement efforts so as to more intentionally identify success gaps among groups and more purposefully institute plans to mitigate gaps and monitor improvements for these groups.

VI. Standard 2: Governance, Resources, and Capacity

The following Standard 2 elements were specifically reviewed during the visit as either PRFR findings, items included in the self-evaluation report addenda, or as areas of interest resulting from meetings during the visit.

a. Standard 2.D: Institutional Integrity

i. 2.D.1

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.

KCC has an effective and clear process for creating accurate publications in a variety of formats that are systematically reviewed for clarity and support the college's mission and strategic plan.

Compliment: The clarity of publications assists in recruitment efforts, is tied to scholarships and financial aid, provides effective outreach to high school students, and is creatively supporting non-traditional students.

b. Standard 2.F: Human Resources
    i. 2.F.4

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Faculty, staff, and administrators are evaluated regularly in alignment with institutional mission and goals. Evaluations for faculty are based on written criteria that are clear and include peer evaluation, dean observation, and student feedback from course evaluations. Administrators are regularly evaluated with a comprehensive 360 process that includes peers and direct reports.

Staff evaluations begin with a self-evaluation that is lengthy and time-consuming. Additionally, many staff reported that they have been instructed to score themselves at the mid-range of the evaluation scale by their supervisors. The staff evaluations also include peer reviews, but they are often assigned to employees who are not well known to each other or do not work closely together. Thus, the confidential nature of these peer reviews makes their value unclear to employees.

Concern: The evaluation process for staff is not equitable, fair, and consistent.

c. Standard 2.G: Student Support Resources
    i. 2.G.4

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

KCC provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Students are offered a vast array of

financial support, including state and federal grants, foundation grants, federal financial aid, and college-funded assistance. Information regarding financial assistance is published on the college website, on social media, and in paper forms posted around campus.

Financial aid advisors encourage students to apply for all possible aid that they may be eligible for. In addition, students are encouraged to apply for scholarships through a variety of sources, both internal and external. Advisors are tracking the success metrics of students receiving financial aid and reaching out to students who are struggling to offer support or make referrals to faculty members.

Compliment: KCC's financial aid advisors encourage all students to complete the FAFSA and apply for all possible forms of financial assistance for which they may be eligible. The financial aid team is doing tremendous work to reach every single student at KCC and ensure that they reduce the total cost of their education, as well as assisting them with accessing support services.

ii. 2.G.6

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

KCC has designed, maintained, and continuously improved an effective program of academic advisement to support student development and success. Advising staff and faculty program advisors are knowledgeable of the curriculum, program, and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Students are provided with education plans that are saved in their MyKCC account. Students meet with academic advisors and program advisors to determine registration for each term. Advisors work with individual students to adjust their schedules based on changes to the catalog. Students are offered options and problem-solving techniques to ensure that they are able to persist and complete their education.

Compliment: Academic advising is a collaborative effort between program faculty and academic advisors that is of unique benefit to students. KCC is ensuring that students are focused on program completion, persistence, and retention. Students feel welcomed, encouraged, and have meaningful connections with their community.

iii. 2.G.7

2.G.7 The institution maintains an effective identity verification process for students 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.

KCC has a robust identity verification process for online students that requires no additional fees. The use of multifactor authentication and Office 365 allows students to access and update their contact information before changing passwords. In addition, the college uses third-party identity verification tools for proctored testing, including Respondus and Proctor360, which are both free for student use. Students who do not have access to a cell phone are able to request a token card at no cost. They also have proctoring equipment available to loan to students and will ship the equipment to students' homes.

d. Standard 2.H: Library and Information Resources
    i. 2.H.1

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

KCC's library provides students with a welcoming and caring environment that holds sufficient resources, materials, space, and equipment to promote a successful learning experience. The library is focused on supporting teaching faculty by aiding students in research skills and digital literacy instruction to effectively evaluate databases and online sources of information. The library collaborates with tutoring services and bookstore staff to increase access to free resources that support student learning.

Compliment: KCC's library provides information literacy and digital literacy sessions for students and encourages open educational resource adoption in collaboration with the bookstore to promote student success and equitable access.

e. Standard 2.I: Physical and Technology Infrastructure
    i. 2.I.1

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.

KCC has a current hazardous waste management plan that is reviewed and approved by multiple stakeholders. The college utilizes a technology plan that provides for workplace and classroom software and hardware replacement on a routine schedule. Equipment replacement is part of the standard budgeting and program review processes, and requests are reviewed by the president's cabinet as well as the Board of Education.

KCC is currently engaged in creating a new Facilities Master Plan with input from faculty, staff, and administration. The draft plan includes future buildings and needed facilities for teaching and learning. The college will engage further with staff, local government, business leaders, and community stakeholders before finalizing the facilities master plan.

The college's information services (IS) department has a three-year replacement schedule for desktop computers, which allows for the surplus of this equipment. In collaboration with the business office, IS can donate surplus hardware and peripherals to students in financial need to facilitate their ability to attend online classes and successfully complete their education. In addition, the IS team identifies the specific software that the individual student needs to successfully complete their program and ensures that it is loaded on the equipment before donation.

Compliment: KCC's IS team has identified a process for donating surplus technology equipment, desktop computers, monitors, and keyboards to students experiencing financial hardship.

VII. Summary

Klamath Community College's Evaluation of Institutional Effectiveness report was concise, well-organized, and provided an honest self-evaluation of the college's assessment and planning processes. Although the visit coincided with the first days of spring quarter, the faculty, staff, students, and administrators interviewed were candid, actively engaged, and generous with their time.

KCC is mission-focused and data-informed. As evidenced in the report and supported by data and conversations held throughout the visit, KCC actively demonstrates a strong commitment to mission fulfillment, shared governance, frequent systematic assessment, and continuous improvement focused on the success of its students and institutional effectiveness. Additionally, the evaluation team witnessed KCC's collaborative spirit and culture of care for their students, as well as heard numerous examples from faculty using assessment data to improve the quality of learning in their programs.

The overarching concerns identified by the evaluation team relate to transparency and consistency.

VIII. Commendations and Recommendations

a. Commendations

i. Commendation 1:

The peer evaluation team commends the institution for creating a welcoming environment for students, consistently providing for their basic needs, and supporting their academic success through offering a wide variety of college, foundation, and grant-funded services.

ii.   Commendation 2:

The peer evaluation team commends the institution for KCC's information services for their extraordinary contributions to student success by creating a program to donate surplus computer hardware and peripherals to students in financial need.

iii.   Commendation 3:

The peer evaluation team commends the institution for the pivotal role that institutional research plays in supporting institutional and program planning and analysis for continuous improvement.

iv.   Commendation 4:

The peer evaluation team commends the institution for a comprehensive, systematic instructional and non-instructional program review process facilitated by the Continuous Improvement and Innovation Committee. The process facilitates cross-divisional understanding of programs and priorities across the college that play an instrumental role in the annual budget process, which is tied to the college's strategic plan.

v.   Commendation 5:

The peer evaluation team commends the institution for its marketing, outreach, and recruitment plan that is integrally tied to the college's mission and strategic plan.

b.   Recommendations

i.   Recommendation 1:

The peer evaluation team recommends that the institution:

Identify and publish program and degree learning outcomes for all degrees listed in the catalog (Standard 1.C.3).

ii.   Recommendation 2:

The peer evaluation team recommends that the institution:

Formalize the central role faculty play in establishing the curriculum (Standard 1.C.5).

iii.   Recommendation 3:

The peer evaluation team recommends that the institution:

Create an evaluation process for staff that is equitable, fair, and consistent (Standard 2.F.4).