



2020-21

# Instructional Program Review

## Diesel Technology

Nick Scala

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## CONTENTS

1. Program/discipline mission/goals and link to strategic plan .....	4
1A. Describe progress toward goals set in previous review, annual budget presentations, and/or strategic budget planning. ....	4
1B. Have you met your previously set goals? If not, how do you plan to meet them? .....	4
2. Program/discipline description and overview .....	4
2A. Provide the catalog description of the program. ....	4
Two-Year Associate of Applied Science Degree .....	5
Less-Than-One-Year Certificate of Completion .....	5
2b. Describe how and to what degree the program description reflects the program's overall goals. If it does not, revise program description.....	6
2C. Community labor market need analysis and projection .....	6
2C.i. Has the demand for graduates changed in the past five years? If so how and to what degree? .....	8
2C. II. What is the expected market demand for the future? How might the labor market need projection affect the program? how might the program adjust to these projections? .....	8
2D. Describe the specific curricular, instructional, or other changes made in the previous five years.....	9
3. Resources.....	9
3A. Describe faculty composition, qualifications, and professional development.....	9
3A.i. What percent of faculty are full-time? Part-time? .....	9
3A.ii. Describe faculty degree attainment. What are the minimum degree qualifications? What percent of faculty exceed minimum degree qualifications? .....	9
3A.iii. List the specific professional development program faculty attended including both on-site and off-site trainings; how did the professional development impact instruction, design, and delivery?.....	10
3A.iv. Are faculty composition, qualifications, and professional development meeting instructional needs? If not, describe any plans that will address this.....	10
3B. Describe the specific facilities, equipment, and materials used by the program.....	10
3B.i. Are facilities meeting instructional needs? If not, describe any plans that will address this. ....	10
3B.ii. Is equipment meeting instructional needs? If not, describe any plans that will address this. ....	10
3B.iii. Are instructional materials meeting program needs? If not, describe any plans that will address this....	10
3C. Describe the instructional support services the program uses. ....	11
3C.i. Review LRC holdings for relevancy and currency to program. ....	11
3C.ii. Review program student use of tutoring and e-tutoring.....	11
3C.iii. Review program student use of testing services. ....	11
3C.iv. Review other instructional support services (student clubs, advising, TRiO, Veterans Services, etc.) if applicable.....	12

Klamath Community College Instructional Program Review:

3D. Describe to what degree the program uses the College’s learning management system (Canvas) for all methods of delivery (face-to-face, online, synchronous, hybrid).....	12
4. Effectiveness.....	12
4A. Student learning outcomes assessment.....	12
4A.i. Course learning outcomes (CLO) .....	12
4A.ii Program learning outcomes (PLO).....	14
4B. Student success .....	15
4B.i. Describe enrollment trends and plans to address them. ....	15
4B.ii. Describe degree awarded trends and plans to address them. ....	16
4B.iii. Review transferability of program. ....	16
4C. Student engagement and satisfaction.....	16
4C.i. Course evaluations data and analysis.....	17
4C.ii Job placement data and analysis (if available) .....	17
5. Budget.....	17
5A. Provide five-year cost margin data and analysis. ....	17
5B. Summarize previous annual program viability study results and explain how changes impacted student learning outcome proficiency. If this has not occurred, describe plans to address this. ....	18
5C. Explain any budgetary challenges and any plans to address them. ....	18
6. Conclusion .....	18
6A. Describe program strengths. ....	18
6B. Describe program weaknesses. ....	18
6C. Describe support needed. ....	18
6D. Create new goals and link them to the strategic plan    .....	18
8. Appendices .....	19
8A. Instructor Evaluations .....	19
Instructional Program Review Rubric .....	27

## 1. PROGRAM/DISCIPLINE MISSION/GOALS AND LINK TO STRATEGIC PLAN

### 1A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

Goal 1 (Access): Increase student access and enrollment into Diesel degree, certificates and emphasis.

Measurable Target:

Increased enrollment by attending job fairs, visiting high school mechanic classes.

Goal 2 (Prosperity): Increase the reputation and visibility of the transportation programs.

Measurable Target: Visit with all local shops at least once per year.

Help local employers understand KCC's programs. Visit local shops to clean up reputation from prior experiences. Let employers know what they can and cannot expect from KCC graduates.

Goal 3 (Access): Develop multiple programs

Measurable Target:

Develop a plan for decreasing shop "down time" and increasing number of students we are able to train with a variety of class types, more than just people wanting a degree.

Goal 4 (Excellence): Modernize Equipment & training

Measurable Target: 30% update per year

The transportation industry is constantly evolving and changing. We want to ensure that our students have tools and diagnostic equipment that not only meet current industry standards but also anticipate future updates.

### 1B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

☒ Yes

☐ No

## 2. PROGRAM/DISCIPLINE DESCRIPTION AND OVERVIEW

### 2A. PROVIDE THE CATALOG DESCRIPTION OF THE PROGRAM.

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## TWO-YEAR ASSOCIATE OF APPLIED SCIENCE DEGREE

This program is designed to equip students with the skills they need by clearly identifying the learning outcomes that are developed through Oregon skill sets and national certification requirements. Students will receive preparation in eight areas of automotive service of excellence. These areas include diesel engine, drive train, brakes, suspensions and steering, electronic systems, heating, ventilation and air conditioning, preventive maintenance and inspection, and gasoline engines. Students will perform computations for engine displacement, gear ratios, electrical circuits, power output, and vehicle alignment.

Class instruction will incorporate employability skills, such as proper professional attire, customer and team relations, safe work practices, and the use of precision diagnostic tools. The instruction will place the student in a learning community that will provide them the experiences to achieve academic, technical, and career-related skills. Each student will learn to use deductive reasoning in order to apply general rules to specific problems and produce conclusions through lab-simulated work conditions.

### Program Learning Outcomes

Upon successful completion of the program, students will be able to:

- Use computerized and printed materials to access topics related to the automotive service and repair procedures.
- Perform computations for, but not limited to, gear ratios, cubic inch displacement, electrical circuits, alignment angles as well as conversion between U.S. and metric measuring systems.
- Use precision measuring tools and equipment to measure (not limited to, but including) camshaft and crankshaft journals.
- Use advanced diagnostic equipment to effectively diagnose and repair vehicles.
- Apply industry safety standards by wearing the approved uniform and safety toed boots everyday while attending class and wearing safety glasses at all times while working in the lab.
- Summarize the test standards and information in order to pass the Automotive Service Excellence (A.S.E.) tests.
- Demonstrate effective written communication skills by creating a resume and cover letter.

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## LESS-THAN-ONE-YEAR CERTIFICATE OF COMPLETION

The Career Pathway Certificate in Diesel Technician: Electrical/Electronic Specialist is designed to prepare students to take the Automotive Service Excellence (ASE) test for ASE area T6: Electrical/Electronic Systems and the 609 Federal Refrigeration Test. Students who pass the assessment and possess the associated work experience become eligible for ASE certification.

Students completing the career pathway certificate gain a competitive advantage when applying for specialty-level positions in the vehicle maintenance and repair industry. The certificate is designed to apply coursework directly to the Diesel Technology AAS. This alignment allows students to build on program completion while pursuing additional educational goals.

**2B. DESCRIBE HOW AND TO WHAT DEGREE THE PROGRAM DESCRIPTION REFLECTS THE PROGRAM'S OVERALL GOALS. IF IT DOES NOT, REVISE PROGRAM DESCRIPTION**

We are right on track with description as we promote top of the line graduates, we assure our students and future employees of our goals and the description shows the we not only teach our students mechanical skill but also industry standard safety and etiquette.

**2C. COMMUNITY LABOR MARKET NEED ANALYSIS AND PROJECTION**

**. BUS AND TRUCK MECHANICS AND DIESEL ENGINE SPECIALISTS (493031)**

EAST CASCADES (CROOK, DESCHUTES, GILLIAM, HOOD RIVER, JEFFERSON, KLAMATH, LAKE, SHERMAN, WASCO, WHEELER)

**Description**

Diagnose, adjust, repair, or overhaul buses and trucks, or maintain and repair any type of diesel engines. Includes mechanics working primarily with automobile or marine diesel engines.

<b>Employment Projections</b>			
<b>Area</b>	<b>Oregon</b>	<b>Area</b>	<b>East Cascades</b>
2019 Employment	4,037	2019 Employment	183
2029 Employment	4,406	2029 Employment	198
Annual Change Openings	37	Annual Change Openings	1
Annual Replacement Openings	391	Annual Replacement Openings	18
Total Annual Openings	428	Total Annual Openings	19

<b>Wage Range 2020</b>			
<b>Area</b>	<b>Median Hourly</b>	<b>Avg Annual</b>	<b>Middle Range</b>
Oregon	\$24.80	\$53,056	\$21.02 - \$29.89
East Cascades	\$24.84	\$50,639	\$19.96 - \$28.84

<b>Current Job Openings</b>			
<b>There are 8 current job listings for this occupation.</b>			
<b>Job Title</b>	<b>Location</b>	<b>Order Number</b>	<b>Wage Offered</b>
Vehicle Mechanic Level 1	Bend	2729974	
Equipment Servicer	Bend	2709866	
Diesel Technician, Madras, OR	Madras	2703000	
Diesel Technician, Madras, OR	Madras	2702885	

District Mechanic/Bus Driver	The Dalles	2680642	\$17.31/hr to \$19.50/hr DOE
Diesel Technician, Madras, OR	Madras	2678765	
Field Service Technician - Union	Bend	2677877	DOE
Heavy Equipment Mechanic	The Dalles	2574657	

Industries of Employment	
Industry	2019 Employment
Transportation and Warehousing	60

Occupations with Similar Skills
<a href="#">Motorboat Mechanics and Service Technicians</a>
<a href="#">Transportation Inspectors</a>
<a href="#">Control and Valve Installers and Repairers, Except Mechanical Door</a>
<a href="#">Mobile Heavy Equipment Mechanics, Except Engines</a>
<a href="#">Farm Equipment Mechanics and Service Technicians</a>

### Statewide Employment Analysis

Employment in this occupation in 2019 was somewhat larger than most occupations across the state. The total number of job openings is projected to be somewhat larger than most occupations in Oregon through 2029. This occupation is expected to grow at about the statewide average growth rate for all occupations through 2029.

Reasonable employment opportunities exist.

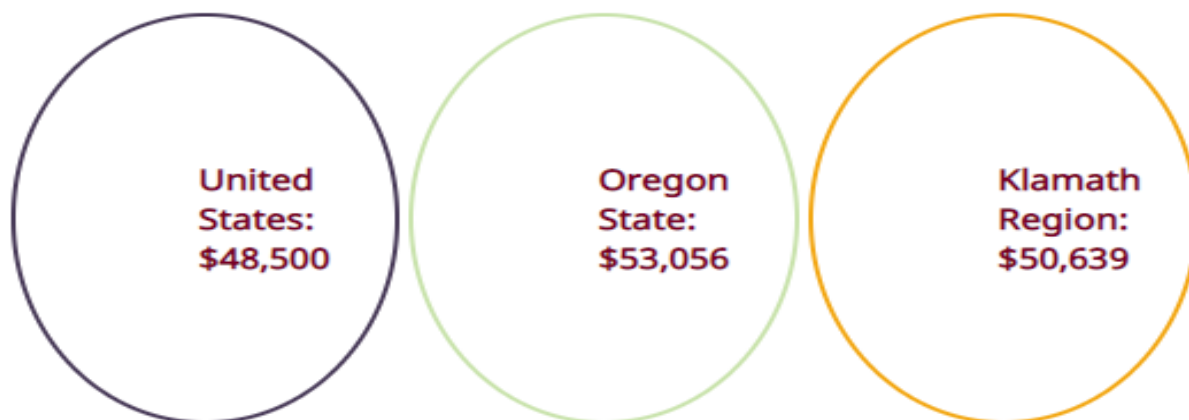
### Area Employment Analysis

Employment in this occupation in 2019 was similar to most occupations in the region. The total number of job openings is projected to be similar to job openings for most occupations in the region through 2029. This occupation is expected to grow at a somewhat slower rate than the regional average growth rate for all occupations through 2029.

### Educational Requirements

The typical entry level education for this occupation is a high school diploma or equivalent. Those with a postsecondary training (non-degree) have a competitive advantage in the labor market.

## Median Annual Salary



## Prospective Jobs

Service station  
attendant

Maintenance  
worker

Auto parts  
salesperson

Bus and truck  
mechanic

Electronic equipment  
installer

Mechanical engineer

## 2019–2029 Employment Projection

8.2% Growth

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2C.I. HAS THE DEMAND FOR GRADUATES CHANGED IN THE PAST FIVE YEARS? IF SO HOW AND TO WHAT DEGREE?

☒ Yes

☐ No

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2C. II. WHAT IS THE EXPECTED MARKET DEMAND FOR THE FUTURE? HOW MIGHT THE LABOR MARKET NEED PROJECTION AFFECT THE PROGRAM? HOW MIGHT THE PROGRAM ADJUST TO THESE PROJECTIONS?

There is a large amount of retirement in the region, which relies on diesel tech graduates to fill their positions. Also, with the growing changes in truck management (driverless, electrical), the demand for higher education is now more important than in the past.



2D. DESCRIBE THE SPECIFIC CURRICULAR, INSTRUCTIONAL, OR OTHER CHANGES MADE IN THE PREVIOUS FIVE YEARS.

We use more live aids that technicians will see in the industry. We rely on our advisory board for input. More internship learning.

3. RESOURCES

3A. DESCRIBE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT.

We have one full-time faculty member with an Associate's degree in diesel technology, an Engine and electronic certificate from Caterpillar, a Master Diesel Technician from Caterpillar, an advanced John Deere Ag Tech from Walla Walla certification, an Advanced Training Instructor certificate from Agco/Caterpillar and a High Lift Crane certification for repair and certify from Harsco. All on-track railroad equipment repair and certify (1 of 13 nationwide to hold this certification).

3A.I. WHAT PERCENT OF FACULTY ARE FULL-TIME? PART-TIME?

One full-time and two part-time faculty.

Instructor Contact List by CMA  
Taught a courses in DST Between selected dates

FIRST NAME	LAST NAME	EMAIL ADDRESS
Anthony	Brown	browna@klamathcc.edu
Jeff	Rush	rush@klamathcc.edu
Nicholas	Scala	scala@klamathcc.edu

1/22/2021 3:15:32 PM

3A.II. DESCRIBE FACULTY DEGREE ATTAINMENT. WHAT ARE THE MINIMUM DEGREE QUALIFICATIONS? WHAT PERCENT OF FACULTY EXCEED MINIMUM DEGREE QUALIFICATIONS?

ID	Instructor	Taught DC	Taught RG	Sub Group	Original Hire Date	Degree	Major
546867	Brown, Anthony	N	Y	F9MO	40827	Associates Degree	
511971	Rush, Jeff	N	Y	F12MO	41166	Associates Degree	Ford Asset Automotive
519395	Scala, Nicholas	N	Y	F9MO	37350	Associates Degree	

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3A.III. LIST THE SPECIFIC PROFESSIONAL DEVELOPMENT PROGRAM FACULTY ATTENDED INCLUDING BOTH ON-SITE AND OFF-SITE TRAININGS; HOW DID THE PROFESSIONAL DEVELOPMENT IMPACT INSTRUCTION, DESIGN, AND DELIVERY?

Caterpillar Electronics and Engine Management Systems, John Deere hydraulics, Fluid Power Training.

These specific trainings allow the instructor to be efficient in the newest technology in the industry.

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3A.IV. ARE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒ Yes

☐ No

☐ Somewhat

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3B. DESCRIBE THE SPECIFIC FACILITIES, EQUIPMENT, AND MATERIALS USED BY THE PROGRAM.

The Diesel program uses the facility's trucks, engines, and hydraulic and electrical training boards.

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3B.I. ARE FACILITIES MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☐ Yes

☐ No

☒ Somewhat

We need updated training aids so when graduates are in the industry they will have seen and worked on current models.

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3B.II. IS EQUIPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☐ Yes

☐ No

☒ Somewhat

The Diesel program aids are outdated but are still somewhat useful, the plan is to purchase updated versions.

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3B.III. ARE INSTRUCTIONAL MATERIALS MEETING PROGRAM NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒ Yes

☐ No

☐ Somewhat

The material we have is excellent.

### 3C. DESCRIBE THE INSTRUCTIONAL SUPPORT SERVICES THE PROGRAM USES.

#### 3C.I. REVIEW LRC HOLDINGS FOR RELEVANCY AND CURRENCY TO PROGRAM.

##### **KCC Diesel Program Review – Library Support**

1/25/2021

##### **Consortium:**

As a member of the Sage Library System, the KCC library provides students and faculty access to the holdings more than 70 libraries in 15 counties of eastern and central Oregon. The library is also a member of the Orbis Cascade Alliance courier system, which provides students access to the holdings of more than 200 libraries in 3 states.

##### **Electronic Resources:**

###### **Databases**

1. Academic Search Premier – full text academic journal, trade publication, and periodical articles on diesel related topics
2. Business Source Premier – full text magazine, trade publication and academic journal articles
3. MAS Ultra School Edition – magazine and periodical articles about diesel related topics
4. Masterfile Premier – full text academic journal and periodical articles about diesel related subjects
5. Regional Business News – full text periodical articles – diesel related subjects
6. Vocational and Career Collection – full text trade and industry periodical articles including many on diesel, diesel mechanic and related subjects
7. Associates Programs Source – full text trade publications, magazines, and academic journals for two-year colleges – many diesel and diesel mechanic related articles
8. Films on Demand – more than 635 videos about diesel related subjects such as diesel injection, diesel engine basics, diesel engine: glow plugs, diesel theory: cooling systems, diesel engine teardown, bottom end teardown, front end assembly, biodiesel mechanics, and many more
9. Academic OneFile: full-text and peer reviewed academic journal articles and magazine articles about diesel related subjects
10. OneFile: Business – full-text peer reviewed academic journal articles, full-text magazine articles and news reports with diesel related subjects
11. OneFile: Science – magazine and full text academic journal articles

###### **Physical Holdings: Books**

1. Medium Heavy-Duty Truck Engines, Fuel & Computerized Management Systems – Sean Bennett
2. Workbook to Accompany Medium Heavy-Duty Truck Engines, Fuel & Computerized Management Systems – Sean Bennett
3. Troubleshooting and Repairing Diesel Engines, 5<sup>th</sup> edition – Paul Dempsey
4. Heavy Duty Truck Systems 5<sup>th</sup> ed. – Sean Bennett

#### 3C.II. REVIEW PROGRAM STUDENT USE OF TUTORING AND E-TUTORING.

<b>Totals from 2018-2020</b>
MTH= 2960
WRI/SPE=564

#### 3C.III. REVIEW PROGRAM STUDENT USE OF TESTING SERVICES.

### LRC Testing Center Support

2016	45
2017	74
2018	7
2019	19
2020	24

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3C.IV. REVIEW OTHER INSTRUCTIONAL SUPPORT SERVICES (STUDENT CLUBS, ADVISING, TRIO, VETERANS SERVICES, ETC.) IF APPLICABLE.

3D. DESCRIBE TO WHAT DEGREE THE PROGRAM USES THE COLLEGE'S LEARNING MANAGEMENT SYSTEM (CANVAS) FOR ALL METHODS OF DELIVERY (FACE-TO-FACE, ONLINE, SYNCHRONOUS, HYBRID).

We use Canvas for review and so if students are sick they do not miss lecture. All of our lectures and labs are face to face.

## 4. EFFECTIVENESS

### 4A. STUDENT LEARNING OUTCOMES ASSESSMENT

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#### 4A.I. COURSE LEARNING OUTCOMES (CLO)

##### Fall 2020 – DST 110.01

##### CLO Plan

Date: 12/31/20 12:10:29

Email: [scala@klamathcc.edu](mailto:scala@klamathcc.edu)

Course: DST110

Term: Fall

CLO: ASE certification Soldering

Have you previously formally assessed and reported the results of student proficiency of this course learning outcome? No

Method of Assessment: Exam;Project;

Which results will show success? (assessment target): 80% ASE pass 80% Success on project

##### CLO Results

Date: 9/21/20 11:18:20

Email: [scala@klamathcc.edu](mailto:scala@klamathcc.edu)

Name: Nick Scala

Course: DST 110

Copy and paste the course learning outcome assessed: ASE Certifications

Which artifacts were gathered that show evidence of student proficiency in the outcome? Exam;Project;

Enter the percentage of students who demonstrated proficiency of the outcome: 20

Did student achievement meet your expectations for successfully teaching to the outcome? No

What contributed to student success and/or lack of success? N/A

Were your assessment methods accurate indicators of student learning? Why or why not? N/A

Compare your students' self-assessment of their outcome proficiency to your direct assessment results:  
N/A

Based on your analysis, what course adjustments have you made or will you make? N/A

What resources would be required to implement your recommended course adjustments (materials, training, technology, etc.)? What budget implications result? N/A

Reflect on any adjustments you made from the last assessment of this course and the effectiveness in student achievement of outcomes, if applicable. N/A

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4A.I.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN CLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

**PLO:** DST 143 FA2019 there was a 90% pass on T6 engine ASE, students were able to diagnose and repair very complex fuel systems.

As for the others I was not here to assess.

<https://info.klamathcc.edu/AM/SLO%20Assessment%20Plans%20and%20Reports/Forms/AllItems.aspx>

Assessment reports are in folder

FA2017	DST 110 01
WI2018	DST 135 01
FA2019	DST 143 01
FA2017	DST 110 01
WI2018	DST 135 01
FA2018	DST 110 01

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4A.I.2 DESCRIBE THE SPECIFIC PROCESS FOR ADVISORY COMMITTEES FOR REVIEWING COURSE CONTENT AND OUTCOMES GUIDES (CCOGS). IF THERE IS NO PROCESS, DESCRIBE PLANS TO ADDRESS THIS.

Advisory committee has yet to see any graduates so their input on course content is vague, we have addressed DST 110 Electrical and have only changed more live hands-on versus using training boards.

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4A.I.3 WHICH COURSES HAD LEARNING OUTCOMES REVISED/UPDATED AND WHY?

DST 110, as stated before, we moved to more hands-on because the training boards were unrealistic as to what they will experience in the industry, we still use the training boards for a brief overview of the circuit.

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4A.I.4 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF CLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

I changed the lecture to more hands-on and lab groups with discussion groups.

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#### 4A.II PROGRAM LEARNING OUTCOMES (PLO)

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4A.II.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN PLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

They effectively were able to explain basic hydraulics and identify customer complaints with correct diagnostics and repair. They each described to the class their actual lab project.

There was a 100% pass rate on their student ASE and a 90% pass rate on their advanced ASE tests, with the 10% failure was due to attendance and participation in lab.

PLOs		
Course Code	Term Year	Instructor
<a href="#"><u>AMT 110 01</u></a>	FA2017	Brown, Anthony
<a href="#"><u>AMT 110 01</u></a>	FA2017	Brown, Anthony
<a href="#"><u>DST 110 01</u></a>	FA2017	Brown, Anthony
<a href="#"><u>DST 110 01</u></a>	FA2017	Brown, Anthony
<a href="#"><u>DST 110 01</u></a>	FA2018	Rush, Jeff
<a href="#"><u>DST 110 01</u></a>	FA2018	Rush, Jeff
<a href="#"><u>DST 135 01</u></a>	WI2018	Brown, Anthony
<a href="#"><u>DST 135 01</u></a>	WI2018	Brown, Anthony
<a href="#"><u>DST 141 01</u></a>	WI2020	Scala, Nicholas
<a href="#"><u>DST 143 01</u></a>	FA2019	Scala, Nicholas

4A.II.2 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF PLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

I used more computerized training scan tool data and identified each component as a whole for DST 143. For DST 141, I focused more on actual hydraulic system and broke it down individually, this resulted in reaching all of my PLOs for both classes.

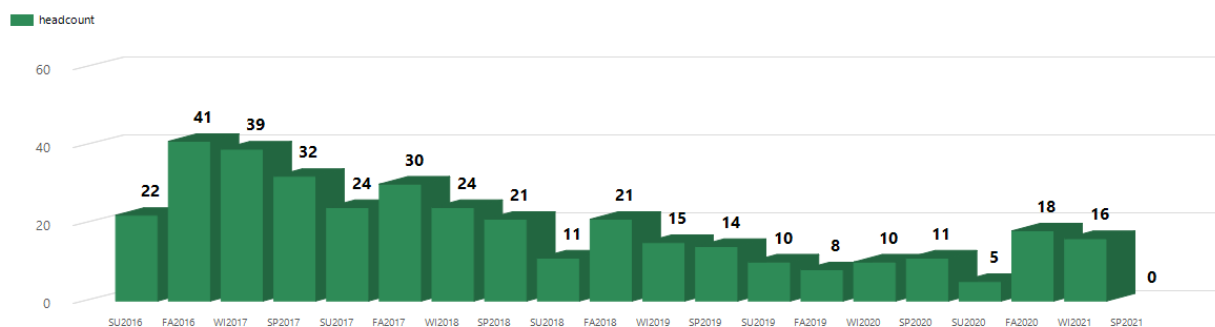
4B. STUDENT SUCCESS

4B.I. DESCRIBE ENROLLMENT TRENDS AND PLANS TO ADDRESS THEM.

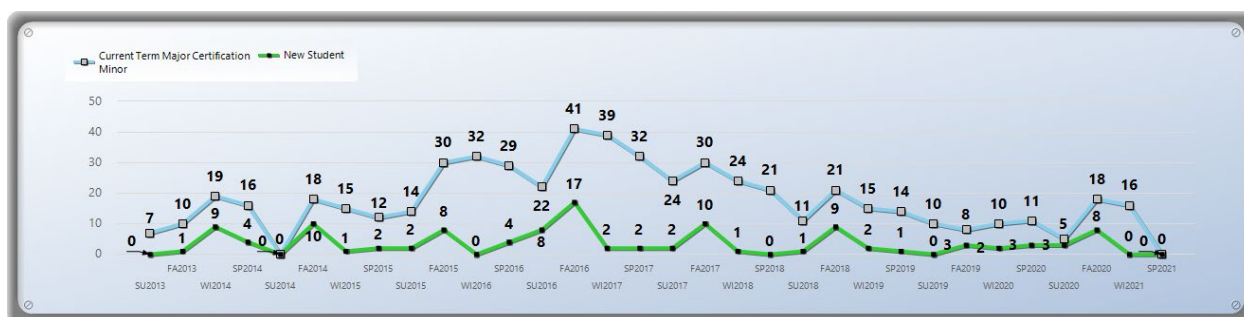
There was a lack of enrollment due to a cohort every other year and lack of confidence from prospective students. I brought years of relationships with industry leaders and high school teachers which has put confidence back in the Diesel Tech program. I plan to recruit and to place students in jobs, as well as accepting students every term.

### 5 Year Headcount Comparison

Academic Year	Term Year	Headcount
AY 2016-17	Total	134
AY 2017-18	Total	99
AY 2018-19	Total	61
AY 2019-20	Total	39
AY 2020-21	Total	39
<b>Total</b>		<b>372</b>



## Klamath Community College Instructional Program Review:



### 4B.II. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.

I have not yet completed a cohort.



### 4B.III. REVIEW TRANSFERABILITY OF PROGRAM.

#### 4B.III.1 DESCRIBE TRANSFERABILITY FROM HIGH SCHOOL TO KCC TO OUS.

High school Ag mechanics locally are attempting to bring basics to their programs so when they reach KCC they are aware of what to expect and are able to comfortably move forward with little struggle. We are preparing our graduates to either move on to a 4-year finishing institute such as Centralia College, or they are prepared to join the work force as a upper level intern.

#### 4B.III.2 HAS THIS CHANGED OVER THE LAST FIVE YEARS? IF SO, WHY? WHAT ARE THE IMPACTS ON STUDENTS AND THE PROGRAM?

Yes, in the past, students were not prepared for industry jobs, there was a lack of discipline and experience in the instructor level, it made it difficult to place students in the industry and a lack of registration into program. As we move forward I am gaining trust in the community.

## 4C. STUDENT ENGAGEMENT AND SATISFACTION



#### 4C.I. COURSE EVALUATIONS DATA AND ANALYSIS

[https://mykcc.klamathcc.edu/ICS/Faculty\\_CRM/Course\\_Evaluations.jnz](https://mykcc.klamathcc.edu/ICS/Faculty_CRM/Course_Evaluations.jnz)

See Appendix 8A.

##### 4C.I.1 DESCRIBE CHANGES MADE IN INSTRUCTIONAL METHODS BASED ON STUDENT COURSE EVALUATION DATA. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

More hands on, and more individual time with students that need extra help to become successful, print out and videos that allow students to engage in discussion groups.

##### 4C.I.2 DESCRIBE CHANGES MADE TO THE COURSE BASED ON STUDENT COURSE EVALUATION DATA.

I started using different materials for DST 240 such as new text books, a slower theory section in all courses.

More live work, and more group discussions.

#### 4C.II JOB PLACEMENT DATA AND ANALYSIS (IF AVAILABLE)

### 5. BUDGET

#### 5A. PROVIDE FIVE-YEAR COST MARGIN DATA AND ANALYSIS.

<b>Fees/Tuitions</b>	<b>SU2019</b>	<b>FA2019</b>	<b>WI2020</b>	<b>SP2020</b>	<b>A Y Total</b>
<b>Tuition</b>	13230	25878	10056	9644	<b>58808</b>
<b>Facility Fee</b>	810	1566	648	612	<b>3636</b>
<b>Technology Fee</b>	720	1392	576	544	<b>3232</b>
<b>Course Fee</b>	2475	7162.5	1650	1800	<b>13087.5</b>
<b>Distance Fee</b>	0	0	0	0	<b>0</b>
<b>Student Govt Fee</b>	225	435	180	170	<b>1010</b>
<b>Lakeview Fee</b>	0	0	0	0	<b>0</b>
<b>Other Tuition Fees</b>	0	0	0	0	<b>0</b>
<b>Enrollment</b>	18	33	24	16	<b>91</b>
<b>FTE</b>	3.882348	8.0235255	2.847054	2.76078	<b>17.5137075</b>
<b>Cost In Progress</b>	11988.75	42679.98633	30019.37229	32220.97223	<b>116909.0808</b>
<b>Margin In Progress</b>	1241.25	16801.98633	19963.37229	22576.97223	<b>58101.08085</b>
<b>Reimbursable FTE</b>	3.882348	7.764702	2.847054	2.76078	<b>17.254884</b>

5B. SUMMARIZE PREVIOUS ANNUAL PROGRAM VIABILITY STUDY RESULTS AND EXPLAIN HOW CHANGES IMPACTED STUDENT LEARNING OUTCOME PROFICIENCY. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

I cannot summarize as I was not employed at those times.

5C. EXPLAIN ANY BUDGETARY CHALLENGES AND ANY PLANS TO ADDRESS THEM.

We have asked for newer training aids and updated electronic diagnostic tools which we have been awarded.

## 6. CONCLUSION

6A. DESCRIBE PROGRAM STRENGTHS.

The diesel program has a lead instructor with 30 years of experience, the students are engaged in real life work that was not possible in the past, we have unlimited support from our Dean and VP. The diesel lead also has a lifetime of connections in the industry which allows for teaching aid equipment and live work. The students are able to bring in customer work and complete a real task. The diesel program has hired an adjunct/ TA that has been a advantage for students success.

6B. DESCRIBE PROGRAM WEAKNESSES.

Restoring the past reputation with industry leaders.

Losing students to other colleges who offer registration each term.

6C. DESCRIBE SUPPORT NEEDED.

More industry intern support.

6D. CREATE NEW GOALS AND LINK THEM TO THE STRATEGIC PLAN .

I would like to see more student enrollment, this would rely on my continued recruitment,

I would like to start holding high school skills competitions on our campus this would bring high school students into our diesel facility.

I have started upgrading teaching aids with a more modern equipment.

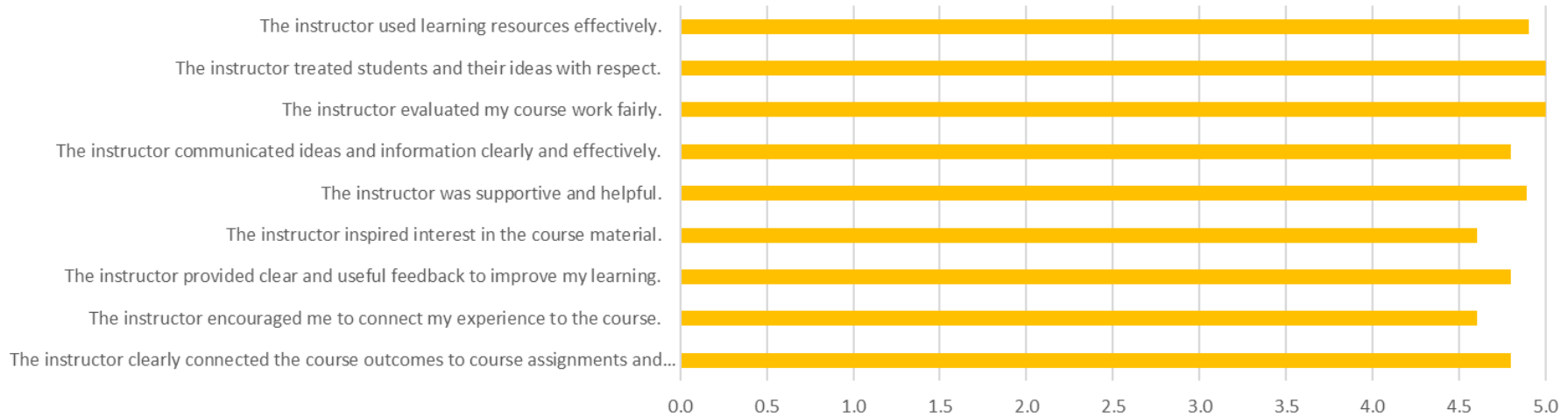
## 8. APPENDICES

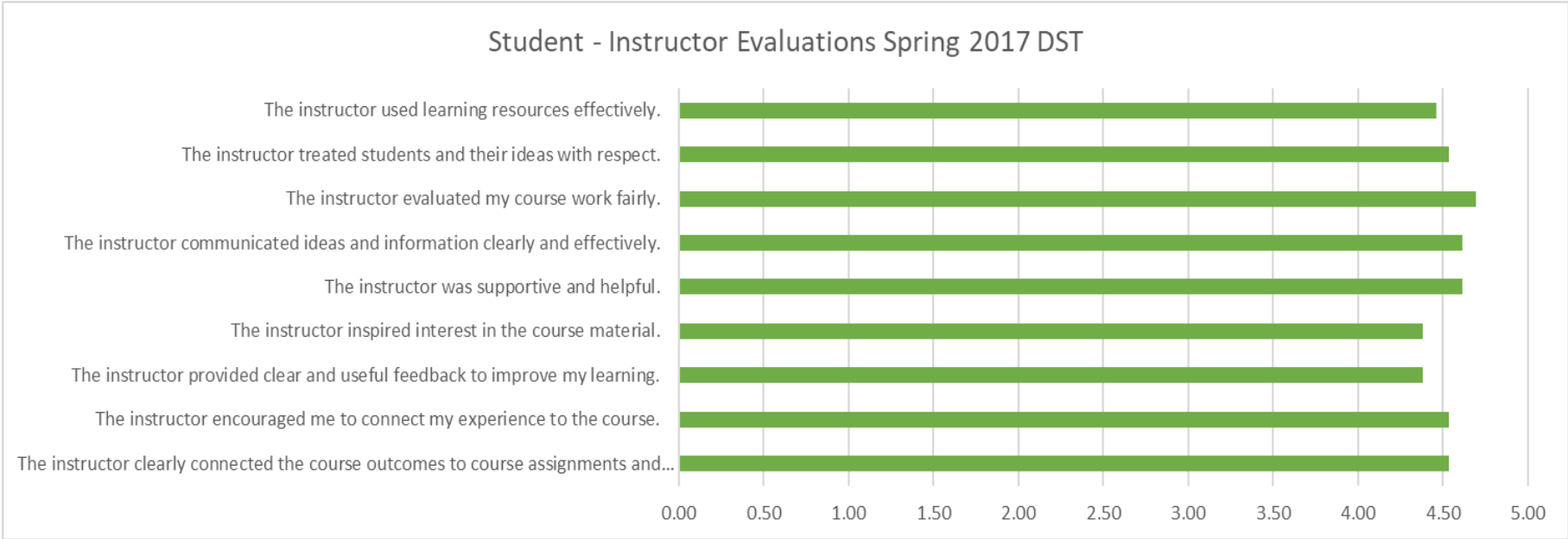
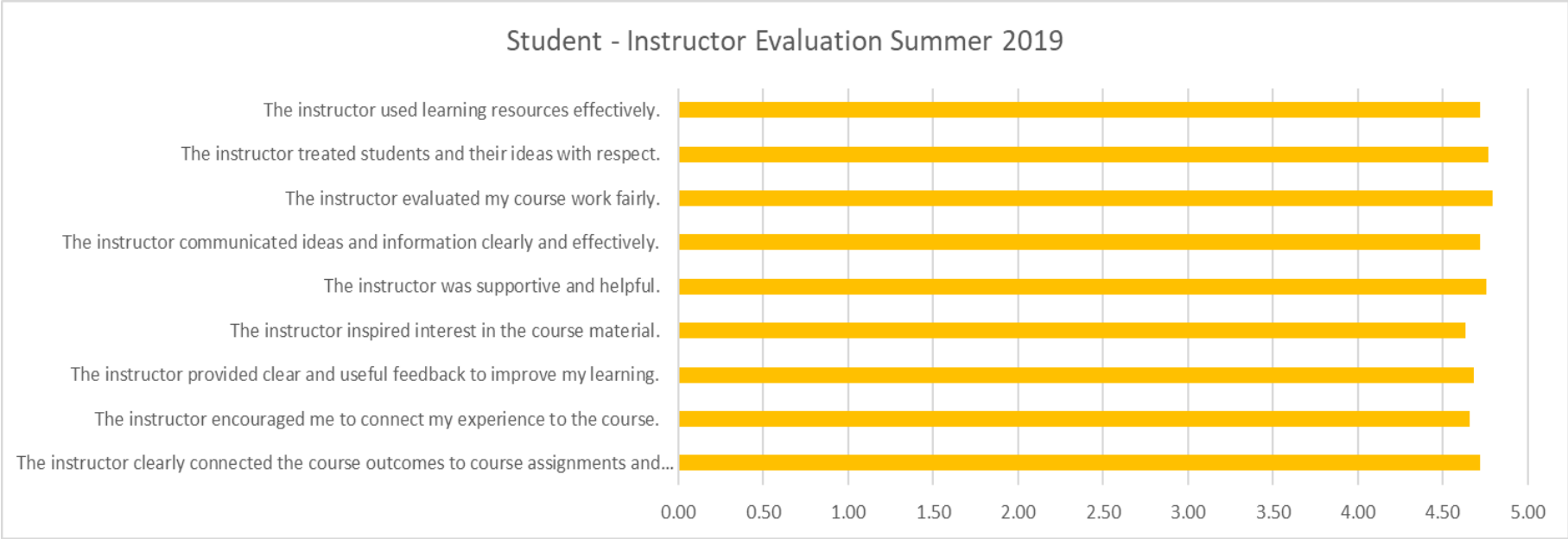
### 8A. INSTRUCTOR EVALUATIONS

Student - Instructor Evaluation Summer 2017



Student - Instructor Summer 2018 (DST)





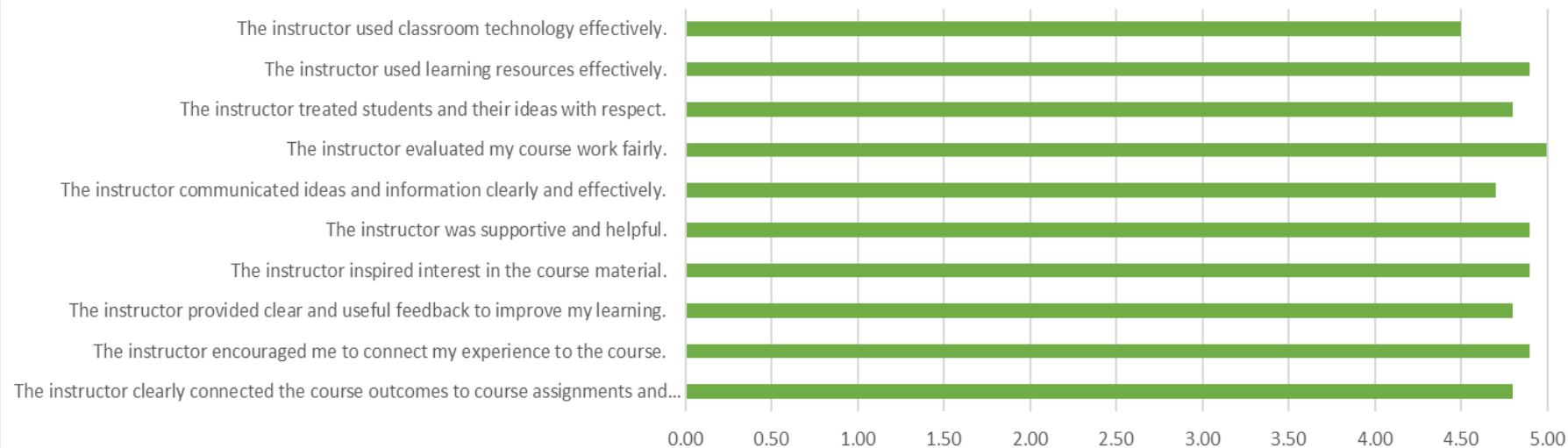
### Student - Instructor Evaluation Spring 2018 DST



### Student - Instructor Spring 2019 DST

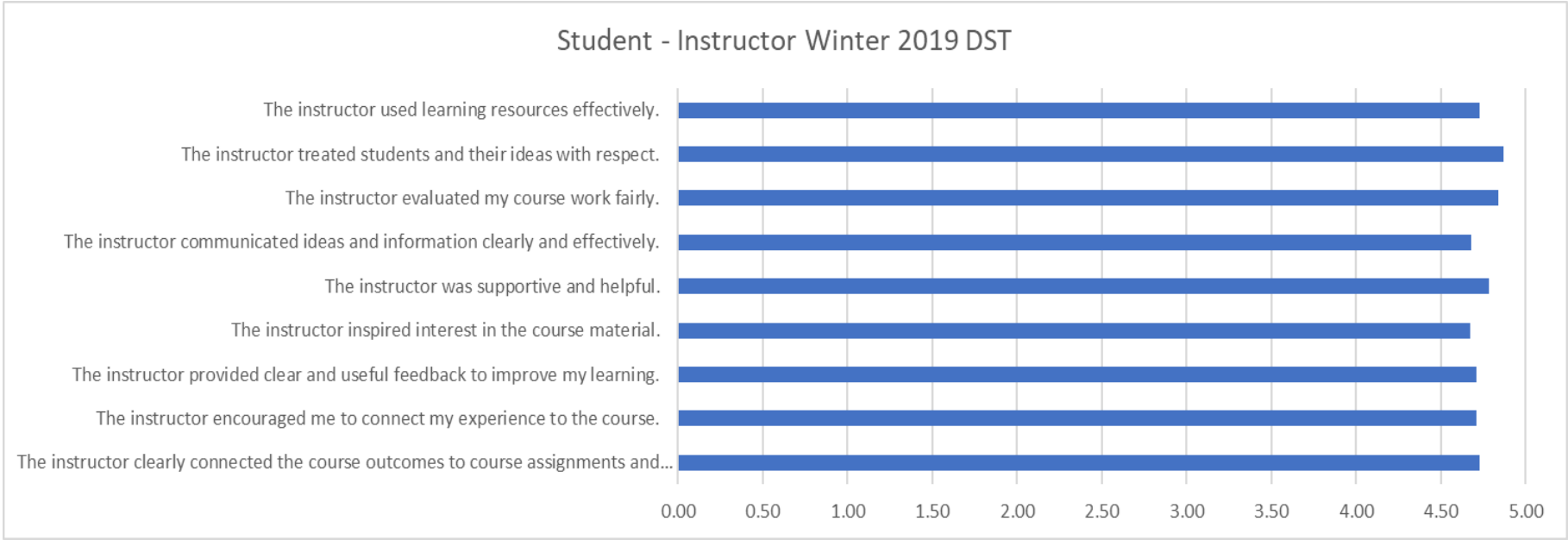
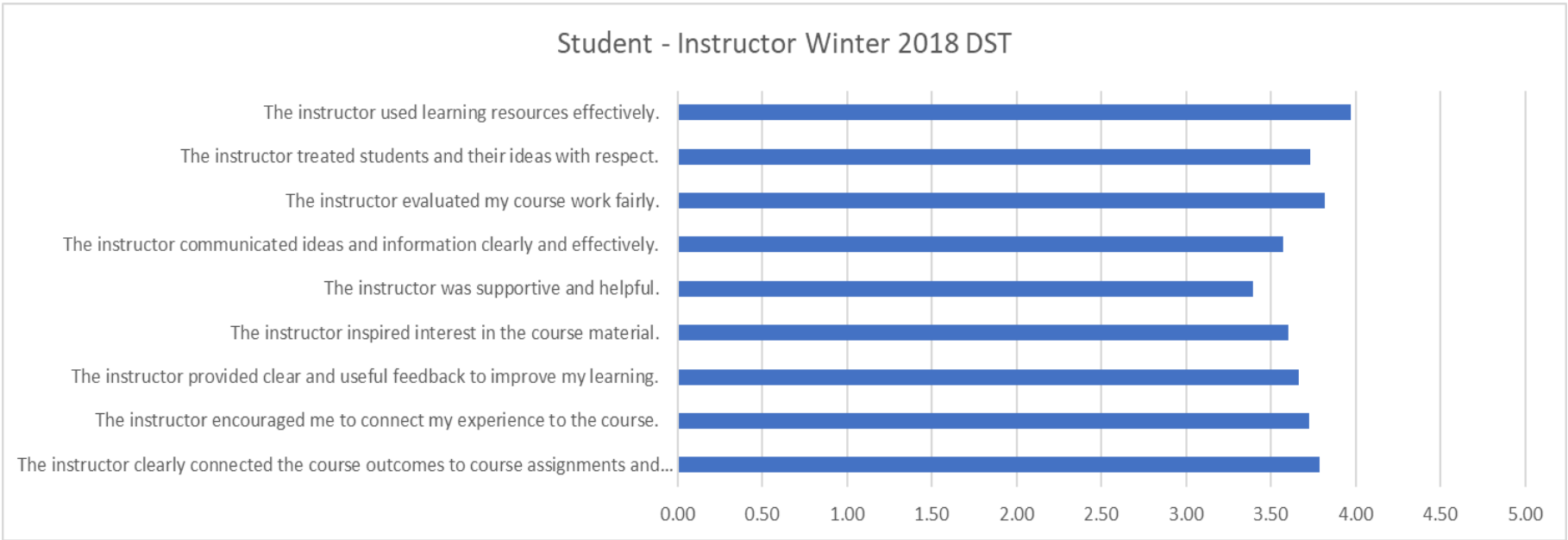


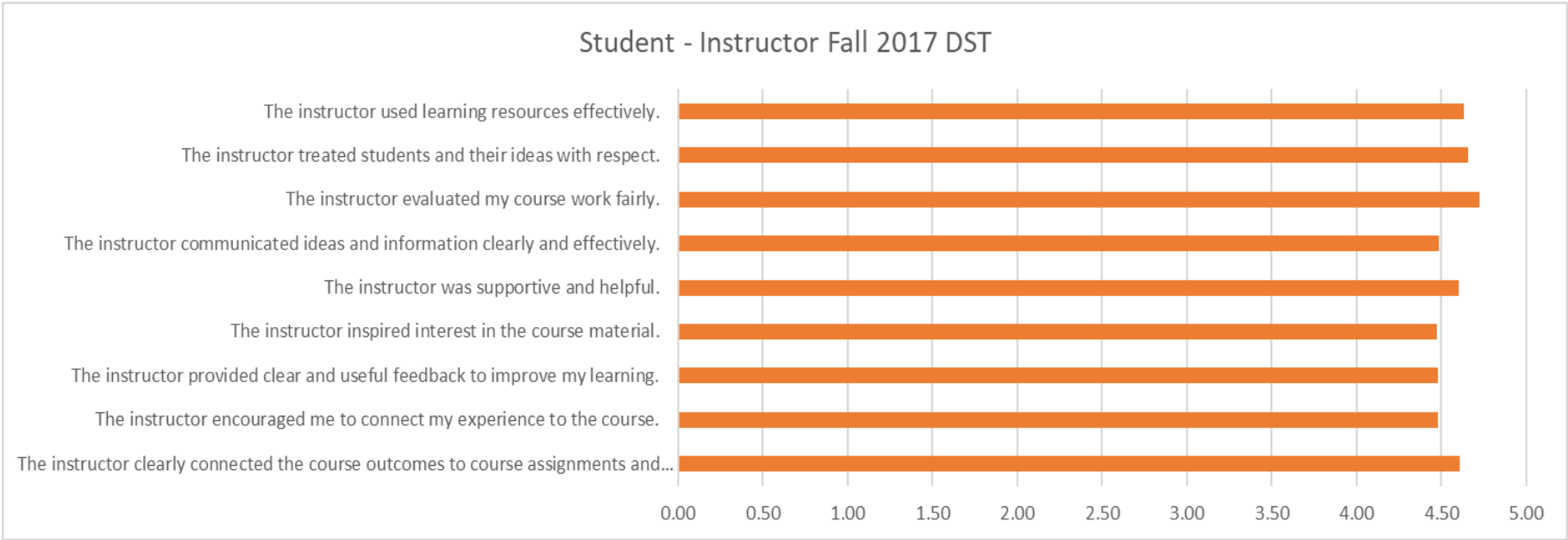
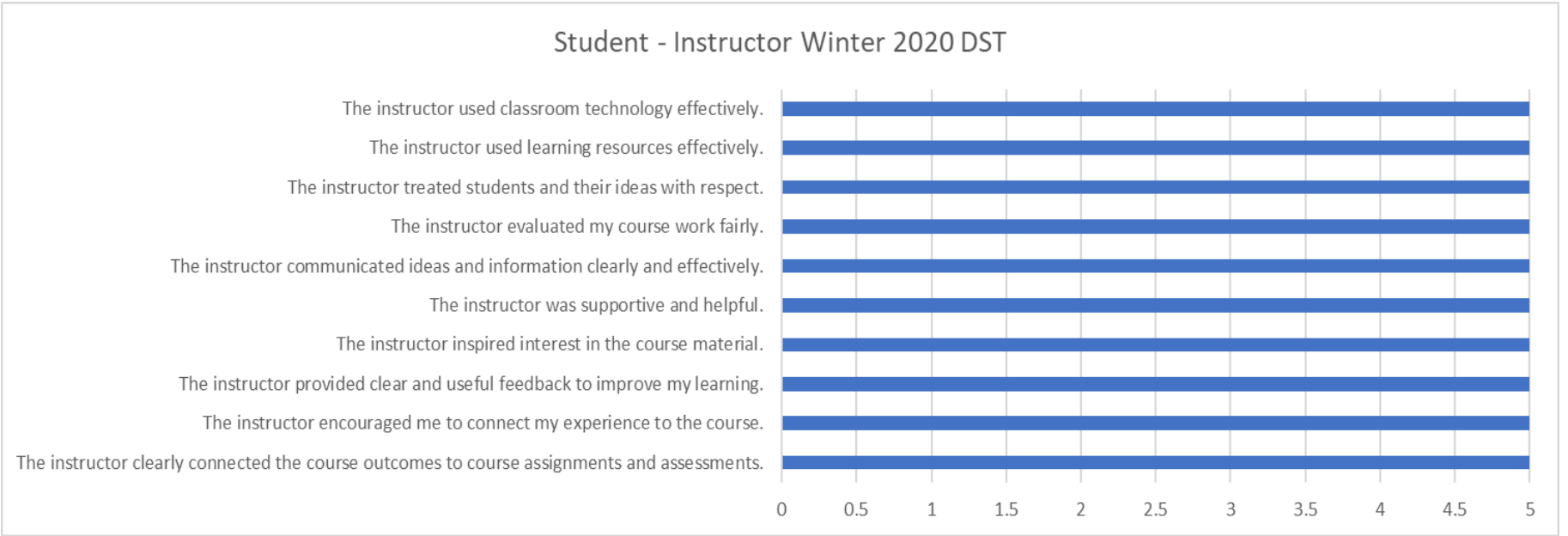
### Student - Instructor Evaluation Spring 2020 DST



### Student - Instructor Winter 2017 DST







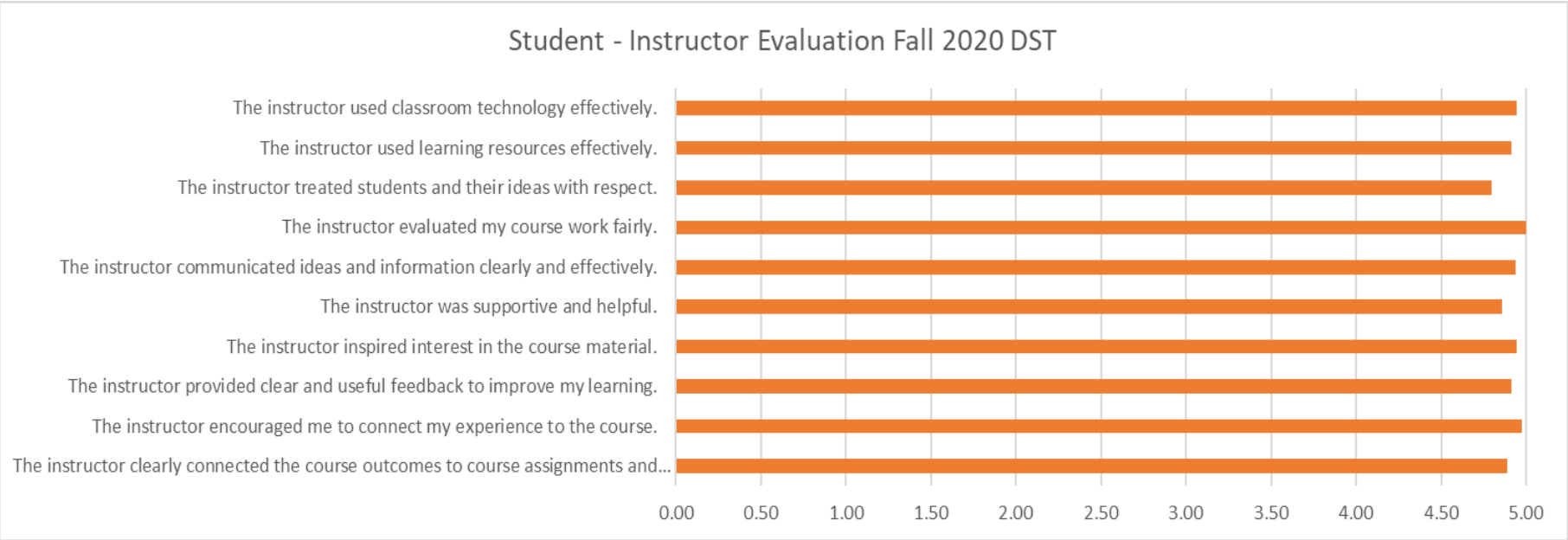


### Student - Instructor Evaluation Falls 2018 DST



### Student - Instructor Evaluation Fall 2019 DST





INSTRUCTIONAL PROGRAM REVIEW RUBRIC				
	Highly Developed	Developed	Emerging	Initial
<b>1—Accomplishments in Achieving Goals</b>	Exhibits ongoing and systematic evidence of goal achievement.	Exhibits evidence of goal achievement.	Exhibits some evidence that some goals have been achieved.	Minimal evidence that progress has been made toward achieving goals..
<b>2—Labor Market Projection</b>	Thoroughly explains projected market demand and potential effects on program; presents highly developed plan to address projection.	Explains projected market demand and discusses several possible actions to address projection.	Minimally explains projected market demand and lists one or two actions to address projection.	Presents labor market demand without analysis/explanation and fails to list possible actions to address projection.
<b>3—Resources</b>				
<b>Professional Development</b>	Exhibits ongoing and systematic support of professional development opportunities.	Exhibits support of regular professional development opportunities.	Evidence of intermittent professional development opportunities.	Minimal evidence of professional development opportunities.
<b>Faculty Meeting Instructional Needs</b>	Employs a sufficient number of highly qualified faculty to meet instructional needs.	Employs an adequate number of qualified faculty to meet instructional needs.	Has a plan to employ an adequate number of qualified faculty to meet instructional needs.	Faculty numbers and/or qualifications are insufficient to meet instructional needs.
<b>Facilities and Equipment</b>	Facilities and resources meet current and future needs.	Facilities and resources meet current needs.	Evidence of a plan to have facilities and resources meet current and future needs.	Minimal evidence that facilities and resources meet current and future needs.
<b>4—Effectiveness</b>				
<b>Student Learning Outcomes Assessment</b>	Exhibits ongoing and systematic SLO assessment to adjust instruction.	Exhibits student learning outcomes assessment and uses results to change instruction.	Has a plan to engage in ongoing and systematic SLO assessment, including using results to change instruction.	Minimal evidence of SLO assessment.

Klamath Community College Instructional Program Review:

<b>Student Success</b>	Thoroughly analyzes trends in enrollment, degrees awarded, time-to-completion rates, and formulates comprehensive plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and formulates plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and makes an attempt to plan to address them.	Minimal description of trends and/or fails to formulate plan to address them.
<b>5—Budget</b>	Financial resources meet current needs and are projected to meet future needs.	Financial resources meet current needs.	Evidence of a plan to acquire financial resources to meet current needs.	Minimal evidence that financial resources meet current needs.
<b>6—Strengths and Weaknesses</b>	Strengths and weaknesses are described accurately and thoroughly.	Most strengths and weaknesses are described accurately and thoroughly.	Some strengths and weaknesses are described accurately and thoroughly.	Minimal evidence that strengths and weaknesses are described accurately and thoroughly.
<b>7—New Goals and Plan</b>	Multiyear planning process with evidence of use of assessment data in planning.	Multiyear planning process with some assessment data.	Short-term planning process recently implemented.	Minimal evidence of planning process.
<b>8—Overall Evaluation</b>	Evidence of ongoing systematic use of planning in selection of programs and services.	Exhibits evidence that planning guides program and services selection that supports the college.	There is evidence that planning intermittently informs some selection of services to support the college.	Minimal evidence that plans inform selection the of services to support the college.
	<b>Highly Developed</b>	<b>Developed</b>	<b>Emerging</b>	<b>Initial</b>