



**KLAMATH**  
Community College

2022-23

Instructional Program  
Review  
Education

Peggy Bullock and Kelley Fritz

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## 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 (Prosperity): Increase Enrollment in Education/ECE Program
Measurable Target: An increase of 5% of students recorded at each fall term.
<ul style="list-style-type: none"><li>Increasing enrollment in the Education/ECE program is vital in order to continue to offer our community the option of a local education program in order to gain employment in educational settings.</li></ul>
Goal 2 (Excellence): Hiring of Full-Time Faculty
Measurable Target: One full-time instructor dedicated to the Education/ECE program will be added to the faculty.
There is a need for one full-time faculty member to be hired as the Education/ECE program continues to grow. This will decrease the need for adjunct instructors and will increase stability and quality in instruction.
Goal 3 (Community): Improve collaboration with the community and educational agencies
Measurable Target: Attendance at advisory committee meeting will be at least 10 members from various organizations.
In order to provide accessible education the program will reach out to potential students working in centers and or as childcare providers. The Education department will recruit through marketing for the 2 + 2 agrees with SOU in elementary education and early childhood development. The Educations department will use the advisory committee to collaborate with the community.
Goal 4 (Prosperity): Increase employment opportunity
<ul style="list-style-type: none"><li>Measurable Target: 80% of students will be employed in their field of study within 5 years of completion of a program at Klamath Community College</li></ul>

Students will be employed in their field of study within 5 years of completion of a program at Klamath Community College
Goal A (Planning): Improve sustainability
Measurable Target: Students will graduate with less debt and default rate will improve
<ul style="list-style-type: none"><li>To improve sustainability of the education department we will encourage purposeful planning of their financial aid.</li></ul>
Goal B (Prosperity): Increases in wages for education students
Measurable Target: Wages will improve for early childhood professionals
Income attainment reaching a living wage will increase well being of students to provide for themselves and their families

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.

**Early Childhood Educator**

The Early Childhood Educator Emphasis AAS degree is offered to those seeking employment in educational occupations.

Students are provided with a well-rounded and diverse education that consists of collegiate-level general education coursework and a core of technical courses in the fields of child development and education. Students gain practical experience by completing cooperative work experience and supervised practicum in local schools, child care centers, and agencies that serve children and families.

## Education – Paraeducator

The Education AAS degree is offered to those seeking employment in educational occupations.

This AAS degree also serves as a seamless pathway toward a four-year degree at Southern Oregon University.

Students are provided with a well-rounded and diverse education that consists of collegiate-level general education coursework and a core of technical courses in the fields of child development and education. All students gain practical experience by completing cooperative work experience and supervised practicum in local schools, child care centers, and agencies that serve children and families.

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

.

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

### Preschool Teachers, Except Special Education (252011)

East Cascades (Crook, Deschutes, Gilliam, Hood River, Jefferson, Klamath, Lake, Sherman, Wasco, Wheeler)

#### Description

Instruct preschool-aged children in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. Substitute teachers are included in "Teachers and Instructors, All Other" (25-3099). May be required to hold State certification. Excludes "Childcare Workers" (39-9011) and "Special Education Teachers" (25-2050).

#### Projections

Area	2020 Employment	2030 Employment	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	5,216	7,133	192	556	748

Area	2020 Employment	2030 Employment	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
East Cascades	No projections data is available for this occupation.				

[Data Sources and Limitations](#)

**Wages**

Area	Median Hourly	Avg Annual	Middle Range
Oregon	\$17.58	\$37,357	\$14.51 - \$18.61
East Cascades	\$14.90	\$35,132	\$14.07 - \$18.13

[Data Sources and Limitations](#)

**Current Job Openings**

There are 11 current job listings for this occupation.

Job Title	Location	Order Number	Wage Offered
<a href="#">Preschool Teacher</a>	Klamath Falls	3603105	
<a href="#">Preschool Teacher</a>	Klamath Falls	3603103	

Klamath Community College Instructional Program Review:

Job Title	Location	Order Number	Wage Offered
<a href="#">Preschool Teacher</a>	Klamath Falls	3603094	
<a href="#">Preschool Lead Teacher</a>	Klamath Falls	3603091	
<a href="#">Preschool Lead Teacher</a>	Klamath Falls	3598897	
<a href="#">Preschool Teacher</a>	Klamath Falls	3590299	
<a href="#">Toddler Teacher</a>	Klamath Falls	3590300	
<a href="#">Before and After School Teacher at Hugh Hartman</a>	Redmond	3587211	DOE, Neg.
<a href="#">Preschool Teacher</a>	Klamath Falls	3577885	
<a href="#">Preschool Lead Teacher</a>	Klamath Falls	3577881	

**Industries of Employment**

Industry	Employment
Educational Services	10



**Industry**

**Employment**

Health Care and Social Assistance	376
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**Occupations with Similar Skills**

[Kindergarten Teachers, Except Special Education](#)

[Elementary School Teachers, Except Special Education](#)

[Special Education Teachers, Preschool](#)

[Middle School Teachers, Except Special and Career/Technical Education](#)

[Childcare Workers](#)

**Statewide Employment Analysis**

Employment in this occupation in 2020 was somewhat larger than most occupations across the state. The total number of job openings is projected to be much larger than most occupations in Oregon through 2030. This occupation is expected to grow at a much faster rate than the statewide average growth rate for all occupations through 2030.

Reasonable employment opportunities exist.

**Area Employment Analysis**

Area employment analysis currently not available.

**Educational Requirements**

The typical entry level education for this occupation is a Associate's degree. Those with a Bachelor's degree have a competitive advantage in the labor market.

## Careers in Early Childhood Education

### Median Annual Salary

» United States:  
\$29,360

» Oregon State:  
\$37,123

» Klamath Region:  
\$35,607

### 2021-2030 Employment Projection

✓ **5% Growth**

### Entry Level Educational Requirements:

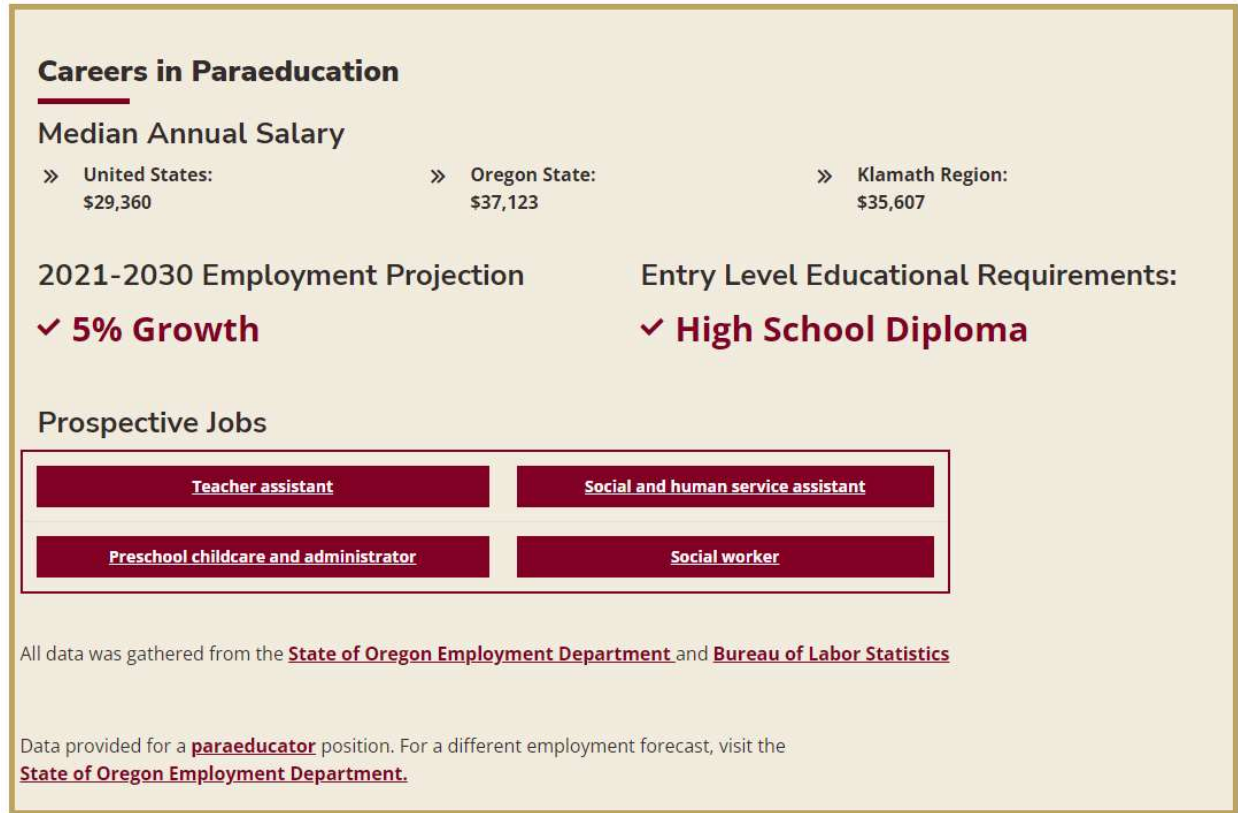
✓ **High School Diploma**

### Prospective Jobs

<a href="#">Teacher assistant</a>	<a href="#">Social and human service assistant</a>	<a href="#">Preschool teacher</a>
<a href="#">Preschool childcare and administrator</a>	<a href="#">Social worker</a>	<a href="#">Elementary school teacher</a>

All data was gathered from the [State of Oregon Employment Department](#) and [Bureau of Labor Statistics](#)

Data provided for a [teaching assistant](#) position. For a different employment forecast, visit the [State of Oregon Employment Department](#).



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

☐ Yes

☐ No

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?

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

### 3. RESOURCES

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

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

FIRST NAME	LAST NAME	EMAIL ADDRESS
Misha	Allen	misha.allen@faculty.klamathcc.edu
Breanna	Apostol	Breanna.Apostol@faculty.klamathcc.edu
Peggy	Bullock	bullock@klamathcc.edu
Michele	Comer	Shelli.Comer@klamathcc.edu
Kelley	Fritz	fritz@klamathcc.edu
Ana	Mercado Rojano de Ratliff	Ana.MercadoRatliff@klamathcc.edu

ID	Instructor Name	Taught DC	Taught RG	Sub Group	Original Hire Date	School	Degree	Major
574907	Allen, Misha	N	Y	ADJCR	1/4/2021	Pacific Oaks College	Master of Arts	Human Development Enrollment
574907	Allen, Misha	N	Y	ADJCR	1/4/2021	California State University, San Bernardino	Bachelor of Arts	Human Development; Child
577823	Apostol, Breanna	N	Y	ADJCR	12/14/2021			
518696	Bullock, Peggy	Y	Y	F9MO	1/1/2002	Freed-Hardeman Univ	Master of Science	Curriculum & Instruction
518696	Bullock, Peggy	Y	Y	F9MO	1/1/2002	SO. Oregon University	Bachelor of Science	Health/PE-Athletic Training
525009	Heidrich, Delana	Y	N			Dominican College	Master of Science	Education: Curriculum &
525009	Heidrich, Delana	Y	N			Dominican College	Bachelor of Arts	Psychology
500307	Mercado Rojano de Ratliff, Ana	Y	Y	ADMPT	1/22/2007	Southern Oregon University	Master of Arts	Teaching/Middle High Spanish

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

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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?

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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

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

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

- ☐Yes  
☐No  
☐Somewhat

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

- ☐Yes  
☐No  
☐Somewhat

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

- ☐Yes  
☐No  
☐Somewhat

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

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

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

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

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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).

#### 4. EFFECTIVENESS

##### 4A. STUDENT LEARNING OUTCOMES ASSESSMENT

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

CLOs		
Course Code	Term Year	Instructor
<a href="#">ECE 101 01 DE</a>	FA2021	Fritz, Kelley 547340
<a href="#">ECE 102 01 DE</a>	SP2020	Walker Henderson, Kathleen 549320
<a href="#">ECE 103 01 DE</a>	SP2017	Walker Henderson, Kathleen 549320
<a href="#">ECE 103 01 DE</a>	WI2019	Walker Henderson, Kathleen 549320
<a href="#">ECE 113 01</a>	WI2018	Walker Henderson, Kathleen 549320
<a href="#">ECE 122 01 DE</a>	FA2018	Smith-Verneris, Kerresa 515859
<a href="#">ECE 160 01 DE</a>	FA2020	Bullock, Peggy 518696
<a href="#">ECE 160 01 DE</a>	FA2020	Bullock, Peggy 518696
<a href="#">ECE 162 01 DE</a>	SP2021	Bullock, Peggy 518696
<a href="#">ECE 249 01 DE</a>	WI2021	Allen, Misha 574907
	WI2019	Mace, Nicole 559181

<a href="#">EDU 133 01 DE</a>		
<a href="#">EDU 200 01</a>	FA2021	Bullock, Peggy 518696
<a href="#">EDU 251 01 DE</a>	SP2020	Bullock, Peggy 518696
<a href="#">EDU 251 01H</a>	SP2018	Christensen, Martha 501091

ILOs		
Course Code	Term Year	Instructor
<a href="#">ECE 249 01 DE</a>	WI2022	Fritz, Kelley 547340
<a href="#">ECE 275 01 H</a>	SP2021	Fritz, Kelley 547340
<a href="#">EDU 113 01 DE</a>	WI2022	Bullock, Peggy 518696
<a href="#">EDU 133 01 DE</a>	WI2021	Bullock, Peggy 518696

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

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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.

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

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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.

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4A.II PROGRAM LEARNING OUTCOMES (PLO)

**Early Childhood Educator**

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

- Create developmentally and culturally appropriate learning environments and curricula to foster optimum growth and development of learners.
- Identify and teach to differences in race, gender, ability, age, language, family composition, culture, ethnicity, socioeconomic status, and religion.
- Explain the complex characteristics of families and communities as well as the social, emotional, cognitive, and physical aspects of growth and development.
- Demonstrate an understanding of observation techniques, assessment tools, documentation procedures as well as resources and applicable regulations/laws for all learners, specifically for those with disabilities and other special needs.
- Apply developmentally and culturally appropriate teaching and guidance theories, principles, and practices.
- Demonstrate participation in leadership, advocacy, personal growth, and professional development activities.

**Education – Paraeducator**

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

- Create developmentally and culturally appropriate learning environments and curricula to foster optimum growth and development of learners.
- Identify and teach to differences in race, gender, ability, age, language, family composition, culture, ethnicity, socioeconomic status, and religion.
- Explain the complex characteristics of families and communities as well as the social, emotional, cognitive, and physical aspects of growth and development.
- Demonstrate an understanding of observation techniques, assessment tools, documentation procedures as well as resources and applicable regulations/laws for all learners, specifically for those with disabilities and other special needs.
- Apply developmentally and culturally appropriate teaching and guidance theories, principles, and practices.
- Demonstrate participation in leadership, advocacy, personal growth, and professional development activities.



Klamath Community College Instructional Program Review:

- Meet the first- and second-year requirements for the Southern Oregon University Bachelor of Science in Elementary Education.

PLOs		
Course Code	Term Year	Instructor
<a href="#"><u>ECE 101 01</u></a>	FA2018	Robertson, Howard 567519
<a href="#"><u>ECE 101 01 DE</u></a>	FA2019	Bullock, Peggy 518696
<a href="#"><u>ECE 101 01 DE</u></a>	SP2021	Allen, Misha 574907
<a href="#"><u>ECE 101 01 DE</u></a>	FA2021	Fritz, Kelley 547340
<a href="#"><u>ECE 103 01 DE</u></a>	WI2019	Walker Henderson, Kathleen 549320
<a href="#"><u>ECE 103 01 DE</u></a>	WI2022	Fritz, Kelley 547340
<a href="#"><u>ECE 103 01 DE</u></a>	WI2022	Fritz, Kelley 547340
<a href="#"><u>ECE 103 01 H</u></a>	WI2021	Fritz, Kelley 547340
<a href="#"><u>ECE 103 01H</u></a>	SP2018	Walker Henderson, Kathleen 549320
<a href="#"><u>ECE 103 01H</u></a>	SP2018	Walker Henderson, Kathleen 549320
<a href="#"><u>ECE 113 01</u></a>	WI2018	Walker Henderson, Kathleen 549320
<a href="#"><u>ECE 122 01 DE</u></a>	FA2020	Walker Henderson, Kathleen 549320
<a href="#"><u>ECE 162 01 DE</u></a>	SP2022	Fritz, Kelley 547340
	SP2019	Robertson, Howard

<a href="#"><u>ECE 275 01</u></a>		567519
<a href="#"><u>ECE 275 01 H</u></a>	SP2021	Fritz, Kelley 547340
<a href="#"><u>ECE 275 01 H</u></a>	SP2021	Fritz, Kelley 547340
<a href="#"><u>EDU 200 01 DE</u></a>	FA2020	Fritz, Kelley 547340
<a href="#"><u>EDU 251 01 DE</u></a>	SP2022	Bullock, Peggy 518696

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

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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.

#### 4B. STUDENT SUCCESS

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

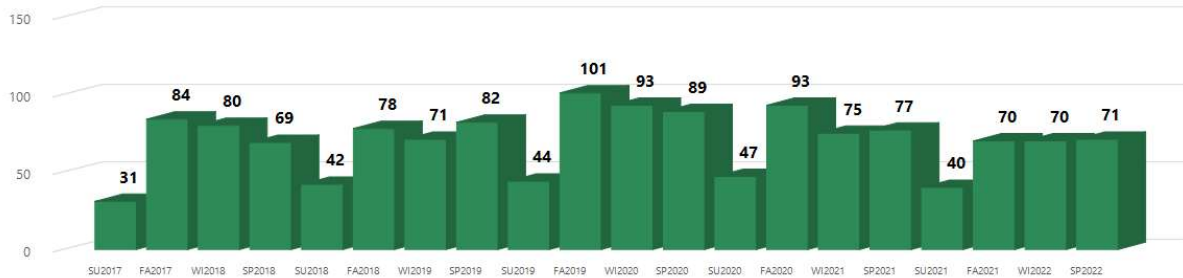
5 Year Headcount Comparison if total education (Early Education and Paraeducator is combined)

## Klamath Community College Instructional Program Review:

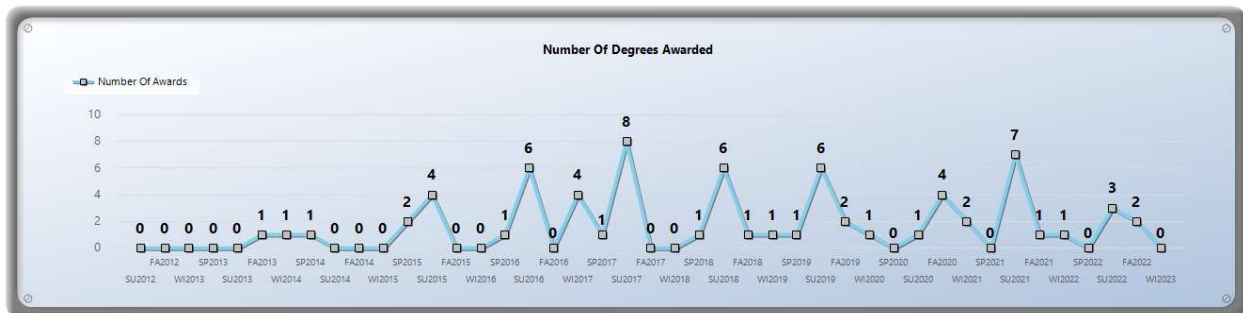
**5 Year Headcount Comparison**

Academic Year	Term Year	Headcount
AY 2017-18	Total	264
AY 2018-19	Total	273
AY 2019-20	Total	327
AY 2020-21	Total	292
AY 2021-22	Total	251
<b>Total</b>		<b>1407</b>

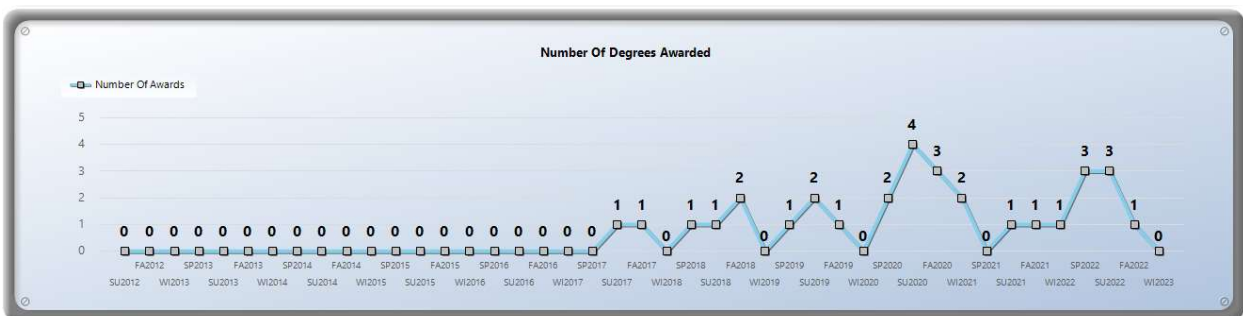
headcount



## Early Childhood Education



## Education - Paraeducator



4B.ii. Describe degree awarded trends and plans to address them.

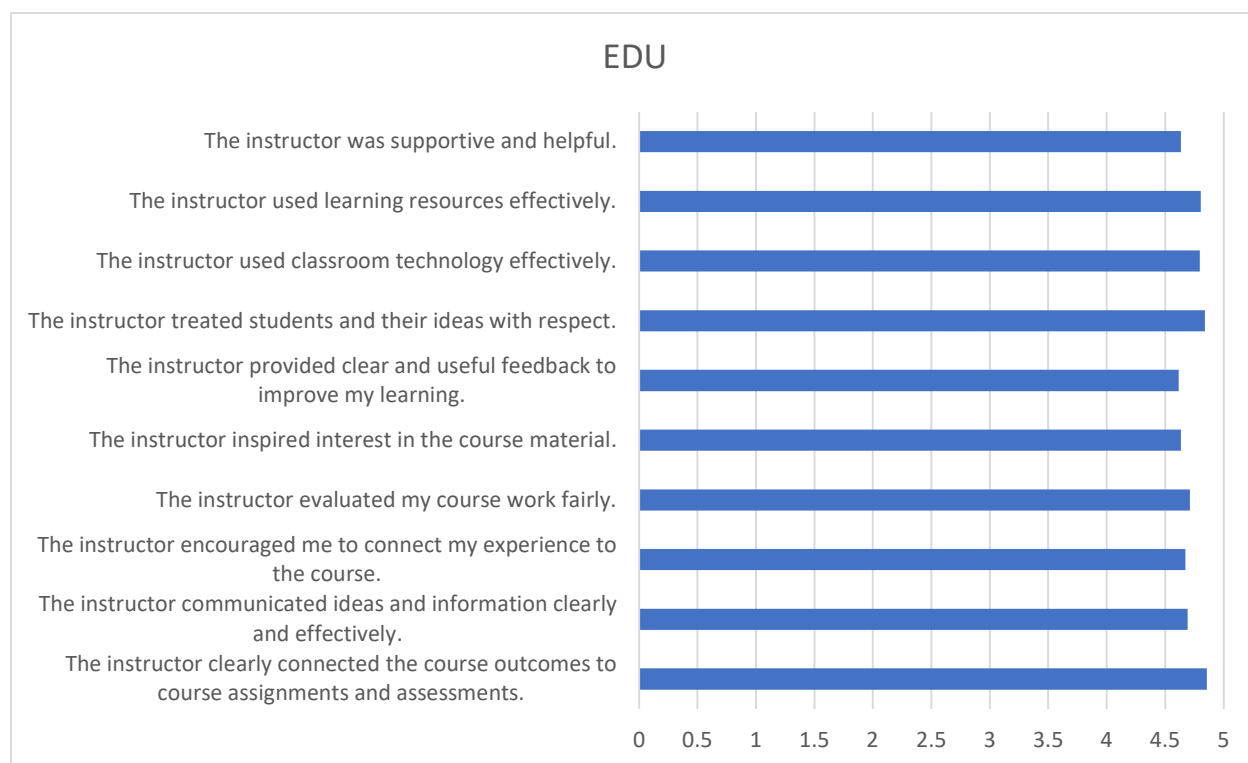
4B.III. REVIEW TRANSFERABILITY OF PROGRAM.

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

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

4C. STUDENT ENGAGEMENT AND SATISFACTION

4C.I. COURSE EVALUATIONS DATA AND ANALYSIS



CRS CDE	Number Of CLOs	Number Of PLOs	Number Of ILOs	Latest Term/Year Offered	Latest Date Offered
EDU 113	4	6	5	FA2022	12/9/2022
EDU 133	7	0	0	WI2023	3/24/2023
EDU 133L	7	0	0	WI2023	3/24/2023
EDU 198	1	0	0	SP2015	6/13/2015
EDU 199	1	0	0	SU2005	8/13/2005
EDU 200	6	7	5	SP2023	6/16/2023
EDU 251	6	13	5	SP2023	6/16/2023
EDU 252	1	0	0	SP2023	6/16/2023
EDU 258	5	6	5	WI2020	3/20/2020
EDU 280	1	7	5	SP2023	6/16/2023

EDU 298	1	0	0	SP2005	6/11/2005
EDU 299	1	0	0	WI2016	3/18/2016

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.

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

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

## 5. BUDGET

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

Academic Year	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22
Tuition	\$ 128,663	\$ 123,541	\$ 135,870	\$ 116,460	\$ 97,404
Enrollment	455	429	408	419	347
Cost In Progress	\$ 48,702	\$ 95,593	\$ 75,716	\$ 101,175	\$ 123,424
Margin In Progress	\$ 79,961	\$ 27,948	\$ 60,154	\$ 15,285	\$ (26,020)
FTE	32.50	28.73	29.70	27.65	24.01

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.

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

## 6. CONCLUSION

6A. DESCRIBE PROGRAM STRENGTHS.

6B. DESCRIBE PROGRAM WEAKNESSES.

6C. DESCRIBE SUPPORT NEEDED.

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

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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>