



2018-19

Non-Instructional
department Review

Center for Teaching and
Learning / Distance Education

Center for Teaching and Learning /Distance Education

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1. SUPPORT OF THE COLLEGE MISSION

1A. SUMMARIZE DEPARTMENT IN TERMS OF KEY FUNCTIONS AND RESPONSIBILITIES.

The Center for Teaching and Learning and Distance Education (CTL/DE) department plays key roles at Klamath Community College (KCC). The CTL/DE is responsible for the following areas at KCC: distance education, instructional design, instructional innovation training, and assessment and curriculum. The CTL/DE oversees the Canvas learning management system, helps instructors design their courses, provides appropriate faculty training, and provides help in areas of assessment and curriculum. The CTL/DE, by using Canvas, provides the ability to offer courses online that would otherwise be unavailable to non-traditional students.

1B. DESCRIBE HOW THE DEPARTMENT SUPPORTS THE OVERALL MISSION OF THE COLLEGE AS ADOPTED BY THE BOARD OF EDUCATION.

Improve Prosperity – The CTL/DE department works to provide professional development opportunities to the KCC faculty in the areas of classroom technology, pedagogy, and andragogy. The focus is both on faculty and student retention, which leads to student completion. Completion leads to better life opportunities.

Improve Access – The CTL/DE department works with all Klamath Community College departments to increase faculty access and retention and student access, retention and completion regardless of enrollment status and modality (admin, non-admit, Dual Credit, Face-to-face, hybrid, community education). The CTL/DE department provides support in the Canvas learning management system with faculty, student services, and TRiO. The CTL/DE will continue to look for other departments that they can help with improving access to Klamath Community College. Two areas of interest are: Veterans and the new International program that is coming to Klamath Community College

Improve Enhanced Reputation for Excellence - Work with departments, faculty, staff, and students to increase communications regarding assessment, instructional design, Canvas course building, navigation and changes, classroom technology implementation and new emerging technologies. Improve new faculty success by introducing the faculty member to educational tools and methodology that aligns with Klamath Community College's strategic plan.

Increase Community Partnerships – The CTL/DE department has provided space on Canvas to the Small Business Development Center to promote their new program Badger Venture to reach students who do not come to campus. Additionally, the CTL/DE department has reached out to our Dual Credit partners to offer the Dual Credit faculty Canvas and technology support that is needed to communicate with their lead faculty members.

Improve Use of Thoughtful Planning – The CTL/DE department has recognized that they are a growing department and has prepared to ask for additional personnel and a dedicated space for a physical center, which have been addressed throughout this document. In addition, the CTL/DE department has petitioned for a grant from Steelcase Furniture Company, in preparation for a dedicated space. The grant, if approved, will allot the CTL/DE department \$67,000 of new furniture. In the event the grant is not approved, the CTL/DE department will work with facilities to acquire surplus furniture.

1C. DESCRIBE THE POPULATION SERVED BY THE DEPARTMENT

Klamath Community College Non-Instructional department Review:

The Center for Teaching and Learning is not here to tell you how to teach, we are here to help you teach!

The CTL/DE works hard in their endeavor to help faculty, regardless of status and modality, to use the tools available to them. This includes providing workshops, lunch and learns, and one-on-one help on multiple topics. These topics can include, but are not limited to: Instructor Presence, Early Alerts, Office 365, and Canvas.

Besides working with all faculty, CTL/DE has branched out to work with the K-12 Coordinator to provide support for Dual Credit instructors and their leads, to simplify the observation requirement that will be enforced by the state in Fall 2019 (Appendix A). This included setting up a SharePoint site for the Dual Credit instructors to use alongside their leads to upload observation videos and pass along information. This is the first year that KCC has offered this service to the Dual Credit instructors. It will be unknown whether the process is a success until the end of the year, once evaluated, the appropriate actions will be taken and documented.

Besides working with faculty, the CTL /DE department is working with KCC students who use Canvas, regardless of modality. Starting in Winter 2019, the CTL/DE department has been offering Canvas training for any student. Again, this is a new process and there is no significant data to analyze to improve the process. The CTL/DE department will continue offering this training before the beginning of each new term. Each student who is enrolled for the term will receive an email, with a follow-up text to remind them that the training is available. Furthermore, the CTL/DE department works with any student that needs help in Canvas and other areas as needed.

The CTL/DE department has been reaching out to other KCC departments on Campus to promote activities to students using the Canvas banner feature. The DE Coordinator has been responsible for providing student services with banners in Canvas regarding a survey for students and their Monte Carlo Night, SBDC's Badger Venture program, and Enrollment Services' 15 to Finish message.

The CTL/DE has worked to create Canvas courses for: New Student Orientation, TRiO for incoming and TRiO students to facilitate better services for these populations.

1D. DESCRIBE DEPARTMENT RESOURCES INCLUDING USAGE METRICS.

Overall, higher education enrollment numbers are down, however, online education is steadily rising (Figure 1 and Figure 2) across the nation. In Oregon, community colleges lead the numbers in online enrollment, compared to their university counter-parts (Figure 3, Figure 4, and Figure 5). The CTL/DE department uses this data in addition to the data provided by the Institutional Researcher (IR), to understand the different educational trends happening at Klamath Community College and how to use that data to ensure student success, regardless of modality.

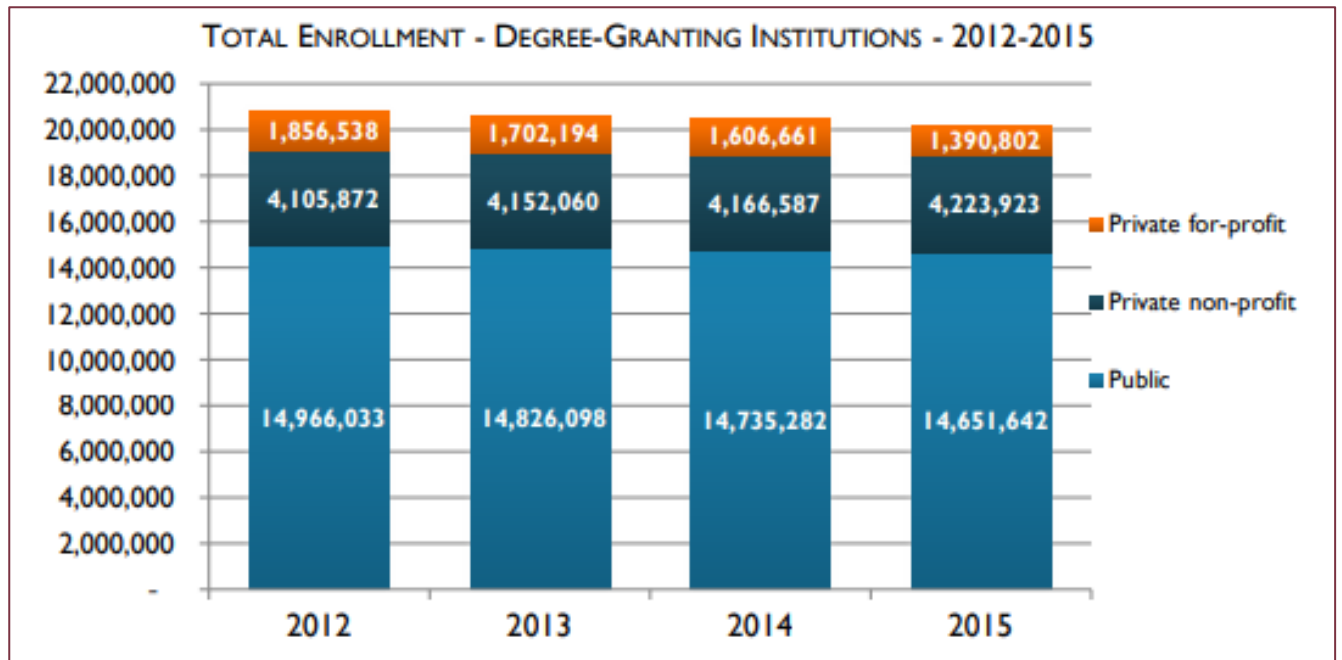


Figure 1 - https://www.onlinelearningsurvey.com/reports/almanac/national_almanac2017.pdf (P. 3-4)

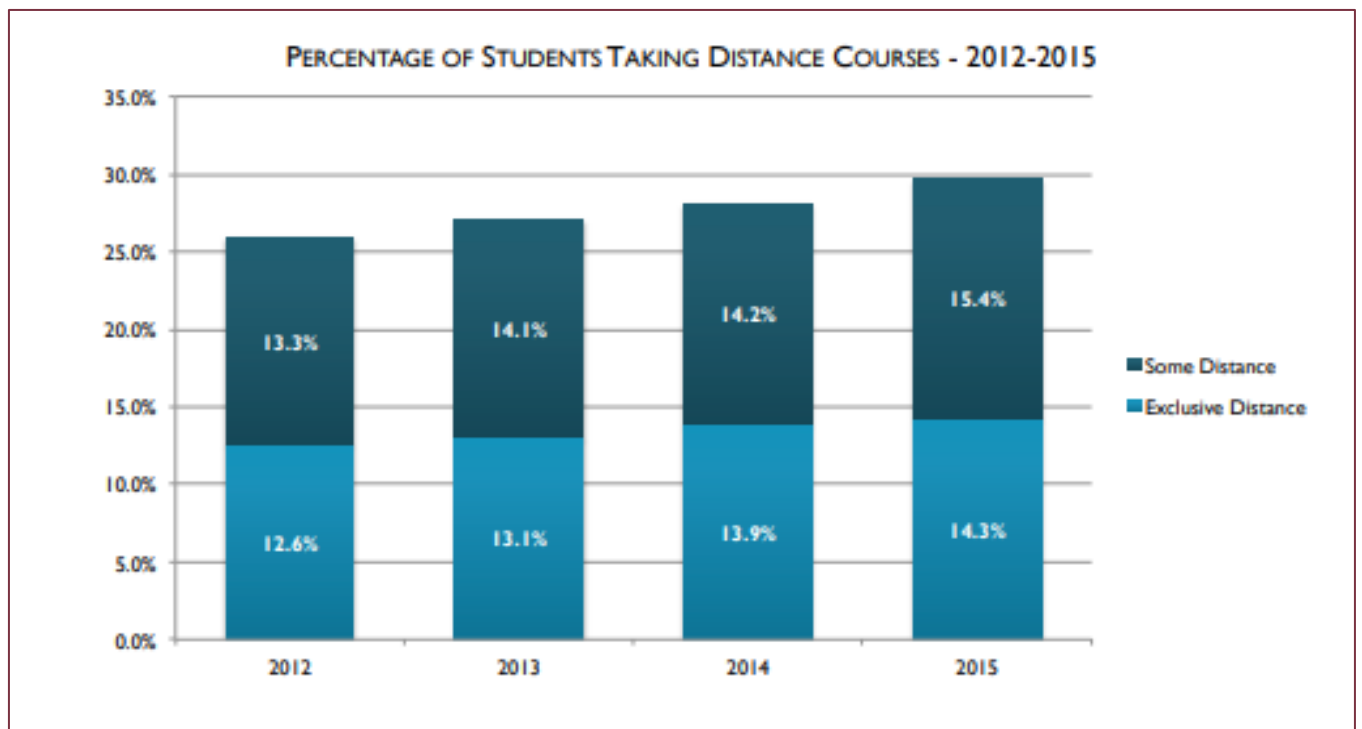


Figure 2 - https://www.onlinelearningsurvey.com/reports/almanac/national_almanac2017.pdf (P. 3-4)

Overall Enrollment in Oregon

Top 10 Institutions by Total Numbers of Students - 2015

Rank	Institution	Total	Undergrad	Graduate	Control
1	Oregon State University	29,576	24,612	4,964	Public
2	Portland Community College	29,003	29,003	0	Public
3	Portland State University	27,488	21,980	5,508	Public
4	University of Oregon	24,032	20,538	3,494	Public
5	Chemeketa Community College	11,454	11,454	0	Public
6	Mt Hood Community College	8,758	8,758	0	Public
7	Lane Community College	8,583	8,583	0	Public
8	Concordia University-Portland	7,182	1,182	6,000	Private not-for-profit
9	Clackamas Community College	6,407	6,407	0	Public
10	Southern Oregon University	6,088	5,421	667	Public

Top 10 Institutions by Enrollment Growth 2012-2015

Rank	Institution	2012	2015	Change	Control
1	Concordia University-Portland	3,111	7,182	4,071	Private not-for-profit
2	Oregon State University	26,363	29,576	3,213	Public
3	Oregon Institute of Technology	3,991	4,777	786	Public
4	George Fox University	3,484	3,925	441	Private not-for-profit
5	Pacific University	3,417	3,810	393	Private not-for-profit
6	University of Portland	3,981	4,338	357	Private not-for-profit
7	American College of Healthcare Sciences	389	689	300	Private for-profit
8	University of Western States	589	839	250	Private not-for-profit
9	Oregon State University-Cascades Campus	798	1,016	218	Public
10	Southwestern Oregon Community College	2,122	2,338	216	Public

Figure 3 - https://www.onlinelearningsurvey.com/reports/almanac/oregon_almanac2017.pdf (P. 27)

Distance Enrollment in Oregon

Top 10 Institutions by Distance Enrollment - 2015

Rank	Institution	Total	Undergrad	Graduate	Control
1	Portland Community College	10,849	10,849	0	Public
2	Oregon State University	10,148	8,987	1,161	Public
3	Portland State University	6,520	5,684	836	Public
4	Concordia University-Portland	5,938	447	5,491	Private not-for-profit
5	Chemeketa Community College	3,760	3,760	0	Public
6	Lane Community College	3,475	3,475	0	Public
7	University of Oregon	2,929	2,717	212	Public
8	Clackamas Community College	2,528	2,528	0	Public
9	Eastern Oregon University	2,175	1,943	232	Public
10	Mt Hood Community College	2,068	2,068	0	Public

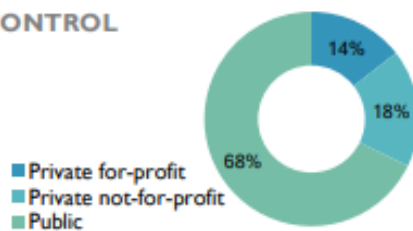
Top 10 Institutions by Distance Enrollment Growth 2012-2015

Rank	Institution	2012	2015	Change	Control
1	Concordia University-Portland	1,374	5,938	4,564	Private not-for-profit
2	Oregon State University	6,351	10,148	3,797	Public
3	Portland State University	3,904	6,520	2,616	Public
4	University of Oregon	1,957	2,929	972	Public
5	Klamath Community College	0	821	821	Public
6	Western Oregon University	1,055	1,671	616	Public
7	Clackamas Community College	2,030	2,528	498	Public
8	Central Oregon Community College	789	1,236	447	Public
9	American College of Healthcare Sciences	389	689	300	Private for-profit
10	Oregon Institute of Technology	964	1,247	283	Public

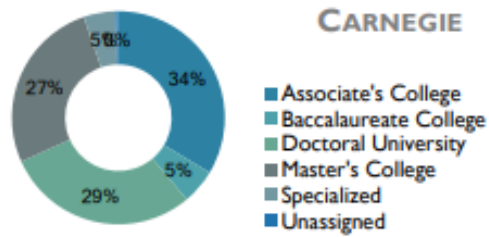
Figure 4-https://www.onlinelearningsurvey.com/reports/almanac/oregon_almanac2017.pdf

Distribution of Distance Student Enrollment

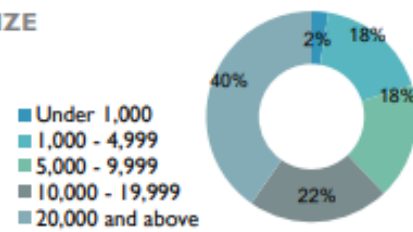
CONTROL



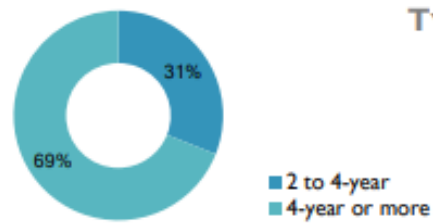
CARNEGIE



SIZE

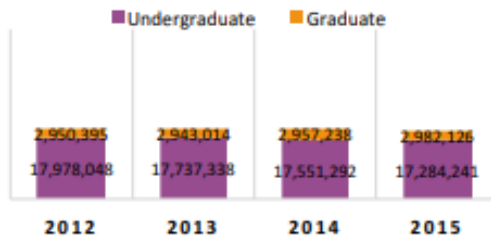


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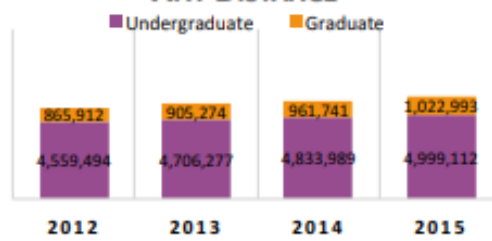


Enrollment Trends

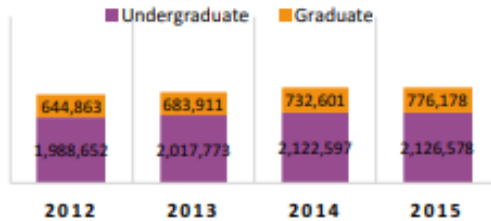
TOTAL STUDENTS



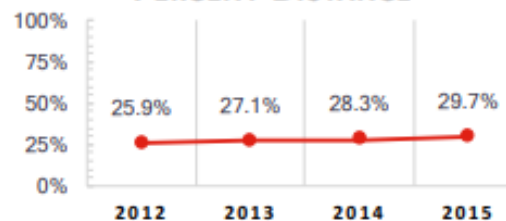
ANY DISTANCE



EXCLUSIVELY DISTANCE



PERCENT DISTANCE



Exclusively Distance Student Locations

2015

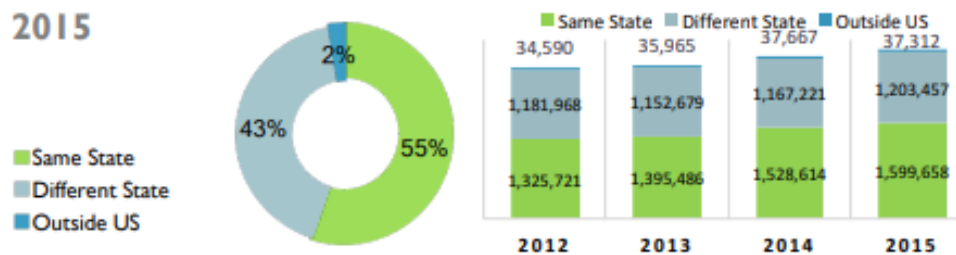


Figure 5 - https://www.onlinelearningsurvey.com/reports/almanac/national_almanac2017.pdf (P. 28)

Klamath Community College Non-Instructional department Review:

Chart 1 shows the increase or decrease in student enrollment in Distance Education. Chart 2 looks at the number of Distance Education students that were enrolled at KCC from 2017-2018. Chart 3 shows how many students were retained at Klamath Community and how many students took distance education courses and retained in DE exclusively, students who took some distance education and continued to retain in DE, and finally students who never took a distance education course at KCC.

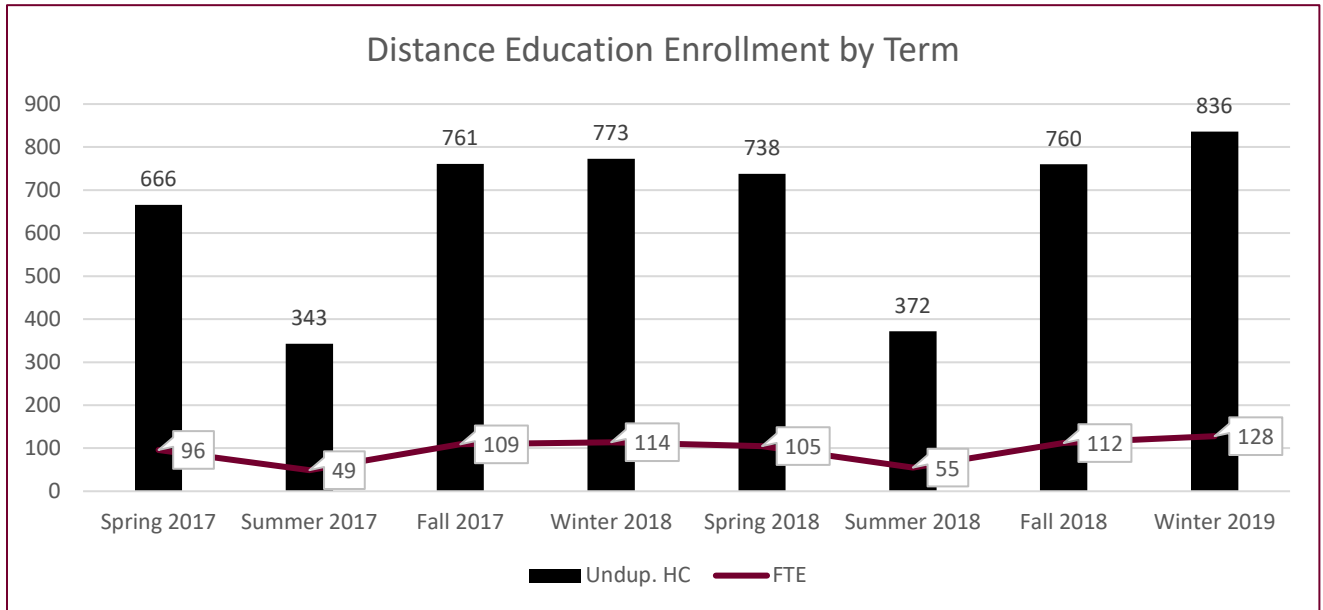


Chart 1 - Distance Education Enrollment by Term

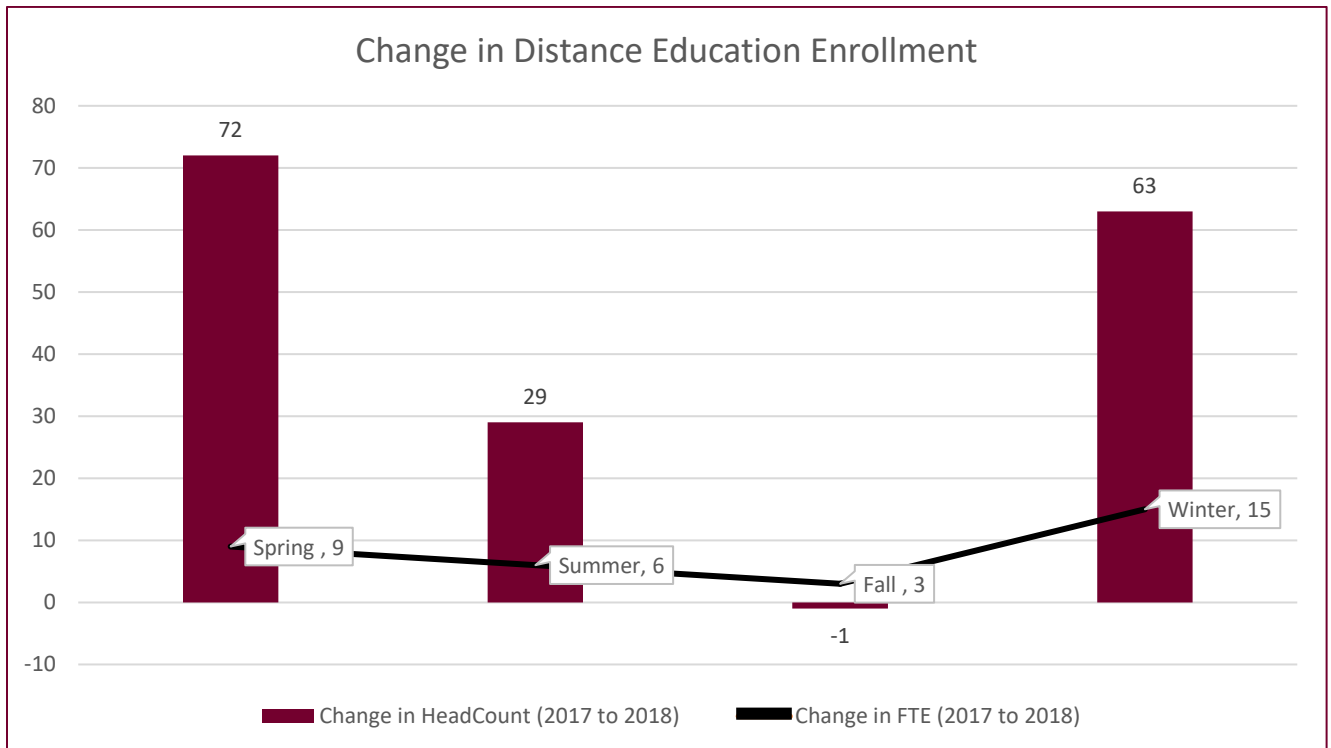


Chart 2 - Change in Distance Education Enrollment

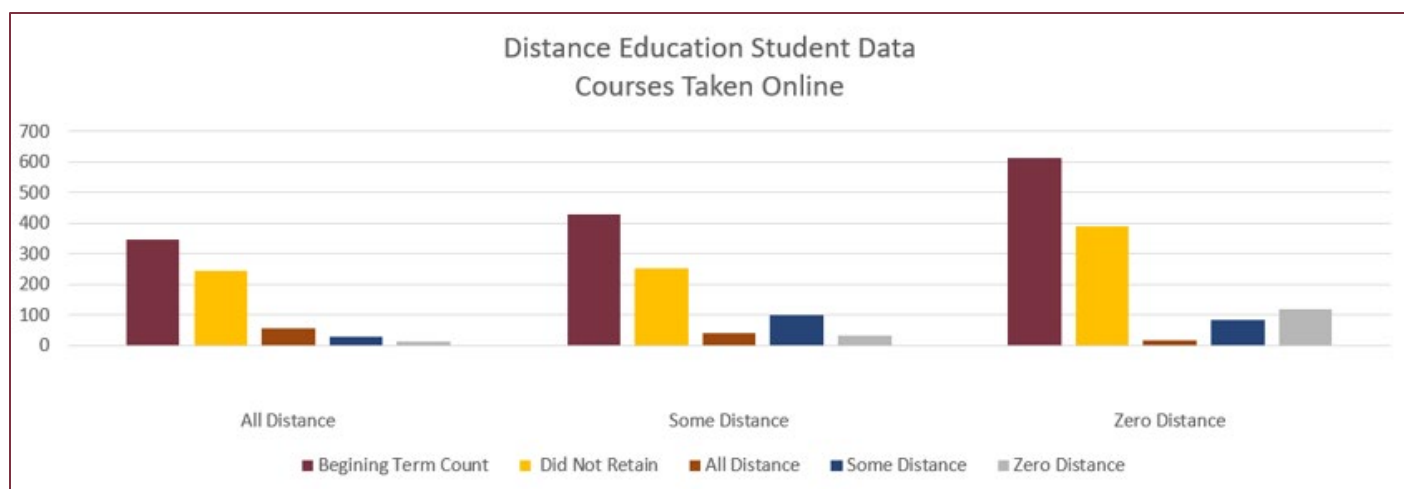


Chart 3 - Distance Education Student Data Courses Taken Online

Figure 6 and Figure 7 show retention numbers for Distance Education only. (The report is limited to comparing term-to-term, therefore the CTL/DE department used Fall-to-Fall terms for the best comparison). While, the CTL/DE department is working to increase their enrollment numbers, DE experienced a 2.7% retention of DE students. The CTL/DE department would like to reach 5% retention in DE classes. To reach this goal, the CTL/DE department will conduct postcard campaigns and surveys to identify strong and weak areas in distance education retention and completion. The CTL/DE department will continue to work with the Student First Year Coordinator, Student Services, the Institutional Research department and any other department that needs our services to help with their retention and completion needs.

Distance Education RETENTION Summary by CMA FA2016 to FA2017

Does not include Dual Credit

Divstion Code	Divstion	Unduplicated Headcount Original Term	Unduplicated Headcount Retained to Comparison term	Unduplicated Headcount Retained to Online Class	% Retained to Comparison term in any Credit	% Retained to Online Class
KA	KCET	0	0	0	NaN	NaN
NC	Non Credit	0	0	0	NaN	NaN
UG	Undergraduate	717	220	172	30.7%	24.0%

Distance First Term	Beginning Term Count	Did Not Retain	All Distance	Some Distance	Zero Distance
All Distance	388	294	58	22	14
Some Distance	329	203	28	64	34
Zero Distance	800	500	26	102	172
Total	1517	997	112	188	220

Figure 6 - Distance Education Retention Fall 2016 and Fall 2017

Distance Education RETENTION Summary by CMA FA2017 to FA2018

Does not include Dual Credit

Divstion Code	Divstion	Unduplicated Headcount Original Term	Unduplicated Headcount Retained to Comparison term	Unduplicated Headcount Retained to Online Class	% Retained to Comparison term in any Credit	% Retained to Online Class
KA	KCET	10	1	1	10.0%	10.0%
NC	Non Credit	0	0	0	NaN	NaN
UG	Undergraduate	760	257	203	33.8%	26.7%

Distance First Term	Beginning Term Count	Did Not Retain	All Distance	Some Distance	Zero Distance
All Distance	351	258	53	25	15
Some Distance	409	245	35	90	39
Zero Distance	675	424	20	89	142
Total	1435	927	108	204	196

Figure 7 - Distance Education Retention Fall 2017 and Fall 2018

Canvas was first introduced to KCC in the fall of 2016, Figure 8 reflects Canvas usage and for the sake of brevity and saving space only Fall term data was used, Note: Learning House LMS was working alongside the initial Pilot Group of 11 courses in Canvas. Canvas use during the first implementation shows an average use level. In Fall 2017, there is an increase in course offerings in Canvas (339) (Figure 9), again, average use of the LMS is shown. In Fall 2018, although course offerings were down (284)(Figure 10), the amount of usage was up.

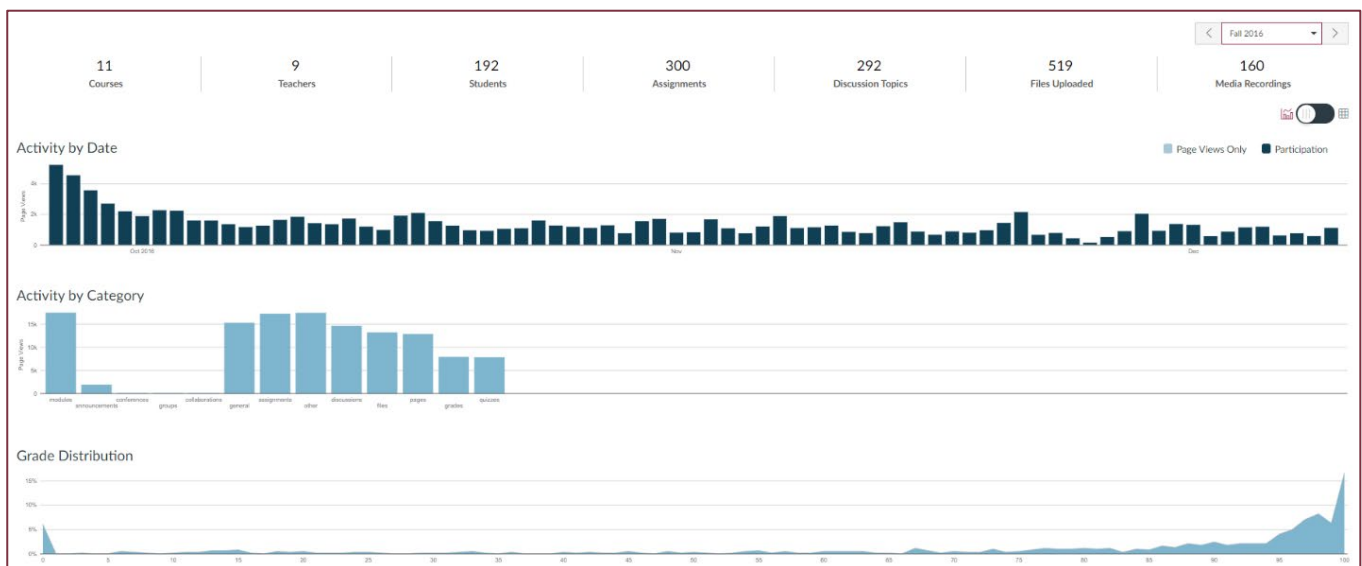


Figure 8 - Canvas Usage Metrics Fall 2016

Klamath Community College Non-Instructional department Review:

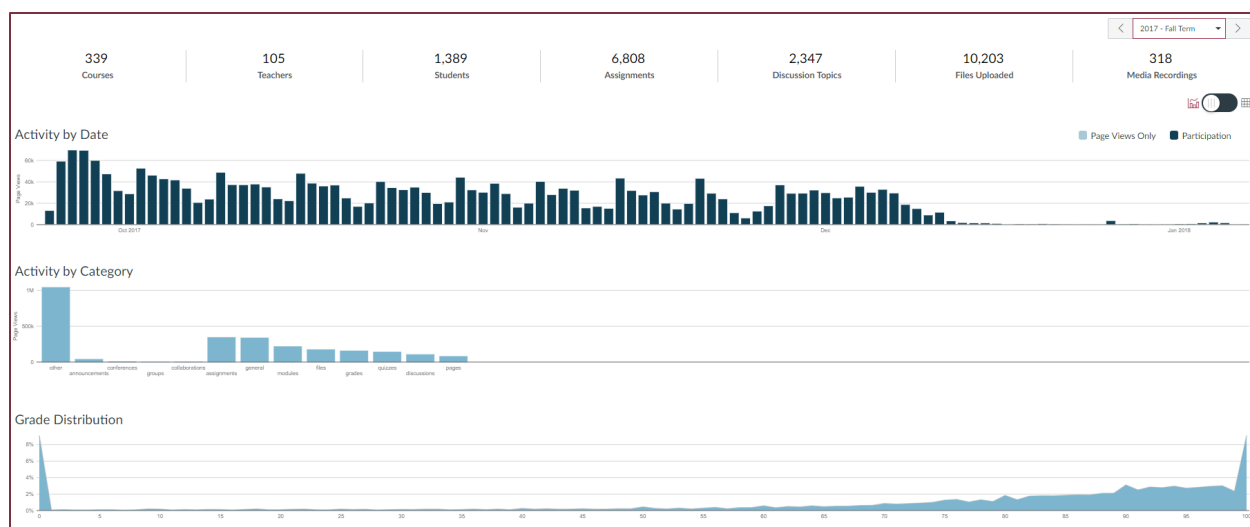


Figure 9- Fall 2017 Canvas Usage Metrics

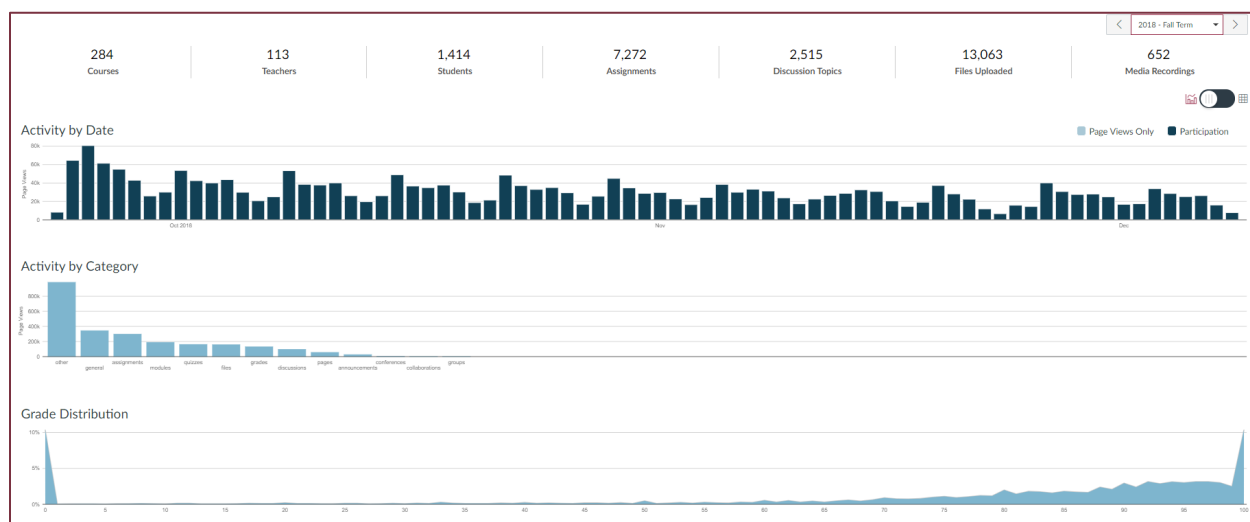


Figure 10 - Fall 2018 Canvas Usage Metrics

Unknown discrepancy of courses listed explanation. As seen in the Distance Education Enrollment numbers retrieved from Canvas Analytic report (Figure 8, Figure 9 and Figure 10), Fall 2017 has 339 courses listed while Fall 2018 has only 284 courses. The difference in the course counts is likely to be various empty course shells and other anomalies carried over from the previous LMS system to Canvas. One indication is the student head count, which grew from Fall 2017 to Fall 2018 from 1,389 to 1,414. During the same period the number of assignments grew from 6,808 to 7,272 during this same period.

2. DEPARTMENT MISSION/GOALS AND LINK TO STRATEGIC PLAN

2A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

The CTL/DE department has faced a significant turnover of personnel. Due to this turnover, the CTL/DE department created new strategic goals to align with their vision of how the CTL/DE department fits within the Klamath Community College model.

Klamath Community College Non-Instructional department Review:

The previous CTL/DE department identified their goals, and the current CTL/DE department has worked to fulfill those goals with the best possible approach. However, the previous CTL/DE department goals did not align with the current department's vision and did not attempt to support those goals. The current CTL/DE department has established new Strategic Planning goals and outcomes that are listed in Section 7 of this document.

GOAL 1: Creating and promoting professional development opportunities for faculty and staff, in multiple modalities.

The CTL/department provides professional development workshops each term. The workshops provided include, but are not limited to: Instructor Presence, Classroom Technology, Canvas, Early Alerts, and the use of software programs located on campus.

The CTL/department provides the professional development workshops in different forms: Face-to-Face, Lunch and Learns and Zoom meetings. This ensures inclusion of all faculty, regardless of location or modality.

GOAL 2: Promoting trainings for faculty to develop rich learning environments utilizing varied pedagogic and andragogic methodologies.

The current CTL/DE department moved away from this goal. The CTL/DE department felt there were enough professional development resources available to the faculty regarding pedagogy and andragogy methods. Focusing on these topics would take away from other areas that the department feels they can support faculty in a better capacity. Furthermore, this goal is redundant, since the Faculty Senate provides workshops on the same topic.

GOAL 3: Provide support for the improvement of student learning and assessment practices.

Goal 3 has similar reasons as identified in Goal 2, for the CTL/DE department to not continue pursuing this goal.

GOAL 4: Foster a campus culture dedicated to teaching excellence, and student learning

As mentioned throughout this program review, the needs for a physical CTL/DE will help to meet this goal and the goals identified in Section 7. The CTL\DE department would like to incorporate a peer-to-peer mentoring program. This program will utilize early adopters to work with peers on their best practices in the classroom, especially with the use of classroom technology. However, this is not an easy goal to fulfill due to the fact that finding an open space on campus limits where this mentoring takes place.

2B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

☐ Yes

☒ No

The CTL/DE and Distance Education (CTL/DE) department is a relatively new department. The current department, besides the Administrative Assistant, have been hired starting in March 2018, with the last hire, in January 2019. The CTL/DE department consists of the CTL/DE Administrative Assistant, Distance Education Coordinator, Instructional Designer, Institution Innovation Instructor, and the Assessment and Curriculum Coordinator.

Klamath Community College Non-Instructional department Review:

Due to the large turnover, the CTL/DE has redefined their goals and has updated the strategic plan accordingly. To meet the goals defined in the strategic plan, the CTL/DE will continue to meet with 100% of incoming faculty. Reaching out to the incoming faculty helps them to feel as though they are part of KCC and will get the required support to be successful in their role as an instructor. The CTL/DE department has reached out and received help from the Deans and Human Resources to reach our goal.

Additionally, the CTL/DE department has created a new orientation website for incoming faculty. The purpose of this website is to get a better understanding of the incoming faculty member. The CTL/DE department has created two surveys for the incoming faculty member to take; the first survey is the Orientation Survey which identifies the incoming faculty member's knowledge on using an LMS, office and other software that is available on campus. The second survey is used to determine mandatory workshops for the incoming faculty member. There are eight mandatory workshops that have been identified by the CTL/DE department, that all faculty need to take. These trainings will be used to ensure high quality instruction and student success.

The CTL/DE department continues to reach out to all faculty members, regardless of location, with workshops and one-on-one trainings. This goal has proven to be a little harder to achieve in light of faculty schedules. The faculty senate leaders have been instrumental in helping the CTL/DE department with achieving this goal by providing support and helping the department to schedule appropriate trainings at times when most faculty have time to attend. The faculty senate has agreed to provide funds for food during CTL/DE lunch and learn workshops.

The CTL/DE department is working with Dual Credit to improve enrollment and retention in the program. The CTL/DE department has offered support to Dual Credit instructors and is working to create a pilot group of those instructors, to begin using Canvas with their students. The CTL/DE department feels that if we encourage Canvas use in the high schools, students who continue onto KCC will be better prepared with the online LMS.

3. PERSONNEL SUMMARY

3A. PROVIDE AN ORGANIZATIONAL CHART OF THE DEPARTMENT.

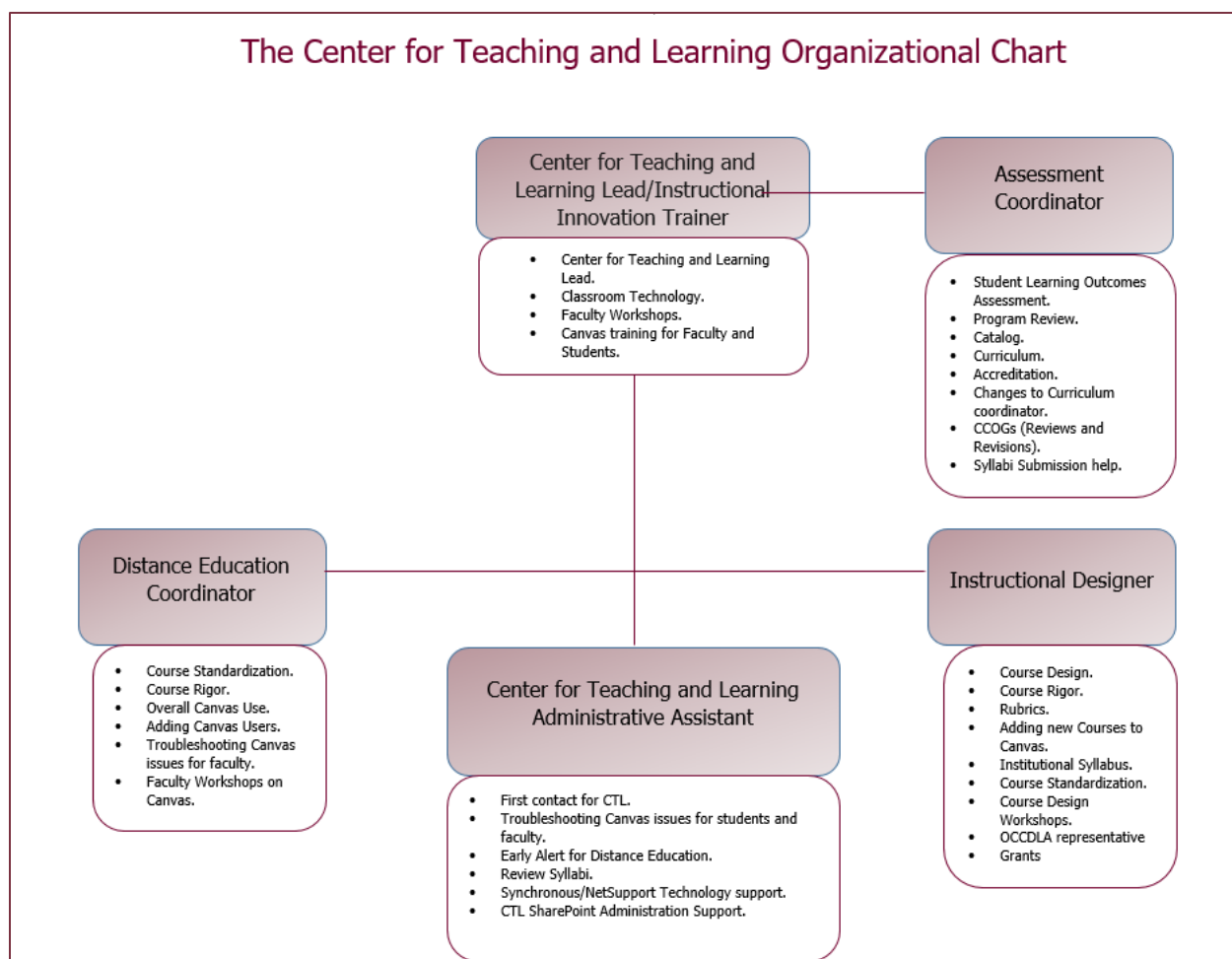


Figure 8 - CTL/DE Organizational Chart

3B. ARE CURRENT MANAGEMENT AND STAFF ADEQUATE TO PERFORM FUNCTIONS AND RESPONSIBILITIES SATISFACTORILY TO ACHIEVE DEPARTMENT GOALS? EXPLAIN THE JOB FUNCTIONS OF EACH POSITION.

- ☐ Yes
- ☐ No
- ☒ Somewhat

The CTL/DE department consists of:

CTL/DE Lead - The CTL/DE Lead is responsible for the management of the CTL/DE and the personnel that make up the CTL/DE department. The Lead serves on committees that are mainly responsible for retention, enrollment and program reviews. The Lead works with other departments to understand their needs that relate to Teaching and Learning as well as Distance Education. The CTL/DE Lead works as the liaison between departments. The CTL/DE Lead serves on the Academic Affairs Committee, the Continuous Innovation and Improvement Committee (CIIC), and Assessment committee.

The Instructional Innovation Trainer (IIT) is responsible for training faculty on classroom technology, looking for emerging technologies that will benefit classroom instruction, work with the Information Services department to get appropriate training for incoming technology in preparation for faculty training. Provide professional development workshops on the incoming classroom technology. In addition, the IIT is reaching out to students and staff to incorporate appropriate trainings for each department. The IIT helps other departments create training presentations for all employees. The IIT is a Canvas LMS administrator and serves on the Academic Affairs Committee, the CIIC, Information Technology committee, and the Wellness Committee.

Instructional Designer (ID) supports college faculty and subject-matter experts in the design, development, and delivery of all academic courses through collaboration and knowledge of instructional design. Recommend technical and andragogic solutions that will accomplish established course outcomes. Assist with the administrative tasks, including setup, maintenance, and organization of the college's learning management system (LMS). Guide the design and development of multimedia materials. Develop and deliver training for faculty in course design and the use of instructional technology in face-to-face, hybrid, synchronous, and online modalities. Research current trends and scholarship in learning, instructional design, teaching and learning with technology, and distance education. Attend appropriate conferences, workshops, webinars, and other professional development activities. Develop, edit, and load course content to KCC's LMS. Apply best practices in course design, as well as assure fair use and copyright, and ADA compliance. Attend regular meetings, serve on committees, and training sessions. Serve on the assistive and emergent technology committees for the Oregon Community College Distance Learning Association and attend related meetings. Develop and deliver faculty training and development activities regarding face-to-face, online, hybrid instruction, and instructional technologies. Develop and deliver the LMS student orientation. Meets with new instructors to train them in the use of Canvas, to evaluate existing courses for their use, to help them modify or create a new section of an existing course, and to follow-up with them during their first semester. Assists in the writing of grants and the preparation of department documents. Creates non-academic courses in the learning management system for college departments.

The Distance Education Coordinator role is to provide a solid vision to KCC's online education program. To provide information and insight on what other colleges around the country are doing in Distance Education and provide insight on how KCC can stand out in this fast growing sector of Higher Education and with the hopes of becoming a leader for other colleges to follow. Researching what DE courses other colleges are offering, as well as researching possible new DE courses that KCC could develop and offer. Assisting the CTL department to improve accessibility for KCC's faculty, staff and students to make sure Canvas courses are ADA compliant. Performing live or webinar based seminars to help assist faculty and staff with all things Canvas related. Assisting KCC's marketing department to help promote the distance education program. Developing banners for the CTL/DE department as well as developing banners for other departments to be posted on the Canvas announcement page.

The Assessment and Curriculum Coordinator (ACC) is responsible for student learning outcomes (SLO) assessment which includes managing the SLO assessment plan and process at all levels (institutional, program, course), assists faculty in updating course content and outcomes guides (CCOGs) and revises

Klamath Community College Non-Instructional department Review:

course learning outcomes (CLO), manages syllabus submission by faculty and reviews all syllabi to ensure correct CLOs are listed, manages institutional assessment website, which includes CCOGs. Manages SharePoint assessment site, manages assessment maps, provides training and workshops to faculty regarding SLO assessment including the use of electronic resources developed on-site, collaborates with faculty in the development and implementation of assessment tools, compiles and disseminates SLO assessment reports, chairs the Assessment Committee. Program review duties include managing program review system, processing and scheduling for instructional programs and non-instructional departments, serving on the Continuous Innovation and Improvement Committee (CIIC) in order to manage and facilitate the program review system and process, providing relevant data to faculty and staff, providing support and feedback for faculty and staff during this process, providing workshops to faculty and staff regarding program review, editing and publishing program review documents to website. Catalog responsibilities include managing and publishing the online catalog using Acalog, ensuring that the catalog lists the latest program learning outcomes (PLOs). Curriculum responsibilities are serving on the Curriculum Committee and Academic Council to provide feedback and guidance on proposed curriculum changes, tracking approved curriculum changes using SharePoint, using Webforms to submit curriculum changes to the Higher Education Coordinating Commission (HECC), making changes to programs and courses in the online catalog using Acalog, making changes to existing courses in Jenzabar. The ACC supports accreditation, writes narratives for self-study reports and ensures compliance for assessment mandates, serves as a CourseEval administrator, Canvas administrator, provides data for annual program viability study PowerPoints.

CTL/DE Administrative Assistant's role has grown in the past year. The CTL/DE Administrative Assistance position is considered the first point of contact of the CTL/DE department. The CTL/DE AA's telephone number is used on all documents and videos created by the CTL/DE department. Other responsibilities include, but are not limited to, troubleshooting Canvas issued for students and faculty. Early Alert manager for the Distance Education students. Review instructors uploaded syllabi in Canvas. Provide classroom technology support and is a co-administrator for the CTL/DE SharePoint site.

Although relatively new, the CTL/DE department is growing the services that they offer and to provide the best service to all faculty and students, the CTL/DE department has the need for an Instructional Technology Support Technician (ITST) (Appendix B). The role can be filled by the current CTL/DE AA and a half-time CTL/DE AA would be needed to take over the administrative duties of the ITST.

3C. DESCRIBE ORGANIZATIONAL CHANGES THAT WILL IMPROVE DEPARTMENT PERFORMANCE, PROVIDE TIMELINESS FOR THE ACHIEVEMENT OF SUCH CHANGES, AND DESCRIBE MEASURES THAT WILL ASSESS THE EFFECTIVENESS OF SUCH CHANGES.

The CTL/DE has asked KCC's administration to consider providing the CTL/DE a dedicated physical space (Appendices C & D). One reason that classroom technology implementations fail is from lack of communication to the faculty and understanding by the faculty on how to use the classroom technology. While Information Services attempts to reach out to all faculty to provide them with an opportunity to try the new technology, most times the new technology is in a classroom that is being used for instruction, so availability to that technology is limited, this leads to underuse of the

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technology, or refusal to use it at all. Having a physical space will allow for the technology to be viewed and used by faculty without limitation or hindrance.

In addition, the CTL/DE wants to provide a learning space for faculty to conduct peer-to-peer mentoring, one-on-one CTL/DE department help, a learning library, and a place for any faculty (full-time or part-time) to record videos for their classes.

4A. DESCRIBE SPECIFIC PROFESSIONAL DEVELOPMENT ACTIVITIES IN WHICH DEPARTMENT MEMBERS PARTICIPATE AND EXPLAIN HOW SUCH ACTIVITIES BENEFIT OR ENHANCE THE DEPARTMENT.

NWeLearn Conference – (Excellence, Quality, Access). This conference is held annually. Workshops are available to promote emerging technologies, eLearning solutions, and other resources to improve our Distance education department. Faculty are encouraged to attend. In October, the CTL/DE lead and

Workshop	CTL/DE Lead	Instructional Designer	Objective
Exploration of Virtual Reality Tools for Real-Time Virtual Worlds Networking and Communication			1,3,5
Light board Instruction – An engaging and accessible media			1,3,5
Every Syllabus Accessible! Creating a Campus-Wide Expectation Through Collaboration with Faculty, Staff & Administration			1,2,3
Accessible Online Learning: Let's Broaden the Discussion			1,2,3
Preparing Faculty for Engaging Online Learning			1,2,3,5
Starting Anew....Design and Training			1,2,3,5
6 Tools you Should Leverage in your Classroom or PD			1,2,3,5
Strategies to Improve Online Completion: Results from a year-long project			1,2,3,5
Transparent Course Structure to Improve Student Learning			2,3,5
Leveraging Design Tools to Improve your Canvas Courses			2,3,5
Faculty Will be able to: Write High-Quality Learning Objectives			3,5
Leveraging Learning Analytics to Bolster Online Student Success			1,3,5
Ready, Set, Teach! Preparing New Faculty at your College			1,3,5
Improving Retention with Micro learning			1,2,3,5
Improving Instructor-Student Communication: Developing Instructor Immediacy in Online Courses			1,2,3,5
Lane Online Course Development and Arts Online Enrollment Results			1,3,5

Instructional Designer attended the following workshops:

Table 1 – Legend (objective). 1. Improve prosperity, 2. Improve access, 3. Enhance reputation for excellence, 4. Increase community partnerships, 5. Improve use of thoughtful planning.

Oregon Community College Distant Learning Association (OCCDLA) (Excellence, Quality, Community). The Association is made up of all 17 Oregon Community Colleges and it works as a liaison between Oregon community colleges and the legislature. As a member, KCC benefits from consortium pricing for many of the LTI's available in Canvas along with additional discounts and funding for AST captioning, Films on Demand, Zoom, Quality Matters, Kaltura, and others. Also, OCCDLA provides an annual (up to

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\$3,000.00) reimbursement for professional development conferences that are attended by the CTL/DE department.

Learning Solutions (Excellence, Quality, Access, Thoughtful Planning). The Learning Solutions Conference & Expo provides attendees “with real solutions to create new strategies, increase engagement, and leverage the power of learning technologies”. It is for, “training and learning professionals focused on the design, development, and management of technology-based learning and performance initiatives”

The following table describes the different workshops that the CTL/DE Lead and Instructional Designer will be attending and their specific alignment to KCC’s strategic plan.

Table 2 – Legend (objective). 1. Improve prosperity, 2. Improve access, 3. Enhance reputation for excellence, 4. Increase community partnerships, 5. Improve use of thoughtful planning.

Tuesday	CTL/DE Lead	Instructional Designer	Objective
Keynote – Digital Storytelling Doesn’t Have to Be Boring			2, 3, 5
Engaging Employees in Targeted Discussions Using Multimedia			2, 4, 5
Playing the Game: Getting Leaders and Learners to Go for Gamification			2, 3
Better Every Day: Creating a Plan to Grow Your Own Learning Culture			1, 3, 4, 5
Winning the Hearts and Minds of Reluctant Learners			2, 4, 5
Make Virtual Learning Relevant: Using Scenarios in the Virtual Classroom			2, 3
How Do We Really Learn: Applying the Science of Learning to Design			1, 3, 5
Rapid In-House Video Content Development Using Camtasia			1, 4
How We Read: Digital Text and Its Implications for eLearning			2,3
Wednesday			
Keynote - Creativity, the Gift of Failure, and the Search for Mastery			1, 4, 5
Designing a 360 Virtual Reality Tour for Onboarding			2, 3, 5
The Digital Makeover: The Make-It-Work Moments			2, 3
BYOD: Leveling Up Your Visual Design			1, 2, 3, 5
7 Crucial Factors for Making Transfer Happen			2,3
Developing Yourself and Your department Without Breaking the Bank			1, 3, 5
Strategies for Identifying and Removing Performance Barriers			2, 3, 5
Extraordinary Video with Ordinary Equipment & Award-Winning Results			1, 3, 4
An ID’s Approach to Accessibility: Lessons Learned			2, 3, 4
Thursday			
None of the Above: How Good Intentions Create Bad Assessments			1, 3, 5
Putting Learners in Control with Flexible Learning Experiences			2, 3, 5
Keynote – Design Thinking in Learning and Work			2, 3, 5
Establishing Clear Expectations for Successful eLearning Projects			1, 3, 4
You Have 1 Month and No Money to Create an Online Training Program, Go!			1, 2, 3

Open Education Resources (OER) Conference (Quality, Access, Thoughtful Planning). This event is for new and experienced OER advocates offering the opportunity to learn and share effective practices in

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awareness building, implementation, collaboration, strategy, and research. The purpose for attending this conference is to find new sources of OER materials for a variety of courses taught at KCC.

InstructureCon (Excellence, Quality, Access, and Community). InstructureCon is Canvas Learning Management Systems annual conference. This year's conference will be held in July. The Instructional Innovation Trainer, Instructional Designer, and Distance Education Coordinator will all attend the conference, where they will receive additional training on the structure of Canvas, course design and training. This is essential for the CTL/DE department to become efficient in.

Jenzabar (Excellence, Quality). The CTL/DE department will work with onsite module managers to learn the basics of using Jenzabar to get better information and data that aligns with Canvas courses. The module managers that will be sought out are: Academic Affairs module manager, Registrar module manager and Student Service module manager.

Pursuit of higher education degree (Excellence, Quality). Although the CTL/DE department has highly qualified individuals, the pursuit of an additional higher education degree will be encouraged. Two CTL/DE department members hold Master's degrees, one member holds a Bachelor's degree.

4B. DESCRIBE AREAS OF UNMET PROFESSIONAL DEVELOPMENT NEEDS AMONG PERSONNEL IN THIS DEPARTMENT AND OUTLINE PLANS TO ADDRESS THOSE NEEDS.

CTL/DE Lead – InstructureCon, this conference will give the CTL/DE Lead the resources needed to help the CTL/DE department with the Canvas LMS. The CTL/DE Lead will seek out leadership conferences. Furthermore, the CTL/DE Lead will reach out to other Center's for Teaching and Learning to get an understanding of what has worked or not worked for their institution. This will give CTL/DE department a competitive advantage for support of faculty.

Instructional Innovation Trainer- Certified Technical Trainer certificate from CompTIA and Microsoft Certified Trainer Certificate. These certificates will ensure that the Instructional Innovation Trainer provides effective and relevant training. In addition, the Instructional Innovation Trainer will pursue additional training in the areas of innovation and emerging technology.

Instructional Designer (ID) – The Learning Solutions Conference will provide the ID with current methodologies and concepts in course, curriculum, and learning management design techniques. The Open Education Summit will inform the ID on new sources for Open Educational Resources to reduce the costs and improve the quality of educational materials used by students in KCC courses. InstructureCon (the Canvas conference) will provide the ID the resources to help KCC's community with the Canvas LMS. The ID will investigate the certificate programs in instructional design and efficacy of those programs.

Distance Education Coordinator –Certified Distance Education (CDEI) certificate will provide the coordinator with the knowledge of helping faculty with andragogy while gaining a better understand of faculty needs. This certification focuses on elements and standards of distance education learning. The

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eduweb Digital Summit Conference would add to the DEC's knowledge base in all things distance education. Although, budget concerns might limit the DEC from attending in 2019, the CTL/DE department will ensure that they DEC will have the opportunity to attend in 2020. However, the DEC will attend the InstructureCon Canvas LMS conference with the CTL/DE Lead and Instructional Designer.

CTL/DE Administrative Assistant -Seek out and engage in all activities that enhance professional knowledge, to obtain mastery of the learning management systems, asking questions that help me clarify faculty/student concerns, issues and share ideas to overcome roadblocks, or refer other experts inside the college who can assist, become a trusted advisor.

5. FACILITIES AND EQUIPMENT

5A. ARE CURRENT FACILITIES, SUCH AS CLASSROOMS, OFFICES AND EQUIPMENT, ADEQUATE TO SUPPORT THE DEPARTMENT? EXPLAIN.

- ☐ Yes
☒ No
☐ Somewhat

The CTL/DE has asked KCC's administration to consider providing the CTL/DE a dedicated physical space. One reason that classroom technology implementations fail is from lack of communication to the faculty and understanding by the faculty on how to use the classroom technology. While the Information Services attempts to reach out to all faculty to provide them with an opportunity to try the new technology, most times the new technology is in a classroom that is being used for instruction, so availability to that technology is limited, this leads to underuse of the technology, or refusal to use it at all. Having a physical space will allow for the technology to be viewed and used by faculty without limitation or hindrance.

In addition, the CTL/DE wants to provide a learning space for faculty to conduct peer-to-peer mentoring, one-on-one CTL/DE department help, a learning library, and a place for any faculty (full-time or part-time) to record videos for their classes.

The CTL/DE department is currently working with the Multimedia and Digital program, to provide internships for students who want to do their final project in the areas of Augmented and Virtual Reality (AR/VR) To support this endeavor, the CTL/DE department will need appropriate AR/VR equipment for the intern and for faculty who will be viewing the AR/VR products. The intent to introduce AR/VR features and equipment is to help create student engagement. In many instances, AR/VR can be used in areas that kinetics is needed for the student to understand the material better. VR would be valuable would be in the Anatomy and Physiology, where students can actually interact with different parts of the body (heart, eye, brain, etc.), the circulatory system and the brain. Many of the AR/VR apps that are available are low cost and require no maintenance, such as Oculus Rift's Organon VR Anatomy (\$39.99) or Overview: A Walk Through the Universe (\$9.99).

5B. IS AVAILABLE EQUIPMENT ADEQUATE TO SUPPORT THE DEPARTMENT? EXPLAIN.

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☐ Yes

☐ No

☒ Somewhat

The CTL/DE department works with all faculty members in different locations, such as; our offices, faculty offices, conference rooms and classrooms. However, no space provides all the needs of each individual that the CTL/DE department helps.

In order to serve the KCC faculty and student body as a whole, the CTL/DE department would like to be able to replicate classroom technology, which includes, but is not limited to:

- Extron Control System
- Large display
- Laptops for each member of the CTL/DE department
- SMART Board
- LightBoard
- All software available on campus
- AR/VR Equipment
 - Wireless VR Headset.
 - Google Cardboard.

Having unlimited access to classroom technology, hardware, and software, will benefit the CTL/DE department and the faculty on and off campus. Faculty will recognize that the CTL/DE department is there as a department to help them with technology (non-IS Administration) on campus. In addition, the CTL/DE department is working alongside various departments (Student Services, KCET, and TRiO), to establish a presence with KCC student body, regardless of modality.

Furthermore, the CTL/DE center would like to make more technologies accessible to the faculty (such as AR/VR described above). However, the process that the CTL/DE department has to go through, to gain approved by other departments to get this equipment, has proven difficult on separate occasions.

5C. DESCRIBE PLANS FOR FUTURE CHANGES IN SUPPORT FACILITIES OR EQUIPMENT.

The CTL/DE department will be pro-active in soliciting feedback from faculty through Lunch and Learn gatherings, online surveys and workshop attendance.

KCC's administration's decision on whether or not the CTL/DE department receives a physical space in Building 3 will drive the future changes for support facilities or equipment. However, if a physical CTL/DE center is not approved by the administration, the CTL/DE department will continue to use classroom resources to ensure proper training and mentoring still takes place. This will require the CTL/DE department to keep track of the campus calendar to find rooms that provide the technology, which will meet the needs of the workshop. Additionally, if the CTL/DE department receives the Steelcase grant and does not have a physical space to put the furniture in, the preferred room to get the furniture will be in Building 6 Room 6229. This room has the best access to all faculty and student traffic. Regardless, the CTL/DE department has a need to have an actual center.

6. BUDGET

6A. PROVIDE A FINANCIAL REPORT. EXPLAIN DEVIATIONS FROM BUDGET EXCEEDING 10% OF ANY LINE ITEM.

Following is the budget for 2018. The areas of concern are, printing, Travel and Training. The CTL/DE department did not have any expenses that exceeded over 10% of budgeted amounts. Printing went over budget because of the new CTL/DE employees hired during the 2017-2018 budget cycle.



Figure 9 - Current Budget Allocation

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Description	Posted Balance	Encumbrance	Ending Balance	Other Accounts Against Budget	Total Annual Budget	Over/Under Budget	Percentage of Funds Left
Supplies - Distance Ed	30	0	30	0	50	20	40%
Books - Distance Ed	0	0	0	0	100	100	100%
Multi-media - Distance Ed	0	0	0	0	0	0	0%
Printing - Distance Ed	52	0	52	0	0	-52	104%
Marketing - Distance Ed	0	0	0	0	0	0	0%
Travel - Distance Ed	4,035.13	0	4,035.13	0	5,000.00	964.87	19%
Training & Cont. Ed - Distance Ed	378	0	378	0	1,500.00	1,122.00	75%
Dues / Memberships - Distance Ed	0	0	0	0	500	500	0%
Subscriptions - Distance Ed	0	0	0	0	400	400	100%
Contracted Services - Distance Ed	0	0	0	0	12,500.00	12,500.00	100%
Other Fees & Services - Distance Ed	0	0	0	0	0	0	0%
Repairs - Distance Ed	0	0	0	0	0	0	0%
Tools & Equip < \$5,000 - Distance Ed	1,151.82	0	1,151.82	0	3,000.00	1,848.18	62%
Software < \$5,000 - Distance Ed	1,418.43	83.37	1,501.80	0	2,500.00	998.2	40%
Furniture < \$5,000 - Distance Ed	0	0	0	0	0	0	0%
Equipment - Distance Ed	0	0	0	0	0	0	0%
Furniture - Distance Ed	0	0	0	0	0	0	0%
Software - Distance Ed	0	0	0	0	0	0	0%

Table 3 CTL/DE - Center for Teaching and Learning 2018 Budget

6B. DESCRIBE BUDGETARY CHALLENGES.

The CTL/DE department allotted limited travel and training funds for the 2017-2018 budget cycle. With the change of the CTL/DE department personnel, the CTL/DE Distance Education Coordinator, Instructional Designer and Instructional Innovation Trainer/CTL/DE Lead required additional training to provide the best possible service to the KCC faculty.

In past budget presentations, neither of these budget line items had significant funds available. However, the CTL/DE department anticipates their presence on campus and online, will continue to grow to meet the ever-changing needs of the faculty and students at Klamath Community College.

The CTL/DE department is a relatively new department, both in terms of department as well as employees. The current department is struggling with understanding the basic financial needs for the next budgetary cycle. It has been trial and error for the department, but with the budget process and gaining a better understanding of the faculty needs, our budget proposal should meet at least the minimum needs of the department, faculty, and KCC.

7. CONCLUSION

7A. DESCRIBE DEPARTMENT STRENGTHS.

The CTL/DE department has all new members, aside from the Administrative Assistant, which works in the department's favor because it allowed the department to envision and work towards an inclusive department that the department has envisioned.

The CTL/DE department has worked with Human Resources and the Deans to ensure that the department meets with 100% of new faculty regardless of modality and location. New faculty enjoy the support from CTL/DE and feel that they are part of the KCC department.

Additionally, a majority of the CTL/DE department have Information Services and training backgrounds; this helps the department to provide strong support to faculty in the areas of classroom technology, software, hardware, and learning management systems.

The department enjoys strong support from the Vice President of Academic Affairs, the Deans and the Faculty Senate. The CT/DE department has received various suggestions on how to increase our presence on campus and have begun new ways of reaching out to faculty, which include, but are not limited to: Lunch and Learns, cold calls (dropping in on faculty during office hours to ask where they need help), workshops and webinars.

7B. DESCRIBE DEPARTMENT WEAKNESSES.

While a new department is a strength, it is a weakness as well. The current department, altogether, has not been at Klamath Community College longer than one year. This means that the department has had to learn the culture of the school (with the exception of the Administrative Assistant and Instructional Innovation Trainer that worked for KCC's Information Services department for 5 years), and the various programs that make up Distance Education.

Another weakness that the CTL/DE department has, is that faculty does not perceive the CTL/DE as a learning department or a department to help with their needs. The CTL/DE department continues to reach out to faculty in various ways to provide them with an understanding of who we are and what we do. However, without a physical space, where faculty can go, this is difficult to accomplish.

7C. DESCRIBE SUPPORT NEEDED.

The CTL/DE department has many valuable support systems in place. The areas that need support comes from the Human Resources department and KCC's Deans. The CTL/DE department has communicated the need to be informed when new faculty come onboard. The processes for this communication have been improved and the CTL/DE department has meet with 100% of incoming faculty.

Faculty acceptance is an area where the CTL/DE department can use additional support. The CTL/DE department has worked with the Senate Faculty leaders to find ways to improve the CTL/DE department's image, which includes but is not limited to; providing Lunch and Learn workshops and Meet and Greet days. These functions have recently been put in place and there is no data yet to backup whether these endeavors will improve the CTL/DE department's image.

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The CTL/DE department needs to have the same classroom technology equipment for faculty to learn on, that is not in a classroom. Although the CTL/DE department have access to classrooms, it does not allow for the same flexibility as a dedicated space will provide.

Additionally, the CTL/DE department relies on various technologies, but does not have the freedom to explore these technologies without having to receive permission from other departments. This is a hindrance to the department and prevents the CTL/DE department from finding new, emerging, and innovative ideas for KCC and the faculty. The CTL/DE department needs more flexibility when it comes to purchasing technologies.

7D. OUTLINE NEW GOALS INCLUDING TIMELINESS FOR COMPLETION, MEASURES FOR EVALUATING ACHIEVEMENT OF SUCH GOALS, AND A PROCESS FOR IMPLEMENTING IMPROVEMENTS.

The current CTL/DE department has identified the following goals. These goals were established and agreed upon by all members of the CTL/DE. These goals represent the CTL/DE department's five-year goals.

- **Goal 1:** Improve new faculty success by introducing the faculty member to educational tools and methodology that aligns with Klamath Community College's strategic plan.
- **Goal 2:** Work with all Klamath Community College departments to increase faculty access and retention and student access, retention and completion regardless of enrollment status and modality (admin, non-admit, Dual Credit, Face-to-face, hybrid, community education).
- **Goal 3:** The CTL/DE intends to work with faculty to have 95% of courses available in Canvas regardless of program or modality.
- **Goal 4:** Work with departments, faculty, staff and students to increase communications regarding assessment, instructional design, Canvas course building, navigation and changes, classroom technology implementation and new emerging technologies.
- **Goal 5:** Build campus-wide confidence in the CTL/DE.
- **Goal 6:** Work with faculty to create a plan to have 35% updated ADA Compliance in course documentation and media in Year 1, with a goal of 95% updated ADA Compliance in Year 5.

GOAL 1: Improve new faculty success by introducing the faculty member to educational tools and methodology that aligns with Klamath Community College's (KCC) strategic plan.

NARRATIVE: The CTL/DE is working with all departments to ensure that incoming instructors will complete orientation questionnaires regarding: Previous teaching experience, use of Learning Management Systems (LMS) and familiarity of classroom technology. The new employee will gain valuable information regarding practices, procedures and structures at KCC. The new faculty member will meet with the CTL/DE department to verify that the appropriate courses have been created and designed. Each new faculty member will receive Canvas LMS training according to their Canvas knowledge. CTL/DE workshops will be assigned according to the needs of the faculty member.

STRATEGIC INITIATIVE(S): Improve Access; Reputation for Excellence; Improve use of Thoughtful Planning

CORE THEME(S): Access; Quality; Student Success

OUTCOME:

ACTIONS:

- New Orientation website for all new faculty and staff.
- Deans inform the CTL/DE department of new incoming faculty.

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- Incoming faculty fills out Orientation forms created in Office 365.
- Incoming faculty meet with the CTL/DE department.
- Incoming faculty member training plan.
- Work with Human Resources to gain information about incoming faculty and staff.
- The CTL/DE department will follow up with faculty 2-3 times after initial contact.

INDICATORS:

- Creation of Orientation website.
- 100% contact with new incoming faculty.
- Microsoft Forms Orientation forms filled out (after creation of orientation website).
- CTL/DE contact Excel Spreadsheet.

ASSESSMENTS:

- Microsoft Forms analytics.
- Workshop attendance in accordance with training plan.
- Usefulness and visits to Orientation website (after creation).
- Excel Spreadsheet analytics.

GOAL 2: Work with all Klamath Community College departments to increase faculty access and retention and student access, retention and completion regardless of enrollment status and modality (admit, non-admit, Dual Credit, Distance Education, Face-to-Face, Hybrid, Community Education).

NARRATIVE: Accessibility for faculty and students has areas that can be improved upon, especially for the online environment. Areas that can be improved on are: Increased support for faculty and students, increased educational resources for faculty and students With these changes implemented, KCC should see increases in retention of highly qualified instructors and increased retention and completion rates.

STRATEGIC INITIATIVE(S): Improve Prosperity; Improve Access; Reputation for Excellence; Community Partnerships; Improve use of Thoughtful Planning

CORE THEME(S): Access; Quality; Community; Student Success

ACTIONS:

- Work with Dual Credit Coordinator to identify areas of support needed for DC faculty and students.
- Work with Student Services to ensure all new students receive proper Mandatory New Student Orientation regardless of modality.
- Create SharePoint site for Dual Credit instructors to distribute documents and information.
- Creating of CTL/DE HelpDesk to ensure faculty receive proper support, regardless of modality.

INDICATORS:

- Creation of New Student Orientation Course in Canvas.
- Creation of Dual Credit Pilot Group (based on subject, possible 1st choice is Writing).
- Increase of staff and student satisfaction regarding accessibility and support.
- CTL/DE HelpDesk Support Tickets.

ASSESSMENTS:

- Canvas analytics of NSO course attendance.
- Retention and Graduation rate reports.
- Increase of Dual Credit Courses available on Canvas.
- Faculty Survey.
- Midterm Survey (MAPS).

GOAL 3: The CTL/DE intends to work with faculty to have 95% of courses available in Canvas regardless of the program or modality.

NARRATIVE: Currently Klamath Community College requires only Distance Education courses to be available in Canvas. However, the CTL/DE department has recognized a need for all courses (Dual Credit, Community Education, Face-to-Face) offered at KCC to be available in Canvas. Reasons include (but are not limited to): standardization, accessibility, and ease of class transfer in case of faculty unavailability. The CTL/DE department recognizes that not all courses can be placed on Canvas (such as Welding) at this time.

STRATEGIC INITIATIVE(S): Improve Prosperity; Improve Access; Reputation for Excellence

CORE THEME(S): Access; Quality; Student Success

ACTIONS:

- Incoming faculty meet with the CTL/DE department and learn how to set up their class in Canvas.
- Create a pilot group with Dual Credit instructors to create Canvas course to test for viability.
- Workshops continue to be offered in areas of:
 - Canvas Course Set-up.
 - Canvas Use (importing, rubrics, announcements, etc.).
 - Canvas Gradebook.

INDICATORS:

- New and current faculty have robust Canvas Courses regardless of modality.
- Dual Credit pilot group is created.
- Courses are standardized for ease of use.
- Workshop attendance.

ASSESSMENTS:

- Canvas Analytics.
- Canvas Gradebook Use.
- Workshop Sign-in sheets.
- Institutional Research report on courses available vs. complete courses in Canvas.

GOAL 4: Work with departments, faculty, staff and students to increase communications regarding assessment, instructional design, Canvas course building, navigation and changes, classroom technology implementation and new emerging technologies.

NARRATIVE: The CTL/DE is here for faculty, staff and student support, regardless of modality. It is the CTL/DE department's goal to provide the best customer service through communication and action.

STRATEGIC INITIATIVE(S): Enhance reputation for excellence, Improve Prosperity; improve use of thoughtful planning

CORE THEME(S): Access; Quality

ACTIONS:

- Create Communication plans for assessment, course design, Canvas changes and classroom technology implementation (hardware and software).
- Work with Information Services to ensure all faculty have the opportunity to test incoming hardware and software.
- Provide faculty workshops on incoming technologies.
- Creation of CTL/DE HelpDesk queue to identify problem areas listed in this goal.
- Laminate sheets available in classrooms as a guide for classroom technology.

INDICATORS:

- Increase in faculty assessment points.
- Increase acceptance of program reviews.
- Decrease in faculty, staff, and student dissatisfaction with campus technology and implementation.
- Use of CTL/DE HelpDesk.

ASSESSMENTS:

- Faculty Assessment plans.
- Program review surveys.
- CTL/DE Support Queue Analytics.
- Survey faculty, staff, and students regarding technology implementation.

GOAL 5: Build campus-wide confidence in the Center for Teaching and Learning/Distance Education department.

NARRATIVE: To create a cohesive presence with all Klamath Community College departments. To encourage department work that will keep the high level of morale found at KCC. To build a better presence for the CTL/DE and their dedication to the well-being of all KCC individuals. The CTL/DE department is relatively new, with significant staff turnover. The department will work diligently to create an atmosphere of cooperation with all faculty, staff and students, despite different areas of responsibility.

STRATEGIC INITIATIVE(S): Improve Access; Enhance Reputation for Excellence; Improve use of Thoughtful Planning

CORE THEME(S): Access; Quality; Community; Student Success

ACTIONS:

- Faculty Senate Teaching Circles.
- Onsite workshops that cover a multitude of subjects, including, but not limited to:
 - Instructor Presence.
 - Microsoft Applications.
 - Campus Software.
 - Classroom Hardware.
 - Canvas use, standardization.
 - Canvas Rubrics.
 - Canvas 3rd party apps (etc.).
- Increased CTL/DE presence on college-wide committees.
- Create a physical CTL/DE.
- CTL/DE department attending conferences on new technologies, teaching tools, etc.

INDICATORS:

- Faculty request trainings.
- Increased use of software and hardware.
- Increased use of classroom technology in lessons.
- Onsite workshop attendance.
- Off campus conference attendance.

ASSESSMENTS:

- Increase in requests for subject area training.
- Classroom observations.
- Workshop attendance sign-in sheets.
- Conference sign-up sheets.
- Conference presentations to the faculty.

GOAL 6: Review, update and work with faculty to assess ADA compliancy starting with 35% of courses in year 1, with a goal for all courses to be assessed and updated to be 95% ADA compliant in 5 years in course documentation and media.

NARRATIVE: Klamath Community College has provided for ADA compliancy in all areas outside of the teaching environment. Creating documents and media that are in accordance with the American Disabilities Act establishes that KCC courses are accessible to all individuals regardless of disability. This procedure will take at least 5 years to implement. The CTL/DE department will work with faculty, using ADA guidelines to make certain that all course materials meet the minimum requirements associated the American Disability Act.

STRATEGIC INITIATIVE(S): Improve Access; Improve use of Thoughtful Planning; Enhance Reputation for Excellence

CORE THEME(S): Access; Quality; Community; Student Success

ACTIONS:

- Workshops for faculty on ADA requirement and accessibility tools.
- Use of Canvas tools to identify areas/courses that are not ADA compliant.
- 95% of all courses available on Canvas.

INDICATORS:

- ADA Compliance Year 1 35%.
- ADA Compliance Year 2 50%.
- ADA Compliance Year 3 65%.
- ADA Compliance Year 4 80%.
- ADA Compliance Year 5 95%.

ASSESSMENTS:

- Canvas ADA Compliancy tool.
- Microsoft Accessibility tool.
- ADA Compliancy workshop sign-in sheet.
- ADA website worksheet.

8. APPENDICES

APPENDIX A – DUAL CREDIT STANDARDS

Revised Oregon Dual Credit Standards

Recommended by the Dual Credit Oversight Committee April 22, 2014 Adopted by Higher Education Coordinating Commission June 12, 2014

Curriculum	
Curriculum 1 (C1)	(C1) - College or university courses administered through a Dual Credit Program are catalogued courses and approved through the regular course approval process of the sponsoring college and/or university. These courses have the same departmental designation, number, title, and credits as their college counterparts, and they adhere to the same course descriptions.
Curriculum 2 (C2)	(C2) - College or university courses administered through a Dual Credit Program are recorded on the official academic record for students at the sponsoring college or university.
Curriculum 3 (C3)	(C3) - College or university courses administered through a Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the college's or university's sponsoring academic departments.
Faculty	
Faculty 1 (F1)	(F1) - Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university.

Klamath Community College Non-Instructional department Review:

Faculty 2 (F2)	(F2) - The college or university provides high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and Dual Credit administrative requirements before certifying the instructors to teach the college or university courses.
Faculty 3 (F3)	(F3) - Instructors teaching Dual Credit sections are part of a continuing collegial interaction through professional development, seminars, site visits, and ongoing communication with the college's or university's faculty and Dual Credit administrators. This interaction must occur at least annually and address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	(F4) – Dual Credit Program policies address instructor non-compliance with the college's or university's expectations for courses offered through the Dual Credit Program (for example, non-participation in Dual Credit Program training and/or activities).
Student	
Student 1 (S1)	(S1) - The college or university officially registers or admits Dual Credit Program students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses administered through a Dual Credit Program on official sponsoring college or university transcripts.
Student 2 (S2)	(S2) - Colleges or universities outline specific course requirements and prerequisites for students.
Student 3 (S3)	(S3) - High school students are provided with a student guide that outlines students' rights and responsibilities as well as providing guidelines for the transfer of credit.
Assessment	

Klamath Community College Non-Instructional department Review:

Assessment 1 (A1)	(A1) - Dual credit students are held to comparable standards of achievement as those expected of students in on-campus sections.
Assessment 2 (A2)	(A2) - The college or university ensures that Dual Credit Program students are held to comparable grading standards as those expected of students in on-campus sections.
Assessment 3 (A3)	(A3) - Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Evaluation	
Evaluation 1 (E1)	(E1) - The college or university conducts an end-of-term student course evaluation for courses offered through the Dual Credit Program. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not be included in the evaluation.

Oregon department of Community College and Workforce Development

Oregon department of Education

APPENDIX B – INSTRUCTIONAL TECHNOLOGY SUPPORT SPECIALIST

Job Title: Instructional Technology Support Specialist

Job Summary: Support the Center for Teaching and Learning department. Instructional support to faculty. Canvas administrator and to provide first-contact Canvas support. Distance Education Early Alert manager. Assist the Assessment and Curriculum Coordinator. Serve on various committees as assigned. Maintain the Center for Teaching and Learning SharePoint site. Create and maintain Center for Teaching and Learning Forms. Register students for Canvas Courses. Course Syllabi manager in Canvas and on SharePoint.

Essential Duties and Responsibilities:

- Provides support on multiple electronic systems, internally and may log onto various institutional systems to enter, upload, or download authorized data.
- Conducts research, compiles numeric or other data, and prepares reports of findings that will be reviewed by managers or outside constituents.
- Assists with the maintenance of the college's learning management system (Canvas).
- Coordinates and performs office activities, as requested, in such areas as recordkeeping, departmental finances and/or budget entries and employee communication coordination with internal messaging.
- Uses a variety of technology to set up and maintain records, performs data entry, and run periodic or special management reports.
- Responds to urgent request with flexibility and cooperation.
- Proactively delivers innovative solutions to achieve superior customer service.
- Implements the highest ethics and integrity throughout all work activities.
- Maintains reliable delivery of job duties and responsibilities, while managing multiple/changing priorities simultaneously.
- Maintains confidentiality and discretion.

Non-Essential Duties and Responsibilities:

- Contributes to various special assignments, as needed by department and/or institution.
- Serve on various committees and councils, as assigned.
- Other duties as assigned.

Knowledge, Skills, and Abilities to Perform This Role:

- Proficient and accurate type skills with the ability to use effectively Microsoft Office Suite (Word, Excel, Outlook, and PowerPoint).
- Proficient in using Microsoft Office 365 programs (Forms, SharePoint, Sway, OneDrive)
- Strong organizational skills, with an ability to work independently.

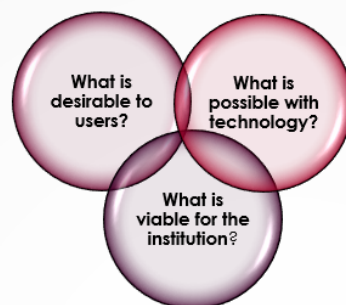
Klamath Community College Non-Instructional department Review:

- Works well with others in a group or department with the ability to remain flexible despite interruptions and/or routine changes to priorities and/or job duties.
- Strong interpersonal and customer service skills, including ability to maintain composure under pressure, interact routinely with departmentwork skills.
- Reliable in meeting exacting or highly accurate work results, strict deadlines, and providing prompt and friendly service delivery.

Education and Experience:

- Associate's Degree or equivalent 2-Year experience using Canvas Learning Management systems and instructional technology support.

APPENDIX C – CENTER FOR TEACHING AND LEARNING REQUEST FOR SPACE



Employee Morale

- Training opportunities without having to seek an open classroom that meets training equipment needs.
- Easier access to test incoming technologies.
- Onsite help for faculty in a designated space.
- Call center for Distance Education Instructors and students.
- Accessibility.
- Empowerment.

Impact on Student Success Initiatives:

- Student Retention – Faculty will increase and improve upon their andragogy, which in turn increases student engagement.
- Student Completion – Provide tools and training that will encourage and help faculty to reach out to students. Communication gaps will be bridged.
- On and off site help for students in a designated space with Faculty and/or Center for Teaching and Learning team.



Benefits

- ▶ Vendor Demonstration of new technologies.
 - ▶ A safe place to test software and hardware to ensure it meets the needs of faculty and students.
- ▶ Collaboration Space.
- ▶ Knowledge Center (handouts, training guides, etc.) for faculty and students.
- ▶ Recording studio for all staff, faculty and students.
- ▶ Showcase Space.



Equipment Needs/Wants

- ▶ Furniture (Instructor station, tables, chairs, lounge chairs, etc).
- ▶ White/Glass Board
- ▶ Light Board
- ▶ Smartboard
- ▶ Balance Box
- ▶ Wacom Cintiq with Computer Tower
- ▶ 65"-70" Display
- ▶ Swivl 360 deg. Tracking Camera
- ▶ 4 to 6 Laptops
- ▶ AR/VR Equipment
- ▶ Extron Equipment



Equipment Needs/Wants

- ▶ Software
 - ▶ Camtasia
 - ▶ Adobe Creative Cloud (with Captivate)
 - ▶ NetSupport
- ▶ Recording Equipment
 - ▶ Video Camera & Tripod
 - ▶ Recorders
 - ▶ Podcast style microphones
 - ▶ Green screen
 - ▶ Editing deck/software

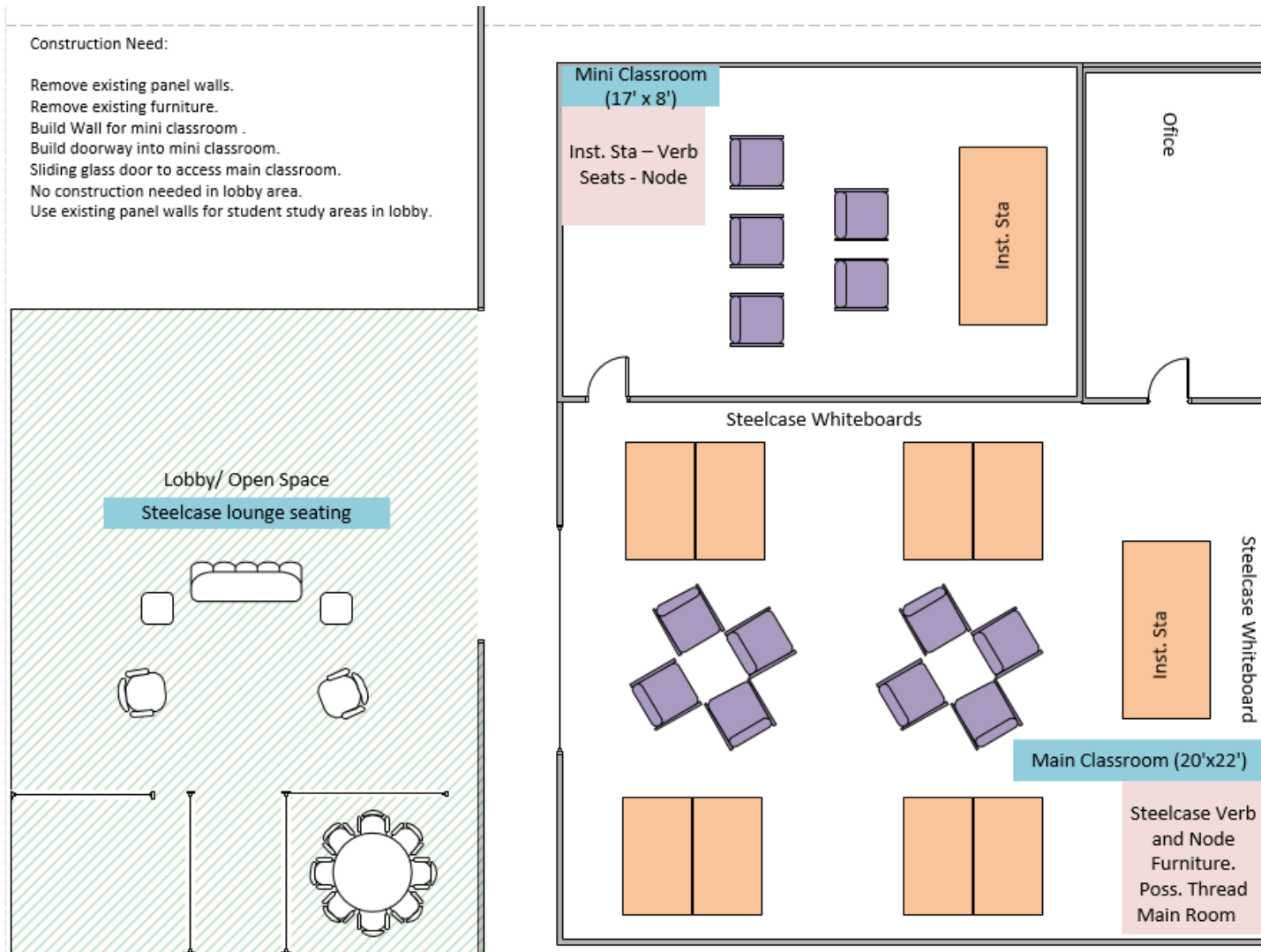


Center for Teaching and Learning Space

- ▶ Mini Classroom – Scaled down classroom with the same Classroom technology. For use for workshops, teaching and peer mentoring. (Possible synchronous delivery space for teaching to High Schools
- ▶ Recording Area – Will have various recording tools available to Faculty, Staff and Students.
- ▶ Center for Teaching and Learning HelpDesk/Reception area. - Sign up area for recording. One-on-one help, request meeting with members of CTL team.
- ▶ Common space for Faculty, Staff and Students. Showcase space for classroom furniture.
- ▶ Demo Area – Safe space for faculty and staff to try new equipment and software. Mini IT fair during Convocation and Inservice.
- ▶ Office Space – CTL Lead/Instructional Innovation Trainer, Instructional Designer, Distance Education Coordinator.



APPENDIX D – CENTER FOR TEACHING AND LEARNING PHYSICAL SPACE LAYOUT



8. NON-INSTRUCTIONAL DEPARTMENT REVIEW RUBRIC

	Highly Developed	Developed	Emerging	Initial
1—Support of the College Mission	Exhibits ongoing and systematic evidence of mission achievement.	Exhibits evidence that planning guides program and services selection that supports the College's mission.	Evidence that planning intermittently informs some selection of services to support the College's mission.	Minimal evidence that plans inform selection the of services to support the College's mission.
2—Accomplishments in Achieving Goals	Exhibits ongoing and systematic evidence of goal achievement.	Exhibits evidence that planning guides services selection that supports goal achievement.	Evidence that planning intermittently informs some selection of services to support the goal achievement.	Minimal evidence that plans inform selection of services to support goal achievement.
3—Personnel Summary	Employs a sufficient number of qualified personnel to maintain its support and operations functions, and job duties accurately reflect duties, responsibilities and authority of the position.	Employs an adequate number of qualified personnel to maintain its support and operations functions, and job duties accurately reflect the majority of job duties, responsibilities and authority of the position.	Has a plan to employ an adequate number of qualified personnel to maintain its support and operations functions, and job duties accurately reflect the majority of job duties, responsibilities and authority of the position.	Staffing is insufficient to meet needs.
4—Staff Development	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.
5—Facilities and Equipment	Facilities and resources meet current and future needs of the College.	Facilities and resources meet current needs of the College	Evidence of a plan to have facilities and resources meet current and future needs of the College.	Minimal evidence that facilities and resources meet current and future needs of the College.

6—Budget	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.
7—Strengths and Weaknesses	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.
8—New Goals and Plan	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.
9—Overall Evaluation	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.
	Highly Developed	Developed	Emerging	Initial