



**KLAMATH**  
Community College

2023-24

Center for Teaching and  
Learning Program  
Review

Center for Teaching and  
Learning

Edis Worden

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## 1. SUPPORT OF THE COLLEGE MISSION

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

The mission of the Center for Teaching and Learning (CTL) is to support faculty, adjuncts, and students by helping instructors develop courses using the Canvas Learning Management System. The department underwent a reorganization five years ago, emphasizing a customer-centered approach and adhering to stability, standard course interfaces, and good design principles. The focus remained on ensuring consistent and meaningful interaction between instructors and students. Additionally, the department is committed to staying abreast of cutting-edge technology and teaching methods. A significant milestone was achieved in early 2020 when 95% of all courses became available on Canvas, aligning with the department's goal.

The Center for Teaching and Learning (CTL) is instrumental in bolstering the efforts of faculty, staff, and students at Klamath Community College. The CTL achieves this by enabling instructors to enhance their course development, assessment, and evaluation methods. By aligning these objectives effectively, the CTL ensures a deep understanding among students, fostering engagement, retention, and successful completion. The CTL's primary focus lies in assisting instructors in crafting courses that are inclusive, diverse, equitable, and accessible (IDEA) through rigorous pedagogical and andragogical research.

The department has actively engaged in both assessment and curriculum development initiatives. Three years ago, the assessment process transitioned from utilizing forms stored on Google to a user-friendly system: Canvas, which every instructor is expected to proficiently operate. This transition provides instructors with a centralized platform for all their assessments, simplifying the process. Moreover, Canvas includes links to Institutional Research (IR) reporting, enhancing accessibility and convenience. The department maintains a strong emphasis on course development, assessment, and ongoing improvement efforts.

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

The collaboration between faculty and the Center for Teaching and Learning exemplifies the spirit of innovation and dedication that defines Klamath Community College, ensuring that our students receive a world-class education that prepares them for the challenges and opportunities of the future.

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## ACCESSIBILITY

Through proactive efforts in course redesign, the Center for Teaching and Learning (CTL) have been transforming traditional course designs, making them more inclusive, engaging, interactive, and accessible. By embracing innovative teaching methods, incorporating technology, and focusing on universal design principles, the CTL has created a learning environment where every student, regardless of their background or abilities, can thrive. The CTL's contribution aligns seamlessly with Klamath Community College's mission to empower and support all students on their educational journey, making higher education truly accessible to everyone in our community.

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## QUALITY

The Center for Teaching and Learning (CTL) plays a pivotal role in our ongoing mission to provide quality education to all students. Through an innovative approach to course redesign and their commitment to fostering excellence in teaching, the CTL is becoming an important partner in of our educational community. One of the significant ways we support KCC's mission of quality is by offering an [open course for faculty](#), guiding them on how to enhance their courses through content placement and design, with the CTL always available to lend a hand in guiding the process.

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## COMMUNITY

The Center for Teaching and Learning (CTL) College plays a pivotal role in advancing our institution's mission to meet the diverse needs of our community. Through our efforts, we are working towards bridging language barriers and enhance accessibility by creating courses that are being translated into Spanish (Example: [ECE249](#)), ensuring that education is inclusive and accessible to all members of our community. Additionally, the CTL's innovative approach to course design has resulted in the accessible and diverse designs of apprenticeship and cosmetology courses, providing valuable hands-on learning experiences that align with the evolving needs of our workforce.

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## STUDENT SUCCESS

The Center for Teaching and Learning (CTL) continues to be a support for our institution's mission to provide accessible education to all students. Through their innovative initiatives, including an open technology boot camp course, collaborative technology boot camps with student life, and specialized training sessions for faculty, the CTL is empowering our academic community to embrace technology as a tool for enhancing accessibility and inclusivity in education.

The open [Technology Boot Camp](#) course serves as a gateway for students, providing them with essential digital skills and knowledge. By offering this course openly, the CTL ensures that all students, regardless of their background or expertise, can participate and gain confidence in utilizing technology for their educational pursuits. Additionally, the collaborative on campus Technology Boot Camps with student life create a vibrant and engaging learning environment, where students can explore the practical applications of technology in various aspects of their college experience, promoting digital literacy and inclusivity across campus.

### 1C. DESCRIBE THE POPULATION SERVED BY THE DEPARTMENT

- Instructors (Faculty/adjuncts):
  - New instructor orientation
  - Course creation
  - Course redesign
  - Canvas On-site support
  - Classroom Technology support
- Students:

## Klamath Community College Non-Instructional Department Review:

- First Year Experience – Building Courses
  - Digital Literacy and Canvas Course
  - Tech Boot Camp
  - Micro-credentials in Canvas courses
  - Help create courses that meet the Inclusive, Diverse, Equity, and Accessibility (IDEA) standards
  - Distance Learning Student Population ([Appendix A](#))
- Hispanic population:
  - Translation of flyers
  - Building courses in Spanish
  - Working with HEP to implement courses in Canvas
  - Instructor training in Canvas
- KCET:
  - Working with KCET to implement courses in Canvas
  - Instructor training in Canvas
  - Micro-credentials in Canvas courses
- OCCDLA:
  - Consortium of seventeen Oregon Community Colleges responsible for:
    - Accessibility
    - Emergent Technologies]
    - Negotiating Committee for Licenses
    - Professional Development
- State Micro-Credential Committee
- Title III Grant:
  - Project Manager (CTL Director)
  - Co-facilitator of Budget
  - Quarterly and Annual Reports
- TRiO:
  - Working with TRiO to implement courses in Canvas
  - Instructor training in Canvas
  - Micro-credentials in Canvas courses
- Administration
  - Transparency in course content by allowing administration to see the content of a course.
  - Able to view assessment results through Canvas
- Oregon Open Education Resources
  - Liaison between college and state Open Education Resource Facilitator
  - Open Education Resource researchers

### 1D. DESCRIBE DEPARTMENT RESOURCES INCLUDING USAGE METRICS.

KACE ([CTLSupport@klamathcc.edu](mailto:CTLSupport@klamathcc.edu)) Help Desk Ticketing System

## Klamath Community College Non-Instructional Department Review:

The KACE Help Desk Ticketing System is a centralized ticketing system that allows the Center for Teaching and Learning (CTL) to streamline support processes, enhance communication, and improve resolution times.

### Efficient Issue Resolution for Faculty and Staff:

- Benefit: Faculty and staff can quickly report issues or request assistance related to teaching and learning resources.
- Impact: Faster problem resolution enhances productivity, leading to a better teaching and learning experience.

### Centralized Communication:

- Benefit: Provides a centralized platform for communication between faculty, staff, and technical support teams.
- Impact: Streamlines communication, ensuring that everyone is on the same page, leading to smoother operations.

### Data-Driven Decision Making:

- Benefit: Captures data on common issues, response times, and resolution rates.
- Impact: Enables data analysis, helping CTL staff identify patterns, optimize resources, and improve overall efficiency.

### Resource Optimization:

- Benefit: Helps in allocating resources based on the types and frequency of requests.
- Impact: Ensures efficient utilization of human and technical resources, leading to cost savings and improved service quality.

### Improved User Experience:

- Benefit: Provides a user-friendly interface for submitting and tracking support requests.
- Impact: Enhances user satisfaction, promoting a positive perception of the CTL services.

### Streamlined Feedback Mechanism:

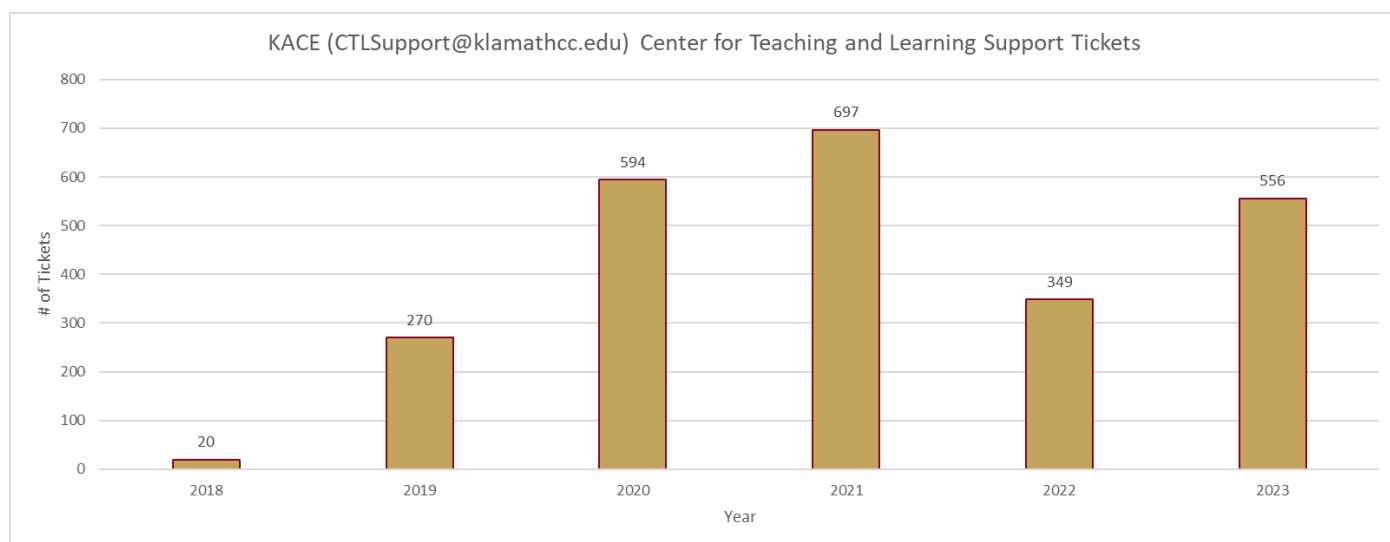
- Benefit: Enables faculty and staff to provide feedback on the support received.
- Impact: Provides valuable insights for continuous improvement, leading to a more responsive and user-focused CTL.

### Promotes Collaboration:

- Benefit: Encourages collaboration among CTL staff members for resolving complex issues.
- Impact: Fosters teamwork and knowledge sharing, leading to enhanced problem-solving capabilities.



## Klamath Community College Non-Instructional Department Review:



### Course Redesign ([APPENDIX C](#))

Designing courses through a Center for Teaching and Learning (CTL) involves careful planning and pedagogical/andragogical expertise. The benefits of well-designed courses extend to various stakeholders, including instructors, students, and the institution as a whole:

#### Instructors:

- Benefit: Provides guidance and resources for designing effective courses, incorporating innovative teaching methods, and integrating technology.
- Impact: Enhances Instructor confidence, teaching effectiveness, and job satisfaction. It encourages continuous professional development.

#### Students:

- Benefit: Ensures engaging, interactive, and learner-centered course content and activities.
- Impact: Enhances student engagement, motivation, and learning outcomes. Well-designed courses

#### Institution:

- Benefit: Elevates the overall quality and reputation of the institution by ensuring high-quality, student-centered education.
- Impact: Attracts more students, improves retention rates, and fosters positive word-of-mouth. It contributes to the institution's ranking and accreditation processes.

#### Administrators:

#### Klamath Community College Non-Instructional Department Review:

- Benefit: Facilitates efficient allocation of resources and Instructor development programs based on the needs identified through course design consultations.
- Impact: Optimizes resource utilization, leading to cost-effectiveness and improved overall academic quality.

#### Curriculum Development:

- Benefit: Guides the development of comprehensive, well-structured curriculum aligned with institutional goals and industry demands.
- Impact: Ensures that graduates are equipped with relevant skills and knowledge, enhancing their employability and contributing to the institution's reputation.

#### Diverse Learning Needs:

- Benefit: Helps in designing courses that cater to diverse learning needs, including different learning styles, abilities, and cultural backgrounds.
- Impact: Promotes inclusivity and diversity, fostering a positive learning environment where every student feels valued and supported.

#### **TechBoot Camp and Student Digital Literacy and Canvas Overview Course**

Klamath Community College implemented a Tech Boot Camp for incoming students to Klamath Community College Summer 2023. First Year Experience department offered 10 opportunities for these students to meet with members from the Center for Teaching and Learning and Information Services to ensure a smooth transition to the college. While turnout was low (13 students), the students who attended these sessions have knowledge and access to beneficial which will enhance their learning experiences and their overall academic success.

#### Familiarity and Confidence:

- Benefit: Students become familiar with the Canvas LMS interface, tools, and features.
- Impact: Boosts confidence in navigating the platform, allowing students to focus on learning rather than struggling with the technology.

#### Effective Course Engagement:

- Benefit: Students learn how to efficiently participate in discussions, submit assignments, take quizzes, and engage with multimedia content.
- Impact: Encourages active participation and collaboration, leading to a more interactive and engaging learning experience.

#### Time Management and Organization:

- Benefit: Teaches students how to manage deadlines, notifications, and course calendars within the LMS.

## Klamath Community College Non-Instructional Department Review:

- Impact: Helps students stay organized, prioritize tasks, and meet assignment deadlines, fostering better time management skills.

### Digital Literacy Skills:

- Benefit: Provides training on digital literacy, including information on evaluating online sources, understanding online etiquette, and practicing online safety.
- Impact: Equips students with essential skills for the digital age, enhancing their ability to discern credible information and engage responsibly online.

### Efficient Resource Utilization:

- Benefit: Teaches students how to access and utilize various learning resources, including multimedia files, discussion forums, and online libraries.
- Impact: Enhances the efficiency of learning by enabling students to access resources quickly, leading to a more productive study experience.

### Increased Engagement and Participation:

- Benefit: Encourages the use of interactive elements like quizzes, polls, and multimedia content within Canvas.
- Impact: Enhances student engagement and participation, making the learning process more interactive and enjoyable.

### Accessible Learning:

- Benefit: Ensures students understand how to access and use accessibility features within the LMS.
- Impact: Promotes an inclusive learning environment, ensuring that students with diverse abilities can access course materials and participate fully.

### Preparation for Future Learning Technologies:

- Benefit: Provides a foundation for understanding other digital learning tools and technologies beyond the LMS.
- Impact: Prepares students for future academic and professional environments where digital literacy and familiarity with various technologies are essential skills.

## **New Instructor Orientation**

The Center for Teaching and Learning (CTL) meets with all new instructors (full-time and adjunct). Meeting with all new instructors is essential to creating a successful academic community. Facilitating these meetings, the college shows that the institution invests in the development of their instructors, ensuring a high standard of teaching and learning. During the orientation, the new instructors are

## Klamath Community College Non-Instructional Department Review:

introduced to the Canvas Learning management system, the KACE HelpDesk, and are provided USB flash drives with important institution information.

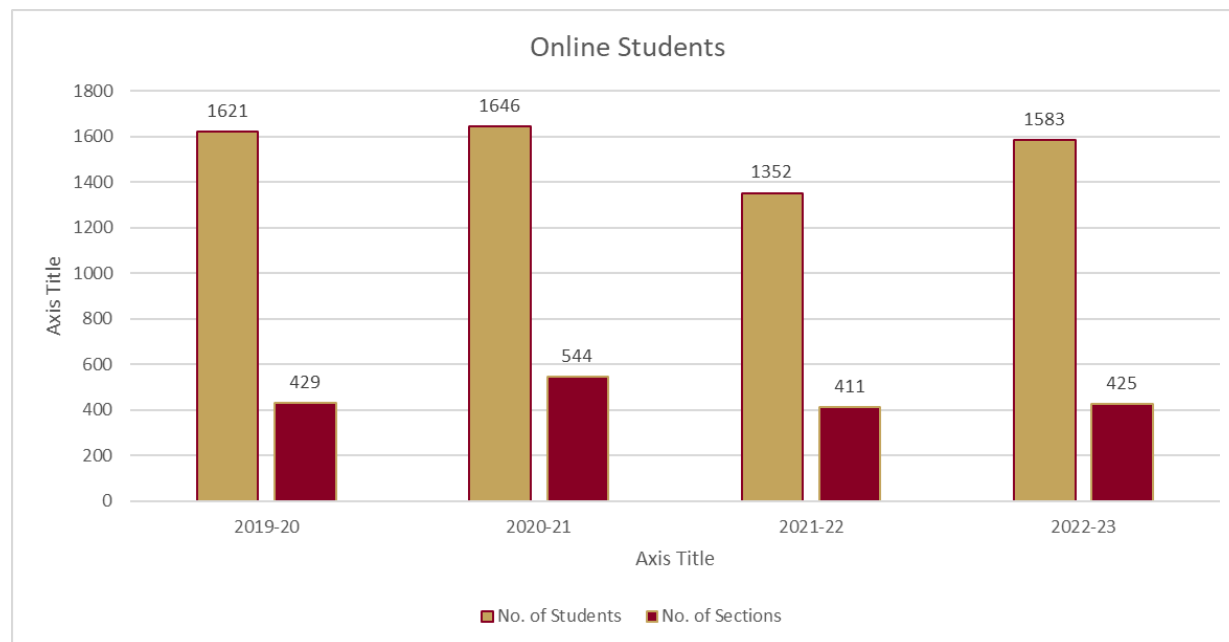
The goal during orientation is to create a smooth transition to the institution and provide understanding in the areas of: Diverse learning styles, teaching excellence, promoting inclusivity, diversity, equity, and accessibility (IDEA) in the classroom and courses. The CTL encourages new instructors to collaborate with their peers and provide feedback about new technologies that the Center has implemented into courses.

The CTL has met with approximately 25 new instructors.

### Online Courses

The Center for Teaching and Learning (CTL) plays a crucial role in supporting the success of online learners by providing a range of valuable resources, services, and expertise tailored to the unique challenges and opportunities of online education. At this time, the CTL does not have the means to keep track or receive requests for help (other than direct calls or transfers from the Information Services Help Desk) with their online classes.

The following chart shows the number of students taking at least one Online course and how many sections are offered each term.



## 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.

## Klamath Community College Non-Instructional Department Review:

**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. – **Met (Always in progress)**

**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). **Met (Always in progress)**

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

**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. **Met**

**Goal 5:** Build campus-wide confidence in the CTL/DE. **Met (Always in progress)**

**Goal 6:** Work with faculty to create a plan to have 35% updated ADA Compliancy in course documentation and media in Year 1, with a goal of 95% updated ADA Compliancy in Year 5. **Not Met - (Always in progress)**

See [Appendix B](#) for the full copy of the CTL Strategic Plan

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

The CTL will continue to adapt our goals to meet the needs of our stakeholders

Goal 6 will always be in progress due to the changing needs in accessibility.

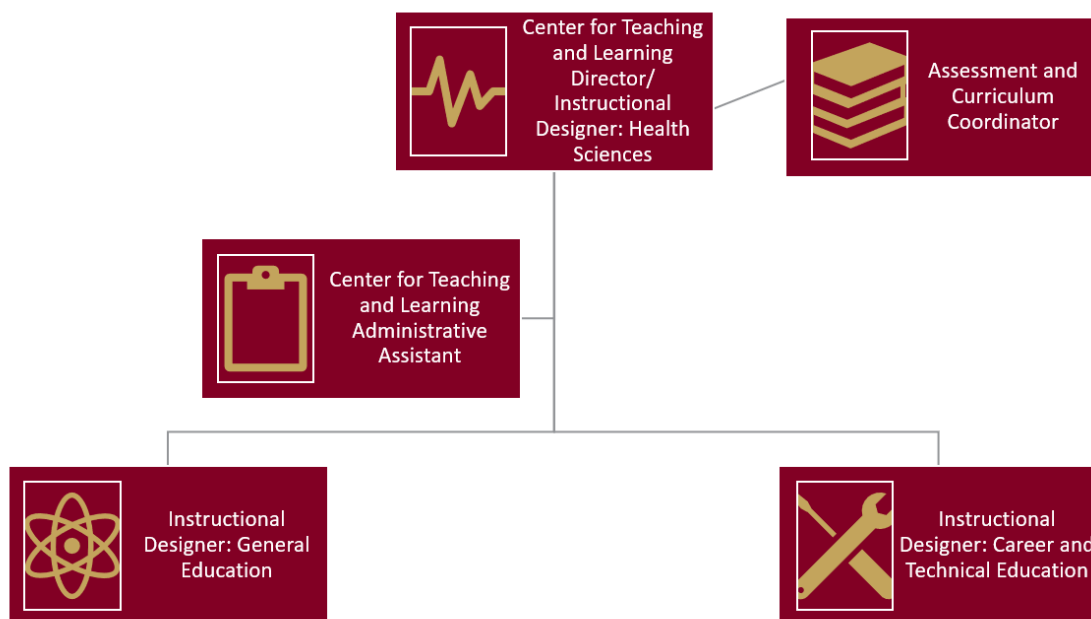
☐ Yes

☒ No

## 3. PERSONNEL SUMMARY

### 3A. PROVIDE AN ORGANIZATIONAL CHART OF THE DEPARTMENT.

## Klamath Community College Non-Instructional Department Review:



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

The Center for Teaching and Learning has highly educated professionals, whose expertise forms a cornerstone of the institution's educational excellence. Their collective knowledge and experience create a dynamic environment where innovative teaching methods and best practices are nurtured. This wealth of expertise not only enriches the academic landscape but also serves as an invaluable resource for both instructors and students.

### **Center for Teaching and Learning Director/Health Sciences Instructional Designer/Title III Project Manager:**

**Edis Worden – MBA, MS, BS, AS, QM Certified, OSU Instructional Designer Certified**

- Analyzes, updates, and refines existing online content.
- Collaborates with subject experts to develop course content.
- Consult with Instructor on appropriate instructional technology and resources to ensure efficient use, application, and functionality for improving achievement of learning outcomes
- Create diverse, equitable, inclusive, and accessible courses, content, and videos.
- Creates computer-based training (CBT) modules and storyboards.
- Creates learning experiences and environments.
- Demonstrated pedagogy understanding, consulting with Instructor and other academic stakeholders to develop and implement advanced technology solutions in support of academic excellence
- Designs learning activities, assignments, and assessments.

## Klamath Community College Non-Instructional Department Review:

- Develops and designs courses and curriculum
- Develops and direct the Title III Program in compliance with U.S Department of Education Title III regulations
- Develops instructor's manuals, rubrics, and other teaching tools.
- Edits and develops online learning materials.
- Ensure courses are 508 compliant.
- Establish and support training materials, tools, and resources for Instructor
- Facilitates discussion and collaboration via social media.
- Keeps current on best practices in instructional design.
- Manage budgets for Center for Teaching and Learning and Title III Grant.
- Manage Center for Teaching and Learning KACE HelpDesk ticketing system through project management skills.
- Manage the learning management system
- Manages online learning communities.
- Oversee workshops and provide consultation on current developments and "best practices" in support of the integration of educational technology tools
- Provide Instructor support and development for educational technology tools such as learning management systems, Blogs, Wikis, the use of digital audio and video, and website development
- Track metrics though KACE management system and create training guides based on common issues.
- Recruit and train staff.
- Supervise and supports the center for teaching and learning staff
- Supervises and supports instructional design, instructional technology training, the learning management system, career services, and is the project manager for the Title III grant
- Supervises the Title III grant administration and career center staff
- Support college Instructor and subject -matter experts in the design, development, and delivery of face to face and synchronous delivery courses
- Track student employment
- Trains instructors, students, and employees in how to use learning technologies.
- Works with technical staff to troubleshoot problems reported by users.
- Writes scripts for video and audio content

### **Assessment and Curriculum Coordinator:**

#### **David Edgell – MA, BS**

- Administrator of Canvas and serves as a resource to the CTL department, especially in editing grant reports.
- Assists new program leads to develop programs and degrees.
- Produces and edits KCC's Catalog and for the last two years has produced and edited KCC's Student Handbook.
- Attends all the curriculum meetings: General Education Committee, Curriculum Committee, Academic Council, and the Continuous Innovation and Improvement Committee.

#### Klamath Community College Non-Instructional Department Review:

- Collects syllabi from instructors to maintain an archive in SharePoint.
- Collects, edits, and may write some accreditation materials in 2023-24 along with other KCC documents.
- Assists the Vice President of Academic Affairs in other projects.
- Creates rubrics when requested.
- Maintains and updates the Institutional Syllabus.
- Edits program reviews before presenting to the CIIC. Meets with departments, disciplines, and programs to make sure they have the tools they need to produce program reviews. Updates surveys for program reviews and sends out notifications to the CIIC. Maintains the archive of program reviews for accreditation. Assists in the production of about 10-12 program, discipline, or department reviews per year.
- Responsible for selecting classes to be assessed for student learning outcomes, maintaining the records with the assistance of IR, and working with program leads to change and improve those outcomes and assessment maps.
- Works with CTL to onboard new Instructors, especially in the areas of assessment and syllabi.
- Works with IR to reconcile assessment data. Develops, maintains, and troubleshoots systems for the collection of assessment data, currently Canvas and Survey Monkey.
- Official representative of KCC to the Oregon Community College Distance Learning Association (OCCDLA).

#### **Center for Teaching and Learning Administrative Assistant:**

##### **Debbie Ostrander**

- Answers phone calls, directs calls to appropriate parties or takes messages, receives and directs visitors, arranges conference calls, and schedules meetings.
- Answers telephone, screens or forwards calls, provides information as needed, takes messages, and/or schedules appointments.
- Assists with the maintenance of the college's learning management system, Canvas.
- Conducts research, compiles numeric or other data, and prepares reports of findings that will be reviewed by managers or outside constituents.
- 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.
- Develops departmental procedures and maintains knowledge and/or documentation of standard operating procedures for position.
- Develops knowledge of the College and specific activities underway to facilitate callers' needs efficiently and accurately.
- Edits, proofreads, and reviews items prior to distribution and/or signature.
- Handles confidential and time-sensitive material appropriately.
- Maintains schedules for area of responsibility, planning meetings, appointments, and travel. Provides assistance to ensure that attendees for area of responsibility are prepared for all meetings, appointments, and events.



## Klamath Community College Non-Instructional Department Review:

- Monitors the Distance Education phone extension and e-mail for instructors and students.
- Orders office supplies and monitors inventories to replenish as needed.
- Performs routine activities such as opening and distributing mail, making copies, transmitting documents electronically, and collating and assembling packets.
- Prepares responses to correspondence pertaining to routine inquiries.
- Provides administrative support on multiple electronic systems, internally and may log on to various institutional systems to enter, upload, or download authorized data.
- Reads and analyzes incoming communications and reports to determine their significance and plan their distribution.
- Takes minutes at meetings, as required, and composes and distributes minutes for review and approval.
- Uses a variety of technology to set up and maintain records, perform data entry, and run periodic or special management reports.

### **Instructional Designer: General Education**

#### **Sam Kauffman: MLIS concentration in Instructional Design, BS**

- Apply best practices in course design, as well as assure fair use and copyright, and ADA compliance.
- Assist with the administrative tasks, including setup, maintenance, and organization of the college LMS CANVAS.
- Attend appropriate conferences, workshops, webinars, and other professional development activities.
- Attend regular meetings, committees, and training sessions
- Consult with instructor on appropriate instructional technology and resources to ensure efficient use, application, and functionality for improving achievement of learning outcomes.
- Develop and deliver instructor training and development activities in regard to face to face, online, hybrid instruction, and instructional technologies
- Develop and deliver the CANVAS student orientation.
- Develop and deliver trainings for instructor in course design and the use of instructional technology in face-to-face, hybrid, synchronous, and online modalities.
- Develop, edit, and load course content to KCC's learning management system CANVAS.
- Guide the design and development of multimedia materials.
- Recommend technical and andragogic solutions that will accomplish established course outcomes.
- Research current trends and scholarship in learning, instructional design, teaching and learning with technology, and distance education.
- Support college Instructor and subject-matter experts in the design, development, and delivery of all academic courses through collaboration and knowledge of instructional design.

### **Instructional Designer: Career and Technical Education**

**Robert Yasukochi: BS**

- Apply best practices in course design, as well as assure fair use and copyright, and ADA compliance.
- Assist with the administrative tasks, including setup, maintenance, and organization of the college LMS CANVAS.
- Attend appropriate conferences, workshops, webinars, and other professional development activities.
- Attend regular meetings, committees, and training sessions
- Consult with Instructor on appropriate instructional technology and resources to ensure efficient use, application, and functionality for improving achievement of learning outcomes.
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- Develop, edit, and load course content to KCC's learning management system CANVAS.
- Guide the design and development of multimedia materials.
- Recommend technical and andragogic solutions that will accomplish established course outcomes.
- Research current trends and scholarship in learning, instructional design, teaching and learning with technology, and distance education.
- Support college Instructor and subject-matter experts in the design, development, and delivery of all academic courses through collaboration and knowledge of instructional design.

☒ Yes

☐ No

☐ Somewhat

**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.**

Standardization of course design based on quality matters standards can significantly improve student engagement, retention, and completion rates. Quality Matters (QM) is a widely recognized set of standards used in online and blended course design. When these standards are applied effectively, they can positively impact the learning experience in the following ways:

- Clear Learning Objectives: When students understand what is expected of them, they are more likely to engage with the course material and stay motivated throughout the term
- Consistent Course Structure: Standardization ensures a consistent course structure including a clear layout, consistent navigation and content that is well-organized. Standardization reduces

## Klamath Community College Non-Instructional Department Review:

confusion, allow students to focus on learning rather than trying to figure out how to navigate the course.

- **Engaging content:** Implementation of interactivity and other ways to provide real-world experiences (such the Virtual Reality program, BodySwaps) will encourage engagement with the course and course materials.
- **Accessible Design:** Creating accessible education materials will ensure that most (if not all) students can participate fully.
- **Alignment of Assessments with Outcomes and/or Objectives:** Assessments that are aligned with outcomes/objectives provide students with an understanding of why they are being assess and how it relates to their learning goals. This could increase the amount of engagement and motivation to complete.
- **Clear Policies and Expectations:** When students understand the rules regarding participation and grading, they can focus on their studies without having to focus on the unknown expectations. This can lead to increased retention and completion.

Having two dedicated instructional designers in the Center for Teaching and Learning (CTL) can significantly enhance the quality, consistency, and effectiveness of course design. This, in turn, leads to improved student engagement, higher retention rates, and increased completion rates as students benefit from well-designed, personalized, and inclusive learning experiences

Reorganizing the Center for Teaching and Learning (CTL) to have two dedicated instructional designers can lead to several benefits that directly impact student engagement, retention, and completion rates in the following ways:

- **Consistency in Course Design:** Working with one instructional designer, there is a higher probability to increase standardization and consistency across courses. This will reduce student confusion when navigating different courses and create a sense of understanding and success.
- **Expertise and Specialization:** A dedicated instructional designer can become highly skilled in creating an engaging and effective learning experience for students. This will allow for the Instructional Designer to stay updated on the latest pedagogical/andragogical techniques and tools to help provide a more engaging and relevant course to student.
- **Increased Instructor Support:** By working closely with assigned deans and their instructors, the Instructional Designer (ID) can provide personalized training and support in the areas of instructional techniques and technology use. Confident instructors will create an engaging learning experience for students, leading to higher retention rates both for the instructor and students
- **Collaboration Leads to Student Success:** Having one point of contact for instructional design can improve communication and collaboration within the CTL department. Faculty and other staff members can work more closely with the instructional designer to ensure that courses are aligned with institutional goals and that resources are used efficiently. This collaboration can result in a more coherent and effective approach to improving student outcomes.

## Klamath Community College Non-Instructional Department Review:

- Streamlined Processes: A single instructional designer can streamline course design processes, making them more efficient. This can result in courses being developed and updated more quickly, ensuring that they remain current and engaging for students.

### 4. STAFF DEVELOPMENT

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

The emphasis on professional development in instructional design not only strengthens the skills of individual educators but also has a ripple effect on student learning outcomes. Well-designed instructional materials and methodologies cater to diverse learning styles, ensuring that students are actively engaged and motivated in their studies. Consequently, this approach enhances student comprehension, critical thinking, and problem-solving abilities, leading to a more enriching educational experience.

## Klamath Community College Non-Instructional Department Review:

Title	Description	Attendee(s)
Articulate 360		
Storyline Basic and Advanced	Build highly-interactive elearning content	Edis
Rise 360	Build Micro-course and Course interactive tools	Edis
Essentials of E-Learning Design	Training with hands-on practice to refine and enhance understanding elearning design	Edis
InstructureCon	Canvas' annual conference. New features, communication with Canvas team members, new vendor products	Eds, David, Debbie, Rochelle
Quality Matters		
Applying the QM Rubric	Intended for assessing quality and assisting the course design of online and blended courses for higher education.	Edis, David, Sam, Robert, Rochelle
<b>Teaching Online Certificate:</b> Gauging Your Technology Skills Evaluating Your Course Design Exploring Your Institution's Policies Orienting Your Online Learners Connecting Learning Theories to Your Teaching Strategies Creating Presence in Your Online Course Assessing Your Learners	The QM Teaching Online Certificate enables instructors to demonstrate their knowledge mastery of online teaching. The seven workshops that make up the Teaching Online Certificate include competencies aligned with QM's Online Instructor Skill Set. Instructors who take the series are provided with the background knowledge needed for teaching online. The workshops will provide both current and potential online instructors with the experience of learning online from the student's perspective.	Edis, Rochelle
Online QM Facilitator		
Peer Reviewer	The Peer Reviewer Course is designed to prepare experienced online faculty and instructional designers to serve as QM-Certified Peer Reviewers. It includes a review of the foundational principles of Quality Matters and the QM Rubric.	Edis, David, Rochelle
Coordinator	Management of QM account	Edis, David
QM Certified Course	Met 100% of QMR standards	Edis (PHL209)
Free webinars	Covers a myriad of topics on student success, retention, and completion.	Edis, David, Sam, Robert, Rochelle

## Klamath Community College Non-Instructional Department Review:

Oregon State University E-Learning Certification			
Adult Learning and Development	Learning Outcomes:		
Instructional Technology	Apply learning theories through the use of instructional technology		Edis, Rochelle
Needs Assessment and Research	Evaluate the diverse needs and characteristics of adult learners		
Instructional Design	Create educational and training opportunities in diverse settings		
Instructional Strategies for Adult Learners	Apply models and frameworks in design		
	Integrate new software		
	Write instructional documentation		
	Design visual elements		
	Align assets to instructional or training goals		
	Evaluate analytics in decision-making		
	Train and teach others		
	Test and troubleshoot digital content and tools		
	Creatively solve teaching and learning challenges		
	Advocate for student-centered and inclusive design		
PDF Accessibility Training	Course on making PDF documents accessible		Debbie
Reginal Leaders of Open Education (RLOE)	RLOE is a professional development network to support strategic planning for open education aimed to improve and scale open education as a system reform that increases student success at postsecondary institutions with an emphasis for reaching underserved student populations.		Edis
NWeLearn	Learn new design strategies and best practices, and see what new tools are available for course design, student engagement, retention, and completion		Edis, David, Rochelle, Sam, Robert
National Institute for Staff and Organizational Development (NISOD)	Share best practices and introduce new practices that increase student success at community and technical colleges with focuses on: Equity, Diversity, Inclusion, and Justice. Online, Face-to-Face, and Hybrid Teaching and Learning;; Student support and success.		Rochelle
Leadershp in Higher Education	Focuses on: Professional Development; Diversity, Equity, and Inclusion; Institutional Culture and Climate; Student Retention and Success		Edis, David
ACUE	Fostering a Culture of Belonging		Edis

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

The Center for Teaching and Learning (CTL) is current with professional development opportunities. We appreciate the college for providing sufficient budget resources for the CTL to continue to keep up-to-date on technologies and pedagogies/andragogies.

## 5. FACILITIES AND EQUIPMENT

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

☒ Yes

☐ No

☐ Somewhat

During 2019, the Center for Teaching and Learning relocated from offices on the second floor of Building 6 to its current location in Building 3, closer to instructor offices. The new location includes offices for each member of the team in order to meet with instructors without disturbing other members of the team while providing services.

Within the CTL location there exists a fully functional studio for the production of classroom content and lectures by instructors. The studio also serves as an adjunct office with two computers providing immediate access to Center for Teaching and Learning personnel. The studio contains a podium and a whiteboard similar to those found in most classrooms. This allows new instructors to practice and train.

The Assessment and Curriculum Coordinator has an office in Building 6 close to the VP of Academic Affairs and the Health Sciences Dean.

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

☐ Yes

☐ No

☒ Somewhat

In the ever-evolving landscape of education, technology has emerged as a transformative force, reshaping the way we teach, learn, and engage with knowledge. Within the Center for Teaching and Learning (CTL) and at the meetings with Oregon Community College Distance Learning Association (OCCDLA) there is a pressing need to explore and integrate cutting-edge technologies such as Virtual Reality (VR), Artificial Intelligence (AI), and advanced educational software. These technologies hold the promise of revolutionizing the learning experience, fostering innovation, and preparing our students for the challenges of the future.

However, the rapid pace of technological advancement presents a unique challenge. The constant evolution of VR, AI, and educational software makes it difficult to accurately gauge the precise needs and costs associated with their implementation within the CTL. As new breakthroughs occur and technologies mature, the possibilities for enhancing teaching methods and enriching the educational journey expand exponentially.

To address this challenge, it is imperative that the institution adopts a flexible and adaptive approach. This approach acknowledges the fluid nature of technology, allowing for continuous exploration and experimentation, which is well supported by the institution. By fostering a culture of innovation, the CTL can stay at the forefront of educational technology trends, embracing emerging tools and methodologies that align with our educational objectives.

## Klamath Community College Non-Instructional Department Review:

Empowering our instructors with the knowledge and skills to leverage VR, AI, and advanced software ensures that these tools are utilized effectively to enhance pedagogy/andragogy. Training sessions, workshops, and peer-to-peer learning opportunities create a community of tech-savvy educators who can share best practices and support one another in this ever-changing technological landscape.

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

Our space in Building 3 was designed for the CTL and currently serves the department well.

## 6. BUDGET

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

Account Number	Description	Posted Balance	Ending Balance	Total Annual Budget	Over/Under Budget
1 001 20 2004 7050 1	Supplies - Distance Ed	219.98	469.49	1,500.00	1,030.51
1 001 20 2004 7060 1	Books - Distance Ed	0	0	150	150
1 001 20 2004 7150 1	Marketing - Distance Ed	(2,657.01)	0	0	(2,657.01)
1 001 20 2004 7240 1	Travel - Distance Ed	671.2	671.2	7,000.00	6,328.80
1 001 20 2004 7250 1	Training & Cont Ed - Distance Ed	4,200.82	4,200.82	8,000.00	3,799.18
1 001 20 2004 7350 1	Dues / Memberships - Distance Ed	120	120	200	80
1 001 20 2004 7400 1	Contracted Services - Distance Ed	5,644.00	0	20,000.00	20,000.00
1 001 20 2004 7925 1	Tools & Equip < \$5,000 - Distance Ed	0	199.99	2,500.00	2,300.01
1 001 20 2004 7935 1	Software < \$5,000 - Distance Ed	0	174.93	18,000.00	17,825.07
1 001 20 2004 7940 1	Furniture < \$5,000 - Distance Ed	0	195	500	305
1 001 20 2004 8000 1	Equipment - Distance Ed	0	0	1,000.00	1,000.00
Totals		8198.99	6031.43	58850	50161.56

The marketing category currently is the only line item that exceeds 10% of the budgeted amount, this is due to the implementation of First Year Experience or new student Tech Boot Camp sessions. The cost was not anticipated for the purchase of various tools provided to students who attend the sessions who receive to help to be successful while attending Klamath Community College.

### 6B. DESCRIBE BUDGETARY CHALLENGES.

The Center for Teaching and Learning's current budget (aside from marketing costs) is sufficient to meet the needs of the department for the 2023-24 school year. Additionally, the CTL recoups professional development costs, up to \$3,800, from Oregon Community College Distance Learning Association (OCCDLA). However, those monies are not returned to the CTL, but instead go into Klamath Community College's General Fund.

## 7. CONCLUSION

### 7A. DESCRIBE DEPARTMENT STRENGTHS.

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HIGHLY QUALIFIED PERSONNEL



## Klamath Community College Non-Instructional Department Review:

The Center for Teaching and Learning (CTL) possesses a considerable strength in its highly qualified and educated personnel. This exceptional team of professionals brings significant expertise and experience to the institution, contributing immensely to the overall academic environment.

Another notable strength of the Center for Teaching and Learning (CTL) lies in its proactive approach to engaging with zero activity students, consistently monitoring course syllabi in the learning management system, and providing timely reminders to instructors throughout the year. This multifaceted approach demonstrates the CTL's commitment to supporting both faculty and students, ensuring a vibrant and successful learning environment.

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### PROFESSIONAL DEVELOPMENT

The Center for Teaching and Learning seeks professional development in instructional design to enhance quality of course rigor and design. By investing in continuous learning and training opportunities, the CTL empowers its staff with the latest advancements in pedagogy, andragogy, technology, and instructional strategies. This focus on instructional design equips instructors with the tools and techniques necessary to create engaging, effective, and student-centered learning experiences.

The emphasis on professional development in instructional design not only strengthens the skills of instructors and enhances student learning outcomes by ensuring alignment through assessments and practical learning. Well-designed instructional materials cater to the diverse learning styles, ensuring that students are actively engaged and motivated in their studies. Consequently, this approach enhances student comprehension, critical thinking, and problem-solving abilities, leading to a more enriching educational experience.

### 7B. DESCRIBE DEPARTMENT WEAKNESSES.

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#### PERSONNEL

From March to September 2023, the Center for Teaching and Learning (CTL) experienced two employees who left the college or took a 9 Month Faculty position. This left the CTL with the Director as the main instructional designer until the new instructional designers came onboard in July and August. The productivity decreased until the new instructional designers were brought up to Klamath Community College's standards.

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#### ONLINE STUDENT SERVICES

A significant weakness of the Center for Teaching and Learning (CTL) is the absence of a dedicated Help Desk System for online learners. Without a streamlined and easily accessible support system, online learners may face challenges in promptly addressing their technical issues, navigating course materials, or seeking timely academic assistance. This absence creates several issues such as, delayed problem resolution, negative impact of institution reputation, challenges to staying current in the course, frustration due to lack of support, missed learning opportunities, lack for data for the CTL on how to improve services and could lead to a decrease in student engagement, retention, and completion.

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#### INSTRUCTOR BUY-IN

Unclear or inconsistent instructional methods and course design may result in decreased interest and participation in class activities, hindering the overall learning experience. Instructor buy-in is essential because if instructors are not fully on board with proposed changes by the Center for Teaching and Learning (CTL), could affect student engagement which in turn can be challenging for instructors to maintain student interest and enthusiasm for the course material.

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#### LACK OF AUTHORITY TO MANDATE COURSE DESIGN

The absence of authority to mandate course designs can lead to disparities in curriculum quality. Inconsistent instructional approaches and course structures may confuse students, making it harder for them to navigate their academic paths. This confusion can result in lower retention rates as students become less motivated to complete, due to the lack of a cohesive learning experience.

To address these challenges effectively, it is imperative for the CTL to foster a culture of collaboration and cooperation among instructors and the CTL. Providing opportunities for open dialogue, and encouraging the exchange of best practices can enhance cooperation through the implementation of a Center for Teaching and Learning Advisory Committee.

Additionally, empowering the Center with the authority to standardize course designs and instruction methods can ensure consistency across the curriculum. Establishing clear process, the CTL can effectively help Klamath Community College improve student engagement, retention, and completion rates, creating a more supportive and conducive learning environment for all students.

#### 7C. DESCRIBE SUPPORT NEEDED.

Encouraging instructors to attend professional development and Center for Teaching and Learning (CTL) trainings is pivotal for fostering continuous growth, enhancing teaching effectiveness, and improving student learning outcomes within our institution. To achieve this goal effectively, the support of the deans is crucial. We recognize the vital role that professional development and Center for Teaching and Learning (CTL) trainings play in enriching the skills and knowledge of our instructors, thereby elevating the quality of education we provide. To ensure the active participation of our faculty in these essential training programs, we earnestly seek the support of our esteemed deans.

In the ever-evolving landscape of education, the Center for Teaching and Learning (CTL) serves as the heart of innovation, guiding our faculty toward excellence in teaching and learning. To sustain this mission effectively, robust support from Information Services is paramount. Specifically, in the areas of networking, cybersecurity, and WiFi connectivity, Information Services plays a pivotal role in enabling the CTL to function seamlessly and provide invaluable services to our academic community.

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

## Klamath Community College Non-Instructional Department Review:

The mission of the Klamath Community College Center for Teaching and Learning (CTL (Center for Teaching and Learning)) is to support KCC's Instructor in meeting the needs of a diverse student population, through inspiration, innovation, and excellence.

### Goal 1: Provide Instruction Technology Support and Mentorship to KCC (Klamath Community College) Employees and Students

- Promote the integration and effective use of instructional technologies across the campus.
- Provide instructional technology support and mentorship to Instructor, staff, and students.
- Support the adoption and sharing of innovative effective andragogical studies, trainings, and presentations.

#### Process for Implementation

- Employ support via Teams and KACE Helpdesk to students and Instructor during Fall, Winter, and Spring terms.
- Create two or more Canvas LMS (Learning Management System) training sessions, that have a face-to-face and online component, to incoming students at the beginning of each term.
- Attend conference presentations and classes, either in person or virtually, and present those findings to the Instructor.

### Goal 2: Promote Inclusivity, Diversity, Equity, and Accessibility (IDEA)

- The guarantee of fair treatment, access, opportunity, and advancement for all students in their education program, and eliminate barriers that have prevented the full participation of marginalized groups.
- Ensure equitable student access to eLearning resources, support, and services
- Create a culture that embraces DEIA, to prepare students and employees to engage and lead in a culturally diverse world through course design.
- Provide educational opportunities and trainings for Instructor, on topics that are related to DEIA

#### Process for Implementation

- Standardize the Canvas LMS interface or 60 courses per year, in order that students can locate content consistently and easily (accessibility, equity).
- Create Canvas interfaces and content that is accessible to students with disabilities according to best practices and industry guidelines (DEIA).
- Encourage Instructor to attend and/or provide training sessions and content on DEIA issues. (DEIA)

### Goal 3: Promote student success through excellence and innovation in academic programing.

- What potential actions or projects will you do towards this umbrella goal?

## Klamath Community College Non-Instructional Department Review:

- Use of best practices in course and program offerings to enhance the student experience.
- Integrate instructional strategies to enrich student learning experiences and address varied learning styles.
- Integrate Student Learning Outcomes into all course curriculum and match specific course assessments with those outcomes.

### Process for Implementation

- Consistently revise and redesign courses and/or programs across the curriculum according to a schedule.
- Increase regular and substantive interaction between Instructor and students across the curriculum and modality of courses.
- As courses are redesigned, integrate Student Learning Outcomes into the modules of the courses.

## Goal 4: Quality Assurance

- Establish a culture of continuous process improvement.
- Expand the use of research-based standards to enhance the quality of instruction for all modalities.
- Create a system for quality that ensures the effectiveness of teaching and the quality of learning outcomes.

### Process for Implementation

- Establish a culture for Quality Matters (QM) standard and provide stipends for successful completion of QM coursework and Instructor evaluation of courses at KCC.
- Transfer from the QOIC standard to the QM standard.
- As courses are redesigned, elevate them to the QM standard.

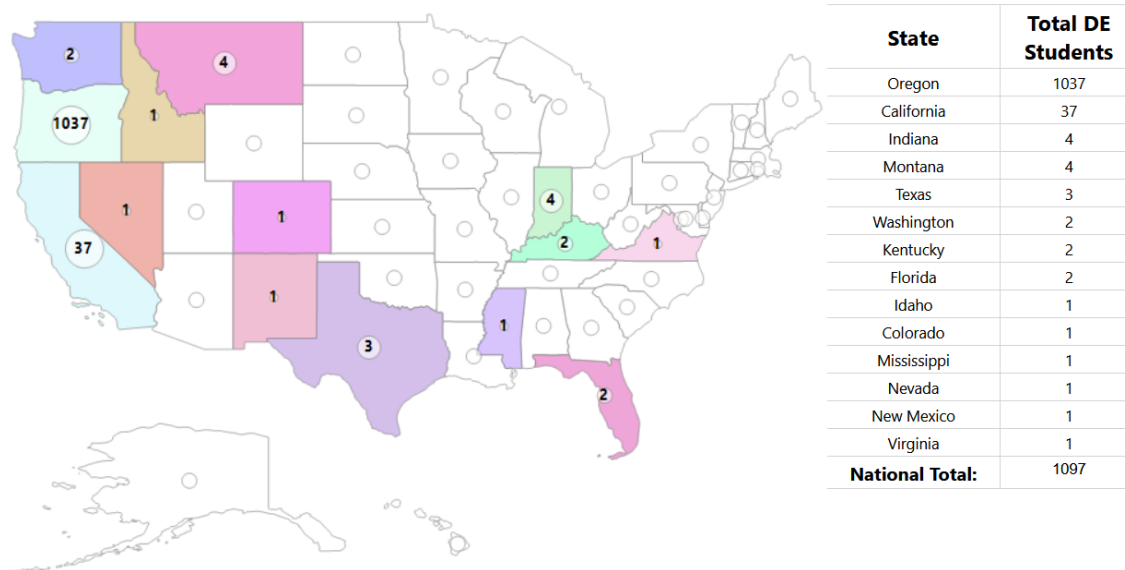
## 8. APPENDICES

### APPENDIX A: DISTANCE EDUCATION STUDENT POPULATION SERVED

## Distance Education Students By State

Fall 2023

(Students in this report are credit students taking at least 1 online Class)



### APPENDIX B: STRATEGIC PLAN 2021 - 2023

## Department Plan with Notes Center for Teaching and Learning

### Mission Statement

The mission of The Center for Teaching and Learning is to support, promote, and strengthen the KCC teaching community regardless of modality, faculty status, or credit load, to facilitate student learning and success. The CTL will work across campus to share knowledge of best practices of teaching, student learning, and the mentoring students to affect student retention and graduation rates.

Goal	Goal Title	Initiative	Explanation
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1	<b>Improve new faculty success by introducing the faculty member to educational tools and methodology that aligns with Klamath Community College's strategic plan.</b>	Excellence	The Center for Teaching and Learning is working with all departments to ensure that incoming instructors will complete orientation questionnaires regarding: Previous teaching experience, use of Learning Management Systems 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 Team to verify that the appropriate courses have been created and designed. Each new faculty member will receive Canvas training according to their Canvas knowledge. CTL workshops will be assigned according to the needs of the faculty member.
<b>Measurable Target</b>			
<b>1. Creation of Orientation Website.</b> <b>2. 100% Contact with new incoming faculty.</b> <b>3. Microsoft Forms - Orientation forms filled out (after creation of orientation website).</b> <b>4. CTL contact Excel Spreadsheet.</b>			
<b>Action Items</b>			
<ul style="list-style-type: none"> <li>• Human Resources to inform the CTL team of new incoming faculty members.</li> <li>• Create a Center for Teaching and Learning Website for all stakeholders</li> <li>• Incoming and current faculty member training plan.</li> <li>• One-on-One training requests</li> </ul>			
<b>Progress Notes</b>			

**Deans have been contacting the CTL Team with new faculty members. The CTL team has met with 100% of incoming faculty. (12/21/2018)**

**Marketing has the mockup website for new faculty and staff. (12/21/2018)**

**No data available until orientation website is built. (12/21/2018)**

**Increase of faculty members seeking help from CTL team. (12/21/2018)**

**Implementation in Winter 2019 (1/4/2019)**

**Tom Show me new tool Note Date - 02-20-2019 11:22:49 (2/20/2019)**

**The Deans are no longer informing the CTL Team of new faculty. The Human Resources department has added the CTL to their flow, which informs the CTL team of new faculty. (5/16/2019)**

**Continuing to reach out to incoming faculty to ensure smooth transition to KCC. (5/16/2019)**

**Creating a program guide and tracks for new faculty inservices. (5/16/2019)**

**New faculty guidebook is now available in Canvas and is public facing. This guidebook has information regarding: Relocation information, and KCC Information. Orientation and workshop forms are available to help with transitioning new faculty members. (7/31/2019)**

**Fall Inservice 2019 the Center for Teaching and Learning had a session for new faculty. There was a good turnout of new faculty. We discussed the resources at Klamath Community College and gave more individualized attention to the items of concern for each new faculty that attended. In addition, the CTL reached out to each of the new employees the 3rd and 6th weeks (MidTerm) to ensure that the new faculty had no additional questions or concerns. (11/19/2019)**

**Met with all incoming faculty with one exception; a welding instructor who received orientation from OIT where the course is being taught. This goal has been met. (1/11/2021)**

## **Successes**

**Working with marketing to create a Orientation website to help facilitate incoming faculty (and staff) member's transition to Klamath Community College. Deans are informing the CTL team regarding new faculty members in order for the team to work with the faculty member to get them acclimated to KCC's LMS. New faculty attending workshops for all areas that need to be addressed. (12/21/2018)**

**The CTL website has been created and is near publication. It is on the public site. (5/16/2019)**

**Having incoming faculty meet with the Assessment and Curriculum Coordinator. (5/16/2019)**

**The CTL Team continues to look for new technologies that will benefit staff. Recently the CTL Team has provided webcams to a majority of faculty. Other technology items for faculty and other departments to use consists of: OSMO stabilizing cameras Padcaster - iPad, teleprompter, microphone, green screen and other peripherals to make introduction videos, classroom videos and other recordings Swivl Camera with tracker - Tracking camera with recording options for classroom lectures and demonstrations. MiniDrone - For use with Digital media students and instructors. Use in AG program, use in promoting Drone license program at KCC. Marketing also enjoys the use for marketing purposes. (5/26/2020)**

**This goal has been achieved by the Center for Teaching and Learning. New Faculty Orientation has been implemented and carried out each term. This has led new faculty to feel supported during their experience teaching with Klamath Community College. (4/27/2021)**

#### **Status**

Completed

<b>Goal</b>	<b>Goal Title</b>	<b>Initiative</b>	<b>Explanation</b>
2	<b>Work with all departments to increase faculty access and retention and student access, retention and completion regardless of enrollment status and modality</b>	Access	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).
<b>Measurable Target</b>		
<b>1. Creation of New Student Orientation Course in Canvas for both Onsite and Distance Education students.</b> <b>2. Creation of Dual Credit Pilot Group (based on subject, possible last choice is Writing).</b> <b>Increase of faculty and student satisfaction regarding accessibility and support.</b> <b>4. CTL HelpDesk support tickets.</b>		
<b>Action Items</b>		
<ul style="list-style-type: none"> <li>• Create a SharePoint site for Dual Credit Instructors to distribute documents and information.</li> <li>• Work with Dual Credit Coordinator to identify areas of support needed for DC faculty and Students.</li> <li>• Work with Student Services to ensure all new students receive proper Mandatory New Student Orientation regardless of Modality.</li> <li>• Work with TRiO to create a Canvas Course for their students.</li> </ul>		
<b>Progress Notes</b>		
<b>SharePoint site created in Office 365 that is accessible to all Dual Credit instructors.</b> (12/21/2018)  <b>Create CTL HelpDesk Queue.</b> (12/21/2018)  <b>The CTL team worked with SS and created CGSX701N courses for students regardless of modality.</b> (12/21/2018)  <b>Meeting with Dual Credit Coordinator to identify a pilot group.</b> (1/4/2019)  <b>SharePoint site has been created for DC instructors and their leads for information dissemination.</b> (1/4/2019)  <b>New Student Orientation class has been added in Canvas (both for onsite and Distance Education).</b> (1/4/2019)  <b>CTL HelpDesk has been created and will be implemented in Winter 2019</b> (1/4/2019)		

**CTL team created a SharePoint site for Dual Credit faculty and found that it was too cumbersome for leads and sponsors to use. The goal has changed to create a Canvas Dual Credit Canvas Course for observations. The Canvas course will be tested in Fall 2019. (5/16/2019)**

**The Dual Credit Pilot group has three sponsored instructors willing to use Canvas. The goal is to have at least 5-8 for the pilot group. Fall 2019 should see an increase in that number. (5/16/2019)**

**To help with student retention and completion - Provide all students with Canvas training either through a Canvas course or online training. This will help students gain confidence in their educational goals. (5/16/2019)**

**Met with Dean Lahaie to set Canvas minimum standards for all faculty. (7/31/2019)**

**Continued work with reaching out to all departments to ensure student success, retention and completion. New department outreach: Student Life (Clubs) First Year Experience (7/31/2019)**

**Dual Credit instructors have a new Canvas Course that allows them to upload their observation videos as well as talk with their lead(s). Other information that is available is all the worksheets for Dual Credit and instructions on how to use the Canvas course effectively. Working with NSO to continually update their course for each term. Working with MFG, IS, CTE and the PIO with researching the use of a new tool for the campus. Continued MAPS survey to better understand student needs. Fall 2019 had a record number of responses (195) with a lot of information that identified various student concerns, especially with technology and financial problems that may be a hindrance to their success. (11/19/2019)**

**Creation of a new CE (possible Bridge) course for students. This course will include:**

**Navigating the Klamath Community College website**

**Navigating MyKCC (signing in, finding grades)**

**Registering for classes (online and face to face)**

**Navigating Canvas**

**Office 365**

**Accessing and using Outlook**

**Using Zoom or Video Conferencing tools**

**What is an Early Alert and what you need to do.**

**What is FASFA**

**Financial Aid**

**Workstudy information**

**Career Services**

**Student Life**

**Veteran Services**

**TRiO**

**Where do I GO for????**

**Work will be done inter-department to ensure the appropriate information is relayed and the appropriate individuals are on board.**

**(5/26/2020)**

**Through course redesigns, interactions with faculty and other stakeholders, the CTL has increased student access for learning which could potentially led to the other two indicators of success (retention and completion). The CTL has encouraged the use of new interactivity tools available in Canvas which helps to increase student engagement within in the course. Additionally, the CTL team has attended various professional development opportunities (Quality Matters certification courses, online conferences and webinars) to learn about new tools and methods to increase faculty and student access. This goal will always be in progress due to the many changes in technology and theories. (4/27/2021)**

**Successes**

**Reduce DFW rates across modality by % in 2019. Created Dual Credit SharePoint site. Increased retention rates (especially Dual Credit).**

**Increased completion rates (12/21/2018)**

**The CTL Administrative Assistant has been added to the retention team and is doing Early Alert messaging with Distance Education students. This started Winter 2019 term with great success. (5/16/2019)**

**The Dual Credit SharePoint site was found not to be the best instrument for Dual Credit observations. The next step is to create a Dual Credit Observation Canvas course. The Instructional Innovation Trainer is working with one of the DC Leads to ensure that the process is better.**

**(5/16/2019)**

**New Student Orientation Canvas course has been created and has been used since Fall 2018 and has shown to be a successful tool for the First Year Experience Coordinator. (5/16/2019)**

**A TRiO Canvas course has been created and has been used since Winter 2019 and has shown to be a successful tool for the TRiO department.**

<p>(5/16/2019)</p> <p><b>The Center for Teaching and Learning has an active HelpDesk available on the KACE system. Each term the Distance Education Coordinator creates a banner to remind Canvas users of the helpdesk service available. (5/16/2019)</b></p> <p><b>Created a Spanish Competency Course in Canvas for incoming students to be placed in the appropriate Spanish course level. (5/16/2019)</b></p> <p><b>1. MAPs Survey's continue to be conducted for student insight where improvements can be made. 2. Standardizing of Canvas Course setup being implemented. 3. CidiLabs for improved engagement in Canvas. 4. Quality Learning and Teaching Rubric implementation process being considered. This will ensure (already) high quality courses being delivered as well as a standard for all KCC courses. 5. Customer Service Support for faculty, staff and students, with less than a 24 hour turnaround (if possible). (5/26/2020)</b></p>			
<b>Status</b>			
In Progress			
<b>Goal</b>	<b>Goal Title</b>	<b>Initiative</b>	<b>Explanation</b>
3	<b>The Center for Teaching and Learning intends to work with faculty to have 95% of courses available in Canvas, regardless of the program or modality.</b>	Access	Currently Klamath Community College requires only Distance Education courses to be available in Canvas. However, the CTL team 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, ADA compliancy and ease of class transfer in case of faculty unavailability. However, the CTL team recognizes that not all courses can be placed on Canvas (such as Welding).
<b>Measurable Target</b>			

**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.**

#### **Action Items**

- Incoming faculty meet with the CTL team and learn how to set up the class in Canvas
- Create a pilot group with Dual Credit instructors to create Canvas courses to test for viability.
- Standardization of Canvas courses with ADA compliant documents and media.
- Workshops offered to faculty on: Canvas Course setup; Canvas Use (Importing, Rubrics, Announcements, etc.); Accessibility

#### **Progress Notes**

**The CTL team has meet with 100% of incoming faculty, standardization is starting with them. (12/21/2018)**

**Working with the Dual Credit Coordinator to contact potential Dual Credit instructors interested in being the Pilot class in Canvas (12/21/2018)**

**Workshops have been held regarding course standardization and ADA compliancy. (12/21/2018)**

**The CTL team holds continuous workshops to improve faculty's knowledge in the areas of concern. (12/21/2018)**

**Through workshops and Lunch and Learns the CTL demonstrates the capabilities of Canvas for both distance and on-site education. (5/16/2019)**

**The CTL team is encouraging all new incoming faculty to put their courses in Canvas, regardless of modality and subject matter. (5/16/2019)**

**The CTL Team has met with various Dual Credit instructors to get them familiar with Canvas, with the intent of Dual Credit students using the Canvas LMS as an assignment tool. (5/16/2019)**

**Success entered incorrectly on the progress page. (7/31/2019)**

<p><b>The work between CTL and the Deans to get 95% of courses into Canvas has been a successful venture. Currently, the Deans are asking the faculty to have a minimum of information in their Canvas courses depending on modality. Minimum standards: Video Bio Written Bio Institutional and Course Syllabi (11/19/2019)</b></p> <p><b>Goal has been met. This will be a continuous goal due to new and re-introduced courses. (2/2/2022)</b></p>			
<b>Successes</b>			
<p><b>All new faculty are meeting with the CTL team to help them get their courses going in Canvas. (12/21/2018)</b></p> <p><b>The work between CTL and the Deans to get 95% of courses into Canvas has been a successful venture. Currently, the Deans are asking the faculty to have a minimum of information in their Canvas courses depending on modality. Minimum standards: Video Bio Written Bio Institutional and Course Syllabi (11/19/2019)</b></p> <p><b>Due to COVID 19 - All (100%) Credit Courses, Spring Term 2020, have been moved online. New incoming faculty will now be required to have their courses in Canvas, regardless of modality. (4/17/2020)</b></p> <p><b>With the cooperation of the faculty and Deans this goal has been reached. The CTL provides the deans with a list of courses that are not active in Canvas and the deans will follow up and ensure that the course and CTL work together to have the course at Level 1 of the Canvas Minimum Standards. (4/27/2021)</b></p> <p><b>Goal has been met. This will be a continuous goal due to new and re-introduced courses. (2/2/2022)</b></p>			
<b>Status</b>			
Completed			
<b>Goal</b>	<b>Goal Title</b>	<b>Initiative</b>	<b>Explanation</b>
4	<b>Work with departments, faculty, staff and students to increase communications</b>	Planning	The Center for Teaching and Learning is here for faculty support, regardless of modality.

<p><b>regarding assessment, instructional design, Canvas course building, navigation and changes, classroom technology implementation and new emerging technologies.</b></p>		<p>It is the CTL teams' goal to provide the best customer service through communication and action.</p>
<p><b>Measurable Target</b></p>		
<p><b>1. Increase in faculty assessment points. 2. Increase acceptance, from CIIC committee, on program reviews. 3. Decrease in faculty, staff and student dissatisfaction with campus technology and implementation. 4. Use of Center for Teaching and Learning HelpDesk Queue.</b></p>		
<p><b>Action Items</b></p>		
<ul style="list-style-type: none"> <li>• Create communication plans for assessments, course design, Canvas changes and classroom technology implementation.</li> <li>• Work with Information Services to ensure all faculty have the opportunity to test incoming hardware and software.</li> <li>• Provide faculty workshops on incoming technologies.</li> <li>• Creation of Center for Teaching and Learning HelpDesk queue to identify problem areas listed in this goal.</li> <li>• Reinforce Communications with Deans Regarding Faculty Evaluations</li> <li>• Meet with new faculty after orientation on a weekly schedule their first term.</li> <li>• Meet the Faculty Senate President on Professional Development issues.</li> </ul>		
<p><b>Progress Notes</b></p>		
<p><b>Working with IS to ensure the CTL team is aware of any incoming technologies (software and hardware) (12/21/2018)</b></p> <p><b>Mandatory workshops have been held for faculty. (12/21/2018)</b></p> <p><b>The CTL HelpDesk will be available starting Winter term 2019 (12/21/2018)</b></p> <p><b>Continually seeking new ways to get buy-in from faculty. This has included: Round Table discussions - Successful Letting faculty choose what workshops they want to see - in progress Flyers to encourage participation Handouts for each workshop held. (11/19/2019)</b></p>		

**CTL now hosts a 10.5 hour Zoom conferencing session for immediate help for faculty. These are considered one-on-one training sessions. In addition, the CTL has begun sending out video explanations regarding faculty/staff/student email questions. This is proving a successful mini-training opportunity. (4/17/2020)**

**The assessment coordinator and Director of CTL have made the outcomes reporting easier for faculty to complete. The Outcomes reports are available in Canvas as a form for faculty to enter information. This gives the CTL team the ability to track who has completed the assessment forms and who has not. In addition, the CTL team used the Outcomes Course in Canvas to create a form that will provide information regarding which assessment aligns with an outcome. This process will complete in the background and provide valuable metrics on whether the assessment is meeting the outcome goals. (10/21/2020)**

**Communication is still a factor for this goal. Each situation shows the CTL where we can improve communication with the Deans, faculty, and students. However, communication is becoming better with faculty reaching out and asking for information and guidance with course design. Recently the CTL has incorporated various interactive tools within course designs (with faculty input and direction). This has led to successful and engaging course redesigns. This goal will always be in progress because stakeholders change as well as the technology, but each time the CTL improves with each new communication. (4/27/2021)**

### **Successes**

**New CTL Team! The team is geared to helping faculty to be successful with all aspect of technology. (12/21/2018)**

**The CTL HelpDesk is up and active. This has been communicated to all stakeholders. (5/16/2019)**

**Provided training on new software and technology in the classroom to faculty (NetSupport and Lecture Capture program). (5/16/2019)**

**The Institutional Syllabus has been updated and will be put on the CTL public website. (5/16/2019)**

**COVID 19 has thrown KCC a curveball, prompting all credit courses to move online if possible. The CTL team worked diligently to make the transition as seamless as possible. The CTL team worked with all faculty,**



<p><b>staff and students to provide them with the means to be successful. This included loaning out extra laptops, providing webcams and headsets for video conferencing, providing all faculty and staff with Zoom pro accounts, training to all faculty and staff on how to use the equipment. The CTL team also established a Zoom HelpDesk link in order to help faculty quickly and efficiently during this time of crisis. (5/26/2020)</b></p>			
<b>Status</b>			
In Progress			
<b>Goal</b>	<b>Goal Title</b>	<b>Initiative</b>	<b>Explanation</b>
A	<b>Build campus-wide confidence in the Center for Teaching and Learning.</b>	Access	To create a cohesive presence with all Klamath Community College departments. To encourage teamwork that will enhance the high level of morale found at KCC. To build a better presence for the Center for Teaching and Learning and their dedication to the well-being of all KCC individuals. The CTL team is relatively new, with some staffing turnover. The team will work diligently to create an atmosphere of cooperation and working together as a team despite different areas of responsibility.
<b>Measurable Target</b>			
<ol style="list-style-type: none"> <li><b>1. Increase of faculty seeking workshops and training.</b></li> <li><b>2. Increased use of faculty using software and hardware.</b></li> <li><b>3. Increased use of classroom technology in lessons.</b></li> <li><b>4. Increase in Onsite/Webinar workshop attendance.</b></li> <li><b>5. Increase of CTL Team attending beneficial conferences.</b></li> </ol>			
<b>Action Items</b>			
<ul style="list-style-type: none"> <li>• CTL team presence on College-wide committees</li> </ul>			
<b>Progress Notes</b>			

**Edis - CIIC, IS, Assessment, Facilities & Finance, Digital Media, Completion, Wellness. (12/21/2018)**

**Continuous workshops have been provided since Spring 2018. Lunch and Learn/Discuss lunches will occur in Winter 2019 Term (1/4/2019)**

**David/Edis - NWeLearn David - OCCDLA (also serves on OCCDLA committees). (1/4/2019)**

**Attended meeting with HR and Facilities to discuss the need for a physical Center for Teaching and Learning. (1/4/2019)**

**The physical Center for Teaching and Learning is almost complete! At this time, electrical and low-voltage are being put in, but is not yet complete. Once this step is completed, the CTL will begin purchasing and advertising the new emerging technology that will be purchased. (11/19/2019)**

**COVID 19 has proven to be a challenging time for the institution. The CTL has incorporated Zoom video conferencing as a means to reach out to faculty, staff and students. This has proven a successful measure and has increased the CTL presence on campus positively. Because of the success of the Zoom sessions, this will be a feature always available to faculty, staff and students from Spring term 2020 on. (4/17/2020)**

**The CTL team has been working consistently to provide the best customer service to all faculty, staff and students during the Covid 19 crisis. The CTL was instrumental to faculty, to help non-canvas users, into Canvas and provide customer support as needed. The CTL team helped many instructors improve rigor in their courses, needed for the online environment. This has helped to improve the CTL image and presence at KCC. (5/26/2020)**

**More faculty are reaching out to the CTL. Additionally, the New Faculty Orientation process has helped new faculty to understand our role with their courses. This has helped build trust. Other faculty appear to be reaching out more and asking for tools and other services that the CTL provides. Communication has been increasing, especially during the pandemic, and has allowed the CTL to build trust where it may have been lacking before. (4/27/2021)**

**This goal has been met for the duration of the strategic plan. However, this will always be an ongoing goal due to change in personnel. The CTL**

<p><b>begins building trust with their New Faculty Orientation which all new instructors must go through. (2/2/2022)</b></p>	
<p><b>Successes</b></p>	
<p><b>The Center for Teaching and Learning Administrative Assistant has been added to the Early Alert Retention Team. (5/16/2019)</b></p>	
<p><b>The Center for Teaching and Learning Administrative Assistant has been selected to serve on the Cyber Security hiring committee. (5/16/2019)</b></p>	
<p><b>The Instructional Designer has been added to the OER committee. (5/16/2019)</b></p>	
<p><b>The Center for Teaching and Learning will be presenting "How to Onboard New Academia" at the next NWeLearn conference in October 2019. The Instructional Innovation Trainer and Instructional Designer will be doing the presentation. (5/16/2019)</b></p>	
<p><b>The Instructional Designer, Distance Education Coordinator and Center for Teaching and Learning Lead will be attending the Canvas InstructureCon in July 2019. (5/16/2019)</b></p>	
<p><b>The physical space for the Center for Teaching and Learning has been approved and is currently in progress. The Center for Teaching and Learning Lead/Instructional Innovation Trainer has moved offices to Building 3, the new CTL site. Once completed there will be a mini-classroom/recording area for faculty. The mini classroom will be used to provide onsite training, peer-to-peer training and recording capabilities for faculty and staff. (7/31/2019)</b></p>	
<p><b>Status</b></p>	
<p>In Progress</p>	

Goal	Goal Title	Initiative	Explanation
B	ADA Compliancy	Access	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 within 5 years.
<b>Measurable Target</b>		
<b>35% ADA Compliancy year 1.</b> <b>50% ADA Compliancy Year 2.</b> <b>65% ADA compliancy Year 3.</b> <b>80% ADA compliancy Year 4.</b> <b>95% ADA compliancy Year 5.</b>		
<b>Action Items</b>		
<ul style="list-style-type: none"> <li>• Captioning of Videos</li> <li>• Accessibility Check for all documents</li> </ul>		
<b>Progress Notes</b>		
<p><b>Workshops have been held on ADA compliancy, but are not mandated.</b> (1/4/2019)</p> <p><b>Winter term 2019</b> (1/4/2019)</p> <p><b>New instructors are being guided to create their courses in Canvas where the CTL team can check for ADA accessibility</b> (1/4/2019)</p> <p><b>Short videos are getting closed captioned subtitles added. Longer videos will require a part-time or student worker.</b> (5/16/2019)</p> <p><b>All new instructors that have met with the CTL have been provided with training on Canvas's accessibility tool The CTL continues to offer workshops in ADA compliancy.</b> (7/31/2019)</p> <p><b>Faculty have started coming to the CTL for help with ensuring that their videos are ADA compliant. Canvas and CidiLabs each have accessibility checkers to ensure the courses are ADA compliant.</b> (11/19/2019)</p> <p><b>Student worker has been hired to help with closed captioning on videos.</b> (4/17/2020)</p> <p><b>The CTL Team has been working with faculty to help them with improving their ADA compliancy through workshops and video editing (close captions where applicable). Workshops cover how faculty can use tools, both online and through office programs to ensure their documents are ADA compliant.</b> (5/26/2020)</p>		

The CTL team working with the Deans have updated the minimum standards rubric for all courses in Canvas. Included in the new minimum standards is the use of the CidiLabs program to increase our accessibility in courses. The accessibility checker in CidiLabs highlight areas where accessibility might be a concern. All courses that have been requested to be updated to the CidiLabs program have been checked for accessibility. 80% of those courses met or exceed accessibility requirements at the time of the check and 95% met or exceeded accessibility requirements after making the appropriate changes. Headings were the main issue, however, the CTL team did not change any content and provided feedback to instructors. The decision to make the changes were left to instructors. (10/21/2020)

The CTL has a student worker and the admin professional working on updating documents to be ADA accessible each term (due to the rotation of courses). Additionally, the CTL team, through course redesign, are checking and creating accessible course material to ensure accessibility to all students and faculty this includes creating Canvas pages, assignments, quizzes, etc. This goal will always be in progress due to course redesigns, introduction of new materials, and new courses. (4/27/2021)

### Successes

Instructional Designer attended a conference on ADA compliancy in March 2019 (5/16/2019)

Instructional Innovation Trainer attended a conference on ADA compliance in October 2018. (5/16/2019)

### Status

In Progress

APPENDIX C: COMPLETED AND IN PROGRESS COURSE REDESIGNS

DEAN: CHRISTOPHER STICKLES

CTE Instructional Designer: Robert Yasukochi

Course	Course Name	CMA Description	
ADS 102	Drug Use & Addiction	Criminal Justice	
ADS 150	Basic Counseling & Addiction	Criminal Justice	
ADS 152	Group Counseling & Addiction	Criminal Justice	In Progress
ADS 156	Ethical & Professional Issues	Criminal Justice	Completed
ADS 157	Risk Assessment & Intervention	Criminal Justice	
ADS 158	Introduction to Addiction Medication Assessment and Placement	Criminal Justice	
ADS 280	Coop Wk Exp: Addictions	Criminal Justice	
APR 100	Basic Electrical Theory	Apprenticeship Related Training	
APR 101	Basic Motor Controls	Apprenticeship Related Training	
APR 102	Grounding & Bonding	Apprenticeship Related Training	
APR 103	Limited Energy & Communications Systems, Power Quality and Electrical	Apprenticeship Related Training	
APR 104	Solar Photovoltaic Systems	Apprenticeship Related Training	
APR 105	Understanding the NEC & Safety Study I	Apprenticeship Related Training	
APR 115	Plumbing Code Part I & Jobsite Fundamentals/Safe	Apprenticeship Related Training	
APR 115C	Carpenter I	Apprenticeship Related Training	
APR 115CL	Carpenter I Lab	Apprenticeship Related Training	

Klamath Community College Non-Instructional Department Review:

APR 115D	Drywall Finisher I	Apprenticeship Related Training
APR 115DL	Drywall Finisher I Lab	Apprenticeship Related Training
APR 115E	Exterior/Interior Specialist I	Apprenticeship Related Training
APR 115EL	Exterior/Interior Specialist I Lab	Apprenticeship Related Training
APR 115M	Cement Mason I	Apprenticeship Related Training
APR 115ML	Cement Mason I Lab	Apprenticeship Related Training
APR 115P	Painter I	Apprenticeship Related Training
APR 115PL	Painter I Lab	Apprenticeship Related Training
APR 116	Plumbing Materials, Tools, & Equipment	Apprenticeship Related Training
APR 116C	Carpenter II	Apprenticeship Related Training
APR 116CL	Carpenter II Lab	Apprenticeship Related Training
APR 116D	Drywall Finisher II	Apprenticeship Related Training
APR 116E	Exterior/Interior Specialist II	Apprenticeship Related Training
APR 116EL	Exterior/Interior Specialist II Lab	Apprenticeship Related Training
APR 116M	Cement Mason II	Apprenticeship Related Training
APR 116ML	Cement Mason II Lab	Apprenticeship Related Training
APR 116P	Painter II	Apprenticeship Related Training
APR 116PL	Painter II Lab	Apprenticeship Related Training
APR 118	Plumbing Basic Installation	Apprenticeship Related Training
APR 118C	Carpenter III	Apprenticeship Related Training
APR 118D	Drywall Finisher III	Apprenticeship Related Training
APR 118E	Exterior/Interior Specialist III	Apprenticeship Related Training
APR 118EL	Exterior/Interior Specialist III Lab	Apprenticeship Related Training
APR 118M	Cement Mason III	Apprenticeship Related Training

Klamath Community College Non-Instructional Department Review:

APR 118ML	Cement Mason III Lab	Apprenticeship Related Training
APR 118P	Painter III	Apprenticeship Related Training
APR 120	Plumbing Code Part II & Safety	Apprenticeship Related Training
APR 120C	Carpenter IV	Apprenticeship Related Training
APR 120CL	Carpenter IV Lab	Apprenticeship Related Training
APR 120D	Drywall Finisher IV	Apprenticeship Related Training
APR 120E	Exterior/Interior Specialist IV	Apprenticeship Related Training
APR 120EL	Exterior/Interior Specialist IV Lab	Apprenticeship Related Training
APR 120M	Cement Mason IV	Apprenticeship Related Training
APR 120ML	Cement Mason IV Lab	Apprenticeship Related Training
APR 120P	Painter IV	Apprenticeship Related Training
APR 120PL	Painter IV Lab	Apprenticeship Related Training
APR 121	Mathematics, Calculations, & Safety	Apprenticeship Related Training
APR 121C	Carpenter V	Apprenticeship Related Training
APR 121CL	Carpenter V Lab	Apprenticeship Related Training
APR 121D	Drywall Finisher V	Apprenticeship Related Training
APR 121E	Exterior/Interior Specialist V	Apprenticeship Related Training
APR 121EL	Exterior/Interior Specialist V Lab	Apprenticeship Related Training
APR 121M	Cement Mason V	Apprenticeship Related Training
APR 121ML	Cement Mason V Lab	Apprenticeship Related Training
APR 121P	Painter V	Apprenticeship Related Training
APR 121PL	Painter V Lab	Apprenticeship Related Training
APR 122	Soldering, Brazing, Welding, & OSHA Regulations	Apprenticeship Related Training
APR 122C	Carpenter VI	Apprenticeship Related Training



Klamath Community College Non-Instructional Department Review:

APR 122CL	Carpenter VI Lab	Apprenticeship Related Training
APR 122D	Drywall Finisher VI	Apprenticeship Related Training
APR 122E	Exterior/Interior Specialist VI	Apprenticeship Related Training
APR 122EL	Exterior/Interior Specialist VI Lab	Apprenticeship Related Training
APR 122M	Cement Mason VI	Apprenticeship Related Training
APR 122ML	Cement Mason VI Lab	Apprenticeship Related Training
APR 122P	Painter VI	Apprenticeship Related Training
APR 122PL	Painter VI Lab	Apprenticeship Related Training
APR 130	Basic Industrial Maintenance & Safety	Apprenticeship Related Training
APR 131	Mathematics & Blueprint Reading	Apprenticeship Related Training
APR 132	Basic Machine Shop & Using Hand Tools & Materials	Apprenticeship Related Training
APR 133	Intermediate Maintenance & Safety	Apprenticeship Related Training
APR 134	Industrial Machinery I	Apprenticeship Related Training
APR 135	Industrial Welding	Apprenticeship Related Training
APR 200	Understanding the NEC & Safety II	Apprenticeship Related Training
APR 201	Understanding the NEC & Safety III	Apprenticeship Related Training
APR 202	Electrical Exam Preparation Study I	Apprenticeship Related Training
APR 203	Electrical Exam Preparation Study II	Apprenticeship Related Training
APR 204	Journeyman's Exam Preparation	Apprenticeship Related Training
APR 205	Advanced Journeyman's Exam Preparation	Apprenticeship Related Training
APR 215	Plumbing Code Part III Theory & Safety	Apprenticeship Related Training
APR 216	Industrial & Commercial Plumbing	Apprenticeship Related Training
APR 217	Plumbing Service & Repair	Apprenticeship Related Training
APR 218	Plumbing Code Overview	Apprenticeship Related Training

Klamath Community College Non-Instructional Department Review:

APR 219	Plumbing Code Part IV Overview	Apprenticeship Related Training
APR 220	Uniform Plumbing Code Test Preparation	Apprenticeship Related Training
APR 230	Advanced Industrial Maintenance & Safety	Apprenticeship Related Training
APR 231	Industrial Machinery II	Apprenticeship Related Training
APR 232	Industrial Troubleshooting & Theory	Apprenticeship Related Training
APR 233	Industrial Jobsite Fundamentals & Safety	Apprenticeship Related Training
APR 234	Industrial Maintenance & Machinery Overview	Apprenticeship Related Training
APR 235	Millwright Professional	Apprenticeship Related Training
AVS 100	Intro to Aviation	Aviation
AVS 105	Aviation Fundamentals	Aviation
BUS 111	Intro to Accounting (Hewitt)	Accounting
BUS 111	Intro to Accounting (Hammond   New Textbook)	Accounting
BUS 150	Intro to Entrepreneurship	Business Management
BUS 211	Principles of Accounting I	Accounting
BUS 228	Computer Accounting Applications	Accounting
CIS 284	Network Security Fundamentals	Computer Engineering Technology
CIS 284L	Network Security Fundamentals Lab	Computer Engineering Technology
CIS 285	Cybersecurity Operations	Computer Engineering Technology
CIS 285L	Cybersecurity Operations Lab	Computer Engineering Technology
CJA 101	Intro to Criminal Justice & Human Services Careers	Criminal Justice
CJA 105	Cultural Diversity in Criminal Justice Professions	Criminal Justice
CJA 111	Intro to Criminal Justice System - Police	Criminal Justice
CJA 113	Intro to Criminal Justice Systems - Corrections	Criminal Justice
CJA 120	American Criminal Justice System	Criminal Justice

Klamath Community College Non-Instructional Department Review:

CJA 210	Arrest, Search & Seizure	Criminal Justice
CJA 211	Civil Liability & Ethics in Criminal Justice	Criminal Justice
CJA 214	Criminal Investigation	Criminal Justice
CJA 217	Interviewing & Interrogation	Criminal Justice
CJA 233	Criminology	Criminal Justice
CJA 243	Narcotics & Dangerous Drugs	Criminal Justice
MFG 102	Basic Engineering Materials	Advanced Manufacturing Engineering Technology

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DEAN: MONIKA BILKA

Gen Ed: Instructional Designer: Sam Kauffman

Course	Course Name	CMA Description
CAS 133	Intro to Computing Skills	General Education Computer Science
CAS 133L	Intro to Computing Skills Lab	General Education Computer Science
CAS 170	Spreadsheets	General Education Computer Science
CAS 245	Office Systems & Procedures	Office Management
CAS 245L	Office Systems & Procedures Lab	Office Management
CAS 247	Advanced Business Applications	Office Management
CAS 247L	Advanced Business Applications Lab	Office Management
CGS 100	College Survival & Success	College Success and Survival
CGS 100 (SP)	College Survival & Success	College Success and Survival

Klamath Community College Non-Instructional Department Review:

CGS 110	Study Skills for College Learning	College Success and Survival
CGS 112	Career Exploration & Planning	College Success and Survival
COM 111M	Public Speaking	Writing and Communication
COM 111Z	Public Speaking	Writing and Communication
ECE 249 SP	Inclusion of Children w/Special Needs	Education
ENG 195	Film Studies: Film as Art	General Education Arts and Letters
HPE 131	Introduction to Exercise/Sport Science	General Education Health Science
HPE 260	Anatomical Kinesiology	General Education Health Science
GEO 105L	Physical Geography Lab	General Education Science
MMT 241	Graphic Design for the Web	Multimedia Technology
MMT 241L	Graphic Design for the Web Lab	Multimedia Technology
MTH 104	Math in Society Plus	Mathematics
MTH 111Z	Precalculus I: Functions	Mathematics
MTH 112Z	Precalculus II: Trigonometry	Mathematics
MTH 253	Calculus III	Mathematics
MUS 206	History of Rock Music	General Education Arts and Letters
OST 120	Business Editing Skills	Office Management
PED 141C	Fundamentals of Healthy Movement	General Education Health Science
PED 182A	Beginning Aerobic Fitness	General Education Health Science
PED 185Y	Hasta Yoga	General Education Health Science
PHY 102	Fundamentals of Physics II	General Education Science
PHY 103	Fundamentals of Physics III	General Education Science
PHY 211L	Gen Physics I Lab	General Education Science
PHY 212	General Physics II (Calculus-based)	General Education Science

Klamath Community College Non-Instructional Department Review:

SPA 101	First Year Spanish I	General Education Arts and Letters
SPA 101M	First Year Spanish I	General Education Arts and Letters
SPA 102	First Year Spanish II	General Education Arts and Letters
SPA 103	First Year Spanish III	General Education Arts and Letters
SPE 111M	Fundamentals of Speech	Writing and Communication
SPE 215	Small Group Communication: Process & Theory	Writing and Communication
STA 243Z	Elementary Statistics I	Mathematics
TEX 280	Coop Wk Exp: Seminar	Business Management
WRI 095	Intro to Expository Writing	Developmental Education Writing
WRI 121Z	Composition I	Writing and Communication
WRI 122Z	Composition II	Writing and Communication
WRI 227Z	Technical Writing	Writing and Communication

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DEAN: ALLISON SANSOM

Heath Sciences: Instructional Designer: Edis Worden

Course	Course Name	CMA Description
BIO 112	Integrated Chemistry and Cell Biology for Health Occupations	General Education Science
BIO 112L	Integrated Chemistry and Cell Biology for Health Occupations Lab	General Education Science
BIO 231	Anatomy & Physiology I	General Education Science
BIO 231L	Anat & Phys I Lab	General Education Science
BIO 232	Anatomy & Physiology II	General Education Science
BIO 232L	Anat & Phys II Lab	General Education Science

Klamath Community College Non-Instructional Department Review:

CHE 104	General Chemistry I	General Education Science
CHE 104L	Gen Chem I Lab	General Education Science
CHE 105	General Chemistry II	General Education Science
CHE 105L	Gen Chem II Lab	General Education Science
COS 102	Oregon Laws and Rules	COS
COS 104	Salon Management	Cosmetology
COS 105	Cosmetology Science	Cosmetology
COS 111	Hair Design Theory I	Cosmetology
COS 111L	Hair Design Theory I Lab	Cosmetology
COS 112A	Hair Design Theory II	COS
COS 112B	Hair Design Theory II for Barbers	Cosmetology
COS 112L	Hair Design Theory II Lab	COS
COS 113	Hair Design Theory III	Cosmetology
COS 113L	Hair Design Theory III Lab	COS
COS 114	Hair Design Theory IV	Cosmetology
COS 114L	Hair Design Theory IV Lab	Cosmetology
COS 115C	Hair Design Clinical	Cosmetology
COS 116C	Hair Design Clinical	COS
COS 117C	Hair Design Clinical	COS
COS 121	Esthetics Theory	Cosmetology
COS 121L	Esthetics Theory Lab	Cosmetology
COS 122C	Esthetics Clinic II	COS
COS 131	Nail Tech Theory	Cosmetology
COS 131L	Nail Tech Theory Lab	COS

Klamath Community College Non-Instructional Department Review:

COS 132C	Nail Tech Clinic II	Cosmetology
COS 141	Barbering Theory	COS
COS 141L	Barbering Theory Lab	COS
COS 142C	Barbering Clinic II	Cosmetology
EMT 151	Emergency Medical Technician Part 1	EMT
EMT 151L	Emergency Medical Tech Part 1 Lab	Emergency Medical Technician
EMT 152	Emergency Medical Technician Part 2	Emergency Medical Technician
EMT 152L	Emergency Medical Technician Part 2 Lab	Emergency Medical Technician
ENV 170 HX	Environmental Science	General Education Science
ENV 170L	Environmental Science Lab	General Education Science
HEA 113	Certified Nursing Assistant 2	Nursing
HEA 113C	Certified Nursing Assist 2 Clinical	Nursing
HEA 113L	Certified Nursing Assistant 2 Lab	Nursing
HEA 125	First Aid & Industrial Safety	Emergency Medical Technician
HIM 103	Intro to Health Services	Health Informatics
HIM 104	Intro to Health Data and Content I	Health Informatics
HIM 105	Legal & Ethical Aspects of Healthcare	Health Informatics
HIM 106	Health Data Content & Structure II	Health Informatics
HIM 131	Medical Coding	Health Informatics
HIM 180	Coop Wk Exp: HIM Prof Prac Exp I	Health Informatics
HIM 204	Healthcare Delivery & Technology	Health Informatics

Klamath Community College Non-Instructional Department Review:

HIM 205	Health Info and Data Governance	Health Informatics
HIM 210	Disease Process	Health Informatics
HIM 212	Intro to Pharmaceuticals	Health Informatics
HIM 231	CPT Coding	Health Informatics
HIM 232	Medical Revenue – Insurance and Billing Application	Health Informatics
HIM 234	Advanced Medical Coding	Health Informatics
HIM 272	HIM Leadership and Management	Health Informatics
HIM 275	Quality Improvement in Healthcare	Health Informatics
HIM 280	Coop Wk Exp: HIM Prof Prac II	Health Informatics
HIM 291	Exam Review: RHIT	Health Informatics
HIM 292	Exam Prep: EHR	Health Informatics
HIM 293	Exam Review: CBS	Health Informatics
HPE 207	Stress Management	General Education Health Science
HPE 225	Nutrition	General Education Health Science
MDA 101	Medical Terminology I	General Education Health Science
MDA 102	Medical Terminology II	General Education Health Science
MDA 128	Anatomy & Physiology for Health Science Professional I	General Education Health Science
MDA 129	Anatomy & Physiology for Health Science Professional II	General Education Health Science
NSG 112	Health & Illness Concepts II (didactic)	Nursing
NSG 112C	Health & Illness Concepts II (application)	Nursing



Klamath Community College Non-Instructional Department Review:

NSG 150	LPN Transition to ADN (didactic)	Nursing
NSG 211	Health & Illness Concepts IV (didactic)	Nursing
NSG 211C	Health & Illness Concepts IV (application)	Nursing

8. NON-INSTRUCTIONAL DEPARTMENT REVIEW RUBRIC

	Highly Developed	Developed	Emerging	Initial
<b>1—Support of the College Mission</b>	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.
<b>2—Accomplishments in Achieving Goals</b>	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.
<b>3—Personnel Summary</b>	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.
<b>4—Staff 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>5—Facilities and Equipment</b>	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.

Klamath Community College Non-Instructional Department Review:

<b>6—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>7—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>8—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>9—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>