



**KLAMATH COMMUNITY COLLEGE**

# **2026 – 2036 Facility Plan**

**FACILITIES REPORT | JANUARY 2026**





# Acknowledgments

## **KLAMATH COMMUNITY COLLEGE**

### **Steering Committee**

**Dr. Robert Gutierrez**, President  
**Denise Reid**, Vice President of Administrative Services  
**Gail Schull**, Vice President of Student Affairs  
**Jamie Jennings**, Vice President of Academic Affairs  
**Chip Massie**, Vice President of External Affairs  
**Josua Guest**, Executive Director of Legal and Human Resources

**All faculty, staff, and community members who participated in the needs workshops, campus open houses and presentation.**

## **OP SIS ARCHITECTURE**

**Mark Stoller**, Planner  
**Ruizhu Han**, Designer



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# Executive Summary

The 2025-2035 Facilities Master Plan will provide Klamath Community College with a strategy for planned academic growth and facility improvements to support their vision of the future.

The goal of this planning process was to assess both academic needs and facility utilization, to ensure instructional needs are supported by appropriate spaces and facilities. This process involved an engagement strategy that shared ideas and solicited input from faculty, staff, and students. To assess College needs, focus group work sessions were held with the following constituents:

- Academic Instruction
- Student Development and Success
- Student Recreation and Athletics
- Campus Technology
- Safety and Security
- Sustainability
- Asset Preservation / Deferred Maintenance

From these focus groups came the development of a comprehensive understanding of campus needs. These needs were then distilled into improvements that could be accomplished in the next five years.

### **Facility Utilization Analysis**

Accompanying the needs assessment, a comprehensive utilization analysis was conducted to assess existing facilities and where future improvements should be focused. The analysis indicates that the majority of instructional spaces are currently underutilized and number of classrooms and labs should be adequate for the next 5-years. The campus office analysis indicated a need for additional offices and this need is represented in the building improvement plans.

### **5-Year Campus Improvements**

The needs assessment workshops established a solid foundation for the development of potential improvements for the next five years. Concepts for several of these improvement areas have been developed and are included this report.

Two new facilities are currently in design and will be added to the campus in the near future – a Childcare Learning Center adjacent the north entry and the Cosmetology Building on the south end of campus. Each facility will be accompanied by vehicular and pedestrian improvements to provide access and outdoor activity space.

To support the Art Program with a lab renovation and consolidate the Communications Division, minor improvements are proposed for Building 3.

To support student recreation and athletics, a new soccer field is proposed on the west side of campus along with improvements to Building 4 for expanded fitness and locker/shower spaces. Additional space in Building 4 has also been allocated for student clubs, food pantry and a flex office suite.

To improve student registration and support activities, location of services on Level One in Building 9 has been adjusted to improve efficiency and communications between departments. This realignment of service also included a more streamlined Bookstore and additional space allocated to student support activities. On Level Two a new Student Support Center was created, bringing together the Accelerated Learning and Career Service Centers into a common location.

### **10-Year Campus Improvements**

To complete its vision for long term academic and campus growth, KCC is considering the allocation of campus property and resources to support the following campus improvements:

- Student and community recreation and athletics with the addition of a future recreation building and adjacent sports field.
- Student housing to support its athletic and international student programs.
- Relocation of its Commercial Driver's License Program (CDL) to the property north of campus.
- Additional facilities associated with Building 5 and Building 10 Career and Technical Education Programs



# Introduction

**COLLEGE HISTORY  
PLANNING PROCESS**

## COLLEGE HISTORY

Klamath Community College was created to fulfill a community vision for improved prosperity. Starting in 1991, a group of community leaders formulated a plan called the Klamath 2002 Vision Statement. The heart of the 2002 vision statement involved rallying community support for a new community college to improve jobs, the local economy, and the regional quality of life. Responding to their extraordinary leadership efforts, in May 1996, Klamath County voters overwhelmingly approved formation of the Klamath Community College Service District with a 79 percent affirmative vote. In addition, voters agreed to establish a \$3.5 million tax base to operate the district.

On July 1, 1996, KCC became the seventeenth community college in Oregon. Initially, KCC contracted with Rogue Community College for educational services. During its first year of operation, KCC offered three one-year certificates to students: business assistant, computer software specialist, and criminal justice. At the same time, KCC contracted with Oregon Institute of Technology to provide general education courses, student health services, and library services. Classes were conducted in facilities rented from the Klamath County School District and Klamath Falls City Schools.

During its first year as an accredited institution, KCC provided services to approximately 3,000 students. In July 1997 KCC contracted with Portland Community College for educational services. The KCC Board of Education appointed Dr. Wesley R. Channell as the College's first permanent president on August 1, 1997.

In December 1997, the Oregon State Board of Education approved the charter for KCC, and in January 1998 it authorized the KCC Board of Education to award degrees and certificates. In April 1998 the curriculum in KCC's first catalog was approved by the Oregon State Board of Education and Portland Community College. Classes and administrative offices expanded to rented facilities on Williams Avenue. In the same month KCC submitted its application for initial candidacy to the Northwest Association of Schools and Colleges (NASC), now known as the Northwest Commission on Colleges and Universities (NWCCU), the accrediting agency for the region. On November 10, 1999, KCC received initial candidacy for regional accreditation at the associate degree level. At its January 2005 meeting, the NWCCU granted initial accreditation effective September 1, 2004. Accreditation was reaffirmed in 2009 and in 2018.

While KCC was advancing its bid for accreditation, it was also working on finding a permanent home. In September 1999, President Channell announced the purchase of 57 acres, which included two buildings that would become KCC's permanent location. The buildings were redesigned and renovated, and on March 27, 2000, KCC students attended their first day of classes on the new campus. Additional buildings were completed in fall 2002 to provide eight additional classrooms, computer labs, a new Learning Resource Center, food service, and student study areas.

The Klamath Community College Board of Education accepted President Channell's retirement and appointed Vice President Fred Smith as president on May 1, 2004. Dr. Smith resigned his position on August 1, 2007. Gerald Hamilton was then appointed as interim president on September 1, 2007. He was appointed president on February 26, 2008.

As part of ongoing efforts to meet ever-changing community needs, KCC added two new buildings in 2010: a 30,000-square-foot Health Sciences Building and a 16,000-square-foot Career Technical Center.

In spring 2012, the Board of Education selected Dr. Roberto Gutierrez to replace President Hamilton following his retirement. Dr. Gutierrez became KCC's fourth president in July 2012.

Also in spring 2012, KCC was selected as a participant in the Achieving the Dream Reform Network and has

received national attention for instituting mandatory student orientation and advising, which have resulted in greater student retention and success. As a regional leader behind the vision and drive of President Gutierrez, KCC is creating a college-going culture in the region.

To support this college-going culture, KCC has embarked on the Klamath Promise with its K-12 partners by implementing a fifth-year high school program in 2013 and 2014 and establishing a blended K-12-to-college program in which students can earn college credit toward certificates and degrees as early as eighth grade.

In 2014, KCC began offering courses at the Innovation and Learning Center in Lakeview, Oregon, where students attend courses in face-to-face and synchronous classrooms. Also in 2014, KCC expanded educational options beyond two-year degrees by partnering with Southern Oregon University. This effort carries on a similar partnership KCC has with Oregon State University in agriculture. Finally, KCC has expanded learning opportunities by adding distance education, synchronous course delivery, and hybrid courses, thus allowing the College to offer its students classes anywhere and anytime.

In 2016, KCC embarked on another exciting development: the design and construction of Phase II, which included two new buildings. The Works Skills Technology Center opened in fall 2017. The center focuses on community workforce needs and houses the Klamath Center for

Education and Training. Founders Hall opened in spring 2018. Founders Hall is a one-stop-shop where students can access advising, registration, financial aid, tutoring, and the KCC Learning Resource Center.

In the Spring of 2023, KCC dedicated the Apprenticeship Center on the southern end of campus. Developed in partnership with local construction and fire district partners, the 35,000 square foot facility supports KCC's training programs for the construction trades, welding, and machining skills programs, and fire science training.

Most recently, the presidents of four public colleges and universities in southern Oregon met at KCC to create the Southern Oregon Higher Education Consortium, an alliance aimed at streamlining students' educational pathways and addressing the region's specific workforce needs. Through the partnership KCC, Oregon Tech, Southern Oregon University, and Rogue Community College agree to share information, collaborate on complementary programming and facilities, and work cooperatively on professional training, technology and programming.

## PLANNING PROCESS

The goals and intent of this Comprehensive Facilities Plan is to establish a framework for thoughtful, organized sustainable growth supported by an inclusive process involving faculty, staff and community members. A core element of this process was to understand the educational needs of the region and how best to support it with campus and facility planning.

The planning process included the guidance of a Steering Committee and input from numerous focus groups representing staff, faculty, and students. The process began with a needs assessment encompassing seven areas of focus to establish a comprehensive understanding of KCC's needs across its many academic

and instructional programs. These focus groups explored the academic strengths and weaknesses, identifying and informing program focuses for the future. To accompany the needs assessment, KCC conducted a utilization analysis to assess the effective use of classrooms and labs, comparing current usage with previous peak use and trends in higher education. With data from the needs assessment and utilization analysis, the Steering Committee developed necessary campus improvements that could be accomplished in a five-year period. These improvements reflect KCC's instructional program focus and community needs.

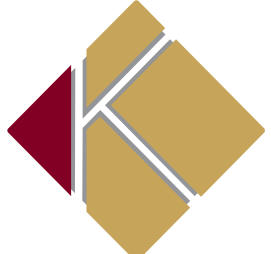


# Strategic Plan



# Strategic Plan 3.0

2023 - 2026



**KLAMATH**  
Community College

# A Message from the President

Doing the right thing for the right reason is very important to everyone at Klamath Community College. We are committed to improving the wellbeing of the people, communities, businesses and organizations in the regions we serve. To thrive, all parts of our community must prosper together.

## **Your success, is our success.**

As one of the most senior presidents in Oregon's higher education system, I know and understand the value of long-term goals and a clear vision. Helping communities and individuals prosper doesn't happen by accident. It takes all of us working together.

At KCC, we actively seek to develop projects and programs that will help individuals attain good, well-paying middle-class careers. Creating and launching these kinds of projects takes time and careful planning.

Our responsive, forward-looking planning and our strategic funding, are together investments in our region's future. They are part of our DNA. Some might say "community colleges don't do that." Our answer, is, "we do." Whatever it takes to improve people's lives, we will take on the challenge.

## **At the center of our decision-making process are people and their success.**

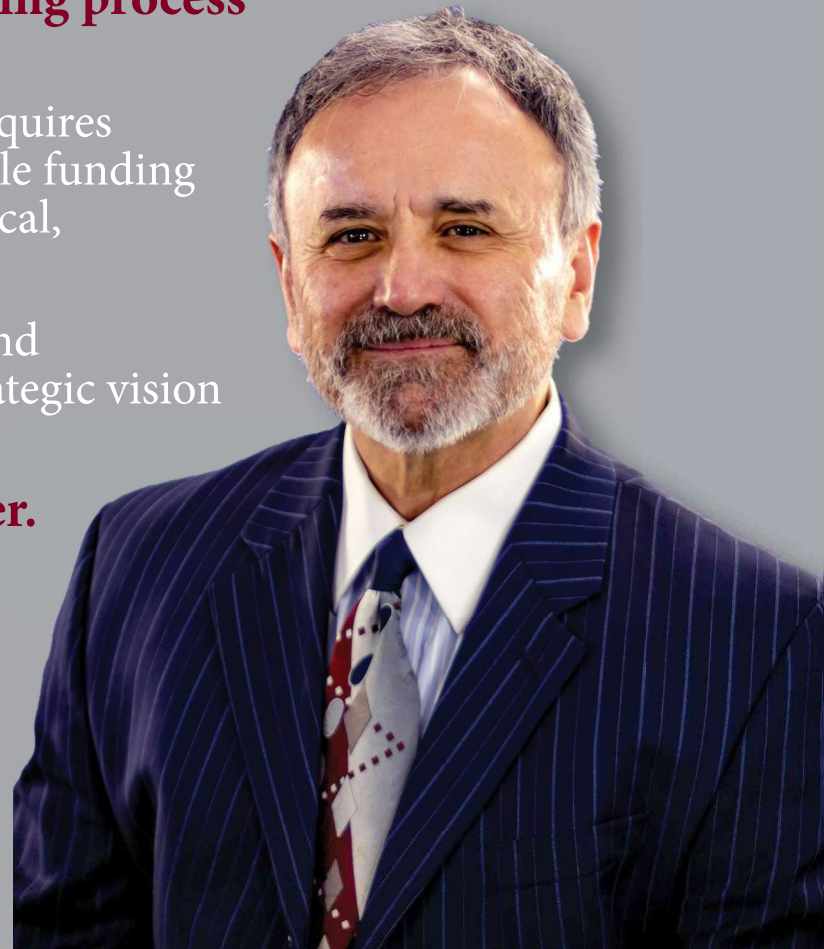
To invest in the future of our region, requires innovative thinking, identifying multiple funding streams, involving partnerships with local, regional, and national agencies.

Please join me in thanking all people and organizations who helped craft this strategic vision of KCC's future.

## **Our future has never been brighter.**



*Dr. Roberto Gutierrez*



# Past Strategic Successes

## Strategic Plan Successful Results

### **STRATEGIC PLAN 1.0 — 2014 - 2017**

The projects KCC departments took on as part of Strategic Plan 1.0 increased the number of degrees and certificates by 29% and the number of awards granted to students by 74%

The largest growth in opportunities were in career-technical options. Diesel technology, for instance, grew by 244%.

Courses serving Military students, grew by over 700%.

New projects resulted in 6 fully online degree programs.

### **PLAN 2.0 — 2018 - 2021**

The projects KCC departments took on as part of Strategic Plan 2.0 led to the creation of the Work Skills Technology Center.

This building houses new Computer Engineering, Cybersecurity, and K-CET Adult Education/GED programs.

In our new Commercial Driving program, 90% of graduates were driving professionally.

### **STRATEGIC PLAN 3.0**

Even as we begin Strategic Plan 3.0, KCC is launching three new projects that will have significant impact on employability and prosperity in the region.

These strategic investments have been years in the making. These are a school of Cosmetology, an apprenticeship training center, and a first-phase Child Care collaboration facility.

# Why Strategic Planning Matters

## WHAT IS “STRATEGIC” PLANNING?

Planning with a strategy is different than yearly goal setting. By engaging in a strategy that directs college resources and energy towards growth and improvement, the college leadership actively seeks to develop and fund that help departments to thrive, students to succeed, and the community as a whole to prosper in the long run.



## WHAT DOES KCC DO TO BE STRATEGIC IN ITS PLANNING?

**Gather many perspectives:** Once every three years, we ask for input from multiple stakeholders – people, organizations, and businesses that are a cross-section of the regions we serve.

**Develop a vision:** Based on input, each of our departments formulate a vision and a multi-year plan for growth and change. KCC Administration also develops projects that bring together partnerships at the state and national levels. The Strategic Plan wraps all these together.

**Budget funds for innovation:** The annual budget process actively seeks to fund the plans, projects and technologies that demonstrate potential for having a positive effect.



# Thanks to these Organizations for Their Part in Strategic Planning



Amerititle  
Cascade Comprehensive Care  
City of Klamath Falls  
Coldwell Banker  
Holman Premier Realty  
East Cascades Workforce Development Board  
Entek – Lebanon  
Klamath County Fire District #1  
HP - Corvallis  
Indiana Air National Guard – 122<sup>nd</sup> Fighter Wing  
Isler Group  
Joint Base Strategic Air Command – Lackland TX  
Klamath Falls City Schools District  
Klamath County Commissioners  
Klamath County School District  
Klamath Tribes  
Klamath Union High School  
Lake County Commissioners  
Lake County Resources Initiative  
Lake District Hospital  
Bechdolt Forestry Consulting  
North Lake School District  
Oregon Department of Forestry Wildland Fire  
Oregon Air National Guard - 142<sup>nd</sup> Fighter Wing  
Oregon Air National Guard - 173<sup>rd</sup> Fighter Wing  
Oregon Higher Education Coordinating Commission  
Oregon Institute of Technology  
Premier Dental  
Running Y Ranch Resort  
Sky Lakes Medical Center  
Viowiess Industries

# INITIATIVE ONE



# Strategic Initiative 1

## Student Success

KCC will adapt or develop services, practices and technologies to provide an inclusive, engaging and supportive college experience to promote student success and completion.

### WHAT WILL WE DO?

The college will be watchful for and willing to strategically invest in opportunities, technologies, organizational changes, crucial support services and projects that are likely to have a meaningful impact on student success. All levels of the college are actively involved in student success.

### STRATEGIC OBJECTIVES

**Executive level plans** will seek innovative growth opportunities for the college, creating new paths for students directly from KCC to good-paying, quality jobs and careers.

**Administration level plans** will seek to improve career planning and ease of access to all student support services.

**Academic program plans** will seek to adapt existing programs or services to improve student retention and completion of certificates and degrees

**Pre-collegiate services plans** will seek to connect students from underserved populations to post-secondary education and trainings for current job market needs.

**Career and workforce plans** will seek to craft trainings and apprenticeship opportunities that directly serve immediate statewide and nationwide labor shortages.



### KEY METRICS

Retention and pass rates

Degree and certificate completion

Pre-collegiate completion and transfer rates

Career Services Center data

Federal labor market analyses

# INITIATIVE TWO





# Strategic Initiative 2 Future Focused Education and Services

**KCC will offer a portfolio of adaptive, innovative, and accessible education and training programs.**

## WHAT WILL WE DO?

The college will be watchful for and willing to invest in innovative instructional technologies, rapid-response projects, and new courses or degrees that are likely to adapt well to future regional and national job market changes.

## STRATEGIC OBJECTIVES

**Executive level plans** will seek regional, national, and international growth opportunities for the college.

**Administration level plans** will seek to develop supports for regional, national and international growth.

**Academic program plans** will identify programs to adapt or develop for new academic and workforce programs, especially in regional and national job markets.

**Pre-Collegiate Services plans** will seek to connect students from underserved populations with trainings for emerging regional and national job market needs or related academic programs.

**Career and Workforce plans** will seek to craft trainings and apprenticeship opportunities that directly serve emerging statewide and nationwide job market needs.



## KEY METRICS

New or modified courses, programs, or certificates of study

Degree and program enrollment

Underserved population enrollment

# INITIATIVE THREE





# Strategic Initiative 3 Organizational Viability

KCC will adapt or develop sustainable plans, services, practices and technologies to provide a secure, desirable, and inclusive working environment.

## WHAT WILL WE DO?

KCC will be watchful for and willing to invest in opportunities, technologies, organizational changes and projects that are likely to have a meaningful impact on the college's equity, inclusiveness, and long-term organizational viability.

## STRATEGIC OBJECTIVES

**Executive level plans** will pay close attention to the college's workplace environment and long-term sustainability.

**Administration level plans** will seek to increase staff retention and employee engagement, and highlight workplace safety for persons from all backgrounds.

**Academic program plans** will analyze, adapt or adopt programs best suited to self-sustainability.

**Pre-collegiate services plans** will seek to increase enrollment of underserved populations.

**Career and workforce plans** will seek to develop self-sustainable programs and trainings which demonstrate ability to meet current and future regional and national labor market needs.



## KEY METRICS

Enrollment and full-time equivalency (FTE)

Program viability studies

Workplace environment and 360 reviews

Underserved population enrollment

Human Resources department metrics

# INITIATIVE FOUR





# Strategic Initiative 4 Community Engagement

KCC will improve and align its plans, communications and collaborative partnerships that advance community engagement, economic improvement, and workforce development.

## WHAT WILL WE DO?

The college will be watchful for and willing to invest in opportunities and projects that are likely to have a meaningful impact on ***how the college interacts with local or regional partners, and improves the flow of information and communication.***

## STRATEGIC OBJECTIVES

**Executive level plans** will pay close attention to local and regional economic indicators, seeking strategic opportunities at the local, state, and international levels to connect the college with agencies and resources that will help our whole community to thrive.

**Administration level plans** will seek to improve public engagement with college events and services.

**Academic program plans** will ensure degree programs obtain active participation from community organizations on Advisory Boards.



## KEY METRICS

- Community engagement & participation analysis
- Program viability studies
- Accelerated Learning data
- Career Services Center data

# INITIATIVE FIVE



# Strategic Initiative 5 Advanced Planning

Recognizing that our students will be the flexible and mobile workforce of the future, KCC will adapt its planning and data analysis to be responsive to regional, national, and global changes.

## WHAT WILL WE DO?

Using strategic networking to anticipate organizational change, the college will be watchful for and willing to invest in opportunities, technologies, organizational changes and projects that are likely to have a meaningful impact on the college's ability to participate in and train our students for a global arena.

## STRATEGIC OBJECTIVES

**Executive level plans** will seek far-reaching programs, projects, and strategic partnerships that promote responsible stewardship of natural resources at local, regional, and international levels.

**Administration level plans** will seek to improve student career planning.

**Academic program plans** will seek to adapt or adopt programs and trainings that address emerging career skills and opportunities.

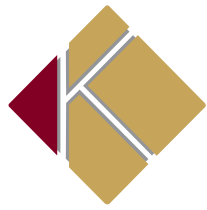
## KEY METRICS

Community engagement & participation analysis

New or modified courses, programs, or certificates of study

Career Services Center data





# KLAMATH

Community College







# **Mission Fulfillment Report**



Mission  
Fulfillment  
Report  
2024

Updated September 2024

## Introduction

Planning at all levels of the college is highly participatory. In keeping with the College's culture of inclusiveness and transparency, KCC's planning processes offer widespread opportunities for input by appropriate constituencies. From advisory boards for academic programs to shared governance and strategic planning, public and employee participation is highly sought after.

Like most other plans at the College, the strategic planning process solicits extensive public, Board of Education, and KCC employee input. The College's strategic plan serves as the unifying element that takes into account the needs of the community, the mission of the College, efforts of the College's internal departments, and the budgeting process.

KCC is in the third cycle of its current strategic planning series. The guiding principles for KCC's Strategic Plan are:

- to be highly inclusive of the public and all college departments,
- to give all departments a sense of meaning and forward vision,
- to be integrated with the budget process,
- to be a grass-roots, department-centered system, and
- remain a vibrant, living document at the forefront of all College activities.

This Mission Fulfillment report is a companion to the Strategic Plan to provide measurements towards fulfilling the mission of the College. The intention of this report is to provide a subset of widely used data the college uses to make decisions. This subset contains relevant data which the college uses with regularity to gauge successes and areas for improvements.

## Klamath Community College Mission Statement

Klamath Community College provides accessible, quality education and services in response to the diverse needs of the student, business, and community. The College supports student success in workforce training, academic transfer, foundational skills development, and community education

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## Strategic Initiative 1 Student Success

These indicators focus on student success rates for key student populations including full time, part-time, and students of color. Full-time and part-time progression and success rates help ensure programs are meeting the needs of students in these groups. For students who indicate their intent to earn a credential, completion of the credential is a strong indicator that the College is fulfilling its mission.

### Retention IPEDS Cohorts

Student Group	FA2022	FA2021	FA2020	FA2019	FA2018	FA2017	FA2016	FA2015	FA2014	FA2013
All Full-Time Students	50%	64%	52%	52%	51%	50%	47%	51%	38%	43%
All Part-Time Students	35%	33%	30%	29%	25%	23%	22%	23%	38%	69%
Students of Color Full-Time	50%	69%	63%	51%	55%	49%	53%	48%	19%	42%
Students of Color Part-Time	35%	41%	31%	25%	31%	26%	23%	22%	31%	82%

Data in this table reports Retention as reported for IPEDS data reporting rules for Retention of fall first-time full-time cohorts.

### Count of Degrees Conferred as Reported to HECC

Degree	2023-2024	2022-2023	2021-2022	2020-2021	2019-20	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
AGS/AAOT/AS	83	104	50	119	74	86	125	86	57	78
AAS	114	162	65	176	77	100	131	87	52	68
CERT	83	127	55	133	65	74	75	48	55	405
PCERT	372	304	112	260	190	209	178	94	114	68
NCTC	108									
Totals	760	697	282	688	406	469	509	315	278	319

Data in this table is total count of degrees conferred reported to Oregon HECC per academic year reporting.

### Completion Rate IPEDS Fulltime Cohort

Cohort	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
Fulltime	40%	37%	28%	35%	28%	30%	26%	21%	21%	27%	9%
Fulltime Students of Color	33%	44%	25%	40%	35%	30%	25%	26%	19%	14%	5%
Transfer out rate		13%	11%	13%	14%	16%	17%	20%	19%	20%	24%

Data in this table reports IPEDS 150% Completion standards reporting for fall first time cohorts.

Gateway course momentum metrics are predictive of student completion. These indicators measure a variety of gains made toward completion, providing a real time snapshot of student progression towards retention and completion.

#### Early indicators Full Time Cohort

Category	FA 2023	FA 2022	FA 2021	FA 2020	FA 2019	FA 2018	FA 2017	FA 2016	FA 2015
Percentage of Students Who Complete First College Level Writing Class In Year 1	54%	62%	64%	64%	68%	66%	62%	70%	61%
Percentage of Students Who Complete First College Level Mathematics Class In Year 1	24%	24%	38%	30%	28%	42%	41%	51%	35%
Percentage of Students Who Earned 15 College Level Credits Within Two Terms	64%	68%	72%	71%	64%	69%	52%	58%	54%
Number Of Students	212	221	138	167	225	192	212	229	133

Data in this table is success categories of early momentum for the students in the IPEDS Fall first-time full-time cohort.

#### Early indicators Part Time Cohort

Category	FA 2023	FA 2022	FA 2022	FA 2021	FA 2020	FA 2019	FA 2018	FA 2017	FA 2016
Percentage of Students Who Complete First College Level Writing Class In Year 1	24%	33%	33%	46%	34%	34%	28%	34%	37%
Percentage of Students Who Complete First College Level Mathematics Class In Year 1	15%	16%	16%	17%	20%	18%	32%	31%	37%
Percentage of Students Who Earned 15 College Level Credits Within Two Terms	21%	18%	18%	26%	20%	21%	15%	11%	12%
Number Of Students	124	130	130	87	137	170	107	166	220

Data in this table is success categories of early momentum for the students in the IPEDS Fall first-time part-time cohort.

Students engaged in GED and/or ESL programming transition to academic programs. The GED and ESL programs are designed to be a gateway to college for those who wish to continue their educational journey.

#### GED/ESL Transition to Academic Credit

Academic Year	Former KCET Students	Former HEP Students
AY 2023-24	134	24
AY 2022-23	103	15
AY 2021-22	79	11
AY 2020-21	72	2
AY 2019-20	65	
AY 2018-19	37	
AY 2017-18	23	
AY 2016-17	7	

Data in this table counts the number of students enrolled in academic classes who were formerly in the KCET GED/ESL program or in the HEP GED program.

Educating students to be responsible student loan borrowers is practiced with entrance and exit counseling for participants in Financial Aid student loans.

#### Percentage of Students in Default of Student Loans

Year	Rate
2020	0%
2019	4%
2018	16%
2017	18%
2016	20%
2015	17%
2014	23%
2013	26%
2012	28%
2011	29%
2010	33%
2009	32%
2008	11%
2007	8%
2006	16%
2005	13%
2004	16%

Data represents publicly available Official Cohort Default Rate information from the NSLDS.

## Strategic Initiative 2      Future Focused Education and Services

Comparing enrollment of underrepresented populations to service area demographics is an indicator of the KCC’s ability to meet the needs of diverse populations through programs and services. Having employees that reflect a global workplace is critical to the success of the College in the 21st century. By creating a diverse faculty, schools can encourage increased success among groups that have been traditionally underrepresented on campus. When students and the community see themselves reflected in the makeup of the staff, they are often encouraged to reach for higher standards of performance. Enrollment is an indicator of access for at-risk student populations.

### Community Ethnic/Race Diversity

Race/Ethnicity	2023	2022	2021	2020	2019	2018	2017	2016
Nonresident Alien	0%			0%	0%	0%	0%	0%
Hispanic/Latino	15%	15%	15%	15%	14%	13%	12%	12%
American Indian or Alaska Native	2%	2%	2%	2%	5%	5%	3%	3%
Asian	1%	1%	1%	1%	1%	1%	1%	1%
Black or African American	1%	1%	1%	1%	1%	1%	1%	1%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%
White	73%	76%	76%	73%	75%	77%	79%	79%
Two Or More Races	7%	5%	5%	7%	4%	4%	4%	4%
Races And Ethnicity Unknown	1%			1%	0%	0%	0%	0%
Number Of Responses	70003	69500	69506	70212	68,238	67,653	66,018	65,946

Data in this table is based upon US Census data for Klamath County.

### Academic Students Ethnic/Race Diversity

Race/Ethnicity	2023	2022	2021	2020	2019	2018	2017	2016
Nonresident Alien	0%	0%	0%	0%	0%	0%	0%	0%
Hispanic/Latino	20%	22%	19%	19%	18%	18%	19%	16%
American Indian or Alaska Native	3%	3%	2%	3%	3%	3%	3%	3%
Asian	2%	1%	1%	1%	1%	1%	1%	1%
Black or African American	1%	1%	1%	1%	1%	1%	1%	1%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	1%	0%	0%	0%
White	63%	62%	65%	66%	66%	68%	67%	70%
Two Or More Races	6%	4%	4%	4%	4%	3%	3%	3%
Races And Ethnicity Unknown	6%	7%	7%	5%	6%	6%	6%	6%
Number Of Responses	1936	1580	1245	1492	1715	1514	1683	1434

Data in this table reports Fall enrollment demographics reported to IPEDS

### Full-Time Faculty and Staff Ethnic/Race Diversity

Race/Ethnicity	2023	2022	2021	2020	2019	2018	2017	2016
Nonresident Alien	1%	0%	0%	0%	0%	0%	0%	0%
Hispanic/Latino	18%	16%	14%	11%	9%	10%	9%	5%
American Indian or Alaska Native	1%	1%	1%	1%	1%	2%	3%	5%
Asian	3%	2%	1%	2%	2%	2%	2%	2%
Black or African American	2%	1%	1%	1%	1%	0%	0%	1%
Native Hawaiian or Other Pacific Islander	2%	1%	1%	1%	1%	1%	0%	0%
White	72%	74%	77%	83%	84%	82%	83%	87%
Two Or More Races	1%	2%	1%	1%	1%	1%	1%	0%
Races And Ethnicity Unknown	1%	2%	4%	1%	2%	3%	3%	0%
Number Of Responses	156	147	140	121	114	122	112	110

Data in this table reports percentages of race/ethnicity for fulltime staff and faculty employees reported to IPEDS in the November 1 Human Resources snapshot.

### Strategic Initiative 3      Organizational Viability

All instructional and service units at the college complete a review and submit it to the Continuous Improvement and Innovation Committee (CIIC) every five years. Instructional program review and non-instructional department review at KCC are faculty- and staff-driven self-evaluations. Review guidelines encourage programs and department to reflect on their work in relation to the college’s mission, core themes, and strategic planning goals. All programs reviewed are required to develop an action plan based on feedback from the Continuous Improvement and Innovation Committee (CIIC).

#### Program Review Academic Departments

Program Or Department	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Instructional Programs							
Accounting					x		
Agriculture					x		
Arts & Letters				x			
Automotive					x		
Aviation			x				
Business Administration		x					x
Business Technology		x		x			x
Criminal Justice		x					x
Communication	x					x	
Computer Engineering				x			
Cybersecurity and Networking	x						
Diesel Technology				x			
Digital Media Design			x				
Education		x					x
Emergency Medical Technician						x	
Fire Science		x					
Health Information Management	x					x	
Laboratory Technician	x						
Manufacturing Engineering			x				
Math				x			
Registered Nursing			x				
Social Science		x					
Science					x		
Welding					x		

Program Review Non-Academic Departments

Non-Instructional Departments	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Bookstore		x					x
Career Services Center		x					
Center For Teaching And Learning	x					x	
Community Education	x						x
Facilities				x			
Financial Aid		x					x
Grants	x				x		
Information Services						x	
Institutional Research				x			
KCET			x				
Lake And Rural Oregon						x	
Learning Resource Center			x				
Marketing							x
Outreach (Admissions)	x					x	
Public Information							x
Registrar					x		
Small Business Development Center			x				
Student Life		x					
Student Services				x			
Testing Center			x				
Title IX/Student Conduct							x
TRIO						x	
Tutoring Center			x				
Veterans Services		x					x
Workforce Development			x				

Data above reports academic and non-academic departments which completed a Program Review with the CIIC.

KCC articulates high school and postsecondary education pathways to encourage curriculum alignment, seamless transfer, and student success. Students that start with accelerated learning college credits are more likely to graduate. Enrollment rates from local feeder high schools reflect the success of articulation and partnership agreements.

**Students Enrolling in College Classes While in High School**

	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Dual Credit FTE	340.98	287.94	222.78	144.98	220.39	194.18	179.28	192.56	215.08	132.93	86.84
Unduplicated Headcount	1772	1534	1264	785	1302	1145	1102	1066	1113	771	550
College Now FTE	68.6	61.21	68.23	83.55	77.01	46.05	85.98	76.56	58.07	23.37	0
Unduplicated Headcount	319	266	233	302	298	195	368	386	334	138	0
Overall % High School Students Earning KCC Credit	22%	20%	17%	14%	18%	20%	23%	26%	25%	20%	13%

Data above reflects student values as reported to HECC for Accelerated Learning. Percentage of high school students earning KCC credit is a subset of counts of students in Klamath County high schools compared to enrollment records for Klamath County high schools reported to the Oregon Department of Education.

Locating diverse funding sources will enable KCC to be responsive to the needs of our community today and in the future. Grant funding support many programs at KCC.

**Grant Funding**

Funding Source	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Federal \$	3,609,973	739,516	1,185,780	10,206,557	7,507,037	6,244,432	3,032,059*	1,287,500	402,632	1,294,126	0
State \$	2,462,797	3,242,420	1,685,696	3,642,557	951,719	823,450	491,230*	322,728	348,494	0	146,858
Other \$	714,150	420,500	2,504,569	192,000	995,158	881,081	89,993	293,012	205,012	265,200	0
Total Grants \$	6,786,920	4,402,436	5,376,045	14,041,114	9,453,914	7,948,963	3,613,281	1,903,240	956,126	1,559,326	146,858

Data above is reported values from Resource Development at KCC.

Klamath Community College actively engages in activity to sustain enrollments.

Reimbursable FTE by College in Oregon

College	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	7-Year	
Tillamook Bay	423.4	454.0	480.3	463.9	429.1	513.5	521.6	98.2	23.2%
Klamath	1820.6	1819.2	1838.7	1952.5	1992.6	1814.7	2100.2	279.6	15.4%
Oregon Coast	455.0	473.9	463.8	468.1	417.3	452.0	463.4	8.5	1.9%
Columbia Gorge	873.4	854.5	862.7	803.5	781.6	689.9	791.8	(81.6)	-9.3%
Treasure Valley	1613.2	1558.2	1504.4	1384.4	1226.8	1274.9	1225.0	(388.2)	-24.1%
Clatsop	1371.1	1327.0	1328.9	1232.1	829.5	866.2	1005.7	(365.3)	-26.6%
Central Oregon	4809.8	4587.2	4325.0	4002.0	3630.1	3488.2	3424.8	(1385.0)	-28.8%
Mt Hood	8015.5	7859.8	7445.3	6489.8	5994.1	5497.7	5686.1	(2329.3)	-29.1%
Clackamas	7060.9	6715.9	6453.0	5753.8	4870.2	4671.7	4931.7	(2129.2)	-30.2%
Lane	8316.5	7901.3	7704.6	7079.5	6088.0	5483.1	5740.3	(2576.3)	-31.0%
Linn Benton	5625.6	5483.2	5194.8	4588.4	4047.9	3659.4	3862.6	(1763.0)	-31.3%
Chemeketa	10335.5	9952.4	9626.2	8535.1	7368.0	6840.4	7083.0	(3252.4)	-31.5%
Umpqua	2796.7	2720.5	2634.6	2402.6	2087.3	1946.1	1886.4	(910.2)	-32.5%
Rogue	4502.4	4338.6	4236.2	3831.4	2798.9	2733.0	2988.5	(1513.9)	-33.6%
Portland	25815.7	25371.7	23883.1	21416.3	19519.8	18156.0	17100.2	(8715.5)	-33.8%
Southwestern	2470.7	2402.2	2106.4	1961.7	1569.2	1606.3	1555.3	(915.5)	-37.1%
Blue Mountain	2024.3	1822.2	1705.3	1470.6	1164.1	1170.1	1195.7	(828.6)	-40.9%
<b>Grand Total</b>	<b>88330.3</b>	<b>85641.8</b>	<b>81793.3</b>	<b>73835.9</b>	<b>64814.6</b>	<b>60863.2</b>	<b>61562.4</b>	(26767.9)	-30.3%

Data above is produced from Oregon HECC D4A student enrollment tables on the Data for Analysis portal.

## Strategic Initiative 4      Community Engagement

KCC is a driver for economic growth in our local economy. The college positively impacts the community by generating a return on investment for its stakeholders, students, and taxpayers. KCC influences both the lives of its students and the regional economy. The college supports a variety of industries in the Klamath Community College Service District, serves regional businesses, and benefits society as a whole in Oregon from an expanded economy and improved quality of life. Additionally, the benefits created by KCC extend to the state and local government through increased tax revenues and public sector savings.

### Economic Impact Study

2022	2019	2017	2012
\$66.1 Million	\$67.8 Million	\$63.3 Million	\$49.2 Million

Data above reflects total economic impact as reported by EMSI/Lightcast reporting.

## Strategic Initiative 5      Advanced Planning

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

### Student Satisfaction with Academic Advising/Planning (CCCSE Spring Survey)

Response	SP 2024	SP 2021	SP 2017	SP 2016
Not at all	1%	1%	6%	8%
Somewhat	29%	28%	38%	39%
Very	69%	71%	45%	40%
Not applicable	0%	0%	11%	13%
% of students who saw advising as applicable responding very or somewhat satisfied	99%	99%	93%	91%
Number of responses	106	78	389	356

Response data from Community College Survey of Student Engagement.

### Student Satisfaction with Academic Advising/Planning (SENSE Fall Survey)

Response	FA 2021	FA 2018	FA 2016	FA2015
Not at all	0%	2%	4%	3%
Somewhat	10%	28%	27%	30%
Very	39%	29%	29%	45%
Not applicable	51%	41%	40%	23%
% students who saw advising as applicable responding very or somewhat satisfied	100%	97%	94%	97%
Number of Responses	89	128	181	184
*Scheduled Fall 2024				

Response data from Survey of Entering Student Engagement.

### Student Satisfaction with Overall Educational Experience at KCC (CCCSE Spring Survey)

Response	SP 2024	SP 2021	SP 2017	SP 2016
Poor	2%	1%	2%	1%
Fair	11%	13%	9%	15%
Good	40%	44%	47%	51%
Excellent	47%	42%	42%	34%
% of students responding with "good" or "excellent" satisfaction levels	87%	86%	89%	85%
Number of Responses	113	72	408	375

Response data from Community College Survey of Student Engagement.

Self-assessed student outcomes show the effectiveness of instruction through student perception. Students are aware of learning outcomes and are given opportunities to assess via course evaluations their own perception of progress toward learning outcome achievement.

### Learning Outcomes Students Self-assessed

	2024 SU	2024 SP	2024 WI	2023 FA	2023 SU	2023 SP	2023 WI	2022 FA	2022 SU	2022 SP	2022 WI	2021 FA	2021 SU
2.1.a Course Had Clear Learning Outcomes	96%	94%	94%	94%	93%	94%	93%	94%	94%	94%	94%	95%	96%
2.1.b.1 Communication Skills	92%	88%	88%	81%	85%	83%	83%	83%	83%	85%	84%	83%	84%
2.1.b.2 Cultural Competence	92%	88%	86%	83%	88%	84%	82%	82%	84%	84%	81%	81%	87%
2.1.b.3 Critical Thinking	92%	92%	90%	86%	89%	89%	87%	89%	89%	89%	89%	89%	92%
2.1.b.4 Professional Competence	94%	92%	90%	88%	88%	88%	87%	89%	86%	88%	88%	87%	91%
2.1.b.5 Working In Diverse Teams	92%	88%	86%	82%	85%	84%	84%	82%	82%	85%	81%	85%	87%
Survey Sent	1126	3517	35510	3739	999	2990	3148	3119	918	2614	2652	2987	1113
Received	405	1523	1346	1523	329	1211	1421	1279	297	1267	1290	1440	502
Rate	36%	40%	38%	41%	33%	41%	45%	41%	32%	48%	49%	48%	45%

### Continued

	2021 SP	2021 WI	2020 FA	2020 SU	2020 SP	2020 WI	2019 FA	2019 SU	2019 SP	2019 WI	2018 FA	2018 SU	2018 SP
2.1.a Course Had Clear Learning Outcomes	93%	95%	93%	92%	94%	94%	94%	92%	93%	94%	94%	91%	93%
2.1.b.1 Communication Skills	82%	85%	82%	87%	84%	84%	83%	82%	84%	82%	84%	80%	85%
2.1.b.2 Cultural Competence	81%	85%	81%	86%	85%	82%	81%	83%	80%	78%	82%	80%	83%
2.1.b.3 Critical Thinking	86%	90%	88%	86%	89%	90%	89%	88%	88%	88%	89%	86%	89%
2.1.b.4 Professional Competence	87%	90%	89%	88%	90%	89%	89%	86%	86%	87%	89%	86%	88%
2.1.b.5 Working In Diverse Teams	83%	85%	82%	86%	83%	84%	84%	78%	80%	81%	84%	80%	84%
Survey Sent	3105	3369	3484	1217	3355	3718	3868	1336	3307	3409	3778	1177	3699
Received	1570	1902	1687	551	1874	1928	2018	1644	1714	1698	540	1455	1485
Rate	51%	56%	48%	45%	56%	52%	52%	50%	50%	50%	45%	46%	39%

Response data from quarterly student course evaluation data. Students reporting Always, Usually, or Sometimes constituted a positive outcome as opposed to Rarely or Never generated a no successful outcome.

The addition of new education courses and trainings and the creation of new instructional programs demonstrates responsiveness to the needs of students, businesses, and the community. Career pathways are education and training programs connected with student support services to help students enter or advance in high-demand occupations. Guided pathways roadmaps provide students with current employment and transfer information regarding career fields.

#### Number of Academic Programs

Type Of Program	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Career Pathway Certificate	33	31	26	26	24	26	23	14	10	8	9
1-Year Certificate	24	23	18	19	20	19	18	14	11	14	13
2-Year Associates Degree	32	29	24	24	33	22	21	22	18	15	15
Total	89	83	68	69	77	67	62	50	39	37	37

Data represents the number of academic degree programs published in the college catalog per academic year.

## Appendix A

Comparable metrics for Student Success measures of Retention, Count of Degrees, and Completion Rate

With the use of Integrated Postsecondary Education Data System (IPEDS) and Data for Analysis (D4A) from the Oregon Higher Education Coordinating Commission, select measures from the Mission Fulfillment Report can be compared with like size and regionally similar colleges.

### IPEDS Retention First-time Fulltime Cohort Fall to Fall retention

Cohort	KCC	Rogue Community College	Umpqua Community College	Southwestern Oregon Community College	Treasure Valley Community College	College of the Siskiyous	Western Oklahoma State College	Northeastern Junior College (CO)
FA2022	50%							
FA2021	64%	48%	56%	52%	60%	49%	62%	68%
FA2020	52%	48%	53%	52%	49%	55%	64%	66%
FA2019	52%	50%	45%	51%	45%	55%	62%	66%
FA2018	51%	53%	50%	54%	52%	55%	56%	65%
FA2017	50%	56%	59%	49%	41%	52%	55%	63%
FA2016	47%	53%	47%	54%	49%	44%	49%	59%
FA2015	51%	53%	40%	59%	48%	51%	59%	55%
FA2014	38%	52%	44%	59%	51%	54%	50%	55%
FA2013	43%	53%	42%	61%	42%	48%	48%	54%

Data in this table reports Retention as reported for IPEDS data reporting rules for Retention of fall first-time full-time cohorts.

### IPEDS Graduation Rate 150% normal time First-time Fulltime Cohort Fall

Cohort	KCC	Rogue Community College	Umpqua Community College	Southwestern Oregon Community College	Treasure Valley Community College	College of the Siskiyous	Western Oklahoma State College	Northeastern Junior College (CO)
FA2022								
FA2021	40%							
FA2020	37%							
FA2019	28%	14%	25%	34%	26%	25%	34%	51%
FA2018	35%	9%	26%	32%	25%	25%	33%	52%
FA2017	28%	11%	28%	33%	35%	29%	32%	48%
FA2016	30%	9%	30%	37%	29%	20%	31%	48%
FA2015	26%	12%	32%	37%	28%	24%	29%	46%
FA2014	21%	11%	20%	41%	28%	30%	25%	38%
FA2013	21%	13%	20%	39%	19%	16%	24%	40%

Data in this table reports IPEDS 150% Completion standards reporting for fall first time cohorts.

Data for Analysis Oregon HECC Count of One-year or Less Than One-year Certificates and Associate Degrees

College	Completion Type	2022 - 2023	2021 - 2022	2020 - 2021	2019 - 2020	2018 - 2019	2017 - 2018
Klamath	Certificate	429	157	370	290	283	252
	Associate Degree	266	115	270	152	186	254
Rogue	Certificate	502	605	619	783	832	913
	Associate Degree	428	458	469	504	490	584
Southwestern	Certificate	203	171	217	404	419	471
	Associate Degree	303	328	354	567	590	572
Treasure Valley	Certificate	178	162	165	135	197	120
	Associate Degree	174	209	198	234	233	257
Umpqua	Certificate	269	273	325	429	629	100
	Associate Degree	348	314	327	326	382	293

Data in this table is total count of degrees conferred reported to Oregon HECC per academic year reporting.

For all data tables within this report, more detailed data definitions and source links are available through contacting [ir@klamathcc.edu](mailto:ir@klamathcc.edu).



# Academic Plan

## Mission Statement

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

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

Klamath Community College has updated the College's mission fulfillment report and scorecard to align with the College's new strategic plan.

## Strategic Initiatives

Student Success. KCC will adapt or develop services, practices, and technologies to provide an inclusive, engaging, and supportive college experience to promote student success and completion.

Future-focused education and services. KCC will offer a portfolio of adaptive, innovative, and accessible education and training programs.

Organizational viability. KCC will adapt or develop sustainable plans, services, practices, and technologies to provide a secure, desirable, and inclusive working environment.

Community engagement. KCC will improve and align its plans, communications and collaborative partnerships that advance community engagement, economic improvement, and workforce development.

Advanced planning and strategy. Recognizing that our students will be the flexible and mobile workforce of the future, KCC will adapt its planning and data analysis to be responsive to regional, national, and global changes.



# Space Use Analysis

- UTILIZATION ANALYSIS**
- CLASSROOM ASSESSMENT**
- OFFICE ASSESSMENT**

## UTILIZATION ANALYSIS

The purpose of this study was to document the classroom and class laboratory usage and conduct a utilization analysis to understand how these instructional spaces are performing and to use national studies and benchmarking data to compare KCC's utilization outcomes to published guidelines.

This analysis provides utilization results for classrooms and laboratories. Fall 2024 serves as the baseline data for the instructional analysis. Basic data collected includes the on-campus student enrollment, class schedule, building floor plans, and the building space inventory. This information was used to develop the utilization analysis and to establish the relative quantities of space needs to support the current demand. The amount of space required was compared to the existing instructional space on campus to illustrate surpluses or deficits of space by room type and assignment.

Understanding how efficiently classrooms and teaching laboratories are scheduled and utilized provides the foundation for and assists in the understanding and development of space guidelines. This analysis included scheduled classroom use for credit and noncredit courses and instructional activity as scheduled through KCC's course management software.

### Summary of Findings

- KCC has a sufficient amount of classrooms to serve current and future academic programs for the next 3-5 years.
- Laboratory instruction will be adequately met by the current science and instructional labs located on campus.

## Utilization Metrics

### Utilization Criteria

Weekly hours available 9am to 3pm - 30 hrs

Classrooms - 60% Utilization = 18 hrs / wk

Labs - 70% Utilization = 21 hrs / wk

### Average Weekly Room Hours (WRH)

The number of hours a class meets each week.

### Station Occupancy Percent (SO%)

The percentage of the number of seats or stations occupies when a room is in use divided by the total number of available seats

### Assignable Square Feet per Station (ASF / Seat)

The square footage amount allocated per seat in a classroom or lab.

### Weekly Utilization

Classrooms - Weekly Room Hours / Total Hrs (30 hrs)

Labs - Weekly Room Hours / Total Hrs (30 hrs)

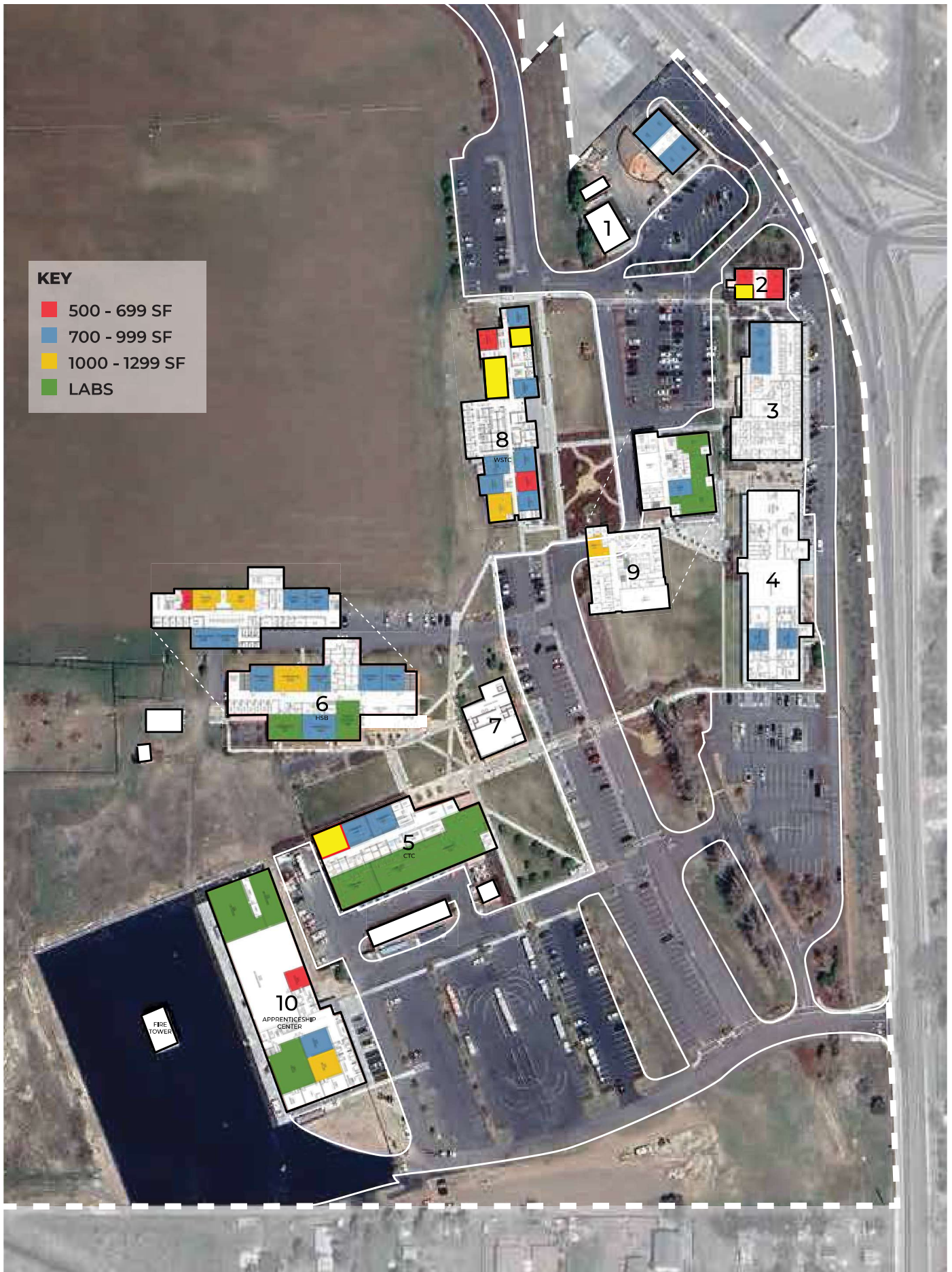
## Summary

Classrooms		Target
Number of Classrooms	16	
Weekly Room Hours	12	18
Station Occupancy	38%	60%
Average SF / Seat	26	26
Weekly Utilization	39%	60%

Labs		Target
Number of Labs	19	
Weekly Room Hours	11	21
Station Occupancy	48%	80%
Average SF / Seat	47	Varies
Weekly Utilization	36%	70%

## **CLASSROOM ANALYSIS**

Accompanying the Utilization Analysis is an assessment of instructional classroom spaces related to space size and seats, technology implementation, and distribution on campus. With recent facility improvements and proposed new facilities to be added to campus (Childhood Learning Center and Cosmetology Building), KCC has a nice balance of classroom sizes and an even distribution on campus that will serve them well for the next 3-5 years.



# OFFICE ANALYSIS

Available and flexible office space on campus continues to challenge KCC. Currently all space appropriate for use as office space is in use. The improvement plans in this report identify space in Building 3 and 4 for additional office space, as well as space in the future Childhood Learning and Cosmetology Facilities. As KCC continues to grow, it will be important to include office space in all future facilities.





# Needs Assessment

## Instruction

### Arts, Humanities, Communication, and Design

- Dedicated Art Lab with storage - renovate existing space for dedicated Art use. (1-5 yr priority)
- Digital Media maker space - should be paired with marketing team and possibly manufacturing. Type of space would be similar to the maker space on OIT's Cornett Hall. (1-5 yr priority)
- Increase digital storage

### Business, Hospitality, Management, and Technology

- Utilization Analysis will help determine the number of classrooms and sizes. Analysis showed a weekly utilization rate of 42% for classrooms and 36% for lab spaces. Both rates were significantly under the national targets of 60% for classrooms and 70% for labs.

**Conclusion** – KCC has a surplus of instructional spaces that are well distributed on campus. KCC may consider repurposing some spaces for other campus uses.

- Consistent HyFlex tech in classrooms.
- Storage for Computer Science and Cyber Security labs.

### Human Resources

- Dedicated Psychology Classroom – a general-purpose classroom is adequate for use. 2/3 of instruction is online. (1-5 yr priority)

## Transportation, Industry, Engineering, and Agriculture

- Expansion programs are viewed in a 5-10 year time frame. (5-10 yr priority)
- Bldg 5 expansion for automotive and CDL or Diesel programs.
- EMT classroom split.
- Space for expansion of Machining / Manufacturing.
- Space for expansion of Welding – enclose outdoor work area?
- Space for expansion and material storage for Apprenticeship.

### Future Programs

- Salon Management Fall 2026. Will be accommodated in the future Cosmetology Center.
- Waste & Water Treatment - Fall (2025). Will be accommodated with a general-purpose classroom.
- Health Information Management Program – (2025). On-line class.
- Aviation – Home Location (Students 75-125) (with 5 years). Requires further review by KCC.
- DEVOPS – Computer Science (3-5 years). Online class but will require HVAC improvements to equipment rooms.
- Heavy Equipment training (sim) (5-10 years). Current space is adequate and can accommodate additional simulation equipment

## **Student Success**

### **Student Life – Building 4 Improvements**

- Improved campus and building signage and wayfinding
- Lounge space
- Food Service
- Building access – increased time facilities are open
- Wellness Center
- Expanded Fitness Area
- Lockers / Showers
- Food Pantry

### **Student On-boarding – create a Welcome Center with One-Stop Registration**

- Accepting to campus
- Having all services in one place
- Self Help Tools
- On-line navigation
- Wayfinding/signage

### **Developing support for the International Students**

- 10 Yr. Plan
- Develop and “International Center” adjacent to Bldg 4 with the ability to expand the center in future.

### **Housing – Badger Village Development**

- 5-10 Yr Plan
- Services for the facility could be an opportunity to integrate Apprenticeship’s sustainability programs.

### **Process to support H.S. Students**

- Service currently located in Bldg 4. KCC & Opsi to review possible relocation to Founders Hall.

## **Student Rec and Athletics**

### **Health and Wellness**

- Building 4 Improvements
- Expand area for fitness and weights
- Showers and Lockers
- Improve welcoming feel

### **Sports and Athletics ( 1-5 yr priority)**

- Turf field and track. A new grass practice field is anticipated in the next 2—3 years and turf field 10 yr priority.
- Training Space
- Team Room/Locker Room
- Beach Volleyball
- Expansion of Wellness Center
- Showers
- Residence Hall with space for athletes

## **Campus Technology**

### **Instruction**

- Consistent technology set-up in all instructional spaces.
- HyFlex operation instruction for users.

### **Operations**

- Eliminate power fluctuations in Bldg 2.
- Generators for Bldgs 3 & 6 – emergency power.
- Additional Help Desk in Bldg 9.
- Building 1 renovation

## **Safety and Security**

- Improved pedestrian connections to future Childcare Center and Badger Village (housing).
- Sidewalk improvements to deal with icy conditions – Founders Hall and other areas.
- Bldg 10 – Emergency Power back-up system if facility is to be considered for future regional emergency support services.

## **Sustainability Considerations**

- Net Zero Campus
- Continue the expansion of PV systems.
- Roof installations similar to BLDG 10.
- Solar carports.
- Increase EV charging stations.
- Wind
- Geothermal – previous studies indicated very deep wells would be required. Maybe revisit for Badger Village Housing Complex.
- Water Usage
- Zero-scaping and drought tolerant landscaping.
- Storm water capture – irrigation and agriculture programs.
- Fire Science water capture and reuse.

## **Deferred Maintenance**

### **Campus Infrastructure**

- North entrance improvements
- Possible traffic circle at junction. ODOT improvement to 6th Street.
- Re-route north entrance to make it more accessible for big truck delivery.
- Thru-campus circulation for cars and trucks. Too many tight corners.
- Improved wayfinding and signage.

### **Buildings**

- See Facilities Dept Maintenance Report.



# **Campus Analysis**

**EXISTING CAMPUS FACILITIES**

**VEHICULAR CIRCULATION AND PLANNING**

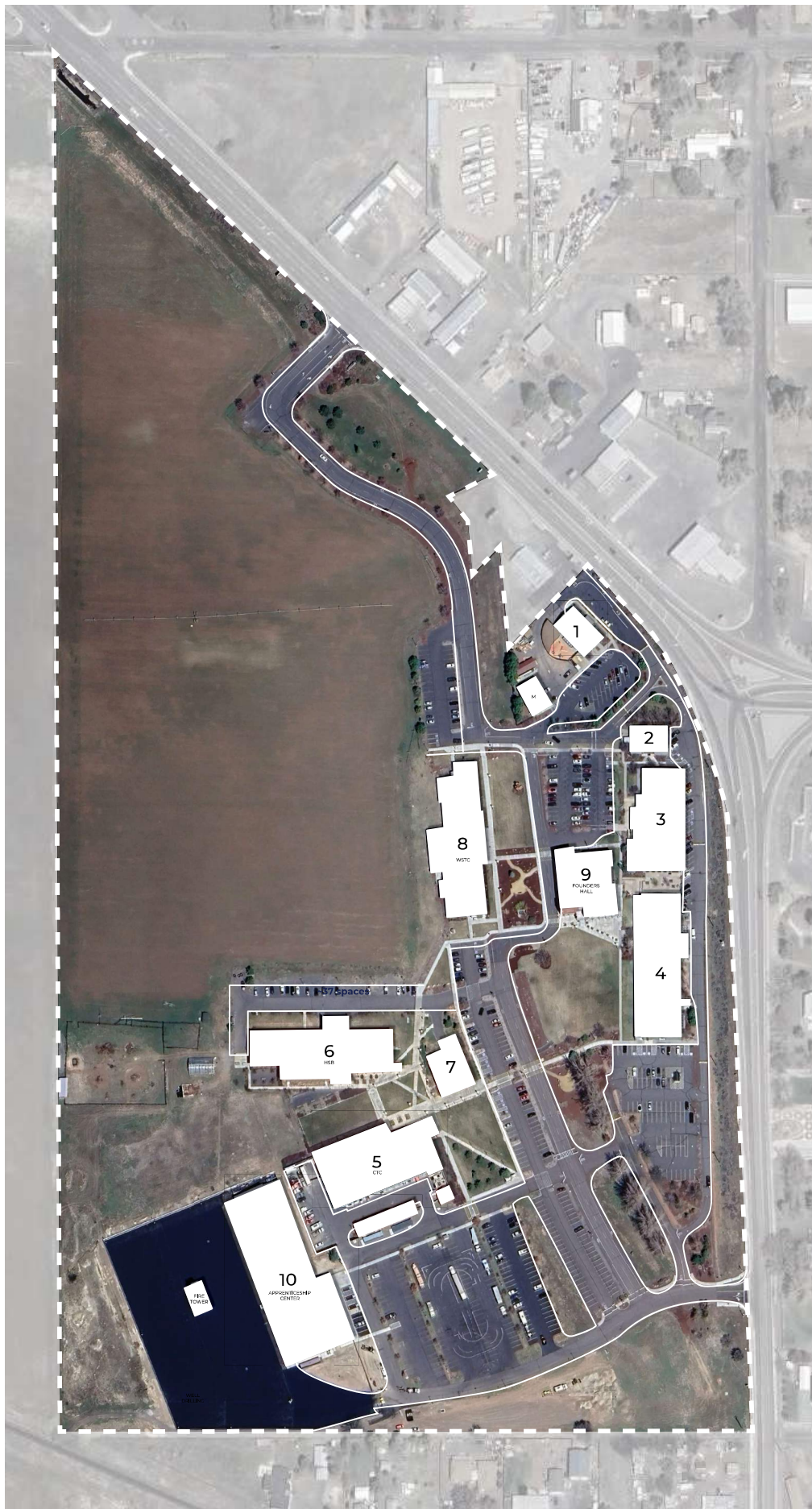
**OPEN SPACE AND PEDESTRIAN CIRCULATION**

# EXISTING CAMPUS

KCC's campus was established in 1999 with the purchase of 57 acres and the two buildings residing on it. Since then, the campus has experienced steady growth to its current collection of 10 buildings and outdoor campus spaces.

## Campus Development

1999	Campus purchase with Buildings 3 and 4	
2010	Building 5	Career Technical Center (CTC)
	Building 6	Health Science Building (HSB)
	Building 7	Conference Center
2017	Building 8	Work Skills Technical Center (WSTC)
2018	Building 9	Founders Hall
2023	Building 10	Apprenticeship Center



## **VEHICULAR CIRCULATION AND PARKING**

KCC has primary campus entries on the north and south ends of campus. Vehicular circulation is a collection of two-way drives connecting these entries and adjacent parking lots. The primary north / south route through campus creates a meandering and confusing connection to campus facilities, visitor parking, and delivery vehicle navigation.

Parking is a collection of lots and spaces located adjacent buildings on the north with larger general purpose lots on the south portion of campus. The southern lot adjacent Buildings 5 and 10 are also used for vehicle drivers training.

The campus currently has 604 parking spaces and is in compliance with Klamath County planning requirements.



## **OPEN SPACE AND PEDESTRIAN CIRCULATION**

Open spaces on campus are directly associated with individual buildings, enhancing the approach to KCC's buildings and providing outdoor connective space between buildings. KCC primary outdoor gathering space used for large college functions and commencement is framed by Buildings 9 and 4. The more intimate space framed by Building 5, 6, and 7 provides outdoor study space KCC's CTE programs.

Pedestrian navigation on campus is vital to daily academic life. The network of walks and pathways provides connectivity to buildings, open spaces, social areas, and parking facilities. On the south end of campus, circulation from parking areas to buildings requires pedestrians to navigate through parking areas and potential conflict with traveling vehicles.





# Campus Improvements

## 5 YEAR CAMPUS IMPROVEMENTS

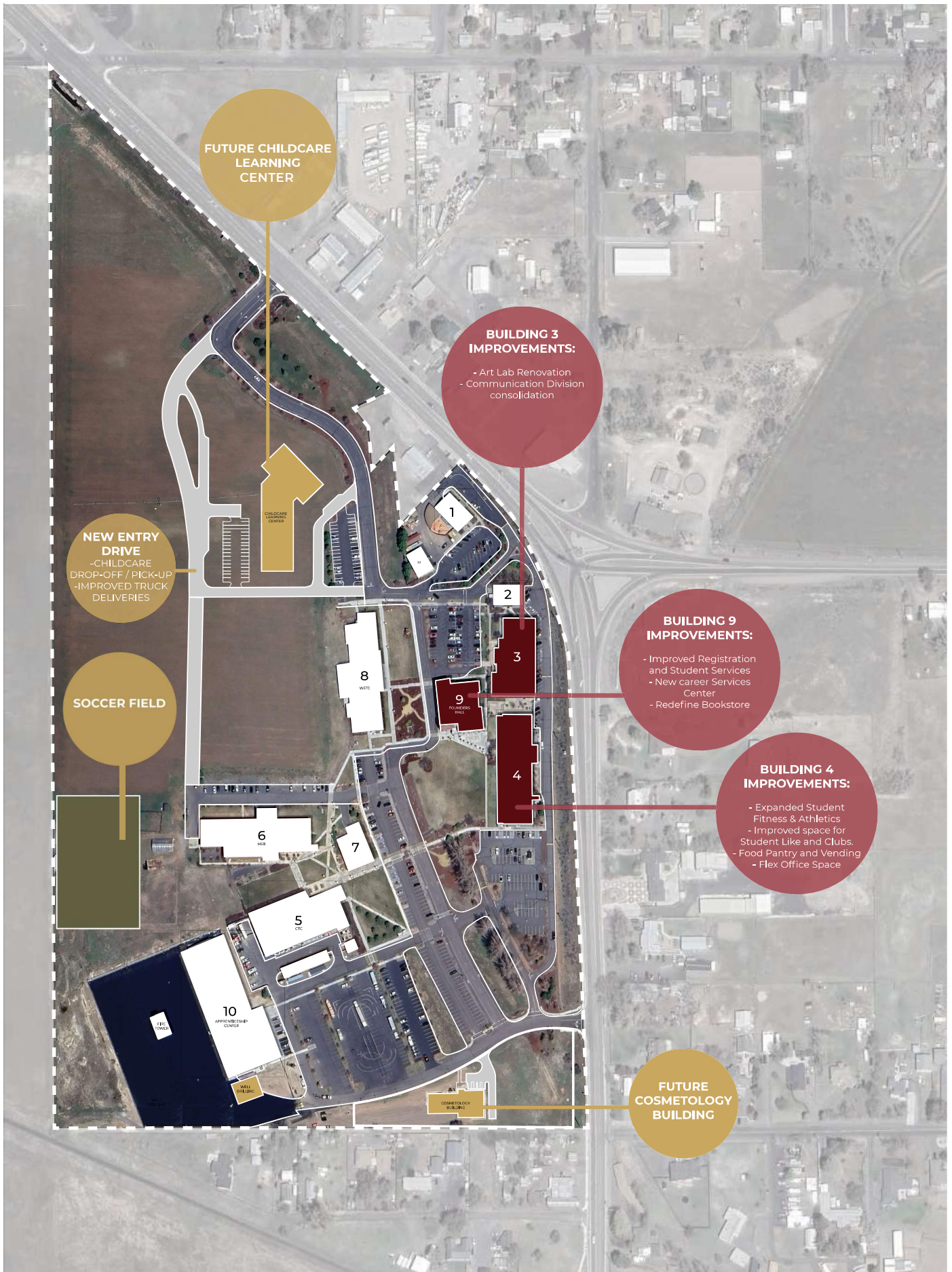
KCC has an established organizational structure that has been reinforced with recent and upcoming improvements to open space and facilities. The following building and campus improvements will enhance this structure while responding to the current instructional and facility needs.

Two new facilities are currently in design and will be added to the campus in the near future – a Childcare Learning Center adjacent the north entry and the Cosmetology Building on the south end of campus. Each facility will be accompanied by vehicular and pedestrian improvements to provide access and outdoor activity space.

To support the Art Program with a lab renovation and consolidate the Communications Division, minor improvements are proposed for **Building 3**.

To support student recreation and athletics, a **new soccer field** is proposed on the west side of campus along with improvements to Building 4 for expanded fitness and locker/shower spaces. Additional space in **Building 4** has also been allocated for student clubs, food pantry and a flex office suite.

To improve student registration and support activities, services on Level One in **Building 9** have been adjusted to improve efficiency and communications between departments. This realignment of service also included a more streamlined Bookstore and additional space allocated to student support activities. On Level Two a new Student Support Center was created, bringing together the Accelerated Learning and Career Service Centers into a common location.



**FUTURE CHILDCARE LEARNING CENTER**

**NEW ENTRY DRIVE**  
-CHILDCARE DROP-OFF / PICK-UP  
-IMPROVED TRUCK DELIVERIES

**SOCCER FIELD**

**BUILDING 3 IMPROVEMENTS:**

- Art Lab Renovation
- Communication Division consolidation

**BUILDING 9 IMPROVEMENTS:**

- Improved Registration and Student Services
- New career Services Center
- Redefine Bookstore

**BUILDING 4 IMPROVEMENTS:**

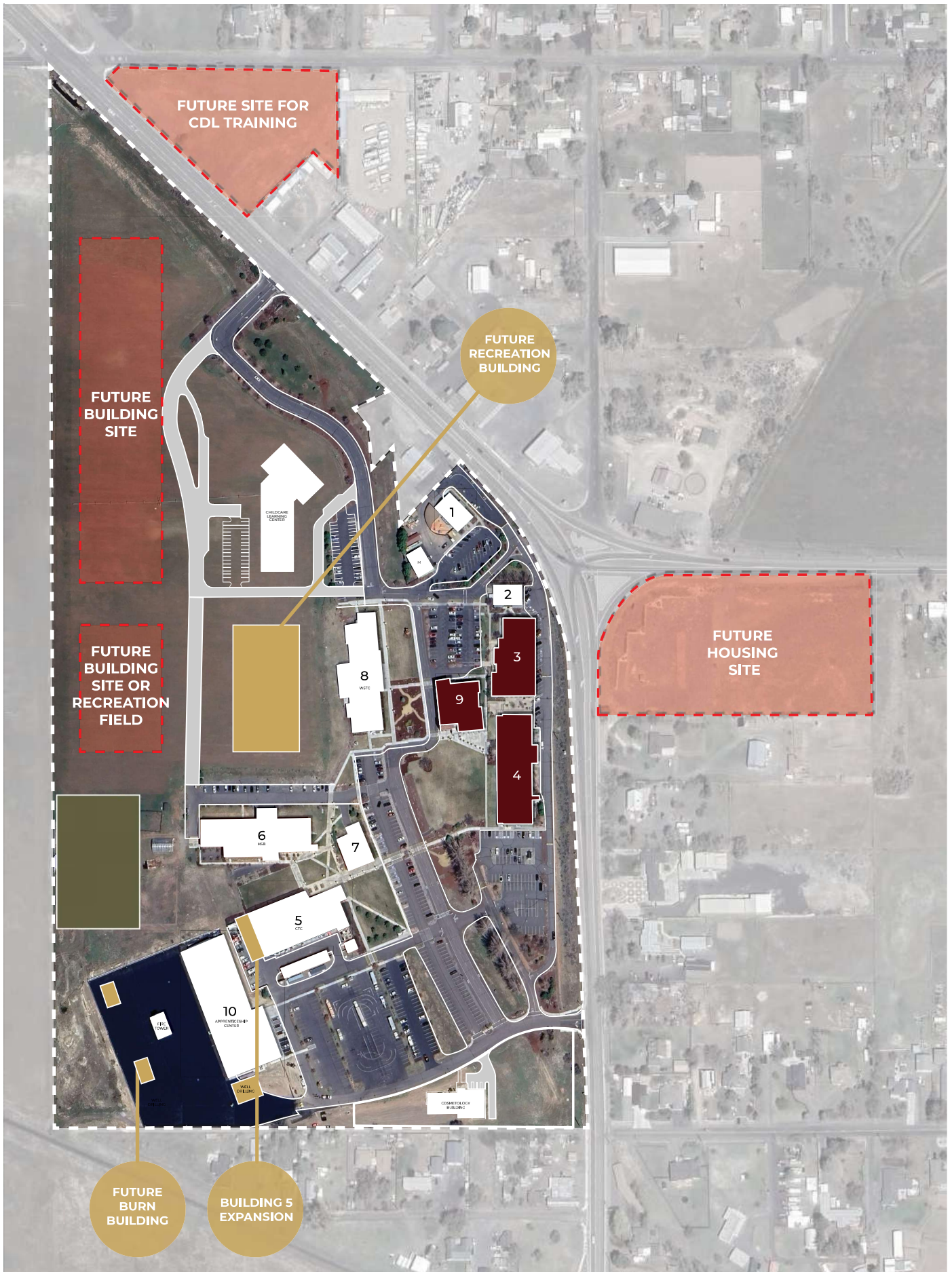
- Expanded Student Fitness & Athletics
- Improved space for Student Like and Clubs.
- Food Pantry and Vending
- Flex Office Space

**FUTURE COSMETOLOGY BUILDING**

## 10 YEAR CAMPUS IMPROVEMENTS

To complete its vision for long term academic and campus growth, KCC is considering the allocation of campus property and resources to support the following campus improvements:

- Student and community recreation and athletics with the addition of a future recreation building and adjacent sports field.
- Student housing to support its athletic and international student programs.
- Relocation of its Commercial Driver's License Program (CDL) to the property north of campus.
- Additional facilities associated with Building 5 and Building 10 Career and Technical Education Programs.



## **PEDESTRIAN CIRCULATION AND OPEN SPACE IMPROVEMENTS**

Similar to future vehicular improvements, improvement to open space and pedestrian circulation will be focused on the addition of the Childhood Learning Center and Cosmetology Building to campus. The plans for these projects are currently in development, and both will focus on providing connections to existing campus facilities and open space.



## **VEHICULAR CIRCULATION AND PARKING IMPROVEMENTS**

KCC has the opportunity to make significant improvements to campus vehicular circulation with the addition of the Childcare Learning Center. Proposed north entry modification will simplify routing of large delivery vehicles and also provide direct access to the proposed soccer field. The Childcare Learning Center will also add new parking adjacent the facility, as will the Cosmetology Center.





# Building Improvements

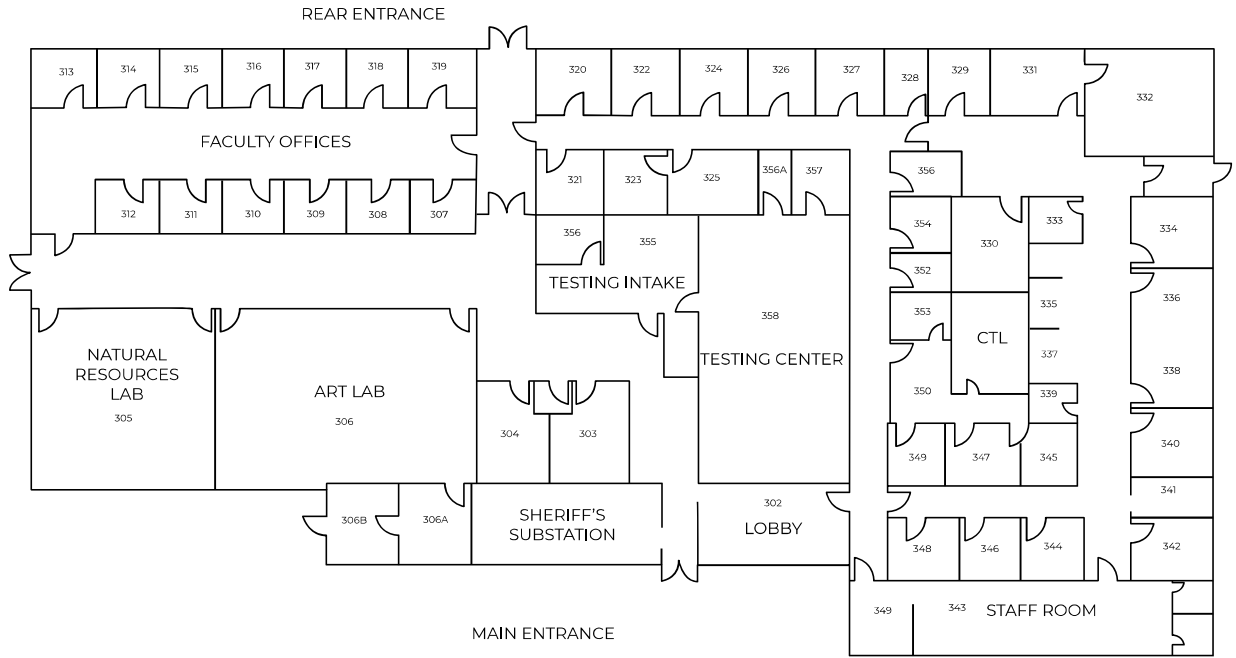
## **BUILDING 3 IMPROVEMENTS**

Building 3 will continue to serve many of the administrative functions of KCC. Proposed minor improvements will include:

- Registrar Offices (2) will relocate to Building 9 to improve integration with other student enrollment services.
- The Communications Division will remain in Building 3 but be relocated to the unused former Natural Resources Lab, allowing all functions to be located within a single office suite.
- The Art Lab (located in a former science lab) will be renovated to provide appropriate lab and storage space.

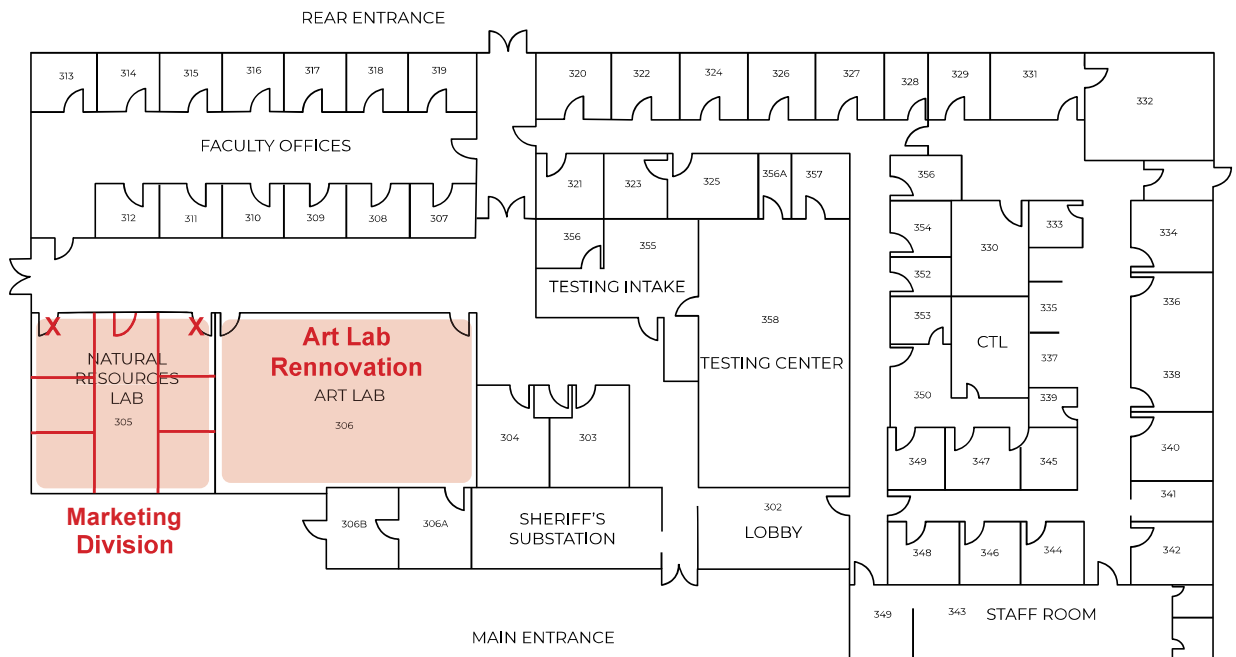
# Building 3

## Existing Plan



LEVEL 1

## Proposed Plan



LEVEL 1

## **BUILDING 4 IMPROVEMENTS**

With a focus on student life activities at KCC, Building 4 improvements will provide additional space for these activities and the introduction of college sports at KCC.

- The Career Center and Accelerated Learning Suites will relocate to Building 9 and be collocated to better serve students in an integrated Student Support Center.
- Aviation will relocate to the former Career Center Suite to allow Student Life / ASKCC activities to be located adjacent to the Student Club Suite at the south end of the building.
- The former Student Life / ASKCC space will be renovated to accommodate expansion of the Wellness Center and provide lockers and shower facilities.
- The space vacated by Accelerated Learning will be used as flex office space.
- The Student Food Pantry and Vending will be moved to the unused Kitchen/ Storage space.



## BUILDING 9 IMPROVEMENTS

Building 9 (Founders Hall) serves as the administrative hub for KCC and is the typical first stop of visitors and students on campus. To improve the student onboarding and registration experience, improvements to Building 9 will involve simple departmental moves and consolidation of services. Proposed improvements will include:

### Level One

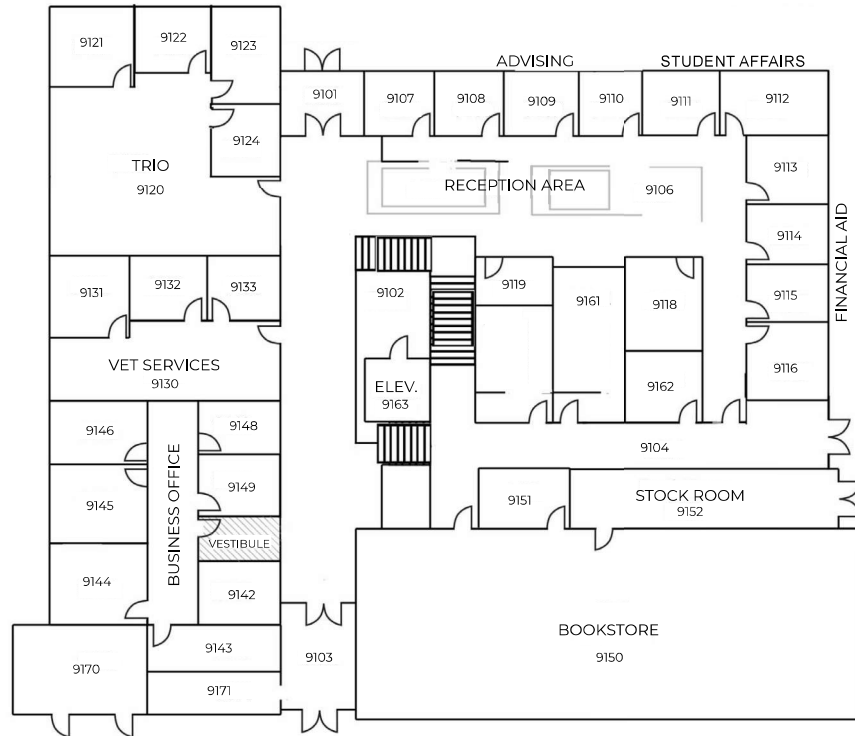
- Student Affairs Offices (2) will be relocated to the Veteran Service Suite, allowing the Registrar Office to be relocated from Building 3 and provide integrated services adjacent Advising.
- The Bookstore will be reduced in size to create a Student Services Suite.
- Community Ed Workforce offices (3) will be relocated from Building 8 to improve efficiency and provide integration with Advising and the Registrar.

### Level Two

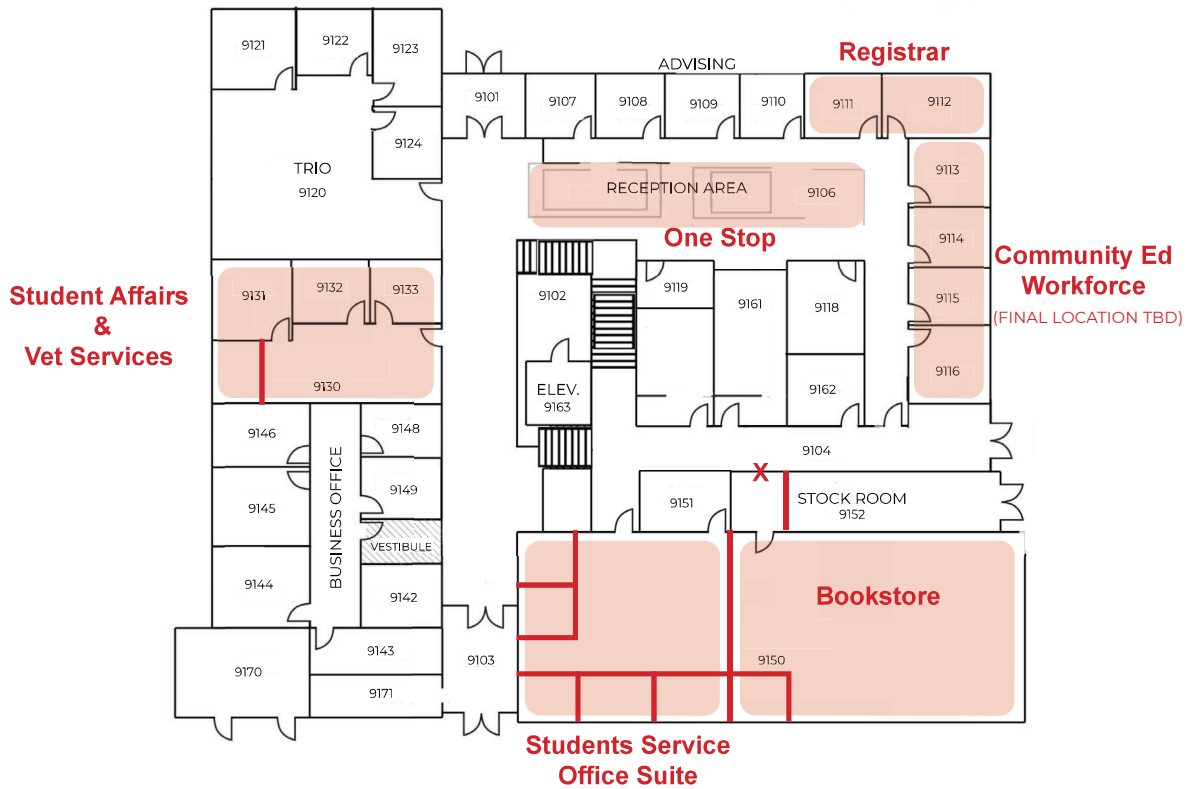
- Tutoring will move into the north portion of the Library.
- To improve delivery of services, the former Tutoring Suite will be converted to a Student Support Center, bringing together the Career Service Center and Accelerated Learning Center from Building 4.
- The Computer Lab will be slightly reduced in size to provide space for new Study Rooms.

# Building 9 - Level 1

## Existing Plan

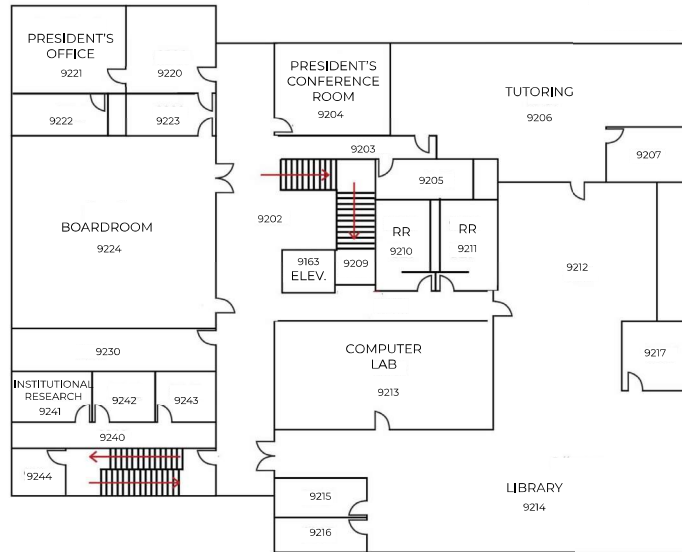


## Proposed Plan



Building 9 - Level 2

Existing Plan



Proposed Plan

