



2017-18

Instructional Program  
Review  
Education

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## 0. PREFACE: PROGRAM EVALUATION SUMMARY

The Continuous Innovation and Improvement Committee (CIIC) provided the following feedback:

### 0A. OVERALL PROGRAM EVALUATION

Weighted average: 2.75. This scores between developed (program exhibits evidence that planning guides programs and services selection that supports the College) and emerging (evidence that planning intermittently informs some selection of services to support the College).

### 0B. DEPARTMENT STRENGTHS

Strengths listed in feedback included alignment and articulations, labor market, enrollment, sustainability and budget.

### 0C. DEPARTMENT WEAKNESSES

Lack of an on-campus learning lab, student learning outcomes assessment (new process), shortage of part-time instructors, lack of a full-time faculty lead.

### 0D. RECOMMENDATIONS FOR IMPROVEMENT

- Work to develop a budget to create an on-campus learning lab/preschool.
- Hire a full-time faculty lead.
- Develop a multi-year plan for addressing trends in progress toward degree.

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

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

#### **Improve Prosperity**

The program will provide quality education and services through qualified instructors and provide coursework that is relevant to the field of education today for students to achieve graduation from the program.

Progress is being made toward this goal by collection of midterm grade data to identify students who might be struggling in coursework in order to direct them to KCC tutoring services.

Progress is being made toward this goal by increasing transfer rates by marketing the 2+2 with Southern Oregon University (SOU).

#### **Improve Access**

In order to provide accessible education and services, the program will seek opportunities for all students to be able to attend classes on and off campus; the program will develop a plan for future growth.

Progress is being made toward this goal by offering more distance learning opportunities by offering more education courses more frequently online.

Progress is being made toward this goal by offering the SOU 2+2 courses on campus in the evenings, online, and in a hybrid format.

### **Enhance Reputation for Excellence**

The program will enhance the College's reputation by offering quality workforce training.

Progress is being made toward this goal by requiring students to complete a cooperative work experience course for two credits prior to graduation.

### **Increased Community Partnerships**

In order to support student success in workforce training, academic transfer, foundational skills, and community education, the program will seek to improve partnerships with educational agencies.

Progress is being made towards this goal by identifying prospective advisory committee members.

Progress is being made towards this goal by holding advisory committee meetings once per quarter.

Progress is being made towards this goal by identifying agencies and school districts that will accept work experience students.

### **Improve Use of Thoughtful Planning**

In order to address the needs of all education students, future needs will be anticipated and changes will be made to course offerings in order to best suit KCC students.

Progress is being made toward this goal by communicating with students each term regarding academic planning.

Progress is being made toward this goal by developing a two-year curriculum map.

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

Yes

No

The program has met its goal of marketing the 2+2 with SOU by holding a public informational night during Fall Term with flyers being distributed to the city and county school districts, an advertisement being placed in the local newspaper, and postings to social media and the college website.

The program has met its goal of offering SOU's 2+2 courses to be easily accessible by students. The on-campus course begins at either 4:30 PM or 5:00 PM depending on the term the course is being offered.

The hybrid course is offered online along with one class meeting in Medford, Oregon one Saturday per month.

The program has met its goal of identifying prospective advisory committee members by creating a contact list of current members and adding new members from new agencies as those changes occur.

The program has met its goal of holding advisory committee meetings once per quarter. Three meetings a year have taken place, and minutes for those minutes have been recorded.

The program has met its goal of developing a two-year curriculum map by listing courses by term for years one and two.

## 2. PROGRAM/DISCIPLINE DESCRIPTION AND OVERVIEW

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

#### Early Childhood Educator Emphasis AAS

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

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

#### Education – Paraeducator Emphasis AAS

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

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

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

#### Early Childhood Educator Certificate

The Early Childhood Educator Certificate is offered to those seeking employment in educational occupations. The Educational Services Program specifically prepares students to enter the fields of early childhood education as a preschool teacher and child care provider.

For the certificate students are provided with a well-rounded and diverse education that consists of collegiate-level general education coursework and a core of technical courses in the fields of child

development and education. All students gain practical experience by completing cooperative work experience in local schools, child care centers, and agencies that serve children and families.

#### Education Paraeducator Certificate

The Education Paraeducator Certificate is offered to those seeking employment in educational occupations. The Education Paraeducator Certificate specifically prepares students to enter the fields of early childhood education, as a preschool teacher, child care provider, or education as a paraeducator.

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

#### Early Childhood Education Career Pathway Certificate

The Early Childhood Education Career Pathway Certificate prepares students for entry-level employment as childcare professionals in a variety of educational settings including: child care centers, preschools, Head Start programs, and in family childcare business operated from individual homes.

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

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

The program description accurately reflects the goals of the program by providing students with a broad base of education through general education courses such as math, writing, social sciences, arts and letters, and health. The technical core of the program focuses on specific education courses needed for the workforce. These courses include, in part: Music for Teachers, Art for Teachers, Computers in Education, Assessment and Evaluation, and Cooperative Work Experience.

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

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

Yes

No

The demand for graduates has steadily increased, and there is a teacher shortage. Last year, the national increase in early childhood education jobs was more than 7%, and this year it is more than 10%. For the state of Oregon, last year the increase of these jobs was at 13%, and this year it is a 15% increase. Regionally, there was an 11.5% increase of new jobs last year and more than 16% for this year.

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

According to the State of Oregon Employment Program's employment projections for Klamath County, by 2024 the demand for preschool teachers will increase by 15%; the demand for elementary school teachers will increase by 9%; the demand for teacher assistants will increase by 9.6%. To accommodate these demands, the Paraeducator AAS degree was amended in 2016 to reflect coursework required by Southern Oregon University, with whom an articulation agreement was developed to offer coursework on KCC's campus for local students to earn a bachelor's of science degree in elementary education with teacher licensure. In addition, KCC is facilitating the recruitment of students for alternative licensure pathways. KCC/SOU information nights allow local students and community members the opportunity to explore traditional and alternative pathways to licensure. KCC is also working with the local city and county high schools to offer accelerated learning opportunities for students interested in education careers. Mixed instructional modalities including synchronous, distance education, and face-to-face allow dual credit and dual enrollment students many avenues to receive educational pathways credits.

In early childhood education several early learning grants have provided funding to provide coursework to local care providers, unemployed populations seeking training, and traditional students. For example, through the Klamath Falls chapter of Oregon Association for the Education of Young Children, local care providers have been given the opportunity to take classes at no cost that count toward the ECE degree and professional development requirements for continued employment. Also, through SNAP 50/50 programs, IBEST classes have been offered in ECE in hybrid and Saturday condensed classes. Education students also have the opportunity to apply for Gray scholarships that pay for tuition, fees, and books for degrees in early childhood education.

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

In 2016, the change in course requirements in the Paraeducator AAS degree included adding all Southern Oregon University's lower division general education requirements and six required education courses. Those course requirements are Computers in Education, Introduction to Education, Overview of the Exceptional Learner, Art for Teachers, Music for Teachers, and Practicum. Accelerated learning opportunities have been developed for local high school students that include dual credit, dual enrollment, College Now, distance education, and synchronous offerings. Articulated pathways are available for education students with OIT's applied psychology bachelor's degree and SOU's elementary education and child development bachelor's degrees. KCC offers both the associate of applied science early childhood education and para education degrees through distance education and face-to-face.

3. RESOURCES

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

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

For the last five years, KCC has employed one full-time faculty and 11 part-time faculty. Seventy-five percent of the program instruction is taught by part-time faculty, and 25% of the education courses is taught by full-time faculty.

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

The education faculty bring a variety of depth and breadth of formalized educational experience and work experience to the program. The minimum degree requirement for program faculty is a bachelor's degree. Seventy-five percent of the program faculty exceed the minimum requirement, each holding master's degrees. The college-wide staffing ratio for full-time and part-time instruction has been above 50% for the last five years. The 25% full-time staffing to 75% part-time staffing ratio is significantly below the college-wide average. This could be problematic to the education program success if the instruction is deemed of lower quality or if staffing of classes with so many adjuncts restricts class offerings and/or student access.

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

New faculty have an on-boarding process that includes a variety of technology and instructional training including phone, email, in-class technology, and many frequent trainings to use KCC's learning management system.

In-service trainings for adjunct faculty are held each term. Faculty are provided with Title IX training. They were oriented to KCC's TRiO program and the LRC, testing, and tutoring services available on campus. In addition, KCC's Center for Teaching and Learning provides trainings in assessment, Canvas, and teaching best practices, and educational technology use.

The program lead attended the Association for Career and Technical Education conference held in Las Vegas, Nevada in December of 2016. This conference impacted the delivery of the Computers in Education course by incorporating the use of the digital component of the textbook required by that course.

The ECE lead has attended the annual OEAYC conference, QRIS training, the Early Learning Summit, the Early Learning COSA., and FERPA with the SOESD.

Adjunct faculty have attended the following trainings in the last five years: Canvas training, Surviving when Technology Fails - A Proactive Approach; Canvas Corner - Speed up your Grading!; Student Engagement - Tips, Tools & Techniques; Six Facets of Learning; Oregon Adult Learning Standards (2017); Mandatory Abuse Report (2017); Corporate Compliance, e-Test Online Coordinator (CASAS); e-Test Proctor (CASAS); Implementation (CASAS); Online Implementation (CASAS); ESL - Ventures Training - By Cambridge University Press; Assessment Overview; Canvas Updates; Who are our students?; CPR/First Aid by Red Cross.

Professional development opportunities for all faculty are readily available and continuously offered in both live and distance education formats. Faculty are invited throughout the term and between terms, to participate in trainings provided by KCC's Center for Teaching and Learning. In addition, drop-in office hours, individual appointments, and one-on-one training session either face-to-face or through Skype for Business are available.

The Faculty Senate offers over \$20,000 in funding to support both full- and part-faculty with external professional development opportunities.

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

- Yes  
 No  
 Somewhat

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

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

- Yes  
 No  
 Somewhat

There is a local interest to have a dedicated lab space/child care on campus. Concern has been brought up regarding student access to reasonable, affordable, quality child care options. In addition, ECE students are challenged with securing cooperative work experience opportunities.

KCC students do, however, have access to both OCDC and Head Start programs. OCDC is located about a mile from KCC. In addition, students that need to meet transfer requirements are required to have three different types of work experiences that often would include visiting multiple sites. The KCC grant team has unsuccessfully applied to several grants to secure child care facilities for capital construction funds. In addition, there is concern about the location and placement of young children in adult learning environment. KCC is an open-access campus and frequently has students who are on probation or under certain probationary restrictions that would not allow them to be in the proximity of young children.

There is some interest in an ECE learning lab that would be beneficial for students to create a real-world classroom experience. The college has reviewed several plans and proposals for a student learning lab and child care center. Head Start and OCDC have offered to partner with an onsite facility. No plans have been finalized to date. However, there have been concepts that have been explored, but due to limited space on campus, renovation of an existing building or a new building would be required. The estimated

cost ranges from \$750,000 to \$1,000,000. Therefore, funding would need to be secured prior to a concept being solidified.

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

- Yes  
 No  
 Somewhat

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

- Yes  
 No  
 Somewhat

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

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

KCC's Learning Resource Center (LRC) has more than adequate resources to support the program and the needs of education students. In addition, KCC students, for only \$25.00, can get a library card for use of the Oregon Institute of Technology's library that offers an expansive holding of education resources and supports. Located in Building 4, the library is designed to facilitate student success by providing the information, resources and services necessary to support the needs and meet the goals of the program. The Klamath Community College Library offers students access to approximately 2,000 scholarly, full-text, electronic health occupations journals which index more than 10 million articles. The library maintains holdings of print monographs and serials in education and related occupational subjects, which include copies of textbooks in its reserve collection. This print and electronic collection is continuously developed as dictated by professional library best practices in collection development. The KCC Library is a member of the Sage Library Consortium, providing students access to the holdings of 77 member libraries in fifteen counties of Eastern and Central Oregon. The library also provides access to computer workstations, scanners, and quiet study areas. As of Summer 2017, the library houses over 7,000 shelved books and videos, 15 periodicals, and 1 newspaper. The library supports the program by offering access to ERIC, Educator's Reference Complete, Professional Development Collection, Kids InfoBits, Teacher Reference Center, and more. Currently, the KCC LRC houses 250 physical books that were purchased specifically to support the program.

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

The LRC Tutoring Center provides supplemental instruction for both individuals and study groups on a drop-in basis for subjects such as mathematics, chemistry, biology, anatomy and physiology, and computer skills. In addition, faculty have set up recitation groups for students studying CTE programs.

Tutors are regularly scheduled to support accounting, computer technology courses, human anatomy and physiology, and focused writing groups. Online tutoring for education is available free 24 hours a day, seven days a week through TutorMe.

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

The Testing Center offers testing/proctoring services for a variety of assessments to KCC students, the extended community, other partnering colleges, and local/state/federal licensing agencies, including but not limited to Oregon Program of Agriculture, Oregon Program of Taxation, Pearson, FAA, Prometrics, Ergometrics, and National Testing Network. The Testing Center also supports student success in workforce training, academic transfer, foundational skills development, and community education.

The Testing Center provides several tests for the education program:

**Oregon Educator Licensure Assessments (ORELA):** The Oregon Teacher Standards and Practices Commission (TSPC) has contracted with the Evaluation Systems group of Pearson for the development, administration, and scoring of the Oregon Educator Licensure Assessments (ORELA). The ORELA program consists of educator licensure tests designed to measure a candidate's knowledge and skills in relation to applicable Oregon standards. The Testing Center provides ORELA tests in over 25 areas, ranging from early childhood education to college level certifications.

**California Basic Educational Skills Test for Certification (CBEST):** The California Basic Educational Skills Test™ (CBEST®) was developed to meet requirements of laws relating to credentialing and employment. This test requirement does not replace any of the other requirements of subject matter knowledge, professional preparation, and practice teaching or field experience applicable to the issuance of credentials. The CBEST is designed to test basic reading, mathematics, and writing skills found to be important for the job of an educator.

**California Subject Examinations for Teachers (CSET):** The California Subject Examinations for Teachers (CSET) have been developed by the California Commission on Teacher Credentialing (CTC) for prospective teachers who choose to or are required to meet specific requirements for certification by taking examinations. The CTC contracted the Evaluation Systems group of Pearson to assist in the development, administration, and scoring of the CSET. The CSET program includes examinations designed to help candidates meet the following certification requirements: Basic skills requirement, subject matter competence requirement, No Child Left Behind subject matter requirement, educational technology requirement, and competence requirement for a bilingual authorization. The Testing Center provides CSET tests in more than 15 subject areas.

**California Teacher of English Learners (CTEL):** California Education Code Sections 44253.3 and 44253.4 require the Commission on Teacher Credentialing to issue authorizations that allow the holder to provide specialized instruction to English learners (EL). Section 44253.5 requires the CTC to develop and administer examinations on which a teacher can demonstrate competence in the knowledge and skill areas necessary for effective teaching of EL. With expert advice from California educators and others, the CTC has developed the California Teacher of English Learners® examination for that purpose.

Proctored testing is provided for all instructor tests for any education courses that request this service.

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

There is no specific club available for education students. Qualified education students can apply to Phi Theta Kappa.

Education and Early Childhood Education programs have designated advisors that provide high touch and high support for their programs. Faculty Peggy Noble works with the EDU students, and faculty Kathleen Walker-Henderson works with ECE students. In addition, these programs use curriculum maps to provide tools and resources for students to have a seamless pathway to completion or transfer. A master schedule is developed and shared that provides students with the schedule of classes and rotation of face to face and distance delivery classes.

KCC/SOU 2 + 2 students have regularly scheduled advisement opportunities in which they can work with an SOU and KCC advisor.

Education students who qualify for TRiO have access to additional tutoring, advising, career navigation, trainings, events etc.

Students now have access to technology support and tools through the student help desk in Building 6.

EDU students who qualify for veteran services are provided with high-touch, high-support services to assist them with navigating benefit and certification challenges in addition to start-to-completion advisement, guidance, and support.

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

All program courses meet baseline standards for Canvas use, which includes use of the gradebook and posting the course syllabus, course materials, and all assignments. All program courses rotate to an online format every other year to accommodate students completing their degree fully online.

## 4. EFFECTIVENESS

### 3A. STUDENT LEARNING OUTCOMES ASSESSMENT

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#### 3A.I. COURSE LEARNING OUTCOMES (CLO)

3A.I.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN CLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

Course learning outcomes have not been systematically assessed/analyzed. The current version of course learning outcomes need to be revised as they list up to 40 lesson/unit objectives rather than true learning outcomes that identify core learning. Revision of course outcomes guides/course learning outcomes began Fall Term 2017 and will continue throughout the academic year. Once these have been revised, these courses will be selected for outcomes assessment, with two outcomes per course being assessed each year.

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3A.I.2 DESCRIBE THE SPECIFIC PROCESS FOR ADVISORY COMMITTEES FOR REVIEWING COURSE CONTENT AND OUTCOMES GUIDES (CCOGS). IF THERE IS NO PROCESS, DESCRIBE PLANS TO ADDRESS THIS.

Instructors work with the program lead and the assessment coordinator to revise CCOGs. Once revised, they are presented to the program's advisory committee, usually in the middle of the term, for feedback and further revision. Once the advisory committee makes suggestions and revisions, they are sent back to the assessment coordinator and then to the Vice President of Academic Affairs for final approval.

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

Currently (Fall Term 2017) the learning outcomes for ECE 101 are being revised as there are 27 objectives listed, some of which would prove difficult to assess. Some of the objectives (as opposed to outcomes) do not follow the standard format of a student learning outcome.

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3A.I.4 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF CLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Because CLO assessment has not been systematically conducted prior to this academic year, there is no evidence to present. As indicated above, course learning outcomes will be assessed after revision. Part of the assessment process involves analyzing and reporting results and explaining changes that occurred or recommending changes based on the data collected.

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3A.II PROGRAM LEARNING OUTCOMES (PLO)

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3A.II.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN PLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

Program learning outcomes will be systematically assessed and the results analyzed for the first time during the 2017-18 academic year. The two PLOs to be assessed are:

Create developmentally and culturally appropriate learning environments and curricula to foster optimum growth and development of learners.

Apply developmentally and culturally appropriate teaching and guidance theories, principles, and practices.

Two PLOs will be assessed each academic year so that all PLOs are assessed on a three-year cycle.

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3A.II.2 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF PLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Because PLO assessment has not been systematically conducted prior to this academic year, there is no evidence to present. As indicated above, an assessment plan has been created for EDU program learning outcomes and is being implemented during this academic year (2017-18). Part of the assessment process involves analyzing and reporting results and explaining changes that occurred or recommending changes based on the data collected.

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3B. STUDENT SUCCESS

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3B.I. DESCRIBE ENROLLMENT TRENDS AND PLANS TO ADDRESS THEM.

Enrollment in the Early Childhood Educator AAS degree has shown a nearly 400% increase over the past five years; the Early Childhood Education one-year certificate enrollment has increased nearly 200%; the career pathway certificate has increased nearly 400%. (See [Appendix A.](#))

As advisors were placing students in AAS degrees for the 2016-2017 school year, they were also placing them in the appropriate pathway and certificate programs, thus contributing to the increase in enrollment in those areas.

The Paraeducator enrollment trend is steady. Since the Paraeducator AAS degree feeds into the 2+2 with Southern Oregon University, a public informational night was held with the SOU advisors during Fall Term of 2017. Approximately 20 prospective students met with program faculty and were provided with information on SOU's Bachelors of Science in Elementary Education. In order to continue growing the program and to ensure student success, the program's plan to address this is to hold advising appointments with current and prospective paraeducator students, SOU advisors, and the KCC program lead once per term.

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3B.II. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.

There has been dramatic improvement of student enrollment and completion rates in ECE. There has been steady and continuous completion rates in EDU. There has been a steady increase of degrees awarded in this program over the past five years. This will continue to increase as the students who are enrolled in the Paraeducator AAS degree that articulates with SOU begin to graduate in 2018. (See [Appendix A.](#)) Plans to increase student completion rates could include researching options for reverse transfer for the EDU program and incentivizing and encouraging more part-time students to become full-time students.

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3B.III. REVIEW TRANSFERABILITY OF PROGRAM.

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3B.III.1 DESCRIBE TRANSFERABILITY FROM HIGH SCHOOL TO KCC TO OUS.

KCC is working with the local city and county high schools to offer accelerated learning opportunities for students interested in education careers. Mixed instructional modalities including synchronous, distance

education, and face-to-face allow dual credit and dual enrollment students many avenues to receive educational pathways credits.

The education program has developed seamless pathways to universities and colleges. The EDU program currently has articulated pathways to OIT and SOU.

At OIT, both the EDU and ECE degrees are articulated with SOU's bachelor of applied science degrees in applied psychology.

At SOU, both the ECE and EDU programs are articulated with SOU's child development bachelors of science degrees and elementary education bachelor's degrees correspondingly.

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3B.III.2 HAS THIS CHANGED OVER THE LAST FIVE YEARS? IF SO, WHY? WHAT ARE THE IMPACTS ON STUDENTS AND THE PROGRAM?

Over the last five years, the need for more elementary school teachers allowed for the creation of the dual credit class called Cadet Teaching in the second semester of the 2016-2017 school year. This is creating a pipeline of education students from high school directly into KCC's education programs.

In addition, the transferability of KCC's ECE degree has increased ECE certificate and AAS degree completion rates.

### 3C. STUDENT ENGAGEMENT AND SATISFACTION

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#### 3C.I. COURSE EVALUATIONS DATA AND ANALYSIS

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##### 3C.I.1 DESCRIBE CHANGES MADE IN INSTRUCTIONAL METHODS BASED ON STUDENT COURSE EVALUATION DATA. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

The education program has a history of utilizing a variety of instructional modalities to meet student needs. This program offers courses, certificates, and degrees online, face-to-face, hybrid, and synchronously. Accelerated learning opportunities are available for students as dual credit, dual enrollment, and college now.

The education program leads have not adjusted instructional methods at the program level based on student course evaluation feedback. No discernable trends have been identified for improvement. The measure used to drive changes based on course evaluations is an average below four on a five-point scale. No courses have average trends below the threshold limit.

Instructional methods have changed over time to provide access, but these changes are not the direct result of student course evaluations.

Such positive course evaluations might be the result of a seasoned adjunct pool. Many adjunct faculty have taught for KCC for more than 10 years. Several adjuncts have reported that technology and training access for faculty has never been better at KCC. Having a skilled adjunct pool trained in teaching pedagogy could also be behind the high course evaluations for this program. It might be a concern that the course

evaluations are too good. Perhaps grades are inflated, and students are not being challenged? Student transfer rates and success rates seem to indicate that program faculty are maintaining a high degree of rigor, and course success rates are not out of the normal range.

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3C.I.2 DESCRIBE CHANGES MADE TO THE COURSE BASED ON STUDENT COURSE EVALUATION DATA.

Full- and part-time faculty frequently review course evaluations and make individual instructor course changes from term-to-term and year-to-year. Until assessed occurs at the course level, systematic changes will not be implemented.

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3C.II JOB PLACEMENT DATA AND ANALYSIS (IF AVAILABLE)

KCC is working on a college-wide strategy to track student employability and job placement success rates. Anecdotally, education students are reporting employment upon graduation. Students in ECE are frequently promoted and receive salary improvement as they progress through certificates and degrees. For workforce placement, unemployed students are securing employment after completing industry-recognized certificates. Students who go on to complete teacher licensure requirements are being gainfully employed in the field.

## 5. BUDGET

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

For the last five years, the education program has experienced strong enrollment and completion rates and positive cost margin analysis reports. (See [Appendix B.](#)) For the 2016-17 academic year, the education program had the highest positive cost margin analysis report with a profit margin of \$47,039. With anticipated continued financial supports from grants and scholarships and the growth of the KCC/SOU 2 + 2 opportunity for teacher licensure, it is anticipated this program will continue to grow.

In the last five years, the margin has fluctuated from a high of \$47,039.03 to a low of \$38,567.44. In 2016 to 2017, the headcount increased from 472 students to 573 students. Enrollment is up, completion is up, and the local, state, and regional labor market demand is up.

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

Student learning outcomes will be assessed in the upcoming school year. Please see the [2016-17 Budget PowerPoint.](#)

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

Because of the success of the program and adequate instruction and facilities, no additional budgetary requests need to be made at this time.

## 6. CONCLUSION

### 6A. DESCRIBE PROGRAM STRENGTHS.

The program is strong in its articulation with SOU for their bachelor's degree in elementary education. KCC offers SOU coursework on KCC's campus so that local students do not have to leave the area for teacher education and licensure. This articulation agreement allows for two courses per term to be offered in the evening hours so that working students can attend. The first cohort began in Fall Term 2016 and included 12 students. The program also has articulated with SOU's bachelor's degree in early childhood development, which is a fully online program. This allows KCC students another option at a bachelor's degree if they are not needing teacher licensure.

The AAS ECE degree has had a history of securing grant and scholarship opportunities to provide many opportunities for students and local care providers with supported funding and access to academic coursework. Examples include: the Early Childhood Education program in 2014 received a grant from the Office of Childcare for Professional Development; in 2016 the college received funds for Race to the Top scholarships for early childhood providers participating in the SPARKS programs to improve quality in early childhood programs; in 2017 the South Central Early Learning Hub approved monies to Klamath Community College to help provide training for students to earn CDAs in infant-toddler, preschool, and home visiting; in 2018 the Family Ford Foundation through the Office of Childcare awarded a two-year professional development grant to Klamath Community College to provide training to the early childhood workforce. The early childhood program continues to receive support from the Oregon Foundation through Betty Gray Scholarships.

### 6B. DESCRIBE PROGRAM WEAKNESSES.

There is a local interest to have a dedicated lab space/child care center on campus. Concern has been raised regarding student access to reasonable, affordable, and quality child care options. In addition, ECE students are challenged with securing cooperative work experience opportunities.

KCC students do, however, have access to both OCDC and Head Start. OCDC is located about a mile from KCC. In addition, students who need to meet transfer requirements are required to have three different types of work experiences that often would include visiting multiple sites. The KCC grant team has unsuccessfully applied to several grants to secure child care facilities for capital construction funds. In addition, there is concern about the location and placement of young children in adult learning environment. KCC is an open-access campus, and frequently has students who are on probation or under certain probationary restrictions that would not allow them to be in the proximity of young children.

The need for more adjunct instructors who can instruct during the daytime hours has been a challenge. The program tends to recruit retired K-12 teachers as adjunct instructors who, in turn, only want to teach on a minimal schedule of classes and would prefer to teach distance education classes from their homes.

The high number of part-time students may be problematic to increasing IPEDS 150% completion rates.

**6C. DESCRIBE SUPPORT NEEDED.**

KCC may consider hiring additional full-time staff to support the growing administrative and instructional needs of this program.

A child care feasibility study may be of value to the institution.

Further study of student completion rates may be of value for this program.

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

**Improve Access**

Increase ECE/EDU synchronous offerings from zero classes currently being offered to offering ECE/EDU 200. Offer ECE/EDU dual credit courses through the creation of a cadet teacher pathway at the city and county schools. Upon completion of the year-long schedule in 2018, the program will be able to provide high schools with a list of courses offered each term for better preparation and planning ahead of time by the high school counselors.

**Improve Prosperity**

Communicate with students twice per term for advising. If students are in the paraeducator degree program, one of their advising appointments will be with the advisor at Southern Oregon University. By using the early alert system and midterm grading, struggling students can be captured for interventions such as tutoring.

Increase employability/job attainment. Track and incorporate job placement/EQ skills in advisement and instructional strategies.

**Increase Community Partnerships**

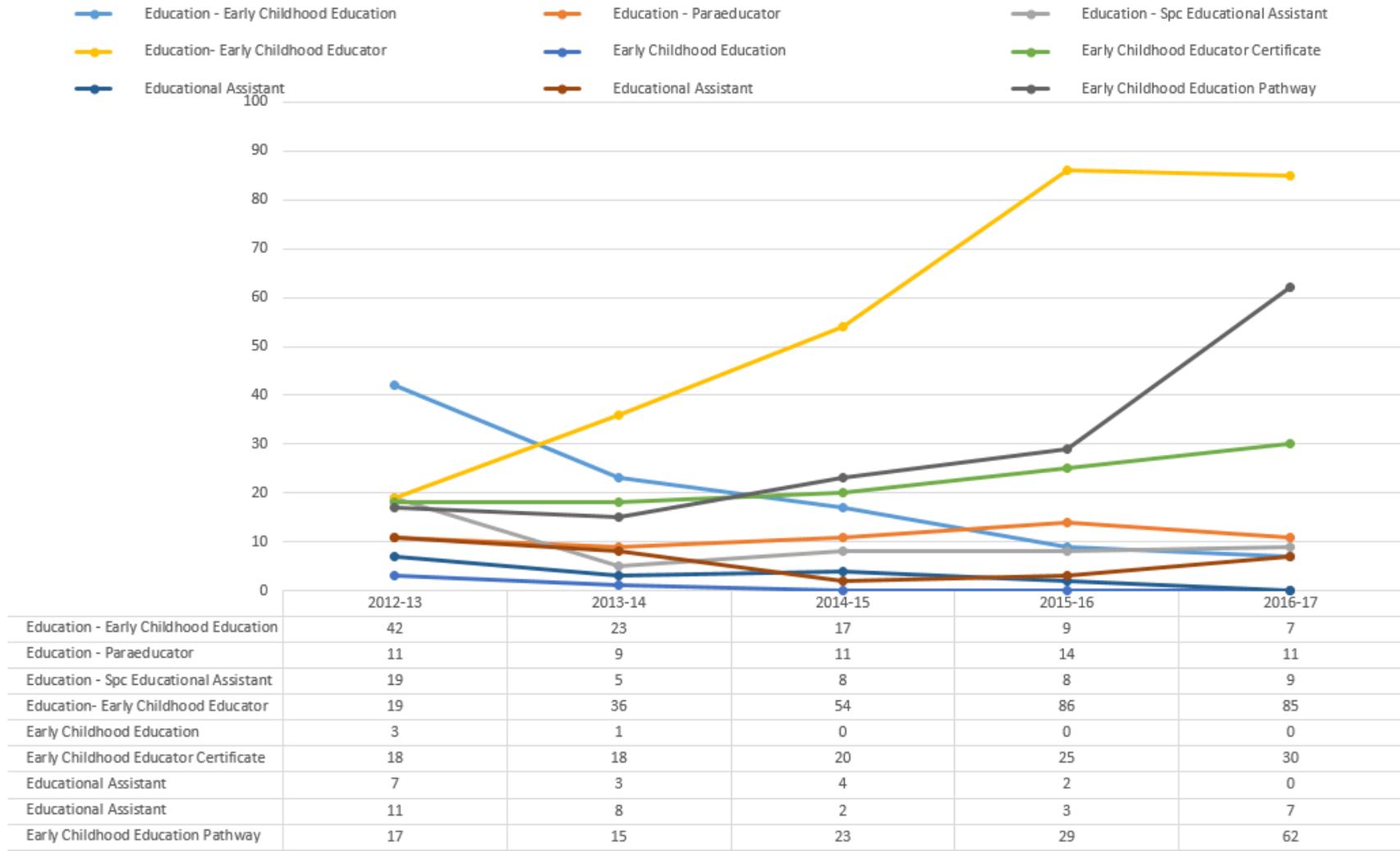
Identify past and prospective advisory committee members by reviewing the current membership list. Remove any members no longer current and look to recruit new members by identifying settings not being represented in the current membership. Identify agencies and school districts that will accept work experience students; accomplish this by contacting the human resource programs and creating a list of schools and cooperating teachers that will take student volunteers.

**Increase Reputation for Excellence**

Increase completion rates for pathways certificates, one-year certificates, and two-year degrees. Planning to develop a statewide program of study began December of 2017. A meeting was held with Oregon Program of Education and High Desert ESD with the education program lead and the VP of Enrollment and External Affairs at Klamath Community College. This program of study will align secondary and postsecondary education elements so that high school students can begin coursework in the program, which will lead to completion of a certificate or two-year degree.

## 8. APPENDICES

### 8A. ENROLLMENT AND DEGREES AWARDED

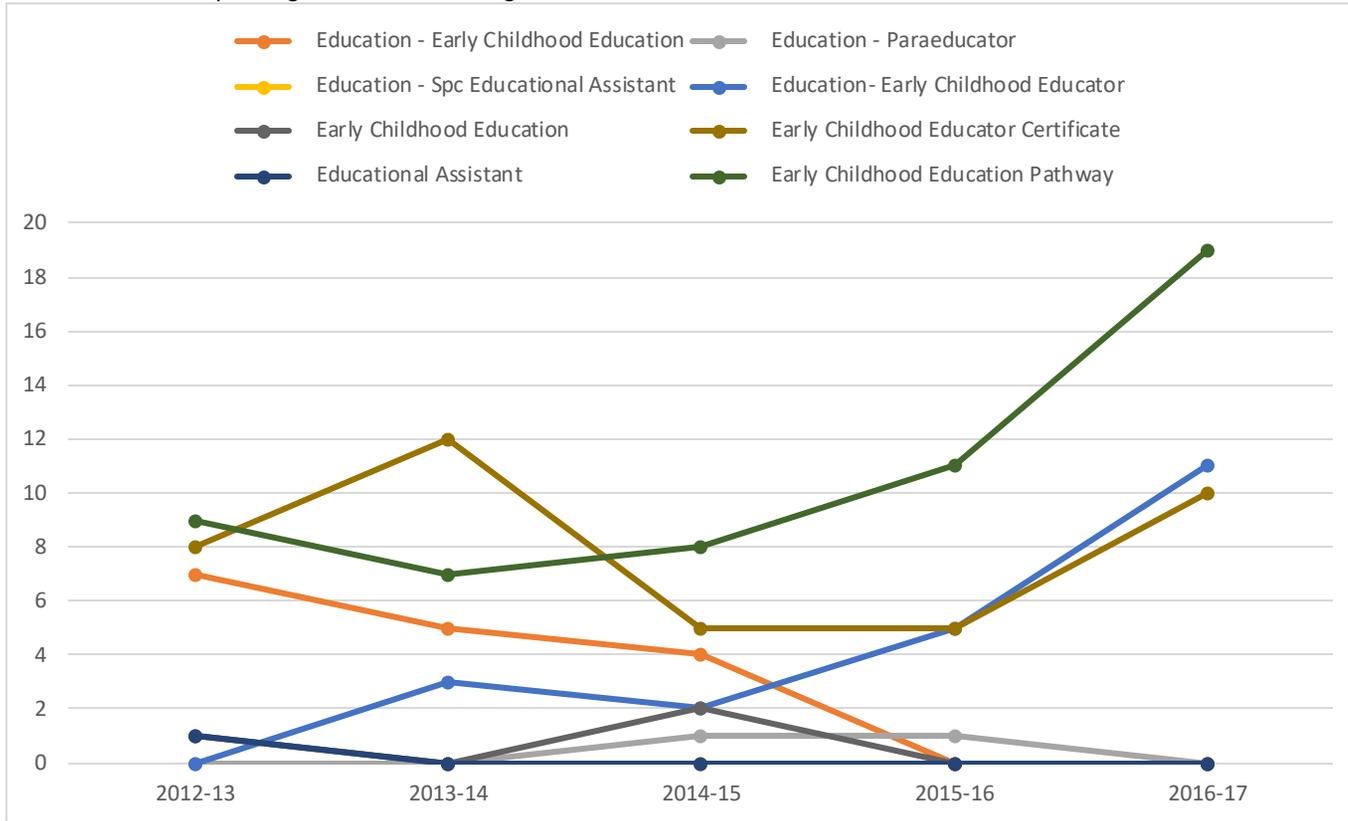


Klamath Community College Instructional Program Review: Education

	2012-13	2013-14	2014-15	2015-16	2016-17	Total
Education - Early Childhood Education	7	5	4	0	0	16
Education - <del>Paraeducator</del>	0	0	1	1	0	2
Education - <del>Spc</del> Educational Assistant	1	0	0	0	0	1
Education- Early Childhood Educator	0	3	2	5	11	21
Early Childhood Education	1	0	2	0	0	3
Early Childhood Educator Certificate	8	12	5	5	10	40
Educational Assistant	1	0	0	0	0	1
Early Childhood Education Pathway	9	7	8	11	19	54

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Klamath Community College Instructional Program Review: Education



8B. COST MARGIN DATA

[Link to original file](#) (DOCX) **Requires login**

**8C. INSTRUCTIONAL PROGRAM REVIEW RUBRIC**

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

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