



Accreditation

Year Seven

Self-Evaluation Report

Mt. Hood Community
College

September 15, 2016

be | your dream

Sheri Mosher,

Director of Accreditation
Accreditation Liaison Officer
503-491-7630
Sheri.Mosher@mhcc.edu

It is the policy of Mt. Hood Community College that there will be no discrimination or harassment on the grounds of race, color, religion, national origin, gender, sexual orientation, age, disability or status as a veteran in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Office of Student Development at 503-491-7316. Accessible formats for people with disabilities are available by calling 503-4916923 or emailing dsoweb@mhcc.edu.



September 15, 2016

Dr. Sandra E. Elman, President
Northwest Commission on Colleges and Universities
8060 165th Avenue, NW
Suite 100
Redmond, WA 98052

Dear Dr. Elman:

On behalf of our Board of Education, faculty, staff and students, I am pleased to present to the NWCCU the 2016 Year Seven Self-Evaluation Report, culminating for MHCC the seven-year cycle of accreditation. This full cycle of self-evaluation has included a thorough re-examination of our mission, vision, core themes and values with the internal college community and the external partners and communities within our district.

Since the Commission's recommendations following our 2013 Year Three Report and the Ad Hoc Report of 2014, MHCC has continued to make significant progress in implementing improvements to institutional processes, policies and data systems to ensure that the college is clear in the context of its purpose, characteristics, and expectations, and can clearly articulate achievements based on measures and indicators that represent acceptable thresholds and targets of mission fulfillment.

The Board of Education adopted a new vision of MHCC as being nationally recognized as the choice for life-long education and as a leader in state-of-the-art learning environments and innovation. The college is celebrated and valued by residents for its economic, social, cultural and recreational contributions to the district. With the certainty of our mission, MHCC continues transforming lives and building communities.

I am confident that with input and guidance from our communities and the industrious accomplishments to date, MHCC has fulfilled the remaining recommendation from the NWCCU, and is firmly on a structured path to mission fulfillment.

The college looks forward with anticipation to our on-site evaluation team visit in November.

Sincerely,

Debra Derr, Ed.D
President

Mt. Hood Community College Strategic Plan 2020 and Beyond

Mission

Transforming Lives | Building Communities

Vision

Mt. Hood Community College is nationally recognized as the choice for life-long education and is a leader in state-of-the-art learning environments and innovation; the college is celebrated by residents for its economic, social, cultural and recreational contributions to the district.

Core Themes

Learner Success

The College provides the necessary state-of-the-art tools so that anyone committed to learning may establish, make progress towards and ultimately accomplish the goals that define their individual success.

Community Pride

The College continually seeks out educational, economic and cultural opportunities to engage and partner with its surrounding populations in an effort to be a responsive, responsible neighbor, and a college that the community can proudly and confidently support.

Partner Innovation

The College works closely with businesses, government agencies and nonprofits to proactively reassess current and future trends so that it may provide relevant skills and educational training while eliminating barriers and maximizing efficiencies and service quality.

Values

- Staying abreast of educational and technological challenges, trends and innovations and transforming the college to meet the changing needs of our community. We are decisive, intentional and forward thinking.
- Cultivating an environment that celebrates and supports diverse communities, peoples, backgrounds and points of view. We are inclusive and respectful.
- Creating an active, friendly, welcoming and open environment for our staff, students and community. We are accessible, positive and responsive

- Providing innovative educational programs, methods and assistive technologies while also building strong community and business partnerships. We are collaborative, focused and purposeful.
- Being responsible stewards of the physical and financial resources entrusted to us by the residents of the district. We are accountable, transparent and honest.
- Exceeding expectations in all customer service interactions. We are reliable, dedicated and empathetic.

Contents

Mt. Hood Community College Strategic Plan 2020 and Beyond 4

Recognition of Our Contributors 13

Institutional Overview 15

Students 16

Enrollment 16

Programs 16

Northwest Commission on College and Universities Basic Institutional Data Form 18

Specialized/Programmatic Accreditation 19

Full-Time Equivalent (FTE) Enrollment 20

Full-Time Unduplicated Headcount Enrollment 20

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and
Numbers of Full-Time (Only) Instructional and Research Faculty & Staff By Highest
Degree Earned. 20

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research
Faculty and Staff..... 21

Financial Information 22

Balance Sheet Data 22

Current Funds, Revenues, Expenditures and Other Changes..... 33

Institutional Indebtedness 34

Balance Sheet Data (Continued) 34

Programs and Academic Credit Offered at Off-Campus Sites Within the United States 35

Programs and Academic Credit Courses Offered At Sites Outside The United States..... 37

Preface	38
Signs of A Coming Transformation	38
Transformation Through Revised Core Themes	40
Learner Success.....	40
Community Pride	40
Partner Innovation	40
Strategic Budget Planning for Resource Reallocation	40
Developmental Education Redesign	41
Educational Gains and Attendance By Educational Functioning Level	42
Guided Pathways	43
Legislative and National Initiatives.....	44
Oregon’s 40-40-20 Goal for Year 2025	44
American Association of Community Colleges	44
Oregon Promise Grant	44
House Bill 2525 (2015	44
Oregon Higher Education Strategic Plan 2016-2020	45
Workforce Innovation and Opportunity Act (WIOA Title II)	45
Guiding Initiatives	45
Enhancing Resource Development	45
Developing a Culture of Excellence	47
The purpose of the Employee Climate survey has been fourfold:	47
Several improvements and actions resulted from the 2014 survey. Here are the highlights of those implemented:.....	47
Here are the standards with training dates:	48
Other activities for improving staff engagement and offering professional development include the following:	48
Improvements.....	48
Staff Resources.....	49
Table: Staff Resources, Six Years.....	49
Building a Responsive Future	50
Response to Recommendation 2-Fall 2013 Year Three Peer-Evaluation Report	51
Learner Success:.....	51
Community Pride:	51
Partner Innovation:.....	52

Supporting Documentation Table 52

Standard One 67

Standard One: Mission, Core Themes and Expectations..... 67

1. A: Mission: Executive Summary of Eligibility Requirements 2 And 3 67

Eligibility Requirement #2 67

Eligibility Requirement #3 67

Standard 1.A: Mission 67

1.A.1: Mt. Hood Community College Mission Statement 67

1.A.2: Interpretation of Mission Fulfillment 68

1.B: Core Themes 68

Figure 1.B.1: Alignment of Mission, Core Themes, Core Theme Indicators and Core Theme Objectives with Strategic Plan, 2020 and Beyond 69

Core Theme I: Learner Success 71

Core Theme Objectives 71

Rationale 71

Figure 1.B.2-Core Theme One: Rationale for Selection as Assessable and Meaningful Indicators with Targets and Thresholds 72

Core Theme II: Community Pride 74

Core Theme Objective: 74

Rationale 74

Figure 1.B.2A-Core Theme Two: Rationale for Selection as Assessable and Meaningful Measures, Indicators, Rationale, Targets, & Thresholds 75

Core Theme III: Partner Innovation 76

Core Theme Objective 76

Rationale 76

Figure 1.B.2B Core Theme Three: Rationale for Selection as Assessable and Meaningful Indicators with Rationale, Targets, & Thresholds 76

Summary 78

Standard Two: Resources and Capacity 78

Standard 2: Resources and Capacity 78

Executive Summary of Eligibility Requirements 4 Through 21 78

Equal Opportunity and Affirmative Action 79

Non-discrimination 79

Non-bullying / Non-harassment	79
Americans with Disabilities Act Amendments Act of 2008 (ADA)	79
Standard 2.A: Governance	84
2.A.1: Established Governance	84
College Councils	86
Table 2.A.1 College Councils, lists all councils and describes their responsibilities	87
2.A.2: Institution and System Division of Authority and Responsibility	89
2.A.3: Compliance with the Commission’s Standards for Accreditation	89
2.A.4-2.A.8: Functioning Governing Board	89
2.A.9: Effective System of Leadership	90
2.A.10: Employs Qualified Chief Executive Officer	91
2.A.11: Employs Sufficient Number of Qualified Administrators	91
2.A.12: Academic Policies.....	91
2.A.13: Library Policies	92
2.A.14: Transfer-of-Credit Policy	92
2.A.15: Student Rights and Responsibilities Policies	93
2.A.16: Admission and Placement Enrollment Policies	93
2.A.16.1: Admission.....	93
2.A.16.2: Placement Test, Policies and Procedures	94
2.A.16.3: Satisfactory Progress	94
2.A.16.4: Appeals.....	95
2.A.17: Co-Curricular Activities Policies.....	95
2.A.18: Fair and Equitable Treatment Procedures and Policies	95
2.A.19: Conditions of Employment	98
2.A.20: Security and Confidentiality of Human Resources Records	98
Institutional Integrity: 2.A.21 Through 2.A.30.....	98
2.A.21: Communications Integrity	98
2.A.22: Exemplifies High Ethical Standards	100
2.A.23: Conflict of Interest Policy	101
2.A.24: Intellectual Property Policy	102
2.A.25: Accuracy in Accreditation Language	102
2.A.26: Contracts Integrity	102

2.A.27-2.A.29: Policies and Parameters of Academic Freedom (2.B.3)	102
2.A.30 Financial Resources Integrity	103
Standard 2.B - Human Resources.....	103
2.B.1: Qualified Personnel	103
2.B.2: Administrators and Staff Evaluation	104
2.B.3: Professional Development	105
2.B.4: Faculty Credentials	107
2.B.5: Institution’s Expectations of Faculty Responsibilities and Workloads	107
2.B.6: Evaluations of Faculty	108
Standard 2.C. – Education Resources.....	110
2.C.1: Programs- Mission Consistent and Appropriate Content and Rigor	110
2.C.2: Learning Outcomes	110
2.C.3: Awarding of Credit and Degrees Policies	112
2.C.4: Defined and Published Degree Programs	112
2.C.5: Faculty Roles: Authority and Responsibilities and Curriculum Development	112
2.C.6: Faculty: Library and Information Resources	114
2.C.7–2.C.8: Transfer and Non-Traditional Credit	114
2.C.9: Undergraduate General Education	116
2.C.10: Transfer Degree	117
2.C.11: Applied Degree and Certificate Programs	117
Graduate Programs.....	118
2.C.12: N/A	118
2.C.13: N/A	118
2.C.14: N/A	118
2.C.15: N/A	118
2.C.16-2.C.19 Continuing Education and Non-Credit Programs	118
Standard 2.D - Student Support Resources.....	119
2.D.1: Effective Learning Environments	119
2.D.2: Safety and Security	121
2.D.3: Mission Consistent: Recruitment, Admission and Matriculation	122
2.D.4: Program Changes and Facilitation	124
2.D.5: Mission Consistent: Providing Accurate Information for Students	125
2.D.6: Programs Provide Accurate Information Regarding Employment Prospects	127
2.D.7: Records Retention Policy	127

2.D.8: Effective and Accountable Financial Aid Program.....	127
2.D.9: Student Loan Repayment Program.....	128
2.D.10: Academic Advising and Transfer Center (AATC).....	128
2.D.11: Co-Curricular Activities Consistent with Mission	129
2.D.12: Mission-Supporting Auxiliary Services.....	130
2.D.13: Mission Consistent Intercollegiate Athletics	131
2.D.14: Distance Learning Identity Verification	131
Standard 2.E – Library and Information Resources.....	132
2.E.1: Mission, Core Themes Consistency of Appropriate and Sufficient Library Resources	132
2.E.2: Library: Appropriate Planning and Information Resources.....	133
2.E.3: Efficiency and Effectiveness, Informed Use	138
2.E.4: Library Resource, Evaluation and Security Library Policies	140
Standard 2.F - Financial Resources.....	141
2.F.1: Financial Stability	141
2.F.2: Resource Planning and Development	143
2.F.3: Financial Planning Policies, Guidelines, Processes.....	143
2.F.4: Timely and Accurate Financial Information	144
2.F.5: Capital Budgets Reflect Mission and Core Theme Objectives	144
2.F.6: Defined Financial Relationship of General Operations and Auxiliary Enterprises.....	145
2.F.8: Professional and Ethical Fundraising Activities.....	146
Standard 2.G - Physical and Technological Infrastructure.....	147
2.G.1: Physical Infrastructure: Healthful Learning and Work Environments	147
2.G.2: Hazardous and Toxic Waste Materials.....	150
2.G.3: Facilities Master Plan.....	150
2.G.4: Equipment Physical Plant.....	151
2.G.5: Technology Infrastructure: Mission and Core Themes Supportive	153
2.G.6: Technology Training	154
2.G.7: Participation in Technological Infrastructure Planning.....	155
2.G.8: Technological Readiness Plan	156
Standard 3.....	157
Planning & Implementation	157
Standard 3: Planning and Implementation	157
Figure 3.A. Institutional Planning	157

3.A: Institutional Planning	158
3.A.1: The Planning Cycle	158
3.A.2: Planning is Broad Based	158
3.A.3: Assessment and Use of Appropriately Defined Data	163
3.A.4: Plan Articulates Priorities and Guides Decisions Regarding Resources and Capacity.....	163
3.A.5: Emergency Preparedness and Contingency Planning	164
3. B Core Theme Planning; 4.A Assessment; 4.B Assessment and Improvement.....	164
3.B.1: Planning for Each Core Theme is Consistent with Comprehensive Plan.....	164
3.B.2: Planning for core theme programs and services guides.....	164
3.B.3: Core theme planning	165
AIR Mission Dashboard	166
Standard 4.A Assessment.....	167
Core Theme: Learner Success	167
Core Theme: Community Pride.....	170
Core Theme: Partner Innovation	171
Standard 4: Effectiveness & Improvement.....	173
Standard 4: Effectiveness and Improvement	173
Executive Summary of Eligibility Requirements 22 And 23	173
4.A: Assessment	173
4.B: Improvement	180
Summary.....	185
Standard Five: Mission Fulfillment, Adaptability and Sustainability	186
Standard Five: Mission Fulfillment, Adaptability, Sustainability	186
Eligibility Requirement #24: Scale and Sustainability	186
5.A: Mission Fulfillment	187
5.B: Adaptation and Sustainability	190
MHCC Council System Governance Functioning	195
Conclusion.....	196

Recognition of Our Contributors

The compilation and publishing of a Year Seven Self-Evaluation Report, beginning with Year One in 2011, takes the time, thought and energy of many, many individuals. A comprehensive list of contributors invariably misses some individuals. Throughout this accreditation cycle, the completion of a final comprehensive Year Seven Self-Evaluation Report has been a collective effort.

This new accreditation cycle has provided the opportunity to reflect upon and analyze the entire institution. The college, including faculty, staff, students, community and the Board of Education members, examined closely who we are, who we serve, what is our evidence of mission fulfillment with our eyes on the goal of continuous improvement.

A sincere ‘thank you’ to each individual who has helped with the accreditation cycle, from 2011 to 2016. To all who volunteered to serve on accreditation standard committees; to all who attended meetings, all-staff accreditation updates and presentations; to all who compiled documents and data, who explained current processes and made needed changes in policies and procedures; to all who provided feedback on our drafts; to all who provided data and information in the Basic Institutional Data Form; to all who provided the needed technology and resources in preparation of the report and the on-site evaluation team visit; please accept many and sincere thanks.

A special “thank you” to the staff in the Office of Analytics and Institutional Research for all the incredible work in re-examining the measures, indicators, thresholds and targets and developing the data dashboards that will create our Culture of Evidence.

Lastly, the highest accolades to Glenn Wright, Graphic Designer in the Office of District Communications, who created the professional design of our 2016 Year Seven Self-Evaluation Report and worked with our print shop staff in final production.

Accreditation: Year Seven Self-Evaluation and NWCCU Onsite Evaluation Visit

Director, Accreditation: Sheri Mosher

President’s Council

Debra Derr

Jarrold Hogue

Al Sigala

Linda Vigesaa

Jennifer DeMent

Gale Blessing

Bruce Battle

Pam Benjamin

Charles George

Eric Machado

John Hamblin

Kelly Keith

Sara Rivara

Standard 1: Mission, Core Themes and Expectations

President’s Council Liaison: Debra Derr

Standard 2: Resources and Capacity

President’s Council Liaison: Jennifer DeMent

Standard 3: Planning and Implementation

President's Council Liaison: Sergey Shepelov

Standard 4: Effectiveness and Improvement

President's Council Liaison: Linda Vigesaa

Standard 5: Mission Fulfillment, Adaptability and Sustainability

President's Council Liaison: Jarrod Hogue

STANDARD 1 SUB- COMMITTEE MEMBERS	STANDARD 2 SUB- COMMITTEE MEMBERS	STANDARD 3 SUB- COMMITTEE MEMBERS	STANDARD 4 SUB- COMMITTEE MEMBERS	STANDARD 5 SUB- COMMITTEE MEMBERS
Debra Derr	Jennifer DeMent	Sergey Shepelov	Linda Vigesaa	Jarrod Hogue*
Sheri Mosher	Gale Blessing	Deb Saari*	Sergey Shepelov*	David Todd*
PCMembers	John Hamblin	Valory Thatcher*	David Dale*	Chad Bartlett
	Megan Dugan	Eran Smith	Kealani Balfour	Sydney Frost
	Russ Johnson	Amy Widger	Tim Green	Janine Shockley
	Brenda Brady	John Hamblin	Waldon Hagan	Lauren Smith
		Sara Rivara	Scott Plinski	
		Jason Pinkerton	Becky Gish	
		Liz Milliken		

Institutional Overview

Located within Multnomah, Clackamas and Hood River Counties, the Mt. Hood Community College (MHCC) District is one of 17 independent Oregon community colleges. The District, established in 1966 as a comprehensive community college is located on more than 120 acres in the eastern region of the District; it includes the Bruning Center for Allied Health Education, also located in Gresham, and the Maywood Park Center, located in Portland. The College’s 950-square-mile District encompasses a diverse range of communities, from the highly urban greater Portland area on the west side of the District, to more sparsely-populated, rural communities on the east side of the District. The vast majority (70%) of MHCC’s students reside in Multnomah County.

Residency	2010-11 #	2010-11 %	2011-12 #	2011-12 %	2012-13 #	2012-13 %	2013-14 #	2013-14 %	2014-15 #	2014-15 %
In District	19439	60%	16945	58%	17007	59%	15308	56%	16062	56%
Out-of-District (OR)	10342	32%	9650	33%	9491	33%	9748	36%	10248	36%
Border State	2245	7%	2336	8%	2154	7%	1877	7%	2010	7%
Other Out-of-State	326	1%	256	1%	228	1%	164	1%	88	0%
International	36	0%	48	0%	44	0%	51	0%	37	0%
Total	32,388	100%	29,235	100%	28,924	100%	27,148	100%	28,445	100%

The Bruning Center for Allied Health is an advanced learning environment with fully equipped “smart” classrooms, clinical skills labs, and a state-of-the-art nursing simulation center. The Maywood Park Center offers a variety of educational services plus an array of self-paced instructional courses.

MHCC entered the 2015-16 academic year with 163 full-time instructors, counselors, and librarians; 310 part-time instructors and 203 full-time classified staff. Fourteen percent of the full-time faculty members hold doctorate degrees. Currently, 23 full-time administrators and 18 full-time supervisors (district funded) provide leadership and management of the college.

The Higher Education Coordinating Commission (HECC) is the State of Oregon’s sole board and agency responsible for ensuring pathways to educational success from the point at which students are completing their formal high school experience and moving forward toward mastering collegiate academic skills and entering career training programs. In 2013, HECC was given expanded authority to include both a commission and a state agency that supports and implements the commission’s vision.

The HECC’s statutory charter outlines three primary aspirations to provide one strategic vision for Oregon higher education: 1) improving educational attainment and completion; 2) improving Oregon’s economic competitiveness and quality of life; and 3) ensuring that resident students have affordable access to colleges and universities. In spring 2016, HECC released its Strategic Plan 2016-2020.

Students

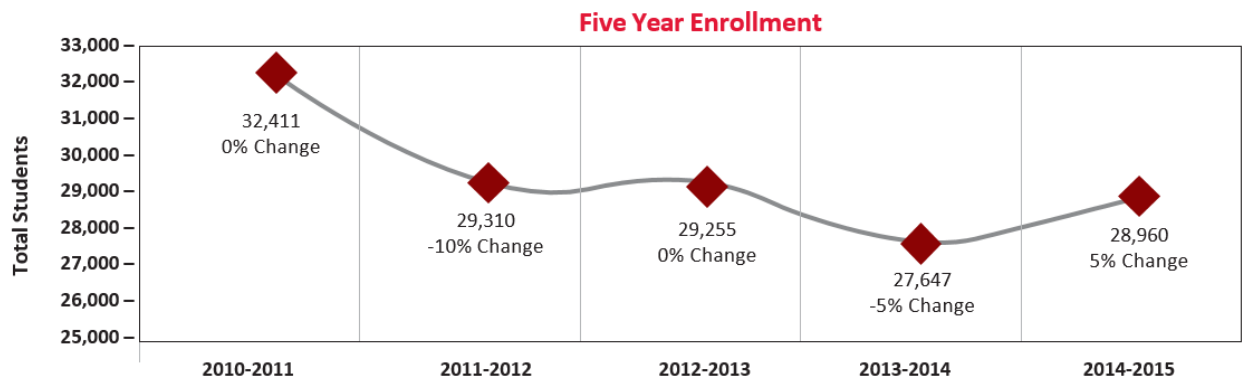
As reported in the MHCC Fact Book 2014-15, total 2014-15 enrollment (unduplicated headcount) was 28,960; fifty percent (50%) female students; forty-five percent (45%) male students; four percent (4%) unknown.

The community surrounding MHCC has grown in the last few years and continues to demonstrate growth. A diverse group of people makes up the community, and MHCC's student body mirrors this diversity. The college is committed to remaining accessible to an ever-increasing population with diverse need.

In an effort to help offset the growing costs related to higher education, the Mt. Hood Community College Board of Education voted September 9, 2015 to reduce the cost of tuition at MHCC by \$1.50 per credit hour. This reduction was effective beginning fall 2015, and saves the typical full-time MHCC student about \$20 per quarter. Additionally, the board also voted to enact a tuition pledge program. This program will maintain the now-reduced tuition rate of \$94 per credit hour for up to the next four years for students who have enrolled in fall 2015; stay enrolled through the length of the program and maintain certain criteria. The tuition "freeze" will begin the first term a student registers. Their tuition will be locked in at the then current rate, and their four-year completion period will begin at that time. In this manner, students will now be able to consistently budget out the costs while completing their higher education goals at MHCC, without worrying about rising tuition.

Enrollment

MHCC's five-year enrollment trend reflects the regional economic environment and the national recession. Previous biennial state funding to Oregon community colleges had been decreasing, but in the 2013-15 biennium, community college total funding was increased by \$15 million, up from an initial budget of \$450 million.



Programs

As a comprehensive community college, MHCC offers transfer programs, career and technical education, customized workforce training, developmental education and community education. MHCC's transfer degree programs in Associate of Science (AS), Associate of Arts Oregon Transfer (AAOT), Associate of General Studies (AGS), Associate of Science Oregon Transfer–Business (ASOT–BUS), Associate of Science Oregon Transfer–Computer Science (ASOT-CS) and the Oregon Transfer Module (OTM) are articulated with colleges and universities in Oregon. The Associate of Applied Science degree (AAS) focuses on career-technical requirements to prepare students for the workforce. MHCC offers more than 100 career and technical programs. Developmental courses in mathematics, reading and writing are complemented with student support services. Continuing education

programming is offered year-round for professional development and lifelong learning. MHCC is active in the statewide Career Pathways initiative, offering a continually growing number of approved certificates.

General Intent	2010-11 #	2010-11 %	2011-12 #	2011-12 %	2012-13 #	2012-13 %	2013-14 #	2013-14 %	2014-15 #	2014-15 %
Transfer to 4-Year College	6,675	21%	6,241	21%	5,726	20%	5,228	19%	4,565	16%
Learn Job Skills	3,068	9%	2,578	9%	2,391	8%	2,045	8%	1,745	6%
Improve Job Skills	2,106	6%	1,714	6%	1,483	5%	1,256	5%	1,180	4%
Explore Options	2,895	9%	2,773	9%	3,004	10%	2,847	10%	2,865	10%
HS Diploma/ GED	1,132	3%	930	3%	1,004	3%	945	3%	1,045	4%
Improve Reading/Writing/Math	281	1%	239	1%	230	1%	204	1%	195	1%
Learn English	1,817	6%	1365	5%	1,171	4%	1345	5%	1,132	4%
Personal Interest/Enrich	1,948	6%	1,619	6%	1,558	5%	938	3%	1,236	4%
Other	1,974	6%	1,824	6%	1,657	6%	1,316	5%	1,231	4%
Not Asked	10,515	32%	10,027	34%	10,747	37%	11,026	41%	13,766	48%
Total Students	32,411	100%	29,310	100%	28,971	100%	27,150	100%	28,960	100%



Northwest Commission on College and Universities Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms

Institution: Mt. Hood Community College

Address: 26000 SE Stark Street

City, State, ZIP: Gresham OR 97080

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: _____

Type of Institution: Comprehensive Specialized Health-centered Religious-based

Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal

Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term

Other (specify) _____

Specialized/Programmatic Accreditation

List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Surgical Technology	AAS	CAAHEP Commission on Accreditation of Allied Health Education Programs	2014 - 2020
Nursing – RN	AAS	Oregon State Board of Nursing	2011 - 2019
Practical Nursing	Certificate	Oregon State Board of Nursing	2015 - 2022
Funeral Service Education	AAS	American Board of Funeral Service Education	2014 - 2020
Physical Therapist Assistant	AAS	Commission Accreditation of Physical Therapy Education (CAPTE)	2016 - 2017
Respiratory Care	AAS	Commission on Accreditation for Respiratory Care	2011 - 2021
Dental Hygiene	AAS	Commission on Dental Accreditation	2013 - 2020
Emergency Medical Technician (EMT)	Occupation Extension Program	EMT Accreditation	2012 - 2017
Nursing Assistant	Occupation Extension Program	Oregon State Board of Nursing	2012 - 2013
IMPORT Automotive Program	AAS	National Automotive Technicians Education Foundation (NATEF)	2019
Chrysler MCAP Automotive Program	AAS	NATEF	2019
Ford ASSET Automotive Program	AAS	NATEF	2019
Integrated Metals: Welding Technology	AAS & 6		Voluntary accreditation National Institute for

Program or School	Degree Level(s)	Recognized Agency	Date
	Certificates		Metalworking Skills (NIMS)

Revised February 2011

Full-Time Equivalent (FTE) Enrollment

(Formula used to compute FTE: (Clock Hrs*# Students) /510) Official Fall: 1286.6 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2015	One Year Prior Dates: 2014	Two Years Prior Dates: 2013
Undergraduate	1286.6	1499.8	1624.4
Graduate			
Professional			
Unclassified			
Total all levels			

Full-Time Unduplicated Headcount Enrollment

(Count students enrolled in credit courses only.)

Official Fall: 3368 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2015	One Year Prior Dates: 2014	Two Years Prior Dates: 2013
Undergraduate	3368	3933	4256
Graduate			
Professional			
Unclassified			
Total all levels			

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (Only) Instructional and Research Faculty & Staff By Highest Degree Earned.

Include only professional personnel who are primarily assigned to instruction or research.

Total Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Associate Professor	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Assistant Professor	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Instructor	159	424	3	7	18	110	0	21
Lecturer and Teaching Assistant	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Research Staff and Research Assistant	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Undesignated Rank	0	0	N/A	N/A	N/A	N/A	N/A	N/A

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff

Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	N/A	N/A
Associate Professor	N/A	N/A
Assistant Professor	N/A	N/A
Instructor	\$82,594.08	12.11
Lecturer and Teaching Assistant	N/A	N/A
Research Staff and Research Assistant	N/A	N/A
Undesignated Rank	N/A	N/A

Financial Information

Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 – June 30

Reporting of income: Accrual Basis ___ **Reporting** Modified _____ Accrual Basis ___
of expenses: Accrual Basis _____ Modified _____

Balance Sheet Data

ASSETS	Last Completed FY Dates: FYE 2015	One Year Prior to Last Completed FY Dates: FYE 2014	Two Years Prior to Last Completed FY Dates: FYE 2013
Current Funds			
Unrestricted			
Cash	11,288,000	13,341,000	7,996,000
Investments			
Accounts receivable gross	17,474,000	16,873,000	17,293,000
Less allowance for bad debts	(302,000)	(326,000)	(277,000)
Inventories	1,072,000	1,990,000	1,824,000
Prepaid expenses and deferred			
Other (identify) Net OPEB and Pre- paid Pension	4,655,000	28,606,000	30,412,000
Due from			
Total Unrestricted	34,187,000	60,484,000	57,248,000
Restricted			
Cash	263,000	261,000	3,502,000
Investments			
Other (identify) Student Loan Receivable, Net	98,000	144,000	209,000
Due from			
Total Restricted	361,000	405,000	3,711,000
TOTAL CURRENT FUNDS	34,548,000	60,889,000	60,959,000
ENDOWMENT AND SIMILAR FUNDS			
Cash			

ASSETS	Last Completed FY Dates: FYE 2015	One Year Prior to Last Completed FY Dates: FYE 2014	Two Years Prior to Last Completed FY Dates: FYE 2013
Investments			
Other (identify)			
Due from			
TOTAL ENDOWMENT AND SIMILAR FUNDS			
PLANT FUND			
Unexpended			
Cash			
Investments			
Other (identify)			
Total unexpended			
Investment in Plant			
Land	1,456,000	1,456,000	1,456,000
Land improvements			
Buildings	54,150,000	55,498,000	53,833,000
Equipment	1,095,000	1,497,000	2,246,000
Library resources	428,000	453,000	590,000
Other (identify)			
Total investments in plant	57,129,000	58,904,000	58,125,000
Due from			
Other plant funds (identify)			
TOTAL PLANT FUNDS	57,129,000	57,129,000	57,129,000
OTHER ASSETS (IDENTIFY) DEFERRED OUTFLOWS PENSION	750,000		
TOTAL OTHER ASSETS	750,000	-	-
TOTAL ASSETS	92,427,000	119,793,000	119,084,000

Liabilities	Last Completed FY Dates: FYE 2015	One Year Prior to Last Completed FY Dates: FYE 2014	Two Years Prior to Last Completed FY Dates: FYE 2013
Current Funds			
Unrestricted			
Accounts payable	1,662,000	1,198,000	1,654,000
Accrued liabilities	8,510,000	7,613,000	7,978,000
Students' deposits	5,899,000	7,005,000	7,258,000
Deferred credits	158,000	170,000	182,000
Other liabilities (identify) Bonds Payable & Pension Liability			
Due to			
Fund balance			
Total Unrestricted	16,229,000	15,986,000	17,072,000
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance			
Total Restricted	-		
Total Current Funds	16,229,000	15,986,000	17,072,000
Endowment and Similar Funds			
Restricted			
Quasi-endowed			
Due to			
Fund balance			
Total Endowment and Similar Funds	-	-	-
Plant Fund			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			
Fund balance			
Total unexpended	-	-	-
Investment in Plant			

Liabilities	Last Completed FY Dates: FYE 2015	One Year Prior to Last Completed FY Dates: FYE 2014	Two Years Prior to Last Completed FY Dates: FYE 2013
Current Funds			
Unrestricted			
Accounts payable	1,662,000	1,198,000	1,654,000
Accrued liabilities	8,510,000	7,613,000	7,978,000
Students' deposits	5,899,000	7,005,000	7,258,000
Deferred credits	158,000	170,000	182,000
Other liabilities (identify) Bonds Payable & Pension Liability			
Due to			
Fund balance			
Total Unrestricted	16,229,000	15,986,000	17,072,000
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance			
Total Restricted	-		
Total Current Funds	16,229,000	15,986,000	17,072,000
Endowment and Similar Funds			
Restricted			
Quasi-endowed			
Due to			
Fund balance			
Total Endowment and Similar Funds	-	-	-
Plant Fund			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			
Fund balance			
Total unexpended	-	-	-
Notes payable			

Liabilities	Last Completed FY Dates: FYE 2015	One Year Prior to Last Completed FY Dates: FYE 2014	Two Years Prior to Last Completed FY Dates: FYE 2013
Current Funds			
Unrestricted			
Accounts payable	1,662,000	1,198,000	1,654,000
Accrued liabilities	8,510,000	7,613,000	7,978,000
Students' deposits	5,899,000	7,005,000	7,258,000
Deferred credits	158,000	170,000	182,000
Other liabilities (identify) Bonds Payable & Pension Liability			
Due to			
Fund balance			
Total Unrestricted	16,229,000	15,986,000	17,072,000
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance			
Total Restricted	-		
Total Current Funds	16,229,000	15,986,000	17,072,000
Endowment and Similar Funds			
Restricted			
Quasi-endowed			
Due to			
Fund balance			
Total Endowment and Similar Funds	-	-	-
Plant Fund			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			
Fund balance			
Total unexpended	-	-	-
Bonds payable	77,264,000	68,408,000	71,295,000

Liabilities	Last Completed FY Dates: FYE 2015	One Year Prior to Last Completed FY Dates: FYE 2014	Two Years Prior to Last Completed FY Dates: FYE 2013
Current Funds			
Unrestricted			
Accounts payable	1,662,000	1,198,000	1,654,000
Accrued liabilities	8,510,000	7,613,000	7,978,000
Students' deposits	5,899,000	7,005,000	7,258,000
Deferred credits	158,000	170,000	182,000
Other liabilities (identify) Bonds Payable & Pension Liability			
Due to			
Fund balance			
Total Unrestricted	16,229,000	15,986,000	17,072,000
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance			
Total Restricted	-		
Total Current Funds	16,229,000	15,986,000	17,072,000
Endowment and Similar Funds			
Restricted			
Quasi-endowed			
Due to			
Fund balance			
Total Endowment and Similar Funds	-	-	-
Plant Fund			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			
Fund balance			
Total unexpended	-	-	-
Mortgage payable			

Liabilities	Last Completed FY Dates: FYE 2015	One Year Prior to Last Completed FY Dates: FYE 2014	Two Years Prior to Last Completed FY Dates: FYE 2013
Current Funds			
Unrestricted			
Accounts payable	1,662,000	1,198,000	1,654,000
Accrued liabilities	8,510,000	7,613,000	7,978,000
Students' deposits	5,899,000	7,005,000	7,258,000
Deferred credits	158,000	170,000	182,000
Other liabilities (identify) Bonds Payable & Pension Liability			
Due to			
Fund balance			
Total Unrestricted	16,229,000	15,986,000	17,072,000
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance			
Total Restricted	-		
Total Current Funds	16,229,000	15,986,000	17,072,000
Endowment and Similar Funds			
Restricted			
Quasi-endowed			
Due to			
Fund balance			
Total Endowment and Similar Funds	-	-	-
Plant Fund			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			
Fund balance			
Total unexpended	-	-	-
Other liabilities (identify)			

Liabilities	Last Completed FY Dates: FYE 2015	One Year Prior to Last Completed FY Dates: FYE 2014	Two Years Prior to Last Completed FY Dates: FYE 2013
Current Funds			
Unrestricted			
Accounts payable	1,662,000	1,198,000	1,654,000
Accrued liabilities	8,510,000	7,613,000	7,978,000
Students' deposits	5,899,000	7,005,000	7,258,000
Deferred credits	158,000	170,000	182,000
Other liabilities (identify) Bonds Payable & Pension Liability			
Due to			
Fund balance			
Total Unrestricted	16,229,000	15,986,000	17,072,000
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance			
Total Restricted	-		
Total Current Funds	16,229,000	15,986,000	17,072,000
Endowment and Similar Funds			
Restricted			
Quasi-endowed			
Due to			
Fund balance			
Total Endowment and Similar Funds	-	-	-
Plant Fund			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			
Fund balance			
Total unexpended	-	-	-
Due to			

Liabilities	Last Completed FY Dates: FYE 2015	One Year Prior to Last Completed FY Dates: FYE 2014	Two Years Prior to Last Completed FY Dates: FYE 2013
Current Funds			
Unrestricted			
Accounts payable	1,662,000	1,198,000	1,654,000
Accrued liabilities	8,510,000	7,613,000	7,978,000
Students' deposits	5,899,000	7,005,000	7,258,000
Deferred credits	158,000	170,000	182,000
Other liabilities (identify) Bonds Payable & Pension Liability			
Due to			
Fund balance			
Total Unrestricted	16,229,000	15,986,000	17,072,000
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance			
Total Restricted	-		
Total Current Funds	16,229,000	15,986,000	17,072,000
Endowment and Similar Funds			
Restricted			
Quasi-endowed			
Due to			
Fund balance			
Total Endowment and Similar Funds	-	-	-
Plant Fund			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			
Fund balance			
Total unexpended	-	-	-
Other plant fund liabilities (identify)			

Liabilities	Last Completed FY Dates: FYE 2015	One Year Prior to Last Completed FY Dates: FYE 2014	Two Years Prior to Last Completed FY Dates: FYE 2013
Current Funds			
Unrestricted			
Accounts payable	1,662,000	1,198,000	1,654,000
Accrued liabilities	8,510,000	7,613,000	7,978,000
Students' deposits	5,899,000	7,005,000	7,258,000
Deferred credits	158,000	170,000	182,000
Other liabilities (identify) Bonds Payable & Pension Liability			
Due to			
Fund balance			
Total Unrestricted	16,229,000	15,986,000	17,072,000
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance			
Total Restricted	-		
Total Current Funds	16,229,000	15,986,000	17,072,000
Endowment and Similar Funds			
Restricted			
Quasi-endowed			
Due to			
Fund balance			
Total Endowment and Similar Funds	-	-	-
Plant Fund			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			
Fund balance			
Total unexpended	-	-	-
Total Investments in Plant Fund	77,264,000	68,408,000	71,295,000

Other liabilities (identify) pension liability/ deferred inflows – pension	14,430,000	-	-
Total Other Liabilities	14,430,000	-	-
Total Liabilities	107,923,000	84,394,000	88,367,000
Fund Balance	(15,496,000)	35,399,000	30,717,000

Current Funds, Revenues, Expenditures and Other Changes

Revenues	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
		Dates: FYE 2014	Dates: FYE 2013
Tuition and fees	20,825,000	22,420,000	24,821,000
Federal appropriations			
State appropriations	18,964,000	28,350,000	14,215,000
Local appropriations	10,992,000	10,310,000	10,051,000
Grants and contracts	56,484,000	59,837,000	67,863,000
Endowment income			
Auxiliary enterprises	2,931,000	3,396,000	3,781,000
Other (identify) Sales, Rentals, Indirect Cost Recovery, Interest	2,620,000	2,259,000	369,000
TOTAL REVENUES	112,816,000	126,572,000	121,100,000
Expenditure & Mandatory Transfers			
Educational and General			
Instruction	30,322,000	32,001,000	32,303,000
Research	433,000	382,000	304,000
Public services	11,192,000	11,221,000	11,373,000
Academic support	6,572,000	7,070,000	7,197,000
Student services	7,689,000	8,719,000	9,151,000
Institutional support	11,039,000	12,362,000	12,198,000
Operation and maintenance of plant	4,694,000	5,231,000	5,189,000
Scholarships and fellowships	29,054,000	35,526,000	41,410,000
Other (identify) Depreciation	2,730,000	2,813,000	2,657,000
Mandatory transfers for:			
Principal and interest	4,043,000	3,748,000	3,454,000
Renewal and replacements			
Loan fund matching grants			
Other (identify)			
Total Educational and General	107,768,000	119,073,000	125,236,000

Institutional Indebtedness

Balance Sheet Data (Continued)

Total Debt to Outside Parties	Last Completed FY Dates: FYE 2015	One Year Prior to Last Completed FY Dates: FYE 2014	Two Years Prior to Last Completed FY Dates: FYE 2013
	For Capital Outlay	28,230,000	29,425,000
For Operations (Pension Bonds)	37,253,000	38,613,000	39,962,000

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites Within the United States

Location of Site Name, City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Sheet Metal Institute-Portland (satellite center); 2379 NE 178th Ave., Portland, OR 97230	AAS/Certificate	108	53.716	0
Sheet Metal Institute-Springfield; 2379 NE 178th Ave., Portland, OR 97230	AAS/Certificate	108	53.716	0
International Association of Operative Plasterers; 12818 NE Marx St., Portland, OR 97230	AAS/Certificate	108	X	0
Pacific NW Regional Council of Carpenters; 4222 NE 158th Ave., Portland, OR 97230	AAS/Certificate	108	181.488	0
Oregon and SW Washington Cement Masons JATC; 12818 NE Marx St., Portland, OR 97230	AAS/Certificate	108	8.894	0
Ironworkers Apprenticeship Training Center; 11620 NE Ainsworth Circle, Portland, OR 97206	AAS/Certificate	108	36.549	0
Oregon and SW Washington Mason Trades JATC (Brick Masons); 12818 NE Marx St.,	AAS/Certificate	108	7.796	0
United Union of Roofers, Waterproofers and Allied Workers; 5032 SE 26th Ave., Portland, OR 97202	AAS/Certificate	108	31.027	0
NECA-IBEW Electrical Training Center; 16021 NE Airport Way, Portland, OR 97230	AAS/Certificate	108	254.743	0
Central Electrical Training Center; 33309 HWY 99 E., Tangent OR 97389	AAS/Certificate	108	45.706	0
Crater Lake Electrical; 4864 Airway Drive, Central Point, OR 97502	AAS/Certificate	108	5.294	0
Pacific Inside Electrical; 3427 Ash Street, North Bend, OR 97459	AAS/Certificate	108	7.376	0

Location of Site Name, City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
International Association of Machinists and Aerospace Workers (Boeing); P.O. Box 20487, MC 5P-43, Portland, OR 97294-0487	AAS/Certificate	108	2.51	0
TRI-MET (Mechanics); 4012 SE 17th Avenue, Portland, OR 97202	AAS/Certificate	108	26.863	0
Glaziers, Architectural Metal and Glass Workers; 26000 SE Stark Street, Gresham, OR 97030	AAS/Certificate	108	11.859	4

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part time) teaching at the site.

Programs and Academic Credit Courses Offered At Sites Outside The United States

Location of Site Name, City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
MHCC/Costa Rica	WI 2016 Humanities & Spanish	15	7	1
Oregon El Consortium/Florence Italy	FA 2015 Humanities & Italian	9	0	0
Oregon El Consortium/Barcelona Spain	FA 2015 Humanities & Spanish	4	2	0

Preface

Signs of A Coming Transformation

MHCC is celebrating its 50th anniversary as a community college, energized by the promise of progressive transformation. Due to valuable feedback from a SWOT analysis involving internal and external constituencies, the college reaffirmed its college mission and updated its vision:

“Mt. Hood Community College is nationally recognized as the choice for life-long education and is a leader in state-of-the-art learning environments and innovation; the college is celebrated by residents for its economic, social, cultural and recreational contributions to the district.”

Regarding transformation, here is a list of some of the work underway at MHCC:

- › The college has renewed and streamlined strategic planning, which is now driven by strategic priorities derived by both internal and external college communities.

- › With an enhanced strategic budget planning process for 2016-17, the focus became identifying and allocating limited resources in order to fund core objectives; determining strategic priorities for resources based on trends and using data for “right-sized” budgets; and ensuring that sufficient contingency funds are available to manage unexpected costs. From unit budget proposals, the vice presidents then developed three-year summary budget plans for review by the president’s council. A proposed 2016-17 budget was presented to the district budget committee and to the board of education for approval and adoption.

- › MHCC is creating a new Institutional Effectiveness Council (IEC) tasked with measuring student learning outcomes and mission fulfillment while promoting transparency in processes and data (scheduled for implementation in fall 2016). The college recognizes the need to unify accountability for institutional effectiveness into one office to align analytics, institutional effectiveness, planning, and assessment. The creation of the IEC, in conjunction with the Office of Analytics and Institutional Research (AIR), will extend participatory governance for institutional effectiveness, planning, and assessment.

- › In 2015-16, AIR used OnTrack to develop comprehensive data dashboards for measuring institutional Key Performance Indicators.

- › In July 2016, MHCC hired a new Alumni Outreach/Scholarship Specialist. MHCC’s inaugural Alumni Association Social is scheduled for September 29th, and celebrates fifty outstanding alumni on our 50th Anniversary.

- › In April 2016, a new strategic enrollment management plan was presented to the board, providing strategic directives for assessment, evaluation and performance metrics for pre-enrollment, recruitment and general objectives.

- › In 2015-16, the Oregon Talent Council granted an award for \$453,000, and combined with \$75,000 in matching funds from both Boeing and the City of Gresham, MHCC will establish an Advanced Manufacturing Training Center and a Mechatronics Program. Program design has already begun.

- › In 2015, a record number of students, 1,457, were eligible to graduate; almost 2,000 certificates and degrees were awarded in 2014-15.
- › For the first time in its history, MHCC has an academic master plan (AMP) that is the result of a broad, inclusive and collaborative process. The document also provides an informative and contextual view of the college as of 2015. MHCC is working to review best practices and to improve student retention and completion. The college has implemented many strategies, detailed in the Academic Master Plan, to support students as they enter and work toward degree or certificate goals.
- › MHCC was the first community college in Oregon to develop I-Best (Integrated Basic Education and Skills Training) models in Career Technical Education programming. Programs are completed and students receive their credentials in only three terms. Otherwise, students could take two to three years for completion. The college led the state in a federal Credentials, Acceleration and Support for Employment (CASE) Grant (2013-15) with an outcome of 248 completions-more than the rest of the state combined, and more than three times the goal. The CASE Grant was a statewide collaboration that included all seventeen community colleges, the Oregon Employment Department/Trade Act, employers and other community partners. The goal was to expand and enhance Career Pathways as a vehicle for increasing credential completion, accelerating completion time and crafting programs that meet industry demands.
- › MHCC is the first and only institution of higher learning in Oregon to be designated by the Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense Education: Two-Year IA Education (CAE2Y).
- › MHCC is the first community college in the U.S. to receive a Salmon Safe certification, which highlights stewardship, promotes cleaner watersheds and sets five-year sustainability goals. The college has joined a local council, the Sandy River Basin Watershed Council, and this relationship increases the potential partners and funders willing to work with MHCC to make local improvements. The council's office is at the Gresham campus. Also, there will be multiple opportunities for MHCC's natural resources programs, and other student programs, to aid in the implementation of related watershed projects.
- › In June 2014, President Derr signed the American College & University Presidents' Climate Commitment (ACUPCC) to promote sustainability and climate-related initiatives, a commitment that can potentially transform the college in significant ways.
- › MHCC was awarded the 2014 Military Friendly School® designation which honors the top 20 percent of colleges, universities and trades schools in the country that are doing the most to embrace America's military service members, veterans and spouses as students and ensure their success on campus.

Transformation Through Revised Core Themes

Based on the analysis of the data provided by our strategic planning SWOT analysis, the college reaffirmed its mission, created a new vision, and modified core themes and objectives to drive transformation and achieve mission fulfillment.

Learner Success is a theme that is transforming. Changes that have already been made are leading to higher retention and completion rates. The college has set its sights on a guided pathways approach that will take retention and completion to higher levels. A guided pathways model is being implemented for MHCC's students in order to provide a more direct route to their learning goals and career ambitions.

These changes are well-timed to guide the increased number of high school graduates who come to MHCC as a result of the Oregon Promise initiative that provides a tuition-free education at the community college level. Learner success is at the heart of what the college does; we must now ask ourselves continually, "How does each decision support student recruitment, retention, and completion?"

Community Pride is another theme that is transforming. Our community has great pride in the college. Our polling showed that 83 percent of our district residents value MHCC. The polling also indicated that the college needs to find a way to translate community appreciation into support for MHCC.

The college has been engaged in an extensive education process designed to influence our community's understanding of the direct connection between the college and the economic vitality of the District; between the workforce and apprenticeship programs that the college provides and the success of local business and industry; and, between the education that students receive and their ability to access living-wage jobs. Our educational effort is already translating into a more informed public that better understands MHCC's role and goals.

Partner Innovation is the third theme that is transforming. MHCC is a state leader in apprenticeship programs and is using that expertise to expand other areas, such as adding Subaru to its automotive technologies program, and expanding into the area of mechatronics. Mechatronics is an emerging and growing area of engineering expertise. Mechatronics combines multidisciplinary knowledge from various engineering fields and applies those skills to complex systems currently used in the design and manufacture of products.

MHCC's strategic and master plans direct the college toward transformation through strategic priorities and core themes that lead to mission fulfillment.

Strategic Budget Planning for Resource Reallocation

In developing the 2016-17 budget, the college president tasked the management team of the college to identify unspent budgeted funds from the previous three annual budgets which could be reallocated to improve learner success, increase community pride and bolster partner innovation. This work began in early fall 2015; as a result, the budget office was able to identify and reallocate \$1 million in funding for the 2016-17 year.

Enrollment declined further than anticipated in 2015-16. MHCC faced a reduction in its proposed tuition rate in conjunction with the continually rising costs of providing quality education. The Board of Education

mandates a minimum five percent ending fund balance, so senior leadership took major steps in the reallocation of resources for 2016-17, funding the following activities to support our core themes:

- › Increasing efforts to market the college while improving communication within the community;
- › Hiring more staff in advising to support students;
- › Launching a mechatronics program with guidance from industry partners;
- › Instituting Project Proto, a new pilot entrepreneurship program designed to introduce high school students to the world of entrepreneurship;
- › Digitizing the college catalog in ways that make course offerings more available and accessible;
- › Fully funding an Officer for Access, Equity, and Inclusion;
- › Increased training for Title IX; and
- › Implementing an electronic, time/attendance reporting system to increase efficiency.

Through renewed strategic budget planning, the reallocation approach represents an opportunity to embrace the new strategic plan through a cycle of process improvement. The above changes will be measured, monitored and adjusted for increased learner success and mission fulfillment.

Developmental Education Redesign

Nationwide, the percentage of community college students needing at least one developmental course hovers around 50 percent. Oregon is no different. Considering this in relation to the low completion rates of students needing developmental courses, the Department of Community Colleges and Workforce Development (CCWD) convened the Oregon Community College Developmental Education Redesign Workgroup in 2013. The purpose of the workgroup has been to examine current developmental education policies and practices in Oregon, research and identify the best policies and practices in Oregon and elsewhere, and to recommend the best strategies available to Oregon institutions. Representatives from MHCC have participated in the process.

The Redesign Workgroup developed these final recommendations, which focus on four primary areas:

- › Math-redesign of curricula to reduce number of required courses, or the amount of time to complete them;
- › Reading/Writing-redesign for reasons similar to those of math, i.e., students taking too long to move through the developmental sequence of classes; multiple exit points interfere with student success/persistence;
- › Student Services-review testing and placement to develop a Student Success Plan;
- › Professional Development and Data Collection-revise programs while training with college-wide assessment strategies to inform instruction and improve student outcomes.

An increasing number of MHCC students come unprepared for college-level work. Employee comments from the Strengths/Weaknesses/Opportunities/Threats (SWOT) Analysis that MHCC conducted as part of its recent strategic planning process included the following comments: “Our students are not prepared for

the rigors of college academics,” and “Our student population is changing; high-risk students are making up a greater proportion of our student population.” Institutional data suggests these observations are accurate.

All degree-seeking students, as well as students wishing to enroll in courses with reading, writing and/or math prerequisites, must take the College Placement Test (CPT) to assess academic skills. The CPT measures reading comprehension, English grammar and mathematics. The results of the CPT determine whether students must take Developmental Education courses prior to enrolling in college-level coursework. In 2014-15, 54% of new MHCC students tested into at least one developmental course (reading, writing and/or math).

MHCC is focusing on curriculum changes in English and Math, but is also reviewing placement testing. Updates include creating MTH105 and combined reading/writing classes that will help students meet the RD090 and WR090 requirement. WR091 will be a Learning Community class and will be taken in conjunction with a Human Development 100 class for a total of nine credit hours. These redesign efforts should increase acceleration through developmental education courses and result in greater student success.

The Adult Basic Skills Department is partially grant funded. To meet grant outcomes, ABS is heavily involved in assessment, data collecting and reporting. ABS is an early adopter of a performance-based funding model. This data helps inform our program planning for subsequent years. The chart below is an example of some of the information we can readily access-the number of students pre/post tested at each level, attendance hours and student progression throughout the levels in our program.

Educational Gains and Attendance By Educational Functioning Level

Entering Educational Functioning Level (A)	Total Number Enrolled Pre and Post tested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning	4	521	4	4	0	0	100.00
ABE Beginning	19	3,037	13	9	1	5	68.42
ABE Intermediate	74	12,961	45	21	6	23	60.81
ABE Intermediate	158	26,503	65	25	38	55	41.14
ASE Low	59	9,897	22	5	25	12	37.29
ASE High	15	2,494	0	N/A	9	6	0.00

Entering Educational Functioning Level (A)	Total Number Enrolled Pre and Post tested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ESL							
Beginning	24	4,279	22	9	1	1	91.67
ESL Low Beginning	47	8,599	37	21	4	6	78.72
ESL High Beginning	173	25,951	120	66	31	22	69.36
ESL Low Intermediate	276	41,508	153	75	60	63	55.43
ESL High Intermediate	208	30,662	106	41	53	49	50.96
ESL Advanced	174	25,690	37	N/A	84	53	21.26
Total	1,231	192,102	624	276	312	295	50.69

Guided Pathways

The *2015-17 Academic Master Plan* ([AMP](#)) provides a framework for the work underway at Mt. Hood Community College to reinforce a learning environment that is rigorous, intentional, guided by contemporary industry needs and fueled by institutional practices that support student access, persistence, retention and completion. The AMP details where we were in 2015, and provides recommendations for improvement based on collaborative review, industry input and strategic planning.

The AMP recommends dismantling institutional silos that fragment approaches to support for student learning. The plan calls for implementing an institutional “guided pathways” model that redesigns student entry with end goals in mind. A more prescriptive program and service model provides students a definitive “curriculum map” toward completion.

In 2015-16, the Teaching and Learning Center (TLC) presented the Guided Pathways model to college councils, the faculty senate, instructional departments and the Board of Education. Study groups were initiated through the TLC, and the college began reviewing and discussing the Guided Pathways model. A Guided Pathways Taskforce was established and has recommended a five-year framework for collaboration between faculty and staff in the future development of a customized Guided Pathways model.

The Academic Master Plan recommends that MHCC review enrollment and budget challenges with a strategic decision-making lens that emphasizes students and student learning. The resulting changes in processes and procedures will impact advising, admissions, outreach, placement, program decisions, information technology, facility use and scheduling processes. The AMP also suggests implementing

proactive student supports while avoiding merely reactive policies. More changes in some processes ensure an accessible, inclusive learning environment for diverse learners.

The AMP suggests investment in programs that are industry-driven, relevant and current. The plan recommends changes to data collection, assessment and review practices to induce continuous quality improvement. Progress involves a thorough review of developmental education practices that create rigid sequences for students, increasing systemic supports and reducing barriers. The AMP requires continually nurturing relationships with district partners, including K12 and universities, identifying and supporting college-readiness and creating seamless transitions for students.

Reviewing and implementing recommended changes seismically shifts the paradigm around which Mt. Hood Community College has operated for the last 50 years. MHCC will create a learning environment that is student-centered, industry-based, strategically funded, proactive, flexible and adaptable, data-driven and institutionally committed to continual quality improvement in everything we do.

Legislative and National Initiatives

Oregon's 40-40-20 Goal for Year 2025. Under ORS 350.014, the Legislature declared that the mission of all education beyond high school in Oregon includes the achievement of the following by 2025: 40 percent of adult Oregonians have earned a bachelor's degree or higher; 40 percent of adult Oregonians have earned an associate's degree or postsecondary credential; and 20 percent of all adult Oregonians have earned at least a high school diploma, an extended or modified high school diploma or the equivalent of a high school diploma.

American Association of Community Colleges. President Obama created an ambitious educational goal (Blueprint for Reform, 2010) that aspires to the US having the highest proportion of college

graduates in the world. In 2014, the American Association of Community Colleges (AACC) created an Implementation Guide to frame the bold action necessary for redesigning community colleges to better meet the needs of a changing postsecondary educational landscape. Those guidelines are mirrored in the strategic plan and core themes of Mt. Hood Community College and must frame our work within the context of a blueprint for change at this college.

Oregon Promise Grant. Created by the Oregon legislature in 2015, Senate Bill 81 appropriates \$10 million for tuition payment for year one of the program beginning fall 2016. The purpose of the Oregon Promise Grant is to encourage Oregon residents who are graduating Oregon high schools, and those receiving their GEDs within the last six months, to enroll immediately at an Oregon community college. MHCC hosted three Oregon Promise Open House events (July 28th, 29th and 30th) registering nearly 100 new students for the fall term. Students are also invited to events in September like Summer Bridge and New Student Welcome Day, where they can learn more about the Oregon Promise Grant.

House Bill 2525 (2015) – required the Higher Education Coordinating Commission (HECC) to conduct an analysis to make sure that transfer students are receiving credit for courses that are “sufficiently similar” to courses at their destination university and formulate a new research plan to focus on the needs of transfer students statewide. A report to the Oregon legislature due July 1, 2016 will provide a background on the statute and context related to transfer in Oregon, a look at current national research on transfer student barriers and historical attempts in Oregon to create more seamless vertical transfer pathway.

Oregon Higher Education Strategic Plan 2016-2020— Adopted on February 1, 2016 by HECC, the plan fulfills the commission’s obligation under ORS 350.075 to, “adopt a strategic plan for achieving state postsecondary education goals,” and is centered on addressing three primary pillars:

1. Improving educational attainment and completion;
2. Improving Oregon’s economic competitiveness and quality of life of its residents; and,
3. Ensuring resident students have affordable access to colleges and universities

The plan will help guide HECC in developing specific work plans, budget recommendations and policies between 2016 and 2020.

Workforce Innovation and Opportunity Act (WIOA Title II) – Signed into law in July 2014 by President Obama, effective July 2016, WIOA replaces the former Workforce Investment Act. Reauthorizes the employment, training, adult education and vocational rehabilitation programs that were created under the former WIA; intends to strengthen current workforce and adult basic education programs. Core programs funded under WIOA will now be required to share planning of services at the state and local level and will primarily share the same performance indicators and reporting requirements.

Guiding Initiatives

According to the state Office of Economic Analysis (OEA), Oregon’s employment growth has accelerated over the past year and a half. The state is now adding jobs about one percent faster than the nation. Oregon’s population growth is forecast to increase by more than one percent each year from now through 2020.

The college continues to emphasize a number of successful initiatives tied to core themes, with key highlights:

- › The District is partnering with local manufacturing associations and other community colleges to provide onsite equipment skills training for workforce development in manufacturing;
- › A comprehensive college vision was redesigned to guide the institution toward growth, while discerning and meeting the future needs of the district, including the community, major external stakeholders, students, faculty, staff and college supporters;
- › Resources are being reallocated through strategic budget planning on a three-year budget model that uses predictive modeling and evidence-based budgeting assumptions, following a Board policy on reserve funds;
- › Key performance indicators have been developed that represent the college’s core themes, measure student success and completion, and monitor the economic vitality of our communities.

Enhancing Resource Development

In 2015, the MHCC Board approved a contract with Ellucian, a grant consultant, to help the college work toward financial stability by “ramping up” resource development through the MHCCD Foundation and

grants. In the past year, Ellucian has helped the college develop a long-term grants strategy, focusing on all aspects of the grant process. New grant applications must align with the college’s strategic plan, core themes and mission. Successful grant activities to date represent significant new resources for the college.

Here is a table representing the grant activities for MHCC for the academic year 2015-16:

Successful Grants		
US Department of Education	(TRIO Talent Search)	\$1,202,000
HECC Open Educational Resources	(OER-Math 111)	15,000
Oregon Talent Council Grant	(Workforce Development)	453,129
HECC	(Student Success)	632,472
Oregon Department of Education	(STEM Hub Backbone Organization)	124,882
Boeing	(STEM)	20,500
Oregon Department of Education	(East County Pathways)	537,709
Wintz Family	(Transitions/Trancisiones)	7,200
Worksystems Inc.	(Workforce Bridge Pathways Grant)	139,000
City of Gresham/Boeing Corp	(Adv Manufacturing/Mechatronics)	75,000
Total		\$3,206,892

Applied/Pending Grants		
CCWD	(Career Pathways)	\$140,179
Lemelson Foundation	(Entrepreneurship)	\$97,084
Portland Development Comm.	(Training Labs)	\$30,000
US Dept. of Education	(Title III)	\$2,186,639
US Department of Human Services	(Workforce Training)	\$247,000
Boeing (2016)	(STEM)	\$20,500
Workforce Systems Inc.	(Sector Pathways-Manufacturing)	\$86,594
Total		\$2,807,996

Under Consideration		
Oregon Department of Education	(Decision to wait for OTC Round 3)	750,000
U. S. Department of Labor	(America's Promise)	TBD
Oregon Department of Education	(STEM Hub Program Grants)	TBD
Worksystems, Inc.	(Health Careers)	TBD
Partial Total		\$750,000

Developing a Culture of Excellence

The college has utilized data from the Employee Climate survey, conducted in 2014, and again in 2016, with results aiding in the development of a culture of excellence. The Noel Levitz survey instrument focuses on collective perceptions in four areas of the college's environment: 1) campus culture and policies; 2) institutional goals; 3) involvement in planning and decision-making; and 4) work environment.

The purpose of the Employee Climate survey has been fourfold:

- › Determine what is most important for our employees;
- › Assess the level of understanding of the college's mission and goals;
- › Discover the most effective ways to keep employees satisfied and engaged; and
- › Establish benchmarks with which to compare our institution to other colleges and universities nationwide.

Several improvements and actions resulted from the 2014 survey. Here are the highlights of those implemented:

- › Continue the development of managers in five leadership competencies adopted early 2014;
- › Revise the college's governance model to increase more employee involvement while defining councils' roles;
- › Incorporate into the budget development process the expectation that managers ask employees for feedback and encourage discussion of efficiency and effectiveness of service levels with potential cost savings;
- › Hold all-staff coffee chats and forums with the president;
- › Implement the four standards of a Culture of Excellence;
- › Hold all-staff events that bring employees together;
- › Hire a new marketing director to develop and implement marketing strategies designed to increase student enrollment and enhance the public image of the college.

During summer 2016, the results of the 2016 Employee Satisfaction Survey are being shared with the college employees through presentations at meetings as well as departmental meetings.

An active college council, the People Strategies Council, works to foster an engaged, student and customer-centered culture, promoting leadership development and developing employee support and

accountability. The council has developed creative strategies for employee engagement and development, which are described in a half-hour [video on the culture of excellence at MHCC](#).

A Culture of Excellence embodies four standards. The first two standards have been presented to all staff through training sessions. Participants in the trainings are asked to provide suggestions to improve student success. Ideas are compiled, collated and considered as potential changes that can be implemented.

Here are the standards with training dates:

#1: “We are with You from Start to Finish”

During fall term 2015 eighteen sessions at the Gresham campus and two sessions at the Maywood Park Center were held.

During 2015-16, twenty-one sessions at Gresham and two at Maywood (342 attendees).

#2: “We practice the Platinum Rule: We treat others as they wish to be treated”

During 2015-16, ten sessions were held at Gresham and one at Maywood (305 attendees).

#3: “We are Always Looking for Ways to Do Things Better” (to be rolled out in 2016-17)

#4: “We Hold Ourselves Accountable” (to be rolled out in 2016-17)

Other activities for improving staff engagement and offering professional development include the following:

- › **First Thursdays.** A program of events for staff hosted monthly by an area of the college to engage staff in a fun activity or tour.
- › **Cranberry Short Courses.** A professional development program, held in late fall to increase staff development opportunities.
- › **Take Your Child to Work Day.** An annual event to ‘show off’ where employees work and to engage their children in fun learning activities and to expose them to future careers.

Improvements

Implementation of successful ideas generated by staff during the Culture of Excellence programs has resulted in removing/reducing some barriers for students:

- › Reduced wait time for College Placement Testing from 12-48 hours to seven minutes (Fall 2015)
- › Provided access to documents translated into Spanish, Russian and Vietnamese (Fall 2015)
- › Trained eight MHCC employees in Mental Health First Aid Training (Fall 2015)
- › Removed turnstile in library for easier access to the second floor (Fall 2015)
- › Improved the efficiency of the scholarship process. Students are now able to apply for multiple scholarships instead of applying individually for each one (Fall 2015)

- › Implemented online student orientation (July 2016)
- › Held community information sessions about the Oregon Promise in 2015 and three Oregon Promise Open Houses for new students in summer 2016
- › Implemented a MHCC tuition freeze incentive approved by board (Fall 2015)

The role of the Community Engagement Council is to develop strategies to improve community access to college resources and events, to strengthen relationships with community partners, and to improve communication within our communities. After many years of hiatus, the council revived our “Strawberry Short Course Festival,” held mid-June, to which the community is invited to attend free, short courses, participate in fun activities, tour the beautiful campus and enjoy complimentary strawberry shortcake. The festival is built on the strawberry theme, which is derived from the former strawberry fields upon which the college was built.

Staff Resources

MHCC entered the 2015-16 academic year with 163 full-time faculty, counselors and librarians; 310 part-time faculty and 203 full-time classified staff.

A majority of the participants in the college’s 2014-15 comprehensive strategic planning process identified faculty as among MHCC’s strengths, noting, “faculty are dedicated to student success,” and “faculty are highly qualified in their areas of expertise.” In 2013, the Northwest Commission on Colleges and Universities (NWCCU) specifically commended MHCC for, “the energy, optimism and loyalty expressed by faculty, staff and administrators and for the college community’s dedication to a strong future for the institution.”

Table: Staff Resources, Six Years

School Year	Full-Time Instructors	Full-Time Counselors	Full-Time Librarians	Full-Time Administrators	Total Full-Time Academic Staff	Part-Time Instructors	Full-Time Classified Staff	Grand Total
2010-2011	153	5	3	31	192	411	238	841
2011-2012	144	4	0	29	177	409	195	781
2012-2013	149	5	2	23	179	393	197	769
2013-2014	149	5	2	21	177	386	207	770

School Year	Full-Time Instructors	Full-Time Counselors	Full-Time Librarians	Full-Time Administrators	Total Full-Time Academic Staff	Part-Time Instructors	Full-Time Classified Staff	Grand Total
2014-2015	156	5	2	22	185	388	204	777
2015-2016	160	5	2	22	189	443	203	835

Building a Responsive Future

In January 2016, the MHCC Board of Education officially announced its decision to place a \$125 million general obligation bond measure on the May 2016 ballot. The last influx of new money that came into the college was a \$6 million bond in 1974—more than 42 years ago. The results of the vote on May 17, 2016, indicated that voters in our college district are unwilling to have their property taxes increased to support the initiatives outlined by MHCC at this time. It should be noted that other local educational institutions with proposed bond measures in the May election were also rebuffed by voters (e.g., Centennial, Corbett, and Molalla River School Districts). Results from polling surveys conducted with the community provide rich feedback and will help frame the future direction of the college.

The college will regroup and analyze the results of the election. The board of education has begun addressing the issues related to the bond measure and will focus on developing a plan at its retreat of August 2016.

With enrollment declines facing the college, the staff creatively brainstormed hundreds of actions with many solutions to reducing barriers and challenges for our students, showing a commitment to our college mission and working together for the benefit of our students.

Through the Office of District Communications, the college is better represented through a variety of media as it engages in communication and marketing to convey academic intentions, program and service information and day-to-day operations. In fall 2015, the college conducted a Media Habits Survey of MHCC’s students. The survey asked everything from social media usage, to usage of mobile devices, to TV and radio consumption habits. Nearly 800 responded to the survey, giving a strong data pool, which has helped us in making decisions about where and how to advertise and communicate. Keenly aware of new digital platforms, the college has increased efforts with digital communications and marketing. The college publishes a large number of materials designed to engage and inform the community (described in 2.A.21).

One of the most successful efforts in tracking resource use and implementing improvements has been in energy utilization at the college. A two-year Strategic Energy Management (SEM) program with the Energy Trust of Oregon has resulted in significant savings in utility costs. Our sustainability efforts have increased the bottom line and resulted in a direct benefit to students. Due to our collective behavioral and cooperative changes in energy use, \$0.33 of every \$1 saved in utility costs is dedicated to student scholarships.

In celebration our 50th anniversary, we have gained institutional momentum for a transformation of MHCC. Our new college vision, which resonates with our communities, defines what MHCC will be in the future—a nationally recognized choice for life-long education and a leader in state-of-the-art learning environments and innovation. Through this self-evaluation process in preparation for our Year Seven in the accreditation cycle, the college has strengthened the infrastructure and developed systems to move forward with a vision of greatness.

Response to Recommendation 2-Fall 2013 Year Three Peer-Evaluation Report

The evaluation committee continues to recommend that MHCC establish objectives for each of its core themes and identify meaningful, assessable, and verified indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes. (Standard 1.B.2)

Following the Year Three Peer-Evaluation Report (fall 2013), NWCCU requested that MHCC produce the 2014 Ad Hoc Report in response to recommendations based upon the NWCCU peer team’s evaluation report. President Derr submitted the requested report with a letter on 28 August 2014. By February 2015, President Elman responded to President Derr: The Commission was satisfied that MHCC met the first recommendation; however, regarding the second recommendation, President Elman wrote that, “The Commission encourages the College to continue its progress toward establishing objectives and indicators for each Core Theme, in particular Core Theme 3, and to devise language to develop measures for outcomes.”

As a result of much work over the past year and a half, MHCC has a relevant mission statement, revised core themes with objectives, and assessable, verifiable core theme indicators that can be measured and analyzed. Measuring indicators in relation to targets allows the college to determine its progress in fulfilling the stated mission: Transforming Lives | Building Communities.

Revised core themes—**Learner Success**, **Community Pride** and **Partner Innovation**—involve the entire community at MHCC. Learner Success and Community Pride encompass the interests of students, residents within the district and all stakeholders, at least indirectly. As noted, the previous Core Theme 3 - Resource Development and Sustainability, was weak, thus after feedback from our communities (internal and external), MHCC identified a new third core theme, Partner Innovation. The interests of business and industry partners are embraced through the partner innovation core theme.

The Office of Analytics and Institutional Research (AIR) has built comprehensive data dashboards to measure and assess the new key performance indicators which directly align with core themes. Accountability for each KPI has been assigned to individuals who will work closely with the Office of AIR to monitor progress toward securing reliable data for the evaluation of core theme indicators.

Learner Success: These indicators provide a sufficient basis to evaluate student goal completion (degree, transfer and job attainment), to evaluate institutional efforts aimed at increasing learner success, and to measure student support for meeting financial challenges (e.g., access to student aid). Minority student completion is important enough to require its own metric. These indicators also provide an overall measure of student satisfaction.

Community Pride: These indicators provide an excellent beginning for the assessment of community pride. One indicator directly measures the sentiments of the community (recognition as a valuable asset) and the other two measure activities and major means of engagement with the community. Of those, one

measure focuses on community events (number of events, both cultural and athletic), while the other focuses on clients who are directly benefitting through a relationship with the college (total number of clients served). The feedback from these indicators will provide direction as to how best to increase community engagement, and they can inform us as to which college events create greater interest and involvement by members of the community.

Partner Innovation: The measurement of partner innovation assesses employee satisfaction, the Small Business Development Center’s reach into the community (value of SBDC), district high school graduates engaged (graduates enrolled versus total graduates), institutional focus on partner innovation and improvement (CTE Advisory Board items implemented), and the utilization of resources provided through our community and other sources (scholarships awarded).

The college has built an impressive data dashboard with verifiable, assessable and measurable measures, indicators and thresholds to define mission fulfillment. MHCC has made great progress with institutional assessment and is now structured to move on to the next stage of evaluation.

Supporting Documentation Table

Section	Relevant Documentation Links
Institutional Overview	HECC Strategic Plan 2016-2020 Blueprint for Reform, 2010 Oregon Promise Grant Oregon Promise Q & A Oregon Legislature Senate Bill 81 Oregon Promise Open House events Commitment to the Equity Lens
Preface	Culture of Excellence Video Academic Planner/Degree Audit/Catalog Integration Project Oregon Promise, Information Sessions Academic Master Plan (AMP) Salmon Safe certification Employee Satisfaction Cranberry Short Courses 2016
1.B	The Economic Contributions of Mt. Hood Community College Mt. Hood Community College Strategic Plan

Section	Relevant Documentation Links
2.A.1	ORS Chapter 341 Community Colleges Board Policy 1060 Role of the Board of Education Oregon Department of Education ORS 294 County and Municipal Financial Administration Budget Law Multnomah Tax Supervising and Conservation Commission Board Policy 9082 Board Governance Board Policy 1020 Mission, Vision and Values Statement Board Policy 2020 President/Chief Executive Officer-Board Clerk
2.A.2	Oregon Department of Education Office of Community Colleges and Workforce Development ORS 326 State Administration of Education Oregon Administrative Rules (OAR) Chapter 589: Administrative Rules
2.A.4 – 2.A.8	Seven Voting Members MHCCD Board of Education Calendar MHCCD Board of Education Meeting Agendas 2013 MHCC District Map Board Policy 9040 Individual Board Member’s Authority and Responsibilities Board Policy 9060 Responsibilities of the Individual Board Member Board Policy 9080 Board Member Ethics Board Policy 9180 Board Meetings Board Policy 9200 Adoption, Revision and Suspension of Policies-Board Policy Review Board Policy 9020 Board Powers and Duties Board Policy 9120 Board-President Relationship Management Performance Evaluation Form
2.A.9	Leadership Organization Chart
2.A.10	Board Policy 9121 Board Delegations of Responsibilities to the President-Chief Executive Officer-Clerk of the Board
2.A.12	Academic Board Policies, Sections 6000: Instruction and 7000: Students College Catalog Administrative Regulations: Section 7000: Students Personal Intranet Portals

Section	Relevant Documentation Links
2.A.13	Library's Website Library Policies Borrowing Guidelines
2.A.14	Degree Offerings College Catalog, 2015-16 Academic Advising and Transfer Center Frequently Asked Questions TransferCenter
2.A.15	Student Rights and Responsibilities Board Policy 7040 Educational Records/ Student Rights and Responsibilities Administrative Regulations (AR) 7040-B Student Complaint Procedures AR-7040-C Student Code of Conduct AR-7040-D Student Rights Americans with Disabilities Act Amendments Act of 2008 Board Policy 1100 Equal Opportunity: Culture of Respect Disability Services Office Student Complaint Procedures Handbook
2.A.16	Student Admission Form Online Student Admissions Form The Office of Veteran Services Limited and Restricted Entry Programs Information Sessions Enrollment of High School and Underage Students Suspension Appeal Form, or Instructions for Academic Suspension Reinstatement (Resources)
2.A.17	Board Policy 7020 Athletics and Activities Associated Student Government Administrative Regulation 7020-J Responsibilities Regarding Campus Media Programs Students' Clubs & Organizations

Section	Relevant Documentation Links
2.A.18	Classified Employee Association Full-time Faculty Association (CBA) Part-time Faculty and Tutor Association (CBA) Management and Confidential Employee Handbook Mt. Hood Community College Accessibility Corrective Action Plan Disability Services Office Equity Lens State of Oregon’s Education Investment Board: Equity Lens Board Policy 1110 – Diversity and Equity Review
2.A.19	Teaching and Learning Center Administrative Regulation 5060-E Performance Evaluation Evaluation Form (Performance Management Forms) Collective Bargaining Agreements and Employee Handbooks
2.A.20	Administrative Regulation 5020-A Manager’s Working Files Administrative Regulation 5080-D Medical Records
2.A.21	Program Profiles Schedule of Classes College + Community
2.A.22	Board Policy 5120 Conflict of Interest Administrative Regulation AR- 5120-A Staff Ethics and Conflict of Interest Board Policy 9062 Board Member Compensation and Expense Reimbursement Board Policy 9080 Board Member Ethics Board Policy 1100 Equal Opportunity: Culture of Respect AR-1100-A Equal Opportunity AR-1100-B Reasonable Accommodations of Persons with Disabilities College’s Code of Student Conduct
2.A.23	Board Policy 5120 Conflict of Interest Administrative Regulation AR- 5120-A Staff Ethics and Conflict of Interest Board Policy 5140 Staff Participation in Political Activities Oregon Law OAR 244: Government Ethics Board Policy 9081 Board Member Conflicts of Interest
2.A.24	Board Policy 5100 Ownership Rights of Instructional Materials

Section	Relevant Documentation Links
2.A.25	Current Accreditation Status Accreditation
2.A.26	Community College Rules of Procurement (CCRP) ORS 279A.065(5)(a) ORS 279A.070
2.A.27–2.A.29	Board Policy 6040 Academic Freedom and Tenure Harassment Brochure Board Policy 1100 – Equal Opportunity Part-time Faculty and Tutor Association (CBA): Article 5
2.A.30	Board Policy 1060 Role of the Board of Education ORS 294 County and Municipal Financial Administration Annual Audit, 2014–2015 Board Policies Section 3000 Board Policy 3020 Fiscal Year Board Policy 3030 Reserves Board Policy 3040 Mt. Hood Community College District Foundation, Inc. Board Policy 3060 Grants-In-Aid Board Policy 3080 Charitable Donations Board Policy 3100 Depositories Board Policy 3120 Internal Control Board Policy 3121 Annual Audit Board Policy 3140 Excess and Surplus Property Board Policy 3141 Distribution or Sale of Merchandise Board Policy 3160 Tuition and Fees Board Policy 3161 Veterans Educational Benefits Board Policy 3180 Purchasing Board Policy 3200 Investments Board Policy 3220 Custodian of Funds Board Policy 3240 College Business Activities Board Policy 3260 Issuance of Debt Board Policy 3280 Travel, Transportation and Related Expenses Oregon Revised Statutes OAR 162-010-0000 Purchasing Card Policy (ORS 279 Public Contracting– Miscellaneous Provisions) ORS 295 Deposits of public funds with financial institutions

Section	Relevant Documentation Links
2.B.1	Human Resources Recruiting and Screening Guidelines Part-time Faculty and Tutors and Hourly Employees Student Employment Job Opportunities Website Management & Confidential Employee Handbook Board Policy 5080 Compensation and Conditions of Employment Position Descriptions
2.B.2	Administrative Regulation 5060-E Performance Evaluations Performance Evaluation Forms
2.B.3	Mt. Hood Community College Classified Association Management and Confidential Employee Handbook Full-time Faculty Association (CBA): Article 10 Teaching and Learning Center Full-time Faculty Association (CBA): Article 18 AACC Competencies for Emerging Leaders
2.B.4	Oregon Administrative Rules 589-008-0100 Office of Community Colleges and Workforce Development Administrative Regulation (AR)-5060-F Institutional Standards for Faculty-Staff Qualifications Division 8: Community College Personnel Policies
2.B.5	Full-time Faculty Association (CBA) Part-time Faculty and Tutor Association (CBA) Faculty Position Description
2.B.6	Board Policy 6040 Academic Freedom and Tenure Part-time Faculty Evaluation Procedure and Guideline Full-time Faculty Evaluation & Tenure Track Evaluation (Manuals, Forms, and Matrices)
2.C.1	Board Policy 6040 Academic Freedom and Tenure Board Policy 6020 Graduation Requirements/Certificates and Degrees Administrative Regulation (AR-6020-A) Certificate & Degree Requirement Exceptions Academic Master Plan (AMP)

Section	Relevant Documentation Links
2.C.2	Program Listing (with Outcomes) General Course Descriptions Syllabus Checklist
2.C.3	Grading Information
2.C.4	Certificate and Degree Programs Academic Advising and Transfer Center Degree Requirements
2.C.5	Full-time Faculty Association (CBA) Part-time Faculty and Tutor Association (CBA)
2.C.6	Orbis-Cascade Alliance Library Instruction Form Library Resources on the Portal Ask a Librarian Library Support for Online Learning Library Information for Faculty
2.C.7 – 2.C.8	AR-6120-A Alternative Ways to Earn College Credit/Non-traditional Credit Transcript Evaluation Request Form AACRAO NACES Guide to the Evaluation of Educational Experience in the Armed Services
2.C.11	Program Listing (with Outcomes)
2.C.16–2.C.19	Workforce Training Small Business Development Center (SBDC) Board Policy 1040 The People and Their Community College Workforce Investment: State Workforce Development Board Community Education, College+Community

Section	Relevant Documentation Links
2.D.1	College Services Academic Advising and Transfer Center AVID Career Planning & Counseling Center Computer Lab Resources Disability Services Office Learning Success Center Orientation Center Tutoring: AVID/Learning Success Center Transitions/Transiciones TRiO College First TRiO Student Support Services, Upward Bound, and Talent Search Veteran Services Winter Bridge OnCourse
2.D.2	Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act) ORS 419B.005 Department Human Services (DHS) overview "What You Can Do about Child Abuse" (DHS Overview)
2.D.3	New Student Welcome Day Standards of Academic Progress (MHCC webpage) Board Policy 6200 Standard of Academic Progress AR-6200-F Standard of Academic Progress Student Outreach and Recruitment Team Associate of General Studies Degree (AGS)
2.D.4	Oregon Community Colleges Handbook and Planning Guide Teach-Out Plans and Teach-Out Agreements Policy AR 6020-C Elimination or Reduction of Existing Programs

Section	Relevant Documentation Links
2.D.5	Catalog Board Policy 1020 Mission, Vision and Values Statement Student Financial Responsibilities Billing Collection Rights and Responsibilities Registering for Credit Classes for the First Time Board Policy 7040 Educational Records-Student Rights and Responsibilities Student Code of Conduct Grading Information Release of Grades and Course Evaluations (FERPA) Professional Staff (Catalog pages 274-78) Board Policy 6200 Standard of Academic Progress AR-6200-F Standard of Academic Progress Tuition Fee Rate Table for Credit Courses Refund Procedures Financial Aid Applying for Financial Aid Paying for College Registration Calendar
2.D.7	Oregon Administrative Rules (OAR) 166-450-0000 Board Policy 7040 Educational Records-Student Rights and Responsibilities AR 7040-F Release of Student Information Educational Records Family Educational Rights and Privacy Act (FERPA)
2.D.8	Financial Aid Board Policy 7060 Financial Aid AR 7060-A Financial Aid How To Apply for Financial Aid Orientation Center BankMobile Mountain Card

Section	Relevant Documentation Links
2.D.9	Financial Aid Office Student Success How Do I Keep My Aid? BankMobile Federal Student Aid, U.S. Department of Education Federal Direct Loan Federal Perkins Loan Federal Nursing Loan Federal PLUS Loan (Parent Loan) Alternative Loans Loan Repayment Options Current Loan Rates and Information on Loan Consolidation
2.D.10	Career Planning & Counseling Center Academic Advising and Transfer Center (AATC) Limited and Restricted Entry Programs Disability Services Office Veteran Services TRIO GED/ABE ESL IECC/ENL Advancement Via Individual Determination (AVID) Transitions/Transiciones Academic Planner/Degree Audit/Catalog Integration Project Testing Services Admissions Resources Student Records Registration & Financial Aid Orientation Center

Section	Relevant Documentation Links
2.D.11	Associated Student Government (ASG) Student Clubs & Organizations List of Active Clubs and Organizations List of Inactive Clubs and Organizations ASG Constitution and By-Laws Student Handbook Board Policy 7020 Athletics and Activities AR-7020-A Athletics and Activities AR-7020-B Co-curricular Programs AR-7020-D Associated Students of Mt. Hood Community College (ASMHCC) Student Fee Financial Policy AR-7020-K Objectives of Student Publications and Broadcasts Advocate Perceptions Literary Magazine Venture Magazine Athletics Forensics Team
2.D.12	MHCC Headstart
2.D.13	Board Policy 7020 Athletics and Activities AR-7020-B Co-curricular Programs AR-7020-O Intercollegiate Athletics AR-7020-J Responsibilities Regarding Campus Media Programs AR-7020-G Student Leadership and Activity Programs AR-7020-C Financial Support for Associated Students of Mt. Hood Community College (ASMHCC) AR-7020-D Associated Students of Mt. Hood Community College (ASMHCC) Student Fee Financial Policy AR-7020-I Deposit and Withdrawal of Funds by Clubs and Organizations AR-3060-A Grants-in-Aid
2.E.1	Communities of Practice: A Brief Introduction Collection Development Policy Collection Development Subject Librarians Book and Video Recommendation Form

Section	Relevant Documentation Links
2.E.2	AVID Online Tutoring Maywood Park Center Reserve Information for Faculty Tutoring: AVID/Learning Success Center Orbis Cascade Alliance Library Research and Class Guides Library Instruction: Library Instruction Learning Outcomes Advanced Learning Transforming Scholarship (ACRL), Information Literacy (IL) Competency Standards for Higher Education Faculty Feedback Form for Library Instruction Orientation Center
2.E.3	Library Instruction Program and Online Guides Library Research How-To Guides Find Articles Library Support for Online Learning: Online Library Services Library Instruction: Request Library Orientations and Tours
2.E.4	Library A-Z Student Satisfaction Survey Can't Find It? Contact Us
2.F.1	Board of Education Meeting Agendas Board Policy 3030 Reserves Fiscal Forecast
2.F.3	Multnomah County Tax Supervising & Conservation Commission Budget Office Program Summary Form Budget Review Council Bylaws Adopted Budget, 2015-2016 2016-2017 Proposed Budget 2015-2016 Approved Budget

Section	Relevant Documentation Links
2.F.4	Board Policy 3120 Internal Control Board Policy 3121 Annual Audit AR-3120-A Archived Records AR-3120-B Bank Returned Checks AR-3120-C Payroll Deductions Jenzabar CX
2.F.5	AR-3180-B Fixed Asset Management
2.F.7	Board Policy 4000 Facilities Master Plan Financial Statements Document (Annual Financial Report) Board of Education, Annual Audit 2014-2015, Basic Financial Statements
2.F.8	Foundation MOU Board Policies 3040 MHCCD Foundation, Inc Board Policy 8020 College Donations-Solicitation of Funds AR-3040-A MHCCD Foundation, Inc. ORS 65.036 Private Foundations
2.G.1	Clery Report: Crime Statistics and Security Policies Annual Report Emergency and Safety Procedures Handbook
2.G.2	Board Policy 4080 Risk Management AR-4080-C Environmental Health and Safety ORS 341.300 Traffic Control ORS 133.005 Definitions EPA SPCC Qualification Tier I Qualified Facility FCC Plan Template ORS 634.700 to 634.750 Integrated Pest Management (IPM) Emergency and Safety Procedures Handbook MHCC Safety Awareness Guidelines for Supervisors Oregon EPA, Smart Growth and Colleges and Universities
2.G.3	Board Policy 4000 Facilities Master Plan 2016 General Obligation Bond Measure Mt. Hood Community College General Obligation Bond Quick Facts
2.G.4	Facilities Master Plan AR-4020-D Vehicle Use

Section	Relevant Documentation Links
2.G.5	Accreditation Report Supporting Information and Exhibits, 2016 Report College Technology Projects Completed, 2015-16 IT Organizational Chart Online Learning Organizational Chart Online Learning
2.G.7	College Technology Projects: Completed Projects Year End Report (2015-16)
3.A.1, 3.A.2, and 3.A.3	Board Policy 1020 Office of the President Strategic Plan AIR Services Analytics Dashboard
3.A.5	Emergency and Safety Procedures Handbook Active Shooter Lockdown Clery Report: Crime Statistics and Security Policies Annual Report Student of Concern Form Managing an Emergency National Incident Management System (NIMS) Incident Command System (ICS) Resources (FEMA)
3.B.1, 3.B.2, 3.B.3, and 4.B.1	Education Investment Board: Equity Lens “MHCC nursing students volunteer in community” (news article) Saints’ Strategic Plan Update 2020 & Beyond Office of Analytics and Institutional Research (AIR) Analytics Dashboard (format)
4.A.1	Office of Analytics and Institutional Research (AIR) Standard Reports, AIR
5.B.1, 5.B.2, and 5.B.3	Saints’ Strategic Plan Update Joint Leadership Council (JLC)

Standard One

Mission, Core Themes, and Expectations

Gaining Ground: In October 1966, MHCC signed an option to purchase this strawberry field on Stark and Kane Road – the present site of Mt. Hood Community College.

Standard One: Mission, Core Themes and Expectations

1. A: Mission: Executive Summary of Eligibility Requirements 2 And 3

Mt. Hood Community College complies with the Commission’s eligibility requirements as described below:

Eligibility Requirement #2

Authority. The Mt. Hood Community College District (MHCCD) was established and operates under authority granted by the Oregon State Legislature contained in Chapter 341 of the Oregon Revised Statutes. It is subject to the provisions of the Constitution of the State of Oregon, the Oregon Revised Statutes, the regulations of the Oregon State Board of Education, its own policies and the expressed will of the electorate.

The College has offered courses leading to degrees and certificates since 1966.

Eligibility Requirement #3

Mission and Core Themes. Approved by the Mt. Hood Community College’s Board of Education in 2009, the college’s mission - “**Transforming Lives | Building Communities**”- was thoroughly vetted and approved by the external community and the college community again through a strategic planning process. In June 2015, the Board of Education reaffirmed the mission of “**Transforming Lives | Building Communities**” which again was thoroughly vetted and approved by the internal and external communities. The mission, vision, core themes and values have historically been codified in board policy 1020. The college’s mission is the fundamental building block driving all strategic planning, budget development and assessment of fulfillment of mission.

The mission statement is posted on the college website and published in the catalog, posted throughout college classrooms and in meeting rooms.

All of MHCC’s resources are devoted to supporting its educational mission and core themes.

Standard 1.A: Mission

1.A.1: Mt. Hood Community College Mission Statement

The mission statement of the college was adopted by the Board of Education in July 2009, after a yearlong effort that involved community, college, and student participation and contribution. The mission statement was reaffirmed by the Board in June 2013, and in June 2015, and remains:

Transforming Lives | Building Communities

This unique mission statement articulates an appropriate purpose for an institution of higher learning. Since it has been derived by and for the community, it is understood; it provides the direction for our efforts.

Mt. Hood Community College is a public, two-year, comprehensive community college. Its mission statement is consistent with its charter as a public community college in the State of Oregon, established to offer lower-division transfer, career technical, workforce, basic skills and continuing education programs to the residents of its service district, international students, or any other interested parties.

The mission statement embodies the sense of transformation that arose during the process of its development: the college's ongoing cycle of continuous quality improvements will address the needs of a District that is undergoing a considerable demographic shift. We believe that learning will transform lives, and build, strengthen and support our communities.

1.A.2: Interpretation of Mission Fulfillment

Since January 2014, following NWCCU's recommendations in response to MHCC's Ad Hoc Report: 2014, the college has made significant progress in questioning and analyzing data, and implementing significant improvements to institutional processes. MHCC strives to know itself, its characteristics; to understand and evaluate its own expectations; and to learn to clearly articulate its definition of mission fulfillment. MHCC works to designate and achieve an acceptable threshold of mission fulfillment. After that, the college can consider outperforming its own high standards.

Concurrent with analyzing data, the college has continued to strengthen institutional processes through strategic planning, development of an academic master plan and developing a strategic enrollment management plan. As a result of a thorough self-assessment of systems and procedures and an expansive role of the Office of Analytics and Institutional Research (AIR), the college has developed authentic measurable, assessable and verifiable key performance indicators to measure accomplishment of mission fulfillment.

1.B: Core Themes

In fall 2014, MHCC commenced a comprehensive strategic planning review process with both internal and external constituents engaging in a SWOT analysis of the college. A Strategic Planning Task Force was charged with gathering input from our external and internal communities regarding the strategic direction of the college over the next five years. Approximately 650+ individuals provided feedback on one or more of the data gathering tools (College + Community Mailer, College Employee SWOT, Community Forums) resulting in more than 4,100 data points that revealed that the college serves three distinct stakeholder groups: Learners, Community and Partners.

Based on this input and feedback from both internal and external stakeholders, MHCC revised its three core themes which individually manifest essential elements of its mission and collectively encompass its mission: Learner Success, Community Pride and Partner Innovation.

The college is confident that these three revised core themes are an accurate and timely reflection of the college mission and will guide the planning processes across all programs and services. Assessment

of core themes and objectives is based on measurable core indicators. Drawn from best practices of educational assessment, core indicators have been re-evaluated and are qualitative data points within the data systems of the Office of Analytics and Institutional Research. Mission fulfillment assessment, in turn, is based on verifiable, assessable and measurable indicators that produce quantitative evidence for assessment of established thresholds for mission fulfillment.

The college's core themes and core objectives are mission driven and supported by the integration of college planning, operations, functions, resources and capacity. The degree of mission fulfillment comes from achieving levels of acceptable thresholds; the college's objectives, measures and indicators provide meaningful evidence on what has been accomplished, measuring the outcomes data of collective assessment efforts and driving program and service improvements.

The strategic planning process provided evidence as to what the college stakeholders believe are the priorities for the college, allowing the realignment of a new strategic plan with the college mission, vision and core themes. The [strategic plan](#) has been articulated to each department, which will then build its own operational plan, so that all institutional planning will collectively serve as the roadmap to fulfilling the college mission.

Following is a representation of the college's mission, core themes, core theme objectives, strategic priorities and core theme indicators.

Figure 1.B.1: Alignment of Mission, Core Themes, Core Theme Indicators and Core Theme Objectives with Strategic Plan, 2020 and Beyond

Mission

Transforming Lives | Building Communities

Core Themes

Learner Success

The College provides the necessary state-of-the-art tools so that anyone committed to learning may establish, make progress towards and ultimately accomplish the goals that define their individual success.

Community Pride

The College continually seeks out educational, economic and cultural opportunities to engage and partner with its surrounding populations in an effort to be a responsive, responsible neighbor, and a college that the community can proudly and confidently support.

Partner Innovation

The College works closely with businesses, government agencies and nonprofits to proactively reassess current and future trends so that it may provide relevant skills and educational training while eliminating barriers and maximizing efficiencies and service quality.

Core Theme Objectives

1. Prepare students to achieve academic and life-long goals by ensuring course access, affordability and education fit
2. Cultivate and communicate about community relationships that provide program services, resources, cultural experiences and community events
3. Build responsive and innovative partnerships that serve students, employees, business and industry, pre K-12 education partnerships, the MHCC Foundation and the community
4. Provide support services to enhance student achievement through student success initiatives that support diversity and inclusion

Strategic Priorities – Strategic Plan 2020 & Beyond

➤ Learner Success

- Student Success Initiatives
- Education Fit
- Affordability
- Course Access

- Diversity & Inclusion

➤ Community Pride

- Communication
- Community Events
- Program Services

➤ **Partner Innovation**

- Employees
- Business & Industry

- Pre K-12 Education Partnerships

- The MHCC Foundation

Core Theme Indicators

1. Students' Success Rate
2. Job Placement Rate in CTE Programs*
3. Percentage of SPA action items implemented annually
4. Students' awareness of financial aid processes and eligibility
5. Students' satisfaction with a schedule of classes/ classes availability
6. Success rate of minorities compared to student body

1. Percentage of community members recognizing MHCC as a valuable asset
2. Number of unique cultural and athletics events hosted by the college
3. Number of clients receiving services from program offerings and services

1. Mean overall employee satisfaction rating
2. Total value Small Business Development Center (SBDC) brings to the community in the form of training, assistance with funding, capital, contracts or startups
3. Percentage of local high school graduates transitioning to MHCC
4. Percentage of Advisory Boards' action items implemented annually
5. Percentage of available Foundation scholarships awarded

**based on a survey*

Core Theme I: Learner Success

Core Theme Objectives

1. *Prepare students to achieve academic and life-long goals by ensuring course access, affordability and education fit;*
2. *Provide support services to enhance student achievement through student success initiatives that support diversity and inclusion.*

Rationale

MHCC is committed to providing students with needed academic support through a variety of learning success programs and services that are tailored to meet individual student needs. The college recognizes the value of academic goals for student success and works with students to create academic goals that are attainable, measurable, and define their individual success.

MHCC recognizes that industry standards and needs change rapidly. To ensure that educational offerings are up-to-date and that students are taught the most relevant curriculum, instructional programs perform program assessments using standardized measures, custom, program appropriate matrices and industry representative consultations.

MHCC is committed to affordable education by assuring tuition and fees are comparable to other Portland metropolitan community colleges, by assuring federal financial aid forms are completed accurately to maximize eligible benefits, and by increasing scholarship funds available to students.

MHCC believes that learners must have access to instructional offerings so they can make progress toward their educational goals. MHCC is committed to ensuring course access through scheduling alternatives (times/days), providing a variety of course delivery methods, and by minimizing waitlists.

MHCC believes that supporting and empowering diversity is a cornerstone to serving the richness that characterizes our campus and community. MHCC welcomes, values and promotes all aspects of diversity by cultivating a respectful, inclusive and accessible learning environment; developing the capacity to understand issues of difference, power, and social justice; and fostering personal and professional development which increases effectiveness within diverse contexts.

Figure 1.B.2-Core Theme One: Rationale for Selection as Assessable and Meaningful Indicators with Targets and Thresholds

Indicator	Description / Rationale	Owner	Target 2020	Acceptable Threshold 2020
Student Success Rate Strategic Priority: Life-long Connections	Percentage of students earning degrees or transferring to a four-year institution within one year of completion. Rationale: Student success is central to the mission of the college. Completions and transfers are a key component of defining student success.	John Hamblin	35%	>30%
Job Placement Rate in CTE Programs Strategic Priority: Life-long Connections	Number of graduates in CTE programs who are working in their field of study 6-9 months after graduation divided by the total number of graduates in CTE Programs. Rationale: The ultimate goal of CTE Programs is for graduates to obtain employment in their chosen field.	Jarrold Hogue	65%	>55%

Indicator	Description / Rationale	Owner	Target 2020	Acceptable Threshold 2020
<p>Percentage of SPA action items implemented annually</p> <p>Strategic Priority: Education Fit</p>	<p>Total number of action items implemented divided by the total number of action items identified.</p> <p>Rationale: Program SPAs provide insight into the quality of programs offered by the college and address general education student learning outcomes. Action items identified focus on student success and continuous program improvement.</p>	<p>Susanne Rose</p>	<p>85%</p>	<p>>75%</p>
<p>Students' Financial Aid Accessibility as a tool in improving college affordability</p> <p>Strategic Priority: Affordability</p>	<p>A complex indicator that includes percentage of enrolled students who file, complete and are awarded aid, combined with their level of satisfaction regarding assistance provided by MHCC.</p> <p>Rationale: Financial aid is a key factor in offsetting the cost of higher education; assuring students are aware of the process and availability of financial aid makes college more affordable.</p>	<p>Christie Hart</p>	<p>75%</p>	<p>>70%</p>
<p>Student Satisfaction with class schedule/ course availability</p> <p>Strategic Priority: Course Access</p>	<p>Average student satisfaction rating on the class registration survey; average of five items measuring satisfaction of class schedule and course availability for the term.</p> <p>Rationale: In order for students to get through their programs of study in a timely manner, MHCC must provide courses needed. Student satisfaction with the term schedule and class availability demonstrates MHCC is meeting students' needs.</p>	<p>Darcy Dalrymple</p>	<p>75%</p>	<p>>70%</p>

Indicator	Description / Rationale	Owner	Target 2020	Acceptable Threshold 2020
Minority completion rate compared to student body Strategic Priority: Diversity and Inclusion	Proportion of minority student body completers as compared to the student body as a whole. Rationale: The ethnic diversity within the population of completers should reflect the diversity within the student body as a whole; disparity indicates an unfulfilled need for a given ethnic group.	John Hamblin	28%	>25% compared to overall student body

Core Theme II: Community Pride

Core Theme Objective:

Cultivate and communicate about community relationships that provide program services, resources, cultural experiences and community events.

Rationale

MHCC recognizes the importance of proactive communication with current and potential learners. The college uses a mixed-media channels approach to regularly communicate information and opportunities to students. The college actively seeks feedback from the student body in an effort to ensure that students are receiving the information they need to make smart decisions about their educational goals.

MHCC is a cultural and recreational hub for local residents. The college sponsors and hosts a variety of performing and visual arts events throughout the year. Performances highlighting college and local talent are a priority; the college regularly hosts national and international talents from a variety of disciplines.

MHCC adopted its own [Equity Lens](#), as charged by the state [Higher Education Coordinating Commission](#). Building a culture of equity requires asking questions through an Equity Lens and engaging in meaningful dialogue to ensure that programs, policies and systems are student-centered, and operating with the community's best interests in mind.

MHCC recognizes the mutual benefits of instructional programs that offer services to community residents (residents receive services at reduced costs or free while students get applied experience). The college promotes opportunities for program services to the community where appropriate.

Figure 1.B.2A-Core Theme Two: Rationale for Selection as Assessable and Meaningful Measures, Indicators, Rationale, Targets, & Thresholds

Indicator	Description / Rationale	Owner	Target 2020	Acceptable Threshold 2020
<p>Community Values MHCC</p> <p>Strategic Priority: Community Communication</p>	<p>Percentage of community members affirming that MHCC is a valuable asset.</p> <p><i>Rationale:</i></p> <p>It is vital that residents of the college district recognize the value of MHCC, its social, cultural, and economic benefit to the region; effective communication with residents is the only way to accomplish this.</p>	Debra Derr	70%	>65%
<p>Number of unique cultural and athletic events hosted by the college</p> <p>Strategic Priority: Community Events</p>	<p>Total number of unique athletic and unique cultural events hosted by the college annually.</p> <p><i>Rationale:</i></p> <p>Opening college-produced events to community participation contributes to community strength and vitality. The diversity of our students and rich cultural fabric of the community enrich the content of cultural activities.</p>	Stephanie Graham	700	>650
<p>Number of clients receiving services from program offerings</p> <p>Strategic Priority: Program Services</p>	<p>Total number of clients served by programs offering services to community residents</p> <p><i>Rationale:</i></p> <p>Instructional programs offer mutually beneficial services to community residents which increases the value of the college to the district.</p>	Susanne Rose	7,500	>7,000

Core Theme III: Partner Innovation

Core Theme Objective

Build responsive and innovative partnerships that serve students, employees, business and industry, pre-K12 educational partnerships, the MHCCD Foundation and the community.

Rationale

MHCC employees are integral to the success of students and the institution; it is critical that MHCC establishes a welcoming culture and promotes programs to ensure that its employees have the skills, training and support to provide excellent service. MHCC implements policies and programs to ensure autonomy, mastery and purpose.

MHCC maintains an on-going working relationship with businesses and industries within the college district. This collaborative relationship informs us of industry needs, promotes district work experience and internships, and ensures students are prepared for their chosen profession. MHCC provides high quality consulting and training to employers, promoting employer success and contributing to regional prosperity.

MHCC recognizes that it must establish and maintain relationships with primary school districts within its boundary to encourage on-going educational goals. The college implements a variety of mechanisms to inform pre-K12 students of opportunities and college expectations, to establish positive associations with higher education, and to provide on-campus activities for firsthand experiences

at MHCC. The college allocates resources for liaisons who work directly with local schools, providing access to programs and resources that are used by students throughout the elementary, middle- and high school years.

MHCC promotes a healthy and innovative foundation because it is critical in gaining community support as well as alternative funding. The college and its foundation work together to promote successful infrastructural improvements and to create access to student scholarships.

Figure 1.B.2B Core Theme Three: Rationale for Selection as Assessable and Meaningful Indicators with Rationale, Targets, & Thresholds

Indicator	Description / Rationale	Owner	Target 2020	Acceptable Threshold 2020
Overall Employee Satisfaction Strategic Priority: Employees	The average (mean) rating (based on a five point scale) of all employees to the question: "Overall how satisfied are you with your employment at this institution so far?" <i>Rationale:</i> <i>Overall employee satisfaction is a clear indication that the college has established a positive work environment and is moving to a culture of excellence.</i>	Gale Blessing	4.0	>3.9 out of 5.0

Indicator	Description / Rationale	Owner	Target 2020	Acceptable Threshold 2020
Value of SBDC Strategic Priority: Business and Industry	Percentage of desired outcomes attained through the activities of the SBDC in the form of training, assistance with funding, capital, contracts or startups (four variables, weighted average). <i>Rationale:</i> <i>Existing and new businesses benefit from the business leadership training and consulting, and the availability of a highly skilled workforce.</i>	Jarro Hogue	75%	>70%
District high school graduates matriculating to MHCC Strategic Priority: Pre-K – 12 Education Partnerships	Total number of district high school graduates who subsequently enroll at MHCC (within 16 months) divided by the total number of graduates from district high schools. <i>Rationale:</i> <i>The proportion of graduates from in-district high schools that attends MHCC demonstrates a strong working relationship between high schools and the college.</i>	John Hamblin	25%	>22%
Advisory board action items	Percentage of Advisory Board action items implemented annually <i>Rationale:</i> <i>CTE advisory committees serve a critical role in fostering seamless transitions to college and careers and relevant in-demand technical skills for students.</i>	Jarro Hogue	85%	>75%
Foundation scholarship awards Strategic Priority: The MHCC Foundation	Total number of Foundation scholarships awarded divided by the total number of Foundation scholarships available. <i>Rationale:</i> <i>The partnerships of MHCC Foundation with community members participating in Foundation activities result in critical student academic support that is directly related to the breadth and depth of that partnership.</i>	Al Sigala	90%	>85%

Summary

Since 2014, MHCC has diligently worked to better articulate institutional learning outcomes and has thoroughly reassessed its capabilities to measure meaningful, assessable and verifiable indicators for evaluating the accomplishment of its core themes and objectives. Targets and acceptable thresholds for indicators that MHCC needs to achieve by 2020 have been set. We anticipate that for several core indicators, it will take more than one year before we can observe the results. We will continue to monitor annual progress toward these goals.

A review of the previous measures, indicators and thresholds, as led by the Office of Analytics and Institutional Research (AIR), has resulted in the development of a comprehensive data collection infrastructure. The creation of a dynamic data collection system to measure outcomes of mission fulfillment has taken the past year to design, and the college now has the quantitative data analysis tools to begin assessment of programs and services. The Office of AIR will provide leadership in data collection, assessment and expanded reporting to the college and external constituencies. With trend data from the past three years, the Office of AIR will be able to provide meaningful data to programs and services in their assessments at the unit level as well as at the institutional level.

The college recognizes the need for continued integration of the measures and indicators into the planning cycle which has been aligned to our core themes and mission. The president's goals are tied to benchmarks with key performance indicators, aligning the strategic plan with targets and acceptable thresholds of achievement. The Office of AIR will work closely with the faculty in their use of the new data measures and indicators for educational assessment processes as further described within Standards 3 and 4.

Standard Two: Resources and Capacity

Breaking Ground: A three-handled shovel, symbolic of the three counties included in MHCC's district, was used to turn the first shovelful of earth at the college's permanent site April 21, 1967.

Standard 2: Resources and Capacity

Executive Summary of Eligibility Requirements 4 Through 21

Mt. Hood Community College complies with the Commission's eligibility requirements 4 through 21 as described below:

4. **Operational Focus and Independence.** The higher education interests of its students form the primary purpose of Mt. Hood Community College. Associate degrees and recognized certificates are the intended products of its principal programs. The college possesses the organizational independence, resources, and capacity to meet the NWCCU's standards and eligibility requirements; it devotes all its resources to the support of its educational mission and goals.
5. **Non-Discrimination.** The college is committed to a safe work environment for all employees and students, which includes zero tolerance from bullying, discrimination and harassment along with the provision of equal opportunity in education and employment.

Equal Opportunity and Affirmative Action

The college complies with all local, state and federal laws related to equal opportunity and affirmative action in its employment practices, services, programs and activities. The college is committed to providing an inclusive environment and equal opportunity to all persons, and prohibits all forms of discrimination based on age, gender, race, color, religion, physical or mental disability, national origin, marital status, sexual orientation, pregnancy, veteran's status, familial relationship, expunged juvenile record, or other status or characteristic protected by law, or association with individuals in such protected status or characteristic.

Non-discrimination

The college promotes non-discrimination by maintaining a respectful working and learning environment free of all forms of discrimination and harassment. It is against district policy for any manager, supervisor, faculty, staff or student to engage in discrimination of any member of the college community based on race, color, religion, ethnicity, national origin, age, sex, marital status, disability or sexual orientation. The college shall comply with all local, state and federal laws with regard to non-discrimination.

Non-bullying / Non-harassment

The college is committed to maintaining a respectful working and learning environment with a zero tolerance policy regarding all forms of bullying or harassment. It is against district policy for any manager, supervisor, faculty, staff or student to engage in bullying, harassment or discrimination of any member of the college community based on but not limited to race, color, religion, ethnicity, national origin, age, sex, marital status, disability or sexual orientation.

The college provides training on non-bullying / non-harassment procedures and complaint processes, notifies the college community of rights and responsibilities, investigates

all complaints promptly and takes appropriate action against offenders. All employees are required to complete Preventing Workplace Harassment training. A Freedom from Harassment brochure is widely distributed throughout the Gresham campus and Bruning and Maywood Park Centers.

Americans with Disabilities Act Amendments Act of 2008 (ADA)

The college, in compliance with the ADA, is committed to maintaining employment practices, services, programs and activities that provide equity and access to qualified individuals with disabilities. The college provides reasonable accommodations for the known disabilities of qualified individuals, following procedures outlined in board policies and administrative regulations.

6. **Institutional Integrity.** Mt. Hood Community College demonstrates its integrity through the conduct of the Board of Education and employees; through the academic freedom exercised by faculty and students; through the commitment to consistently fair and equitable treatment of students and employees; and through the accuracy and

completeness of information made available to students and the public concerning college policies, programs, and services. Discrimination is prohibited and equal opportunity and equal access to college programs and services are ensured.

7. **Governing Board.** The Board of Education is charged with local governance of the college. The seven members of the Board are elected by the citizens of the community college service

district. Five of the members represent zones within the district and two are elected at large. No Board member has employment, contractual, or financial interest in the college.

8. **Chief Executive Officer.** The President of Mt. Hood Community College, Dr. Debra Derr, has served as president since July 1, 2013. President Derr devotes full-time effort to college leadership and is accountable to the Board for the management of the college under the Board's policy direction.
9. **Administration.** Mt. Hood Community College employs a sufficient number of qualified administrators and managers who provide effective leadership and management of the major support and operational functions. The management staff ensures collaboration internally between all departments and fosters collaborative relationships with external district partners and stakeholders to ensure fulfillment of the mission and achievement of its core themes.
10. **Faculty.** Mt. Hood Community College hires appropriately qualified faculty in accordance with state law and regional accreditation standards. Qualification standards are established for instructors teaching lower-division collegiate transfer courses, career-technical courses and developmental courses, as well as for librarians and counselors. As described in the instructor positions, responsibilities reflect the role of faculty in achieving student learning outcomes which support the fulfillment of mission and achievement of core themes. Faculty are involved in academic planning; curriculum development, review and assessment; student academic advising; and institutional governance.

Faculty are evaluated on a regular basis as prescribed in the faculty evaluation manual, collective bargaining agreement and part-time faculty and tutor association employee handbook.

11. **Educational Program.** Complying with criteria required by the Oregon Department of Education, MHCC as a comprehensive community college offers transfer programs, career certificates, career and technical education, customized workforce training, developmental education and community education. MHCC's transfer degree programs in Associate

of Science (AS), Associate of Arts Oregon Transfer (AAOT), Associate of General Studies (AGS), Associate of Science Oregon Transfer-Business (ASOT-BUS), and Associate of Science Oregon Transfer-Computer Science (ASOT-CS). The Oregon Transfer Module (OTM) is a set of 45 general education credits that are a subset of common general education requirements recognized by all Oregon community colleges and the Oregon University System institutions. The Associate of Applied Science (AAS) focuses on career-technical education requirements to prepare students for the workforce. MHCC offers more than 100 career and technical programs. Developmental courses in mathematics, reading and writing are complemented with student support services. Continuing education programming is offered year-round for professional development and lifelong learning.

12. **General Education and Related Instruction.** Mt. Hood Community College supports the general education of all students by offering courses in degree and certificate programs that provide students with knowledge and skills that help them attain their full potential as informed individuals and responsible members of society. As published in the college

catalog and website, a core of general education instruction permeates each of the college's degrees:

- AGS
- AAOT

- AS
- AAS
- ASOT-Business
- ASOT-Computer Science

The core of general education instruction falls into these categories:

- Arts & Letters
- Cultural Literacy
- Mathematics - Computation
- Science or Computer Science
- Social Science
- Speech/Oral Communication
- Writing
- Computer Literacy
- Critical Thinking
- Health and Physical Education
- Human Relations

For college certificate programs, students must complete or have completed the program specific general education course requirements within a certificate. The Oregon Transfer Module (OTM) is a set of 45 general education credits that are a subset of common general education requirements recognized by all Oregon community colleges and the Oregon University System institutions.

For degree and certificate programs, the program outcomes are established and published in the college catalog and on the college website.

13. **Library and Information Resources.** The MHCC Library provides access to current materials of an appropriate breadth and depth to support the college community's teaching and learning needs, as well as the mission to transform lives through lifelong learning. All the major areas of administration and service within the library are managed according to a Communities of Practice Model, which is defined as one in which practitioners engage in a process of collective learning in a shared domain of human endeavor.

The collection development community of practice is led by a faculty librarian and the technical services coordinator and includes subject selectors/liasons; technical services staff and resource sharing staff as members. Faculty librarians, a technical services coordinator and the director of the library serve as subject selectors and act as liaisons to instructors across the curriculum. The collection development faculty librarian acts as general liaison

to all faculty of the college and serves as a standing member of the curriculum committee. The liaisons actively solicit input from faculty regarding materials to support teaching and learning needs in their program areas.

The college's membership in the OrbisCascade Alliance and ability to obtain materials through interlibrary loan extends access to information resources. It speaks well of the library's collection that more items are loaned out to consortia borrowers than are borrowed. Beyond this regional consortium, the library shares resources through

interlibrary loan, which loans out many more books than our local users request. This seems to indicate that the library's collection serves local user needs very well and also that the MHCC library is also an active and valued participant in a broader community of access to information resources.

14. **Physical and Technological Infrastructure.** Mt. Hood Community College's main campus is located in Gresham, Oregon on 118.63 developed acres and 46.23 undeveloped acres. MHCC maintains approximately 964,255 gross square feet of space in 53 buildings at three campus locations: Gresham Campus, Maywood Park Center, and the Bruning Center. MHCC's

Facilities Management is responsible for ensuring a high quality, safe, and healthful learning and working environment while supporting the educational programs and support services of the college.

The technological infrastructure includes the areas of mobile devices, hardware, software, networks and phones. It encompasses Jenzabar (Enterprise Resource Planning System and Student Information System), 70 third-party software systems; MyMHCC/Portal; 51 computer labs (Gresham, Maywood Park, Bruning Centers, 14 Head Start sites, WorkSource Portland Metro East and the Small Business Development Center); programming; client services (service desk, computer labs and audio visual and presentation technologies)

and IT project management. The information technology (IT) department employs 32 full-time staff to support technology operations for college programs and services. Those

operations and services support the college core theme of Learner Success by supporting online, hybrid, and face-to-face courses, course registration, financial aid application

and administration, student records and educational planning for students, as well as instructional and administrative services for instructional and administrative support faculty and staff.

Academic Freedom. Mt. Hood Community College maintains an atmosphere supportive of and conducive to intellectual freedom and independent thought. MHCC fosters and protects the rights and responsibilities associated with academic freedom.

Academic freedom is addressed in Article 16 of the full-time faculty bargaining agreement and in Article 5, Section C of the part-time faculty and tutor association bargaining agreement. These agreements protect the ability of college faculty to research and discuss subjects within their area of expertise. These agreements have been approved by MHCC's Board of Education and are reiterated in board policy 6040.

Students' academic freedom in and out of the classroom is also protected as outlined in the MHCC student code of conduct.

15. **Admissions.** Mt. Hood Community College is an open-admission institution, whose students bring diversity of background and personal goals and come to the learning community with a wide range of abilities and educational needs. MHCC has developed and administers practices of assessment and placement to enhance probability of student success and to address specific program requirements for prerequisite knowledge, skills or course work. Student admission policies address the characteristics and qualifications appropriate for programs offered by the college. Such policies are published and adhered to in admission and placement procedures and practices. The college's practices on continuation, termination and re-admission are administered equitably and in a timely fashion, in accordance with clearly stated and published policies.

16. **Public Information.** Public information about the college’s mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar are widely and regularly

published. Information is made available on the college website and the student internet portal. This information is equally available to students and non-students throughout the college community at large.

17. **Financial Resources.** Mt. Hood Community College believes that responsible stewardship of financial resources through consistent and informed long-term financial planning and management is essential to the delivery of programs and services that support core themes and foster mission fulfillment.

The college draws financial resources from three primary sources: funding provided by the Oregon State Legislature and distributed through the [sic] Department of Community Colleges and Workforce Development (CCWD), local property taxes and student tuition.

Federal grants provide a fourth funding resource.

MHCC has adopted a financial reserve policy that mandates a prudent operating reserve proportional to the annual operating budget.

18. **Financial Accountability.** Mt. Hood Community College commissions an annual independent audit of its books and accounts, the results of which are reported at a regular Board meeting and are available for public review.

An internal audit committee that comprises Board of Education members, administrators and community members provides proactive oversight for financial and compliance reporting and risk management processes and disclosure, assuring the Board that the appropriate culture, personnel, policies, systems and controls are in place to safeguard college assets and to accurately report financial information.

The District Foundation is an independent corporation established to further the interests of the students, alumni, faculty and staff of MHCC, with the authority to exercise all powers granted by ORS 65.036, and which operates within the limitations specific to an

organization exempt under Section 501 (c) (3) of the Internal Revenue Code. The functional responsibility for the Foundation rests with the President of the college.

19. **Disclosure.** Mt. Hood Community College is committed to disclose to the Northwest Commission on Colleges and Universities any and all information required to carry out its evaluation and accreditation functions.
20. **Relationship with the Accreditation Commission.** Mt. Hood Community College accepts all the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, MHCC agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution’s status with the Commission to any agency or members of the public requesting such information.

Standard 2.A: Governance

2.A.1: Established Governance

Pursuant to [ORS Chapter 341 Community Colleges](#) and [Board Policy 1060 Role of the Board of Education](#), the Mt. Hood Community College (MHCC) District Board of Education is the governing body of the MHCC District. The board's primary duty is adopting policies for the general governance of MHCC. Board members are duly elected representatives of the people and have complete charge and control of all the district's activities and programs, including its property, personnel and finances. The board is legally responsible for preparing and adopting an annual budget in compliance with the [ORS 294 County and Municipal Financial Administration budget law](#), which relates to the [Multnomah Tax Supervising and Conservation Commission](#). The board is also responsible for approving the expenditure of funds; establishing, maintaining and controlling the operation of campus buildings (for both collegiate activities and extra-collegiate); employing staff; and approving new programs and degrees. Pursuant to [Board Policy 9082 Board Governance](#), board governance is dedicated to policy governance, which is a coherent framework of concepts and principles that are internally consistent and that create clear distinctions between board and president goals. The Board of Education is responsible for setting policy, while the president works with the board to develop policy.

Governance Structure Guided by Mission

The college is guided by [Board Policy 1020 Mission, Vision and Values Statement](#). Per [Board Policy 2020 President/Chief Executive Officer/Board Clerk](#), the president is the college's chief executive officer and under the board's direction has general supervision of the college and personnel. The president is the steward of the governance system and is responsible for managing the college under the board's policies and is accountable to the board for that management. When acting as clerk, the president, the college's chief executive officer, serves the board in areas of specific board interest.

The president may delegate to other district personnel any powers and duties imposed upon the president by board policies or by vote of the board. Delegation of power or duty, however, will not relieve the president of responsibility for action taken under such delegation. The president may request recommendations, or review of various policy or administrative rule changes, by seeking assistance from worthy and informed individuals or groups.

MHCC recognizes the importance of broad participation from employees and students in policy development, decision-making and the creation and dissemination of ideas and strategies to move the college forward. The Board of Education, students, classified staff, full- and part-time faculty and administration all have a role in college governance.

The college encourages participation by involving employees and students in governance; by providing reliable communication channels; by defining and publicizing the decision-making process; and, by developing a structure that smoothly implements its mission. A participatory style of governance relies more heavily on an engaged, creative community that is open to collaboration, and is aligned with the college's mission, core themes, values and strategic goals.

The college governance structure is designed to invite extensive input to the president for operational decision-making. Governance is characterized in large part by participation on college councils, committees, and task forces of administrators, faculty, staff, and students. Figure 2.A.1-College Councils, is an organizational chart of the MHCC president and council.

Figure 2.A.1: Mt. Hood Community College's Interim Organization Chart

President's Office

- President: Dr. Debra Derr
 - Director: Facilities Management: Charles George
 - Director: Safety & Risk: Eric Machado
 - Director: Accreditation: Sheri Mosher
 - Director: Marketing & Communications: Bruce Battle
 - Instructional Deans
 - Associate Vice President: Workforce, Innovation, & Partnerships: Jarrod Hogue
 - Associate Vice President: Student Development and Success: John Hamblin
 - Chief Financial Officer: Jennifer DeMent
 - Chief Information Officer: Linda Vicesaa
 - Executive Director: Foundation & Alumni Relations: Al Sigala
- Interim Chief of Staff: William Becker
- Executive Assistant to the President: Pam Benjamin
- Executive Coordinator: Board of Education: Carrie Toth

Instruction

- President: Dr. Debra Derr
 - Director: Library: Megan Dugan
 - Dean: Health Professions: Janie Griffin
 - Dean: Humanities and Math: Sara Rivara
 - Dean: Integrated Media, Performing & Visual Arts, and Science: Janet McIntyre
 - Dean: Business, Computer Information Systems, and Social Sciences: Rodney Barker
 - Dean: Health, Physical Education, Athletics, Aquatics, & Recreation: Kimberly Hyatt
 - Manager Aquatics: Tanya Richardson
 - Dean: Pre-College/Transitions Program, Title II, and Maywood Center: Kelley Keith
 - Manager: Adult Basic Skills: Fran Smith
- Interim Chief of Staff: William Becker
- Executive Assistant: Instructional Administrators: Vickie Strom

Workforce, Innovation and Partnerships

- Associate Vice President: Workforce, Innovation, & Partnerships: Jarrod Hogue
 - Manager: STEM: Krystal Meisel
 - Manager: Small Business Development Center: Kedma Ough
- Director: WorkSource Career Pathways: Kay Lopez
- Dean: Technologies & High School Partnerships: [Vacant]

Safety and Risk

- Director of Safety & Risk: Eric Machado
 - Manager: Public Safety: Wayne Feagle

Facilities Management

- Director of Facilities Management: Charles George

- Executive Assistant: Facilities Management: Dawn Thompson
- Associate Director: Facilities Management: Russ Johnson

Student Development and Success

- Associate Vice President: Student Development and Success: John Hamblin
 - Executive Assistant: Student Development and Success: Andres Guzman
 - Manager: Student Recruitment, Orientation, & Testing: Sydney Frost
 - Manager: Financial Aid/Scholarships, & Tech Veterans Services: Christine Hart
 - Manager: Student Union & Specialized Student Services: [Vacant]
 - Assistant Manager: TRIO: Sharon Juenemann
 - Assistant Manager: TRIO: Eric Juenemann
 - Manager: Learning Success Center: Lauren Smith
 - Officer: Access, Diversity, & Equity: Nikki Gillis

Business Office

- Chief Financial Officer: Jennifer DeMent
 - Manager: Payroll & Business Solutions: Jeff Forbis
 - Manager: Budget, Accounting & Student Financial Services: Elizabeth Gomez
 - Assistant Manager: Budget, Accounting & Student Financial Services: Jed Hartley
 - Executive Assistant: Business Office & Human Resources: Ela Martinez-Moren
 - Executive Director: Child Development & Family Support Services: Jean Wagner
 - Project Specialist: Child Development & Family Support Services: Susan Brady
 - Director: Head Start & Early Head Start: Pam Corrie
 - Director: Human Resources: Gale Blessing
 - Director: Financial & Auxiliary Services: Jamie Simms
 - Manager: Bookstore & College Print and Mail Center: Julie Godat

Information Technology

- Chief Information Officer: Linda Vigesaa
 - Executive Assistant: Information Technology: Connie Rumer
 - Manager: Online Learning: Cat Schleichert
 - Manager: IT Client Services: Joe Stoehr
 - Manager: IT Projects: Brenda Brady
 - Manager: Business Intelligence: Sergey Shepelov
 - Manager: Systems & Programming: Don Adams

College Councils

In 2015, the college renewed and expanded the college councils to 11 as a means of improving employee involvement in governance decisions. Students, faculty, staff, and management constitute membership, ensuring college-wide participation while opening lines of communication. A Joint Leadership Council, comprised of president's council, employee group leaders, co-chairs of councils and students, reviews

regular reports from each council. Our continuing priority is to improve communication throughout the college as evidenced by responses to our employee climate survey.

During 2016-17, president’s council will review the council structure to ensure there is an effective number, are engaged in addressing the needs of the college with open communication of their work to all faculty, staff and students.

Table 2.A.1 College Councils, lists all councils and describes their responsibilities

Council	Responsibilities
Facilities Council	Reviews strategies and priorities that enhance and protect infrastructure, ease access to facilities, develop efficient use of space, and support sustainable practices.
Budget Review Council	Supports the college in building a long-term, sustainable and balanced budget; reviewing and understanding assumptions behind budget forecasting (beyond one year); encouraging an open budgeting process that links strategic planning to budget recommendations; championing efficient and effective business practices; and in encouraging the development, measurement and accountability of budget measures.
Council for Instruction and Student Success	Advances high engagement learning strategies to enhance student experience and service; improves student success and completion rates; increases enrollment in target student populations; increases services and improves program evaluation and accountability; considers responses to community needs; and enhances collaboration amongst instruction, student services, etc. Responsible for developing and monitoring both the Academic Master Plan and the Student Success and Completion Plan.
Information Technology Council	Provides input and direction into the college’s technology plan; supports efficiency and communication throughout college. Reviews proposed technology policies and internal procedures; receives updates on project implementation; and provides feedback and recommendations.
Community Engagement Council	Develops strategies to improve community access to campus resources and events; strengthens relationships with community partners; and improves communication for internal and external college communities.
Innovation and Workforce Development Council	Focuses on interests of small businesses and their needs in the community; looks to create innovative learning environments; and seeks opportunities for collaboration with internal and external partners.
People Strategies Council	Fosters an engaged, student- and customer-centered culture, promoting leadership development that emphasizes employee support and accountability. Recommends strategies to improve work environment for employees. Responsible for overseeing the Culture of Excellence initiative and recommending actions relevant to findings from the college’s college climate survey .

Council	Responsibilities
Safety Council	Oversees strategies to create and support a safe and healthy college. Investigates best practices for campus safety and their implementation. Provides opportunity for open discussion of challenges that could result in injury or illness; assists management in minimizing and/or eliminating workplace hazards; reviews investigations of accidents, near misses and incidents; reports findings and recommendations. This council will develop a long-term safety plan, including cost estimates and recommendations from the Faculty Safety Committee.
Sustainability and the American College & University Presidents Climate Commitment (since 2014)	Considers practices and acts to align the college with MHCC's Sustainability board policy. Reviews administrative practices to evaluate the college's commitment to sustainability; provides direction for decision-making and a foundation for planning. Works to communicate policy and changes to all employees, initiating change in the workplace.
Access and Diversity Council	Serves as a strategic planning, training and educating body for access and diversity measures; researches, develops and recommends policy, initiatives and priorities to the college.
Joint Leadership Council	Identifies overlap of and challenges to all college councils' work; reviews all administrative regulations (AR) and makes recommendations to president regarding administrative regulations and policy; sponsors a monthly meeting of all council co-chairs to disseminate information; aids in determining overall priorities in alignment with mission and core themes. Work includes feedback to councils, coordination of council work, assistance with strategic direction, and problem or conflict resolution.
Institutional Effectiveness Council <i>(new in 2016-17)</i>	In Fall 2016, this new council will serve as the primary advisory council for the framework of continuous improvement and assessment at the college. Promotes the implementation of continuous quality improvement and assessment across the college, working closely with the Office of AIR. Reviews institutional effectiveness and assessment of student learning at the unit, department/program and institutional levels.

For more information regarding organization and governance at Mt. Hood, see the document entitled "[Decision-Making at Mt. Hood Community College: Participatory Governance.](#)" Board policies and administrative regulations are available to all at [Board Policies](#) and [Administrative Regulations \(AR\)](#).

The president's council, college councils and other committees/task forces provide recommendations to the president. Their input provides the basis for the president's recommendations to the board.

Councils, committees and task forces have representatives from faculty, staff and students serving as members. Also, leaders of full-time and part-time faculty, staff and students have opportunity to make comments to the board of education at its regular board meetings.

The college president maintains final authority for decision-making and operations within the scope of the position. Pursuant to the statutes of Oregon and consistent with the rules of the State of Oregon, the Board of Education has complete charge and control of all activities and programs of the district including its property, personnel and finances. For these reasons the administration is confident that the college has

broad staff involvement and participatory governance for improving both the quality of decisions and the sense of community at the college.

2.A.2: Institution and System Division of Authority and Responsibility

Mt. Hood Community College is one of 17 independent, state-chartered community colleges in Oregon, a state without a statewide community college system. In the Oregon Revised Statutes, chapter 25 outlines [Special District Elections \(ORS 341.005 - .255\)](#) the process of authorization for community college districts. Districts are required to vote on establishment of a community college in the proposed geographic service area.

Established in 2011, the Higher Education Coordinating Commission (HECC) is a 14-member, volunteer commission responsible for advising the Oregon Legislature, the [Governor](#) and the [Chief Education Office](#) on higher education policy. Its statutory authorities include the development of biennial budget recommendations for public postsecondary education in Oregon, making funding allocations to Oregon's public community colleges and public universities, approving new academic programs for the public institutions, allocating Oregon Opportunity Grants (state need-based student aid), authorizing degrees that are proposed by private and out-of-state (distance) providers, licensing private career and trade schools, overseeing programs for veterans, and implementing other legislative directives.

[The Office of Community Colleges and Workforce Development](#) (CCWD), formerly the Department of Community Colleges and Workforce Development, provides coordination and resources related to Oregon's seventeen community colleges. Each community college is governed by their district's board of education, comprised of locally elected directors.

The college provides its educational offerings at several sites within its defined geographic service area, [The District](#), with a single administrative unit that oversees all sites. The Mt. Hood Community College District Board of Education governs the operations of all sites.

2.A.3: Compliance with the Commission's Standards for Accreditation

The Northwest Commission on Colleges and Universities (NWCCU) most recently reaffirmed Mt. Hood Community College's accreditation status in January 2014, on the basis of the 2013 Year Three Evaluation and virtual evaluation visit.

The college's director of accreditation serves as the accreditation liaison officer (ALO). The ALO is responsible for notifying the NWCCU in advance of the impact of updates and minor and/or substantive changes that are being planned at the college in compliance with the Commission's standards. The ALO attends annual NWCCU trainings and workshops to keep apprised of updates and changes to the regional accreditation standards, policies and processes.

MHCC is in compliance with the Commission's standards for accreditation.

2.A.4-2.A.8: Functioning Governing Board

The Mt. Hood Community College (MHCC) Board of Directors (Board) is the governing body of the MHCC District, pursuant to the Oregon Revised Statutes (ORS) [Chapter 341](#). The primary duty of the board under ORS 341 is to adopt policies for the conduct and general governance of MHCC. The board acts as a unit. As such, it represents the public interest and functions to ensure the basic fiscal integrity of the college. Each board member serves without compensation, except reimbursement for reasonable expenses when

performing college business. No board member has a contractual, employment, or financial interest in the college. (See [Board Policy 9020 Board Powers and Duties](#).)

[Seven voting members](#) comprise the citizen-elected [MHCC board](#). Five members represent zones one through five within the MHCC District, with two members at large.

Board member duties and responsibilities are further defined in [Section 9000: Board By-Laws](#), and more specifically in [Board Policy 9040 Individual Board Member's Authority and Responsibilities](#), [Board Policy 9060 Responsibilities of the Individual Board Member](#), [Board Policy 9080 Board Member Ethics](#).

The board acts only as a committee of the whole. No member or subcommittee of the board has the authority to act in the name of the board unless authorized by the whole board. Per [Board Policy 9180 Board Meetings](#), the board is legally in session only if a quorum of four board members is present.

[Board Policy 9200 Adoption, Revision and Suspension of Policies/Board Policy Review](#) directs that policies shall be available for examination by all college employees and the public. Board policies are subject to alteration, addition or deletion only upon majority vote of the board at any regular or special meeting in which all members have been notified in writing of the proposed alteration, addition or deletion at least twenty-four (24) hours in advance. In most cases, a first reading of the policy will be scheduled on a regular meeting agenda prior to its adoption at a subsequent regular meeting.

The board determines selection procedures and appoints the college president in accordance with [Board Policy 9020 Board Powers and Duties](#). The president is the college's chief executive officer and has, under the board's direction, general supervision of the college and personnel. The president is responsible for managing the college under the board's policies and is accountable to the board for that management.

The board evaluates the president's job performance annually in accordance with [Board Policy 9120 Board-President Relationship](#). A timeline for the president's evaluation is established and each board member completes a [management performance evaluation form \(MPEF\)](#). Ratings are compiled and presented in executive session during the summer board retreat. A summary is presented in the subsequent public board meeting.

The board evaluates annually its own performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner. For the past two years, the board has used the Association of Community College Trustees' Government Institute for Student Success as its assessment instrument. The board will review its performance at its summer 2016 planning retreat.

2.A.9: Effective System of Leadership

Mt. Hood Community College's president and the president's council meet weekly to plan, strategize, organize and manage college business as well as to assess achievements and effectiveness. The president's council serves to advise and support the president through discussions of proposed policy and administrative regulation, major operational issues, enrollment and budget and provides information for future Board meetings. The president's council receives briefings from staff, collaborates to solve problems and shares information. In addition, this council serves as the college's policy group under the Incident Command System (ICS) structure.

The president's council is responsible for ensuring fulfillment of the college's mission, achievement of the college's strategic planning goals, and the assessment of institutional effectiveness based upon key performance indicators, which are assigned to council members for accountability.

The council has been comprised of senior-level administrators, including the president; the vice president of administrative services; the vice president of instruction; the vice president for student development and success; the chief finance officer; the chief information officer; the director of human resources and safety; the director of marketing; the executive director of the MHCC Foundation and alumni relations; the associate vice president of workforce, innovation and partnerships; and the executive assistant to the president. A review of the president's council role and membership is being conducted during summer 2016 to affirm effectiveness of decision-making by the council.

The full management team meets on a regular basis throughout the year to discuss pertinent leadership topics and processes. College managers are also involved in weekly meetings as appropriate with instructional and administrative services, student development and college services staff. The Joint Leadership Council has been invited to the management team meetings for more open communication within the college. As referenced in 2.A.1, the college has a participatory governance model and will ensure effective communication amongst all groups.

Administrative and management position descriptions clearly detail reporting relationships; essential leadership duties; and the required knowledge, skills and abilities (KSAs) for each position. However, management and confidential employee position descriptions are currently being reviewed by a consultant. The results will be reviewed and any recommended changes should be posted by September 2016. The management team is integral in the college's planning process that links strategic planning, budgeting and assessing outcomes into a continuous improvement cycle.

2.A.10: Employs Qualified Chief Executive Officer

Mt. Hood Community College's president is the full-time chief executive officer and does not serve as the board's chair. [Board Policy 9121 Board Delegations of Responsibilities to the President/Chief Executive Officer/Clerk of the Board](#) defines the board's delegation of responsibilities.

Dr. Debra Derr has served as the college president since July 1, 2013. She holds a bachelor's degree in business administration from Linfield College (McMinnville, OR), a master's degree in counseling from Portland State University, and a doctorate in community college leadership/higher education administration from Oregon State University (Corvallis, OR). Prior to MHCC's presidency, Dr. Derr served as president of [North Iowa Area Community College](#) and has held senior administrative positions previously at Mt. Hood Community College and Clackamas Community College in Oregon. In 2015-16, Dr. Derr served on the American Association of Community Colleges (AACC) Board of Directors and served as an at-large member of the Presidents Academy Executive Committee.

2.A.11: Employs Sufficient Number of Qualified Administrators

Mt. Hood Community College employs a sufficient number of qualified administrators to manage the college at all organizational levels. Administrators provide effective leadership for their respective units. Administrators work collaboratively across institutional functions and units to meet mission and core theme objectives. ([Link to resumes of senior administrators](#))

Candidates for externally recruited administrative positions are screened and selected through a participatory process. All administrators are hired based on the appropriate competencies, administrative experience and academic credentials. The president and senior-level administrators are responsible for ensuring that administrators and managers are evaluated annually.

2.A.12: Academic Policies

Mt. Hood Community College's academic policies and regulations—as well as federal, state and local regulations on teaching, service, scholarship, research and artistic creation—are clearly communicated to MHCC students, faculty and staff through course syllabi (according to academic board policies outlined in the [Board Policies and By-Laws section 6000: Instruction and section 7000: Students](#)) and in the [college's catalog](#), which is available in print and online. All regulations, as well as section 7000: Students administrative regulations are published on the college website, and are available electronically through the college's student and employee [personal intranet portals](#).

In December 2013, the Board of Education approved a credit hour policy as required by the NWCCU and the new federal regulations of the USDOE. This policy is [Board Policy 6110 Credit Hours](#).

2.A.13: Library Policies

Mt. Hood Community College [Library's website](#) provides multiple access points to the library policies, which are essential to a patron's successful library experience. Information regarding the library policies can be found linked to the library homepage and the [Library A-Z page](#) or by selecting Quick Links from the top of the MHCC home page. These policies are available to the public and used by the library staff as guidelines to enforce library rules.

The library employs an appropriate number of qualified staff who adhere to clearly stated policies regarding library programs and services. In addition to written brochures and bookmarks highlighting checkout durations, loan policies are conveyed to students verbally by circulation staff at the time of checkout. Learning Success Center and Maywood Park staff who are similarly trained and qualified are responsible for reserve materials at those locations. Policies governing library fines or fees that students may accrue are described in Borrowing Guidelines within [Library Policies](#). At this time, there are no late fees charged to students except for books borrowed from other libraries through the Summit system.

2.A.14: Transfer-of-Credit Policy

Mt. Hood Community College's transfer-of-credit policy allows students to transfer credit hours from other institutions to MHCC. In turn, these collegiate credits can be transferred to four-year institutions for students pursuing a bachelor's degree. In most cases, students at MHCC may complete all or most of their general education requirements here before moving on to another institution. In addition, and depending on the student's intended major, MHCC's transfer subject areas allow students to begin work on required courses here.

MHCC publishes its transfer of credit policy in the [Programs Listing](#) where each program publishes its allied institutions regarding transfer credit. Programs link to allied institutions and programs for contact information. The Degrees and General Education pages of the [college catalog, 2016-17](#), also outline transfer credit. Students with prior college credit are advised to consult [Academic Advising](#).

The [Frequently Asked Questions](#) page in Advising provides students with information on the transfer- of-credit policy. Transferring students are advised to visit the [Transfer Center](#) where they can find information on MHCC's [Degree Partnership Programs](#). [Degrees and Transfer Guides](#) provide extensive information for continuing students in the [Transfer Guides by Subject](#), where students see live links to allied programs accepting transfer credit from MHCC. Students may also find information regarding transfer credit at the Orientation Center as well as the Online Orientation Program (the OO).

The Office of Admissions, Records and Registration evaluates transfer-of-credit. Transfer-of-credit from MHCC is maintained by the Office of Admissions, Records and Registration and available to Academic Advising.

2.A.15: Student Rights and Responsibilities Policies

Mt. Hood Community College annually publishes the student rights and responsibilities document in the academic [catalog](#). The document complies with [Board Policy 7040 Educational Records/Student Rights and Responsibilities](#), [Administrative Regulations 7040-B Student Complaint Procedures](#), [AR7040-C Student Code of Conduct](#) and [AR-7040-D Student Rights](#). The student rights and responsibilities document provides clear guidance to students of the college's expectations for student behavior; student rights for [Americans with Disabilities Act Amendments Act of 2008](#) (ADA as amended) accommodations; free speech; and freedom from harassment and discrimination. By outlining and maintaining the appeal process for student conduct sanctions as set forth in [Board Policy 1100 Equal Opportunity: Culture of Respect](#), the college supports student due process rights.

MHCC has four distinctly different student complaint processes, which are administered in a fair and consistent manner and have been developed with student and employee feedback and input. Published in English and Russian, the [student complaint handbook](#) guides students through a specific process for complaints against full-time faculty, part-time faculty, college employees or processes, or for complaints related to discrimination and harassment. In addition, the handbook provides students with several resources for one-on-one consultation, including meeting with the associate vice president for student development and success, or the vice president of instruction.

Every course syllabus issued at MHCC refers to the college's academic honesty policy.

2.A.16: Admission and Placement Enrollment Policies

2.A.16.1: Admission

Mt. Hood Community College has an open-entry general admission policy and welcomes all students who can benefit from instruction regardless of their educational background. This is in accord with [Board Policy 7080 Admission and Registration](#). MHCC welcomes diverse student populations with a wide range of employment and educational experiences.

Information about various admission policies can be found in the 2016-17 college [catalog](#) (pages 6-7, and page 252) and on the college website's [Registration Resources](#). What follows is a brief summary of these policies.

New students, and students returning after an absence of four or more terms, must complete a Student Admissions form on paper or [online](#).

[The Office of Veteran Services](#) assists eligible veterans in using their education benefits to study at MHCC and ensures that each student receiving VA benefits meets the educational requirements.

[Limited and Restricted Entry Programs](#) (LR) have additional admission requirements specific to each program. Programs offer information [sessions](#), and schedule [Application Assistance Workshops](#) for those who need or desire assistance. [Enrollment Guidelines for Limited and Restricted Entry Programs](#) are published to provide students clarity in all aspects of enrollment; for examples, these guidelines provide information on application, the selection process, a description of what exactly limited- and restricted-

entry programs are, course requirements, and a description of what MHCC considers “student progress” in these programs. MHCC accepts transfer students into its LR programs.

MHCC welcomes [Prospective International Students](#) on its website. In addition to the [International Student Application Guide](#) and [online application form](#), interested international students can contact an International Admissions Evaluator for help.

High school and underage students must follow special admission procedures, and the dean of students must approve their admission. [Underage Enrollment in Credit Classes](#) informs high-school- aged students of MHCC policy and provides them access to the General Admission Form online. They are required to take a placement test and set up a meeting with the Manager of Outreach and Recruitment. Admission for high school students to [College Now Dual Credit Program](#) is also provided online. However, all this online information regarding underage admission policies is duplicated in the college catalog. Anyone interested in more assistance can also access the [Underage Admission Checklist](#).

2.A.16.2: Placement Test, Policies and Procedures

Correctly placing students into appropriate courses, and certificate or degree programs, is aided by an evaluation of the student’s prerequisite knowledge and skills. Students who wish to take courses, which require reading, writing and/or mathematical proficiency, must complete the College Placement Test (CPT), unless they have previously completed college coursework that included reading, writing and mathematics. [Students with prior coursework](#) may meet with an adviser to determine whether placement testing is needed.

To help place students in appropriate courses, MHCC uses Accuplacer test scores. These scores are valid for two years, and students are granted one retest within the two-year period. Students who have completed the Asset or Compass tests at another institution within the past two years may ask the testing services to convert their reading and writing scores to Accuplacer values. However, all students are required to take MHCC’s mathematics placement test.

To assure a reasonable probability of successful student completion, test scores are used to determine whether a student is [proficient](#) or needs additional academic preparation. The mathematics, academic literacy, and English as a non-native language departments provide coursework to help students develop the required proficiencies.

The CPT advisory committee regularly reviews its testing and placement processes to improve student experience and to ensure accurate placement. Departments and program faculty regularly evaluate and modify core prerequisites (required and recommended) as another means to refine placement.

2.A.16.3: Satisfactory Progress

Students are expected to make “[standard academic progress](#),” which is defined as achieving a term grade point average (GPA) of 2.0. The intent of MHCC’s [Board Policy 7040 Educational Records/ Students Rights and Responsibilities](#) is to support students in accomplishing their academic goals by being alert to any academic difficulties, and furthermore, to provide assistance and resources to enhance student success. The supporting administrative regulations, [AR 7040 A-F](#), provide college students, faculty and staff with guidelines regarding academic continuance, termination, the appeal process and re-admission. [Board Policy 7040 Educational Records/Students Rights and Responsibilities](#) is published in the college [catalog](#) and is accessible from MHCC’s website.

Students review the academic progress policy during New Student Welcome Day, but registration and attendance are not yet mandatory. New students who orient themselves with the new online orientation will also see a page on the academic progress policy

At the end of each term, the college reviews the GPA of all enrolled students with at least nine credit hours. Students who fall below a 2.0 GPA are assigned a new status: “warning”, “probation,” or “suspension.” Students are then notified of their academic status and strongly encouraged to meet with their academic advisers to discuss taking steps that may raise their GPAs. HD100B is a two-credit college success course designed to increase student persistence and retention. This course is an intervention that is mandated for students on academic probation.

2.A.16.4: Appeals

MHCC has a policy for continuation in, and termination from, educational programs, an appeals process and a readmission policy. Administered in a fair and timely manner, these processes are clearly defined and published on the website, in the catalog and in the student handbook.

Students who wish to appeal an academic suspension complete a suspension appeal form with guidance from academic advisers. If the appeal is successful, students are reinstated the following term, but on a probationary academic status.

2.A.17: Co-Curricular Activities Policies

Mt. Hood Community College’s students are offered the opportunity to participate in numerous co-curricular activities (including athletics) that complement classroom instruction through direct experiences. Co-curricular programs offer students important opportunities to learn and practice the skills that promote academic and personal success. These activities are governed by [Board Policy 7020 Athletics and Activities](#) and [Administrative Regulations 7020-A through -Q](#). The college and the [Associated Student Government](#) (ASG) collaborate on funding and in developing objectives for each co-curricular activity. Faculty advisers, students and staff all provide input regarding co-curricular activities.

MHCC provides a complete list of co-curricular activities in the catalog, and at [Students’ Clubs & Organizations](#), where both active and inactive clubs are listed.

[Administrative Regulation 7020-J Responsibilities Regarding Campus Media Programs](#) details the relationship between the college and the various levels of responsibility regarding media emanating from MHCC. MHCC students can work with media primarily through these outlets: the student newspaper, The Advocate; programming from the student radio station, KMHD-HD2; Perceptions Literary Magazine; Venture Magazine; and the Forensics Club.

2.A.18: Fair and Equitable Treatment Procedures and Policies

Mt. Hood Community College’s human resources policies and procedures guide employees’ work, as published in board policies; administrative regulations; [Classified Employee Association](#), [Full-time Faculty Association](#), and [Part-time Faculty & Tutor \(PFTA\) Associations’ collective bargaining agreements](#); and [Management and Confidential Employee handbooks](#). Managers are responsible for ensuring that human resources policies and regulations support all employees consistently, fairly and equitably, with support from the human resources office as needed.

The human resources office maintains and updates MHCC’s policies, regulations and procedures to support all employees in accessing attendance, payroll, benefits, health, safety, performance management, recruitment, selection, training and professional development forms.

The college complies with federal and state affirmative action and nondiscrimination laws. College policy prohibits discrimination and provides equitable employment and equal access to its programs and services without regard to race, ethnicity, national origin, gender identity, sexual orientation, age, marital status, and status as a disabled or Vietnam-era Veteran, the presence of any sensory, mental, or physical disability, or genetic information. The college is an equal opportunity employer, as is stated on all public materials.

MHCC is in the process of completing phases of a college accessibility plan. A comprehensive audit in November of 2014, resulted in a corrective action plan, was coordinated with the Office of Civil Rights. MHCC is determined to adhere to the WCAG 2.0 – AA standard for accessibility. The [Mt. Hood Community College Accessibility Corrective Action Plan](#) is posted on the college’s website.

In addition, ADA (as amended) accommodation appears on each course’s syllabus, which is provided to each student at the beginning of the term. MHCC requires that all promotional posters placed on campus have an ADA (as amended) statement referring students and college guests to the [Disability Services Office](#) to arrange reasonable accommodations for college events.

In 2014, the Oregon Higher Education Coordinating Commission (HECC) adopted an [Equity Lens](#) that serves as a cornerstone to the State’s approach to policy and budgeting. The lens shapes the HECC’s efforts to significantly increase access to the federal Pell Grant and shapes interest in establishing weighted funding for outcomes attained by students of color. The lens poses eight questions that are designed to help guide resource allocation decisions at both the state and institutional levels. MHCC has adopted its own Equity Lens through which to question and guide decision-making to enhance strategies to ensure each community and learners’ individual and cultural needs are met.

In July 2014, the Board approved [Board Policy 1110 – Diversity and Equity Review](#) to develop institutional capacity to solicit input from diverse constituencies to consider issues and remedy challenges to access and equity amongst diverse groups and individuals in developing policy, procedures, resource allocation and employment practices. MHCC hired a Diversity, Equity and Inclusion Officer from within its staff to ensure that the college addresses challenges to our students and meets all requirements of the [State of Oregon’s Education Investment Board: Equity Lens](#).

MHCC is committed to diversity, inclusion and equity and has adopted its own “Commitment to the Equity Lens” as initiated by the Higher Education Coordinating Commission. The college understands that equity concepts are not only vital in terms of social justice, but that they are also critical to the college’s long-term viability, recognizing that the college must serve the needs of its students, staff and community partners. Understanding the essential role of equity will strengthen the college’s ability to fulfill its mission.

Male

Ethnicity	2010-11 #	2010-11 %	2011-12 #	2011-12 %	2012-13 #	2012-13 %	2013-14 #	2013-14 %	2014-15 #	2014-15 %
Hispanic/Latino	1667	12%	1365	10%	1540	12%	1615	13%	1501	11%

Ethnicity	2010-11 #	2010-11 %	2011-12 #	2011-12 %	2012-13 #	2012-13 %	2013-14 #	2013-14 %	2014-15 #	2014-15 %
American Indian	183	1%	137	1%	136	1%	110	1%	100	1%
Asian	754	5%	681	5%	704	5%	672	5%	743	6%
African American	613	4%	558	4%	599	5%	548	4%	474	4%
Hawaiian	48	0%	54	0%	47	0%	52	0%	62	0%
Caucasian	8180	59%	7191	55%	6502	50%	5723	46%	5768	44%
International	5	0%	6	0%	15	0%	25	0%	13	0%
Multi-Race	132	1%	182	1%	238	2%	281	2%	322	2%
No Response	2319	17%	2848	22%	3097	24%	3425	28%	4173	32%
Total	13901	100%	13022	100%	12878	100%	12451	100%	13156	100%

Female

Ethnicity	2010-11 #	2010-11 %	2011-12 #	2011-12 %	2012-13 #	2012-13 %	2013-14 #	2013-14 %	2014-15 #	2014-15 %
Hispanic/Latino	2072	12%	1794	12%	2122	14%	2366	16%	2249	15%
American Indian	213	1%	152	1%	145	1%	134	1%	133	1%
Asian	1187	7%	1044	7%	1064	7%	1008	7%	1001	7%
African American	989	6%	754	5%	809	5%	704	5%	634	4%
Hawaiian	69	0%	63	0%	87	1%	75	1%	72	0%
Caucasian	10505	60%	8910	59%	8438	54%	7507	51%	7531	52%
International	9	0%	5	0%	11	0%	21	0%	11	0%
Multi-Race	256	1%	316	2%	418	3%	460	3%	472	3%
No Response	2246	13%	2174	14%	2421	16%	2337	16%	2430	17%
Total	17546	100%	15212	100%	15515	100%	14612	100%	14533	100%

2.A.19: Conditions of Employment

Mt. Hood Community College's employees are informed of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion and termination through a number of different resources before and during their employment at MHCC.

Upon hire, employees are provided information regarding their employment through on-boarding benefit orientations and new employee orientations including reference to board policies and college administrative regulations. All employees are given printed copies of applicable collective bargaining agreements and employee handbooks. Part-time employees attend orientations in their departments of hire, where they also receive guidance directing their work, rights and responsibilities.

MHCC's [Administrative Regulation 5060-E Performance Evaluation](#) addresses the process for performance evaluations for classified staff; the criteria are detailed in their [Performance Management Forms](#). Evaluation criteria and procedures are outlined in collective bargaining agreements for both [full-](#) and [part-time](#) faculty, and in the management and confidential employees' handbook. The procedures for evaluation, retention, promotion and termination are included in policies, administrative regulations, [collective bargaining agreements and employee handbooks](#) appropriate to each employee group.

2.A.20: Security and Confidentiality of Human Resources Records

Mt. Hood Community College maintains personnel files in paper and electronic forms in accordance with local, state and federal law. [Administrative Regulation 5020-A Manager's Working Files](#) addresses access to personnel files for confidentiality, and [Administrative Regulation 5080-D Medical Records](#) outlines procedures for documenting and storing employee medical records.

Personnel files are stored in the HR office file room, which is locked, and accessible by HR staff who have a key or key code. Only human resources staff and the college president have access to all employee personnel records. Employees and their immediate supervisors have access to individual records. Managers in the direct chain of command may access files for employees under their supervision, even if the manager does not directly supervise the employee.

Medical information and ADA (as amended) accommodation information are locked in separate file cabinets within the human resources office, and only authorized HR personnel have access to these records.

When an employee separates from the college, the employee's hardcopy files are logged and archived, following local, state and federal retention laws. The archived personnel files are locked in a secured area and only HR personnel have access.

Institutional Integrity: 2.A.21 Through 2.A.30

2.A.21: Communications Integrity

The Office of District Communications oversees the external and internal communications efforts of the Mt. Hood Community College district, including marketing and advertising, public information and social media efforts. The office develops college materials in collaboration with the office of instruction, program deans, departments and individual faculty. Regular reviews of publications ensure integrity in all representations of the college's mission, programs and services.

MHCC represents itself through a variety of media as it engages in various forms of communication and marketing to convey its academic intentions, program and service information, as well as its day-to-day operations. Although the primary language for our communications is English, we do translate missives into other languages, as resources allow, and as we identify the core ethnic communities within our district.

The college publishes a large number of materials designed to engage and inform the community. These include:

› College Catalog: a complete annually updated printed catalog of course offerings, with more detailed program profiles via its website. MHCC clearly states the purposes of the college catalog are to: (1) outline an academic pathway for current and future MHCC students; (2) reaffirm our commitment to our students' academic and professional success; and, (3) help our students make informed decisions about their education and future. Every certificate or degree program course of study is laid out (quarter by quarter) to demonstrate potential for completing programs in a timely fashion. The college is currently looking at alternative technologies with an eye towards a possible conversion to an expanded and primarily online catalog.

› "Community + College" Schedule: The college publishes a quarterly non-credit schedule for the community, which includes listings from Community Education, the SBDC, the Aquatics Center and non-credit online classes. This is mailed to every household and business in our district.

› "Community + College" News: The college produces a quarterly newspaper-style publication called C+C News. This includes stories about the college's efforts, initiatives, successes and events. This is mailed out to every household and business in our district.

› Marketing: The college works with all departments and key program staff to produce needed marketing materials for department goals and success, be they programmatic or event driven. Many of these products are targeted communications designed to reach specific populations. This includes areas such as enrollment, financial aid, tutoring, workforce training, athletics, individual academic departments, the MHCC foundation and more. The office of district communications ensures integrity, consistency, accuracy, branding and overall message.

› Schedule of Classes: In previous years, the office helped to publish a printed class schedule, but this has moved to a completely online format, with increased functionality in being able to search for classes based on times, days, sections, available seating and more.

Digital Communications: While engaged in many traditional and "old media" outreach and communications, the college is keenly aware of new digital platforms that allow for an increased level of immediate, two-way conversations. These efforts include

› MHCC Website: The District Communications office works closely with the IT department to oversee content on the www.mhcc.edu site. Individual departments also work closely with the IT department to ensure their specific department or division information is posted.

› MHCC Social Media: The DC office oversees the college's social media efforts, which mainly include Facebook, Twitter and Youtube. We also monitor the Google+, Yelp and Wikipedia pages. There are other platforms, which are viable possibilities, but currently the department has taken the view

to focus its efforts on these pages, and do them well. But we watch trends, and will make every effort to keep current with student social media usage on various future platforms.

› Digital advertising: The DC office engages in a variety of digital marketing through various online outlets, platforms and media outlets. This includes running the college's Google AdWords efforts, advertising on Facebook and Twitter, or placing banner ads on specific media sites, such as the local newspaper The Outlook, or the Oregonian.

› Digital Newsletter: "Community + College" News and Notes: The college produces a regular internal newsletter that is emailed out regularly to the college staff. The email contains similar information to other publications with news about activities, events and important college stories, but also is a premium platform for providing important internal information, such as bond or accreditation information, or direct messages from the president's office.

The format is also designed with ease of use and quick absorption of information.

Other time-sensitive announcements, such as public meeting notices for board of education meetings, employment recruitment periods, public budget hearings, general press releases and emergency notifications of campus closures are distributed through a variety of rapid-access media (e.g., radio, flash-alert, television, internet and the college homepage.)

Research: In the Fall of 2015, the college partnered with Interact Communications to conduct a Media Habits Survey of MHCC's students, the first time this has been done on the campus. The survey asked everything from social media usage, to usage of mobile devices, to TV and radio consumption habits, to understanding the reach of the internet into their homes. This was an important tool that helps make sure we understand our target market. Nearly 800 responded to the survey, giving a strong data pool, which has helped us in making decisions about where and how to advertise and communicate.

Partnering with Departments: It is important the District Communications office understand the goals of individual departments initiatives. To that extent, we view our office not in a service-oriented function, to be told to "make a flyer," but instead as a partner from the beginning with a goal to help steer the conversations and efforts in the right direction, to help elevate discourse where necessary, and to ensure communications are respectful, inclusive and on-message.

2.A.22: Exemplifies High Ethical Standards

Mt. Hood Community College's board of education and the college's employees' advocate and subscribe to high ethical standards in the fair treatment of students, staff, the NWCCU, external organizations and dealings with all other constituencies. Our high ethical standards are defined by our college's core values.

MHCC employees are held to the same ethical law and standards as other State of Oregon public employees. MHCC's board members and employees will adhere to state laws relating to conflict of interest and government ethics. The college has established procedures to follow if an employee believes a conflict of interest, potential or otherwise, might exist. MHCC's policy is outlined in [Board Policy 5120 Conflict of Interest](#) and related procedures are delimited in [Administrative Regulation AR- 5120-A, Staff Ethics and Conflict of Interest](#).

[Board Policy 9080 Board Member Ethics](#) addresses the ethics of board members, guiding the conduct of individual board members, as well as the entire board. No board member has any contractual, employment, or personal financial interest in the institution, and none receives compensation for

his or her service on the board. The college allows reimbursement for actual and necessary expenses incurred in the performance of official board duties as outlined in [Board Policy 9062 Board Member Compensation and Expense Reimbursement](#).

All managerial position descriptions include “high personal integrity and sound professional ethics,” as required characteristics. Managers “(E)nsure division compliance with applicable federal, state and local regulations, accrediting commissions, licensing requirements, and with administrative regulations, Board policies and collective bargaining agreements as appropriate.”

The board recognizes the importance of creating a culture of respect in [Board Policy 1100 Equal Opportunity: Culture of Respect](#). The culture of respect includes treating people equally and making accommodations for those with special needs, as outlined in [AR-1100-A Equal Opportunity](#) and [AR1100-B Reasonable Accommodations of Persons with Disabilities](#).

The college is committed to a safe work environment for all employees and students, which includes zero tolerance for bullying, discrimination and harassment, along with the provision of equal opportunity in education and employment. Furthermore, the college complies with all local, state and federal laws related to equal opportunity and affirmative action.

Complaints and grievances are addressed in an equitable and timely manner. Policies and procedures ensure fair and consistent treatment for both students and employees. The [College’s Code of Student Conduct](#) outlines guidelines for student conduct, along with actions and behaviors that constitute

violations of the MHCC student code of conduct. Procedures are in place for employees and students to bring complaints forward for investigation in a fair and expeditious process.

The collective bargaining agreements and employee handbooks outline the complaint and grievance procedures for employees, providing for fair and timely review and resolution.

2.A.23: Conflict of Interest Policy

As a public community college, Mt. Hood Community College operates without social, political, corporate or religious affiliation. MHCC has defined policies-[Board Policy 5120 Conflict of Interest](#)- prohibiting conflicts of interest [for the governing board](#), administration, faculty and staff. The relevant regulations are stated in [Administrative Regulation AR-5120-A Staff Ethics and Conflict of Interest](#).

The board recognizes in [Board Policy 5140 Staff Participation in Political Activities](#) the right of its employees, as citizens, to participate in political activities on the local, county, state and national levels within the limitations imposed by state and federal laws and regulations.

The code of ethics binds individual board members as public officials. Board members must announce conflicts of interest, defined as “any action or any decision or recommendation by a board member that could result in a financial benefit or detriment to self or relatives,” before board action is taken.

After declaring potential conflict(s) of interest, a board member may either vote or abstain on the issue. Merely abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict. ([Oregon Law OAR 244: Government Ethics](#)) ([Board Policies 9080 Board Member Ethics](#)) ([Board Policy 9081 Board Member Conflicts of Interest](#))

The college has a process for reporting a potential conflict of interest. All new employees are informed of this regulation upon hire. However, any employee who believes a conflict of interest might exist, potential or otherwise, will report it in writing through the appropriate managerial chain to the office of

human resources (HR). The written report will include a disclosure of the circumstances, relationship with those potentially involved, and the amount of compensation and service or gifts to be gained, if any. HR reviews the report to determine whether or not there is an actual or potential conflict of interest. HR distributes their response to the employee, the employee's manager and the division administrator. A copy of the report and findings are included in the employee's human resources personnel files.

Conflict of interest policies and regulations are accessible by students, staff and the public via the college website and in print.

2.A.24: Intellectual Property Policy

[Board Policy 5100 Ownership Rights of Instructional Materials](#) addresses the rights of employees regarding the ownership of their production. Mt. Hood Community College defines appropriate policies regarding intellectual property in two collective bargaining agreements (CBA) with faculty: [part-time faculty and tutor collective bargaining agreement](#) and [full-time collective bargaining agreement](#).

In the 2008-10 bargaining cycle with full-time faculty, the administration and faculty association agreed to begin dialogue, through the contract maintenance committee (CMC) process, to examine emerging instructional technologies, primarily distance learning, and issues related to intellectual property rights. These issues remain unresolved, but there are currently related policies in the handbooks.

2.A.25: Accuracy in Accreditation Language

Mt. Hood Community College accurately represents its current accreditation status on the college website, in the college catalog and other college publications. MHCC maintains an [accreditation](#) webpage on its external website stating the college's accreditation status in language required by the NWCCU.

2.A.26: Contracts Integrity

Mt. Hood Community College enters contractual agreements with external entities for products and services. Written agreements governing contractual arrangements are reviewed and signed by the vice president of administrative services, or designee, to ensure each contract is consistent with

MHCC's mission, core themes, policies and procedures. Contracts comply with federal, state and funder policies that govern procurement practices. MHCC's procurement policies clearly outline the scope of responsibility for MHCC and the contractors, including dates and deliverables. MHCC abides by Oregon State Laws (and model rules) [ORS 279A.065\(5\)\(a\)](#) and [ORS 279A.070](#).

2.A.27-2.A.29: Policies and Parameters of Academic Freedom (2.B.3)

Mt. Hood Community College fosters and protects the rights and responsibilities associated with academic freedom. [Board Policy 6040 Academic Freedom and Tenure](#) outlines policy on academic freedom as it relates to faculty and students. MHCC strives to provide an environment that promotes the freedom to learn.

Collective bargaining agreements (CBA) affirm that all faculty have the rights of academic freedom, which support independent thought in the pursuit and dissemination of knowledge.

Student academic freedom in the pursuit of learning is equally important. A student has the right to free discussion, inquiry and expression. The college outlines the rights and responsibilities of students in the college [catalog](#) (pp. 265-272).

The college is committed to an environment free of [harassment](#), as is stated in [Board Policy 1100 – Equal Opportunity](#). The full-time faculty collective bargaining agreement (CBA) defines harassment and outlines procedures for responding to it. Article five of the part-time faculty and tutor association [CBA](#) states that members have a right to work free of harassment.

2.A.30 Financial Resources Integrity

Mt. Hood Community College has clearly defined board policies for the governance and fiscal management of the college. In [Board Policy 1060 Role of the Board of Education](#), the role of the board concerning the district's finances is defined. MHCC's board-approved fiscal management policies defining the oversight and management of financial resources are enumerated in Board Policies Section 3000.

It is the legal responsibility of the board to prepare and adopt an annual budget in compliance with Oregon budget law ([ORS294 County and Municipal Financial Administration](#)) and statutes relating to the [Multnomah Tax Supervising and Conservation Commission](#). The budget is developed, adopted, and managed to support mission fulfillment for the future.

The board receives a monthly operating and capital expenditure financial report with comparison to the annual budget for evaluation and approval. Administrative staff informs the board of unexpected expenditures and recommends plans to address them. At the 10 July 2013 meeting, the board approved a revised policy addressing fiscal management assets that established a minimum 2 percent reserve and a minimum 3 percent contingency. Those are minimums, but the combined reserve/contingency target is 6-10 percent of total reserves.

As required by [Oregon Revised Statutes](#), MHCC's annual financial report is audited by an independent accounting firm.

An audit advisory committee reviews the financial statements and findings before their presentation to the board. MHCC has always received the highest level audit finding, an unqualified opinion. For the fiscal year ended 30 June 2015, the auditors' opinion on the financial statements was unmodified: there was one material weakness in the financial statement reporting related to the review and oversight of HR and payroll processing, data entry and leave accruals. These issues have been corrected

through reorganization and implementation of additional controls. Four findings reported instances of noncompliance with federal laws, regulations or grant and contract agreements: Two instances related to the inability to document enrollment status reporting, one student financial aid eligibility finding, and one grant finding related to documentation of timely reporting. MHCC immediately implemented controls to ensure complete compliance in these areas. The auditors proposed no adjusted entries, nor did they issue a management letter.

The capital budget is built around the spending requirements of the facilities master plan, which drives the capital budget.

Standard 2.B - Human Resources

2.B.1: Qualified Personnel

Serving approximately 33,000 students annually, Mt. Hood Community College employs a sufficient number of qualified personnel to maintain its support and operations functions. As of fall 2014, MHCC

employed 517 full-time and 721 part-time employees. MHCC implements a detailed and thorough hiring process for new employees.

The full-time hiring process is well documented in the [Human Resources Recruiting and Screening Guidelines](#) available on the human resources website and in the screening committee orientation manual, which is distributed to screening committee members and available in the HR office. This manual details hiring guidelines for administrative, management, confidential, classified and full-time faculty positions. Information regarding the hiring process for [part-time faculty and tutor association and hourly employees](#) is documented on the human resources website. Information on how to become a student employee is outlined on the [student employment webpage](#). There are two categories of student employment: Federal Work-Study (FWS) and Student Aide (SA). Financial Aid provides a [Student Employment Orientation website](#) which links to the Student Employee Handbook.

Once approved, positions are open for recruitment. Jobs are advertised on MHCC's [job opportunities website](#), distributed via internal email communications, and advertised on various local, regional and national online resources. All advertisements for position openings clearly state qualification requirements and provide accurate instructions on how to view detailed position information as well as how to apply for the job. The college accepts only online applications.

The recruitment and interview processes involve several steps for both full- and part-time positions. The college hosts open "meet and greet" forums for higher administrative positions so that college employees can meet finalists and provide feedback.

MHCC periodically compares salaries to comparable labor markets. Salaries for classified, part-time faculty and tutors, and full-time faculty are established through the collective bargaining process. Compensation guidelines are published in the [Management & Confidential Employees Handbook](#), located on the HR website. ([Board Policy 5080 Compensation and Conditions of Employment](#).) During the last two years, a market compensation study was conducted for all management and confidential positions, resulting in the board's adoption of a revised salary schedule for non-represented positions.

[Position descriptions](#) ensure that position duties are clearly outlined and include classification and supervisory information; responsibilities and essential duties; minimum and desired qualifications, knowledge, skills and abilities; and working conditions. Position descriptions are reviewed for accuracy when a position is opened for recruitment, and during an employee's performance evaluation. Position descriptions may also be reviewed during periodic audits to ensure both internal and external equity, and at the request of an employee or the employee's manager when duties change.

2.B.2: Administrators and Staff Evaluation

Mt. Hood Community College's management, classified and confidential staff are evaluated by their managers annually or as outlined in the [Management & Confidential Employee Handbook](#) and on the HR web site. [Administrative Regulation 5060-E Performance Evaluation](#) guides the performance evaluation process.

MHCC encourages and expects an environment in which employees work to maximize their own performance and those of others. To achieve this, the performance evaluation process includes reviewing the position description, prioritizing job duties, identifying goals and outlining the specifics of the assessment procedures for the coming year.

Annual evaluations of managers and confidential staff are completed by September 30 each year, unless extended by mutual agreement. If the evaluation is unsatisfactory, the immediate supervisor may develop a plan of assistance with the employee in accordance with the applicable collective bargaining agreement or handbook. For management, confidential and classified employees, the annual salary step may be withheld for documented poor performance. The supervisor meets regularly with the employee throughout the duration of the plan to assess progress. The employee's performance is evaluated at the end of the plan period to determine whether or not action should be taken.

All [performance evaluation forms](#) are available under "Performance Management" on the HR website.

Once completed, performance evaluation forms are sent to the HR office where they are stored in the individual's personnel file. HR is responsible for tracking the completion dates of evaluations and reporting the to the president's council.

2.B.3: Professional Development

Mt. Hood Community College supports the professional growth and development of all staff through a variety of strategies. A faculty in-service period is traditionally held the week before fall term begins. The college offers a variety of professional development opportunities for all staff, including tuition waivers and other kinds of reimbursement. Annually, a faculty in-service program is held in the days just prior to the start of fall term. In 2016-17, the college has scheduled three days of in-service activities and workshops for faculty.

Faculty

Full-time and part-time faculty and tutor association members have separate collectively-bargained agreements that define the level of professional development and funding supported by the college.

For part-time faculty and tutors, the college designates \$7,500 per year for professional development, which can include workshops, seminars, classes and conferences. Use of these funds is governed by Article 18 in the CBA between Mt. Hood Community College and The Mt. Hood Community College Part-time Faculty and Tutor Association.

For full-time faculty, professional development is an integral part of their professional duties and responsibilities. In addition to in-service training, faculty members are expected to report fourteen hours of individual professional development or service hours to the college outside the faculty service calendar. The details are outlined in [Article 10](#) of the Mt. Hood Community College District Agreement with Faculty Members.

Funding and other support for professional development is detailed in Article 14 of the [Mt. Hood Community College District Agreement with Faculty Members](#). The college and full-time faculty association have established a Faculty Resource Development Board (FRDB) to govern the approximate

\$80,000 fund available annually for coursework, continuing education credits, workshops, seminars, conferences and other short-term projects. Faculty members apply for use of these funds through an application process outlined in the CBA. A faculty exchange or study abroad fund supports faculty pursuing this type of development opportunity.

The Faculty Resource Development Board (FRDB) governs full-time faculty sabbaticals. Eligible faculty must apply for a sabbatical by completing an application that details how the sabbatical supports their professional development. The FRDB evaluates faculty eligibility for requests made for a one-, two- or

three-term sabbatical leave, and distributes the approximate \$80,000 budgeted annually to support approved sabbaticals.

The District Resource Development Board (DRDB), comprising the Vice President of Instruction and the Faculty Association president and designee, governs the DRDB fund of approximately \$12,000 annually. This fund primarily supports faculty pursuing new technologies or techniques supporting current programs, learning current technical skills new to the faculty member, and addressing the needs of emerging programs. The DRDB fund can also be used to meet existing institutional needs.

The importance of online learning (OL) opportunities for students and the increasing demand for qualified instructors with appropriate skills is supported by the faculty academy (for OL). Full- and part-time faculty may apply for the OL academy and complete the training to receive a MHCC technology certification that represents faculty eligibility to teach hybrid and online (OL) courses. Upon

completion of the academy, full-time and part-time faculty members receive additional compensation for the first two (2) OL classes taught.

ED270 (Teaching at the Community College) is a course taught by faculty for faculty to assist new and continuing full- or part-time instructors in developing and refining the skills necessary to apply successful, high-engagement strategies in the community college classroom. ED270 specifically addresses shifting paradigms in teaching and learning related to diversity, learning research, retention strategies and student-centered instruction.

In 2014, a college-wide teaching and learning center ([TLC](#)) was funded. Prior to 2014, MHCC had a teaching and learning cooperative initially grant funded by the Meyer Memorial Trust in 1996, and subsequently operated with District funds until spring 2009. College and faculty leadership, reconvened a TLC

workgroup of more than thirty faculty, staff and administrators in 2013, to revive a professional development center. A TLC advisory committee was convened in fall 2015. The TLC's mission is to build a welcoming community of educators focused on identifying and sharing best practices for student success. The college community can explore instructional methods and techniques as well as new technologies.

Within the [Teaching and Learning Center](#), the college offers a year-long New Faculty Seminar experience as a sequence of one-credit courses designed for newly-hired instructors. No-cost registration is open to any full-time or part-time instructor who desires a "new faculty seminar" experience. The sequence is designed to foster supportive community and to deepen instructor's understanding of the pedagogical and procedural issues involved in teaching and learning at the community college level.

Classified Staff

An annual fund of \$20,000 for professional development for classified personnel is detailed in [Article 18](#) of the Mt. Hood Community College collective bargaining agreement with [Mt. Hood Community College Classified Association](#). The funds, which are governed by a committee of classified association members, may be used to upgrade skills through special training sessions and college course work.

The People Strategies Council, based upon responses from an employee climate survey, created a staff professional development program to increase training opportunities. The Cranberry Short Course day held in late fall offers a variety of workshops based upon survey results about professional development interests of staff.

Non-Represented Employees

Mt. Hood Community College supports management and confidential employees' active involvement in seeking opportunities to improve their knowledge, skills and abilities for further individual growth, in support of the values and mission of the college. MHCC's [Management and Confidential Employee Handbook](#) that professional development funds will be provided through a request process within available resources.

In early 2014, the college expanded professional development of its management team by adopting the American Association of Community College's (AACC) five leadership competencies for emerging leaders: 1) organizational strategy; 2) institutional finance; 3) communication; 4) collaboration; and 5) community college advocacy in MHCC's performance evaluation system for management, [AACC Competencies for Emerging Leaders](#). The competencies are assessed during the performance evaluations of managers.

2.B.4: Faculty Credentials

MHCC's qualifications for full- and part-time faculty positions are established by the Higher Education Coordinating Commission (HECC) in [Oregon Administrative Rules 589-008-0100. The Office of Community Colleges and Workforce Development](#) publishes the statewide institutional standards for instructor qualifications in [Division 8: Community College Personnel Policies](#). The college upholds those OAR requirements in [Administrative Regulation 5060-F Institutional Standards for Faculty-Staff Qualifications](#).

MHCC entered the 2015-16 academic year with 163 full-time instructors, counselors and librarians. The number of part-time faculty and tutors varies from term to term; in fall 2015, the college employed 310 part-time faculty and tutors. As negotiated with the full-time faculty, a minimum ratio of at least sixty percent (60%) full-time faculty to part-time faculty has been established as outlined in Article 28 of the Mt. Hood Community College District Agreement with Faculty Members. The full-time to part-time ratio is calculated by dividing the instructional load credits (ILC's) taught by full-time faculty by the total ILC's taught by full-time and part-time faculty and tutors combined.

2.B.5: Institution's Expectations of Faculty Responsibilities and Workloads

The workload for faculty is negotiated and set forth in Articles 9, 10 and 11 of the [Mt. Hood Community College District Agreement with Full-time Faculty Association](#) and in Article 10 of the [CBA between Mt. Hood Community College and the Mt. Hood Community College Part-Time Faculty and Tutor Association](#). Administration is responsible for the assignment of teaching and other work to faculty to ensure workload requirements are met. Assignments vary depending upon the unique characteristics and needs of each department and the talents and competencies of individual faculty members.

The general workload for full-time faculty is based on three academic terms with a 176-day contract, with some faculty at four terms and more than a 176-day contract. The faculty members and deans work together to develop fair and equitable teaching assignments, taking into consideration student, program and college needs.

The Board and full-time faculty association agree that full-time faculty members have a right to a fair and equitable annual workload. The basic contract workload shall be forty-five Instructional Load Credits (ILCs), which constitutes one full-time equivalent (FTE). The minimum ILC load in a term is twelve, unless the faculty and dean agree to a different minimum. Part of the full-time workload may be a non-classroom instruction-related assignment (e.g., reassigned time for program coordination, extracurricular and co-curricular duties), which does not have an ILC computation. The college and faculty member agree on the number of ILCs in the normal workload that is replaced by alternative assignment(s). Teaching load

expectations are described in [Article 11](#) of the [Mt. Hood Community College District Agreement with Faculty Members](#).

The college's expectations and full-time faculty responsibilities are defined in the [position description](#). As part of their professional duties, faculty members participate in committee work such as probationary faculty committees, curriculum committee, distance learning, education assessment and college councils. Faculty members' participation on committees benefits students, faculty and the college community. Full-time faculty members serve as advisers and also market career-technical programs.

Single person career-technical discipline faculty receive re-assigned time for duties such as advising, marketing, working with advisory boards and developing curriculum.

Full-time faculty members maintain office hours-eight hours per week with a maximum of three of those hours "by appointment only." Part-time faculty and tutors hold office hours commensurate with the number of ILCs taught per term, or hours taught weekly. Office hours provide students with one-on-one consultation away from the classroom environment.

The dual concerns of professional growth and the education of students are of equal importance; neither can be subservient to the other. Faculty members must strive to develop professional capabilities to the highest possible degree; they must attend assigned classes regularly; and they must participate with students in the educational process. Faculty members share responsibility for the academic growth and excellence of the college, participate in committee structures, develop curriculum and advise students. Faculty assures the college curriculum's academic quality through professional development and participation in the total educational program, as described in Article 10 of the [Mt. Hood Community College District Agreement with \(Full-Time\) Faculty Members](#).

Academic planning and course development begins at the department level with proposals by individual faculty within the disciplines. Discipline areas establish program curricular requirements, program entry criteria, and determine prerequisite skills related to proficiency levels in reading, writing, and mathematics on a course-by-course basis. This process has resulted in several new AAS degrees geared to meet current work force needs.

MHCC faculty are active participants in the governance of the college serving on institutional councils, committees and task forces, advisory committees, career technical advisory boards, as well as attending department and division meetings. Faculty also serve on the employment screening committees to fill staff, faculty and management positions.

2.B.6: Evaluations of Faculty

All tenured, full-time faculty members at Mt Hood Community College are evaluated in a regular, systematic, substantive and collegial manner at least once every five-year period of service. Tenure-track and terminal contract faculty are evaluated annually.

Mt Hood Community College's evaluation policies and processes for all faculty are clearly delimited in agreements, and the resulting handbooks and manuals. The [Full-Time Faculty Bargaining Agreement](#), the [Part-Time Faculty and Tutor Association Agreement](#), the [Part-Time Faculty \(and tutor\) Handbook](#), and full-time faculty evaluation and tenure information are readily available to anyone on the HR website.

Article 16: Academic Freedom, Evaluation, Probation and Tenure of the [MHCC District Agreement with Faculty Members](#) governs the evaluation of full-time faculty members. The agreement specifies that faculty members and the college "follow the process and procedures established in the Full-time Faculty

Evaluation Manual, the Full-time Faculty Evaluation Manual Appendix, the Tenure Process Manual, the Tenure Process Manual Appendix and approved forms dated November 2013” (Article 16 - 3). The process is evaluated and updated regularly in coordination with the faculty evaluation oversight committee.

Evaluations of part-time faculty and tutors are governed by the CBA between Mt. Hood Community College and the Mt. Hood Community College Part-time Faculty and Tutor Association, Article 9 – Conditions of Employment and Leaves of Absence. Part-time faculty are required to follow processes and procedures established in the [Part-Time Faculty and Tutor Association Evaluation Procedure and Guidelines](#) manual.

Both tenured full-time faculty and “employee list” part-time faculty are to be evaluated at least once within every five-year period of service. The evaluation procedure is designed to ensure quality of instruction at MHCC by providing meaningful and useful feedback to instructional personnel.

MHCC’s evaluation process identifies specific timelines and criteria by which faculty are evaluated.

The manuals and appendices mentioned above specify the processes throughout the college for staff whose duties include teaching responsibilities. The forms, manuals and timelines represent agreement reached through the collaborative efforts of a joint committee. Faculty and administrators constitute the faculty evaluation oversight committee (FEOC), as referenced in the bargaining agreement with full-time faculty. The work of the FEOC is ongoing, illustrating the commitment to the continuous improvement of the evaluation process.

A feature of the evaluation process for full-time, tenured and tenure-track faculty is the use of a matrix in the evaluation process (Tenure and Tenure Track Evaluation Manual and forms). Faculty and their deans work to develop a matrix which identifies the known duties and responsibilities of positions.

Through the use of a matrix, we are able to effectively utilize multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities. The evaluation procedure seeks evidence of teaching effectiveness.

Tenure-track faculty follow the same process as the tenured faculty; however, tenure-track faculty will be evaluated once per year in accordance with the full-time faculty evaluation process administered by the dean. They will also be evaluated and mentored by the assigned members of the designated tenure-track committee utilizing the process outlined in the tenure process manual.

Listed part-time faculty and tutors are to be evaluated by their dean every five years and are required to select a minimum of two courses in which to conduct student ratings during the five-year evaluation cycle. Part-time employees are evaluated once before the instructor teaches thirty ILCs or six terms of instruction. After that, the employee is evaluated at least once every five years. Deans can deem it necessary to conduct more frequent evaluations for certain individuals.

Previously, full-time faculty asked for an “opt-in” option that allowed them to select specific courses for which students would complete course evaluations. Beginning spring 2016, all courses taught by full-time faculty will be evaluated by students. The college and the full-time faculty association collectively believe that student course evaluations should be used by faculty as formative information to guide and improve teaching, but not as part of faculty performance evaluations.

Both the full-time and part-time faculty and tutor collective bargaining agreements contain a provision to address concerns that may arise between regularly scheduled evaluations. The MHCC agreements and processes provide guidelines and plans for improvement when evaluations require it.

College deans take primary responsibility for working with the faculty member in developing and implementing plans addressing identified areas of concern.

Standard 2.C. – Education Resources

2.C.1: Programs- Mission Consistent and Appropriate Content and Rigor

Mt. Hood Community College’s faculty and administration work together, developing programs with appropriate rigor and content consistent with our mission. Full-time faculty are responsible for regularly reviewing course and program outcomes. Part-time faculty and tutors are invited to participate in curriculum development and offer input. New course and program offerings are reviewed and approved by the curriculum committee, a collaborative venture between faculty and administration.

The board of education is responsible for approving new degree programs and substantive changes to previous program offerings as per [Board Policy 6040 Academic Freedom and Tenure](#).

MHCC community members participate in developing new courses and program offerings as members of program advisory committees. The state initiative to create “stackable credentials” has infused new options for student completion. Based on employment data, CTE programs have taken the initiative to reevaluate and redesign programs to create credentials for students based on industry need.

These credentials are typically embedded in the parent (AAS) degree, but provide ‘stopping out’ points for students, creating “less than one-year certificates” (LOYC), Career Pathways Certificates of Completion (CPCC) and two-year degrees (AAS). Faculty in these areas have been highly creative and innovative in developing layered completion opportunities for students that enhance student completion and provide a direct path to employment opportunity.

The Academic Master Plan ([AMP](#)) outlines recommendations for CTE programs, such as to, “Re-evaluate and re-design curricula in all CTE areas to ensure MHCC is providing training opportunities for students that are industry-driven, represent living wage income and are embedded in the parent degree so that students can continue their education if/when they choose.” Also, CTE programs will continue innovative and creative partnerships with industry to develop training opportunities for students in new and evolving technology-driven areas.

MHCC has adopted a national model for online learning, “Quality Matters for Higher Education (QM).” QM has a higher education rubric set of eight general standards and forty-three review standards used to evaluate the design of online and hybrid course. QM is about continuous quality improvement.

Faculty producing online learning courses construct their courses following the template designed for QM standards. The Academic Master Plan outlines recommendations for online learning such as, “Integrate and better utilize Quality Matters metrics to assess course effectiveness to improve student retention and success.”

General degree requirements are published and posted online. Degree requirements for specific programs are posted on the main MHCC website and in the college catalog. Special considerations for exceptions to those requirements are addressed in [Board Policy 6020 Graduation Requirements/ Certificates and Degrees](#) and [Administrative Regulation AR-6020-A Certificate/Degree Requirement Exceptions](#).

2.C.2: Learning Outcomes

In addition to alignment with the college mission and goals, academic programs also consider the alignment of learning outcomes through educational assessment processes. Programs document alignment of all learning outcomes from the broadest level of general education outcomes, through program level, course level, down to the specific student learning level. Assessment of these outcomes can then demonstrate student mastery at the course level, as well as how they are progressing through the outcomes for their program and degree. Faculty evaluate student achievement based on clearly identified student learning outcomes.

Program and Degree Outcomes

- › Each program of study is listed on the college website under the “Programs of Study” link at the top of the page as well as the college catalog.
- › Programs are listed alphabetically.
- › Specific degrees and certificate concentrations are individually linked under the appropriate program of study.
- › When a program link is accessed, specific program outcomes are listed.
- › Each specific degree noted within each program lists the expected program/degree/curricular outcomes.
- › The majority of certificate and transfer degrees have the program/degree/curriculum outcomes specifically labeled.
- › All programs and their outcomes are published in the college catalog.

Course Outcomes

- › Course outlines for each course offered at MHCC are created by the individual departments and reviewed by the Curriculum Committee.
- › Guidelines for constructing a course outline and course learning outcomes are available through the MyMHCC portal, office of instruction.
- › Each course outline contains specific course outcomes designed using Bloom’s taxonomy.
- › Course outlines with course outcomes are available in the portal under “Office of Instruction | Current Courses.”
- › General course descriptions for each course offered at MHCC are available to students via the MHCC website.
- › Course descriptions are also available in the college catalog.
- › Course outcomes must be included in the course information section of each course syllabus. Instructors have access to a syllabus checklist, noting all syllabus requirements, through the MHCC intranet.
- › The course outcomes are the same for every section of the course taught, regardless of

course format (face-to-face, online, etc.).

- › Students are given a syllabus either in printed form or via web link that can be printed.
- › Each syllabus lists the specific course outcomes for the course.

2.C.3: Awarding of Credit and Degrees Policies

Mt Hood Community College's Office of Admissions, Records and Registration awards course grades assessed by faculty based on department approved learning outcomes that are listed in course syllabi. All grades are reflective of college grading policies located in MHCC Student Handbook and online at [Grading Information](#). All credits, degrees and certificates are based on student achievement of learning outcomes. Those academic credits are accepted through a variety of certified programs, degrees and transfer degrees by the state and other colleges and universities in Oregon. The college registrar maintains all student records.

2.C.4: Defined and Published Degree Programs

Mt. Hood Community College's [certificate and degree programs](#) are coherent programs with appropriate breadth, depth, course sequencing and learning synthesis. Admission and graduation requirements are clearly defined and published in the college catalog; the same information appears on the college web/portal system. MHCC's proposals for certificate and degree programs originate at the instructional program level and are reviewed for substance and integrity by the college's curriculum committee.

MHCC academic transfer degrees are in compliance with statewide degree guidelines with [Higher Education Coordinating Commission \(HECC\)](#) that facilitate articulation with colleges and universities.

2.C.5: Faculty Roles: Authority and Responsibilities and Curriculum Development

Mt. Hood Community College's [full-time faculty agreement](#)-articles seven (Faculty Rights) and ten (Professional Duties and In-Service)-clearly define the roles and responsibilities of full-time faculty when addressing the general authority, design, implementation, and revision of curriculum as well as faculty selection.

The MHCC [part-time faculty and tutor agreement](#)-articles five (Individual Employee Rights), six (Employee Rights) and nine (Employee Status)-defines the roles and responsibilities of the part-time faculty and tutors when it comes to general authority, design, implementation, and revision of curriculum as well as faculty selection.

Curriculum

Primary responsibility for design and revision of curriculum content rests with faculty in the particular discipline. CTE programs have industry advisory committees, whose members advise faculty on the knowledge and skills needed by employers in various industries; faculty use that information to help design the structure and content of program curricula. Faculty also revise existing curricula to sustain currency and relevance of the programs while ensuring academic rigor.

The college maintains close working relationships with four-year colleges and universities at the departmental and faculty level to ensure curricula designed to provide students the necessary preparation for transfer to four-year programs meet the necessary breadth and depth requirements for their disciplines.

The various committees involved in curriculum are the following: (1) curriculum committee; (2) education assessment oversight committee; (3) online learning advisory committee; and (4) council for instruction and student success (CISS). Faculty members serve as co-chairs, with strong faculty representation on each committee.

The curriculum committee is an important vehicle that ensures significant full-time faculty involvement in curriculum development. The goals of the curriculum committee are to formally assist faculty with the implementation of high quality courses, programs and their relevant assessable student learning outcomes; furthermore, the curriculum committee strives to ensure appropriate communication and information sharing, regarding any course and/or program changes.

In 2014, through its database partner Jenzabar, MHCC began to shift from Degree Audit Reporting System (DARS) to a more CX-integrated database called Degree Audit. The new method provides a more integrated system of course outlines, degree requirements and pre-requisites for better student/ advisor planning into a system called the Academic Planner. This work is still unfolding to ensure accuracy and systemic compliance. The projected implementation of Academic Planner occurs in stages: November 2014 to February 2017.

In the past two years, the college has implemented an automated workflow for course outlines, backed up by a database that houses all information capture on course outlines, integrating this information with the student information system, so that duplicate data (e.g., course outcomes) remains accurate. To accomplish this workflow, several thousand course outlines were manually entered into the new database. Faculty and staff have embraced this improvement as it is easy to use and saves time for all involved. Instructional support staff, who initiated this change, has presented this workflow technology to peers at technology conferences. The next step to further automating these processes will be working on automated catalog software that also tracks program curriculum.

Selection of New Faculty

Faculty take an active role in the hiring process, both full- and part-time. Screening committees include faculty from the discipline area and other disciplines. The committee works closely with human resources and the area dean in reviewing candidate applications, selecting candidates for interview, and recommending finalists to the vice president of instruction and the president. Tenured faculty are central to guiding and mentoring tenure-track faculty through the tenure track committee (TTC) and the tenured peer faculty group. A TTC is assigned to work with each new tenure-track faculty member throughout the four-year tenure cycle. Regarding non-tenure track applicants and part-time faculty positions, applications are taken via the online system. These individuals are interviewed and selected at the division level.

Assessment of Learning Outcomes

Piloted in 2010-11, the Strategic Program Assessment (SPA) process for academic programs was redesigned in 2014-15. The first step of assessment is now completing the alignment of student learning outcomes. Learning outcomes are clearly defined and documented at the course, program and degree levels with all MHCC offerings. This linkage allows faculty to see how each course fits into an overall curriculum map and allows easy evaluation of the contribution of each course and program outcome toward the overall general education of students. While course outlines and program outcomes are routinely audited for quality and are reflected in the updated course outlines, this alignment to general education outcomes affords faculty a larger lens through which to see the comprehensive education that students are receiving during their enrollment at the college. ([Link to alignment spreadsheet](#))

Another key component of educational assessment is the reporting of student performance for each individual student learning outcome in a course. Previous practice focused on aggregate data that made it difficult to pinpoint strengths and weakness of curricula. This level of specificity in assessment reporting allows faculty to intervene in an immediate and meaningful way.

The educational assessment oversight committee (EAOC), co-chaired by faculty members with faculty representation, evaluates the success of student achievement of those outcomes through the SPA process, a five-year cycle of comprehensive program self-assessment conducted by program faculty and peer evaluators.

The roles and responsibilities of full- and part-time faculty and tutors in the areas of curriculum management and faculty selection are defined in their respective bargaining agreements.

2.C.6: Faculty: Library and Information Resources

Mt. Hood Community College's instructors integrate library resources into their assignments and refer their students to librarians for expert research assistance. Faculty also encourage their students to make use of the library's resource sharing services, both interlibrary loan and borrowing from Summit Libraries, the 40-library consortium of the [Orbis-Cascade Alliance](#). Faculty members have access to these same resources to enhance curriculum and course development, and for their own professional development. (Faculty have their own library webpage called [Information for Faculty](#)).

[Library instruction](#): Three professional full-time librarians provide faculty and students with instruction in using the library catalog, databases and the library's print and electronic resources, and in evaluating information resources. Classes are designed and scheduled to meet the information literacy needs of students. These sessions can involve both demonstration and hands on activities. Such instruction is most meaningful to the students when done in connection with a specific course-related activity.

Online Learning

Librarians work with faculty in the online faculty academy to integrate information literacy outcomes, activities and assignments into their online classes. In partnership with distance learning staff and teaching faculty, librarians also integrate into distance learning courses as "embedded librarians" who work with students on multiple assignments over the course's term.

The [library resources on the web portal](#) include tutorials, library instructor handouts and the [Ask a Librarian](#) service. Many instructors refer students to these tutorials as teaching aids for information literacy outcomes, in both face-to-face classes and in the distance learning environment. Additionally, in the blackboard distance learning environment, there is a Get Library Support link to connect online instructors and students to library resources and services.

MHCC's faculty who have teaching responsibilities collaborate with library and information resources personnel to integrate library and information resources into the learning process.

2.C.7–2.C.8: Transfer and Non-Traditional Credit

Mt. Hood Community College awards non-traditional credit, but does not award credit for prior experiential learning. The college views non-traditional credit differently than prior experiential learning, as detailed in standard 2.C.8 criteria.

MHCC grants a maximum of twenty-two (22) non-traditional credits for prior learning based on clearly stated and widely published policies and procedures, determined by college faculty. The college provides a number of ways a student may earn credit toward a degree or certificate in addition to classroom experience: Advanced placement program (APP) CHALLENGE, college level examinations program (CLEP), credit for prior certification (Apprenticeship Technologies) and international baccalaureate diploma program (IB). The admissions, registration and records office and the academic advising and transfer center provide interested students with procedures. Administration Regulation [6120-A Alternative Ways to Earn College Credit/Non-Traditional Credit](#) guides the actions of MHCC.

MHCC provides adequate safeguards to ensure high academic quality and integrity of our degrees by accepting transfer credits earned in academic certificate and degree programs only from colleges and universities accredited by one of the following regional Associations of Colleges and Schools-Middle States, North Central, New England, Northwest, Southern, or Western.

By utilizing the [transcript evaluation request form](#), transfer coursework is officially evaluated and articulated through one of three transcript evaluators: the degree evaluator; one of two degree audit reporting systems (DARS); or encoders in the admissions, registration and records office.

Equivalencies are determined primarily by course descriptions when they are of similar depth and breadth of content and have similar degree applicability at the originating institution. If the course description is insufficient, we require course outcomes and/or syllabi to inform our decision. If there is any question about the appropriate equivalency, we consult faculty in the subject area to make a final determination.

Transfer coursework from foreign institutions is evaluated by an outside credential evaluation service, either American Association of Collegiate Registrars and Admissions Officers ([AACRAO](#)), International Education Services, or a member of the National Association of Credential Evaluation Services ([NACES](#)). The evaluation must be course by course with an official copy of results submitted to the admissions, registration and records office. The coursework must be considered post-secondary level, originate from an institution with accreditation status comparable to MHCC's, and mirror the level of complexity in content to MHCC coursework.

The college offers the Associate of Arts Oregon Transfer, the Associate of Science Oregon Transfer, Business and the Associate of Science Oregon Transfer - Computer Science degrees for students who wish to continue their education at a four-year college or university. These degrees are designed for this purpose by inter-collegiate task forces comprising members from Oregon community colleges and Oregon public universities. Both degrees, and the coursework satisfying the degree requirements, are accepted as block transfers by all seven Oregon public universities; several private colleges in Oregon also accept the degrees.

While neither a certificate nor a degree, the Oregon transfer module (OTM) provides institutional recognition of the completion of one year (full-time equivalent) of general education coursework. Once awarded by the college, the OTM is recognized by all of the public institutions of post-secondary education in the state. The OTM may lead to an AAOT, ASOT-Business, or ASOT-Computer Science degree

from a community college or to a baccalaureate degree from a university. While the receiving institution will accept all the coursework contained in an OTM, it is not intended, or guaranteed, to satisfy all the requirements for a major, a baccalaureate degree, or the total general education requirements of another institution. This information is presented to students in the catalog.

The college maintains program- or course-specific articulation agreements with twelve four-year colleges and universities that address the transferability of coursework in eighteen different disciplines.

Dual enrollment agreements have been negotiated with Portland State University, Eastern Oregon University, Oregon Institute of Technology and Marylhurst University. Coursework completed at MHCC is automatically “transcripted” to the university with which the student has dual-enrolled.

Coursework completed at other Oregon community colleges can be applied to MHCC degrees through the transcript evaluation process. Some disciplines, such as business, computer science and computer information systems, have statewide coordinating committees which work on common course numbering, outcomes and content; the results of these efforts make the transcript evaluation process simpler and more consistent.

MHCC maintains high school dual credit (College Now) agreements with all high schools in the district. High school students may receive both high school and college credit for approved courses, which include both CTE and lower division transfer (LDT) subjects. College Now courses are taught at the participating high school by approved instructors, and the credit for the course is placed on the student’s MHCC transcript. High school instructors participate in the College Now program by meeting professional education requirements established by MHCC and by articulating specific courses with the college. Articulation reviews of courses proposed for College Now are reviewed by the area dean and a member of the MHCC faculty with expertise in the discipline.

Credit may be granted for military courses based upon the [Guide to the Evaluation of Educational Experience in the Armed Services](#), if the courses apply to the student’s MHCC major.

Transcript evaluations are performed by the admissions, registration and records office. Faculty within the relevant discipline will review any course not previously evaluated. Transfer coursework from foreign institutions must be evaluated by an outside credential evaluation service approved by the college. The evaluation must be a course-by-course evaluation, and the work must be considered to be at a post-secondary level, have comparable MHCC accreditation status, and be parallel in content to MHCC coursework.

2.C.9: Undergraduate General Education

Mt. Hood Community College supports the general education of all students by offering courses that provide students with knowledge and skills that help them attain their full potential as informed

individuals and responsible members of society. General education affirms the necessity and value of well-being from a personal and global perspective. The MHCC philosophy of general education identifies these major categories: arts and letters, cultural literacy, mathematics-computation, science or computer science, social science, speech/oral communication, writing, computer literacy, critical thinking, health and physical education, and human relations. MHCC publishes its Philosophy of General Education in the college’s catalog.

A core of general education forms the nucleus of each of the college’s six degrees (AAOT, ASOT-Business, ASOT-Computer Science, AS, AGS and AAS). General education requirements are grouped into foundational requirements and distribution areas, and are satisfied by coursework from the major categories listed above.

All the transfer associate degrees have foundation requirements in mathematics, writing and oral communications-this is mandated in the Oregon Transfer Module requirements. Some of these degrees

add requirements in computer literacy and health and physical education to the foundation. The OTM specifically documents that a student has obtained forty-five (45) general education credits common to and recognized by all Oregon community colleges and Oregon Higher Education Coordinating Commission (HECC) schools. While not intended to be a first year of the AAOT or other transfer degree, the OTM helps students taking courses at multiple post-secondary institutions by ensuring transferability of coursework.

The applied associate degree and one-year certificate programs have foundation requirements that cover mathematics, communication and human relations, with the applied associate degree adding health and physical education requirements. Career Pathway certificates, which may include up to forty-four (44) credits, focus on technical skill proficiencies, which make up a segment of a degree program and are considered a stepping stone toward an applied associate degree.

Additional distribution requirements in general education augment the foundation requirements for all of the transfer associate degrees. These distribution requirements lie in the areas of humanities, social sciences, science, mathematics and computer science. An additional general education requirement in the area of cultural literacy is part of all MHCC transfer associates' degrees but one. The OTM includes distribution requirements for all these areas.

Courses in the lists of those satisfying each of the core foundation areas and the distribution areas are included only as they are shown to address the expectations of the MHCC philosophy of general education and to support program or degree goals and intended outcomes.

The review and acceptance of a course for inclusion into the category of general education is accomplished by faculty-primarily-but the entire process includes the standing curriculum committee. Determination of general education requirements and intended outcomes is a part of this faculty- driven effort.

2.C.10: Transfer Degree

Mt. Hood Community College publishes the minimum general education requirements for each of its transfer degrees. The MHCC philosophy of general education articulates outcomes for each of these areas: arts and letters, cultural literacy, mathematics-computation, science or computer science, social science, speech/oral communication, writing, computer literacy, critical thinking, health and physical education, and human relations. Courses identified as meeting general education requirements are categorized into these areas; each such course addresses relevant general education outcomes in its course outcomes. Course outcomes for general education courses are identifiable and assessable. The general education outcomes, individually and collectively, express holistic institutional learning outcomes, contribute to the core theme of learner success and advance college mission fulfillment.

2.C.11: Applied Degree and Certificate Programs

All applied degree and certificate programs providing career technical education (CTE) have a requirement for related instruction in addition to career technical requirements specific to the program. This related instruction is provided by the general education requirements in mathematics, communication and human relations. The associated general education outcomes for mathematics-computation, communication (writing) and human relations are *de facto* program outcomes, along with the program-specific technical education outcomes. Related instruction requirements are met by stand-alone courses designated as meeting the general education foundation requirements for applied degrees.

These courses are categorized into the areas of mathematics, communication and human relations; each such course addresses the relevant general education outcomes in its course outcomes. The identifiable

and assessable learning outcomes of these courses thus address the general education philosophy requirements and align with intended program outcomes. All such courses are taught by qualified faculty who are appropriately credentialed in the course disciplines.

Curricular outcomes of programs are described in the college catalog and on the MHCC home page at Academics and Training.

Graduate Programs

2.C.12: N/A

2.C.13: N/A

2.C.14: N/A

2.C.15: N/A

2.C.16-2.C.19 Continuing Education and Non-Credit Programs

Consistent with our mission and core themes, the Workforce, Innovation and Partnerships Division including continuing education, strives to meet the learning needs of the community by offering credit and non-credit courses to professionals, business and industry, and lifelong learners. ([Board Policy 1040 The People and Their Community College](#))

MHCC collaborates with, and surveys, local employers to provide customized training services that promote a skilled and productive workforce. Training services are aligned according to a regional sector strategy identified by the local [Workforce Investment Board](#) and with existing academic CTE programs at MHCC when appropriate. Important regional sector industries include health care, advanced manufacturing and information technology.

Customized training courses are delivered by subject matter experts at flexible times and locations sensitive to employer needs. In addition to training, customized training provides pre- and post-training assessment, e-learning solutions, succession planning and workforce consultation.

The division partners with the City of Gresham's Economic Development department, the Portland Development Commission, the Port of Portland, and the Port of Cascade Locks when these entities are recruiting or reaching out to new businesses.

MHCC maintains direct responsibility for the quality of its workforce and continuing education programs. All workforce and continuing education courses determined to be FTE reimbursable under the state's definition of workforce or adult continuing education must submit a course outline to the college's office of instruction for review and approval. MHCC's curriculum committee reviews all courses offered for credit, using the same criteria and standards used for curricula in academic programs.

Students complete an online course evaluation for continuing education and non-credit programs which are stored and reviewed. The division also tracks course proposals as requested by potential instructors and match those to trends that come from community feedback. Enrollment data is reviewed

to determine the demand for classes. A quarterly schedule is published on MHCC's website and in the quarterly Community + College Schedule, a print publication which contains the non-credit schedule for community education and the SBDC.

Based on the CEU requirements of the Oregon Community Colleges and Workforce Development (CCWD) and the Northwest Commission on Colleges and Universities (NWCCU) guidelines, MHCC's office of instruction reviews all CEU courses. New CEU courses must meet requirements for student learning objectives, course outcomes and hours of instruction that all academic courses meet.

MHCC keeps certified and private records of all credit and non-credit courses for each student. All noncredit courses taken by students are transcribed and reported to the state.

The college maintains student records for all enrolled courses.

Standard 2.D - Student Support Resources

2.D.1: Effective Learning Environments

Mt. Hood Community College maintains effective learning environments appropriate to the college's programs and student populations by providing extensive services, processes and resources that support student-learning needs. Instruction is designed to engage students with a variety of teaching tools and using theory-to-practice modalities, better equipping students to achieve their educational milestones.

MHCC is working to review best practices and to improve student retention and completion. The college has implemented many strategies, detailed in the Academic Master Plan, to support students as they enter academia and work toward degree or certificate goals. The college recognizes the need for a collaborative, integrative approach to supporting student retention and completion.

The MHCC Student Pathway Framework

- Starting Off Right
- Becoming Engaged
- Persisting and Progressing
- Completing

MHCC relies heavily on the Division of Student Development and Success not only to meet its enrollment goals but also to promote the holistic development of its students, contributing to both their academic and future success. Thus, a student pathway framework of student supports-from starting off right, through engagement, persistence and progression, to completion-warrants development and implementation based on an integrative approach.

Effective learning environments support learning success and offer a way to better equip students for programs and services.

Here is a list with descriptions of the many student learning success and support resources available through [Student Services](#):

East County Pathways to College Success Consortium (ECP) intends to (1) create a college-going culture (2) close opportunity gaps by funding services to historically under-represented students, and (3) expand accelerated college credit offerings. Examples of programming include Summer Bridge ([Winter Bridge](#) added later), establishment of an AVID Alumni Association, professional learning communities consisting of high school and MHCC faculty, financial literacy outreach and [OnCourse](#) training (technology-based personal learning). The Oregon Department of Education Regional Promise Grant supports ECP. MHCC leads consortium members in meeting the college success needs of the county, and consortium members

include Portland State University, Multnomah Education Service District, Centennial, David Douglas, Gresham-Barlow, Oregon Trail, Parkrose and Reynolds School Districts.

Orientation Center (OC) is designed to be a one-on-one computer lab customized to support students who want assistance or information in becoming oriented or reoriented with MHCC's registration process, the MyMHCC portal, support services, general financial aid procedures and online payments. New and existing students benefit from the OC.

academic Advising and Transfer Center (AATC) offers a variety of services to new, transfer and continuing student populations. The AATC provides orientation at the New Student Welcome Day; develops educational plans (working with degree audit reporting system); evaluates official and unofficial transcripts relative to prior course work from MHCC and other colleges and universities; maps out academic schedules; clarifies academic policies and procedures; provides referrals regarding helpful student resources; and demonstrates on-line services.

Career Planning and Counseling Center (CPCC) assists students in choosing a major, making a career change, and/or exploring educational options. Staff assists students in using job market research tools that can better inform their career choices. Students can receive job search assistance in the form of job application skills, coaching on writing resumes and on interviewing skills. CPCC also offers personal counseling to help students overcome challenges and impediments to student persistence and success. Appropriate referrals are made to other campus resources as necessary.

advancement Via Individual Determination (AVID) offers continual professional development to AVID instructors who have received intensive training in teaching techniques that actively engage students in learning. Through educational tools and trainings, groups of students and faculty members make a commitment to learn together in cohorts while achieving their educational and career goals. AVID provides a host of support to students, including intensive assistance for English language learners and personalized student study plans. AVID also offers student support programming for students transitioning to MHCC and for current students looking to develop their academic and "soft" skills in areas such as time management, note-taking, critical reading, goal setting and emotional intelligence. AVID supports can be found within the AVID Center, through one-on-one appointments with a Learning Specialist, or through Summer Bridge Programming. Finally, MHCC has also established an AVID Alumni Association, with a goal of providing incoming secondary AVID students with a soft landing and smooth transition to higher education. AVID Alumni can participate in leadership development programming at MHCC, and have access to information regarding job opportunities serving as AVID tutors within their school of origin. AVID is a national program in which participating schools work together to help students achieve academic and life goals.

Computer Lab Resources provide facilities and equipment for the MHCC campus community. Students can use these resources to develop computer skills and complete classroom assignments. These resources are also available to faculty for instructional purposes. The college offers computer services in several locations.

Disability Services (DS) coordinates all auxiliary aids and services for persons with disabilities at MHCC. Services include interpreters for deaf students, note-taking assistance, readers, textbook or lecture recording, lab and equipment modifications, etc. DS operates and provides training in an access technology lab on Macintosh and PC computers. DS provides and aids students with several types of adaptive equipment, such as the following:

Digital & tape recorders; CD players; Noise-cancelling ear phones; Adaptive keyboards; Smart pens; FM systems; Flipper; CCTV portable w/view sonic monitor; JAWS software (located on computers in OC, Library and Computer Lab); Classmate daisy readers; Victor Vibe Daisy Readers; Microscope Magnifiers; a Lift for use in the Aquatic Center

Diversity Resource Center (DRC) provides a welcoming, safe, inclusive and culturally respectful learning, meeting, study and social space, where all students and members of the MHCC community may come to attend events, engage in activities, and learn about diversity, inclusion and unity. DRC enhances the MHCC experience by embracing difference and empowering people. The DRC encourages individuals to challenge themselves by learning more about new or different perspectives. The DRC community appreciates uniqueness as a contribution to diversity and recognizes value in a more socially just and inclusive world.

Learning Success Center (LSC) supports student learning and development by offering free tutoring (face-to-face and online), learning services and student success seminars. The LSC also offers a computer lab staffed by knowledgeable tutors and lab assistants dedicated to students who are developing their computer skills and providing content support to students taking CIS or other computer-based courses. Faculty may schedule the lab during the day and evening hours in order to provide their classes hands-on practice in a supportive environment.

Transitions/Transiciones are sister programs providing the resources and support needed for students making career decisions. Transitions/Transiciones builds self-confidence while developing college success skills. These programs are designed for “those who may find it challenging to begin or continue with their college educations” (Transitions/Transiciones webpage).

TRiO College First identifies and selects eligible participants, then delivers educational, career and cultural services. Youth, grades six to twelve, who are from low income families and whose parents are not college graduates are eligible for TRiO.

TRiO Student Support Services enhances students’ decision-making abilities. TRiO-SSS is committed to increasing student retention through support, accessible programs and services, and expert staff. TRiO-SSS provides quality advising, counseling, teaching and advocacy, while acknowledging an appreciation for diversity and resilience. TRiO-SSS enables students to transfer to four-year institutions.

VETERANS CENTER is a one-stop-shop resource center for assisting veterans with valuable information regarding access to educational benefits and academic advising. The Center also includes a common area for veterans to study and interact socially. Information regarding [Veteran Services](#) is also available on the college’s website.

2.D.2: Safety and Security

Mt. Hood Community College provides for the safety, security and well-being of persons associated with or represented by the college.

Public Safety Officers (PSOs) are a uniformed presence on the Gresham campus 24 hours a day, 365 days a year and on the Maywood Park campus 20 hours a week, with law enforcement agencies (e.g., City of Gresham Police Department, Portland Police Bureau, the Multnomah County Sheriff’s Office and the Federal Bureau of Investigation) able to respond at other times. These law enforcement agencies provide MHCC support upon request and share relevant information related to actual or potential criminal activity on our campuses and in the surrounding area.

PSOs conduct foot, vehicular and bike patrols; respond to emergency calls; provide security for MHCC facilities; provide safety escorts for persons walking anywhere on campus; and investigate criminal incidents and complete crime reports. PSOs respond to fire and security alarms; provide first aid to injured or ill individuals; investigate traffic accidents; respond to safety hazards; conduct crowd control; and enforce parking and traffic regulations. PSOs perform vehicle unlocks, and provide crime prevention education; they also assist law enforcement agencies. The department utilizes a system of closed circuit television cameras to deter unlawful or unsafe activity, and as a means to identify persons of concern.

The college's risk management department provides emergency management training with continual evaluation as a means to maintaining a high degree of competency.

MHCC's Crime Statistics and Security Policies Annual Report, based upon the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act), is shared via the college web page to notify all members of the campus community of statistics for the previous three years concerning reports of crimes and discipline referrals for law violations that allegedly occurred on-campus, in off-campus buildings or property owned or controlled by MHCC, and on public property within, or immediately adjacent to, and accessible from, its campuses. The report also includes institutional policies concerning campus security, such as sexual assault, drug and alcohol abuse, and other matters.

MHCC has a written the [Emergency and Safety Procedures Handbook](#). Employees are required to review these procedures annually. Faculty members share emergency and evacuation procedures with their students at the beginning of each term. MHCC has adopted the National Incident Management System (NIMS) and the incident command system (ICS) for responding to emergencies. The ICS team is responsible for coordinating and managing emergencies, including assisting in evacuations and crowd control.

In 2013, all Oregon community college employees became mandatory reporters of suspected child abuse and neglect as required by [ORS 419B.005](#) through the passage of House Bill 4016 (2012).

Comprehensive training and simulation exercises prepare our staff to manage and communicate emergency events effectively. Because communication is a critical component of emergency response, it is given a high priority within emergency operations.

2.D.3: Mission Consistent: Recruitment, Admission and Matriculation

Mt. Hood Community College serves its community members with diverse educational programs and services consistent with its mission, core themes and objectives. [New Student Welcome Day](#) presents students and community members with the college's educational opportunities. Academic advising supports students in determining program relevance and fitness, programs of study requirements, and transfer and graduation policies in a timely, useful and accurate manner. Student performance, goals, and progress are monitored through periodic meetings with academic advisers and the office of Admissions, Records and Registration. The college's process is outlined on the [Standards of Academic Progress webpage](#).

Recruitment

Recruitment serves both a targeted and general audience via facilitation of in-class workshops, one-on-one pre-enrollment sessions, participation at college and career fairs, and campus tours. Targeted markets include in-district high school seniors; first-generation, low-income, persons of color; and restarting students (i.e., students who have ceased attending or dropped out of college for three or more years). Secondary targeted markets include in-district high school freshman and sophomores, out-of-district high

school seniors and juniors, middle school students, and college students enrolled at four-year colleges and universities (for summer term enrollment). General recruitment efforts include the college community at-large (i.e., any prospective student who resides within our district). Program-specific recruitment is also conducted by the faculty or staff associated with the program (e.g., Computer Game Development, ESL/ENL and Nursing).

Student Outreach (SO) designs, implements, guides and facilitates the college's general recruitment efforts of prospective and restarting students with an emphasis on district high schools. SO responds to requests for information from prospective K-12 schools and correctional facilities, responds to community centers, and restarts students via customized emails or letters tailored to the student's program

of interest. SO conducts guided campus tours, facilitates student panels, schedules college placement tests (CPT) and prep sessions, and throws "enrollment parties" with onsite admissions assistance and social media connections.

SO also coordinates and conducts college-prep workshops on campus and onsite at high schools (e.g., "Reality Check: Budgeting for a Life With or Without a College Education", "The Myths and Truths about High School vs. College," and "Steps for Getting Started at MHCC"). SO collaborates with District Communications in the design and content of marketing materials and provides "recruitment packages" of table covers, display items, and marketing information for college staff and faculty to use at recruitment events. SO develops a recruitment schedule and attends college and career fairs. The SO staff assists with the planning and implementation of the on-campus New Student Welcome Day. An important element of SO is the Student Outreach and Recruitment Team ([SOAR](#)).

Admissions

Consistent with our mission and core themes, the college has an open-entry, general admission policy and welcomes all students who can benefit from instruction regardless of their educational background. The college publishes the steps for applying for admission in the college catalog and on the admissions website. New students take a college placement test in reading, writing and math. Using Accuplacer, Students and advisers then match prerequisite levels to course offerings. Compass tests taken elsewhere are easily converted to the Accuplacer scale, but the results must be less than five years old.

Advising

MHCC strongly encourages all students to seek information from the Academic Advising and Transfer Center (AATC). Many programs of study have assigned faculty advisers, and other specialty programs have program advisers. All full-time faculty advise students regularly as students can simply drop in unannounced or formally schedule regular educational planning assistance. Students taking developmental courses are encouraged to meet with academic advisers to insure that they are taking the courses necessary to meet their academic and career goals.

Limited/Restricted-Entry

Limited and restricted-entry programs have additional admissions criteria. These programs generally begin once a year in the fall term. The AATC supports and advises students as they prepare applications for entry into these programs. An online application process for five of the limited and restricted entry programs was instituted to provide efficiency and streamline the application process for limited/ restricted programs. Ultimately, all remaining limited programs will implement online application; online application for all restricted programs follows.

Orientation

The Orientation Center is an easy and convenient drop-in center for new, restarting, transfer and current students; the OC is staffed by both student development professionals and work-study student employees. It is designed to be a line-free, customized, “sit-down-and-let’s-talk” sort of center where students can get over-the-shoulder assistance on first-term advising; help navigating the portal (MyMHCC) for registration, payment, campus communications, and financial aid processes; assistance purchasing textbooks online; help filing FAFSA; and referrals to other student support services (e.g., Career Planning & Counseling Center, Disability Services, Learning Success Center and TRIO-SSS).

Effective 2016, an online orientation is available for all students through the student portal. Eventually (scheduled for implementation by fall 2017 registration period), online orientation will become a requirement for all new, degree-seeking students. New students are encouraged to use this program in their welcome email notifying them of admission.

The College also hosts an annual New Student Welcome Day (previously referred to as New Student Orientation) that includes a half-day of programming during the week leading up to fall term for new and restarting students (family and friends invited). The event includes a guided campus tour led by both current students and staff; a Get Connected Fair that features a variety of representatives from the college’s academic programs, support services, and student organizations and clubs; a Q&A panel with staff, faculty and current students where panelists respond to pre-submitted questions from event attendees; a Family & Friends information panel; free lunch; and door prizes that include six- to twelve-credit tuition waivers.

Graduation

Institutional and program graduation requirements are clearly stated in the college catalog, on the website and within the degree audit system. Students submit an application to the Admissions, Registration and Records Office for certificate or degree completion two to three terms prior to the anticipated completion date. A transcript evaluator reviews requirements before awarding a certificate or degree.

Transfer Information

MHCC students can complete all or most of their general education requirements for both public and private colleges and universities. Academic advisers in the academic advising and transfer center (AATC) serve as transfer advisers for General Studies (AGS) students. For students with a declared major, faculty advising is recommended and encouraged. Representatives from colleges and universities visit MHCC during Transfer Days (every fall, winter and spring term) providing students the opportunity to investigate several colleges in one day. Transfer Days allows Students an opportunity to verify Transfer Information provided by MHCC , and to learn about specific admission procedures from the representatives of their preferred institutions..

2.D.4: Program Changes and Facilitation

Mt. Hood Community College has followed the [Oregon Community Colleges Handbook and Planning Guide](#) protocols, and also adheres to NWCCU’s [Teach-Out Plans and Teach-Out Agreements Policy](#).

MHCC ensures program-enrolled students the opportunity to complete their program in a timely manner, and with a minimum of disruption.

If a program is eliminated, students who have successfully completed the first year of a degree program may apply satisfactorily earned credits toward an associate’s degree in general studies, or toward another appropriate major. However, MHCC makes every effort to provide “teach out” opportunities within the college for second-year students. The college may also be able to make arrangements with other institutions through a teach-out agreement, so that program-enrolled students may complete their programs in a timely and convenient manner.

In accordance with [Administrative Regulation 6020-C Elimination or Reduction of Existing Programs](#), MHCC attempts to offer all instructional programs listed in the college catalog, although the college reserves the right to limit or eliminate any course or curriculum without prior notice.

2.D.5: Mission Consistent: Providing Accurate Information for Students

Mt. Hood Community College provides accessible comprehensive information to prospective and incoming students, community members, employees and current and future stakeholders in the college catalog and website. Topics are referenced to catalog pages in Table 2.D.5.

Table 2.D.5: College Information by Topic and Catalog Page

Topic	Catalog pages
Institutional mission and core themes	Pg. 24: MHCC Philosophy of General Education Pg. 262: MHCC Facts Pg. 280: College Mission, Vision, Core Themes, Values
Entrance requirements and procedures	Pgs. 6: General Eligibility; Apply for Admissions Pg. 252: Limited and Restricted Entry Programs Pg. 7: Testing Center; Visit the Orientation Center Pgs. 28-31: Student Resources Pg. 259: Solomon Amendment Disclosure Pgs. 260-61: Student Rights and Responsibilities , Student Code of Conduct
Grading policy	Pgs. 256: Grades Pg. 258: Release of Grades and Course Evaluations

Topic	Catalog pages
Information on academic programs and courses, degree and program completion requirements, learning outcomes, required course sequences, projected timelines to completion based on normal progress and frequency of course offerings	Pg. 8: Get to Know MHCC Pgs. 12-22: Associates degrees and general education Pgs. 20-23: Oregon Transfer Module, AAS, Certificates Pg. 25-27: Special Programs including business and community resources Pgs. 33-130: Career-Technical Degrees and Certificates Pgs. 131-159: Transfer-Areas of Study Pgs. 160 - 251: Course Descriptions Pgs. 256: International Baccalaureate Diploma Program, Non-Traditional Credit, Alternate Ways to Earn College Credit Pg. 254-255: Course Numbering System for Credit for Coursework Pg. 257: Records (transcripts, Retention & Graduation) Pg. 257-258: Graduation Guidelines and Process
Names, titles, degrees held and conferring institutions for administrators and full-time faculty	Pgs. 263- 267: Professional Staff
Rules, regulations for conduct, rights and responsibilities	Pg. 257-270: Standard of Academic Progress , Academic Review and Referral Pgs. 260-261: Complaint Procedure
Tuition, fees and other program costs	Pgs. 7, 253: Fees Pg. 7: Tuition
Refund policies and procedures for students withdrawals	Pg. 252-253: Dropping and Withdrawing Pg. 254: Refunds
Opportunities and requirements for financial aid	Pgs. 6, 29: Arrange Financial Aid, Veteran Services Pg. 7: Payfor Classes
Registration calendar, 2016-17	Inside cover of Catalog

2.D.6: Programs Provide Accurate Information Regarding Employment Prospects

Mt. Hood Community College's catalog speaks to applicable unique requirements for national and state legal eligibility for licensure or entry into a targeted career-technical degree and certificate program, occupation, or profession. Listed requirements for restricted licensure, limited entry and certificate programs located in educational publications and applications are available on the college website, in the college catalog and through each program department. These publications are reviewed and modified regularly for accuracy, unique employment and career advancements, and changing licensure or certification requirements. Faculty advisers provide program specific information. The college catalog provides academic information on admission to limited- and restricted-entry programs (Page 226).

2.D.7: Records Retention Policy

MHCC complies with state and federal regulations related to student records. Records are kept safe, confidential, and are retained for the proper duration.

Physical records are stored in locked file cabinets in accordance with Oregon's state [Administrative Rule OAR-166-450-0000](#) (to 166-450-0125) and according to MHCC's own [Administrative Regulation, AR-7040-F Release of Student Information Educational Records Policy](#). The offices responsible for various record types keep and maintain secure files related to their specific functions. For example, secured student financial aid records are in the financial aid office only. The records of students using Disability Service, for example, are secured by DS and housed separately from general student enrollment and academic information in locked files. Digital records are protected by a system of assigned passwords, regular review of user access, firewalls, spam blocks and user IDs. Only those assigned with job duties related to the protected information may access it as needed. Protected records are shredded according to the prescriptions of the state of Oregon's archiving regulations.

Students can declare their records fully confidential. This information is located on page 258 of the college's 2016-17 [catalog](#). However, if they do not do request full confidentiality, students remain protected by the [Family Educational Rights and Privacy Act \(FERPA\)](#).

Staff is trained in FERPA when first hired by the college. Periodic retraining or review occurs campus- wide and departmentally for review and addressing changes in FERPA. The college makes exceptions to FERPA restrictions only in cases of public safety (i.e., imminent threat to life or property) and where legally ordered (i.e., in response to subpoenas, court orders and similar authoritative directives).

2.D.8: Effective and Accountable Financial Aid Program

Mt. Hood Community College provides an effective program of financial aid consistent with its mission and goals, and appropriate to its students needs and college resources ([Board Policy 7060 Financial Aid](#)). [AR-7060-A Financial Aid](#), describes academic progress, proper enrollment status, staff ethics and guidelines for the work study program. MHCC's accountability for all financial aid awards occurs through diligent file review, the application of satisfactory academic progress standards and compliance with federal regulations.

Federal, state, institutional, and private financial aid is available to students. MHCC annually awards funds to eligible students in three categories: grants (Federal Pell Grants, Oregon Opportunity Grants, and Supplemental Educational Opportunity Grants), federal work-study (FWS), and loans (Federal

Stafford Loans, Federal Parent Loans and Private Alternative Loans). Information regarding financial aid is available on the [financial aid](#) website. [How To Apply for Financial Aid](#) offers students a step-by-step process by which to apply for various forms of financial aid.

The [Financial Aid Office](#) works closely with the staff in the [Orientation Center](#) (OC) to provide greater one-on-one support for students. The OC provides assistance to students who want help applying for financial aid: They assist students with FAFSA applications and other financial aid forms; they answer general financial aid questions; and they offer access to [BankMobile](#) for the MHCC [Mountain Card](#). (The Mountain Card is a Debit MasterCard that students can use to receive financial aid “refunds.” The Bank-[Mobile](#) ATM allows students free access to their Mountain Card accounts.)

MHCC conducts a yearly in-house audit of financial aid files to test for accuracy and adherence to policies and procedures. Verification forms are created for students and entered in an automated work-flow process. All student files ready for awards are processed through the automated budgeting and packaging processes.

2.D.9: Student Loan Repayment Program

Mt. Hood Community College complies with all federal student loan disclosure requirements. The [financial aid office](#) (FAO) informs students about payment and financial aid options through their website. Student financial obligations can be found in the catalog. Various workshops are held, as needed, to increase awareness as part of a series of [student success seminars](#). [BankMobile](#), the college’s service provider for distribution of funds, provides financial literacy information on their website, [Hands on Banking](#), which is linked to MHCC’s Mountain Card [website](#).

The college monitors loan default cohort reports with the [U.S. Department of Education](#) and plans for all contingencies provided by federal regulations. The college contracts with American Student Assistance (ASA) to provide default prevention and management services to MHCC students. Their SALT program provides students with interactive money management tools, repayment navigators, and courses that teach practical strategies for budgeting, using credit cards, etc.

The federal direct loan (DL) program is the loan program being awarded by the financial aid office. The Department of Education ([Federal Student Aid](#)) administers and collects on the DL program. Online loan counseling is required for all new students.

The college contracted with US Bank to open a branch in the campus store in summer 2013. US Bank has a campus banking division and offers extensive financial literacy, on-site workshops, and materials for students and staff members.

2.D.10: Academic Advising and Transfer Center (AATC)

The AATC is the hub of academic advising at the college where staff and faculty advisers get updated academic advising information and strategies. The advising model is supported by the [Testing Center](#); [Admissions](#), [Records](#) and [Registration](#); and [Financial Aid](#). The AATC is available to students on a walk-in basis and is the main support for faculty advisers.

Mt. Hood Community College offers academic advising via a shared, decentralized model. Faculty program advisers advise students who choose either to pursue a career technical education program or a transfer major. Faculty [career counselors](#) advise students who are “undeclared/exploratory.” [Academic advising and transfer center \(AATC\)](#) advisers advise students who are “general studies” majors-which include the

AAOT, AS, AGS-and support students who are in the process of completing the prerequisites for [limited and restricted entry](#) programs. The [AATC](#) advisers are the first point of contact for prospective students.

In addition to these advisers, others are located in different support areas around campus supporting specialty populations like the following: [Disability Services](#), [Veteran's Services](#), [TRIO](#), Project YESS, [GED/ABE](#), [ESL](#) and IECC/ENL, [Advancement Via Individual Determination \(AVID\)](#) and [Transitions/Transiciones](#).

Students are informed of their assigned adviser once they receive their admission confirmation letters and again as they attend new student advising workshops. MHCC encourages professional advising.

The institution continually improves the college-wide academic advising system and has implemented these critical changes:

Organizational change

A faculty-department liaison chart and structure was implemented; staff advisers were assigned to departments to develop a more cohesive advising structure and communication system.

Jenzabar, Degree Audit and Planning

The college and its technology partner, Jenzabar, are working together to evaluate Jenzabar's degree audit and education planning tools, and the ability of those tools to meet the college's needs. A project team with representatives from the Academic Advising and Transfer Center; Admissions, Records and Registration; faculty; Information Technology; and Office of Instruction and Student Services are collaborating in the overall effort to move forward with advising tools that are relevant, easy-to-use and understand, and accurate.

Several technical updates are in progress to prepare for building and testing the system during summer and fall terms. An Academic Planner pilot is planned for winter term 2017. The tool will be available for broad use following the pilot. The financial aid students on maximum timeframe appeals will be among the first students to use Academic Planner. The automated method will replace the current paper process, greatly streamlining the approval procedure.

Advising Website

A website houses all advising resources for students.

Orientation Center

The orientation center (OC) continues to grow and support a large number of students daily. Over 2,200 students visited the OC in May/June 2016 in preparation for registration for summer and fall terms, 2016.

2.D.11: Co-Curricular Activities Consistent with Mission

Board policy states ([BP-7020 Athletics and Activities](#)) that [co-curricular programs](#), athletic and other activities, are necessary, and that the college will support them. The administrative regulation relevant to fees is [AR-7020-D Associated Students of Mt. Hood Community College \(ASHMCC\) Student Fee Financial Policy](#).

The student life office and [associated student government \(ASG\)](#) share governance with Mt. Hood Community College of co-curricular activities, and they develop and institute diverse student activities, collaboratively.

The ASG executive cabinet officers assure that groups comply with the college’s contractual obligations; institutional policies and regulations; and local, state and federal laws. Co-curricular programs support the college mission and core themes by providing direct experience and leadership development opportunities to students.

A listing of registered student clubs, both active and inactive, can be found at [Students’ Clubs and Organizations](#), as well as instructions for students wishing to start up new clubs. ASG student officers and student union managers develop policies that are appropriate and fair, and they evaluate the effectiveness and efficiency of the ASG-sponsored programs. Student union staff, advisers, faculty and other staff provide ongoing support to the students involved in ASG activities.

All co-curricular programs are required to produce regular publications. Some official co-curricular groups coordinate performances rather than producing publications; that is determined by the objectives of the program (e.g., Forensics holds events versus student journalists who publish The Advocate.)

Here Is a Partial List of the Output Generated By Various Co-Curricular Groups:

Co-curricular group	Minimum number of publications or performances
The Advocate (student newspaper)	Published ten times per year
Associated Student Government	Minimum ten meetings per year
Athletics programs	In accordance with NWAC Guidelines, ongoing throughout the year
Forensics	Eight debates
Perceptions	One publication annually
Venture	One publication annually

All co-curricular programs, including athletics, are funded 100 percent by student activity fees as outlined in [AR 7020-K Objectives of Student Publications and Broadcasts](#).

2.D.12: Mission-Supporting Auxiliary Services

Mt. Hood Community College provides auxiliary services (bookstore, contracted food services and print services) that support its mission, contribute to intellectual climate and enhance learning environment. Students and college personnel provide suggestions on these service operations. The bookstore provides an online survey soliciting feedback and suggestions. The bookstore is accessible via social media, namely Facebook and Twitter.

MHCC is not a residential college.

Since 1970, Child Development Family Services (CDFS), a free government program for pregnant women, and women with children from birth to age five, has been affiliated with Mt. Hood Community College. Formerly called Head Start, this grant-funded program now provides Head Start, Early Head Start, Parents as Teachers, Child Care Resource and Referral, and home based services. The program receives over \$13 million from local, state and federal funds, with no district funds involved. CDFS administrative offices are

located at the Maywood Park Center with multiple program sites throughout the district. The program offers a full-day program for MHCC student families; however, access to the program requires that parents attend MHCC full-time.

The board of education receives monthly updates on the CDFS programs at its regularly scheduled meetings.

2.D.13: Mission Consistent Intercollegiate Athletics

Mt. Hood Community College's Board of Education supports co-curricular programs through the financial allocation of district funds for student tuition waivers and for facilities maintenance and use (see [AR-7020-B Co-Curricular Programs](#) and [AR-7020-O Intercollegiate Athletics](#)). Approximately half of all student fees are distributed to athletic programs and the other half to the remaining co-curricular programs. The student finance councils develop and approve an initial balanced budget for co-curricular programs ([AR-7020-G Student Leadership and Activity Programs](#)). Once balanced, the student fee budgets are presented to the associated student government (ASG) executive cabinet and senate for ratification ([AR-7020-D ASMHCC Student Fee Financial Policy](#)). The budget is presented to the board through the college budget process ([AR-7020-C Financial Support for Associated Students of Mt.](#)

[Hood Community College \(ASMHCC\)](#)). All operational expenses for student fee-funded programs are processed through administrative services ([AR-7020-I Deposit and Withdrawal of Funds by Clubs and Organizations](#)). The student fee budget is audited annually during the annual, college-wide audit.

Students who receive waivers for co-curricular involvement must maintain satisfactory academic progress (SAP) consistent with all students who receive federal or institutional student aid. Waiver eligibility is monitored in the financial aid office, and students who fail to meet SAP must appeal by following the same process as the recipients of financial aid ([AR-3060-A Grants-in-Aid](#)).

2.D.14: Distance Learning Identity Verification

Upon admission to Mt. Hood Community College, all MHCC students are assigned a unique student identification number. Usernames and passwords are required for logging into the learning management systems that support MHCC distance learning courses. Students use their unique student identification number as their username and their six-digit birth date to log in. Upon the initial login, the student creates a new password compliant with policy restrictions. The student must enter his or her username and password at each login for distance learning courses.

For courses requiring proctored exams, students must test at an official proxy site and provide valid photo identification for admission. Students also use their unique usernames and passwords to log into their courses at the exam location. For all online exams, students are required to use their unique student identification numbers and passwords.

Standard 2.E – Library and Information Resources

2.E.1: Mission, Core Themes Consistency of Appropriate and Sufficient Library Resources

The mission of Mt. Hood Community College's library is to create meaning, build confidence and develop strategies for student success, in collaboration with all members of the MHCC community. This aligns with the college's mission of transforming lives and building communities. The library is central to the transformative process taking place every day at the college, and in its broad reach it strives to be the crossroads of student experience at MHCC.

Gresham Library

The MHCC library enriches lives by fostering diverse opportunities for all users to read, learn and connect. The library provides materials that represent a wide range of views on current and historical issues, reference and instructional support, and online databases and networks that enable the sharing of materials and information between libraries. The library treats all individuals with consideration and courtesy and upholds a high standard of customer service.

Maywood Park Library

The Maywood Park library, centrally located on the Maywood Park Center, includes a library embedded in the community skills center along with a computer lab. The Maywood Park library offers quiet study areas, access to the total library collection, and support from an on-site coordinator who coaches students on study skills, locates additional academic resources and coaches strategies for success.

Library Resources

MHCC's library provides access to current materials of an appropriate breadth and depth to support the college community's teaching and learning needs, as part of the mission of transforming lives and building communities. In 2013-14, the college's investment in library and information resources- books, DVDs, periodicals, and electronic resources, including databases-averaged \$19.69 per student (based on fall 2013 enrollment); since the library also serves MHCC faculty and staff, adding those numbers lowers the average to \$18.22 per college user. Library materials and resource are available to the public.

All areas of administration and service within the library are managed according to a communities of practice model, which is defined as one in which practitioners engage in a process of collective learning in a shared domain of human endeavor ([Communities of Practice: A Brief Introduction](#)).

The collection development community of practice is led by a faculty librarian and the technical services coordinator and includes subject selectors/liaisons, technical services staff, and resource sharing staff as members. Faculty librarians, the technical services coordinator and the library director serve as subject selectors and act as liaisons to instructors across the curriculum. The liaisons also provide support for accreditation reports and visits for individual programs. The collection development faculty

librarian acts as general liaison to all faculty of the college and serves as a standing member of the curriculum committee to facilitate information dissemination in the library about college-wide curriculum changes and new courses or curriculum that need resources to support them. The library encourages all members of the college community to suggest materials to add to the collection, both through an online [recommendation form](#) and via a suggestions box located in the Popular Reading display area.

The library uses an online reference statistics program that captures quantitative and qualitative data about student research and information needs. This data is then used to inform purchasing decisions ([Collection development subject librarians](#)).

2.E.2: Library: Appropriate Planning and Information Resources

Mt. Hood Community College faculty librarians, the technical services coordinator and the library director select materials for subject and program areas and serve as liaisons to instructors across the curriculum. The liaisons actively solicit input from faculty regarding materials to support teaching and learning needs in their program areas. The liaisons are also responsible for withdrawing items from the collection, with direct input and assistance from the faculty when possible. The collection development faculty librarian is the main point person to the college for issues related to the library's

collections and actively works with college stakeholders-such as the disability services office, audiovisual services, faculty and students-to ensure that the library's collection meets a broad range of community needs. For example, in 2013-14, the library implemented a Popular Reading collection in response to community demand. This collection serves the needs of students in developmental reading classes, as well as the lifelong learning needs of all members of the college community, and is the most highly used area within the library's circulating collection. Policies related to materials selection and withdrawals are the responsibility of the library director, the collection development faculty librarian and the technical services coordinator. Collection development policies are reviewed and revised as needed to reflect the changing needs of the library's users.

One measure of the success of the library's reserves collection is the strong use of that collection. In 201213, there were 47,443 checkouts of reserve items, comprising over 76% of the total library circulation.

While course textbooks form a major component of this use, the reserves collection also includes popular items of technology for checkout, including laptops and calculators. By comparison, there are fewer checkouts of items in the library's circulating collection. This can be attributed to changing information needs, driven by changes in curriculum and an expectation of immediate and ubiquitous access to information. Library staff are routinely engaged in conversations about how to make the library's collection more user-friendly and how to display collection materials that currently exist as "hidden gems." Since 2013, the library has undertaken initiatives, such as implementing a Popular Reading collection and the "pop-up library" (mobile library tied into campus events) for this purpose.

In addition to serving the local MHCC community-students, staff, faculty and community users-the library's collection also serves a wider academic population through the Orbis-Cascade Alliance library consortium. It speaks well of the library's collection that more items are loaned to consortia borrowers than are borrowed. In 2012-13, the library lent 1,761 items to consortia borrowers and requested 1,004 consortia items for local users; in 2013-14, these figures were roughly similar: 1,356 items lent and 982 items borrowed. Beyond this regional consortium, the library shares resources through interlibrary loan; use of this service by local MHCC users has increased dramatically in the past two years. In 201213, the library lent 1,316 books through interlibrary loan and borrowed 2,147 books for local users. In 2013-14, the library lent 1,212 items through interlibrary loan and borrowed 2,158 items for local users. These statistics indicate that the MHCC library is an active and valued participant in a broader community of access to information resources.

The library materials budget has remained stable since 2010. As more emphasis is placed on electronic resources and "anytime/anywhere" access for students, the library will need to make budget requests and

allocations for materials that reflect the shifting nature of resource formats and the ways that students access and use library and information resources. The entire library has worked hard to offer full services while staying within a lean budget.

The library actively solicits input from students on our services, such as printing and copying needs, hours of operation, and safety concerns. The library works with the ASG on issues that affect students. With the ASG's help, library staff solicited student input for naming the new cafe in the library. Other issues of collaboration include term checkouts for the library's reserve collection, designing a new activity card (student ID card and library card), and annual support of student government elections. Library staff collaborated with the Rho Theta Club to display achievement posters at both Maywood Park and Gresham libraries. The Rho Theta honor society staff has moved their offices into a space in the library. The library continues to network across all college campuses for the benefit of MHCC students.

Library Planning and Assessment

The primary plans for the library are the up-to-date strategic program assessment plan (SPA) and the SPA action plan. Under these plans the library's principal goals are to continue to collaborate with the [Learning Success Center](#), [AVID](#), the [Diversity Resource Center](#), [Orientation Center](#), [ASG](#), and other campus departments, to continue to develop resources and services, to analyze services through various means such as surveys and focus groups, and to develop campus-wide and community outreach.

[The library's reserve collection](#) forms an important part of the collection and a vital service to students and faculty. This collection supports about one-third of all college textbooks, including cosmetology, biology, mathematics, humanities, and writing. Textbooks are provided by departments and/

or instructors across the campus for the benefit of students and are placed on reserve for two hours, four hours or seven days. Non-textbook materials, such as boxes of bones (anatomy & physiology) and rocks (geology), are offered for student learning. Course reserve materials are available at the [Maywood Park Center](#) and in the [Learning Success Center](#) to facilitate student access to course materials at their point of need. Access to textbooks and course materials is a priority service to support students and to enhance student retention. As part of the library's ongoing commitment to this service, library staff has engaged in an active collaboration with the bookstore manager and book buyer to discuss textbook purchasing in print and electronic formats. The library also actively supports efforts to promote the use of Open Educational Resources by MHCC faculty. Library staff works with the ASG through the student union to acquire donated textbooks and to place them on reserve.

Because of its membership in the [Orbis Cascade Alliance](#), the college can obtain materials through a consortia loan process (Summit borrowing) that greatly extend access to information resources.

Over the past few years, emphasis on acquiring and curating electronic resources to support online learning needs has increased in order to meet student expectations of "anytime/anywhere" access to library and information resources. Streaming videos and e-books are strong collections for the library, with thousands of titles online. Additionally, through the Orbis-Cascade Alliance, the library

participates in a consortium-wide project for demand-driven acquisition to e-books, which has greatly enhanced the MHCC community's access to e-books. The library also creates enhanced access to information resources through online [library research and class guides](#) (LibGuides). This includes curated tutorials on topics related to information literacy and research skills, class-specific guides and subject guides. The library also partners with online learning for an easy-to-access library presence within the

learning management system (Blackboard). The library's presence at the Maywood Park campus serves program and site-specific information and resource needs.

Assessment of Library Instruction and Information Literacy

At MHCC, library instruction is aligned with national and regional Information Literacy (IL) standards, integrated within existing courses, customized to be assignment-specific, and designed to encourage active learning. The MHCC Library Instruction program and librarians have adapted the ACRL Information Literacy Competency Standards for Higher Education and aligned them with categories corresponding to Bloom's Taxonomy of Cognitive Development. This provides a holistic framework of Information Literacy outcomes for the library instruction program at MHCC. The MHCC Library Instruction standards and learning outcomes are available online at [Library Instruction: Library Instruction Learning Outcomes](#). The Association of College and Research Libraries also publishes its complete ACRL [IL Competency Standards](#) for Higher Education online.

Outlining a formal assessment process for library instruction has been a priority for the Library Instruction Coordinator and community of practice, particularly after contributing to the MHCC Year 3 Accreditation report. In fall 2013, the Library Instruction Coordinator and instruction librarians started putting into place a multi-pronged assessment plan. Assessment of library instruction involves several methods, including these:

- › Written or online forms, surveys, or questionnaires for faculty and students
- › Informal feedback from instructors before, during, or after the session
- › Informal feedback from students during or after the session
- › Informal peer observations.

Since fall 2013, instructional librarians have formally assessed their teaching and effectiveness of library instruction via faculty feedback of library instruction; after each session, librarians follow up personally with instructors via an [online faculty feedback form](#). The faculty evaluation form records both quantitative and qualitative assessment of the library instruction session from the perspective of the classroom faculty member. Results thus far, as outlined in the 2014-15 Educational Assessment

& Strategic Planning documents, affirm that there is a high level of satisfaction from faculty. They find the library's instruction relevant and useful; they appreciate the supplementary materials (e.g., handouts, online LibGuides, etc.); and the effectiveness of the instruction librarian's teaching and responsiveness to students is rated highly.

WR121 Student Information Literacy Assessment

Since winter 2011, instruction librarians have been collaborating with English faculty in administering information literacy surveys to students enrolled in English Composition (WR121) courses during the winter term. Although the survey contains questions beyond the scope of a typical one-shot library instruction session, this preliminary data has been useful, particularly in providing opportunities to further collaborate with faculty in the English department.

English Composition (WR121) was targeted as a strategic course for campus-wide assessment of IL skills as it is the "gateway" credit course for writing, and a majority of students take this course. Librarians have worked with a team to create and revise the assessment tool, composed of a series of scenario-based questions in four different areas of IL: Using Information, Finding Information, Evaluating Information and

Citing Information. Librarians have helped introduce the assessment to WR121 instructors during the winter term, and librarians have also worked with Online Learning staff to develop a short video introduction, which can be embedded in online sections of WR121. The Office of Assessment and Institutional Research (AIR) sends the IL assessment via email to all students enrolled in WR121 in winter term; it is a voluntary assessment, and WR121 instructors may or may not offer extra

credit as an incentive for students to complete the assessment. AIR also provides a summary of results after winter term to the WR121 IL Assessment team.

In the library’s 2014-2015 educational assessment documents, the Library Instruction Coordinator reviewed the WR121 IL assessment results and recommended further collaboration with faculty. Analysis of the data indicate that some remediation is required, particularly in the area of students formulating IL needs and using information. An average of students scored below 50% in these areas (40.7%). Students, however, scored above average in the areas of finding information (58.4%), evaluating information (66.76%) and citing information (65.4%).

Assessing Student Learning and Library Instruction

In spring 2015, the Library Instruction Coordinator worked with the Office of Assessment and Institutional Research (AIR) to begin assessing the possibility of a correlation between library instruction sessions and student success and persistence. Through this collaboration, the Library Instruction Coordinator provided a list of more meaningful library instruction sessions (i.e., multiple, scaffolding library instruction and integrating within a cohort or course sequence, and/or multiple library instruction sessions for

a class within one term) conducted during the previous two academic cycles. The AIR researcher then compared student success and persistence rates within those targeted courses benefited from meaningful library instruction to like courses. The data demonstrate that there is a consistently higher rate of student success (e.g., course grades and overall GPA) as well as a higher rate of student persistence, when students benefited from more meaningful and multiple library instruction sessions.

The Data Are Presented in The Following Tables:

Library Instruction Enrollment & Success

All Like Courses

Term	Total #	Total Passed	Passing Percent	GPA
Fall 2012-2013	1,109	787	71.0%	2.52
Winter 2012-2013	2,229	1,698	76.2%	2.54
Spring 2012-2013	1,403	1,095	78.0%	2.51
Fall 2013-2014	1,066	737	69.1%	2.46
Winter 2013-2014	1,644	1,241	75.5%	2.58

Library Instruction Courses

Term	Total #	Percent of Total	Total Passed	Passing Percent	GPA
Fall 2012-2013	311	28.0%	247	79.4%	2.75
Winter 2012-2013	385	17.3%	301	78.2%	2.67
Spring 2012-2013	243	17.3%	163	67.1%	2.50
Fall 2013-2014	359	33.7%	272	75.8%	2.65
Winter 2013-2014	391	23.8%	290	74.2%	2.71

Difference in GPA

Term	All Like Courses GPA	Library Instruction Courses GPA	Difference
Fall 2012-2013	2.52	2.75	+0.23
Winter 2012-2013	2.54	2.67	+0.14
Spring 2012-2013	2.51	2.50	+0.00
Fall 2013-2014	2.46	2.65	+0.18
Winter 2013-2014	2.58	2.71	+0.13

Library Instruction Persist to Next Term

All Like Courses

Term	Total #	Persist to Next Term	Percent Persist
Fall 2012-2013	1,109	917	82.7%
Winter 2012-2013	2,229	1,775	79.6%
Spring 2012-2013	1,403	869	61.9%
Fall 2013-2014	1,066	851	79.8%
Winter 2013-2014	1,644	1,256	76.4%

Library Instruction Courses

Term	Total #	Total %	Persist to Next Term	Percent Persist
Fall 2012-2013	311	28.0%	276	88.7%
Winter 2012-2013	385	17.3%	324	84.2%
Spring 2012-2013	243	17.3%	161	66.3%
Fall 2013-2014	359	33.7%	301	83.8%
Winter 2013-2014	391	23.8%	315	80.6%

Difference in GPA

Term	All Like Courses Persist	Library Instruction Courses Persist	Difference
Fall 2012-2013	82.7%	88.7%	6.06%
Winter 2012-2013	79.6%	84.2%	4.52%
Spring 2012-2013	61.9%	66.3%	4.32%
Fall 2013-2014	79.8%	83.8%	4.01%
Winter 2013-2014	76.4%	80.6%	4.16%

This preliminary data is promising; to build on these results, starting in fall 2015, instruction librarians began tracking student data for library instruction sessions (via student IDs on a sign-in sheet for each library instruction session) to provide more options, context, and validity for connecting the dots between assessing student learning and library instruction.

Also in fall 2015, instruction librarians began using clickers to aid in teaching and to better track authentic, formative assessment of student learning during library instruction sessions.

2.E.3: Efficiency and Effectiveness, Informed Use

Information literacy (IL) has been formally identified as a core outcome for general education and writing curriculum statewide. To support identified IL needs at MHCC, faculty librarians and library staff provide instruction and instructional support in several ways: instructional sessions, online guides and “embedded” librarians.

Library Instruction Sessions

Faculty librarians collaborate with instructors to offer customized instruction sessions specific to disciplines, individual courses and research-based assignments. These collaborative sessions often take place in the library instruction classroom where students have the opportunity to become familiar with the location and layout of the library, as well as its print and electronic resources. Library instruction sessions

emphasize IL skills (e.g., finding, evaluating and incorporating the best possible sources) and include specific references to assignments or projects with which the students are engaged.

Handouts and activities are custom-tailored for specific classes, utilizing high-engagement learning activities and strategies.

	2010-2011	2011-2012*	2012-2013	2013-2014**	2014-2015***
Face-to-face sessions	339	198	368	220	155
Students served	8,697	*	8,987	5,546	3,895
Hours in classroom	n/a	n/a	398 hrs.	277 hrs.	197 hrs.
Hours in teaching prep	n/a	n/a	n/a	388 hrs.	331 hrs.

*Statistics incomplete due to librarian staffing turnover in 2011-2012.

** Beginning in fall 2013, general library orientations/tours offered as services separate from library instruction sessions.

*** In summer 2014, decreased numbers in library instruction reflect the decrease in instruction librarians from 3.5 FTE to 2.0 FTE. In 2016, the FTE was increased to 3.0 FTE full-time librarians.

Online Library Guides

For each face-to-face library instruction session, faculty librarians also create an online library class guide, via the LibGuides system implemented and piloted by the Library Instruction team in the winter of 2014. These online guides are easily revised and updated, and they are available to all students. In a little over a year since the implementation of these LibGuides, librarians have created almost 100 class guides. These online guides have replaced the older system of creating library instruction handouts and uploading static PDF copies onto the intranet (MyMHCC) portal.

During 2014/15, librarians and technical services staff worked together to upgrade the LibGuides system; this involved the standardization of library instruction core content and mapping data and resources that would not be migrated to the new LibGuides 2.0 system. However, this LibGuides upgrade has enhanced the quality of our online library guides, and we have been able to make use of the 2.0 benefits and expand our guides into general subject guides and private staff training guides. During spring 2015, librarians helped improve the discoverability of library resources for all our users, including adding tags and subjects to our library databases.

	2012-2013	2014*	2015**
Handout usage – times downloaded	14,323	n/a	n/a
LibGuides usage – times viewed	n/a	62,500	55,000+
Total number of published LibGuides	n/a	92	152

**Beginning in January 2014, Library Instruction transferred handouts and class guides to online LibGuides system.*

***Statistics current through May 2015.*

- › Library Instruction program information and online guides/tutorials online at <http://libguides.mhcc.edu/libraryinstruction>
- › Library Research How-Tos guides/tutorials online at <http://libguides.mhcc.edu/researchtutorials>
- › Library Databases A-Z, <http://libguides.mhcc.edu/az.php>: when selecting a subject area

from the Subjects filter, related library class guides and the library subject selector are also highlighted along with relevant databases

Librarians continue to support online learning faculty and students through creating online guides via instructor requests for online course guides; providing feedback in the online learning Faculty Academy in the Information Literacy module; and meeting with faculty upon request for individual consultations on integrating IL skills into online courses. More information and resources are viewable online on our [Library Support for Online Learning guide](#).

Instructional Support through Library Orientations, Tours and Seminars

In fall 2013, to meet demand and flexibility for classroom-related library services, library instruction sessions, and library orientation and tour services were separated and expanded. Library instruction sessions, taught by instruction librarians, are assignment-specific and tailored to the class needs: they relate to research assignments/projects. Library orientations/tours, provided by Library and Learning Success Center staff, are general orientations and overviews to Library services and resources. This instructional support is particularly utilized in foundation courses such as HD100: College Success. More information can be found on [this online guide](#).

2.E.4: Library Resource, Evaluation and Security Library Policies

The library communicates policies and procedures clearly, accurately and consistently to staff and to the college community, using the library website, policy and procedure manuals and internal emails. Library staff regularly review publications to assure integrity in all representations of our mission, programs and services ([Library A-Z](#)).

Evaluation

College-wide [student satisfaction surveys](#) consistently show the library to be among the most highly rated areas for student satisfaction regarding quality and utility. Furthermore, the perception of library services by institutional administrators, faculty and staff is consistently high, as demonstrated in faculty librarian evaluations, surveys and feedback from all quarters. Feedback can be sent through [Can't Find It?](#) and [Contact Us](#) links on the library's website.

Security

The library maintains a safe and secure environment by partnering with MHCC public safety to provide a safe learning environment in which people study, work, and socialize. The library maintains the college's 3M security system to protect library collections and equipment. The library takes adequate steps to prevent predictable losses, such as vandalism, theft and unreturned items borrowed from collections.

Library computers protect confidentiality by password-protecting individual use sessions through AccuTrack.

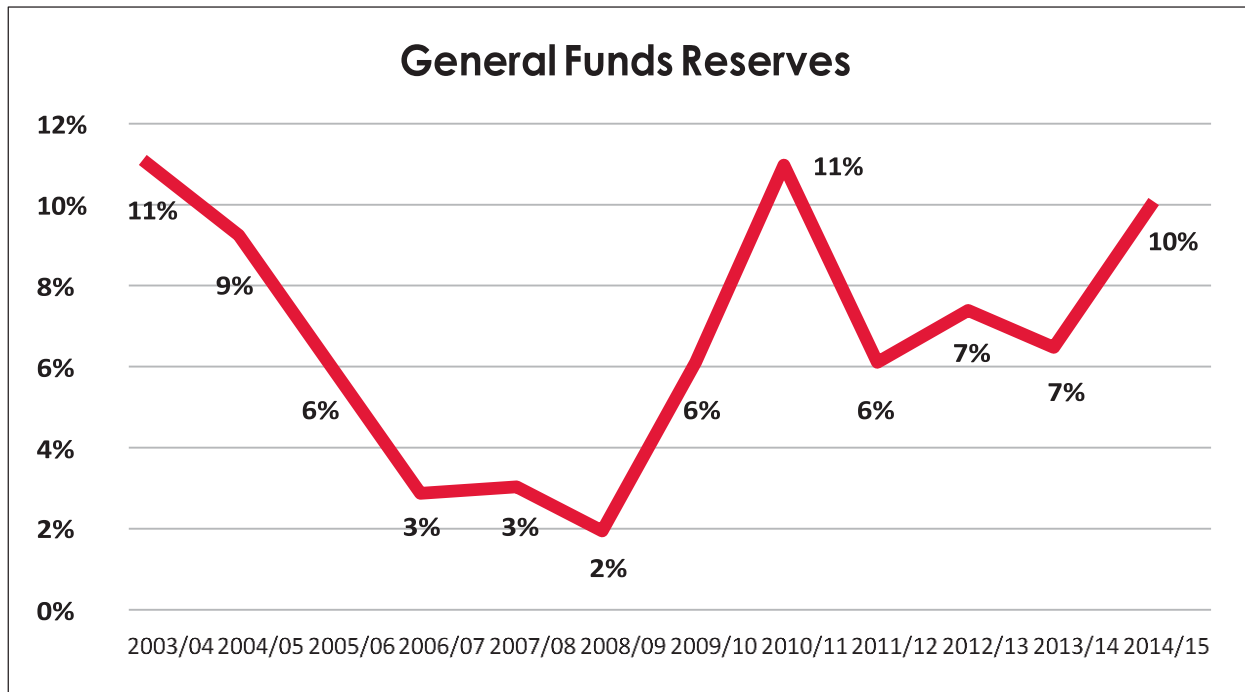
Standard 2.F - Financial Resources

2.F.1: Financial Stability

Mt. Hood Community College maintains a three-year fiscal forecast in which revenues and expenditures are estimated and revisited often. Enrollment is also estimated and monitored, as both tuition and state support dollars are based on enrollment. This forecast informs both the budgeting process and institutional planning as MHCC works towards eliminating an ongoing operating deficit and building sufficient reserves.

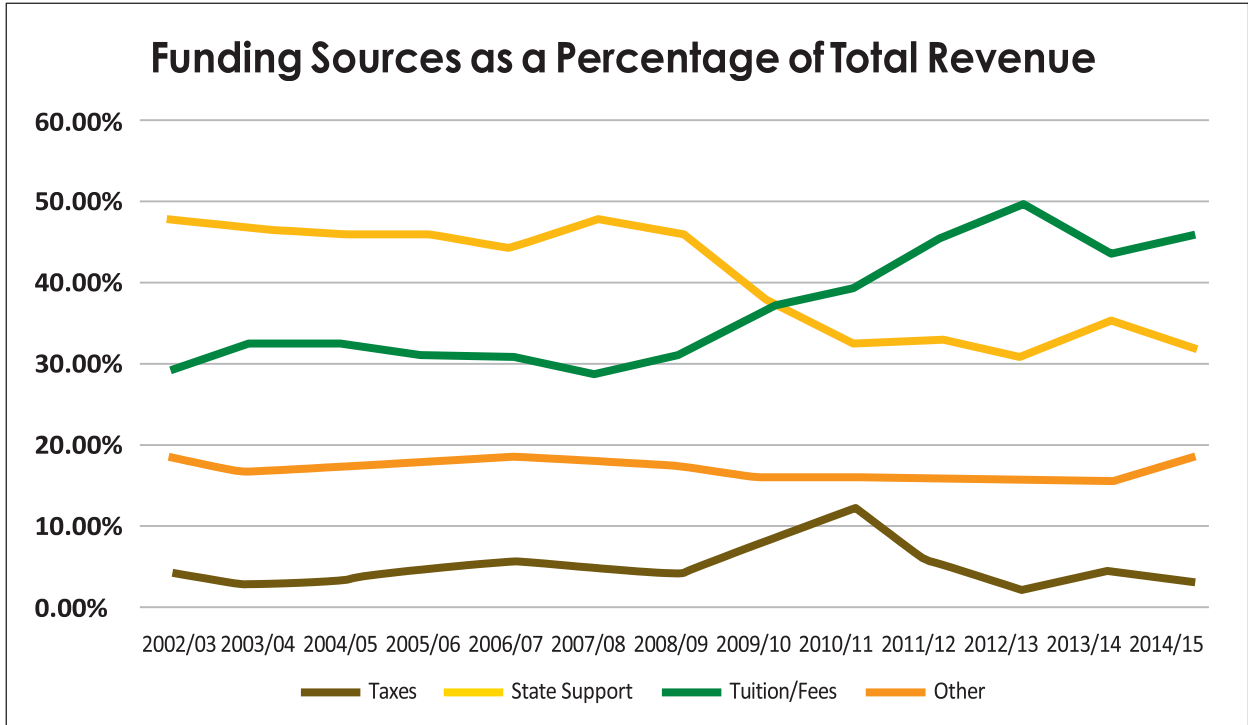
In July 2013, the board adopted a policy requiring a minimum restricted reserve amount of 2%, a minimum contingency amount of 3%, with a targeted combined reserves amount of 6-10%. These targets are in line with, if on the low side, other state community college fund balances. Fund balances have exceeded the minimum for each of the last five years.

Table 2.F.1A General Fund Reserves



Building and maintaining reserves, as well as forecasting conservatively, are critical in our current funding environment. Prior to 2009-10, state support made up the largest percentage of revenue; however, declining state support has necessitated tuition and fee increases. As a result, tuition and fees have become our largest source of revenues. After state support, property taxes are the next largest source of revenue. These taxes were legally limited by Oregon voters in 1990 (Measure 5) in both amount and growth (Table 2.F.1B).

Table 2.F.1B Funding Percentage of Total Revenue



Appropriations from the State of Oregon Community College Support Fund (CCSF) are funded biannually through the Office of Community Colleges and Workforce Development (CCWD). These funds are distributed to the college in eight equal payments: five payments in year one of the biennium and three in the next. Sufficient reserves are critical to ensuring available cash flows in the second year of the biennium when only three payments are received.

The college has no outstanding taxpayer funded general obligation debt. Despite attempts by the college to pass a bond, voters have not supported these initiatives. In order to pay for deferred maintenance costs, the college has borrowed funds based on its full faith and credit. Funding projects this way has burdened the general fund with approximately \$2.4 million dollars per year in debt service payments. The college has looked for alternative means to funding projects; for example, the newly completed early childhood center was funded in part by matching funds from the State of Oregon.

The college has annual debt service of \$4.1 million on limited tax pension bonds issued in 2003. The bond proceeds were used to pay MHCC’s share of an unfunded actuarial liability in the state’s public employee retirement system (PERS). This debt service is less than what the college would have been obligated to pay PERS, saving the college money. Debt service is paid through monthly payroll assessments of PERS-eligible employees.

Energy Savings Performance Contract (ESPC)

The college borrowed funds to pay construction costs related to an energy savings project, and the debt service is paid using guaranteed utility cost savings. The college is preparing to enter into a second phase ESPC, smaller in scale, but still addressing deferred maintenance concerns while generating sufficient cash flow to cover debt service.

2.F.2: Resource Planning and Development

The following defined data drivers are used as the basis for current revenue projections for the college: state aid projections per the current funding model; property tax projections from local governmental organizations; enrollment by tuition category, term and course; and other revenue generating activities. Additional analysis is conducted to identify risk factors. Those risks are weighed and a conservative and sustainable approach is used to establish projections.

2.F.3: Financial Planning Policies, Guidelines, Processes

Mt. Hood Community College's budget development process is guided by comprehensive policies and processes overseen by the [Tax Supervising and Conservation Commission \(TSCC\)](#), a structure unique to Multnomah County. At the start of every fiscal year, MHCC's board publishes and approves a detailed budget calendar that sets the timetable and events for the budget development process.

The budget review council is engaged in all phases of the budgeting process. The council represents stakeholder perspectives from faculty, management, staff and students. The council's charter is to advise the president on matters pertaining to the budget process, to review and analyze budget requests, and to ensure the budget process encompasses the college mission and core themes.

The 2015-16 budget process began in November 2015 with all-staff and student presentations by the president and budget staff on the college's strategic plan, the president's goals and key initiatives. An overview of the budget process presented a change in budget philosophy to align limited resources to fund our core objectives; based on trends, with a "right-sized" budget and sufficient contingency available to fund unexpected costs. The goal is to engage staff and students at the beginning of the process to improve transparency of the process.

The first step in the process for budget managers is to capture departmental strategic planning through a [Program Summary Form](#). These forms are submitted and reviewed with president's council representatives in late December and early January. President's council members use this information to compile a three-year summary budget request that is reviewed and prioritized.

In 2015-16 detailed three-year historical comparison of budgets with actual spending led to the identification of nearly \$1 million in various area budgets. This money was shifted from those budgets into the general budget in order to fund projects identified as priorities in the three-year summary budgets for 2016-17.

Finally, MHCC's board of education convenes as the district budget committee. The proposed budget is presented to the district budget committee, which holds public hearings. The [budget document](#) along with related presentations is posted on the college's [budget webpage](#). Following public input, the budget committee approves the budget, either as proposed or with adjustments, and provides rationale for any amendment(s). The approved budget is then forwarded to the board of education, which accepts recommendations from the budget committee, and is ultimately responsible for adopting a finalized budget.

Budget managers are given monthly budget reports detailing their actual expenses compared to the adopted budget for analysis. Variances in budgets are examined to better guide the ongoing execution of the budget and improve the development process in following years.

2.F.4: Timely and Accurate Financial Information

Mt. Hood Community College's [Board Policy 3120 Internal Control](#) and [Board Policy 3121 Annual Audit](#) set the requirements for timely and accurate financial information. The chief financial officer, who reports to the president, is responsible for accounting services, budget, bookstore accounting, internal controls and the reporting that is necessary for informed decision-making. The chief financial officer serves on the president's council. A monthly financial report is presented to the Board for evaluation and approval.

[Jenzabar CX](#) is the integrated financial system. It is a fully-integrated, real time solution featuring a single, common database. Accounting modules include cashiering, purchasing, accounting, student accounts/billing, payroll and budget. Both administrative and academic offices are integrated, allowing reliable access to current information. Requisitions of materials or services are approved electronically. Movement from requisition to purchase order to expenditure is tracked in real-time through the system by budget line item. Permission levels are in place to limit access and to restrict data posting, providing tight internal controls. Management reports are available real-time. Reconciliations of accounts are performed in real-time records. Adjustments or corrections are posted in a timely manner.

MHCC's bookstore Win PRISM accounting software allows the handling of point-of-sale registers, accounts receivable, purchasing and receiving for general merchandise and textbooks; it also provides a simplified version of accounts payable. The senior accountants in the business office are responsible for manually interfacing the bookstore's monthly activity to the Jenzabar CX system under a separate

fund; they also reconcile bank statements and general ledger accounts. Management reports are available both in PRISM and Jenzabar. The Win PRISM general ledger and full accounts payable interface with Jenzabar CX; they are now automated activities, providing better controls and daily postings.

As described in 2.A.30, MHCC prepares an annual financial report that is audited by an independent accounting firm as required by the Oregon Revised Statutes. The college has always received an unmodified audit opinion, which is the highest level of assurance an auditor can provide. The independent auditors are required to comment on the district's accounting records, internal control over financial reporting, compliance and other matters.

2.F.5: Capital Budgets Reflect Mission and Core Theme Objectives

In 2010, Mt. Hood Community College designed a ten-year facilities master plan that outlines projections for expanding or upgrading physical facilities and the acquisition of equipment for student use. The college conducted an extensive review of what projects would be included in a general obligation bond planned for the May 2016 election. Priorities from the internal and external communities SWOT analysis drove the projects selection. The facilities master plan is undergoing a full review and update in 2016-17. Projects identified in the 2010 plan, such as wayfinding/signage, have been implemented. The facilities master plan is subject to [board review](#) annually. Long-range plans include equipment upgrades in classrooms to provide a high-quality teaching and learning experience.

Because MHCC has not passed a general obligation bond in the last forty-two years, innovative funding has been imperative for major infrastructure upgrades. MHCC ensures a healthful, safe and reliable working and learning environment.

Debt for capital outlay purposes is periodically reviewed by the board, and is carefully monitored (and justified) so as not to interfere, unreasonably, with resources dedicated to academic effectiveness and learner success.

The physical appearance of the college is an extraordinarily important recruiting tool: Facilities has proposed building upgrades, including a multi-phased, way-finding project including new signage, improved building exteriors, the addition of balcony railings, technological upgrades to create smart classrooms, the installation of recycling centers, new windows, and new air conditioning units to promote energy efficiency and cost savings in energy output.

2.F.6: Defined Financial Relationship of General Operations and Auxiliary Enterprises

Mt. Hood Community College's auxiliary operations include the college's bookstore and the print shop. In June 2014, both auxiliaries were moved under a single manager to improve efficiency and reduce operating costs.

The College Bookstore

Although the bookstore is in a supportive role to the college, and operates from a separate enterprise fund rather than the general fund, it receives multiple services out of the general fund to support its operations. For example, accounts payable, purchasing, human resources, facilities, information technology and public safety all contribute to the bookstore's operations.

Any needed repairs to the actual physical site are paid for from the general fund; however, if the bookstore purchases new equipment (e.g., cooler for food, cameras for security) or supplies (office or store supplies) these expenses are paid from the bookstore fund.

All bookstore operating surplus is transferred into the general fund. During peak enrollment following the recession that began in 2008-09, the operating surplus increased and transfers to the general fund resulted: 2009-10, \$500,000; 2010-11, \$800,000 (Increased amount included fund balance in the bookstore fund); 2011-12, \$500,000. As the economy has improved, enrollment has declined, impacting sales revenues for the bookstore as well as the college. The college is planning for ongoing annual surplus of \$100,000 from bookstore operations.

The Print Shop

While an enterprise activity, the print shop and college-wide copy machine and laser printer fleet have been general fund programs since 2007. The copy machines and printers were managed through a contract with Copiers Northwest. This contract, implemented in 2011, added networked features including scanning, faxing, and better access to color printing and copying. Each student receives a small allotment to spend on printing each term, but may choose to purchase additional services. The print shop implemented a new contract with CTX Xerox in September 2016.

A goal of the managed print contract was to reduce printing expenses for the college and to provide more accountability through the awareness of the true costs of printing and copying. The reduction in print shop revenues over the past few years indicates that this goal is being met.

Grant programs and outside customers (non-commercial and non-profit projects) produce approximately \$10,000 in revenue, which helps to offset the cost of operating the print shop in house.

2.F.7: External Financial Audit

Mt. Hood Community College prepares an annual financial report. Independent auditors are chosen by the board and the board-appointed audit committee. The current auditors are Talbot, Korvola & Warwick, LLP (TKW). For the fiscal year ended 30 June 2015, the auditors' opinion on the financial statements was

unmodified: there was, however, only one material weakness in financial statement reporting related to the review and oversight of HR and payroll processing, data entry and leave accruals. These issues have been corrected through reorganization and implementation of additional controls.

There were four findings of reported instances of noncompliance with federal laws, regulations or grant and contract agreements. These problems were related to an inability to document enrollment status reporting, one student financial aid eligibility finding, and one grant finding related to documentation of timely reporting. Controls were implemented immediately to ensure current and future compliance.

The auditors proposed no adjusting entries, nor did they issue a management letter.

The chief financial officer regularly discusses or reviews with the auditors any operational audit issues during the year and at the start of their on-site fieldwork. The auditors begin the audit process by meeting with the audit committee, which includes the president, board members, community members and staff liaisons. Audit fieldwork is typically done two weeks in June for internal control work, three weeks in July for single audit work, and four weeks in October for financial statement review.

The audit committee meets again in October to review management's draft financial statements, then again in November to review and approve the annual financial report.

The annual financial report is presented to the board in December and filed with the state prior to the December 31st deadline. The financial statements document, including the corrective action plan, is available to the public and staff [online here](#).

2.F.8: Professional and Ethical Fundraising Activities

The Mt. Hood Community College District Foundation, a 501(c)(3) established in 1969, in accordance with [ORS 65.036 Private Foundations](#) to administer fund raising and development activities that benefit the college, is guided by [Board Policies 3040 MHCCD Foundation, Inc.](#) and [Board Policy 8020 College Donations/Solicitation of Funds, AR-3040-A MHCCD Foundation, Inc.](#) and its own by-laws. The foundation and its board provide individuals, corporations, foundations, and other groups with opportunities to support MHCC students and educational programs through cash donations. Foundation investment guidelines, developed and annually reviewed by the foundation finance committee, direct the management and investment of endowment and life income funds. Records of all foundation financial transactions, audited annually, are maintained in accordance with [ORS 65.036 Private Foundations](#) and are available to the college. Foundation records are available to the public.

With the guidance of MHCC President, Dr. Debbie Derr, the Foundation's first executive director was hired in 2013. Since then, efforts to increase student scholarships and provide more classroom support through fundraising have resulted in these new initiatives:

- › The purchase and implementation of new fund development software
- › An increase in donor support for the annual auction
- › The Foundation's first \$1 million donation
- › A revitalized internal staff giving campaign
- › A new alumni outreach initiative
- › The development of a new grant seeking effort

- › The assessment and restructuring of Foundation scholarship processing
- › The addition of a new Alumni Outreach/Scholarship Specialist position

Standard 2.G - Physical and Technological Infrastructure

2.G.1: Physical Infrastructure: Healthful Learning and Work Environments

Mt. Hood Community College's Gresham campus consists of 118.63 developed acres and 46.23 undeveloped acres. MHCC maintains approximately 964,255 gross square feet of space in fifty-three (53) buildings at three locations: Gresham campus, Maywood Park Center and the Bruning Center.

Ninety-four percent of the Gresham campus is forty to forty-seven years old. Its buildings were constructed in the 60s and 70s according to the accepted engineering and construction standards of the time. These buildings are not energy efficient, nor are they at current standards for seismic safety.

Without a general obligation bond in forty-two years, the college necessarily funds its major infrastructure system upgrades by other means.

Table 2.G.1 Innovation Capital Sources

Year(s)	Funding
2009–2010	Acquired state funding (Go Oregon) to replace the majority of the roofs on the Gresham campus, repurpose and upgrade instructional space, and complete selected
2009–2010	Energy performance contractor partnership to replace aged central utility plant and upgrade major system components on the Gresham campus, with OR DOE
2010	Developed a ten-year Facilities Master Plan to use as a guide for pursuing state capital funding that uses a priority based selection process
2010	Obtained full faith and credit financing to complete roof repairs, major building repairs, and the complete replacement of the Gresham campus electrical infrastructure
2010	Acquired state seismic funding to upgrade the Fisheries building, allowing immediate re-occupancy of the building after a major seismic event
2010–2011	Acquired state funding to build the new 21,000 gross square foot, early child care center. Building construction completed, including installation of 23kw solar system
2011	Acquired grant money to pay for mitigation plan development
2012	EOU/Library Mezzanine remodel
2012	Upgraded Wayfinding signage throughout the college
2013	Main Campus underground electrical infrastructure upgrade/transformer upgrades
2014	Track re-surfacing
2014	Phase II JCI HVAC upgrade and Facilities improvements
2014	Paving upgrades for main drives
2014	Wayfinding Phase II
2015	STEM Labs remodel, upgrading fume hoods, cabinetry and functionality for students
2015	Fire system repairs and replacements, improving operations and safety
2015	Engineering Computer Lab classroom remodel, improving functionality and use
2015	President's Circle wood deck replacement, improving safety and student use
2015	Health and Physical Education lobby upgrades and painting, improving appearance and student use
2016	STEM Project: Chemistry Labs Remodel
2016	New flooring in Cosmetology
2016	Aquatics Center Dome Installation
2016	Floors and Septic Tank for Head Start
2016	Pool Lift (ADA)

Management and Maintenance

MHCC's facilities management department manages and maintains the operations of all college facilities: building maintenance; grounds maintenance; events scheduling; events support; recycling; custodial services; work order systems; key access management; and, vehicle maintenance and repair. Facilities management is responsible for ensuring a high-quality safe and healthful learning and working environment. The Director of Facilities and facilities teams report to the college president.

MHCC employs a qualified and skilled maintenance staff, which provides technical skills allowing the college to perform in-house maintenance and repairs. MHCC also employs a large contingent of service contractors to provide labor and materials for major repairs, renovations, maintenance and project work. The goal of the team is to perform as much skilled labor internally as possible.

Facilities Council

The facilities council has broad representation consisting of administrators, faculty, staff and students who review issues related to the management, improvement and maintenance of campus physical infrastructures. The council solicits facilities-related needs three times a year, for needs of up to five years in the future. The council prioritizes requests from all areas of campus.

The regular review process, when combined with the facilities-initiated engineering analysis of deferred maintenance needs, provides a comprehensive approach for the renewal and improvement of physical infrastructure.

The committee determines institutional priorities, but is also allocated an annual budget to meet infrastructure improvement needs at the committee's discretion. The committee may set up ad hoc sub-committees, as needed, to address urgent or priority needs that may arise. Examples of ad hoc committees actually assembled are way finding, sustainability, health and safety, classroom upgrades, operations and maintenance, deferred maintenance, athletics and space allocation. Should these committees provide services that remain necessary or simply useful, they can then become permanent, such as the Sustainability and Wayfinding subcommittee.

The facilities council requests that a member be an overseer of larger projects, such as new construction or major renovation. These projects are often not within the purview of the committee, but participation of the project management team allows the committee engagement in nearly all projects and the ability to communicate their progress to the members of other councils, including the joint leadership council.

Recommendations for final decisions on project prioritization are made to the president's cabinet. In 2012-13 and 2013-14, the facilities council recommended priorities for allocating a total of \$800,000;

\$200,000 was allocated for classroom upgrades, with the remaining \$600,000 for deferred maintenance and capital improvement projects. Funding for the 2014-15, 2015-16 fiscal years was \$100,000 annually and prioritized in the same manner.

The primary strength of the facilities council is to provide a broad-based perspective on institutional infrastructural needs. To that end, facilities annually submits their current year deferred maintenance plan to the council for review and comment.

Health, Safety and Access

Members of the Gresham/Bruning Center and Maywood Park safety committees conduct quarterly safety inspections. Most campus buildings and facilities are accessible during normal business hours to students,

employees, guests and visitors. Entry to rooms and buildings by authorized persons is possible by using an issued key or electronic access card. Employees without an issued key or electronic access card must present a valid MHCC employee photo ID to the Public Safety Officer or custodial staff for access to secured rooms. To access secured rooms, students need prior authorization from a designated MHCC employee and must present, to the public safety department, an MHCC or government-issued photo ID. Buildings and rooms that are identified as having high property value

or confidential information are equipped with alarm systems. More information is available in MHCC's [Crime Statistics and Security Policies Annual Report](#).

MHCC has a written [Emergency and Safety Procedures Handbook](#), which is reviewed annually by employees in each department. Faculty members share emergency and evacuation procedures with their students at the beginning of each term. MHCC has adopted the National Incident Management System (NIMS) and the Incident Command System for responding to emergencies.

In addition, the college has adopted a natural hazards mitigation plan. For every risk that is mitigated, the college reduces the overall exposure, which decreases the pressure on the response end of the disaster cycle. This reduces recovery costs.

All new buildings, construction projects, renovations and remodel projects are designed to meet all city, state and federal health and safety codes, as well as the Americans with Disabilities Act Amended Act (ADA as amended) standards. Project plans are submitted to the City of Gresham for review and to determine compliance with municipal code.

2.G.2: Hazardous and Toxic Waste Materials

Mt Hood Community College is regulated by various governmental entities for compliance with the use, storage and disposal of toxic materials. The various regulators include, but are not limited to, the following: Oregon Department of Environmental Quality (DEQ); Oregon OSHA; the Oregon State Fire Marshal's Hazardous Substance Survey, which satisfies the Federal Emergency Planning and Community Right to Know Act (EPCRA); and Gresham Fire and Emergency Services–NFPA.

Environmental Health and Safety (EHS) coordinates the numerous environmental, health and safety programs relevant to the college's operations. In July 2015, the department was reorganized and combined with Risk Management under the Director of Institutional Resilience. Funding restraints have reduced the EHS staff by 45%. It is anticipated that a full-time safety specialist will be hired in 2015-16.

The college stores hazardous materials safely and properly; quarterly Safety Committee inspections and targeted inspections by insurance representatives ensure that this continues.

2.G.3: Facilities Master Plan

Since the facilities master plan was adopted in 2010, developing new facilities while upgrading and maintaining existing ones, as suggested by the plan, have been priorities at MHCC. The condition and age of buildings make short- and long-range planning for capital assets critically important. Funding has been limited since 2010, impeding implementation of the Facilities Master Plan.

The facilities master plan has proven beneficial in avoiding conflicts when installing new infrastructure, making major repairs to existing infrastructure, planning space usage and repurposing existing space. The plan aids the timely submission of capital requests through Oregon's capital funding process, as well as communication with the City of Gresham regarding permits for capital projects.

When MHCC submitted the facilities master plan to the City of Gresham for review and approval in 2010, the city did not have a review or approval process in place. MHCC worked with the city to develop a review and approval process for the community. The MHCC team plans to revise and submit an updated Facilities Master Plan to the [City of Gresham](#) in 2017.

The Board of Education reviewed the facilities master plan at its summer planning retreat. One major project for the GO bond was a new Applied Technology Center. Without bond funding, the college will look at options to address roof repairs, ADA issues, entryways and other impediments with the current building.

2.G.4: Equipment Physical Plant

The facilities department is responsible for maintaining and repairing existing buildings and fixed equipment, including HVAC equipment; gas and electric boilers; plumbing fixtures and systems, including backflow prevention; interior and exterior lighting systems; door hardware; electrical distribution systems, including emergency generators; photovoltaic system; solar thermal system; fire suppression systems; elevators; fire and theft protection systems and equipment; waste and storm drain maintenance; repair and roofing systems; hydraulic loop heating and cooling systems; and an energy management control system.

Maintenance is performed on an established schedule and on an as-needed basis, using a work order system and may be outsourced as necessary. The college contracts with state-approved elevator companies to inspect maintain, and repair campus elevators. College information technology personnel maintain the emergency telephones, while elevator telephones are monitored by an elevator company on a 7-day, 24-hour basis.

The Facilities department maintains an inventory of building and fixed equipment.

Vehicles

College vehicles, including vans, trucks, tractors, electric carts, gas carts, fork-lifts, riding mowers, and other small engine equipment and riding lifts, are evaluated monthly to assess need for preventative maintenance. The college's vehicles, maintained for off-campus use, are serviced each 3,000 miles.

Gas and diesel-powered service vehicles used primarily on the college campus are serviced after each 2,500 miles of use, and electric vehicles used on campus are serviced after 100 hours of use. Routine services include oil changes, vehicle maintenance and safety inspections, and milestone services. Unscheduled repairs are completed on an "as needed" basis using a work order system. The college does not have a policy regarding vehicle replacement at this time.

A driver safety training program, the MHCC Driver Certification Program, is in effect for anyone driving a college-owned or leased vehicle, or their own vehicle for purposes involving the college. Both employees and students who are to operate a vehicle of any sort must complete the program and familiarize themselves with our rules.

Instructional Equipment

Instructional equipment needs at the college are addressed in three separate processes.

First, almost all Career and Technical Education programs are Perkins approved programs. This status makes them eligible for funding from the College's federal Perkins grant. However, this funding stream is dependent on federal funding which has become less stable over the past several years. The process to access this funding stream is managed by the regional CTE coordinator, a college administrator who also

manages the region's Perkins Reserve grant. The coordinator asks for Perkins equipment request lists to be researched and developed by program deans with faculty input. The deans meet with their prioritized lists and cost quotes to create a prioritized master equipment request list. The regional coordinator then determines how much of the Perkins grant award is available for equipment needs and the prioritized list is funded from top priority down until the funds are fully expended. All equipment orders are processed by the regional coordinator with the assistance of an accounting clerk.

Second, very few non-CTE instructional areas have a funded budget line for capital equipment and look to other funding sources such as one-time state funding (i.e., lottery funds), grants and requests to the MHCCD Foundation. Over the past few academic years, course fees have been assessed to fund equipment upgrades and replacements. Departments can either request their course fees to be

included in the annual budget, or "save them" over several years to fund larger items. This general fund budget is subject to budgetary pressures and typically is insufficient to fund all necessary purchases of new equipment and periodic replacement of failing equipment. Except for equipment provided

by Information Technology and Facilities Management, equipment and materials decisions are made at the department level. Through 2014-15, \$30-40,000 was budgeted through the Office of the Vice President of Instruction to fund priority small equipment needs (under \$5,000) as requested by the division deans. These funds were removed in 2015-16 as a budget reduction, and departments are encouraged to utilize course fees for equipment needs. Despite budget constraints, when equipment necessary to instructional programs fails, the equipment must be purchased to maintain the instructional programs.

Third, the MHCCD Foundation has established a grant for the college: the Board Designated Grant Award. In 2015-16, the grant was budgeted at \$80,000. The college president suggests targets to the foundation finance committee, then the finance committee recommends spending priorities to the Foundation board. In prior years the Grant Award has allowed the foundation to fund the following:

- › Kiln for the Visual Arts Department
- › Instructional benches for the Engineering Department
- › Scholarships for new students
- › Audio visual equipment
- › Student testing fees
- › "Smart" classrooms
- › Musical instruments
- › Various facilities equipment
- › New sound systems in the gym and Town & Gown Room
- › Overhaul of sound system at the aquatic center (pool)
- › Teaching and Learning Center equipment

2.G.5: Technology Infrastructure: Mission and Core Themes Supportive

The Mt Hood Community College information technology (IT) department structure includes thirty-two (32) full-time positions to support technology operations for the Gresham, Maywood Park, and Bruning Centers, fourteen (14) Head Start locations, WorkSource Portland Metro East and the Small Business Development Center. The department's organization and technology systems adequately support college operations, teaching and learning, and support services.

The IT department team strives for continuous improvement of overall department performance, to enhance both the student experience and customer service. These goals are accomplished in a number of ways, including weekly team meetings; college technology council leadership; project management processes and project team meetings; formal change management practices to inform users of system upgrades and changes; joint team meetings to insure communication and collaboration between IT teams and other departments; and direct communication between IT staff and users.

The IT department manages two sources of funds: the IT general fund and the student technology fee fund. The general fund supports departmental operations, system maintenance, and other expenses. The technology fee funds maintenance, upgrades and enhancements to college infrastructure directly related to student use/benefit in support of the college mission, and it covers basic technical needs and devices shared and utilized by the majority of students. The IT general fund supports basic technology needs.

MHCC has two data centers located on the Gresham campus where all MHCC systems are stored. These data centers are the hub locations for the MHCC network; all of the cabling from the Intermediate Distribution Frame terminates in one of the two data centers. The two data centers are connected by a 4G network connection. Both data centers have Uninterruptable Power Supplies and emergency generators that activate when the commercial power cuts off. The data center's cooling systems attach to the emergency power to keep them cool in the event of a power outage.

The IT department's project management office manages the college's large [technology projects](#). Processes include prioritizing project requests, building and engaging project teams, documenting desired project outcomes before work begins, managing resource allocation to the extent possible, facilitating communication between team members and others, mitigating barriers and risk, and tracking the progress of detailed projects as reflected in our plans.

Our structured approach contributes to the college's mission by maximizing effort through efficient resource allocation. On average IT manages twenty-two (22) large projects per year.

The five staff who make up the online learning (OL) department support the college mission through training and support of faculty and students who use Blackboard Learn and Jenzabar eLearning, the two learning management systems (LMS) for online course delivery and instruction. Blackboard Learn is a stand-alone LMS used for online and hybrid courses; eLearning is an LMS within MyMHCC portal and is used for augmenting face-to-face courses. A faculty academy offers instructor certification to prepare them for developing and teaching courses using Blackboard Learn; a majority of faculty use one or both systems to deliver or augment instruction.

An Online Learning Advisory Committee includes faculty, administrators and staff who review and advise OL delivery, assessment and OL training offered through the Faculty Academy. The chief information officer oversees the OL department.

2.G.6: Technology Training

Several areas in addition to the IT department support MHCC technology users in a variety of ways. Key among them is the online learning department (OL), the library and the learning success center.

Student Support

The IT department staffs two open computer labs: the main computer lab (AC 1451) and a lab in the library (AC 2303). The main lab is available to students seven days per week during the fall, winter and spring terms; hours are reduced during summer term. The labs are managed by a full-time employee and staffed by a combination of part-time employees, student aides and federal work-study students who assist students using the labs.

In addition to the IT computer labs, a student help desk, located in the library, is available weekdays during library hours. Students may request assistance with various technology related issues from the library help desk in person or via email. Most of the assistance provided is in these areas:

- › Printing, scanning and photocopying
- › Wireless network connection
- › File management and file sharing
- › MyMHCC portal password and library PIN resets
- › MHCC Saints email accounts

More in-depth technology assistance is available to students through the computer skills lab, which is open weekdays. Lab staff assists students with software, Microsoft Office, MyMHCC and internet skills. Several learning assistance software options are available to students. Students may also use the computer skills lab as an open lab to work on their coursework.

OL students are required to have access to a computer, the internet and a web browser. Most use their own device; those who do not may use MHCC computer labs.

The Gresham campus testing center and Maywood Park Community Skills Center offer proctored testing services and college placement tests; OL support staff assists students in need of off campus testing.

Online learning uses these tools to assist students: phone, e-mail, instant messaging, video chat, remote desktop sharing and frequently asked questions on the OL website.

Student support includes:

- › Navigation and use of system tools
- › Access and password management
- › Troubleshooting
- › Proxy testing setup and assistance
- › Hardware and software support for all technology used in online learning, including mobile platforms and bring-your-own-device scenarios
- › Multimedia support

- › Registration assistance
- › General questions about the OL program
- › Assistance and resolution for non-technical issues

Faculty Support

The online learning program offers comprehensive training, professional development, resources and support for faculty using Blackboard Learn and eLearning.

Faculty are required to complete an extensive Faculty Academy online training program that certifies them to develop and teach online and hybrid courses in Blackboard Learn. The academy program addresses quality; best practices; communication tools; preparing and editing for online content distribution; and technology training on system use.

Full-time faculty is provided a workspace with a computer, internet, and software. Computers and internet are provided in a dedicated office for part-time faculty and tutors. Limited wireless access is available for faculty who bring their own device. OL has a dedicated lab with wireless internet access and equipment to assist faculty with multimedia projects.

Online resources include two community resource sites where faculty may receive information, instructions, timelines and use asynchronous and synchronous communication tools.

Staff Support

The IT department service desk provides technology support to employees during weekday business hours and off-hours for system emergencies.

An Electronic and Information Technology Accessibility Coordinator position was created and filled in 2015, and this individual is responsible for Americans with Disabilities Act (as amended) compliance related to MHCC's internal systems and processes, and for employee guidance and training. Primary responsibilities include developing and implementing an overarching plan to address compliance, identifying compliance gaps and supporting employees in their work to assure all electronic college- related materials are ADA (as amended) accessible.

Microsoft IT Academy is a training tool offered to employees and students through the college's contract with Microsoft. The IT Academy comprises prepackaged modular training for a variety of Microsoft products.

2.G.7: Participation in Technological Infrastructure Planning

To best support Mt. Hood Community College's technology infrastructure, information technology teams collaborate closely with other departments; college employees and students continually provide input to planning for system upgrades, new technology programs and changes to the college's technology infrastructure.

Proactive budget preparation meetings occur annually with managers to discuss upcoming technology requirements for their respective programs. Those meetings inform each year's equipment and infrastructure planning. During summer 2016, the department will begin developing its strategic plan.

A technology council includes representatives from a cross section of the college community and plays a significant role in helping shape and implement IT policy.

Project management processes formalize employee involvement in major IT projects. A master list of active and requested projects tracks these major projects. IT shares its accomplishments in their [College Technology Projects: Completed Projects-Year End Report \(2015-16 is the latest\)](#).

Teams made up of stakeholders from appropriate areas assist with developing project charters and plans, which direct the teams' work. Employing project management methods results in timely and less costly completion of college projects. Since 2010-11 the department's project completion rate has increased from six that year to an average of twenty-two large technology projects per year.

2.G.8: Technological Readiness Plan

The IT department develops, implements, and regularly reviews technology updates and replacement plans to ensure the college's technological infrastructure adequately supports education and business operations, programs and services.

IT's strategic plan supports and corresponds to the college's mission and core themes. Annual reviews of the college's technology needs guide upgrades and purchases for the next one to three years.

IT communicates regularly to employees and students about the importance of technology projects in achieving the college's strategic goals. The IT management team reviews and prioritizes requests for major projects, with input from the president's and technology councils.

Budget and implementation planning are in place for an incremental annual server refresh and an incremental annual data network equipment refresh.

Workstation life cycle planning follows standard practice-three-year cycle for higher-need engineering computer labs, and five years for other student use and employee areas. Technology fee fund spending in 2015-16 followed a general plan to refresh 20 percent of desktop machines annually, with yearly review and a plan for the coming year's refresh/upgrade.

Recent incremental wireless access network expansion at the three campuses enables the safe and reliable exchange of information, a vital student and employee resource given the increasing dependency on personal devices to access online material.

Standard 3

Planning & Implementation

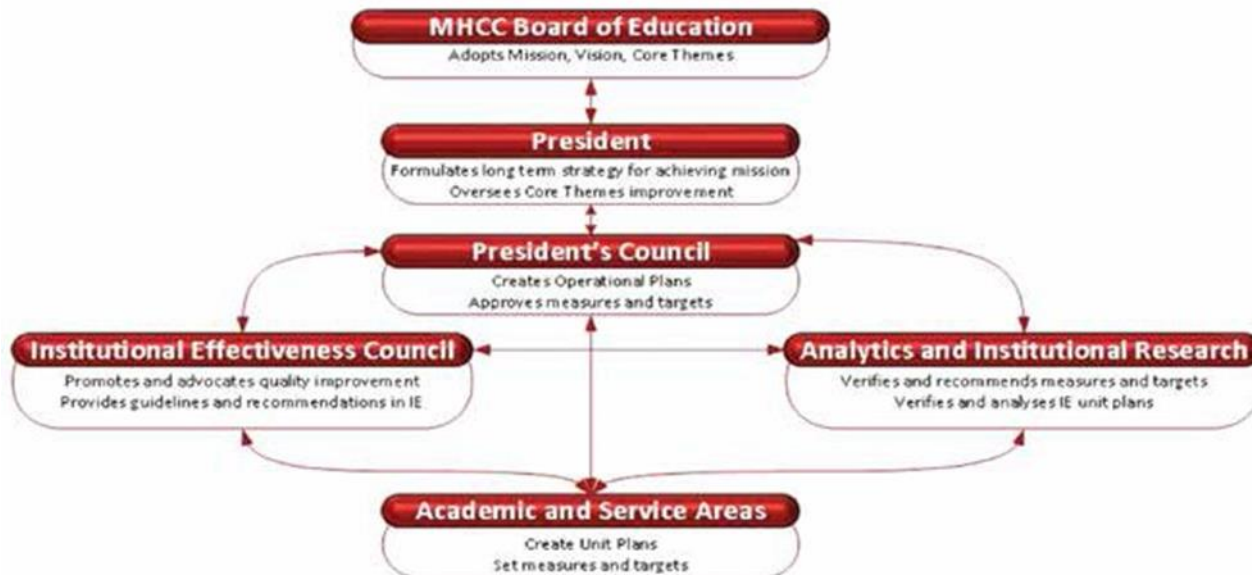
Ribbon Cutting: Unofficially dubbed “the founding mother of Mt. Hood Community College,” Betty Schedeen cuts the ribbon at the college’s grand opening at the Multnomah County Fairgrounds on Sunday, September 18, 1966.

Standard 3: Planning and Implementation

The flowchart below, Figure 3.A.1, Institutional Planning, is a blended framework of Mt. Hood Community College’s current planning process with the new Institutional Effectiveness Council (effective Fall 2016): The chart represents the expanded role of the Office of Analytics and Institutional Research (AIR) in planning and assessment.

During 2015-16, the college built an infrastructure for improved, consistent data collection and assessment; adjusted measures, indicators and thresholds; and assigned ‘ownership’ of key performance indicators to the appropriate administrators and staff; all to strengthen institutional planning.

Figure 3.A. Institutional Planning



3.A: Institutional Planning

The institution engages in ongoing, purposeful, systematic, integrated and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

3.A.1: The Planning Cycle

The institutional planning cycle begins with the Board of Education's adoption of a comprehensive strategic plan. It is a broad-based process that allows for input from a full range of groups including faculty, staff, students and community. In July 2015, the Board reaffirmed the college's mission, "Transforming Lives | Building Communities," and revised our three core themes. A revised vision statement and renewed values were also adopted. (See [Board Policy 1020](#) for MHCC's revised versions of its published Mission, Vision and Values Statement.)

The Board adopts the mission, vision, core themes and values. Annually, at a summer planning retreat, the Board reviews and sets goals for the coming year with the college president based on the mission and core themes; thus, strategic institutional planning begins at the board and presidential levels. Throughout the year, the president presents progress updates to the board; the president also provides a mid-year progress report on goal attainment. In spring, the president provides a year-end report on benchmarks related to institutional goals. (See President's 2015-16 Goals on the [Office of the President](#) website.)

The president is responsible for the overall planning process and formulates strategies for achieving mission and core theme improvement. The president's council is the senior leadership team responsible for creating operational master plans and approving measures and targets.

The Office of AIR in its expanded role, verifies and recommends measures and targets, and will be working with the Institutional Effectiveness Council. The Institutional Effectiveness Council will work with the academic and service areas in developing their unit plans with meaningful, verifiable and assessable measures and targets. The IE Council will promote quality improvement and provide recommendations regarding procedural guidelines.

The new [strategic plan](#) is posted in classrooms, meeting rooms and on the college website.

3.A.2: Planning is Broad Based

Within the [Strategic Plan, 2020 & Beyond](#), a robust number of institutional strategic priorities were determined by external and internal stakeholders through the strategic planning process. In the academic year, 2015-16, The President's Council reviewed the rationale for established measures and indicators, and finalized indicators and thresholds, for each core theme. Responsibility for data measures and thresholds was assigned to senior-level administrators and key staff. Members of The President's Council provide guidance to their assigned areas and work with their unit operational plans to align the strategic plan, core themes and mission.

The new strategic plan was presented through various all-staff presentations and departmental meetings. In March 2015, the president's council was tasked with the implementation of the new strategic plan-

moving forward meant communicating the details of the plan with managers, faculty, staff and students. Managers, in turn, were tasked with operationalizing the plan with their faculty and staff at the unit level.

Strategic Budget Planning

An enhanced strategic budget planning process for the 2016-17 budget was introduced to all MHCC staff in November 2015. The new budgeting emphasis would now be to communicate the changed budgeting philosophy: i.e., apportioning limited resources to fund core themes and objectives. The Budget Team accomplished this by scheduling all-staff budget forums and through departmental meetings.

A budget program summary and key activities forms were designed to focus budgets on continuous quality improvement. Budgeting is now based on trends and budgeting is prioritized according to the strategic plan; the result is the “right-sized” budget. Budget managers were tasked with identifying expected program outcome measures that aligned with the core themes and strategic priorities. Budget managers identified key activities and priorities in their operational budget plans, while inventing a limited number of significant transformational strategies that could lead to more effective and efficient use of funds. Then, the vice presidents, after reading unit plans, developed a three-year summary budget including operational and transformational strategies. (See, for example, the 2016-17 Budget Program Summary sheets in the resource room.)

In the prior year budget development process, the goal was to embrace continuous process improvement through a multi-year horizon focused on process improvement, choices, capacity and sustainability of the budget. With the challenges of declining enrollment throughout the state, uncertain state funding levels and inflationary cost increases, the college is committed to ensuring that the strategic choices for effective and efficient use of college resources supported our students’ efforts to succeed.

Academic Planning

The 2015-17 Academic Master Plan (AMP) provides a framework for the work underway in reinforcing a more rigorous, intentional, learning environment that is guided by contemporary industry needs and fueled by institutional practices that support student access, persistence, retention and completion. The AMP identified over 30 recommendations to move toward a Guided Pathways model, tied to the American Association of Community College’s Implementation Guide for redesigning America’s community colleges as outlined in President Obama’s Blueprint for Reform, 2010.

The Instructional Administrators, comprised of key instructional deans, managers and directors of related instructional support programs, guide instructional policy and practice college-wide. The IA group does the following:

- › Leads programs, departments and divisions in unit/operational strategic planning, strategic budgeting and assessment processes;
- › Reviews and makes recommendations on relevant administrative regulations and policies;
- › Develops and manages instructional programs and services; and
- › Manages multiple instructional programs and/or instructional support services.

Organizationally, other college councils and committees carry out and support implementation of instructional planning initiatives.

Council for Instruction and Student Success (CISS) promotes quality instruction and student success through collaboration between instruction, student services and other areas of the college. The council does the following:

- › Reviews and makes recommendations on relevant administrative regulations and policies;
- › Guides the development and implementation of plans for instruction and student services;
- › Authorizes, facilitates and coordinates committees, task forces and other bodies whose work involves instructional and student services;
- › Fosters collaboration and inclusion of stakeholders;
- › Works on other issues related to instruction and student services as they arise.

The Curriculum Committee (CC) reports to the CISS, providing oversight and recommendations for curriculum planning. The CC does the following:

- › Develops and implements procedures;
- › Reviews proposals and recommends approval for new and existing courses with substantive changes: lower division; career technical education; developmental education;
- › Provides guidelines and oversight of the review of existing course outlines with overlap of existing courses;
- › Reviews and recommends to CISS new program proposals (courses);
- › Recommends to CISS procedures and policies regarding curriculum;
- › Provides input into the annual report to the Board of Education on substantive curriculum work;
- › Reviews course outcomes for alignment with general education outcomes;
- › Reviews and recommends exceptions to general education and distribution lists for non- transfer degrees.

Presently, curriculum review includes these aspects:

- › The production and archiving of individual course outline reviews;
- › The submission of course outlines to the state; and,
- › The submission and communication of new programs or any new program changes to the state.

Curriculum planning and redesign occurs annually, but generally throughout fall term of each year as faculty review course outlines. Deans and faculty are responsible for submitting all curriculum and supporting materials to Instructional Services.

The Educational Assessment Oversight Committee (EAOC) has responsibility for providing oversight and recommendations for effective educational assessment. The EAOC reports to the CISS. The EAOC does the following:

- › Develops and implements procedures;

- › Reviews general education student learning outcomes per Oregon-wide and college- specific standards;
- › Facilitates, through divisional-based committee members' leadership, a periodic review of student learning outcomes in discipline-specific courses;
- › Facilitates strategic program assessment (SPA) for programs under review in each academic year's cycle;
- › Facilitates working with the Office of AIR in the effective use of educational assessment and curriculum mapping strategies;
- › Recommends to the Council for Instruction and Student Success (CISS) procedures and best practices for educational assessment and strategic program assessment (SPA) review processes.

Since its inception in 2010, the strategic program assessment (SPA) process has been conducted over a five-year cycle affording the college an opportunity to review a manageable number of programs each year. The objectives of SPA's have been to provide clear assessments of a program's strengths and weaknesses and to develop a plan for future action as needed. The process ensures that programs focus on students successfully achieving desired learning outcomes. All recommendations are to be data-driven or based on empirical evidence.

In spring 2015, after a thorough review of educational assessment, the EAOE determined that significant progress on assessment could not occur without the alignment of general education learning outcomes with course and program/degree outcomes. The EAOE determined that seven programs scheduled for SPA's in 2015-16 would be the pilot group for completing the alignment work:

Biology Criminal Justice Economics

Natural Resources Nursing Physics/Astronomy Political Science

The 2015-16 SPA cycle began with training on the new outcomes alignment process during Fall In-Service 2015. During 2015-16, four training sessions were held for faculty and deans in these scheduled programs to complete alignment of at least one course. Some programs such as biology and nursing took the opportunity to complete outcomes alignment in multiple courses. The faculty of the pilot programs also worked on the first step of their reports, summarizing how the department's purpose and initiatives support core themes.

In addition to the alignment work, the assessment reports will contain the following action items:

1. Units will describe how the department's purpose and initiatives support the core themes. This allows faculty to reflect on how they operationalize and support the core themes.
2. Faculty will identify, align and evaluate all levels of learning outcomes. This alignment and evaluation component follows a new template that was developed in 2015-16. Reporting educational assessment was inconsistent in previous iterations of the SPA process. The new template is a tool that helps faculty align learning outcomes and report their educational assessment findings for each student learning outcome with consistency.
3. Student enrollment analysis is a key component to SPA. MHCC collects an impressive amount of data on its students. One challenge with this voluminous data is that it must inform rather

than overwhelm programs. Data queries for SPA were developed to help faculty understand who their students are; whether or not there are patterns of completion and persistence; who might benefit from intervention measures; and whether or not there is changing demand for their program, courses, or course modality.

4. Strategic budgeting will be the final component of SPA. Linking strategic planning and budgeting can be a challenge if budgeting architecture is opaque. The college has begun to formalize transparent budget documentation so that SPA teams can better engage with the budget process.

The college recognizes the importance of this feedback/assessment system for affirming or changing programs based on evidence, thus closing the loop through continuous quality improvement.

Prior to the roll-out in fall 2016, only a small number of faculty and deans who piloted the alignment work in 2015-16 were familiar with the new SPA process. However, it is anticipated that during fall 2016, all faculty will be working with the alignment process. The Teaching and Learning Center (TLC) has partnered with the EAOE in programming that directly supports faculty in the assessment process.

Online Learning Program Planning

Faculty and administration support a dynamic Online Learning (OL) program that reaches into all instructional areas. Online, hybrid and enhanced forms of delivery support the instructional mission of the college and require a commitment to quality. In order to advance quality and maintain quality control in OL, the Online Learning Advisory Committee (OLAC) is charged with these primary duties:

- › Develop a strategic plan for the Online Learning program;
- › Provide advice relating to the scope of practice of the faculty academy (OL training) as it relates to operational issues and the strategic plan for the delivery of Online Learning;
- › Review and make recommendations for the Online Learning program.

Planning-Student Development and Success Programs

In 2015, falling enrollment exceeded forecast levels, and the college convened an Enrollment Crisis Action Team over the summer of 2015, to analyze existing data and to recommend immediate action plans for building enrollment. One recommendation was the concept of a tuition promise-to freeze tuition for current and enrolling students within a four-year period-as a step toward improving student retention. The Board of Education accordingly adopted a tuition promise that freezes tuition for current students making academic progress within a four-year period.

In September 2015, the Division of Student Development and Success (SDS) team, carried forward the charge to create a comprehensive student enrollment management plan addressing declines in enrollment, the barriers to student access and the persistence rates. From October 2015 through

March 2016, the Enrollment Strategies Committee and the Enrollment Conservation Collaborative met weekly to work on developing an enrollment management plan focused on six fundamentals:

1. Establishing comprehensive goals for the number and types of students needed to fulfill the institutional mission;
2. Promoting students' academic success by improving access, transition, persistence and graduation;

3. Promoting institutional success by enabling effective strategic and financial planning;
4. Creating a data-rich environment to inform decisions and evaluate strategies;
5. Strengthening communications and marketing with internal and external stakeholders; and
6. Increasing collaboration among departments across the campus to support the enrollment program.

By focusing on the above six fundamentals, MHCC will be addressing enrollment management from a systematic and integrated approach to achieving enrollment, retention and completion goals. Currently, teams are working on operationalizing and meeting the objectives of the enrollment management plan. The Enrollment Management Plan 2016-2020 was presented to the MHCC Board on April 27, 2016.

3.A.3: Assessment and Use of Appropriately Defined Data

Beginning in 2014, the Office of Analytics and Institutional Research began developing new, innovative data dashboards to improve the collection of assessable data as a way to enhance the evaluation of indicators through accurate measurement. The [dashboards](#) track progress toward acceptable levels of threshold achievement of core theme objectives. The Office of AIR tracks KPIs and assesses progress as it relates to benchmarks relevant to achieving objectives; AIR works with the owners of the KPIs to ensure completion of assessment and then shares evaluations with the president who in turn presents that information to the board.

3.A.4: Plan Articulates Priorities and Guides Decisions Regarding Resources and Capacity

MHCC's strategic planning process identifies key values and strategic priorities in support of the core themes and objectives that measure the attainment of indicators of mission fulfillment. These indicators are broadly based and measure both the college's capacity and efficiency. At the institutional level, the Office of AIR collects and analyzes data from across the college; while at the unit level, planning has been more informal term-to-term and annually, departments and programs engage in strategic budget planning that directly links to the college core themes.

With an improved planning process and expanded role of the Office of AIR in planning and assessment, unit plans will guide not only direct resource allocation but also the application of institutional capacity and sustainability, including staffing levels and consumables. As reflected in the chart "Core Theme Linkages," unit plans are aligned to the college core themes so the articulation of priorities is built into the process and closes the loop.

Figure 3.A.4 Core Theme Linkages

- College Mission
 - Core Themes, Objectives, and Values
 - Department and Program Goals
 - Department Plans
 - Strategic Program Review
 - Program Accreditation
 - Institutional Strategic Priorities
 - Institutional Plan
 - Academic Master Plan
 - Enrollment Plan

- Financial Plan

3.A.5: Emergency Preparedness and Contingency Planning

The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events interrupt normal institutional operations.

Mt. Hood Community College publishes an Emergency and Safety Procedures Handbook on its Intranet.

The emergency and safety protocols include injury and incident reporting procedures, bodily fluids cleanup procedures, fire safety and evacuation procedures, worksite safety checklists, hazard communications program instructions, material safety data sheets, safety bulletins, bloodborne pathogens protocols, hearing conservation checklists, respiratory program instructions, personal protective equipment instructions, descriptions regarding the lockout and tagout programs. In addition, there are plans for earthquake procedures, hazardous materials incidents, severe thunderstorms and volcanic eruptions.

One recently implemented training procedure that has been of significant emphasis is MHCC's Active Shooter protocol. The college performs lock down drills each term by initializing the active shooter public announcement while students and employees practice hiding and barricading themselves in place. Staff and students are alerted to upcoming lock down drills to minimize adverse reactions to participating in a realistic drill. A list of drills performed in 2014-2015 can be found in the [Clery Report](#). A list of drills performed in 2015-16 has been compiled but not yet posted to the Clery Report.

MHCC has adopted the National Incident Management System (NIMS) and the Incident Command System (ICS) for responding to emergencies. The [ICS team](#) is responsible for coordinating and managing emergencies and assisting in evacuations.

3. B Core Theme Planning; 4.A Assessment; 4.B Assessment and Improvement

3.B.1: Planning for Each Core Theme is Consistent with Comprehensive Plan

Mt. Hood Community College is well underway in the development of a continuous model of improvement that aligns planning, budgeting, assessment and action for improvement. Although the spirit of the core themes has not changed in a material way, the most recent version of the core themes and objectives is relatively new language. The mission and core themes are embedded in the planning template materials used throughout the various levels of the organization. One goal, moving forward, is to continue to develop materials that consistently operationalize the language related to our core themes. In this way, MHCC seeks not only to have strategic thinking, but strategic integration of college systems.

The three core themes direct core theme planning. As a way to articulate to staff, students and community the linkage and relationship between mission, core themes, core objectives and values, the college has posted college-wide the mission, vision, core themes and values in classrooms and meeting rooms.

3.B.2: Planning for core theme programs and services guides

The selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

MHCC engages stakeholders in the strategic planning process. In 2014-15, a strategic planning task- force composed of representatives across the college facilitated the process of gathering input from internal and external stakeholders regarding the strategic direction of the college over the next five years. The outcome of this effort became a new Strategic Plan. (See the [Saints' Strategic Plan Update](#).)

Unit/operational planning. Planning at the department, division and institutional levels focuses on improvements, efficiencies and effectiveness. Key strategic priorities for units are the drivers for budgeting and program assessment.

Strategic planning. The new strategic plan [2020 & Beyond](#), includes a robust number of strategic priorities defined by internal and external stakeholders. Staff presentations and meetings with the management team were held to roll out the new plan. President's council was responsible for disseminating planning information to their respective areas. Strategic budget planning tied budget development to meeting core themes. Other strategic master plans that support the alignment of planning at MHCC include the following:

- › Strategic Plan (President's Council)
- › Academic Master Plan (Instruction)
- › Strategic Enrollment Management Plan (Student Development and Success)
- › Campus Master Plan (Facilities Management)
- › Strategic Plan for Access, Diversity and Equity (Access and Diversity Council and the Office for Access, Equity and Inclusion)
- › Information Technology Master Plan (Information Technology)

3.B.3: Core theme planning

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

MHCC strives to transform itself into a culture of evidence guided by comprehensive planning and assessment of measures and indicators to evaluate the fulfillment of our mission. Since the board's adoption of the college's revised vision and core themes, the [Office of Analytics and Institutional Research](#) has created a more streamlined [dashboard-format](#) for the collection and analyses of appropriately defined data that are used to evaluate the extent of mission fulfillment.

AIR Mission Dashboard



MHCC Dashboard Data Relevant to Mission

Collecting and analyzing pertinent and usable data relevant to MHCC is one of the activities of the Office of AIR. The Office of AIR manages the areas of decision support/evaluation services, data request/ data collection services, business process automation and training.

The Office of AIR has deployed the OnTrack System Dashboard as a means of collecting and analyzing data. Data collection provides MHCC the ability to make available assessable information related to our core theme indicators, which in turn, informs us of our progress in meeting the core theme objectives outlined in Standard 1.A.2.

MHCC has established a set of objectives and indicators for each of the three core themes based on the strategic plan adopted in 2015. MHCC has identified one to two high-level meaningful, verifiable indicators that will serve as a basis for assessing the accomplishment of objectives and, ultimately, mission fulfillment. Selected indicators vary from simple one-factor metric to composite indices when a given

objective is influenced by several independent aspects. All indicators have lower-level metrics that provide direction on how an indicator can be improved.

To provide easy access for all stakeholders and interested parties, several data points have been added to the dashboards: high-level indicators, both five-year and annual targets; previous three years of data, wherever available; and changes from the previous year. This additional data will increase accessibility, transparency and accountability for measures and indicators. The combined value of indicators for each core theme is calculated and shown on the dashboard to demonstrate overall progress toward achieving each core theme.

The comprehensive planning efforts at MHCC illustrate how the college strives to measure mission fulfilment, thus transforming lives and building communities. The planning processes have been designed to reflect how the operational activities support the mission, core themes and the core objectives. The levels of planning result in data-driven and intentional actions, resulting in a shared and strategic vision.

These plans also direct the allocation of resources so that college programs and services are adequate and responsive to the needs of the community.

Standard 4.A Assessment

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives.

The Office of AIR is responsible for the collection and analysis of data for the assessment of core theme indicators. AIR will work closely with the administrative ‘owners’ of the key performance indicators to formulate evidence-based improvements. The Office of AIR with advisement from the Institutional Effectiveness Council will evaluate the alignment, correlation and integration of planning, resources, capacity, practices and assessment with respect to achieving the goals and intended outcomes of programs and services, wherever offered and however delivered.

Core Theme: Learner Success

Objectives:

1. Prepare students to achieve academic and life-long goals by ensuring course access, affordability and education fit.
2. Provide support services to enhance student achievement through student success initiatives that support diversity and inclusion.

Student success and educational fit is at the heart of the MHCC mission. MHCC is proud to provide open educational access to all students. This includes not only students who come to campus for classes or enroll in a wide variety of online courses, but open enrollment applies also to area high school students who elect to participate in various college events and dual credit opportunities. This open-door policy is not without challenges, particularly when students arrive at the college in need of remedial skills development. However, several programs on campus serve this population of students specifically. (See Student Success Initiatives section of the Institutional Overview.)

While the number of degrees awarded provides a global snapshot of ultimate student success, each course provides students a measure of success. As part of the enhanced SPA process in 2015-16, faculty began mapping the alignment of student learning outcomes at course, program and degree levels with general education outcomes.

The second core objective for learner success involves the college’s commitment to student success initiatives that support diversity and inclusion. To address the changing demographic and economic landscape, MHCC recognizes that access, diversity, inclusion and equity are central to the mission statement. A resolute commitment to diversity will enhance access and opportunity for all students and will support the broader enrollment, persistence and completion goals outlined in our master plans. This commitment will also serve to attract a vibrant and diverse workforce, enriching the educational experience of all participants. Strengthening MHCC’s commitment to diversity is imperative from a humanistic standpoint.

As in many organizations, the challenges and barriers that inhibit inclusion are often elusive and difficult to address. The college has developed its first ever Strategic Plan for Access, Diversity and Equity to guide the college, and has adopted a “Commitment to the Equity Lens” philosophy in response to guidance from the Higher Education Coordinating Commission ([Education Investment Board: Equity Lens](#)).

Table 4.A.1.A Indicators Relevant to Learner Success

Indicator	Description/Rationale	Current Year (2015-16)	Annual Target (7/2016)	Annual Acceptable Threshold (7/2016)	2020 Target (7/2020)	2020 Acceptable Threshold (7/2020)
Student Success Rate Strategic Priority: Life-long Connections	Percentage of students that earns a degree or transfers to a 4-year institution within 1 year of completion	28.0%	28.1%	>27.5%	35%	>30%
Job Placement Rate in CTE Programs Strategic Priority: Life-long Connections	Number of graduates in CTE programs who are working in their field of study 6-9 months after graduation divided by the total number of graduates in CTE Programs.	54%	55%	>53%	65 [^]	>55%
Percentage of SPA action items	Total number of action items implemented divided by the total number	*64 (2014-15)	65%	>60%	85%	>75%

Indicator	Description/Rationale	Current Year (2015-16)	Annual Target (7/2016)	Annual Acceptable Threshold (7/2016)	2020 Target (7/2020)	2020 Acceptable Threshold (7/2020)
implemented annually Strategic Priority: Education Fit	of action items identified.					
Students' Financial Aid Accessibility as a tool in improving college affordability Strategic Priority: Affordability	Financial Aid Accessibility: A complex indicator that includes percentage of enrolled students who file, complete, and are awarded aid, combined with their level of satisfaction regarding assistance provided by MHCC.	67.3%	67%	>65%	75%	>70%
Student Satisfaction with class schedule/ course availability Strategic Priority: Course Access	Average student satisfaction rating on the class registration survey; average of five items measuring satisfaction of class schedule and course availability for the term.	68%	65%	>62%	75%	>70%
Minority completion rate compared to student body Strategic Priority: Diversity and Inclusion	Proportion of minority student body completers as compared to the student body as a whole.	18.1%	18.5%	>18%	28%	>25% compared to overall student body

Core Theme: Community Pride

Objective:

1. Cultivate and communicate about community relationships that provide program services, resources, cultural experiences and community events

MHCC represents itself through a variety of media as it engages in various forms of communication and marketing to convey its academic intentions, program and service information, as well as day-to-day operations. (See Section 2.A.21 Communications Integrity.)

One notable group of MHCC students, documented in a local newspaper, volunteers regularly in various local programs. (See "[MHCC nursing students volunteer in community](#)" in Outlook (8 Jan. 2016).) About 80 nursing students helped recruit bone marrow donors for a national registry, participated in health monitoring and vision testing for children in Head Start, donated their time to Medical Teams International, worked at Portland's Blanchet House (a transitional shelter for homeless men) and aided local seniors with foot care, among other things.

Table 4.A.1.B Indicators Relevant to Community Pride

Indicator	Description/Rationale	Current Year (2015-16)	Annual Target (7/2016)	Annual Acceptable Threshold (7/2016)	2020 Target (7/2020)	2020 Acceptable Threshold (7/2020)
Community Values MHCC Strategic Priority: Communication	Percentage of community members that recognizes MHCC as a valuable asset	60%	55%	<50%	70%	>65%
Number of unique cultural and athletic events hosted by the college Strategic Priority: Community Events	Total number of unique athletic and cultural events hosted by the college annually	257	260	240	700	>650
Number of clients receiving services from program offerings	Total number of clients served and monetary value of services by programs offering services to community residents	4,373	4,500	4,300	7,500	>7,000

Indicator	Description/Rationale	Current Year (2015-16)	Annual Target (7/2016)	Annual Acceptable Threshold (7/2016)	2020 Target (7/2020)	2020 Acceptable Threshold (7/2020)
Strategic Priority: Program Services						

Core Theme: Partner Innovation

Objective:

1. Build responsive and innovative partnerships that serve students, employees, business and industry, pre K-12 education partnerships, the MHCC Foundation and the community.

MHCC is proud to offer the programs that serve students as they seek greater knowledge and employment in their community.

The college has also made a concerted effort to foster strong relationships with K-12 education partners to provide college credit opportunities for high school students in the district. This has been one of the areas of greatest growth on campus.

The MHCC Foundation serves to represent the college with community members in support of providing scholarships to students. In addition, community partnerships provide additional resources and revenue for the college in areas such as donations and gifts, grant collaboration and contracts.

MHCC’s program offerings must be pertinent to the labor market and responsive to community and industry needs, producing graduates who have the cultural competencies necessary to succeed in their professions in this multicultural world.

Last, shifting demographics necessitate new strategies and partnerships between MHCC and local governments to serve diverse populations and strengthen local economies.

Table 4.A.1.C Indicators Relevant to Partner Innovation

Indicator	Description/Rationale	Current Year (2015-16)	Annual Target (7/2016)	Annual Acceptable Threshold (7/2016)	2020 Target (7/2020)	2020 Acceptable Threshold (7/2020)
Overall Employee Satisfaction Strategic Priority: Employees	The average (mean) rating (based on a five point scale) of all employees to the question: "Overall how satisfied are you with your employment at this institution so far?"	3.64	3.6	>3.5	4	>3.9
Value of SBDC Strategic Priority: Business and Industry	Total value added to the community by the activities of the SBDC (training, assistance with funding, capital, contracts or startups, etc.)	65.1%	60%	>55%	75%	>70%
District high school graduates matriculating to MHCC Strategic Priority: Pre-K – 12 Education Partnerships	Total number of district high school graduates who subsequently enroll at MHCC (within 16 months) divided by the total number of graduates from district high schools	19%	19%	>19%	25%	>22%
Advisory board action items	Percentage of Advisory Board action items implemented annually	63%	70%	65%	85%	>75%
Foundation scholarship awards Strategic Priority: The MHCC	Total number of Foundation scholarships awarded divided by the total number of Foundation scholarships available.	76%	78%	>75%	90%	>85%

Indicator	Description/Rationale	Current Year (2015-16)	Annual Target (7/2016)	Annual Acceptable Threshold (7/2016)	2020 Target (7/2020)	2020 Acceptable Threshold (7/2020)
Foundation						

Standard 4: Effectiveness & Improvement

Building The Dream: Construction of the first permanent campus building, the General Education Building, began in the summer of 1967 and was completed by November. By spring of 1971, campus construction was approximately 60 percent complete with three more buildings scheduled for completion the following year.

Standard 4: Effectiveness and Improvement

Executive Summary of Eligibility Requirements 22 And 23

22: Student Achievement

Mt. Hood Community College identifies and publishes the expected learning outcomes for each of its certificate and degree programs. By establishing measures, indicators and thresholds for revised core themes and through improved systematic assessment, the college provides evidence to validate student achievement of learning outcomes.

23: Institutional Effectiveness

Mt. Hood Community College has defined its evaluation and planning procedures, which will result in better assessment of the achievement of mission and core themes. The holistic planning process includes academic planning, strategic budget planning, technology planning, facilities and capital

planning, enrollment planning and emergency preparedness planning. In fall 2016, a new Institutional Effectiveness Council will engage representative faculty, staff and students in the review of unit-, program- and institutional-level assessment processes to reflect the cycle of planning, practices, resource allocation, application of institutional capacity and assessment of results to ensure alignment and effectiveness.

4.A: Assessment

4.A.1:

The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data-quantitative and/or qualitative, as appropriate to its indicators of achievement-as the basis for evaluating the accomplishment of its core theme objectives.

The college core themes are the integral foundation for the institutional planning process and measuring achievement of mission fulfillment. Following the 2014 Ad Hoc Report and completion of the Strategic Plan, 2020 & Beyond, the college has further refined core theme objectives, indicators, measures and acceptable thresholds of mission fulfillment. The Office of Analytics and Institutional Research ([AIR](#)) continues to systematize its collection of institutional data, and to ensure the college is tracking verifiable, meaningful and assessable data.

In 2015, AIR began developing Key Performance Indicators (KPIs) that align to core themes, core objectives and the strategic plan. The KPIs necessarily measure mission fulfillment. The board of education and president establish annual benchmarks and goals that align with the core themes and strategic priorities of the college. Senior-level administrators have been assigned accountability for monitoring specific KPIs to ensure that institutional decisions are informed by accurate data.

Through 2015-16, the Office of AIR created innovative data dashboards to collect data and measure progress on all institutional KPIs. They have made their [reports](#) available to all interested parties. The college is moving toward a more centralized data collection process with access to robust, assessable and verifiable data tools that will foster a culture of evidence and assessment. Working with individual departments, the Office of AIR will facilitate the establishment of unit-level indicators in order to provide meaningful data for programs.

Figure 4.A.2 AIR Dashboard, Mission Detail



Over time, data can help determine needed improvements for programs. At the course and program levels, instructors are responsible for identifying variables that are meaningful to them.

As approved by the president's council, the Office of Analytics and Institutional Research (AIR) will be expanding its role in fall 2016 to oversee institutional planning and assessment, thus leading institutional effectiveness and continuous quality improvement through a consistent cycle of planning and assessment.

Faculty constantly review student feedback in the form of nearly daily activities. Their desired outcomes are aligned through course mapping, an assessment process meant to guide each academic department toward achieving MHCC's stated objectives. Outcomes for each course are stated in the syllabus so that students know what is required for success in each course.

4.A.2:

The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Academic Advising and Transfer Center

The institution regularly evaluates the academic advisement program. Here are some of the ways the academic advising system is evaluated:

- › Cross-functional meetings and discussions are held with faculty, staff and students, e.g., discussions around the online academic planning tool. More of these cross-functional meetings including faculty would further enhance front-line communication, and program and degree planning for students;
- › A Council for the Advancement of Standards (CAS) review of academic advising was completed in 2014-2015, resulting in action items and a revised mission with follow up in one year;
- › Regular email communications solicit feedback for improvement from faculty and staff advisers to ensure responsible, inclusive policies, procedures and decision-making;
- › Advising liaisons attend faculty department meetings to open dialogue pertaining to the advising system and its perceived level of effectiveness;
- › The AATC and AR&R had a series of large team meetings identifying areas of improvement and now have quarterly departmental meetings with all student development and success staff. The purpose of these meetings is the engagement of staff, who work face-to-face with students, in problem-solving;
- › A task force of faculty and staff advisers was formed to review how the college defines proficiencies in relation to pre-requisites and how students are advised. This work was concluded spring 2015. New pre-requisites were introduced and a revised registration process to help students with pre-requisites was implemented in May 2015.

Based on past evaluations of academic advising, the college has improved communication between faculty and staff advisers. Furthermore, advising continually improves the program through streamlining processes into a comprehensive evaluation system.

Facilities Management

The facilities management team of 24 individuals meet weekly with managers to review project tracking and updates, budget performance, strategic planning, process improvement, deferred maintenance and long-term capital planning. Projects are reviewed, scored and prioritized for completion and impact on students and facilities. The team regularly prioritizes projects according to available resources for maximum efficiency. Projects in progress are logged and tracked, while future projects are evaluated. The team also partners with the Facilities Council.

Information Technology

Last year (2016), the information technology department manages multiple projects involving many departments and employees with the goal of creating more efficient and effective IT systems and services that support student learning. Last year, the department conducted its first satisfaction survey on its core services. The survey ranked areas of key importance for participants. Results will serve as the baseline for assessing levels of client satisfaction. Analysis of survey results will lead to program and service improvements. The IT department reviewed the survey with the Technology Council and will be working with the council on the participant list for next year.

IT client services is the primary point of contact for MHCC staff, providing direct customer support via email, phone and in person. Through a new quality assurance program, the team will be working on improving quality at the Service Desk. Each member of Client Services has multiple customer interactions daily, and these interactions are of great importance. The quality assurance program will ensure the requirements for outstanding service, communication and technical support are met. Secondly, the IT Client Services team has also begun a process mapping exercise to identify waste and improvement opportunities for onboarding employees. Thirdly, the team has started documenting its knowledge-base, including a compilation of standard work documents for common processes.

Student Development and Success

The Division of Student Development and Success (SDS) is developing a long-range assessment plan which will include regular program assessments utilizing the Council for the Advancement of Standards (CAS) assessment standards and guidelines. In 2015, a CAS assessment was conducted on the Academic Advising and Transfer Center (AATC). This assessment resulted in a mission statement and action list. The AATC is conducting a secondary review of the 2015 assessment of improvements that were made and are determining where additional work must be done.

In summer 2016, three to five student development programs will be assessed according to the CAS standards. The assessment plans will include annual follow-up visitations to evaluate progress. Student Development and Success promotes a model called Do-Plan-Check-Act, as a means of continuous quality improvement. The goal is to implement this model for all student development programs and functions by 2017.

The college also conducts a student satisfaction survey every two years based on the ACT's Student Opinion Survey©1996 ACT, Inc. (with permission). The survey is designed to assess credit-student satisfaction with programs, services and other aspects of the college experience. Year 2015 marked the eleventh administration of this survey. Results of the student satisfaction survey are shared; a research brief outlining the analysis of the results is published.

4.A.3:

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes.

Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Educational Assessment: Alignment of Learning Outcomes

Beginning in 2015-16, academic programs have refocused on educational assessment through outcomes alignment. As a result, programs will document the alignment of all learning outcomes-general education, program and course levels of student learning outcomes. General education outcomes represent the broadest educational learning goals at the college, and thus comprise the base unit for assessment of student achievement. This alignment to general education outcomes affords faculty

a larger lens through which to see the comprehensive education that students are receiving at the college. General education outcomes are embedded into the curriculum and are also published in the college catalog and the college website.

In fall 2016, the alignment of outcomes by course will continue. The goal is that every full-time faculty will align outcomes for at least one course in 2016-17. After alignment, the next step will be to review data from the Office of AIR and develop self-assessments. Programs will begin conducting self-evaluations and producing a report. Most importantly, all faculty will become familiar with the comprehensive, data-driven, educational assessment process.

The objectives of the five-year cycle of strategic program assessment reports have been to provide clear assessment of a program's strengths and weaknesses and to develop a plan for future action as evidenced through analysis of data. Any recommendations for improvement in quality and effectiveness is based upon data and in accord with the college's mission, core themes and objectives.

For educational programs and services, MHCC recognizes the following:

- › Faculty are best suited to determine the outcomes for their programs, what assessment is appropriate, and how results should be interpreted for quality improvement;
- › Every department must engage in assessment (it is a process designed to evolve programs toward optimal effectiveness);
- › The purpose of assessment is continuous program improvement;
- › Faculty, administrative leaders and deans are accountable for successful implementation and support of the program assessment process within departments.

Course outlines and program outcomes are routinely audited for quality and are reflected in the three-year course outline review process.

Previous practice was focused on aggregate data that made it difficult to pinpoint strengths and weaknesses of curricula. Improvements to the level of specificity in assessment reporting will allow faculty to make immediate and meaningful judgments regarding targeted interventions.

Here is an Example to Illustrate Our Assessment of Student Learning Outcomes from the Course, Dental Hygiene 114 – Oral Microbiology:

Student Learning Outcome	Assessment	Results	Analysis (average assessment results must be at least 80%)	Action (if needed)
Describe what constitutes normal oral flora.	Midterm 1 Q 16-22, 30	79.40%	Action Needed	Revise curriculum to strengthen emphasis on specific microbial species of the oral environment. Additional clicker review questions. Additional study guide question
Describe and discuss the production of biofilms.	Midterm 1 Q 23-29, 31-42	85.40%	Met Target	

Faculty also work closely with the Office of AIR to collect and analyze data that help programs understand the changing student demographics and enrollment trends. The majority of SPA outcomes and deliverables will be documented in the OnTrack data system and are available to all faculty to ensure transparency and accountability of the process.

4.A.4:

The institution evaluates holistically the alignment, correlation and integration of programs and services with respect to accomplishment of core theme objectives.

Through Key Performance Indicators, the college demonstrates institutional progress toward achieving its core themes and objectives. A set of indicators further supports each of the KPIs to ensure individual programs and services are aligned with the core objectives and fully integrated into the process of mission fulfillment; all stakeholders can clearly see their individual role in helping the college achieve its mission.

The methodology for the evaluation of measures, indicators and thresholds was determined with the help of the Standard 4 accreditation committee with representation by faculty, administrators and staff. This committee was co-chaired by a faculty member and the business intelligence manager of the Office of AIR. The committee thoroughly reviewed the existing measures, indicators and thresholds (as defined in the 2014 Ad Hoc Report) and revised them to align with core themes and strategic priorities of the new 2020 & Beyond strategic plan.

A task group brought all indicators, measures and thresholds back to the committee for final review and acceptance. The final step in the process was a review of all indicators, measures and thresholds with the President’s Council, which then established accountability and ‘ownership’ for each indicator.

4.A.5:

The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Core themes are operationalized through departmental planning to ensure alignment and complete integration. The college recognized that a de-centralized approach to strategic planning over several years created uneven efforts and results. Through a renewed strategic budget planning process for the 2016-17 budget, all college departments defined three-year operational budgets and identified transformational strategies requiring reallocation of resources in alignment with the core themes of the college. Through discussions at the unit level, plans were developed to identify needed resources, transformational strategies and established practices that led to further review by the vice presidents who then prioritized plans into one divisional three-year plan. The President's Council reviewed plans for alignment to core themes with the goal of enhancing enrollment, retention and completion rates for students. The college recognized that within the timelines of the first year of a new strategic budget process, some areas needed more time for dialogue and discussions with all members of the division.

4.A.6:

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

As MHCC moved through its strategic planning process in 2015, core themes and objectives were revised to reflect the needs of our students and community. As a result, previous indicators and measures were evaluated to determine relevancy, effectiveness and fit under the new core themes and core objectives. In core themes where no previously collected indicators and measures were a good fit, new measures needed to be identified.

Educational Assessment

In spring 2014, after a review of the strategic program assessment (SPA) process, the Educational Assessment Oversight Committee (EAOC) found that while SPA reports provided narratives that explained the nature, goals and challenges of the program/courses, the process lacked effective assessment strategies and authentic data that could inform instruction and program decisions. This feedback resulted in the redesign of the SPA process during the 2015-2016 academic year.

While the EAOC broadly oversees the process, individual SPA evaluation is conducted by faculty with the intention of providing meaningful feedback to the programs undergoing the SPA process. For Career Technical Education programs that utilize an advisory committee, that advisory committee will be involved in the educational assessment review process. For academic transfer programs, the division dean and peers will serve as the peer reviewers.

The evaluation rubric for educational assessment has the following goals and criteria:

1. Outcome alignment indicates that students should have achieved the desired skills and knowledge by the end of a program of study;
2. Assessment data ensures faculty that students have achieved student learning expectations;

3. Assessment and demographic data is used for continuous quality improvement of courses and programs.

The revised educational assessment process aligns the student learning outcomes with measures and activities-from that, action plans for enhancement and improvement are developed.

4.B: Improvement

4.B.1:

Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

As described in Section 3.A.3, the Office of AIR has developed interactive data dashboards which improve the collection of assessable data as a means of enhancing the evaluation of programs and services. The college now has two levels of key performance indicators -- mission level and operational level. Mission-level KPIs align to core themes and confirm that we achieve the purpose of why we exist (e.g. student success; quality education). The operational- level KPIs ensure that we have adequate resources to achieve our mission (e.g. financial sustainability).

To provide easy access for all stakeholders and interested parties, several data points have been added to the dashboards: high-level indicators, both five-year and annual targets; previous three years of data, wherever available; and changes from the previous year. This additional data will increase accessibility, transparency and accountability for measures and indicators. The combined value of indicators for each core theme is calculated and shown on the dashboard to demonstrate overall progress toward achieving each core theme.

The college seeks broad participation and solicits input into decision making through a number of college councils, committees and task forces to ensure participatory governance, and the results are then shared with the groups. Program advisory boards include industry professionals who suggest improvements, and results are shared with the advisory members. The college plans to share results with the external communities and to engage the communities in the renewal of our strategic planning process 2020 and beyond.

Educational assessment records improvement of their outcomes in various ways. Since 2010, the SPA reports, peer reviews and action plans are posted in the MyMHCC portal for access by all faculty and staff.

4.B.2:

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Student satisfaction surveys provide important qualitative data for assessment that informs academic and learning-support planning and practices. In late 2015, the Office of AIR published the results of the 2014-15 student satisfaction survey. Overall students expressed satisfaction with their experience at MHCC. Over 90 percent of students (91.0%) indicated they were satisfied with the quality of education at MHCC. Over 85 percent of students (85.5%) indicated they were satisfied with MHCC in general.

Recommendations from students include:

› Continue to review course accessibility both within terms (alternative times and days) and within academic years (course availability in alternative terms). Continued development and implementation of Distance Learning alternatives is also warranted (increase to both the number of sections available and different courses).

› Financial Services continue to be a major source of dissatisfaction for MHCC students.

Improvements to service delivery, access and communication deserve attention. Providing information and demonstrating improvements that result from the various fees charged to students should be an ongoing effort. Although financial services has been singled out in multiple surveys, the trend line for this theme has been improving over time; students are generally more satisfied with these services than in past administrations of the survey.

› Parking facilities was identified as a major source of dissatisfaction. Parking had the largest gap between satisfaction and importance (over a 1.3 point difference). Facilities and appropriate councils should review parking and identify low cost ideas to test and implement to help alleviate parking congestion at peak hours.

› Employment Services is the only thematic area that has seen a decrease in satisfaction over time. Employment opportunities for students and job placement services for graduates should be examined/expanded.

Based on survey results, program improvements have been implemented in a number of programs:

Career Technical Education Program Improvements

The Health Professions at MHCC are a good example of efforts toward improvement resulting from data assessment. The CTE programs are partly funded and monitored through the Carl D. Perkins Career and Technical Education Act of 2006. MHCC's CTE Consortium has performed well in most categories, surpassing targets. However, in 2013-14, MHCC fell short in two categories: Nontraditional Participation and Nontraditional Completion, which are obviously related.

MHCC, upon falling short in two categories of the nine, acted immediately to recover their status. A new Health Professions Admissions Coordinator was assigned from existing staff to address the problem of completion, but first participation had to be improved.

Here are just a few of the actions taken to improve performance so as to meet the targets, which change every year of the program:

- › Website conversion for both the Health Professions and for all MHCC Consortium members;
- › Interview preparation sessions for new applicants to CTE programs;
- › Production of ADA accessible documentation;
- › Basic Healthcare Certificate finalized;
- › Health Professions marketing materials in multiple languages.

Other efforts were made to improve the admission and completion rates of nontraditional students in the CTE programs: Wilderness First Responder certification; resumption of the Medical Assistant program; and staging various Health Profession programs online.

Student Development and Success

During the 2015 CAS assessment of the Academic Advising and Transfer Center, an internal and external survey was conducted as an honest and transparent conclusion to the overall evaluation of the AATC. Many staff in the area were challenged by the survey results to improve the overall communication from the AATC to campus partners and to better define their role. Academic divisions required more support from AATC, as evidenced by the success of an advising liaison initiative. A follow-up survey is scheduled for fall 2016; it will assess the health of the partnerships between academic divisions and the AATC.

MHCC offers an array of programs supporting student success. However, as the empirical situation changes, strategic planning evolves; MHCC remains open to initiating new student success initiatives.

Here is a Table of Some Recent Accomplishments in the Area of Student Services:

Service	Description	Participants per Year (2014-15 figures)
Orientation Center	Established Fall 2013. Staffed office open 8:30 am–5 pm, M-F. Staffed by MHCC employees and student volunteers. Helps students apply for admission, complete financial aid forms, register for classes online, order textbooks, apply for graduation. Includes online resources.	12,000 visits per year In May and June 2016, the OC served 1127 and 1168 students respectively
Academic Advising and Transfer Center (AATC)	In 2015, a CAS assessment was conducted for the AATC. Results were shared within the college and action plan initiated.	2,105 visits Jan–Apr 2015
Advancement Via Individual Determination (AVID) for Higher Ed	Established Fall 2012. Staffed office on Gresham campus. The AVID Center offers students a study space with access to tutors and computers and workshops on college success strategies; it also offers workshops and resources for faculty on high-engagement teaching practices. AVID facilitates Learning Communities at MHCC (see below).	185 students enrolled in AVID, fall semester of 2014

Service	Description	Participants per Year (2014-15 figures)
Learning Communities	<p>Began Spring 2012. LC 2 is a one-term (one-quarter) program for students who test into developmental reading (RD90) and development writing (WR90). Students enroll in RD90, WR90 and HD100C (College Success). LC 3 is a one-term program for students enrolled in Reading for College Success (RD115), College Writing (WR115) and Computer Concepts Lab (CIS120L). One AVID Learning Specialist is assigned to each Learning Community cohort to provide additional student support and assistance. Sections are</p>	<p>LC 2 x 5 sections/yr = 140 LC 3 x 4 sections/yr = 92 TOTAL 232</p>

Service	Description	Participants per Year (2014-15 figures)
Human Development (HD) Courses	<p>MHCC offers a number of transferable elective courses focused on college success and career development. These courses are designed to teach students how to develop and use functional and adaptive skills (non-cognitive skills) to succeed in college and beyond. MHCC's HD courses incorporate elements from the On Course curriculum. (2014-15 enrollment numbers listed after credit value):</p> <ul style="list-style-type: none"> • HD090 Transition to College (1 credit) - 86 • HD 100A College Success (1 credit) - 301 • HD 100C College Success (3 credits) - 599 • HD 101 Back on Track for College Success (2 credits) - 587 • HD 110 Career Planning (1 credit) - 244 • HD 130 Today's Careers (2 credits) – 58 • HD 130HC Today's Careers: Health (2 credits) - 70 • HD 202 Life Transitions (3 credits) - 47 • HD 208 Career and Life Planning (3 credits) – 228 • HD 209INT Interviewing Techniques (1 credit) - 29 • HD 209RES Developing Your Resume (1 credit) - 63 • HD 225 Transferring to a Four-Year College (2 cr) - 46 	<p>See 2014-15 enrollment data for each course in italics at right of credits in Description column: total is 2,358 for that year.</p>
Summer Bridge	<p>Piloted Summer 2014. Open to AVID Learning Community Students and new TRiO Student Support Services (SSS) students. Three days (9 am to 2 pm) of instruction/activities focused on non-cognitive skills.</p>	<p>160</p> <p>In September 2016, two, two-day sessions scheduled for new and first year students</p>

Summary

Mt. Hood Community College has built an evolving system for ongoing, systematic collection of meaningful, assessable and verifiable data, has expanded the role of the Office of AIR, and will implement this fall an Institutional Effectiveness Council with broad representation from faculty and staff. This structure provides an effective system by which we can evaluate holistically the use of data for continuous quality improvement. While there has historically been use of qualitative and some quantitative data for assessment for program improvement, the goal is to have a routine and authentic culture of evidence throughout every program and service area.

The college is confident that our new key performance indicators will:

- › Make goals very clear for all stakeholders
- › Get attention
- › Ensure accountability
- › Confirm that we are reaching our objectives

Standard Five: Mission Fulfillment, Adaptability and Sustainability

Raising of The Flags: Dr. Earl Klapstein, MHCC's first president, helps plant director Jim Hartman raise the American and Oregon flags for the first time, first day of classes at the permanent Gresham Campus site.

Standard Five: Mission Fulfillment, Adaptability, Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

Eligibility Requirement #24: Scale and Sustainability

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

In its 2013 Year Three Self-Evaluation Report, Mt. Hood Community College thoroughly addressed the resources and capacity of the college, and the adequacy of its operational scale was affirmed by the NWCCU; furthermore, it is clear that MHCC's operational scale was sufficient to fulfill mission and achieve its core themes, both for now and in the foreseeable future.

As outlined in this report in Signs of a Coming Transformation (see page 16), the college has focused on continuous quality improvement and transforming the college, as evidenced by a renewed vision statement. This work has resulted in a strategic plan for 2020 & Beyond, 'right-sized' budgets and reallocated resources for transformational as well as operational strategies. Budget analyses have also resulted in the identification and reallocation of \$1 million in funding for the 2016-17 budget. Successful grant activity in 2015-16 infused the college's budget with over \$3 million and resulted in over \$2 million in pending grants.

The college has met the challenges of environmental sustainability successfully through a series of improvements in energy utilization. These efforts directly benefit students, as \$0.33 of every \$1 saved in utility costs will be dedicated to student scholarships.

In the first year of developing a Culture of Excellence, more than 400 individuals within the organization received pertinent training. In pursuit of making improvements to benefit students, these participants submitted 550 items for improvement across the college. This staff-led effort to continuously improve processes strengthens the student, employee and community experience at MHCC, as we strive to achieve our core themes and fulfill our mission.

The college remains a good steward of the community's investment in Mt. Hood Community College.

5.A: Mission Fulfillment

Mt. Hood Community College is committed to a continuous, process-improvement approach aimed at providing comprehensive review, increased self-understanding and periodic opportunities to adapt its resources more faithfully to its mission: Transforming Lives | Building Communities. The mission is achievable through focus on the Core Themes: Learner Success, Community Pride and Partner Innovation. For each core theme, objectives have been identified, and measures, indicators and thresholds have been modified based upon innovative new data dashboards for evidence and assessment. For example, the President's Council analyzes choices with core themes and requests clarifying data to make better-informed decisions. The college council governance structure allows broad participation of the college community. Drawing on broader representation increases everyone's understanding of "and alignment to" strategic planning and mission fulfillment.

MHCC has a relevant mission statement; core themes with objectives; and assessable, verifiable core theme indicators that can be measured and analyzed. Measuring indicators in relation to targets allows the college to determine its progress in fulfilling the stated mission: Transforming Lives | Building Communities.

Core themes-**Learner Success, Community Pride, and Partner Innovation**-involve the entire community at MHCC. Learner Success and Community Pride encompass the interests of students, residents within the district, and all stakeholders, at least indirectly. The interests of business and industry partners are embraced through the partner innovation theme.

Having a continuous quality improvement focus at MHCC strengthens our institution's responsiveness to our core themes.

5.A.1:

The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

MHCC engages with the community through its Strategic Planning Task Force, SWOT analyses, community forums and the College+Community mailer (see Standard 1.B, first paragraph). As a result, the college is becoming increasingly self-reflective.

MHCC is taking key steps in producing relevant and useful, evidence-based information to determine our accomplishments and deficiencies. The Office of AIR distributes a weekly executive summary on the status of metrics. The goal of the academic dashboard is to discern how the college performs in terms of individual programs, as well as learning and scheduling efficiencies, using such data elements as total FTE, unduplicated headcount, revenue and expenses.

Regarding section 1.A.2, Interpretation of Mission Fulfillment, the Office of Analytics and Institutional Research (AIR) has built a comprehensive data dashboard, which measures and assesses new key performance indicators that directly align with core themes. The accountability for each KPI has been assigned to individuals who will work closely with the Office of AIR to monitor progress toward securing accurate data for the appropriate evaluation of core themes.

Objectives have been established for each of our core themes, and meaningful, assessable and verifiable indicators of achievement have been determined. (See section 1.A.2.) Trend data for the previous three years is now accessible from the new KPI data dashboards; however, AIR is currently implementing the new tools for data up to 2015-16.

5.A.2: Assessing and Communicating Success

Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness and mission fulfillment, and communicates its conclusions to appropriate constituencies and the public.

MHCC has adopted the following measures of its core objectives and is committed to making progress in measureable steps toward mission fulfillment. The following core theme indicators are also referenced in Standard 1.

Learner Success is measured by the evaluation of two core theme objectives using six indicators. The objectives focus on student preparation to achieve academic and life-long goals, and the provision of support services to enhance student achievement.

The six indicators of learner success are these:

- › Percentage of students who earn a degree, or transfer to a 4-year institution, upon completing their studies (target is 35%, acceptable threshold is 30%)
- › Number of graduates in CTE programs who are working in their field of study 6-9 months after graduation divided by the total number of graduates in CTE programs (target is 65%, acceptable threshold is 55%)
- › Total number of Strategic Program Assessment (SPA) action items implemented divided by the total number of action items identified (target is 85%, acceptable threshold is 75%)
- › Percentage of students able to access student financial aid with a declared need for that aid (target is 75%, acceptable threshold is 70%)
- › Average student satisfaction rating on the class registration survey; average of five items measuring satisfaction with class schedules and course availability for each term (target is 75%, acceptable threshold is 70%)
- › Proportion of minority student body completers as compared to the student body as a whole (target is 28%, acceptable threshold is 25%)

These indicators provide a sufficient basis to evaluate student goal completion (degree, transfer and job attainment), to evaluate institutional efforts aimed at increasing learner success, and to measure support that helps students meet their financial challenges (access to student aid). Minority student completion is important enough to require its own metric. These indicators also provide an overall measure of student satisfaction.

Community Pride is measured on one core theme objective by three indicators. The core theme objective centers on the cultivation of communication regarding community relationships. The three indicators of success are these:

- › Percentage of community members who recognize that MHCC is a valuable asset (target is 70%, acceptable threshold is 65%)
- › Total number of athletic and unique cultural events hosted by the college annually (target is 700 events, acceptable threshold is 650)
- › Total number of clients receiving services offered by programs to community residents and partners (target is 7,500, acceptable threshold is 7,000)

These indicators provide an excellent beginning for the assessment of community pride. One indicator will directly measure the sentiments of the community (recognition as a valuable asset), and the other two measure activities and major means of engagement with the community. Of those, one measure focuses on community events (number of events, both cultural and athletic) while the other focuses on clients who are directly benefited through a relationship with the college (total number of clients served).

MHCC continues to create partnerships and to collaborate with current partners. The college also continues to produce events that engage the public. In summers, MHCC now hosts a Gresham Saturday Market. The college accepted this opportunity when it was discovered that the market was searching for a new location. The event is well-attended and we can assess its value through a simple survey of vendors, participants and visitors.

Another example of the college's commitment to understanding the needs of our district is the college's three-year old Employer Partnership Committee—a cross-college group that meets monthly to aggregate business input and document business outreach related to college partnerships, student placement, CTE equipment donations and any other engagement activities with our employer partners. MHCC attempts to maintain the lines of communication for partners and potential partners.

Partner Innovation is measured on one core theme objective with five indicators. The objective is to build responsive and innovative partnerships. The five indicators of success are the following:

- › The average (mean) rating (based on a five point scale) of all employees to this question: "Overall how satisfied are you with your employment at this institution so far?" (target is 4.0, acceptable threshold is 3.9 out of 5.0)
- › Percent of desired outcomes attained through activities of the SBDC brought the community in the form of training, assistance with funding, capital, contracts or startups (target is 75%, acceptable threshold is 70%)
- › Number of total graduates from district high schools who subsequently enroll at MHCC (within 16 months) divided by the total number of graduates from district high schools (target is 25%, acceptable threshold is 22%)
- › Percentage of CTE Program Advisory Board action items implemented annually (target is

85%, acceptable threshold is 75%)

› Total number of Foundation scholarships awarded divided by the total number of Foundation scholarships available (target is 90%, acceptable threshold is 85%)

The measurement of partner innovation assesses employee satisfaction, the Small Business Development Center's reach into the community (value of SBDC), district high school graduates engaged (graduates enrolled versus total graduates), institutional focus on partner innovation and improvement (CTE Advisory Board items implemented) and the utilization of resources provided through our community and other sources (scholarships awarded).

A program of community engagement, in conjunction with the first general obligation bond offered since 1974, increased community support for the college. The goal of the 2016 General Obligation bond was to provide the funding for an essential path to infrastructure renewal. This would have led to improvements for current programs and more comprehensive educational opportunities for our students through new programs. By better serving students, the college can achieve the goal of better preparing employees for our district's industry and business partners.

The development of new programs based on industry engagement, such as Mechatronics and Medical Assistant, addresses critical skills gaps and provides students with entry-level opportunities in burgeoning industry sectors.

5.B: Adaptation and Sustainability

5.B.1: Regular evaluation of operations

Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

Analytics and Institutional Research (AIR)

Collecting and analyzing pertinent and usable data relevant to MHCC is one of the activities of the Office of AIR. The Office of AIR manages the areas of decision support/evaluation services, data request/ data collection services, business process automation and training.

The Office of AIR has deployed the OnTrack System Dashboard as a means of collecting and analyzing data. Data collection and analysis allows informed progress in meeting, or exceeding, core theme objectives. (Outlined in Standard 1.A.2.)

Sustainability and Budget

The Board of Education made the decision that the college would place a General Obligation (GO) bond on the May 2016 ballot. This decision followed a year and a half of local engagement activities to gain input from community members throughout the district.

Workforce training and job readiness were two consistent themes that emerged from the various forms of district input. One of the key targets for funding was a new Workforce and Applied Technology Building. That target translated into the idea for a bond measure.

Although the bond did not pass, the invaluable information gained in the process has better aligned the activities of the college with the goals of community residents. Data on the bond measure allowed the college to analyze significant voting patterns, identifying areas within the district where the college could better connect with residents. MHCC needs to communicate the benefits of the college to those who may be unaware that they are community members within the service area of the district.

The college is funded by the State of Oregon, tuition, property taxes, gifts and grants, general obligation bonds and public-private partnerships. MHCC budgets conservatively and has remained financially healthy. The college remains committed to securing appropriate funding, while mitigating the financial burden to our students.

In developing the 2016-17 budget, the college emphasized sustainability, not only for the fiscal health of the college, but to ensure the physical, instructional, and operational health and well-being of the institution.

All administrators have been constantly mindful of the effective and efficient use of college resources. Financial management responsibility, with which students and the taxpayers have entrusted MHCC, is second only to our responsibility for a measurably quality educational experience for students.

The sustainability measures that the college has engaged in for budgeting include the following:

- › A balanced budget with board mandated minimum of 5 percent ending fund balance;
- › Commitment to being fiscally conservative and to controlling costs;
- › Commitment to the continued work needed to develop and adopt programs and practices that will efficiently and effectively provide for the future;
- › Anticipating continued enrollment declines, based on economic indicators, budgets were developed with factored reductions in tuition and fee revenues;
- › Anticipating changes in the state funding biennium, an increase in attention to funding tied to student retention and completion outcomes.

Examples of Adequacy and Adaptability

MHCC's Small Business Development Center provides an example of adaptability.

In 2013, an evaluation of performance metrics indicated that the SBDC under-performed in the state's SBDC network key performance index, measuring advising hours, business starts and capital formation. Our SBDC center had been focused on measures outside of key performance indicators designated by the state SBDC network. Based on this evidence, the new director of the SBDC realigned service delivery and program resources to improve performance.

Results show that after two years, MHCC's SBDC counseled nearly 300 clients and helped launch 38 new local businesses. The SBDC's signature programs include cyber security, youth entrepreneurship and franchising.

Table 5.B.1 SBDC Performance over a Four-Year Period

Year	Counseling Clients	Advising Hours	Long-Term	Training Events	Training Attendee	Jobs Created	Jobs Retained	Capital Formation	Business Starts
2012	231	703	46	153	725	59	5	\$347,000	14
2013	224	630	35	107	657	42	3	\$42,500	5
2014	224	1004	58	75	448	16	7	\$148,500	5
2015	290	1220	75	59	366	84	20	\$441,890	14

Instructional Adaptability

Faculty and deans review qualitative and quantitative data to ensure the adaptability of instructional programs to meet the needs of students and provide business and industry with a trained workforce. Examples of improvements within courses and programs for 2015-16 are highlighted:

- › The Health, Physical Education, Athletics, Aquatics and Recreation (HPEAAR) Division focused on developing and implementing measurable outcomes pertinent to mission and goals. The dean and faculty took steps toward building stronger relationships with five of our local four-year partners.
- › HPEAAR revamped division outcomes and updated all course outlines to provide more measureable outcomes for better assessment.
- › Our Aquatic Center has worked to improve offerings and facility types, including adding an ADA lift. The Center has also hosted new events such as “Future’s Meet”-the next elite level of swimming competition beyond “Western Sectionals,” and they are now hosting the USMS National Long Course Swimming Championships.
- › English and Modern Language faculty collaboratively developed a combined Reading/Writing course, WR91, which will be piloted in fall 2016. This course came about from the statewide Developmental Education Redesign initiative.
- › The “Mouths of Others” reading series, which brings professional writers and fi to campus, continues to grow. The series presents a two-day long free seminar annually, providing students and the greater community an opportunity to work with writers and artists.
- › Spanish faculty successfully sponsored a “study abroad” trip to Costa Rica during winter 2016. Interest in Spanish language classes continues to increase.
- › The library instruction program provided assignment-based information literacy instruction to 3,645 students in 157 classes. Tours of the library, learning success center and AVID program were conducted for 35 classes along with orientations to basic services in the learning commons.
- › In Workforce Training, apprenticeship program enrollments continued to grow and were

trending at an 11 percent increase over 2014-15.

- › Workforce Training redesigned online trainings to ON Semiconductor and continued manufacturing trainings to Celestica, Arnprior Aerospace, Microchip Technology, Leatherman Tool Group and Transco. MHCC is now working with Kaiser Permanente to plan a training program for the certification of working Surgical Technicians.
- › The Applied Technologies Division remodeled and updated the Engineering lab with MHCC Foundation funds.
- › The Ford ASSET automotive program lab was remodeled with Perkins funding.
- › Applied Technologies hosted multiple events: “Girls Inc.-middle school girls learning STEM; Women in Manufacturing workshop; National Manufacturing Day Activities; iUrban Teen STEM Summit; Gresham Middle School Night; and Applied Tech also held hands-on activities for college events.
- › The Adult High School Diploma program had 111 students enrolled with 65 graduating in June 2016. Fourteen percent took credit-bearing classes and 40 percent of graduates will continue their enrollment at MHCC.
- › The Teaching and Learning Center had 141 events with more than 1000 headcount. Events included such activities as new faculty seminar, talking about teaching and dual credit/high school program information sessions.
- › Business programs worked toward better sequencing accounting courses; developed a one-term business assistant career pathway certificate; and developed an end-of-term evaluation tool to be administered in business courses.
- › Business faculty worked with local four-year partners to develop bachelor’s degree options for MHCC students. They also developed articulation agreements with local high schools.
- › This academic year marked the inclusion of the Computer Science degree in the statewide Associate of Science/Oregon Transfer degree (AS/OT-Computer Science) list of programs. MHCC is now part of the Oregon Council of Computer Chairs and has a voice in the evolution of course outcomes that are designed to meet industry and university needs.

Participation will ensure the long-term viability of CS programs.

- › Integrated Media implemented the IM120 series, a sequence of skill-based courses designed by the IM faculty to serve Dual Credit Initiatives. High school students from the region earned Certificates of Completion for 238 courses. A record number of 75 Dual Credit applications were approved from schools throughout Oregon and Washington due to the IM course sequence curriculum change.
- › Performing Arts faculty implemented block scheduling and it apparently resulted in increased enrollment, as evidenced in the weekly executive summaries on enrollment provided by AIR. Enrollment increased 16% above the college-wide average.

› Visual Arts created student-centered scheduling and inter-departmental planning after conducting an informal student poll to determine the best scheduling options. Similar cross-disciplinary planning will be implemented in the future.

› Chrysler/CAP/Import/Subaru has provided the framework for the Subaru U program, the first in the nation, to train mechanics for four new Subaru engines and two transmissions. A transfer agreement with Weber State allows students a seamless transfer into Weber's Automotive Technology bachelor's program.

5.B.2:

The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity,

and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

Planning occurs at three distinct levels:

1. Unit/operational planning. Planning at the department, division and institutional levels focus on improvements, efficiencies and effectiveness. Key strategic priorities for units drive strategic budget planning and strategic program assessment for instructional programs.
2. Strategic planning. The new strategic plan 2020 & Beyond, includes a robust number of strategic priorities defined by internal and external stakeholders. All staff presentations and meetings with the management team were held to roll out the new plan. President's

council is responsible for disseminating information to operationalize institutional planning. Strategic budget planning ties budget development to core themes.

3. Other strategic master plans that support the alignment of planning at MHCC include the following:

Strategic Plan (President's Council) Academic Master Plan (Instruction)

Strategic Enrollment Management Plan (Student Development and Success) Campus Master Plan (Facilities Management)

Strategic Plan for Access, Diversity and Equity (Access and Diversity Council and the Office for Access, Equity and Inclusion)

Information Technology Master Plan (Information Technology)

5.B.3:

The institution monitors its internal and external environments to identify current and emerging patterns, trends and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

MHCC engages stakeholders in the strategic planning process. In 2014-15, a strategic planning task-force composed of representatives across the college facilitated the process of gathering input from internal and external stakeholders regarding the strategic direction of the college over the next five years. Through a community mailer, employee SWOT sessions and over a dozen community forums, more than 600 individuals provided feedback resulting in over 4,000 data points to inform the strategic plan. At least two community forums were held in every zone within the college district, and five of those forums targeted underserved and underrepresented populations. The effort resulted in a new Strategic Plan. (See the [Saints' Strategic Plan Update](#).)

The college monitors its internal and external environments to identify trends through the data dashboard (created by AIR) which measures key performance indicators and core theme objectives. Through its governance structure, the college uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, the goals or intended outcomes of its programs and services.

The Joint Leadership Council ([JLC](#)) consists of president's council, the co-chairs of all college councils and employee group leaders. The council works toward inclusive representation, encouraging participation from faculty and staff and seeking the inclusion of expertise in decision-making.

This chart depicts the alignment of our governance system and the relationship among the current ten councils, the joint leadership council, and the president's council and president. Any relevant results from the employee climate survey of 2015-16, will be used to refine and improve upon the governance structure.

MHCC Council System Governance Functioning

Students, faculty and staff at Gresham, Maywood Park and Bruning involved through council membership, solicitation of input or volunteering on projects.

- **Access and Diversity**
 - Faculty/Staff Co-chairs, Student Rep
- **Budget Review**
 - Faculty/Staff Co-chairs, Student Rep
- **Community Engagement**
 - Faculty/Staff Co-chairs, Student Rep
- **Council on Instruction and Student Success**
 - Faculty/Staff Co-chairs, Student Rep
- **Facilities**
 - Faculty/Staff Co-chairs, Student Rep
- **Innovation and Workforce**
 - Faculty/Staff Co-chairs, Student Rep
- **People Strategies**
 - Faculty/Staff Co-chairs, Student Rep
- **Safety**
 - Faculty/Staff Co-chairs, Student Rep

- **Sustainability**
 - Faculty/Staff Co-chairs, Student Rep
- **Technology**
 - Faculty/Staff Co-chairs, Student Rep

Strategic governance takes into consideration what departments and units already accomplish and control. Within the Council focus area, the Council then considers Administrative Regulation (AR), projects and processes that add value.

Joint Leadership Council

All Councils, unions and significant functions of the college are represented. All AR comes to the JLC for recommendation or approval to the President. All Councils' activity is summarized by

JLC review monthly. A cooperative process determines matters to be considered by the JLC. Decisions are by consensus. Councils may go directly to the President's Council as appropriate.

- **President and President's Council:** All AR comes to the President for approval after JLC review and college-wide input. Other matters may come directly to the PC from any Council as the need is determined by the Council co-chairs and PC Liaison.

Conclusion

With changes in the organization and processes at Mt. Hood Community College, we have focused on creating stronger planning and assessment driven by authentic and transparent measures and indicators. The full-scale review of strategic planning has led the college toward an integrated structure with a flatter hierarchy and an institution focused on well-defined core themes and objectives. Now measuring and monitoring verifiable and assessable indicators, the college can advance toward an integrated institutional assessment for all programs and services wherever and however offered.

Previously, programs and services conducted their own planning and assessment at times inconsistent, based on such requirements as specialized accreditation program requirements and grant-mandated reporting. Planning and assessment has also occurred through program advisory committees involved in career technical programs. Strategic program assessment within instructional programs has been redesigned to focus on learning outcomes and program improvement as a result of data analysis and assessment.

The seven-year accreditation cycle, beginning with a review of mission, expectations and core themes in 2011 (Year One) ensures that the college offers quality education that results in learner success. In Year Three 2013, the college reported on the adequacy of its resources and capacity to achieve the intended outcomes of its programs and services. Through a review of its governance and decision-making structures, the college ensured that the views of faculty, staff, administrators and students were included on matters in which they have direct and reasonable interest.

Mt Hood Community College has re-examined acceptable measures and thresholds to determine the extent of mission fulfillment and has developed a strong framework for continuous improvement.

With our fall in-service program, faculty and staff will hear specifics about our improved planning and assessment processes with a comprehensive data system. Trainings for faculty will continue during the coming academic year to ensure consistent assessment of instruction and student learning outcomes. The college strives to have the requisite processes, policies and systems implemented and utilized to achieve a Culture of Evidence. The college is committed to making improvements and providing the evidence that our students receive quality education and achieve measurable learning outcomes, in an understandable, useful and accessible form, with our communities and all interested parties.

Mt. Hood Community College is focused on transformation: for achieving our core themes and mission fulfillment; for operating with the values inherent to a high performing, nationally recognized choice for life-long education; and becoming a leader in state-of-the-art learning environments and innovation.