

MHCC

Policies, Regulations, and Financial Review Report

2022



MT. HOOD
COMMUNITY COLLEGE

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Mission Fulfillment

Mt. Hood Community College (MHCC) Mission Statement

With a commitment to being inclusive, Mt. Hood Community College offers a full range of education and training in a supportive environment to advance personal and professional growth. We are a community hub for cultural, economic, recreational, and intellectual enrichment.

Mission Implementation

MHCC is a mission-driven institution. The mission and newest goals were affirmed by MHCC Board of Education in July 2022. MHCC goals are:

Goal A: Improve teaching and learning practices and processes to support learning and success for all students;

Goal B: Provide the full range of educational and support programs and services needed to allow students to meet their educational, career, and personal goals;

Goal C: Align the college's organizational structure, systems and processes to reflect the diversity of the communities we serve;

Goal D: Provide facilities and technology platforms to serve the needs of all students;

Goal E: Increase our visibility and strengthen the connection between the college and our local and regional community partners.

Assessing Mission Fulfillment

A set of metrics was identified in order to holistically assess mission fulfillment. They are student completion rate, fall-to-fall retention, credit accumulation rate, core learning outcomes achievement, in-district high school in-take rate, rate of community survey agreement on the value the college provides, and employee and student diversity rates compared to community demographics. Mission fulfillment at MHCC means making progress towards these set targets.

Beginning in Fall 2022, all indicators will be distributed campus-wide through dashboards. Indicators will include targets, results over time, and results disaggregated by demographic. An analysis of the results will be published annually and reviewed at all levels to enable course correction as needed.

Institutional Effectiveness

Each college goal has a set of defined objectives. Objectives are broad statements of direction that create a bridge between college goals and annual department plans. Objectives support the overall college vision and goals but break them down into manageable and actionable focus areas. Strategies, projects, and initiatives are measured more frequently than objectives to gauge the progress toward meeting goals. Each college goal also has a responsible person. They are charged with reporting results, ensuring satisfactory progress, and leading course correction as necessary.

Eligibility Requirements

INSTITUTIONAL REPORT CERTIFICATION FORM

On behalf of Mt. Hood Community College, I certify that:

- There was broad participation/review by the campus community
- The Institution remains in compliance with NWCCU Eligibility Requirements
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that the information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Mt. Hood Community College
(Name of the Institution)

Dr. Lisa Skari
(Name of Chief Executive Officer)



(Signature of Chief Executive Officer)

September 9, 2022
(Date)



Governance

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Board of Education

MHCC is governed by an elected seven-member Board of Education, with five members representing each of the five zones and two members elected at large ([Board Policy 2010](#)). The MHCC Board is responsible for establishing policies, hiring and evaluating the President, and ensuring fiscal health and stability by approving the annual operating budget. MHCC Board members have no contractual or employment relationship or personal financial interest with the college. College policies define the authority, roles, and responsibilities of the MHCC Board ([Board Policy 2200](#)). The Board calendar includes monthly work sessions and business meetings, where the administration keeps Board members apprised of high-level data and considerations for the college.

Policies that govern the MHCC Board are available on the College's public website, along with all the college's policies and administrative regulations ([MHCC Board Policies and Administrative Regulations](#)). Biographical information about each Board member is also available on the website ([MHCC Board Members](#)).

Oregon Community College Governance

MHCC is one of seventeen decentralized community college districts in Oregon accredited by the Northwest Commission on Colleges and Universities. The Oregon legislature granted the College and MHCC Board authority to operate and award degrees with two Oregon revised statutes: [ORS 341.290](#) and [ORS 341.465](#).

The Higher Education Coordinating Commission (HECC) oversees Oregon community colleges. Established in 2011, HECC is a 14-member volunteer commission responsible for advising the Oregon Legislature and the Governor 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 public institutions, allocating Oregon Opportunity Grants and Oregon Promise 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 HECC established the Department of Community Colleges and Workforce Development (CCWD) to serve the community colleges. The CCWD director reports to the executive director of the HECC.

Exhibits

Board of Education

[Mt. Hood Community College Board of Education](#)

[Mt. Hood Community College Board Members](#)

[Board of Education Calendar](#)

[Board Policies and By-Laws](#)

[Charter](#)

Policies Governing Board of Education

[Board Policy 2010 Board of Education Membership](#)

[Board Policy 2200 Board of Education Duties and Responsibilities](#)

[Board Policy 2410 Board Policies and Administrative Regulations](#)

[Administrative Regulation 2410 Board Policies and Administrative Regulations](#)

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

System of Leadership

MHCC designed its leadership system to ensure appropriate levels of authority, responsibility, and accountability in the College's administrative structure. The [Delegation of Authority](#) documents each level of authority and accountability. MHCC operates a tiered system of leadership, beginning with the Board. The President and four vice presidents comprise the executive team, supported by associate vice presidents comprising the [President's Cabinet](#). Deans, directors and managers are responsible for operational management of their respective areas, including planning, budgeting, hiring, and overseeing employees.

[MHCC organizational charts](#) are a clear outline of leadership responsibility that defines the College's organizational structure. Organizational charts are reviewed at least annually and updated, as needed, before posting on the College's website ([Board Policy 3100](#)). Administrators are hired based on position descriptions that define minimum and desired qualifications to ensure all administrators are qualified to perform their roles within the College's leadership system. Human Resources periodically performs a market analysis to ensure wages are comparable with the market, and designs recruitment and advertising strategies to attract well-qualified, diverse candidates for vacant positions. [Administrative Regulation 5060-E](#), Performance Evaluations, ensures that all employees are evaluated regularly, with oversight for this completion the responsibility of the President's Cabinet.

Executive Team and President's Cabinet

The College's executive team includes the College president and the vice presidents for the four College areas: instruction, student development, administrative services, and college advancement. This group meets weekly to monitor strategic plan goals, identify and analyze long-term College-wide opportunities and threats, set College objectives, ensure governance, and strengthen campus culture. The group also develops the President's Cabinet meeting agendas.

In addition to the executive team, the following positions comprise the President's cabinet: the associate vice presidents of brand, marketing, and communications; data, assessment and institutional effectiveness; diversity, equity, and inclusion; facilities, public safety, and risk management; finance; information technology, and human resources. President's cabinet is a team of College leaders, not representatives of departments or divisions. As such, each member functions in a manner that serves the best interests of the College as a whole, not their respective day-to-day role. The President's Cabinet meets bi-weekly, serving as an advisory body to the President, to address and assist with matters of substantial importance to the College, including but not limited to College-wide initiatives (e.g., planning and assessment) and implementation of the strategic plan. In addition, the team provides leadership for identified priorities outlined by the President, implementation of College governance, and communicating horizontally and vertically to ensure transparency and consistency of message.

Exhibits

[MHCC Delegation of Authority](#)

[Lisa Skari -President](#)

[Al McQuarters - VP, Instruction](#)

[John Hamblin- VP, Student Development](#)

[Jennifer DeMent-VP, Administrative Services](#)

[Al Sigala - VP, College Advancement](#)

[Board Policy 3100 Organizational Structure](#)

[Administrative Regulation 5060-E Performance Evaluations](#)

[Mt. Hood Community College Organizational Chart](#)

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

MHCC president is the full-time chief executive officer and does not serve as the Board's chair. The Board of Education delegates executive leadership responsibilities to the President ([Board Policy 2430](#)).

Using an open and fair selection process ([Board Policy 2431](#)), the Board of Education hired Dr. Lisa Skari to serve as the College president beginning July 23, 2018. She holds a bachelor's degree in Clothing and Textiles from Washington State University (Pullman, WA), a master's degree in Business Administration from Pacific Lutheran University (Parkland, WA), and a doctorate in Community College Leadership/Higher Education Administration from Washington State University (Pullman, WA). Before MHCC's presidency, Dr. Skari served as the Vice President for Institutional Advancement at Highline College for 17 years. Dr. Skari has served on the American Association of Community Colleges Commission on Advocacy, Public Relations, and Advancement and currently serves on the Association of Community College Trustees Presidents Advisory Committee.

Exhibits

[Board Policy 2430 Delegation of Authority to the President](#)

[Board Policy 2431 Selection of the President](#)

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

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. The President may delegate to other district personnel any powers and duties imposed upon the President by Board policies or by a Board vote. However, the delegation of power or duty will not relieve the President of responsibility for action taken under such delegation ([Board Policy 2430](#)).

MHCC recognizes the importance of broad-based employee and student participation in creating and disseminating ideas, strategies, and policy development to move the College forward. The College utilizes participatory governance as the philosophical and operational basis for ensuring employee and student engagement in the institution's governance, providing reliable communication channels, defining the decision-making structure of the College, and developing a structure to assist in implementing its mission. The core element of MHCC's participatory governance model is a College community engaged and aligned with the College's mission, values, and strategic goals.

Fundamental principles of governance at MHCC:

- The appropriate person or body makes decisions after they have solicited and have taken into consideration input from those with relevant expertise or information.
- Decisions and their rationale are shared with those who provided input through Mt. Hood Community College's participatory governance process.
- The rationale for all decisions will reference how the decision promotes MHCC's mission.
- Representatives who serve on recommending bodies ensure the accurate and timely two-way flow of information between those they represent and the bodies on which they serve.

The College governance structure invites extensive input into policy and operational decision-making ([Board Policy 2510](#)). Governance occurs through participation in College councils, committees, and task forces comprised of administrators, faculty, staff, and students.

The primary method for participation in local decision-making occurs through the College councils and Associated Student Government. The College's five councils include:

- Access, and Diversity
- College Infrastructure
- Institutional Effectiveness
- Learner Success
- People Strategies

All councils receive all policy and administrative regulation proposals and provide the Board and President input. As part of the governance process, the campus community as a whole also has the opportunity to provide input on policy and administrative regulations ([Administrative Regulation 2410](#)).

Lastly, leaders of full-time and part-time faculty, staff, and students have standing reports so that they can make comments to the MHCC Board at its regular Board meetings ([Administrative Regulation 2510](#)).

Exhibits

[Board Policy 2430 Delegation of Authority to the President](#)

[Board Policy 2510 Participation in Local Decision-Making](#)

[Administrative Regulation 2410 Board Policies and Administrative Regulations](#)



Academic Freedom

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

MHCC fosters and protects the rights and responsibilities associated with academic freedom. Board Policy [Board Policy 4030 Academic Freedom](#) 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 [Student Rights and Responsibilities](#) in the [College Catalog](#).

Exhibits

[Board Policy Board Policy 4030 Academic Freedom](#)

[Collective Bargaining Agreements](#)

[College Catalog: Student Rights and Responsibilities](#)

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

The College is committed to an environment free of harassment, as stated in [Board Policy 3420](#), Equal Employment Opportunity. Article 24 of the [Full-Time Faculty Collective Bargaining Agreement](#) (CBA) defines harassment and outlines procedures for responding to it. Article 5 of the [Part-Time Faculty and Tutor Association CBA](#) states that members have a right to work free of harassment.

Exhibits

[Board Policy 3900 Speech, Time, Place & Manne](#)

[Board Policy 4030 Academic Freedom](#)

[Board Policy 3420 Equal Employment Opportunity](#)

[Full-Time Faculty Collective Bargaining Agreement](#)

[Part-Time Faculty and Tutor Collective Bargaining Agreement](#)



Policies and Procedures

The institution develops and widely publishes and procedures (called administrative regulations at MHCC that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner. [MHCC Polices and Administrative Regulations](#) are publicly available on the website.

2.C.1 The institution’s transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

MHCC follows the guidelines for transfer degrees outlined in the [Oregon Community Colleges Handbook and Planning Guide](#) to facilitate efficient mobility of students between institutions. MHCC accepts credits from other colleges or universities that are regionally accredited, and transfers in courses that are required for the student’s declared major.

[Board Policy 4050](#) Transfer of Previous Credit and Alternative Approaches to College Credit detail standards and processes that ensure consistency and program integrity.

Information about transfer of credit from other colleges or universities is published in the [College Catalog](#) (see Transferring to MHCC section) and is posted on the [College website](#). Specific procedures and processes are maintained in the Registrar’s office. Academic programs annually review credential requirements before they are published in the College Catalog, and any

changes or new course work is updated to our articulation tables and degree audit. In general, courses must have been completed with passing grades to be transferred to Mt. Hood; “D” grades are only accepted for those programs that will allow them to fulfill degree requirements.

MHCC has an exhaustive list of courses that have been transferred over the past 50 plus years. With this historical transfer data, the College developed the [Mt. Hood Articulation Tool \(MAC\)](#) that allows both staff and students the opportunity to see what the equivalent course at MHCC is from their transfer institution. This tool includes both community college and university courses.

MHCC follows the American Council on Education guidelines for military transfer. Credit for Prior Learning (CPL) follows the Oregon CPL Standards set by the state Higher Education Coordinating Commission. In addition, MHCC may award credit for certified professional career training for specific career and technical education programs.

To further facilitate successful transfer of credit between institutions, the College has many degree partnership programs and articulation agreements with Oregon public and private universities. Degree partnership programs provide benefits for students transferring to four-year partner institutions including facilitated financial aid, sharing of student records, and college resources available for students on both campuses. Additionally, MHCC has created a number of Reverse Transfer agreements, which allow a student to be awarded the Associates degree upon completion of the required credits while they are dually enrolled with a partner university. Transfer articulations and degree partnership information are clearly outlined and available to students on the College’s website ([Articulation Agreements](#)).

Exhibits

[Oregon Community Colleges Handbook and Planning Guide](#)

[BP 4050: Articulation](#)

[College Catalog](#) (see section: Transferring to MHCC)

[Students Transferring to MHCC](#)

[Mt. Hood Articulation Tool \(MAC\)](#)

[Articulation Agreements](#)

<https://www.mhcc.edu/CreditAlternatives/>

<https://www.mhcc.edu/PriorLearningCredit/>

[Articulations and Dual-Credit Agreements](#)

[Academic Advising and Transfer Center](#)

2.C.2 The institution’s policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

MHCC has a number of policies, procedures, and related documents that detail students’ rights and responsibilities. These address provisions related to academic honesty, conduct, complaints, appeals, grievances, and accommodations for persons with disabilities. [Board Policy 5500 Standards of Student Conduct](#) states that the College will maintain a Student Rights and Responsibilities statement that is readily accessible to students. Available under the College Services section of the public website (see [Students Rights and Responsibilities](#)), and in the [College Catalog](#), this statement details student rights, student code of conduct, discipline, conflict resolution process, and appeals. Records of student complaints are kept in the office of the Vice President of Student Development, per Oregon State Archive Division record-keeping rules for community colleges and NWCCU Record of Student Complaints policy.

Additional policies and administrative regulations provide further detail regarding specific aspects of students’ rights and responsibilities. [Board Policy 5140 Accessible Education Services/Students with Disabilities](#) speaks to the College’s commitment to providing qualified students with disabilities programs and activities in the most integrated setting appropriate to their needs to ensure access to education and services. It sets the expectation that the College is committed to maintaining an environment in which its members can work and interact without “being impeded by disrespectful behavior of others.” This policy seeks to balance the expectation of respectful behavior with the right to individual expression. [Board Policy 3410 Nondiscrimination](#) establishes that students, together with all College community members, have the right to freedom from harassment and discrimination, and detail what constitutes misconduct related to sexual harassment or discrimination.

Exhibits

Student Rights and Responsibilities*

(*especially Articles G, I, J, K, and L detailing grievance and appeals processes)

[Students Rights and Responsibilities \(website\)](#)

[Students Rights and Responsibilities \(College Catalog\)](#)

Policies Governing Student Rights/Responsibilities

[Policies 5500 Standards of Student Conduct](#)

Additional Exhibits: Student Rights/Responsibilities

[Board Policy 5140 Students with Disabilities](#)

[Board Policy 5700 Equity in Athletics](#)

[Board Policy 3433 Prohibition of Harassment](#)

[Board Policy 3540 Sexual and Other Assaults on Campus](#)

2.C.3 The institution’s academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution’s expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Admissions

MHCC has an open-door admissions policy that reflects its mission as a community college committed to access. Additional policies and administrative regulations support a detailed admission and re-admission process designed for student success. [Board Policy 5010 Admissions and Concurrent Enrollment](#) and [Administrative Regulation 7080-A](#) outline the processes for a student to be admitted to the College. Admissions information is published on the [College website](#), in the [schedule of classes](#), [New Student Welcome Guide](#) and in the [College Catalog](#).

Placement and Writing Prerequisite

MHCC strives to be a student-ready college, with multiple measure placement assessments and placement options for students coming in at any level of academic preparedness. Placement testing identifies a student’s math, reading, and writing levels. With this information, advisors and faculty help guide students to the appropriate courses. Additionally, in 2017, the College

began instituting the use of multiple measures in addition to College Placement Testing (CPT). Multiple measures utilize sources such as high school transcripts and GED testing scores for student course placement. The College Placement Testing Committee meets to ensure scores for placement and other placement related activities such as multiple measures are monitored and reviewed.

All prerequisites are clearly marked for all programs and credit courses.

This information is clearly outlined on our website and in communications to admitted students [on the website here](#).

Academic Standing and Progress

[Administrative Regulation 6200-F](#) requires students to maintain satisfactory academic progress as a condition of continued enrollment at MHCC. The procedure outlines the stages of academic warning, probation, and suspension, as well as steps for student appeal and reinstatement. Policies relating to a student's termination from educational programs and the College appeals process are detailed in [Student Rights and Responsibilities](#). Academic Standing standards are detailed in the [College Catalog](#) (see "Standard of Academic Progress" under the "Grades" section) and on the [College website](#). The process is managed by the Registrar's office and [operation procedures](#) clearly articulate the term process including communication to the students regarding their status.

Limited Enrollment Programs

With the help of their advisory committees, limited and restricted enrollment programs determine their individual admissions and placement requirements to ensure a reasonable probability of student success, not only in the program, but in the job market upon completion of credentials. These requirements, as well as requirements for continuation in the program, are detailed on the College website, in applications, student handbooks, and other materials developed by programs

Exhibits

[Board Policy 5010 Admissions and Concurrent Enrollment](#)

[Administrative Regulation 7080-A Admissions](#)

[Admissions Website](#)

[Admissions Information in Schedule of Classes](#)

[New Student Welcome Guide](#)

[Admissions Information in the College Catalog](#)

[Administrative Regulation 6200-F Standard of Academic Progress](#)

[Student Rights and Responsibilities](#)

[Standard of Academic Progress in the College Catalog](#) (see “Standard of Academic Progress” under the “Grades” section)

[Standards of Academic Progress on the College Website](#)

[Admissions and placement requirements of limited placement programs on the College website, in applications, student handbooks, and other materials developed by programs](#)

[Board Policy 4250 Expectations of the Student Community-Probations Dismissal and Readmission](#)

2.C.4 The institution’s policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Policies and administrative regulations regarding the secure retention of student records, including electronic records, comply and refer to standards from Oregon Secretary of State Archives Division record retention administrative rules ([OAR 166-450-0000](#)). [Board Policy 5040 Student Records](#) and [Board Policy 3310 Records Retention and Destruction](#) address compliance with the requirements of applicable state and federal laws and guidelines. The [College website](#) details student records information for students and the greater public.

Retention, Reliable Backup and Retrievability of Student Records

Student records are maintained, archived and destroyed using [procedures](#) consistent with the requirements of applicable state and federal laws and guidelines. Depending on the type of record, the College adheres to state record retention and administrative rules to ensure minimum length of time to retain records. For example, academic transcripts are kept permanently. Employee access to electronic student records is granted by the Registrar, the College’s student system data custodian.

The entire database of student records is securely stored in the MHCC on-premise data center, and a backup is stored at AWS on their west-coast servers. All AWS database backups are encrypted.

Confidentiality

All employees, including College-employed students, are required to complete the Family Educational Rights and Privacy Act (FERPA) training on an annual basis. Supervisors ensure that privacy laws are observed. Appropriate employee access to student records is managed systematically through a formal process involving Information Technology, Human Resources, and relevant department managers and College officers (data custodians). College employees have access to information and training relating to Student Record Confidentiality. The FERPA student records policy is outlined in [the Administrative Regulation 7040-F](#) and is published in the quarterly Schedule of Classes on the College website under [Student Records](#) and [Student Financial Services](#). FERPA guidelines are also published in the [College Catalog](#), under "Student Records."

Exhibits

Student Records

[Oregon Administrative Rule OAR 166-450-0000 Community College Records Board Policy](#)

[Board Policy 5040 Education Records, Directory Information, and Privacy](#)

[Student Records Website](#)

[Board Policy 3310 Records Retention and Destruction](#)

[Administrative Regulation 3120-A: Archived Records](#)

[Administrative Regulation 7040-F Release of Student Information Educational Records](#)

FERPA Resources

[FERPA on the Records Website](#)

[FERPA on the Student Financial Services Website](#)

[FERPA in the College Catalog](#) (see Student Records section)

[Administrative Regulation 7040-F Release of Student Information Educational Records](#)



Institutional Integrity

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Accurate Documents

MHCC represents itself through clear, accurate, and consistent announcements, statements, and publications. The MHCC Brand, Marketing and Communications Department is responsible for MHCC's major publications. The department also oversees public relations and media response, including issuing press releases when appropriate. The Associate Vice President of Brand, Marketing, and Communications regularly reviews college publications to ensure integrity in all representations.

Major Publications

The Brand, Marketing and Communications department, in collaboration with the Information Technology department, maintains the [MHCC public website](#) and oversees messaging and brand representation in printed and electronic materials such as posters and brochures.

These materials are distributed within the district and are the primary sources of information about MHCC's various program and College services.

The annual [College Catalog](#) and [quarterly schedule of courses](#) is developed and overseen by Instructional Services (IS). Departments work closely with IS to ensure program accuracy and a schedule of courses that meets student and community needs. The catalog is reviewed on an annual basis and contains instructional program descriptions, program learning outcomes, a term-by-term course sequence, program requirements, and policies for successful completion of certificates and degrees. In addition, the quarterly class schedules list all courses available in a term as well as information to help a student apply or register for courses. These publications are reviewed by deans and program directors prior to production and are available on the public website.

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

The College employs a number of policies and administrative regulations to set expectations. These work to ensure high ethical standards for managing and operating the institution and to ensure all individuals will be treated fairly and with respect. Many job descriptions detail expectations for high ethical standards in work and in dealings with the public and external partners.

Ethical Conduct

Specific policies, procedures and practices govern ethical conduct in many areas of the College. Practices detailed in 2.E ensure high ethical standards for managing College finances, including annual audits and transparent budgeting and purchasing processes. The procurement and contracting department has [defined policies/procedures](#) for awarding contracts competitively while ensuring good value and quality for the institution. [Board Policy 6340 Bids and Contracts](#) prohibits private benefit from College procurement of goods and services and requires compliance with Oregon Statutes, laws and regulations.

The Board Policies [3410 Nondiscrimination](#), [3420 administrative regulations](#), [3430 Prohibition of Harassment](#), [3433 Prohibition of Sexual Harassment](#) pay particular attention to fair and equitable treatment at the College. In addition to the policies and administrative regulations cited in [2.C.2](#)

regarding protection of student rights and responsibilities and respectful institutional climate, the Board has established [Policy 2710 Conflict of Interests](#). Those with concerns about ethics at the College may voice their concerns under the protection of [Board Policy 7700 Whistleblowers](#).

To promote fair and consistent hiring practices, Human Resources hiring procedures and protocols are used by all hiring committees. Practices include search committee composition, mandatory Equal Employment Opportunity and bias awareness training, and interview and selection protocols.

Complaints and Grievances

Established practices and written guidelines have been developed to address student and employee complaints and grievances in an equitable and consistent manner.

The [Complaints and Concerns](#) page on the College website provides information about who students and employees can contact when they feel their rights are not being honored in a variety of areas. For students, [Student Rights and Responsibilities](#) additionally outline expectations and processes for student complaints and grievances. Faculty, classified staff, and administrators all have grievance and complaints procedures well documented and available in [bargaining agreements and handbooks](#).

The Diversity, Equity and Inclusion/Title IX Office provides additional resources for concerns regarding discrimination, sexual harassment, or abuse. All employees are required to complete annual mandatory Title IX for Higher Education training.

Exhibits

[Procurement and contracting department policies/procedures for awarding contracts](#)

[Policy 2710 Conflict of Interests](#)

[Board Policy 7700 Whistleblowers](#)

[Student Complaint Website](#)

[Student Rights and Responsibilities](#)

[Agreements and Handbooks for Faculty and Staff](#) Complaint and Grievance Procedures

[Classified Bargaining Agreement, Article 15, Complaints \(p. 6\) and Article 40, Grievance and Arbitration Procedure \(pp. 39–42\)](#)

[Faculty Bargaining Agreement, Article 29 Faculty Rights \(pp. 79-83\) and Article 32 Grievance Procedure \(pp. 85–90\)](#)

[Administrative Handbook for Exempt Employees, Section 33 Complaint Procedure](#)
(pp. 11–12)

[Annual Security Report](#)

[Sexual Violence Policy](#)

[Title IX – Sexual Harassment Complaints](#)

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

MHCC operates without social, political, corporate, or religious affiliation as a public community college. MHCC has defined policies prohibiting conflicts of interest for the Board, administration, faculty, and staff ([Board Policy 2710 Conflict of Interest](#) and [Administrative Regulation 5120-A](#)). The Board also recognizes its employees' rights, 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 ([Board Policy 2716 Board of Education Political Activity](#)).

The Code of Ethics binds individual Board of Education members as public officials. Before the Board takes action, 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." 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 OSR 244: Government Ethics](#)) ([Board Policy 2715 Code of Ethics – Standards of Practice](#)).

The College has a process for reporting a potential conflict of interest and informs all new employees 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, the 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 its response to the employee, manager, and division administrator. A copy of the report and findings are included in the employee's HR personnel files.

Exhibits

[Board Policy 2710 Conflict of Interest](#)

[Administrative Regulation 5120-A Staff Ethics and Conflict of Interest.](#)

[Board Policy 2716 Board of Education Political Activity](#)

[Oregon Law OSR 244: Government Ethics](#)

[Board Policy 2715 Code of Ethics/Standard of Practice](#)



Financial Resources

2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

MHCC has clearly defined audit and reporting processes designed to ensure financial stability so the College can fulfill its mission. These audit and reporting processes comply with state laws ([Audits of Public Funds and Financial Records ORS 297.405 – 297.555](#); [Annual audit required ORS 341.709](#); [County and Municipal Financial Administration ORS 294](#)) and Board policies for the governance and fiscal management of the College ([Board Policy 2200 Board of Education Duties and Responsibilities](#)). MHCC's Board-approved fiscal management policies defining the oversight and management of financial resources are enumerated in [Board Policies](#), Section 6000.

Audit

As required by Oregon Revised Statutes ([Audits of Public Funds and Financial Records ORS 297.405 – 297.555](#)), an independent accounting firm audits MHCC's annual financial report ([Board Policy 6400 Financial Audits](#)). An audit advisory committee reviews the planned audit engagement with the auditor and reviews financial statements and any findings before presenting them to the Board ([Board Policy 1065 Audit Committee](#)). The College prepares the Annual Comprehensive Financial Report (ACFR), and the auditors review the statements and supporting documentation to ensure the report accurately represents the College's financial position. MHCC has consistently received the highest level of audit assurance, an unqualified opinion resulting from quality practices and internal controls.

The Government Finance Officers Association of the United States and Canada has awarded the Certificate of Achievement for Excellence in Financial Reporting to MHCC for its ACFR for the past six consecutive years. For the GFOA to award this certificate, the College must publish an easily readable and efficiently organized comprehensive annual financial report that satisfies both Generally Accepted Accounting Principles and applicable legal requirements.

Financial Reporting

The College uses Jenzabar CX as an integrated enterprise resource system, providing comprehensive, real-time financial transactions reporting. Using the Cognos report generator, users can create reports on demand and output them to a spreadsheet for analysis. The system emails budget managers monthly budget reports detailing their actual expenses compared to the adopted budget for analysis. Financial staff examines variances in budgets to better guide the ongoing execution of the budget and improve the development process in the following years.

Financial staff monitor cash flows daily and review revenues, expenditures, and forecasted activity monthly to ensure sufficient cash flow to achieve mission fulfillment. The Board's Budget Management Policy ([Board Policy 6250 Budget Management](#)) ensures that reserves do not drop below 5% of expenditures without an adopted plan to replenish. As of June 30, 2021, reserves were 23% of expenditures.

The Board receives a monthly financial report comparing the annual budget and prior years for evaluation and approval. Quarterly, the Board reviews and discusses current financial information and forecasts. Executive staff inform the Board of unexpected expenditures and discusses how they are addressing them. Monthly budget updates are shared at a weekly all-staff meeting.

Exhibits

[Oregon State Law ORS 297.405-297.555 Audits of Public Funds and Financial Records](#)

[Board Policy 2200 Board of Education Duties and Responsibilities](#)

[Oregon State Law ORS 341.709 Annual audit required](#)

[Board Policy 6400 Financial Audits](#)

[Board Policy 1065 Audit Committee](#)

[Board Policy 6300 Fiscal Management](#)

[Board Policy 6250 Budget Management](#)

[County and Municipal Financial Administration ORS 294](#)

[Annual Comprehensive Financial Report for Year-ended June 30, 2021](#)

2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Stakeholder Participation

MHCC financial planning is integrated with college-wide strategic planning and resource allocation, designed to ensure resource alignment with unit plans that will support the institution in meeting short and long-term goals. The strategic planning process, known as “Unit Planning,” begins with vice presidents prioritizing objectives from the strategic plan for areas of responsibility, and then departments (referred to as “units”) creating tactics that will support each objective. The budget request process follows this Unit Planning process, where areas tie funding requests to established tactics. The planning and budgeting processes are done through a transparent application that allows all campus stakeholders to review data ([Unit Planning Manual](#) and [Budget Manual](#)). Funding requests for new initiatives are tracked separately and submitted with an equity-based decision-making template before being prioritized with a

rubric by area Vice presidents. The executive team reviews and discusses requests with consideration to available funding, potential resource reallocation, and alignment with college goals. The president makes the final recommendation and presents it to the MHCC Board's Budget Committee as part of the budget approval process ([Board Policy 6200](#)). The budget process includes public hearings for internal and external stakeholders to provide input. After presenting the proposed budget to the Board, the same information is reviewed with staff. The Tax Supervising and Conservation Commission, a structure unique to Multnomah County, reviews the Board-approved budget and holds a public hearing. Commissioners ask the Board and administration questions of general interest to the public before certifying the budget, providing an additional level of community participation. (See [2022-23 Adopted Budget](#)).

Financial planning for fiscal health, stability, and sustainability

MHCC maintains a three-biennium fiscal forecast that estimates revenues and expenditures and ending fund balance. The forecast is updated quarterly and shared with the Board and campus community. This forecast informs both the budgeting process and institutional planning. Enrollment is also estimated and monitored, as tuition and state support dollars are based on enrollment. Finally, additional analysis is conducted to identify and weigh risk factors, culminating in a conservative and sustainable approach to established projections. The College is committed to forecasting conservatively, clearly, and in accordance with federal, state, and local laws and regulations ([Board Policy 6300 Fiscal Management](#)). The College maintains reserves ([Board Policy 6250 Budget Management](#)) and invests resources above immediate operating requirements according to [Board Policy 6320 Investments](#), with a primary goal of capital preservation and protection of principal.

Exhibits

[Board Policy 6200 Budget Preparation](#)

[2022-23 Adopted Budget](#)

[Board Policy 6300 Fiscal Management](#)

[Board Policy 6250 Budget Management](#)

[Board Policy 6320 Investments](#)

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

MHCC's financial resources are managed transparently and in accordance with approved administrative regulations and applicable laws. Documented and regularly updated policies, procedures, and guidelines govern financial planning, revenues, expenditures, and internal controls. Many are based on best practices recommended by the GFOA and the National Association of College and University Business Officers (NACUBO) and are written to comply with Oregon Revised Statutes ([County and Municipal Financial Administration ORS 294](#)).

MHCC maintains clearly defined, Board-approved policies for the oversight and management of College financial resources. These policies address financial planning and processes for the College, including operating and capital budgets, reserves, fundraising, cash and debt management, and transfers between funds. The following links provide information on the College's fiscal policies:

- [Board Policy 6250 Budget Management](#)
- [Board Policy 6300 Fiscal Management](#)
- [Board Policy 6320 Investments](#)
- [Board Policy 6150 Designation of Authorized Signatures](#)
- [Board Policy 6100 Delegation of Authority, Business and Fiscal Affairs](#)

The [Annual Comprehensive Financial Report](#) (page 14) includes a complete picture of MHCC's financial position. A Statement of Net Position presents information on all the College's assets (what it owns) and liabilities (what it owes). The difference between total assets and deferred outflows and total liabilities and deferred inflows is reported as Changes in Net Position. Over time, changes in net position are an indicator of improving or eroding financial health. Non-financial indicators, such as enrollment levels and the condition of the District's facilities, must also be considered when evaluating the College's financial position. The Statement of Revenues and Expenditures ([Annual Comprehensive Financial Report](#), page 30) and Changes in Net Position presents the revenues earned and expenses incurred during the year.

The Governmental Accounting Standards Board (GASB) establishes standards for external financial reporting for public colleges and universities in Oregon. As prescribed by the GASB, revenues are reported as operating or non-operating. Operating revenues and expenses generally result from providing services to students. All other revenues and expenses not meeting this definition are reported as non-operating. Revenues are presented by the source. Expenses are presented by function. GASB stipulates that State support and property taxes are reported as non-operating revenues in the Statement of Revenues and Expenditures and

Changes in Net Position ([Annual Comprehensive Financial Report](#), page 31-32). This classification results in the display of a significant operating loss. A Statement of Cash Flows is intended to help evaluate the College's ability to meet its financial obligations as they become due. Cash inflows and outflows are identified as operating, noncapital financing, capital, and related financing, and investing activities. Capital financing activities are those items attributable to the acquisition, construction, or improvement of capital assets, including the repayment of debt associated with these assets. These financial statements are prepared in accordance with generally accepted accounting principles as prescribed by the GASB.

Exhibits

[Oregon State Law ORS 294 County and Municipal Financial Administration](#)

[Board Policy 6250 Budget Management](#)

[Board Policy 6300 Fiscal Management](#)

[Board Policy 6320 Investments](#)

[Board Policy 6150 Designation of Authorized Signatures](#)

[Board Policy 6100 Delegation of Authority, Business and Fiscal Affairs](#)

[Annual Comprehensive Financial Report for Year-ended June 30, 2021](#)



Human Resources

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

MHCC'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 variety of 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 an overview of Board policies and College administrative regulations. Employees confirm their understanding by affirmatively signing that they have reviewed and will comply with policies and regulations ([form](#)). In addition, all College employees complete annual compliance training via the College's SafeColleges learning management system. All employees are given printed or electronic copies of applicable collective bargaining agreements and employee handbooks at time of hire (see [Agreements and Handbooks](#)). Part-time employees attend orientations in their departments of hire, where they also receive guidance directing their work, rights and responsibilities.

Performance Evaluation

MHCC's [Administrative Regulation 5060-E Performance Evaluation](#) addresses the process for all employees. Evaluation criteria and procedures are outlined in collective bargaining agreements

for Classified, Full-time Faculty and Part-time Faculty, and in the Management and Confidential Employee Handbook (see [Agreements and Handbooks](#)). The procedures and forms for all employee groups are found on the Performance Management HR intranet site and are linked throughout this section. The procedures for evaluation, retention, promotion and termination are included in administrative regulations, and collective bargaining agreements and employee handbooks appropriate to each employee group. Once completed, performance evaluation forms are sent to the HR office where they are stored in the individual's personnel file.

Management and Confidential Employees

MHCC's Management and Confidential staff are evaluated by their supervisors annually per the Management and Confidential Employee Performance Management System (revised in 2021). Accompanying this overview, is a [Handbook](#) to help supervisors navigate this system for their Management and Confidential employees. 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 system for Management and Confidential employees includes both a look-back review and the creation of personal strategic initiatives for the upcoming year. Annual evaluations of managers and confidential staff are completed by July 31 each year (previously September 30), which now coincides with the annual Unit Planning process.

Full-Time (FT) Faculty

MHCC's FT Faculty are evaluated by their supervisors per the [Full-Time Faculty Evaluation and Tenure Manual](#) (revised 2019). Forms and relevant information relating to FT Faculty evaluation and tenure procedures are available to faculty on the HR Performance Management website for FT Faculty.

Part-Time (PT) Faculty and Tutors

MHCC's PT Faculty and Tutors are evaluated by their supervisors per Article 8.O of the PFTA/ MHCC Collective Bargaining Agreement (see [Agreements and Handbooks](#)) and the [Part-Time Faculty Evaluation Manual](#). The [PT Faculty and Tutor Evaluation Form](#) and Manual are available to faculty on the HR Performance Management website.

Classified Employees

MHCC's Classified employees are evaluated by their supervisors per Article 26 of the CEA/ MHCC Collective Bargaining Agreement (see [Agreements and Handbooks](#)). The Classified Performance Review Form is available to employees on the HR Performance Management website.

Child Development and Family Support Employees

MHCC's Child Development and Family Support (CDFS) employees are evaluated by their supervisors per the CDFS Performance Management System (see [Summary](#)). The CDFS Performance Review Form can be found on the HR Performance Management website.

Exhibits

[Employee Bargaining Agreements and Handbooks](#)

[Administrative Regulation 5060-E Performance Evaluation](#)

[Board Policy 7120 Recruitment and Hiring](#)

[Full-Time Faculty Evaluation and Tenure Manual](#)

[Part-Time Faculty Evaluation Manual](#)

[PT Faculty and Tutor Evaluation Form](#)

[Summary of the Revised Classified and CDFS Performance Management System](#)

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

MHCC supports the professional growth and development of all staff through a variety of strategies. An in-service period is traditionally held the week before fall term begins. Other professional development opportunities are offered throughout the year. The College also offers support for a variety of professional development opportunities for all staff, including tuition waivers and other kinds of reimbursement.

PT Faculty and Tutors

Part-time Faculty and Tutor Association (PFTA) members have their own collectively bargained agreements that define the level of professional development and funding supported by the College. For FT faculty and tutors, the College designates \$5,000 per year for professional development, which can include workshops, seminars, classes and conferences. Use of these funds is governed by Article 18 in the [Part-Time Faculty and Tutor Collective Bargaining Agreement](#).

FT Faculty

For FT 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 [Full-Time Faculty Collective Bargaining Agreement \(CBA\)](#).

Funding and other support for professional development is detailed in Article 14 of the [Full-Time Faculty CBA](#). The College and full-time faculty association have established a Faculty Resource Development Board (FRDB) to govern the approximate \$89,752 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. An additional annual fund of \$13,348 supports a faculty exchange or study abroad program that 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 \$92,445 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 \$18,664 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). FT and PT 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, FT and PT 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 1996, a College-wide [Teaching and Learning Center](#) (TLC) was founded and has an annual operating budget of \$50,000. The TLC's mission is to build a welcoming community of educators focused on identifying and sharing best practices for student success. Through the TLC, the College community can explore instructional methods and techniques as well as new technologies. Within the TLC, 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 FT or PT instructor who desires a "new faculty seminar" experience. The sequence is designed to foster a supportive community and to deepen instructors' understanding of the pedagogical and procedural issues involved in teaching and learning at the community college level.

Classified Staff

An annual fund of \$30,000 for professional development for classified personnel is detailed in Article 18 of the [Classified Staff Bargaining Agreement](#). 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.

Management/Confidential 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. Management and confidential employees may apply for professional development with an average maximum of \$500 per year per the [Management and Confidential Employee Professional Development Program](#).

Exhibits

[Part-Time Faculty and Tutor Collective Bargaining Agreement](#)

[Full-Time Faculty Collective Bargaining Agreement](#)

[Teaching and Learning Center](#)

[Classified Staff Bargaining Agreement](#)

[Management and Confidential Employee Professional Development Program](#)

[Board Policy 7160 Professional Development](#)

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Serving approximately 33,000 students annually, MHCC employs a sufficient number of qualified personnel to maintain its support and operations functions. As of fall 2021, MHCC employed 634 full-time and 412 part-time employees. MHCC implements a detailed and thorough hiring process for new employees.

The full-time hiring process is documented in the HR Recruiting and Screening Guidelines available on the human resources employee 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 FT faculty positions. Information regarding the hiring process for PT faculty and tutor association and hourly employees is documented on the HR 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). The Student Employment Office maintains the student employment webpage, which includes resources and frequently asked questions for students and supervisors of student employees.

Departmental job descriptions can be submitted to the Student Employment Office for review and approval. Once approved, positions are posted and open for recruitment.

All open jobs are advertised on MHCC's job opportunities website ([Job Board](#)), 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 only accepts 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, PT faculty and tutors, and FT faculty are established through the collective bargaining process. Compensation guidelines are detailed in [Board Policy 5080](#) and published in the [Management and Confidential Employees Handbook](#), available to employees on the HR website. 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 ([Administrative Regulation 5080](#)).

MHCC’s qualifications for FT and PT 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 2021-22 academic year with 151 full-time instructors, counselors and librarians. The number of part-time faculty and tutors varies from term to term; in Fall 2021, the College employed 200 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 [Full-Time Faculty Collective Bargaining Agreement](#). 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.

Exhibits

[Student Employment Webpage](#)

[MHCC Job Board](#)

[Management and Confidential Employees Handbook](#)

[Board Policy 5080 Compensation and Conditions of Employment](#)

[Administrative Regulation 5080 Position Descriptions](#)

[Oregon Administrative Rule OAR 589-008-0100](#)

[Oregon HECC Community College Personnel Policies](#)

[Academic Org Chart \(Instruction\)](#)

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

All employees at MHCC benefit from on-going rigorous appreciative evaluations that are based upon established explicit processes. Each employee group's evaluation process will be presented in the order listed above.

FT Faculty

All tenured, FT faculty at MHCC benefit from regular, appreciative, substantive evaluations that are conducted, per contract, at least once every five years.

Tenure-track and terminal contract faculty are evaluated annually using the same evaluation process as tenured faculty.

MHCC's evaluation policies and processes are clearly delineated in the [Full-Time Faculty Collective Bargaining Agreement \(CBA\)](#), which is available on the College's website and intranet. Article 16 of the CBA governs the full-time faculty evaluation process. The Faculty Evaluation Oversight Committee (FEOC), comprised of faculty and administration

members, is charged with ongoing oversight and continuous improvement of the faculty evaluation process. The FEOC meets Fall, Winter, and Spring Terms.

Article 16.F of the CBA details the College's tenure-granting process and references supporting documentation that includes the Full-Time Faculty Evaluation and Tenure Manual, which details the College's decision-making criteria.

PT Faculty and Tutors

The PT faculty evaluation process is governed by Article 8 section O of the [Part-Time Faculty and Tutor Collective Bargaining Agreement](#).

PT faculty are evaluated once during their initial six terms of instruction and once every five years thereafter at minimum. Evaluations include classroom observation and course material review.

Staff and Administration

MHCC recently completed a project to re-design the performance management system for confidential and management employees. A separate team recently completed the process of redesigning the classified employee performance management system with the intention of bringing both performance management systems into alignment. The classified performance management redesign is scheduled to be completed by June 30, 2022.

The redesign was led by two teams comprised of representatives from the three employee groups (management and confidential employees in one team; classified employees in the other team). The redesign includes a requirement that employees develop annual individual strategic plans; formally commit to regular coaching conversations with their supervisors; and formally review their progress towards meeting their initiative goals annually with their supervisors.

The redesign teams recommended the following changes, approved by Human Resources and the President, to the existing performance management process:

- Empower employees to propose draft individual strategic initiatives that are explicitly linked to the promotion of the College's strategic goals,
- Empower supervisors to co-design and approve the final version of employee-proposed individual strategic initiatives.
- Promote on-going supervisor/employee coaching conversations based upon mutually agreed upon meetings (frequency and length).
- Formally incorporate peer and stakeholder feedback into the performance management process.

- Formally review the employee's ability to meet individual strategic initiative goals and develop personal and professional development plans based thereupon.
- Institute regular, robust, continuous improvement-focused surveys to review operations (adherence rates for form completion, coaching conversations, etc.), equity, and overall effectiveness of the performance management process.
- Change the name of performance management to continuous performance development to reflect more accurately the college's approach.

In order to assure on-going, comprehensive implementation of continuous performance development, confidential and management employees will:

- Attend a minimum of four and half hours of synchronous continuous performance development training;
- Can consult continuous performance development support materials (written documentation and video-based instructions) that will be available on the College's intranet.

Exhibits

[Full-Time Faculty Collective Bargaining Agreement](#)

[Part-Time Faculty and Tutor Collective Bargaining Agreement](#)



Student Support Resources

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

As an open access, comprehensive community college, MHCC is committed to the creation and maintenance of effective learning environments that meet the needs of all students. Moreover, the College is committed to providing student support services that promote student learning and success.

Physical Learning Environments

The College strives to create physical environments that support student learning. The College, in partnership with the MHCC Foundation, invested in a new centralized [Student Services HUB](#). This space provides students with a one-stop space for services and support and was the result of extensive research and planning around student needs and space assessment.

The Student Union, Library, and Learning Success Center are available to students as spaces used for studying, access to technology, resources and support. A Black Rock Coffee Cafe in the Library is a student lounge where students can relax. Students have over 5,000 square feet of open space to use in the Student Union, which houses a welcoming fireplace, pool and ping pong tables, and a TV. This space also houses a computer lab and our student food pantry, Barney's Pantry.

Advancement via Individual Determination (AVID | Learning Success Center

The [AVID Center](#) is home to our learning specialists who support students with academic coaching and one-on-one help for all things related to College success: making sense of the MyMHCC portal; teacher expectations; finding appropriate resources; study skills; exam prep; dealing with setbacks; and anything else students need to be successful. The AVID Center supports learning communities: linked courses scheduled back-to-back combined with wrap-around support from learning specialists. It also runs MHCC's Bridge Program, a holistic orientation designed to expose students to the hidden curriculum of college, while providing a net of caring support from their first days on campus.

The [Learning Success Center](#) offers subject tutoring in all levels of math, statistics, accounting, biology, chemistry, engineering, physics, and more. Professional tutors and student workers are available all day and into the evening on a drop-in basis. No appointment is needed.

The computer skills lab is staffed by professional tutors and student workers who provide computer support for MHCC students at any level, helping students increase confidence and proficiency in a supportive environment.

The writing lab features in-person assistance with writing assignments as well as help for English language learners. Professional tutors and student mentors are available on a drop-in basis to offer just-in-time support.

Accessible Education Services

[Accessible Education Services \(AES\)](#), formerly Disability Services, determines eligibility for services and determines the appropriate accommodations for each student. AES ensures that students with disabilities have access to MHCC facilities and information in classrooms as specified in the Americans with Disabilities Act (ADA), (ADAAA), and the Rehabilitation Act of 1973 - Sections 504 and 508, as well as [MHCC Board Policy 5140](#).

The AES believes that students with disabilities have the same right to pursue their academic goals as any other student, should be treated with the same respect and dignity as any other student, and that there should be no discrimination against any student, staff or faculty member based upon a disability. The mission of the AES is to ensure equal access for students with disabilities to the classes, programs, information, activities, and facilities of MHCC; and to equalize opportunities for students with disabilities to achieve their college goals through provision of reasonable accommodations and a supportive environment.

The AES values acting as a support for students with disabilities who are seeking full engagement in the College community, acting in the roles of advocate and coach, providing

accommodations, advocating for equal access, and promoting self-reliance. To that end, the purpose of AES is to:

- Assure compliance with state and federal laws which address disability compliance standards and issues.
- Encourage students with disabilities to be independent, responsible members of the campus community, and the community at large, through an awareness of College programs and reasonable accommodations which will empower them to assess and plan for their futures.
- To increase awareness among faculty and staff of provisions of the Americans with Disabilities Act (ADA), (ADAAA), and the Rehabilitation Act (Sections 504 and 508) as they apply to classes, programs, activities, information, and the facilities of the College.
- To work together with faculty and staff to facilitate and foster an understanding of disability issues through open dialogue and communication.

Syllabi Statement/Americans with Disabilities Act

The following AES statement is included on MHCC syllabi:

MHCC is committed to inclusive and accessible learning environments in compliance with federal and state law. If you have a disability or think you may have a disability (mental health, attention-related, learning, vision, hearing, physical, or health impacts) please contact the Accessible Education Services (AES) office in AC 2250 or contact (503) 491-6923 or aes@mhcc.edu to have a confidential conversation about academic accommodations. Because accommodations may take time to implement and cannot be applied retroactively, it is important to have this discussion as soon as possible. In addition, individuals with questions regarding ADA accessibility to College public events, please contact (503) 491-6923 or aes@mhcc.edu

Testing Center

The MHCC [testing centers](#) offer professional and secure testing environments for students, faculty, and the community. Testing services are available on the Gresham and Maywood Park campuses.

MHCC testing services are formally certified testing centers via the National College Testing Association (NCTA), which requires ongoing maintenance and verification of a professional, secure, and welcoming testing environment for students and the College community, upholding standards set forth by NCTA. The testing center administers and records students' course placements upon entry with both standard College Placement Test instruments and alternative

methods (e.g., a student's high school academic history). The testing center also proctors GED exams, make-up exams, accommodated classroom exams, and licensure exams necessary for a student's course progression and overall completion, in addition to credentialing exams in partnership with local and regional organizations' business and industry requirements for employment.

Career Planning and Counseling Services

Housed within the [Career Planning and Counseling Center](#) College's counseling services office provides students with on-campus access to professional counseling services, free of charge. The College has four full-time licensed counselors.

MHCC career services offer a variety of services all centered on supporting, inspiring, and connecting students to a career path and experience that honors our students' identities, interests, and skills. The team is comprised of career counselors, a Student Career Development Coordinator, a Student Employment Coordinator, and front-desk intake specialists. Career services, housed within the Career Planning and Counseling Center (CPCC) provides professional career advising, counseling, and education that assists students in any phase of their career development via one-on-one appointments, group sessions/workshops, career planning courses, and digital tools & online platforms for job exploration and resume/interview prep. The CPCC is also responsible for creating and delivering career-connecting activities for our students and communities (e.g., career fairs, employer recruitment events) in partnership with local and regional employers with relevant job opportunities. These activities are designed to be accessible and are delivered on-site, within the district. Throughout the pandemic access to many of our in-person services were either modified, adapted, or developed to include access to support via multiple modalities. As we continue our return to campus and see increased numbers of students our teams are continually assessing modalities and student choice for support. The Student Employment Office resides within the CPCC and connects students to educational work experience while students are enrolled via student employment opportunities (e.g., Federal Work-Study and Student Aide).

MHCC Personal Counseling Services provide individual, confidential counseling services at no cost in the short term for currently enrolled students. The team is comprised of full-time faculty counselors who serve as the College's career counselors, personal counselors, and full-time faculty from the Human Development department. Issues commonly addressed with students by our faculty counselors include academic concerns; diversity, equity, and inclusion concerns; personal concerns; relationship concerns; and other concerns including effects of trauma, body image, food preoccupation, and healthy lifestyle choices.

Equity

MHCC is in the early stages of identifying equity gaps in achievement and strategically directing learning services to mitigate those gaps. Historical efforts have been made to address perceived inequities among student populations, including establishing the [Multicultural and Diversity Resource Center](#), establishing the position of the Associate Vice President of Diversity, Equity, and Inclusion, and numerous other programming options.

MHCC's new strategic plan includes the following Equity Statement. At MHCC we hold ourselves accountable to align our systems, policies, practices, and resource allocations to strategically and purposefully advance equity. We recognize the harm done to historically excluded people. We work towards a future where all people across the spectrum of difference thrive at MHCC. We seek to provide every person within our community the tools to be successful. We actively design equitable systems to promote fairness and justice. MHCC prioritizes equity and acknowledges the importance of the ongoing and intentional work to interrupt oppression and remove barriers that perpetuate inequity. We strive to become an organization that demonstrate equity in concept, practice, and outcomes, where all people are valued and feel a sense of belonging.

In the [financial aid](#) department, significant measures have been implemented to increase student access to financial aid resources, including access to federal, state, institutional, and emergency aid. Measures are ongoing and include the following: more inclusive and simplified language on the website and in communications; proactive efforts to reduce barriers to accessing aid, including simplified/clarified policies and procedures; improved processing efficiencies, cross-departmental strategies and outreach; increased emphasis and proactive communication to students regarding the Oregon Student Aid Application (ORSAA) for undocumented students; formation of a diverse, cross-campus committee to develop an equitable process for the distribution of Higher Education Emergency Relief Funds (HEERF); and implementation of an equity-focused process for awarding of HEERF funds.

Exhibits

[Student Services HUB](#)

[AVID Center](#)

[AVID Learning Success Center](#)

[Accessible Education Services \(AES\)](#)

[Testing Services](#)

[Career Planning and Counseling Center](#)

[Multicultural and Diversity Resource Center](#)

[Financial Aid Services](#)

Full List: [MHCC Resources and Special Services](#)

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

MHCC publishes its annual [College Catalog](#) publicly on the MHCC website, and has printed copies available upon request. The Catalog contains current information, including the institutional mission and core themes; admission requirements and procedures for degree-seeking students, non-degree students, and international students; grading policies; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for student conduct; student rights and responsibilities; program goals and outcomes; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar. The College Catalog is reviewed and updated annually to ensure that the information included is current and accurate.

Exhibits

[Institutional mission](#)

[Admission requirements and procedures](#)

[Grading policy; Tuition, fees, and other program costs;](#)

[Refund policies and procedures for students who withdraw from enrollment;](#)

[Opportunities and requirements for financial aid](#)

[Information on academic programs, including expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings](#)

[Information on academic courses](#)

[Degree and program completion requirements](#)

[Names, titles, degrees held, and conferring institutions for administrators and full-time faculty](#)

[Rules and regulations for conduct, rights, and responsibilities](#)

[Academic calendar](#)

[Board Policy 4010 Academic Calendar](#)

[Board Policy 4230 Grading And Academic Record Symbols](#)

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Much of MHCC's information is on the website under each program's curriculum page and then additionally within the programs' home pages for the limited and restricted entry programs. This is where statements regarding licensure can be found, if that is pertinent. Some programs have courses built in to prep students or encourage them to take the licensure sooner than later (such as [Funeral Service](#)). These pages are updated annually. In addition, each program has an "after graduation" tab that provides specific information related to employment and advancement such as statistics, descriptions, links, and videos.

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans is published and made available to prospective and enrolled students.

MHCC provides an effective program of financial aid consistent with its mission and goals, and appropriate to its students needs and College resources ([Board Policy 5130 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). The [financial aid website](#) provides detailed steps for how to apply for aid; information on satisfactory academic progress, state grants, and scholarship resources; and links to forms, tutorials, and consumer information.

The financial aid office works closely with the staff in the Student Services HUB to provide greater one-on-one support for students. The HUB provides assistance to students in applying for financial aid, including assisting students with aid applications and other financial aid forms, answering general financial aid questions, and offering 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 BankMobile 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, and student file samples are tested annually by an independent auditor as part of the single audit process. Verification forms are created for students and entered in an automated work-flow process. All student files ready for awards are processed through an automated budgeting and packaging processes.

Exhibits

[Board Policy 5130 Financial Aid](#)

[Administrative Regulation 7060-A Financial Aid](#)

[Financial Aid Office](#)

[MHCC BankMobile](#)

[MHCC Consumer Information](#), see financial aid section

[MHCC Catalog - Academic Policies](#), see financial aid section

[MHCC Paying for College](#)

[MHCC Student Financial Responsibilities](#)

Other partner resources available to students on the MyMHCC portal:

- [Financial Literacy Partner: Debt Management](#)
- [Entrance Counseling](#)
- [Exit Counseling](#)

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

MHCC's financial aid webpage describes loan obligations to prospective and current students. Students receive an email notification of their financial aid award offer, which provides a direct link to the federal student loan [entrance counseling](#) as well as other consumer information related to loans. Prior to reviewing their award offer, students are also presented with terms and conditions of financial aid offers at MHCC, which include a disclaimer about borrowing loans. Students must indicate that they understand the terms and conditions before proceeding to the award offer. MHCC requires students to actively accept any loans they are offered.

Prior to the first disbursement of an accepted student loan at MHCC, student loan borrowers must complete a Master Promissory Note (MPN) and loan [entrance counseling](#) online. Loans will not disburse until these two documents are completed.

When a student graduates, leaves school, or drops below half-time enrollment, a direct link to complete loan [exit counseling](#) is sent electronically to the student's personal email address within 30 days.

MHCC also had a contractual agreement with RepayCentsibly, the student loan default prevention and financial literacy service of the Utah Higher Education Assistance Authority (UHEAA). RepayCentsibly provided strategic and regular outreach to current and former MHCC student borrowers at various stages of loan repayment, including the initial loan grace period and all stages of delinquency. The outreach efforts aimed to inform borrowers of their repayment obligations and options, provide additional counseling or support as needed, and encouraged students to contact their loan servicer for

repayment or delinquency resolution. In addition, RepayCentsibly sent out annual debt letters to all MHCC student borrowers at the end of each award year in compliance with [Oregon Senate Bill 253](#).

A link to MHCC's official [cohort default rate](#) is provided on the [Consumer Information](#) section of College's website, under the Department of Education section. A link to [repayment information](#) can be found under the financial aid section of the Consumer Information page.

Exhibits

The following links are provided to students by email and on the student portal:

- [Entrance Counseling](#)
- [Exit Counseling](#)

[Oregon Senate Bill 253](#)

The following links can be found on the [MHCC Consumer Information Webpage](#):

- [cohort default rate](#), under the Department of Education section
- [repayment information](#), under the Financial Aid section

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Shared Model of Academic Advising

MHCC offers systematic and individualized academic advising for its students on campus and online, delivered by well-prepared staff who are knowledgeable of College curriculum, institutional processes, program requirements, transfer information, and graduation requirements. MHCC's shared model of academic advising helps connect students to the people who can best help them realize their educational goals. Advisers in the [Academic Advising and Transfer Center \(AATC\)](#) comprise a team of professional generalists that provide centralized advising services at the College. Advisers help incoming students interpret placement results,

refine majors, develop academic plans, prepare for application to limited/restricted entry programs, create a plan for transferring, and recommend access or transition to other support resources as needed. Additional professional advisers serve specific populations (TRiO, adult basic skills, middle college). Faculty career counselors help undecided students explore career options. Faculty advisers support students in specific instructional programs - both Career Technical Education (CTE) and transfer track as well as assisting in financial aid and graduation requirement advising.

Research-Based System

The academic advising philosophy at MHCC is based on appreciative advising, an approach that prioritizes active listening, relationship building and inquiry. By design, advising at MHCC is proactive with students receiving invitations to connect on a regular basis and academic advisers anticipating student needs in advance.

The advising framework at MHCC is rooted in best practices for supporting community college students. Prioritizing individual student needs, this comprehensive effort provides wrap-around services and early required interactions to ensure students have a clear plan and pathway to achieve their educational goals. Students work directly with their advisors to design customized academic plans, address challenges and identify opportunities

Adviser Knowledge and Training

The Director of Academic Advising establishes advising expectations and collaborates with instructional leadership in the coordination of adviser training campus wide. MHCC maintains a College [academic advising manual](#) as well as a centralized intranet to house important advising related tools, resources and usable examples of best practice for both faculty and professional academic advisors.

New staff in the AATC participate in an established [training program](#) with a curriculum grounded in the appreciative advising model. The Teaching & Learning Center (TLC) collaborates with the Director of Academic Advising and senior faculty advisers to provide advising related professional development throughout the academic year. Annual faculty in-service sessions include advising-related trainings and, periodically, instructional and student development leadership collaborate to host academic advising summits for faculty advisers.

Adviser Responsibilities

Academic advisers work one-on-one with both prospective and current students. Advising activities include, but are not limited to program exploration, class planning and selection, degree requirement identification, the development of multi-term educational plans, assistance

with financial aid appeal, unofficial transcript evaluation for new transfer-in students, college placement interpretation, and assisting students transferring on to a university.

At MHCC, degree seeking students are automatically assigned advisers based their declared major. General Studies, Undecided/Exploratory, Pre-Health Professions, and Education majors are served by professional advisers in the AATC. Students who have been accepted in the TRiO program have a professional TRiO adviser. Students in a Career Technical Education (CTE) program or in a transfer track program/major are assigned a faculty adviser. Students in Apprenticeship, Adult Basic Skills (GED, ESL, IECC) and those in high school completion programs work with program specific advisers assigned to those areas.

MHCC has implemented a web-based tool (EAB Navigate) which allows advisers to proactively connect with students through electronic messaging and appointment campaigns. Navigate also allows students to easily identify and connect with their assigned adviser. Notes from advising appointments and interactions can be recorded in Navigate and are available to College staff assigned to provide support to a student.

The MyMHCC student portal, Degree Audit and Navigate, are web-based tools that allow students and their advisers to view all necessary information for developing educational plans, including grade point averages, placement assessment, completed courses, prerequisites, and audits that show remaining courses required for the certificates and degree available through the College. Student welcome guides are available to all students and include information on key student support services including roles and relationships with academic advising.

Evaluation

Continuous improvement is a central part of the College's advising culture. In addition to reviewing results from formal student satisfaction surveys, advising staff regularly collect feedback directly from students. Academic advising caseloads are continuously monitored by the Director of Advising to ensure that all students have access to timely support. The director also provides follow up for students with issues that require escalation.

In weekly meetings, AATC advisors collaboratively propose and design adjustments. The team is committed to professional improvement and are leaders in the implementation of forward-thinking advising resources for staff and students (Navigate, multiple modality advising service, virtual drop-in office hours, etc.).

Training resources are reviewed annually and improvement plans are formulated according to both formal and informal needs assessments. Additionally, instructional leadership regularly

provide avenues for feedback from professional advisors on course offerings, modalities and classes scheduling.

Exhibits

[Academic Advising and Transfer Center \(AATC\)](#)

[MHCC Academic Advising Manual](#)

2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

MHCC maintains an effective verification process for all students, including distance education students, which both ensures the identity of the student and protects student privacy. There are no charges associated with this verification.

When a student applies for admission, they provide their identifying information and then are assigned a unique student ID number, an email address, and a username, and they are prompted to create a secure password. They are advised not to share this information with anyone. All College communications and interactions between the student and the College - including accessing distance education platforms and student registration portals - is protected, accessible only by secure username and password. This authentication process protects the privacy and security of student information as required by [Board Policy 3720 Computer and Network Use](#).

Distance education instructors may require students to take proctored midterm and final exams in College testing centers as a means of verifying that the student enrolled in the course is, indeed, the person whose work is being evaluated. Testing centers require current, government-issued photo ID for authentication, and employ proctors in the testing rooms to safeguard against cheating.

Testing Services uses Examity for online proctoring. Examity requires a photo ID that must be uploaded into the system.

Exhibits

[Board Policy 3720 Computer and Network Use.](#)

[Examity Remote Testing ID Verification](#)

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution’s mission, programs, and services.

The [MHCC Library employs several individuals](#) with the Master's in Library Science/Master's in Library and Information Science (or related degree) who provide access to library and information resources, including three faculty librarians, a cataloging and metadata specialist, an online education resource and reference specialist, and the dean of the library.

Library faculty and staff provide [reference](#) and [access services](#) (see “Borrowing Guidelines”) to students, faculty, and the campus community, including [student technology help](#), [course reserves](#), [student ID cards](#), [research help](#), [copyright help](#), and other services that support student learning.

Faculty librarians provide [information literacy instruction](#) to students and collaborate with subject area faculty to support the information literacy core outcome.

[Faculty librarians](#), in consultation and partnership with subject area faculty and library colleagues, [curate](#) and provide access to [print](#) and [electronic](#) resources, as well as [OER](#), with a level of currency, depth and breadth to support the College’s mission, programs, and services.

Exhibits

[Library Staff](#)

[Library Reference Services](#)

[Borrowing Guidelines Policy \(Library Access Services\)](#)

[Technology Help Desk](#)

[Library Course Reserves](#)

[Student ID/Library Cards](#)

[Library Research Guides](#)

[Library Copyright Guide](#)

[Information Literacy Instruction](#)

[Faculty Subject Librarians](#)

[Collection Development Policy](#)

[Access to Print Media](#)

[Library Electronic Databases](#)

[Open Educational Resources \(OER\)](#)

2.I.1. Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Physical Facilities

Sufficient in Quantity and Quality

MHCC'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 53 buildings at the Gresham Campus, Maywood Park Center, and the Bruning Center. Based on current and projected enrollment, existing facilities are sufficient to meet the needs. Because MHCC has not passed a general obligation bond in the last 42 years, innovative funding has been imperative for significant infrastructure upgrades. Current plans include updating the dental hygiene lab, repurposing space for a student multicultural diversity and equity center and addressing deferred facility maintenance. These projects will ensure the facilities continue to provide a safe, reliable, high-quality teaching and learning experience.

Accessibility

MHCC underwent a review from the Office of Civil Rights in 2014, which helped the College prioritize and fund accessibility projects. The College designs and reviews all existing facilities, planned capital projects, and pedestrian routes to ensure compliance with accessibility standards required by the Americans with Disabilities Act (ADA). The College applies focus and resources to all locations for consistency and accessibility. Recently completed projects at the Gresham Campus, Maywood Park Center, and the Bruning Center, bring a high level of accessibility across the entire district. Improvements have been made to all parking lots, with accessibility as the critical focus, adding ADA aprons at all main access points and improving sidewalk accessibility. One of the highlights of our parking lot improvements was dedicating

an entire parking lot (Lot E) to ADA accessible parking and improving existing ADA parking in other lots. Lot E is closest to the library, public safety and the academic center. ADA accessible parking exceeds the Gresham minimum standard by 17 additional parking spaces. Highlights of Bruning Center improvements include the addition of a signed and specified ADA accessibility route for the property and parking redesign. The Maywood Park Center also received a complete redesign of parking lot accessibility and the conversion of two existing restrooms to fully ADA-accessible restrooms. In 2021 MHCC completed a voluntary ADA accessibility study for the Applied Technologies building, modifying four existing restrooms to full ADA accessibility. The College also ensures that the website and all software and hardware are accessible to all employees and students ([Board Policy 3725 Information and Communications Technology Accessibility and Acceptable Use](#)). An information technology accessibility coordinator provides support and recommendations and maintains training, guidelines and workflow documentation on the intranet site.

Safety and Security

All MHCC facilities are constructed and maintained in compliance with governing codes and regulations related to occupant safety ([Board Policy 3500 Campus Safety](#)). A standing Safety Committee monitors safety issues related to facilities as they arise, and College staff coordinate our environmental health and safety program to ensure compliance with governing regulations. Personal safety is a top priority for the College. MHCC's Public Safety office is dedicated to keeping the College community safe and enforcing College policy in all its facilities ([Board Policy 3501 Campus Security and Access](#)). Staff are carefully vetted before becoming part of the Public Safety team, and officers patrol all College property and facilities, with a 24-7 on-site presence at the Gresham campus and regular visits to the Bruning and Maywood Park centers. Facilities are secured outside of regular business hours and accessible only with identification cards and approved access. Students and staff may also request safety escorts from the Public Safety team. The College maintains records of any crimes or public safety concerns on College grounds, and a [Clery Report](#) is posted each fall on the [Public Safety](#) page of the College website ([Board Policy 3515 Reporting of Crimes](#)).

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. The college stores hazardous materials safely and properly; quarterly Safety Committee inspections and targeted inspections by insurance representatives ensure that this continues.

Emergency preparedness is a standard element in new employee training and is addressed during initial and annual Safe Colleges required training for all employees. MHCC has a fully operational Incident Command System (ICS) and performs regular fire, safety, and evacuation

drills at each location. Several committees monitor and address institutional safety, crisis management, and emergency preparedness, including the College's Threat Assessment Team and the Behavioral Intervention Team. The committees are charged with ensuring that College practices align with Board policies and procedures and that these are regularly updated to meet the safety and security needs of the College community ([Board Policy 3430 Prohibition of Harassment](#), [Board Policy 3505 Emergency Response Plan](#), [Board Policy 3510 Workplace Violence](#), [Board Policy 3518 Child Abuse Reporting](#), [Board Policy 3520 Local Law Enforcement](#), [Board Policy 3530 Weapons on Campus](#), and [Board Policy 3540 Sexual and Other Assaults on Campus](#)).

A Title IX officer in the Diversity, Equity, and Inclusion office manages the College's response to sexual harassment concerns ([Board Policy 3433 Prohibition of Sexual Harassment Under Title IX](#)). The College complaint process includes extensive support for incidents aligned with Title IX legislation. [Title IX information](#) is available under the Clery Act section of the [Public Safety website](#).

Continuous improvement is central to ensuring safety and security at MHCC. Several recent upgrades have helped the College to maintain a safe and secure learning and work environments:

- The addition of 50 door locks annually provides ease of lockdown for students and staff. The College has completed four successive years of installation and continues to budget for the remaining equipment.
- MHCC increased camera and security footage storage from two weeks to 30 days.
- Cabling and infrastructure have been added to improve camera coverage at the Aquatic Center and five additional public access points on campus. Physical camera installation will be completed during this fiscal year.
- The MHCC Safety Committee meets monthly to track progress on improvements and provide recommendations for further improvements.

Planning for The Future

MHCC addresses current and future needs in a three-part approach: a detailed and prioritized deferred maintenance report, a long-range facilities capital plan, and updating the Campus Master Plan. An engineering firm performed a detailed Facilities Condition Analysis (FCA) of all buildings and properties to address deferred maintenance. The report is updated with improvements that have been made to building and campus conditions. A long-range facilities capital plan utilizes the information from the condition assessment, accessibility, and general improvement projects to create a prioritized capital plan that is acted on annually. Finally, a detailed Campus Master Plan was completed in 2010. It has provided guidance for capital projects over the past decade. The College is currently in the process of selecting a vendor to develop a new Campus Master Plan. While this initiative was put on hold during COVID-19 conditions, it will recommence in 2022-23 with the substantial benefit of information and alignment from current initiatives to update the College's strategic plan, academic plan, and

strategic enrollment plan.

COVID-19 Response

MHCC initiated the Incident Command System in March 2020 in response to the COVID-19 pandemic. Since then, the College has carefully followed the Center for Disease Control, Oregon Health Authority, and Multnomah County Public Health guidance to build a robust and successful program that other colleges and the county have lauded. [Administrative Regulation 4080-F1](#) was developed and created by a cross-sectional team of College employees to address the pandemic. The regulation specifies College requirements for masking, safe distancing, disinfecting, and congregating students and staff. This regulation expired in June 2022, and was replaced with general COVID-19 Operational Procedures.

The MHCC Reopening Team was formed in May 2020 to build guidance and direction for the careful and slow integration of in-person classes. Reopening plans were created by departments and vetted through the Reopening Team before being forwarded to President's Cabinet for approval. Reopening plans are still in place and have provided support and direction for teams. MHCC performed College-wide training during in-service in September 2021 to ensure employees understood all COVID-19 guidance and processes. Pandemic-related information continues to be shared with new employees and faculty, and an updated recorded session was completed in March 2022. A Reopening Advisory Committee was formed in July 2021, with student and employee leadership and participation. The committee was created to encourage open conversations and input from those most impacted in the areas of in-person instruction, on-campus student and operational supports, and on-campus community activities. The focus of the committee is safety and the operational impacts associated with returning to campus. Planning is still in progress as in-person classes and activities continue to return to campus.

Technological Infrastructure

MHCC's technology systems and infrastructure support College operations in alignment with the College's strategic goals and objectives. The Information Technology (IT) Department focuses on collaboration and continuous improvement to support student learning needs, faculty teaching activities, business operations, and community and partner organizations.

Technological strategy and direction are informed consistently through various communication channels and partnerships, including governance councils, regular meetings with stakeholders, project management processes, and change management processes. Annual budget/planning meetings are held with campus stakeholders to confirm and update technology strategy.

Technology strategy, decisions, and purchases are centralized, ensuring consistency across the College, efficient use of College funds, and compliance with ADA, Security, and other requirements.

Technology Refresh Cycle

Information Technology (IT) maintains a technology refresh cycle, which ensures that College technology is refreshed approximately every five years. Labs with more intensive technology needs are refreshed approximately every three years. IT manages software updates centrally, and software updates are scheduled regularly to support academic and operational requirements.

Technology Support

MHCC's IT department operates a centralized service desk, providing desktop support for staff and academic hardware and software. In addition to regular desktop support, the service desk also provides consulting for new solutions and support for College printing. Additionally, the service desk tracks requests for other IT services such as infrastructure services, enterprise application services, and electronic ADA requests. The IT department has also developed and implemented an IT student apprenticeship program for hands-on IT experience.

IT provides a [variety of student support services](#), including for MHCC student systems, password changes, and student email through the centralized student HUB and the Library LSC. Students regularly interact with these areas, who provide student navigation and technical support. The IT service desk serves as an escalation point to provide assistance as needed.

MHCC's Online Learning Department provides student and faculty support related to remote learning. Online Learning offers support to students in using the College's Learning Management System, navigating other College tools, managing passwords, troubleshooting technology issues, and proxy testing. Online learning also provides support to faculty in using the learning management system, developing online courses, and professional development.

Classroom Technology

IT supports and maintains classroom/lab technology, and Online Learning supports the use of Zoom technology solutions for instructional purposes. On-campus classrooms include instructor stations with presentation technology, projectors and multi-media capability. MHCC has implemented a pilot to add Zoom room capability to the instructional environment, and IT is in the process of upgrading selected classrooms. Online Learning is in the process of developing a training program to help instructors utilize this new Zoom room technology. Other classroom technologies supported by IT include student computer labs and specialized labs with technology for the cyber security, mechatronics, and communications programs.

Access to Technology Platforms and Products

Various open computer labs are available to students who do not have access to adequate technology. WiFi is also available on campus, and areas where students tend to congregate have been incrementally upgraded with more capacity as budget permits. Additionally, WiFi service extends into some parking lots for increased student access.

MHCC has also established a Student Basic Needs department that assists students in many areas, including technology. Through Student Basic Needs, students can obtain laptops and hotspots to support their academic needs when not at the College campus.

Information Security

Information security and cyber security are a primary focus for the IT department. Promoting the concept that security is everyone's job, the department focuses heavily on sharing security information and best practices through College communications, special notices, and department-specific training. IT performs annual security audits by an external party, including phishing tests, vulnerability audits, and follow-up training. In addition, all staff members are required to complete cyber security training annually as part of their compliance training. IT uses a variety of security tools to monitor and send alerts about suspicious activity involving College systems, staff accounts, and student accounts.

To further reduce risk to the College, IT provides College devices to employees whose jobs require them to work remotely. Multi-factor authentication is in place for when users connect remotely to College systems. Other measures are in place to reduce risk, such as ensuring unused data ports are not active and performing regular, physical security audits.

Exhibits

Facilities and Technology Management

[Public Safety Website](#)

[Annual Security Report \(Clery\)](#)

[Title IX Information](#)

[IT Student Support Services](#)

[Information Technology Mission Statement & Strategic Plan](#)

[Electronic Accessibility Intranet Page](#)

[COVID-19 Operation Procedures](#)

Policies Governing Safety and Security

[Administrative Regulation 4080 F1 Pandemic Response](#)

[Board Policy 3430 Prohibition of Harassment](#)

[Board Policy 3433 Prohibition of Sexual Harassment Under Title IX](#)

[Board Policy 3500 Campus Safety](#)

[Board Policy 3501 Campus Security and Access](#)

[Board Policy 3505 Emergency Response Plan](#)

[Board Policy 3510 Workplace Violence](#)

[Board Policy 3515 Reporting of Crimes](#)

[Board Policy 3518 Child Abuse Reporting](#)

[Board Policy 3520 Local Law Enforcement](#)

[Board Policy 3530 Weapons on Campus](#)

[Board Policy 3540 Sexual and Other Assaults on Campus](#)

[Board Policy 3720 Computer and Network Use](#)

[Board Policy 3725 Information and Communications Technology Accessibility and Acceptable Use](#)

Moving Forward

The MHCC Board, the leadership of the college, and the college as a whole are committed to the college's mission. The college is also making steady progress towards preparing for the Year Seven Self-Evaluation Report.

MHCC is dedicated to the assessment of student learning at all levels towards fulfilling the college's mission of advancing personal and professional growth. In the last two years, MHCC has introduced new core institutional outcomes and new assessment processes for program and core outcomes. The college continues to make progress in outcome assessment with the addition of robust assessment systems, faculty assessment days, training opportunities, and new peer mentor positions.

An area of ongoing and critical focus for MHCC is identifying and addressing areas of inequity and dismantling barriers for students, employees, and community members. As the college prepares for the Year Seven Self-Evaluation and accreditation site visit, MHCC will continue the work of refining focal points, implementing strategies, and removing barriers towards equity and inclusion.

In Summer 2022, MHCC adopted a new strategic plan with greater campus-wide and community input. Moving forward, MHCC will begin to operationalize the new strategic plan, ensuring the college is moving steadily and reliably towards reaching its goals and objectives.

In conclusion, with active progress towards several key, mission-oriented projects, MHCC is well prepared to address mission fulfillment in the Year Seven Self-Evaluation Report.