MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

A meeting of the Mt. Hood Community College District Board of Education will be held on July 21, 2021, with a Regular Board Meeting at 12:00 pm, and an Executive (Closed) Session at 12:30 pm held in the Board Room* at Mt. Hood Community College, 26000 SE Stark Street, Gresham, Oregon, and via Zoom. *Board members only in the board room. Public access for the regular board meeting is via Zoom.*

Join Zoom Webinar: Click URL to join

https://mhcc.zoom.us/j/93095810919?pwd=Q0l2S1IzOU03QWpTM0VYT3NwOFNuZz09
Join by Phone: 1-669-900-6833 (San Jose) or 1-253-215-8782 (Tacoma)
Webinar ID: 930 9581 0919
Passcode: 979953

AGENDA
SESSION 1038

12:00 pm
1.0   CALL TO ORDER / DECLARATION OF A QUORUM
      1.1   Approval of Agenda

2.0   PUBLIC INPUT
Persons wishing to provide public comment can sign up by using the "Hand Raise" feature available at the bottom of the Zoom platform screen. Please clearly state your full name for the public record and limit comments to three minutes per speaker. Persons who wish to provide written comments can email them to Laurie.Popp@mhcc.edu, and they will be included in the official record for this meeting.

3.0   BUSINESS / ACTION
      3.1   Consent Agenda: Approvals & Information
            a) Minutes – Board Work Session 1034, June 2, 2021
            b) Minutes – Board Regular Session 1035, June 16, 2021
            c) Minutes – Board Special Session 1036, June 24, 2021
            d) Monthly Personnel Report
            e) Monthly Financial Report
             f) Monthly Head Start Report
            g) COVID-19 Activity Report
            h) Consideration of Selection of Intellectual Property
             i) Budget Calendar for 2021-2022 Budget
             j) Appointment of Budget Officer for 2022-2023 Budget
            k) Resolution to Increase Budgeted Appropriations

      3.2   Student Basic Needs Budget Transfer Request   John Hamblin
                                                         Traci Simmons

4.0   ADJOURN REGULAR SESSION

12:30 pm
5.0   CONVENE EXECUTIVE (CLOSED) SESSION
In accordance with ORS 192.660(2)(i) to review and evaluate the job performance of a chief executive officer, other officers, employees, and staff, if the person whose performance is being reviewed and evaluated does not request an open hearing.

    5.1   President's Evaluation   Lisa Skari

6.0   ADJOURN EXECUTIVE SESSION

The next regular board meeting is scheduled for August 18, 2021.

The Executive Session will be a closed meeting and no board action will be taken during the meeting. For news media interested in attending, please email Laurie.Popp@mhcc.edu.

Individuals requiring accommodations due to disability should contact Accessible Education Services at 503-491-6923 or aes@mhcc.edu

July 21, 2021

TO: The Board of Education
       Annette Mattson, Chair
       Andrew Speer, Vice Chair
       LaVerne Lewis
       Diane McKeel
       Diane Noriega
       Kenney Polson
       Marie Teune

FROM: Lisa Skari, EdD
      President

SUBJECT: Board Letter for July 2021

July marks new beginnings, with a new board member and strategic planning process, and the beginning of my fourth year at Mt. Hood Community College (MHCC). While the last 16 months have been unlike anything we have experienced before, we appear to be on a post-pandemic path. I reflect on the events in front of us with a sense of excitement, and the knowledge that we are continuing on a solid course into the future. There is much to be done, but I can't think of a better place, or group of colleagues, with which to spend my passion, time, and energy.

This month we welcomed Marie Teune as a new director to the Board of Education. She comes to the college with prior MHCC connections, with children who attended the college. In addition, she ran on a platform to increase the connection of the college to the Sandy community. Her experiences will bring strength to the board as we move forward, and I look forward to her leadership.

As we move forward in the new academic year, opportunities will abound. Our ongoing work requires us to be mindful of what is happening in the policy arena and what that might mean for us at MHCC. In addition to what is happening externally, we need to look inside and develop a deeper understanding of our outcomes and institutional capacity. Our success will come through our ability to align possibilities with needs.

Policy environment

2021 Oregon State Legislative Session

The session ended on time this year, at a place we did not envision a year ago, let alone six months ago. You may recall last summer we were running budget scenarios with cuts as high as 16 percent. In the fall, the Governor presented her biennial budget, with a funding cut to community colleges. In the end, we saw the Higher Education Coordinating Commission (HECC) budget pass with an allocation of $703 million to the Community College Support Fund (CCSF). This represents a 4.4 percent increase in current service level for the community colleges, compared to the 5.88 percent increase for the universities. In support of students, both Oregon aid funds were funded, with an additional $25 million added to the Opportunity Grant and flat funding with no policy changes for the Oregon Promise. In addition to the budget, there were various policy changes, some of which we are still working to understand. A few of the most notable bills include:

– SB 233/Common Course Numbering/Transfer Council: Requires the HECC to establish common course numbering system for all introductory and lower-level courses offered at public post-secondary institutions of education, and requires all public post-secondary institutions of education to adopt system and accept transfers of academic credit subject to common course numbering system earned at other public post-secondary institutions of education. The cost of faculty participation results in an unfunded mandate to us.

– HB 2835/Benefits Navigators: Requires colleges and universities to hire a benefits navigator to assist students in determining eligibility and applying for benefits programs; establish a statewide consortium to enable benefits navigator to coordinate with benefits navigators at other institutions and to develop best practices; and to develop an internal process to enable students to provide feedback and recommendations on how the institution can better assist students in determining eligibility for benefits programs and applying for assistance under benefits program. The bill was funded at $170,000 per college for the biennium.

– SB 551/Part-time Faculty Health Care: Requires part-time faculty of public institutions of higher education to pay 10 percent of health insurance premiums for employee benefit plans while the state pays the remainder, unless previously covered by a collective bargaining agreement. Faculty must work a minimum .5 FTE over three of the last four consecutive terms. The HECC will administer the fund and colleges can seek reimbursements from HECC on a quarterly basis. The coverage begins October 2021.

– HB 3294/Feminine Hygiene Products: Requires education providers, community colleges, and universities to ensure that tampons and sanitary pads are available in schools at no cost to students beginning July 1, 2022. The bill includes protections to shield education providers and employees from criminal action or civil damages as a result of student's use of tampon or sanitary pad obtained from education provider. No funding was allocated for this, and the cost results in an unfunded mandate to us.

Pell Grants
As we know, the Pell Grant is a widely successful form of financial aid, helping almost 7 million low- and moderate-income students attend and complete college each year. Nearly 90 percent of all Pell dollars go to students with a family income below $50,000, and are especially critical for students of color. Currently, the maximum Pell award is $6,495 per year, and Congress is reviewing proposals to increase the maximum Pell Grant by $1,875. Any increase would be beneficial to students, but this level does not go far enough. In light of the pandemic-related challenges, and the growing food and housing insecurity students face, there is a national effort to double the award amount of the Pell Grant. Called DoublePell, the initiative brings the annual maximum award to $13,000. The Biden administration supports the initiative, and it appears to have bipartisan support. To learn more about the initiative, and how you can contribute your voice to the conversation, visit https://doublepell.org/. The site includes customizable letters to send to members of Congress, along with social media messages and graphics. This policy issue would positively impact our students, assisting them in their ability to balance the financial burden of college.

International students
The Department of Homeland Security (DHS) has formally withdrawn the Trump administration's proposed rule that set a fixed duration of admission for international students and restored the "duration of status." Duration of status allows international students to stay in the United States without reapplying for a visa as long as they remain enrolled in their postsecondary program and making satisfactory academic progress. At MHCC, this will help our recruiting efforts as this brings some certainty to our international students' ability to complete their degree, without the fear of losing their student visa prior to completing their degree.

Community College Success Act
Reminiscent of similar bills put forward in prior session, the Community College Success Act has been reintroduced in the U.S. Senate. The bill would authorize $10 billion in grant funding over a decade for planning and implementing comprehensive wraparound services (e.g. tutoring, textbooks, transportation) for full-time students at community colleges. In addition, the bill would authorize an additional $5 billion to provide the same services to part-time students. The bill comes at a time when there is growing awareness of the positive impact these services have in furthering retention and completion, and the funding gap many colleges have in providing these services. MHCC has benefitted from the U.S. Department of Education's TRiO Student Support Services grant, which funds these types of services, but is only able to support approximately 150 students per year. We have seen the positive impact these wraparound services have on student retention and completion. We strongly support programs that expand our ability to serve more students with these services, and community college students across the country. It is unclear if this bill will cross party lines and become a bipartisan issue.

College performance
MHCC Snapshot
Each year, the HECC published their annual higher education snapshots, which include performance metrics for Oregon colleges and universities, individually and in the aggregate by

institution type. Some of the declines in the current year can be partially attributed to the impacts of COVID-19 in Spring 2020.

In looking at some key figures, we see:
- MHCC serves a larger proportion of students of color (30 percent), and that number continues to increase.
- With regard to affordability, we saw a decrease in the number of students receiving aid and taking out loans. The number of students receiving aid (32 percent) dropped from the prior year, and was lower than the state average. The number of students with loans (16 percent) also dropped from the prior year and was lower than the state average.
- While the average debt increased from the prior year to $12,749, it remains at a level lower than the state average.
- We continue to lag the state on completions (45 percent), and saw a slight decline from the prior year.
- Our retention of students continuing after the first year at the college also dropped (76 percent), falling below the state average.
- The median annual earnings five years after graduation remains a bit higher than the state average ($40,965), though dropped from the prior year.

	OR CCs 19-20	MHCC 19-20	MHCC 18-19
Student of Color	26%	30%	29%
Students Receiving Aid	33%	32%	35%
Students with Loans	25%	16%	24%
Average Debt	$14,416	$12,749	$11,669
Completions (in 4 yrs)	50%	45%	46%
Year Two Retention	78%	76%	79%
Annual earnings (5 yrs out)	$40,043	$40,965	$42,088

MHCC's Snapshot is attached to this letter, and all data can be found at https://www.oregon.gov/highered/research/Pages/snapshots.aspx.

In closing, we have much to look forward to this year. From an adequate funding base to a new strategic plan, we have ample opportunities to make a greater impact. I look forward to working with you to bring about better outcomes in serving our students and community

Community/Educational Presentations and Selected Outreach Activities

Jun 1   *Meeting with Director Lewis*
Jun 1   *OCCA Legislative Session meeting*
Jun 2   *Presented at Oregon Legislature Community College Caucus meeting*
Jun 2   *MHCC Board of Education work session*
Jun 3   *MHCC Foundation Finance Committee meeting*
Jun 3   *Oregon Community College Consortium Department of Labor grant meeting*
Jun 3   *Meeting with Director Polson*
Jun 4   *Oregon Public Broadcasting (OPB) Board of Directors meeting*
Jun 8   *Meeting with Director Speer*
Jun 8   *OCCA Legislative Session meeting*
Jun 8   *MHCC Transiciones Graduation ceremony*
Jun 10   *Partners in Diversity Breakfast for Champions: Decolonizing Wealth with Edgar Villaneuva*
Jun 10   *Meeting with Rep. Valderrama, with Al Sigala*
Jun 10   *MHCC Transitions Graduation ceremony*
Jun 12   *MHCC Commencement ceremony*
Jun 15   *OCCA COVID-19 meeting*
Jun 15   *OCCA Legislative Session meeting*
Jun 16   *Tax Supervising and Conservation Commission meeting*
Jun 16   *MHCC Board of Education meeting*
Jun 21   *Meeting with Directors Noriega and Mattson*
Jun 21   *Meeting with Director Mattson*
Jun 22   *Portland Business Alliance annual meeting*
Jun 22   *OCCA Legislative Session meeting*
Jun 23   *MHCC Foundation annual meeting*
Jun 24   *Greater Gresham Chamber of Commerce Board meeting*
Jun 24   *East Metro Economic Alliance Board meeting*
Jun 29   *OCCA COVID-19 meeting*
Jun 29   *OCCA Legislative Session meeting*

Select Media Mentions

More than 250 colleges agree to Biden Vaccine Challenge
https://universitybusiness.com/more-than-250-colleges-agree-to-biden-vaccine-challenge/

Oregon bill funds 'benefits navigators' at public universities, colleges
https://www.opb.org/article/2021/06/23/oregon-bill-funds-benefits-navigators-at-public-universities/

All In: Student Pathways Forward Podcast: **Mt. Hood Community College and ACCT**
https://lnns.co/nImNJyu5Zgq

> This episode features a conversation with Mt. Hood Community College student Bakr Alkarawi, who shares how his own experience as a student facing housing insecurity has propelled him to take action and work with college leadership, policymakers and community partners towards a bill in the Oregon legislature that would fund services and support for students facing houselessness. Bakr offers helpful perspective on what resources and staffing support have assisted him while taking GED and college-level coursework at Mt. Hood including the STEP grant, MHCC Foundation scholarships, and guidance from key faculty and staff along the way.

> Mt. Hood Community College President, Dr. Lisa Skari, discusses different strategies the college has taken to address student basic needs insecurity integrating student voices in this work.

> Lastly, Katie Brown, Director of Government Relations, at the Association of Community College Trustees (ACCT), talks about the current federal policy landscape related to community colleges and addressing students' unmet financial need.
> This community college priorities document from ACCT (and AACC) for the American Jobs Plan and American Families Plan legislation is a helpful summary and guide from the conversation with Katie.

OREGON HIGHER EDUCATION COMMUNITY COLLEGES SNAPSHOT

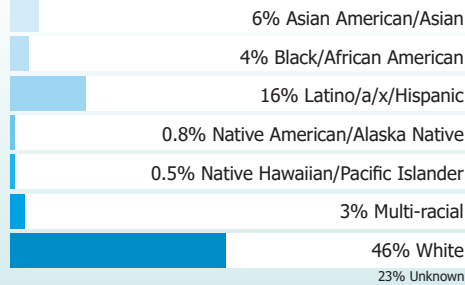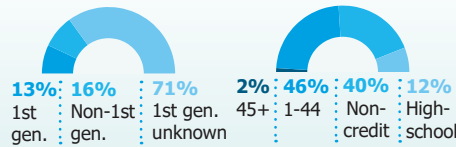**2019-20** Academic Year
Mt. Hood Community College

ENROLLMENT
All Students

21,873
Total students
(used for metrics)

Race/Ethnicity

- 6% Asian American/Asian
- 4% Black/African American
- 16% Latino/a/x/Hispanic
- 0.8% Native American/Alaska Native
- 0.5% Native Hawaiian/Pacific Islander
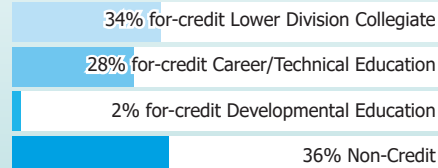- 3% Multi-racial
- 46% White
- 23% Unknown

Students of color are increasingly represented on campuses. Currently, **30%** of MHCC students identify as students of color.

1st-Generation Status
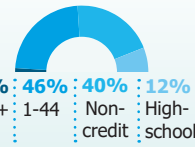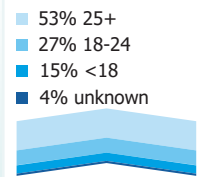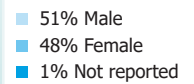
- **13%** 1st gen.
- **16%** Non-1st gen.
- **71%** 1st gen. unknown

Annual Credit Load

- **2%** 45+
- **46%** 1-44
- **40%** Non-credit
- **12%** High-school

Age

- 53% 25+
- 27% 18-24
- 15% <18
- 4% unknown

Primary Area of Instruction

- 34% for-credit Lower Division Collegiate
- 28% for-credit Career/Technical Education
- 2% for-credit Developmental Education
- 36% Non-Credit

Gender

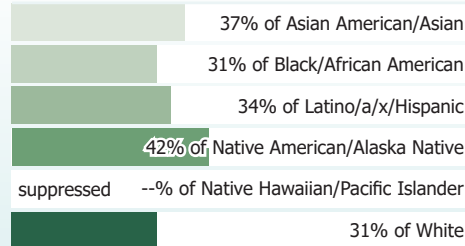- 51% Male
- 48% Female
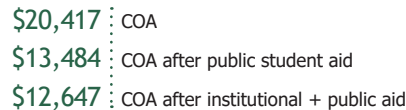- 1% Not reported

AFFORDABILITY
FAFSA Filers

$

32%
of students were unable to meet expenses with expected resources: family contributions, student earnings, and grant aid
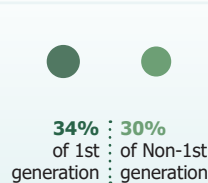
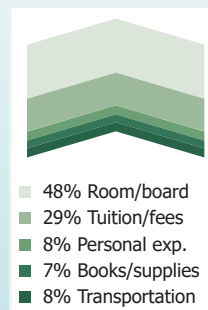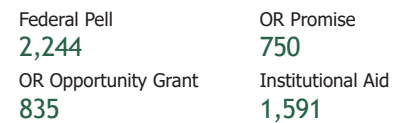### Unable to Meet Expenses with Expected Resources

- 37% of Asian American/Asian
- 31% of Black/African American
- 34% of Latino/a/x/Hispanic
- 42% of Native American/Alaska Native
- suppressed --% of Native Hawaiian/Pacific Islander
- 31% of White

34% of 1st generation : **30%** of Non-1st generation

Average Cost of Attendance (COA)

- $20,417 : COA
- $13,484 : COA after public student aid
- $12,647 : COA after institutional + public aid

Time to Completion Increases Cost

3.0 Years → Associate degree

COA Components

- 48% Room/board
- 29% Tuition/fees
- 8% Personal exp.
- 7% Books/supplies
- 8% Transportation

Students Receiving Financial Aid

Federal Pell	OR Promise
2,244	750
OR Opportunity Grant	Institutional Aid
835	1,591

Students Receiving Public Grant Aid

- **22%** Received : **78%** Not received
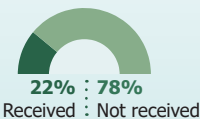
Average Debt Among Graduates

$12,749
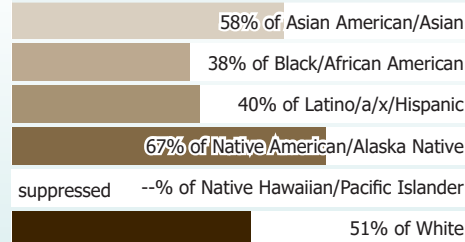Incl. students with $0 debt
Federal Loans

Loans fill the gap between costs and resources. **16%** of undergraduates have federal loans. Graduation rates increase with grants and decrease with loans.
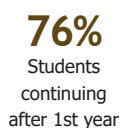
OUTCOMES
Credential-Seeking

45%
of new community college students complete an associate degree or certificate, or transfer to a university within 4 years
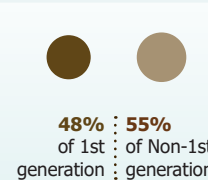
Completion Rates

- 58% of Asian American/Asian
- 38% of Black/African American
- 40% of Latino/a/x/Hispanic
- 67% of Native American/Alaska Native
- suppressed --% of Native Hawaiian/Pacific Islander
- 51% of White

48% of 1st generation : **55%** of Non-1st generation

Retention Rate

76%
Students continuing after 1st year

Bachelor's Completion Rate
if continued to junior year

84% 1st-time/Freshmen (statewide)

66% MHCC Transfer Students
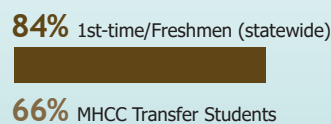
Graduation rates among all students have been slowly increasing over time. However, rates can vary greatly for different groups.

Annual Earnings

Associate degree/Certificate	Bachelor's degree (statewide)
$40,965	**$48,412**

Median annual earnings 5 years after graduation

Number of Students Completing/Transfer

- **891** Associate degrees
- **261** Career certificates
- **364** Transfers
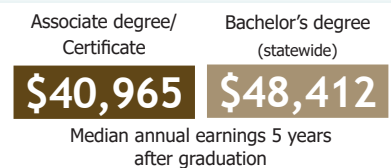
OREGON HIGHER EDUCATION STATEWIDE SHAPSHOTS: Definitions
HECC Office of Research and Data (Data are from academic year 2019-20 except where noted)

ENROLLMENT

Total Students Enrolled
The count of Total Students on the statewide snapshot includes all students at all postsecondary institutions in Oregon: Oregon resident, nonresident, graduate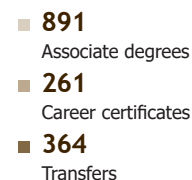, undergraduate, and nonadmitted (e.g., high school students) students. Institutions include all public community colleges/universities, and most private degree-granting/private career schools. The number of Students in Public Institutions includes all students at 17 community colleges and 7 public universities. We estimate an unduplicated total count of students attending more than one public institution in 2019-20. The number of Oregon Undergraduates includes Oregon resident admitted and nonadmitted undergraduate students and those with an ORSAA (Oregon Student Aid Application) or tuition equity at public universities and all students in community colleges who were enrolled at any point in the summer to spring academic year.

Other Enrollment Data
Except for Primary Area of Instruction, all other university enrollment data refer to Oregon resident admitted and nonadmitted undergraduate students. Community college enrollment data refer to all students, including those enrolled in non-credit courses. Both sectors include high school students enrolled in dual credit/accelerated learning.

Race/Ethnicity, Credit Load, Age, Gender
For universities, includes Oregon resident undergraduate students and high school students enrolled in dual-credit/accelerated learning courses. For community colleges, this includes all students. Race/ethnicity, age, and gender are self-reported. For gender, "not reported" includes other options available at some schools.

Primary Area of Instruction
For university students, shows Oregon resident, undergraduate and graduate students, whether admitted or nonadmitted, and includes high school students in dual-credit/accelerated learning; measure based on admission criteria. For community college students, shows the percentage of students whose primary area of instruction is Lower Division Collegiate (LDC), Career/Technical Education (CTE), Developmental Education (Dev. Ed.), or non-credit courses. This is the category in which the largest share of a student's credits lies. Students in the non-credit group are enrolled only in non-credit courses, including non-credit LDC, CTE, Dev. and Adult Continuing Education, Personal Enrichment, and other types.

1st-Generation Status
Includes only students who completed a Free Application for Federal Student Aid (FAFSA) or ORSAA. A 1st-generation student is one who reported no parents completed education beyond high school or its equivalent. If one parent in a two-parent household earned a certificate or associate degree/bachelor's degree, the student is not considered 1st-generation.

Non-1st-Generation Status
A student who completed a FAFSA/ORSAA and reported at least one parent earned a certificate, associate degree, or bachelor's degree.

Annual Credit Load
Students attempting 45+ credits (minimum needed to complete an associate degree in 2 years or a bachelor's degree in 4 years), 1-44 credits, and 0 credits annually. High school students enrolled in college courses generally attempt 1-44 credits annually. Metric revised in 2019.

AFFORDABILITY

Affordability Data
All data in this section (except for institutional aid) refer only to resident, undergraduate students who filed a FAFSA/ORSAA. Students who did not file a FAFSA/ORSAA may include those from high-income and those from low-income families.

Unable to Meet Expenses with Expected Resources
Students for whom total cost of attendance exceeds the sum of their federal expected family contribution (EFC), public grant aid, and own earnings. Earnings estimated as 90% of minimum wage for 15 hours per week for 48 weeks (Oregon Opportunity Grant formula). Metric revised in 2019.

Race/Ethnicity
The percentage unable to meet expenses with expected resources for those with more than one racial/ethnic group is **33%** and for those not reporting a racial/ethnic group, **36%**.

Cost of Attendance (COA)
Institutional reports of standard student budgets for tuition/fees, books/supplies, room/board, personal expenses, transportation, and other costs.

1st-Generation Status
Percentage of 1st-generation students unable to meet college expenses with expected resources and of non-1st-generation students unable to meet college expenses with expected resources. For definition of 1st-generation status, see Enrollment section above.

Students Receiving Financial Aid
Data on Pell grants, Oregon Opportunity grants (OOG), and Oregon Promise grants are available only for those who filed a FAFSA/ORSAA. Measure shows the number of students receiving a grant in 2019-20. Institutional aid data reflect all resident undergraduates, regardless of a FAFSA/ORSAA.

Students Receiving Public Grant Aid
For universities, shows the percentage of admitted resident undergraduates who received a Pell/OOG. For community colleges, shows the percentage of CTE, LDC, Dev. Ed. students who received a Pell/OOG/Oregon Promise grant.

Federal Loan Debt
Federal loan debt for graduates includes those with $0 of federal loans. Percentage of undergraduates with federal loans includes Oregon residents and nonresidents. Both measures from IPEDS at https://collegescorecard.ed.gov/data/. Metric revised in 2019.

COA after Public Student Aid
Shows the average cost of attendance for students who receive public aid. Subtracts average public aid (sum of total Pell, OOG, and Oregon Promise disbursements to the institution, divided by total number of students receiving aid) from the total cost of attendance.

Max. Pell grant = $6,195   Max. OR Opportunity grant = $3,300 (university)   Max. OR Promise grant = $1,000 - $3,834
$2,700 (community college)

COA after Inst. and Public Aid
The cost of attendance after subtracting the average amount of public aid and institutional aid (as reported by the institutions) provided to students.

Time to Completion
For 2019-20 first-time graduates, shows median time between first for-credit community college enrollment in LDC/CTE/Dev.Ed. after high school and earning an associate degree or between university admission and earning a bachelor's degree. Excludes students who earn an associate degree during high school.

OUTCOMES

Completion Rates
University completion rates show the percentage of resident, first-time, full-time freshmen in the fall 2014 cohort who earn a bachelor's degree within 6 years at any of the public universities. Community college completion rates show the percentage of students who earned an associate degree or career certificate or who transferred to any 4-year university nationwide, among students who were new to the institution in fall 2015, were not enrolled in dual credit/accelerated learning, and earned at least 18 quarter credits over 2 years or earned an award requiring fewer than 18 credits. This cohort reflects the degree-seeking cohort of the Voluntary Framework of Accountability (VFA) but with 4-year outcomes.

Race/Ethnicity
The completion rate for those with more than one racial/ethnic group is **44%** and for those not reporting a racial/ethnic group, **8%**.

Bachelor's Completion if continued to junior year
This measure shows the graduation rate for students who are about half-way through a bachelor's degree. It compares first-time freshmen who continue into a third year and who graduate within 6 years of admission to the university with transfer students from any Oregon community college who transfer with at least 90 credits accepted and then graduate within 4 years of admission to the university as a transfer student.

Retention Rate
For university students, shows the percentage of first-time, full-time freshmen in fall 2018 who enrolled in fall 2019. For community college students, shows the percentage of new, credential-seeking students in fall 2018 who were enrolled in fall 2019 or received an award before or during fall 2019. This includes students who were new to the institution in summer or fall 2019, not enrolled in dual-credit courses after the spring of 2018 (a proxy for high school graduates), and earned at least 18 credits or earned an award by the end of 2 years (the VFA degree-seeking cohort).

1st-Generation Status
Shows the completion rate for 1st-generation students and the comparable completion rate for non-1st-generation students. For definition of 1st-generation status, see Enrollment section above.

Annual Earnings
Earnings outcomes come from the Oregon Employment Department and include students employed in Oregon in 2019-20, 5 years after completion in 2013-14. Includes all certificate, associate and bachelor's degree recipients whether or not they completed additional degrees.

Number of Students Completing/Transferring
Shows students completing a degree/certificate at an Oregon community college or public university during the 2019-20 academic year. Transfer students are those admitted to a public university as a transfer student from any Oregon community college and may also have earned an associate degree or certificate. In the degree and certificate totals, students earning more than one degree or certificate are counted once, in the highest award group. Metric revised in 2019.

General notes
Percentages may not sum to 100 due to rounding. To protect confidentiality, data are suppressed for measures containing fewer than 10 students.

Student Development
June Updates 2021

Improve student success:

Emergency Funding Planning Committee (EFPC) – membership is listed below, has completed plan to award HEERF III funds (over $7M) to students using simple application process. Daily awarding and notification to students. Application opens Monday, July 12 for Summer term and will be available each term for students to reapply (to account for needs changing term by term).

- Arnita Tucker-McFarland, High School Services
- Chris Natelborg, Director of Financial Aid
- Christi Hart, Student Development Technology
- Ernesto Vasquez, Multicultural & Diversity Resource Center
- Jamie Simms, Business Office
- John Sheehan, Community Resource Coordinator/Student Success Programs
- Kelley Keith, Dean with ABS/Pre-College, co-chair to Student Basic Needs
- Nicole Bragg-Scott, Full-time Faculty
- Sydney Frost, Dean with Student Development, co-chair to Student Basic Needs
- Traci Simmons, Director of Diversity, Equity, & Inclusion
- Val Howard, student leader/ASG Diversity, Equity, & Inclusion Representative

Advance diversity, equity, and inclusion:

In June 2020, our Career Planning and Counseling Center logged a total of 81 appointments (40% for personal counseling, 60% for career services). In June 2021, our CPCC logged 69 appointments (57% for personal counseling, 43% for career services). While an overall 14.8% decrease in total appointments from June 2020 to June 2021, the increase in personal counseling continues with a 21.8% increase between June '20 & June '21. Another item to note is this June, we were down one full-time faculty counselor with Malcolm's retirement in comparison to last June '20. Also, three of our four faculty counselors went on non-service effective June 14, 2021.

On Thurs., June 17, in partnership with Worksource Oregon, our CPCC co-hosted a DriveThru Career Fair in Gresham (former Kmart Parking Lot). Over 25 employers were in attendance, maxing out the parking lot! To see a list of employers who were in attendance, visit https://mhcc.edu/careerfairs/ . Kudos to Jennifer McNeil, Student Career Development Coordinator, for leading MHCC's involvement in this Drive-Thru Career Fair and strengthening our partnership of activities with Worksource Oregon.

MT. HOOD
COMMUNITY COLLEGE

Strengthen community engagement:

In June 2020, The Academic Advising and Transfer Center (AATC) logged 652 individual student appointments. In June 2021, 698 individual appointments were logged, an approx. 7% increase. Although difficult to compare because of differences in registration calendars (last year and this year), we are seeing an uptick in students looking to start fall term which is promising for enrollment.

We are currently updating out Student Guide for Accessible Educational Services to disseminate to Deans before Fall term. We are fine-tuning process to make it more accessible for students to receive and request services. The Student Guide will be updated for 2021-22.

Increase Excellence in Operations

In our Financial Aid office, we have Reopened a Part Time FA Specialist for FAFSA/ORSAA support (prior hire has moved on to a new position), and will post for open FA Adviser (FT) position soon as well. The positions are vital as we are remote and will continue to be in high demand when we cross the threshold back on campus.

Instruction Update
July 2021

Improve student success

Isaac, a recent MHCC Automotive: Subaru graduate, was just selected as the national ASE / Subaru Tech of the year. MHCC was the first community college approved to teach Subaru curriculum.

Petra LeBaron-Botts has just complete the American Heart Association Basic Life Support Instructor training so that we can offer this certification to our students that are pursuing degrees in the Health Professions or work in environments that require the AHA certification instead of the American Red Cross certification.

Dr. Kim Hyatt has been recently appointed by the NWAC Southern Region as the commissioner to lead the Southern Region Softball Committee and will have a role on the NWAC Softball Committee as well.

Strengthen community engagement

In June, Cybersecurity advisory committee member Charlie Kawasaki and his wife Barbara Berge committed to donate $10,000 a year, for the next five years to support students obtaining industry certifications. They challenged other advisory members to match their donation. Industry certifications increase student employability, but the cost of the certifications are a barrier for many students. This fund will provide for one or more industry certifications for each second year cyber student.

Dawn Loomis, Director of Workforce, Apprenticeship & Community Education, met with the Training Manager at Oregon Tradeswomen, Inc. (OTI) to discuss partnering with them on their pre-apprenticeship program. The program is 8 weeks in length and covers safety, soft skills, construction skills, math, fitness, and other skills that will prepare the pre-apprentices for work in the construction industry. MHCC discussed course outcomes, and will offer college credit for the program. These credits can later be applied to the Apprenticeship AAS degrees once a pre-apprentice is accepted into an apprenticeship program.

Increase excellence in operations

MHCC submitted a PGE Drive the Change grant application to add electric charging stations on campus and provide electric vehicles to use for instruction in both Automotive programs. Suburban Ford and Gresham Subaru each provided a letter of support for the grant application.

MT. HOOD
COMMUNITY COLLEGE

Development and District Communications
June 2021

Improve Student Success, Advance Diversity Equity and Inclusion, Strengthen Community Engagement, Increase Excellence in Operations

Legislative Outreach
June saw the end of the regular legislative session which resulted in good support for community colleges. Our efforts, along with other college's and the OCCA, garnered a budget that will provide us a little more than what was budgeted. The community college support fund request was $702-million for all 17 Oregon community colleges and the legislature approved $703-million.

We also saw great support from legislators within our district who are guiding $2.4-million in American Rescue Plan Act funds to MHCC. We are still awaiting word on how those funds will be distributed. The funds are directed toward investing in a cover for the outdoor pool and in establishing a Multicultural Diversity and Equity Center on campus.

Efforts in obtaining capital construction match dollars did not result in a change of what is allowed for a match. There was hope that the legislature would allow other state revenue or lottery dollars as additional possibilities in acquiring a match. That change was not considered. The college still has $8-million directed to it, if it can come up with a match. Previous efforts in obtaining a match have included several bond initiatives.

The legislature is expected to hold a special session in September and we are awaiting word on if that will take place.

Fundraising
Planned Giving efforts included the successful production of a Cybersecurity Online Workshop that attracted 26 attendees from throughout the Portland area. Many of those attending are attorney's in the planned giving field. Not only did participants gain valuable information on cybersecurity but also received information on the Foundation's planned giving efforts.

Planned Giving strategies included the implementation of new software for the Foundation. The Crescendo platform provides marketing and communication tools aimed at encouraging donors or prospective donors to choose the MHCC Foundation as part of their planned giving.

The Foundation held its first event on the grounds of the Yoshida Haven Estate as board members gathered for the annual dinner meeting. The meeting included the awarding of the college's prestigious Patron Saint Award. Former district board member, Jim Zordich was honored as the recipient.

Scholarships

The Foundation named the 2021-22 Heroes for Education Scholarship in honor of the American Association of University Women's Gresham Area Branch. The naming honors a person or group each year for their excellence in giving and for their support of our students. The Gresham AAUW successfully raised enough funds to endow their current scholarship, making the scholarship a forever possibility for our students.

District Communications and Marketing

Assisted with commencement in providing signage, program and livestreaming of graduation. We were also able to get the Outlook to cover the event.

Worked on a variety of advertising and marketing efforts including:
- Fall registration
- Veterans Affairs offerings
- Promoted the board's anti-hate statement
- Graduation
- Special outreach to African American student through the Portland Observer
- Music department tradeshow
- Perceptions magazine publicity
- Continued promotion of Student Basic Needs Resources
- Student awards publicity
- Automotive programs (July Rose Cup Races)
- Gresham Drive-Through Career Fair participant
- COVID Vaccine Champion (White House Initiative)
    - College efforts recognized by the White House Honor Roll
- General college advertisements
    - OPB
    - Gresham Outlook

Internal/External communications
- Extreme heat advisories
    - Campus Closure
- Bookstore Transition
- Management and Confidential salary surveys
- Management Title Changes
- Updated Quickfacts Flyer
- Staff, Alumni and Student Newsletters
- OCCA communications Web updates

Administrative Services
July 2021 Update

Improve student success:

- The facilities, risk, and public safety division continues to invest in student's futures through **internship programs**. The Risk/EHS and Sustainability departments completed a student internship program for 20/21 and started new internship opportunities for 21/22, including facilities this year. Public Safety is supporting two criminal justice internships through PSU.
- CDFS part-year program site staff prepared and distributed the last packets for children and families to utilize at home as part-year programs closed for the summer. Year-round programs continue to provide services to children and families. There are currently five year-round sites open throughout the summer.
- **44 student laptops** were located, purchased and delivered to the Student Success group in June. These were purchased through a grant which allows devices to be given to our students.
- **MyMHCC enhancement** – Made enhancement to better display course search results on small screen devices.

Advance diversity, equity, and inclusion:

- The scope of work for **ADA improvements** to parking lots G and H is complete. The College will solicit bids in early July.
- Applied Tech **restroom upgrades** 95% complete, with project completion in July with ADA partition arrival.
- The facilities team has completed **emergency signage enhancements** and installed at Bruning, with other areas completed in July. They consolidated signs for clarity and accessibility.

Strengthen community engagement:

- The County **vaccination clinic** in the Vista dining area has provided a valuable service to the community and MHCC, receiving regular positive communications from Multnomah County.
- **Gresham Fire Department** partnered with the College to provide training on campus in May and June.
- **Gresham Police** completed training on campus for their emergency response team.
- **K-9 Search and Rescue** completed annual certifications on campus.
- **Sandy River Watershed Council** completed bioswale addition in Lot Q. The planting materials to be placed in the fall

Administrative Services July 2021 Update

<u>**Increase excellence in operations:**</u>

- The re-design and training phase of the **Management and Confidential Employee Continuous Performance Development** (formerly Performance Management) system is complete. Implementation started July 1.
- All managers employed at MHCC as of June 30 have attended eight-hour **Legal and Business Process Training.**
- Risk/EHS finished **insurance renewals** for the new fiscal year. General liability and worker's compensation are slightly lower in cost, while the cybersecurity policy has increased with reduced coverage.
- Risk/EHS partnered with the Safety Committee to complete a college **Water Management plan**. The plan is completed and in the approval process
- **Strategic Energy Management** completed the milestones Applied Tech reroof, LED lighting projects, and the Maywood parking lot lighting upgrade.
- Bruning Center **HVAC rooftop unit upgrades** to controls and systems are complete.
- The CDFS IT department has been working diligently to clean, repair, and update the technology used by program staff at sites and administrative offices. Additionally, they supported program sites by assisting with collecting program-issued devices from families.
- During the month of June, 200 suspicious **security alerts** were investigated by the IT Security team. Five were authorized, benign permission changes, 3 were likely compromised account that were reset. The rest were attempted malicious logons that failed.
- The IT Infrastructure Team completed the Zone 2 Fiber Upgrades – This upgrade will provide **more stable and increased bandwidth** to this part of the campus – 1300, 2300 and 3300 areas. This translates to increased efficiency and responsiveness for staff and students when accessing MHCC systems.
- **Russellville CDFS** VoIP (Voice over IP) Upgrade - By bringing this site online with the colleges VoIP system we can **reduce overall cost and provide easier call management** to this remote site.
- The FY 20-21 **planned life cycle computer replacement upgrades** were completed by IT Client Services on top of the extra COVID remote work and the IT Service Desk being down almost half the team. The remaining team members have done an outstanding job to continue to provide excellent service to MHCC – we are all very proud of the job they have done!
- Additional **Docusign enhancements** were completed to incorporate MHCC's standard service contract.
- **Management / Confidential staff semi-monthly pay** – IT Assisted Payroll with management and confidential staff's move to semi-monthly pay by automating data entry, creating audit reports and completed testing with the Payroll staff. 1st semi-monthly payroll for this group will be 7/15/21.
- **Akademos bookstore** – IT supported this project by completing integration and testing with CX as well as Single Sign On for students, Financial Aid and 3rd party vouchers in preparation for August 9th 2021 go live

COVID-19 Response Specific:

- The reopening team has been working on a **streamlined template** for additional fall classes.
- Risk/EHS is closely monitoring **developments in COVID-19 i**n the community and continues to follow contact tracing and community partnership.
- Human Resources has reached a **negotiated agreement** with FTFA regarding terms and conditions related to COVID-19 for the Fall term 2021.
- Facilities/Risk/EHS partnered with Johnson Controls to hire an engineer to perform an **airflow study** during the summer. The report should be complete and distributed before the fall term.

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *July 21, 2021*

ITEM TITLE: 3.1a

CONTACT PERSON: *Laurie Popp, Executive Assistant to the Board of Education*

SUBJECT: APPROVAL OF MINUTES – June 2, 2021

Session 1034

A meeting of the Mt. Hood Community College District Board of Education was held on June 2, 2021, with a Board Work Session at 6:00 pm, held via Zoom.

1.0   CALL TO ORDER
Members present: Diane Noriega, board chair, Annette Mattson, board vice chair, Diane McKeel, Andrew Speer, LaVerne Lewis, Kenney Polson

Additional Attendees: Lisa Skari, president, Al Sigala, executive director of Development and Communications, Al McQuarters, vice president of Instruction, Pete Szucs, dean of Mathematics and Science, Corey Sippel, manager of Risk, Environmental Health and Safety, John Hamblin, executive dean of Student Development, Travis Brown, director of Human Resources, Traci Simmons, director of Diversity, Equity, and Inclusion

Diane Noriega called the work session to order at 6:04 p.m.

2.0   BUSINESS
    2.1   Grant Services
Sigala provided a presentation of the Ellucian grant services provided to the college since 2015, which include grant writing, research, and reporting. There has been a total of 105 grants submitted and the total grants funded since inception is $34,749,853. The current contract with Ellucian ends on June 30, 2021, and the bid process was opened in March 2021. He provided an overview of the information they reviewed for the grant services bids, and highlighted the committee review process. and stated the college received two bids for grant services. The committee recommendation is to renew the contract with Ellucian for grant services. There was a brief discussion about the previous grant services at MHCC, and Sigala responded to several questions from board members about the services provided by Ellucian, and what benefits the college receives from those services. There was a request to have a cost comparison between having in-house grant services and utilizing a grant service. Lisa Skari and Al Sigala will put

together an ROI and additional information about the grant services and send it to the board for review.   A copy of the PowerPoint presentation is attached to the minutes.

2.2   Strategic Planning Update
This topic is moved to a future meeting.

2.3   Bachelor of Applied Science (BAS) Degree
McQuarters and Szucs provided an update on the Bachelor of Applied Science (BAS) degree. Szucs presented an overview of the Applied Baccalaureate degree program, the approval process, steps they have worked through, and the next steps in the approval process. He outlined the degree and accreditation requirements and the proposed BAS timeline, and estimated the earliest the college could offer a BAS degree would be fall 2024.

McQuarters responded to a question about competing with community colleges in the region who are interested in the BAS degree. He stated that when the pandemic began and other community colleges put a pause on the BAS program, MHCC continued this work and formed an exploratory committee to gather information for the BAS degree process. An important factor for the timeline was to ensure it was incorporated into the unit planning process. Szucs provided an overview of the evaluation framework and the cost model assumptions, and acknowledged the members of the exploratory committee who worked on the proposal. McQuarters stated the Cybersecurity Program has expressed an interest in the BAS degree program. A copy of the PowerPoint presentation is attached to the minutes.

2.4   Board Meeting Reopening Plan Framework
Sippel reviewed the factors to consider when developing a plan to meet in person safely, and facilitated a discussion to answer three questions for the reopening plan framework: Is it needed? Can we do it safely (high risk or low risk)? What is our plan? Board members expressed their preferences for having board retreats and executive sessions to be face-to-face meetings, and regular board meetings and work sessions could be either in-person or online. They discussed the accessibility issue, providing access for public comment, and the importance of having an online option for those who cannot attend in person. Sippel stated he will share this information with the reopening team.

2.5   Vaccine Requirements
Hamblin stated a leadership team was created to review what the requirements are for vaccinations and to develop a recommendation as it relates to both staff and students. He presented information on student vaccinations in a historical context, the infrastructure needed for vaccine requirements, special populations, and access to vaccines. Brown presented an overview of the employee COVID-19 vaccine discussion and the implications for staff. The approved vaccines were processed under the US Food and Drug Administration Emergency Use Authorization (EUA) process, and there is risk involved in mandating the vaccine due to the EUA requirements. He shared the implications in collective bargaining, and stated that no Oregon community college currently has plans to mandate vaccines for staff. Simmons provided an overview of the equity implications of mandating vaccines, including socioeconomic, geographic,

and exemption considerations, and the psychosocial implications for mandating vaccines. She highlighted the citizenship and primary language considerations, and considerations for misinformation and disinformation. Hamblin stated the college will continue to monitor the guidance and will encourage people to get the vaccine but it will not be mandated. A copy of the PowerPoint presentation is attached to the minutes.

2.6   Commencement Update
Hamblin provided an update on commencement this year and stated it will be a drive-in ceremony and all commencement ceremonies will occur on Saturday, June 12. The ceremony will be live-streamed, and there will be two sessions, a morning session and an early afternoon session. Board members were asked to sign up for a session to maintain social distancing on the stage. He provided an overview of the commencement details, stage location, and shared the commencement route map.

2.7   Board Policy 1040
This topic is moved to a future meeting.

2.8   College Decision-Making Form
Skari presented a draft of the College Decision-Making Form being developed to help facilitate how decisions are made. The form will provide clarity around what information is examined, the expectations, and consistency in the same type of information being reviewed in the decision-making process. Board members shared their feedback and presented questions about using the framework for decision-making. Skari recommended this as an agenda item for further discussion at the board retreat. A copy of the draft College Decision-Making Form is attached to the minutes.

2.9   President's Goals for 2021-2022
Skari provided an overview of the proposed president's goals for 2021-2022 for board review. There was a suggestion to schedule a separate board meeting to discuss the president's goals, and it was suggested to include the president's evaluation process preparation at that meeting. A Doodle poll will be sent to board members for availability to schedule this meeting.

2.10   President's Evaluation Process Preparation
This topic is moved to the discussion of the President's Goals.

2.11   Board Self-Evaluation
Skari stated the board self-evaluation will be completed using SurveyMonkey and will use the same format as last year. The board agreements were added to the evaluation this year. A link to the evaluation will be sent to board members this week, and the evaluation results will be ready for discussion at the board retreat.

2.12   Board Calendar for 2021-2022 - Draft

The board reviewed the draft board calendar for meeting dates in 2021-2022. There was a discussion on board availability to schedule the board meetings in July and the board retreat. A Doodle poll will be sent to board members for availability for these meetings.

2.13   Other Business
Skari shared they are working on an application to submit for the ACCT Equity Award. It is a college submission with an application deadline of June 14. She will send a copy of the draft application to the board for their comments and feedback.

3.0   ADJOURNMENT
The work session was adjourned at 8:47 pm.

Clerk   Board Chair

Minutes recorded by Laurie Popp, Executive Assistant to the Board of Education.

GRANT SERVICES
Request for Approval of Winning Bid

Ellucian Grant Services -   Contracted since 2016
                             Total grants funded since inception: $34,749,853
                             Total grants submitted: 105
                             Contract ends June 30, 2021

Services provided: Grant Writing
                             Grant Research
                             Grant Reporting

MT. HOOD
COMMUNITY COLLEGE

GRANT SERVICES BIDS

Committee Members

- Sydney Frost - Manager, Student Recruitment, Orientation & Testing Services
- Pam Greenough Corrie - Director of Head Start
- Kay Lopez - Dean of Applied Technologies, Business and Information Systems
- Dr. Wayne Machuca - Lead Instructor, Cyber Security Program
- Cathy Nichols – Budget Analyst, Grants and Contracts
- Roseann Rivera - Director of Trio Programs
- Al Sigala - Director of Development and Communications

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GRANT SERVICES BIDS
What we looked at

- Experience writing local, state and federal grants, including NSF (National Science Foundation) grants
- Grant proposal development
- Grant prospect research and identification
- Proven record of successful grant submissions
- Ability to work on several grants at one time
- Provide insight/assistance on grant reporting/compliance
- Experience in working with institutions of higher education, specifically community colleges
- Explanation of fee structure

MT. HOOD COMMUNITY COLLEGE

GRANT SERVICES BIDS

Ellucian Company
-Extensive federal grant experience
 including NSF (National Science Foundation)
-Nationwide clients including considerable
 list of community college and university clients
-Able to dedicate more than one staff member
-Fee structure is annual: $289,406 per year
-Four-year agreement

Second Bidder
-No evidence of NSF grant experience
-Most experience within their state
-Majority work is with school districts
-Fee structure: $105 per hour
     Example: SB Community College
     Two Grant Awards: $3.9-million
                    Fee: $203,000
     Contract: 1 year 3 months

MT. HOOD COMMUNITY COLLEGE

GRANT SERVICES BIDS

Recommendation: Ellucian Company

- Dedicate a primary liaison with other staff available
- Weekly meetings with Exec. Director
- Provide different experts depending on the grant
- Knowledge of federal grants for higher education
- Can work on more than one proposal at a time
- Available to meet with individual staff members
- Quarterly visits to the college

MT. HOOD COMMUNITY COLLEGE

GRANT SERVICES BIDS
RECOMMENDATION: ELLUCIAN COMPANY

Year	Proposals	Not Awarded	Awarded	Total	Pending	Ellucian Cost
2016	16	7	9	$4,981,279		$278,700
2017	12	5	7	$790,175		$278,700
2018	19	7	12	$3,186,458		$278,700
2019	22	13	9	$2,810,097		$278,700
2020	26	8	15	$17,981,844	$383,505 (3)	$278,700
2021	10	4	1	$5,000,000	$14,922,049 (5)	$253,356
Total	105	44	53	$34,749,853	$15,305,554 (8)	$1,646,856

MT. HOOD COMMUNITY COLLEGE

GRANT SERVICES
Hiring a Grants Person

Oregon Community College Grant Services Salaries (Clackamas and Lane)

Salary Range: $71,148 - $114,000　　　　　　　　　Estimated Salary: $92,574
Salary Plus Benefits $113,837 - $182,400　　　　　Salary Plus Benefits $148,119 (*Benefits estimated at 60%*)

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GRANT SERVICES
Comparison

Ellucian Grant Services　　　　　　　　Hiring Two Grant Services Staff
$289,406　　　　　　　　　　　　　　　*$296,238*

MT. HOOD
COMMUNITY COLLEGE

Bachelor of Applied Science Update

MT. HOOD
COMMUNITY COLLEGE

What is an Applied Baccalaureate?

"A bachelor-level, **workforce-oriented programs** that prepare Oregonians for high-value career opportunities with Oregon's most active employers and industries…designed to **develop advanced technical knowledge**… Programs may differ slightly in design depending on the field of study, but all will **contain a mix of technical or applied courses** or program(s)," (Oregon.gov).
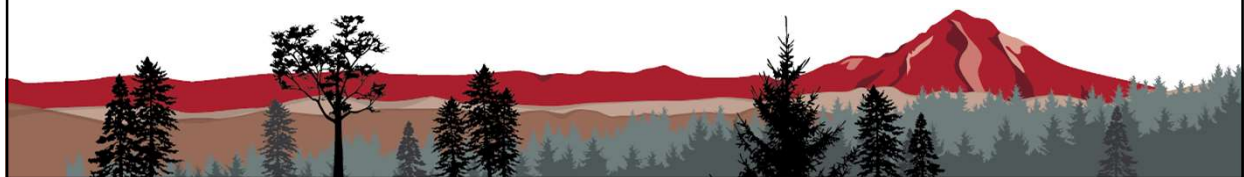
"Applied bachelor's degrees fill skill gaps in practical, market-driven fields where job requirements have advanced beyond the associate degree level" (sbctc.edu).

Many educational policymakers and leaders believe that AB's are a key component to helping close equity gaps and increase overall educational attainment in the United States.
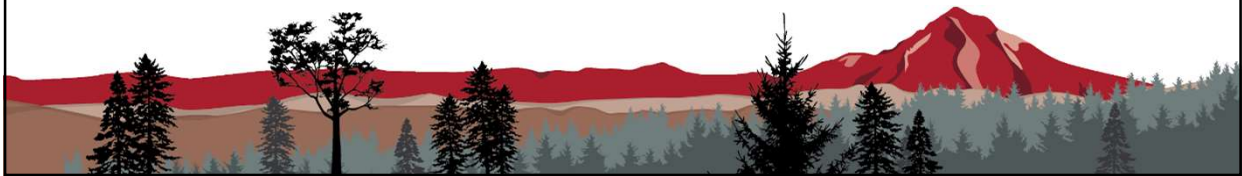
BAS Milestones & Approvals

- Internal Assessment
- Mt. Hood Board Approves Application for BAS to Higher Education Coordinating Commission (HECC)
- Initial Program Development (curriculum, impact assessment, budget, etc.)
- Program *Statement of Need Submitted* to HECC (90 Day waiting period for "Collaboration and Coordination")

If Approved…
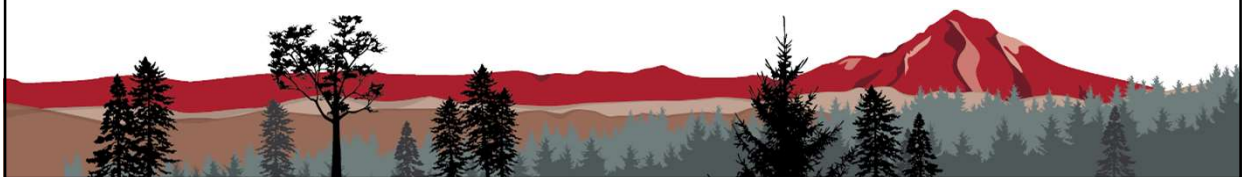
BAS Milestones & Approvals

- Program *Proposal* Submitted to HECC
- MHCC Degree & Certificate Committee Review and Approval
- President's Council Review and Approval of New Degree
- MHCC Board Approval of New Degree
- Northwest Commission on Colleges and Universities Review
- Fall of 2024 is likely the earliest we could offer a BAS degree.

Proposed Mt Hood Community College BAS Timeline

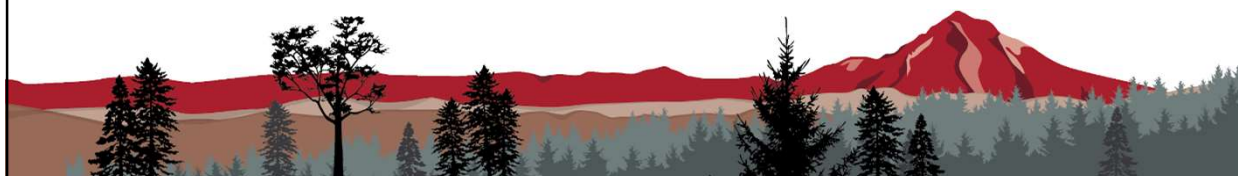| Action Item	Fall 20	Winter 21	Spring 21	Sum 21	Fall 21	Winter 22	Spring 22	Sum 22	Fall 22	Winter 23	Spring 23	Sum 23	Fall 23	Winter 24	Spring 24	Sum24	Fall 24	Winter 25	Spring 25
BAS Concept Presented to Board	█																		
Board Work Session: Questions Gathered & Tenative Timeline Presented	█																		
Board Considers Authorization of College to Explore BAS	█																		
BAS Exploration Committee Formed		█																	
BAS Exploration Committee Assessment (Internal & External)		█																	
Priorization/Selection of first BAS Program		█																	
Statement of Need Developed			█																
Board update			█																
Statement of Need submitted to HECC for first BAS Program			█																
90 Day Waiting Peroid				█															
Board Considers Authorization of College to Offer BAS					█														
Program Proposal Developed					█	█													
Board Update							█												
Program Proposal Submitted to HECC							█												
Curriculum Committee Review of Proposed Courses										█									
Degrees & Certificate Committee Review Proposed New Degree										█									
Board Considers Approval of New Degree										█									
N New Course/Program Submission to HECC										█									
NWCC BAS Review									█	█	█	█							
Board Considers Authorization of BAS Tuition Level and Associated Course Fees													█						
BAS incorporation into the Unit Planning-Budget Process for all relevant areas of the College													█	█					
Internal Process Changes: Catalog,Financial Aid, Registration, Instructional Qualifications, Advising, Budget Office, Assessment													█	█	█				
BAS Program Marketing														█	█	█	█	█	█
BAS Program Student Recruitment														█	█	█	█	█	█
BAS Implementation: First Academic Year Fall 2024																█	█	█	█
Ongoing Program Assessment																█	█	█	█

Exploratory Committee

- Ben Rowe/Jennifer DeMent - Finance
- Jennifer Aubry – Dental Hygiene Instructor
- Amy Drouin - Nursing Instructor
- Chris Natelborg - Director of Financial Aid
- Nicole Johnson-Moses - ASG President
- Jeff Hart - Lead Application/Database Engineer
- Dawn Sallee-Justesen - Director of Enrollment
- Sergey Shepelov - Chief Data, Assessment & I.E. Officer
- Darcy Dalrymple - Instructional Scheduling and Resource Analyst
- Mark Thomas - Machine Tool Instructor
- Ethan Dedrickson - Integrated Media Instructor
- Jeanna Hunt - Program Director, Respiratory Therapy
- Melissa Schafer - HR Analyst-Recruiting
- Jessica Roberts - Director of Marketing and Communications
- Amber Lamadrid – Business Instructor
- Pete Szucs (co-chair) - Dean of Math and Science
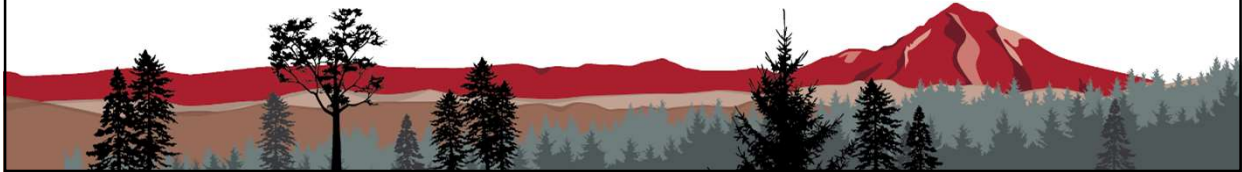
Committee Charge:

The charge of this committee is to develop a framework for evaluating the viability of applied baccalaureate degrees at Mt. Hood Community College.

Evaluation Framework:

- Identify impacts on Policies and Functional Areas:

- Identify interested existing programs at MHCC for possible 1st BAS development

- Develop a Financial Model
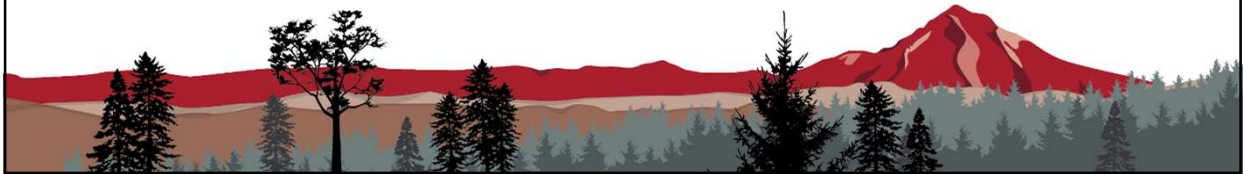
Identify impacts on Policies and Functional Areas:

- Committee identified departments across campus that BAS would impact.

- Developed a process/tool for use by programs when investigating BAS viability (*Departmental and Poli cy Impact Analysis Worksheet*)**.**
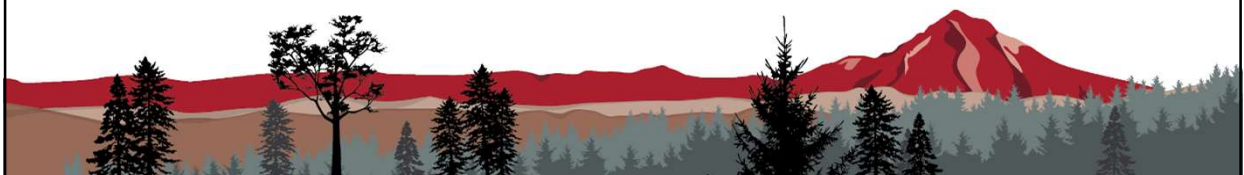
Cost Model Assumptions:

- The State Community College Support Fund does not currently fund BAS courses for community colleges;
- The cost of BAS courses will be covered by tuition, grants, or a third-party sponsor;
- Assume additional 90 credits for BAS degree, in addition to credits required for associate's degree;
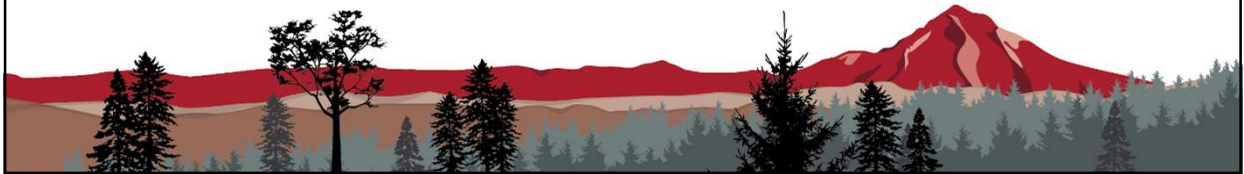
Cost Model Assumptions (continued):

- BAS will be a quarter-based program;

- No significant additional load on the current instructional delivery or student information systems.
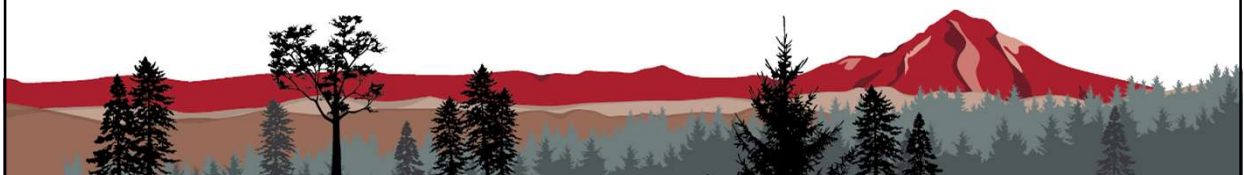
Competitive pricing model?

- Public & private competitors:

  - Siena Heights University (MI), private online school; $535 per semester credit

  - University of Phoenix, private online school; $398 per credit

  - Washington Community & Technical Colleges, public, $226 per credit (Clark College)

  - Oregon Institute of Technology, public, $205 per credit or $276 for technology/healthcare majors
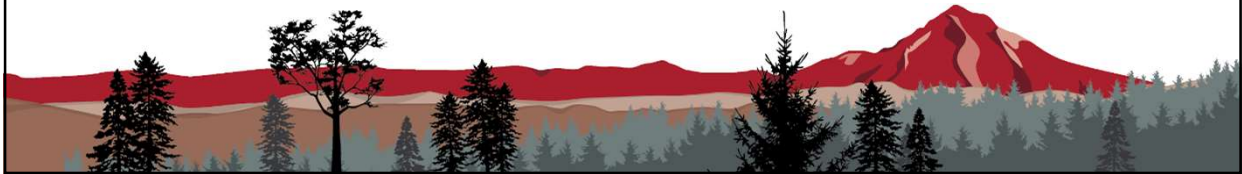
Financial Model – Direct Cost of Instruction

- Cost per credit estimated at $238 – $535 per credit

  - Based on current FT faculty pay schedule and the College's indirect cost rate (19%)

  - Course specific software, supplies, & equipment excluded as unknown

  - Assumes 15 students enrolled per section
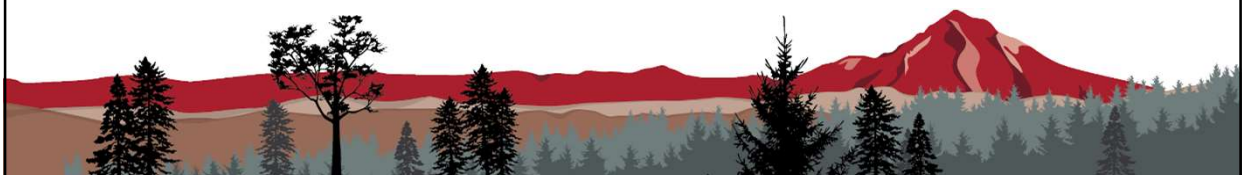
- Financial Model – Other direct support needed?

  - Scalable costs for workload impacts to:

    - Financial aid, deans, admin coordinators, admissions, records and registration, advising, recruitment, online learning
  - Marketing costs to build a digital footprint
  - Faculty professional development and faculty recruitment, if needed
  - Higher accreditation fees
  - Financial aid application and lead time to request approval of programming for financial aid.
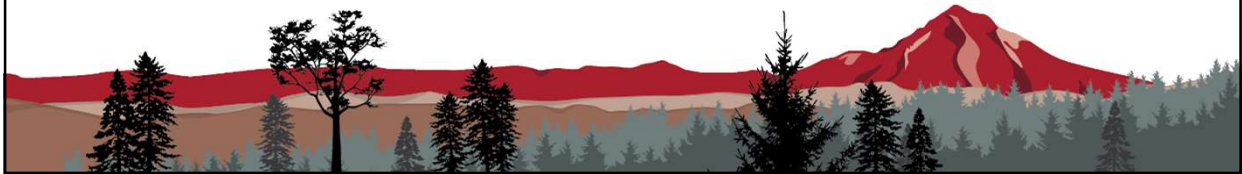
Program with Expressed Interest in BAS:

Bachelor of Applied Science in Cybersecurity
- Demonstrated Job opportunities
- Existing Faculty
- Provides greater equity within our service district
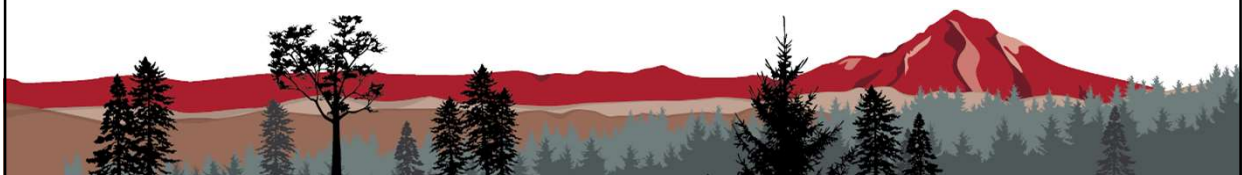
Faculty:

- **Dr. Wayne Machuca**
- **Katrinia McNeal, MS**
- **Tobin Shields, MS, M.Ed**
- **Jeff Sperley, MS**
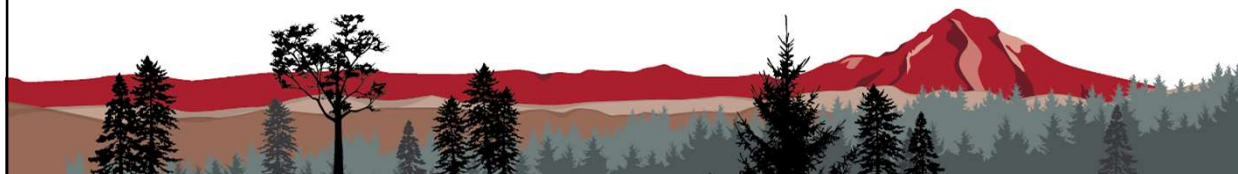
Industry Support

paloalto
NETWORKS

May 18, 2021

To whom it may concern,

Palo Alto Networks is the global cybersecurity leader. Everyday, Palo Alto provides the visibility, trusted intelligence, automation and flexibility that help complex organizations advance securely. Our vision is a world where each day is safer and more secure than the one before. In order to achieve this, we must invest in education and grow the next generation of security professionals.

The *Bachelors of Applied Science: Cybersecurity* degree program you are considering is exactly what we need to prepare students for jobs in this important field.

Below you will find a brief description of the roles we will continue to hire for.

- Security Operations Analyst, Technical Support Engineer, System Administrator, Security Consultants, Systems Engineer, Penetration Tester and Security Technician.
  - Current demand for these roles is high – we hired 200 interns and 160 grads in 2020/2021. A significant portion were technical.
  - Over the next 3 years, needs for professionals with these qualifications will only increase. Our intern and graduate programs will continue to grow 15-20% YOY.

EnergySec
SECURING CRITICAL INFRASTRUCTURE

May 19, 2021

Mt. Hood Community College
26000 SE Stark St.
Gresham, OR 97030

To Whom It May Concern:

This is a letter of support for MHCC's Bachelors of Applied Science: Cybersecurity program.

EnergySec is a national non-profit engaged primarily in the energy sector. We are also active in our local community here in Oregon. We operate the NW Cyber Camp (with volunteer assistance from MHCC faculty) which provides an introduction to cybersecurity education to high school aged students across Western Oregon.

As an employer, we have benefited from the value provided by MHCC's cybersecurity programs. EnergySec currently has three MHCC cybersecurity program alumni

Multnomah County
DEPARTMENT OF COMMUNITY ASSETS

Wayne and Team,

I am thrilled to be a part of the Advisory Board for the CyberSecurity program that has been established at Mt. Hood Community College. As you are aware we have several employees both inside and outside of IT that have participated in your program. We appreciate the training that they have received and commend the program for providing opportunities to a diverse population.

We are hoping that your program is successful in your quest to Bachelor of Applied Science (BAS) degree program for cyber security. To my knowledge it would be the first program of this type in the state.

By expanding your offering to include this degree program you will be creating additional opportunities for your students that will allow them to enter the field at a potentially higher level.

We continue to have opportunities arise at the County and I feel that a candidate with a BAS can overcome some of the barriers that are in place for jobs that require a Bachelors degree OR a certain number of years of experience in those cases where a younger candidate with an AS would not qualify simply because they do not have the experience in the field.

I am hopeful that the HECC will see the need for highly qualified candidates to be prepared to step into professional positions in the world of Cybersecurity, where as you are aware there are currently more jobs that qualified candidates.
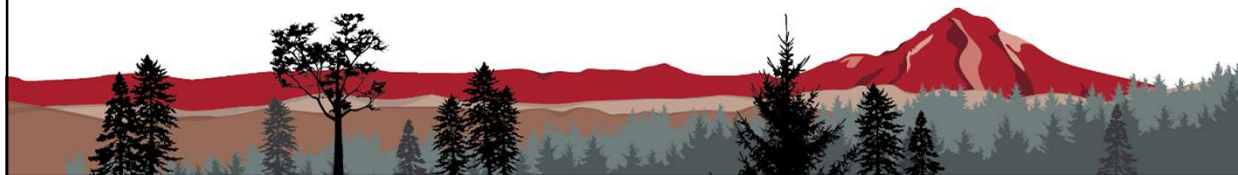
White House Executive Order

BRIEFING ROOM
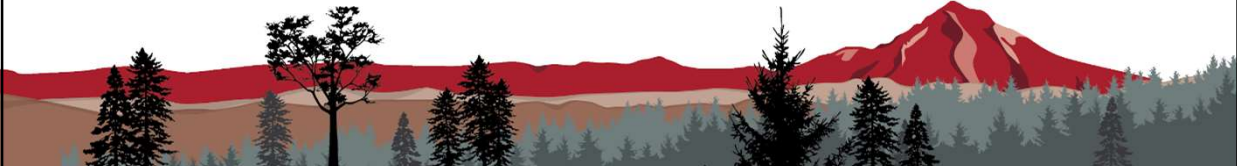
FACT SHEET: President Signs Executive Order Charting New Course to Improve the Nation's Cybersecurity and Protect Federal Government Networks

MAY 12, 2021 • STATEMENTS AND RELEASES

Summary of Outcomes:

- Department & Policy impacts: MHCC can evaluate and devote resources to meet departmental and college-wide impacts related to BAS implementation.

- Financial Modeling suggests that the program could be offered at a competitive tuition rate, especially with industry support.

- Cybersecurity Program has demonstrated interest and community support to offer BAS program.

Questions and Comments?

Resources

- https://www.washington.edu/ccri/research/new-baccalaureates/
- https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/applied-ba.aspx
- https://sienaheights.edu/Academics/Bachelor-of-Applied-Science
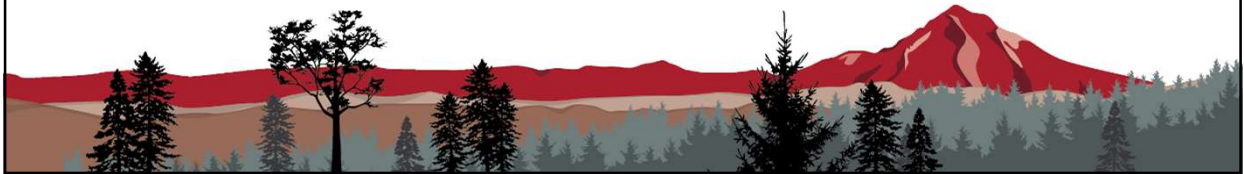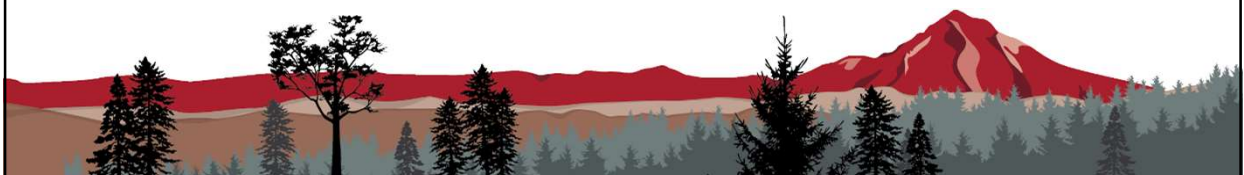
COVID-19 VACCINE DISCUSSION

COLLEGES AND UNIVERSITIES ARE DISCUSSING VACCINE REQUIREMENTS, WHAT DO WE KNOW?

- For tonight's discussion, we will cover the following considerations;
  - Student Vaccinations in a historical context
  - Infrastructure needed
  - Special populations
  - Access to vaccine
  - Staff implications
  - Equity Lens implications
  - What's next?

Student Vaccinations in a historical context

- K-12 and Universities have required (with exemptions) vaccination's verification be provided to school prior to enrollment for students born on or after January 1, 1957
  - **MEASLES, MUMPS AND RUBELLA (MMR)**
  - **MENINGOCOCCAL MCV4 - 1 DOSE**
  - **VARICELLA - 2 DOSES**
  - **TETANUS-DIPHTHERIA-PERTUSSIS (TDAP) - 1 DOSE**
  - **HEPATITIS B - 3 DOSES**
- **OPTIONAL**
  - **MENINGOCOCCAL B**
  - **HPV**
  - **ANNUAL FLU SHOT**

WHAT KIND OF INFRASTRUCTURE NEEDS ARE THERE FOR VACCINE REQUIREMENTS

- For the more common vaccines mentioned in the previous slide, processing these has been more of a standard practice
  - Student upload a copy into student's patient account at University Student Health Center
  - Documentation has been standardized for a very long time
- Colleges with Student Housing and/or health clinics have been collecting this data as a standard practice for years
- For many with the infrastructure in place already, this adds significant workload and data collection challenges for those requiring COVID-19 verification

WHAT ABOUT MHCC AND OTHER CC'S

- For student requirements; most Oregon CC's have stated that they NOT will be requiring COVID-19 Vaccination for fall citing;
  - Lack of infrastructure
  - Inability to validate
  - Data collection and storage
  - System limitations for data collection
- MHCC is consistent with the responses we have received from our peers. Our System has the ability to store the data, however, the staffing required to collect, validate, and image this content would be very considerable.

SPECIAL POPULATIONS AND ACCESS TO VACCINE

- Currently there are several special populations that may require a vaccine verification (which may or may not include COVID-19)
  - Health Professions
  - Athletics
  - Student Housing
  - International Students
- Additionally, the geography and political climate an institution is located in can impact the decision to mandate
- While access to the vaccine has improved, many schools and organizations have moved to incentivize individuals to get the vaccine

EMPLOYEE COVID 19 VACCINE DISCUSSION

EMERGENCY USE AUTHORIZATION (EUA)

- The approved vaccines were processed under the U.S. Food and Drug Administration Emergency Use Authorization (EUA) process.

- Wrongful termination theory might be asserted by an employee who refuses to be vaccinated based on the EUA "right-to-refuse."

- First lawsuit was filed in Federal Court in New Mexico over an employee who was disciplined for not.

COLLECTIVE BARGAINING IMPLICATIONS

- Requiring vaccination is a mandatory subject of bargaining

PEER INSTITUTIONS

- No Oregon Community College currently has plans to mandate vaccines for staff
- Only one is offering an insensitive of additional paid time off for their vaccine appointment

EQUITY IMPLICATIONS

OF MANDATING VACCINES

SOCIOECONOMIC CONSIDERATIONS

- Folks may lack access due to financial status
  - Multiple jobs and lack of time off to get vaccinated and/or experience side effects
  - Non-traditional students who work full-time and attend in the evening and/or online
  - Lack of child care/financial ability to pay for child care to support getting vaccines
  - Lack of transportation/financial resources for transportation
  - Confusion about costs of vaccines and lack of adequate health care relationship

GEOGRAPHIC CONSIDERATIONS

- May require a long transportation time or commute to reach population centers to access vaccines
- Some areas within the MHCC district are more conservative and are likely to be opposed to vaccines due to political polarization

EXEMPTION CONSIDERATIONS

- Due to Disability or Pre-existing conditions some folks might not be able to get the vaccine and would be exempt
- Due to Religious or Spiritual belief some folks would be exempt from vaccination
- Determining who receives exemption and how to legally and respectfully manage these exemptions could be problematic and hard to navigate

PSYCHOSOCIAL IMPLICATIONS

- Long-term and warranted mistrust of the medical establishment by some folks based on race/ethnicity, LGBTQ+, and other marginalized groups
- Fear of vaccinations and possible side effects (i.e. J&J/Astrazeneca blood clots)
- Loose relationship with medical establishment and healthcare system
- Lacking understanding of how viruses and vaccines work (herd immunity, virus transmission, variants and viral mutation)
- May have already had Covid-19 and since they survived, they feel no need to be vaccinated

CITIZENSHIP AND PRIMARY LANGUAGE CONSIDERATIONS

- Some folks may fear engaging with the medical establishment to be vaccinated for fear of their documentation status becoming known/possible incarceration or legal trouble
- Some of our English language learners may find difficulty navigating vaccine sign ups and systems
- International students may not have access to vaccines in their home country and might also find navigating systems difficult
  - Many African, Asian, and Latin American countries have vaccinated less than 2% of their respective populations

CONSIDERATIONS FOR MIS- & DIS- INFORMATION

- Antivaxxers
- Social Media Mis-information/Dis-information
- News Entertainment (right and left wing)
- Anti-science sentiments
- Conspiracy Theories

WHAT'S NEXT

- Several Oregon Universities have already announced their intention to require the COVID-19 vaccine for Fall
- Most CC's are currently discussing what to do and continue to highly encourage students and staff to get the vaccine, however, understand the impacts and concerns associated with enrollment, students and staffs' feeling of safety and how to mitigate the impact of those on campus.
- At this point, with this situation still being very fluid and we will continue to monitor the metrics, be in conversations with our students and staff and follow recommended guidance from both OHA, HECC, and our peers as we continue to move forward.

DECISION-MAKING FRAMEWORK ACTION ITEM TEMPLATE

Format and areas for consideration when bringing items to President's Cabinet and the Board

Title: *{name of the project/initiative/policy}*

Contact: *{responsible administrator}*

Recommendation: *{the recommended action}*

> **Background** *{the problem we are trying to address, the key considerations}:*
>
> > **Alternatives:** *{options considered}*
>
> **Alignment with strategic plan and goals:** *{name the goal and alignment, KPIs to measure results}*
>
> **Analysis:**
>
> > Equity
> >
> > - Race and Intersectionality
> >
> >   *{Who are the racial/ethnic and underserved groups affected? What is the potential impact of the decision, resource allocation, and/or strategic investment to these groups? What is the racial makeup of the decision makers?}*
> >
> > - Challenge the Dominant Culture/Status Quo
> >
> >   *{How does the proposed policy, decision, program, and/or practice challenge the way we have addressed the issue in the past? What barriers (institutional, structural, intrapersonal, interpersonal) may exist that could hinder implementation? Is the college committed to prioritize, publicize, and sustain these efforts?}*
> >
> > - Commitment to Social Justice
> >
> >   *{What is the potential impact on eliminating any existing opportunity or outcome gaps? Might the decision being made ignore or worsen existing disparities or produce other unintended consequences? How could these impacts be mitigated? How does the policy, decision, program, practice build community capacity and power in communities most affected by inequities?}*
> >
> > - Including the voices of those most impacted
> >
> >   *{Have we solicited and received input from students and others closest to the issue? How are we meaningfully including or excluding people who are affected? Is there stakeholder support or opposition to the proposal, and if so, why? What process will we use to check back in with the stakeholders as part of a feedback loop?}*

- Using Data to Inform

  {What baseline data do you have, and how will you utilize quantitative and qualitative data to measure impact on non-dominant groups? How will you use data to modify or enhance your strategies to achieve the intended outcomes?}

People *{impact of recommendation}*

1. Students
2. Employees *{include CBA implications}*
3. Community *{residents, business, educational partners, governmental and non-governmental entities, etc.}*

Resources *{resources needed to implement, specify commitment timeframe}*

1. Financial *{5 year projected costs, source of funds}*
2. Dept/area/division integration *{support needed, shared resources}*
4. Time *{staff time needed, time to implementation, etc.}*
3. Physical *{space, equipment, etc.}*

Compliance *{legal requirements and/or considerations}*

Communications: *{audiences, medium, message, timing}*

Support: *{list council/committee/association support}*

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *July 21, 2021*

ITEM TITLE: 3.1b

CONTACT PERSON: *Laurie Popp, Executive Assistant to the Board of Education*

SUBJECT: APPROVAL OF MINUTES – June 16, 2021

Session 1035

A meeting of the Mt. Hood Community College District Board of Education was held on June 16, 2021, with a TSCC Budget Hearing at 6:30 pm, and a Regular Board Meeting at 7:30 pm, both held via Zoom meeting.

TAX SUPERVISING & CONSERVATION COMMISSION (TSCC) HEARING
Public hearing regarding the 2021-2022 MHCCD Budget

1.0   CONVENE MHCCD BOARD/CALL TO ORDER / DECLARATION OF A QUORUM
Members present: Diane Noriega, board chair, Annette Mattson, board vice chair, Diane McKeel, Jim Zordich, Andrew Speer, LaVerne Lewis, Kenney Polson

Additional Attendees: Dr. Lisa Skari, president, Cam Preus, executive director of Oregon Community College Association, Jennifer DeMent, chief operations officer, Al Sigala, executive director of Development and Communications, Al McQuarters, vice president of Instruction, John Hamblin, executive dean of Student Development, Pete Szucs, dean of Mathematics and Science, Nicole Johnson-Moses, ASG president, Emily Pham Lee, new ASG president, Kim Sharer, CEA president, Christy Weigel, new CEA president, Marilyn Pitts, PFTA president

Noriega called the meeting to order at 7:39 p.m. and declared a quorum was present.

     1.1   Approval of Agenda
Zordich motioned to approve the agenda. Speer seconded the motion and it passed unanimously.

2.0   PUBLIC INPUT
There was public input provided by Jeff Sperley and Katrinia McNeal who provided comments regarding the Cybersecurity Program.

3.0   REPORTS
    3.1   Correspondence
There was no correspondence.

    3.2   OCCA Annual Visit to Community College Boards
Cam Preus provided a presentation highlighting the accomplishments of the Oregon Community College Association (OCCA) during the 2020-2021 year. The presentation included their commitment to racial equity, diversity, equity, and inclusion, CTE Programs, Workforce Wednesdays, Community College Caucus, Voter Voice, attendance at the ACCT National Legislative Summit, budget advocacy, recognition of the All-Oregon Academic Team 2021, and the budget presentation at the Ways & Means Subcommittee on Education. She responded to a question about the one-time capital request to address inequities in facilities in the State. A copy of the PowerPoint presentation is attached to the minutes.

    3.3   Board Member Recognition
Skari recognized Jim Zordich for his eight years of service on the Board of Education from 2013 to 2021. During his tenure on the board, Zordich served as the board vice chair, the Liaison to the MHCC Foundation, and served on the Distinguished Teaching Award Committee, and Audit Committee. He also served the board and the college through his service on the 2018 Presidential Search Committee. Skari thanked Zordich for his commitment and dedication to the students, faculty, staff, and the community, and presented him with a plaque in commemoration of his service to the board and college.

4.0   BUSINESS / ACTION
    4.1   Consent Agenda: Approvals & Information
        a) Minutes – Board Work Session 1032, May 5, 2021
        b) Minutes – Regular Board Session 1033, May 19, 2021
        c) Monthly Personnel Report
        d) Monthly Financial Report
        e) Monthly Head Start Report
        f) COVID-19 Activity Report
        g) Acceptance/Expenditure of Projects Funded in Whole or
            Partially by Non-District Funds
        h) Approval to Acquire/Utilize Goods and/or Services Contracts
            in Excess of $150,000
        i) Approval to Utilize Goods and/or Services Contracts in Excess of $150,000
        j) Resolution to Transfer Budgeted Appropriations

Zordich motioned to approve the consent agenda. Speer seconded the motion and it passed unanimously.

    4.2   Consider Resolutions to Adopt and Make Appropriations for the Fiscal Year
        2021 – 2022 Budget

DeMent presented the resolutions to Adopt and Make Appropriations for the Fiscal Year for 2021-2022 Budget. She highlighted two minor changes from the approved budget to the adopted budget, with a total difference in the amount of $16,887. The minor adjustments were to personnel services and materials and services to reflect current service levels that were omitted in the approved budget. The difference will come from the contingency fund, which will remain at 4.7% of expenditures. The overall increase in funds is to build in a transfer-in from the bookstore fund which may be needed after the liquidation of the bookstore assets and inventory.

Zordich motioned to approve the Resolutions to Adopt and Make Appropriations for the Fiscal year 2021 – 2022 Budget. Lewis seconded the motion. There was a roll call board vote and the motion passed unanimously.

4.3   Consider Resolution Imposing and Categorizing Taxes
DeMent presented the Resolution Imposing and Categorizing Taxes, which imposes the taxes provided for in the adopted budget at the rate of $0.4917/$1,000 of assessed value for operations, and that these taxes are hereby imposed and categorized for tax year 2021-2022 upon the assessed value of all taxable property within the district.

Zordich motioned to approve the Resolution Imposing and Categorizing Taxes. Speer seconded the motion. There was a roll call board vote and it passed unanimously.

4.4   Ellucian Bid to Contract Approval
Sigala presented a request for approval to contract with Ellucian for grant services. The contract with Ellucian expires on June 30, 2021. The committee recommended approving the request to contract with Ellucian. Sigala responded to a question about the length of the contract.

Zordich motioned to approve the request to contract with Ellucian for grant services. Lewis seconded the motion. There was a roll call board vote and it passed unanimously.

4.5   Cybersecurity Applied Baccalaureate Statement of Need Approval
Szucs and McQuarters presented the Applied Baccalaureate Exploratory Committee recommendations and findings to the board. A copy of the PowerPoint presentation is attached to the minutes.

Zordich motioned to approve the Statement of Need for the Applied Baccalaureate in Cybersecurity Program. Polson seconded the motion. There was a roll call board vote and it passed unanimously.

5.0   BOARD MEMBER & COMMITTEE REPORTS
Board members shared their participation in community meetings and events since the last board meeting. The Community Engagement spreadsheet will be updated to reflect the community activity.

6.0   CLOSING REPORTS
        6.1   ASG Representative
Nicole Johnson-Moses (ASG President) – she introduced Emily Pham Lee to the board as the new ASG President. She thanked the board for their support and encouragement to ASG, and for their commitment to students this past year. Lee provided the ASG report and stated the spring food drive has concluded and she thanked staff and faculty for their generous donations. Through the Imperfect Food Pilot Program, 12 students received weekly produce boxes this term. The ASG events included a student art exhibit, virtual gardening event, and an open forum for students to provide comments regarding the bookstore moving online. ASG has earmarked additional funds for fall term book scholarships and will be prepared to award emergency scholarships to students struggling with the change. They will begin interviewing students next week for the ASG positions for 2021-2022.

        6.2   Advisory Representatives
Jeanna Hunt (FTFA) – did not attend meeting

Kim Sharer (CEA) – she was part of the cheer team at this year's MHCC carmencement and shared it was one the best we have had, and that it provided an intimate atmosphere for families to participate in a unique way to celebrate commencement with their graduate. She shared this will be her last board meeting as the CEA President representing the Classified Employee Association, and introduced Christy Weigel as the new CEA President.

Marilyn Pitts (PTFA) – she thanked Jim Zordich for his service on the board, and for everything he has done for the college and students. She thanked Kim Sharer for all her efforts with the Classified Employee Association, and thanked Nicole Johnson-Moses for the excellent job serving as ASG President this past year. She welcomed Emily Pham Lee and Christy Weigel in their new roles for the coming year. She shared the contract is due to expire on June 30 and they are working hard on the contract negotiations.

        6.3   Executive Leadership
Jennifer DeMent – she shared highlights from the monthly division report for Administrative Services included in the board packet.

Al Sigala – he shared highlights from the monthly division report for Development and District Communications included in the board packet.

Al McQuarters – he shared highlights from the monthly division report for Instruction, and stated he has been working on recruitments for five instructional administrators at the college. They are the Dean of Nursing, Dean of Integrative Media, Performing Arts and Visual Arts, Dean of Health Professions, Dean of Applied Technology, and Director of High School Services.

John Hamblin – he thanked Jim Zordich for his years of service at the college, and thanked Nicole Johnson-Moses for her leadership with ASG. He welcomed Emily Pham Lee and looks forward to working with her this year. He expressed appreciation to Kim Sharer and looks forward to their

continued partnership, and welcomed Christy Weigel in her new role and looks forward to working together. He shared highlights from the carmencement event and thanked all those who helped with this year's amazing carmencement event. He shared highlights from the monthly division report for Student Development included in the board packet.

6.4   President's Report
Lisa Skari provided her President's Report to the board:

In my final report of the year, three words come to mind… we did it! And the rollercoaster ride along the way has been anything but predictable. A year ago, we were looking at a disastrous state budget. Our management and confidential employees gave up their cost of living adjustments, and our management, confidential, and classified staff took furlough days over the summer. Those cuts never came to fruition, and we are now looking at the possibility of a state investment of $702 million for the Community College Support Fund, and no college tuition increase for us. When coupled with the one-time stimulus funding, we are doing okay in the short run. We know when we get to work next year, we will need to continue to be strategic in how we support students and use our resources, all of our resources, judiciously.
We are in a much better place this year than we were last year. A year ago, after the tragic murders of George Floyd, Ahmaud Arbery, Breonna Taylor, and others, you issued an official statement on Black Lives Matter that set-in motion specific actions the college would take. I am so pleased to report that those actions you listed we have done, and most notably, the adopting of the equity lens. At the same time, we acknowledge the work has just started.

And then there was the pandemic. Last year we were wondering how long we would be remote, and how we were going to hold classes fall term. And the college has stepped up serving students, while keeping everyone safe. I am not sure you will ever fully comprehend the amount of work that happened on the ground that has gone into making this year work, but I do know you value the dedication and accomplishments of every person that made this possible, and it took everybody, including you. And for your leadership, the college appreciates the oversight you have provided, the showing up, paying attention, and asking the questions that needed to be asked.

All of that might have been enough for most colleges, but not Mt. Hood Community College (MHCC). Tonight, you authorized the submission of what might be the first Applied Baccalaureate degree in the state of Oregon. Then there was carmencement, a beautiful celebration of our graduates that was logistically brilliant. I will not repeat what you have already heard, but it was a perfect way to end the academic year. Yes, we did it, and I am forever grateful for each and every one of you. I am hopeful next year will have a bit more predictability and stability.

And Jim, I will miss seeing your smiling face on the screen or in person, your pointed questions, and most of all, your deep, deep commitment and passion for our students and the college. Thank you for your service, but I do not think this is good-bye. I think we will still have the opportunity to enjoy that smile, those questions, and that dedication. I am hoping that we can count on you to help us advocate on behalf of MHCC.

Thanks again, to the board, my executive team and President's Cabinet, all the faculty, Kim Sharer, Christy Weigel and all the classified staff, Marilyn Pitts and all the PTFA and tutors, the management and confidential employees, and most of all Nicole Johnson-Moses, Emily Pham Lee, and all the students. You trusted us for your educational journey and we thank you. What a year. We did it, and we did it together.

6.5   Other Business

There was a brief discussion about the July meeting dates for the regular board meeting, board retreat, and an executive session for the president's evaluation.

7.0   ADJOURNMENT

Zordich motioned to adjourn the meeting. Polson seconded the motion and it passed unanimously. The meeting was adjourned at 9:35 p.m.

Clerk   Board Chair

Minutes recorded by Laurie Popp, Executive Assistant to the Board of Education.

OCCA Update

Cam Preus, Executive Director
Oregon Community College Association

June 16, 2021

1

2021 Legislative Session Preparation & Commitment to Racial Equity

November-December 2020
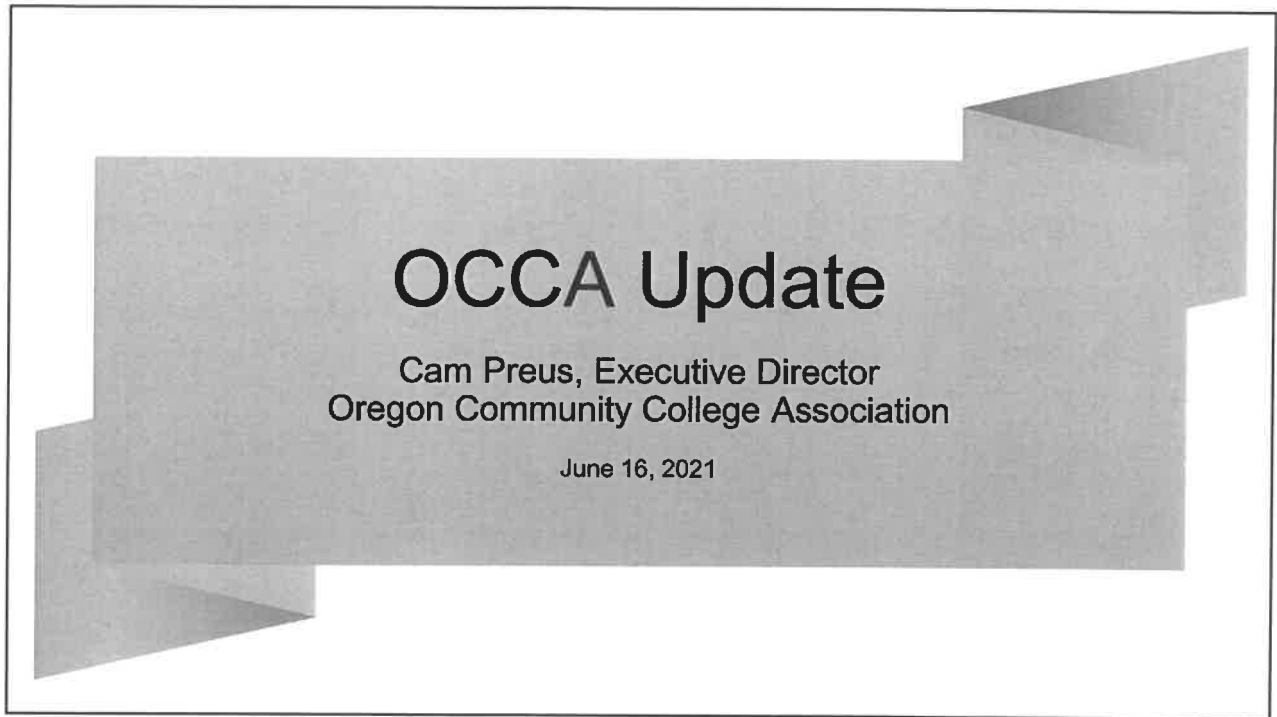
2

Virtual OCCA Annual Conference

▷ November 4-6, 2020 – "When nothing is certain, all things are possible"

▷ Record-breaking attendance: ~150 participants

▷ Schedule themes: DEI, Workforce & the New Economy, Coping in the Time of COVID

▷ Legislative Panel & Advocacy Strategy

mocca
Oregon Community College Association

mocca
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2020
VIRTUAL
CONFERENCE
NOV. 4 - 6

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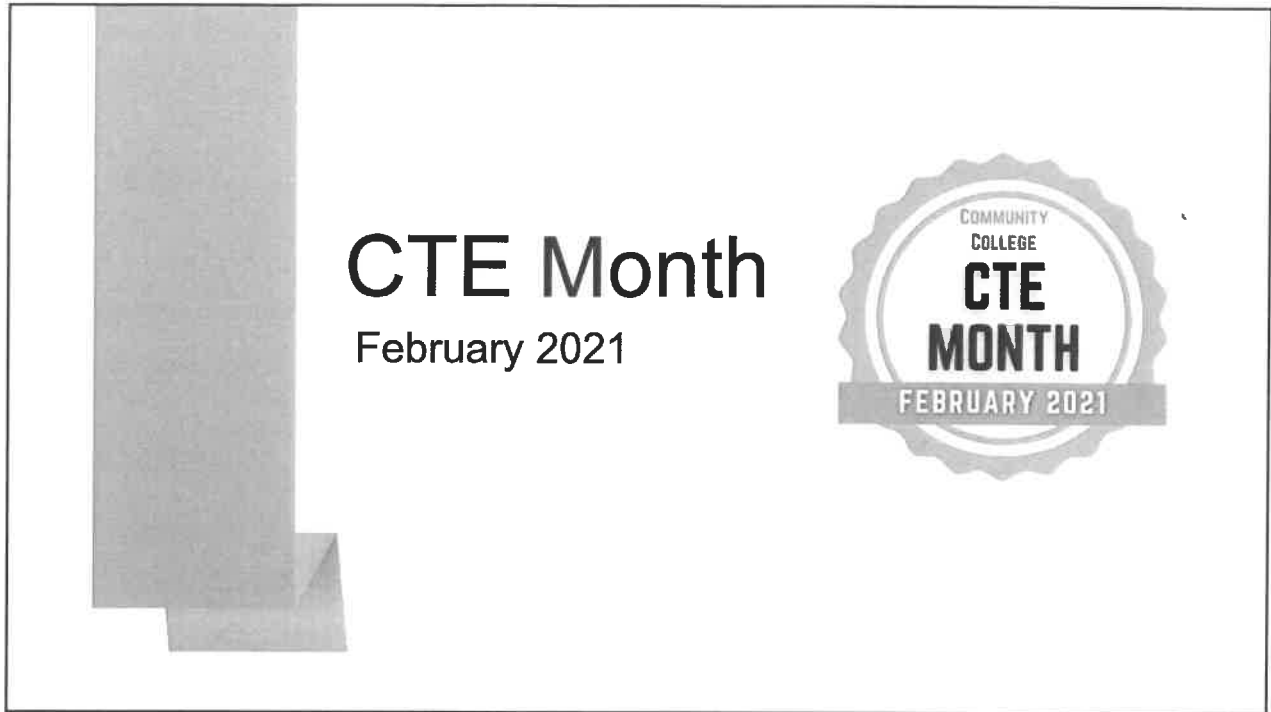
December 2020 Board Meeting

▷ Governing Boards Should Weigh in on Racial Issues – Dr. Raquel Rall

▷ Board approved amendment to OCCA Bylaws & Board Policies to include new DEI Committee

▷ Board approved Board DEI Statement in commitment to racial equity and supporting systemically marginalized students

Dr. Raquel Rall

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CTE Month

February 2021

COMMUNITY
COLLEGE
CTE
MONTH
FEBRUARY 2021

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Workforce Wednesdays

▷ Weekly Zoom session with legislators, legislative staff, college representatives

▷ Highlight CTE programs at all colleges, particularly those relating to COVID-19 response or adjustments

▷ Weekly CTE Month e-newsletter sent to Board members, presidents, advocates and all legislators

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Workforce Wednesdays

▷ **Week 1: Health/Biomedical Sciences**
  ▸ MHCC – Mental Health
▷ **Week 2: Business, Management, Arts, Info, Communications**
▷ **Week 3: Industrial Engineering, Transportation, Apprenticeship**
▷ **Week 4: Agriculture, Food, Natural Resources**

Mt. Hood CC

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Community College Caucus

▷ Met for the first time in 2021 on Feb. 11
▷ Strongest attendance ever by legislators and legislative staff at a CC Caucus meeting
▷ More than 50 people in attendance
▷ Spoke about CC budget ask & CTE Month

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Voter Voice

- ▷ Grassroots campaign/advocacy platform
- ▷ App & website-based versions
- ▷ Sends emails, Tweets direct to legislators based on address; talking points for phone calls
- ▷ Currently 349 advocates/contacts in system

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National Legislative Summit

- ▷ February 8-10, 2021
- ▷ Usually in Washington, DC
- ▷ Met via Zoom with Oregon's federal delegation
- ▷ Great participation by colleges

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March Call-in Week

March 8-12, 2021

Central Oregon CC

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Call-In Week: Budget Advocacy

- ▷ Two Simultaneous Campaigns:
  - ‣ Board Member/Community Member
  - ‣ Student
- ▷ Advocacy for $702 million budget request for CCSF
- ▷ All messages sent via email through Voter Voice

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Community College Month

April 2021

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OCCA Virtual Legislative Summit

▷ April 16, 2021 – "Advocating in a Virtual Landscape"

▷ Around 60 participants/advocates

▷ Welcome from **Sen. Rob Wagner** (Senate Majority Leader), Interviews with **Sen. Michael Dembrow** (Chair, Senate Committee on Education) and **Rep. Dan Rayfield** (Co-Chair, Joint Committee on Ways & Means), Advocates Panel, Virtual Advocacy Tips

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All-Oregon Academic Team 2021

▷ 45 students selected from 17 community colleges

▷ In coordination with Phi Theta Kappa honor society

▷ Outstanding student scholars are selected for their academic excellence, leadership & community service

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All-Oregon Academic Team 2021

Four Featured Student Scholars

▷ Casey Dudek, Portland CC

▷ Nora Jackson, Lane CC

▷ Dava Nimmo, Rogue CC

▷ Natasha Robinson, Rogue CC

MHCC All-Oregon Academic Team Scholar:

Kim Vu

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Videos available: www.occa17.com

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Community Colleges:
Oregon's Road to Economic Recovery

▷ Putting Oregonians **back to work**
  ‣ Short-term programs = **fast re-entry** into workforce
  ‣ Colleges are **nimble** & can **react quickly** to employer & job-seeker needs
▷ **Partner** with business/industry for work-ready employees

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Community Colleges:
Oregon's Road to Economic Recovery

▷ Community colleges serve the communities most affected by pandemic
- CCs serve more **systemically-marginalized students** than any other sector of higher ed
- CCs serve students **regardless of education & skill level** – primary access point to **economic opportunity**

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Rural & Non-Rural: A Tale of Contrasts

▷ Rural communities **are in all 36** Oregon counties

▷ When compared to non-rural, rural communities have:
- **Higher poverty rates**
- **Lower college enrollment rates**, which have increased over time
  - Only 42% HS grads **enroll directly** in college (2018-19)

Blue Mountain CC

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Source: Supporting Rural Students in Oregon in High School and Beyond, February 2021

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Rural & Non-Rural: A Tale of Contrasts

▸ Lower college persistence & completion rates
  ▸ **Less than half** of rural college enrollees complete a degree within 6 years
▸ Most rural high school graduates **enroll in community college**
  ▸ **57%** of rural students enrolled in community college (2019-20)

Southwestern Oregon CC

Source: Supporting Rural Students in Oregon in High School and Beyond, February 2021

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Questions?

Cam Preus, OCCA Executive Director
cam@occa17.com

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Applied Baccalaureate (AB) Exploratory Committee Recommendations

June 16, 2021

MT. HOOD COMMUNITY COLLEGE

AB Exploratory Committee Findings:

- It is a multi-year process to develop an AB. Earliest first class could begin is 2024

- With inclusive, careful planning, MHCC can evaluate and devote resources to meet departmental and college-wide impacts related to AB implementation.

- Financial Modeling suggests that the program could be offered at a competitive tuition rate.

- Constituencies across campus (students, staff, faculty) and local community partners have expressed support for AB opportunities.

- Cybersecurity Program has demonstrated interest, capacity, and community support to offer AB program.

MT. HOOD COMMUNITY COLLEGE

2+2 AB in Cybersecurity Program

♦ **Additional 2 years of training in technical-related** topics will give MHCC students **a clear and solid advantage at the start of their careers**

♦ MHCC AB degree takes a non-CS and "applied" approach to Cybersecurity **which is where many of the open jobs exist**

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Demand

Job Title (Entry-Level)	Average Salary	Request Education (%)
Cybersecurity Specialist	$92,000	Sub-BA (19%) ; BA (60%) ; Grad (21%)
Cybercrime Analyst	$94,000	Sub-BA (9%) ; BA (68%) ; Grad (23%)
Incident Responder	$89,000	Sub-BA (15%) ; BA (63%) ; Grad (22%)
IT Auditor	$98,000	Sub-BA (6%) ; BA (75%) ; Grad (20%)

♦ For all 4 positions, over 60% of the requested education is a Bachelor's degree

♦ **Students who graduate from our AB program meet the requested education requirements for 77-89% of all open entry-level positions**

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Diversity & Equity Goals

♦ No local Oregon options currently for students to pursue a technical and applied bachelor's degree in Cybersecurity

♦ This AB degree would enable East County residents to pursue a highly technical and in-demand field
  ♦ Access for "Place-bound"
  ♦ Economic Mobility

♦ This AB degree embodies true spirit of MHCC's CTE program:
  ♦ **Offer degree programs that can result in meaningful employment and make massive, positive changes in our students' lives**

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Transfer Pathways

♦ Create clear and simple **pathway for 145 MHCC graduates**

♦ Students from surrounding community colleges can equitably and simply **transition into our AB degree**

♦ Able to **leverage existing infrastructure** and college resources to handle increased student load from AB program

MT. HOOD
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Student Feedback

If MHCC were offering a AB in cybersecurity in the near future how interested would you be in enrolling in the program?

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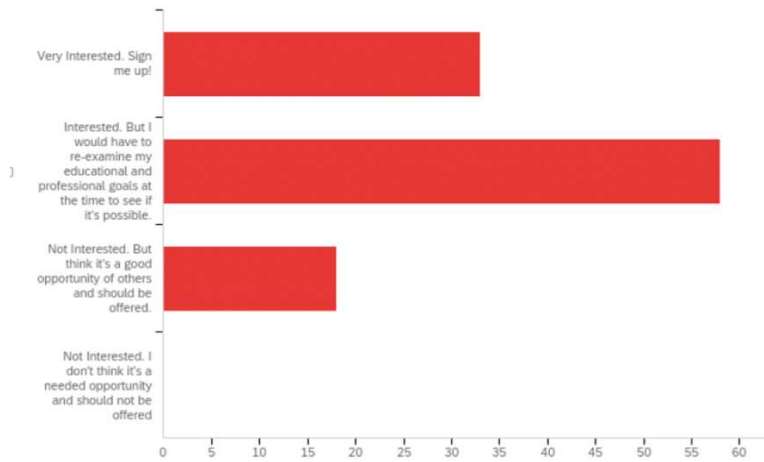
Student Feedback

♦ Mt Hood CC has the best cyber program in the region. I am always referring people to your program. This BS program will be great!

♦ Congratulations. After earning my BS, I found the quality of jobs I was offered drastically increased as well as the ease of being offered them.

♦ I would love to enroll in this program.

♦ This would put MHCC in an extremely unique position and would fortify it as a top tier school.

MT. HOOD
COMMUNITY COLLEGE

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *July 21, 2021*

ITEM TITLE: 3.1c

CONTACT PERSON: *Laurie Popp, Executive Assistant to the Board of Education*

SUBJECT: APPROVAL OF MINUTES – June 24, 2021

Session 1036

A meeting of the Mt. Hood Community College District Board of Education was held on June 24, 2021, with a Special Board Meeting at 3:00 pm, held via Zoom.

1.0   CALL TO ORDER
Members present: Diane Noriega, board chair, Annette Mattson, board vice chair, Diane McKeel, Jim Zordich, Andrew Speer, LaVerne Lewis, Kenney Polson

Additional Attendees: Lisa Skari, president

Diane Noriega called the special board meeting to order at 3:02 p.m.

2.0   BUSINESS

　　　2.1 President's Goals for 2021 – 2022
Lisa Skari presented her draft president's goals for 2021-2022. The goals include the following three key areas: COVID (including reopening); strategic planning process; and accreditation. Board members shared their feedback on the goals, and there was a discussion about data and metrics for evaluating the goals. Skari stated the strategic planning process and looking at the accreditation standards will help with the metrics. There was a suggestion to identify and track the desired metrics, and include metrics for diversification of faculty, staff, and students. Skari suggested an item could be added to the goals, specifically around increasing diversity, equity, and inclusion for both student and employee outcomes, and identifying the gaps and including strategy development. Skari will update the president's goals to include this information. A copy of the draft president's goals for 2021-2022 are attached to the minutes.

2.2   President's Evaluation Process Preparation

Skari provided an overview of the evaluation process for last year and reviewed the proposed evaluation process for this year. Skari shared board comments she received regarding the evaluation process from last year:

- The evaluation packet was too big
- It was redundant
- The three examples for each sub-standard was too much
- The division of time charts did not add anything of value

The board discussed the previous evaluation format and shared feedback that the numbering system was confusing, it did not provide the information needed, and there was not a definition of what the numbers meant. There were suggestions made on how to improve the evaluation format:

- Focus and expand on key goals
- Include more narrative in the evaluation and less documentation
- Use the existing evaluation form, but address the standard as a whole rather than each sub-category
- Provide examples for the standard that reflect the sub-categories and relate to the goals
- When addressing successes in the narrative, also include how to improve for next year
- Progress toward long-term goals could be addressed during an oral narrative in the self-evaluation presentation
- The evaluation form does not have a category for students, so it could be included in the narrative during the self-evaluation
- Addressing specific feedback from last year could be done in the narrative

2.3   Other Business

Jim Zordich shared that he was honored last night at the MHCC Foundation Annual Meeting and Dinner and received the esteemed Patron Saint award.

3.0   ADJOURNMENT

The special board meeting was adjourned at 4:05 pm.

_____   _____
Clerk   Board Chair

Minutes recorded by Laurie Popp, Executive Assistant to the Board of Education.

DRAFT PRESIDENTIAL GOALS FOR 2021-2022 DRAFT

7.1 Manage institutional realities associated with COVID-19			
Strategy	**Activity**	**Target**	**Status**
1. The President will ensure resumption activities comply with both Oregon Health Authority and Higher Education Coordinating Commission guidelines.	The President will oversee and collaborate with the Executive Staff to address the changing landscape and implement the plan as new guidelines emerge from the state and health authority.		
2. The President will prepare policy(s) for adoption, and inform Board of new administrative regulation(s) necessary to respond to the impacts of COVID-19.	The President will oversee and collaborate with the Executive Staff to bring forth necessary policy and administrative regulation in response to COIVD-19, and will employ participatory governance through councils and employee associations.		
3. The President will monitor and pursue COVID-19 related funding opportunities at the local, state, and federal level.	The President will oversee and collaborate with the Executive Director of Development and District Communications to identify appropriate grants, contracts and other funding opportunities to support the college's response to COVID-19.		
4. The President will advocate for legislative solutions to challenges brought about by COVID-19.	The President will oversee and collaborate with the Executive Director of Development and District Communications and the Oregon Community College Association to track relevant legislation and inform lawmakers of the impact to MHCC students, faculty, and staff.		
5. The President will provide timely and relevant COVID communications to the campus community.	The President will oversee and collaborate with the Executive Staff to develop and distribute COVID-related information.		

7.2 Complete strategic planning process			
Strategy	**Activity**	**Target**	**Status**
1. The President will ensure the completion of a strategic planning process	The President will oversee and collaborate with the Executive Staff to manage the strategic planning contract.		
2. The President will ensure the engagement of stakeholder groups in the strategic planning process.	The President will collaborate with the Executive Staff and contractor to collect feedback from both internal and external stakeholders to be used to inform the development of the strategic plan.		
3. The President will ensure the strategic planning process is integrated into unit planning and the annual budget process.	The President will collaborate with the Executive Staff and Chief Data, Assessment, and Institutional Research Officer to develop appropriate and aligned strategies and objectives for the annual planning cycle.		
4. The President will ensure the communication and promotion of the strategic plan to stakeholder groups.	The President will collaborate with the Board and the Executive Staff in developing messages and strategies for communicating the planning process and progress to stakeholders.		

7.3 Prepare for the Year Six Accreditation report			
Strategy	**Activity**	**Target**	**Status**
1. The President ensure the completion of a policy review process.	The President will oversee and collaborate with the Board Chair and the Executive Staff for the review and revision of college and Board policies.		
2. The President will ensure adoption of a campus governance structure.	The President will oversee and collaborate with the Executive Staff, PC liaisons, and Council co-chairs on review and revision of the Council manual.		
3. The President will ensure the preparation of the report.	The President will oversee and collaborate with President's Cabinet and the Accreditation Liaison Officer to document requirements for the Year Six Accreditation report.		

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *July 21, 2021*

ITEM TITLE: 3.1d

CONTACT PERSON: *Travis Brown, Associate Vice President, Human Resources*

SUBJECT: MONTHLY PERSONNEL REPORT

NEW EMPLOYEES:

Name	Position	Department	Hire Date
Arteaga Valdovinos, Guadalupe	Administrative Assistant	CDFS/ Head Start	6/7/2021
Christophersen, Joshua Walter	Hub Support Specialist	HUB	6/7/2021
Bizzell, Christine Y	EHS Teacher	CDFS/ Head Start	6/7/2021
Figueroa, Violeta	HR Analyst	Hyman Resources	6/14/2021
Lexa, Rebecca Ann	Part-time Instructor	Community Education	6/21/2021
Moore, Sasha Kasofl	Part-time Instructor	Community Education	6/21/2021
Eslinger, Elizebett Rocha	Part-time Instructor	Community Education	6/21/2021
Simon Perez, Alicia	Part-time Tutor	Adult Basic Skills	6/22/2021
DeBrae, Edward James	Bookstore Associate	Book Store	6/27/2021

TRANSFERS/CHANGE IN STATUS:

Name	Position	Department	Effective Date
Kuretich, Pamela K	Event Coordinator	Community Service	6/1/2021
Schafer, Melissa Marie	HR Analyst	Human Resources	6/1/2021
Williams, Sabrina M	Part-time Instructor	Nursing	6/21/2021
Sanders, Susan K	Accounts Receivable	Business Office	6/30/2021
Jackson, Chris M	Part-time Instructor	Social Science	6/30/2021
Faust, Cheryl L	HUB Specialist	HUB	6/30/2021
Markell, Dawn A	Part-time Instructor	Health and PE	6/30/2021

SEPARATIONS/RETIREMENTS:

Name	Position	Department	Term Date
Church, Genevieve Marie	On-Call Substitute	CDFS/ HeadStart	6/1/2021
Hamilton, Jessica Abigail	On-Call Substitute	CDFS/ HeadStart	6/1/2021
Marroquin, Rosa H	On-Call Substitute	CDFS/ HeadStart	6/2/2021
Lai Thang, Lily	On-Call Substitute	CDFS/ HeadStart	6/2/2021
Lopez, Irma	On-Call Substitute	CDFS/ HeadStart	6/2/2021
Sheikh, Lula A	On-Call Substitute	CDFS/ HeadStart	6/3/2021
Higuera, Vanessa	On-Call Substitute	CDFS/ HeadStart	6/3/2021
Anikeyev, Olga G	On-Call Substitute	CDFS/ HeadStart	6/5/2021
Horta, Jazmin D	On-Call Substitute	CDFS/ HeadStart	6/8/2021
Dryden, Andrew S	Full-time Faculty	Engineering	6/12/2021
Corgiat, Marie C	Part-time Instructor	Community Education	6/14/2021
Kissinger, Marylin Kay	Part-time Instructor	Early Childhood Education	6/15/2021
Riggs, Maureen R	Part-time Instructor	Community Education	6/16/2021
Tubbs, Nancy K	Part-time Instructor	Community Education	6/16/2021
Rees, Monica S	Part-time Instructor	Community Education	6/16/2021
Stephenson, Robert Ellis	Lab Technician	Applied Technology	6/17/2021
Thomas, Dallin Mark	Lab Technician	Applied Technology	6/17/2021
Clark, Joanna Marie	EHS Assoc Teacher	CDFS/ Head Start	6/18/2021
Lake, Holly Tien	Office Assistant	Nursing	6/21/2021
Siegel, Emily Michelle	Bookstore Associate	Book Store	6/22/2021
Morser, Linda Diane	Bookstore Associate	Book Store	6/29/2021
Neil, Eileen J	Library Technician	Library	6/30/2021
Bakes, Janet A	Full-time Faculty	Health Professions	6/30/2021
Corrie, Pamela G	Executive Director	CDFS/ HeadStart	6/30/2021
Dalton, Dixie Lee	Part-time Instructor	Workforce	6/30/2021
Stom, Vickie L	Executive Assistant	Instructional Services	6/30/2021
Richardson, Grace J	Full-time Faculty	Reading	6/30/2021
Cunningham, Eunice	Part-time Instructor	Adult Basic Education	6/30/2021

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *July 21, 2021*

ITEM TITLE: 3.1e

CONTACT PERSON: *Jennifer DeMent, Vice President, Finance & Administration*

SUBJECT: MONTHLY FINANCIAL REPORT

This report reflects 2020/21 activity through the month of May.

Revenues:

MHCC's General Fund operations are funded in FY 2020/21 45% ($33M) from the State, 33% ($24M) from tuition and fees, 20% ($14M) from property taxes, and 2% ($1M) from other revenues.

- State support revenue is received quarterly in August, October, January, and April. The 8th quarter payment of the biennium is recorded in June, and received in July. The amount budgeted for 2020-2021 reflects Mt. Hood's estimated share of the biennial state support amount of $641 million. However, the College's 2020-21 actual distribution was reduced by $779,000 (2.4%) due to the distribution formula, including changes in enrollments and property tax receipts across all community colleges.

- Property tax revenue is distributed from counties monthly, with the largest payments received in November and December. Our year-end forecast of actual property tax distributions is slightly less ($640,000, 4.5%) than budgeted.

- Summer term tuition and fee revenues closed 4.9% ($101,991) above expected budget projections. Summer term enrollment in tuition-bearing classes increased by 4.5% (+17 students) compared to 2019/20. Combined tuition and fee revenue year to date is -1.6% ($328,624) below this time last year. Fall term and Winter term enrollment was originally forecasted to be flat compared to the prior year. However, actual enrollment in tuition-bearing classes declined -19.2% (-305 students) in Fall term [1] and -16.8% (-226 students)

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[1] Because the start of Fall term classes was delayed one week due to inclement weather, the enrollment decline percentage has been adjusted to reflect a more accurate comparison to prior year's actual enrollment at the same week.

in Winter term over the prior year. Current enrollment information also indicates a decline for Spring term of 1.4% (-14 students) over the prior year[2].

Tuition & Course Fee Revenue (in thousands)

Term	Actual	Budgeted
SUMMER	$2,150	$2,048
FALL	$6,795	$7,316
WINTER	$5,822	$6,500
SPRING	$5,298	$6,082
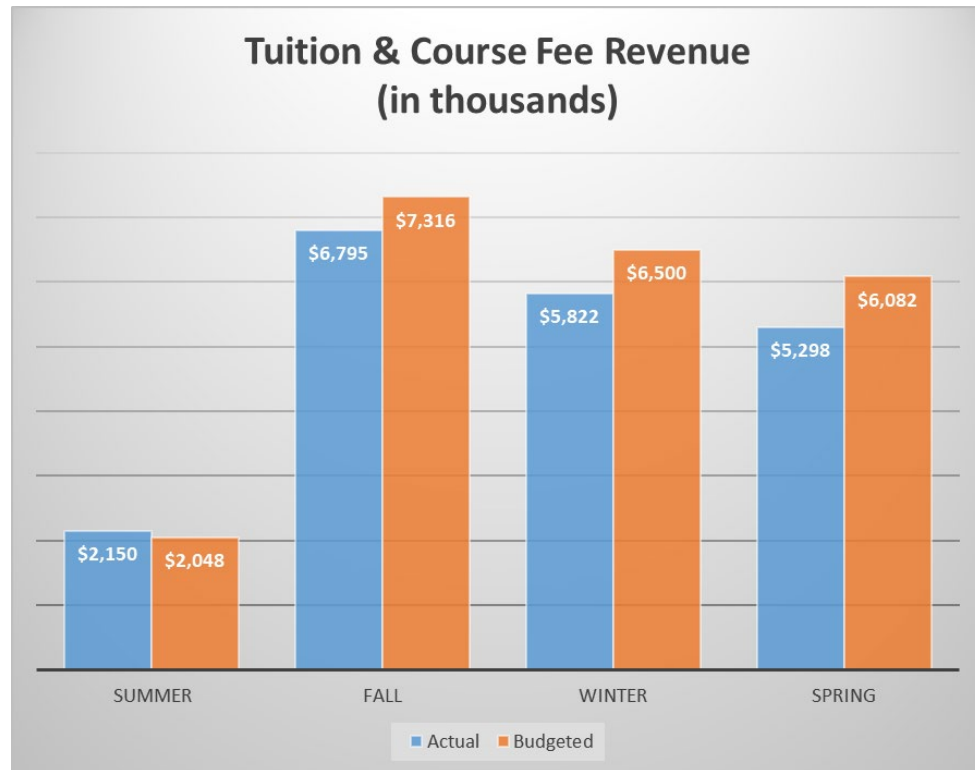
Expenditures:

As of May 31, year-to-date expenditures are $2,910,558 (5%) below this time last year; however, they meet budget expectations. If expenditures occurred equally throughout the year, there would be 8% of the budget remaining. As an educational institution, the majority of costs are incurred between September and June.

- Salaries are not paid evenly over the year because most full-time faculty, who comprise about 50% of total salary expense, work ten months and are paid over twelve months. Therefore, three months of faculty salary will be recorded in June. Extra-teach is calculated and paid in June as well. Budget amounts include step increases, cost of living increases, and longevity for eligible employees.

- Fringe and tax costs are paid based on a percentage of salary so the percentage of budget remaining is similar to salaries, as expected.

- Debt Service is paid according to a prescribed schedule, with payments occurring in December and June.

- Transfers to other Funds includes budgeted amounts of $87,292 for aquatic center support and $400 thousand for facilities capital projects.

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[2] Final enrollment numbers for each term are measured at the close of the third week of each term.

Reserves:

The 2019/20 year-end reflects an increase in reserves by approximately $530 thousand, bringing total reserves to $9.5 million. This amount represents approximately 46 days in General Fund operating expenses.

MT. HOOD COMMUNITY COLLEGE DISTRICT
General Fund Financial Report
Fiscal Year 2020/21
As of May 31, 2021

	Actual Year to Date May 2019	Actual Year to Date May 2020	Actual Year to Date May 2021	$ / % Increase (decrease) over prior year		Amended Budget 2020-21	Percentage of Budget Remaining
Beginning Fund Balance	10,603,330	9,027,630	9,557,976	530,346	5.9%	7,515,453	
Revenues							
State Support	21,170,215	32,437,777	24,098,110	(8,339,667)	-25.7%	32,785,468	26%
Property Taxes	12,964,598	12,935,704	13,675,057	739,353	5.7%	14,319,753	5%
Tuition and Fees	23,258,628	21,864,820	21,883,985	19,165	0.1%	23,973,824	9%
Federal Grants	-	-	225,516	225,516	100.0%	-	
Other Revenues	893,860	801,199	361,273	(439,926)	-54.9%	1,434,588	75%
TOTAL REVENUES	58,287,301	68,039,501	60,243,942	(7,795,559)	-11.5%	72,513,633	17%
Expenditures							
Salaries	31,725,260	31,459,432	30,188,607	(1,270,825)	-4.0%	38,955,444	23%
Health Care	5,624,888	6,100,592	5,702,786	(397,806)	-6.5%	6,129,695	7%
Fringe/Taxes	9,550,436	11,246,966	11,126,144	(120,822)	-1.1%	13,985,440	20%
Personnel Subtotal:	*46,900,584*	*48,806,990*	*47,017,537*	*(1,789,453)*	*-3.7%*	*59,070,579*	*20%*
Materials & Supplies	6,772,533	6,457,027	5,771,265	(685,762)	-10.6%	9,624,123	40%
Grants in Aid/Tuition Waivers	910,775	816,887	856,852	39,965	4.9%	1,045,602	18%
Debt Service	2,308,825	2,271,825	2,409,225	137,400	6.0%	2,409,225	0%
Transfers to Other Funds	675,000	1,100,000	487,292	(612,708)	-55.7%	487,292	0%
TOTAL EXPENDITURES	57,567,717	59,452,728	56,542,171	(2,910,558)	-4.9%	72,636,821	22%
Rev Greater (Less) Than Exp	719,584	8,586,772	3,701,771	(4,885,001)	-56.9%	(123,188)	
Beginning Fund Balance	10,603,330	9,027,630	9,557,976			7,515,453	
Ending Fund Balance						7,392,265	
As a percentage of expenditures						*10%*	

GLOSSARY

Revenues:

State Support includes funds received through the Community College Support Fund allocated to each of the 17 community colleges in Oregon. Funding allocations are based on student full-time equivalent (SFTE) and a growth management component. The amount budgeted for 2020-2021 reflects Mt. Hood's estimated share of the biennial state support amount of $641 million. MHCC is currently allocated approximately 10% of the state total.

Property Taxes include current and prior year taxes assessed at a permanent rate of .4917 per $1,000 of assessed value for Multnomah, Clackamas and Hood River Counties. Current year property taxes are a component in the community college revenue allocation formula for State Support.

Tuition and Fees include all tuition, course fees, and instructional service fees. Tuition for 2020/21 is $118.00 per credit hour recorded in the General Fund. A technology fee of $6.50 per credit hour and an Associated Student Government (ASG) fee of $4.25 per credit hour are in addition to the tuition rate and recorded in separate funds. A College Service Fee of $49 per term is also assessed to students registered for a minimum of one credit. An Access Fee of $39 per term is also assessed to students registered for a minimum of two credits. Students that became eligible for the tuition pledge in 2015/16, 2016/17, or 2017/18 will continue paying the tuition rate in effect when they began, provided they continue to meet eligibility criteria. New students beginning in 2018/19 will not be eligible for the tuition pledge at that rate and will be subject to any future tuition increases. Other Revenues include rental charges, interest earnings, and grant and foundation indirect cost recoveries and sales revenue.

Expenditures:

Salaries consist of the wages and salaries paid to all employees from all employee groups.

Health Care consists of the employer-paid portion of medical, dental, and vision insurance premiums.

Fringe/Taxes are all other employer-paid fringe costs and include PERS (26.8%), Social Security (6.2%), Early Retirement (3.5%), Medicare (1.45%) and Long-term disability, life, workers compensation and unemployment insurance and tax-sheltered annuity payments (combined 1.2%).

Materials & Supplies consists of all non-personnel costs such as supplies, repair of equipment, printing and photocopying, contracted services, travel, and capital outlays.

Grants in Aid/Tuition Waivers include tuition and fee waivers for students as established by board policy, as well as staff tuition waivers as established by collective bargaining agreements.

Debt Service consists of principal and interest payments on general long-term debt.

Transfers to Other Funds represents the required general fund match for the federal financial aid programs and transfers from the general fund for facilities capital projects.

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *July 21, 2021*

ITEM TITLE: **3.1f**

CONTACT PERSON: *Josi Kisa, Executive Director, Child Development & Family Support Programs*

SUBJECT: MONTHLY HEAD START REPORT

<div align="center">

Mt. Hood Community College Head Start Program Report
Head Start/Early Head Start News from the Director
June 2021

</div>

News:

<u>Improve student success:</u>
Part year program site staff prepared and distributed the last of packets for children and families to utilize at home as our part year programs closed for the summer. Our year round programs continue to provide services to children and families. We currently have 5 year round sites open throughout the summer.

<u>Increase excellence in operations:</u>
Our IT department has been working diligently to clean, repair and update the technology used by our program staff at our sites and administrative offices. Additionally, they supported program sites by assisting with collecting program issued devices from families.

Dr. Kisa and the interim Fiscal Coordinator attended a three-day training covering the Uniform Guidance regulations (2 CFR Part 200 Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards). This training is essential in helping to ensure that our program remains in compliance as we carry out activities using grant funds.

Enrollment Report for June 2021

This report shows the number of children enrolled in Head Start and Early Head Start. The Head Start Act 642(d)(2) requires a report of program enrollment periodically to the Policy Council and the Board.

Este informe muestra el número de niños matriculados en Head Start y Early Head Start. La Ley de Head Start 642 (d) (2), requiere un informe periódicamente de la inscripción en el programa a Policy Council y a la Directiva.

В этом рапорте показано также количество детей в Head Start и Early Head Start. Акт 642(d)(2) требует периодические рапорты о количестве обслуживаемых детей для подачи в Совет Стратегии и в Совет Директоров.

Head Start Funded Enrollment: **913**

Head Start Actual Enrollment: **640**

Waitlist 21/22: **89**

Early Head Start Funded Enrollment: **186**

Early Head Start Actual Enrollment: **186**

Early Head Start Expansion Actual Enrollment: **23**

Waitlist 21/22: **36**

CCP funded enrollment **86**
Actual enrollment - **56**

Average Daily Attendance by Head Start or Early Head Start Center 2020-21

This report shows the average daily attendance for each Head Start and Early Head Start Site. The Head Start Performance Standards state sites should maintain an average attendance of at least 85%. When the average daily attendance falls below 85%, the program must analyze the reasons. The Head Start Act 642(d)(2) requires the program to report this monthly to the Policy Council and the Board.

Este informe muestra el promedio de asistencia diaria en cada Centro de Head Start y Early Head Start. El Desempeño de las Normas de Funcionamiento de Head Start manifiesta que los Centros deben mantener un promedio de asistencia de al menos el 85%. Cuando el promedio de asistencia diaria baja del 85%, el programa debe analizar las razones. La Ley de Head Start 462(d)(2) requiere que el programa de un informe mensualmente a Policy Council y a la Directiva.

В этом же рапорте показана средняя дневная посещаемость по центрам в Head Start и Early Head Start. Стандарты Head Start требуют поддерживать среднюю посещаемость не ниже 85 %. Если средняя дневная посещаемость падает ниже 85% время бить тревогу и искать причину, тот же Акт 642(d)(2) требует ежемесячных рапортов в Совет Стратегии и в Совет Директоров

Average Daily Attendance Head Start
May

Center	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Cascade Crossing	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
David Douglas High School	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Davis	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Division	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Earl Boyles	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Early Childhood Center	0%	0%	0%	83%	73%	78%	90%	89%	79%	82%	91%		83%
Fairview	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Gateway	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Gethsemane	0%	0%	0%	80%	85%	100%	95%	93%	69%	85%	88%		87%
Gresham United Methodist	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Hazelwood	0%	71%	0%	86%	82%	64%	66%	66%	82%	73%	58%		72%
Kelly Place	0%	0%	0%	0%	0%	0%	100%	73%	68%	85%	74%		80%

Center	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Knott	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Lincoln Park	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Mt. Hood	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
North Powellhurst	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Rockwood 181	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Rockwood Stark	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Russellville	0%	82%	0%	86%	74%	87%	87%	88%	92%	84%	82%		85%
Sunrise	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Troutdale	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%0%	0%		
Program ADA	**0%**	**77%**	**0%**	**84%**	**78%**	**82%**	**88%**	**82%**	**78%**	**82%**	**79%**	**0%**	**81%**

Average Daily Attendance for Early Head Start

Center	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Division	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Earl Boyles	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Early Childhood Center	0%	0%	0%	0%	90%	75%	77 %	70%	78%	84%	91%		81%
Gethsemane (2 EHS, 6 BP)	0%	0%	0%	53%	67%	95%	n/r^	85%	78%	90%	100%		81%
Hazelwood	0%	90%	0%	90%	85%	n/a%	84%	89%	74%	83%	89%		85%
Rockwood Stark	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Russellville	0%	88%	0%	96%	83%	89%	87%	85%	79%	75%	71%		84%
Troutdale	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Willow Tree	0%	0%	0%	93%	56%	64%	82%	81%	87%	89%	90%		80%
Program ADA	**0%**	**89%**	**0%**	**83%**	**76%**	**40%**	**83%**	**82%**	**79%**	**84%**	**88%**	**0%**	**82%**

*in-person services closed this month

^ attendance not submitted this month

Average Daily Attendance for Early Head Start Child Care Partnerships

Center	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
David Douglas High School	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	NR*		N/A
Discovery Garden Child Care	70%	70%	65%	79%	94%	85%	54%	33%	63%	65%	53%		67%
Gresham High School			0%	0%	0%	0%	0%	0%	0%	0%	NR*		N/A
KinderCare	78%	62%	78%	88%	82%	75%	89%	72%	83%	90%	79%		80%
Little Friend's Day School	61%	85%	92%	75%	95%	99%	93%	92%	90%	85%	83%		86%
Love Bugs	74%	0%	0%	67%	56%	60%	76%	81%	77%	70%	70%		68%
Love Bugs Too	43%	56%	89%	81%	72%	82%	79%	98%	88%	88%	87%		78%
Melody's Munchkins	70%	45%	16%	93%	89%	86%	85%	94%	100 %	93%	95%		79%
Pixie Child Care	65%	69%	55%	Nr*	65%	56%	28%	42%	61%	52%	84%		58%
Reynolds Learning Academy	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	NR*		
Program ADA	**66%**	**64%**	**65%**	**80%**	**79%**	**78%**	**72%**	**73%**	**80%**	**78%**	**79%**	**0%**	**74%**

*NR = Not Reported

Mt. Hood Community College Head Start Financial Report

The Head Start Financial Report will be provided on a quarterly basis. The Financial Report for May, June and July will be provided in the August report.

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *July 21, 2021*

ITEM TITLE: **3.1g**

CONTACT PERSON: *Corey Sippel, Manager, Risk, Environmental Health & Safety*

SUBJECT: **COVID-19 ACTIVITY REPORT**

The COVID-19 Concern Report is a daily monitoring log and reporting tool. The tracked metrics provide a source of information to the Mt Hood Community College Board of Directors and the district's stakeholders regarding:

- The number of COVID-19 related reports submitted to the college;
- A quantified rate of responsiveness to these concerns;
- The number of outstanding/open concerns requiring closure; and
- Differentiate internal and external cases and concerns (outbreak tracking) and comments from the Institutional Effectiveness Council.

The top two reporting areas are external reporting metrics to show fluctuations in COVID-19 activity occurring on campus. The third bullet is an internal metric to help guide the needs and resources required to mitigate outstanding concerns to an appropriate and amicable resolution.

Date	Number of COVID-19 Concerns Reported (External)	Number of COVID-19 Concerns Addressed (External)	Number of COVID-19 Concerns Open (Internal)
December 1, 2020-December15, 2020	22	22	0
December 16, 2020-December 31, 2020	1	1	1
January 1, 2021-January 15, 2021	9	9	0
January 16, 2021-January 31, 2021	5	5	0
February 1, 2021-February 15, 2021	3	3	0
February 16, 2021-February 28, 2021	1	1	0
March 1, 2021-March 15, 2021	1	1	0
March 16, 2021-March 31, 2021	3	3	0
April 1, 2021-April 15, 2021	7	7	0
April 16, 2021-April 30, 2021	6	6	0
May 1, 2021-May 15, 2021	6	6	0
May 16, 2021-May 31, 2021	1	1	0
June 1, 2021-June 15, 2021	0	0	0
June 16, 2021-June 31, 2021	0	0	0
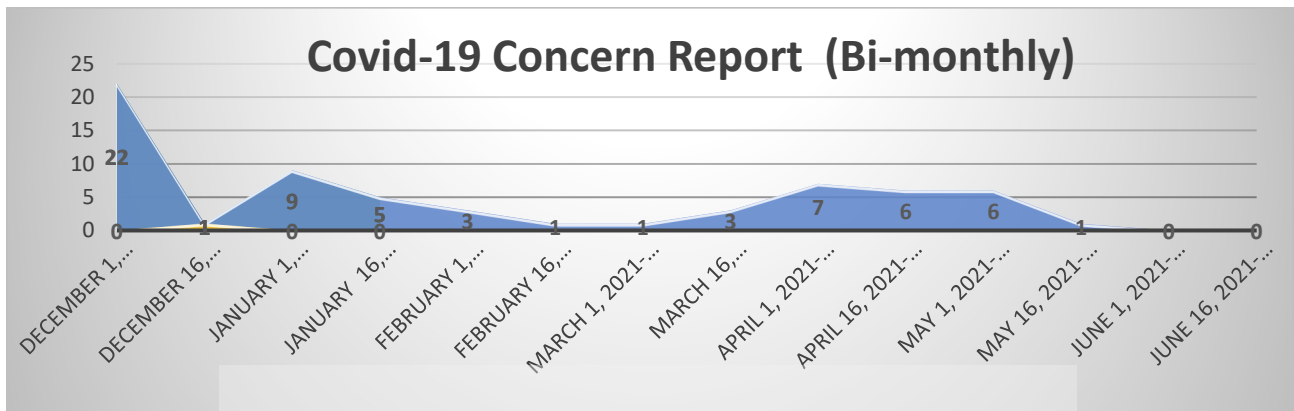
NOTES:

Site Control/outbreak information: MHCC has had **no** outbreaks on campus at this time.

Institutional Effectiveness Council: No recent updates.

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *July 21, 2021*

ITEM TITLE: **3.1h**

CONTACT PERSON: *Jennifer DeMent, Vice President, Finance & Administration*

SUBJECT: CONSIDERATION OF SELECTION OF INTELLECTUAL PROPERTY

Blackboard is a proprietary software exempt from procurement regulations under CCR.212. The administration recommends awarding a three-year price agreement to Blackboard for approximately $350,000 funded through the Information Technology fund.

Blackboard is the current standard learning management system (LMS) product. The contract expires in August, and College can save by signing a 3-year agreement instead of a year to year one. MHCC will be saving approximately $40,000 per year.

Blackboard is the tool MHCC uses for online, remote, and hybrid classes and to supplement traditional face-to-face classes

RECOMMENDATION:

Administration recommends approval of Blackboard to provide learning management system software to MHCC.

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *July 21, 2021*

ITEM TITLE: 3.1i

CONTACT PERSON: *Jennifer DeMent, Vice President, Finance & Administration*

SUBJECT: BUDGET CALENDAR FOR 2021-2022 BUDGET

July 2021 - June 2022

July

S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	Board appoints budget officer; approve budget calendar, ORS 294.331
18	19	20	21	22	23	24	Board & President Goal Setting
25	26	27	28	29	30	31	

August

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

September

S	M	T	W	T	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			

October

S	M	T	W	T	F	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

November

S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	Board enrollment update & budget impact
28	29	30					

December

S	M	T	W	T	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	Board review prior year results and approve audit
19	20	21	22	23	24	25	
26	27	28	29	30	31		

January

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

February

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	Review budget assumptions with board
27	28						

March

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	Public notice website- Budget committee meeting ORS 294.426
20	21	22	23	24	25	26	Board approves Tuition & Fees
27	28	29	30	31			Public notice newspaper- Budget committee meeting ORS 294.426

April

S	M	T	W	T	F	S	
					1	2	Budget Committee receives proposed budget ORS 294.40
3	4	5	6	7	8	9	Public notice website- Budget committee meeting ORS 294.426
10	11	12	13	14	15	16	Public notice newspaper- Budget committee meeting ORS 294.426
17	18	19	20	21	22	23	Budget Committee Meeting: Approve budget, levy taxes.
24	25	26	27	28	29	30	

May

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	Submit approved budget to TSCC –as soon as it is compiled (by May 15th)
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	Public notice website – Budget hearing ORS 294.448
29	30	31					Public notice newspaper - Budget hearing ORS 294.448

June

S	M	T	W	T	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	TSCC Budget Hearing ORS 294.453
12	13	14	15	16	17	18	Adoption of budget by Board of Education ORS 294.456
19	20	21	22	23	24	25	File adopted budget with TSCC by July 15th
26	27	28	29	30			Certify levy with assessor's office ORS 294.458

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *July 21, 2021*

ITEM TITLE: **3.1j**

CONTACT PERSON: *Jennifer DeMent, Vice President, Finance & Administration*

SUBJECT: APPOINTMENT OF BUDGET OFFICER FOR 2022-2023 BUDGET

The first step in the budget process is the appointment of the budget officer. The Budget Officer, appointed by the board, is responsible for preparing the budget calendar, the proposed budget document and publishing the notices of Budget Committee meetings.

In accordance with ORS 294.331, which directs the college "to designate a budget officer for the district who shall supervise the preparation of the annual school budget," administration recommends the appointment of Jennifer DeMent as the 2022-2023 budget officer.

RECOMMENDATION:

To approve the appointment of Jennifer DeMent as the budget officer for the 2022-2023 budget, in accordance with ORS 294.331.

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *July 21, 2021*

ITEM TITLE: 3.1k

CONTACT PERSON: *Jennifer DeMent, Vice President, Finance & Administration*

SUBJECT: RESOLULTION TO INCREASE BUDGETED APPROPRIATIONS

Whereas, on June 16, 2021, the Board of Education of Mt. Hood Community College District adopted the 2021-22 budget and made appropriations; and whereas the Board approved the sale of pension obligation funds, under specific, ideal circumstances, after the board budget committee approved the budget for 2021/2022. Subsequently, the district received an estimate of its unfunded actuarial liability for pension costs from the PERS actuarial, providing an accurate estimate of the pension bond amounts to issue. The expenditure limitations in ORS 294.338 (4) subsection (1) do not apply to the expenditure during the current year or current budget period of the proceeds of the sale of the following bonds, as defined in ORS 287A.001, or to the expenditure during the current year or current budget period of other funds to pay debt service on those bonds: (a) Bonds that are issued under ORS 287A.150 and for which the referral period described in ORS 287A.150 ended after the preparation of the budget of the current year or current budget period.

Pension Bond Fund resources will consist of an amount in debt proceeds sufficient to pay the related expenditures, including $600,000 in materials and services for the cost of issuance and $60,000,000 in personnel services for pension expense payable directly to Oregon PERS.

RESOLUTION MAKING APPROPRIATIONS
Be it resolved, that the amounts for the fiscal year beginning July 1, 2021 and for the purposes shown below are now hereby appropriated:

ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *July 21, 2021*

ITEM TITLE: 3.2

CONTACT PERSON: *John Hamblin, Vice President, Student Development*
Jennifer DeMent, Vice President, Finance and Administration
Traci Simmons, Associate Vice President, Diversity, Equity, and Inclusion

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SUBJECT: STUDENT BASIC NEEDS BUDGET TRANSFER REQUEST – RESOLUTION TO TRANSFER BUDGETED APPROPRIATIONS

Whereas, on June 16, 2021, the Board of Education of Mt. Hood Community College District adopted the fiscal year 2021-22 budget and made appropriations; and whereas the budget amounts appropriated for the fiscal year beginning July 1, 2021, are in excess of actual needs in certain appropriation categories and not sufficient to accommodate actual in others.

Whereas Mt. Hood Community College District has determined that it is necessary to make the following transfers between appropriation categories for the fiscal year beginning July 1, 2021, therefore, BE IT RESOLVED that on July 21, 2021, the Board of Education hereby transfers the following amounts between appropriation categories of funds as delineated below for the fiscal year beginning July 1, 2021.

It is requested to transfer the appropriated budget from General fund (01) Contingency to General fund (01) Student Services, in the amount of $135,000 to fund a Student Basic Needs Manager.

General Fund (01)	Adopted Budget June 2021	Transfer	Amended Budget
Function			
Instruction	32,400,762.00		32,400,762.00
Instructional Support	10,668,059.00		10,668,059.00
Student Services	7,293,232.00	135,000.00	7,428,232.00
Community Services	111,155.00		111,155.00
College Support Services	16,126,718.00		16,126,718.00
Plant Operations and Maintenance	5,605,019.00		5,605,019.00
Plant Additions	360,000.00		360,000.00
Debt Service			-
Financial Aid	1,045,602.00		1,045,602.00
Transfers	687,292.00		687,292.00
Contingency	7,823,650.00	(135,000.00)	7,688,650.00
Total Appropriations	82,121,489.00	-	82,121,489.00
Unappropriated Fund Balance	1,673,563.00		1,673,563.00
Total Budget	83,795,052.00	-	83,795,052.00

General Fund (01)	Adopted Budget June 2021	Transfer	Amended Budget
Object			
Personnel Services	60,496,284.00	135,000.00	60,631,284.00
Materials & Services	9,217,384.00		9,217,384.00
Capital Improvements	360,000.00		360,000.00
Debt Service	2,491,277.00		2,491,277.00
Grants in Aid	1,045,602.00		1,045,602.00
Transfers	687,292.00		687,292.00
Contingency	7,823,650.00	(135,000.00)	7,688,650.00
Total Appropriations	82,121,489.00	-	82,121,489.00
Unappropriated Fund Balance	1,673,563.00	-	1,673,563.00
Total Budget	83,795,052.00	-	83,795,052.00

DECISION-MAKING FRAMEWORK ACTION ITEM TEMPLATE
Format and areas for consideration when bringing items to President's Cabinet and the Board

Title: Funding to institutionalize Student Basic Needs programming at MHCC

Contact: John Hamblin, Traci Simons

Recommendation: Approve the transfer request to fund a student basic needs program manager.

Background {the problem we are trying to address, the key considerations}:

Financial Considerations: The College anticipates receiving state support above budgeted resources and would like to invest some of these funds in student basic needs programming. Full year-one costs are estimated at $384,000, and the balance of funding will come from Higher Education Emergency Relief Funds and State funds for a student benefits coordinator. Funding the manager position will demonstrate our investment in this programming and is equivalent to 35% of the costs. The proposal calls for increased general fund allocations over the next five years, which will be requested as part of future budget cycles.

Alternatives: As mentioned several times in this proposal, the alternatives considered were to continue staffing this with our current staff, which at a minimum will provide less than consistent supports and resources. This proposal memorializes the importance of this work and provides students with consistency in the supports and access to resources they need.

Alignment with strategic plan and goals: As outlined in this proposal, this work is at the core of what we do to support student success, advance DEI, strengthen community engagement, and through streamlining this work, increase excellence in operations. This work is currently being assessed and reviewed by our team and will continue to provide value in our ability to plan from what we learn through providing supports to our diverse community and student body.

Analysis: After over a year of providing Student Basic Needs through several offices. The challenges with providing this level of support in a sustainable manner is needed. Currently we have divided the work among several staff both full time and part time. This has proven to be a challenge given many of the individuals supporting this work already have a full-time job with the college. As the college begins planning to re-open, we can count on student needs will continue to grow and may see considerable growth in the coming year due to students returning to in-person instruction and services. Additionally, this could be significant with many federal unemployment benefits ending in the upcoming months.

Equity

Race and Intersectionality

> {Who are the racial/ethnic and underserved groups affected? What is the potential impact of the decision, resource allocation, and/or strategic investment to these groups? What is the racial makeup of the decision-makers?}

Students in need of basic necessities span the spectrum of difference. This includes Black, Indigenous, and other students of color, students with disabilities, students from under-resourced communities, students in pre-college programs, students for whom English is not their first language, students who are parents and/or providers for their families, and students experiencing housing and food insecurities, etc. The racial identities are as diverse as their myriad other identities.

The potential impact on making a long-term strategic investment in student basic needs includes improved retention, persistence, and completion. Students who lack their basic needs often make the difficult decision to stop-out of school to work or find other options for making ends meet. This decision has long-term impacts on whether a student will return and/or complete a post-secondary educational goal and has broader impacts for the economic viability of their community and family. Standing in the gap for student basic needs is the equity issue of our time.

The makeup of the current Student Basic Needs Response Team, President's cabinet, and the Board of Education is racially diverse and representative of the students we seek to serve.

Challenge the Dominant Culture/Status Quo

> {How does the proposed policy, decision, program, and/or practice challenge the way we have addressed the issue in the past? What barriers (institutional, structural, intrapersonal, interpersonal) may exist that could hinder implementation? Is the college committed to prioritize, publicize, and sustain these efforts?}

This proposed action, providing general funds to support student basic needs, is challenging the status quo in a critical way. In the past, our college has relied on temporary funding, grant funding, and small-scaled under-resourced programs to stand in the gap for student basic needs. This work has been a precursor to the direction the college is currently taking and should be recognized. At the same time, relying on temporary funding, grant funding, and other limited resources has not had a scalable impact on our students, as we have never been able to fully meet the immense need.

There are some barriers to be addressed in the way forward. We will need to strategically work to span the different silos of work regarding the areas that have been stewards of the work in the past. Siloing of responsibility may still happen (i.e., food pantry, First Generation Student Success

Grant, etc.), but all folks involved will need to understand that the work will move forward in the best way with broad support and shared vision to be most effective.

The college has for some time been committed to this work and will need to continue prioritizing, publicizing, and sustaining these student basic needs initiatives. The main impetus for allocating general funds for student basic needs is to serve this purpose.

Commitment to Social Justice

> {What is the potential impact on eliminating any existing opportunity or outcome gaps? Might the decision being made ignore or worsen existing disparities or produce other unintended consequences? How could these impacts be mitigated? How does the policy, decision, program, practice build community capacity and power in communities most affected by inequities?}

The impact on eliminating existing opportunity or outcome gaps is tremendous. In our student basic needs work this past year, we saw and heard from many students who were supported. They collectively shared how much the resources they were able to tap into impacted their ability to stay in school and be successful. Many were one barrier away from stopping out, and our responsive practices helped them be retained. As we think about the college's retention plans and strategic enrollment management, providing student basic needs is a concerted effort to eliminate outcome gaps.

There is no evidence that providing general funds to support student basic needs could worsen existing disparities or produce negative unintended consequences. There could be positive unintended consequences, however, such as, high positive regard for the college, students continuing their education beyond MHCC, additional support coming to the college to bolster programming given the institutional commitment (matching funds).

The decision to use general funds to support student basic needs will build institutional capacity for responsiveness and student engagement, retention, persistence, and completion. When the gap is filled for student basic needs, students can complete their educational goals, be economically empowered and that has a positive impact on community health and development.

Including the voices of those most impacted

> {Have we solicited and received input from students and others closest to the issue? How are we meaningfully including or excluding people who are affected? Is there stakeholder support or opposition to the proposal, and if so, why? What process will we use to check back in with the stakeholders as part of a feedback loop?}

Part of our work this year on student basic needs included student representatives throughout the entire process (Colin Kazu Lewis, and Val Howard Johnson). In addition, we have regularly

checked in with students receiving support from the initiatives and were provided overwhelmingly positive feedback about our services and the provision of resources. We have also collected qualitative data about retention and success of the students who participated and received support from the student basic needs response team. There is broad stakeholder support, as all folks involved in the student basic needs response team participated in developing a way forward. Leadership under this new model will be very strategic in creating a collaborative, cohesive, shared vision for the work to continue acknowledging and celebrating the positive impacts on students. We will continue to elevate the voices of students and those central to the work for future design and development.

Using Data to Inform

{What baseline data do you have, and how will you utilize quantitative and qualitative data to measure impact on non-dominant groups? How will you use data to modify or enhance your strategies to achieve the intended outcomes?}

Baseline data:

Real College Survey 2020 and 2021 (both national and MHCC specific)
Center for Community College Entering Student Engagement Covid Survey
Student Basic Needs Response Team Participant Survey
Student Basic Needs Response Team Qualitative Data

We will continue assessing the program needs, designing for inclusion, and evaluating program outcomes both qualitative and quantitative to make sure that we are experiencing the desired impact of responsiveness to student needs, and improved retention, persistence, and completion.

People *{impact of recommendation}*

1. Students: this work is entirely focused on student needs and will be directed toward student groups that are most vulnerable. We anticipate that the outcomes of this unit will increase student persistence, retention, and completion. The new unit will also be home to Basic Needs Ambassadors, a peer mentor-based program of student leaders & student volunteers to provide student-to-student connections and supports related to basic needs.
2. Employees: as this unit is implemented there will be dedicated staff to triage student needs. We also believe that the work of this unit will create an enhanced and coordinated system of all wraparound support services. Ultimately, institutionalizing this work has the potential to positively impact student success and retention.

3. Community: this work increases our capacity to work in partnership with our educational partners such as, High Schools, WSI, WorkSource, IRCO, DHS, and faith-based organizations. This can also increase our capacity to partner around grants in addition to designing seamless referral systems between agencies.

Resources: *{resources needed to implement, specify commitment timeframe}*

1.   Financial *{5 year projected costs, source of funds}*
    The request is to hire a program director to begin institutionalizing efforts. Year one salary and benefit costs are projected to be $135,000, and the total five year costs for the director are projected to be $737,000.

    Dept/area/division integration: all divisions, departments, and areas will need to support the communication efforts of this unit. Areas most impacted by the coordination and collaboration of this unit's efforts, should have one representative on the advisory team (TRIO, AVID, ABS, Veteran Services, Transitions/Transiciones, Student Union, and Student Success Programs.)
2. Time: This proposal would establish dedicated positions/staff meaning the work would be built-in to their position descriptions as essential duties.
3. Physical: Currently, the Student Union has absorbed the physical storing of products (e.g., loaner laptops, WiFi hotspot devices, and Barney's Food Pantry items). The products, aside from staff and student activity, have outgrown the space with limitations on acquiring new and returned inventory. Recommended physical sites to house staff, programming/activities, and products include the west-side of the Student Services Hub, the Student Union, a redesign of the Jazz Café, a repurposing of the Bookstore, or elsewhere. Year One (2021-22) would be focused on assessing and identifying a space to build into a Basic Needs Center.

Compliance *{legal requirements and/or considerations}*

Communications: Continuation of communication at the All Staff Update and ongoing internal and external marketing, deans and directors.

Support: This work and the establishment of this unit needs to be institutionalized. We recommend that the following groups we involved in with communications and policy development: Instructional Administrators, Deans, Instructional Services, President's Council, Board, Student Development, Facilities, Fiscal Services, and the associations.