



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *September 21, 2022*

ITEM TITLE: 7.1c

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

SUBJECT: APPROVAL OF MINUTES – August 24, 2022

Session 1069

A meeting of the Mt. Hood Community College District Board of Education was held on August 24, 2022, with an Executive (Closed) Session at 11:00 am in the Board Room, and a Board Retreat at 1:00 pm held in the Board Room at Mt. Hood Community College, 26000 SE Stark Street, Gresham, Oregon, and via Zoom.

1.0 EXECUTIVE (CLOSED) SESSION

The board convened in a closed executive 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.

Members present: Andrew Speer, board chair, Diane McKeel, board vice chair, Annette Mattson, Diane Noriega, Marie Teune

Speer called the executive closed session to order at 11:00 a.m.

2.0 PRESIDENT'S EVALUATION

The board discussed and prepared the President's evaluation.

3.0 ADJOURN EXECUTIVE (CLOSED) SESSION

The executive session was adjourned at 12:35 p.m.

4.0 BOARD RETREAT / CALL TO ORDER

Members present: Andrew Speer, board chair, Diane McKeel, board vice chair, Annette Mattson, Diane Noriega, Marie Teune, Kenney Polson



Additional Attendees: Lisa Skari, president, Sergey Shepelov, associate vice president, Data, Assessment and Institutional Effectiveness

Speer called the board retreat to order at 1:05 p.m.

5.0 BUSINESS

Skari recognized Annette Mattson for her service as board chair last year and presented her with a bouquet of flowers and a plaque.

5.1 Board Business

a) Annual Ethics Affirmation

Board members reviewed and signed the MHCC Ethical Code of Conduct document for 2022-2023. A copy of the Ethical Code of Conduct is attached to the minutes.

b) Board Agreements

Board members reviewed the MHCC Board Agreements. There were no changes made to the agreements. A copy of the MHCC Board Agreements is attached to the minutes.

c) Board Committees

Board members reviewed and discussed the list of board committees and board liaison roles for 2022-2023. Board members noted their preferences to serve on board committees and liaison roles as follows:

- Budget and Finance Committee: Diane Noriega
- Community Engagement Committee: Marie Teune, Diane McKeel
- Audit Committee Board Liaison: Diane Noriega, Andrew Speer
- Head Start Board Liaison: Marie Teune
- MHCC Foundation Board Liaison: Diane McKeel
- OCCA Board Liaison: Andrew Speer
- OSBA Board Liaison: Annette Mattson
- Distinguished Teaching Awards Committee: Marie Teune, Kenney Polson
- Outstanding Support Staff Awards Committee: Kenney Polson
- Foundation Scholarship Review: Diane McKeel, Andrew Speer

Speer will review the list of board committee and liaison role preferences and follow up with board members once the list is finalized. A copy of the Board Committee and Liaison Role list is attached to the minutes.



d) Meeting Schedule

The board reviewed the board calendar for board meetings in 2022-2023 and discussed the frequency and need of board work sessions. The board discussed keeping the current board work sessions on the calendar and to review the need for a work session prior to each month. The board work sessions will be held via Zoom. A copy of the board calendar for 2022-2023 is attached to the minutes.

5.2 Board Review

a) Self-Evaluation

The board reviewed and discussed the Board Self Evaluation Summary and Self Evaluation Raw Data for 2022. Board members discussed the evaluation scores for the following categories: board organization, policy role, community relations, policy direction, board-CEO relations, standards for operations, institutional performance, board leadership, advocating for college, and board education. The board discussed factors that contributed to their success, what can be replicated, and what improvements the board can make this year. A copy of the Board Self Evaluation Summary is attached to the minutes.

5.3 Strategic Plan

a) Values

Skari led a discussion about the six values included in the new strategic plan and their use in decision making.

- Accessibility
- Equity
- Innovation
- Learning
- Quality
- Support

Skari led an activity to develop clarity and shared understanding around the six values. Board members shared their thoughts on each value by writing a response to the following statements and placing their answers on a group poster for each value:

1. Write one sentence to describe what this value means to the board
2. Provide examples of how the board has practiced this value or has committed to this value
3. Provide examples of where the board has not addressed this value or has not communicated this value



The board took a 14-minute break between the Values exercise and the presentation on Metrics and Reporting.

b) Metrics and Reporting

Shepelov provided a presentation on the following Key Performance Indicators:

- Student Success Indicators: completion, retention, credit accumulation rate
- Student Learning Indicators: core learning outcomes.
- Community Indicators: valued by the community, high school intake rate.
- Diversity, Equity, and Inclusion Indicators: employee diversity (data was from fall 2021), and student diversity

A copy of the Key Performance Indicators presentation is attached to the minutes. Skari shared an example of the MHCC Unit Planning metrics dashboard that departments use to complete their annual goals, objectives, and tactics each year.

c) Community Relations

Speer led a discussion about the board's role in engaging with the community and participating in community activities. Questions the board discussed were:

- Where does the board need to focus their engagement in the coming year?
- How do we use/modify our past strategy around community engagement?
- What is the board's role in the public roll out of the strategic plan?

Skari stated the strategic plan is tentatively scheduled to kick off to the general public in January 2023, and proposed creating specific goals and targets to complete by a specific end date (i.e. June 30, 2023), such as identifying how many presentations the board would like to make or how many specific groups the board would like to engage with this year. The board discussed having specific talking points about the strategic plan to share at community meetings, and to include some of the major milestones and helpful information that is produced quarterly. It was also suggested to have a resource sheet that has all the statistics about MHCC (i.e., number of students, programs offered at MHCC, programs available for all ages and stages of a person's career development), and includes the top three things that board members can share that quarter. Skari shared that in her communications to the community about MHCC (i.e., who we are and what we stand for in the community), she has focused on three areas: student-centered, equity-minded, and career-focused. Skari stated she



would send to board members once a month three things the board can communicate out to community members.

Speer led a discussion on what the board's focus should be for community engagement activity this year. The board discussed continuing the focus from last year and to make presentations to the K12 School District Board meetings and to City Council meetings.

6.0 ADJOURNMENT

The board retreat was adjourned at 4:20 p.m.

Clerk

Board Chair

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

Public Official Overview

<https://www.oregon.gov/ogec/Pages/public-officials.aspx>

The provisions in Oregon Government Ethics law restrict some choices, decisions or actions of a public official. The restrictions placed on public officials are different than those placed on private citizens because service in a public office is a public trust and the provisions in [ORS Chapter 244](#) were enacted to provide one safeguard for that trust.

Public officials must know that they are held personally responsible for complying with the provisions in Oregon Government Ethics law. This means that each public official must make a personal judgement in deciding such matters as the use of official position for financial gain, what gifts are appropriate to accept, when to disclose the nature of conflicts of interest, and the employment of relatives or household members. If a public official fails to comply with the operative statutes, a violation cannot be dismissed by placing the blame on the public official's government employer or the governing body represented by the public official.

Ethical Code of Conduct

On December 15, 2021, the MHCC Board of Education adopted [Board Policy 2715](#): Code of Ethics/Standards of Practice. As an elected public official, I acknowledge that I am subject to compliance with Oregon Government Ethics law as set forth in ORS Chapter 244, and as a member of the MHCC Board of Education, I am responsible to:

- Act only in the best interests of the entire community.
- Ensure public input into board deliberations; adhering to the law and spirit of the open meeting laws and regulations.
- Prevent conflicts of interest and the perception of conflicts of interest.
- Exercise authority only as a Board.
- Use appropriate channels of communication.
- Respect others; acting with civility.
- Be informed about the college(s), educational issues, and responsibilities of Board membership.
- Devote adequate time to board work, including preparing for Board deliberations by reviewing the agenda and materials prior to meetings.
- Maintain confidentiality of executive sessions.

I hereby affirm adherence to the Code of Ethics as stated in [Board Policy 2715](#) and Oregon Government Ethics law as set forth in [ORS Chapter 244](#).

MHCC Board Member: _____
Print Name

Board Member Signature

Date



Mt. Hood Community College Board of Education Agreements

While the board and president are guided by governing documents, we also subscribe to the following guiding principles in our work.

The board and the president commit to:

- Attending meetings, work sessions and retreats
- Being prepared for meetings, work sessions, and retreats
- Being informed on issues under consideration
- Being engaged in board activities and discussions
- Assessing our performance
- Continuous learning and continuous improvement
- Focusing on student success
- Listening to and engaging stakeholders and constituents, and meeting them where they are
- Seeking clarity in our work
- Building trust
- Being transparent and inclusive in our decision-making
- Respecting others
- Collaborating and working as a team
- No surprises

The board members commit to:

- Supporting the work of the president
- Maintaining a focus on policy, not operations
- Acting as a unit, and standing together after a decision is made
- Sending complaints about the president to the board chair
- Sending complaints and information requests about the college to the president and board chair

The president commits to:

- Supporting the work of the board
- Sending relevant board information to all board members
- Standing with the board after a decision is made
- Sharing concerns/complaints about board members with the board chair

**MHCC BOARD OF EDUCATION
BOARD COMMITTEES & LIAISONS
2022-2023**

Board Committees – Board member chairs committee; work centers on activities of the Board.

Budget and Finance:

Board members attend meetings in the spring to set budget priorities and review the college's proposed budget before submitting to the Tax Supervising and Conservation Commission (TSCC).

Committee chair meets with the Vice President of Administration and Finance at least quarterly to review the college's budget status.

Community Engagement:

Board members track their community involvement related to the college, and report action monthly to the Executive Assistant to the Board.

Committee chair meets with the MHCC Board Chair and Vice Chair to develop strategies for board engagement in the community.

Board members take part in specific outreach efforts, including attending meetings and events.

Board Liaisons – Board member(s) participates by sharing information; the organization is responsible for the work.

Audit Committee:

Attend two meetings per year with the external auditors; provide proactive oversight for the financial compliance reporting, and risk management processes and disclosure by thoroughly reviewing the audit report; limit two board members per committee.

Head Start:

Attend two Head Start Policy Council meetings during the year; speak at one Head Start staff meeting; participate in Head Start self-assessment; provide Head Start information to MHCC Board.

MHCC Foundation:

Attend regular MHCC Foundation board meetings and share Board of Education information; attend Foundation events including the annual auction; provide MHCC Foundation information to MHCC Board.

Oregon Community College Association (OCCA):

Attend regular OCCA board meetings, typically held October, November, February, and May; consult with MHCC Board members on relevant OCCA topics and represent MHCC on the OCCA Board; provide OCCA information to MHCC Board; advocate for legislation in support of the college, by meeting with, emailing or calling legislators.

Oregon School Board Association (OSBA):

Consult with MHCC Board members on relevant OSBA topics; organize board voting for OSBA directors and policy items; provide OSBA information to MHCC Board.

Volunteers - Optional opportunities for board members to participate on college committees; college is responsible for the work.

Distinguished Teaching Awards Committee: *Review nominations during spring term and make recommendations as part of the committee; limit two board members per committee.*

Outstanding Support Staff Awards Committee: *Review nominations during spring term and make recommendations as part of the committee; limit two board members per committee.*

Foundation Scholarship Review: *Using an online platform, read and evaluate student applications for Foundation scholarships during spring term; no limit on board member participation.*

MHCC Board of Education Calendar 2022-2023

Date	Time	Activity
July 13, 2022	6:30 pm	Regular Meeting
August 18, 2022	4:00 pm	Special Board Meeting
August 24, 2022	11:00 am 1:00 pm – 5:00 pm	Executive (Closed) Session Board Retreat
September 21, 2022	5:00 pm 6:30 pm	Executive (Closed) Session Regular Meeting
October 5, 2022	6:00 pm	Work Session
October 19, 2022	6:30 pm	Regular Meeting
November 16, 2022	6:30 pm	Regular Meeting
December 14, 2022	6:30 pm	Regular Meeting
January 4, 2023	6:00 pm	Work Session
January 18, 2023	6:30 pm	Regular Meeting
February 1, 2023	6:00 pm	Work Session
February 15, 2023	6:30 pm	Regular Meeting
February TBD, 2023	TBD	Board Retreat
March 1, 2023	6:00 pm	Work Session
March 15, 2023	6:30 pm	Regular Meeting
April 5, 2023	6:00 pm 7:00 pm	Budget Committee Work Session
April 19, 2023	6:00 pm 6:30 pm	Budget Committee Regular Meeting
May 3, 2023	6:00 pm	Work Session
May 17, 2023	6:30 pm	Regular Meeting
June 7, 2023	6:00 pm	Work Session
June 17, 2023	10:00 am	Commencement
June 21, 2023	6:30 pm 7:30 pm	TSCC Budget Hearing Regular Meeting

Board of Education Self-Evaluation

		2017-18		2018-19		2019-20		2020-21		2021-22		
		AVG SCORE		AVG SCORE		AVG SCORE		AVG SCORE		AVG SCORE		
		Evaluation Self Board		Evaluation Self Board		Evaluation Self Board		Evaluation Of Self Of Board		Evaluation Of Board		
		4.2 3.71		4.26 3.86		3.86 3.86		3.65 3.45		4.39		Overall Mean Score
Board Organization												
1.1	4.33	4.00	4.17	3.83	3.86	3.57	3.50	3.33	4.29	The board operates as a unit.		
1.2	4.50	3.50	4.33	4.00	3.71	3.57	3.33	3.17	4.57	Board members make decisions after thorough discussion and exploration of many perspectives.		
1.3	4.80	4.50	4.67	4.50	4.43	3.71	3.33	3.33	4.57	Board meetings are conducted in an orderly, efficient manner that allows for sufficient discussion.		
1.4	4.40	3.67	4.17	4.00	3.14	3.14	2.50	2.50	3.86	The board has adequate input into the planning of meeting agendas.		
Policy Role												
2.1	3.60	3.00	4.17	3.83	3.57	3.71	3.00	3.50	5.00	The board assures a systemic, comprehensive review of board policies and the procedures that implement them.		
2.2	4.40	3.60	4.33	3.83	4.29	3.86	3.83	3.50	4.71	The board has clarified the difference between its policy role and the role of the CEO and staff.		
2.3	4.60	3.33	4.50	4.33	3.00	3.57	3.83	3.67	4.43	The policy-making process is clear, public, and inclusive.		
2.4	4.00	2.83	4.17	3.83	3.00	3.43	2.83	2.83	4.00	The board seeks community input in developing policies that affect the community at large.		
Community Relations												
3.1	4.00	3.67	4.17	3.50	3.57	3.57	3.67	3.17	3.71	The board is knowledgeable about the community and regional needs and expectations.		
3.2	3.60	3.17	3.83	3.33	3.29	3.14	2.67	2.33	3.57	The board has strategies involving the community in discussion of issues that impact the community.		
3.3	4.40	4.00	4.67	4.50	3.57	3.29	3.50	3.33	4.71	The board has protocols for dealing with the citizens and the media.		

3.4	3.60	3.33	4.00	3.83	3.14	3.71	3.67	3.33	4.17	Where appropriate, the board assists in developing educational partnerships with community agencies, businesses, and local government.
Policy Direction										
4.1	3.60	3.17	4.20	4.00	4.29	4.14	4.00	3.67	4.57	The board is appropriately involved in defining the vision, mission and goals.
4.2	4.00	3.50	3.67	3.33	3.29	3.29	3.00	2.83	4.14	The board spends sufficient time discussing the future direction of the college.
4.3	4.00	3.50	3.83	3.17	3.57	3.71	3.17	3.17	4.43	The board regularly reviews the mission and purposes of the institution.
4.4	4.00	3.83	3.83	3.67	4.29	4.00	4.00	3.67	4.71	The board annually sets priorities in conjunction with the CEO.
4.5	4.60	4.33	4.00	3.60	3.14	3.71	3.50	3.33	4.43	The board requires long-range strategic planning.
Board-CEO Relations										
5.1	3.40	3.00	4.50	4.33	4.43	4.00	3.82	3.67	4.86	The climate of mutual trust and respect exists between the board and CEO.
5.2	3.60	3.17	4.00	3.50	4.00	3.86	3.17	3.70	4.29	The board sets clear expectations for the CEO.
5.3	3.00	2.50	3.50	3.33	3.86	3.86	3.50	3.00	4.71	The board effectively evaluates the CEO.
5.4	3.40	3.33	4.00	3.33	3.71	4.00	3.17	2.83	4.57	The board has clear protocols for communicating with staff that include the CEO.
5.5	4.40	4.33	4.50	3.83	4.57	4.00	4.00	3.83	4.57	The board clearly delegates the administration of the college to the CEO.
Standards for Operations										
6.1	4.40	3.33	4.83	4.17	4.29	4.14	4.17	4.00	4.71	The board understands the fiscal condition of the college.
6.2	4.20	3.50	4.00	4.00	4.14	4.14	3.83	3.50	4.57	The board assures the budget reflects college priorities in the mission and goals.
6.3	3.60	2.83	3.83	3.50	3.57	4.00	2.83	2.83	4.43	College policies adequately address parameters regarding safety and security.
6.4	4.20	4.17	4.17	4.33	4.14	3.86	4.50	4.17	4.86	Board policies adequately address parameters for fiscal management that meet audit standards.
Institutional Performance										
7.1	4.20	2.83	3.33	2.80	3.29	3.57	3.00	3.00	3.86	The board requires the college to regularly evaluate program effectiveness.

7.2	3.40	2.83	3.00	2.60	3.00	3.14	2.67	2.67	3.71	The board adequately monitors the impact the college has on the community.
7.3	3.80	3.00	3.83	3.20	3.71	3.71	3.17	3.50	4.29	The board is appropriately involved in the accreditation process.
7.4	4.00	3.67	3.50	3.40	2.71	3.29	3.33	3.33	4.29	The board reviews accountability reports to state and federal agencies.
Board Leadership										
8.1	4.60	3.67	4.67	3.83	4.29	4.00	3.50	3.67	4.71	The board understands its roles and responsibilities.
8.2	4.60	4.17	4.83	4.33	4.71	4.29	4.17	3.83	4.86	The board adheres to a code of ethics or standards of practice.
8.3	4.60	4.17	4.33	3.67	3.57	3.86	3.00	2.83	4.43	Board members work together as a team to accomplish the work of the board.
8.4	4.80	3.50	4.33	3.67	3.86	4.14	3.33	3.17	4.57	Board members are prepared for board meetings.
8.5	4.20	4.00	4.50	4.00	4.00	4.00	3.67	3.50	4.71	Through its behavior, the board sets a positive example for the CEO and other employees.
8.6	4.20	3.67	3.67	3.67	3.29	3.43	2.50	2.67	3.86	The board actively encourages creativity and innovation.
8.7	4.40	4.17	4.67	4.17	4.43	4.29	4.00	4.33	4.43	The board is willing to take a stand for what it believes is right for students and the community.
8.8	4.00	4.00	4.50	4.17	4.00	3.86	3.33	3.33	4.00	The board works to build positive relationships with all stakeholders.
Advocating for College										
9.1	4.20	3.50	4.50	4.00	3.86	4.00	3.67	3.83	4.43	Board members are knowledgeable about the college's history, mission, and values.
9.2	4.40	3.67	4.33	3.83	4.57	4.43	3.67	4.00	4.86	Board members support the college by attending various events.
9.3	4.20	3.33	4.50	3.83	3.86	3.86	3.50	3.33	3.86	The board helps educate the local community about college needs and issues.
9.4	4.00	3.50	4.50	3.83	3.57	3.86	3.50	3.17	4.00	Board members are knowledgeable about state laws and regulations.
9.5	4.20	3.67	4.50	4.00	3.86	3.86	3.67	3.83	4.29	The board works to secure adequate public funding.
9.6	4.80	4.17	4.67	4.00	4.71	4.29	4.33	3.83	4.86	The board actively supports the college's foundation and fundraising efforts.
Board Education										

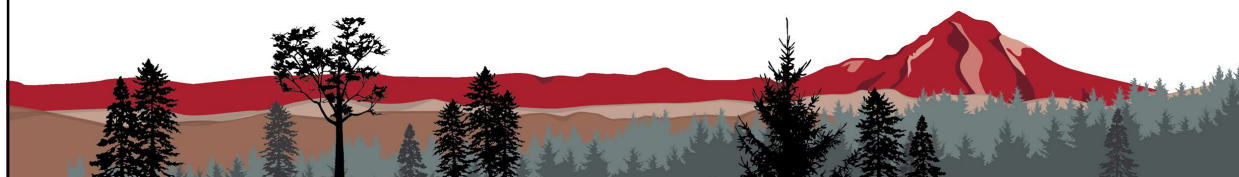
10	4.40	4.50	4.17	4.33	4.14	4.29	3.67	3.83	4.86	New members receive an orientation to the board and the institution.
10	3.40	3.17	3.67	3.33	3.29	3.29	2.83	3.17	4.43	The board has an ongoing program of board development.
10	4.20	4.00	4.50	3.50	3.71	4.00	3.50	3.50	4.14	The board is knowledgeable about major social and economic trends and issues that affect the college.
10	4.00	3.67	3.67	3.00	4.14	4.00	3.17	3.17	4.00	Information requested by and provided to the board members does not put an undue burden on staff.
11	3.20	3.17	3.33	3.00	4.00	3.57	3.50	3.17	4.14	The board self-evaluation process provides useful information on board performance.

Key Performance Indicators

August 2022

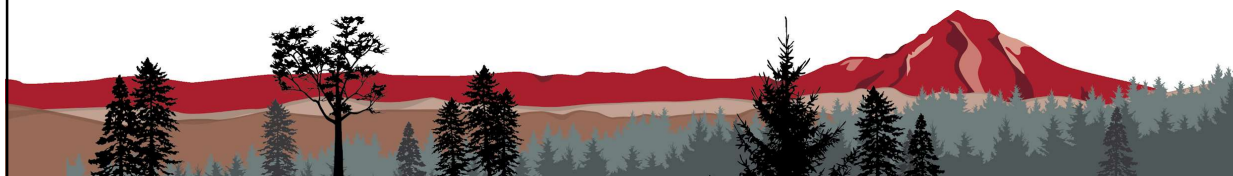



Groups of Indicators	Details
Student Success Indicators	Completion, Retention, Credit Accumulation
Student Learning Indicators	Core Outcomes, Program Outcomes
Community Engagement Indicators	Valued by Community, High School In-Take Rate
Diversity, Equity, and Inclusion	Employee and Student Diversity



Student Success Indicators:



Indicator	Description	Disaggregation	Target
Completion	Students' completion rate six years after enrollment	Race, Gender, Age group, Pell status, FT/PT status, College Readiness	Increase six-year completion to 40% by 2027 (Fall 2021: 32%)
Retention	Fall to Fall Retention adjusted for students who continued their education elsewhere		Increase fall-to-fall retention rate to 70% by 2027 (Fall 2021: 55.7%)
Credit Accumulation Rate	Proportion of students that are progressing toward credential completion.		Increase percentage of students earning 23 credits in the first year of study to 40% by 2027 (Fall 2021: 33%)





Analytics & Institutional Research

Student Success Indicators

Current KPI and Goal

34%

Six-Year Outcomes

37%

71%

FA to WI Retention

74%

33%

23+ Credits 1st Year

35%

By Year, %

Year	2016	2017	2018	2019
38	34	33	34	

Year	2016	2017	2018	2019
72	72	73	71	

Year	2016	2017	2018	2019
34	34	35	33	

Cohort Size

Year	Students
2019	2970
2018	3174
2017	3138
2016	3219
Total	12501

Year	Students
2019	2638
2018	2755
2017	3059
2016	2500
Total	10952

Year	Students
2019	2638
2018	2755
2017	3059
2016	2500
Total	10952

Filters

[Show Filter Panel](#)

Disaggregation

[Main](#)

[Age](#)

[Gender](#)

[Race](#)

[Full/Part Time](#)

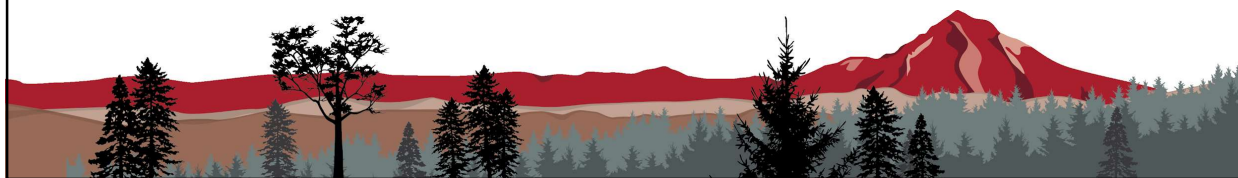
[Pell](#)

[College Readiness](#)

[Peer Colleges](#)

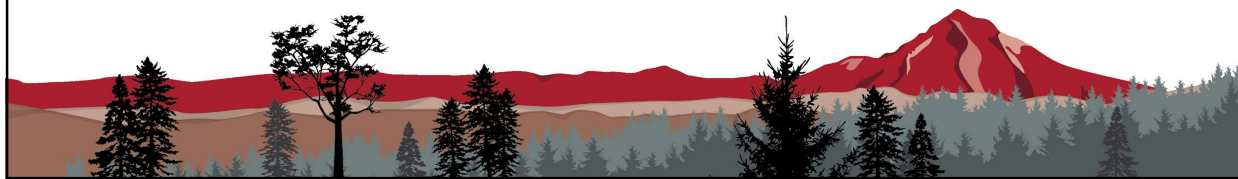
Student Learning Indicators:

Indicator	Definition	Disaggregation	Targets:
Core Learning Outcomes	Percentage of reviewed artifacts of learning meeting predetermined threshold.	Race, Gender, Age group, Pell status, FT/PT status, College Readiness	Increase percentage of work meeting threshold to 80% (First assessment is planned in Winter and Spring 2023)



Community Indicators:

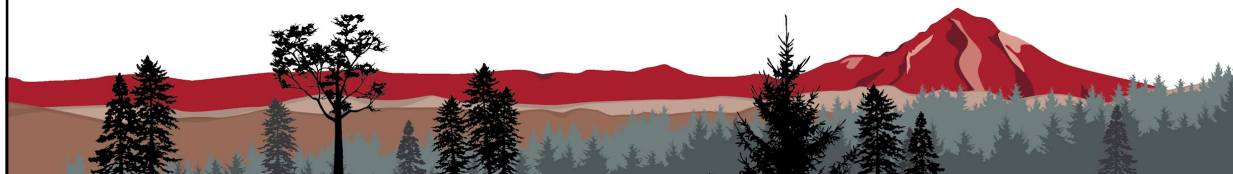
Valued by the Community	Percentage of community members who believe that MHCC is a good investment for the community. Conduct two question surveys annually.	Race, Gender, Age group, Local Business, High School seniors/parents, Advisory boards, community members	The question we used to ask: MHCC is a good steward of our taxpayer dollars. Increase percentage of community members who believe MHCC is a good steward of taxpayer dollars to 70% by 2027 (2019: 62%, 2016: 60%)
High School In-Take Rate	Percentage of in-district HS graduates transitioning to MHCC	Race, Gender	Increase percentage of in-district HS graduates transitioning to MHCC to 30% by 2027 (2021-22: 17.1%, pre-covid 2019-20:24.1%)



Diversity, Equity, and Inclusion







Indicator	Definition	Disaggregation	Targets:
Employees Diversity	Each employee group reflects diversity of MHCC district	Race	Increase diversity of each employee group to be within 5% of MHCC district by 2027.
Students Diversity	Student body reflects diversity of MHCC district	Race	Increase percentage of students of color to be at least 5% over MHCC district by 2027

FT Faculty		Mngmt/Conf		PT Faculty						District	
Asian	4%	Asian	2%	Asian	5%	Asian	5%	Asian	8%	Asian	8%
Black	2%	Black	11%	Black	3%	Black	3%	Black	4%	Black	5%
Hispanic	6%	Hispanic	15%	Hispanic	7%	Hispanic	10%	Hispanic	18%	Hispanic	16%
Multiracial	2%	Multiracial	6%	Multiracial	3%	Multiracial	3%	Multiracial	9%	Multiracial	6%
White	86%	White	66%	White	81%	White	71%	White	60%	White	63%
				Other	1%	Other	8%	Other	1%	Other	2%



MHCC Planning Pyramid



	Mission	Mission statement is a written declaration of the College's core purpose. Mission fulfillment is assessed by looking at all KPIs holistically.
	Vision	Vision statement is an aspirational description of the optimal desired future state what our College would like to achieve, a mental picture, of what we want to accomplish over time.
	Goals	Goals are broad statement of directions that directly result from mission, vision, and values. It's our blueprint that focuses our efforts and directs our resources. Goals are defined for the whole College in the Strategic Plan. Goals are assessed through Key Performance Indicators.
	Objectives	Objectives are broad statements of direction that create a bridge between goals and annual plans. They support overall vision and goals but break them down into manageable and actionable focus areas.
	Strategies	(Optional) If Goals are the "what", the strategies are the "how". They are specific projects, initiatives, processes, or policies designed to achieve objectives. Strategies are either defined in Master Plans (e.g. Strategic Enrollment Plan, Academic Master Plan, Facilities Plan, etc) or developed by Strategy Action Teams. There are developed collaboratively with all stakeholders and supported by managers providing staff and resources for implementation.
	Tactics	Tactics are specific actions units will take to meet MHCC objectives. Tactics are aligned with objectives and can be connected to common strategies.

Mission	Analytics & Institutional Research facilitates Transforming Lives and Building Communities by: Expanding Efficiency Endorsing Data Accuracy Enabling Purposeful Direction Empowering Informed Action Ensuring Timely Compliance	Vision	AIR is recognized as a center of excellence in leveraging information resources to provide leadership, best practices, quality service, accurate/appropriate data reporting and professional consulting related to data needs, process improvement, assessment and planning.
MHCC Goals			
MHCC Goals <input type="text" value="Increase excellence in operations"/>			
Objectives			
Assessment: MHCC stays engaged in systematic, comprehensive, and meaningful assessment. The process is outcome focused and aligns with the Strategic Plan. The results of assessment are actionable and always used to inform planning and budgeting. 9 Tactics			
Accreditation: MHCC demonstrates excellence in Institutional Effectiveness. MHCC meets NWCCU standards in assessment and planning. Faculty and staff fully understand accreditation requirements as it relates to their jobs. 4 Tactics			
Planning: MHCC is engaged in a comprehensive, systematic, data informed process that offers opportunity for all stakeholders' input. The process results in a set of clear, feasible, vertically and horizontally aligned goals, objectives, strategies and tactics that have accountable owners. Plans are easily available, regularly assessed, and updated in a timely manner. Additionally, plans include contingencies and guide resource allocation. 10 Tactics			
Data/Analytics/Research: AIR provides the right data, research and robust information, analyses and insight at the right time to the right people in the right form. Our analytics help achieve objectives, enables purposeful direction, empowers informed action, and ensures timely compliance. 14 Tactics			
Tactics			
7 Tactics			Responsible Person
Maintain Unit Planning system to ensure discovered bugs are fixed promptly, system disruptions are rare and whenever happen are fixed within four hours.			John Tran
Integrate Unit Self-Reflection into the planning system.			John Tran
Improve usability and function of planning system based on user feedback of 22-23 planning cycle. Implement Unit Planning software changes by August 2022.			Sergey Shepelov
To support the success of MHCC strategic planning, continue to develop online library of unit planning resources to support Unit Planning activities (best practices in planning-how to work on a plan, how to create a good tactic, how to engage employees, how to follow a plan), to be completed by October 2022.			Georgia Portuondo
In preparation for the 2023-24 unit planning cycle, update unit planning training materials based on user feedback, software changes, and system changes by October 2022.			Georgia Portuondo

Questions?

