



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 15, 2023*

ITEM TITLE: 4.1b

CONTACT PERSON: *Roxanne Richardson, Executive Assistant to the Board of Education*

SUBJECT: APPROVAL OF MINUTES – February 22, 2023

Session 1079

A meeting of the Mt. Hood Community College District Board of Education was held on February 22, 2023 with a Board Retreat at 1:00 p.m., held via Zoom.

1.0 CALL TO ORDER

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

Additional Attendees: Lisa Skari, president, Jennifer DeMent, vice president, Finance and Administration, Al Sigala, vice president, College Advancement, Traci Simmons, associate vice president, Diversity, Equity and Inclusion, Sergey Shepelov, associate vice president, Data, Assessment and Institutional Effectiveness

Andrew Speer called the board retreat to order at 1:08 p.m.

2.0 BUSINESS

2.1 Shared Equity Leadership

Traci Simmons did a follow-up presentation, to previous board trainings and discussions on Diversity, Equity, and Inclusion (DEI). Skari provided some DEI primer questions for the group to consider prior to the presentation. Simmons opened her presentation asking three questions:

1. What is next to continue moving this work forward at the board level?
2. What is possible?
3. How will you ensure from your fifty feet view that the equity-centered strategic plan is implemented?



Next, Simmons recommended the group look at performance indicators and then move to the framework for shared equity leadership.

Mattson stated the Board wants regular reports on their progress in these areas as they align with the strategic plan and that this work should be embedded and a continual focus so it does not get lost. She also discussed having more diversity within college faculty. Bentley asked about having a standard equity question, so that any program or department coming to the board with information, can be informed what their equity lens is and how it aligns with the strategic plan. She also mentioned having an evaluation tool for this information, prior to it even being brought before the Board. Noriega asked how we assess outcomes and make continual changes as things progress. Simmons followed these questions by presenting the Strategic Plan dashboard and performance indicators listed including:

1. Student Success Indicators – Completion, Retention, Credit Accumulation Rate
2. Student Learning Indicators – Core Learning Outcomes
3. Community Indicators – Valued by the Community, High School Intake Rate
4. Diversity, Equity, and Inclusion – Employees Diversity, Students Diversity

Simmons indicated that baseline data is missing and that the Board should be asking for this as a starting point for understanding and tracking. Mattson followed up asking how often this data is made available to the Board. Skari replied stating that as part of the Strategic Plan, data is to be turned in at the end of the year, which is when the numbers are audited and that the Board will receive a formal annual update, that focuses on the different performance indicators, during the summer retreat. This information is also shared with the community to keep them informed on how the college is progressing. Skari mentioned that she sometimes provides updates on enrollment and retention, both in her oral and written reports to the Board, and if they would like this to be done quarterly and in a more formal format she can do that upon request.

Simmons asked some important questions to move the conversation and work forward:

1. Does the community see us as a valuable part of the community?
2. What is the perception out there?
3. How are we supporting dual credit?
4. What does it look like for us to be more representative?
5. What is happening with outreach and recruitment practices and hiring and onboarding practices?
6. How are we shifting culture to make it more inclusive for people who are coming from different backgrounds, that have been historically excluded from higher education?
7. What does it look like to retain employees (policies around promotion, career growth, lateral transfers, and opportunities specifically for those who have been excluded)?



McKeel mentioned, as part of the Board's community outreach work, they could conduct surveys or gather comments that have been made regarding wants from the Board. and incorporate that feedback into their presentations. Mattson commented that many of the councils are still predominantly white and that it would be a good idea, in presentations, to discuss the college's shifting demographics in our communities.

Speer asked about tangible ideas that the group has that they can focus on for the remainder of the academic year and into the coming year. Skari commented that she would like the Board to think through some of the operational examples of things that can be done, that Simmons provided. If there are things that the Board would like to Skari do, she recommended to let her know, so she can work through them and help move some of those things forward.

Bentley asked how the board could encourage a cultural shift, not only on campus but a policy shift as well. Noriega followed up stating that the Board could do a campus climate survey in order to tap into the current college culture and obtain more information.

Speer asked what do we as a board and as a collective have as ideas to drive these outcomes for students. He stated the outcomes for students are impacted by the policies we create and then flow down throughout the organization and that racism is imbedded into institutions. He followed that by asking how can we think about decoupling and breaking apart those institutional racist behaviors and polices to then insight change for students. Speer challenged the group to bring a tangible idea, that is within the Boards sphere of influence and scope, for governance, to allow for a discussion on implementation.

Simmons noted that outside of the performance indicators, included within the Strategic Plan, there are other things that board members can be doing. She commented that four new board member positions are coming up (elections take place May 16, 2023) and this is the time to support other board members running and 1. If you are moving out of your board position, to assist in finding in a replacement candidate for your position, and 2. If you are continuing in your board position, to assess the work you are doing and make sure you have a presence in the community.

Simmons closed her presentation stating she will send the documents on Shared Equity Leadership to the Board, for future discussion on accountability at the board level.

This conversation and work will continue at the next Board Work Session on April 5, 2023.

A copy of the PowerPoint presentation is attached to the minutes.

2.2 Strategic Plan Metrics/ Monitoring



Sergey Shepelov presented on the college's Strategic Plan metrics and the monitoring of those metrics. He stated the Strategic Plan is made up of five goals and thirty objectives, so approximately five to seven objectives per goal. Currently these are all in different stages from planning, to implementation, to being completed. As a conversation opener, he asked the group what data would make them feel informed on the progress of the Strategic Plan implementation, so he can better target his work to what they would like to see. Speer commented saying he would like to see the individual objectives that are aligned with each goal and that he is also interested in the demographic data and retention of students that are already embedded as part of those goals. He specifically pointed out the demographics for faculty and staff. Shepelov commented that there is some work being done around faculty and staff demographics, which will be available within two weeks, but it is not part of the Strategic Plan Dashboard and that he would discuss that later in the presentation.

Shepelov introduced and went over the Strategic Plan Status dashboard, which provides up to date, detailed information, on each of the goals and their corresponding objectives. Information will be entered into the system monthly, but this may be adjusted to quarterly. The dashboard shows what phase the goals are in, their status, and the impact they have made. The goals can be looked at-a-glance, but also clicked on for more detailed information. He stated the demographic data for retention, is already available on the college's Key Performance (KPI) Student Success Dashboard, which includes diversity as a category. This dashboard measures the diversity of our students, college employees, and district. Both dashboards will be available for the public to view which will be very important for transparency and accountability purposes. Teune asked if the Strategic Planning dashboard team would be open to feedback on the dashboard. Shepelov responded saying that there will be discussion amongst different work groups on campus, but that they would not be soliciting feedback at this time from outside the college, but that this is an area that they need to consider.

A copy of the PowerPoint presentation is attached to the minutes.

2.3 Budget Development

Jennifer DeMent provided an update on tuition (including history and sensitivity analysis), and student cost of attendance, which was requested by the Board during a prior board meeting. DeMent worked alongside college financial aid staff, to come up with a four-year cost of attendance, which is for a full-time student (taking fifteen credit hours), attending three terms per year, who is paying rent or a mortgage, and not living with their parents.

2019-2023 Student Cost of Attendance Numbers:

- Accumulated budget increased \$3,033 over 4 years, or 15% compared to 2019-2020 in 2022-2023.
- Tuition and fees increased 4%, primarily because we didn't increase tuition for 2020-2021, books and supplies decreased 6% due to OER adoptions.



- Room and board increased 22%, which is the primary driving factor for the increase.

Tuition History

DeMent presented a ten-year history look back at tuition, which included tuition rates, increases, and student/ college fees. Three new fees were implemented in 2021-2022, which replaced and consolidated a bunch of fees resulting in one flat dollar amount per term.

- Instructional Access & Support Fee Replaced Online Learning Course Fee in 2020-2021
- College Service Fee Replaced per term College Service Fee in 2021-2022
- Security Access Fee Replaced per term College Access Fee in 2021-2022

Tuition Sensitivity Analysis

DeMent prepared a sensitivity analysis of changes to tuition rate, per credit for the presentation, and the results include:

- \$120 per credit (no change) -\$0-dollar impact to tuition revenue
- \$121 per credit (\$1 change)- \$147,936 impact to tuition revenue
- \$122 per credit (\$2 change)- \$295,871 impact to tuition revenue

If there are no increases, cuts will have to be made, and if there are small increases and not enough of an increase, that would result in increases needing to be even larger in future years to cover the deficit.

2023-2024 Current Budget

DeMent provided the current budget overview. Based on following assumptions:

- State Aid will increase 6.5%, based on GRB
 - Tuition will increase 2%
- Salaries and Health insurance will increase 3%
- PERS bond will increase 1.5%
 - Taxes and benefits will increase 0.4%
 - Materials & services will increase 2%
 - Grants in Aid will increase 2%
 - We will already be in deficit of \$6.5 million, and reducing ending fund balance to 7.5%
 - This is based on forecasted amounts. We are in the process of reviewing budget requests. We also have \$1.8 million in new fund requests, which require an accompanying equity lens decision making tool, which will guide decisions on any new funding requests

DeMent stated that the next step in the budget process is to come to the March 2023 board meeting with a request for tuition and fees, and April 2023, a proposed budget will be presented to the Board.



A copy of the PowerPoint presentation is attached to the minutes.

2.4 Legislative Strategy

Al Sigala provided a 2023 legislative strategy update, including what the college is doing.

The three priorities for Oregon community colleges are:

- Increase Community College Support Fund (CCSF)
- Increase Oregon Opportunity Grant (OOG)
- Bachelor of Science in Nursing (BSN)

Strategy:

- Legislative Visits - One on one visits with legislators, and attending Legislative Days March 8th and March 9th, 2023 (MHCC staff, Board members, and students will be in attendance).
- Career & Technical Education (CTE) -Throughout the month of February 2023, different community colleges throughout the state are featuring their CTE programs.
- Workforce Wednesdays – Every Wednesday at 12 pm noon different college programs are featured. MHCC has shared their Natural Resources Technology and Integrated Media programs. These program visits are recorded and made available to legislators who are not able to attend.
- Board Resolutions – A Board resolution was passed by the MHCC Board in support of what community colleges need out of the legislative session.
- Voter Voice App – Free app to assist individuals in communicating to legislatures, which can be downloaded at occa17.com. Additional resources can also be found at <https://occa17.com.advocacy-toolkit/>

Bills Affecting Community Colleges

Sigala discussed the following bills that could affect the college:

- Senate Bill's 122, 416, 424, 523
- House Bill's 2979, 2611, 2615, 3089

Mattson noted there is a presentation to the Higher Education Coordinating Commission (HECC) February 23, 2022, and Lisa Skari will be presenting, which was announced in the February 17th newsletter, and includes a link for a live stream to the presentation.

A copy of the presentation is attached to the minutes.

2.5 Community Engagement Plans

McKeel led a discussion and check-in on the Board's calendar for presentations to local city councils, Chambers, and the MHCC Foundation Board. Dates and presenters were reviewed for completeness, and some changes and updates were made:



- Al Sigala, March 21, 2023, will be presenting in place of Skari, alongside Speer and Bentley, to the City of Gresham.
- The date for the presentation to the MHCC Foundation Board was selected to be April 26, 2023.
- The Sandy Chamber of Commerce still has not provided information on a meeting date. Noriega will follow up to see if she can get this solidified.

Skari provided a update on the PowerPoint, phrasing, and script that will be used for the presentations.

2.6 Other Business

- a) Foundation Auction Update-McKeel provided an update on the foundation auction, the theme this year is “Onward and Upward.” Twenty-five tables are available, many of which have already been purchased, so she encouraged anyone wanting a table to do this right away. Auction items are also currently being accepted and should be submitted as soon as possible. There will be a live, in person auction, along with a silent auction online. Donations for the event will go to student scholarships.

3.0 ADJOURNMENT

The board retreat was adjourned at 4:27 p.m.

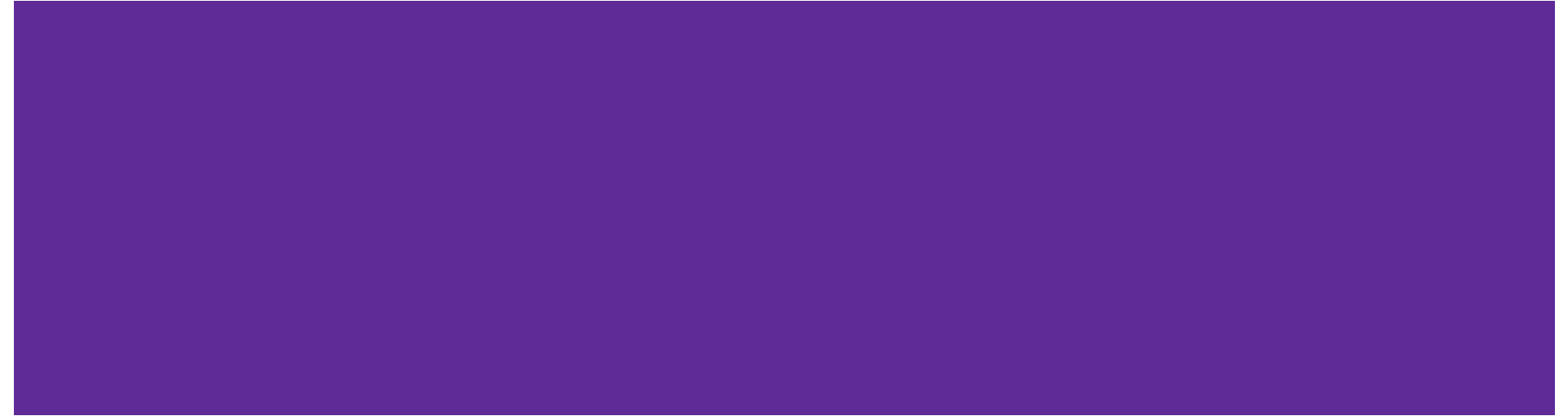
Clerk

Board Chair

Minutes recorded by Roxanne Richardson, Executive Assistant to the Board of Education.

Shared Equity Leadership

The Role of the Board of Education



Group Agreements

Be mindful

Stay engaged

Step Up, Step Back

Use 'I' statements

Consider impact vs. Intent

Be honest and vulnerable

Listen to understand

Avoid assuming the intent of others

Offer grace

Suspend blame, shame, guilt, fear,
and denial

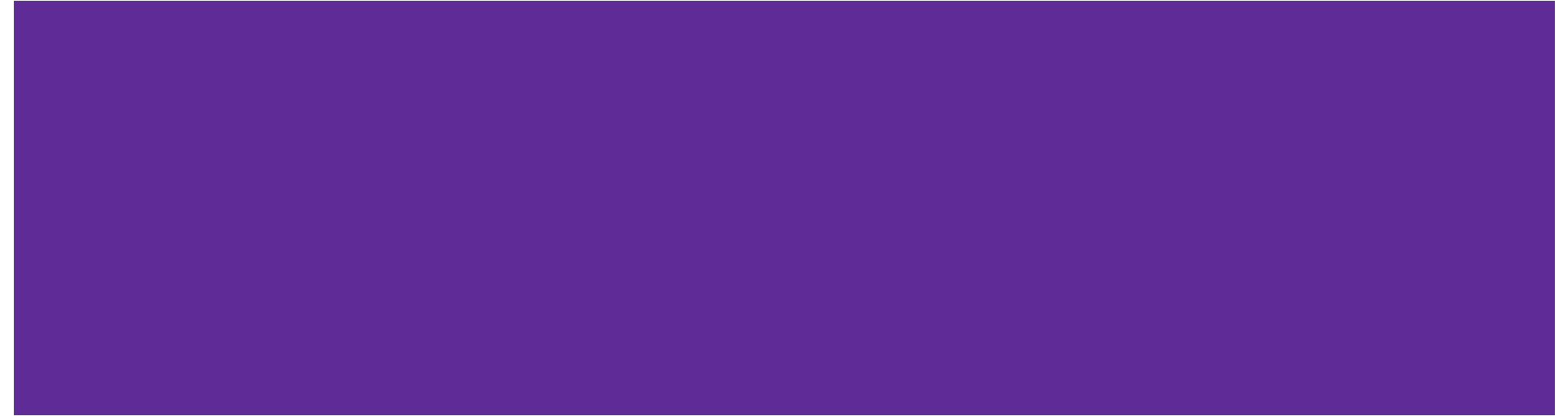
Confidentiality

Accept non-closure

Agenda

- DEI Definitions
- Defining the Role of the Board of Education in advancing DEI
- Retrospective: DEI work and the MHCC Board
- Brief Overview:
 - Framework of Shared Equity Leadership
 - Structure of Shared Equity Leadership
- Exploring what's possible

Definitions



Diversity



Diversity Considerations

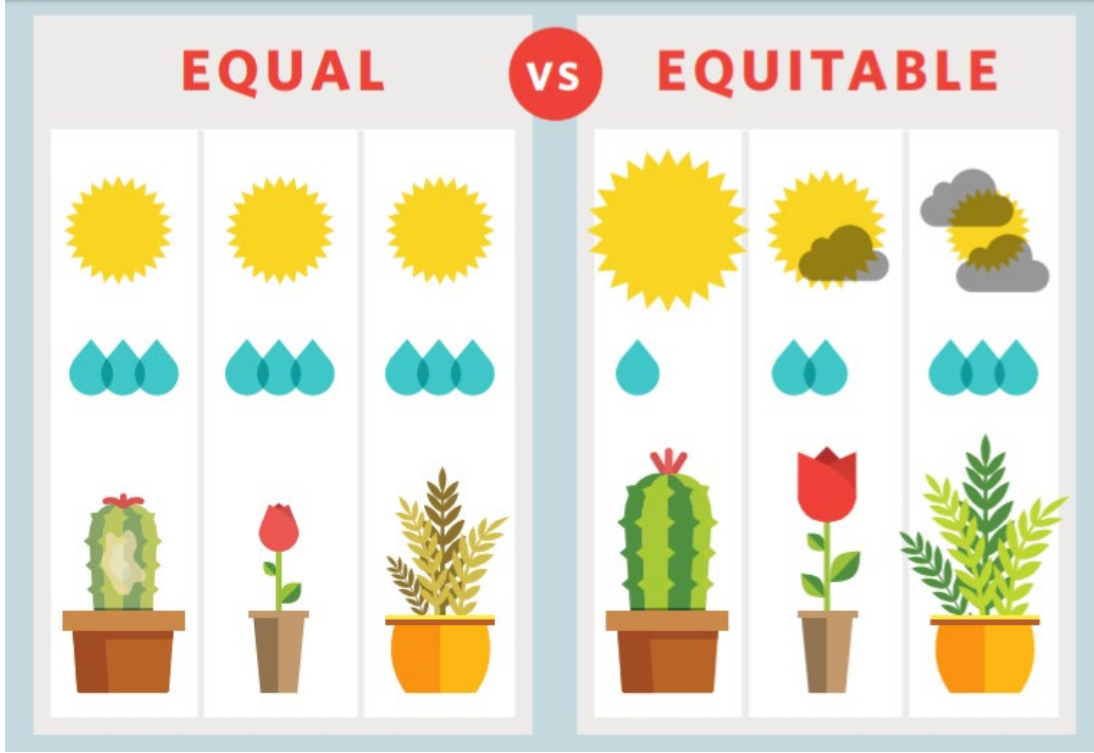
Does the college have diversity represented? (think ACCT Equity Agenda)

Are students from different backgrounds encouraged to ask questions and get support?
(language, ethnicity, gender/gender expression, ability, etc.)

Does the diversity of the workforce and board match the diversity of the student body?
How about the surrounding community?

Is your definition of diversity expansive?

Equal vs. Equitable



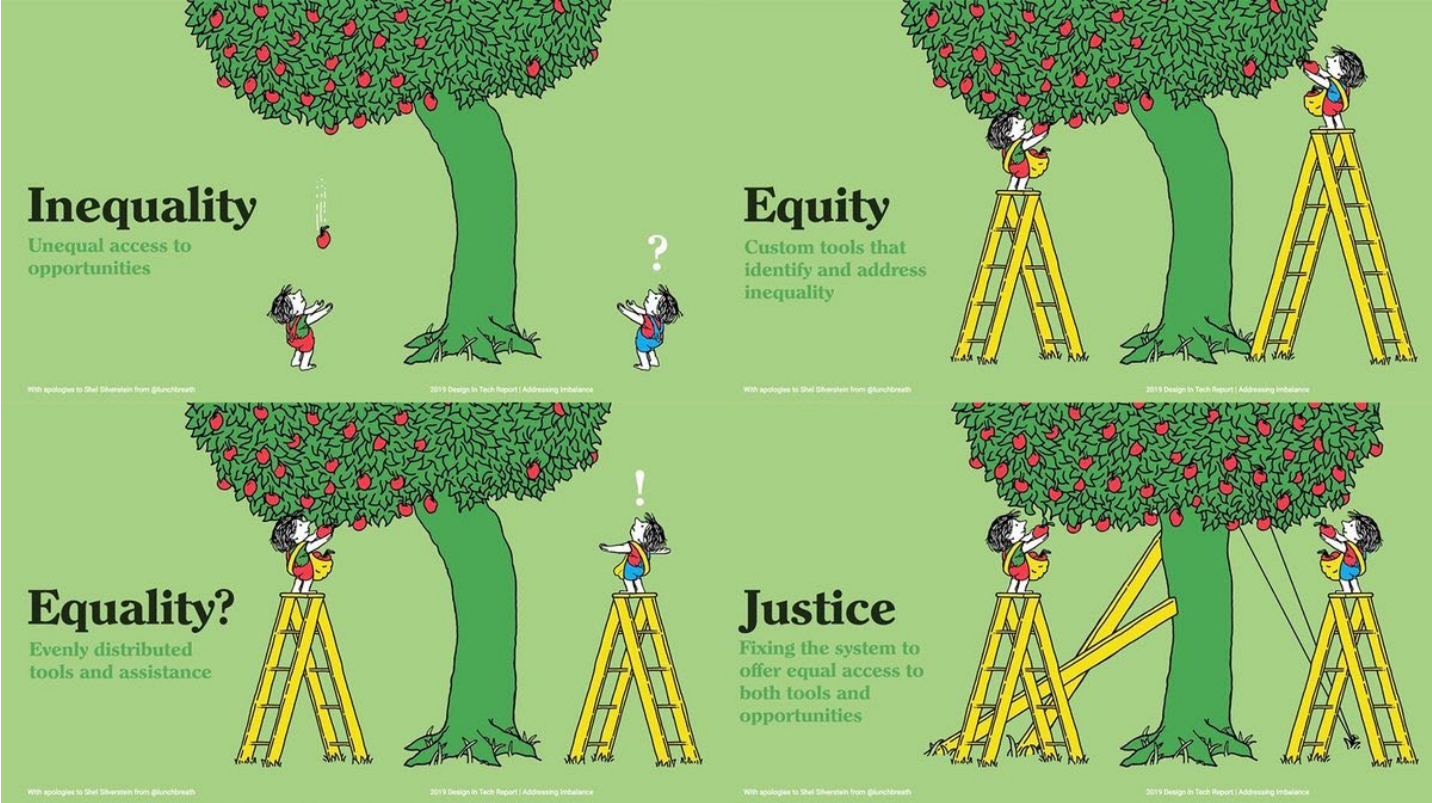
Equity vs. Equality Considerations

Do people have a fully fleshed understanding of the complementary aspects of these two concepts without conflating them?

Is it clear that people need to be treated as perfectly imperfect beings, but not necessarily be given the exact same resources?

Unconditional positive regard is a great tool for equality.

Equality, Equity, and Justice



Considerations

If we focus solely on equality, we never address historical harm

If we focus solely on equity, we will always need to provide resources to those historically excluded and marginalized

If we focus on both and fixing systems, we will make a better future and create the conditions for all people to thrive

Inclusion



Considerations

Sometimes we want to discuss inclusion without examining ways we/higher education have/has been structured around exclusion

Inclusion is more than having a seat at the table, but rather having a voice that is listened and responded to

Belonging



What is the role of the Board of Education to advance DEI?

- What mechanisms and levers can be utilized?
- What relationships will need to be engaged?
- What may present as barriers to success?
- How will the board know if their efforts are successful?
- What data will be needed to assess progress?

Pair share 10 minutes

What is the optimal structure for the Board of Education to advance DEI?

- What is the current structure?
- What should we be working towards?
- What will need to happen for that to work?
- What are some barriers to success?

Celebrating the Wins

- Board Approved Equity Lens Tool
- Continued affirmations and action planning to address racialized/marginalized/minoritized groups (LGBTQ+, Black Lives Matter)
- 2021 Charles Kennedy Award winners
- Investments in Student Basic Needs
- Equity-Centered Strategic Plan



Where to go from here?

What is next to continue moving this work forward at the board level???

What is possible?

How will you ensure from your 50K ft view that the equity-centered strategic plan is implemented?

ACE Framework of Shared Equity Leadership (SEL)

Overview:

- For equity to be effectively advanced in a complex organization each member of the organization must have responsibility for advancing equity (micro/macro)
- Structure of Shared Equity Leadership must be conducive to whole organization engagement for transformational change
- There must be accountability measures in place to ensure the strategic equity goals are accomplished (ie. progress made)

Next Up: What does accountability mean to you?

What does it mean for your leadership?

How do you help others understand their responsibility for SEL independent of role and positionality?

How do you currently hold the people on your team accountable?

Reframing Accountability

- How did accountability become a dirty word?
- What structures in higher education have historically been in place with regard to accountability?

Pair share 6 minutes

The relationship between responsibility and accountability

What is the difference of these two concepts?

And how do they interact?

What are historic and contemporary barriers to accountability?

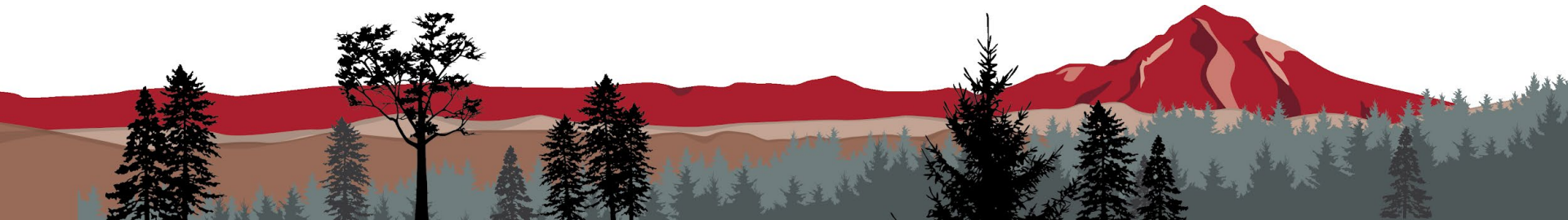
What are historic and contemporary barriers to accountability?

- Bargaining agreements
- Exclusion
- Framing
- Detractors
- Fear

For next time Accountability cont

Review Performance indicators and bring your questions/concerns/

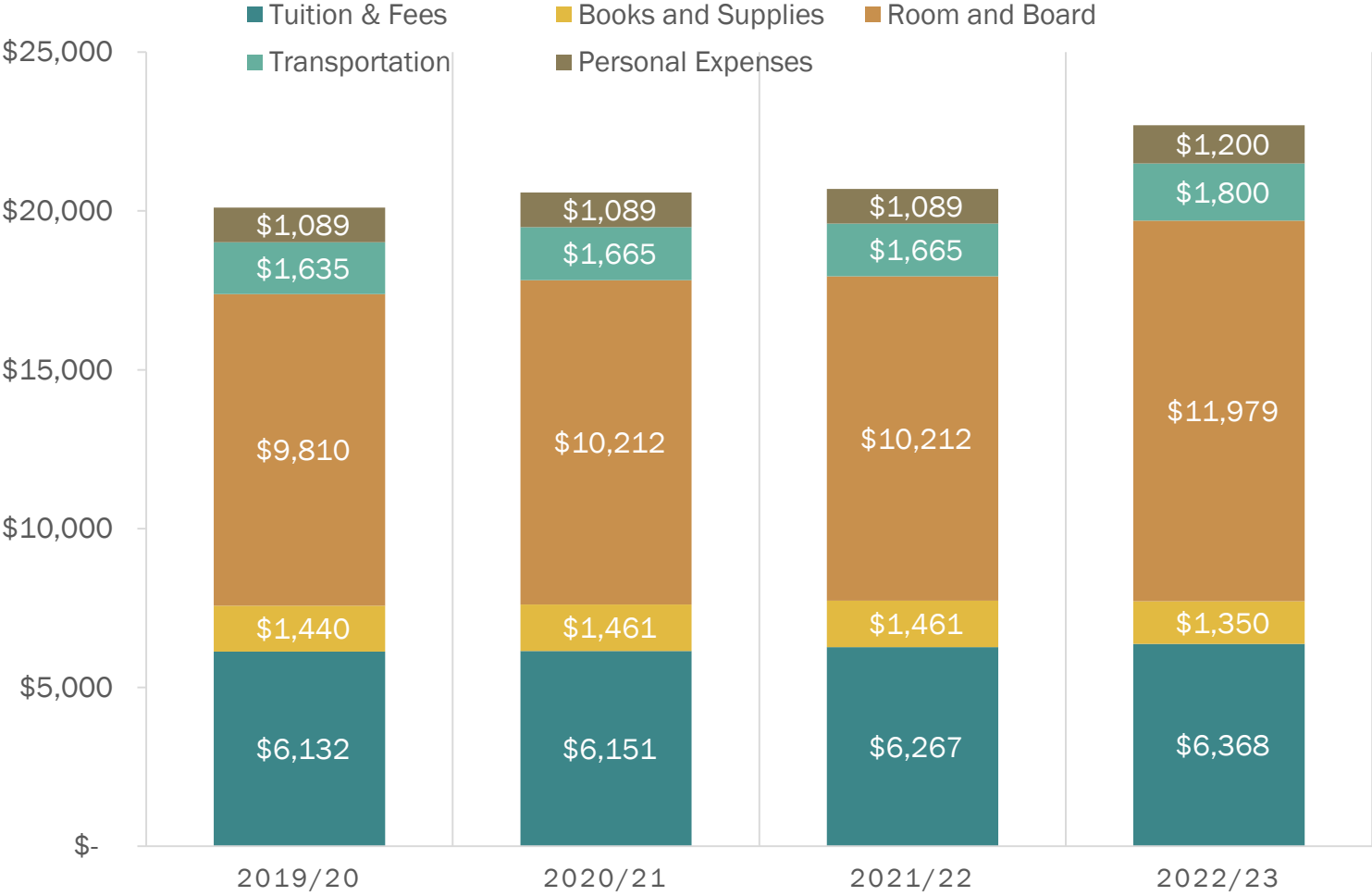
- Five goals/30 objectives
 - Different stages from planning to implementation to being done
 - Projects may be on time, delayed;
 - May result in an improvement or not
 - A quick way to see progress at a glance
 - Or detailed information on what's happening with each project
 - How up to date is the data?
-
- What data would make you feel informed of the Strategic Plan implementation progress?



Mt. Hood Community College

Budget Update: Tuition and Student Cost of Attendance Analysis
February 22, 2023

2019-23 Student Cost of Attendance

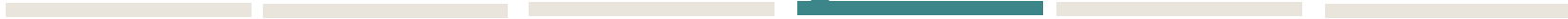


Tuition History

Fiscal Year	Tuition	Tuition Increase Amount	Tuition % Increase	Student Fee ASG	Student Fee Technology	Instructional Access & Support	College Service Fee	Security Access Fee	Total Cost Per Credit
2022-23 Approved	\$ 120.00	\$ 2.00	1.7%	\$ 4.25	\$ 6.75	\$ 3.50	\$ 3.50	\$ 3.50	\$ 141.50
2021-22	\$ 118.00	\$ -	0.0%	\$ 4.25	\$ 6.50	\$ 3.50	\$ 3.50	\$ 3.50	\$ 139.25
2020-21	\$ 118.00	\$ 3.00	3.0%	\$ 4.25	\$ 6.50				\$ 128.75
2019-20	\$ 115.00	\$ 8.00	8.3%	\$ 4.25	\$ 6.25				\$ 125.50
2018-19	\$ 107.00	\$ 7.00	7.3%	\$ 4.00	\$ 6.25				\$ 117.25
2017-18	\$ 100.00	\$ 4.00	4.2%	\$ 3.50	\$ 5.75				\$ 109.25
2016-17	\$ 96.00	\$ 2.00	2.1%	\$ 3.00	\$ 5.50				\$ 104.50
2015-16									
Adjusted Fall 2015	\$ 94.00	\$ (1.50)	2.2%	\$ 3.00	\$ 5.25				\$ 102.25
2015-16 (Summer Term only)	\$ 95.50	\$ 3.50	3.8%	\$ 3.00	\$ 5.25				\$ 103.75
2014-2015	\$ 92.00	\$ 3.00	3.4%	\$ 3.00	\$ 5.25				\$ 100.25
2013-2014	\$ 89.00	\$ -	0.0%	\$ 3.00	\$ 5.25				\$ 97.25
2012-2013	\$ 89.00	\$ 5.00	6.0%	\$ 3.00	\$ 4.75				\$ 96.75

Tuition Sensitivity Analysis

Sensitivity Analysis of Changes to Tuition Rate, per Credit	\$120 per Credit (no change)	\$121 per Credit	\$122 per Credit
Impact to Tuition Revenue	\$0	\$147,936	\$295,871



2023-24 Current Budget

■ Increase ■ Decrease ■ Total



thank you

Jennifer DeMent

Vice President, Finance &
Administration

Jennifer.dement@mhcc.edu

Legislative Session 2023



MT. HOOD
COMMUNITY COLLEGE

Priorities

Oregon's Community Colleges

2023 Oregon Community College
Association Legislative Priorities



During each legislative session, Oregon Community College Association identifies several priorities for which to pursue legislation to support the state's 17 community colleges. This document highlights the three primary legislative priorities for the Oregon Community College Association for the 2023 Legislative Session.

Increase Community College Support Fund (CCSF)

Increase the CCSF by 20.1% to \$855 million for the 2023-25 biennium

Governor's Recommended Budget - \$759.7 million

Support \$50 million in ONE-TIME funding to assist colleges in transitioning out of the pandemic & from federal aid

Increase Oregon Opportunity Grant (OOG)

Increase the Oregon Opportunity Grant by a minimum of 100%, from \$200 million per biennium to \$400 million per biennium. The OOG is Oregon's primary source of state need-based financial aid for college students.

Bachelor of Science in Nursing (BSN)

Empower community colleges to offer a BSN if they meet the necessary requirements. The nursing industry doesn't recognize the current Bachelor of Applied Science in Nursing degree; a BSN would make the degree more valuable.

Strategy

- Legislative Visits
 - One on one
 - Legislative Days
 - March 8 & 9
- February is CTE Month
- Workforce Wednesdays
 - Natural Resources Technology
 - Integrated Media
- Board Resolutions
- Voter Voice



CTE Month

FEBRUARY 2023

Workforce Wednesdays

Join Oregon's 17 community colleges every Wednesday in February at NOON for quick snapshots of how they're preparing Oregonians for the state's workforce and industries.

February 1

Healthcare/Biomedical Sciences

February 8

Agriculture/Food/Natural Resources

February 15

Industrial Engineering/Transportation/Apprenticeship

February 22

Business/Management/HR/Arts/Info/Communication

Join via Zoom: <https://bluecc.zoom.us/j/95723899164>

17occa
Oregon Community College Association

www.occa17.com
#ORCommCollegesCTE

Questions? Contact
occa@occa17.com

Strategy

- Voter Voice App
 - OCCA has organized this possibility to assist individuals in communicating to legislators.
 - Download and search organization Oregon Community College Association
 - OCCA crafts campaigns and messages



Strategy

ADVOCACY TOOLKIT

OCCA Toolkit

- <https://occa17.com/advocacy-toolkit/>

Support advocacy efforts during the 2023 Legislative Session by utilizing this Advocacy Toolkit. This toolkit can be utilized by college presidents, board members, Campus Advocacy Coordinators (CACs), college government affairs staff, students and other stakeholders. Contact OCCA Communications Director [Casey White-Zollman](#) with any questions.

Informational One-Pagers

2023 Legislative Priorities

- [View](#)
- [PDF best for printing](#)

2023 Budget Request

- [View](#)
- [PDF best for printing](#)

Bachelor of Science in Nursing (BSN)

- [View](#)
- [PDF best for printing](#)

Oregon Opportunity Grant (OOG)

- [View](#)
- [PDF best for printing](#)

Talking Points

- [2023 Budget Talking Points](#)
- [Budget Key Messages](#)
- [BSN Talking Points](#)
- [Oregon Opportunity Grant Talking Points](#)

Other Advocacy Resources

- [Social Media Resources](#)
- [Voter Voice App Instructions](#)
- [Advocacy Training Video](#) (from 10.21.22 virtual advocacy training)
- [2023 Advocacy Plan Timeline](#)
- [Budget Background, Advocacy Campaign & Messaging PowerPoint](#)

Bills Affecting Community Colleges

- Almost 2,000 pre-session bills have been filed
- OCCA is tracking about 150 of those bills that in some way affect us



Bills Being Followed Closely

- SB 523 - This bill would enable the Higher Education Coordinating Commission (HECC) to allow community colleges to offer Bachelor of Science in Nursing (BSN) degrees. Currently, colleges may offer a Bachelor of Applied Science in Nursing (BASN) degree, but this title is not accepted in the nursing industry and decreases the value of the degree. A BSN would be recognized by the nursing industry, as well as provide more access to a BSN for place-bound students.
- SB 424 - This bill would prohibit colleges and universities from withholding a student's transcript when a student owes money to the institution.



Bills Being Followed Closely

- HB 3089 – Works to address hunger at colleges and universities by providing grants.
- HB 2979 – Directs the HECC to establish a grants program to promote dental assistant and dental hygienist training programs.
- HB 2611 – Requires that dental and vision are included in health benefits available to part-time faculty.



Bills Being Followed Closely

- HB 2615– Would allow veterans to participate in the Oregon Promise program.
- SB 122 – Directs the HECC to implement a grant program to distribute grants to eligible community colleges for matching amounts for Article XI-G bond amounts.
- SB 416 – Would require colleges to pay part-time faculty at the same hourly rate as a full-time faculty.



Questions



MT. HOOD
COMMUNITY COLLEGE