



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *December 18, 2019*

ITEM TITLE: **4.1b**

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

SUBJECT: APPROVAL OF MINUTES – December 4, 2019

Session #994

A meeting of the Mt. Hood Community College District Board of Education was held on December 4, 2019 with a Board Work Session at 6:45 pm in the Board Room at Mt. Hood Community College.

1.0 CALL TO ORDER

Members present: Diane McKeel, chair, Annette Mattson, Kenney Polson, Andrew Speer, LaVerne Lewis

Additional Attendees: Dr. Lisa Skari, president, Al McQuarters, vice president of Instruction, Jessica Vega Pederson, Multnomah County commissioner, Brooke Chilton Timmons, early learning coordinator at Department of County Human Services.

Diane McKeel, board chair, called the board work session to order at 6:38 p.m.

2.0 BUSINESS

2.1 Preschool for All Presentation

Dr. Lisa Skari introduced Commissioner Jessica Vega Pederson and shared that she had the pleasure of serving on the Preschool for All Task Force. She also recognized Pam Greenough Corrie, director of Head Start, for all her work in providing information on the policy recommendations for the project. Commissioner Vega Pederson thanked Dr. Skari and Pam Greenough Corrie for their participation, and shared her gratitude to the Mt. Hood Community

College community for their engagement and participation in the Preschool for All process. She recognized several additional individuals for their work on the project and thanked the board for the opportunity to present and share the work they have been doing over the past 15 months.

Commissioner Vega Pederson provided a PowerPoint presentation on Preschool for All and shared that the work they have taken on is to envision what universal access to high quality preschool would look like for three and four year olds in Multnomah County. She shared about their process and what their recommendations were, and spoke on how they can build on some of the investments in the Student Success Act and other local investments in building the Preschool for All program. She strongly believes that quality early education experiences is one of the best and smartest investments we can make in our children and families in preparing them for the future. Commissioner Vega Pederson highlighted information presented in the PowerPoint and responded to several questions from board members:

- Are they looking at facilities located near businesses where people work?
- Can they get a large enough space to accommodate the requirements for early childhood care centers?
- Are they looking at the November 2020 ballot? If so, what is the ask?
- When they look at teacher training, will they be looking at cultural competency?

A copy of the PowerPoint presentation is attached to the minutes for additional information and details about the Preschool for All program.

2.2 Academic Revitalization Process.

Dr. Lisa Skari and Al McQuarters provided a presentation about the academic revitalization process, which was followed by a question and answer session with board members regarding the programs slated for being phased out. A copy of the PowerPoint presentation is attached to the minutes for additional information and details. Dr. Skari read the following statement to provide some context for the decisions board members will make regarding the programs.

Madame Chair and the MHCC Board of Education,

Thank you for the opportunity to present on the recent academic revitalization process. To frame the conversation, I would like to start by providing some context for the decisions facing you.

While the topic of the evening is on the phasing out of seven programs, we must remember it is part of a much larger reality facing Mt. Hood Community College (MHCC), and higher education in general. This is about institutional change and the future of MHCC. It about responding adeptly to external forces that directly affect our ability to address the educational needs of our community. External forces like accreditation, our community, and our state.

We will start with accreditation. January 2020 marks the beginning of new standards by which the Northwest Commission on College and Universities (NWCCU) will assess our performance, to

determine our accreditation status. The new standards focus on program and student outcomes, in which we will be evaluated by how we benchmark against our peer institutions. We are also experiencing a changing community, who look to us to keep education affordable, relevant and accessible. As our students and their needs change, so must we. Lastly, we can no longer look to the legislature to address our budget challenges. We must develop a sustainable funding methodology that withstands the ebbs and flows of enrollment and employment, economic booms and economic recessions.

As the fiduciary agent of this college, you have the awesome responsibility of neutralizing these forces so the college can do what it does best... serving students. So, how did we get here? Most institutions of higher education in the country are wrestling with declining enrollments and increasing costs. At MHCC, we are no different. Here is a look at enrollments and expenditures since 2001. We know MHCC is not unique in this circumstance. Many of our sister community colleges in Oregon are talking cuts. And, at our last board meeting, Director Lewis spoke of the Oregon Community College Association's conference keynote, who talked about how community colleges are closing. Just to be clear, closing is not a Mt. Hood reality. At the same time, the external forces and changing demographics are signaling our need to adapt.

Last year, the board approved a two-year budget that included an \$8-per-credit increase for this academic year (2019-2020), and biennial adjustments of \$3.2 million in cuts, \$1.5 million in new revenue and a \$1 million reduction in fund balance. After we apply our estimated portion of the state's investment in community colleges, the accompanying unfunded mandates, and the cuts we took in the current year's budget, we still have an estimated \$2.8 million budget deficit. And, as Jennifer DeMent showed us in November, if we continue down the same path, future years look bleak. As I have said previously, we only get to spend a dollar once and it is our responsibility to make sure we stretch that dollar as far as it can go to achieve maximum impact. Amidst the program cut conversations, we must remember there is another side to this story... and that is about getting to a place where we can sustain and grow MHCC's 54 remaining programs.

Academic revitalization was designed to be the program assessment tool for the college's academic programs, linked to budget, as per Northwest Commission on Colleges and Universities Standard One: Improving Institutional Effectiveness {show 1.B.1}. The tool allows us to objectively evaluate our offerings. It is important to note all MHCC non-academic programs and services will undergo a complementary process to identify areas of improvements and budget adjustments prior to budget development for the 2020-2021 academic year. But, tonight we are focused on academic revitalization. Dr. McQuarters will walk you through the process, timeline and analysis that led up to the recommendations. His recommendation comes from an analysis of the totality of the data. Also, he was mindful of the board's criteria from last year's budget process - to prioritize high enrollment and high completion programs that were financially sustainable, while applying an equity lens to consider programs and services for traditionally underserved and marginalized populations. There was also a conscious effort to minimize impact.

We know the recommendations will affect full-time faculty and students. This is a difficult reality to face and one that I know none of us takes lightly because it impacts our most important resource – our people. As such, know that this recommendation has been approached with the diligence and care that such situations of this nature require. I would now like to turn this over to Dr. McQuarters to describe the process and recommendation.

Dr. Al McQuarters shared a brief summary of the academic revitalization process. Prior to his arrival to MHCC in July 2019, the Institutional Effectiveness Council co-chairs solicited members for an action team from the three associations. The team consisted of ten members, which included 70% association members and 30% instructional deans. The action team was comprised of full-time faculty, part-time faculty, and classified staff and they began meeting in spring 2019. The data collection was a three-part process compiling quantitative data from AIR (*Academic and Institutional Research*), quantitative data from EMSI (*Economic Modeling Specialists Inc.*), and qualitative and quantitative data from our departments and divisions. From that data, they divided the programs into four possible categories: grow, maintain, modify, and phase out. McQuarters reviewed the questions that were used during the data collection process, and provided additional details regarding the internal and external data sources, collection methods, and the narrative and response to the data.

The presentation slides highlighted each of the programs for phase-out and included the internal and external demand, size, scope, productivity, revenue, cost, impact, and recommendation for these seven programs:

- Automotive Maintenance & Light Repair
- Broadcasting
- Business Technology
- Cosmetology
- Environmental Health & Safety
- Practical Nursing
- Wilderness Leadership and Experiential Education (WLEE)

McQuarters concluded the presentation with a summary of the following projections and possible items to explore:

Projections:

- Total student full-time equivalent (FTE) loss: 182
- Total faculty full-time equivalent (FTE) loss: 11.11
- Vacant FT faculty positions loss: 3
- General Ed credit loss: 281
- Cost savings: ~\$800,000

Exploration:

- Contract training options?
- Course level Broadcasting/KMHD option similar to Journalism/Advocate?

- Could LPN be a 3 term instead of 4 term program (substantial change)?

There was a discussion regarding the information presented and the following questions were raised by board members:

- 1. Is the EMSI data reflective of starting wage or median wage?** *McQuarters responded it is median wage. It is also specifically reflective of the degree or certificate associated with our program, and current job postings for the region (Portland/Vancouver region).*
- 2. Would individuals who had a certificate get the job over someone who does not have a certificate?**
- 3. What happens to the equipment in programs being phased out?** *McQuarters responded that for the programs that share equipment, it would go to the existing programs. Cosmetology would be a unique program.*
- 4. Does any of the equipment have salvage value?**
- 5. What is the cost to upgrade the cosmetology lab?**
- 6. How many programs did we have during our peak enrollment period back in 2008-2009? Do we have the same number now, or do we have more or less programs?**
- 7. How is the EMSI data capturing industry growth? (i.e. WLEE – Mental Health). Is the demand captured in mental health services programs? How were employment projections calculated? How is the data capturing growth for two to three years out? What about long term into the future?**
- 8. What is the total cost savings vs budget deficit? When will savings be realized?**
- 9. Is this a conclusive team recommendation?** *McQuarters stated the action team did not make the decision, but they did make the parameter and timeline used to complete the process. Dr. Skari referred to several binders on the table that include the raw data for board members to review. It will be sent to them either electronically or as a printed binder according to their preference.*
- 10. How did we arrive at this point over three to four years without some lenses looking at the progression of ending these programs?**
- 11. What was enrollment data for Clark College, Clackamas Community College, Portland Community College, and Portland State University? What are the tuition rates for nearby colleges, both community colleges and four-year colleges?**
- 12. What is the total number of automotive degrees remaining?**
- 13. If the Business Technology program is phased out, what alternatives are there for people who are pursuing an associate level degree or certificate in this area?**
- 14. How many private institutions in the Portland metro area provide cosmetology certificate training? What is the radius for our students to the nearest facility that does cosmetology training? What is the cost at private schools compared to the cosmetology program at MHCC?**
- 15. Have we looked at a certificate option for Environmental Health & Safety?**
- 16. What are the other medical program options at MHCC besides the LPN program?**
- 17. Have we looked at contract training options?** *Dr. Skari shared that one of the options that can be explored is providing some of these certifications and credentials*

that can be non-credit in a self-support manner, so the option is still there to be offered but the dollars are separate from the general fund.

- 18. What tuition increase is needed if we do not cut any programs?** *Dr. Skari stated if we kept all the programs and raised tuition, we would need to increase tuition by \$15 per credit.*
- 19. Is there any consideration for a private partnership for cosmetology? Have we explored a revenue option? Have we considered a private partner to rent space, provide equipment upgrades, and offer a service to our students?**
- 20. Instead of phasing out these programs, what would a flat across-the-board budget cut look like?** *Dr. Skari responded the cut would be 3.6% and the cuts would vary depending on what department.*
- 21. What are the revenue generating options?** *Dr. Skari stated an update would be provided at the January meeting.*
- 22. What will the impact be on support services?**
- 23. Where did the narrative come from? Were faculty provided an opportunity for the narrative?**
- 24. What are other efficiencies we are looking at on campus?** *Dr. Skari shared they are also looking at the non-academic revitalization for all the other programs and services on campus. They are looking at the data and compiling those narratives that will be brought forth for review. That process will be completed prior to beginning the budget process. She shared one efficiency they have already undertaken as a cost saving measure was to eliminate on-campus printing services.*
- 25. Is it possible to change the LPN program to three terms?** *Al McQuarters responded it would be a significant change to the program, would require a substantial overhaul of the curriculum, and would require alignment with the nursing program.*
- 26. Is there any opportunity to do discriminatory tuition by program?**
- 27. What are the top 10 programs that are doing well? What are their numbers and narrative?**
- 28. If we pursue a bond, what are the limitations for a bond?**
- 29. Has anyone brought forward specifics related to bad data and alternative data sources, primarily wage data? How did that factor into decisions? What additional or supplemental data was used?**

McQuarters discussed the timeline for disseminating the data and information packet, which was sent out electronically during fall term in-service week for review and discussion. He stated the narrative was generated at that time. The next phase of the timeline is in winter 2020 to look at the programs that are to be modified.

Dr. Skari shared that when the budget was passed last year, the approach for handling the budget deficit included looking at a tuition increase, proposed cuts, generating new revenue, and using the fund balance. She discussed other options available to lower the deficit, and that they are looking at ways to reduce costs and increase efficiencies. She stated the full list of budget cuts would be completed by the end of January when they begin budget preparations.

Dr. Skari will send out a list of the questions to board members for review and feedback to ensure all questions were captured and will prepare a response to the questions.

3.0 ADJOURNMENT

McKeel adjourned the board work session at 9:08 pm.

Clerk

Board Chair

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