

MT. HOOD
COMMUNITY COLLEGE

YEAR ONE
SELF-EVALUATION REPORT

Mt. Hood Community College
September 20, 2017

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Institutional Overview

Located within Multnomah, Clackamas and Hood River Counties, Mt. Hood Community College (MHCC) is one of 17 independent Oregon community colleges. The College's 950-square-mile district encompasses a diverse range of communities, from the highly urban greater Portland area on the west side of the district to more sparsely-populated, rural communities on the east side of the district. The vast majority (70%) of MHCC's students reside in Multnomah County.

Mt. Hood Community College offers classes at the Gresham Campus, Maywood Park Campus, Bruning Center for Allied Health Education, and public schools throughout the district. The Gresham Campus, established in 1966 as a comprehensive community college is located on more than 120 acres in the eastern region of the district. The Bruning Center for Allied Health Education is located in Gresham and the Maywood Park Center is located in Portland.

The Bruning Center for Allied Health is an advanced learning environment with fully equipped "smart" classrooms, clinical skills labs, and a state-of-the-art nursing simulation center. The Maywood Park Center offers a variety of educational services plus an array of self-paced instructional courses.

Mt. Hood Community College entered the 2016-17 academic year with 148 full-time instructors, counselors and librarians, as well as 412 part-time instructors and tutors.

Currently, 23 full-time administrators and 18 full-time supervisors (district funded) provide leadership and management to the College. The College also employs 204 full-time classified staff.

The Higher Education Coordinating Commission (HECC) is the State of Oregon's sole board and agency responsible for ensuring pathways to educational success, from the point at which students are completing their formal high school experience and moving forward toward mastering collegiate academic skills to entering career-training programs and completion.

Students

As reported in the MHCC Fact Book 2016-17, total 2016-17 enrollment (unduplicated headcount) was 27,435 students. Of the total enrolled student population – fifty percent (50%) were female students, forty-six percent (46%) were male, and four percent (4%) are unknown.

Our district has grown in the last 10 years and that trend continues. The community has become increasingly diverse and MHCC's student body mirrors this increased diversity. The percentage of students of color in credit classes has increased substantially from 21% in Fall 2006 to 27% in Fall 2011, and finally to 40% in Fall 2016. The College is committed to remaining accessible to an ever-increasing population with diverse needs.

Enrollment

MHCC's five-year enrollment trend reflects the regional economic environment. Continued decline in unemployment due to improving economy has resulted in a decline in enrollment for five years in a row. This year the trend has finally changed and MHCC enrollment has grown 1.4% compared to the previous year. The major factors that have contributed to this were: an increase in enrollment of local high school graduates, an increase in dual enrollment, a 2% improvement in annual retention, and a slight increase in

an average number of credit student enrolled.

Completions

An increase in completions has been one of the MHCC's priorities. MHCC has gradually increased the number of degrees awarded for several years in a row and this year the number has increased again by 11 %. The College has awarded 2,361 degrees and certificates compared to 2,126 last year (AY 2016). The number of associate degrees has increased substantially from 1,280 last year to 1,504 in the 2016-17 academic year.

Tuition and Fees

MHCC's Board of Education always strives to keep tuition as affordable as possible. The College continues to deploy the tuition pledge program it initiated in 2015. The College has pledged to "freeze" tuition for students at the rate in place during students' first term. The tuition freeze remains in effect for up to four years for students if the student stays enrolled through the length of the program, and maintains certain criteria.

The tuition freeze program was initiated to provide students with a solid base upon which to plan their budgets while completing their higher education goals at MHCC. The challenge of rising tuition costs is removed for the students. As such, students who first enrolled in 2015-16 paid \$94 per credit hour even though the 2016-17 tuition was \$96 per credit hour.

Preface

Update on Institutional Changes since the Last Report

Governance

Two new members were elected to the MHCC Board of Education:

Diane McKeel was elected in May 2017, to a four-year term representing Zone 1. Her background in service to her community dates back many years both as a volunteer and as an elected official. Diane served two full terms as the Multnomah County Commissioner representing East County. She also served ten years as the Executive Director of the West Columbia Gorge Chamber of Commerce and is currently a partner in her family's development group, Oxbow LLC.

Annette Mattson was elected in May 2017, to a four-year term representing Zone 4. Annette currently serves on the Children First for Oregon Board, Zenger Farm and the Clackamas County Business Alliance. She was a member of the David Douglas School Board for 18 years and on the Oregon School Boards Association Board of Directors for eight years, including serving as OSBA President in 2009. She was also Chair of the Clackamas County Economic Development Commission in 2008 and the North Clackamas County Chamber of Commerce in 2007.

Presidential Search

President Dr. Debra Derr has announced her plans to retire effective June 30, 2018. This gives the College an academic year to complete the selection process and hire a new president. The College has already produced an RFP to identify a recruiting company to assist MHCC in this presidential search.

Participatory Governance

During 2016-2017 five Councils have been established and operate in alignment with the College's Vision, Mission and Strategic Priorities.

The Learner Success Council promotes quality instruction and student success through the development, review and assessment of associated plans and will set direction for the instructional, workforce, and learning and student success areas of the College. The council's work includes: (1) review and recommendations concerning relevant administrative regulations and policies; (2) guidance in the development, implementation, and assessment of plans relating to instruction, workforce development and student services; (3) authorization, facilitation, and coordination for action teams, task forces, and other bodies whose work involves instruction, workforce development and student services.

The Infrastructure Council will develop, monitor and assess plans, recommend policies and set direction for facilities, sustainability, information technology, and health and safety.

The charge of the Access and Diversity Council is to recognize the College as a dynamic community of intercultural learners committed to meeting the evolving needs of an increasingly interconnected global society, lead efforts to become a culturally competent college and to develop strategies to welcome, value, and promote all aspects of diversity among students, employees and our community. The council will cultivate a respectful, inclusive and accessible learning and working environment. The council will help this college community to develop capacity to understand issues of difference, power and social justice and to

foster educational, personal, and professional development, resulting in increased effectiveness within diverse contexts. This work is outlined in the MHCC Strategic Plan for Access, Diversity and Equity (ADE).

The People Strategies Council was formed to foster an engaged, student and customer-centered culture that promotes continuous employee development and appreciation.

The Institutional Effectiveness Council (IEC) will promote and support the continued implementation of planning and assessment across the College, working closely with Analytics and Institutional Research (AIR). The IEC will review and provide recommendations for planning and assessment which reflect student learning at the unit, department/program and institutional levels. The Council will help AIR design strategies for addressing long-term assessment, unit planning and overseeing implementation of key performance indicators for institutional assessment of Mission fulfillment.

IEC Action Teams

The newly established IEC has established Action Teams to review and strengthen Education Assessment, Faculty and Employee Evaluation, and Budget Process. The focus of the Education Assessment Action Team is to review, improve, and standardize processes to assess learning at the course, program and institutional level. The Education Assessment Action Team will assist faculty in improving instruction as well as ensuring students' learning outcomes are achieved.

The Faculty Evaluation Action Team is tasked to review the current faculty evaluation process to maintain high quality instruction and to ensure that the process is completed in a timely and consistent manner for all faculty.

The charge of the Budget Process Overview Action Team is to establish a smooth and transparent process transitioning from Planning to Budgeting and ensuring all voices are heard to maximize the value of the resources MHCC has.

The Analytics and Institutional Research staff has taken a new role to ensure all assessment activities are happening on time and in accordance with the standards established by MHCC's policy.

Planning

MHCC has introduced a new system of Unit Planning that was rolled out in 2016-2017. The primary goals of the Unit Plans are to provide transparency for all stakeholders, ensure focus for all efforts undertaken by employees, provide accountability for the planned actions, and inform and drive budget processes to prioritize available resources.

Driven by the Analytics and Institutional Research (AIR) staff, the standard format was developed and reviewed by stakeholders.

New Instructional Programs

As a comprehensive community college, MHCC offers transfer programs, career and technical education, customized workforce training, developmental education and community education. MHCC's transfer degree programs in Associate of Science (AS), Associate of Arts Oregon Transfer (AAOT), Associate of General Studies (AGS), Associate of Science Oregon Transfer–Business (ASOT–BUS), Associate of Science Oregon Transfer–Computer Science (ASOT-CS) and the Oregon Transfer Module (OTM) are articulated with colleges

and universities in Oregon.

The Associate of Applied Science degree (AAS) focuses on career-technical requirements to prepare students for the workforce. MHCC offers more than 100 career and technical programs. Developmental courses in mathematics, reading and writing are complemented by student support services. Continuing education programming is offered year-round for professional development and lifelong learning. MHCC is active in the statewide Career Pathways initiative offering a continually growing number of approved certificates.

1. [Fitness Technology:](#)

- Less-than one-year Fitness Technology Certificate

The 40-credit, three-term certificate program combines applied training and classroom-based study to prepare students to directly enter the workforce as personal trainers, fitness trainers and instructors, health coaches, strength and conditioning coaches and group exercise instructors.

The Fitness Technology Certificate will also prepare students to earn the National Academy of Sports Medicine (NASM) Personal Training Certificate. The National Commission for Certifying Agencies-accredited NASM certificate is one of the most sought-after designations for personal trainers. The Fitness Technology Certificate will satisfy several core requirements for the Associate of Science in physical education/exercise and sport science should students decide to pursue this two-year degree at MHCC.

2. [Mechatronics:](#)

- Associate of Applied Science, Mechatronics
- Industrial Automation Career Pathway Certificate of Completion
- Certified Maintenance Technician Career Pathways Certificate of Completion

The program is scheduled to launch Fall Term 2017 and will prepare graduates to work in a wide variety of manufacturing environments. The College has identified and renovated an on-campus location, ordered additional robotic equipment (thanks to the generous support of the MHCC Foundation), and secured more than 1.2 million dollars in outside funding to seed the new program.

3. [Medical Assistant:](#)

- Less-than one-year Medical Assistant Certificate

The new program has been approved and funding has been allocated to hire an instructor in January of 2018, in preparation for a Spring Term 2018 start. The College will continue working this fall to identify a location for the training. The College is seeking to partner with a large health care provider to host the program.

4. [Theatre Arts Technician:](#)

- Associate of Applied Science, Theatre Arts Professional Technician
- Technical Theatre Career Pathway Certificate of Completion

The new Associate of Applied Science in professional theatre technician degree program will prepare students to work and specialize in a wide range of behind-the-scenes theatre operations,

including scenery design and construction, lighting, sound, costume, makeup and stage management.

Program graduates can directly enter the workforce into positions like set designer, sound engineer, lighting technician, carpenter, stage manager, costume designer and hair/makeup artist. Graduates can also work on a range of production types, including live theatre, television and film, conferences and events, amusement and theme park attractions, casino and cruise ship shows, commercial shoots, and sporting events.

Mission, Core Themes, and Expectations

1.A: Mission: Executive Summary of Eligibility Requirements 2 and 3

Mt. Hood Community College complies with the Commission's eligibility requirements as described below:

Eligibility Requirement #2

Authority. The Mt. Hood Community College District (MHCCD) was established and operates under authority granted by the Oregon State Legislature contained in Chapter 341 of the Oregon Revised Statutes. It is subject to the provisions of the Constitution of the State of Oregon, the Oregon Revised Statutes, the regulations of the Oregon State Board of Education, its own policies and the expressed will of the electorate.

The College has offered courses leading to degrees and certificates since 1966.

Eligibility Requirement #3

Mission and Core Themes. Approved by the Mt. Hood Community College's Board of Education in 2009, the College's mission "**Transforming Lives | Building Communities**" was thoroughly vetted and approved by the external community and the college community again through a strategic planning process. In June 2015, the Board of Education reaffirmed the mission of "**Transforming Lives | Building Communities**" which again was thoroughly vetted and approved by the internal and external communities. The mission, vision, core themes and values have historically been codified in Board Policy 1020. The College's mission is the fundamental building block driving all strategic planning, budget development and assessment fulfillment of the mission.

The mission statement is posted on the College website, published in the catalog, posted throughout college classrooms and in meeting rooms around all three campuses. All of MHCC's resources are devoted to supporting its educational Mission and Core Themes.

Standard 1.A: Mission

1.A.1: Mt. Hood Community College Mission Statement

The mission statement of the College was adopted by the Board of Education in July 2009, after a yearlong effort that involved community, college, and student participation and contribution. The mission statement was reaffirmed by the Board in June 2013, and in June 2015, and remains:

Transforming Lives | Building Communities

This unique mission statement articulates an appropriate purpose for an institution of higher learning. Since it has been derived by and for the community, it is understood to provide direction for our efforts.

Mt. Hood Community College is a public, two-year, comprehensive community college. Its mission statement is consistent with its charter as a public community college in the State of Oregon, established to offer lower-division transfer, career technical, workforce, basic skills and continuing education programs to the residents of its service district, international students, or any other interested parties.

The mission statement embodies the sense of transformation that arose during the process of its development: the College's ongoing cycle of continuous quality improvements will address the needs of

a district that is undergoing a considerable demographic shift. We believe that learning will transform lives, and build, strengthen and support our communities.

1.A.2: Interpretation of Mission Fulfillment

Since January 2014, following NWCCU's recommendations in response to MHCC's Ad Hoc Report: 2014, the College has made progress in questioning and analyzing data, and implementing improvements to institutional processes. MHCC strives to know itself and its characteristics; to understand and evaluate its own expectations; and to learn to clearly articulate its definition of mission fulfillment. MHCC works to designate and achieve an acceptable threshold of mission fulfillment. After that, the College can consider outperforming its own high standards.

Concurrent with analyzing data, the College has continued to strengthen institutional processes through strategic planning and further, developing its Academic Master Plan and a strategic enrollment management plan. As a result of a thorough self-assessment of systems and procedures, the College has developed authentic, measurable, assessable and verifiable key performance indicators to measure mission fulfillment.

1.B: Core Themes

In Fall 2014, MHCC commenced a comprehensive strategic planning review process with both internal and external constituents engaging in a Strength, Weaknesses, Opportunities, Threats (SWOT) analysis of the College. A Strategic Planning Task Force was charged with gathering input from our external and internal communities regarding the strategic direction of the College over the next five years. Approximately 650 individuals provided feedback on one or more of the data gathering tools (College + Community Mailer, College Employee SWOT Community Forums) resulting in more than 4,100 data points that revealed that the College serves three distinct stakeholder groups: Learners, Community and Partners.

Based on this input and feedback from both internal and external stakeholders, MHCC revised its three Core Themes which individually manifest essential elements of its mission and collectively encompass its Mission: Learner Success, Community Pride and Partner Innovation.

The College is confident that these three revised Core Themes are an accurate and timely reflection of the College mission and will guide the planning processes across all programs and services. Assessment of core themes and objectives is based on measurable core indicators. Core indicators have been reevaluated. Mission fulfillment assessment, in turn, is based on verifiable, assessable and measurable indicators that produce quantitative evidence for assessment of established thresholds for mission fulfillment.

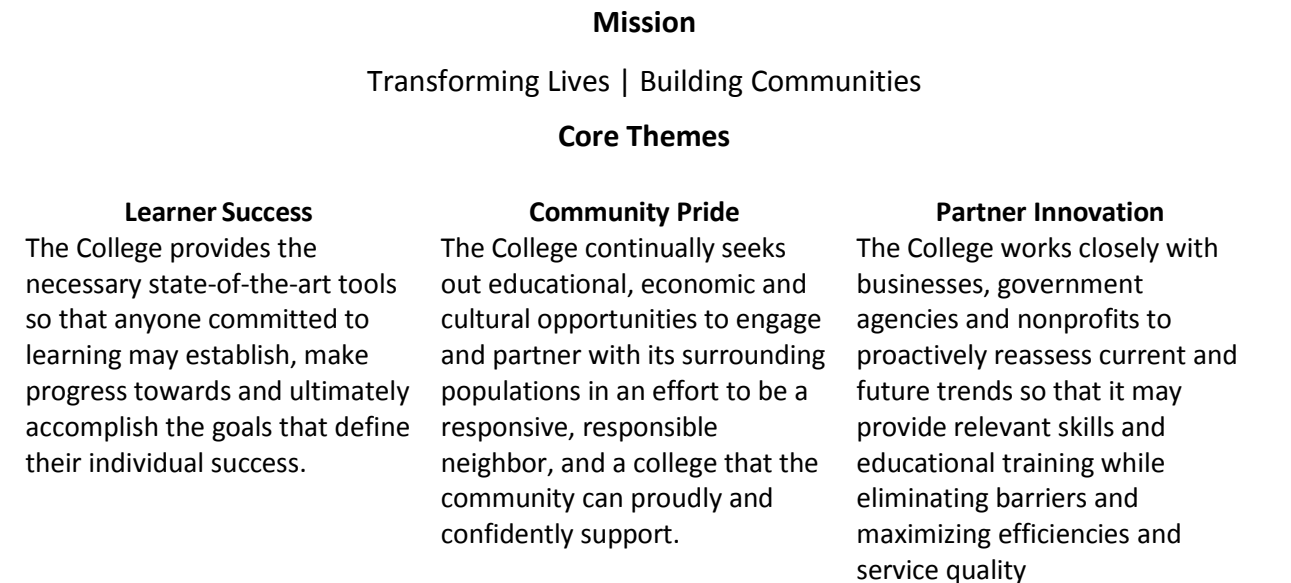
The College's core themes and core objectives are mission driven and supported by the integration of college planning, operations, functions, resources and capacity. The degree of mission fulfillment comes from achieving levels of acceptable thresholds; the College's objectives, measures and indicators provide meaningful evidence on what has been accomplished, measuring the outcomes data of collective assessment efforts and driving program and service improvements.

The strategic planning process provided evidence as to what the college stakeholders believe are the priorities for the College, allowing the realignment of a new strategic plan with the College mission, vision and core themes. The [Strategic Plan](#) has been articulated to each department. Departments can then build

their own operational plans, so that all institutional planning will collectively serve as the roadmap to fulfilling the College mission.

The following is a representation of the College’s mission, core themes, core theme objectives, strategic priorities and core theme indicators.

Figure 1.B.1: Alignment of Mission, Core Themes, Core Theme Indicators and Core Theme Objectives with Strategic Plan, 2020 and Beyond



Core Theme Objectives:

- Prepare students to achieve academic and life-long goals by ensuring course access, affordability and education fit.
- Cultivate and communicate about community relationships that provide program services, resources, cultural experiences and community events.
- Build responsive and innovative partnerships that serve students, employees, business and industry, pre K-12 education partnerships, the MHCC Foundation and the community.
- Provide support services to enhance student achievement through student success initiatives that support diversity and inclusion.

Strategic Priorities – Strategic Plan 2020 & Beyond

Learner Success

- Student Success Initiatives
- Education Fit
- Affordability
- Course Access
- Diversity & Inclusion

Community Pride

- Communication
- Community Events
- Program Services

Partner Innovation

- Employees
- Business & Industry
- Pre K-12 Education Partnerships
- The MHCC Foundation

Core Theme Indicators

1. Students' Success Rate
2. Job Placement Rate in Career Technical Education Programs*
3. Percentage of Strategic Program Assessment action items implemented annually
4. Students' awareness of financial aid processes and eligibility
5. Students' satisfaction with a schedule of classes/ classes availability
6. Success rate of minorities compared to student body

1. Percentage of community members recognizing MHCC as a valuable asset
2. Number of unique cultural and athletics events hosted by the College
3. Number of clients receiving services from program offerings and services

1. Mean overall employee satisfaction rating
2. Total value Small Business Development Center (SBDC) brings to the community in the form of training, assistance with funding, capital, contracts or startups
3. Percentage of local high school graduates transitioning to MHCC
4. Percentage of Advisory Boards' action items implemented annually
5. Percentage of available Foundation scholarships awarded

**based on a graduate follow-up survey*

Core Theme I: Learner Success

Core Theme I Objectives:

1. *Prepare students to achieve academic and life-long goals by ensuring course access, affordability and education fit.*
2. *Provide support services to enhance student achievement through student success initiatives that support diversity and inclusion.*

Rationale:

MHCC is committed to providing students with needed academic support through a variety of learning success programs and services that are tailored to meet individual student needs. The College recognizes the value of academic goals for student success and works with students to create academic goals that are attainable, measurable and define their individual success.

MHCC recognizes that industry standards and needs change rapidly. To ensure that educational offerings are up-to-date and that students are taught the most relevant curriculum, instructional programs perform program assessments using standardized measures, custom, program appropriate matrices and industry representative consultations.

MHCC is committed to affordable education by assuring tuition and fees are comparable to other Portland metropolitan community colleges, by assuring federal financial aid forms are completed accurately to maximize eligible benefits, and by increasing scholarship funds available to students.

MHCC believes that learners must have access to instructional offerings so they can make progress toward their educational goals. MHCC is committed to ensuring course access through scheduling alternatives (times/days), providing a variety of course delivery methods, and by minimizing waitlists.

MHCC believes that supporting and empowering diversity is a cornerstone to serving the richness that characterizes our campus and community. MHCC welcomes, values and promotes all aspects of diversity by cultivating a respectful, inclusive and accessible learning environment; developing the capacity to understand issues of difference, power, and social justice; and fostering personal and professional development which increases effectiveness within diverse contexts.

Figure 1.B.2-Core Theme One: Rationale for Selection as Assessable and Meaningful Indicators with Targets & Thresholds

Indicator	Description / Rationale	Owner	Target 2020	Acceptable Threshold 2020
<p>Student Success Rate</p> <p>Strategic Priority: Life-long Connections</p>	<p>Percentage of students earning degrees or transferring to a four-year institution within one year of completion.</p> <p>Rationale: Student success is central to the Mission of the College. Completions and transfers are a key component of defining student success.</p>	John Hamblin	35%	>30%
<p>Job Placement Rate in CTE Programs</p> <p>Strategic Priority: Lifelong Connections</p>	<p>Number of graduates in CTE programs who are working in their field of study 6-9 months after graduation divided by the total number of graduates in CTE programs.</p> <p>Rationale: The ultimate goal of CTE programs is for graduates to obtain employment in their chosen field.</p>	Jarrod Hogue	65%	>55%
<p>Percentage of SPA action items implemented annually</p> <p>Strategic Priority: Education Fit</p>	<p>Total number of action items implemented divided by the total number of action items identified.</p> <p>Rationale: Program SPAs provide insight into the quality of programs offered by the College and address general education student learning outcomes. Action items identified focus on student success and continuous program improvement.</p>	Susanne Rose	85%	>75%

Indicator	Description / Rationale	Owner	Target 2020	Acceptable Threshold 2020
<p>Students' Financial Aid Accessibility as a tool in improving college affordability</p> <p>Strategic Priority: Affordability</p>	<p>A complex indicator that includes percentage of enrolled students who file, complete and are awarded aid, combined with their level of satisfaction regarding assistance provided by MHCC.</p> <p>Rationale: Financial aid is a key factor in offsetting the cost of higher education; assuring students are aware of the process and availability of financial aid makes college more affordable.</p>	Christie Hart	75%	>70%
<p>Student Satisfaction with class schedule/ course availability</p> <p>Strategic Priority: Course Access</p>	<p>Average student satisfaction rating on the class registration survey; average of five items measuring satisfaction of class schedule and course availability for the term.</p> <p>Rationale: In order for students to get through their programs of study in a timely manner, MHCC must provide courses needed. Student satisfaction with the term schedule and class availability demonstrates MHCC is meeting students' needs.</p>	Darcy Dalrymple	75%	>70%
<p>Students of color completion rate compared to student body</p> <p>Strategic Priority: Diversity and Inclusion</p>	<p>Proportion of students of color completers as compared to the student body as a whole.</p> <p>Rationale: The ethnic diversity within the population of completers should reflect the diversity within the student body as a whole; disparity indicates an unfulfilled need for a given ethnic group.</p>	John Hamblin	28%	>25% Compared to overall student body

Core Theme II: Community Pride

Core Theme II Objective:

Cultivate and communicate about community relationships that provide program services, resources, cultural experiences and community events.

Rationale:

MHCC recognizes the importance of proactive communication with current and potential learners. The College uses a mixed-media channels approach to regularly communicate information and opportunities to students. The College actively seeks feedback from the student body in an effort to ensure that students are receiving the information they need to make smart decisions about their educational goals.

MHCC is a cultural and recreational hub for local residents. The College sponsors and hosts a variety of performing and visual arts events throughout the year. Performances highlighting college and local talent are a priority; the College regularly hosts national and international talents from a variety of disciplines.

MHCC adopted its own [Equity Lens](#), as charged by the state Higher Education Coordinating Commission. Building a culture of equity requires asking questions through an Equity Lens and engaging in meaningful dialogue to ensure that programs, policies and systems are student-centered, and operating with the community's best interests in mind.

MHCC recognizes the mutual benefits of instructional programs that offer services to community residents (residents receive services at reduced costs or free while students get applied experience). The College promotes opportunities for program services to the community where appropriate.

Figure 1.B.2A Core Theme Two: Rationale for Selection as Assessable and Meaningful Measures, Indicators, Rationale, Targets, & Thresholds

Indicator	Description / Rationale	Owner	Target 2020	Acceptable Threshold 2020
<p>Community Values MHCC</p> <p>Strategic Priority: Community Communication</p>	<p>Percentage of community members affirming that MHCC is a valuable asset based on biannual community survey.</p> <p>Rationale: It is vital that residents of the college district recognize the value of MHCC, its social, cultural, and economic benefit to the region; effective communication with residents is the only way to accomplish this.</p>	Debra Derr	70%	>65%
<p>Number of unique cultural and athletic events hosted by the College</p> <p>Strategic Priority: Community Events</p>	<p>Total number of unique athletic and unique cultural events hosted by the College annually.</p> <p>Rationale: Opening College-produced events to community participation contributes to community strength and vitality. The diversity of our students and rich cultural fabric of the community enrich the content of cultural activities.</p>	Al Sigala	700	>650
<p>Number of community member clients receiving services from program offerings</p> <p>Strategic Priority: Program Services</p>	<p>Total number of people served by programs offering services to community residents annually.</p> <p>Rationale: Instructional programs offer mutually beneficial services to community residents which increases the value of the college to the district.</p>	Susanne Rose	7,500	>7,000

Core Theme III: Partner Innovation

Core Theme III Objective:

Build responsive and innovative partnerships that serve students, employees, business and industry, pre- K12 educational partnerships, the MHCCD Foundation and the community.

Rationale:

MHCC employees are integral to the success of students and the institution; it is critical that MHCC establishes a welcoming culture and promotes programs to ensure that its employees have the skills, training and support to provide excellent service. MHCC implements policies and programs to ensure autonomy, mastery and purpose.

MHCC maintains an on-going working relationship with businesses and industries within the college district. This collaborative relationship informs us of industry needs, promotes district work experience and internships, and ensures students are prepared for their chosen profession. MHCC provides high quality consulting and training to employers, promoting employer success and contributing to regional prosperity.

MHCC recognizes that it must establish and maintain relationships with primary school districts within its boundary to encourage on-going educational goals. The College implements a variety of mechanisms to inform pre K-12 students of opportunities and college expectations, to establish positive associations with higher education, and to provide on-campus activities for firsthand experiences at MHCC. The College allocates resources for liaisons who work directly with local schools, providing access to programs and resources that are used by students throughout the elementary, middle- and high school years.

MHCC promotes a healthy and innovative foundation because it is critical in gaining community support as well as alternative funding. The College and its Foundation work together to promote successful infrastructural improvements and to create access to student scholarships.

Figure 1.B.2B Core Theme Three: Rationale for Selection as Assessable and Meaningful Indicators with Rationale, Targets, & Thresholds

Indicator	Description / Rationale	Owner	Target 2020	Acceptable Threshold 2020
<p>Overall Employee Satisfaction</p> <p>Strategic Priority: Employees</p>	<p>The average (mean) rating (based on a five point scale) of all employees to the question: “Overall how satisfied are you with your employment at this institution so far?”</p> <p>Rationale: Overall employee satisfaction is a clear indication that the College has established a positive work environment and is moving to a culture of excellence.</p>	<p>Travis Brown</p>	<p>4.0</p>	<p>>3.9 out of 5.0</p>
<p>Value of Small Business Development Center</p> <p>Strategic Priority: Business and Industry</p>	<p>Percentage of desired outcomes attained through the activities of the SBDC in the form of training, assistance with funding, capital, contracts or startups (four variables, weighted average).</p> <p>Rationale: Existing and new businesses benefit from the business leadership training and consulting, and the availability of a highly skilled workforce.</p>	<p>Jarrod Hogue</p>	<p>75%</p>	<p>>70%</p>
<p>District high school graduates matriculating to MHCC</p> <p>Strategic Priority: Pre K-12 Education Partnerships</p>	<p>Total number of district high school graduates who subsequently enroll at MHCC (within 16 months) divided by the total number of graduates from district high schools.</p> <p>Rationale: The proportion of graduates from in-district high schools that attends MHCC demonstrates a strong working relationship between high schools and the college.</p>	<p>John Hamblin</p>	<p>25%</p>	<p>>22%</p>

Indicator	Description / Rationale	Owner	Target 2020	Acceptable Threshold 2020
Advisory board action items	<p>Percentage of Advisory Board action items implemented annually.</p> <p>Rationale: CTE advisory committees serve a critical role in fostering seamless transitions to college and careers and relevant in-demand technical skills for students.</p>	Jarrod Hogue	85%	>75%
<p>Foundation scholarship awards</p> <p>Strategic Priority: The MHCC Foundation</p>	<p>Total number of Foundation scholarships awarded divided by the total number of Foundation scholarships available.</p> <p>Rationale: The partnerships of MHCC Foundation with community members participating in Foundation activities result in critical student academic support that is directly related to the breadth and depth of that partnership.</p>	Al Sigala	90%	>85%

Conclusion

Since 2014, MHCC has diligently worked to better articulate institutional learning outcomes and has thoroughly reassessed its capabilities to measure meaningful, assessable and verifiable indicators for evaluating the accomplishment of its core themes and objectives. Targets and acceptable thresholds for indicators that MHCC needs to achieve by 2020 have been set. We anticipate that for several core indicators, it will take more than one year before we can observe the results. We will continue to monitor annual progress toward these goals.

A review of the previous measures, indicators and thresholds, as led by Analytics and Institutional Research (AIR), has resulted in the development of a comprehensive data collection infrastructure. The dynamic data collection system to measure outcomes of mission fulfillment has taken the past year to design, and the College now has the quantitative data analysis tools to begin assessment of programs and services. AIR will provide leadership in data collection, assessment and expanded reporting to the College and external constituencies. With trend data from the past three years, AIR will be able to provide meaningful data to programs and services in their assessments at the unit level as well as at the institutional level.

The College recognizes the need for continued integration of the measures and indicators into the planning cycle which has been aligned to its core themes and mission. The president's goals are tied to benchmarks with key performance indicators, aligning the strategic plan with targets and acceptable thresholds of achievement. AIR will work closely with the faculty in their use of the new data measures and indicators for educational assessment processes as further described within Standards 3 and 4.

MHCC has made improvements over the last year and anticipates these changes will make a significant difference in the coming years. The revised College governance system is expected to improve the quality of decisions, ensure the sense of inclusiveness and participation by all employees and, as a result, guide better use of resources. At every stage of the process, newly established assessment policies will be used to confirm if we are on the right track. The College is aware that significant work remains to be done. Our employees are encouraged by the progress made, and we firmly believe we are on the right path to continue necessary improvements toward mission fulfillment.

Addendum

Response to Recommendation 4

4: The evaluation committee recommends that the college ensure that all indicators of its core theme objectives are meaningful, assessable and verifiable; that planning for each core theme guides the selection of programs and services contributing to the achievement of goals and that the results of core theme assessments and results of assessments of programs and services:

- a) based on meaningful institutionally identified indicators of achievement;*
- b) used for improvement by informing planning, decision making and allocation of resources and capacity; and*
- c) made available to appropriate constituencies in a timely manner (Standards 1.B.2, 3.B.2, and 4.B.1).*

Introduction

Following the Fall 2016 Year Seven Self Study Report and Accreditation visit, Mt. Hood Community College received four recommendations. In reaffirming the College's reaccreditation on February 10, 2017, the Commission requested to address Recommendation 4 as an addendum to the Year One Report as the Commission finds the College substantially in compliance with criteria for accreditation but in need of improvement. The Commission has requested an Ad Hoc Report to address Recommendations 1, 2, and 3. This addendum addresses Recommendation 4 as was requested.

Mt. Hood Community College has continued to move toward an evidence based culture of decision making and has improved/introduced several processes that clearly and considerably assist the College in utilizing indicators of achievement in planning, allocation of resources, and decision making.

Unit Planning

In the Spring 2017 a new process of annual Unit Planning was introduced. This is a more detailed planning process than was previously done that accomplishes several objectives, which help the College improve in the areas identified in the Recommendation 4:

1. Alignment: All unit goals are required to align with the Strategic Plan and Core Themes. The clarity and transparency also helps different units to align their work with each other and break down silos.
2. Accountability: Each goal has a responsible person.
3. Transparency: Plans are available to all College employees. Next year the College will reach an even higher level of transparency by utilizing custom software.
4. Optimal Resource Allocation: Creation of a Unit Plan is the first stage of the budget process. Clear goals will ensure the optimal budget allocation of limited college resources.
5. Focus: Clearly defined and documented yearly goals for each unit allows employees to focus on the most important objectives and concentrate on tasks that are essential for the College's mission fulfillment.
6. Involvement: A more detailed process of planning requires input from all employees.

MHCC has completed a soft rollout of Unit Planning in Spring 2017. Improvements will be made based on user feedback to simplify the process.

The template used by all Units is provided in Appendix 1.

Online Dashboard

Mt. Hood Community College uses a web-based digital dashboard to monitor key indicators, as well as all underlining initiatives and measures. The College continues to expand this dashboard, and it is usable and viewable by all employees.

Currently, the dashboard has the capability to drill down into underlining initiatives and measures. The data is automated so the results appear as soon as specified time frame/milestone has passed.

The screenshots of the dashboards are available in Appendix 2.

Institutional Effectiveness Council

A new Institutional Effectiveness Council has been created over the last year. The charge of the council is to promote and support the continued implementation of planning and assessment across the College, working closely with Analytics and Institutional Research. The IEC reviews and provides recommendations for planning and assessment which reflect student learning at the unit, department/program and institutional levels. IEC helps AIR design strategies for addressing long-term assessment, unit planning and overseeing implementation of key performance indicators for institutional assessment of mission fulfillment.

Assessment Coordinator

A new position of Assessment Coordinator was hired on March 1, 2017. Among other responsibilities, the Assessment Coordinator assists college units with their assessment process, ensures that such activities happen in a systematic and consistent way, and confirms that indicators are meaningful, assessable, and verifiable.

Indicators Review Process

At the time of the Year Seven visit, the College had just recently revised its core theme indicators and introduced the new process of reviewing those indicators to ensure they are meaningful. The process consists of a review of each indicator with all stakeholders and employees of the area primarily responsible for delivering results, followed by a review and confirmation from the President's Council. The College ensure that the process happens annually. The next review will be conducted in Fall 2017.

Standard 1.B.2: Core Themes

The institution establishes objectives for each of its Core Themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its Core Themes.

As was indicated above, we have established meaningful, assessable and verifiable indicators that are reviewed regularly.

Standard 3.B.2: Core Theme Planning

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Newly established structure and confirmation process of Unit Plans created annually by academic and non-academic units ensure the alignment of the core theme programs and verifies if intended outcomes are achieved.

Standard 4.B.1: Core Theme Improvement

Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Unit Plans created annually by academic and non-academic units confirm the usage of assessment planning to enhance student learning outcomes. All results are available to all constituents in a timely manner through online dashboards. More detailed results will be available in the Unit Planning software that is scheduled to be released in November 2017.

Summary

We believe the new planning process directly addresses the issues raised by Recommendation 4 and sets MHCC on a path to fully comply with the stated accreditation requirements.

This new process ensures:

- Broad involvement from college employees
- Key Performance Indicators are regularly reviewed and utilized in planning
- Indicators are used for budgeting and desired resource allocation
- Live online dashboard makes data available to all stakeholders
- Assessment activities are overseen by Institutional Effectiveness Council
- Assessment Coordinator is a designated resource for assessment and planning activities

Appendix 1 – Unit Planning Template

This template has been shared with all college departments.

1. Purpose of the Plan

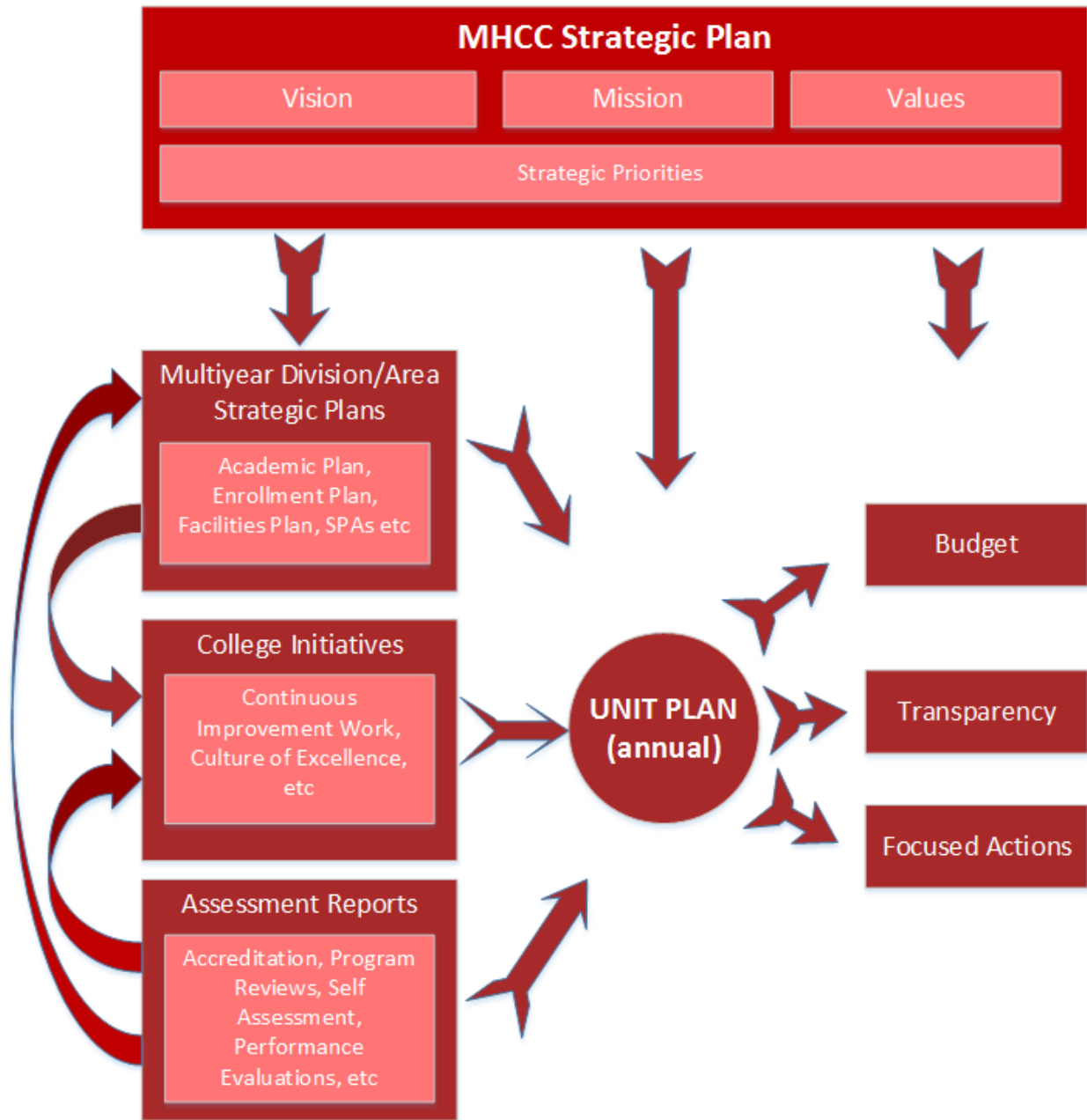
Your Unit Plan is a living document that outlines what your unit is, its role in the organization, how and what your unit does to help the College fulfill MHCC's mission. The main purposes are:

1. To demonstrate a commitment to systematic examination of the quality of all that the unit does to improve itself.
2. To inform decision-makers of the contributions and impact of the unit to the development and growth of the College.
3. To prove and demonstrate what the unit is accomplishing for stakeholders.
4. To provide support for campus decision-making activities such as strategic planning, as well as external accountability activities such as accreditation.
5. To determine resources that are necessary to accomplish your goals.
6. For instructional units, to provide a bridge between unit SPA's and the College Strategic Plan.
7. To serve as a basis and a prerequisite for a request to increase funding (first phase).
8. To serve as a justification for any resources utilized by the unit and one of the criteria in instruction/student support/other programs prioritization/mix of vitality process (second phase).
9. Be part of the manager's performance evaluation process.

During the process of plan creation, you will likely seek answers to these questions:

- What are we trying to do?
- How well and how efficiently are we doing it?
- How do we use what we learn from the answers to the first two questions to improve what we are doing, to inform policy discussions and resource allocations?
- What and how does our unit contribute to the development and growth of students?
- What decisions did you make about your unit last year?
- What evidence did you use to inform that decision?
- What was it that you were trying to influence, or change, about your unit when making the decision with the stated evidence?

How does your plan fit into the college structure?



2. Unit Mission Statement – why does your unit exist?

Mission: The mission statement includes the unit’s most specific values, goals and purpose; it provides the most important context for understanding the unit’s contribution to what is important at MHCC; why do you do what you do?

Examples:

- The mission of the human resources department is to contribute to organizational success by developing effective leaders, creating high-performance teams, and maximizing the potential of individuals.
- Provide excellence in information technology solutions and services that will facilitate the Mission, Vision, strategic priorities of the College.
- The library plays an active and integral role in furthering the educational Mission of the College by connecting students and faculty to the world of information and ideas. Librarians, in curricular partnership with the faculty, provide instruction, resources and services that strengthen student research skills, promote critical reflection and foster academic excellence.
- AIR provides the right information to the right people at the right time in the right form.
- Don’t have a Mission statement? Create one using the “To By For” method:
 - To** [Accomplish Something]
 - By** [Providing some benefit or benefits]
 - For** [a specific group or specific groups of people]

3. Unit Vision Statement – what is your work unit's desired state?

Don’t have a Vision statement? Create one. Use the examples below to help generate ideas. Feel free to search "College Vision Statements" and you will find innumerable examples for inspiration. Most college vision statements are too long. Try for brevity.

What do you envision for the unit in five years? Think about the people you serve. What do you want them to say about you/your service in the future? Be bold; what’s the ideal description of your unit?

4. SWOT Analysis

The Unit Planning process assumes that each division has its own strategic multiyear plan in place and it is designed to help work units translate their strategic plans into practical action (i.e. moving from strategic planning to tactical action planning).

If your work unit does not have a strategic plan in place you can conduct a SWOT analysis with your team. One advantage of conducting a SWOT analysis is that you get to reinforce the reality (that is often not accepted within the academic arena) that you are working in a competitive environment.

SWOT asks a series of four questions about your work unit. What are its: Strengths, Weaknesses, Opportunities, and Threats. We included examples of prompting questions that you can use. Make sure that the team thinks about each attribute “in a vacuum” and also “in comparison to our competitors.”

<p>1. Strengths (current/generally internal)</p> <ul style="list-style-type: none"> • What do we do better than anyone else? • What is our advantage compared to competitors? • What do our customers say about our strengths? • What are we most proud of? 	<p>2. Weaknesses (current/generally internal)</p> <ul style="list-style-type: none"> • Where can we improve what we do? • Where we are at a disadvantage to our competitors (try to get members to focus on variables that can be influenced by your group's actions. • "What do our customers complain about us?"
<p>3. Opportunities (future/generally external)</p> <ul style="list-style-type: none"> • What trends are out there that we can turn to our advantage (technology, labor force, government policies, competitors changing) • How will our strengths help us take advantage of trends/changes 	<p>4. Threats (future/generally external)</p> <ul style="list-style-type: none"> • What barriers get in the way of us doing what we want? • How are emerging trends going to threaten us? • What are our competitors doing that threaten us?
<p><i>Groups often limit themselves to "what is" when looking at Opportunities and Threats. Encourage them to think expansively – beyond their current borders to what might be.</i></p>	

5. Last Year Review – looking back to learn for the future

NOTE – your work unit will be able to do this work more completely next year because you will have gone through an entire annual unit planning and implementation cycle.

This is your work unit's opportunity to review last year's work plan. Reflect on what worked, what did not work, and what you learned from your experience that you can use in this year's planning.

Working on this section can be problematic for your work unit if this review of last year's work is seen as a punitive exercise. You will need to demonstrate that the work unit is conducting a review as part of the unit's continuous improvement.

Reviewing current and previous processes can be helpful to make tasks more efficient and effective. It can also help to free up time that can be spent on more important projects.

a) Analysis of last year's results

Review the previous year's indicators and describe whether the indicators meet or exceed their targets. If the indicator doesn't meet or exceed the acceptable threshold then explain why.

Goal	Indicator	Actual	Target	Threshold	Discussion

What worked? Why?

Identify all of the success your work unit achieved this year. This is your opportunity to convey all of the things your unit is doing you are proud of. Think of obstacles you were able to overcome or goals you set and were able to meet. Maybe you worked with another unit and achieved a larger goal. Feel free to elaborate what worked for your unit and how you were able to make it work.

- Start your process by catching people doing things right.
- Ask "which outcomes did we meet (or exceed)?"
- For each deliverable, ask questions such as:
 - "Did meeting those outcomes have the impact we intended?"
 - "What spin-offs came from that work?"
 - "Did we document our improvements (Did we brag about it?)"
- "What was needed to achieve those outcomes?"
- "What did we learn that we can use moving forward?"

What didn't work? Why?

Once the successes have been identified, it's important to review what didn't work as well. Stress to the work unit that it's easier to learn from what didn't work than from what did. Failures are an opportunity to learn something. We want to use those experiences as a tool to do better next time. It cannot be stressed enough - this is **not** an elimination process. This is a time to reflect on how we can do better as a unit at the College and how we can provide more value to our area. If appropriate:

Start out by "owning" something in the Action Plan that did not work

- Talk about what you learned.
- Talk about what you will do differently moving forward.
- It's not about who is right or wrong, it's about what is the right thing to do.
- Ask "which outcomes did we not meet?"

For each deliverable, ask questions such as:

- "Were our expectations realistic?"
- "What got in the way of our achieving our outcomes?"
- "Should we extend our work into this Action Plan?"
- "Did we document what we learned?"
- "What did we learn that we can use moving forward?"

The next two questions are optional. Based on your reaction to the groups response; you may cover the next two sections very quickly or skip them altogether. If you do skip these sections - tell the group "we did a pretty good job anticipating the next two questions so we are going to ..."

b) What lessons did you learn from last year's activities?

Take the time to review the lessons you learned from each goal. Go back with the group to list the lessons learned in order to reinforce those lessons. Summarize and document the lessons learned discussion.

c) How will you incorporate the lessons you have learned in this year's planning?

Same as above. Don't hesitate to draw arrows between lessons learned from the completed Action Plan and Action Items (or Discussions) in the upcoming plan. Formulate a plan of action to include in this year's planning process. Include any evidence supporting your plan from the Lessons Learned activity.

6. Process Review

One of the reasons to conduct unit planning is to provide the greatest amount of value to students/community/partners/fellow employees while expending as little of your resources (money, labor, time, materials, and information) as possible. During this step of unit planning, your team will start to analyze its work processes to determine if the process is contributing value (i.e. helping the unit achieve desired outputs). One way to help achieve your goal is to start categorizing work unit activities and processes using two different criteria.

First, you will categorize processes as being:

- Value-added (from your customers' perspective)
- Non-value added, but necessary (in other words not valued by your customers but legally mandated)
- Non-value-added (generally considered to be waste by your customers).

Second, you will categorize your process by whether they are:

- Internal to your unit (the process begins and ends within your unit), we will call these Tier I processes, or
- Cross-unit (the process flows from or to other work units). We will call these Tier II processes.

Your primary outcome will be a priority list of non value-added processes and activities (both Tier I and Tier II) that you will work to improve (or eliminate) during the coming year.

AIR personnel are available to help your unit:

- learn how to categorize the unit's work processes,
- prioritize which processes need to be improved to help the unit achieve its outcomes, and
- engage in continuous improvement activities on an on-going basis.

7. Intended Outcomes/Action Plan

Intended outcomes are an explanation of what your plan will achieve. Here you will describe in detail what the outcome will consist of. Answer the following questions:

The outcome describes a result rather than a process.

1. The outcome describes what the recipient of the service will be able to demonstrate.
2. The outcome is specific and measurable.
3. The outcome addresses no more than a single result.
4. The outcome uses action verbs that specify definite, observable behaviors.
5. The outcome is clear: faculty, students, administrators, and people outside the unit are able to understand it.

6. The outcome is validated by unit/program colleagues.
7. The outcome is clearly linked to unit goals.
8. The outcome is reasonable, given the staff/faculty of the unit.
9. The outcome supports the College's mission, vision, and strategic priorities.

Setting criteria for success of your outcomes:

- Ask yourself: what level is acceptable as evidence of success?
- You must state the target or criteria at the beginning of the process, not after you have assessed it.
- It should be a targeted value that you feel that your unit could obtain if it were satisfactorily fulfilling its Mission effectively and efficiently.

Describe the action plan in which you hope to plan to achieve. Ensure the plan is feasible and practical considering your budget and resources.

An Action Plan is the result of the process that defines the detailed steps or changes made your unit will take to meet its goals. Each step should include:

1. The action that will occur
2. Who will complete the action
3. When the action will start
4. When the action will be completed
5. The resources necessary to complete the action
6. The communication that must take place within the unit

A good Action Plan should:

1. Be Complete - List all relevant steps necessary to effect all desired changes
2. Be Clear – Identify who will do what by when
3. Be Current – reflect current work and anticipate new opportunities and/or barriers

Benefits of an Action Plan:

1. Unit Credibility – Shows that the unit is organized and invested on getting things done
2. Thoroughness – Helps insure that nothing is left out
3. Realistic – Helps identify what is and isn't possible
4. Efficient - Saves time, energy and resources in the long run
5. Accountability – Increases the chance that what needs to be done will be done on time

Creating an Action Plan

Preliminary Discussion/Brainstorming

1. Determine who should be involved
2. Review Vision, Mission, Strategic Plan for your area
3. Determine Proposed Changes
4. Determine Targets of Proposed Changes
5. Determine Agents of Proposed Changes

Action Plan Steps

1. List Strategic Priorities – Use MHCC's [Strategic Plan](#)

2. List Goal(s) that will be used to indicate how this unit will support the Strategic Priority Goal setting begins after the Mission and Vision statements are finished. Keep the process simple and enjoyable, and set “SMART” goals – simple, measurable, achievable, results oriented, time sensitive. Most importantly, however, do not set goals that are “too easy” or do not boost performance. It is best to challenge employees, expect them to challenge themselves, with attainable goals that require considerable effort. Think about the Strategic Priorities set forth in the College’s Strategic Plan when setting goals.

You may not specify your goals in each one of these priorities at one time, but whichever you choose, be sure they reflect the College’s Mission and Vision. Additionally, while no one goal setting style is better than another, pay special attention to it. The more closely a manager can match the employees’ wishes with the goal-setting style, the better the chances for a successful outcome.

3. List the Action Step(s) that will be taken to accomplish each **Goal**

4. List the Outcome that will used to identify successful completion of this **Action Step**

Strategic Priority (From MHCC’s Strategic Plan)	Goal (<u>S</u> pecific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> ealistic, <u>T</u> imely)	Indicator				Actions	Due Date
		Current	Target	Threshold	Responsible Person		

8. Data Requirements

Please describe whether the data is readily available

Indicator	Is Data Available?	If no, what needs to be done to make data available	Due Date

Appendix 2 – Screenshots of AIR Measurements

Dashboard

Screenshot of the dashboard featuring Institution Wide Key Performance Indicators available to all employee and stakeholders.

- ◆ = Meeting Target
- ◆ = Below Threshold
- ◆ = Meeting Acceptable Threshold (AT)



- ◆ = Meeting Target
- ◆ = Below Threshold
- ◆ = Meeting Acceptable Threshold (AT)

