



# Mid-Cycle Self Evaluation Report

Mt. Hood Community College

August 1, 2019

## Table of Contents

INTRODUCTION .....	1
Students .....	1
Leadership Changes .....	1
PART I: OVERVIEW OF INSTITUTIONAL ASSESSMENT PLAN .....	2
Mission Fulfillment.....	2
Assessment Evolution .....	2
Assessment Purpose .....	3
Assessment Processes.....	3
Core Themes and Objectives Validity .....	5
Sufficiency of Evidence to Assess Mission Fulfillment.....	6
PART II: REPRESENTATIVE EXAMPLES OF ASSESSMENT PROCESS.....	7
Example 1 – Learning Outcomes Assessment: Biology 101 (Course Level) .....	7
Example 2 –Learning Outcomes Assessment: Integrated Media (Program Level).....	9
PART III: PREPARING FOR YEAR SEVEN SELF EVALUATION .....	12
ADDENDUM .....	13
Response to Recommendation 2:.....	13
Response to Recommendation 3:.....	14
Concluding Statement: .....	15

## INTRODUCTION

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 Center, 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.

Mt. Hood Community College entered the 2018-19 academic year with 151 full-time instructors, counselors and librarians, as well as 340 part-time instructors and tutors. Currently, 21 full-time administrators and 18 full-time supervisors (district funded) provide leadership and management to the College. The College also employs 181 full-time classified staff.

### Students

Total 2018-19 enrollment (unduplicated headcount) was 24,748 students. Of the total enrolled student population – forty eight percent (48%) were female students, fifty percent (50%) were male, and two percent (2%) are unknown. Sixty percent of students are enrolled in credit classes.

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 2008 to 27% in Fall 2013, and finally to 34% in Fall 2018. The College is committed to remaining accessible to an ever-increasing population with diverse needs.

### Leadership Changes

The most significant change since the year One Self-Evaluation report (Fall 2017) is the hiring of the President. In July 2018, Dr. Lisa Skari began her tenure as MHCC's President after a national search and comprehensive recruitment process. She brings exceptional experience in supporting and empowering a diverse student body and staff.

In July 2019, Dr. Alfred McQuarters was hired as Vice President of Instruction. This position was eliminated during previous reorganization. Broad campus input led to a consensus that a central leadership position in instruction was needed. MHCC looks forward to new instructional leadership guiding academic areas to their full potential.

## PART I: OVERVIEW OF INSTITUTIONAL ASSESSMENT PLAN

### Mission Fulfillment

The MHCC Mission (Transforming Lives, Building Communities) was approved by the MHCC Board in July 2009. It continues to provide direction for the College today and into the foreseeable future. It has been derived by and for the community and articulates purpose for an institution of higher learning. The mission statement embodies the sense of transformation; the college's ongoing cycle of continuous quality improvement will address the needs of a district that is undergoing a considerable demographic shift. MHCC believes that learning will transform lives, and build, strengthen and support its communities.

MHCC's three Core Themes also remain the same as reported in MHCC's Year-One Self Evaluation Report in Fall 2017: Learner Success, Community Pride, Partner Innovation.

MHCC defines mission fulfillment as successfully meeting Core Theme Objectives measured through Key Performance Indicators (KPI). The degree of mission fulfillment comes from achieving levels of acceptable thresholds. Ultimately, mission fulfillment is assessed by dividing the number of KPIs meeting thresholds level by the total number of KPIs. Each KPI is equally important in determining mission fulfillment; thus, no weighting factor is applied. A rate of 70% or higher meets MHCC criteria of success toward mission fulfillment. Long term and annual targets are set to monitor the progress annually. All data is available on a college dashboard which is viewable by all employees (Appendix 1).

### Assessment Evolution

MHCC has made tremendous progress in improving its assessment processes and practices since the Year Seven Self-Evaluation in 2016. MHCC recognized changes were needed to make desirable progress. The stewardship of the assessment process had to be delegated to a specific department with necessary resources. The wisdom and support of action teams that include broad campus representation were required to make the process meaningful.

The Analytics and Institutional Research (AIR) Department was delegated the function of assessment and charged with coordinating and enabling assessment processes. AIR ensures these processes are addressed and meet set standards. The AIR department director was tasked with the additional role of an assessment officer in October 2016. In addition, a new assessment and planning coordinator position was created in March 2017. The AIR department has also gained a position of Business Intelligence Developer in April 2017. This position is charged with expanding the department's capacity to provide tools and data for assessment.

The Educational Assessment Action Team was formed under the Institutional Effectiveness Council during that same year to guide the development of assessment processes and ensure they are meaningful and useful for all academic areas of the college. The General Education Task Force has worked on defining general education criteria that can be applied to determine which courses meet specific general education outcomes and also, as one of the benefits, contributes to improving general education assessment. In Spring 2019 the Academic Prioritization Action Team was established to develop a process for reviewing academic programs.

The collective efforts of these Action Teams and Councils, coupled with the dedicated resources of AIR resulted in improvements of all elements of education assessment. While MHCC recognizes there is still much to be done and assessment is an on-going process, the survey of MHCC employees in Spring 2019

showed that over 60% rank MHCC assessment efforts as somewhat good to very good (Appendix 2). MHCC will conduct this survey annually to monitor the employees' perception of educational assessment and measure progress.

### Assessment Purpose

MHCC stays engaged in a systematic, comprehensive, and meaningful assessment process. This process is outcome focused and verifies alignment to the Strategic Plan. The results of the assessment are actionable and always used to inform planning and budgeting.

MHCC has implemented a series of measures to adhere to those principles. MHCC always seeks broad feedback on newly developed processes and practices to ensure they are meaningful and useful to all. For example, the consideration of time it takes to complete the process compared to the value it brings was paramount when the Course Outcome Assessment process was developed and introduced.

MHCC developed electronic applications (web based) for both planning and assessment. Results for both plans and assessments are available campus-wide. This approach ensures transparency and accountability and leads to systematic and comprehensive assessment and planning. MHCC continues to expand and improve these applications on a regular basis adding more features monthly. Custom development allows for accommodating differences between various parts of the college, therefore, making it useful and meaningful for all.

Assessment and Unit Plans were directly connected in the 2018-2019 Academic Year. When creating their annual Unit Plans, faculty and deans have the ability to link a recommendation derived from assessment to a goal. Results of the goals shall be reported at the end of each academic year during the annual review of unit plans. Eventually, this process ensures that assessment is conducted and results lead to improvements. The college will be able to easily access well-documented results and celebrate achieved successes.

Unit Plans and requested budgets were directly connected for the first time in the 2019-2020 Academic Year. It was a first attempt and more work has to happen; however, staying on this path will create an exceptionally strong link between assessment, planning and budgeting. Assessment will inform and guide planning processes. Planning, in turn, is the basis for the budget process and resource allocation. This fully developed system will also allow MHCC to easily assess if the college distributes funds according to its priorities.

### Assessment Processes

As mentioned above, MHCC, in the past three years, has undertaken the development and improvement of many assessment processes. These processes are in various stages of completion. The Course Learning Outcome Assessment has been successfully rolled out to the whole campus. The Program Outcome Assessment and Mapping has been developed (Appendices 5 and 6), piloted with two programs, and undergone all approval processes. It will start its roll out to the whole campus in Fall 2019.

The following table summarizes the processes of assessment that are critical for measuring student learning that are currently developed, approved, and have either been or are scheduled to be rolled out campus wide.

	<b>Purpose</b>	<b>What's done</b>	<b>Frequency/ Responsibility</b>	<b>How it's used</b>
<b>Course Outcome Assessment</b>	<ul style="list-style-type: none"> <li>• Improve student learning outcomes achievement</li> <li>• Ensure students meet stated course learning outcomes</li> </ul>	At the end of each term, faculty assess course learning outcomes for all sections and record results in the online system	Every Term by Faculty, Deans	Faculty meet every term to discuss assessment results and agree on recommendations to implement. Planned improvements are linked to Unit Plans.
<b>Program Outcome Assessment (CTE Programs)</b>	<ul style="list-style-type: none"> <li>• Improve program learning outcomes achievement</li> <li>• Assure students meet outcomes</li> </ul>	A designated class is determined and a specific assessment method is established to assess and record achievements by student	Annually by Faculty, Deans	Faculty discuss annually the results of assessment. To track progress recommendations are linked to Unit Plans.
<b>Program Mapping (CTE programs)</b>	<ul style="list-style-type: none"> <li>• Improve understanding of curriculum fit</li> <li>• Help course sequencing <ul style="list-style-type: none"> <li>• Reveal strengths, gaps, redundancies in course outcomes</li> <li>• Improve assessment</li> </ul> </li> </ul>	Each course outcome is mapped to a program outcome. A level of mastery is defined (Introduced, Reinforced, Mastered)	One time, updated annually as outcomes change by Faculty	As course outcomes and course content or sequence changes, the program map is reviewed to ensure the sequence of courses still allows for gradual mastering of program outcomes, no redundancy or gaps are present
<b>Program Revitalization (all disciplines)</b>	<ul style="list-style-type: none"> <li>• Long term planning for each discipline/ program</li> </ul>	Faculty provide initial opportunity and equity analysis for final decision making	Every two years (TBD) by Faculty, Dean, Administration, MHCC Board	Assess the program data holistically to place into one of four categories: Maintain, Phase out, Modify, Grow
<b>General Education Assessment</b>	<ul style="list-style-type: none"> <li>• Ensure students meet outcomes</li> </ul>	Courses fulfilling general education outcomes are mapped and assessed	Every Term by Faculty, Deans	Apart from reviewing achievement results, a process for improvement is being established.
<b>Key Performance Indicators Review</b>	<ul style="list-style-type: none"> <li>• Ensure we are on track to meet goals and fulfill our mission</li> </ul>	Annual review of indicators, considering initiatives that affect indicators	Annually by MHCC Board, Administration, Management, Departments	Review progress and establish connection between individuals' work and college level goals and mission.

The Program Revitalization procedure was finalized and approved in Spring 2019. The new process was initiated right away. The process will be tested for all disciplines at the same time; it would not be meaningful if only a few disciplines were to pilot the process. Over the Summer 2019 the office of Analytics and Institutional Research will collect all defined data points that include such categories as quality of program outcomes, size, scope and productivity of the program, revenue, costs and other resources generated by the program. Faculty and deans will review the data, complete opportunity and equity analysis and submit recommendations. Administration, using provided data and analysis, will make a final determination on whether to maintain, grow, modify, or phase out the program.

In Spring 2019, the General Education components (such as Arts and Letters, Social Science, Communication, etc) and their outcomes were revised at the degree level (such as ASOT, AAOT, ASGS, AS, AAS). General education requirements are currently met through specific courses. Specific criteria were generated for each general education outcome so that courses could be evaluated to determine whether they meet those criteria. Courses meeting the criteria therefore meet that specific general education outcome. Course learning outcomes are assessed on a regular basis and the results of this assessment can be used to measure student achievement of general education outcomes. Starting Fall 2019, faculty will map course outcomes to general education outcomes in order to count the course as satisfying general education outcomes.

Starting next academic year, MHCC will explore the need for institutional-level general education outcomes. There have been several attempts in the past to address institutional-level general education outcomes and a draft document has been developed; the decision to move forward with these outcomes will be made in the 2019-2020 Academic Year. MHCC will also determine if there is a more appropriate way to assess general education outcomes.

MHCC is working to ensure its mission, vision, and key performance indicators are well understood by all employees. MHCC is also continuing the work of establishing better connections between the college's mission and high-level goals and the daily work and goals of staff. The lack of common and clear strategies connecting high-level goals to annual unit level goals hinders the understanding of this alignment. Standard definition and standard planning structure for all areas that was adopted in May 2019 and scheduled to be used in the 2019-2020 planning cycle should establish a clear link (Appendix 3). The College expects each employee to be able to articulate clearly how each action contributes to the college's goals and mission fulfillment.

Better planning alignment will also help assessment efforts. Low-level indicators of achievement will serve as leading metrics for key performance indicators. Measuring the progress of initiatives designed to improve one of the key performance indicators will inform the college if it's on the right path or if corrections are needed.

### Core Themes and Objectives Validity

MHCC established current core themes and core theme objectives in 2015 after a comprehensive planning review process with both internal and external constituents. MHCC believes core themes individually manifest essential elements of its mission and collectively encompass its mission: Learner Success, Community Pride and Partner Innovation. The college is still confident that they are an accurate and timely reflection of the college mission and will continue to guide the planning process across all programs and services. MHCC plans to align the strategic planning process with NWCCU's seven-year cycle of self-evaluation. The next review of the college's core themes will happen in the next strategic planning cycle in the 2022-2023 academic year.

## Sufficiency of Evidence to Assess Mission Fulfilment

The work to determine if Key Performance Indicators collectively provide sufficient evidence to assess mission fulfilment and sustainability is underway. President's Cabinet reviewed the KPIs in Spring 2019 and the MHCC Board is expected to review them in Summer 2019. Two indicators were already identified as potentially needing revision due to modified processes. The upcoming work to link operational low-level indicators to KPIs will also inform this decision. The Accreditation Liaison Officer will present collected feedback for decisions to be made by the MHCC Administration and Board. MHCC expects to conclude this work by the end of the 2019-2020 Academic Year.

## PART II: REPRESENTATIVE EXAMPLES OF ASSESSMENT PROCESS

MHCC has made remarkable improvements in students' learning assessment in the last two years. The college has run pilot assessments in selected areas and after getting positive feedback proceeded with rolling out the piloted processes college-wide. MHCC has chosen two examples of students learning assessment at course and program levels.

### Example 1 – Learning Outcomes Assessment: Biology 101 (Course Level)

#### Purpose

The purpose of the Course Level Outcomes assessment is to ensure MHCC students meet stated outcomes upon completion of a course and assist instructors in improving learning. MHCC strives to make assessment useful; resulting in an improvement recommendation that is implemented and documented.

#### Process

The assessment is done by evaluating learning of all students in a course. Faculty teaching the course define the criteria used to determine if students meet a specific outcome. Upon course completion faculty put the assessment results into a newly developed software (Appendix 4), provide an overall reflection on a taught course and enter any recommendations they believe may lead to improvement. Quarterly department meetings are scheduled to summarize and review results across sections to get an overall picture of students' collective strengths and weaknesses, define and document proposed actions in the Unit Plan to implement and report on later.

#### What and how was assessed? What data was used? How was it collected and analyzed? How were criteria established?

In order to assess outcomes of the Biology 101 course taught in Fall 2018 term, four faculty members agreed to use the results of similar final exams, and two big term projects (Experimental Design and Connections project), both of which were designed to specifically and explicitly address different course outcomes.

Exam questions and project rubrics were used for assessment purposes. A score of 75% or higher was set as a criteria for meeting an outcome, a score of 65% to 74% indicates there was a need for improvement, and a score of 64% or below would mean an outcome was not met. Faculty have documented the results and their reflection on the course in the course outcomes assessment software.

#### What were the assessment findings?

- Overall, faculty felt that students met the outcomes for this course.
- Students struggle with any application of content beyond memorization (but many of them also struggle with straight memorization). Faculty discussed whether the amount of content included in the course (compared to non-biology content outcomes such as experimental design and data analysis) was appropriate. They concluded that, based on the level of the course and alignment with general education outcomes, it was appropriate.

- One of the biggest topics of discussion during the meeting was the experimental strengths and weaknesses outcome. Faculty did not specifically assess that outcome and they believed they only superficially taught it.

Were indicators/results meaningful? Is there a need to look at more/fewer things to effectively assess? When will the next evaluation happen?

Faculty believed indicators were meaningful. They all agreed that they are doing a good job of assessing the majority of the outcomes and that they are looking at an appropriate number of measures. Students struggle with application. Faculty don't know yet how to improve it, but will continue to work on this issue. Faculty will all continue assessing at the end of each term. One challenge is that in some terms only one faculty teaches a specific class; no group assessment can be done for those terms.

How will results be used to make an improvement

- Faculty discussed generating a rubric for assessing non-content exam questions (i.e. experimental design) that everyone could use as an embedded question (editable for specific experiment they wanted to use).
- Faculty decided their major focus for next term will be the experimental strengths and weaknesses outcome. They are all teaching different classes next term, but this outcome is the same for BI101, 102, 103, 211, 212, 213. Faculty are planning on meeting near the beginning of next term to discuss how they are all going to incorporate teaching and assessing this outcome into the classes each of them is teaching. Since the outcome is the same for all the classes, they can all focus on this outcome regardless of the specific course content.
- Faculty discussed potential changes to the order of labs to accommodate discussion of strengths/weaknesses, but it is too late to do that for winter term because course packets have been printed. They will add a discussion of the experimental design lab into one of the lecture classes, which would not require a change to the course packet.
- Faculty will work on generating embedded exam questions for the non-biology content outcomes as well as a rubric for assessing those questions.
- Faculty discussed whether the amount of time spent on content versus concepts (non-content outcomes) is appropriate and decided that it is for a general education class. They also noted that the content outcomes could be applied to the concept outcomes in various ways depending on current events and instructors' interest.
- Faculty are in the process of changing the communication outcome. It has been changed in the course outcome software, but that change has not propagated all the way through yet. They are also considering changing one of the other outcomes ("Communicate the interdisciplinary role of science in current societal issues and the relevance of science to everyday life.") to match the new general education criteria.
- Faculty discussed changes to the final project for the course that could make it more relevant, rigorous and interesting, but would still match the existing outcome as well as the newly proposed outcomes.
- Faculty discussed how to be a tougher grader on short answer quizzes and projects so that assessment more accurately reflects the level that they feel the students should be working at.
- They are all going to consider final projects for their respective courses next term to decide how to better connect to the interdisciplinary outcome.

How were the findings communicated to constituents? Is there a need to get institutional support and resources to address identified issues?

All faculty teaching the class were present at the meeting. The results will be documented in the course outcomes assessment software and further specific goals and action will be created in Unit Plans for any other party to view at any time.

No additional resources from the college to address discovered issues were needed at this point.

Faculty decided that it made more sense for biology assessment meetings to be held by outcome rather than by course, since almost all the biology classes share the same first four outcomes. They decided that next term they would focus on the strengths and weaknesses outcome. Then in the spring term, they will look at the experimental design outcome. Next year, they will decide where they want to focus and whether they want to continue structuring meetings around outcomes or around specific courses. Part-time faculty are invited to attend these meetings, which are scheduled right after division meetings so that it would be convenient for them to attend both.

## Example 2 –Learning Outcomes Assessment: Integrated Media (Program Level)

### Purpose

The purpose of the process is to ensure MHCC students meet stated outcomes upon completion of a program, assist instructors in improving students' learning, establishing meaningful course sequencing in program, avoiding gaps and redundancies in outcomes of courses offered in the program, and ensuring mastering of course outcomes lead to mastering program outcomes.

### Process

This first round of assessment for Integrated Media included an entire year of individual course outcome assessments for the majority of the Broadcasting option. Assessment included first year (Career Pathway Certificate of Completion) courses and second-year cohort driven Integrated Media shared core classes, which included all currently enrolled students seeking an AAS in Integrated Media (Broadcasting, Graphic Design, Photography, Video). In addition to those courses, program outcomes in Associate of Applied Science in Integrated Media (Broadcasting option) were evaluated. The results of Technical Skill Assessment conducted in the program capstone class were used.

How was this assessed? What data was used? How was it collected and analyzed? How were criteria established?

Assessment data was collected during grade entry at the end of each quarter. Each course section was assessed individually and recommendations were based on this activity. Faculty evaluated each outcome based on the general achievement of all the students in the class, not by individual student. These criteria were established in this initial round of assessment to verify that the outcomes matched the coursework/assignments of each course. In addition to student achievement, outcomes were evaluated to verify the sequencing of each class within the curriculum. This evaluation was accomplished by mapping each outcome to both the program outcomes and the college's general education outcomes. This mapping enabled faculty to track development of students through their curriculum and to make adjustments not only to individual course instruction but also to individual outcomes and courses.

Industry experts conduct Technical Skills Assessment in the Integrated Media program by evaluating each student's portfolio work. They evaluate how, in their opinion, students meet stated program outcomes criteria based on a provided rubric. This provides a great external review of how well graduating students are prepared to meet labor market demand and how well they do with regard to specific program outcomes.

### What were the assessment findings?

The assessment of curriculum uncovered several inconsistencies in course outcomes from class to class. Because different individuals authored outlines, outcomes varied in specificity. Some were too vague and some appeared to be too detailed and included specific brand-name tools, which is problematic because of the rate of change in industry tools and technology.

Other findings revealed a problem with sequencing classes and differing levels of prerequisites. There was a need for additional 'gap' instruction for intermediate and advanced courses. Findings revealed that not all students were able to jump straight into an intermediate course due to a need to review some of the elements covered in previous courses. As an example in IM270: Project Development, students are placed into teams to produce different media assets for a larger group project. Within some of these teams there were inconsistent processes/methods used to achieve a desired result. This was apparent in project development as some students hadn't received adequate instruction on appropriately exporting digital files with accurate metadata to share with other teams in the class. This assessment will allow faculty to enhance instruction to a prerequisite course (most likely IM120: Computers and File Management) as well as informing faculty that a review of these processes may be necessary as there is a gap of two full quarters between the introduction of this material and its application.

Through curriculum alignment, faculty were able to detect redundancies in instruction and work to eliminate them. They were also able to connect their program Technical Skills Assessment evaluations back through the entire course curriculum. This is essential as Technical Skills Assessment may identify issues with mastering specific program outcomes. Connecting program outcomes back to courses will allow identifying specific course or courses where enhancements are needed in order to strengthen students' achievement of a particular program outcome.

### Were indicators/results meaningful? Is there a need to look at more/fewer things to effectively assess? When will the next evaluation happen?

This was the first assessment by faculty using this model. Naturally most of the results were based on curriculum alignment at the program level. Subsequent assessments will have historic data to track and evaluate progress toward established goals. Due to the logical sequencing of this assessment process starting from the end results demonstrated in the capstone class through Technical Skills Assessment and moving back through first-year up to the first-term course outcomes, faculty were able to better see inefficiencies in the course/lesson sequencing. They were also able to see opportunities to enhance instruction by adjusting when a course should be offered.

The indicators clearly helped to show where improvements are needed. At this time faculty believed they were meaningful and sufficient at this stage of assessment. No changes are considered for the next cycle. Faculty will review it again next year.

Evaluation of each assessment will happen at the end of each quarter. Program outcomes, as well as achieving learning outcomes holistically, will be reviewed annually (closer to the end of an academic year) and added to the Unit Plan. Necessary changes will be implemented as soon as possible.

How will the results be used to make an improvement?

Program Unit Plans are incorporating assessment data. Faculty will evaluate each recommendation and attach a goal with relevant evaluation measurements to the recommendations that are to be implemented. For example, faculty have discovered a need for additional instruction in a particular area. In IM120 File Management course, several of the outcomes reference file compression. There are several varieties of file compression but this was not articulated clearly enough in the course outline. Consequently, instruction was inconsistent. Faculty have established a goal to clarify which topics and techniques they will teach in this course and where the other material will be covered (in another course). This is being established within the Unit's Strategic planning process in order to incorporate and track the unit's improvement processes.

How were the findings communicated to constituents? Is there a need to get institutional support and resources to address identified issues?

Faculty are establishing an assessment meeting evaluation schedule within their instructional unit to better align individual assessments. These initial meetings will tentatively take place at the end of each quarter in order for adjunct faculty to have a chance to give input and to provide assessment data for the courses they teach. Also, there will be an annual meeting between program coordinators and adjunct faculty to set instructional unit goals within the context of curriculum development. These meetings will be coordinated with budget and strategic planning to allow all facets of curricular/program development to better align with program-based and institution-based goals.

## PART III: PREPARING FOR YEAR SEVEN SELF EVALUATION

The MHCC Board, the leadership of the college, and the college as a whole are committed to the college's mission and Core Themes. The college is also making good progress towards preparing for the Year Seven Self-Evaluation. The following are challenges or issues that MHCC still has to address based on the mid-cycle analysis.

MHCC has introduced or is introducing many new assessment processes. This ensures that the college is able to assess its work at all levels including mission fulfillment. New processes take a great deal of effort and time to be institutionalized. MHCC will make certain that adequate support and training is provided to enable all employees and departments to excel in these assessment efforts.

MHCC has established criteria for meeting general education outcomes. While assessing course outcomes in courses identified as addressing general education outcomes is one way to be informed of achievement, some faculty and employees believe the college should explore additional direct ways of assessing those outcomes. MHCC needs to explore options for meaningful direct assessment of general education outcomes and document the decision. Further, reviewing the idea of creating institutional outcomes is also warranted.

The College has to standardize the assessment of non-academic/instructional support areas and make it easily available for all constituents. MHCC recognizes that every department must conduct its own assessment processes. The goal is to bring them to the same standards and similar formats so it would be possible for everyone to understand the results. Both instructional and instructional support areas need to ensure that assessment's recommendations are tied to Unit Plan goals in order to monitor and document how assessment is used and the value it brings to the college as a whole.

The newly adopted planning structure needs to be fully implemented. It is essential for employees to recognize what role they play to help MHCC achieve its mission. Planning is also the basis for assessment in many non-academic areas. Clear and transparent planning structure will help the college concentrate on truly important work, provide resources where they are most needed and improve assessment.

MHCC needs to complete the process of reviewing Key Performance Indicators. This will be essential in ensuring that the college tracks its progress toward mission fulfillment and its assessment is meaningful. The college also plans to increase campus wide understanding and use of data measures in daily work by linking unit's goals and indicators to middle level strategies and objectives that are in turn connected to college goals and key performance indicators. MHCC will also gradually expand access and training to data and data tools to all college employees to make daily actions and decisions more data driven.

In conclusion, with the completion of work currently underway, MHCC will be prepared to address mission fulfillment in the Year Seven Self-Evaluation Report.

## ADDENDUM

MHCC submitted an Ad Hoc report on September 20, 2017 to respond to recommendations from the Year Seven visit. NWCCU reviewed the report and sent a letter on January 29, 2018 informing MHCC that it is substantially in compliance with Recommendations 2 and 3. However, both are still in need of improvement. MHCC was requested to add an Addendum to the Fall 2019 Mid-Cycle report to give updates on these two Recommendations. Please find these updates below.

### Response to Recommendation 2:

The Evaluation Committee recommends that the college address and strengthen its system for regular and systematic evaluation of all faculty (2.B.6)

#### **Standard 2.B.6: Human Resources**

*All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.*

MHCC continues to make progress toward full compliance. Careful analysis of the issue led the college to identify two problems with the current evaluation system. The first problem was identified within the record keeping of completed evaluations. Some evaluations were not properly recorded and deans struggled to identify who was due for the performance evaluation. The second problem was due to a lack of clarity in the complex, multi-step evaluation process.

Several things were completed to improve record keeping. A Human Resources position has been created to centralize and improve tracking and documenting performance evaluations. A consistent process for transitioning files was also adopted. In case of full-time faculty's tenure process, files are maintained by deans, the candidates themselves, and their tenure committees. Final paperwork is routed to both HR and the Vice President of Instruction's office. HR updates deans quarterly on due evaluations. An Action Team was formed to create an IT solution to enable deans and managers to view live data on evaluations without waiting on a report and to enable employees to verify the last date of their evaluation. This Action Team is scheduled to start their work in Fall 2019.

The full-time faculty evaluation manual was redesigned to increase the value, clarify, simplify and streamline the process. A revised tenure process for full time faculty was developed and piloted. Part-time faculty are reviewing possible changes to their process taking into consideration improvements made by full-time faculty evaluation changes and how those changes could apply to them. Deans are now being trained, when on boarding new faculty, to include faculty evaluation requirements. Deans and other authorized observers have also been trained to conduct in class observations of part time faculty. Additional funds were allocated for part time faculty observation.

The implemented changes have resulted in a number of improvements. Since the improvements to record keeping and clarification of processes MHCC has managed to ensure:

- 100% of tenure track faculty evaluations have been completed on time.

- 71% of full time faculty are current on their evaluations.
- 39% of part time faculty are current on their evaluations.
- The goal of 20% of faculty are evaluated every year has been established.

The college is on track to have systematic and regular evaluations of all faculty.

### Response to Recommendation 3:

The Evaluation Committee recognizes that there are many faculty who are using assessments of student learning to inform their teaching. However, the Evaluation Committee recommends that faculty and administration collaboratively develop a college-wide systematic approach to assessing student learning within general education and programs. Such an approach should:

a) Provide faculty with guidance in assessing student learning outcomes at the general education, program, and college levels, and

b) Develop reporting systems so that the results of the assessment of student learning at each level can be systematically used to improve instruction. (2.C.2 & 4.B.2)

**Standard 2.C.2** *The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered are provided in written form to enrolled students.*

In Fall 2018, MHCC developed and rolled out a college-wide application to record assessment of course level outcomes; all faculty teaching in that term were required to assess at least one course section being taught. Data continued to be collected in the following winter and spring terms. The Educational Assessment Action Team reviewed the results, found it to be successful and recommended expanding it to evaluate all sections starting in the 2019-2020 academic year.

The Educational Assessment Action Team also developed a system for program learning outcome assessments and piloted it with two programs in the 2018-2019 Academic Year. The system has two components. One is a direct assessment of program learning outcomes. The second part is mapping of course outcomes to program outcomes and general education outcomes. Mapping will be instrumental to ensure the program design leads to mastery of program outcomes. It will also aid in identifying courses or particular course outcomes that need to be improved if program outcomes are not being met. Starting Fall 2019 CTE programs will start utilizing the system with the expectation that all programs will complete the first round within two years.

General Education outcome criteria were revised by the General Education Action Team and approved by the Curriculum Committee during the 2018-2019 academic year. This will bring clarity to what courses fulfill general education outcomes, and what needs to be done to align and improve a course to ensure outcomes are met.

General Education and Program learning outcomes are already published in the catalog and provided to students in program materials. Course Learning Outcomes are available in the courses' syllabi. The new system for managing course outcomes is currently being implemented and due to be released in Fall 2020. This will allow MHCC to further enhance the ways course outcomes can be made available.

**Standard 4.B.2** *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning*

*achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

The purpose of the assessment tool is more than just documenting the results of learning outcomes assessment and making them available to interested constituents. It takes it a step further by allowing faculty to store recommendations for teaching and learning improvements and incorporate them in their Unit Plans within the same system. Then goals and indicators of achievement in the Unit Plans are reported annually and available online on demand. This will allow MHCC to close the loop and view a whole cycle starting from assessing outcomes to identifying a problem, developing a solution, and then finally monitoring the implementation and results of the proposed solution.

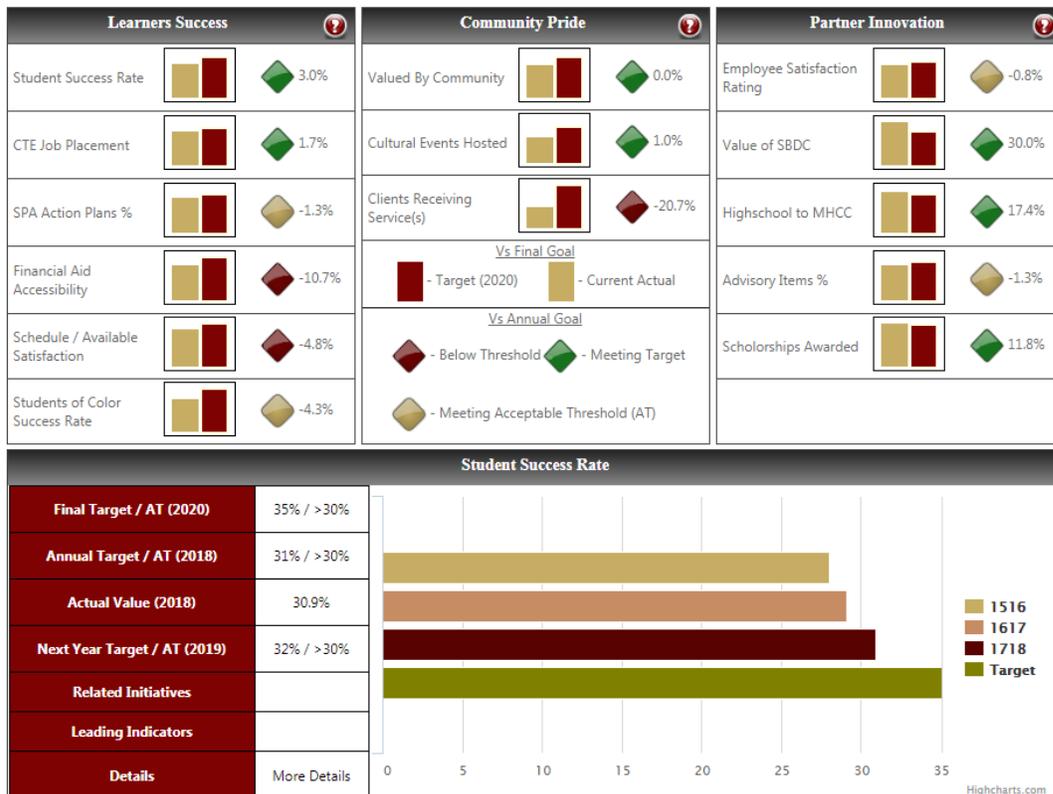
In addition to this tool, there was a change to the outcome assessment process as well. Faculty now meet quarterly to discuss the results of course assessment and will meet annually to discuss the results of program outcome/general education outcome assessment.

### Concluding Statement:

MHCC recognizes its responsibility to adhere to the developed processes of student learning outcome assessment and faculty evaluations that will meet these NWCCU Standards. The college has made remarkable progress in some areas but recognizes that more has to be done.

The administration, faculty and staff at Mt. Hood Community College continue to be engaged in conversations about how to continuously improve our processes and are fully committed to addressing the concerns of the Commission as stated in Recommendations 2 and 3. As an organization that values participatory governance and continuous improvement, we will strive to implement processes that exceed the Commission's expectations.

# Appendix 1. Dashboard



## Appendix 2. Survey Results

### ASSESSMENT SURVEY RESULTS

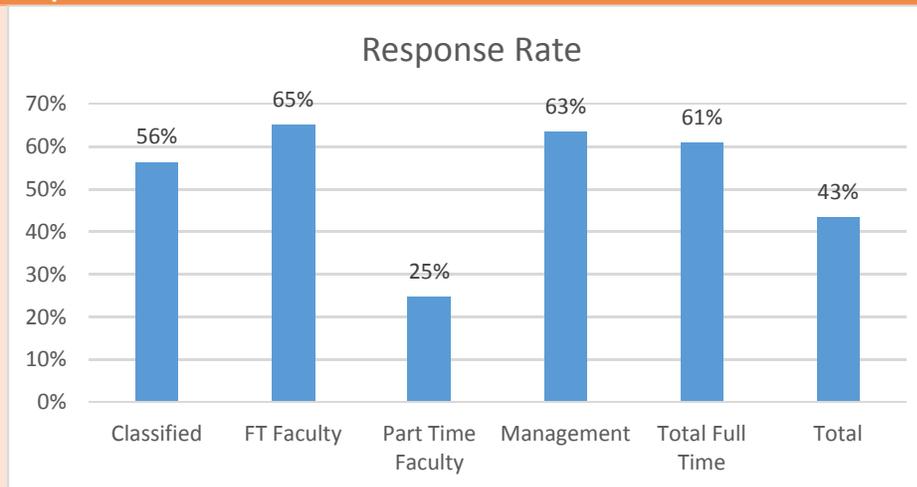


(The survey was conducted February 2019)

#### MHCC Assessment Vision:

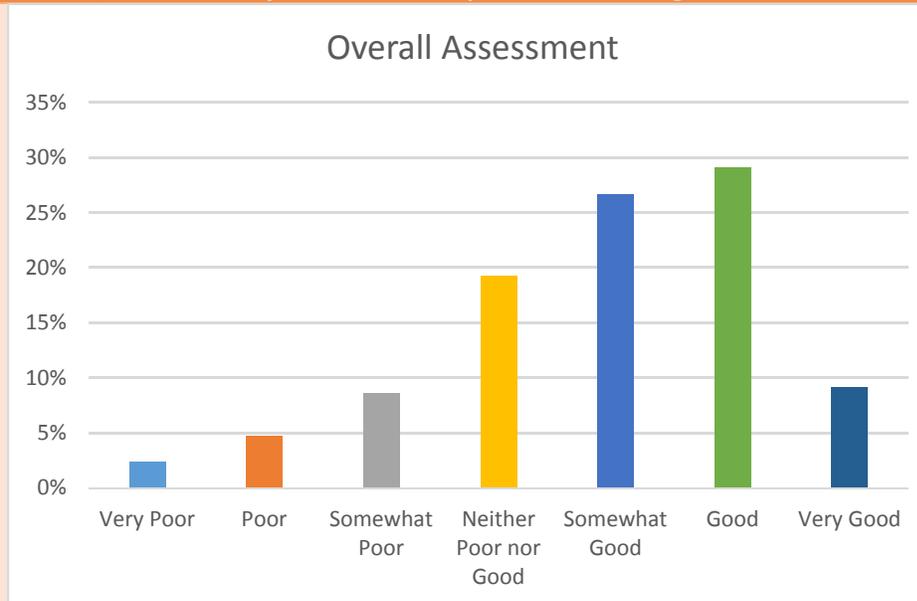
MHCC stays engaged in a systematic, comprehensive, and meaningful assessment. The process is outcome focused and verifies the alignment to the Strategic Plan. The results of the assessment are actionable and always used to inform planning and budgeting. Assessment is distinct from performance evaluation or faculty review; it is not used to judge individuals, but serves to guide program level innovation and excellence.

#### Response Rate:



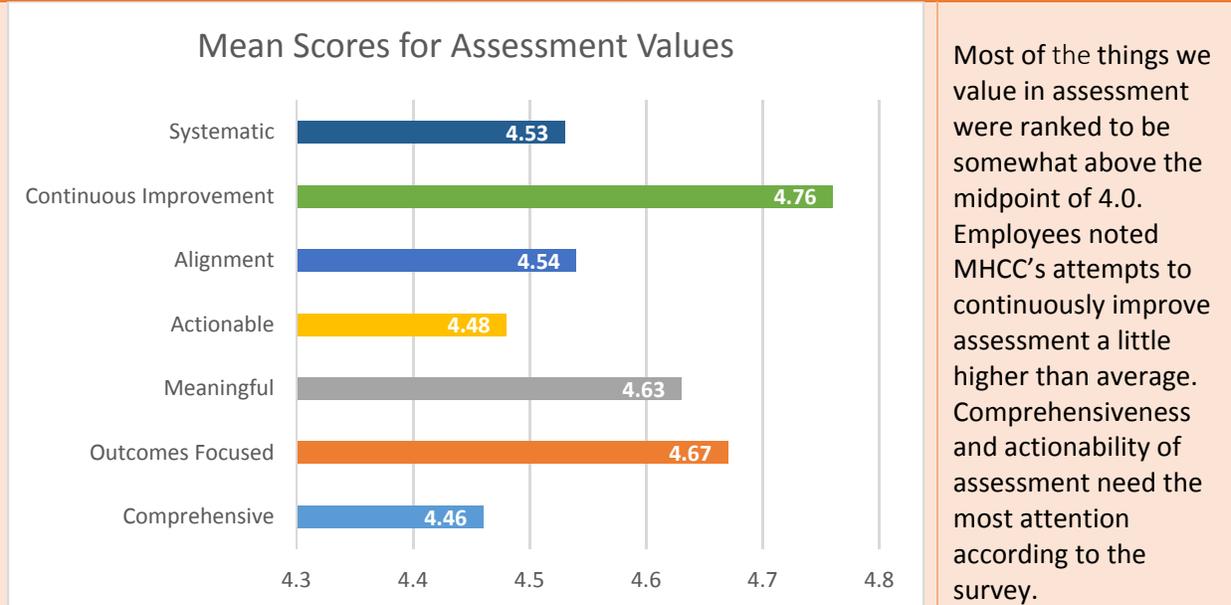
Over 60% of full time employees have completed the survey.

#### Overall, how well do you think MHCC performs with regard to assessment efforts?



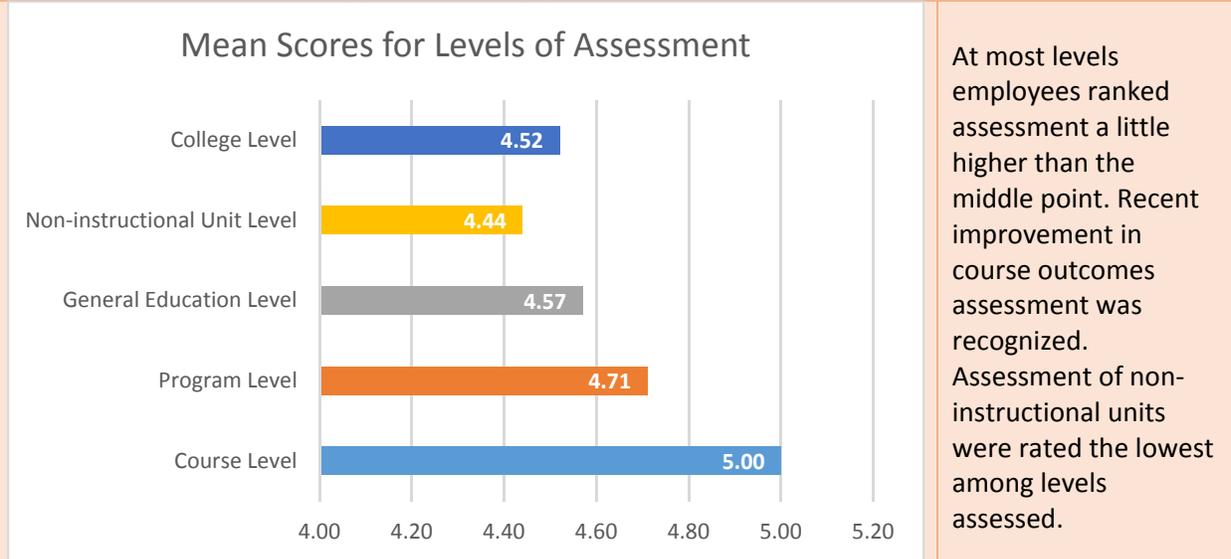
Sixty four percent indicated MHCC's overall assessment efforts were Somewhat Good to Very Good.

**Desired state of assessment (1-very poor to 7-very good scale)**



Most of the things we value in assessment were ranked to be somewhat above the midpoint of 4.0. Employees noted MHCC's attempts to continuously improve assessment a little higher than average. Comprehensiveness and actionability of assessment need the most attention according to the survey.

**Levels of Assessment (1-very poor to 7-very good scale)**



At most levels employees ranked assessment a little higher than the middle point. Recent improvement in course outcomes assessment was recognized. Assessment of non-instructional units were rated the lowest among levels assessed.

**Alignment:** MHCC evaluates the alignment and correlation of programs/units and services to the core themes (Lerner Success, Community Pride, and Partner Innovation).

**Meaningful:** Assessment uses meaningful and verifiable indicators of achievement.

**Actionable:** MHCC uses assessment to inform planning and resource allocation.

**Systematic:** MHCC regularly and systematically documents assessment results.

**Comprehensive:** MHCC engages in a system of assessment of its programs/units and services wherever and however delivered.

**Outcomes Focused:** MHCC evaluates achievement of clearly identified program/unit goals or intended outcomes.

**Continuous Improvement:** MHCC regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.



# MHCC Planning

(a quick reference)



Purpose	Measure	Plan	Approver	Timeline
Why we exist	Key Performance Indicators (holistic)	Strategic Plan	MHCC Board	Every 7 years: August 2024
Where we want to be	Key Performance Indicators (holistic)	Strategic Plan	MHCC Board	Every 7 years: August 2024
What we are trying to achieve	Key Performance Indicators (by goal)	Strategic Plan	President	3-7 years goals reviewed every year: September 2019
How we intend to get there	Objectives	Functional Area Plans	Area Manager on President's Cabinet	Every year: November 2019
What we do every day to be successful	Unit Metrics	Unit Plans	Unit Manager	Every year: January 2020

## Appendix 3. Planning Structure

## APPENDIX 4. Course Outcome Assessment Tool

A page where faculty rate the results of course outcomes, enter recommendation as applicable and provide reflection on the course overall is shown.

Outcome Assessment Courses FAQ Leave Feedback Reports Testing

### RB249-01 (Broadcast Programming and Operations) - FA19 Outcomes [Back To Courses](#)

Course Learning Outcome	Rating	Recommendations (Optional)
1) Evaluate digital media initiatives spearheaded by both traditional broadcasters, and by non-traditional media companies	Select Option...	0 <a href="#">Edit / Add</a>
2) Prepare schedules to meet the needs of specific advertisers utilizing horizontal and vertical rotation	Select Option...	0 <a href="#">Edit / Add</a>
3) Develop a programming concept and philosophy for traditional broadcasters and non-traditional media companies	Select Option...	0 <a href="#">Edit / Add</a>
4) Develop a concept and/or campaign for a broadcast entity to position an audience affectively	Select Option...	0 <a href="#">Edit / Add</a>
5) Evaluate ethical and legal considerations in working with digital media and how regulations effect programming decisions including how and when to encourage user generated content	Select Option... Met Successfully Needs Improvement Did Not Meet Did Not Assess	0 <a href="#">Edit / Add</a>
6) Develop a concept, implement and evaluate substantial, meaningful and purposeful programming decisions using personal programming concepts and philosophic		0 <a href="#">Edit / Add</a>

### Reflection (Required)

Take some time to think about things like:

1. What worked?
2. What didn't work?
3. What is the plan for improvement?

[Save](#)

## APPENDIX 5. Program Outcomes Assessment

A sample page where faculty enters an assessment for a program outcome is shown.

 Outcome Assessment [Courses](#) [Programs](#) [PO Assessment](#) [FAQ](#) [Leave Feedback](#) [Reports](#) [Testing](#)

[Go Back](#)

**Faculty:** Unknown      **Course:** IM122      **Program:** Int Media - Broadcasting

Assessed Outcome	Assessment Method	Assessment Description
O1 - Apply critical thinking and problem-solving skills	Portfolio	

 Only the faculty assigned to the course can submit an assessment.

Student Name	O1
[REDACTED]	<input type="checkbox"/>
[REDACTED]	<input type="checkbox"/>
[REDACTED]	<input type="checkbox"/>

[Analytics & Institutional Research](#)

## APPENDIX 6. Program Mapping

A map of a sample program where a course outcome is introduced (light blue), reinforced (medium blue), and mastered (dark blue) is shown. The course where program outcome is assessed is also selected on this page.

### Int Media - Broadcasting

Add Course To Map Finalize Map Delete Draft

Program Outcome 1 Assessed In IM272

Apply critical thinking and problem-solving skills

Pre Req	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8
	IM120	IM190	RB152	IM165	IM265	IM272		
	IM122	RB151	RB165	IM270	IM271	IM290		
	IM123	RB160		J100	IM282BA	RB253		
	IM124			J101	RB251			
	IM125			RB248				
	IM178			RB249				
	J216							
	RB150							
	<b>14 credits</b>	<b>12 credits</b>	<b>9 credits</b>	<b>17 credits</b>	<b>13 credits</b>	<b>13 credits</b>		