MHCC

EVALUATION OF INSTITUTIONAL EFFECTIVENESS REPORT

2023

MT. HOOD
COMMUNITY COLLEGE

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INSTITUTIONAL REPORT CERTIFICATION FORM

On behalf of the Institution, I certify that:

☑ There was broad participation/review by the campus community in the preparation of this report.

☑ The Institution remains in compliance with NWCCU Eligibility Requirements.

☑ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Mt Hood Community College
NAME OF INSTITUTION

Dr. Lisa Skari
NAME OF CHIEF EXECUTIVE OFFICER

SIGNATURE OF CHIEF EXECUTIVE OFFICER

August 15, 2023
DATE

PREFACE

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 in Gresham, and the Maywood Park Center is in Portland.

Mt. Hood Community College entered the 2022-23 academic year with 134 full-time instructors, counselors, and librarians and 202 part-time instructors and tutors. Currently, 38 full-time administrators and supervisors provide leadership and management to the College. The College also employs 181 full-time classified staff.

STUDENTS

Total 2021-22 enrollment (unduplicated headcount) was 18,358 students. Below is the gender and race distribution for the same year in all classes:

Gender	Students
Female	6,873
Gender non-binary	74
Gender Nonconforming	14
Male	9,798
Prefer not to Answer	52
Questioning or Unsure	15
Transgender Man	32
Transgender Woman	6
Unknown	1,494

Race	Students
American Indian	145
Asian	1,088
Black	735
Hispanic	3,359
International	137
Multiracial	736
Pacific Islander	91
White	8,611
Unknown	3,456

MHCC district has grown in the last ten 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 28% in Fall 2012 to 42% in Fall 2022. The College is committed to remaining accessible to an ever-increasing population with diverse needs.

ENROLLMENT TREND

The past few years have presented significant challenges for MHCC, mainly due to a continuous decline in college enrollment that persisted for nine years. The decrease was initially influenced by factors such as an improving economy and a decreasing high school population, impacting the first six years of the enrollment decline. Although the college's enrollment had nearly stabilized, the onset of the COVID-19 pandemic extended the decline for an additional three years. However, a positive shift began in 2022.

The change in trend started with increased non-credit and high school dual enrollment classes. Subsequently, regular credit enrollment also began to recover, particularly noticeable during the Winter 2023 term. Overall, MHCC's enrollment for the 2022-23 academic year demonstrated a promising rebound, showing a 3.2% increase. As of now, the outlook for the 2023-24 academic year appears even more optimistic, with Summer and Fall enrollments displaying substantial growth of approximately 9% and 13% respectively. This upward trajectory indicates a hopeful future for the college's enrollment and academic success.

EQUITY

As this institution adapts to cater to the needs of its community, MHCC recognizes the influence of various internal and external events that have prompted change and reform. The college also acknowledges both its triumphs and the hurdles that have shaped the institution as a whole, extending beyond the realms covered by the new NWCCU 2020 Standards. In light of these circumstances, the remarkable accomplishments of MHCC's faculty and staff become even more impressive and meaningful. For them, it is widely acknowledged that the challenges faced over the past several years have pushed the college to adopt new perspectives and realign priorities with a strong emphasis on what truly matters: the students.

MHCC has embraced equity as a core value, driven by its commitment to providing equal access and opportunities for all students. The college aims to break down barriers and foster an inclusive environment to enhance access to higher education and improve educational outcomes for marginalized communities. By promoting diversity and inclusivity on campus, MHCC aims to create a dynamic and enriching learning environment enhanced by a wide array of perspectives and ideas that benefit all students.

MHCC firmly believes that Diversity, Equity, and Inclusion (DEI) initiatives are essential for enhancing organizational effectiveness. By cultivating an engaged, motivated, and productive workforce, these initiatives contribute to a positive work environment. Additionally, they play a crucial role in attracting and retaining a diverse range of employees, reflecting the college's commitment to creating an inclusive community.

To actualize these values, MHCC has implemented various initiatives such as addressing student basic needs and providing training on DEI teaching strategies. In its essence, the creation of the Student Basic Needs Office aims to mitigate challenges that could imperil students' academic advancement and personal well-being. Its role involves fostering links between students and the diverse array of resources provided by the college and the surrounding community. The report discusses these efforts in greater detail, demonstrating the college's dedication to positively impacting its campus and beyond.

On October 14, 2021, the Association of Community College Trustees (ACCT) named MHCC the winner of the 2021 ACCT Charles Kennedy Equity Award in conjunction with the 52nd Annual ACCT Leadership Congress. The national award recognizes the exemplary commitment of an ACCT member two-year postsecondary institution to achieve equity in the college's education programs and services and in the administration and delivery of those programs and services.

CHANGES

The College's institutional Strategic Plan was adopted in July 2022, following a year-long process. This self-study frequently refers to the outcomes of that planning process. MHCC anticipates that this Strategic Plan will drive improvements in various areas, beginning with fostering a shared understanding of the organization's goals and objectives. By aligning resources more intentionally with these goals, the college aims to achieve higher levels of institutional effectiveness as an ultimate outcome.

In January 2023, MHCC was approved for the first Bachelor of Applied Science (BAS) program by NWCCU. While this program is scheduled to start in Fall 2024, the college community is very excited to be on the verge of offering its first four-year program.

YEAR SIX FINDING: 2.E.1 FINANCIAL RESOURCES

Finding: While this committee has identified the necessary components of evidence, we recommend a year-seven visit evaluation of the financial health of the institution. The committee appreciated the response provided as supplemental material, however the continued decline in enrollment, while not unique to MHCC, remains a concern for the committee.

The college has undertaken a focused effort to achieve long-term financial sustainability amidst declining enrollment. Instead of resorting to broad, indiscriminate measures such as across-the-board reductions or a hiring freeze, the college has adopted a strategic approach centered around deliberate cost reductions and the reallocation of resources to enhance student retention, success, and completion. The board has provided valuable guidance, prioritizing academic programs with high enrollment and completion rates, equitable outcomes, financially sustainable programs with business partnerships, and a thorough evaluation of non-academic programs.

Additionally, the college has significantly emphasized promoting equity, access, and affordability for historically disadvantaged students. Ensuring that low-income students can pursue their educational goals is also a key priority. By actively addressing these issues, MHCC aims to create a more inclusive and supportive environment that allows all students, regardless of their background, to access and succeed in higher education. The college has actively explored non-tuition income opportunities to generate additional revenue streams, focusing on fees for non-student utilization of programs and facilities.

To address these priorities effectively, the college established dedicated workgroups and successfully completed a comprehensive program prioritization process for both academic and non-academic programs during the 2019/20 academic year. As a result of this diligent evaluation, seven academic programs and one non-academic program were identified for elimination. This strategic measure aligns with the college's overarching plan to achieve a balanced financial landscape through increased revenue, reduced expenses, improved operational efficiency, and prudent utilization of reserves to secure a sustainable future.

Nevertheless, the emergence of the COVID-19 pandemic posed further financial challenges for the college. Faced with uncertainty regarding the resumption of instruction and the broader economic impact on state funding, the college swiftly responded by implementing difficult but necessary actions. This included the difficult decision to lay off all part-time hourly staff and introduce a reduction in work hours for non-instructional employees. These measures, while challenging, proved effective in generating savings, and the impact on affected employees was mitigated by the partial subsidy from federal unemployment benefits. Additionally, the college

wisely utilized federal pandemic relief funds to invest in targeted initiatives to support financial stability, including implementing a strategic enrollment management planning process.

The college's years of meticulous planning, prudent cost reductions, and strategic investments are beginning to yield positive outcomes in the current fiscal year, 2022-23. Following the completion of the teach-out process, the college has started to realize cost savings resulting from the elimination of academic programs. Moreover, federal funding that replaced lost revenues has allowed the college to access $8 million in state capital construction funds. These funds have been wisely allocated to enhance instructional spaces and address critical maintenance needs.

In parallel, the successful implementation of the new strategic enrollment management plan has yielded encouraging results, with enrollment gains observed for the first time in six years. The enrollment in the 2022-23 academic year has increased by 3.2%. These collective efforts underscore the college's steadfast commitment to securing its financial future while nurturing an environment that fosters the success of its students. The college remains acutely aware of the structural challenges and continues to engage in thoughtful financial planning to ensure long-term sustainability.

YEAR SIX FINDING: 2.H.1 LIBRARY AND INFORMATION RESOURCES

Finding: While the committee discovered compliance with many aspects of this standard, there appears to be a lack of evidence to support effective collection analysis and data supporting ongoing analysis that would ensure adequacy of the collecting to meet the college's needs.

THE LIBRARY COLLECTION DEVELOPMENT POLICY

The document provides detailed information about the procedures for assessing the adequacy of library collections, including data used to select and deselect materials, criteria used, staff responsibility and our connection with supporting new and changing curriculum.

PROCEDURES FOR ASSESSING ADEQUACY OF LIBRARY COLLECTIONS

The Mt Hood Community College Library is committed to providing access to a collection of resources whose content, currency, accessibility, and format supports both the current learning outcomes of the College's academic and CTE programs, as well as the current academic learning needs, life-long learning needs, and personal development of our students, staff, faculty, and community patrons.

To that end, a plethora of assessments are built into the regular workflow to develop and maintain access to appropriate resources that meet library patrons' current and anticipated information needs.

DATA & MEASUREMENTS FOR COLLECTION ASSESSMENTS:
- General Characteristics of the Collection
- Financial Support
- Growth and Collecting Patterns Over Time
- Usage: Monographs in Print and Online
- Usage: Serials in all formats
- Cost
- Demand

COLLECTION EVALUATIONS:
- Evaluation of core works
- Peer comparative analysis of monographs held on consortium level (Orbis Cascade Alliance)
- Collections budget analysis
- Gap analysis
- Evaluation of journal collections, print and electronic
- Assessment of all e-resources
- Collection currency and age

- Usage of e-resources
- Estimation of costs of new collections

EXAMPLES OF ONGOING COLLECTION ASSESSMENT ACTIVITIES:
- Collection development activities in subject areas within the Library's collections are assigned to Faculty Librarian "*Subject Selectors*" based upon relevant professional credentials, professional experience, and personal interest.
  - "*Subject Selectors*" are responsible for adding new items to the Library's collections, making selection decisions based upon the mission, vision, and goals of the library, as well as the criteria detailed in Section IV of the Library's *Selection Guidelines and Criteria*.
  - "*Subject Selectors*" are responsible for removing out of date, unutilized, or otherwise superfluous items from the Library's collections on an ongoing basis using reports that provide detailed data regarding currency and usage to assist them. A rotational schedule is employed to ensure that every area of the collection is assessed during each 4-year cycle.
  - "*Subject Selectors*" work closely with instructional faculty in their assigned collection areas to ensure that the Library's holdings support current course and program-level learning outcomes, student success and development, and external institutional and program-level accreditation standards where applicable.
  - "*Subject Selectors*" meet annually, during the Fall Term, with the Library's Faculty Collection Management Coordinator to set collection priorities and resource allocations for the upcoming academic year based upon analysis of past usage and demand for resources and formats within collection areas, as well as anticipated demand of current or new resources.
- Standing orders, e-resources, and subscriptions are evaluated on an annual basis for usage, types of usage, accessibility, relevance to the College's current or anticipated offerings, scope and breadth of coverage, redundancy with other or newer resources, and cost – both overall and per-use.
- The Library's Faculty Collection Management Coordinator is a standing member of the College's Curriculum Committee. This allows the library to be aware of changes to the curriculum in specific courses, as well as at the department and program level, and to make any necessary updates to the library's collections and resource allocations well in advance of the point of need.
- The Library's Faculty Collection Management Coordinator is a standing member of the College's Degrees & Certificates Committee. This allows the library to be aware of any changes to the College's available offered credentials and to make any necessary updates to the library's collections and resource allocation well in advance of the point of need.

WORKS CONSULTED TO INFORM ONGOING COLLECTION ASSESSMENT ACTIVITIES:

Gregory, Vicki L. *Collection Development and Management for 21st Century Library Collections: An Introduction*. New York: Neal-Schuman Publishers, 2011. Print.

Harker Karen R et al. *Collection Assessment*. Association of Research Libraries, 2016.

Johnson, Peggy. *Fundamentals of Collection Development and Management*. Third edition. Chicago: ALA Editions, an imprint of the American Library Association, 2014. Print.

Kelly, Madeline M. *The Complete Collections Assessment Manual: A Holistic Approach*. Chicago: ALA Neal-Schuman, 2021. Print.

2.G.7 DISTANCE EDUCATION ADDENDUM

Institutions authorized to offer Distance Education should provide a narrative response along with the following evidence as an addendum to their Year Seven EIE self-evaluation report:

•**Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit**

MHCC uses:

- secure credentialing/login and password;
- proctored examinations or other technologies and practices that effectively verify student identification.

At MHCC, students are given a unique identification number, and they select a password of their choice to access the college's secure portal, MyMHCC. This portal serves as the primary gateway for students to access various college resources. One of the essential resources accessible from MyMHCC is Blackboard, which serves as the college's learning management system.

Students must use a unique login and password to access their classes on Blackboard. Blackboard provides a range of settings related to password security, including options for password length, complexity requirements, and specifying the minimum and maximum age of passwords. These measures help ensure student account security and protect sensitive educational information throughout the learning process. MHCC uses Respondus LockDown Browser and Monitor for proctored examinations. LockDown is a custom browser that locks down the testing environment within a learning management system. Used at over 2000 higher educational institutions, LockDown Browser is the "gold standard" for securing online exams in classrooms or proctored environments.

•**Policies and procedures make it clear that these processes protect student privacy**
Administrative Regulation 5040: Education Records, Directory Information, and Privacy clearly defines the processes related to the privacy of student educational records and directory information. The regulation was implemented to ensure the college meets the Family Educational Rights and Privacy Act (FERPA) requirements.

•**Notification to students at the time of registration of any additional charges associated with verification procedures**
MHCC does not have any charges associated with the verification process.

•**Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in Distance Education courses or programs**
 Instructors are required to be certified to teach online and hybrid courses at MHCC. The certification information and checklist demonstrate that regular and substantive interactions

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(RSI) are part of the process. MHCC also has professional development sessions through the Teaching and Learning Center (TLC) to promote and ensure instructors know the importance of RSI and why it is required. It is also part of MHCC's new peer review rubric and process the college is rolling out.

OUTSTANDING RECOMMENDATION: LEARNING OUTCOME ASSESSMENT

NWCCU Recommendation: *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 (2020 Standards: 1.C.5, 1.C.7).

In Spring of 2017, the Assessment Action Team (AAT) was formed to guide the development of institutional educational assessment at each level, as outlined by the NWCCU recommendation. The AAT membership included broad faculty representation from various college disciplines and two Analytics and Institutional Research (AIR) department members. The AAT developed college-wide assessment processes and tools, beginning with Course Outcome Assessment, moving on to Program Outcome Assessment, and finally creating College-wide outcomes, known as Core Institutional Outcomes, along with a commensurate assessment system. The AAT worked closely with the AIR department, which developed the software tools, dashboards, guidance materials, and more, with continuous feedback from the AAT.

As of 2023, the college has made tremendous progress in developing assessment systems at every level, as well as in creating a culture of assessment at MHCC. The AAT continues to meet regularly to review, further develop and improve these systems. The College has successfully supported faculty in systematically capturing assessment results at each level through software and reporting tools, training programs, and guidance materials. At the program and institutional level, the College has also created mapping tools, data dashboards, and software to capture departmental reviews. For all three levels, faculty can tie assessment results to annual planning goals (called "Tactics") in MHCC's Unit Planning software. Finally, the College has supported faculty through quarterly assessment half-days, ongoing training webinars, and a library of online support materials.

More details about MHCC's programs for Course, Program, and Core Institutional Outcome Assessment can be found in the responses to standards 1.C.5, 1.C.6, and 1.C.7, including the next steps.

STANDARD 1.A. INSTITUTIONAL MISSION

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

The Mt. Hood Community College (MHCC) mission statement defines its broad educational purposes and its commitment to equity, student learning, and achievement:

With a commitment to being inclusive, Mt. Hood Community College offers a full range of education and training in a supportive environment to advance personal and professional growth. We are a community hub for cultural, economic, recreational, and intellectual enrichment.

The mission statement of the college was formulated through a collaborative and inclusive process that involved faculty, staff, students, and members of the community. This endeavor was carried out as part of the college's strategic planning process. Over the course of a year, a strategic planning committee comprising board members, staff, and faculty worked closely with a consultant to craft a new mission statement and equity statements and outline goals and objectives for the coming five years.

To ensure diverse perspectives were represented, the team made concerted efforts to include input from as many stakeholders as possible. Multiple focus groups were conducted, and surveys were distributed in seven languages at various stages of the Strategic Plan development process.

Ultimately, on July 13, 2022, the MHCC Board of Education formally adopted the mission statement. The mission statement will be subject to review and potential updates in the following strategic planning cycle, ensuring that it remains relevant and aligned with the evolving needs and aspirations of the college community.

## STANDARD 1.B. IMPROVING INSTITUTIONAL EFFECTIVENESS

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

At Mt. Hood Community College, institutional effectiveness is grounded in a continuous process that begins with the college's mission-based Strategic Plan. From that foundation, MHCC uses multiple planning and assessment techniques across the institution at various levels to ensure that student learning achievement and support services are assessed, processes are continuously improved, and mission fulfillment and effectiveness are monitored.

INSTITUTIONAL PLANNING

MHCC has established an integrated planning system that ensures alignment from the college mission down to unit-level planning. The planning pyramid, adopted in 2019 and gradually implemented over subsequent years, illustrates the hierarchy of planning elements and their respective purposes.
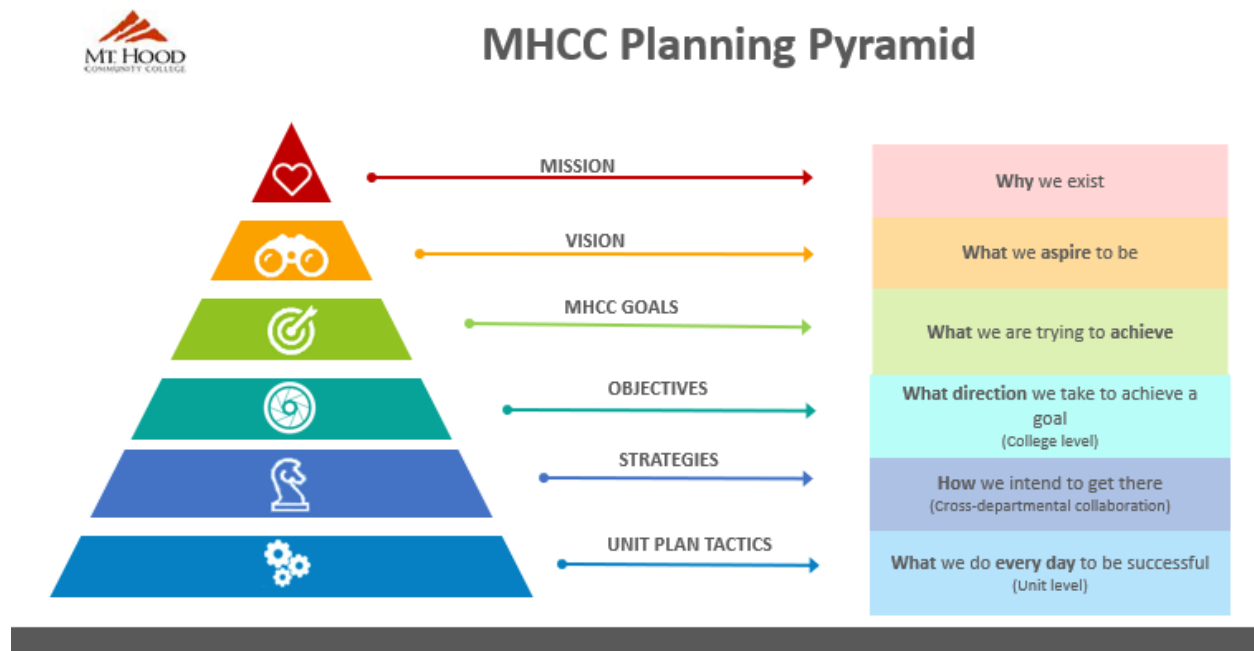
At the top of the pyramid are the college-wide goals and objectives defined during the Strategic Plan development process. These goals provide broad statements of direction, guiding the overall trajectory of the institution. The objectives, on the other hand, offer more detailed statements that outline specific paths toward achieving each goal.

Moving down the pyramid, one can find the strategies. These are specific projects, initiatives, policies, and processes designed to support and realize MHCC's goals and objectives. Strategies are defined within Comprehensive Plans, dedicated to making intentional improvements in specific areas of the college (e.g., Academic, Facilities, Strategic Enrollment Plans, etc.). As the college embarks on the second year of its strategic plan, it is exploring additional approaches to adapt and introduce objectives, aiming to maintain the plan's relevance.
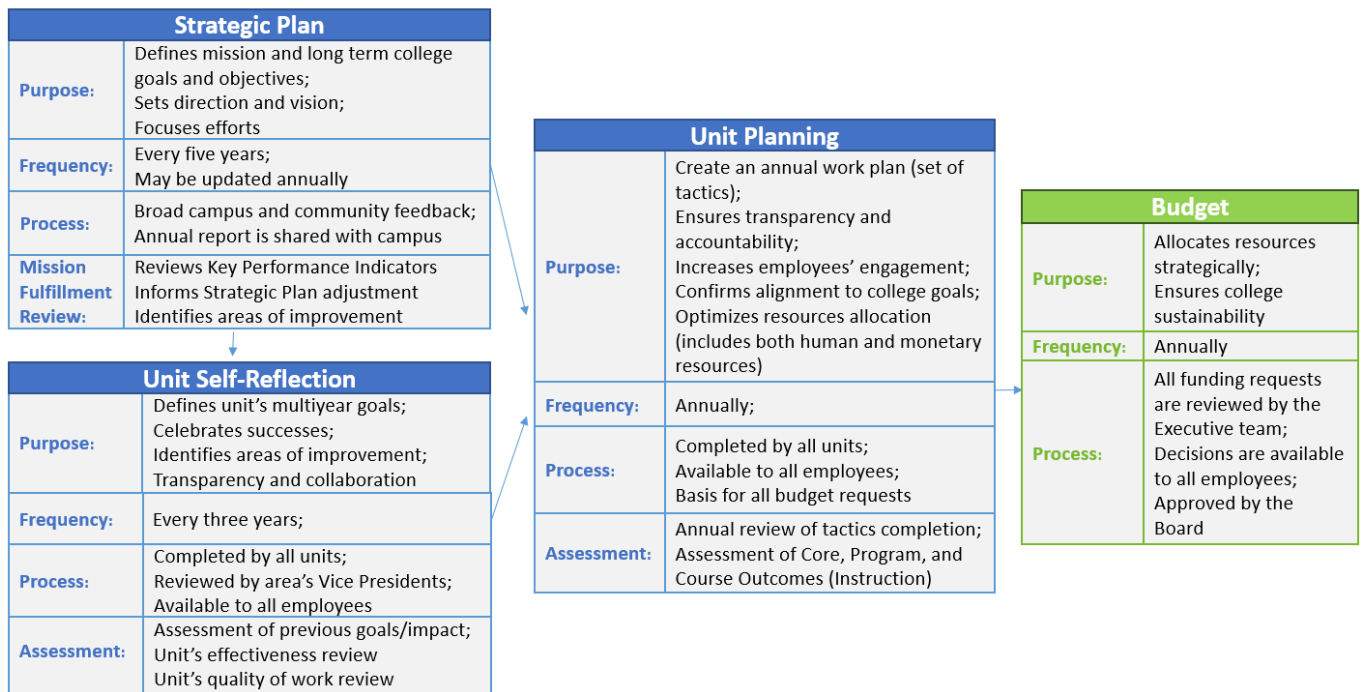
This integrated planning approach ensures that all planning elements, from the broad college mission to the individual unit plans, are interconnected and purposefully contribute to MHCC's success. By defining clear goals, detailed objectives, and targeted strategies, the college can effectively work towards its mission and continuously improve its operations, services, and educational offerings.

All MHCC academic and non-academic departments use MHCC Unit Planning software to align their operational goals, called "tactics," to common, college-wide objectives. Tactics are narrow and specific actions that Units take to fulfill objectives during a given year. Since each objective flows from a college goal, and each college goal stems from the MHCC mission and vision, Unit planning allows MHCC employees to see how each tactic flows upwards to achieve MHCC's mission-based goals. When looking at common objectives, employees can find points of collaboration where other Units are working on related objectives.

The following flowchart illustrates the interconnection between MHCC planning processes. It further outlines the assessment activities that serve the dual purpose of evaluating goals established in the plans and contributing to the development of future plans. The flowchart provides a concise overview of the processes involved, demonstrating how planning directly influences the budget process. The report provides detailed descriptions of all planning and assessment processes listed in the flowchart. It comprehensively explains their significance and how they work together to guide the college's direction and resource allocation.

Integrated Planning and Assessment System

Strategic Plan

Purpose:	Defines mission and long term college goals and objectives; Sets direction and vision; Focuses efforts
Frequency:	Every five years; May be updated annually
Process:	Broad campus and community feedback; Annual report is shared with campus
Mission Fulfillment Review:	Reviews Key Performance Indicators Informs Strategic Plan adjustment Identifies areas of improvement

Unit Self-Reflection

Purpose:	Defines unit's multiyear goals; Celebrates successes; Identifies areas of improvement; Transparency and collaboration
Frequency:	Every three years;
Process:	Completed by all units; Reviewed by area's Vice Presidents; Available to all employees
Assessment:	Assessment of previous goals/impact; Unit's effectiveness review Unit's quality of work review

Unit Planning

Purpose:	Create an annual work plan (set of tactics); Ensures transparency and accountability; Increases employees' engagement; Confirms alignment to college goals; Optimizes resources allocation (includes both human and monetary resources)
Frequency:	Annually;
Process:	Completed by all units; Available to all employees; Basis for all budget requests
Assessment:	Annual review of tactics completion; Assessment of Core, Program, and Course Outcomes (Instruction)

Budget

Purpose:	Allocates resources strategically; Ensures college sustainability
Frequency:	Annually
Process:	All funding requests are reviewed by the Executive team; Decisions are available to all employees; Approved by the Board

The general requirements for mandatory Institutional Planning processes are documented in Administrative Regulations 3250: Institutional Planning.

INSTITUTIONAL EFFECTIVENESS

MHCC has identified eight indicators that contribute to measuring the fulfillment of its mission. These indicators are categorized into four distinct groups: Student Success, Student Learning, Community, and Diversity. Each indicator is analyzed separately to ensure that outcomes are equitable and inclusive, taking into account diverse student populations and their unique needs and experiences. By disaggregating the data for each indicator, MHCC aims to gain a comprehensive and fair understanding of its performance in fulfilling its mission. This approach enables the college to proactively address any disparities and work towards creating an inclusive and supportive environment for all its students.

KPI	Definition	Disaggregation
Student Success Indicators:		
Completion	Students' completion rate six years after enrollment.	Race, Gender, Age group, Pell status, FT/PT status, College Readiness
Retention	Fall to Winter Retention adjusted for students who continued their education elsewhere.	Race, Gender, Age group, Pell status, FT/PT status, College Readiness
Credit Accumulation Rate	The proportion of students that are progressing toward credential completion (36 for part-time and 63 for full-time in two years)	Race, Gender, Age group, Pell status, FT/PT status, College Readiness
Student Learning Indicators:		
Core Learning Outcomes	Percentage of reviewed artifacts of learning meeting the predetermined threshold.	Race, Gender, Age group, Pell status, FT/PT status, College Readiness
Community Indicators:		
Valued by the Community	Percentage of community members who believe that MHCC is a good investment for the community.	Race, Gender, Age group, Local Business, High School seniors/parents, Advisory boards, community members
High School In-Take Rate	Percentage of in-district HS graduates transitioning to MHCC.	Race
Diversity Indicators:		
Employees Diversity	Each employee group reflects the diversity of the MHCC district.	Race
Students Diversity	The student body reflects the diversity of the MHCC district.	Race

Results are publicly available through Dashboards, and findings are summarized in the report:

Student Success Dashboard
Student Learning Dashboard
Community Indicators Dashboard
Diversity Dashboard
Report

UNIT SELF-REFLECTION

MHCC follows a structured approach to assess and improve its operations at both the institutional and unit levels. While the Strategic Plan undergoes assessment and revision at the institutional level, each college unit is scheduled to conduct a Unit Self-Reflection process every three years. This process involves completing a standardized report outlining the unit's achievements and mission fulfillment while identifying areas for potential improvements. This process aims to foster continuous improvement within each unit's operations and programs.

The reports from the Unit Self-Reflection process are accessible to all MHCC employees, facilitating transparency and shared knowledge across the college. The responsibility for conducting this process lies with unit managers, who lead a collaborative effort involving various stakeholders.

During the 2021-22 academic year, the Unit Self-Reflection process was developed as part of the NWCCU Fellowship program at MHCC. The Action Team entrusted with designing this process comprised diverse members, including faculty, deans, representatives from student development, and administrative services. This multi-disciplinary team approach ensured a comprehensive and well-rounded development of an effective and inclusive self-reflection process.

By drawing on the expertise and perspectives of individuals from various departments and areas of the college, the Action Team created a robust and meaningful process. The implementation of this self-reflection process commenced with the first group of units undergoing the evaluation during the 2022-23 academic year. The systematic and ongoing evaluation through the Unit Self-Reflection process reflects MHCC's commitment to continuous improvement, aiming to enhance the effectiveness of its units and align them with the institution's overall mission and goals. This process helps foster a culture of reflection and growth within the college, ultimately benefiting the entire MHCC community.

Schedule for all units
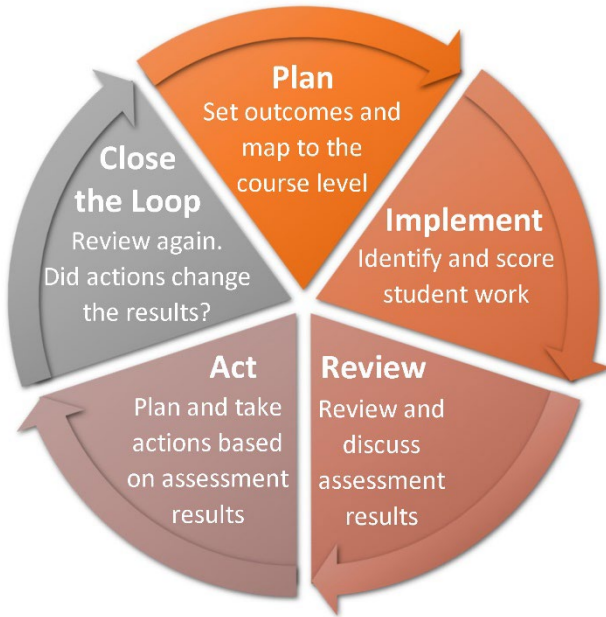Academic Advising and Transfer Center (2022-23 student support unit sample)
Biology and Botany (2022-23-academic sample)
Public Safety (2022-23-administrative unit sample)

LEARNING ASSESSMENT

MHCC assesses learning outcomes at the Course, Program, and Core Institutional levels. Every type of outcome assessment has a process that follows the MHCC Outcome Assessment Cycle. After planning and implementation, the assessment results are reviewed, actions are entered as departmental "Tactics" in MHCC's annual Unit Planning software, and results are reviewed again to ensure that actions have the anticipated effect.

MHCC Outcome Assessment Cycle

Plan
Set outcomes and map to the course level

Implement
Identify and score student work

Review
Review and discuss assessment results

Act
Plan and take actions based on assessment results

Close the Loop
Review again. Did actions change the results?

In the Course Outcome Assessment software, faculty are responsible for reviewing Course Outcomes individually and in department meetings. They can mark whether outcomes were met and create recommendations for change. In Unit Planning, Course Outcome Recommendations are listed and can be selected and aligned with Tactics, which are specific actions tied to a responsible person. Tactics are designed to be completed within a fiscal year. When faculty complete their Course Outcome Assessments the following year, they can re-visit their results and determine if further action is needed.

Program Outcome Assessment also uses Unit Planning for the action piece. In the Program Outcome Assessment Dashboard, faculty can see the assessment results by the outcome, mark the date they reviewed them, and create a direct link to a Tactic. The Tactic link remains on the dashboard for future reference. The following year, faculty are asked to revisit each Program Outcome review, where they can do a second results review to close the assessment loop. Since the same courses are used in Program Outcome Assessment each year, faculty automatically have access to updated results during their second review.

In Core Outcome Assessment, all Core Outcomes are reviewed every three years. Every full-time faculty member participates by assessing one course, and faculty meet at the program, department, or discipline level to create Unit Planning Tactics based on the results. Core Outcome results are reviewed again in three years. Since 2022-23 is the inaugural year for Core Outcome Assessment, the first two outcomes, Communication and Cultural Competency, will be reviewed again in 2025-26.

The general requirements for mandatory Institutional Effectiveness processes are documented in Administrative Regulations 3225: Institutional Effectiveness.

RESOURCE ALLOCATION AND BUDGETING

MHCC follows a well-structured budget cycle to ensure the Board of Education adopts the budget before the start of each fiscal year. The allocation of resources is closely linked to Unit Plans, which provides a clear connection between planning and the budget process. As part of the Budget Tool goals, MHCC aims to effectively align planning efforts with the budgeting process.

Every non-salary budget function must be tied to a specific Tactic identified in Unit Planning during the annual budgeting process. Additionally, each employee is required to work on at least one Tactic, ensuring that staff efforts align with the college's strategic objectives.

In recent years (2022-23), the improvement goal for MHCC's planning system has been to ensure that most of the employees' work is reflected in Unit Plans. This approach facilitates a quick and accurate assessment of the human and financial resources dedicated to each objective, streamlining resource allocation and improving overall effectiveness.

The same budget tool is used to prioritize requests for new resources. Units submit their plans along with their requested budgets, and all requests undergo thorough review and prioritization. The decisions on budget allocations are transparently documented and available on the web for all employees to access (a screenshot is shown below). Each budget request is listed, including rubric results and the rationale for the decision, enhancing transparency and fostering understanding among the college community regarding resource allocation choices.

By combining planning and budgeting processes systematically and transparently, MHCC ensures a well-informed allocation of resources, promoting efficiency and alignment with the college's strategic goals.

NEW FUND REQUESTS

Options

Fiscal Year 2324 ▾

Search Unit

☐ One Time

☐ Ongoing

TOTAL REQUESTED: **$2,538,181** | FUNDED: **$1,402,709**

Unit	Tactic	Amount Approved	Rubric Reviewed
Academic Advising and Transfer Center	⊕ Not Funded Ensure AATC can continue present level of service (in the remote COVID environment and beyond) for our students' advising related needs including 1st term advising, transfer students, maximum timeframe appeals, educational planning, program inquires, prospective students, limited/registered entry program pre-req advising/application support, high school students, International Students, AES students, student athletes, students unable to connect with faculty advisers, and general help desk **Ongoing** 💬 1 Comments Rubric score: **20** Requested: **$1,900**	$0 ☑	20 ☑
Access, Equity and Inclusion	✔ Funded In collaboration with HR and Student Development, continue to align and improve systems that promote equity (complaints, appeals, exit interviews, TIX, investigations, non-discrimination/non-harassment, conduct). Use data to actualize continuous improvement. **Ongoing** 💬 1 Comments Rubric score: **24** Requested: **$120,000**	$60,000 ☑	24 ☑

PRIOR STRATEGIC PLAN INDICATORS

During the last accreditation cycle, MHCC significantly changed its approach to assessing mission fulfillment. The college transitioned from using core themes to adopting goals in its new Strategic Plan. This shift also led to the introduction of different objectives and strategies. However, despite these changes, there is considerable continuity in the Key Performance Indicators (KPIs) used to evaluate the college's mission fulfillment.

Notably, the Student Success Indicators remained unchanged, allowing the dashboard introduced four years ago to stay in place without requiring modifications. MHCC continues to value the assessment of community perception and the local high school intake rate as vital measures of community involvement and engagement.

While continuity is evident, some adjustments were made. First, all indicators are now disaggregated, building on a process initiated in the previous cycle by introducing a student success dashboard that allowed data disaggregation by various student demographics. The new Strategic Plan completed this process by requiring disaggregation for all indicators, aiming to ensure equitable outcomes.

Additionally, a new set of indicators was added to address the importance of diversity within the MHCC community. These indicators focus on reflecting the diversity of both employees and students to better align with the college's community.

On the other hand, several process indicators were eliminated as they proved to be less effective in measuring mission fulfillment. While some indicators, such as the number of cultural events hosted, percentage of action items completed, number of clients served, percentage of advisory committee recommendations implemented, and number of scholarships awarded, may still be relevant as operational indicators at a lower level, they were not deemed suitable for measuring the overall impact and difference the college makes.

MHCC's refined set of indicators now concentrates on assessing the meaningful impact the college achieves, providing a more accurate evaluation of mission fulfillment and the effectiveness of its initiatives and programs. These changes demonstrate the college's commitment to continuous improvement and its dedication to measuring outcomes that genuinely align with its mission and goals.

SELF- ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

DEVELOPED Process for assessing institutional effectiveness.

MHCC assesses itself as "Developed" on this criterion, according to the rubric provided by the NWCCU. It has successfully established a systematic and regular process of planning and assessing institutional effectiveness for all college units, including student learning, achievement, and support services.

However, to move to the category of "Highly Developed" MHCC needs more time to ensure that assessment always leads to continuous quality improvement of all institutional systems, structures, practices, and student learning and achievement outcomes.

EMERGING Evaluation and planning processes inform institutional effectiveness, assign resources, and improve student learning and achievement.

MHCC believes it's currently in the "Emerging" phase and getting close to the "Developed." The college has established planning processes that are in line with its mission fulfillment objectives

and outcomes, which encompass student learning and achievement outcomes. Furthermore, there is a growing comprehension of how unit-level, cross-functional, and institutional plans align with one another. The system was designed with a tight connection between budget requests and planning.

All institution planning processes are integrated, consistent, and systematic. However, a combination of well-established processes, such as Unit Planning and Course Outcome Assessment, and newer processes, like Unit Self-Reflection and Core Outcome Assessment, is present. It requires more time to exhibit a consistent utilization of the system and to ensure that assessment results consistently lead to improvement in student learning and student achievement.

Various departments from different areas of the college provided examples of how they utilize data and assessment to enhance their effectiveness and allocate resources more efficiently. An illustration of the application of cost expenditure analysis and assessment was evident in the allocation of grant budgets, which was modified based on the historical requests from prior cycles. In a specific grant, it was discovered that the demand for support services (rent, utility bills, gas/transportation) exceeded the initial budgeted amount. This analysis also highlighted the necessity of forming partnerships with other organizations. Conducting such evaluations aids the department in enhancing its processes and practices, thereby boosting the efficiency of its operations.

The next example showcases how both data and assessments have been crucial factors in the decision-making process within the Business Office. Managers extensively analyzed their staff's workload and skill sets, along with their management capacities and knowledge, to effectively support the team. As a result of this thorough examination, it was determined that transferring the Travel Coordinator's responsibility from the Payroll team to the Accounts Payable team would be a prudent move. This decision allowed the Payroll team to receive additional dedicated staff resources, enabling them to handle the increased workload and customer service demands resulting from the College's transition to semi-monthly pay, all without the need to recruit and train new staff. Simultaneously, the Accounts Payable team successfully absorbed the additional travel coordination workload by optimizing their current staff resources through cross-training initiatives. The reliance on data and assessment ensured a well-informed and resource-efficient decision-making process throughout this organizational change.

Data and assessment also play a central role in decision-making across various IT functions. Projects are identified in the Project Management Area, and resource allocation is determined based on estimated timeframes, resources, and costs. Similarly, within the Service Desk, data from service desk tickets are used to prioritize and allocate resources for Client Services, Application Services, and Infrastructure Services. In Cyber Security, information is assessed

based on risk, guiding the allocation of resources accordingly. For instance, wireless connectivity issues reported through service desk tickets not only help troubleshoot existing installations but also aid in identifying gaps in wireless coverage across the college. These gaps are evaluated, and funds are allocated during each budget year to prioritize additional wireless connectivity in areas with the most significant student/instructional needs.

Utilizing assessments to enhance effectiveness is also a prevalent practice within the realm of the Student Development area. In the 2019-2020 academic year, the college undertook an extensive program review and assessment process that encompassed all service areas of the institution. The assessment involved thoroughly evaluating each program within Student Development to uncover growth opportunities, areas for improvement, and potential aspects of discontinuing. The assessment results were then shared with each department, serving as a valuable resource in identifying resource shortfalls and investment opportunities for Student Development. Notably, two examples, the Student Services Hub and Transiciones, emerged from the assessment, leading to budget allocations, changes, and strategic reinvestment or reorganization within these programs. The use of data and assessment played a pivotal role in shaping the department's decision-making process during this review.

Mt. Hood Community College utilized formal and informal assessments to enhance its apprenticeship, business partnerships, and career pathways programs, focusing strongly on student retention, community engagement, and workforce development outreach. Clear purposes were established for conducting both in-person and online learning assessments in these areas, as well as providing student success services and support to students, workforce partners, and non-profit organizations. The Student Development division also improved its in-person and written communications targeted at traditional and non-traditional students, regional partners, and businesses, particularly during the challenges posed by COVID and the post-COVID period. These efforts resulted in increased overall enrollments in academic and workforce development programs, particularly benefiting first-generation students, underserved populations, and communities of color in the region. Moreover, the Student Development division made necessary personnel reallocations within grant and institutional budgets, guided by best practices from peer institutions. The extensive use of data, with a solid commitment to equity considerations and assessment, informed and guided these strategic decisions.

Through rigorous data analysis and assessment, Integrated Media programs have significantly improved their alignment with Southern Oregon University for transfer. The ever-evolving landscape of media disciplines over the past decade has blurred traditional boundaries between areas like film and design, culminating in a more integrated field of media. While all of MHCC's Integrated Media programs are categorized as Career-Technical Education (CTE), the department conducted an assessment to gauge student interest in transfer opportunities and

specialized training yet to be offered. Valuable insights revealed that students, both current and prospective, expressed interest in specialized certificates like animation and the possibility of transfer to Southern Oregon University. In response to this feedback, MHCC faculty engaged in discussions with their counterparts at Southern Oregon University to ensure a seamless transfer process for MHCC students. Moreover, the Curriculum Coordinator in the Office of Instruction played a pivotal role in improving transfer possibilities by adjusting course names and numbering. Continual assessment allows the department to adapt its curriculum, potentially introducing new concentrations and even a Bachelor of Applied Science degree, to better equip students for the dynamic industry landscape. The strategic use of data and assessment enables the Integrated Media programs to thrive and remain responsive to industry changes.

Data and assessment drove significant equity improvements in the music curriculum. Faculty conducted a thorough assessment of music majors' persistence, mainly focusing on the challenges students faced in music theory and piano courses. The findings revealed that historically underserved student populations and those from under-resourced schools encountered difficulties in these courses. While the current curriculum adequately served transfer students due to these courses' requirements by four-year institutions, the department aimed to ensure all students could succeed in a music major, irrespective of transfer plans.

Recognizing the increasing role of technology in music creation and its potential to serve a diverse student population, faculty made strategic decisions. They adjusted course scheduling to enhance student success opportunities and introduced courses in Audio Production, Popular Songwriting, and Music Business. These additions aimed to provide a broader range of options for students and foster a more inclusive and supportive learning environment. The data-driven approach and continuous assessment allowed the department to proactively address equity concerns and adapt the curriculum to better meet the needs of all students pursuing a music major.

The college was delighted to receive recognition for its efforts to improve its effectiveness on a national level. According to a report published by the personal-finance website WalletHub, which named 2023's Best & Worst Community Colleges, Mt. Hood Community College was ranked 4th in the country. MHCC was ranked 9th in the 2022 report. WalletHub conducted a comparison of over 650 community colleges using 19 key indicators of cost and quality. These indicators covered areas such as in-state tuition and fees, graduation rates, and education and career outcomes.

OPPORTUNITIES AND NEXT STEPS

The designed planning system is currently in place, but there is a need for further efforts to ensure it operates optimally as intended. Through a short annual assessment and planning

survey, employees rank each criterion, allowing the college to focus its efforts on areas where it may lack in terms of assessment and planning. Presently, the main focus is on ensuring that all unit plans comprehensively reflect the work of each department, enabling employees to recognize their contributions towards college goals more easily.

MHCC recently adopted a new Strategic Plan less than a year ago. The process of monitoring the progress of objectives and sharing the results is still being refined. While the introduction of a new process presents a valuable opportunity, it also comes with potential risks, such as the need for broader engagement and ensuring the effectiveness of communication channels.

Enhancing collaboration between units is a central aspect of any planning and assessment process design. Transparency of all planning and assessment results has led MHCC to make significant progress, but the administration, faculty, and staff believe that further efforts are necessary to continue improving in this area. The college is committed to addressing these aspects and seeking continuous improvement to ensure the planning system's effectiveness and foster a more collaborative and transparent environment for all stakeholders.

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

The 2022 Strategic Plan was developed using an inclusive process with students, employees, and community members to provide the college with clear and meaningful goals, objectives, and performance indicators to guide institutional effectiveness. Based on a comprehensive environmental scan, priorities for the college center on equity and focus on key opportunities identified by stakeholder groups. The plan defined five goals. Each goal has a set of objectives that describe paths toward meeting each goal.

Goal	Goal Description
Goal A-Teaching and Learning	Improve Teaching and Learning Practices and Processes to Support Learning and Success for All Students.
Goal B-Educational Programs and Support Services	Provide the Full Range of Educational and Support Programs and Services Needed to Allow Students to Meet their Educational, Career, and Personal Goals
Goal C-Organizational Structure, Systems, and Processes	Align the College's Organizational Structure, Systems, and Processes to Reflect the Diversity of the Communities We Serve
Goal D-Facilities and Technology	Provide Facilities and Technology Platforms to Serve The Needs of All Students
Goal E-Coordinate Community Connections	Increase Our Visibility and Strengthen the Connection Between the College and Our Local and Regional Community Partners

MHCC has carefully chosen eight indicators to assess its mission fulfillment in four key areas: Student Success, Student Learning, Community, and Diversity. These indicators serve as vital metrics to gauge the college's progress and impact in achieving its mission. To ensure fairness and inclusivity, each indicator is disaggregated, meaning the data is broken down into different demographic categories, allowing for a thorough analysis of outcomes across diverse student populations.

MHCC ensures effective communication of progress on its goals, objectives, and performance indicators through various channels. Annually, an update on performance indicators is published and widely distributed among college employees and board members. Additionally, Key Performance Indicators results are made publicly available on dashboards, providing transparency to the wider community.

Quarterly, a general update on the status of goals and objectives is prepared specifically for the Board of Education. On a monthly basis, the Board of Education receives a more detailed report, providing comprehensive information on activities related to stated objectives. These reports are accessible to both the internal college community and external stakeholders.

Furthermore, information from these reports is shared during the bi-weekly All Campus Update meetings, ensuring that the entire college community stays informed about progress and developments.

To monitor the implementation progress of the strategic plan, a dedicated dashboard is updated monthly. This dynamic tool enables regular tracking of MHCC's strategic initiatives, facilitating real-time adjustments and improvements.

By utilizing these diverse communication channels and providing transparent reporting, MHCC ensures that all stakeholders are well-informed about the college's progress, achievements, and ongoing efforts to fulfill its mission and strategic goals.

In 2017, MHCC became a part of the Voluntary Framework of Accountability (VFA), a program that enables benchmarking of student success metrics against regional and national peers. The state of Oregon funds the participation of all 17 community colleges. By participating in the VFA, the college gains valuable insights into its performance compared to other institutions, identifying both areas of strength and weaknesses. This benchmarking process aids MHCC in pinpointing aspects that require further investigation or action to enhance student success.

Selecting appropriate peer institutions for comparison involved considering several key criteria. These criteria included enrollment size, student body diversity, the proportion of students over 25 years old, degree of urbanization, and the highest degree offered. Through a thorough evaluation based on these factors, MHCC created a national peer group comprising five community colleges that closely match its characteristics. This thoughtful selection ensures

relevant and meaningful comparisons with institutions that share similarities, making the benchmarking process more informative and useful for the college's improvement efforts.

To maintain alignment with the strategic plan, MHCC follows an annual planning process that flows from the strategic plan, ensuring that resources, including people, time, and finances, are directed toward fulfilling the college's mission. The process is facilitated through a digital planning tool accessible to all members of the college community, promoting transparency throughout the planning and budgeting stages. The information gathered through this tool is utilized by decision-makers to develop annual tactics that are in line with the established goals and objectives of the strategic plan.

The specific tactics for each year are derived from a combination of assessment data from the previous cycle and any new data acquired during the planning process. This data-driven approach helps identify areas of improvement and informs the development of targeted tactics to address challenges and capitalize on opportunities.

To further integrate the planning work with the annual budget process, the college requires that funding requests be explicitly connected to specific tactics. This ensures that resource allocation is directly linked to strategic priorities and that all efforts are aligned with the college's overarching mission and goals.

By implementing this cohesive and data-driven planning and budgeting process, MHCC ensures that its resources are effectively channeled toward achieving its strategic objectives, fostering progress and success across the institution.

SELF- ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

DEVELOPED The institution sets meaningful goals, objectives, and indicators to define mission fulfillment and improve effectiveness.

MHCC assesses itself as "Developed" on this criterion, according to the rubric provided by the NWCCU. The college utilizes longitudinal data and analyses to assess student success and its progress in achieving mission fulfillment objectives. Standardized indicators are used to measure mission fulfillment. Program-specific data and performance measures are employed to inform unit planning, program review, and institutional plans. All units ensure their work aligns with the college's goals. However, achieving an even wider distribution and adopting a more laser focus on connecting to and attaining college mission indicators are necessary to be considered highly developed.

MHCC is clearly in the "Emerging" phase in accordance with the NWCCU rubric. Although regional and national peers have been identified, the data has not been effectively utilized to improve effectiveness or to draw on their experience for making improvements. To advance to the next stage, it is essential to analyze why some peer institutions achieved better results in certain areas and learn from their experiences.

Beyond the college-level evidence of published and accessible dashboards, the following was reported by the college departments as their contribution toward college goals.

Efforts to improve student success indicators involved analyzing term-by-term GPA and earned grades in math and writing, as well as student retention data. This analysis helped identify student-athletes who may benefit from additional resources. The dean/athletic director personally reached out to these students, assisting them in accessing helpful campus resources. As a result of these initiatives, the college has earned the prestigious NWAC President's Cup multiple times, recognizing the institution with the highest scores for retention, completion, and GPA.

In reviewing the college community indicators as well as local census data, the MHCC Aquatic Center has developed the Swim Lesson Promise Program to offer reduced-cost swim lessons to its local community members and students. This program is expected to reduce tragic drowning incidents in the local area as well as significantly diversify the local aquatics community. The aquatics team has worked collaboratively with the MHCC Foundation Office to establish a fundraising initiative to help support this program and its community.

In AVID (Advancement Via Individual Determination) | LSC (Learning Success Center), the student success indicators on the college dashboard are used to review areas where students can be provided with additional resources and wrap-around support such as AVID learning specialist case management and personalized appointments, math tutoring, computer skills assistance and writing lab support. To advance diversity, equity, and inclusion, the MHCC library provided students with laptops to allow them to attend online classes and access support services. A wide range of course reserve loans such as calculators, textbooks, rocks (geology), skeletons, and muscle models (anatomy and physiology) are available to support student success. AVID Bridge programming expanded to increase excellence in operations by providing both in-person and remote orientation to MHCC registration, financial aid literacy, Blackboard LMS (Learning Management Systems) training, and best practices to navigate higher education for first-generation college students. AVID | LSC | Library strives to strengthen community

engagement by participating in new student orientation, campus-wide tabling events, pop-up libraries for domestic violence awareness and breast cancer awareness, and communicating information to students through EAB Navigate and a variety of social media platforms.

Before the COVID-19 pandemic, the Health, Physical Education, Athletics, Aquatics, and Recreation (HPEAAR) division proactively sought ways to improve the delivery of courses to diversify opportunities for students to enroll in college classes. Through a thorough review of disaggregated student success indicators and gathering student feedback, they identified several courses suitable for transitioning to online or hybrid formats, thereby enhancing accessibility for students. With the pandemic's onset and increased resources allocated to the online learning academy, the faculty enthusiastically became certified online instructors. As a result, numerous courses were successfully introduced and are now taught online or in a hybrid format, providing the desired flexibility for students.

Administrative services actively contribute to the improvement of mission-level indicators as well. An IT graphic strategic plan is developed in alignment with the college's goals, and work is aligned with both the plan and annual unit objectives. College indicators and information are consistently monitored, and priorities are adjusted to maintain alignment. For instance, a process was implemented to obtain and prepare student laptops, which would be distributed by Student Basic Needs (SBN). The Project Management Office conducted a Discovery process to identify necessary work to increase faculty and student adoption of EAB Navigate, leading to an ongoing implementation project. Moreover, IT is providing project management support and technical resources to enhance MHCC's website presence. Projects are being launched to improve the student experience related to registration, search and to add translation functionality to the website.

Efforts to improve student success indicators are demonstrated by the student support services through the use of Navigate Kiosk and Appointment Check-in. The Student Services Hub team utilizes usage data to inform and enhance staffing levels, proactively meeting student needs. Tracking student service utilization and identifying their specific needs enabled the office to improve communication in areas requiring more clarity and take necessary actions. As a result, 'How-To' guides were developed, FAFSA/ORSAA events were scheduled, and ongoing staff training was implemented. Although measuring the direct impact on student success is challenging in this aspect, the college has no doubts that it is an important step in helping students achieve their goals.

An exemplary effort to improve diversity and success indicators in Student Development is the reorganization and repurposing of positions in Transitions, Transiciones, and the Multicultural and Diversity Resources Center. The discovered gap in the completion of Black, Indigenous, and people of color (BIPOC) students led to modifying and reorganizing these programs to serve underrepresented students better. To enhance student retention efforts, the division

reallocated resources, resulting in the appointment of two FTE Transiciones Program and Multicultural Student Success Coordinators. These strategic changes aim to strengthen support for the success of diverse student populations.

OPPORTUNITIES AND NEXT STEPS

MHCC has demonstrated success in implementing numerous projects to address emerging challenges. In an ongoing effort to enhance effectiveness and foster employee engagement, the college is actively designing intentional improvements that encourage all employees to review performance indicators and take responsive actions based on the data.
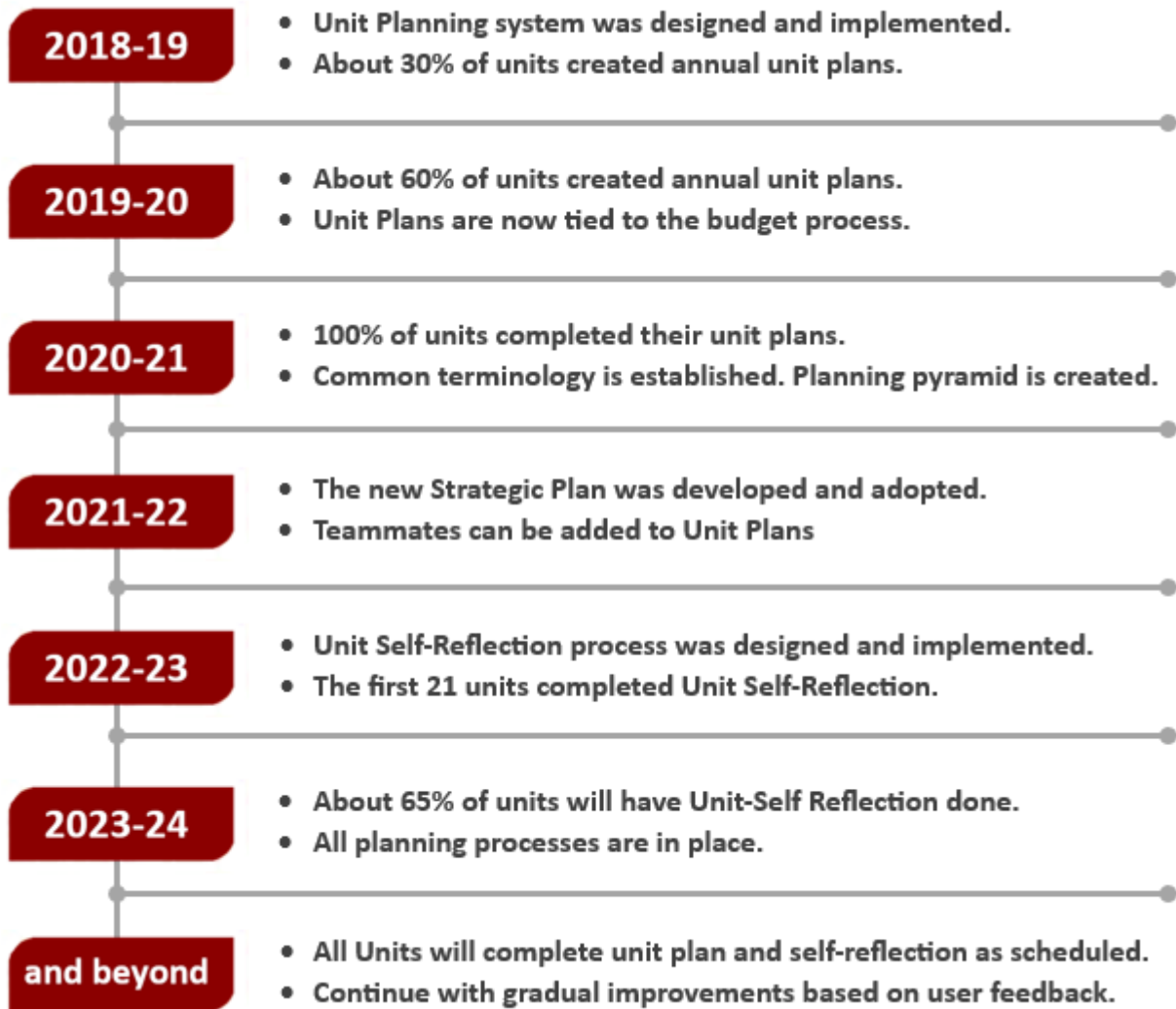
Looking ahead, MHCC envisions going beyond the simple comparison of indicators to regional and national peers. The college plans to proactively reach out to institutions that have achieved greater success in specific areas. By doing so, MHCC aims to gain valuable insights and innovative ideas that can be adapted to improve student learning and achievement within its own context.

This forward-looking approach reflects MHCC's commitment to continuous improvement and its dedication to providing the best possible learning experience and outcomes for its students. By exploring new perspectives and learning from successful peers, the college aspires to elevate its performance further and positively impact the success of its students and the community it serves.

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

PLANNING SYSTEM

Five years ago, MHCC envisioned a new planning system that would seamlessly integrate and connect all planning processes while also incorporating assessment practices. Over the years, the college has meticulously worked on implementing this vision, gradually establishing one process after another. During the 2022-23 academic year, the final component of the integrated assessment and planning system, Unit Self-Reflection, was implemented, thus filling the remaining gap. The highlighted milestones of the planning system's evolution are depicted in the following chart.

2018-19
- Unit Planning system was designed and implemented.
- About 30% of units created annual unit plans.

2019-20
- About 60% of units created annual unit plans.
- Unit Plans are now tied to the budget process.

2020-21
- 100% of units completed their unit plans.
- Common terminology is established. Planning pyramid is created.

2021-22
- The new Strategic Plan was developed and adopted.
- Teammates can be added to Unit Plans

2022-23
- Unit Self-Reflection process was designed and implemented.
- The first 21 units completed Unit Self-Reflection.

2023-24
- About 65% of units will have Unit-Self Reflection done.
- All planning processes are in place.

and beyond
- All Units will complete unit plan and self-reflection as scheduled.
- Continue with gradual improvements based on user feedback.

INCLUSIVE PLANNING PROCESSES

MHCC strives to engage all stakeholders at all levels of planning. The college is proud of the new Strategic Plan because it involved hundreds of students, staff, faculty, administrators, board members, local business leaders, and community members. It was completed while in remote operations and under very challenging circumstances. It is MHCC's guide, its roadmap, for the next five years and beyond.

While the Strategic Plan is developed at the institutional level, operationalization and implementation primarily occur within various units throughout the college, leading to a process that is broad-based and open to input from appropriate constituencies. MHCC has conducted a short annual survey for four years in a row where faculty and staff are asked for feedback on nine elements that are important for MHCC in planning. The college has traditionally received a good response rate of close to 60% for full-time employees and about

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20% for part-time employees. Participation was ranked lowest during the first two years. Additional training and conversations with the managers on engaging their staff, coupled with improved communication on the planning process with all staff, were used to address it. The efforts put in to make an improvement have yielded results. Last year, participation was ranked as one of the highest by MHCC faculty and staff. Based on the most recent survey, as can be seen from the chart below, this and next year, the college will concentrate on unit plan relevance and assessment categories while continuing to keep the focus on participation.
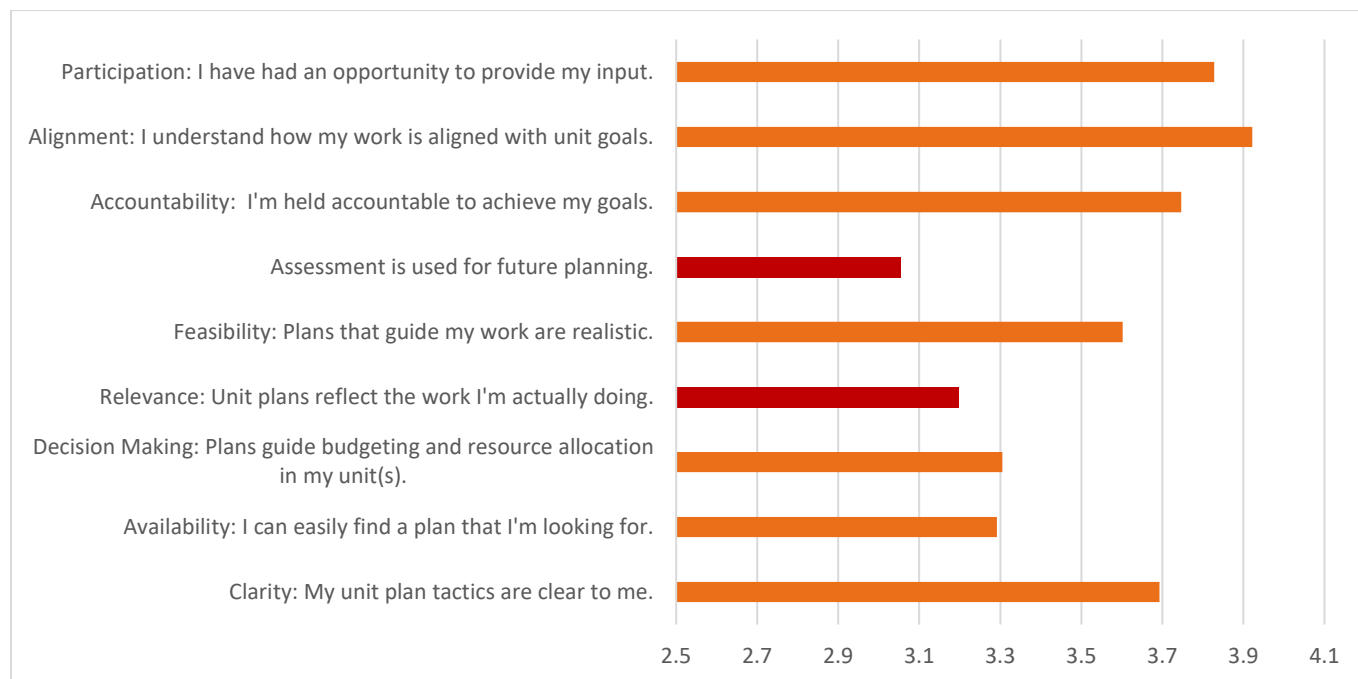
All Unit Plans are visible to all MHCC employees from the Unit Planning Homepage. Any MHCC staff or faculty member can log in and see a list of MHCC Goals and Objectives with all associated Tactics by year. Employees can also visit any Unit individually to see an overview of that Unit's Plans. Several reports are available for individual Units, as well as a college-wide overview. Unit Planning is designed to be an inclusive and transparent process. Unit Managers can give editing privileges to all the members of their Units, and employees can create their own Tactics. Optionally, managers can choose to enter Tactics for their Units. It's recommended during Unit Planning training that managers include employees in the planning process, regardless of who enters the Unit Plans.

In addition to the Unit Planning User Guide, Unit Planning resources include live and recorded training throughout the planning seasons, as well as a support desk and drop-in times. Specific trainings are done for new users, returning users, and different groups such as faculty and deans. Recent topical trainings included Writing an Effective Unit Plan and Unit Planning with Course Outcomes.

PLANS TO ACTIONS

Another important function of Unit Planning is to ensure that institutional and academic assessments result in action. Academic outcome assessment is completed by faculty at the institutional, program, and course levels. At each level, when assessment results are reviewed, faculty are asked to enter associated Tactics in Unit Planning. Unit Managers are asked to do quarterly reviews of Tactics each term, and to monitor the status of Tactics, marking them with satisfactory progress, needs attention, or complete. At the end of the year, Tactics can be marked complete, incomplete, or will complete next year. Users can also update optional numerical indicators and can add comments, such as changes to the Tactic or an explanation for not completing the Tactic.

RESOURCE ALLOCATION

Unit Planning at MHCC is conducted on a fiscal year basis and is completed ahead of the budgeting process. During this planning phase, each unit is required to associate tactics with every new and continuing funding request they make. Both financial and human resources can be linked to these unit tactics, ensuring a comprehensive and integrated approach to resource allocation.

To promote accountability and alignment, every full-time position within the college must have at least one tactic associated with it. This practice reinforces the connection between staffing decisions and the college's strategic objectives.

MHCC's longer-term goal is to achieve comprehensive documentation of work through unit plans. By documenting most work within unit plans, the college aims to ensure that these plans accurately reflect the contributions and efforts of employees. This approach fosters a transparent and systematic way of demonstrating the impact of unit activities and individual efforts on achieving broader institutional goals.

In the budgeting process, all budget requests are subjected to review and prioritization by the Executive Team. During this review, an equity lens is applied, ensuring that resource allocation decisions are equitable and aligned with the college's commitment to promoting diversity, inclusivity, and fairness.

By integrating Unit Planning with budgeting and incorporating an equity lens in the decision-making process, MHCC seeks to create a cohesive and purposeful approach to resource management. This strategic alignment ensures that the college's investments and actions are directed toward fulfilling its mission and goals and that every employee's efforts contribute to the overall success of the institution.

SELF-ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

> **DEVELOPED** The planning process is inclusive, allocates resources, and leads to the improvement of institutional effectiveness.

The processes involve active participation and significant contributions from a diverse constituent base in both strategic and unit-level planning. The college's integrated planning is clearly synchronized with institutional objectives, goals, and indicators, effectively guiding resource allocation decisions on a regular basis. The college is nearing the point where it can be considered to be in the "Highly Developed" category. With a little more longitudinal data and consistent closing of the loop, the college can reach that point.

The first example highlights the efforts of AVID | LSC | Library in ensuring broad-based input and allocating necessary resources. As part of the MHCC unit planning process that involved hearing all unit members as well as the voices of students receiving the services, they decided to focus on consistently meeting students' basic needs. The solution was to provide essential resources and support services in multiple formats, including face-to-face, online (Zoom), email, and chat. To enhance support for new online courses and address student demand, the library collection budget was increased, facilitating the addition of relevant online electronic resources. Additionally, AVID funding for Summer Bridge was adjusted, allowing for increased staffing and supplies to offer Bridge programs and online instructional tools during breaks between academic terms (Winter Bridge/Spring Bridge) to accommodate new students starting year-round.

Through unit planning and inclusive discussions, the Health, Physical Education, Athletics, Aquatics, and Recreation (HPEAAR) division has placed a strong emphasis on advancing diversity, equity, and inclusion. To make significant progress in this endeavor, the division has partnered with the Career Planning and Counseling Center and the Associate Vice President of Diversity, Equity, and Inclusion. Together, they have allocated resources and developed and delivered trainings to student-athletes and coaches on crucial topics like mental health, diversity, equity, and inclusion. Additionally, they have identified and established clear reporting processes for the college within the division's scope. These collaborative efforts demonstrate the commitment to broad-based input and effective resource allocation to foster a more inclusive environment.

Another example comes from the instructional area. After recognizing the need for more space to accommodate the flexibility needed for enrollment in Mechatronics, efforts were made to secure funding for enhancing the existing facilities and acquiring the necessary equipment. The planning process highlighted the crucial need and actively sought resources, which were ultimately allocated to improve the program.

Similar need analysis and planning involving industry experts resulted in the successful expansion of the Welding program to a two-year degree. New equipment was necessary to meet industry standards. Utilizing both Future Ready Oregon and Perkins funding, the college was able to allocate enough resources to meet the need.

Efforts to have broad-based input and allocate necessary resources were evident in the process, which resulted in the reorganization of staffing within the Student Service Hub. Following unit and Strategic Enrollment Planning, it was identified that a change was necessary for the Student Hub. As a response, funds were allocated to enhance staffing and functions, including the addition of a coordinator to assistant manager and the appointment of one full-time onboarding specialist, with a focus on supporting underserved populations. This exemplifies the commitment to strategic resource allocation to serve student needs better.

Planning led to resource allocation in Administrative Services as well. Annually, IT updates the IT Strategic plan in alignment with the college's strategic plan. Resources were allocated to security improvement and risk reduction around remote work. Resources were added to provide project management to ensure that college projects are completed utilizing best practices and incorporate business process review.

OPPORTUNITIES AND NEXT STEPS

MHCC has a well-established process for allocating funds to new projects, which involves carefully selecting specific initiatives. The reasons for choosing particular projects are openly discussed during All College Updates, fostering transparency and engagement among all employees. Additionally, the rationale behind project selections is published on the internal website, ensuring that the information is accessible to all members of the college community.

However, MHCC acknowledges that the availability of new funds may be limited. As a result, the college recognizes the importance of continuously improving its resource allocation process to ensure optimal use of existing resources. By seeking ways to reallocate resources more efficiently, MHCC aims to maximize the impact of its initiatives and prioritize areas that align with its strategic goals.

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system, it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

MHCC monitors its internal and external environments in multiple ways to identify current and emerging trends and develop plans of action to address those trends. This is done through several avenues including but not limited to strategic planning, development of strategies,

internal and external surveys (such as community needs assessment, economic impact research, high school students survey, student satisfaction, and employee climate surveys), Unit Self-Reflection process and direct communications within the college community.

To inform the 2022 Strategic Plan process, an environmental scan was completed, pulling quantitative and qualitative data from internal and external stakeholders. The scan served as the foundation for the workgroups developing the strategic plan goals and objectives. For example, data from the environmental scan showed that the college is serving a rapidly diversifying student body. Building from this, the strategic plan includes objectives around including culturally responsive teaching (A.1) assessing and aligning student services (B.4); use of the Equity Lens in decision making (C.3); and engaging with historically excluded and multi-lingual communities (E.2). Metrics for success are set for each objective and assessed annually. If trends deviate from the intended progress, additional review and data collection will be done to inform improvements or change in course.

In alignment with the college's philosophy on governance, the strategic planning process included all stakeholder groups in various phases of its development. The Strategic Plan Steering Committee was comprised of two representatives from each of the employee groups (full-time faculty, part-time faculty, classified staff, management) and two Board of Education Directors. The action teams developed the goals and objectives and were comprised of faculty, staff, management, and students. To collect initial data and test results of emerging themes and potential goals and objectives, all employee groups, students, and community members were invited to provide input through focus groups, surveys, and a half-day workshop. This feedback was used in developing the final plan.

As part of the new strategic plan, the Board of Education reviewed the college's vision, mission, and values. Based on data from the environmental scan and stakeholder input along the process, the Board of Education adopted the strategic plan framework in July of 2022. Different from subsequent plans, the new version adopted by the Board of Education includes an equity statement that serves as an anchor by which the vision, mission, values, goals, and performance indicators rest.

MHCC leverages its system of participatory governance to review and provide feedback on college policies and processes, update various constituents, identify plans of action and create action teams as necessary. The following councils are engaged in the work-Institutional Effectiveness Council, Access and Diversity Council, Learners Success Council, Infrastructure Council, and People Strategy Council.

The college continues to work with state legislators and our U.S. congressional representatives in seeking state or federal dollars in support of our efforts. In recent years state legislators were able to guide millions in federal funds to projects at MHCC. Among the projects receiving funding were the expansion of the Multicultural and Diversity Resource Center and the placing

of a retractable cover on the outdoor Olympic size pool. $2.4 million in federal relief funds were designated for the two projects.

SELF-ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

DEVELOPED | Internal and external environmental monitoring.

The college believes that it falls under the "Developed" category for this <u>criterion</u>. It has put in place robust structures, processes, and data flow mechanisms to monitor both internal and external environments effectively. Data obtained through this monitoring process are regularly utilized in the college's planning and resource allocation efforts.

EMERGING | Governance system engagement in institutional effectiveness.

While some councils have successfully integrated themselves into the college process and actively contributed to increasing college effectiveness, others still need help finding the appropriate way to work within the college system. While there are some great successes, broader and more consistent achievements for all Councils are necessary to advance to the next stage.

External and internal environments are observed by participating on advisory committees, statewide affinity groups, and consortiums, engaging community partners, reviewing environmental scans, gathering feedback, communicating with peers, engaging Council structure, and watching social media avenues. Data such as social and economic demographics, industry needs, and anecdotal information garnered from these sources is used to engage best practices to guide our unit plans, be more inclusive, and pivot as needed in an ever-changing society. This includes incorporating new modalities and scheduling training and classes to fit into people's lives instead of them being restricted by the traditional educational model. A significantly higher proportion of classes are offered in a hybrid or online modality compared to per-COVID levels. The college is better able to determine which classes and programs are needed for businesses and community enrichment within our service district and partake in a more direct marketing approach. It also helps to identify shorter-term benchmarks that are smart and measurable to ensure MHCC is meeting the larger, overarching strategic plan of the College.

In the nursing program, the faculty closely monitor the National Council Licensure Examination for Registered Nurses (NCLEX-RN) pass rates. Every quarter the National Council of States Board

of Nursing (NCSBN) and the Oregon State Board of Nursing provide nursing programs their NCLEX-RN pass rates to include first-time pass rates as well as overall pass rates. Nursing programs must maintain a minimum pass rate as set in Oregon Administrative Rule [OAR 851-021-0018]. The nursing program NCLEX pass rates had been trending down starting in 2019. Based on this trend and in conjunction with current literature on best practices in nursing education, the nursing program instituted standardized testing throughout the curriculum to prepare nursing students for improved student outcomes in the program and better success in passing the NLCEX-RN on the first attempt. Upon instituting the plan to incorporate standardized testing throughout the program with the cohort that began the program in fall 2021 and graduates in Winter 2023, the department plans to evaluate NCLEX pass rates of this cohort compared to prior cohorts that only used standardized testing in the last quarter to see what improvements this intervention has led to.

OPPORTUNITIES AND NEXT STEPS

In support of the college's governance process, the college has been working on developing a shared understanding of what governance looks like at MHCC. Decision-making has been the main point of contention with a lack of clarity on who makes decisions, how they make them, and why. In 2019, a white paper was drafted, providing the campus community with a point of reference for governance discussions and attempting to outline the role of governance in the decision-making process.

Updates to policy and administrative regulations in 2021-2022 outlined the college councils' roles in governance, and in 2023, the councils completed a review and rewrite of the Council Handbook. The handbook provides clarity to councils on governance and defines scope, roles, and responsibilities. As good governance remains an interest of the various employee groups, continued work around refining what governance looks like in other areas of the college presents additional opportunities for exploration and engagement at all levels.

Internal and external stakeholders are regularly surveyed to hear their voices, learn about their challenges, and listen to their recommendations. MHCC still has some work to do to improve the process of acting in response and closing the loop. MHCC searches for a mechanism to make it more actionable and ensure feedback is provided, work is tied to the voiced concerns, and results are reported to the people who participated in the survey.

STANDARD 1.C. STUDENT LEARNING

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminating in the achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials, and include designators consistent with program content in recognized fields of study.

Consistent with its mission as a comprehensive community college, MHCC offers approximately 120 credit-bearing completion options in both transfer and career-technical education. These degree and certificate options include short-term certificates (Career Pathway Certificates), certificates of one year or more, and associate-level degrees (such as Associate of Arts, Associate of Science, and Associate of Applied Science). Soon the college will also start offering its first applied baccalaureate degree -Bachelor of Applied Science in Cybersecurity- that was approved by NWCCU in January 2023.

Programs have clearly defined course-level student learning outcomes and program learning outcomes. Course-level student learning outcomes and program-level outcomes are made available to students via course syllabi. Program-level outcomes are also supplied via the MHCC College Catalog and are linked through individual program websites, making them available prior to student enrollment.

Upon the initial creation of a program, learning outcomes are vetted by the college's Curriculum Committee, and these outcomes are further reviewed whenever program revisions come before the committee. The content and rigor of these outcomes are established by, and based upon, the professional judgment of faculty who teach in these areas, along with feedback from MHCC CTE advisory committees and in conjunction with articulation agreements with partnering institutions.

Statewide Major Transfer Maps have been developed in Business, Psychology, and Sociology, linking and streamlining the curriculum between two and four- year institutions for transfer students. More Major Transfer Maps are currently being developed.

As is thoroughly described below in response to Standard 1.C.5, the college's annual Program Outcome Assessment process provides a direct assessment of student performance in achieving program learning outcomes.

Faculty have the primary responsibility for ensuring that courses have appropriate content and rigor. Deans and program directors support these efforts and engage as needed. In the Mathematics and Science division, Course Outcome Reports are completed for each CTE program course every term. Faculty evaluate whether each course outcome was met successfully. Reflection on the Course Outcome Report data allows faculty to determine if teaching strategies need to be revised to improve student understanding. Additionally, when multiple faculty teach different sections of the same class, they can compare their Course Outcome Report findings and share best practices. Area managers can review these reports and note exemplary teaching. They can also suggest interventions if course outcomes are not regularly met or assessed.

Course sequencing and prerequisite setting in existing programs are typically developed by relevant faculty in conjunction with the area dean and the Office of Instruction. Review and any changes to course sequencing or prerequisites occur annually during Academic Catalog development. Area faculty review existing catalog language and may make recommendations for changes, which are then reviewed and approved/denied by the dean and, ultimately, the Office of Instruction. Any significant sequencing or curricular changes are reviewed by the Curriculum Committee and the Degrees and Certificates Committee, as needed. MHCC also participates in a statewide initiative to align common course outcomes, numbering, and credit hours in writing, mathematics, and transfer programs.

The content, rigor, and sequencing for new programs are also driven by the program/discipline faculty in conjunction with the Office of Instruction and area dean. Information from local industry partners, advisory committees, and external programmatic accreditors (when applicable) may also be integrated into the program development phase to inform the rigor and sequence of a new program. The area dean, Curriculum Committee, and Degrees and Certificates Committee also review new programs to ensure that the content and rigor of the program are at an appropriate level and meet regulatory compliance.

SELF-ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

DEVELOPED Program content is consistent with recognized fields of study.

While there is a system in place to review the content of each program and obtain industry feedback, the college acknowledges that improving the system to implement desired changes promptly is necessary to reach the Highly Developed stage.

HIGHLY DEVELOPED Appropriate rigor in student learning outcomes leads to college-level degrees, certificates, or credentials in programs of study.

Students are provided with intentionally crafted and sequenced learning activities supported by research, enabling them to create and demonstrate their understanding. Faculty continuously engage in the review and improvement of their classes, fostering a better and more inclusive learning environment that ultimately leads to students mastering the content.

In all career education areas, programs are required to conduct a minimum of one advisory committee meeting per year. When there are significant changes proposed, programs generally conduct two or more per year to be able to capture input from industry partners. For example, Mechatronics has used the input from the advisory committee meetings as well as feedback from students that have driven the redesign of the curriculum schedule to be more flexible and accommodate working students.

The input from the Cybersecurity Advisory Committee resulted in changes to the capstone project course, aligning it more closely with the real-world work students would encounter in the workplace. Similarly, in the Welding program, the advisory committee first recommended adding a two-year degree and then reviewed the courses to ensure they met employment expectations in the field. Additionally, the advisory committee played a crucial role in the decision to apply for a Bachelor of Applied Science in Cybersecurity. Their valuable input and guidance contributed significantly to these improvements and advancements in the respective programs.

Another example of collaborative efforts comes from the Business Department. The department actively participated in statewide endeavors to update and align transfer degrees. One notable outcome is the new statewide AST-Business degree, which offers a smoother transition from community colleges to universities. This degree provides greater clarity regarding Math pathways and updates the curriculum, such as replacing Access with more in-depth learning in Excel within BA131: Intro to Business Computing.

Similar processes are taking place in the Writing, Psychology, and Sociology departments through the development of the Major Transfer Maps. In line with these efforts, the Mathematics department has been closely working with the Curriculum Committee to adopt statewide alignment initiatives this year. These collective actions signify the commitment of the college to improve and align its programs with statewide standards and create more seamless pathways for student success.

The Health Professions Division ensures a systematic internal review of program content through the CourseLeaf process to meet program outcomes. Additionally, program content remains relevant with the active participation of various Advisory Committees and professionals working at affiliated clinical site locations. Faculty members attend regular

educational conferences specific to their respective fields to stay updated on the latest information.

As an example, the Program Director of the Medical Assistant Program recently attended a national conference, gaining valuable skills to enhance the program and support the pursuit of programmatic accreditation from the American Association of Medical Assistants (AAMA). Attending this conference will significantly contribute to the preparations for the Spring 2024 site visit. These efforts exemplify the division's commitment to maintaining program quality and relevance through continuous improvement and staying informed about industry trends and best practices.

OPPORTUNITIES AND NEXT STEPS

MHCC currently records Advisory Committees' minutes and recommendations in an internally developed application, ensuring that valuable insights and feedback are captured. The college's next goal is to further streamline the process by implementing the recommended improvements effectively. This will involve establishing a more efficient mechanism to track and monitor the progress of these recommendations to ensure timely implementation.

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Credits, degrees, certificates, and other credentials are awarded by the Office of the Registrar and are conferred based upon the demonstration that students have met the required learning outcomes of the course or program. Program curricula are initially approved and subsequently maintained by the college's Curriculum Committee. The charge of the Curriculum Committee outlines the committee's purpose, functions, membership, and procedures. These include ensuring that all new courses and programs have documented and measurable student learning outcomes.

INTERNAL CONTROL

When faculty propose a new course, the dean reviews the outcomes for clarity and consistency prior to approval. Once approved by the dean, the course is evaluated by the Curriculum Committee. This committee evaluates all new courses and their respective learning outcomes for clarity and ensures they can be assessed/measured. In addition, all MHCC credit-based courses are reviewed by faculty every three years to ensure that courses and their descriptions are up-to-date and that outcomes are measurable and assessable. This is completed by reviewing approximately one-third of all courses each year using the CourseLeaf software.

Faculty collaborate within their department and impacted areas to discuss breadth, depth and sequencing for courses and programs.

While issues of breadth, depth, sequencing, and synthesis of learning are reviewed by the Curriculum Committee when programs are established or reviewed, the college's assessment processes, which are thoroughly addressed in the response to Standard 1.C.5, are used annually to evaluate and assess these areas. Appropriate breadth, depth, sequencing, and synthesis are measured through direct assessment of student learning and achievement. In addition to a regular student learning assessment process, the Unit Self-Reflection process asks to reflect on "how they use course/program / or core outcomes assessment data to make positive impacts on student learning."

EXTERNAL CONTROL

Another indicator of MHCC's high degree of program integrity is the articulation agreements the college retains with baccalaureate institutions, demonstrating that MHCC programs conform to area-wide standards. MHCC provides dozens of specialized associate degrees structured for efficient transfer to Oregon State's seven public universities.

SELF-ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

DEVELOPED Awards of credit, degrees, certificates, or credentials for programs are based on student learning.

Based on the rubric, the college believes it's in the Developed stage. Clear learning outcomes and consistent assessment practices are evident in courses, programs, certificates, and degrees. However, MHCC transcripts don't include learning outcomes as recommended to be considered "Highly Developed".

HIGHLY DEVELOPED Learning outcomes are of appropriate breadth, depth, and sequencing.

The college is confident that it has reached the Highly Developed stage. Learning outcomes are effectively mapped from the course level to the program and institution levels, ensuring a progressive demonstration of student understanding and utilizing multiple assessment methods.

The English department demonstrates a department-wide process for utilizing assessment data to inform curriculum decisions. Both full-time and part-time English faculty convene regularly to analyze assessment data and identify specific areas where students encounter challenges in the

writing process. They compare these assessments across terms and engage in collaborative discussions to share successful approaches, exercises, and assignments that support students in achieving course outcomes. Subsequently, instructors implement new strategies in their courses and review the impact of these changes on student learning over time.

Many of MHCC's medical programs and certificates require external professional examinations for practice, striking a balance between practical understanding and the knowledge needed to pass these tests and excel in their professions. The college takes pride in achieving high pass rates among students in these programs.

For instance, students who complete the nursing program become eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The nursing program consistently achieves commendable total pass rates: 89% in 2020, 87% in 2021, and 93% in 2022.

Similarly, students who complete the Surgical Technology program take the National Board of Surgical Technology and Surgical Assisting exam to become Certified Surgical Technologists. The program boasts outstanding pass rates of 94% in 2020 and 100% in both 2021 and 2022.

In the Respiratory Therapy program, students take the National Board for Respiratory Care Therapist Multiple Choice Exam (TMC). Remarkably, 75% pass at the "low cut level," achieving certification as respiratory therapists, surpassing the national pass rate by 12%. Additionally, 59.8% pass at the "high cut level," becoming eligible for the Clinical Simulation Exam, with a pass rate 10% higher than the national average.

These impressive pass rates demonstrate MHCC's commitment to excellence in education and preparation, ensuring students are well-equipped for success in their chosen medical professions.

OPPORTUNITIES AND NEXT STEPS

MHCC actively participates in a statewide initiative for common course numbering, a collaborative effort aimed at establishing uniform course codes and designations across multiple colleges within the state. This initiative seeks to create consistency in course outcomes and learning objectives, ensuring that students receive equivalent educational experiences regardless of the specific college they attend.

By adopting a common course numbering system, MHCC and other participating institutions can facilitate seamless transfer of credits between colleges, providing students with more flexibility and opportunities to pursue their educational goals. Additionally, this initiative promotes standardization and quality assurance in course content and assessment methods, further enhancing the overall educational experience for students across the state.

Through its engagement in this statewide effort, MHCC demonstrates its commitment to promoting a more efficient and equitable higher education system where students can access a comprehensive range of courses and pathways that align with their academic and career aspirations. By working collaboratively with other colleges, MHCC contributes to the broader goal of enhancing educational accessibility, consistency, and student success throughout the state.

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Programs have clearly defined course-level student learning outcomes and program learning outcomes. Course-level student learning outcomes and program-level outcomes are made available to students via course syllabi. Course learning outcomes, program outcomes, and core outcomes are published in the online catalog: catalog.mhcc.edu.

Faculty are responsible for ensuring course learning outcomes are also published in their course syllabi. These syllabi are to be kept on file within each department so that a student may request a copy later on, particularly when transferring to a university. It is also the responsibility of faculty to ensure outcomes are clear to the students through the assessment process.

SELF-ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

DEVELOPED All program and degree learning outcomes are published.

The college ensures clarity and accessibility of learning outcomes for students and the public through various channels, such as the catalog, course outlines/syllabi, and the program website. Many programs have made efforts to ensure that learning outcomes are written in a language that is easily understood at the entry level. However, to reach the highly developed stage, the college must complete this process for all learning outcomes across all programs.

HIGHLY DEVELOPED Enrolled students are provided with expected learning outcomes for all courses.

The college consistently demonstrates its commitment to teaching based on well-formulated learning outcomes, ensuring the availability of learning outcomes. The course outcome assessment process requires an assessment of each outcome.

Examples of programs that list program outcomes:
Business Management: Accounting
Computer Game Development

Examples of course syllabi that list course outcomes:
CIS135 syllabus
BA211 syllabus
ISTM285 syllabus
CIS297 syllabus

Checklist for developing a syllabus to ensure course outcomes are listed:
Syllabus Checklist

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

The Mt. Hood Community College is an open admission institution. Admission requirements are clearly defined and widely published at https://catalog.mhcc.edu/   and on the college website. Additional information linked to admission and completion can be found in the portal and throughout the MHCC College Catalog, including policies linked to adding and dropping courses, unsatisfactory performance regulations, rights of appeal, and catalog rights for students who stop out and return. Programs with special admission requirements are clearly identified in the MHCC College Catalog, along with procedural and contact information.

SELF-ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

HIGHLY DEVELOPED Admission requirements are easily accessible to students and the public.

The college ensures that admission requirements for the institution and its various programs or colleges are clearly explained and accessible to the public. Checklists and timelines are available to aid in understanding the admission processes to the restricted entry programs. Admission requirements are designed to be easily understood and accessible. Applicants are regularly informed of the progress in the admission process.

DEVELOPED Graduation requirements are easily accessible to students and the public.

Graduation requirements are clearly communicated to students in programs through planning guides or other documents. Students can easily track their progress toward graduation using degree audits. Still, more work needs to be done to appraise students regularly on their progress toward graduation requirements to advance to the Highly Developed stage.

MHCC reviews admission and graduation information on an annual basis or as needed. The college uses the Gunning Fog Index in an effort to simplify the language. Student Development created a new student guide and an easy-to-follow checklist for general admissions. This mirrors the college's new student checklist available at https://www.mhcc.edu/GettingStarted/. Limited entry and restricted entry admissions are reviewed yearly and updated for both equity and ease of understanding. MHCC uses social media, website, flyers, information sessions, and emails to promote awareness of application information for these programs. Students have access to their degree audit in the MyMHCC portal and receive reminders at different credit level points to check their audit.

MHCC has added a Degree and Certificate Review Committee. This committee reviews all changes and new programs to ensure all compliance standards are met, including HECC, NWCCU, and school policy.

OPPORTUNITIES AND NEXT STEPS

MHCC is actively reviewing its admission and graduation processes to identify and address any systemic barriers that may hinder students from starting or completing their academic programs. The college is dedicated to making these processes more accessible, inclusive, and streamlined for all students.

Currently, some challenges are attributed to the limitations of the existing website. However, MHCC is taking action to rectify this situation by embarking on a website redesign project scheduled for late 2023 or early 2024. The website redesign aims to enhance the presentation and accessibility of information, ensuring that students can easily find and understand the requirements and procedures.

Additionally, MHCC is developing a graduation portal to simplify communication further and facilitate the graduation process. This portal will provide students with a user-friendly platform to access important information related to their graduation requirements and progress.

Despite these efforts, MHCC acknowledges that more work needs to be done to ensure that students have a clear understanding of the requirements for admission and graduation. The college is committed to continually improving its communication and support mechanisms to ensure that all students have the necessary resources and guidance to navigate their academic journey successfully.

Through these initiatives, MHCC is actively striving to create an inclusive and student-centric environment where barriers to education are minimized, and all students are empowered to achieve their academic goals with ease and confidence.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

OUTCOME ASSESSMENT OVERVIEW

In the Spring of 2017, the Assessment Action Team (AAT) was established with the primary objective of guiding the development of institutional educational outcome assessment at MHCC. The AAT is comprised mainly of faculty members representing diverse academic disciplines, along with participation from one or two deans, two members from Analytics and Institutional Research (AIR), and the Vice President of Instruction. Working in collaboration with AIR, the AAT initiated efforts to address the recommendations received during MHCC's 2016 NWCCU evaluation.

The AAT's mission was to devise a systematic, College-wide assessment plan encompassing Course, Program, and College-level student learning outcomes. The team identified three crucial aspects of student learning assessment that demanded attention at the institutional level: course outcome assessment, program outcome mapping and assessment, and institutional outcome mapping and assessment. Since its inception, the AAT, in conjunction with AIR, has persistently focused on these key areas, continuously building upon and expanding the work from previous years.

MHCC has achieved remarkable progress in establishing a faculty-centered and faculty-led system of assessment that is cohesive and meaningful. Milestones reached include the development of Core Institutional Learning Outcomes, faculty mapping of Program and Core Learning Outcomes, the creation of systems and software to collect assessment data and document faculty review of results, and the incorporation of alignment between assessment review and action through strategic planning software.

A fundamental objective of the AAT has been to ensure that systems work in harmony and remain coherent by building upon past efforts. The Outcome Assessment page on MHCC's platform initially served as a repository for faculty to input and access the results of Course Outcome assessments and link them with concrete actions through the planning software. As outcome assessment systems were extended to program and institutional levels, the AAT maintained consistency by utilizing the same software, ensuring that assessment and planning were integrated at each level.

Faculty members now have the convenience of accessing MHCC's assessment software to enter program outcome data, view program maps and assessment dashboards, and observe how program assessment results are connected to actionable steps. The outcomes assessment page also houses institutional student learning outcomes, known as Core Outcomes. Since academic assessment strives to improve student learning, all assessments are linked to actions through MHCC's strategic planning software, Unit Planning. This allows faculty to "close the loop" by revisiting and re-evaluating their assessments after the completion of associated actions, enabling a continuous cycle of improvement.

This comprehensive and interconnected approach to outcome assessment ensures a seamless and effective process for evaluating and enhancing student learning at MHCC, ultimately fostering an environment of continuous growth and advancement. The following graphic shows how each type of outcome assessment follows the same assessment cycle, from assessment planning to closing the loop:

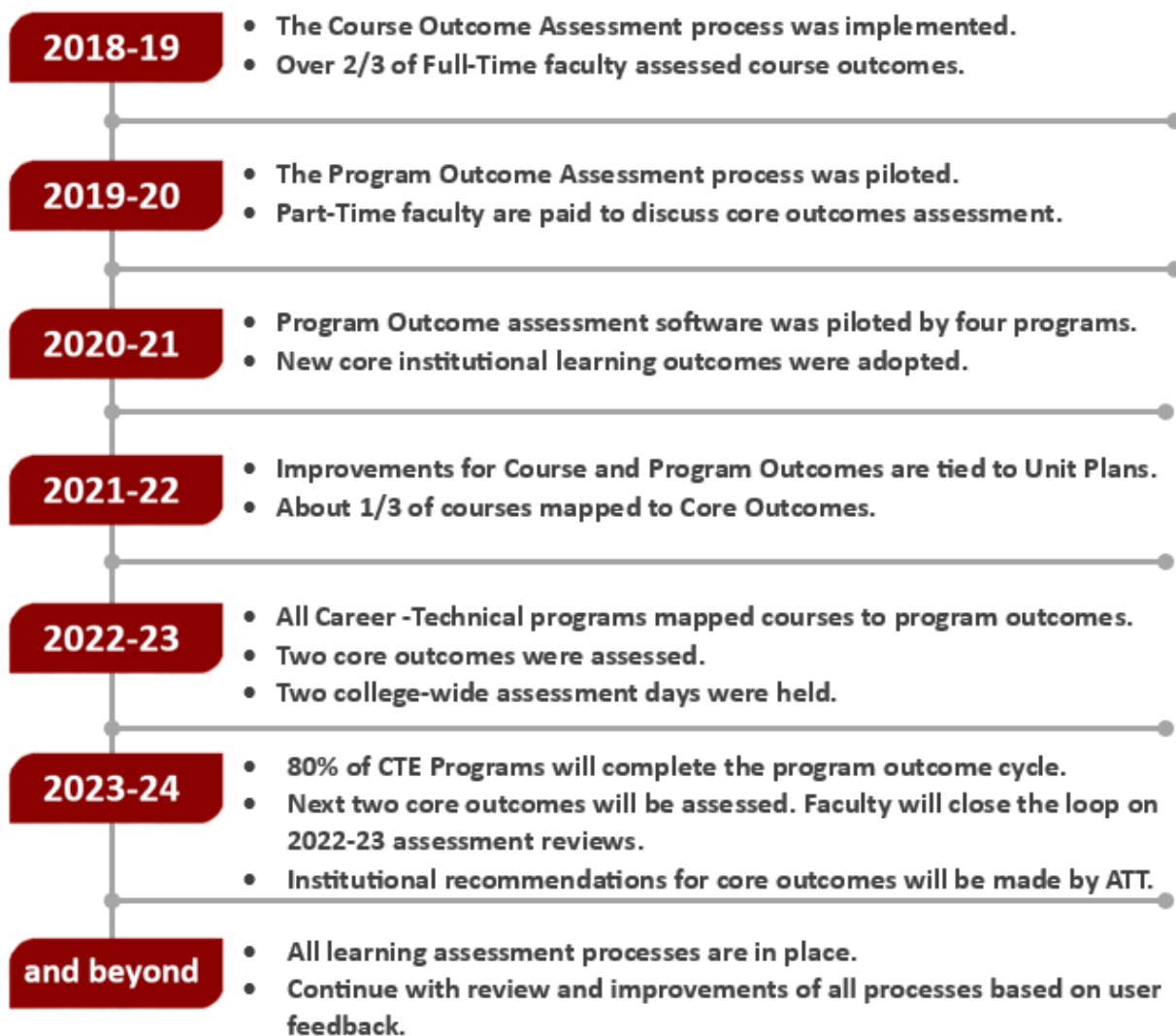## MHCC Outcome Assessment Cycle
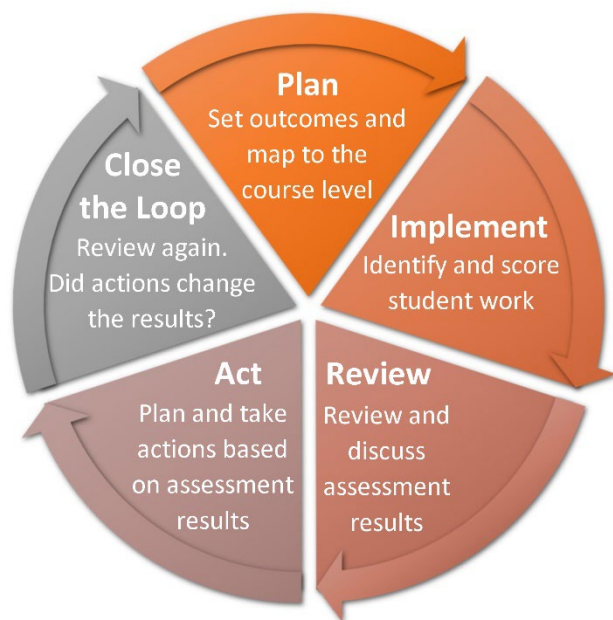
The table below shows a timeline of past and future assessment milestones. At present, all the components of the envisioned system have been implemented across every discipline. Looking ahead to the next three years, the AAT will shift its focus to gathering feedback, fine-tuning processes and faculty support, and building a strong culture of assessment at MHCC.

This future-oriented approach to assessment highlights MHCC's dedication to continuous improvement and its commitment to fostering an environment of data-driven decision-making and academic excellence. By building a strong culture of assessment, the college aims to

enhance student learning outcomes and further advance its mission of delivering high-quality education to its diverse community of learners.

LEARNING OUTCOME ASSESSMENT MILESTONES

2018-19
- The Course Outcome Assessment process was implemented.
- Over 2/3 of Full-Time faculty assessed course outcomes.

2019-20
- The Program Outcome Assessment process was piloted.
- Part-Time faculty are paid to discuss core outcomes assessment.

2020-21
- Program Outcome assessment software was piloted by four programs.
- New core institutional learning outcomes were adopted.

2021-22
- Improvements for Course and Program Outcomes are tied to Unit Plans.
- About 1/3 of courses mapped to Core Outcomes.

2022-23
- All Career -Technical programs mapped courses to program outcomes.
- Two core outcomes were assessed.
- Two college-wide assessment days were held.

2023-24
- 80% of CTE Programs will complete the program outcome cycle.
- Next two core outcomes will be assessed. Faculty will close the loop on 2022-23 assessment reviews.
- Institutional recommendations for core outcomes will be made by ATT.

and beyond
- All learning assessment processes are in place.
- Continue with review and improvements of all processes based on user feedback.

ASSESSMENT PROCESSES AT A GLANCE

While the report provides detailed descriptions of each learning assessment process, the table below offers a concise overview of the processes conducted at MHCC. It provides a quick glance at the purpose, a summary of the activities involved, the frequency of each process, and the intended outcomes:

Process	Purpose	What's done	Frequency	How it's used
Course Outcomes Assessment	• Improve student learning outcomes achievement • Ensure students meet stated course learning outcomes	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	Faculty review and discuss assessment results and agree on recommendations to implement. Planned improvements are linked to Unit Plan tactics.
Program Outcome Assessment (CTE Programs)	• Foster continuous improvement in the attainment of Program Outcomes • Ensure students meet Program Outcomes	Program faculty select specific courses and measures for assessment of each Program Outcome. Results are reviewed by the program faculty.	Annually by Faculty, Deans	Program faculty discuss the results of assessment and come up with recommendations that are linked to actions via Tactics in MHCC's Unit Planning software.
Program Mapping (CTE programs)	•Provide an overview of where students are exposed to outcomes and at what level • Help with course sequencing • Reveal strengths, gaps, and redundancies in course outcomes • Identify key points in the curriculum for assessment	Each course outcome is mapped to a program outcome. A level of mastery is defined (Introduced, Reinforced, Mastered)	Once initially, then reviewed and updated annually as needed or as outcomes are changed.	As course outcomes, content, or sequencing changes, the program map is reviewed to ensure the sequence of courses still allows for the gradual mastering of program outcomes. The map also helps visualize where Program Outcome Assessment is taking place and whether changes are needed.
Core Outcome Assessment	• Ensure students are exposed to Core Institutional Outcomes across the curriculum • Ensure students are reaching proficiency in Core Outcomes by the end of their Program or Degree path. • Promote faculty engagement and discussion around teaching and learning of Core Outcomes	All college credit courses are mapped to Core Outcomes. Faculty select courses and learning activities for evaluation using Core Outcome Rubrics. Faculty engage in quarterly assessment days to engage in assessment activities and discussions.	Two Core Outcomes are assessed per year. All Core Outcomes are assessed over a three-year period. Full-time faculty select one course per year to assess using a rubric.	Results are reviewed to consider both College-wide improvements (reviewed by the AAT) and individual department improvements in Core Outcomes attainment. Departments create Tactics in Unit Planning to show action. The AAT shares College-wide recommendations at assessment days, including continuing education recommendations and offerings for faculty.

MT. HOOD COMMUNITY COLLEGE

COURSE OUTCOME ASSESSMENT

Beginning in Fall 2018, the college rolled out a plan for faculty to consistently complete and document assessment of course outcomes. Based on an AAT proposal, AIR developed an interactive Course Outcomes Assessment web form and reporting system to collect course outcome assessments. Faculty use a rating scale of "met successfully" to "did not meet" for each outcome and can optionally include recommendations for each outcome, which can be tied to actions within MHCC's strategic planning software (see more information on pg. 13 of the Unit Planning User Guide). Faculty work together in individual departments to define the threshold of each rating, review assessments, and make plans for addressing assessment recommendations. Recommendations, along with Unit Planning Tactics, can be downloaded by departments through a reporting feature.

Roll-out began in Fall 2018 with trainings during the all-faculty in-service event. The training focused on utilizing the new process and software to document the assessment of Course Learning Outcomes. During the 2018-19 academic year, faculty were expected to capture assessments for at least one section each term. Faculty meetings were held to discuss the results of course outcome assessment and to come up with plans for improvement. Faculty were asked to enter plans into Unit Planning, MHCC's strategic planning database. Additional faculty training was held during all-faculty in-service. Beginning in Fall 2019, faculty were asked to assess all courses and to continue discussion and planning at the department level.

Since its initial implementation in 2018, Course Outcome Assessments have been regularly used by 65% of full-time faculty. In 2021-22, the college increased support and promotion to establish a stronger connection between Course Outcome recommendations and Unit Plans. While most faculty were aware of Course Outcome Assessments, many needed to become more familiar with the link to MHCC's strategic planning software, Unit Planning. To address this, AIR provided additional Unit Planning trainings tailored to faculty and course outcomes. They also encouraged all faculty to complete at least one Unit Planning "Tactic" linked to Course Outcome Assessment results. This integration helps faculty plan concrete actions based on assessment findings. To enhance support, AIR created a comprehensive help section on the website, offering more details on Course Outcome Assessment, links to training videos, and user guides.

In 2022-23, Course Outcome assessment has been less of a focus for the team. While training and support are still available, completion has been left largely to academic disciplines and individual faculty to monitor. In 2023-24, the AAT and AIR will solicit feedback from faculty on potential changes to bolster the utility of the software in assessing course-level student learning.

PROGRAM OUTCOME ASSESSMENT

The AAT and AIR developed software for the mapping of course outcomes to program learning outcomes, which was piloted with two programs in the 2018-2019 Academic Year. The AAT's original timeline would have had programs utilizing the software beginning in Fall 2019, and the development of outcome assessment software to follow. Before the program mapping software was rolled out, MHCC acquired Courseleaf, a catalog management system that included a mapping component. Since the functionality already existed in Courseleaf and would require fewer college resources, a decision was made to stop the development of AIR's mapping software. In Fall 2020, with the final roll-out of the course management portion of Courseleaf, it became clear that the mapping portion of Courseleaf would not meet the college's needs and required even more resources to connect to the existing assessment tool. After multiple challenges in extracting data from Courseleaf, the college made the decision to revert to the original AIR-developed software for both mapping and assessment of program outcomes.

Throughout 2020, AIR continued to work on the development of the program mapping and assessment components of MHCC's assessment software. In Winter and Spring of 2021, four programs piloted the assessment portion of the software, with largely positive feedback from participants. The pilot was a condensed version of a program review cycle, which would allow for a full year of assessment results.

In Fall of 2021, program mapping software was rolled out to all faculty with a goal to have 100% of programs mapped by the end of the 2021-22 academic year. Program faculty were also asked to identify one or more courses where each Program Outcome could be assessed. These would be one or more courses per Program Outcome where students could best demonstrate final attainment of the outcome. In addition to the Program Assessment User Guide, faculty training workshops were available, and video recordings were shared with all faculty. By Fall 2022, that target was met with 100% of programs having completed mapping of their program outcomes to course outcomes, as well as the selection of assessment courses for each program outcome.

The screenshot below shows an example of a program map. Faculty can use the arrows to scroll through each outcome. Courses are color-coded to show where the outcome is introduced, reinforced, or mastered. Stars identify courses where this Program Outcome will be assessed.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	BA101	BA205	BA206	BA203	BA238	BA250 ☆
	BA131	BA211	BA213	BA226	BA267	BA285
		BA223 ☆	BA239	BA249	CIS197CSP	BUS219
			CIS195	BUS286	ISTM235MA	ISTM235MB
			CIS197HTM	ISTM133P		

Program Outcome 3

Develop an effective business plan to monetize the mobile applications (e.g., identify funding options)

Legend
Introduced
Reinforced
Mastered

In addition to mapping, faculty have access to Program Outcome course modules, where assessment data is entered by the instructor at the course level, and a Program Outcome Dashboard, where results are aggregated and reviewed. These modules were rolled out alongside mapping and were available to programs as soon as they completed their mapping. Additional live training workshops were offered on the course and review modules, which were recorded and shared with all faculty.

As of Fall 2022-23, with mapping completed, most faculty were beginning to use the course module for Program Outcome Assessment. If a course is starred on the map for assessment of a Program Outcome, all faculty teaching that course will see the Program Outcome course module appear on their assessment landing page. When they click on the course, they will be asked to identify the following:

- **An assignment or learning assessment** that will be used to assess the Program Outcome. Something like a capstone project or final assessment is usually recommended, but it's up to the faculty to choose the assignment.
- **A score that will indicate successful attainment of the program outcome,** such as a grade, rubric score, or other direct measure.
- **A success threshold for the assignment**, which will be the percentage of students that will meet the above score for the program outcome to be considered successful.

Subaru U:Auto Technology View Program Map

| Faculty: | Course: AM142 | Section: 80 | Status: **Complete** | Students Met: 89% |

The program outcomes listed below were identified in Subaru U:Auto Technology's program map as being assessed in a course you are teaching (AM142-80). The first section is to determine how the outcome will be assessed. Each outcome will need a Measure, Description, Score, Warning Threshold, and Success Threshold. The second section is for capturing if students met the outcome. *Both sections are required to be completed.*

Program Outcome Assessments ⑦

Assessed Program Outcome	Measure ⑦	Description and Score ⑦	Warning Threshold ⑦	Success Threshold ⑦
O8 - Diagnose and repair brakes systems	Exam ⌄	75% on the final exam	75 %	90 %
O9 - Diagnose and repair automotive steering and suspension systems	Exam ⌄	75% on the final exam	75 %	90 %

Save Assessment Information

During training, faculty are advised to coordinate with others in their program on identifying assignments, measures, and thresholds for assessment courses. In the first year, 2022-23, it made sense for most faculty to create their own measures and thresholds. In the second assessment year, with more baseline data to work with, there will be a greater emphasis on creating consistency across courses.

When the above assignment is completed and graded, faculty can use a simple yes/no checkbox to indicate whether each student has attained the pre-determined score (student names have been removed from the example):

Student Achievement ⍰

Student Name		O8	O9
	Mark all as met		
[Student Name]		☑	☑
[Student Name]		☐	☐
[Student Name]		☑	☑
[Student Name]		☑	☑
[Student Name]		☑	☑
[Student Name]		☑	☑

As soon as student results are entered, aggregated course data appears on the Program Outcome Dashboard. The dashboard is also where program faculty can enter their reviews and connect to actions in Unit Planning, called "Tactics." The dashboard is designed to help faculty easily complete and document a full assessment loop, from results to review to action and back for final review. Program faculty are asked to review all program outcomes at least once in a three-year cycle, even if assessment results have been successful. Review can be done with just course results or can include additional metrics as determined by the program. There are many types of actions faculty can take based on their reviews, from course and curriculum changes to additional student support to structural changes in sequencing or Program Outcomes.

The review component below shows that the results were reviewed by the program faculty. Each Program Outcome can be dropped down to show results and enter reviews. Continuing with the Automotive Technology example, the faculty in this program have entered a review based on the results of AM142 – Chassis 2 Theory. Faculty have also used the "add" button to add two Tactics to Unit Planning. The final step will be to return for a second review of results to determine if actions have had the intended results (i.e., closing the loop).

Diagnose and repair manual drive train and axles systems

Diagnose and repair brakes systems

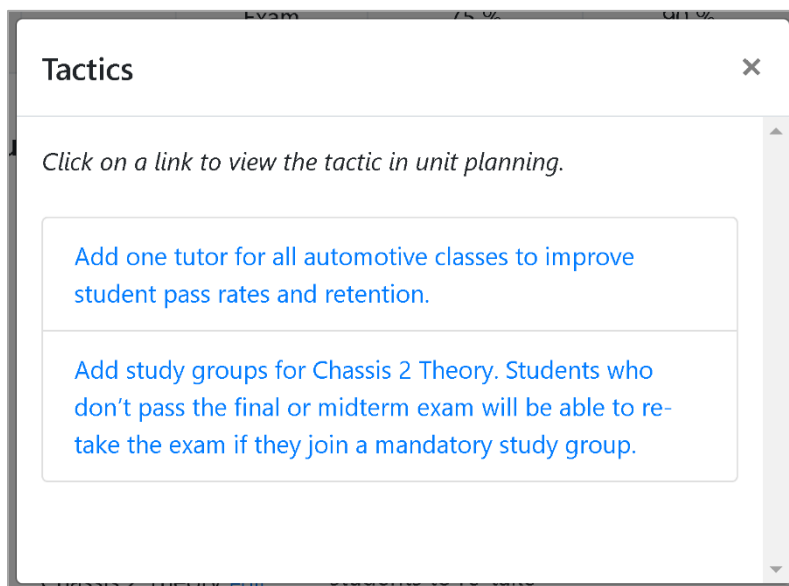**Diagnose and repair automotive steering and suspension systems**

Results

Class-Section-Term	Instructor	Assessment Method	Assessment Warning Threshold	Assessment Success Threshold	Results
AM142-80-SP2023		Exam	75 %	90 %	89 %

Program Outcome Review [Add Review]

Date reviewed	What results were reviewed?	Findings and recommendations	Updated results (closing the loop)	Linked Tactics
05/25/2023 edit	AM142-80-SP2023 - Chassis 2 Theory edit	Because of a higher than normal failure rate on the midterm and final exam, we recommend allowing students to re-take the exam if they join a mandatory study group. We also added a tutor. edit	add	2 tactic(s) [Add]

Clicking on the Tactic number pops up a box showing the actions faculty will take based on this review:

Tactics ✕

Click on a link to view the tactic in unit planning.

Add one tutor for all automotive classes to improve student pass rates and retention.

Add study groups for Chassis 2 Theory. Students who don't pass the final or midterm exam will be able to re-take the exam if they join a mandatory study group.

SELF-ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

EMERGING An effective system of assessment of the quality of learning.

While the college has certain elements of the developed and highly developed phases, such as a well-defined system for evaluating the effectiveness of its learning assessment, including training and review timelines, it acknowledges the need for improvement in the documentation of the use of results to enhance learning outcomes across academic departments. Additionally, efforts are being made to improve accountability measures across these departments.

DEVELOPED Clearly identified faculty responsibility for curricula, student learning, and instructional improvement.

Faculty make up the majority of all committees and work groups that aim at enhancing instructional effectiveness and play a crucial role in approving curricula, student learning outcomes, and assessment. These committees provide rationales for curricular changes, fostering a continuous improvement process. The improvement of the implementation process is the only step needed for it to be considered Highly Developed.

There is considerable evidence that faculty are engaging with the software for Program Outcome Assessment. Before Fall of 2021, program mapping was not done systematically, and only a handful of programs were mapped for the sake of programmatic accreditation. By Fall 2022, 100% of programs were fully mapped and had identified assessment courses for each Program Outcome. In Fall 2022, for the first time, faculty began using course-level assessments for Program Outcome Assessment. Faculty were asked to identify student assessments and

success thresholds and to enter student results. Of the courses identified for Program Outcome Assessment, 44% completed these tasks.

Faculty would only have had access to a full year of assessment data at the very end of the Spring quarter when most faculty go off-contract for the Summer. Additionally, many assessment courses are taught in the Spring since mastery-level courses often occur at the end of a program. For these reasons, while faculty had the ability to view results and enter Program Outcome Reviews, most still need to complete this step fully. By the end of Fall 2023, programs will be asked to review the 2022-23 results for at least two Program Outcomes and to tie their reviews to Tactics in Unit Planning.

While it's too soon to fully understand how faculty will engage with the review portion of the software, a handful of departments have planned improvements based on Program Outcome Review. In the Automotive example in the preceding screenshots, faculty used the Program Outcome Review process to determine the need for additional study sessions and tutoring sessions to improve student pass and retention rates. In another example, the Physical Therapy Assistant program found that, even with high thresholds, students attained all of the Program Outcome success thresholds. However, on further review of the Program Outcome Map, changes were made to the selection of assessment courses.

Additionally, faculty consistently use formal and informal assessments of student learning throughout the term to make improvements. For example, in the BI211-Principles of Biology I course, faculty use anonymous pre- and post-assessments of students' confidence regarding difficult topics. For instance, at the beginning of class, the instructor may ask students to rate their confidence level with a particular topic on a scale of 1-10. After the lecture and learning activities, the instructor asked the students to rate their confidence level again at the end of class. Adjustments can then be made by the instructor based on self-reported ratings. This type of assessment is a quick way to gauge if the instructional materials are effective and encourage students to think metacognitively about how they are learning.

OPPORTUNITIES AND NEXT STEPS

The system of student learning assessment MHCC has rolled out over the last five years has proved that the college is on the right track. While there is evidence of success, more work needs to be done to ensure all faculty receive sufficient training and support to benefit from the introduced assessment system.

Another goal is to improve documentation of improvements. At times improvements are made but not entered into the system. Not following the complete cycle of the process may result in not following up with whether changes made a difference and make it less likely that a successful practice is shared with colleagues.

In 2023-24, the AAT will solicit faculty input, review the first year of the Program Outcome Assessment process, and will make recommendations for process changes if needed. Course Outcome software was implemented five years ago and is due in 2023-24 for a more comprehensive review. The AAT and AIR will solicit feedback from faculty on the Course Outcome software and assessment process, with the goal of ensuring that course assessment remains relevant to faculty and effective in the improvement of student learning.

Some other planned improvements for 2023-24 include publishing an assessment calendar that will help faculty keep track of assessment deadlines; improvements to the support library, including multi-media examples of faculty use cases; greater collaboration with the MHCC Teaching and Learning Center to offer faculty assessment workshops; and an emphasis on understanding data dashboards, including better data definitions and identifying data literacy training opportunities for faculty.

A larger assessment goal for the AAT and AIR is to review the whole suite of outcome assessment software, including support materials, and ensure that all the components are consistent and relate to each other in a logical manner. Since systems were developed one at a time over the past five years and were all finally completed in 2022-23, it's an ideal time to take a step back and make certain that the pieces function as a whole. This work started on the AAT in 2022-23, with some planned website improvements over Summer 2023, and will continue into 2023-24 as more faculty feedback is available.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

CORE INSTITUTIONAL OUTCOME ASSESSMENT

In 2019, with course and program-level assessments in progress, the AAT began to shift its focus to College-level assessment as part of a three-pronged assessment approach. Initially, the AAT recommended using general education requirements as institutional outcomes for College-level assessment. In 2019 some work was done on the General Education Action Team to revise general education outcomes and to align those outcomes with Course Outcomes. After further discussion, college leadership decided to shift assessment focus to more widely relevant institutional outcomes that would apply not just to the general education component of transfer programs but to all MHCC degree programs. This shift was also more in alignment with NWCCU's updated standards on institutional outcomes.

In Spring 2020, the VP of Instruction charged the Assessment Action Team (AAT) with developing a set of "Core Outcomes" to be applied universally throughout the curriculum of all program and degree paths at MHCC. The AAT is a committee with broad faculty representation normally charged with the development of institutional educational assessment and would eventually be responsible for the development of an assessment plan for Core Outcomes. Because of its understanding of assessment needs, its broad faculty representation, and its proven efficacy as a working committee, the AAT was identified as the best place for the development of Core Outcomes.

Core Outcomes can be defined as broad, institutional learning outcomes that outline the knowledge, skills, and attitudes that all students will develop as a result of their experiences at MHCC. These outcomes will not be met by a single course but will be woven throughout the curriculum. While MHCC does have general education outcomes in place, these are largely mandated by the state, do not apply equally to all instructional educational activities, and have no requirement for institutional assessment. By contrast, Core Outcomes are defined by MHCC faculty, apply to all programs and degree paths, and are designed with assessment in mind (see a diagram of interrelated outcomes at MHCC).

In the 2020-21 academic year, the AAT worked to draft a set of universal Core Outcomes using the method developed by Dr. Jon Mueller in Authentic Assessment Toolbox. During the development process, the AAT met with faculty several times to gather feedback including the Faculty Senate, the Curriculum Committee, and a feedback session during Faculty In-Service in September 2020. In October 2020, the AAT completed the initial draft and passed the draft Core Outcomes up the committee structure to the Institutional Effectiveness Council (IEC). The IEC continued to gather feedback, holding additional sessions at Faculty Senate and at an all-managers meeting. The draft Core Outcomes were approved by IEC on May 4th, 2021, and sent to the President's Council for final approval. On May 18th, the Core Outcomes received final approval by the President's Council to be implemented in Fall of 2021.

After completing the draft outcomes, the AAT began work on a Core Outcome Assessment Plan throughout the 2021-22 academic year. Since Core Outcomes are designed to align with all credit courses, the first step in the assessment process was mapping, which could begin right away, ahead of the completion of the assessment plan. Starting in Fall 2021, faculty began to map their courses to Core Outcomes. A simple mapping component was added to courses in MHCC's course outline and catalog management software, CourseLeaf. Faculty can use checkboxes to indicate which Core Outcome(s) align with each course. An introduction and tutorial were shared during all-faculty in-service training, and a short step-by-step PDF tutorial is available in the assessment help section. Faculty also receive instructions and reminders via email. At the time of this report, 71% of courses are mapped to Core Outcomes. Since mapping happens during a three-year course outline review cycle, all courses will be mapped by the end of 2023-24.

By the end of the 2021-22 academic year, the AAT had completed the development of the Core Outcome Assessment Plan. However, more work was needed to begin campus-wide assessment. In preparation for a Fall 2022 pilot and a Winter 2023 campus roll-out, faculty were hired to continue work over the summer of 2022. A team of faculty developed rubrics for each of the Core Outcomes (see the Core Outcome Rubrics), while a second team of faculty worked to create specific guidance, culminating in a draft guidance document, which was used in the development of Core Outcome guidance documents and in the development of Core Outcome assessment day workshops. In Fall 2022, members of the AAT participated in piloting Core Outcome rubrics, and AIR worked on creating an online rubric form and database.

To facilitate the Core Outcome assessment, the assessment plan recommends a list of faculty resources. Faculty have dedicated time to complete Core Outcome assessment via dedicated assessment days. Each term, MHCC hosts a half-assessment day where faculty receive assessment training and time to complete assessment work, as well as time to meet with colleagues. To support faculty throughout the assessment process, funds are available to hire three faculty assessment mentors at 1/3 of a full-time load. In Fall 2022, one faculty mentor was hired, and the college continues to search for two more mentors. Other resources include an expanding library of multi-media resources, such as videos and a user guide, as well as software resources developed by AIR in consultation with the AAT. Beginning in Winter 2022, the AAT worked closely with AIR on the development of software tools that integrate with already existing AIR tools. Similar to what was created for Program Outcomes, Core Outcome software includes tools for mapping, data collection, a data dashboard, and a form for review of results. All learning outcome reviews, including Core Outcomes, can be tied to actions via MHCC's strategic planning software, Unit Planning.

According to the Core Outcome Assessment Plan, the college will focus each year on the assessment of two or three of seven Core Outcomes. All Core Outcomes will be reviewed within a three-year period. During the first part of the assessment process, faculty review the Core Outcome rubrics for the upcoming year and select a student learning activity where students can best demonstrate the rubric criteria (see the Core Outcome Rubrics). Faculty then use a Core Outcome rubric to review student artifacts from their selected learning activity. Results are entered into an AIR-developed assessment platform, where results are stored and automatically collated.

During Fall of 2022-23, members of the AAT piloted the first set of rubrics for Communication and Cultural Competency. During the first faculty assessment half-day in Winter of the same year, the pilot faculty participated in a roundtable presentation and discussion to introduce the process of selecting learning activities and using the rubrics. Faculty attendees then broke out into their respective departments to select their own learning activities. By the end of the Winter term, all full-time faculty were asked to use one of the rubrics on the student artifacts from their selected learning activity.

The image below shows the rubric form faculty used to identify a learning activity and to use a Core Outcome rubric to evaluate student artifacts (names have been redacted):

Core Outcome Assessment
WI-2023 FI102 , 02, [Instructor Name]
Outcome Assessed : Communication

Learning Activity ⑦

Fisheries Contemporary Issues Review Paper

Student Results

For each of the outcome criteria below, mark whether the student has demonstrated the criteria and at what level. If any of the criteria were not part of the learning activity, mark "did not assess".

Students	Rubric Criteria : Communication Outcome⑦				
	Central Message/ Theme	Organization	Delivery	Sources and Evidence	Language, Syntax and Mechanics
[Student Name]	Emerging ⌄	Emerging ⌄	Emerging ⌄	Emerging ⌄	Emerging ⌄
[Student Name]	Emerging ⌄	Emerging ⌄	Emerging ⌄	Emerging ⌄	Emerging ⌄
[Student Name]	Proficient ⌄	Proficient ⌄	Proficient ⌄	Proficient ⌄	Proficient ⌄
[Student Name]	Emerging ⌄	Emerging ⌄	Emerging ⌄	Emerging ⌄	Emerging ⌄
[Student Name]	Did not c ⌄	Did not com ⌄	Did not ⌄	Did not (⌄	Did not cc ⌄

In the Spring term, faculty began the process of reviewing Core Outcome results. During the Spring assessment half-day, AIR presented the Core Outcome Dashboard to faculty, which displays aggregated results from completed Core Outcome rubric forms, as well as disaggregation by department and by key demographics. Faculty were also introduced to an

MT. HOOD COMMUNITY COLLEGE

online form where academic disciplines are able to document their discussion and review of Core Outcome data. The ultimate purpose of early Core Outcome assessment work is to begin faculty discussions, which lead to planning decisions centered on student learning and shared expectations (outcomes). With that in mind, faculty were given guiding questions and were broken up into discipline groups to discuss Core Outcome results and student attainment of Core Outcomes.

The image below shows an example of a discipline's Core Outcome Review entered in the review form:

Upon review and reflection of the assessment data and the identification of gaps in students' development or achievement of Core Outcomes, departments were asked to consider what actions they could take to improve student attainment of the outcomes. Disciplines were asked to enter their action steps in Unit Planning, MHCC's departmental process for strategic planning. Faculty were given a brief refresher on Unit Planning and were asked to enter their

actions by the end of the 2022-23 academic year, completing Core Outcome Assessment for the year. In Winter 2023-24, faculty will have the opportunity to revisit and review their actions and results, thereby closing the loop on the Communication and Cultural Competence outcomes.

Continuing with the fisheries example, the image below shows the Tactic in Unit Planning associated with the Fisheries Core Outcome Review. A blue "Core Outcome" tag identifies the association. Opening the Tactic reveals more Tactic information, including the specifics of the review:
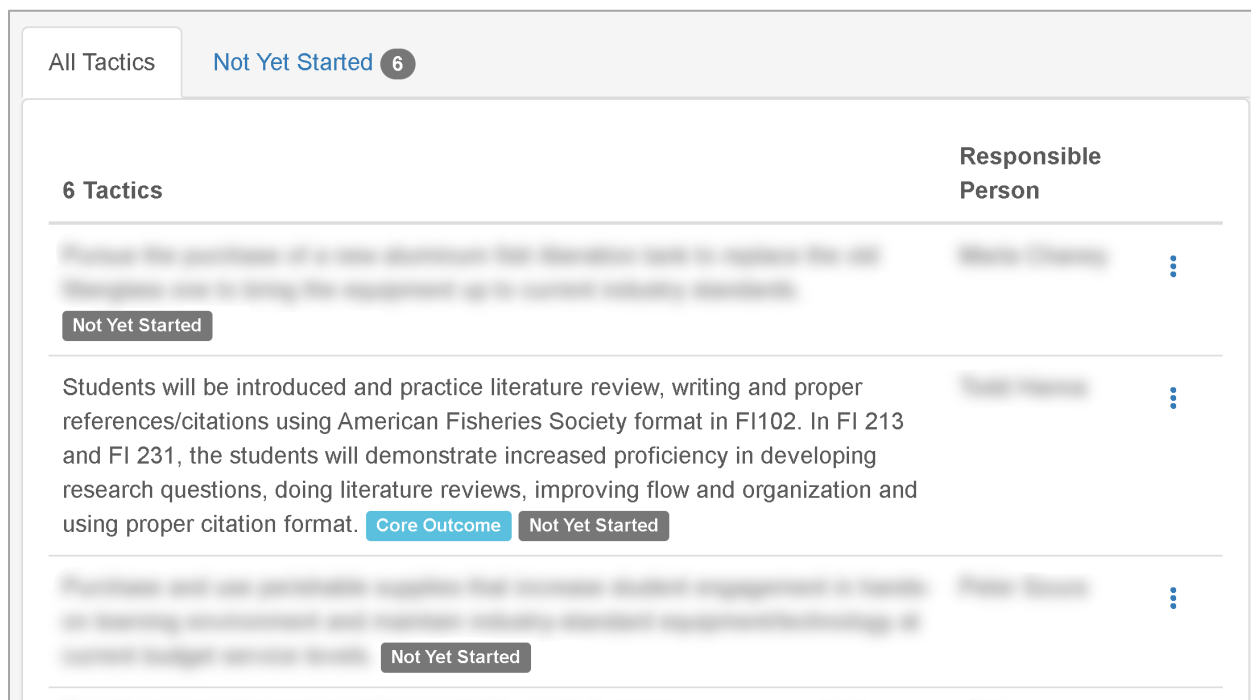
At the institutional level, the AAT is responsible for reviewing college-wide Core Outcome assessment results, identifying areas of improvement, making recommendations to the college, and recommending relevant faculty training sessions based on gaps in student attainment of Core Outcomes. AAT began their review of the first two outcomes, Communication and Cultural Competence, in Spring 2023. The review will continue in Fall 2023, to be completed by the end of the Fall term, and results will be presented at a faculty assessment day.

In 2023-24 faculty will begin assessment of the second set of Core Outcomes – Information Literacy and Quantitative Reasoning and Analysis. Faculty will be able to choose courses from any term to assess at least one of the two outcomes.

SELF-ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

EMERGING Institutional learning outcomes (ILOs) and competencies are established and assessed for all programs or within General Education curriculum.

While the college displays several elements of the developed and highly developed phases, such as mapping core outcomes to the majority of courses, establishing common assessment methods, and incorporating broad input for core outcome revisions, it is important to note that the system is relatively new. The college has emerging evidence of ensuring student exposure to and competency in core outcomes at both program and institutional levels. However, more extensive and sustained observation, along with evidence of improvement, is necessary to classify the college as Developed or Highly Developed in terms of its institutional learning outcomes.

As of the end of Spring 2023, 64% of disciplines completed a Core Outcome Review. Of those, 1/3 have entered a Tactic to show action based on the results of assessment. Disciplines will be asked again in Fall to enter a Tactic if they haven't completed this step.

Through Core Outcome Reviews, faculty at MHCC engaged in discussions with their peers and identified areas for improvement in teaching and learning related to the Core Outcomes. As a result, some faculty modified their assignments to better align with the Core Outcome criteria, while others created new assignments. For example, the Theatre discipline noticed that workplace communication was not adequately addressed, so they added a question to their capstone assignment to specifically address workplace communication understanding.

In the Music discipline, students successfully made connections between concepts and cultural impacts, leading the faculty to develop a deeper appreciation of cultural competence. Consequently, the Music curriculum will incorporate cultural awareness assignments and assessments in core classes.

Similarly, the History discipline observed that Cultural Competence criteria were evident in student work but needed to be explicitly addressed in the assignment. To address this, course activities will be revised to target the Cultural Competence criteria directly. These changes reflect the commitment of MHCC faculty to continuous improvement in student learning and success.

Apart from course and curriculum changes, faculty at MHCC also focused on creating a shared understanding, consistency, and accuracy in the assessment process. For instance, the Geology discipline engaged in discussions to clarify the concepts of "emerging" and "proficient" concerning Cultural Competence. They are committed to developing shared definitions for these criteria within the discipline.

Similarly, the Writing discipline recognized the need for further dialogue regarding the definition of proficiency in the Communication criteria of delivery and sources and evidence. To address this, they are working on refining the definitions and will align their discussions with the subsequent year's Outcome, Information Literacy.

Several departments and disciplines at MHCC have identified opportunities to enhance student learning of Core Outcomes through the use of college support resources. For instance, the Science division plans to collaborate with the library to create an online module that focuses on citing sources appropriately within science disciplines, thereby supporting students in their research and academic endeavors.

Similarly, the Early Childhood Education discipline emphasized the significance of culturally relevant and representational children's picture books in facilitating discussions and evaluations of anti-bias and culturally relevant content. They have lauded the support and development resources available at the MHCC library and intend to recommend further enhancements to the library's children's section by including culturally relevant picture books that represent the diversity in our communities.

These collaborative efforts between academic departments and support services underscore MHCC's commitment to providing students with the tools and resources they need to succeed in their academic journeys and foster a more inclusive and enriching learning environment.

OPPORTUNITIES AND NEXT STEPS

As MHCC enters its second year of Core Outcome Assessment, the focus will primarily be on process improvement to enhance the meaningfulness, coherence, and effectiveness of the assessment in driving continuous improvement of student learning. The Assessment Action Team (AAT) has identified specific areas for improvement in the upcoming academic year (2023-24).

To start, the Core Outcome dashboard and data will be thoroughly reviewed to ensure consistency, accuracy, and inter-rater reliability. A targeted training program will be developed to help faculty better understand and utilize dashboard data for assessment purposes. The AAT will also clarify expectations regarding the usage of Core Outcome data for improvement, including discussing benchmarking practices.

Throughout the Core Outcome cycle, AIR and the AAT will actively seek feedback from faculty to identify areas for further refinement and support. Specific items for discussion include minor edits to the Communication and Cultural Competence rubrics, expanding the support library with successful assessment examples, incorporating multi-media resources such as faculty videos and useful assessment tools, and exploring ways to involve academic support departments like student services and the library in Core Outcome Assessment.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to improve student learning outcomes continuously.

MHCC places a strong emphasis on designing new processes and tools for assessment with a central focus on driving improvement. This is why the internally developed planning and assessment software are closely interconnected. All improvement recommendations generated during the assessment process are seamlessly integrated into the planning system. As a result, they are scheduled in the Unit Planning for implementation, which in turn requires reporting on the success of these efforts. This ensures that findings are not overlooked, and results are consistently reviewed.

Furthermore, MHCC is committed to gathering extensive feedback on newly developed processes and practices to ensure they are meaningful, equitable, and valuable to all stakeholders. The college conducts an annual survey of faculty and staff, which includes a specific question about the usefulness of the assessment process to the respondents. The feedback received from this survey is then used to make necessary adjustments to processes or enhance training initiatives.

By prioritizing the integration of assessment and improvement and seeking feedback from all stakeholders, MHCC ensures that its assessment efforts lead to actual and meaningful enhancements in student learning and institutional effectiveness.

SELF-ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

EMERGING Results of student learning assessment are used to inform and improve academic programs and learning support practices.

The assessment system has been gradually implemented over the past six years. The newer components require additional time to ensure consistent improvements in teaching and learning. While many elements of the developed and highly developed systems have already been integrated into the process, another one or two years of observation are necessary to confirm its effectiveness reliably. Therefore, the college currently categorizes it as Emerging.

Faculty engagement with the Program Outcome Assessment software is evident, with all programs fully mapped and having assigned assessment courses for each Program Outcome. In Fall 2022, faculty began utilizing course-level assessments, identifying student evaluations, success criteria, and recording outcomes; this was achieved by 44% of the designated courses. Despite this progress, there's a need for faculty to finalize this step due to Spring's prevalence for assessment courses and program culmination. By the close of Fall 2023, programs will evaluate 2022-23 results for two Program Outcomes, linking them to Unit Planning Tactics. Though it's early to gauge faculty interaction with the review aspect, some departments are

planning enhancements based on Program Outcome Review. As of Spring 2023, 64% of disciplines completed a Core Outcome Review, and of those, one-third have implemented a Tactic based on assessment outcomes. Disciplines not yet completing this step will be prompted to enter a Tactic in the upcoming Fall.

For this self-assessment study, various departments shared the improvements they've made based on the assessment they've completed. In the Computer Information Systems department, assessments were performed at the end of the term as to whether the course and program outcomes were achieved and how well course outcomes align with the program outcomes. This has led to improving the course labs and better alignment with the program outcomes. For example, the CIS122 Computer Concepts class was assessed and redesigned into the ISTM133P Python 1 class. The outcomes were enhanced, and learning material specifically pointing to enhancements in the software provided an opportunity for improved lesson plans. This directly impacted student success and improved learning outcome achievement.

Another example comes from the course BA285: Leadership & Human Relations. The goal was to improve student success and learning outcomes. Exams used to be timed, completed from memory without notes, and taken during class on paper. While keeping the integrity checks in place, the exams have been changed to open-book, untimed, online tests. Students have self-disclosed that these test settings reduce their test anxiety and that they appreciate the flexibility of not having to be on campus to take the exam. As a result, this led to an improvement in learning outcome achievement.

The Pre-College division analyzes attendance and assessment data each term to inform continuous improvements needed for ongoing student support processes. The department looks at data disaggregated by each of the five instructional levels and by instruction modality. This resulted in enhanced advising during the intake process for a more accurate level and course placement and separation of the orientation processes for each learning modality to prepare students better to start classes. Ultimately it led to a higher success rate and better outcome achievement.

In an effort to enhance outcome attainment in JPN101, the instructor proactively sought feedback from students. Based on their suggestions, students expressed a desire for adjustments in how the Blackboard accompaniment to the class was organized. As a result, the instructor restructured the resources, making them more accessible and easier for students to find. Additionally, students requested increased in-class time for conversation practice, leading to the relocation of some other coursework to an online format. Based on the results of the follow-up survey and the observed better performance, it is evident that the efforts made by the instructor have resulted in improvement.

The healthcare clinical environment is constantly changing. Nursing students cannot always demonstrate end-of-program student learning outcomes that are related to nursing practice experience during their clinical experiences. After reviewing assessment data, it was determined that the nursing practice experience that students were getting in clinical was not sufficiently meeting end-of-program student learning outcomes, specifically "Effectively communicate and collaborate with interdisciplinary health care providers, clients and families in planning and delivering health care" and "Demonstrate integration of knowledge, skills and professional attitude necessary to practice in the role of the registered nurse." Based on feedback and evaluation, it was determined that nursing simulation could be used to strengthen the opportunities for meeting the above-mentioned end-of-program student learning outcomes. Most of the clinical courses within the nursing program now have nursing practice experiences in both the clinical setting and in simulation, which has greatly improved student success in achieving the end-of-program student learning outcomes.

OPPORTUNITIES AND NEXT STEPS

The student learning assessment system implemented by MHCC in the past five years demonstrates the college's positive direction. Although signs of success exist, further efforts are required to ensure comprehensive training and assistance for all faculty members to fully utilize the new assessment system. A primary objective for MHCC is to enhance the recording of improvements. It has been noted that certain enhancements are enacted but not recorded within the system.

This may disrupt the entire assessment cycle, as it becomes difficult to monitor and evaluate the impact of these alterations on student learning and institutional effectiveness. By documenting improvements in the system, MHCC can ensure that the impact of these changes is properly evaluated and monitored. This helps in identifying successful practices that can be shared with colleagues across the college, fostering a culture of continuous improvement and collaboration.

To achieve this goal, MHCC will focus on encouraging faculty and staff to consistently document their improvements in the designated planning and assessment software. Providing support and training to ensure ease of documentation and emphasizing the importance of the complete assessment cycle will be crucial in enhancing the documentation process.

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

CREDIT TRANSFER

Mt. Hood Community College's transfer-of-credit policy allows students to transfer credit hours from other institutions to MHCC. To ensure that the acceptance of transfer credit is appropriate to MHCC programs and has the expected academic rigor and quality, MHCC accepts transfer credits from postsecondary institutions accredited by any of the following accrediting associations:
• Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges
• Higher Learning Commission (HLC)
• Middle States Association of Colleges and Schools (MSCHE)
• New England Association of Schools and Colleges (NECHE)
• Northwest Commission on Colleges and Universities (NWCCU)
• Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
• WASC Senior College and University Commission (WSCUC)

MHCC requires that transfer students submit official transcripts for evaluation by the MHCC Office of the Registrar.

MHCC is currently working to improve the transfer credit administrative rules. The student-facing information can be found here: https://www.mhcc.edu/TransferToMHCC/

MHCC has been actively participating in the Higher Education Coordinating Commission's initiative to develop transfer maps and implement common course numbering across all 17 Oregon community colleges. In line with this effort, MHCC has successfully completed the process of updating the common course numbering for the academic year 2023-24 during the winter and spring terms. As a result, the courses with the new common course numbering were already introduced in Summer 2023 and are expected to become fully implemented within the next year.

This significant achievement represents a crucial step in streamlining the transfer process and ensuring consistency in course outcomes across all participating community colleges in Oregon. The implementation of the new common course numbering will simplify the transfer of credits between institutions, providing students with a smoother and more efficient educational pathway.

Looking ahead, MHCC remains committed to this statewide initiative, and it will continue to work on updating more courses with common course numbering in the coming years. By doing so, MHCC aims to enhance the educational experience for students and foster greater collaboration among community colleges, further promoting student success and educational attainment in the state.

CREDIT FOR PRIOR LEARNING

Alternative ways to award credit are available on the website https://mhcc.edu/CreditAlternatives/. It lists various options such as College Level Examination Program (CLEP), Course Challenge, and other options. A maximum of 45 credits may be applied toward a degree.

Additional information on Credit for Prior Learning (CPL) is also available on the website https://mhcc.edu/PriorLearningCredit/. All institutional requirements for certificate and degree programs must be met, and no more than 25% of credits applied toward a degree or certificate may be earned via CPL. The form has to be filled out. It clearly articulates the required information to award credit for prior learning.

SELF-ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

HIGHLY DEVELOPED Transfer credit policies are clearly defined, easily accessible, and ensure comparable quality.

The process of reviewing transfer credits is well-established and involves faculty members who assess the quality and comparability of the credits on an ongoing basis meeting the criteria stated in the NWCCU rubric. Common course numbering is utilized as it progresses under state guidance. This review process is conducted in a timely and consistent manner, ensuring fairness and accuracy in evaluating the transferable coursework.

DEVELOPED Credit for prior learning policies are clearly defined, easily accessible, and ensure comparable quality.

Although the institution has implemented policies to ensure comparable quality in the credit for the prior learning evaluation process, these policies operate at a general and high level. The challenge arises when dealing with unique situations that are common. In such cases, a custom approach becomes necessary to assess and evaluate the credit for prior learning appropriately. This personalized approach allows for a more accurate and fair determination of how the credits should be applied based on the specific circumstances of each individual case but may not always be clear upfront.

OPPORTUNITIES AND NEXT STEPS

MHCC has recognized the potential for enhancing the efficiency of its Credit for Prior Learning (CPL) processes and has taken proactive steps to implement improvements. By streamlining these processes, the college aims to create a more accessible and seamless experience for students seeking to receive credit for their prior learning experiences.

The ongoing efforts to improve CPL processes involve the collaboration of various departments and stakeholders within the college. By identifying areas for optimization and implementing innovative solutions, MHCC seeks to reduce administrative burden and ensure a more effective evaluation of students' prior learning experiences for college credit.

Through these improvements, MHCC is committed to providing greater opportunities for students to demonstrate their knowledge and skills acquired outside of traditional classroom settings, thereby accelerating their progress toward their educational goals. This initiative aligns with the college's commitment to promoting equity, access, and affordability for all students and removing barriers that may hinder their academic success.

As the implementation of these improvements progresses, MHCC will continue to assess and refine the processes to ensure that they are efficient, transparent, and responsive to the needs of its diverse student population. The college remains dedicated to fostering an inclusive learning environment that values and recognizes students' unique experiences and contributions.

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered.

N/A

STANDARD 1.D STUDENT ACHIEVEMENT

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

MHCC is an open enrollment institution, meaning that few barriers to admission exist. Students can enroll as dual credit students, degree- or nondegree-seeking students, transfer students, or returning students. Processes for admission for each type of student are published on the college's Admissions webpage and in the MHCC College Catalog. MHCC prides itself on offering the opportunity for community members to benefit from the college's broad academic, workforce, and continuing education offerings.

MHCC employs a comprehensive approach to guide students through the application, enrollment, and registration process, facilitated by the collaborative efforts of various Student Services departments and staff. To provide clear direction, the college offers a user-friendly "Getting Started Guide" webpage, as well as a printed guide, which connects students with essential resources such as Financial Aid, Academic Advising, and Registration.

Upon admission, students are directed to MHCC's assessment services to ensure they register for classes that align with their academic level and are most beneficial to their educational journey. Additionally, all new students are encouraged to work with academic advisers to chart their educational pathways and plan their course of study.

To support students throughout their academic journey, MHCC offers a centralized hub known as the Student Services Hub. Opened in 2019, this one-stop office provides coordinated assistance, ranging from financial aid and advising to technical support and access to critical college resources.

MHCC's website serves as a comprehensive resource, offering in-depth information on various programs of study, including course requirements, prerequisites, tuition and fees, financial aid, graduation and transfer requirements, and career counseling.

By offering a well-coordinated and user-friendly support system, MHCC aims to enhance the overall student experience and ensure that students have the necessary guidance and resources to thrive academically and achieve their educational and career goals.

Currently, MHCC does not require new student orientation. In the past, the college had a mandatory web-based orientation for new credit-bearing students, but due to the COVID pandemic and the shift to remote learning, much of the content became outdated and obsolete. As a result, the orientation requirement for new student registration was discontinued, and new students were directed to the Student Services Hub and one-on-one academic advising appointments for basic onboarding assistance.

MHCC now offers two orientation options for new students: New Student Welcome Days and Bridge. Welcome Days occur at the beginning of the fall term and provide new students and their families with workshops, campus tours, guest speakers, games, food, and entertainment. On the other hand, Bridge is an intensive multi-day orientation held at the start of fall, winter, and spring terms. It focuses on teaching new students the "unwritten rules" of college and better prepares them for the upcoming term.

Academic advising at MHCC follows a shared model where academic advisers are assigned based on students' majors. The advising duties are divided between faculty and professional advisers. There are no registration barriers related to academic advising. Instead, advising interactions are integrated into the new student "getting started" process. After completing initial reading, writing, and math placement tests or submitting transcripts for evaluation (for transfer students), students are connected with the Student Services Hub and Academic Advising & Transfer Center.

This approach aims to provide new students with the support they need during their transition to college and ensure they receive the necessary guidance to succeed academically and navigate their educational journey at MHCC.

MHCC utilizes EAB Navigate to ensure that students are connected with essential advising services. Through Navigate, academic advisers reach out proactively to students using appointment "campaigns." These campaigns are conducted each term to encourage one-on-one connections, assist with long-term education planning, and facilitate on-time registration. Students have the flexibility to schedule advising appointments directly through Navigate, choosing the modality that best suits them, whether it be in-person, virtual, or other options.

The Student Services Hub provides drop-in support to students for onboarding assistance. Various resource materials are used to aid students in planning for their first term at the college and selecting appropriate classes. The Student Services Hub offers assistance through in-person

interactions, chat, email, and Zoom support, ensuring that students receive help in the modality that suits them best as they begin their journey at MHCC. For instance, the Student Services Hub reaches out to students who have completed their placement testing but haven't registered yet, providing guidance on understanding their test scores and assisting them with selecting their first-term classes.

By utilizing EAB Navigate and offering multiple modes of support through the Student Services Hub, MHCC ensures that students receive the necessary guidance and resources to make informed decisions about their education and succeed in their academic endeavors.

STUDENT ENROLLMENT MANAGEMENT

To ensure a successful launch of the Strategic Enrollment Planning process, MHCC began with clear objectives and alignment with expected outcomes and Key Performance Indicators (KPIs). Over 65 college employees and students participated in the process, providing valuable feedback through surveys and involvement in various committees and action teams.

The Strategic Enrollment Management (SEM) plan, developed in 2022, is designed to achieve both stabilization and growth in enrollment and retention. It comprises a comprehensive set of strategies aimed at directly impacting these areas. To ensure effective implementation and progress tracking, the SEM Steering committee will monitor the plan's activities. The annual report on the progress made throughout the year was presented to the President's Cabinet and Board. This structured approach aims to continuously improve and optimize the enrollment and retention efforts at MHCC.

COORDINATION BETWEEN UNITS

MHCC serves a diverse range of constituents, including high school students, adult learners seeking credentials or certificates, and lifelong learners. To ensure a student-centered approach, the Student Development division fosters collaboration and coordination among its leaders. This is achieved through frequent leadership meetings, weekly department meetings, and cross-departmental collaborations held throughout the term. The unit planning process also encourages broad engagement, enabling teams to align and develop collaborative goals across the campus.

One example of effective coordination is the Limited and Restricted Entry (LR) Program Admissions. The admissions team collaborates closely with each program to ensure consistent and equitable processes while also meeting compliance requirements from governing bodies and accreditation bodies. Over the past year, the admissions team has worked with IT to create an LR student portal, significantly improving the admissions process for applicants and staff. The portal offers improved communication, automation, and easy access to admissions

information for students, admissions staff, and program faculty. The portal is currently available for all LR programs.

Additionally, Admissions, Records, and Registration staff are currently working on implementing a Graduation Portal to provide similar benefits to students and staff. These efforts reflect MHCC's commitment to supporting students throughout their educational journey and continuously improving the processes to enhance the overall student experience.

SELF-ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

HIGHLY DEVELOPED The institution recruits and admits students with the potential to benefit from its educational offerings.

Over the last several years, extensive efforts have been made to integrate the work of various institutional units. The Strategic Enrollment plan involved active engagement from all student-facing departments. As a result, there has been a significant increase in inter-departmental collaboration and the emergence of various initiatives that benefit from diverse perspectives and expertise. The combination of talents, skills, and knowledge from different departments has enriched the initiatives, resulting in more comprehensive and well-rounded approaches to meet the needs of students effectively.

The establishment of the student HUB also played a crucial role in this integration endeavor. The student HUB was designed as a centralized service center, serving as a one-stop destination for students to access all the assistance they require in one place. This initiative aimed to simplify and expedite the support services available to students, making it more convenient for them to access the resources they need to succeed in their academic journey. Together, these integration efforts have contributed to creating a more cohesive and student-focused environment within the institution, ensuring that students can easily access the support and services they need to thrive during their time at the institution.

DEVELOPED The institution orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information.

Orientation, featuring well-organized and easily understandable information, is encouraged for all new students. During this event, multiple campus groups provide essential information to students. Moreover, feedback is collected from students to gauge their understanding and learning from the orientation. Additionally, students are offered and encouraged to take advantage of the opportunity to connect with their academic advisors. However, the orientation is not mandatory, and not all students consistently utilize advising services for this to be classified as Highly Developed.

OPPORTUNITIES AND NEXT STEPS

MHCC remains committed to promoting equity and access, which includes regularly assessing its recruitment practices. In this pursuit, the college is making changes to existing positions and adding new ones, as well as evaluating activities and processes to attract more applications from a diverse pool of students.

The Strategic Enrollment Management planning has identified several areas for improvement, including onboarding, the admissions process, adopting a new student information system, updating the website, and enhancing communication practices. Over the course of the 2023-24 academic year, MHCC aims to complete a communication audit and begin the planning phase of adopting a new student information system. By late 2023 or early 2024, the college plans to roll out a redesigned website, streamline the admissions process, and improve communications, all of which will play a crucial role in enhancing recruitment efforts, increasing enrollment, and ultimately supporting student success.

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement, including, but not limited to persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

INDICATORS OF STUDENT ACHIEVEMENT

Due to the significant importance of equitable student success in fulfilling MHCC's mission, a shared set of indicators serves as both MHCC's measures of student achievement and a fundamental part of evaluating the institution's effectiveness, as discussed in section 1.B.1. The table below presents a selection of student achievement indicators along with the available disaggregated data for each of them.

KPI	Definition	Disaggregation
Student Success Indicators:		
Completion	Students' completion rate six years after enrollment.	Race, Gender, Age group, Pell status, FT/PT status, College Readiness
Retention	Fall to Winter Retention adjusted for students who continued their education elsewhere.	Race, Gender, Age group, Pell status, FT/PT status, College Readiness
Credit Accumulation Rate	The proportion of students that are progressing toward credential completion.	Race, Gender, Age group, Pell status, FT/PT status, College Readiness

The indicators of achievement were adopted in Fall 2019. At that time, MHCC adopted Volunteer Framework Accountability (VFA) definitions to compare itself with other colleges. In 2021, the college decided to join the Postsecondary Data Project (PDP) based on the general recommendation from NWCCU. Although the college considered transitioning to PDP for those indicators, it ultimately did not proceed due to the challenge of finding a sufficient number of peer institutions at that time.

The completion indicator represents a long-term measure of student success. It includes students within the main cohort defined by VFA who have earned a degree or certificate or successfully transferred within six years of enrollment. This metric holds significant importance for the college as MHCC aims to ensure that its students attain a credential through their attendance or seamlessly transition to further their education elsewhere.

The credit accumulation indicator serves as a mid-term measure, assessing whether students have successfully earned a specified number of credit hours within the first two years of their study. For full-time students, the threshold is set at 63 quarter credits, while part-time students are expected to achieve 36 quarter credits. MHCC places great importance on this indicator as it indicates students' progress toward their degree and significantly increases their likelihood of successful completion. Moreover, students can expedite their progress toward achieving their academic goals by encouraging timely credit accumulation.

The Fall to Winter retention indicator is the initial metric to reflect trend changes. MHCC places significant importance on this indicator as it allows the college to observe results quickly and serves as a strong predictor for two other key indicators. Notably, students who require the most support tend to be among those who discontinue their studies early. Thus, enhancing first-term retention is also a valuable approach to addressing equity issues and ensuring all students receive the necessary assistance to succeed.

The one-page report provides a concise overview of the findings derived from the examination of student success indicators. It also addresses uncovered equity concerns, compares results with the selected peer institutions, and presents a summary of ongoing initiatives aimed at enhancing college indicators.

In addition to the high-level indicators of student achievement, the college provides faculty and staff with various reports containing leading indicators that are also disaggregated. For instance, a course completion report is accessible to faculty members at any time, allowing them to view completion rates for specific courses and time periods broken down by race, age, and gender. These detailed reports offer valuable insights that enable faculty and staff to understand better and address disparities among different student demographics, facilitating a more inclusive and equitable learning environment. By having access to such granular data, the college can proactively take steps to support all students and improve overall student outcomes.

EQUITY STATEMENT

The importance of data disaggregation also stems from the Equity Statement adopted as part of Strategic Plan development.

> At Mt. Hood Community College, we hold ourselves accountable to align our systems, policies, practices, and resource allocations to strategically and purposefully advance equity. We recognize the harm done to historically excluded people. We work towards a future where all people across the spectrum of difference thrive at Mt. Hood Community College. We seek to provide every person within our community with the tools to be successful. We actively design equitable systems to promote fairness and justice.

> Mt. Hood Community College prioritizes equity and acknowledges the importance of the ongoing and intentional work to interrupt oppression and remove barriers that perpetuate inequity. We strive to become an organization that demonstrates equity in concept, practice, and outcomes, where all people are valued and feel a sense of belonging.

POST-GRADUATION SUCCESS INDICATORS

The college also monitors student transfer rates and job placement rates for Career Technical Programs. Currently, MHCC must rely on post-graduate the college sends out to students six months after their graduation. There are ongoing conversations at the state level to generate data for all community colleges using data that government agencies have access to. Although MHCC has enjoyed a relatively good survey response rate averaging 50%, only some programs participate. Getting actual data on all students from a government agency would provide comprehensive and more reliable data. Alternatively, the college currently also reviews the option to receive graduates' data from Equifax.

SELF-ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

DEVELOPED The institution establishes and shares widely a set of indicators for student achievement (such as course completion, experiential learning, retention, program completion, degree completion, and job placement).

Based on this criterion, the college clearly belongs to the Developed category. The institution has set clear indicators for measuring student achievement. Moreover, there is an ongoing process to disseminate these indicators widely, ensuring that relevant information reaches all relevant stakeholders. There is still work to be done to ensure that the indicators of achievement are tightly integrated into all institutional processes to be classified as Highly Developed.

EMERGING Indicators are established in comparison with regional and national peer institutions.

In the current stage, the college has taken the first step by identifying a preliminary set of regional and national peers and indicators. However, to progress towards the Developed phase, it is essential for the college to begin collaborating and learning by comparing its indicators with those of aspirational peers.

DEVELOPED Student achievement indicators are disaggregated to promote equitable outcomes.

The indicators of student achievement have been disaggregated by demographic and socio-economic factors. There is evidence of being utilized in various initiatives, planning processes, and improvement efforts. However, to progress to the Highly Developed stage, the college must take a more systemic approach in using these indicators, as per the published NWCCU criterion. Currently, the institution is diligently working on this aspect.

A review of employee demographic data compared to student and community demographic data revealed that the college has a disproportionate percentage of white employees compared to our student and community population. Employee groups ranged from 67% to 75% white, while only 57% of our students and 61% of our community are white. A review of disaggregated applicant data revealed that 62% of applicants are white. Research indicates that a diverse workforce strengthens the institution and improves outcomes. MHCC data suggests that some of the employee groups still lack diversity, and the college, at times, struggles to attract individuals from diverse backgrounds, particularly people of color. Based on this disaggregated data, the college created a recruitment manager position to focus on recruitment program oversight, diversity recruitment, building relationships, and retention strategies. The position was recently filled. The college will continue monitoring the disaggregated data to track progress toward the diversification of its workforce.

In addition, the college is undergoing a process to revisit its recruitment processes with the intent of ensuring greater consistency, reducing barriers for applicants, creating a positive experience for candidates, and ensuring compliance with applicable laws.

OPPORTUNITIES AND NEXT STEPS

The College has identified opportunities for improvement in two interrelated areas. Firstly, there is a need for regular reviews of regional and national peers. MHCC aims to foster more collaboration with peers who have successfully addressed equity gaps. Additionally, the College plans to start closely monitoring one or more indicators of post-graduation student achievement it's exploring, such as employment, earnings, or baccalaureate degree completion at a transfer institution.

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision-making, and allocation of resources.

PUBLIC AVAILABILITY

MHCC Student Success dashboard, as depicted in the screenshot below, is an interactive data visualization tool that allows users to view, disaggregate, and analyze data. These dashboards are publicly accessible to anyone and don't require a login or password. They are designed to monitor and track trends (five years or more of data available), make data-driven decisions, and communicate information to stakeholders.
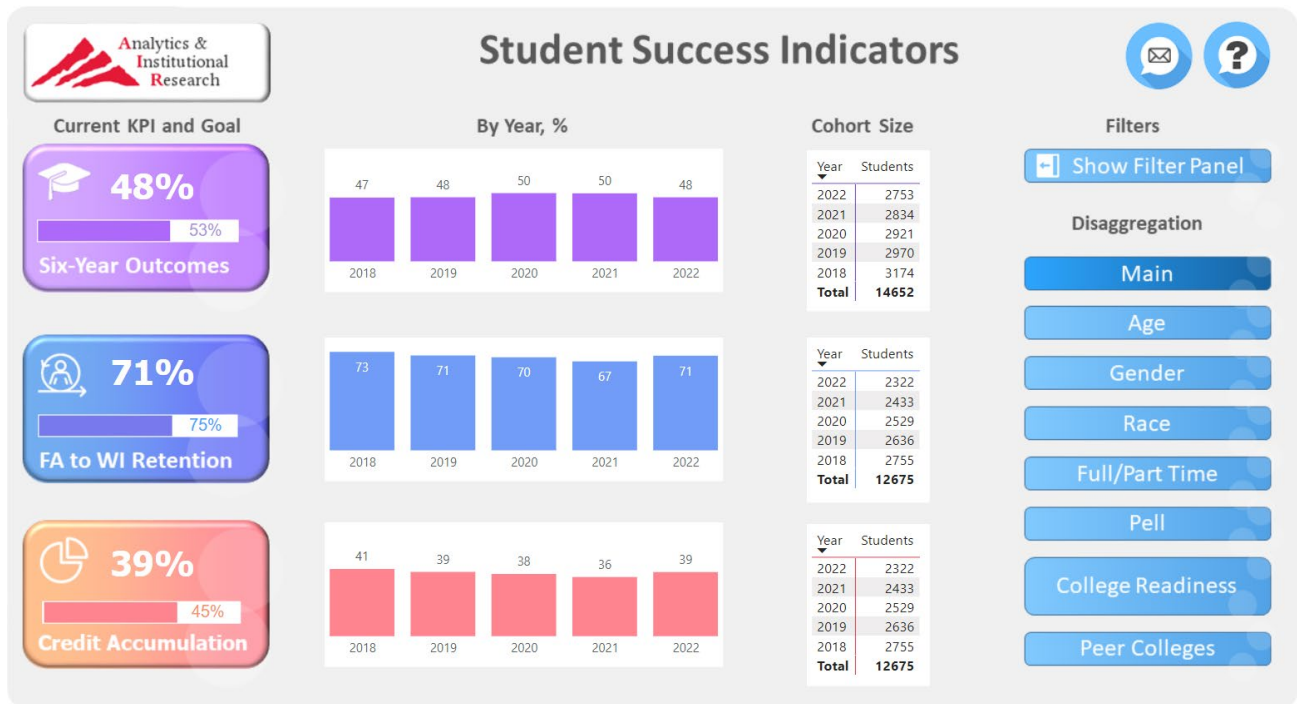
NATIONAL AND REGIONAL PEERS

Benchmarking student success metrics with regional and national peers was aided by the college joining the Voluntary Framework of Accountability (VFA) in 2017. The use of the VFA will assist the college in identifying areas of strength and weakness in relation to peers and identify areas that need further exploration and action. The identification of peer institutions was a process where numerous criteria, including enrollment size, student body diversity, the population of students over 25 years old, degree of urbanization, and highest degree offered, were considered to determine a national peer group for appropriate and meaningful

comparisons. Ultimately, five community colleges were selected for the national peer group. The college compares data on its indicators of student achievement with established regional and national peer groups and shares the results via the dashboard and a report for internal and external audiences.

SELF-ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

DEVELOPED Results for student achievement are widely published.

Based on the criterion, the college falls somewhere between the Developed and Highly Developed categories. The data on student achievement is already published and readily accessible to both internal and external users. However, to advance to the Highly Developed category, the college must focus on increasing awareness and visibility of this data. By effectively promoting and communicating the availability of these valuable metrics, the college can enhance its transparency and accountability.

EMERGING Disaggregated indicators are aligned and benchmarked against regional and national peers.

Although the college has benchmarked student success metrics, to advance to the next stage, a closer review of peer results and learning from peer institutions is necessary. While the initial benchmarking provides a foundation for assessing performance, a more in-depth examination of peer institutions' outcomes will offer valuable insights and best practices that can be adopted to enhance student success further.

Various college areas provided the examples below to illustrate how they use student success indicators and disaggregated achievement data in diverse contexts to identify areas requiring improvement for the institution.

The Student Services Hub is utilizing disaggregated data to focus on students least likely to persist in their first term of enrollment and using that information to run quarterly onboarding campaigns. This allows targeted new students a focused connection with an onboarding specialist who can provide important scaffolded information for first-term success. The efforts have yielded positive results, as the data demonstrates that students who were selected for additional onboarding services consistently exhibit a higher retention rate in their first year compared to the general student population.

An illustrative example of the benefits of using disaggregated data is evident in MHCC's distribution of the Governor's Emergency Education Relief (GEER) fund. By analyzing disaggregated data, the MHCC Financial Aid office identified the specific challenges faced by

undocumented students who were near completion but lacked adequate aid. Based on this data-driven insight, a tailored plan was devised to address their unique needs and facilitate their academic progress. It resulted in successful completion by the majority of students who received assistance.

The MHCC pre-college division plays a crucial role in influencing the diversity indicator on campus, given its highly diverse student population. Additionally, it contributes significantly to closing the equity gap in student completion and retention indicators through the preparation of its most diverse students on campus. To support these efforts, the department has allocated resources to ensure its faculty and staff are trained in Data Literacy with an Equity Lens and the Analyze, Identify, Development, Demonstrate, and Evaluate (AIDDE) process, enabling them to utilize data effectively for continuous improvement. Disaggregated data is regularly reviewed to gain valuable insights and inform changes in instructional design for the upcoming year. This data-driven approach has led to continued improvement in completion indicators, demonstrating that the department's efforts are yielding positive results.

OPPORTUNITIES AND NEXT STEPS

The College's next focus is on establishing a data-driven decision culture and utilizing results from national and regional peer groups to set aspirational targets. The commitment moving forward is to enhance further the use of disaggregated data in more intricate ways to identify and address achievement gaps. While a process to analyze performance and to track progress on initiatives already exists, the challenge lies in making use of data at a more detailed level, enabling employees who provide direct service to implement effective tactics for student success.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

TRANSPARENCY

The institution's processes and methodologies for collecting and analyzing data are transparent and widely available. Being a part of the Voluntary Framework of Accountability (VFA), MHCC adheres to the definitions of each data point set by the organization and discloses methodology on the Help section of the Student Success dashboard.

To spread awareness of the existing data to the college community, MHCC also provides an annual report. The intention is to bring attention to the findings, inform strategies and allocate resources to mitigate gaps in achievement and equity. It's essential to MHCC's work to dismantle barriers and build inclusive systems of education and support through evidence-informed decision-making using disaggregated data.

Once the student indicators dashboard was released in Fall 2019, many training and workshops were conducted. The COVID-19 pandemic has made MHCC temporarily pause its efforts as the college actively worked to mitigate issues related to the pandemic and minimize its impact on students. In 2021, based on NWCCU recommendations, MHCC also joined the Postsecondary Data Project (PDP). The college has contemplated transitioning to PDP indicators; however, the plan was not pursued because MHCC was unable to find an adequate number of peer institutions at that time.

DATA USE TO ALLOCATE RESOURCES AND MITIGATE GAPS

The College has been moving toward more intentional resource allocation to mitigate achievement gaps in recent years. MHCC's budgeting process requires connecting all expenditures to stated tactics that are all aligned with the College's goals and objectives. Thus, projects that lead to achieving equity-related objectives can be easily located. New fund allocation is also done strategically by reviewing all requests for funding at the same time. Projects that are projected to deliver better outcomes based on the reviewed data and are more in line with college priorities, such as closing equity gaps, are considerably more likely to be funded.

SELF-ASSESSED STAGE OF DEVELOPMENT AND EVIDENCE

EMERGING Disaggregated indicators are used for continuous improvement by informing planning, decision-making, and allocation of resources.

EMERGING The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent; used to inform strategies and allocate resources to mitigate gaps in achievement and equity.

While the college has many instances of using disaggregated data in decision-making, planning, and resource allocation and making data readily available, it is currently working towards making this process more systematic. The college aims to prioritize equity considerations at the forefront of all decision-making processes and resource allocations. To achieve this, the college is employing an equity lens as one of the tools to address and rectify disparities.

Once the college reaches the desired level of maturity in implementing this systematic approach, it will consider that it has progressed to either the Developed or Highly Developed stage. This ongoing commitment to equity-focused decision-making and resource allocation reflects the college's dedication to fostering a more inclusive and equitable learning environment for all students.

The following examples demonstrate various departments' efforts to close equity gap and improve student success. The ABE/GED department conducted a thorough analysis of student persistence, utilizing attendance disaggregated data on student drop rates and progress testing. The results revealed two significant findings: a) insufficient weekly instructional intensity and duration hindered students' progress, and b) a substantial 56% of students were dropping out by week five. To address these issues, the department took a student-centered approach. Student survey data highlighted how the class schedule created attendance and persistence barriers, leading to the identification of specific alternatives that better suited students' needs. As a result, the department increased the number of class hours each week, made curriculum enhancements, and provided staff with professional development opportunities to accommodate the longer class time and implement new promising practices.

These changes effectively reduced barriers to attendance and persistence. End-of-term student surveys overwhelmingly supported the improvements, validating their impact. Moreover, assessment and attendance data indicated a noticeable increase in academic progress and student participation after the implementation of these improvement strategies. The department's efforts exemplify a commitment to equity-focused initiatives that enhance student success and contribute to closing the equity gap within the institution.

The ever-increasing cost of textbooks has always had a disproportionately negative impact on lower-income students. Over the last six years, MHCC has considerably increased access to instructional materials through greater no-cost/low-cost offerings. Open Education Resources (OER) have been adopted in a variety of disciplines to reduce the cost of educational materials and thereby increase access with equity in mind. Close to a hundred sections every term are designated as no-cost/low-cost resulting in saving over $500,000 for MHCC students annually (based on the assumption that the average regular book costs $100).

The Career Planning & Counseling Center houses the College's mental health services with free, short-term, solution-based counseling. Aiming to help the college to close the equity gap, the Center used disaggregated data of its clients to identify low- to no-use student populations accessing its services. In response, the Center has partnered with Athletics to address the mental health disparities identified in African American males accessing mental health services. This has included "team sessions" with a counselor to do mental health check-ups. Additional responses include the upcoming creation of identity-based group counseling offerings and the adoption of the "Let's Talk" model, which is an informal, drop-in, confidential, brief consultation with a counselor in locations across campus or Zoom. The effectiveness of the program is being monitored.

In an effort to increase student diversity and close equity gaps, the college has embarked on a Financial Aid Application and Literacy initiative as part of its Strategic Enrollment Plan. The data revealed that the percentage of Hispanic and African American students applying for financial

aid was lower than the average, making this initiative a potentially effective measure to address equity disparities and enhance diversity.

The initiative was initiated a year ago, and significant progress has been made with allocated resources. Among other things, a full-time Financial Literacy & Outreach Specialist was hired, an online repository for financial literacy content and resources was developed, and new outreach/financial literacy content and workshops, along with marketing/communication plans to inform students and the community, were developed.

An instance of enhancing resource allocation to address equity gaps is evident in the modifications made to the budget development process. To ensure equitable resource allocation, the process incorporates multiple data points to prioritize requests. When submitting new fund requests through the budget application, units are required to complete an equity lens decision-making action item template. This template guides units through alignment with strategic goals and an analysis of equity implications before finally documenting baseline and goals for key performance indicators and estimating projected costs and revenues for five years. Area vice presidents then evaluate each request based on a rubric that considers factors like equity, impact level, value, return on investment, safety/necessity/compliance, and priority alignment.

For the 2022-23 budget, units requested $2 million in new funds. Thanks to the rigorous data analysis and prioritization embedded in the process, the budget was able to fund nearly $1 million, ensuring that resources were allocated in a manner that addresses equity considerations and supports the college's commitment to closing the equity gap.

OPPORTUNITIES AND NEXT STEPS

MHCC is aware that opportunities for improvement exist. Democratization of data access, efforts to increase data literacy across all faculty and staff, and equitable use of data for decision-making are ongoing. The institutional focus shifted to the pandemic response during COVID-19, and identifying definitive evidence of the closure of achievement gaps became problematic. However, as MHCC continues to implement data-informed improvements to promote achievement and remove barriers, the use of disaggregated data to inform equitable recovery efforts and mitigate gaps in achievement and equity.

The pandemic also enhanced the opportunity to develop new tools and strategies for flexible and student-centered learning. Many faculty continue to develop these opportunities for student learning. Many changes that faculty are making are tied to Diversity, Equity, and Inclusion goals.

CONCLUSION

The College is well-positioned to show improvement in equitable student success metrics by consistently implementing student-centered, culturally responsive, and locally relevant approaches to education and workforce development. The new five-year Strategic Plan builds on MHCC's progress as well as other established institutional effectiveness, planning, student learning, and student achievement work. Ongoing strategic planning efforts are aimed at advancing equitable student success systematically and across a united front. The use of disaggregated data to identify equity gaps and inform improvements to address disparities is central to this work. Additionally, the College has been paying attention to current and projected educational, demographic, and economic shifts, and through the identification of strategic priorities, MHCC is poised to meet these local, societal, and national changes.

The materials in this report represent an honest presentation of Mt Hood Community College as required by the standards. Although challenging, the last seven years since its last 7th-year review brought forth many achievements. But more importantly, MHCC acknowledges the lessons learned from past challenges and has implemented changes to enhance its ability to serve and support its students and the community effectively. This reflective work has come at a time of positive momentum and continuous transformation. The college has benefited from the 2022 Policies, Regulations, and Financial Review Report and from this Evaluation of Institutional Effectiveness Report and looks forward to gaining additional insight from the NWCCU evaluation team visit.