



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *July 17, 2024*

ITEM TITLE: 5.1a

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

SUBJECT: APPROVAL OF MINUTES – June 12, 2024

Session 1105

A meeting of the Mt. Hood Community College District Board of Education was held on June 12, 2024, with an Executive (Closed) Session at 5:45 p.m., TSCC Budget Hearing at 6:30 pm, and a Regular Board meeting at 7:30 pm. The Executive (Closed) Session was held in the President's Office (AC 2350) and the TSCC Budget Hearing and Regular Board meeting were both held in the Board Room (AC 2359) at Mt. Hood Community College, 26000 SE Stark Street, Gresham, Oregon, and via Zoom.

1.0 CONVENE EXECUTIVE (CLOSED) SESSION

Board members present: Andrew Speer, board chair, Diane McKeel, board vice chair, Annette Mattson, Diane Noriega, ShaToyia Bentley, Dana Stroud, Marie Teune

Additional Attendee: Lisa Skari, president

Speer called the executive session to order at 5:47 p.m.

2.0 PRESIDENT'S EVALUATION

An Executive Session was convened in accordance with ORS 192.660(2)(i) to review and evaluate the job performance of a chief executive officer, other officers, employees, and staff, if the person whose performance is being reviewed and evaluated does not request an open hearing.

3.0 ADJOURNMENT

The executive (closed) session was adjourned at 6:29 p.m.

TAX SUPERVISING & CONSERVATION COMMISSION (TSCC) HEARING

Public hearing regarding the 2024-2025 MHCCD Budget



4.0 CONVENE REGULAR SESSION / CALL TO ORDER / DECLARATION OF A QUORUM

Members present: Andrew Speer, board chair, Diane McKeel, board vice chair, Diane Noriega, Annette Mattson, Dana Stroud, ShaToya Bentley, Marie Teune

Additional Attendees: Lisa Skari, president, Jennifer DeMent, vice president, Finance and Administration, Betsy Julian, vice president, Instruction, John Hamblin, vice president, Student Development, Al Sigala, vice president, College Advancement, Michael Flores, president, Classified Employees Association (CEA), Marilyn Pitts, president, Part Time Faculty and Tutor Association (PFTA), Alessandra Dante Sciaratta, president, Associated Students of Mt. Hood Community College (ASMHCC), Ty Brintnall, vice president, Associated Students of Mt. Hood Community College (ASMHCC), Charles George, associate vice president, Facilities, Public Safety, Risk Management, Mark Stoller, OPSIS Architecture, Hilda Pena-Alfaro, executive director, Child Development & Family Support Programs

Speer called the meeting to order at 7:36 p.m. and declared a quorum was present.

4.1 Approval of Agenda

Noriega motioned to approve the agenda. Stroud seconded the motion and it passed unanimously.

5.0 PUBLIC INPUT

There was public comment provided by:

1. Greg Gomez, MHCC Public Safety Communications Dispatcher read a statement on behalf of a fellow classified member, Mark Seleen, a MHCC Facilities Management Fleet Maintenance Technician, that discussed fairness and equity in pay in an inflated economy.
2. Timur Ender, a Portland City Council District One candidate, is doing outreach in the area, and came to introduce themselves and share their personal and professional background.

6.0 REPORTS

6.1 Correspondence

There was no correspondence.

6.2 Presentation of Comprehensive Facilities Plan First Reading

Mark Stoller, Charles George, and Jennifer DeMent provided a first reading and presentation of the Comprehensive Facilities Plan and went over the final draft of the 2024 Facilities Plan report, providing a high-level overview of the plan components to include:

- Planning Process
- Utilization Analysis
- Needs Assessment



- 5-Year Concepts – Instruction, Equity and Access, Campus Welcoming Feel, Student Success and Support, Asset Preservation / Deferred Maintenance, and Safety and Security
- Library Renovations
- Activity Centers (lounges, study rooms, writing board, access to elevator, and all gender toilet rooms)
- Science Lab Renovations
- Integrated Allied Health Programs
- Nursing Skills Lab
- EMT Flex Lab
- Color Branding to Stairwell and Activity Centers
- Underpass Seating and Improved Lighting

Presenters answered questions from the board about Head Start (inclusion in plan), glass structures (in terms of efficiency, seismic ability, and safety), all gender bathrooms (how they will be structured and if there will still be individual use), library renovation (student study spaces), and seismic upgrades (whether these were included in plan).

The plan will be moved forward for a second reading at the next regular board meeting scheduled July 17, 2024. A copy of the PowerPoint presentation is attached to the minutes.

6.3 Bond Draft Package Update

Lisa Skari presented the first reading of the Bond Draft Package that the college is considering placing on the November 2024 ballot. Skari went over the main themes and projects of the bond to include: Prepare, Invest, and Connect and discussed how the college reached the total proposed bond measure package that was recommended at \$131 million dollars (estimated cost = 25 cents/ \$1000 of assessed value; average assessed house in district = \$5 per month). The college has not passed a bond in 50 years and the existing campus was built on \$12.6 million dollars. They also highlighted bond community engagement efforts (presentations to city councils, school districts, and attending local events), community feedback collected, and encouraged board member participation at events.

Megan Nugent shared bond advertising and marketing efforts to date to include: Digital Facebook ads, KGW Made for This advertising, Bus and TriMet ads, Alpha Media Streaming mobile phone and TV digital ads, Pandora streaming radio, Sandy Movie Theater pre-movie slide, and Billboards on Highway's 26 (east) and 84 (Troutdale), and Bond Tool Kits/ Go Kits for those volunteering at events.

The next round of polling will take place June 24, 2024. Upon this, the board will receive results from the college's polling consultants, and this will lead to whether or not there will be an action item placed on the agenda for the next regular board meeting, July 17, 2024.



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

6.4 Board Policy 6180 Recension First Reading

The board conducted a first reading of Board Policy 6180, and relevant information about the policy was provided in support of moving the policy forward for rescinding. A copy of the board policy is attached to the minutes.

Policy	Title	Proposed Action
6180	International Education	Rescind: <ul style="list-style-type: none"> – Carryover from old policy/AR system – Not a policy, more aligned with AR definition – Elements already covered in other existing ARs (e.g., 4300, 5012)

There was consensus to move the board policy forward for recension at the next regular board meeting scheduled July 17, 2024.

7.0 BUSINESS / ACTION

7.1 Consent Agenda: Approvals & Information

- a) Minutes – Board Student Town Hall Session 1103, May 7, 2024
- b) Minutes – Board Regular Session 1104, May 15, 2024
- c) Monthly Personnel Report
- d) Monthly Financial Report
- e) Monthly Head Start Report *Removed, see below
- f) Consideration of Acceptance and Expenditure of Projects Funded in Whole or Partially by Non-District Funds
- g) Approval to Adopt Member Paid Pre-Tax Contributions
- h) Approval to Utilize Goods and/or Service Contracts in Excess of \$150,000

Mattson motioned to remove item e) Head Start Report, from the consent agenda. McKeel seconded the motion and it passed unanimously. *See section 7.0, item 7.5 for further discussion on item.

Stroud motioned to approve the consent agenda with the removal of item e) Head Start Report. McKeel seconded the motion and it passed unanimously.

7.2 Consider Resolutions to Adopt and Make Appropriations for the Fiscal Year 2024-2025 Budget



DeMent presented a Resolution Adopting the Budget and the Resolution Making Appropriations for the Fiscal Year for 2024-2025 Budget.

Noriega motioned to approve the Resolution to Adopt and Make Appropriations for the Fiscal year 2024-2025 Budget. Teune seconded the motion. There was a board vote and it passed unanimously.

7.3 Consider Resolution Imposing and Categorizing Taxes

DeMent presented the Resolution Imposing and Categorizing Taxes, which imposes the taxes provided for in the adopted budget at the rate of \$0.4917/\$1,000 of assessed value for operations, and that these taxes are hereby imposed and categorized for tax year 2024-2025 upon the assessed value of all taxable property within the district.

Mattson motioned to approve the Resolution Imposing and Categorizing Taxes for the Fiscal year 2024-2025. Bentley seconded the motion. There was a board vote and it passed unanimously.

7.4 Resolution to Transfer Budgeted Appropriations

DeMent presented a Resolution to Transfer Budgeted Appropriations. June 21, 2023, the Board of Education of Mt. Hood Community College District adopted the fiscal year 2023-24 budget and made appropriations; and whereas the budget amounts appropriated for the fiscal year beginning July 1, 2023, are in excess of actual needs in certain appropriation categories and not sufficient to accommodate actual in others. Mt. Hood Community College District has determined that it is necessary to make the stated transfers between appropriation categories for the fiscal year beginning July 1, 2023.

McKeel motioned to approve the Resolution to Transfer Budgeted Appropriations. Mattson seconded the motion. There was a board vote and it passed unanimously.

7.5 Head Start Staff Qualifications Policy Second Reading

The board conducted the second reading and vote to approve the Head Start Staff Qualifications Policy.

McKeel motioned to approve the Head Start Staff Qualifications Policy. Teune seconded the motion. There was a board vote and the motion passed unanimously.

*Monthly Head Start Report

This item was removed from the consent agenda (section 7.0, item e)) for further discussion. Mattson asked to remove this item to gain further clarification on elements contained in the report to include:



1. The removal of bleach as a disinfectant from the site and the alternatives that will be used to substitute this and why.

In response, Hilda Pena-Alfaro replied stating:

- The solutions were not effective or consistent (use of and mixing of ingredients) across sites, therefore leading to confusion and a viral outbreak at two sites
- Some studies show link between use of bleach and asthma in children, 51 in childcare have asthma
- The plan is to substitute the use of bleach with Purell (ingredients do not need to be mixed and two products of consideration are registered with the Environmental Protection Agency and meet the Oregon Health Authority (OHA) requirement.

2. Attendance rates falling below 85% and the most common reason 's individuals are unable to participate in Head Start.

In response, Hilda Pena-Alfaro replied stating:

- Covid and parents being nervous to return to the college
- Lack of an attendance policy for accountability

3. Childcare Partnership Report stated partnerships in the school district should end the 2023-2024 school year and that there will be an effort to ensure continued access.

In response, Hilda Pena-Alfaro replied stating:

- Participation rates of high school's has been challenging
- It has been difficult for teen parents to comply with attendance, home visit, and health/social requirements
- Enrollment is very low requiring a lot of resources for a small amount of participation
- Want to offer a service that is more flexible and a better fit for the student

Noriega motioned to approve the Head Start Monthly Report. Mattson seconded the motion and it passed unanimously.

8.0 BOARD MEMBER & COMMITTEE/LIAISON REPORTS

Board members shared their report of board committee and liaison activity since the last board meeting.

9.0 CLOSING REPORTS

9.1 ASMHCC Representative

Alessandra Dante Sciarratta (ASMHCC President) and Ty Brintnall (ASMHCC Vice President) – Sciarratta, new ASHCC President for the 2024-2025 academic year reported on recent ASMHCC activities to include:

- May 30, 2024 – Barney Bash; with approximately 1,500 attendees



- May 2024 – Loaner Cap & Gown Program; over 100 students received for commencement
- June 11, 2024 – Swearing-in for 2024-2025 ASMHCC Team (11 members)

Next, Ty Brintnall the 2024-2025 ASMHCC Vice President, shared a statement, that ASMHCC prepared alongside the Access and Diversity Council, regarding food insecurity and food access on campus.

9.2 Advisory Representatives

John Hasegawa (FTFA) – did not attend.

Michael Flores (CEA) – Flores provided an update from the CEA and highlighted that over 20% of the classified staff (about 40 individuals) helped in some capacity with commencement. It was also shared that the CEA is currently in bargaining and has agreed to approximately 40% of the contract and are very close to tentatively agreeing on several other articles. Flores urged the board to prioritize fairness and equity in contract negotiations with the college administration. Last, Flores notified the board that a proposal will be coming their way that allows the college to continue to subcontract out some custodial work. The CEA believes that the college should keep such work within the college, and that it is not only beneficial for the college itself, but better for students, staff, and the community at large, and that they would like more full-time custodial positions with better pay. Through bargaining the CEA has proposed a way to get custodial staffing levels higher and with better compensation.

Marilyn Pitts (PFTA) – Pitts addressed Al Sigala, who is retiring, and thanked them for all their years of service to the college and MHCC students, and shared a couple of examples of their great work.

9.3 Executive Leadership

John Hamblin (Student Development) – Hamblin provided an update on FAFSA numbers not included in their report and stated the college is ahead on awarding aid. They also shared that they held their Student Development division Retreat BBQ and recognized a few of their employees, during the event, who were awarded various honors:

- Donna Harrison – Unsung Heroes Award student employment action team award
- Jennifer McNeil, Tiffany Ensunsa, Molly Olmos, Michael Flores, and Sydney Frost – Student Employment Action Team Award
- Ashley Navarro-Vizcarra – Rising Star Award

Jennifer DeMent (Administrative Services) – did not have anything to add to report.



Betsy Julian (Instruction) – Julian highlighted the academic achievements of MHCC athletes that were mentioned in their report and announced the Small Business Development Center (SBDC) Resource Fair taking place on June 21, 2024.

Julian is completing their one-year interim position as the Vice President of Instruction (VPI) June 2024 and Board members thanked Julian for their enthusiasm in the role and service to the college.

Al Sigala (College Advancement) – Sigala thanked Pitts for their kind words and recognized the board for all of their efforts and service to the college. It was also noted that there are two student ambassadors that will be assisting with the setup of all community bond events. Sigala also had the opportunity to engage with the new ASMHCC leaders and is excited for them to join the team as they are dedicated and have worked with the President's Office in the past with legislative efforts.

Board members thanked Sigala for their dedication, work, and service to the college, particularly in terms of their ongoing advocacy efforts, bringing passion for the college into their daily work, and the growth brought to the Foundation Board, which in turn supported so many students.

9.4 President's Report

Lisa Skari provided her President's Report to the board:

Skari provided a recap of the year-end staff appreciation awards honoring the following recipients:

1. Part Time Distinguished Teaching Awardees:
 - Jennifer Ethridge, Communications
 - Tim Gilson, Music
 - Emily Herff, History

2. Full Time Distinguished Teaching Awardees:
 - David Favreault, Math
 - Amanda Shelton, Health and Physical Education
 - David Faust, Physics

3. Outstanding Staff Support Awards
 - Connie Rumer, Administrator Coordinator Information Technology
 - David Sayers, Library Serials and Acquisitions Assistant
 - Darcy Dalrymple, Instructional Scheduling and Resource Analyst



In closing, Skari invited attendees to a going away reception for Julian and Sigala taking place at the Town and Gown on 6/13/2024 and announced that Peter Szucs will be the interim VPI during the transition of the new VPI, Tin Redd starting. Skari thanked Sigala for their service and all they have done for the college.

10.0 ADJOURNMENT

Noriega motioned to adjourn. Mattson seconded the motion and it passed unanimously. The meeting was adjourned at 9:34 p.m.

Clerk

Board Chair

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



MT. HOOD
COMMUNITY COLLEGE

Mt. Hood Community College

2024 Facilities Plan Report





Mt. Hood Community College

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Gresham, OR 97030

opsis

Opsis Architecture

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Acknowledgements

STEERING COMMITTEE

Jennifer DeMent, VP Finance and Administration

Betsy Julian, VP Instruction

John Hamblin, VP Student Development

Charles George, Assoc. VP of Facilities

Mejdi Mahjoub, Purchasing and Procurement

Marie Andrews, IT Client Services Manager

Doug Schleichert, Facilities Project Manager

Blake Brown, Infrastructure Services Manager

Troy Builta, Building Information Specialist

Laura Nash, Dean Integrated Media, Performing Arts and Visual Arts

Jeff Sperley, ISTM Faculty

OPSIS ARCHITECTURE

Mark Stoller, Planner

CONSULTANT

Lisa Macklin, Comprehensive Facilities Planning

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01 Executive Summary



Executive Summary

The 2024-2034 Facilities Master Plan will provide Mt. Hood Community College (MHCC) with a strategy for planned academic growth and the facility improvements to support their vision of the future.

During the past five years MHCC has experienced a decline in enrollment due to the COVID Pandemic and has successfully adjusted its approach to instructional delivery to best meet the needs of its student population and community partners. With enrollment trending in the positive direction, MHCC is positioned to see increased program development as the East County continues to grow.

Needs Assessment

The goal of this planning process was to assess both the academic needs and facility utilization, to ensure the instructional needs are supported by appropriate spaces and facilities. This process involved an engagement strategy that shared ideas and solicited input from faculty, students, and community partners. To assess College needs, focus group work sessions were held with the following constituents:

- Academic Instruction
- Student Development and Success
- DEI and Accessibility
- Welcoming and Wayfinding
- Sustainability
- Sports and Recreation
- Asset Preservation / Deferred Maintenance
- Safety and Security
- Campus Technology

From these focus groups came the development of a comprehensive understanding of campus needs. These needs were then distilled into improvements that could be accomplished in the next five years.

Facility Utilization Analysis

Accompanying the needs assessment, a comprehensive utilization analysis was conducted for the Gresham and Maywood Park Campuses, and the Bruning Center to assess existing facilities and where future improvements should be focused. The analysis indicates that the majority of instructional spaces are currently underutilized. There is a surplus of general-purpose classrooms and existing classrooms would benefit from improved technology and furnishings. The area dedicated to labs and training spaces is adequate, but the science labs and associated storage are very outdated and require a significant renovation to promote current science instruction and safe chemical handling.



5-Year Campus Improvements

The needs assessment workshops established a solid foundation for the development of potential improvements for the next five years. Concepts for several of these improvement areas have been developed and are included in this report.

Instruction

- Integrate the Allied Health Programs.
 - Move the nursing program to the Gresham Campus.
 - Develop an Allied Health Multidisciplinary Lab.
 - New EMT Lab with access to outside training area.
- Renovation of the science labs and support spaces.
- Enhance spaces to support instructional modalities.
- Library - spaces for small group instruction and informal student learning.

Equity and Access

- Improve and add elevators.
- Replace existing toilet rooms with all-gender toilet rooms and lactation rooms.
- Create “Activity Centers”
 - Lounge areas for informal student interactions and study.
 - Access to restrooms, elevators, and food.
- Title IX improvements to athletic facilities.

Welcoming Feel

- Increase the use of color.
- Increase transparency into support and activity spaces.
- Improve approachability of campus

Student Support and Success

- Transform Library into a “Learning Resource Center”.
- Provide additional space for student clubs and organizations.
- Food - Explore new delivery models and provide social spaces for food sharing.

Asset Preservation and Deferred Maintenance

- Annual HVAC, plumbing, and electrical replacements / upgrades.
- Building envelope / energy conservation upgrades.
- 50 Meter Pool Enclosure
- Renewable Energy - photovoltaic panels on building roofs and electric vehicle charging systems.

Safety and Security

- Building intrusion and alarms.
- Mass notification systems.
- Cyber Security
- Campus grounds - Interior and exterior lighting.

02

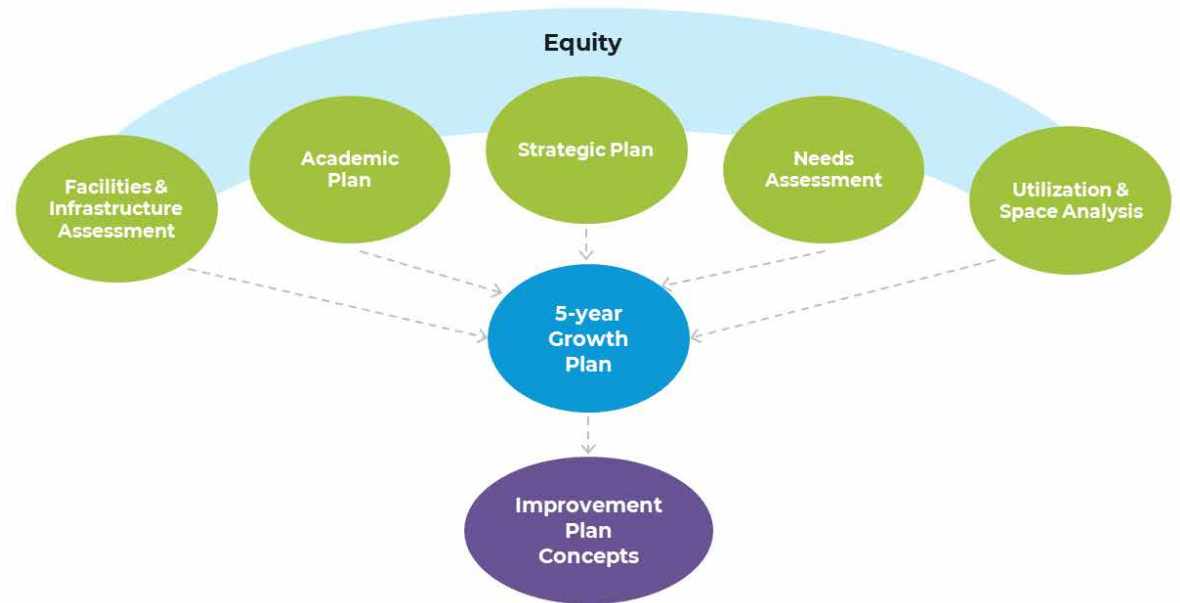
Planning Process



Planning Process

The goals and intent of this Comprehensive Facilities Plan is to establish a framework for thoughtful, organized sustainable growth supported by an inclusive process involving faculty, staff and community members. MHCC embraces East Multnomah County and its many communities, large and small. A core element of this process was to understand the educational needs of the region and how best to support it with campus and facility planning.

The planning process included the guidance of a Steering Committee, with committee members representing faculty, staff and College Leadership. The process began with a needs assessment encompassing eight areas of focus to establish a comprehensive understanding of MHCC's needs across is Gresham and Maywood Park Campuses, and the Bruning Center. These workshops explored the academic strengths and weaknesses, identifying and informing program focuses for the future. To accompany the needs assessment, MHCC conducted a utilization analysis to assess the effective use of classrooms and labs, comparing current usage with previous peak use and trends in higher education.



With data from the needs assessment and utilization analysis, the Steering Committee developed necessary campus improvements that could be accomplished in a five year period. These improvements reflect MHCC's instructional program focus and community needs.

03

Strategic Plan Summary



Strategic Plan Summary

Mt. Hood Community College Strategic Plan serves as the guiding document for the College's work over the next five years. The vision, mission, and values established through this Strategic Plan will define the work and future pathways for the College to support the success of the students, growth of staff, and building and strengthening community relationships and connections. All of which resulting in closing the achievement gap for all people regardless of educational and academic goals, economic status, race and ethnicity, or stage in life.

This Plan provides a framework to address key challenges and opportunities for our work, incorporating the ideas that have emerged from the Community College and broader community throughout our planning process. A robust engagement process included several focus groups, one-on-one interviews, an initial survey to understand opportunities and challenges. Out of these discussions, nine key themes emerged as areas that needed to be addressed. All of this cumulated in a half-day charrette with discussions that revolved around ideas and solutions. This resulted in five Strategic Plan Goals for the College.

These conversations laid the groundwork for the College's Strategic Plan Framework, including updates to Mt. Hood Community College's Vision, Mission and Values, seen in the following pages. This included revisiting the Community College's equity statement, which is intended to fully support the College's commitment to inclusive, equitable opportunities and outcomes for all.

Interdisciplinary working groups, with guidance from the Process Management Committee, were created specifically to review key challenges and opportunities and the ideas and strategies for addressing them that emerged from the community engagement process. This information served as a basis to develop objectives to meet each Goal. [These are laid out in Chapter 3.](#)

The following are key terms used in the Strategic Planning Process.

A **Mission** defines why the college exist and the overall purpose of the College.

A **Vision** is an aspirational statement describing the College's ideal future state. The vision statement describes what success will look and feel like.

Values are core principles by which the College will carry out the mission. They define the basic attributes and beliefs that shape and guide College decision-making and provide ways of choosing among competing priorities.

Goals are defined as broad statements of direction that define what the College is trying to achieve.

Objectives are detailed statements that describe what to do to attain the goals.



Strategic Plan Framework

Equity Statement

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 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.

Vision Statement

Mt. Hood Community College is valued as a cornerstone of the community for affordability, equitable student success, innovation, and financial stewardship.

Mission Statement

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.

MHCC Is Committed to These Values

Accessibility

We seek to minimize barriers

Equity

We value fairness and impartiality

Innovation

We believe in continuous improvement

Learning

We foster an environment to support student success

Quality

We aspire to excellence in all our programs and services

Support

We seek to create an encouraging environment

Goals



Goal A
Teaching & Learning



Goal B
Educational Programs & Support Services



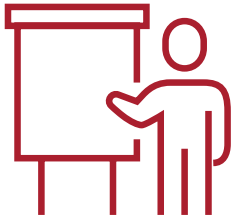
Goal C
Organizational Structure, Systems, & Processes



Goal D
Facilities & Technology



Goal E
Community Connections



Goal A-Teaching and Learning

Improve Teaching and Learning Practices and Processes to Support Learning and Success for All Students.

Objectives:

OBJECTIVE A1

Provide ongoing trainings and time for teaching staff to integrate best practices for effective and inclusive teaching into their classes, including culturally responsive teaching, experiential learning, and community connections. (On-going)

OBJECTIVE A2

Create welcoming and trauma-informed learning environments that promote a sense of belonging and well-being, cultivating a learning mindset for all members of the campus community. Collaborate across units, divisions, and departments with curated topics (On-going)

OBJECTIVE A.3

Improve and/or develop assessment of course, program, and core outcome levels; creating a cycle of continuous improvement for teaching and learning. (0-2 years and On-going)

OBJECTIVE A.4

Re-design and implement the teaching and course evaluation system to provide support (i) for students to give feedback to teaching staff and (ii) to incorporate meaningful formative and summative student feedback to teaching staff that will improve teaching and learning. (0-2 years and On-going)

OBJECTIVE A.5

Increase student success by maintaining high academic standards while reducing the overall DFWI (D, F, withdrawal, incomplete) rate through improved course learning conditions and enhanced co-curricular support. (On-going)



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

Objectives:

OBJECTIVE B.1

Identify and align programs and offerings internally and with local and regional partners and community-based organizations to better meet industry and community needs. (On-going)

OBJECTIVE B.2

Develop and implement a regularly occurring and transparent comprehensive academic program review process that aligns with accreditation process and includes a 360-degree review from employees, students, community members, and partners. (0-2 years and On-going)

OBJECTIVE B.3

Develop and implement a regularly occurring comprehensive review of student support services (advising, TRIO, AVID, etc.) to ensure continuous alignment with student needs. (0-2 years and On-going)

OBJECTIVE B.4

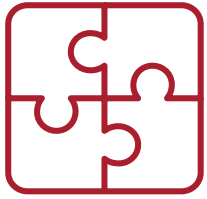
Identify and align support services to parallel student needs and interests (student basic needs, Barney's pantry, Head Start, etc.). (On-going)

OBJECTIVE B.5

Create a process that identifies student needs and interests (modality, day/time, location, etc.) then align academic courses and programs to parallel findings. (2-5 years)

OBJECTIVE B.6

Expand the community college's academic program planning and review process and prepare an updated Academic Program Plan that is integrated with the Strategic Enrollment and Comprehensive Facilities plans, to include the values, mission, vision and meet the goals of the Strategic Plan. (2-5 years)



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

Objectives:

OBJECTIVE C.1

Address structural inequity to increase diverse representation of students and employees. (On-going)

OBJECTIVE C.2

Create a structural framework for equity to be a part of the student and employee experience throughout the life cycle. (0-2 years and On-going)

OBJECTIVE C.3

Consistently use the equity lens tool to continuously embed equity principles into the college’s systems and processes. (On-going)

OBJECTIVE C.4

Build a positive climate using principles of equity and trauma-informed care. (On-going)

OBJECTIVE C.5

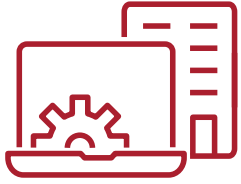
Ensure that the implementation progress of the Strategic Enrollment Plan is integrated with the Academic Program and Comprehensive Facilities plans and is annually evaluated and findings are publicly posted and reported to the Board of Education. (On-going)

OBJECTIVE C.6

Seek additional funding through a variety of potential revenue sources such as a local bond measure, grants, and philanthropic and industry funding and support to implement the objectives defined in this Strategic Plan. (On-going)

OBJECTIVE C.7

Expand and strengthen the Office of Student Basic Needs to increase resources for students. (0-5 years)



Goal D-Facilities and Technology

Provide Facilities and Technology Platforms to Serve The Needs of All Students

Objectives:

OBJECTIVE D.1

Expand awareness and utilization of the college's centralized calendaring system and provide training for new hires. (0-2 years)

OBJECTIVE D.2

Improve MHCC's website presence to streamline, improve readability level, include language translation and refine focus to ensure it is geared towards student and the community. (2-5 years)

OBJECTIVE D.3

Spread awareness of IT and facilities initiatives and improvements on Campus. (0-2 years)

OBJECTIVE D.4

Identify gaps, consider feedback to identify priority improvements, put together a funding and resource plan based on priorities identified, and implement priority projects for Online Learning. (0-5 years)

OBJECTIVE D.5

Ensure student and employee facing electronic systems, including the Community College website and registration system, are user friendly and easy to navigate; utilizing business process review to identify and prioritize improvements. (2-5 years and On-going)

OBJECTIVE D.6

Update the Comprehensive Facilities Plan to be integrated with the Academic Program and Strategic Enrollment plans, and proactively seek funding sources or partnerships to implement strategies that will support a welcoming, safe, and inclusive physical setting. (2-5 years)

OBJECTIVE D.7

Ensure that all employees and students have modern and up-to-date office and classroom technology that is consistent of current workplace/industry needs. (On-going)



Goal E-Coordinate Community Connections

Increase Our Visibility and Strengthen the Connection Between the College and Our Local and Regional Community Partners

Objectives:

OBJECTIVE E.1

Develop a process for capturing the work MHCC is doing to connect with the community, and coordinate our efforts for engaging and informing the public, as well as the campus community. (0-2 years and On-going)

OBJECTIVE E.2

Ensure the College is authentically engaging with historically excluded and multi-lingual communities. (0-2 years and On-going)

OBJECTIVE E.3

Create and implement a mechanism for accurate translation of community facing materials/flyers/etc. (0-2 years and On-going)

OBJECTIVE E.4

Partner with local organizations to create a community hub to exchange and share resources. (0-2 years and On-going)

OBJECTIVE E.5

Collaborate with local businesses and industry partners to create opportunities for experiential learning that leads to career-level, living and/or family wage employment. (On-going)

Performance Indicators

*This column shows which of the 5 sets of goals and objectives most closely aligns with each performance indicator.

Indicator	Definition	Goals*	Disaggregation	Bench marking	History	Targets:
Student Success Indicators:						
Completion	Students' completion rate six years after enrollment	A, B, D	Race, Gender, Age group, Pell status, FT/ PT status, College Readiness	PDP	2017-2022	Increase six-year completion to 40% by 2027
Retention	Fall to Fall Retention adjusted for students who continued their education elsewhere	A, B, D				Increase fall-to-fall retention rate to 70% by 2027
Credit Accumulation Rate	Proportion of students that are progressing toward credential completion.	A, B, D				Increase percentage of students earning 23 credits in the first year of study to 40% by 2027
Student Learning Indicators:						
Core Learning Outcomes	Percentage of reviewed artifacts of learning meeting predetermined threshold.	A, B, D	Same as above	Local	New	Increase percentage of work meeting threshold to 80% (*current number is not known yet)
Community Indicators:						
Valued by the Community	Percentage of community members who believe that MHCC is a good investment for the community. Conduct two question surveys annually.	E	Race, Gender, Age group, Local Business, High School seniors/ parents, Advisory boards, community members	Local	2016	The question we used to ask: MHCC is a good steward of our taxpayer dollars Increase percentage of community members who believe MHCC is a good steward of taxpayer dollars to 70% by 2027
High School In-Take Rate	Percentage of in-district HS graduates transitioning to MHCC	E		2019	2017-2022	Increase percentage of in-district HS graduates transitioning to MHCC to 30% by 2027
Diversity, Equity, and Inclusion						
Employees Diversity	Each employee group reflects diversity of MHCC district	A, B, C	Race	Local	2017-2022	Increase diversity of each employee group to be within 5% of MHCC district by 2027
Students Diversity	Student body reflects diversity of MHCC district	A, B, D	Race	Local	2017-2022	Increase percentage of students of color to be at least 5% over MHCC district by 2027

04 Academic Plan Summary



Academic Plan Summary

Introduction

The Academic Program Plan (APP) is intended to serve as a framework for Mt. Hood Community College's academic future from 2023-2033. This ten-year plan uses internal and external information to give broad guidelines for academic planning at MHCC. It is not a prescriptive document; it is a document that identifies some areas of growth, and also provides suggestions on how the college should evaluate new instructional proposals.

The APP is divided into sections of emphasis. Each section is linked to strategic plan goals and makes recommendations for the college. The Academic Program Plan Working Group (APPWG) designed this document to be reference material for any MHCC employee who has an idea for a new academic offering or a revision to an existing program.

The Academic Program Plan was written with the goal of fulfilling outcomes from the MHCC Strategic Plan. The Academic Program Plan Working Group used information from the 2022 MHCC Environmental Scan, surveys of faculty, deans, staff and students, and publicly available data from Greater Portland Inc. in the development of this plan.

It is crucial to acknowledge that the needs of our community are subject to change over time. To serve the community effectively and equitably, we must develop an active and adaptive plan that can respond to these evolving needs. By remaining attentive and responsive to the changing dynamics, we can ensure that our educational system remains inclusive and provides equal opportunities for all members of the community.



Section 1: Opportunities for Academic Offerings

Goal: To stay relevant and thrive, MHCC must thoughtfully add new academic offerings and services; also, MHCC must revise and update existing programs and services to meet current and future community needs. Given the consensus that the student population is rapidly diversifying, all areas of opportunity for academic programs mentioned in this section must be considered through an Equity Lens (see Section 2) to ensure they meet the needs of the changing population.

THEMES FROM THE DATA

Based on the information gathered by the Academic Program Plan Working Group (APPWG), this section suggests areas of opportunity for growth in current and future academic offerings. MHCC should evaluate the following when assessing new and existing academic programs.

ACADEMIC OFFERINGS: DO THEY MEET LOCAL NEEDS?

According to their website, “Greater Portland Inc (GPI)” is the only regional public-private partnership dedicated to creating and expanding jobs and driving tangible regional prosperity. The organization is supported by public-sector partners, private investors and philanthropic groups throughout the region,” (Greater Portland Inc. website, <https://www.greaterportlandinc.com/about-us> . Paragraph1).

GPI focuses on eight areas of local career emphasis:

- Apparel and Outdoor
- Bioscience
- Climate Tech
- Computers and Electronics
- Design and Media
- Food and Beverage
- Metals and Machinery
- Software

Based on the Environmental Scan and information gathered from the campus community, the APPWG identified additional categories of academic emphasis in the MHCC service district:

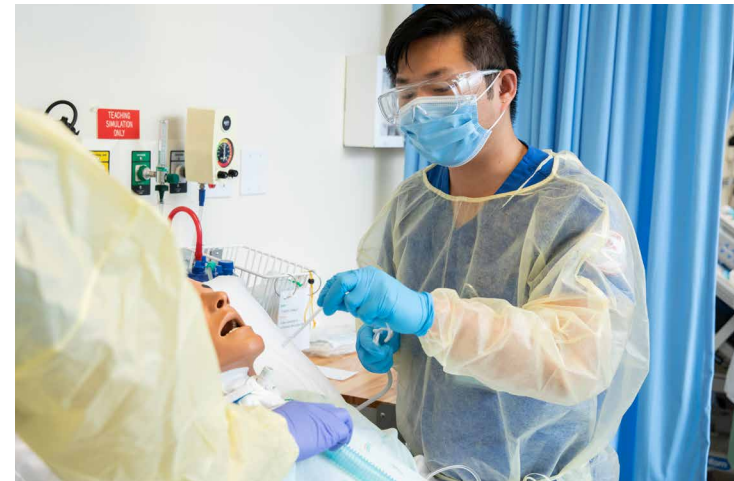
- Health Professions (including behavior health)
- Apprenticeships
- Overcoming disinformation/critical data analysis, e.g., concerns about Artificial Intelligence, Chat GPT, what skills are needed to most effectively discern truth and misinformation, data science/analysis opportunities

Chapter 5 of the 2022 Environmental Scan also provides data on areas of job growth in Middle Skill Jobs in the MHCC Service District (e.g., Fig. 1).

APPRENTICESHIP OPPORTUNITIES

Unlike *traditional* college degree and certificate programs, Apprenticeships are taught at training centers around the region and focus on skilled trades including brick masonry, carpentry, construction, electrical work, glasswork, sheet metal, and many other trades. MHCC earns FTE reimbursement for these programs, and awards AAS degrees and certificates to those who qualify.

MHCC historically enrolls over 6,000 Apprenticeship students per year. From the 2017 academic year to the 2021 academic year, the total was 33,414 students. Unfortunately, during the same period, only 127 students completed an AAS degree, for a completion rate of 0.38%. By contrast, during the same 2017-2021 period, students in other AAS degree programs were awarded at a rate of 13.07%.



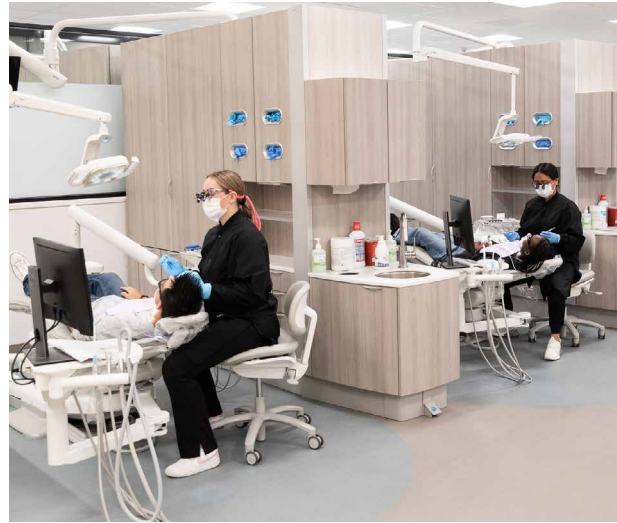
CAREER PATHWAYS AND WORKFORCE DEVELOPMENT OPPORTUNITIES

Career Pathways and Workforce Development are other existing areas at the college with opportunities for expansion and growth that should be investigated over the next 10 years.

Career Pathways is an evidence-based model that improves student outcomes and closes equity gaps through high-quality occupational educational/training programs, intentional support services, and investments in culturally and linguistically specific outreach and career-connected learning that help students succeed.

Career Pathways strategies include:

- Connected education and training enables individuals to secure credentials of value and advance over time to higher levels of education and employment in a given occupation or industry sector. Stackable credentials of value can be both noncredit industry-recognized and/or part of a two-year degree, that results in career and wage advancement over time.
- Intentional student support services may include, but are not limited to, college and support resources navigation, career navigation and preparation such as employability skills, industry tours, resume and interview development, work experiences, and job search assistance.
- Sources or partnerships to implement strategies that will support a welcoming, safe, and inclusive physical setting.
- OBJECTIVE E.2 Ensure the College is authentically engaging with historically excluded and multi-lingual communities.
- OBJECTIVE E.5 Collaborate with local businesses and industry partners to create opportunities for experiential learning that leads to career-level, living and/or family wage employment.



SECTION 1 RECOMMENDATIONS

Over the next ten years, Mt. Hood should place strong emphasis on developing new academic offerings aligned with the workforce training and informational needs of the service district.

Suggestions for aligning current and future academic programs within an academic area:

- Employees making curriculum changes and/or proposing new academic offerings should demonstrate that their proposal has evidence from multiple sources (internal and external) demonstrating alignment with community and student needs.
- Proposed academic offerings (both new programs and changes to existing offerings) should be evaluated to see if the idea is represented in the Greater Portland Inc. (GPI) areas of emphasis and also reflected in Chapter 5 of the Environmental Scan. Areas where there is an overlap between GPI and the Environmental Scan are recommended for strong consideration.

- Potential academic offerings that can leverage existing MHCC resources, such as courses, facilities (e.g., athletic facilities/personnel, language resources such as ASL/Spanish, aquatics center, existing labs, etc.), technology, alumni, professional/community connections, faculty and staff expertise, etc. should receive strong consideration.
- MHCC employees charged with new program development should seek to find areas of growth, expansion or revision of existing programs when possible.
- Evaluating the cost to gain education versus the expected wages, and career mobility must be factored into evaluating new and existing offerings.
- All new and existing academic offerings should be evaluated to ensure they meet student needs in terms of class days, times, delivery method, relevance etc.

Suggestions for growth in Apprenticeships over the next ten years include:

- Expanding the definition of general education for Apprenticeship AAS degrees. Requiring students that are studying at an off-campus training site to come to MHCC to complete four general education courses in computation, communication, and human relations is a large barrier to completion. In addition, many training centers reported feeling like their students were being made to repeat content that they were already learning at the training center.
- In 2023, MHCC was approved to expand Apprenticeship AAS general education beyond specific course numbers and include “embedded” education, if offered by the respective training center.
- Data from 2026 onward should show if the expansion of general education for Apprenticeship

degrees aids in completion growth.

- Continue to partner with additional training centers.
- Explore the possibility of offering a Bachelor of Applied Science degree in Construction Management and/or Project Management, or related field that might draw interest from former Apprenticeship students.
- Industry certification organizations include:
 - Construction Management Association of America
 - American Institute of Constructors
 - Project Management Institute
- Explore what apprenticeship opportunities there may be in different industry sectors.

Suggestions for Expanding Career Pathways at MHCC over the next 10 years include:

- Explore adding new programs and modifying existing Career Technical Education degree program into short-term, stackable, less than one-year, certificates with industry value that are wholly included in the two-year degree program or are noncredit industry recognized credentials with immediate labor market value.
- To make these stackable credentials most desirable, students should be able to attend part-time or full-time, and gain valuable work experience while earning the credential(s). Within a Career Pathway, students should be able to pursue both education and career advancement over a course of time that meets the needs of their professional and personal lives.
- To support these stackable credentials, MHCC should modify procedures and systems to allow auto-awarding of all certificates less than one year in order to ensure that students have the immediate short-term credentials that lead to career and wage advancement in their industry.
- Awarding certificates and credentials as students earn them, as opposed to waiting to award them in bulk after the student completes their full degree is a needed internal process improvement to ensure that stackable credentials have the maximum value for students.
- Lastly, to meet the changing needs of students, community, industry partners, MHCC should explore new, or existing, campus space to support Workforce Development Training growth and expansion. Investing in state-of-the-art facilities for Workforce Training could give MHCC an advantage and meet local workforce needs.
- Create benchmarks, guiding questions and tools for evaluating new program development and reviewing existing programs in support of Strategic Plan Goal B.2.



Section 2: Equity Checkpoints

Goal: Drive strategic innovation by prioritizing Diversity, Equity, and Inclusion (DEI) in the development of new programs and the evaluation of existing programs, courses, and college services.

The 2022 Environmental Scan and information gathered from employees and students clearly show that the student body at MHCC is rapidly diversifying and changing from historical enrollment patterns. According to the executive summary of the 2022 Environmental Scan, “MHCC student enrollments reflect this growing diversity in the service area. In 2019 approximately 41% of the student body identified themselves as a student of color – five percentage points more than the people of color in Multnomah County, the most populated county in the service district,” (p. v). Feedback from employees supports the claims in the Environmental Scan related to increasing diversity on campus and noted that students who speak multiple languages or who are learning English are also an increasing population. As noted in the Environmental Scan, MHCC may want to consider aligning the needs of multilingual or foreign language speakers with the needs of local businesses and industries through programs that enable workers to earn a living wage while learning English and other basic skills, (p. 91).

In response to the growing emphasis on equity, there is a noticeable increase in the interest and involvement of various entities such as the government, philanthropic organizations, industries, and the public

in equity-related education. It is crucial to recognize that the learner demographic is evolving, with an increasing number of individuals being multilingual and non-native English speakers. This shift prompts the need for changes in instructional practices and curriculum development to better cater to the diverse backgrounds and needs of our students.

The importance of language support cannot be overstated, particularly as we encounter an increasing number of students on campus who possess limited English proficiency. Providing adequate language support services becomes essential to facilitate their academic success and integration into the community.

THEMES FROM THE DATA

- Due to growing emphasis on equity, we may see more government, philanthropic, industry and public interest in equity related education.
- Acknowledge that more and more learners will be multi-lingual (non-native English speakers) through changing instructional practices and curriculum that reflect our students.
- As MHCC district becomes more diverse, and the nation’s education systems as a whole move to eradicate systems that have underserved students of color historically, curricula should embrace culturally relevant teaching practices and multicultural educational practices.
- Language supports are becoming increasingly important as we find more students on campus with very low English skills.
- The needs of our community may shift over time, and we need to have an active, adaptive plan to equitably serve the community.

SECTION 2 RECOMMENDATIONS

- Hire staff that represent the spectrum of demographics we serve and aspire to serve.
- Incentivize adoption of equity-minded policies and practices across areas of study.
- Offer workshops and training that support the development of cultural awareness and culturally informed teaching practice.
- Examine the proposed recruitment and admissions practices for the program, or institution, to ensure equity.
- Upgrade systemic software to allow for more inclusive information gathering such as pronouns, preferred name. Make it easy for students to update and change their preferred name and pronouns.
- Use data and the equity lens to evaluate and implement a student-centered course schedule.
- Assess program costs, including accumulated debt, as a part of the review process with equity in mind.
- Review the existing and needed on-ramps for nontraditional students to access the new programs.
- Track the experiences of students of color and their needs to identify intervention points that may increase completion rates and close the gap between them and their white counterparts.
- Offer ongoing professional development in each department on how to address non-native language speakers’ needs.
- Work with high schools more specifically around multilingual learners and transitioning to College/IECC.
- Ensure that courses, instructional activities, events, and spaces are accessible and inclusive.

Section 3: Transitions and Experiences

Goal: Improve transitions for students to successfully enroll or transfer into academic areas and programs; in addition, improve experiences for students within programs and academic departments by creating a flexible scheduling process with multiple modalities represented.



One goal of the MHCC academic plan is to focus on student transitions and experience. Student transitions and experience refers to not only students enrolling in degree-bearing programs, but also their experience within the programs. Both areas have opportunities for growth, and we believe that improving student transitions and experiences here at MHCC will lead to overall improvement in student completion.

THEMES FROM THE DATA

- Students and the educational system have been greatly affected by the COVID-19 pandemic. Students who have had their educational careers disrupted are facing social, emotional, and educational difficulties returning to the College. Additionally, students are expecting more flexibility from programs, including different modality options and varied times for class sessions.
- MHCC needs to improve the enrollment process so students can more easily enroll in classes. Additionally, the college should work to break down silos at the college to help students transition between departments and academic programs.

- We expect to see online services become a more important part of the college and our work moving forward.

SECTION 3 RECOMMENDATIONS

- Streamline course selection and enrollment process for new students who may be unfamiliar with the college.
- Track efforts and record results regarding improvement to enrollment; compare results to enrollments before the changes were implemented.
- Solicit student feedback regarding what is working and what still needs refinement when it comes to enrolling in classes.
- Engage students in non-degree bearing programs to assess their educational interests and help them transition into credit-bearing courses at MHCC.
- Develop clear transitions into degree-seeking programs for students who are already engaged with the college.
- Improve the percentage of students who transition from these non-degree bearing programs into degree-seeking programs.
- Analyze past schedules and course offerings to identify where the enrollments are successful.
- Create a scheduling process that is responsive to students' stated interests and enrollment trends that includes the ability to make changes during scheduling periods.
- Ensure several modalities for course delivery are available across programs and academic departments.
- Allow programs and academic departments to run online and hybrid formats that best meet the needs of the students in their areas.
- Explore part-time schedules for students in programs and academic areas that include a realistic timeline for completion.
- Include training on the student experience for faculty, both within classrooms and the college at-large.

Section 4: Wraparound Services

Goal: Promote a better integration of student services and instruction to address the needs identified in the Environmental Scan of the Strategic Plan and improve student and faculty awareness of Student Support Services.

While MHCC has a “strong suite of support services,” according to the Environmental Scan, many students are still unaware of the variety of services available to help them succeed. Faculty and staff are also often unaware of the services available to students, creating frustration and confusion for all parties. Historically, many services live under the student development division, leaving them somewhat siloed from the instructional division. To better serve students, MHCC must work to integrate student support services with instructional services.

THEMES FROM THE DATA

- MHCC has a wide variety of support services available, but not enough students or employees know about them.
- There is a need to better align and integrate services for students, and consistently distribute information to all employees (particularly faculty) and students.
- Multiple technology platforms that do not integrate are a source of frequent frustration.

SECTION 4 RECOMMENDATIONS

- Evaluate and use data to identify successes and shortcomings in the relationship(s) between instruction and student services.
- Develop and implement plans to increase successes and reduce shortcomings and silos.
- Work with Facilities Planning to better utilize existing campus spaces to increase the flow between instructional and non-academic support services.
- Support initiatives to move MHCC toward a new Student Information System (SIS) that contains embedded, interactive tools that reduce the number of different systems students must access.
- Current systems are not properly integrated and require many different logins, links, clicks, etc.
- Academic planning software needs to be integrated with degree audit software to give students an accurate picture of their progress to completion. Transfer students and those who took dual credit in high school, for example, are not getting accurate academic planning with Navigate because it cannot “see” the classes they previously took.
- Once a new SIS is in place, MHCC must provide robust and ongoing training for current employees and provide this training during all new employees’ onboarding.
- Implement early alert best practices to provide subject tutoring and study skills for students identified at risk of DFWI.
- Use data and a review of community college best practices to develop and implement ongoing

services that will reduce both academic and non-academic barriers for MHCC students.

- Ensure accessibility of all virtual and physical facilities, including classrooms, the library, and tutoring, to meet ADA requirements.
- Support initiatives that help MHCC faculty, staff, academic programs and wraparound services work toward meeting and supporting students where they are, and not where higher education thinks they “should” be.
- Offer services in other languages and/or increase the availability of translation services.



Section 5: Faculty Training

Goal: Improve faculty awareness of culturally responsive teaching practices and provide ongoing training to benefit instructional development and classroom practices.

As the MHCC district becomes more diverse and the education systems nationwide strive to rectify historical disparities faced by students of color, it is imperative for curricula to embrace culturally relevant teaching methods and incorporate multicultural educational practices. This approach ensures that students from all backgrounds feel represented, valued, and supported within the educational system.

THEMES FROM THE DATA

- Social change has been happening quickly, and many social issues came to light or were amplified during the pandemic. Faculty and others need training on prominent social issues and how to incorporate new strategies designed to foster inclusion and tolerance in a classroom community.
- Emerging technologies, such as the rise of AI and Dual Delivery (using technology such as DTEN) instruction, are changing the landscape of education and instructional delivery. The College needs to be responsive and proactive to these changes in technology and provide faculty with training on best practices to utilize new technology in the classroom.



SECTION 5 RECOMMENDATIONS

- Develop training that promotes culturally responsive teaching.
- Develop training related to prevalence of Artificial Intelligence used by students and educators.
- Continue training faculty on best practices for various modalities, including face-to-face, online, hybrid and dual delivery instruction.
- Continue to support programming offered through the TLC.
- Continue college-wide assessment action days, although work needs to be done to find times when all faculty are available to attend training sessions.
- Develop Faculty Informational Training related to Student Services. One possible forum could be in-service sessions in concert with Student Services to develop an awareness of the support services available for students.
- Offer training in Advising tools such as Navigate. This should be connected to general advising training for all faculty, especially in degree options.
- Create an FAQ on Faculty Main page that addresses services related to students' basic needs and lists information about Student Services
- Coordinate with relevant councils to inform future professional development training.
- Ensure that professional development, pedagogical training, instructional activities, events, and spaces are accessible and inclusive.

05

Environmental Scan



Environmental Scan

Executive Summary

Mt. Hood Community College (MHCC) has initiated a planning process to develop a Strategic Plan for the College. This plan will lay out a vision, mission and set of values which define the work and future pathways for the College building toward and acting within a more equitable and increasingly diverse community. This Environmental Scan provides a review of external and internal trends, as well as key points of interest and suggestions by MHCC and community stakeholders, which will all help to guide the creation of the updated Mt. Hood Community College Strategic Plan.



Key Findings

MHCC has built a strong data infrastructure to support decision-making but some key metrics for tracking student success are missing, making it difficult to assess how well students are progressing toward their educational goals.

- In order to enhance and expand student services and academic support, there is a desire to link programming and needs by collecting data and tracking long-term metrics on students throughout their educational experience, in particular those with “basic needs insecurities”. [MHCC Employee Focus Group, Interview, and MHCC Strategic Planning Charrette]
- Community representatives encouraged the College to identify ways to track a student’s progress in order to be more proactive in intervening when students encounter difficulty. This is an especially critical need for first-generation, older students, and foreign-born students who may have a difficult time reaching out to faculty and staff when struggling due to language barriers, embarrassment, or other culturally specific reasons. [MHCC Community Focus Groups and MHCC Strategic Planning Charrette]
- Degree intent and general intent are collected at the beginning of a student’s educational journey, but this initial intent remains unchanged unless a student declares a new intent or goal, potentially causing a gap in understanding program effectiveness or assessing learning barriers. [MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research]
- The experience of students of color need to be better tracked to identify intervention points that may increase awards rate and close the gap



between them and their white counterparts, who earn awards at a 60% rate, 44 percentage points more than students of color. [MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research]

MHCC has a strong suite of support services, but many students are unaware of the services available to help them succeed.

- MHCC has a wide range of student support services that support a variety of needs, from mentoring to veteran’s support, from Barney’s food pantry to HeadStart, to creating a student basic needs resource team and establishing a multicultural diversity resource center. [MHCC Focus Groups and Interviews]
- A number of students have experienced a tremendous amount of support and assistance from employees, while others have expressed frustrations with accessing needed support and receiving a timely response. [MHCC Student Focus

Groups, MHCC College Community Survey, and MHCC Strategic Planning Charrette]

- Students who knew about support services spoke highly of the staff and benefits of the programs. However, many others stated they did not even know these services existed. [MHCC Student Focus Groups and MHCC Strategic Planning Charrette]
- Both students and employees stated that ‘student support services’ and the ‘AVIDLearning Success Center’ was one of the top five strengths of the College. [MHCC College Community Survey]
- Conversely, students ranked ‘counseling’ as one of the top weaknesses of the College. [MHCC College Community Survey]
- There is a need to better align and integrate student services and consistently distribute information about these services to all employees and students that need them. [MHCC Employee Focus Groups, Interviews and MHCC Strategic Planning Charrette]

The Navigate system provides a good starting place to streamline platforms, but the multiple online user interfaces cause confusion.

- Upon registration, students have access to Navigate, a student success management system, which is regularly used by students and employees as a tool to stay connected. Not all students and faculty, however, use the system which prevents the full spectrum of support offered and its benefits from being fully realized. [MHCC Focus Groups and Interviews]
- Technology, in particular learning platforms and access, was cited as one of the top five weaknesses of the College by student and employee survey respondents. [MHCC College Community Survey]
- Students continue to feel frustrated by the multiple online user interfaces which can be a barrier to learning and success despite the
- College’s efforts to streamline and update systems. [MHCC College Community Survey, MHCC Student Focus Group, and MHCC Strategic Planning Charrette]
- Updating the website, addressing the functionality and faculty training around Blackboard, and

resolving the difficulties around the enrollment and registration platforms were all cited as solutions for reducing current technology barriers. [MHCC College Community Survey, MHCC Student Focus Group, and MHCC Strategic Planning Charrette]

- Providing more and continued training and orientation on how to use and interface with the different platforms was frequently suggested by several employees and students. [MHCC Focus Groups and Interviews, MHCC College Community Survey, and MHCC Strategic Planning Charrette]

Though some students have thrived with online learning, it remains a challenge for others.

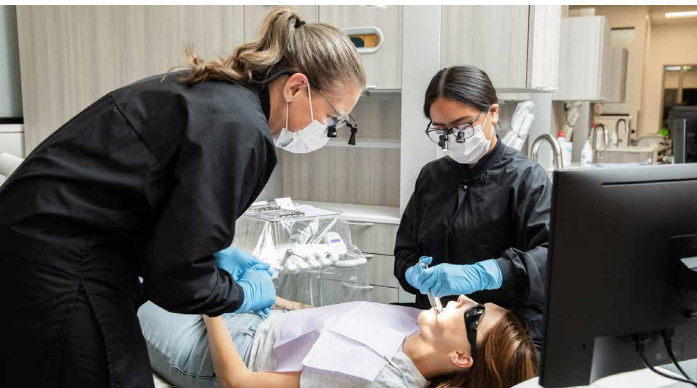
- Online instruction is more flexible making the process of acquiring a college education more compatible with the needs and demands of different lifestyles – over half of the student survey respondents indicated that they were satisfied or very satisfied with ‘remote learning’. [MHCC Student Survey Respondents]
- However, the learning experience varies with individual “learning styles”, access to technology and equipment, and instructor experience and organization with an online platform, and course material. Some students attend lectures on their

phones or have unstable internet, which can diminish the effectiveness of online learning. [MHCC Student Survey Respondents and MHCC Student Focus Groups]

- Prior to the COVID-19 pandemic, on average 24% of students took online courses, which increased to 49% during the 2019-2020 school year and drastically increased to 77% for the 2020-2021 school year. [MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research]
- While success rates have improved overall over the last five academic years, students attending in-person classes have consistently fared better than those taking online classes. [MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research]

MHCC has established some successful partnerships with businesses but connections to larger regional and local businesses and industries vary in strength.

- MHCC has robust relationships with some industry leaders and businesses, in particular the industries directly involved with CTE programs, while relationships with other businesses can be better leveraged to identify and respond to industry needs. [MHCC Business and Industry and





Community Based Organization Focus Groups and Interviews]

- MHCC is uniquely located between a populous urban center and a strong rural, tourism, and agricultural economy - There is potential to integrate the growing industries located east of the Gresham Campus into academic programming and networks which will attract more students. [MHCC Interviews]
 - The Portland Metro Area is expected to add 20,600 new jobs and 111,000 total openings among 30 middleskill occupations in the next 10 years. [Oregon Employment Department]
 - The Career Pathway Certificates most aligned with emerging/growth industries are Cyber Security and Networking, Health Professions, Integrated Metals, and Business Management and Administrative Office. [MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research and Oregon Employment Department]
 - Underrepresented communities and businesses support a “learn while doing” culture that aligns ABS/ESL classes with skills training. [MHCC Business and Industry and Community Based Organization Focus Groups and Interviews]
- Keeping programs relevant to industry needs was identified as a top future challenge for MHCC. [MHCC College Community Survey and MHCC Multilingual Community Survey]
- Though in a beautiful setting, the built environment does not offer many opportunities for social gathering and interaction and the layout can be confusing for some.**
- The location and beautiful setting of the Gresham MHCC campus was consistently cited as a unique differentiator between the College and other colleges. [MHCC College Community Survey, MHCC Employee Focus Groups and Interviews]
 - Students and employees desire safe gathering spaces to interact and connect with each other. However, the layout of the campus offers few opportunities to connect and interact, the architecture of the buildings was cited as outdated and “uninspiring,” and the internal pedestrian network through campus and to buildings is not always marked clearly or accessible. [MHCC Focus Group and Interviews and MHCC College Community Survey]
 - Many noted the campus layout was confusing and wayfinding can be difficult for those that have never been on a college campus or are first-generation students and families. [MHCC Student, Employee and Community Based Organization Focus Groups]
 - Lack of funding for facility renovations and improvements were cited as a roadblock. [MHCC College Community Survey, MHCC Employee Focus Groups, and MHCC Strategic Planning Charrette]
 - Outdoor spaces’ was a top five weakness for students and ‘college facilities’ was a top five weakness for employees. [MHCC College Community Survey]

The needs of a rapidly diversifying student body are not fully addressed.

- The Community College’s more populated and urban areas in the service district has experienced a decrease in the white alone population (an 8.2% to 11.4% decline), while a large part of the area within direct proximity to the main campus has seen a 3.5 to 18.5% increase in non-white residents from 2010 to 2020. [Portland State University Population Research Center]
- MHCC student enrollments reflect this growing diversity in the service area. In 2019 approximately 41% of the student body identified themselves as a student of color – 5 percent points more than the people of color in Multnomah County, the most populated county in the service district. [MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research]
- Although MHCC has been successful and recognized for the recruitment of persons from underrepresented backgrounds for leadership and management positions, there remains a lack of representation among faculty with approximately 78% of Full-Time Faculty identifying as ‘white’ and 71% of Part-Time Faculty identifying as ‘white’. [MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research]
- The percentage of those born in a foreign country is higher in the City of Gresham than in the Portland Metro area and in the state of Oregon. Of this population, 15.7% are 18 years old and older and speak a language other than English, and may require language assistance at college. [U.S. Census American Community Survey 5-year Estimates, 2019]
- Some students have suggested that those with learning disabilities and varying learning styles have experienced barriers to learning and success, such as language hurdles that make it difficult to keep up with the pace of course work, an unmet need for additional in-class support, better access

to equipment, more accessible accommodations and increased financial support. [MHCC Student Focus Groups, MHCC College Community Survey, and MHCC Strategic Planning Charrette

- Retention rates for first time students who enroll in a second term at MHCC have declined by five percentage points between 2017 and 2021 but this decline is most stark among students who identify as Black or Pacific Islander (18 and 22 percentage points, respectively). [MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research]

The commitment of staff and faculty is evident but there is a perception that decision-making is not always transparent.

- MHCC as an organization has attracted talented and skilled professionals seeking opportunities for professional growth who are often seen as assets to the college community. [MHCC focus groups and interviews and MHCC College Community Survey]
- Similar to other long-standing organizations, MHCC has experienced some organizational challenges due in part to past traumas from administration, turnover, and subsequent changes to processes and procedures, which have all

contributed to feelings of frustration for some. [MHCC College Community Survey and MHCC employee focus groups and interviews]

- Although steps have been made to resolve communications challenges, a significant minority expressed the view that communication networks are sometimes “siloeed” resulting in critical information not getting shared outside of departments and feedback loops being “unclear, formal, and one-way.” [MHCC Strategic Planning Charrette]

MHCC is an affordable and recognized institution within the community it serves, but the community is not always aware of the wide range of programs and services provided by MHCC.

- Compared to Portland Metro area and Multnomah County, MHCC service district has a greater percentage of residents that have less than a high school diploma. [U.S. Census American Community Survey 5-year Estimates]
- The College has strong existing relationships and partnerships with local community-based organizations (CBOs), although these relationships are sometimes on an individual basis and at times there seems to be a lack of coordination between college departments and services when connecting with CBOs. [MHCC community focus groups and interviews, MHCC Community Multilingual Survey]
- One-third of community survey respondents cited ‘community relationships’ as a key opportunity area that the College can leverage. [MHCC Community Multilingual Survey]
- “Better promote the good work that I know MHCC does, beyond translations and hold more community events on campus. Invite the community in.” [MHCC Community Focus Group]
- MHCC offers a wide range of educational and career pathways although pathways from K-12 to

MHCC and beyond are not clearly spelled out or utilized.

- On average, approximately 40% of MHCC students are enrolled in non-credit courses, such as adult basic skills and English as a Second Language classes and may not be taking full advantage of the pathways to graduation, transferring, or achieving a certificate. [MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research]
- Bridge K-12 to higher education by sharing performance information to assure early remediation while strengthening stronger K-12/ higher education partnerships. [MHCC School Districts Focus Group and Interviews]
- The top two educational goals identified from 2017-2020 were to ‘take classes to transfer to a 4-year college’ and ‘explore career or educational options.’ [MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research]
- One in five of the 40% of first-time students who place into college-level math pass the course. The reasons for this low pass rate are unclear but may be attributed to the difficulty of the course material and the student’s proficiency. [MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research]
- Over the past year, the rate of transfer certificates among all certificates awarded to MHCC students has declined from more than half in 2016-17 to approximately one-fourth (28 percent) in 2020-21. [Higher Education Coordinating Commission Data Mart]
- Data sources reveal that 70% of students participate in the CTE program. However, CTE program dropouts continue to be counted as part of the cohort until graduation, thereby possibly skewing data numbers and creating an inability for the college to identify gaps or barriers in program effectiveness. [MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research]



06

Utilization Analysis Summary



Utilization Analysis

The purpose of this study was to document the classroom and class laboratory physical assets on the Gresham Campus, Maywood Center, and Bruning Center and perform a utilization analysis to understand how classrooms and laboratories are being used and to use national studies and benchmarking data to compare MHCC’s utilization outcomes to published guidelines.

This analysis provides utilization results for classrooms and class laboratories at each of the MHCC’s locations. Fall 2022, Winter 2023, Spring 2023, and Fall 2023 serve as the baseline data for the instructional analysis. Basic data collected includes the oncampus student enrollment, class schedule, building floor plans, and the building space inventory. This information was used to develop the utilization analysis and to establish the relative quantities of space needs to support the current demand. The amount of space required was compared to the existing instructional space on campus to illustrate surpluses or deficits of space by room type and assignment.

Understanding how efficiently classrooms and teaching laboratories are scheduled and utilized provides the foundation for and assists in the understanding and development of space guidelines. This analysis included scheduled classroom use for credit and noncredit courses and instructional activity as scheduled through MHCC’s course management software.



SPACE UTILIZATION PROCESS

Collect and Review Data

- Space Inventory
- Class Schedule (Fall 2022/Winter 2023/Spring 2023)

Develop Assumptions

- Enrollment Capacity
- Utilization Goals

Utilization Review

- Classrooms
- Teaching Laboratories

Document Instructional Space Needs

- Current and Future Capacity

SUMMARY OF FINDINGS

- MHCC has a large surplus of classrooms relative to current and future enrollment needs.
- Applying the utilization targets, MHCC could reduce the Gresham Campus classroom usage from 64 to 34 rooms.
- The laboratory instruction need could be met with 4 fewer labs and the overall lab area could be reduced from 120,000 sf to about 112,000 sf.

Utilization Metrics

Average Weekly Room Hours (WRH) the number of minutes a class meets each week, including class change time converted to hours. The sum for all sections is the WRH utilization for that room.

Station Occupancy Percent (SO%) the percentage of the number of seats or stations occupied when the room is in use divided by the teaching capacity of the classroom or laboratory as based on daytime instruction.

Assignable Square Feet per Station (ASF/Seat) the square foot amount allocated per student station in a classroom or laboratory. An institution's total square footage need is calculated by multiplying the number of seats required times the square foot per seat goal.

METRIC	GRESHAM	BRUNING CENTER	MAYWOOD PARK	TARGET
Classroom Utilization: Fall 2022 (9 AM – 3 PM)				
Avg. Weekly Room Hours (Fall 2022)	11.3	8.1	1.8	18
Station Occupancy (Fall 2022)	44.2	83.1	48.5	60%
Avg. ASF/Station (Fall 2022)	24.7	21.1	31.1	26
Teaching Laboratory Utilization: Fall 2022/Winter 2323/Spring 2023				
Avg. Weekly Room Hours (3 terms)	12.1	N/A	N/A	15 - 24
Station Occupancy (3 terms)	54%	N/A	N/A	80%
Avg. ASF/Station	66.2	58.1	37.3	VARIES

Classroom Supply

- Fall 2022 Scheduled Rooms
 - 53 of 64 total Classrooms on the Gresham Campus
 - Three of three total Classrooms on the Bruning Center for Health Professions Campus
 - Four of 11 total Classrooms on the Maywood Park Campus
- The average ASF/Seat varies by campus from 21.1 to 31.7
- On average classrooms are within an acceptable range of 14-30 ASF/Seat.

Seating Type	ASF/Seat
Tablet Arm	14-18
Tables and Chairs	20-25
Active Learning	25-30

Campus	In Use	Room Type Description	Rooms	Seats	ASF	ASF/Seat
MAIN	Fall 2022	Classroom-General Use	43	1,529	39,701	26.0
		Classroom-Departmental	6	157	4,202	26.8
		Lecture Hall	4	392	7,434	19.0
		Total In Use-Fall 2022	53	2,078	51,337	24.7
	Total Inventory	Classroom-General Use	48	1,655	42,533	25.7
		Classroom-Departmental	10	250	6,773	27.1
		Lecture Hall	6	770	12,334	16.0
		Classroom Service-General Use	5		595	N/A
		Total Classroom Inventory	69	2,675	62,235	

Campus	In Use	Room Type Description	Rooms	Seats	ASF	ASF/Seat
BRUNING CENTER	Fall 2022	Classroom-Departmental	3	122	2,579	21.1
		Total Inventory	3	122	2,579	21.1

MAYWOOD PARK	Fall 2022	Classroom-General Use	4	122	3,797	31.1
		Total Inventory	11	264	8,369	31.7

- **Main:** 13 Rooms had no usage in Fall, Of those four had use in Winter and three in Spring
- **Maywood:** Seven Rooms had no usage in Fall, Of those one had use in Winter and four in Spring
- **Main:** Department classrooms are in Applied Tech and Fishery

Classroom Utilization

- **Average Weekly Room Hours (Avg WRH)** peak use at Gresham and Bruning Center is Fall 2022. Hours are well below the target goal of **18.0** indicating a surplus of classrooms.
- **Average Weekly Room Hours** peak use at Maywood Park is Spring 2023.
- **Station Occupancy (SO%) at Gresham and Maywood Park** as compared to the target goal of 60% indicates available seats.
- **Station Occupancy (SO%) at Bruning Center** as compared to the target goal of 60% indicates classrooms are well sized for current enrollments.

Campus	Rooms	Day: 9:00 AM - 3:00 PM		All Hours	
		Avg WRH	SO%	Avg WRH	SO%
GRESHAM	53	11.3	44.2%	16.7	43.9%
BRUNING CENTER	3	8.1	83.1%	8.9	82.9%
MAYWOOD PARK	4	1.8	48.5%	11.3	49.2%
Goal/Capacity		18.0	60.0%	36.0	60.0%

Note: Maywood hours peak in the evening AND in Spring

Campus	GRESHAM			BRUNING CENTER			MAYWOOD PARK		
	Rooms	WRH	WSCH	Rooms	WRH	WSCH	Rooms	WRH	WSCH
Fall 22-Day	52	596.7	10,438.6	3	24.2	816.3	2	7.2	106.0
Fall 22-Eve	20	135.8	2,347.9	-	-	-	3	36.0	552.0
Winter 23-Day	55	594.5	9,180.9	2	8.0	299.0	2	6.2	80.0
Winter 23-Eve	22	151.8	2,437.2	-	-	-	4	42.0	834.0
Spring 23-Day	53	537.0	8,145.0	3	16.0	586.0	3	36.0	468.0
Spring 23-Eve	21	140.0	2,967.9	-	-	-	7	84.0	1,392.0

Hours: Day 9:00 am — 3:00 pm, Eve 6:00 pm — 9:00 pm

Gresham Campus Classroom Space Needs

- Current classroom need using the utilization goals of 18.0 Avg WRH and 60% Station Occupancy is 34 classrooms.
- Enrollment Growth of 20% calculates a need of 36 total classrooms.
- The “Best Fit” number of classrooms by size range based on current class enrollments suggest fewer rooms in the 40-59 size range.

Campus	Existing Inventory			Calculated Need			20% Enrollment Growth Need			
	Rooms	Seats	*ASF	Rooms	Seats	ASF	Growth	Rooms	Seats	ASF
Gresham	69	2,675	62,235	34	967	25,725	20%	36	1,160	30,751
Bruning Center	3	122	2,579	2	76	1,965	20%	2	91	2,358
Maywood Park	11	264	8,369	9	242	6,283	20%	10	290	7,540

Gresham Campus Inventory			Current Need		20% Enrollment Growth	
Size Range (Seats)	Fall 2022 Scheduled Classrooms	Total Inventory	Best Fit Rooms	Difference Total-Best	Best Fit Rooms	Difference Total-Best
1-19	1	4	1	3	1	3
20-29	16	21	15	6	16	5
30-39	17	18	13	5	13	5
40-59	13	13	2	11	3	10
60-79	1	1	1	0	1	0
80-99	3	3	2	1	2	1
100-149	2	3	0	3	0	3
150-249	0	0	0	0	0	0
>=250	0	1	0	1	0	1
Total	53	64	34	30	36	28

Teaching Laboratory Supply by Room Type and Location

Teaching Laboratories with Scheduled Use

Campus	Room Count	ASF	Teaching Stations	ASF/Station
GRESHAM	54	82,903	1,252	66.2
BRUNING CTR	2	1,742	30	58.1

Campus	Room Type	Room Type Description	Room Count	ASF	Capacity
Gresham	210	Class Laboratory	54	82,903	1,252
Gresham	215	Class Laboratory Service	67	17,675	61
Gresham	216	Special Use Instructional	7	3,183	137
Gresham	220	Open Laboratory	14	10,677	125
Gresham	221	Music Practice Room	14	1,067	12
Gresham	240	Open Computer Lab-Departmental	1	198	4
Gresham	241	Open Computer Lab-Shared	3	2,303	20
Gresham	295	Instructional Shop Area	2	2,007	20
Bruning Center	210	Class Laboratory	2	1,742	30
Bruning Center	215	Class Laboratory Service	3	253	0
Bruning Center	220	Open Computer Lab-Departmental	1	725	24
Maywood Park	240	Open Computer Lab-Departmental	2	1,754	27

Gresham Campus Teaching Laboratory Utilization

Fall 2022 Term

- 50 scheduled teaching labs
- 11.7 daytime Weekly Room Hours
- 56% Station Occupancy

Winter 2023 Term

- 51 scheduled teaching labs with
- 12.7 Daytime Weekly Room Hours
- 52% Station Occupancy

Spring 2023 Term

- 46 scheduled teaching labs
- 11.8 Weekly Room Hours
- 53% Station Occupancy



Note: Course data for Bruning Center and Maywood Park did not have scheduled times to be able to document the room utilization.

Gresham Campus Teaching Lab Space

- The two Human Anatomy labs (AC 1572 / AC 1279) instructional demand can be accommodated in one lab.
- The Physical Therapy lab (AC 2734) station size is larger than a typical teaching station (130 ASF vs 60 ASF). However, there is a need for more teaching stations. Overall, the current amount of space is sufficient based on a typical teaching station size.
- Machine Tool Tech lab (IT 14) teaching station size is higher than a typical teaching station (291 ASF vs 180 ASF). If the lab is ever relocated, a smaller size lab may be possible.
- The amount of lab service space for Fisheries is larger than recommended.
- Integrated Media labs (AC 1365 / AC 1368 / AC 1386) current teaching station sizes are much smaller than a typical teaching station (44 ASF vs 80 ASF). If the smaller station size impacts teaching quality, additional space may be justified. If not, the current space may be sufficient.
- Biology labs (AC 2513 / AC 2515) instructional demand can be accommodated in one lab.
- Chemistry labs (AC 2501 / AC 2505 / AC 2507 / AC 2509) instructional demand can be met in one less lab.

Program	ASF	Total ASF Need	Surplus (Deficit)	Recom'd ASF	Surplus (Deficit)
Funeral Service and Mortuary Science	1,301	1,520	(219)	1,301	0
Human Anatomy	3,952	1,848	2,104	1,848	2,104
Respiratory Care	2,868	2,250	618	2,868	0
Physical Therapy	2,593	1,897	696	2,593	0
Nursing	4,245	4,576	(331)	4,245	0
Electrical Systems	1,767	2,340	(573)	1,767	0
National Resource Tech	3,566	3,456	110	3,566	0
Mechatronics	1,317	1,440	(123)	1,317	0
Computer Drafting Lab	2,741	3,025	(284)	2,741	0
Welding	8,632	8,733	(101)	8,632	0
Machine Tool Tech	8,830	6,567	2,263	8,830	0
Automotive	21,688	22,419	(731)	21,688	0
Tech Classroom	739	792	(53)	739	0
Fisheries Technology	6,406	1,940	4,466	1,940	4,466
Integrated Media	4,066	5,659	(1,593)	5,659	(1,643)
Performing Arts	7,033	7,432	(399)	7,033	0
Biology	2,935	1,584	1,351	1,584	1,351
Chemistry	5,466	3,600	1,866	3,600	1,866
Physics	1,450	1,440	10	1,450	0
Microbiology	1,758	1,584	174	1,758	0
Geology	1,767	1,440	327	1,767	0
Science Computer Lab	1,442	1,947	(505)	1,442	0
Planetarium	1,392	1,392	0	1,392	0
Sculpture	2,069	1,952	117	2,069	0
Ceramic Arts	2,075	2,317	(242)	2,075	0
Metal and Jewelry	841	975	(134)	841	0
Printmaking	767	1,050	(283)	767	0
Drawing	1,334	1,300	34	1,334	0
Watercolor	1,212	1,138	74	1,212	0
Painting	1,936	1,625	311	1,936	0
Illustration and Cartooning	1,047	1,219	(172)	1,047	0
Dance	3,004	2,925	79	3,004	0
Computer Information Systems	1,970	1,664	306	1,970	0
Adult Basic Skills	3,501	3,221	280	3,501	0
Open Computer Labs	2,303	2,303	0	2,303	0
Main Campus Total	120,013	110,570	9,443	111,819	8,144

07

Needs Assessment



Needs Assessment

Through a series of workshops with students, faculty and staff, needs were established for the operation and growth of MHCC for the next 5-years.

These interactive workshops focused on the following areas:

- Academic Instruction
- Student Development and Success
- DEI and Accessibility
- Welcoming and Wayfinding
- Sustainability
- Sports and Recreation
- Asset Preservation / Deferred Maintenance
- Safety and Security
- Campus Technology

Academic Instructional Needs

GRESHAM CAMPUS

- **Online Learning and Hybrid Delivery**
 - Dedicated hybrid instructional spaces.
 - Faculty training lab.
 - Existing - three classrooms equipped with mobile technology and a total of 18 mobile units.
 - Programs are experimenting with virtual reality instruction (VR) – Health Professions.
- **Science Labs** – outdated and at enrollment capacity.
- **Welding Program** – additional booths are required for associate degree certificate.
- **Construction / Pre-Apprenticeship Program** – lab space needed.
- **Health Professions**
 - Need a lab that brings multiple disciplines together to simulate “real world” experience – hospital setting.
 - Should Nursing be brought onto main campus to support integrated delivery with other Health Profession Programs?
 - Nursing Simulation Lab expansion.
 - EMT lab space.

- **Community Education** – additional space on campus.
- **Semi-Conductor Lab** space to support industry partnerships. Programs are currently assessing needs.

MAYWOOD PARK CAMPUS

- **Deferred Maintenance**
- **Upgrade Classroom Technology** to support ABE, ESL, and GED Programs.





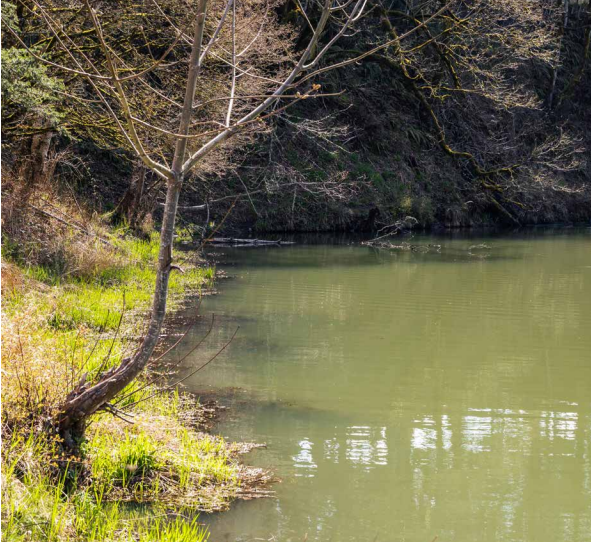
STUDENT DEVELOPMENT AND SUPPORT NEEDS

- **The HUB / AATC / AES**
 - Improved lighting and signage.
 - Breakroom.
 - Staff offices/cubes.
 - Private meeting spaces for students and staff.
 - Gender Neutral restrooms.
 - ADA improvements for staff and students.
- **Student Union**
 - Additional space for the HUB to further consolidate student support functions.
 - Additional offices and meeting spaces in the Union for student leadership.
 - A dedicated area for student activities and gaming.
 - Identity based center space on campus.
 - Additional space for student clubs.
 - Improvements to the Jazz Café and Vista Dining to improve “student connections”.
 - Dedicated event space to facilitate efficient space turnover between events.

- Consolidate student engagement, activities, and programs into one area.
- Dedicated space for cultural clubs.
- Provide comfortable and safe spaces for students to “build community”.
- **Houseless Student Needs**
 - Larger lockers for daily student use.
 - Showers.
- **Career Planning, Veterans Services, Employment Services, Counseling**
 - ADA compliance for staff and students.
 - Separate Mental Health/Wellness support area.
 - Separate Veterans Center.
 - Separate Career Center.
- **Admission, Registration and Records**
 - Multipurpose room for meetings, private space.
 - Staff Breakroom and lunch space.
 - Space for recruitment coordinators in North Hub with SOAR teams (14 people).
- **International Programs**
 - Short term stay space on campus.
 - Welcome center space for International Students.
 - Mini dorm.
- **Financial Aid**
 - Private Spaces to meet with Students, families, and partitions for desks.
 - Lunchroom/ breakroom for staff with running water and sink.

DEI and Accessibility Needs

- **Restrooms**
 - Transition from gendered restrooms to all-gender.
 - Very few lactation rooms which are poorly located on campus.
 - Poorly identified – improved signage.
- **Wayfinding**
 - Bilingual signage needed.
 - Departmental identification signage lacking on Level 1 of the Spine.
 - Improve Departmental identity:
 - Color and Signage
 - Break the Spine into smaller elements.
- **Physical Campus Environment**
 - Increase use of color on campus – lots of concrete.
 - Additional areas of casual seating.
 - Furniture is needed that follows “universal design” guidelines.
 - Increase the amount of natural landscape in concrete courtyards.
 - Improve campus “welcoming feel” as buildings are approached from parking lots.
 - Campus safety / active shooter – provide and communicate a clear plan for safe egress and shelter.
- **Student Needs**
 - Improved storage for houseless students - Larger lockers for daily student use.



- Student showers are needed. Could possibly use recreation facilities.
- Quiet study spaces for neurodivergent students.
- Provide comfortable and safe spaces for students to “build community”.
- Natural light.
- Move Trio from Library mezzanine to an area that’s more accessible and visible for students.
- Student Safe Spaces.
 - Easy exit.
 - Visible to those approaching.
- **General Campus Accessibility**
 - Wheelchair access is challenging. Limited number of elevators creates long travel distances to navigate between Level 1 and 2 of the Spine.
 - Mass Transit accommodation (stop locations) create long travel distances to facilities.
 - Access to food after hours is limited.

Sustainability Needs

- **Lighting Upgrades**
 - LED lighting upgrades have been on-going and will continue as buildings are renovated.
 - Utilize ETO incentives to offset costs.
 - Focus on circulation and frequently occupied spaces.
 - Exterior pathway lighting requires replacement / upgrade.
- **Stormwater Treatment and Detention**
 - Surface treatment of parking lot stormwater has been on-going for 10-years. Improvements are part of the campus’s participation in the Salmon Safe Program and other County funded programs.
 - Improvements have been made to Parking Lots E, F, G, H, M, N, P, Q, R, S, T, U.
 - Building roof drainage systems are currently connected to an in-ground campus system that ties into the County in-street storm system.
- **Dam Removal**
 - A study has been conducted to remove the reservoir dam as part of a grant application for federal funding, with the goal of removing the dam within the next 5-years.
 - Potential grant funding – partnership with metro and Gresham.
- **General Campus**
 - Water retention storage for pools. The ability to retain pool water when pools are drained for maintenance would eliminate a significant water cost. A tank would be required that could be located north of Parking Lot 4.

- Campus grey water system to support sports fields – 10-year plan.
- Water conservation efforts (plumbing upgrades) have been on-going since 2010.
- **Sustainable Energy**
 - Roof mounted PV before new roofs are installed.
 - 5-year – Academic Center / The Spine.
 - 10-year – other campus buildings.
 - EV charging stations – north campus has stations and expansion should be on south campus.

Sports and Recreation Needs

- **Title 9 Compliance**
 - Locker rooms, team rooms, and toilets.
 - Softball field upgrades – press box/concessions, toilets, dugouts, water fountains.
- **Safety and ADA upgrades**
 - Access to tennis courts.
- **Track Storage**
- **Improve Access to Gym Classrooms**
- **Expand Weight and Fitness Rooms**
- **Create a Walk / Jog path around campus**
- **Outdoor 50M Pool permanent cover**

Asset Preservation / Deferred Maintenance Needs

- **Building Envelope Upgrades / Energy Conservation**
 - Academic center - Windows and door replacement.
 - Arts Complex.
- **Annual / On-going Improvements**
 - HVAC, plumbing and electrical replacement and upgrades.
 - Interior materials and finishes.
- **Outdoor 50M Pool permanent cover**
- **Lighting Upgrades**
 - LED lighting upgrades have been on-going as buildings are renovated.
 - Utilize ETO incentives to offset costs.
 - Focus on circulation and frequently occupied spaces.
 - Exterior pathway lighting requires replacement / upgrade.
- **Sustainable Energy**
 - Roof mounted PV before new roofs are installed.
 - 5-year – Academic Center / The Spine.
 - 10-year – other campus buildings.
 - EV charging stations – expansion on south campus.

Safety and Security Needs

- **Update Security Management Plan**
- **Upgrade building intrusion alarm system** and integrate with an access control system.
- **Mass Notification System**
- **Integration of All Systems**
- **Annual / On-going Improvements**
 - Interior and exterior building lighting.
 - Campus pathway lighting.
 - Landscape maintenance to improve sight lines and reduce visual obstructions.
 - Flip-locks on doors.
 - Improvements to allow the “lock down” the Academic Center.



Campus Technology Needs

- **Software Upgrades – SIS**
 - New online delivery systems – transition to support delivery of LMS.
- **Cyber Security** for email and building control software.
- **Wi-Fi coverage** – campus still has dead zones that require additional WAPS.
- **Classroom technology upgrading** – 80% of rooms are equipped with technology. New standards are gradually being implemented.
 - Standard room technology set-up:
 - Computer.
 - Projection screen and surfaces (walls and whiteboards).
 - Document camera.
 - Sound system.
- **Update Conference Rooms** – technology, furniture, and finishes.
- **IT Help Desk Expansion (Staff and Students)** – additional space to offer one-on-one support for AV tech, desktop tech, and service tech.



08

5-Year Campus Improvements



5-Year Concepts

The needs assessment workshops established a solid foundation for the development of potential improvements for the next five years. These improvements were organized and prioritized by the Steering Committee and President’s Council into the following categories:

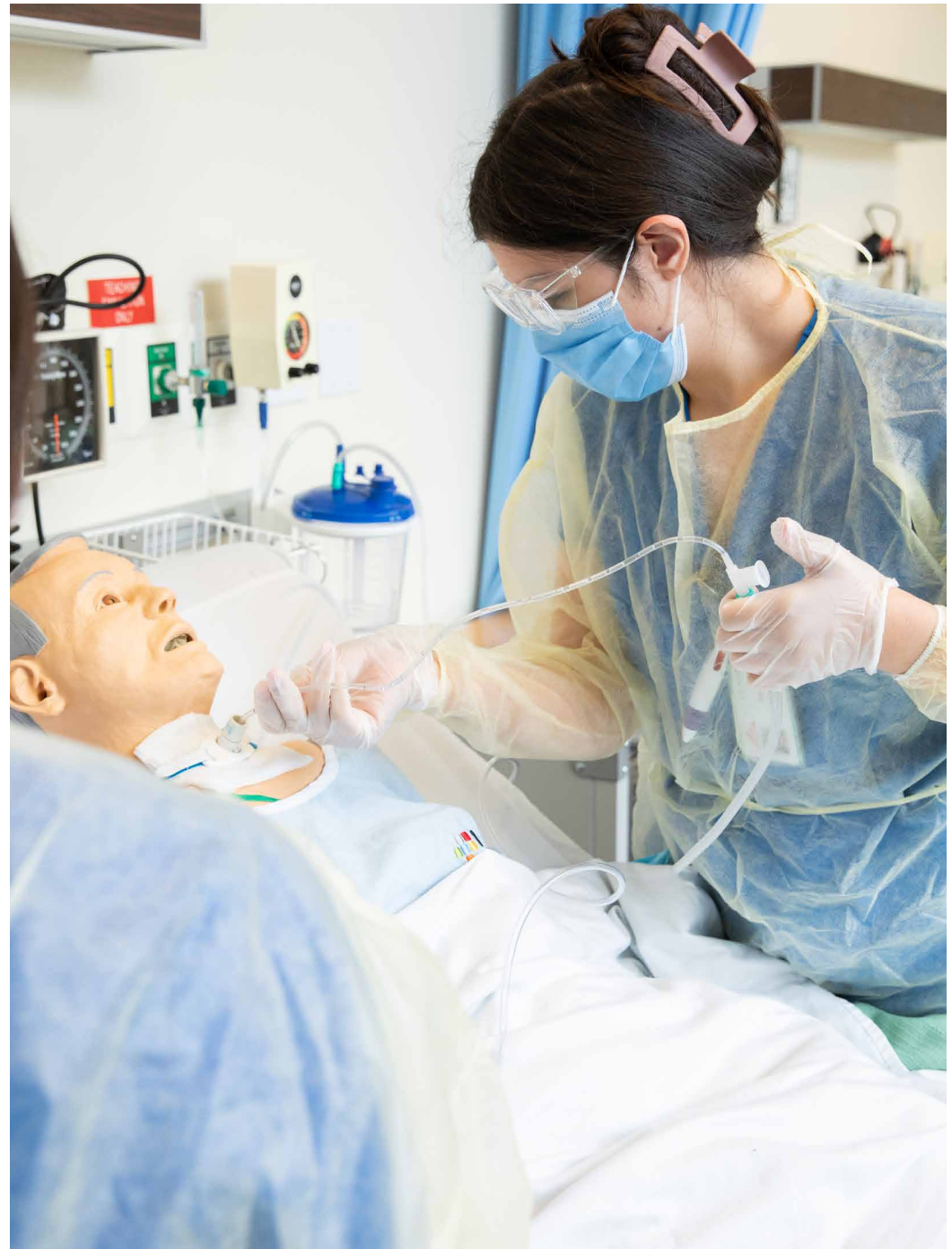
- Instruction
- Equity and Access
- Campus Welcoming Feel
- Student Success and Support
- Asset Preservation and Deferred Maintenance
- Safety and Security



Instruction

The instructional improvements established during the needs assessment were refined into the follow focus areas:

- Integrate the Allied Health Programs.
 - Move nursing to the Gresham Campus
 - Develop an Allied Health Multidisciplinary Lab.
 - New EMT Lab with access to outside training area.
- Renovation of the science labs and support spaces.
- Enhance spaces to support instructional modalities.
 - Technology, acoustics, flexible furnishings
- Conference rooms enhancements.
- Campus technology and Wi-Fi.
- Library
 - Additional spaces for small group instruction.
 - Informal student learning



INSTRUCTION



EXISTING CHEMICAL STORAGE ROOM



EXISTING SCIENCE LAB



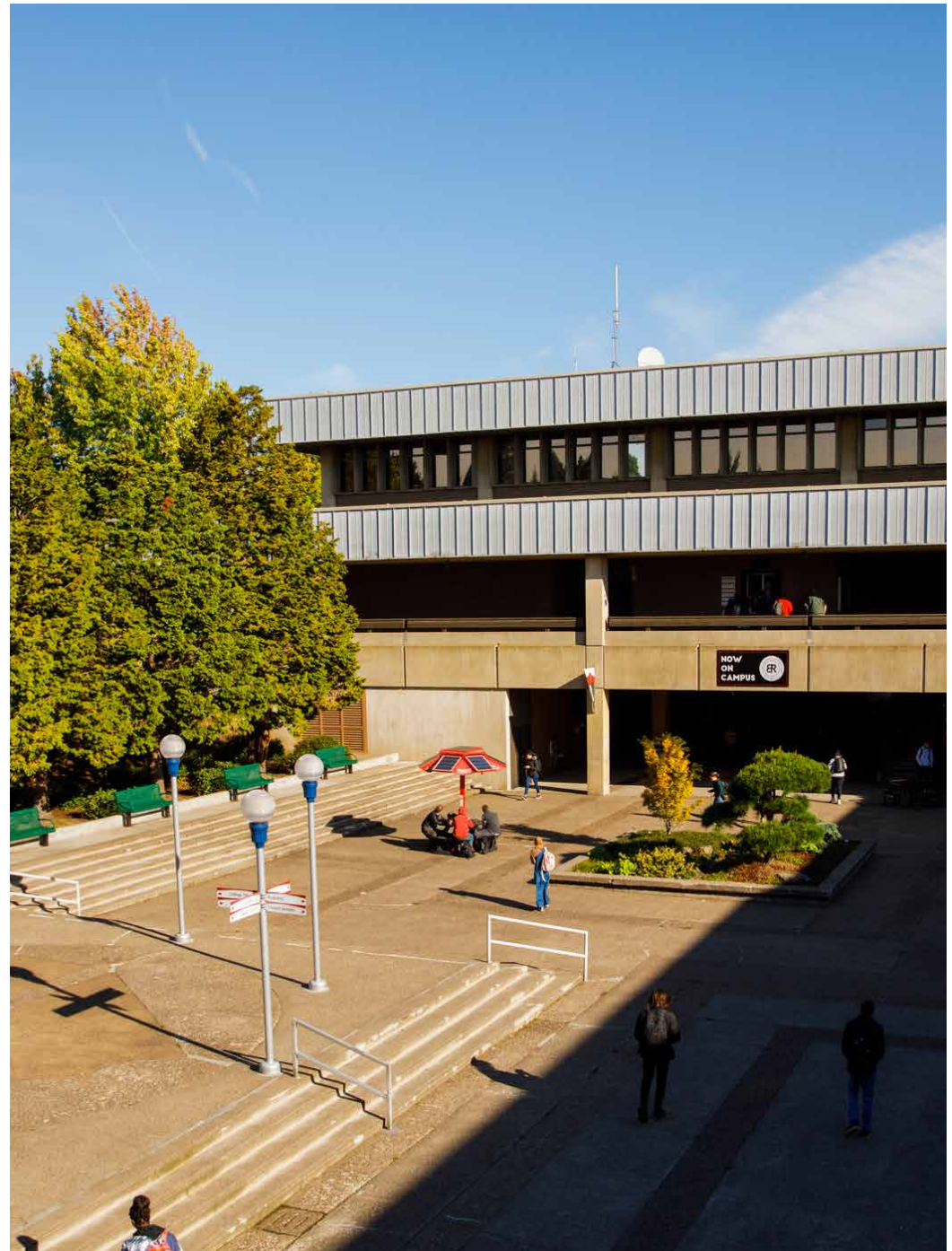
LIBRARY MAIN STUDY AREA



Equity and Access

To improve the physical access to campus and address student, staff, and faculty equity issues, the following areas of improvements were identified:

- Elevators
 - Replace existing.
 - Add 2-3 additional elevators to the Academic Center
- All-gender toilet rooms and lactation rooms
 - Renovate existing gendered toilet rooms into all-gender.
 - Create new single occupancy toilet rooms.
 - Create new lactation rooms.
- Create “Activity Centers”
 - Lounge areas for informal student interactions and study.
 - Access to restrooms, elevators, and food.
- Title IX
 - Athletic Facilities
 - Locker rooms, team rooms and toilet/shower areas.
 - Softball field – press box/concessions, dugouts, toilets.



EQUITY AND ACCESS



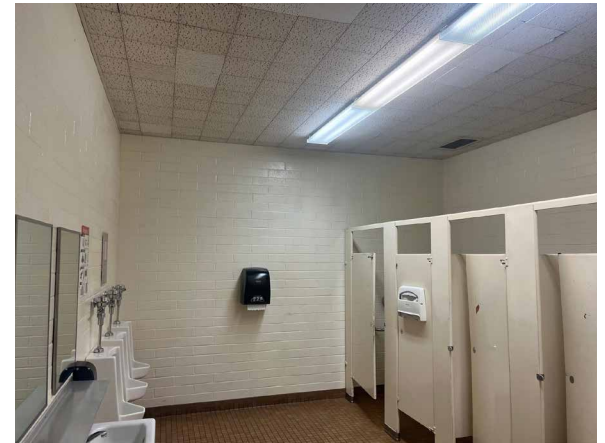
ENTRANCE TO EXISTING ELEVATOR AND TOILET ROOMS



ADD COLOR AND BRANDING TO STAIRWELL



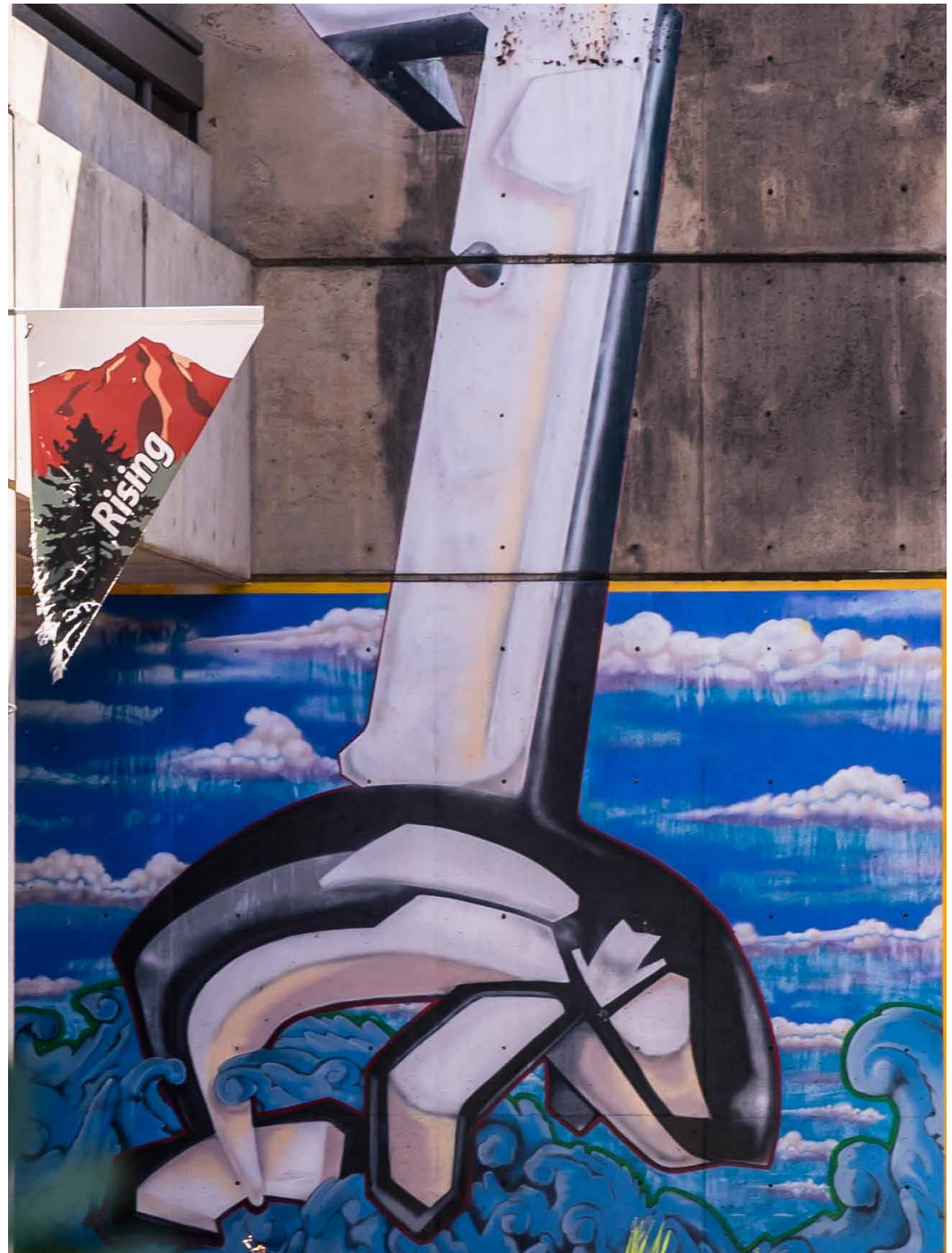
EXISTING TOILET ROOM



Campus Welcoming Feel

A common concern throughout the needs assessment workshops was “how does MHCC make the campus feel more welcoming and inviting to students and visitors”. The Academic center and its 1970’s concrete, brick, and metal architecture lack the warmth, color, and transparency of newer modern buildings. General wayfinding and departmental identity also challenge those on campus.

- Increase the use of color.
 - Color code the wings of the Academic Center.
 - Add warm materials (wood) to offset the cold feel of the existing concrete and brick.
 - Integrate campus branding into the use of color.
- Increase transparency into support and activity spaces.
 - Improve visual connectivity – “what’s inside”.
 - Academic “learning on display” opportunities.
 - Be sensitive to safety and security concerns.
- More approachable
 - Draw students into campus from parking lots.
 - Remove visual and physical barriers.



WELCOMING FEEL



ADD COLOR BRANDING TO ENDS OF WINGS



ADD COLOR TO STAIRWELLS



IMPROVE TRANSPARENCY / OPEN-UP CORNERS



Student Success and Support

To enhance student life and collaboration on campus, the following areas were identified as possible areas of improvement:

- Transform Library into a “Learning Resource Center”.
 - Small group instruction.
 - Informal student learning areas.
 - Active and quiet spaces.
- Provide additional space for student clubs and organizations.
- Food
 - Explore new delivery models.
 - Social spaces for food sharing.
 - Decentralize campus food resources.



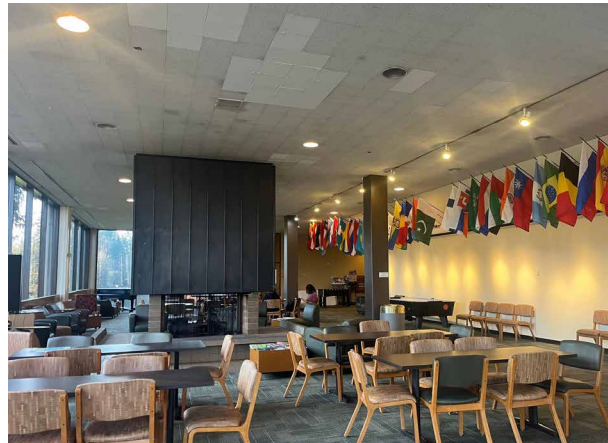
STUDENT SUCCESS AND SUPPORT



EXISTING LIBRARY STUDY AREA



EXISTING LOUNGE IN STUDENT UNION



EXISTING VISTA DINING



Asset Preservation / Deferred Maintenance

MHCC Facilities Staff have a comprehensive assessment and database of repairs and improvements for the annual upkeep of the campus facilities.

Areas of improvement that are high priority are:

- Annual HVAC, plumbing, and electrical replacements / upgrades.
- Building envelope / energy conservation.
 - Academic Center window and door replacement.
 - Visual Arts Center wood siding repair and window/door replacement.
- 50 Meter Pool Enclosure
- Renewable Energy
 - Photovoltaic panels on building roofs.
 - Electric vehicle charging systems.



EXISTING NON-THERMAL WINDOWS EXPOSED TO EAST WIND



VISUAL ARTS CENTER ORIGINAL WOOD SIDING

Safety and Security

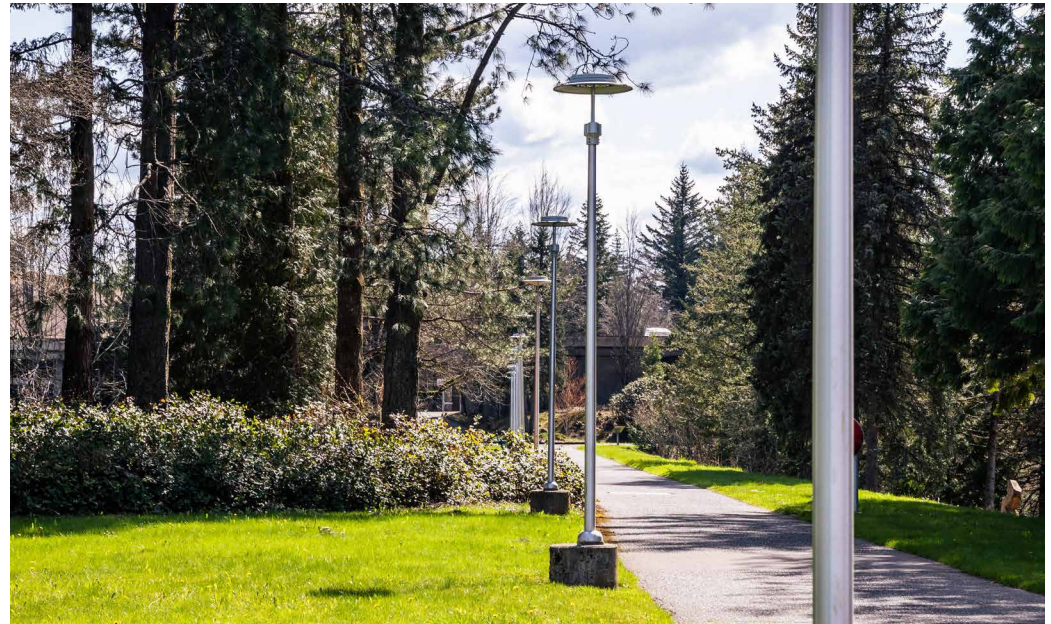
Campus safety and security was a common concern throughout the needs assessment workshops. As MHCC returns to regular campus life following the pandemic, maintaining extended hours of operation puts stress on the physical campus systems as well as its digital operations.

To ensure a welcoming and safe campus environment, the following areas of improvements were identified:

- Building intrusion and alarms.
 - Integrate access control and door locking systems.
- Mass notification systems.
- Cyber Security
 - Email / communication systems.
 - Building control software.
- Campus grounds
 - Interior and exterior lighting.
 - Campus pathway lighting.
 - Landscape maintenance to improve sight lines.



DARK UNDERPASS OUTSIDE OF CLASSROOMS



PATHWAY LIGHTING

10 Improvement Concepts



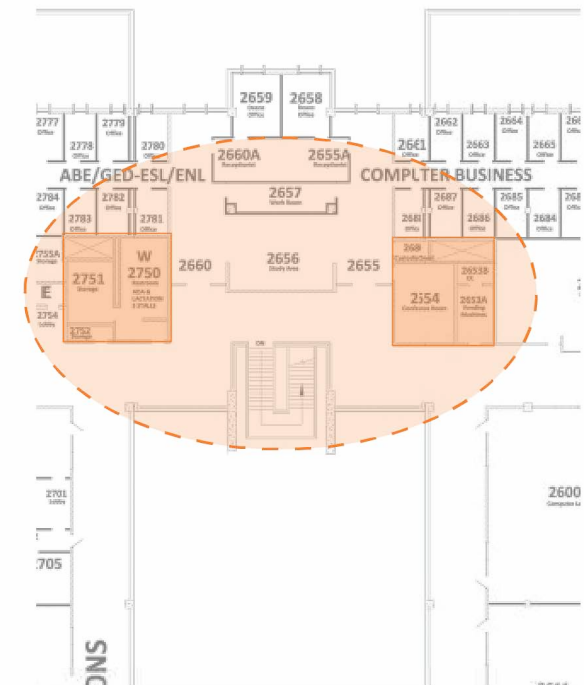
Activity Centers

The creation of “Activity Centers” will address several areas identified in the needs assessment related to equity and access, informal learning areas, and the decentralizing of food on campus.

These centers, located at the vertical stair towers of the Academic Center, could include the following improvements:

- Student lounge area with space for casual interaction, as well as focused small group study.
- Renovation of existing gendered toilet rooms into all-gender facilities on both floors.
- Include either renovated elevators or new elevators that are accessed directly from the student lounge area.
- Improved access to food / vending with water and microwave for minor food preparation.

ACTIVITY CENTER



TOP OF STAIRWELL WITH ACTIVITY CENTER IN BACKGROUND AND WING COLOR BRANDING



ACTIVITY CENTER LOUNGE



ACTIVITY CENTER LOUNGE WITH STUDY ROOMS



ACTIVITY CENTER LOUNGE WITH ACCESS TO ELEVATOR AND ALL-GENDER TOILET ROOMS



Science Lab Renovations

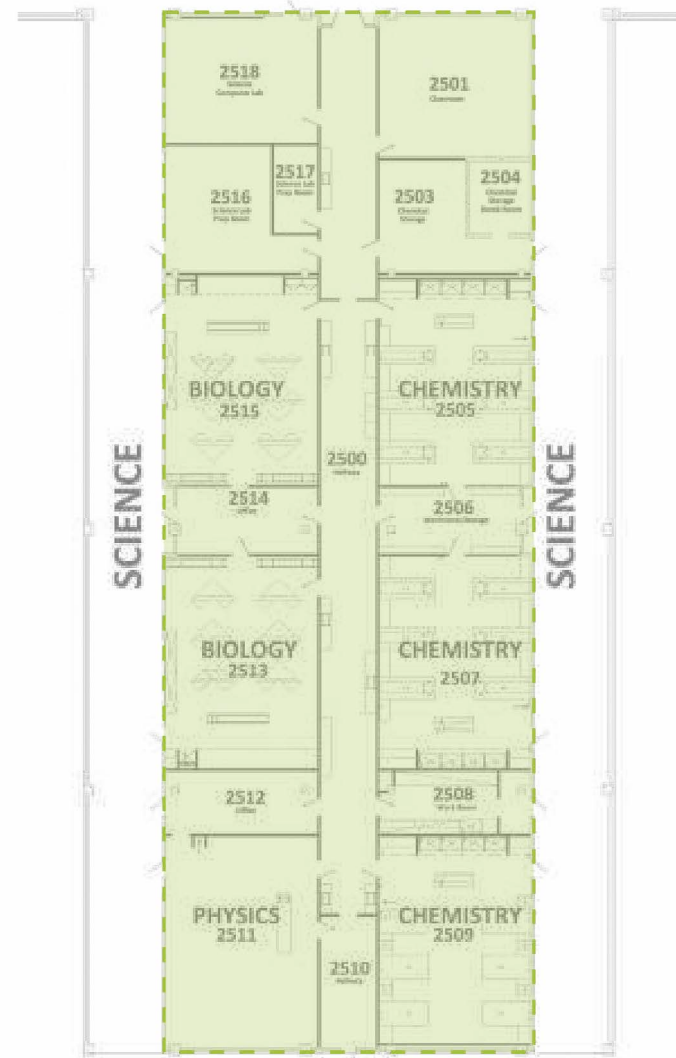
The existing second floor of the Academic Center's Science Wing contains three generations of lab design and renovations over the past 50 years.

To improve safety and instruction, a comprehensive renovation is proposed with the follow possible program spaces:

- Biology Labs with rep / storage space.
- Anatomy and Physiology lab with storage space.
- Microbiology lab with prep / storage space.
- Chemistry Labs with prep / storage space.
- Centralized chemical storage.



SCIENCE LAB RENOVATION



NURSING SKILLS LAB



EMT FLEX LAB



Welcoming Feel and Wayfinding

To enhance campus wayfinding and improve its welcoming feel, the simple use of color and application of warm and inviting materials can begin to breakdown the cold and grey feel of the existing concrete and brick structures.

Opportunities could include:

- Color coding of the wings of the Academic Center.
- Improvements to draw students and visitors onto campus from the parking areas.
- Reduce the visual barriers separating the parking areas and the wings of the Academic Center.
- Add color and increase transparency to the ends of the wings.
- Add color to the vertical stair towers in conjunction with the creation of the Activity Centers.
- Create gathering areas with color and warm material outside the classrooms located in the underpasses.
- Increase transparency into classrooms and activity spaces.



COLOR BRANDING TO STAIRWELL WITH ACTIVITY CENTERS ADJACENT THE STAIRWELL



UNDERPASS ACTIVATED WITH SEATING AND IMPROVED LIGHTING FOR STUDENTS ENTERING/EXITING CLASSROOMS



Appendix





MT. HOOD
COMMUNITY COLLEGE

See if they have white version of
their logo



MHCC Bond 2024



MT. HOOD
COMMUNITY COLLEGE

THEMES AND PROJECTS:

The bond will positively impact our community and students in three ways



PREPARE



Prepare students for success by creating learning spaces that are safe and offer cross disciplinary training



INVEST



Invest in needed long term repairs, update and maintain assets



CONNECT



Connect the college with our community

Total Proposed Bond Measure: \$131 Million

PREPARE:

Prepare students for success by creating learning spaces that are safe and offer cross disciplinary training



Establish a Center for Health Professions

- Supports some of the most in-demand programs
- Re-purposes existing space to create a Center for Health Professions
- Improves collaboration, training, and cross-disciplinary learning

Modernize Science Labs

- Ensures safety
- Provides technology to help students engage with subject matter
- Supports student completion as part of the skilled workforce.

Securing the safety of students and staff

- Improves safety and security on all three campuses
 - Lockdown abilities
 - Fire safety
 - Seismic retrofit
- Increases accessibility for people with disabilities



INVEST: Invest in needed long term repairs, update and maintain assets



Renovate Aging Learning Spaces

- Renovates student study and interior spaces
- Modernizes learning spaces for today's hybrid and online learning needs

Update, Repair and Preserve College Assets

- Updates, maintains, and repairs aging facilities
- Upgrades our aging computer labs and networks
- Installs energy efficiency upgrades
- Replaces outdated and inefficient central heating and cooling components





Athletic and Community Pool Improvements

- Addresses community needs
- Updates athletic facilities to ensure equal athletic opportunities
- Installs retractable cover to allow for year-round use
 - Brings events to East County
 - Leverages state and local contributions

Accessibility

- Ensures every student, staff, and visitor has access MHCC campus
- Improves existing elevators
- Makes all toilets on campus accessible



DETERMINING THE 2024 PROPOSED BOND

Bond History

1965 Passed \$6.5 million

1974 Passed \$6 million

2024 Possible bond



DETERMINING THE 2024 PROPOSED BOND

Identifying the Need

- Strategic Plan
- Academic Plan
- Enrollment Plan
- Comprehensive Facility Plan

Total Need: \$201 million



BOND MEASURE COST

Total bond proposal: \$131 Million

Estimated cost =
25 cents/\$1,000 of assessed value.

Average assessed house in district
= \$5 a month



COMMUNITY PRESENTATIONS

- Reynolds School District
- Soroptimists International Gresham
- Sandy Rotary
- David Douglas School District
- Sandy Chamber of Commerce
- Parkrose School District
- City of Wood Village
- City of Happy Valley
- City of Fairview
- Gresham Rotary
- MHCC Foundation

Upcoming Presentations

- City of Sandy - 6/17
- Gresham/ Barlow School District - 6/18
- City of Troutdale - 6/25
- East Portland Chamber – 8/14
- Gresham Chamber – 8/20

COMMUNITY FEEDBACK

- \$5 a month messaging is appealing
- Fifty years since the last bond messaging is compelling
- Some are glad that no new buildings are a part of the bond package
- Many community leaders have stepped up and promised to help get the word out
- Concerns expressed about the other levies on the ballot such as Park Rose School district
- Needs are \$201 million and we are only proposing a \$131 million bond. Why?
- What is different now since we last tried to pass a bond?

ADVERTISING AND MARKETING EFFORTS

- **Digital Facebook Ads** - Ads are targeted to our district zip codes in Portland, Gresham, Fairview, Cascade Locks, Wood Village, Troutdale
- **KGW Made for This** advertising platform – includes digital ads, news story, news segment sponsorship, featured on Hello Rose City. This will launch around the Summer Olympics.
- **Bus and Trimet** - The buses and max run throughout Portland Metro area, no designated route.
- **Alpha Media** - Streaming mobile phone and TV digital ads
- **Pandora** – Streaming radio
- **Sandy Movie Theater** – Pre-movie slide
- **Billboards** on 26 in Sandy and 84 in Troutdale



FEEDBACK:

***Bond@mhcc.edu or visit
MHCCBond.org***



MT. HOOD
COMMUNITY COLLEGE

BP 6180: International education

Adopted: 3/8/06

As part of the global community, it is the mission of Mt. Hood Community College (MHCC) to cultivate international understanding through education and partnerships. MHCC will plan, provide leadership for and implement international education programs and partnerships such as the following:

1. International curriculum;
2. International education grants and partnerships;
3. International opportunities for staff;
4. Study Abroad;
5. Sister college programs; and
6. Membership in international education organizations.

1st Reading