



Mt. Hood Community College Environmental Scan

2022

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Executive Summary

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 ‘AVID|Learning 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 middle-skill 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.

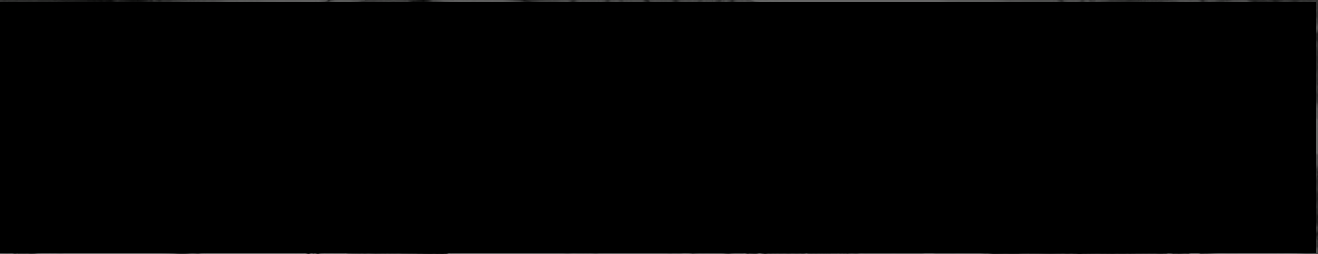
- MHCC as an organization has attracted talented and skilled professionals seeking opportunities for professional growth who are often seen as assets to the college community. *[MHCC focus groups and interviews and MHCC College Community Survey]*
- Similar to other long-standing organizations, MHCC has 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 “siloes” 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]*



01

1 | Introduction

In the summer of 2021, Mt. Hood Community College (MHCC) initiated a visioning and planning process to update the college's 2017 Strategic Plan. In the last five years, the region has experienced significant demographic and economic changes that have impacted the College's operations, including a new college president and the required responses to the COVID-19 pandemic. This Strategic Planning effort is intended to help the college identify the needs of the changing student body and district demographics, address industry trends, and support employees in order to continue and increase the rate of student success and close the achievement gap for all. The Strategic Plan will layout the vision, mission, and values that will define the work and future pathways for the College towards an equitable and inclusive college community. The plan will also outline the goals, objectives, strategies, and performance measures that leadership can use to guide its work and decision-making for the future.

This Environmental Scan Report serves as an important reflection point for the College and community. The report is drafted for key stakeholders to review regional and economic trends, College activities, and performance in recent years, alongside results from the college community and district-wide engagement activities to provide a comprehensive understanding of where MHCC is today. Collectively, findings and information derived from the Environmental Scan will provide a baseline for considering MHCC's future and creating the Strategic Plan.

The Report is organized into the following sections:

- About the College, including the current Mission, Vision, and Values statements and background on this Strategic Plan process
- Mt. Hood Community College and Community Profile
- Mt. Hood Community College Student Enrollment and Faculty Trends
- Student Achievement: Retention, Completion and Graduation
- Program Development and Career Opportunities and Pathways

About the College

MHCC's current mission, vision, core themes, and values are presented below. During the Strategic Planning Process, the mission, vision, and values will be revised to better reflect the direction that the College desires to move towards.

Mission, Vision, and Values Statements

Mission

Transforming Lives | Building Communities

Vision

Mt. Hood Community College is nationally recognized as the choice for life-long education and is a leader in state-of-the-art learning environments and innovation; the college is celebrated by residents for its economic, social, cultural and recreational contributions to the district.

Core Themes

LEARNER SUCCESS

The College provides the necessary state-of-the-art tools so that anyone committed to learning may establish, make progress towards and ultimately accomplish the goals that define their individual success.

COMMUNITY PRIDE

The College continually seeks out educational, economic and cultural opportunities to engage and partner with its surrounding populations in an effort to be a responsive, responsible neighbor, and a college that the community can proudly and confidently support.

PARTNER INNOVATION

The College works closely with businesses, government agencies and nonprofits to proactively reassess current and future trends so that it may provide relevant skills and educational training while eliminating barriers and maximizing efficiencies and service quality.

Values

- Staying abreast of educational and technological challenges, trends and innovations and transforming the college to meet the changing needs of our community. We are decisive, intentional and forward thinking.
- Cultivating an environment that celebrates and supports diverse communities, peoples, backgrounds and points of view. We are inclusive and respectful.
- Creating an active, friendly, welcoming and open environment for our staff, students and community. We are accessible, positive and responsive
- Providing innovative educational programs, methods and assistive technologies while also building strong community and business partnerships. We are collaborative, focused and purposeful.
- Being responsible stewards of the physical and financial resources entrusted to us by the residents of the district. We are accountable, transparent and honest.
- Exceeding expectations in all customer service interactions. We are reliable, dedicated, and empathetic.



Planning Process

The Mt. Hood Strategic Planning process is designed to be inclusive of all voices that contribute to the College's success and future but also the community that the district serves. The process is guided by a Process Management Committee (PMC) that is intended to be representative of the departments and divisions that make up college operations and administration.

Throughout the process, a variety of activities have been conducted to ensure that all student, staff, and community voices are heard, including key stakeholder interviews; college and district community focus groups; and two surveys that elicited feedback from a broader pool of College students, employees, and community. Similar questions are being asked during each activity to ensure that all input can be correlated.

The Plan process included an Equity Visioning and Strategic Planning Charette to further discuss and develop the Strategic Plan Framework; followed by strategic plan working groups who will collaborate on Plan development; and online forums offering an opportunity for public comment on the administrative draft plan. Throughout the process, input was summarized as it was gathered, presented to the PMC, where members were encouraged to share findings with their respective groups to ensure that all participants had an opportunity to validate the planning team's understanding of their input and know how their comments and feedback was incorporated into the final plan. See the Appendices which follow this document for a summary of these activities to date.

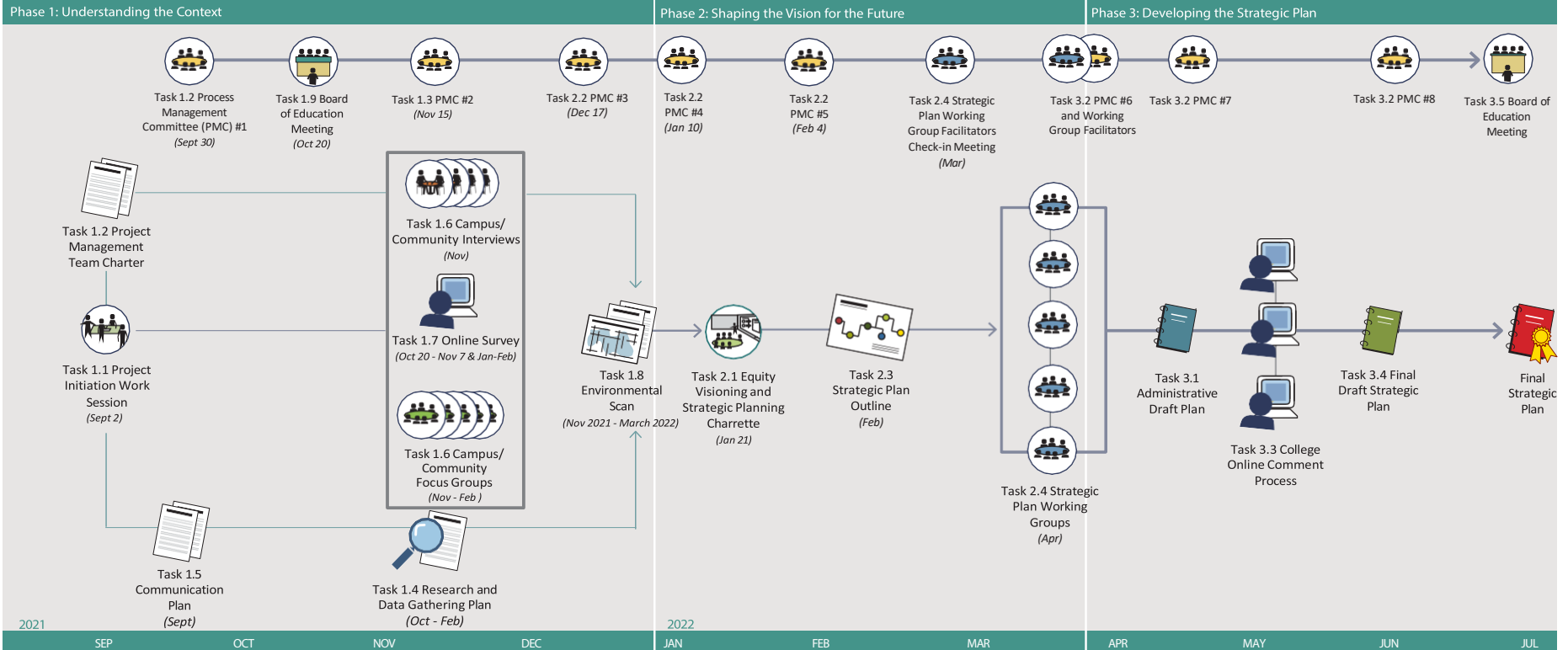
Concurrent with community outreach, data analysis from the College, the Oregon Employment Department, the Oregon Department of Education, the Higher Education Coordinating Commission, and other external data sources were incorporated into the plan to provide a current conditions assessment and to detail specific and ongoing needs for additional data collection and analysis by the College and community. This ensures the Strategic Plan process is both community-informed and data-driven.



Strategic Plan Development



project schedule



Summary of Community Input

During the initial phase of the process, five essential questions were asked of all participants to ensure that input could be correlated and used to synthesize major themes for discussion at the Strategic Planning Charrette:

- How would you define and measure success for this planning effort? And for the Plan itself?
- What do you see as the major challenges facing MHCC in the years ahead and what are the key opportunities that the College can leverage today and in the future?
- What can MHCC do to better prepare students for jobs available now and jobs of the future?
- How can MHCC actively promote programs that bolster the success of underrepresented students and communities?
- How can we further embed equity, inclusion and anti-racism in all aspects of the College?

The following is a high-level summary of the responses to these five questions from the Board of Education Focus Group, the Process Management Focus Group, the college community and district community focus groups, and interviews. Input from the online survey were integrated throughout the Environmental Scan. Survey results were also used to support the Equity Visioning and Strategic Planning Charette summary to serve as a basis for the Strategic Plan Framework and the strategic plan working groups' Plan development process.

Input Sources Included in Summary:

- Process Management Committee Meeting #1 (feedback from the committee were applied throughout the engagement process)
- Board of Education Meeting
- Interviews with Key Stakeholders: FT Faculty Association; Classified Employee Association; PT Faculty and Tutor Association; Immigrant Refugee Community Organization (IRCO); District 52 State Representative; East Metro Economic Alliance / Mt. Hood Community College Foundation; Reynolds School District; Native American Youth and Family Center (NAYA); Gresham Redevelopment Commission
- Internal Staff, Student, and External Community Stakeholder Focus Groups: Gresham Barlow School District; Corbett School District; Parkrose School District; Centennial School District; David Douglas School Districts; Maywood Park Mayor; District 50 State Representative; Fairview City Councilor; Sen. Gorsek Assistant; Gresham Chamber of Commerce; Sandy Chamber of Commerce; Gateway Area Business Association; Worksystems, Inc.; Small Business Development Center; PGE; Pacific Northwest Carpenters Institute; Unite Oregon; Rosewood Initiative; El Programa Hispano; Lidars Naturales

How would you define and measure success for this planning effort? And for the Plan itself?

Inclusive, representative of all, and focused on equity-based definable outcomes with clear and measurable performance metrics that hold us accountable

- The Plan must **represent all of us**, including community members and the underrepresented. This process should be used as an opportunity **to bring those to the table that have not been invited before**.
- Identify **community and organizational partnerships** that the College can rely on to implement the Plan and begin strengthening or building those relationships through the process.
- Provide a set of **Specific, Measurable, Actionable, Relevant, and Timely performance metrics** that can be used to track our successes and provide a clear direction in the upcoming years.
- Challenge how **inequity and inequality are perpetuated and challenge** the College to do things differently, even if that means being uncomfortable.

Clearly defines roles, responsibilities, alignment with other planning efforts and processes that are implementable

- **Align with other planning efforts, such as the Strategic Enrollment Plan** to ensure the College has a comprehensive set of tools and goals for the success of our students and employees.
- Assist us with **setting priorities and carry us forward with no gaps** in the organization and services we provide.
- The process should **strive to be accepted across the campus and community** to ensure there is a clear path forward with clearly defined roles and responsibilities

Inspirational, forward thinking through clear communications and language

- Ensure the plan is **comprehensive and clearly written** to encourage participation from those not in a management or leadership position.
- The plan should be **aspirational yet realistic**. The college and district community should be able to easily see results and experience the successes.
- The process and Plan should **collectively elevate the presence of MHCC in the community**. The community should begin to see the College as a **reliable and trusted community organization**, if they do not already.

Centered on student success and support

- Establish clearly that MHCC is **student-centered** and it is shown through the programs and services the College provides and how we assist our students.
- The **student experience is weaved throughout the plan** to ensure that all achieve their goals regardless of where they start.
- Ensure that decisions around student support and services are **data driven and data informed**.

What do you see as the key opportunities that the College can leverage today and, in the future, and what are some of the major challenges facing MHCC in the years ahead?

Opportunities/Challenges

- The **beautiful natural setting** of the campus is a draw that other colleges in the metro region do not have. The location of the Gresham Campus between a populous urban center and the rural agricultural character provides an opportunity for MHCC to **be a bridge** between the two.
- The **MHCC Alumni base is strong**. A strong number stay involved with the College or work in or adjacent to college programs.
- Students, employees, and those that have worked with MHCC agree that **the people are a strength**. There is a recognition that we are all here because **we care about what we do and the students we serve**.
- **Exciting programs and initiatives**, like the cyber security programs and the Food Pantry can be **scaled up and used as models for others and widely showcased**.
- Individuals and groups who have partnered or attended MHCC are **adamant supporters** of the College and there is an opportunity to **recreate and establish an identity that resonates within the broader community**.
- **Recent work around anti-racism, poverty and efforts to recruit diverse candidates for management positions has increased** MHCC's presence in the college community, which can be leveraged to spearhead additional DEI initiatives.
- Existing **strong partnerships with community-based organizations and business** can be expanded to establish new relationships and strengthen existing ones.
- A **diverse range of great services and supports for students provides a solid foundation** to do more and provides an opportunity to better inform and connect students with the variety of available options.
- The College's **affordability** is an opportunity to graduate from college debt free and allow a person **upward economic**

mobility.

- The aging and “uninspiring” facilities are a stark contrast to the magnificent campus setting. Improving facilities can create a more **welcoming campus that can support student and employees mental and emotional health and increase social interactions and collaborations.**
- The recent COVID-19 pandemic has allowed people to **thrive and pursue their higher education goals while meeting their day-to-day responsibilities.** However, **for some the lack of in-person interaction, the course materials, the lack of access to stable wi-fi and equipment** has made the experience challenging and been a barrier to success.
- The transformation of the region and economy has made room for **new industries and lines of business.** Keeping up with these trends and providing students with **the skills and tools needed to meet future demand** may be a future challenge.
- It will be challenging to **adapt well to rapidly changing conditions, the needs of an increasingly diverse community, and quickly evolving technologies and programs** within the **current capacity of employees, processes, and limited funding.**
- The College benefits from the stability of a **long term, dedicated workforce.** It will be crucial to gain their trust and support for the new strategic plan. There is **an opportunity to address past traumas, create space for diverse perspectives and open and honest dialogue and increased collaboration.**

What can MHCC do to better prepare students for jobs available now and jobs of the future?

- Explore **the industries** that may be more attractive to **people of the district that lives in rural areas** like agri-tourism, agricultural technologies, etc.
- MHCC is in a location that can **bridge various industries with the resources from a diverse and populous base** – that should be explored and not taken for granted.
- Promote and emphasize **skills-based courses**, including but not limited to resume building, time management, soft skills, negotiation, etc. **that can be directly applied to the workplace and transferred across industries.**
- Connect **the immigrant and refugee community with local business and industries** and create programs that allow ABS/ESL students to learn while earning. Local industries are in need of a capable workforce and MHCC is teaching and empowering a cohort that are eager to learn and engage in the community. Create more apprenticeship and internship programs.

How can MHCC actively promote programs that bolster the success of underrepresented students and communities?

- Seek out **community members, leaders and groups**, respecting their **limited time and resources**.
- Create stronger partnerships with **K-12 and business and industries**.
- Strengthen relationships with **Community Based Organizations (CBOs)** through a **mutually beneficial partnership** that offers resources and services where the other is lacking.
- **Expose more of the community and underrepresented groups to the College** and campus by expanding multicultural events and activities.
- Authentically engage with the **multilingual communities** by providing translations and **work towards representation**, responding to their needs and with targeted support that is culturally appropriate.
- Connect with **community service organizations** like churches, temples, mosques, upward bound and CBOs that are seen as trusted allies to those communities and groups the College wants to serve.
- Be proactive in **exposing young kids to the College and campus** such as a college day for middle school students and **messaging** the importance and affordability of MHCC to parents.
- Work with K-12 partners to **align the school's curriculum** so students can **seamlessly move into college credit classes** without having to ask.
- **Share success rates and outcomes** to K-12 school districts in order to inform their own academic planning.
- Establish a **presence** at community events.
- Encourage and actively support the **reactivation of multicultural clubs**.
- Consider **renting college facilities at a reduced rate** for community events.
- Expand **services and programs** to aging adults.
- Ensure that all employees are **equipped with the training and tools** to support students and to **contextualize informational sessions** for the unique circumstances of communities of color and communities with disabilities.

How can we further embed equity, inclusion, and anti-racism in all aspects of the College?

- Provide **integrated support for immigrants and refugees** who have enrolled at the College by having systems in place that can **identify their needs, who is in need, and how that need can be addressed**.
- **Be clear** in actions, policies and programs on what **anti-racism** means for the college.
- Design **programs and services around the whole student** so skin color and zip code are no longer a determinant of success.
- Encourage and support the **reactivation of the Black and Latinx student groups and other multicultural groups**.
- **Visually represent** the diversity on campus and integrate multiple languages, universal signs, ADA compliant paths and resources.
- Ensure that all facilities are **upgraded, well-maintained, and in good repair**, promoting the message that programs and people housed in those spaces are **valued**.
- Provide **alternative modes and access** to all programs and resources, including multiple languages and technological support.
- Focus on **bridging the digital divide** for students of diverse socioeconomic status who lack equipment, access and/or technological skills.
- Ensure that **transfer students fully understand the requirements and steps** to be taken to help keep them on track and ensure a successful transfer.
- Advocate and to the extent possible, be the provider of or at the very least, the **bridge between students and basic needs** like housing, food and health care.
- **Implement and apply the DEI trainings** that have occurred - take lessons learned and show how they are applicable to employees and in turn students.
- Train employees to **identify and develop metrics to track and intervene** when students are struggling without the expectation that students will ask for help.
- Strive to have **representation at all levels of the College and alternatives to address the need** now, such as culturally competent trainings, partnerships with CBOs who are trusted.

Mt. Hood Community College & Community Profile

02



MT. HOOD
COMMUNITY COLLEGE

2| Who Are We? Mt. Hood College and Community Profile

Mt. Hood Community College (MHCC) is located in Gresham, Oregon in Multnomah County. MHCC serves a large geographic area starting east of Highway 213, and ending at Columbia River in the north, Hood River County in the east, and Clackamas County in the south. MHCC has three campuses, the Gresham campus, CAL/Bruning campus and the Maywood Park campus.

MHCC is a public two-year college that provides 27 university transfer certificates, 37 direct to employment degrees, and 120 associates degrees. It is one of 17 community colleges in the State of Oregon. MHCC also provides career counseling and planning, academic and transfer advising, library services, family resources like Head Start, testing services, and Veteran services to students with a number of these services accessible to the wider community. The CAL/Bruning campus houses the center for Allied Health Education with state-of-the-art clinical skills labs and simulation centers. The Maywood Park campus provides adult and basic education/GED courses, English as a second language courses, and Head Start school programs.

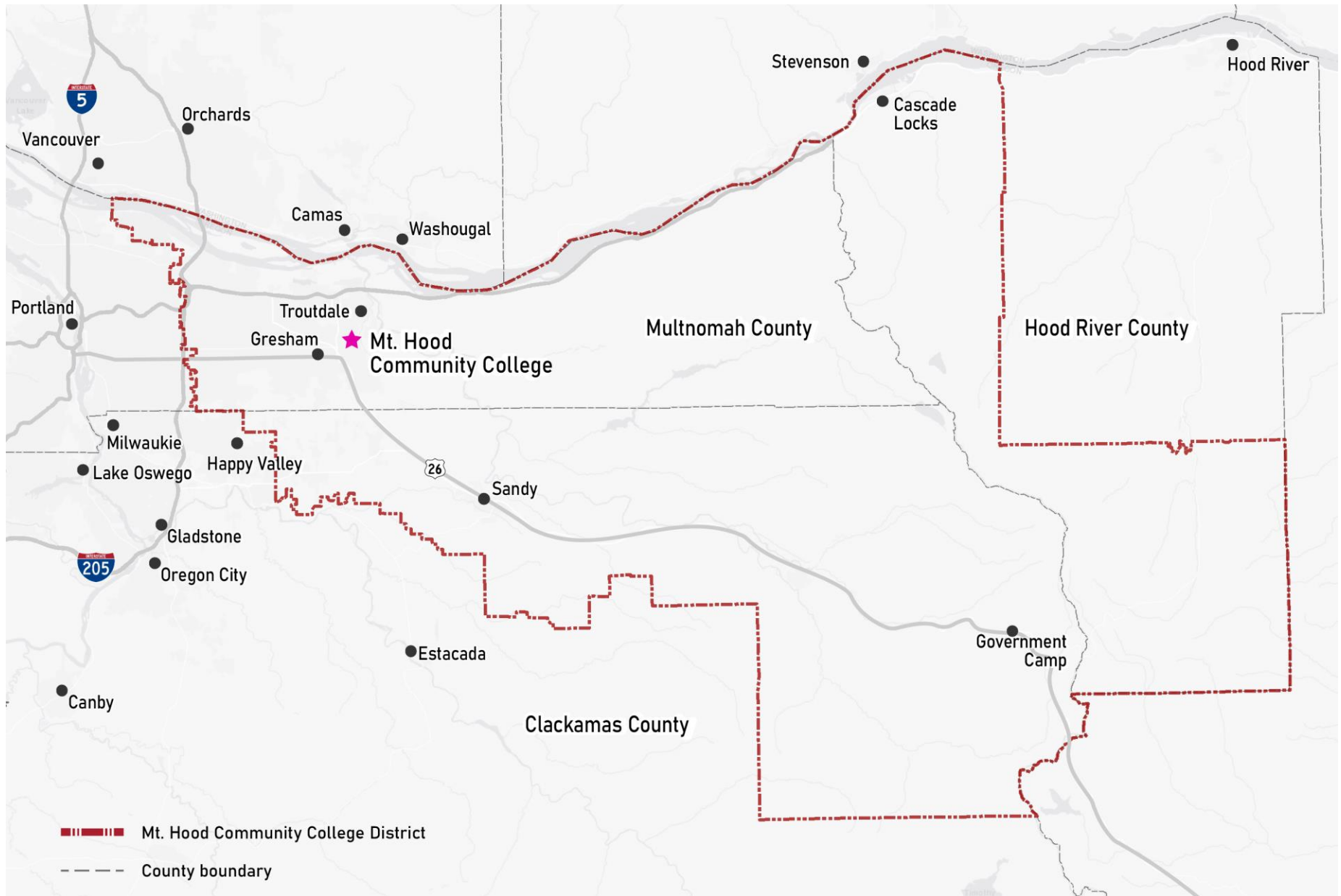
Located within the city limits of Gresham, MHCC serves many of the communities that live in east Multnomah County. The extent of the service district encompasses Multnomah County, Clackamas County and a small part of Hood River County. The community college district covers about 950 square miles with a population of more than 300,000 residents. There are eight school districts nested within MHCC's service district: Corbett, David Douglas, Gresham-Barlow, Parkrose, Port of Cascade Locks, Reynolds, Centennial, and Oregon Trail.

MHCC opened in 1966 and has been serving students in evolving fields ever since. As of the 2020 school year MHCC was serving about 22,000 students. Most of these students come from in district, about 64 percent. The student body at MHCC has diversified over the years, with a three percent increase in students of color between 2015 to 2019. The largest percentage of students from 2015 to 2019 have been between 20 to 29 years old with a growing percentage of students 19 years or younger. During the 2019 to 2020 school year about 71 percent of students were first generation students. Most students enroll at MHCC with the intent of transferring to a four-year university.

MHCC is financed by local property tax revenue, state reimbursement funds and student tuition. The service area surrounding MHCC has typically been less diverse than the college but is diversifying. In 2019 in Multnomah County 36 percent of residents reported as people of color. The largest age group in the service area includes all those aged 40 to 69. The service area has grown and diversified as more individuals and families moved east out of Portland for more affordable areas, bolstering the number of students in local high schools and the general population who could make MHCC a part of their educational path.

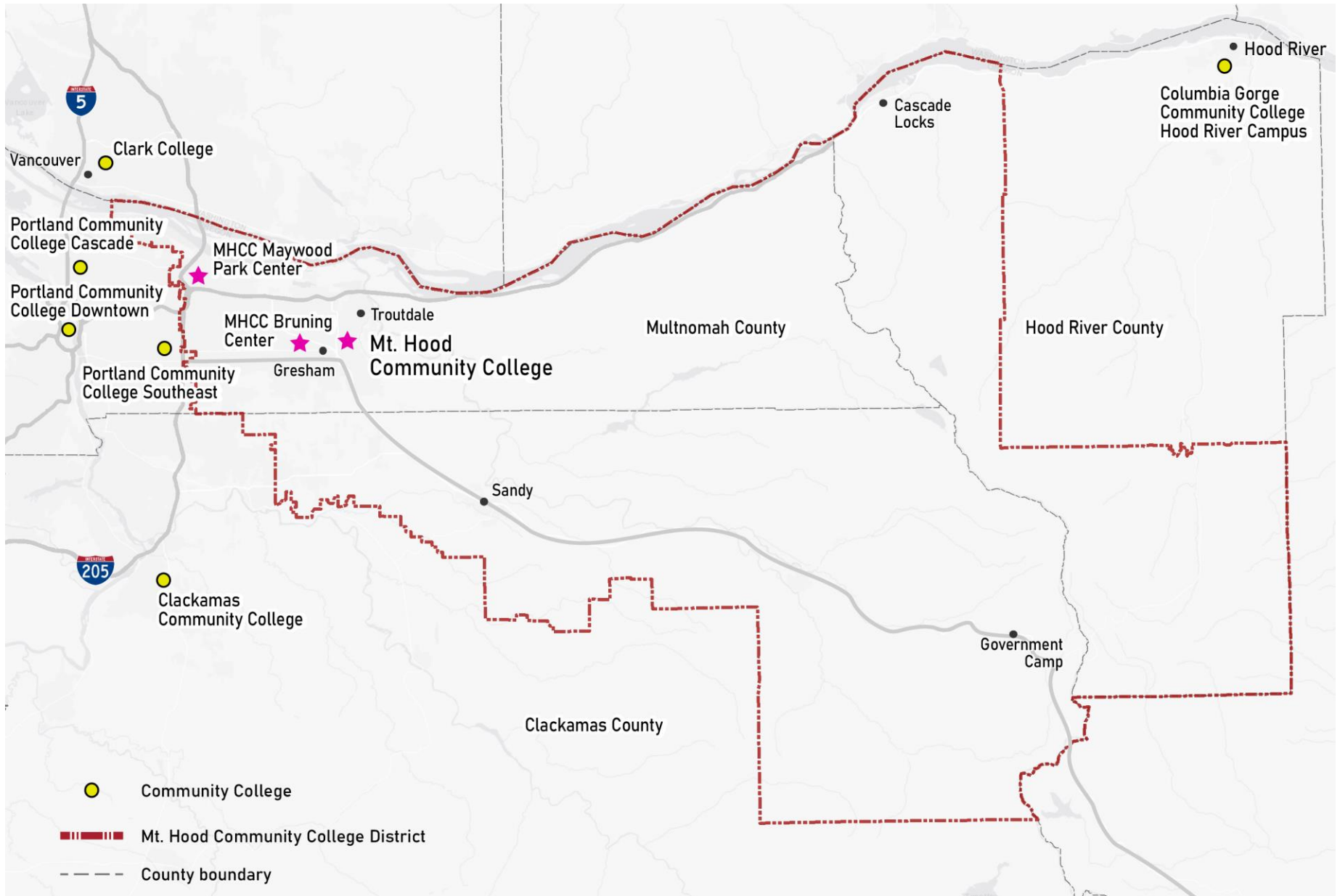
Figure 1 displays the service area (outlined in red) with the college campus locations shown on Figure 2.

Figure 1: Map of Mt. Hood Community College Service Area



Source: MHCC and U.S. Census, Planning Database, 2021

Figure 2: Regional Competition Nearby Community Colleges

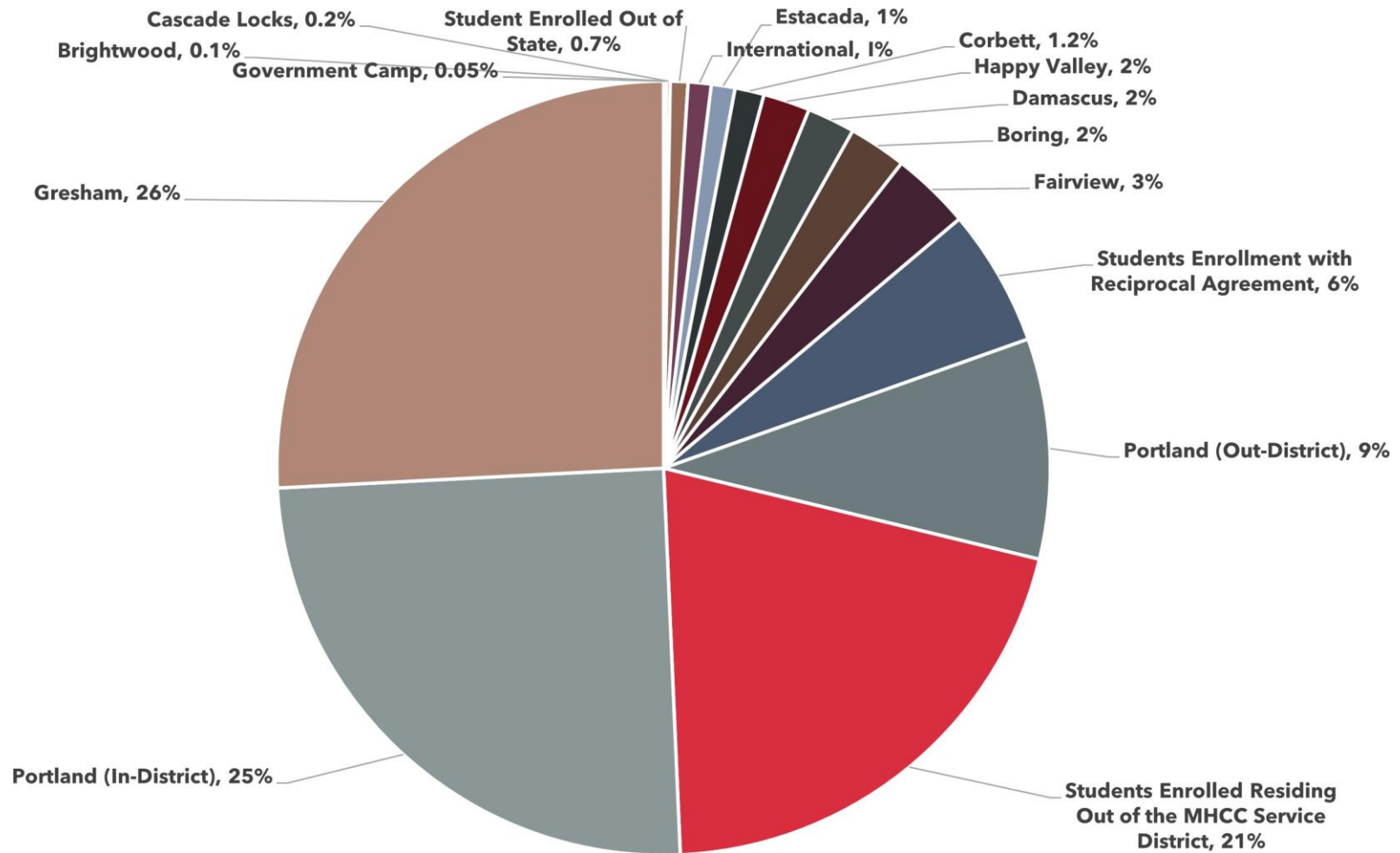


Source: MHCC and U.S. Census, Planning Database, 2021

Cities Served by Mt. Hood Community College

Historically, MHCC draws most students from the larger cities within the service district, including Gresham, Fairview, and east Portland. For the 2020-21 school year, approximately, 9 percent of students enrolled are from smaller communities in East Clackamas and West Hood River County. Collectively, the Portland Metro Area accounts for the majority of students enrolled, although a higher percentage are from within the service district.

Figure 3: MHCC Students Enrollment by Residence, 2020-21

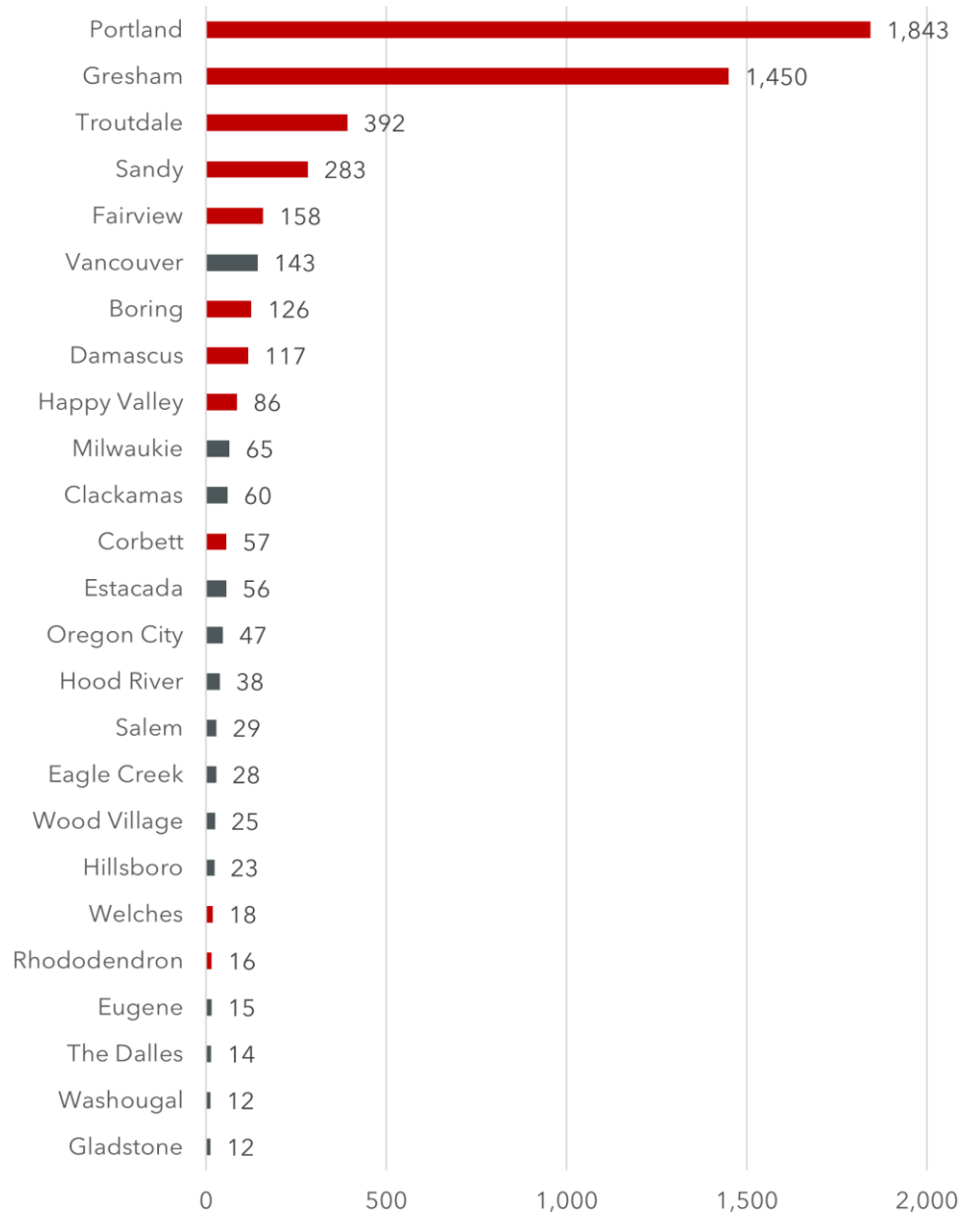


Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Figure 4 displays the annual average enrollments for the last five academic years by city of residence. An average of 1,843 students who have enrolled in the last five years at MHCC live in Portland, with one in three students who live in Portland, live within the service district (based on zip codes). Another 1,450 students live in Gresham. Cities within the service area are shown in the bars in red.

Outside the service area (grey bars), in the last five years, an average of 143 students have enrolled annually live in Vancouver, 65 students from Milwaukie, and 60 live in the City of Clackamas.

Figure 4: Average Enrollments Among Top 25 Locations by Student Residences, 2016-17 to 2020-21



Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

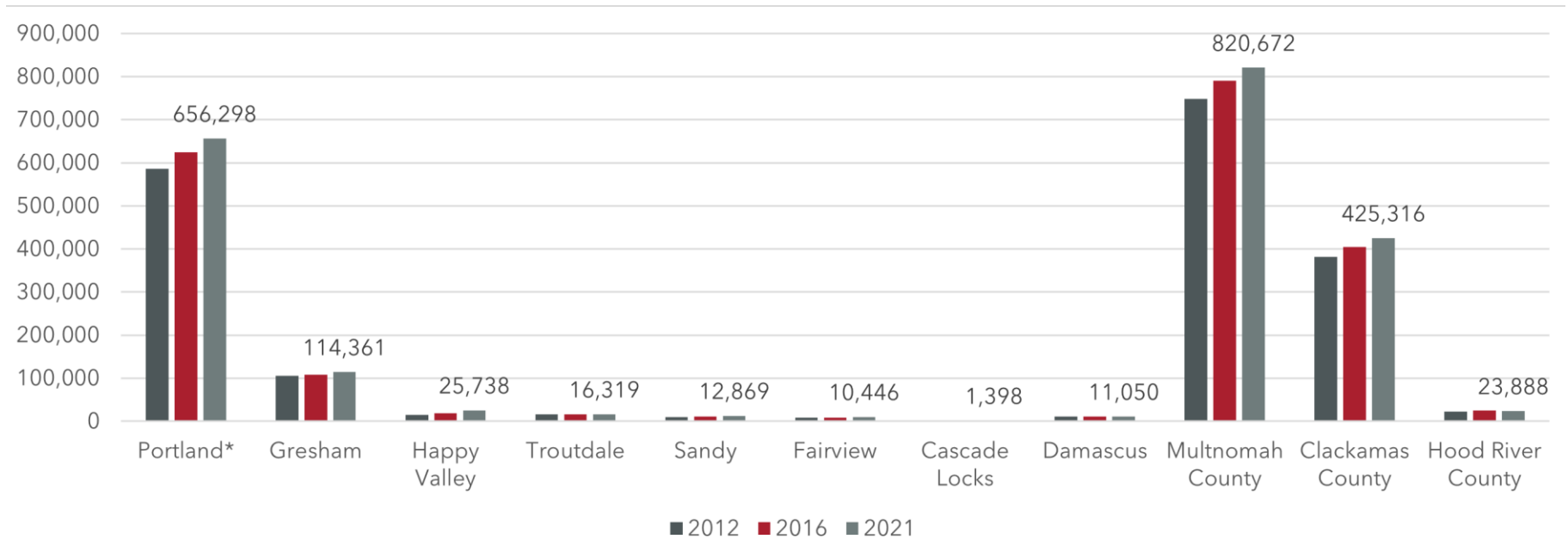
Service Area and Regional Population Trends and Related Student Characteristics

The region down to the city and college service area has been growing increasingly diverse and continues to do so. The college will need to consider and address the needs of a culturally and racially diverse community that is currently experiencing economic, in addition to physical and mental health insecurity, due to impacts from the pandemic. Through educational attainment, the career and academic goals of district populations can be realized to advance economic mobility opportunities.

- Portland and Gresham, the areas where a large number of MHCC students reside, are expected to see a significant population growth. The City of Gresham has a higher percentage of high school students and young adults entering the workforce, and aging adults 65 and older, a trend that is anticipated to continue through 2030.
- Much of the recent population trends in the region has been among residents of color. While most of the areas around each of the MHCC campuses has experienced an increase of nonwhite residents, there has been a correlating decrease in White residents. This is especially true in the communities of Fairview and Gresham, which are experiencing increasing racial and ethnic diversity as households of color move into the area.
- Approximately 19 percent of residents within the MHCC service area are foreign born. Of that number, almost 60% of those born in a different country speak a language other than English and approximately 30% speak Spanish at home.
- Residents in the denser, more populous areas of the service district are more likely to be exposed to poverty. This can have long-term impacts on the development of children and their achievement in higher education courses.
- More renters in Multnomah County are cost burdened (48 percent), which means the cost of housing exceeds more than 30 percent of their household income, compared to owners. Nearly half of renters in Multnomah County pay more than 30 percent of their monthly incomes on rent and other housing costs while only one-fourth of owners do.

Note: This section integrates student demographic data to compare with the broader region, where available and relevant.

Figure 5: Population Snapshot, Mt. Hood Community College Service Area



	2012	2016	2021	Population Change From 2016 to 2021	
Portland*	585,558	625,030	656,298	31,268	5.0%
Gresham	105,970	108,150	114,361	6,211	5.7%
Happy Valley	14,965	18,680	25,738	7,058	37.8%
Troutdale	16,005	16,035	16,319	284	1.8%
Sandy	9,880	10,655	12,869	2,214	20.8%
Fairview	8,920	8,940	10,446	1,506	16.8%
Cascade Locks	1,190	1,250	1,398	148	11.8%
Damascus	10,585	10,625	11,050	425	4.0%
Multnomah County	748,445	790,670	820,672	30,002	3.8%
Clackamas County	381,680	404,980	425,316	20,336	5.0%

Source: U.S. Census American Community Survey 5-Year Data

Projected Population Snapshot and Growth in the MHCC Service Area

In the last decade, all of the cities within the Mt. Hood Community College service area saw an increase in population between 2012 and 2016 but the rate of population growth was greater in some cities than others. This trend continued from 2016 to 2021 for all the cities and in Multnomah and Clackamas County. However, Hood River County experienced a decrease in population growth. As Figure 3 and 4 show, a small percentage of students enroll at MHCC from Hood River County and do not have a significant impact on the College's enrollment patterns.

Happy Valley, Sandy and Fairview experienced the most population growth between 2016 and 2021. However, Portland and Multnomah County saw the largest growth in the number of residents.

The previous table lists the cities within the Community College's service area in order of their population ranking within the State of Oregon. Portland is the most populated city in the state with Gresham ranked as number four. Not only are these cities within the top 5 most populated cities, Portland (both in-district and out-of-district) accounted for approximately 60% of the student enrollment in the 2020-2021 academic year.

Projected Population Growth in the Mt. Hood Community College Service Area

The larger cities within the Mt. Hood Community College service area are all expected to see an increase in population. The largest percentage of change is expected in Happy Valley, Sandy, Portland and Cascade Locks. Past trends have shown that a large number of students enrolled at the Community College reside in Portland, Gresham, Troutdale, and Sandy. According to the projections by the Portland State University Population Research Center and METRO, these cities will see a collective increase of 325,089 persons. If current housing and migration trends continue for the Portland area, it can be reasonable to expect that many of these residents will settle east of the Willamette River, placing them within proximity to the main community college campus.

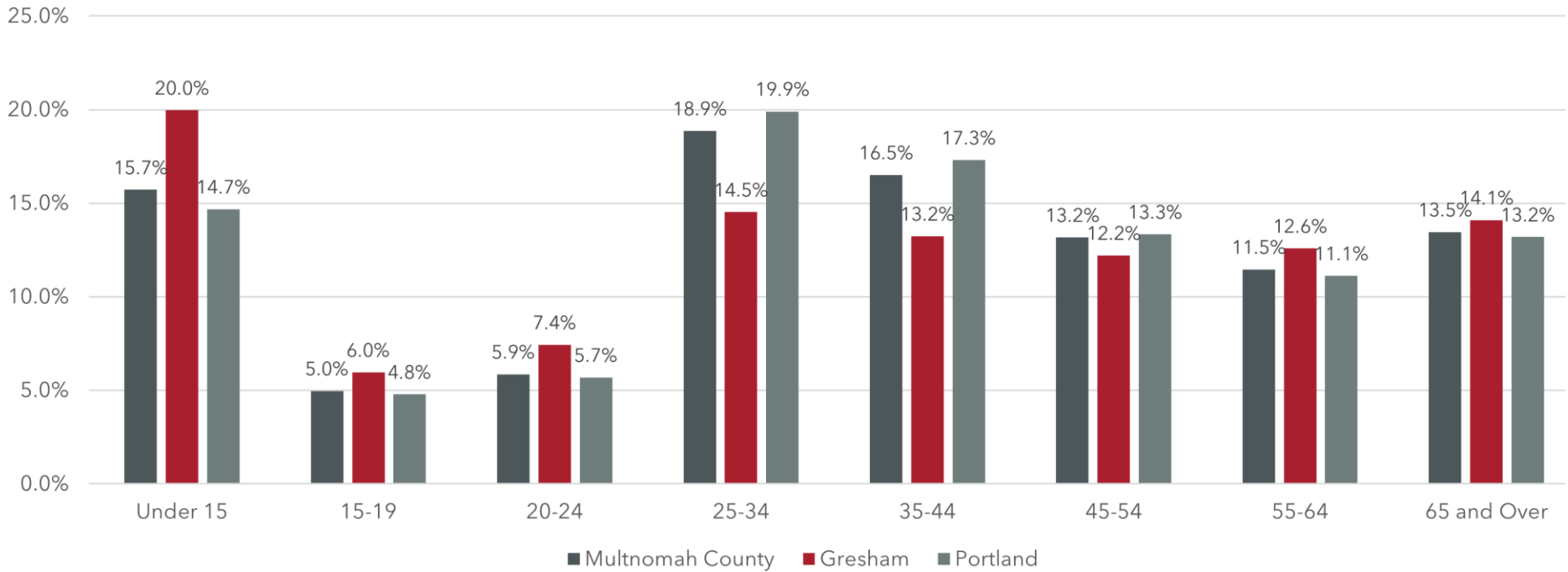
For the most part, Portland and Gresham, the two cities where the majority of Mt. Hood Community College students reside tends to mirror Multnomah County, when looking by age groups, as seen in the figures below. However, Gresham has a larger percentage of young residents (those under 20 years of age) than the County and Portland, as well as among older working adults, those 55 to 64 years of age.

Table 1: Projected Population Growth Among Service Area Cities, Portland-Vancouver-Hillsboro MSA, and Counties, 2020 to 2040

	2020 Population	2030 Population	2040 Population	Population Change, 2020 to 2040	
Portland-Vancouver-Hillsboro MSA	2,519,200	2,814,100	3,052,100	532,900	21.2%
Multnomah County	855,562	981,231	1,090,635	235,073	27.5%
Clackamas County	421,756	467,476	504,555	82,799	19.6%
Portland*	652,503	786,540	948,111	295,608	45.3%
Gresham*	114,247	123,609	133,738	19,491	17.1%
Happy Valley*	23,733	40,513	69,158	45,425	191.4%
Troutdale*	16,300	16,645	16,998	698	4.3%
Sandy*	12,612	16,621	21,904	9,292	73.7%
Fairview*	10,424	12,182	14,236	3,812	36.6%
Cascade Locks*	1,379	1,662	2,004	625	45.3%

Source: (*) Portland State University Population Research Center, METRO Research Center "Portland - Vancouver - Hillsboro MSA Population Forecast 2060"

Figure 6: Rate of Population by Age Group, Multnomah County, Gresham and Portland, 2020



Source: U.S. Census American Community Survey 5-Year Data

Table 2: Total Population by Age Group, 2020

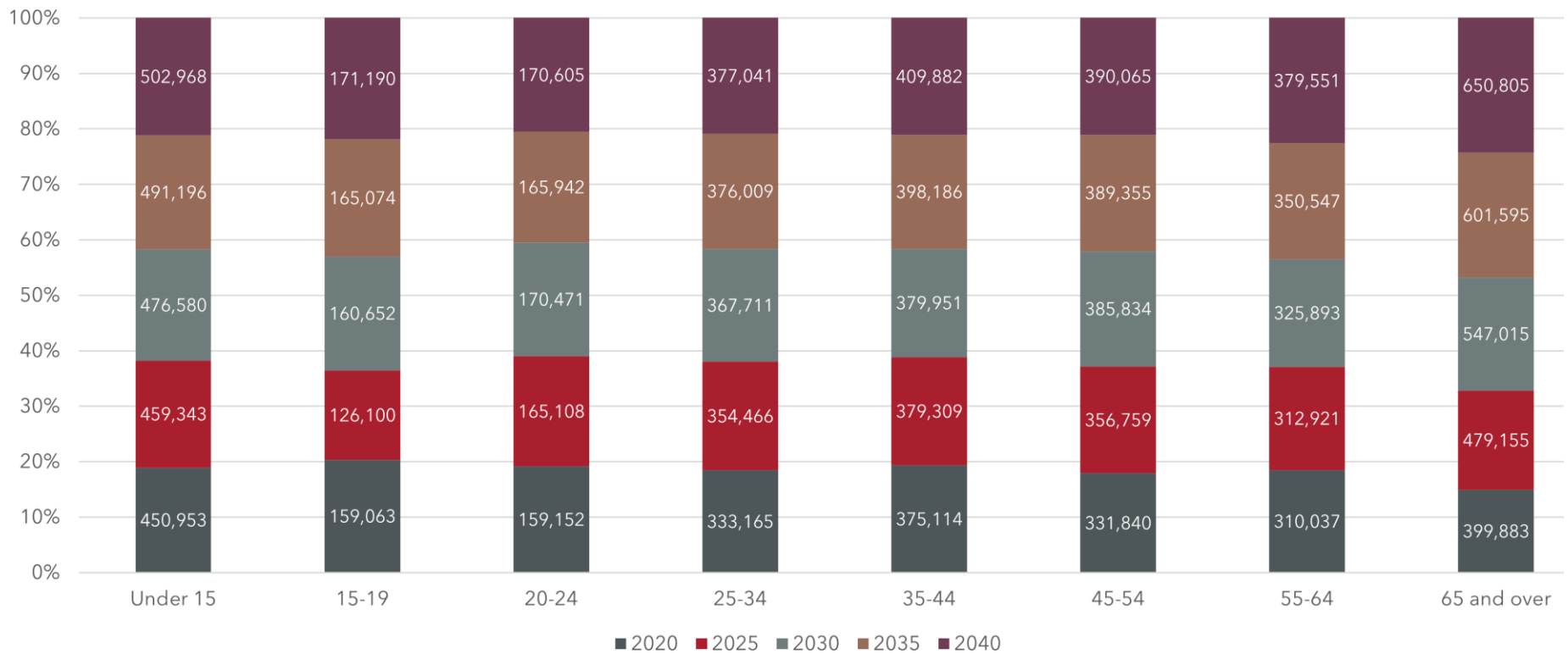
	Under 15	15-19	20-24	25-34	35-44	45-54	55-64	65 and Over	Total Population
Clackamas County	73,067	24,914	22,594	50,937	55,216	55,252	58,184	74,920	415,084
Multnomah County	127,271	40,234	47,452	152,760	133,719	106,629	92,820	108,984	809,869
Gresham	22,054	6,582	8,209	16,040	14,616	13,484	13,899	15,572	110,456
Portland	95,473	31,108	36,987	129,444	112,526	86,732	72,308	85,802	650,380

Source: U.S. Census American Community Survey 5-Year Data

Population Growth Projections by Age Group, Portland-Vancouver-Hillsboro Metropolitan Statistical Area

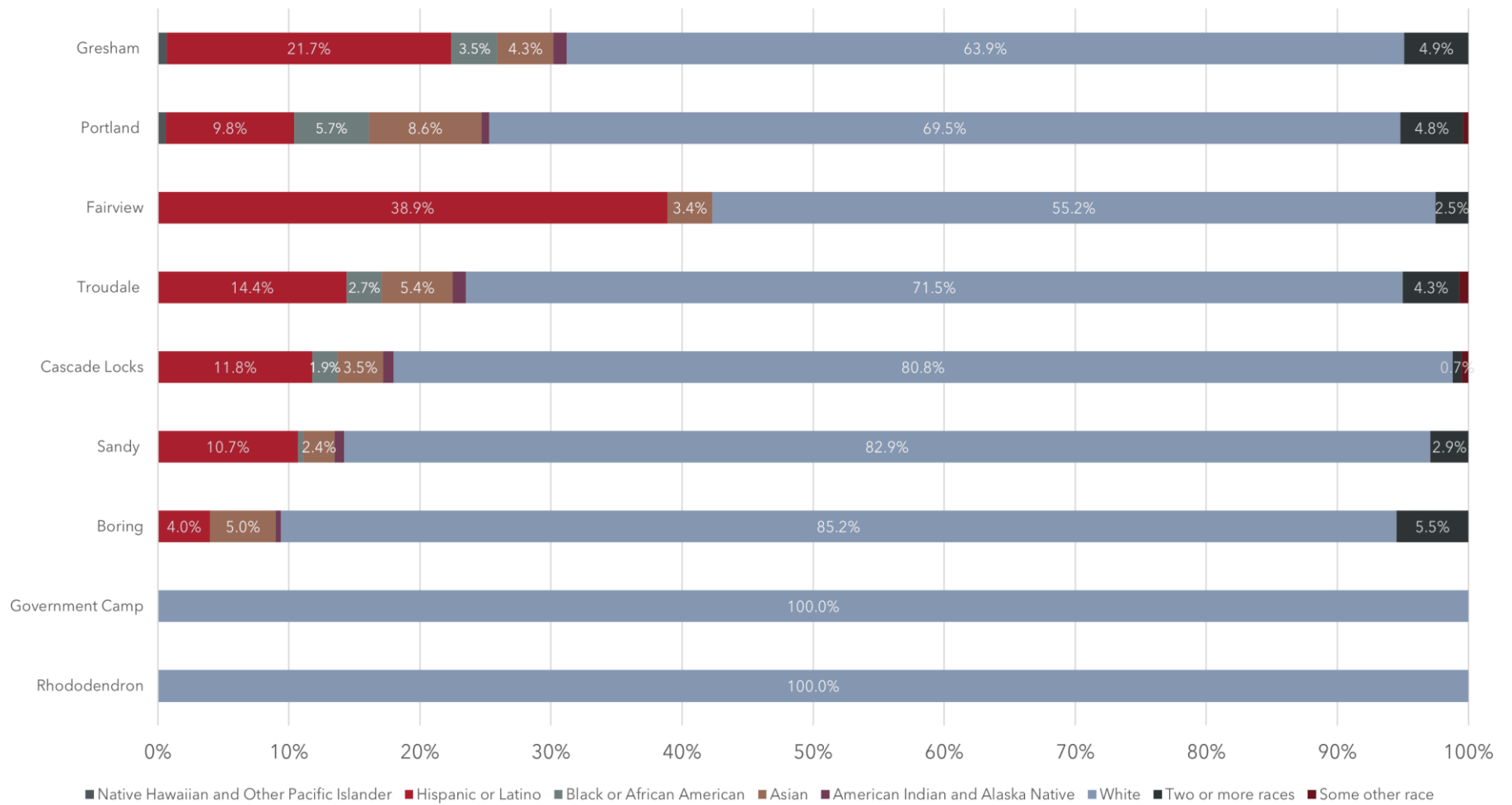
The next figure compares the rate of age groups in Portland-Vancouver-Hillsboro Metropolitan Statistical Area over this time period. Looking at expected population growth by age group, Multnomah County and the broader region will experience approximately 8 percent growth among high school students and those in the 20-24 years age group. There will be a sizable increase in the number of middle-aged working adults, those between the ages of 45 and 54 (17.5%) and late career adults (22%). The largest increase will be in the aging adults group of 65 years and older with a 63 percent growth in the metropolitan area.

Figure 7: Projected Population Growth by Age Group, Portland-Vancouver-Hillsboro Metropolitan Statistical Area, 2020 to 2040



Source: METRO Research Center "Portland - Vancouver - Hillsboro MSA Population Forecast 2060"

Figure 8: Race and Ethnicity of MHCC Service Area Cities, 2021



Source: U.S. Census American Community Survey 5-Year Data

Mt. Hood Community College, Service Area and Regional Demographics: Race and Ethnicity

Within the MHCC service area, the cities of Gresham, Portland, Troutdale, and Fairview are the most diverse. In Fairview almost 40 percent of the current population are nonwhite residents. Gresham is the most culturally diverse, although, Fairview has the largest percentage of Hispanic and Latino people of all the communities. A large population of Hispanic / Latino residents live in Gresham, Fairview, Cascade Locks, Sandy, and Troutdale, as shown in the above data. Figures 12 and 13 below displays the race / ethnicity breakdown of the MHCC student body compared to the service district and the employees.

As Figures 10 and 11 on the following pages indicate, while most of the areas around each of the MHCC campuses has experienced an increase of nonwhite residents (shown in the darker shades of blue), there has been a correlating decrease in White residents. In some census tracts, this decrease is as great as 17 percent, as in shown by the darker shades of red.

Figure 12: Race/ Ethnicity of MHCC Service Area compared to the Student Body

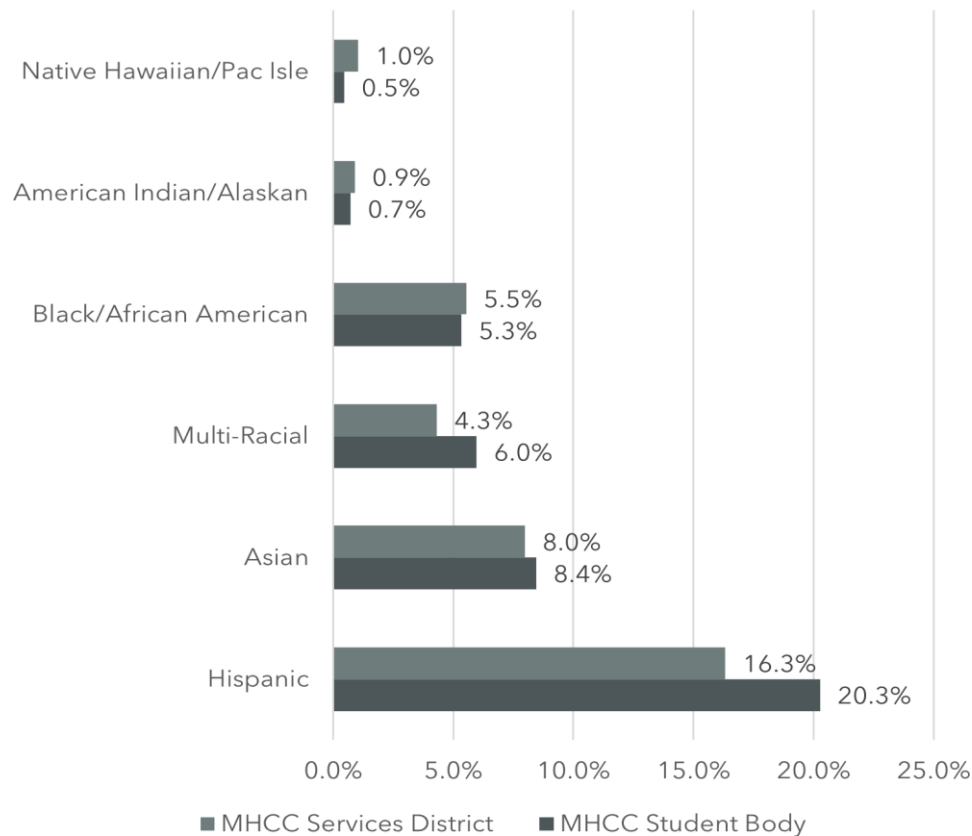
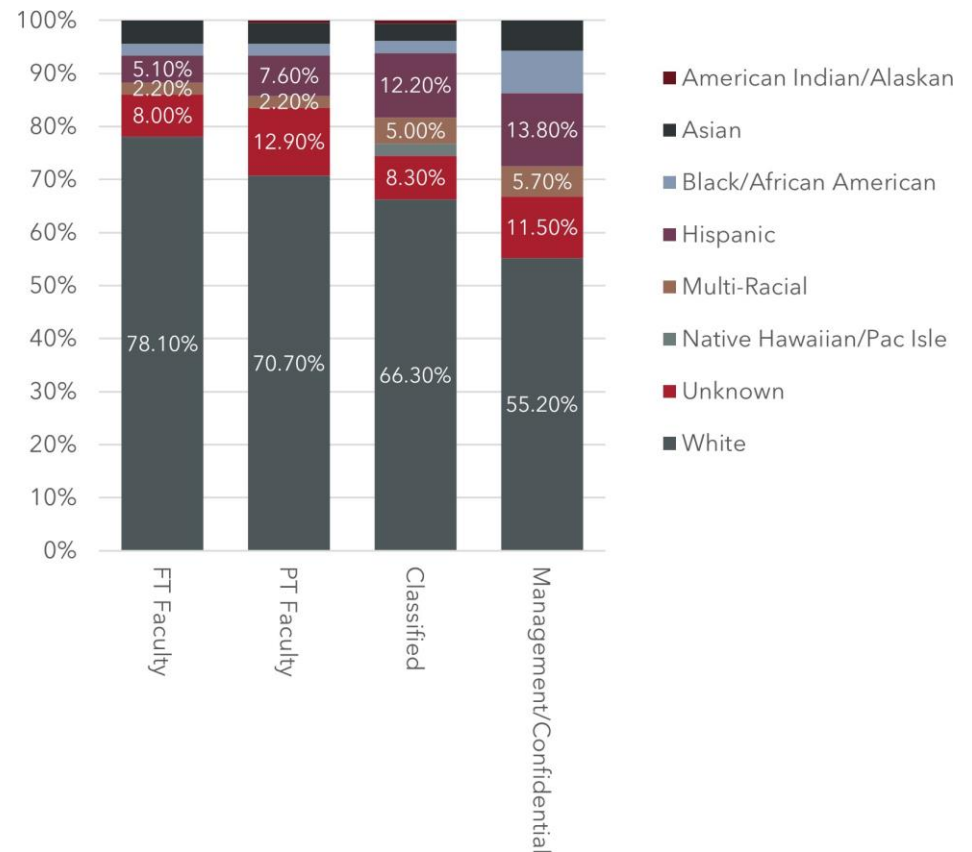
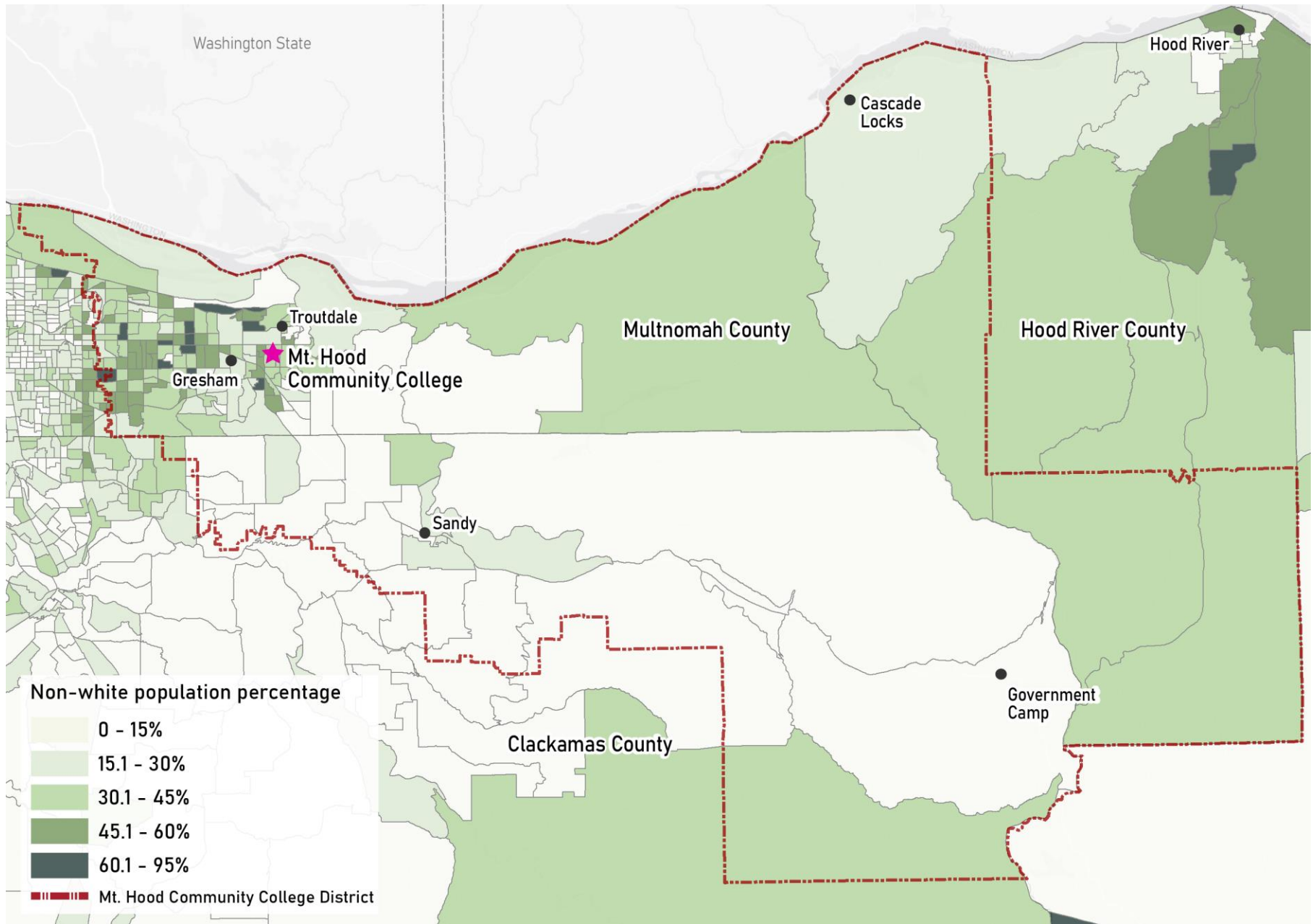


Figure 13: Detail Breakdown of MHCC Employee Race/ Ethnicity



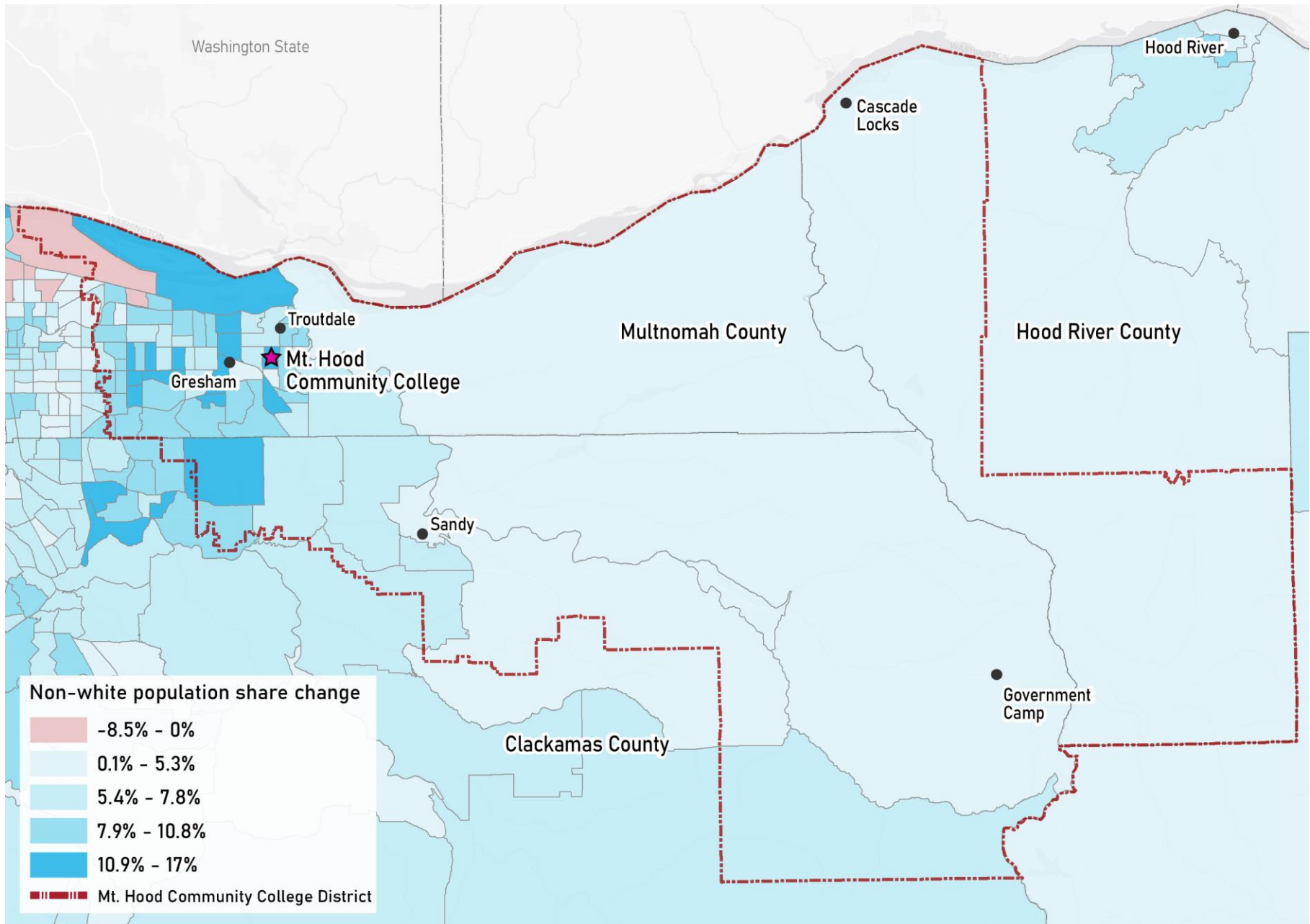
Source: U.S. Census American Community Survey 5-Year Data and Assessment and Institutional Effectiveness, Analytics and Institutional Research

Figure 14: 2021 Map of the Nonwhite Population in Mt. Hood Community College Service Area, by Census Tract



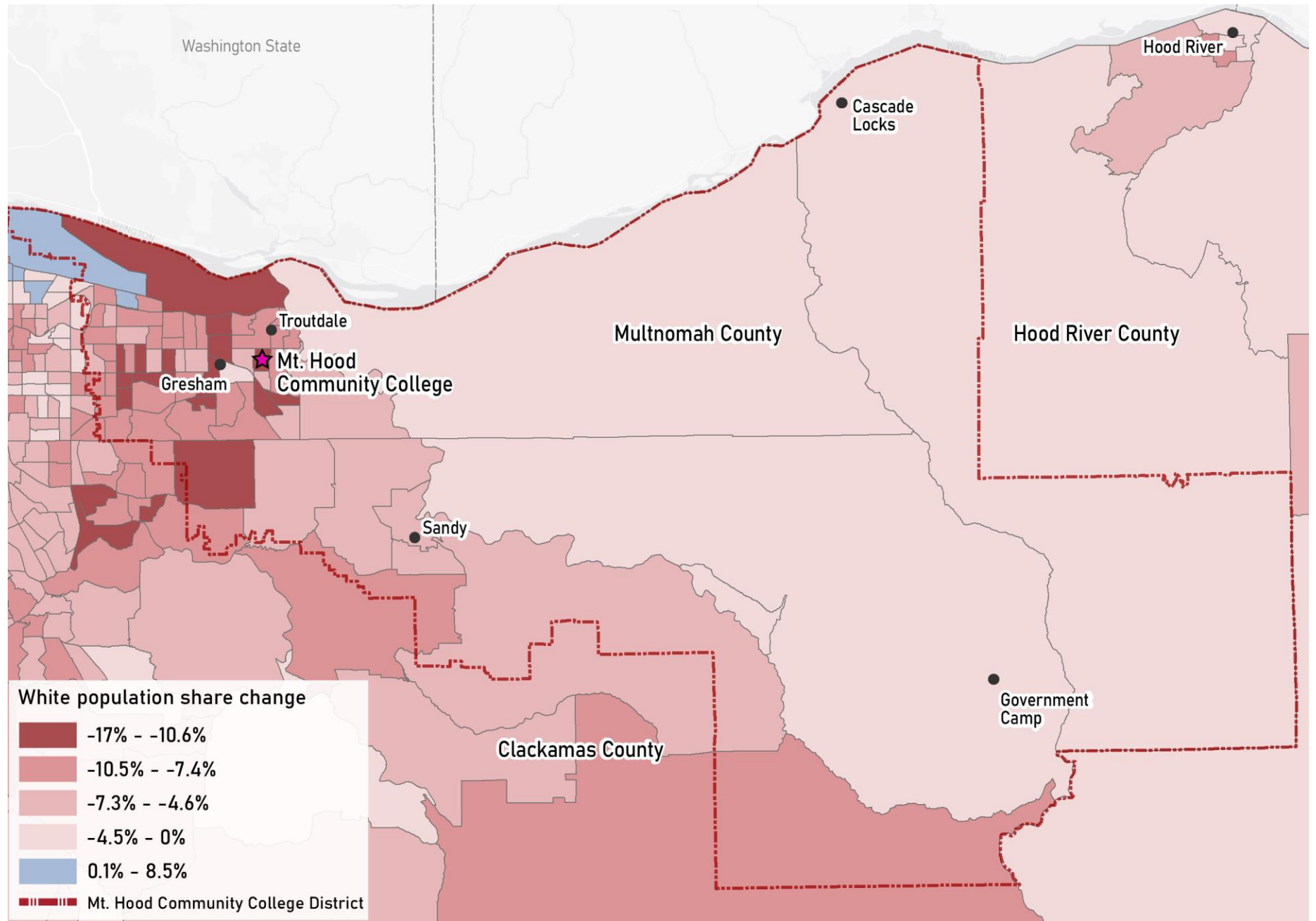
Source: MHCC and U.S. Census, Planning Database, 2021

Figure 15: Change in Nonwhite Population within the Mt. Hood Community College Service Area, by Census Tract, 2010-2020



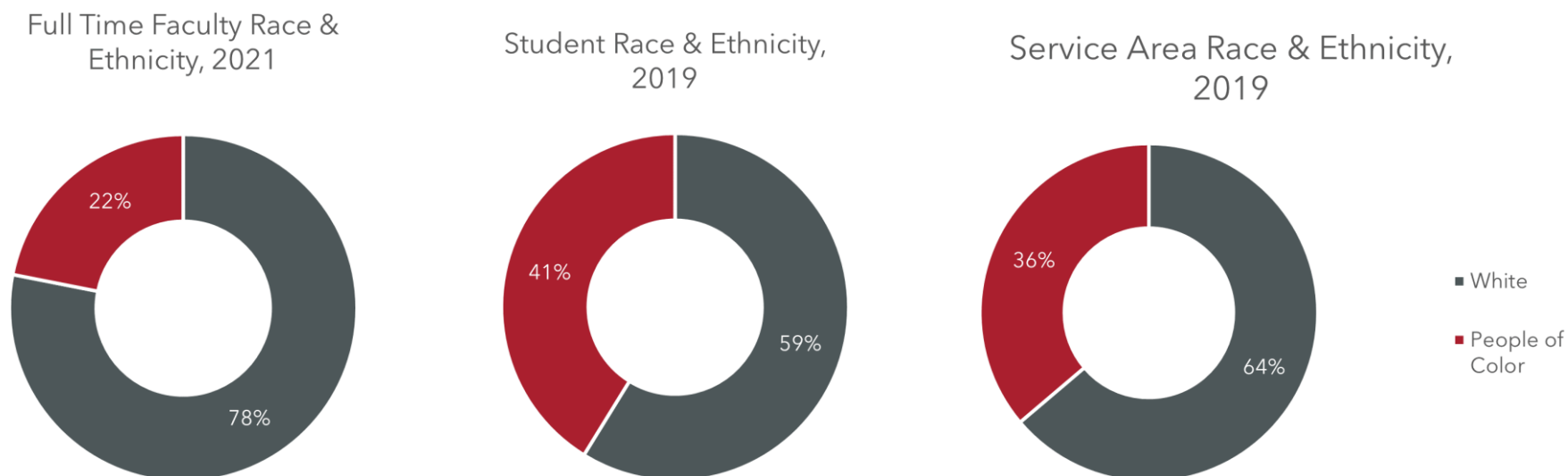
Source: U.S. Census, Planning Database and Portland State University Population Research Center, 2021

Figure 16: Change in Nonwhite Population within the Mt. Hood Community College Service Area, by Census Tract, 2010-2020



Source: U.S. Census, Planning Database and Portland State University Population Research Center, 2021

Figure 17: Race and Ethnicity of Mt. Hood Community College by Service Area, Students, Full-Time Faculty & Multnomah County



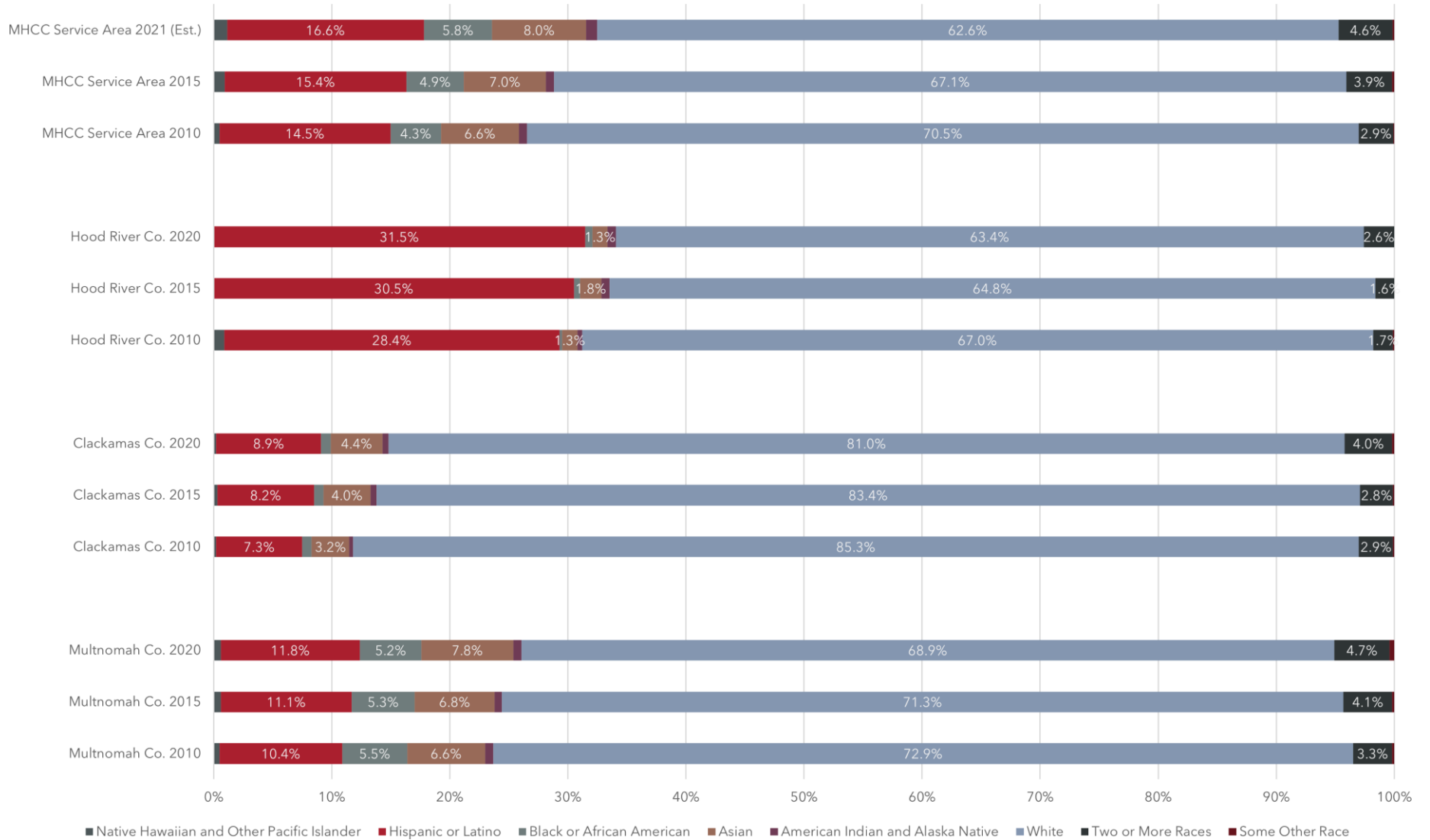
Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

The charts above compare race and ethnicity in the MHCC service area population to MHCC’s students and faculty. Students of color represent 41 percent of MHCC’s population, greater than the percentage of people of color in the service area population. White full-time faculty are far over-represented among MHCC’s employees related to the service area and students.

Recent Race and Ethnicity Growth Trends in the Service Area and Region

In the last decade, the growth in communities of color within the MHCC service area occurred at a faster rate than the counties at a whole. Communities of color in the MHCC service area experienced an increase of 6 percentage points, whereas the counties saw a smaller increase of approximately 3 percentage points. Conversely, the rate that white persons declined in the MHCC service district happened at a faster rate than the counties. Hood River County saw the largest percentage increase of Hispanic and Latino people. It is anticipated these trends will persist as east Multnomah County, Clackamas County, and Hood River County continue to be an affordable option for housing and as impacts of the COVID-19 pandemic continue to change our economy and work lives.

Figure 18: Race and Ethnicity in the MHCC Service Area, Multnomah County, Clackamas County and Hood River County, 2010, 2015 and 2020

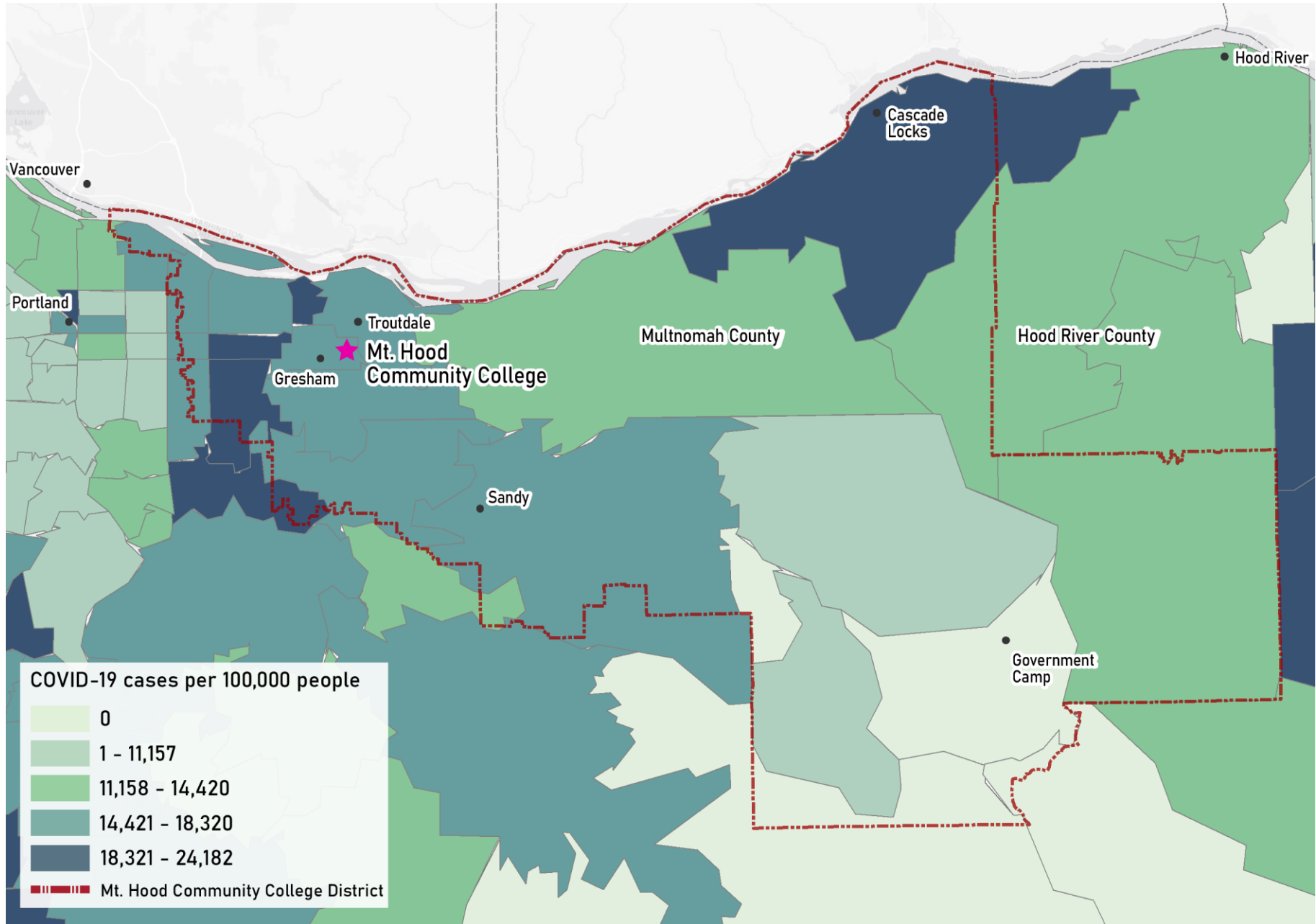


Source: U.S. Census, American Community Survey 5-Year Data

Racial Disparities and the Impacts of COVID-19

The COVID-19 Pandemic has impacted persons physically, mentally, and emotionally. The true impacts of which may not be fully realized for years to come. What has been studied is how the pandemic has disproportionately impacted Black, Hispanic/Latino, and indigenous communities. The growth in diversity in the region correlates to historically worse health access and outcomes among communities of color in the U.S. As shown in Figure 16 and reported by the Oregon Health Authority, the rate of confirmed COVID cases was on the higher end with 14,000 confirmed cases per 100,000 people within denser parts of the MHCC service area. These areas are also the most diverse, have a lower educational attainment and a lower median household income.

Figure 16: Map of Confirmed COVID-19 cases by zip code, per 1,000 residents



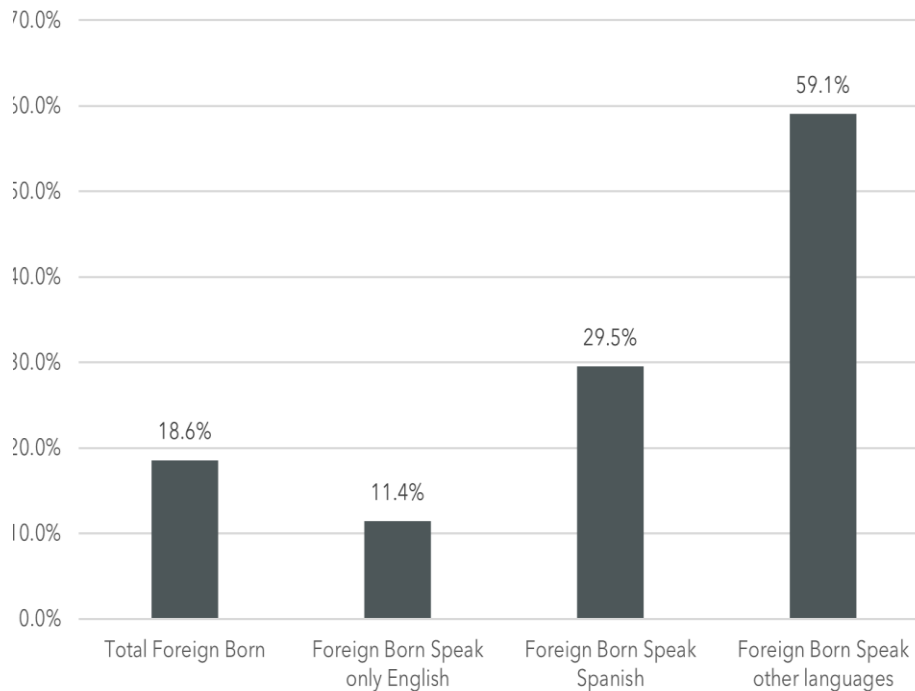
Source: Oregon Health Authority COVID-19, February 2022

Foreign-Born Residents and Languages Spoken at Home

Approximately 19% of residents within the MHCC service area are foreign born. Of that number, almost 60% of those born in a different country speak a language other than English. Among the overall population within the MHCC service area, Spanish is the most spoken language at home with the Asian and Pacific Islander languages and Other Indo-European languages, close behind. In Gresham 27 percent of the population speaks a language other than English. Of this population 15.7% are 18 and above and may require language assistance at college.

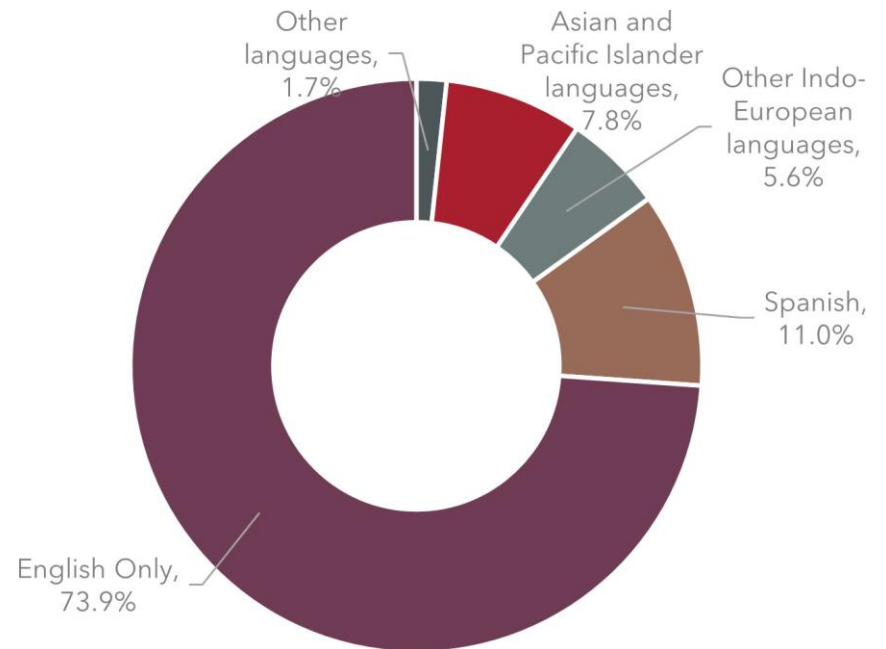
In Gresham, one in six residents (16.5%) is foreign born. The percentage of foreign born is slightly higher than in Portland Metro (12.9%) and nearly twice as much as Oregon as a whole (9.7%).

Figure 20: Foreign-Born Residents in the MHCC Service Area and Languages



Source: U.S. Census, American Community Survey 5-Year Data

Figure 21: Language Spoken at Home in the MHCC Service Area



Source: U.S. Census, American Community Survey 5-Year Data

Educational Attainment

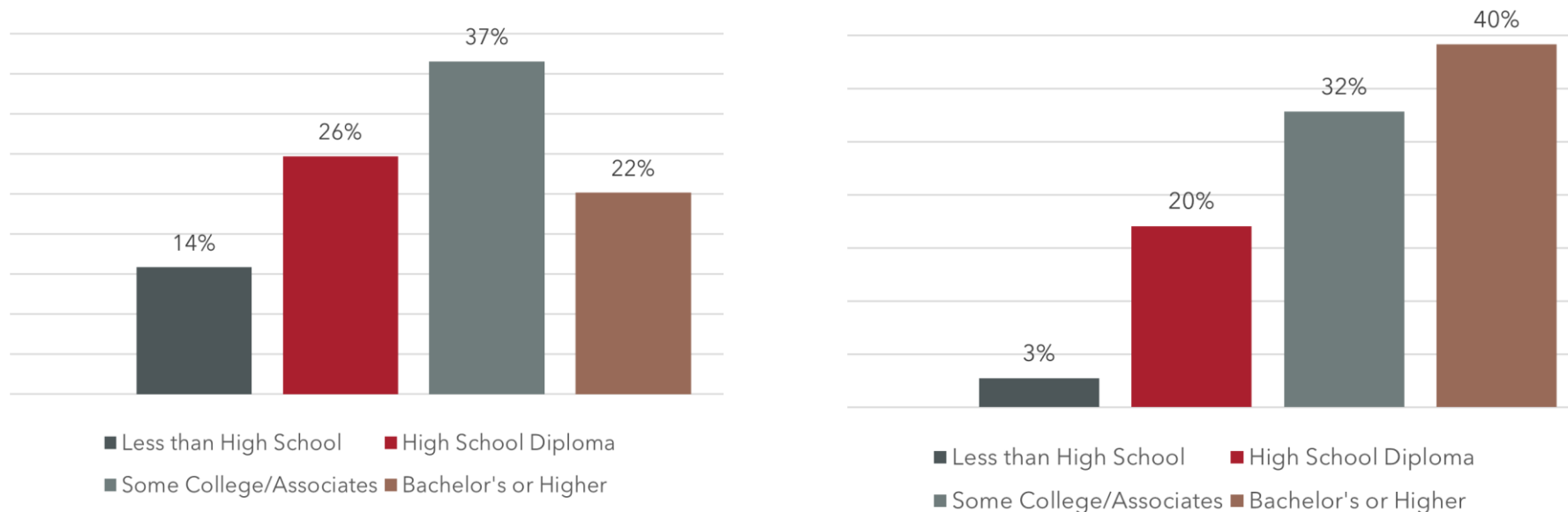
Educational Attainment and College Preparedness

The maps on the following pages and the charts below show the highest levels of educational attainment within the service area.

As of 2019, 86 percent of residents aged 25 and over held a High School degree or higher, while only 22 percent of this same age group held a Bachelors' degree or higher. Native Hawaiian or Other Pacific Islander residents had the highest rate of holding a High School degree or higher at approximately 94 percent, although they are the smallest minority group in the service area. Asian residents had the highest rate of holding a Bachelors' degree or higher at 29 percent among the minority demographic groups. American Indian or Alaska Native residents had the lowest rate of High School degree or higher attainment at 70 percent as well as the lowest rate of Bachelors degree attainment at 13 percent.

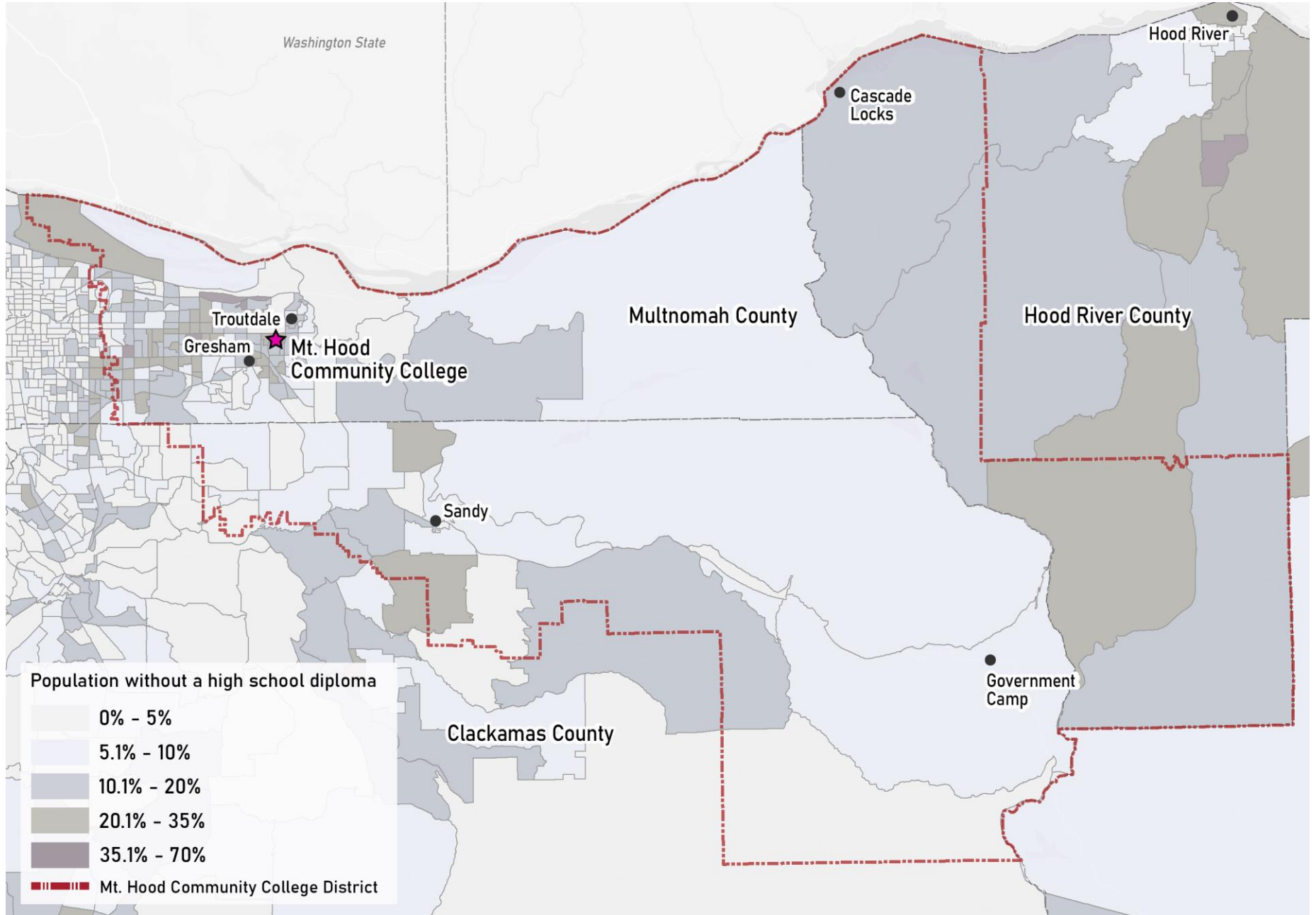
Compared to the Portland Metro area, a greater percentage of Service Area residents have less than a high school degree and more residents have earned an associate degree or took some college course. While in Portland, the majority of their residents have earned a Bachelor's degree.

Figure 22 and 23: Highest Level of Educational Attainment among Service Area Residents, compared to the Portland Metro Area



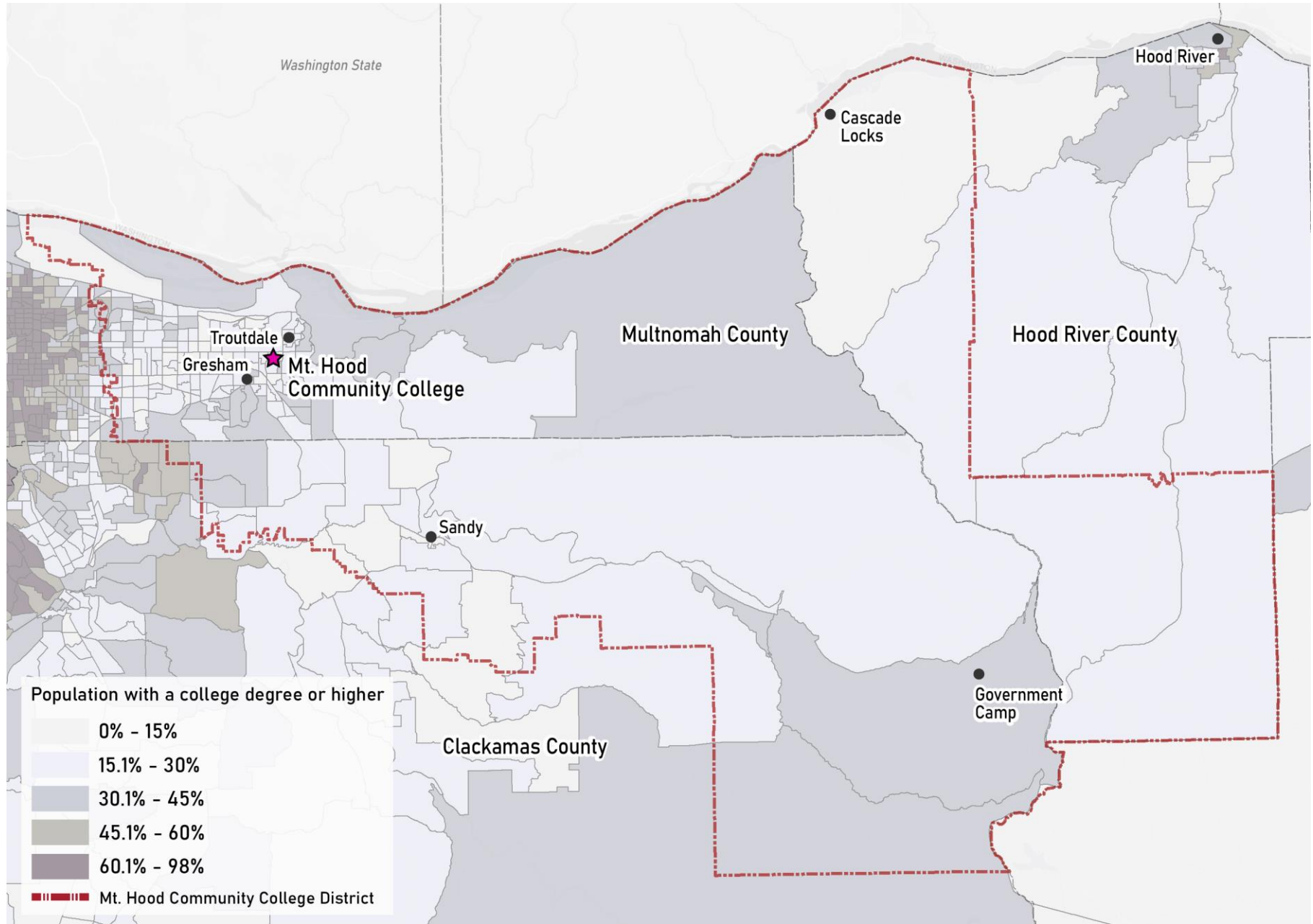
Source: U.S. Census, American Community Survey and MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Figure 24: Map of Rate of Residents with a High-school degree or lower, by Census Block Group



Source: U.S. Census, American Community Survey

Figure 25: Map of Rate of Residents with a Bachelor Degree or Higher, by Census Block Group

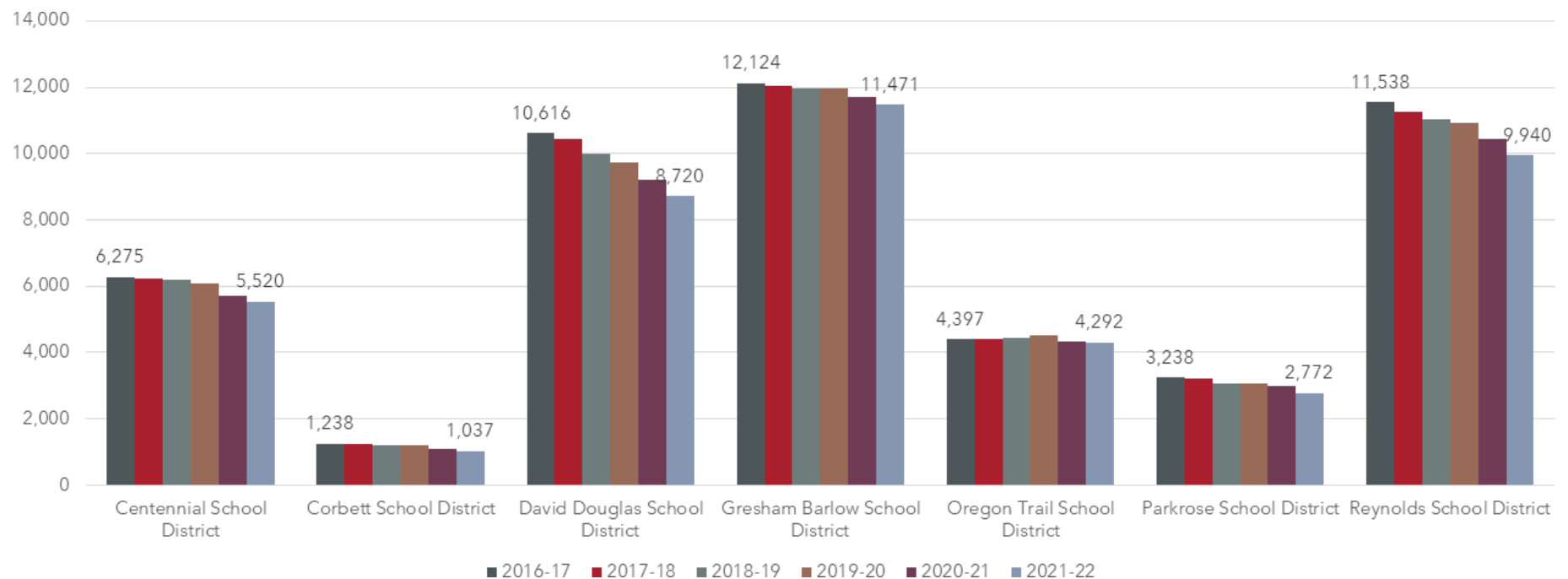


Source: U.S. Census, American Community Survey

Trends Among Service Area K-12 School Districts

The figures below show the recent trends in K-12 and high school grade enrollments among Mt. Hood’s seven service area school districts. All the school districts experienced a decline in overall student enrollments over the last six school years. This trend was already underway prior to the COVID pandemic, and the initiation of online instruction.. David Douglas School District, which primarily serves the western limits of the Community College service area has seen a decline of 1,896 students between the 2016-17 and 2021-22 academic years. The largest school district within the MHCC service area, Reynolds, which primarily serves the area north of the main Gresham campus and the City of Fairview, has also seen a large decline in enrollments. These two school districts have higher concentrations of non-white persons and a majority of residents have earned a high-school diploma or lower (as shown on the Educational Attainment maps). These two areas have also been more severely impacted by the number of COVID cases, furthering influencing school enrollments.

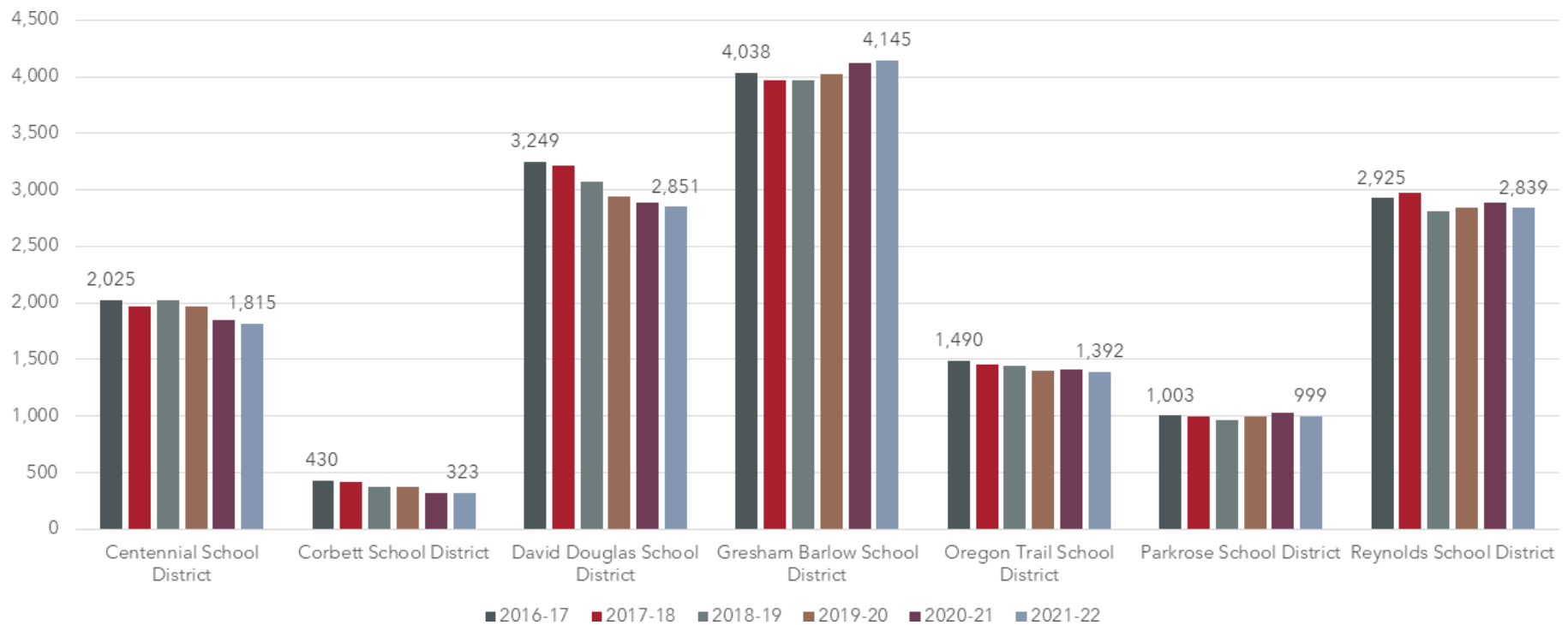
Figure 26: K-12 Enrollment Trends at Mt. Hood Service Area School Districts, 2016-17 to 2021-22



Source: Oregon Department of Education, <https://www.oregon.gov/ode/schools-and-districts/reportcards/Pages/default.aspx>

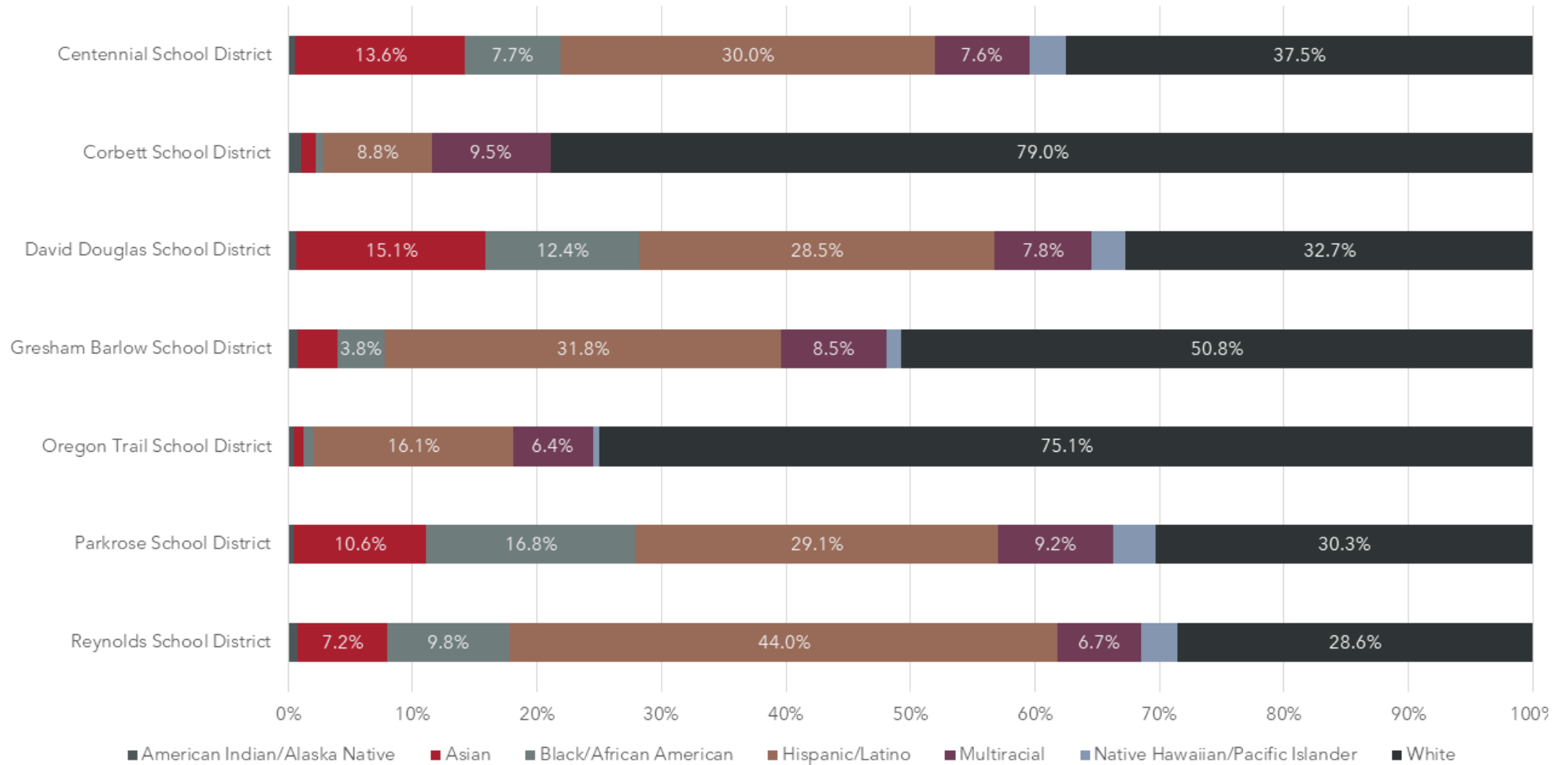
The below figure shows largely similar patterns among high school students in these districts. Gresham Barlow School District is the only school district that has seen an increase in the number of high school enrollments, while the others have experienced some level of decline.

Figure 27: High School Enrollment Trends at Mt. Hood Service Area School Districts, 2016-17 to 2021-22



Source: Oregon Department of Education, <https://www.oregon.gov/ode/schools-and-districts/reportcards/Pages/default.aspx>

Figure 28: Race and Ethnicity by Service Area School District, 2021-22 Academic Year



Source: Oregon Department of Education, <https://www.oregon.gov/ode/schools-and-districts/reportcards/Pages/default.aspx>

Table 3: Demographics Among Service Area School Districts, 2019-2020 Academic Year

	Ever English Learners	Students with Disabilities	Free/Reduced Priced Lunch	Mobile Students
Centennial School District	41%	14%	61%	8%
Corbett School District	<5%	16%	24%	<5%
David Douglas School District	44%	12%	>95%	7%
Gresham Barlow School District	24%	14%	47%	9%
Oregon Trail School District	11%	13%	>95%	10%
Parkrose School District	33%	16%	>95%	8%
Reynolds School District	46%	16%	91%	9%

Source: Oregon Department of Education, <https://www.oregon.gov/ode/schools-and-districts/reportcards/Pages/default.aspx>

With the exception of Corbett School District, nearly half of all students in the service area are considered low-income (receiving free/reduced price lunch). English language learners (Ever English Learners) account for almost half of the student body at Centennial, David Douglas, and Reynolds School District, which all have a high population of Hispanic/Latino, Asian and Native Hawaiian/Pacific Islander groups.

The National Equity Atlas provides a detail report card on racial and economic equity that provides data on demographic changes, racial and economic inclusion, and the potential economic gains from racial equity for the cities, counties, and regions in all states, and the United States as a whole.

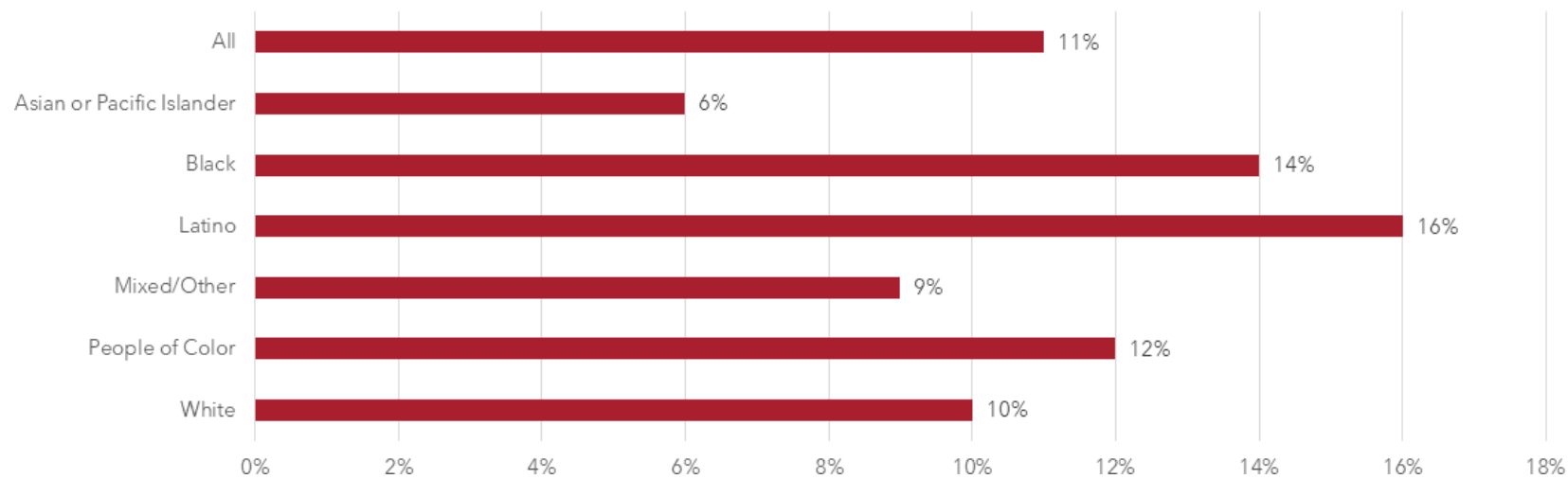
To understand further the environment for high school students and youth, there were two indicators analyzed: School poverty rates by race and ethnicity and the number of “Disconnected Youth”.

Disconnected Youth

Defined as the population ages 16 to 24 who are not working or enrolled in school, the “Disconnected Youth” data can provide insight on the number of young persons who may not be equipped to enter and thrive in the workforce. Studies conducted and provided by the National Equity Atlas has found that accessing education and job experience early in life can have long-lasting impacts including lower earnings, worse health, and higher unemployment for youth. This can have impacts on the general public as well with higher public expenditures and lower tax revenues for communities.

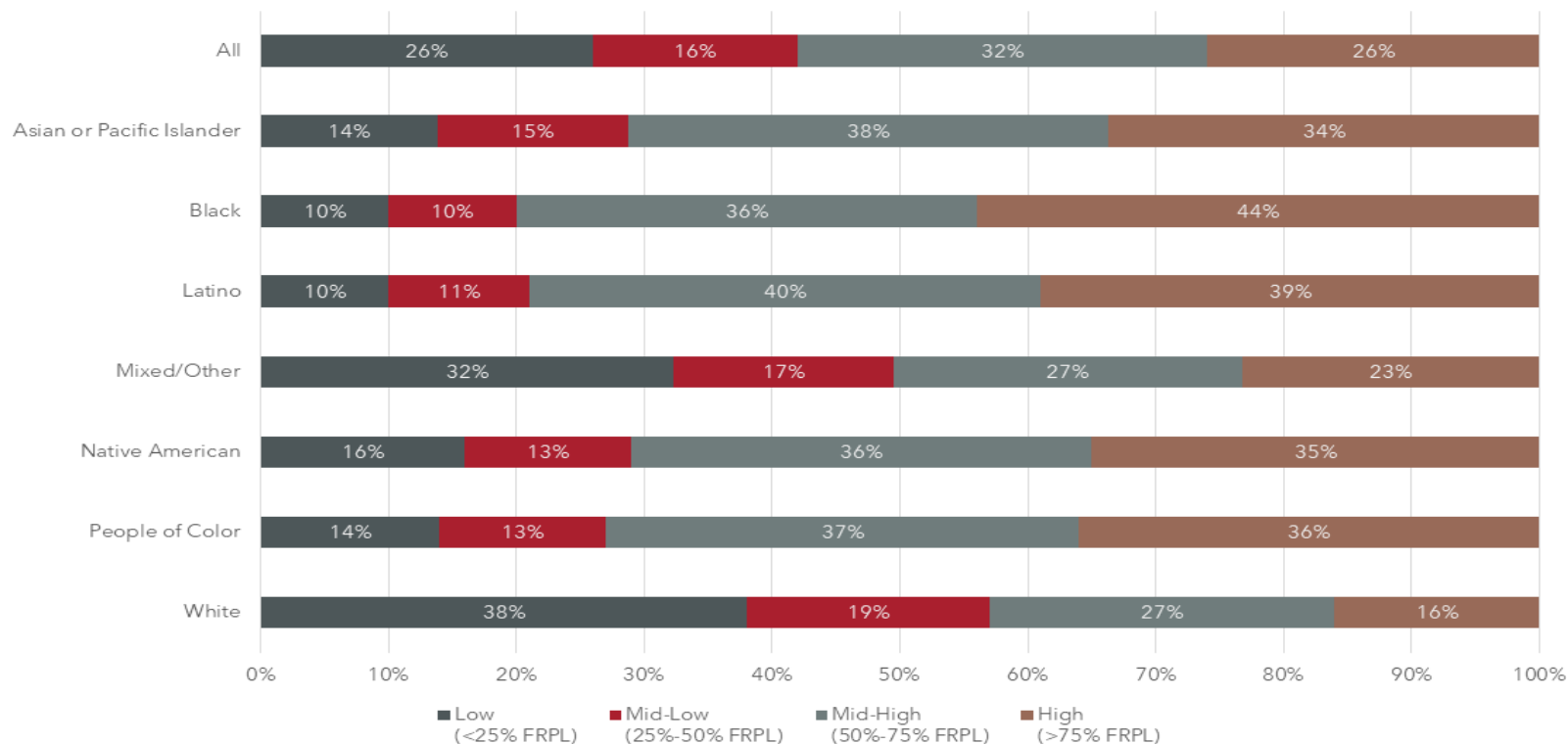
In 2019, the organization reported that in Multnomah County, Latino youth (16%) and Black youth (14%) are most likely to be disconnected from school and work.

Figure 29: Percent of Disconnected Youth, Multnomah County, 2019



Source: National Equity Atlas, <https://nationalequityatlas.org/indicators>

Figure 30: Percent of Students by School Poverty Level, Defined by the share of students eligible for FRPL, Multnomah County, 2018



Source: National Equity Atlas, <https://nationalequityatlas.org/indicators>

School Poverty

Researchers have found that students that attend economically diverse and well-resourced schools are more likely to succeed. The extent to which students attend schools with higher numbers of classmates who are low-income can be a powerful predictor of racial inequities in educational achievement. Generally, schools serving areas with a higher percentage of low-income residents, “high-poverty schools,” are typically charged with educating children who need more support and services. However, the schools will generally have fewer resources, teachers that are stretched more, and curriculums that are less challenging than schools serving wealthier students.

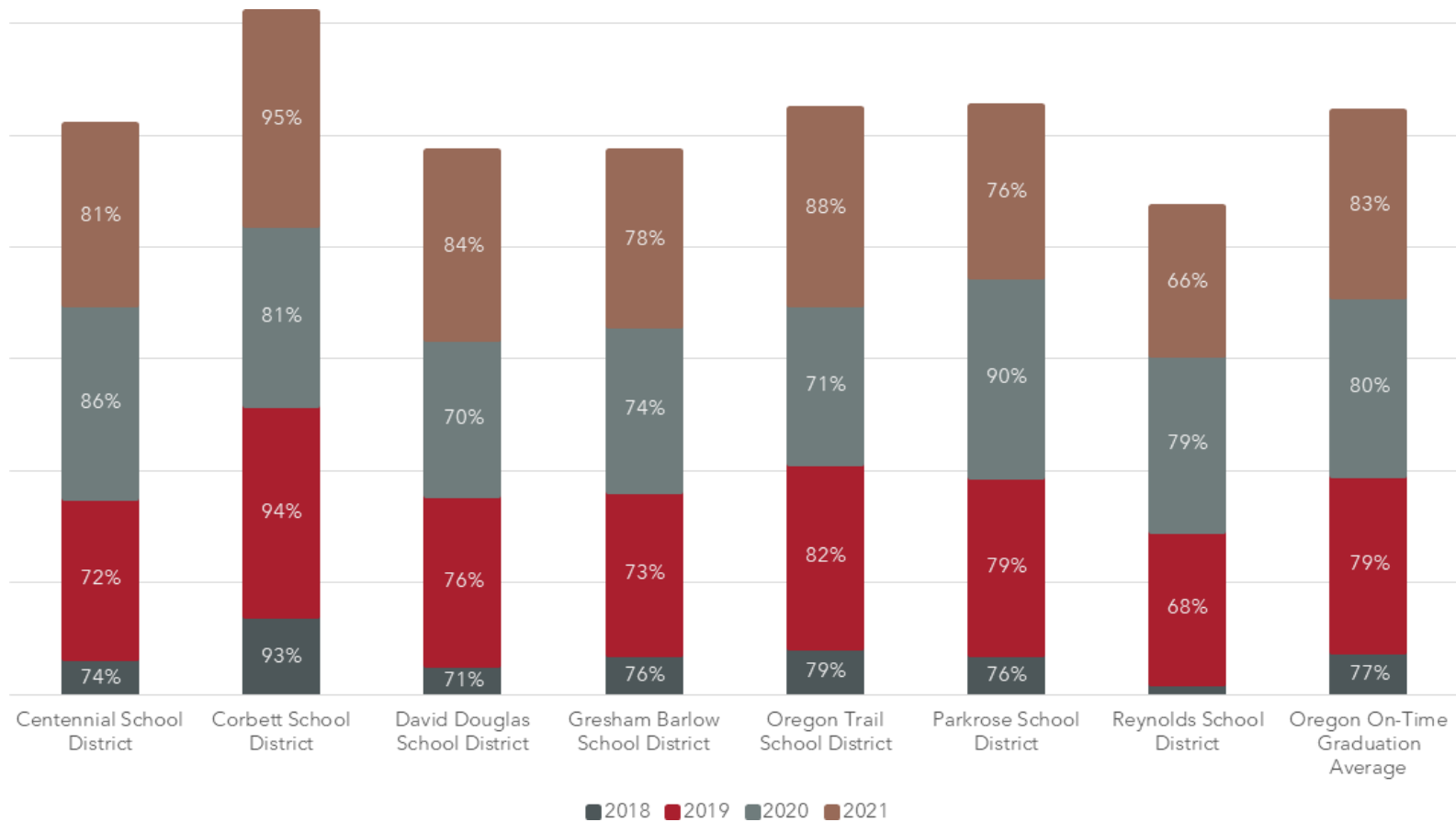
School poverty levels are defined by the share of students eligible for free or reduced price lunch (FRPL) and include: “Low” (less than 25% FRPL), “Mid-low” (25-50% FRPL), “Mid-high” (50-75% FRPL), and “High” (greater than 75% FRPL).

For Multnomah County in 2018, Asian or Pacific Islander, Native American, and Latinx students mostly attend high poverty schools. Black students are more likely to attend a high poverty school with 44 percent.

TOTAL HIGH SCHOOL GRADUATION

The figure below shows total on-time high school graduations in the service area by school district compared to the state average. Both Gresham Barlow and Reynolds School Districts, the largest districts, have a lower rate of on-time graduates than the state average. Generally, the Oregon Department of Education reports that Black/African American, Latinx, and Native Hawaiian/Pacific Islander students are graduating at a much lower rate than their White and Asian counterparts. Along with David Douglas School District and Centennial School District, these are also the most racially and ethnically diverse high schools, as shown in Figure 28: Race and Ethnicity by Service Area School District, 2021-22 Academic Year.

Figure 31: On-Time Graduation Rates Among Mt. Hood Service Area School District High Schools, 2018-2021



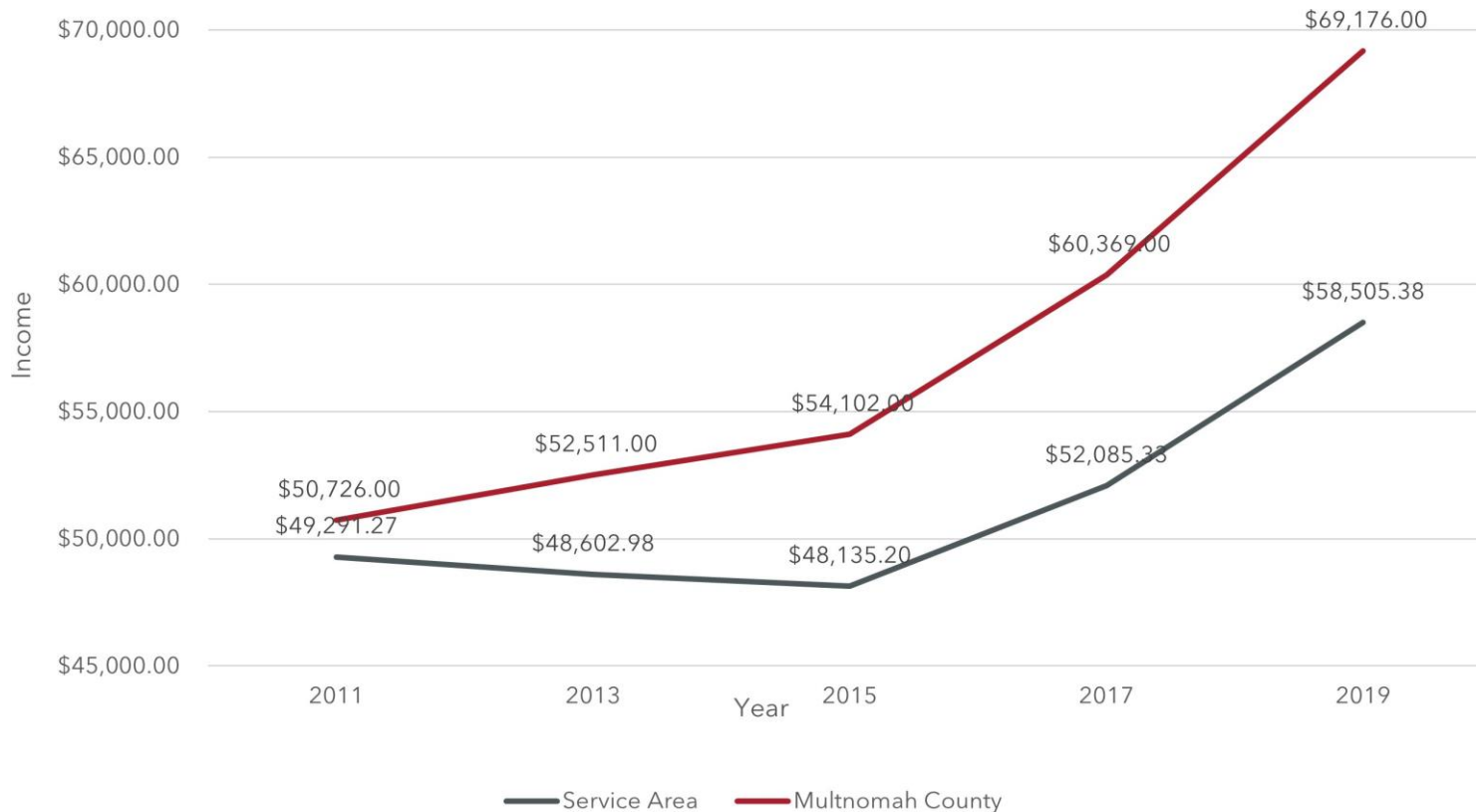
Source: Oregon Department of Education, <https://www.oregon.gov/ode/schools-and-districts/reportcards/Pages/default.aspx>

Income and Poverty

The median income for both the service area and Multnomah County has increased since 2015, although the County has a consistently higher median income with the difference between the two growing since 2015. In 2011 the difference in median income between the County and service area was \$1,434.73 while in 2019 the difference had increased drastically to \$10,670.62.

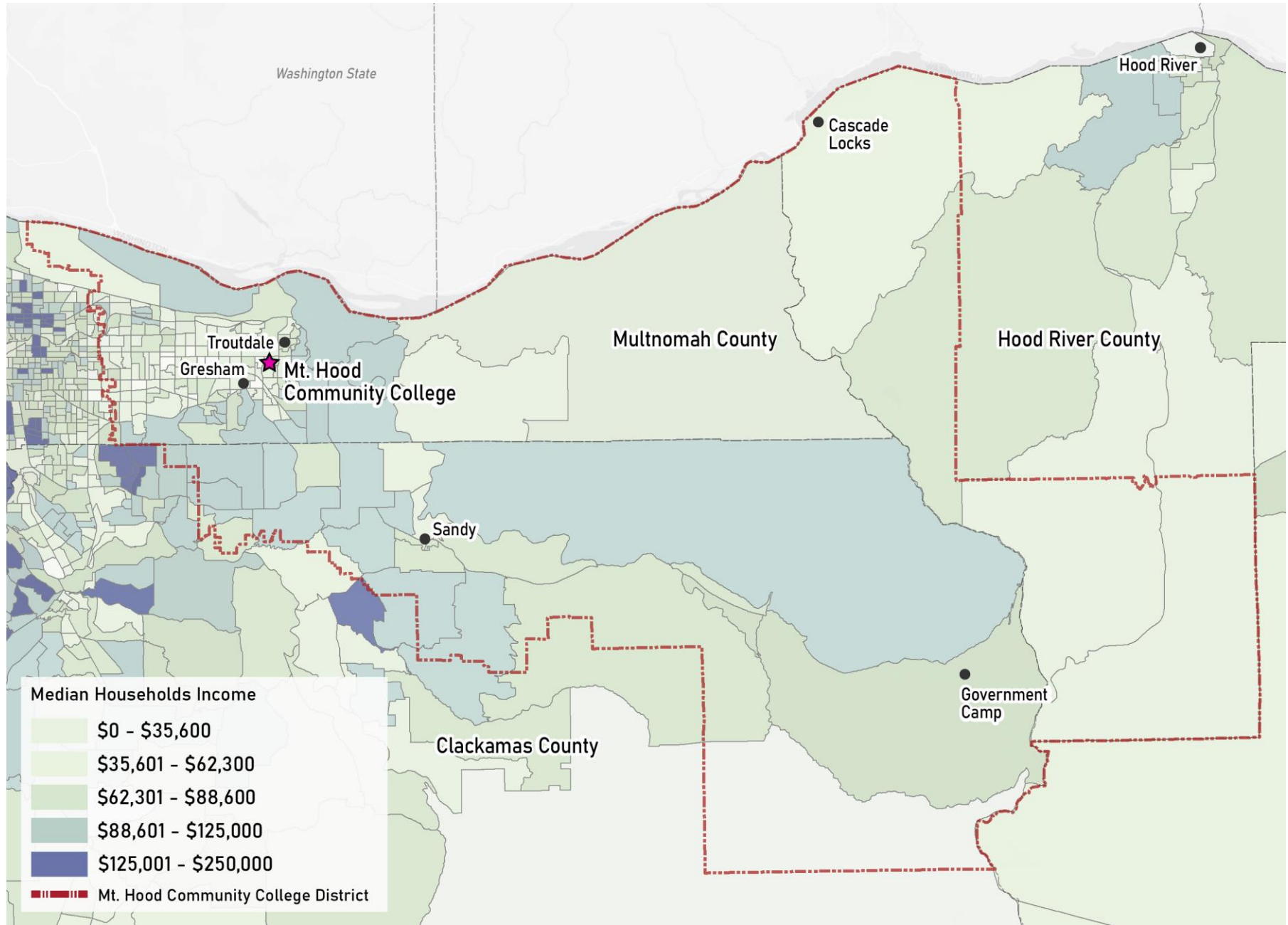
In the service area in 2019, nearly one half of renter households (48%) and one in four owner households (26%) were cost burdened or paying more than thirty percent of their monthly income toward rent and related housing expenses. In Gresham 16.5 percent of residents live below the poverty line, a slightly higher rate than that of Multnomah County at 13.8 percent.

Figure 32: Service Area Median Income, 2011 to 2019



Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Figure 33: Map of Median Income in MHCC Service Area Communities, by Census Block Group

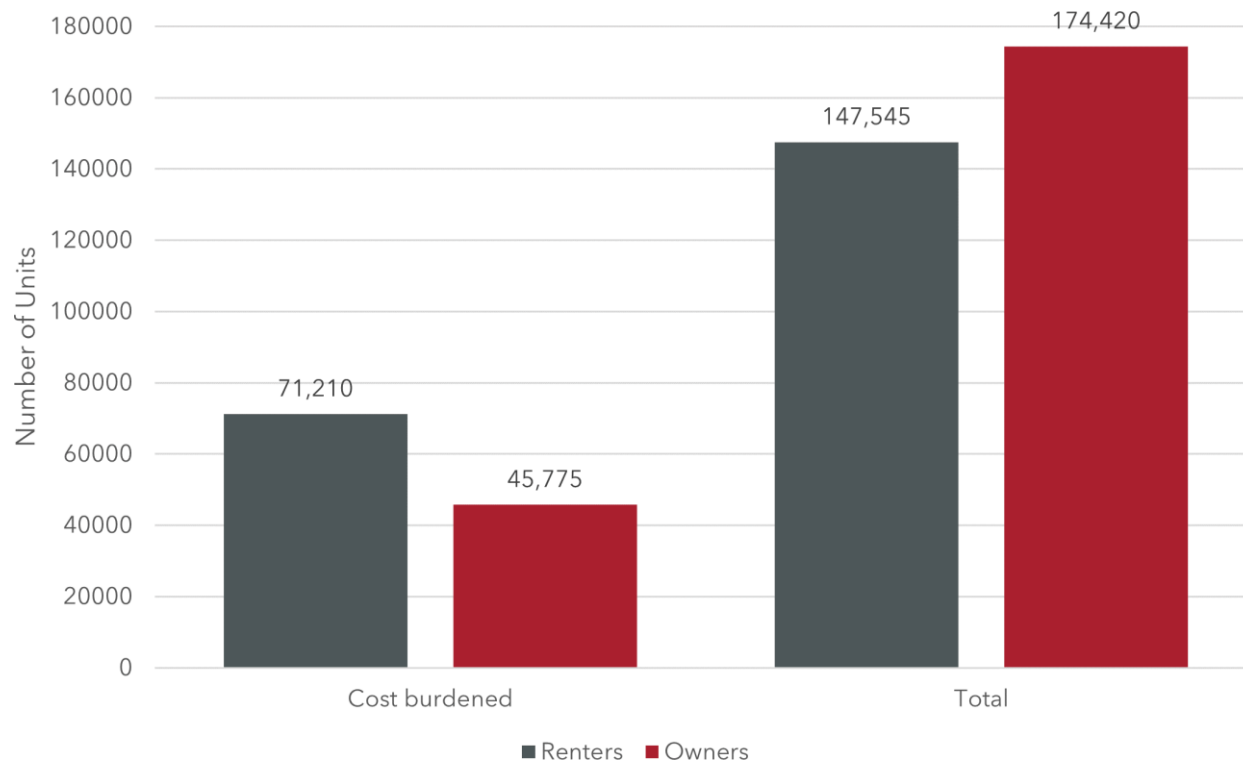


Source: U.S. Census, American Community Survey

Housing Costs

Housing cost burdens occur when housing costs exceed more than 30 percent of a household's income. This means the household has less disposable income for other necessities. More renters in Multnomah County are cost burdened (48%) compared to owners. Nearly half of renters in Multnomah County pay more than 30 percent of their monthly incomes on rent and other housing costs while only one-fourth of owners do.

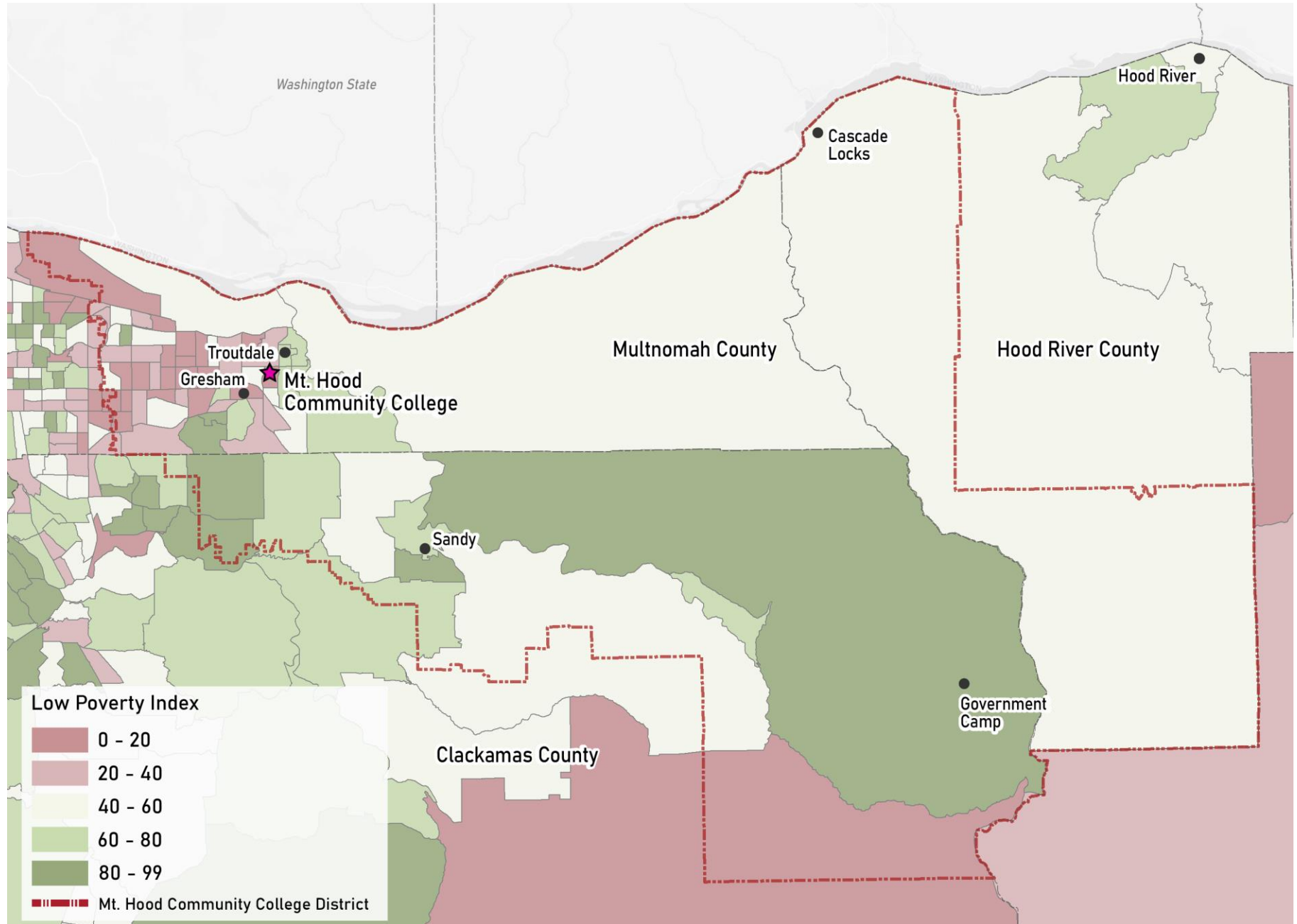
Figure 37: Multnomah County Housing Costs as a percentage of income



Source: Comprehensive Housing Affordability Strategy (CHAS) data

The following map shows the extent to which residents within the MHCC service area are exposed to poverty based on data pulled from the Department of Housing and Urban Development. The index formula is based on the poverty rate, which is determined at the census tract level. The higher the score, the less exposure there is to poverty. As the map shows, many neighborhoods and communities are more likely to be exposed to poverty within their communities.

Figure 38: Map of HUD Low Poverty Index in the Service Area



Source: U.S. Census, American Community Survey

Student Enrollment, & Faculty Trends

03



MT. HOOD
COMMUNITY COLLEGE

3 | Mt. Hood Community College Student Headcount, Enrollment and Faculty Trends

Mt. Hood Community College's (MHCC) service area consists of a diverse socio-economic combination of urban, suburban and rural communities. The service area that encompasses Multnomah County includes a mix of a diverse urban communities with lower median household incomes transitioning to more rural communities at the furthestmost eastern limits of the county lines. Northeast Clackamas County and West Hood River County are predominately white rural communities with a lower median household income. The service area includes parts of east Portland, all of Gresham and the smaller but populous cities of Troutdale, Fairview, and Sandy. As housing prices and the cost of living increases in the urban center of Portland and the multiple transportation networks offers affordability and access for families and individuals, more residents are moving east out of the urban center. As the region transforms, so has the student population of MHCC, which is reflected in the increasing diversity of the student population.

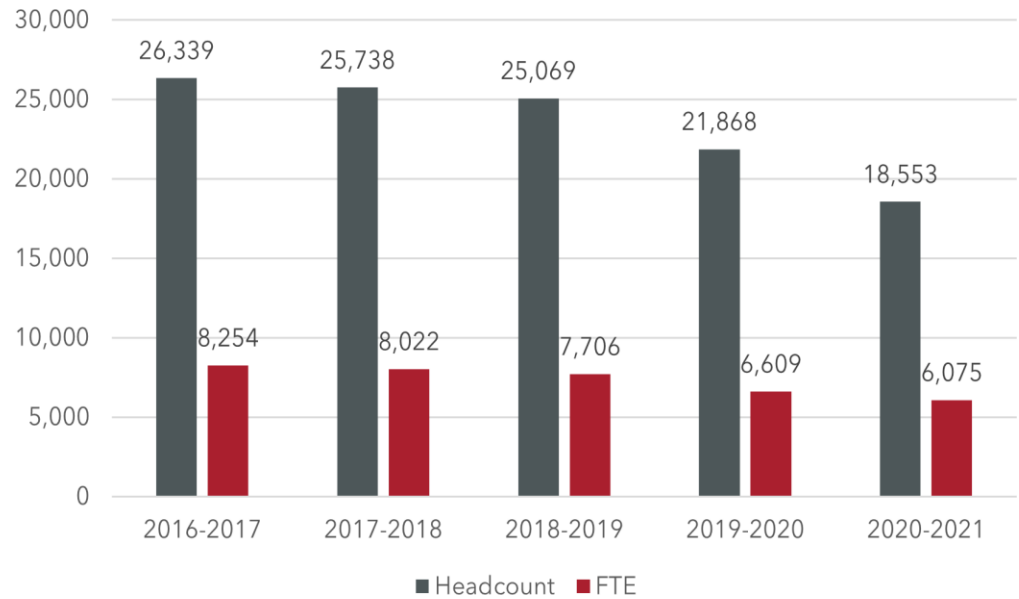
- Currently, students of color make up 41 percent of the College's enrollment. In the 2019-2020 academic year, 13% of the student population were first generation students with one of four being historically disadvantaged students, and 25 percent receiving need-based financial aid.
- The current racial and ethnic makeup of faculty is not reflective of the community.
- Similar to all community colleges, MHCC experienced a 13 percent student headcount decline during 2020 due the COVID-19 pandemic. However, trends in previous years show MHCC was experiencing consistent declines in each academic year prior, from 2016 to 2019.
- 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'.
- On average, approximately 40 percent of MHCC students are enrolled in non-credit courses, such as adult basic skills and English as a Second Language classes and approximately 68 percent of those students identify as a person of color.
- One in five of the 40 percent of first-time students who place into college-level math pass the course, while a higher percentage place into college level writing classes and pass at a higher rate.

Student Headcount and Enrollment

MHCC offers classes at three campus locations, the Gresham campus, Maywood Park Center, and Bruning Center for Allied Health education. During the 2019-2020 school year, the total student headcount for all MHCC campuses was 21,868, with the Gresham Campus accounting for 21,801 of those students.

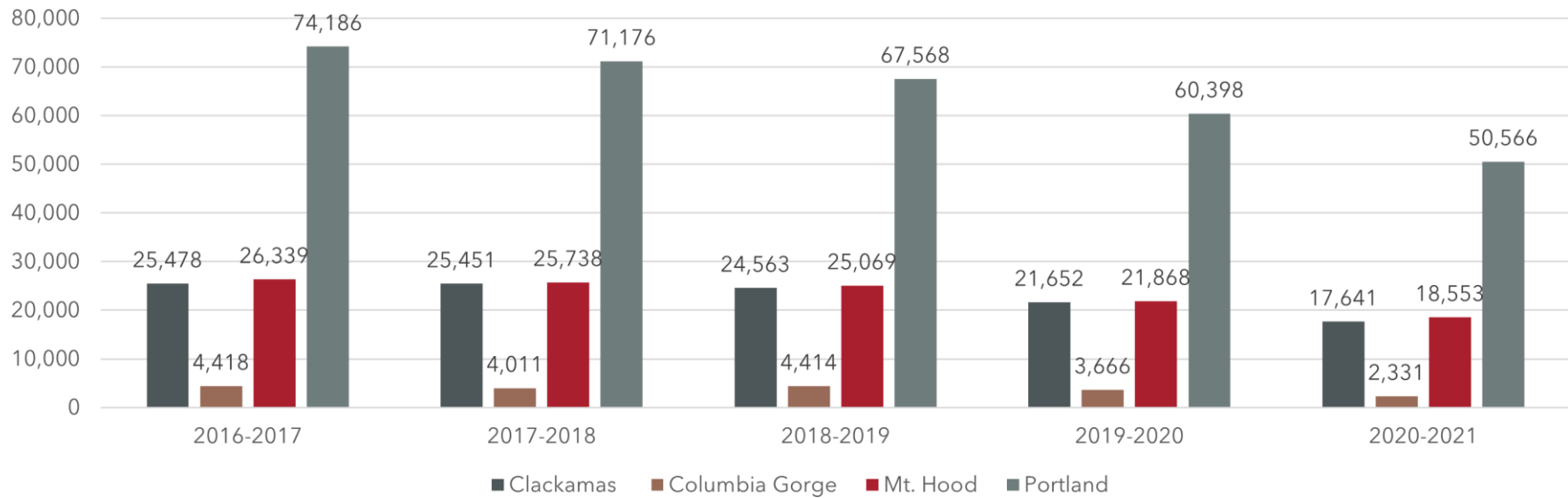
According to the Higher Education Coordinating Commission, the COVID-19 pandemic impacted all 17 community colleges in Oregon, which experienced a decline in enrollment. However, MHCC was experiencing a decline in Headcount prior to the pandemic with a decline of almost 13 percent from 2018-19 to the beginning of the 2019-20 academic year, or the start of the pandemic. Total student headcount numbers for MHCC declined by 17 percent between 2016 and 2020, from 26,339 students in 2016 to 21,868 students in 2019-20. However, the community college experienced its steepest drop in headcount between 2019-20 and 2020-21 school years, when 15 percent fewer students enrolled, indicating the impact of the pandemic. Simultaneously, enrollments, or the count of all class students taken in a given academic year, has declined as well.

Figure 39: MHCC Headcount and Full-Time Equivalent (FTE) Students, 2016-17 to 2021-21



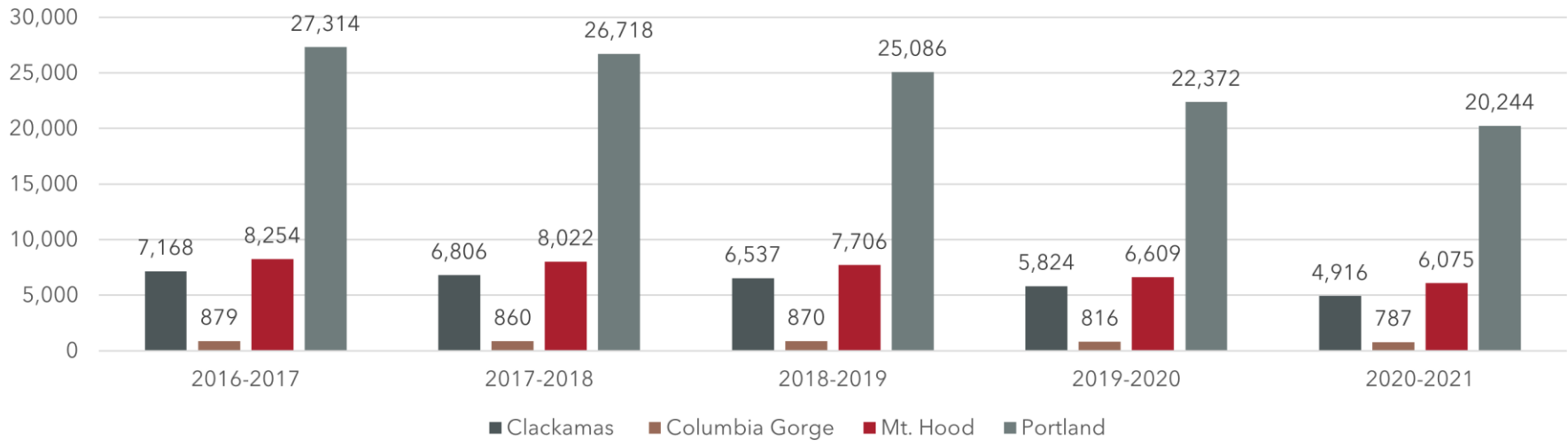
Source: Higher Education Coordinating Commission Oregon Community College Data Mart

Figure 40: Student Headcount, MHCC and Regional Competitors



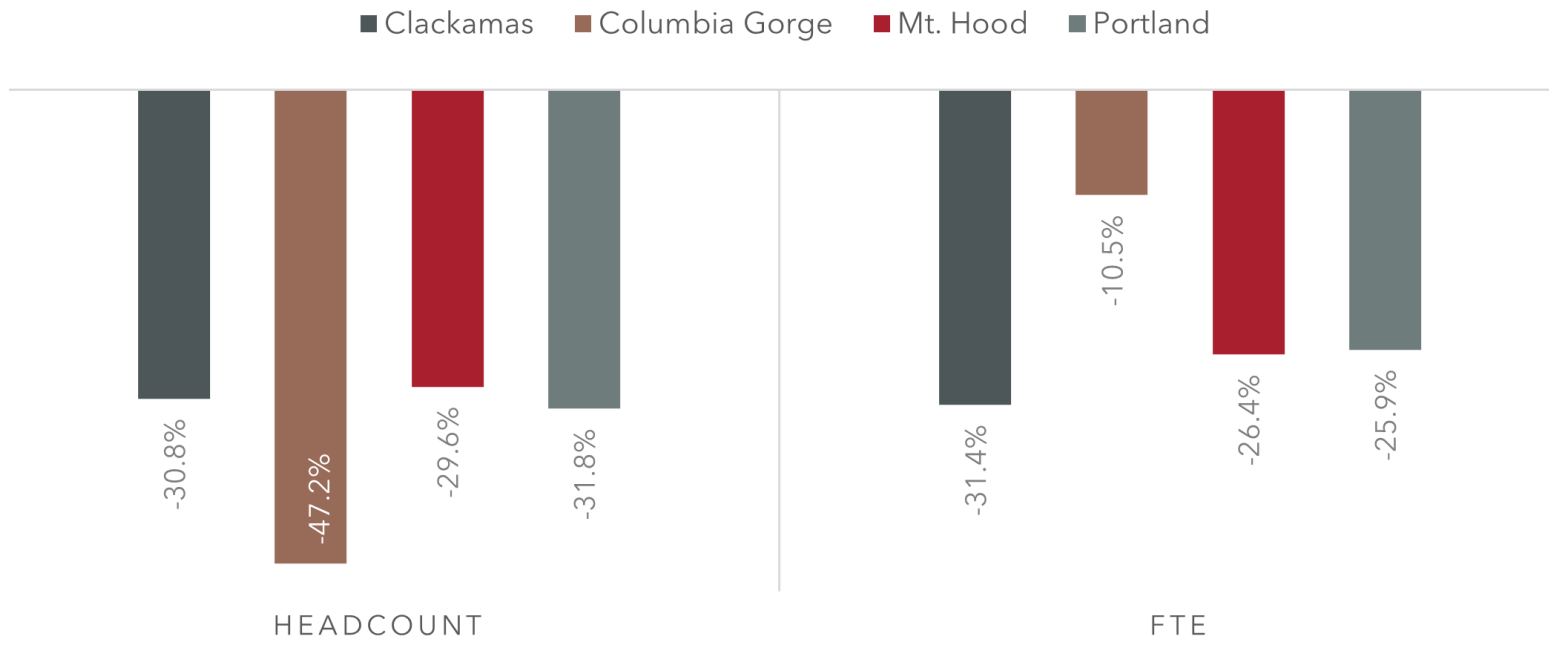
Source: Higher Education Coordinating Commission Oregon Community Colleges Data Mart and MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Figure 41: FTE, MHCC, and Regional Competitors



Source: Higher Education Coordinating Commission Oregon Community Colleges Data Mart | MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Figure 42: Change in Student Headcount and FTE, 2015-16 to 2019-20, MHCC and Regional Competitors



Source: Higher Education Coordinating Commission Oregon Community Colleges Data Mart and MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

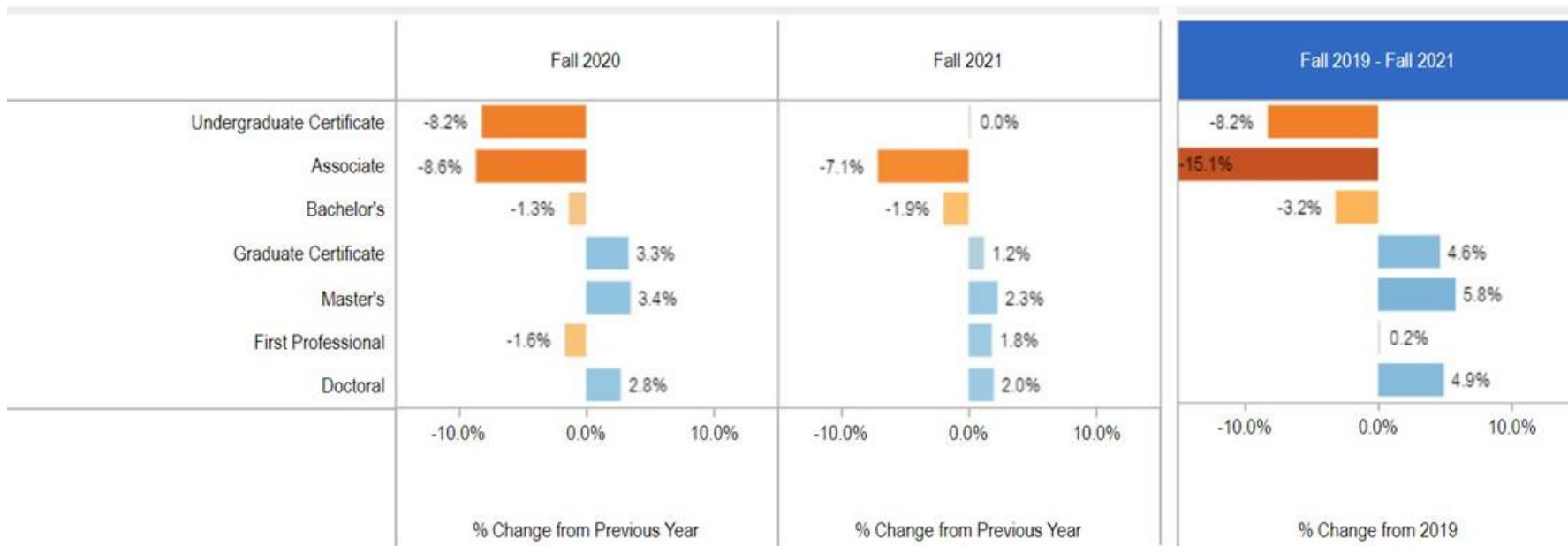
MHCC enrolls the second highest number of students in the regional community behind Portland Community College and slightly above Clackamas Community college (see figures on the previous page). Most schools in the region, including MHCC, have experienced a decline in the number of students taking classes over the last five years.

The figure at left shows the rate of decline between the 2015-16 and 2019-20 school years. MHCC has the smallest headcount decline over the past five years at 29.6 percent and the second largest full-time equivalent (FTE) student decline at 26.4 percent. The largest headcount decline was at Columbia George with a 47.2 percent decrease and the largest FTE decline was at Clackamas Community college with a 31.4 percent decline.

Student Headcount and Enrollment Declines Due to COVID-19

The National Student Clearinghouse Research Center provide regular updates on higher education enrollment trends across the country. Their most recent report shows that community colleges have experienced the steepest decline in enrollment since the beginning of the COVID-19 pandemic. As shown on the table below this is approximately a 15 percent rate of decline. The largest first-time student declines are among Native American, Black, and Hispanic students.

Figure 43: Enrollment Changes by Credential Type



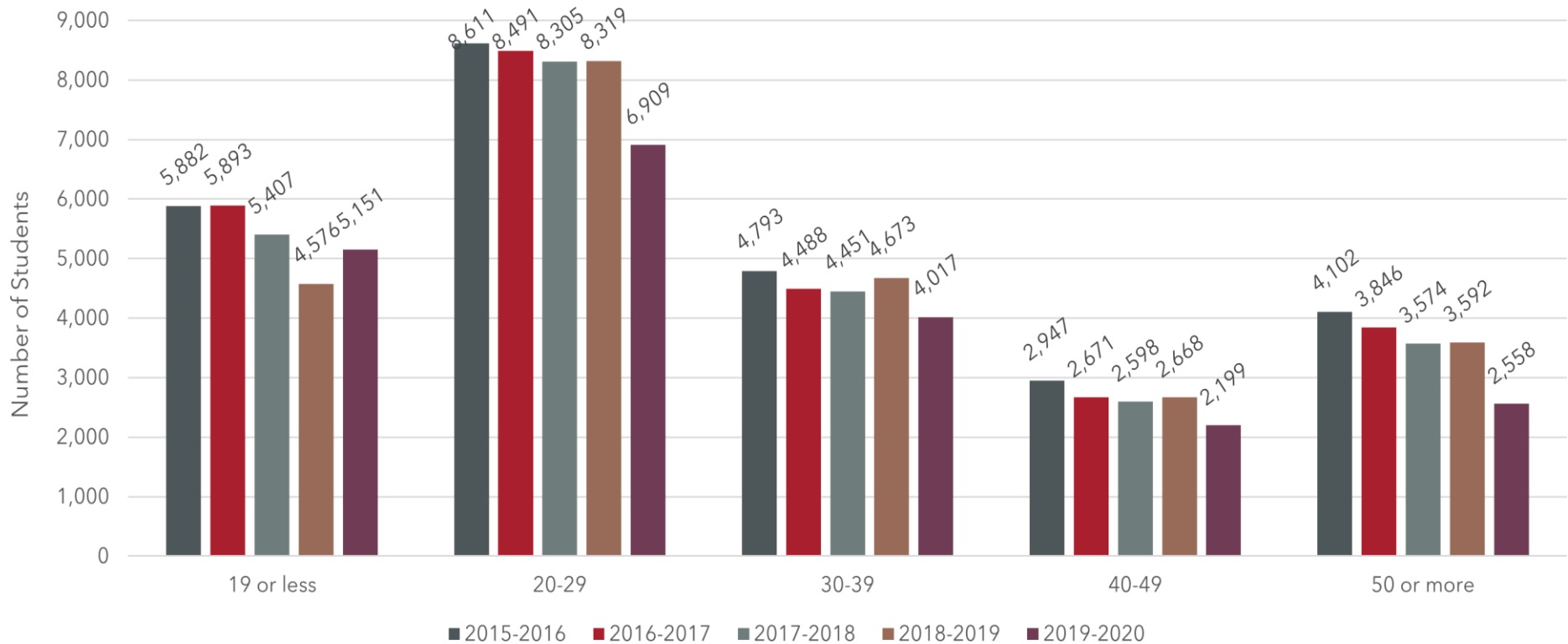
Source: Clearinghouse Research Center, Monthly Update on Higher Education Enrollment, January 2022, <https://nscresearchcenter.org/stay-informed>

Student Demographics

Age

Over the last five years students aged 20-29 have consistently been the largest age group to attend MHCC. While all age groups have experienced declines in enrollment in the past five years, this age group also experienced the largest decline, followed by students over the age of 50. The only student group to see an increase in number of students are those 19 and under, which may be an example of the strength in the running start programs at local high schools.

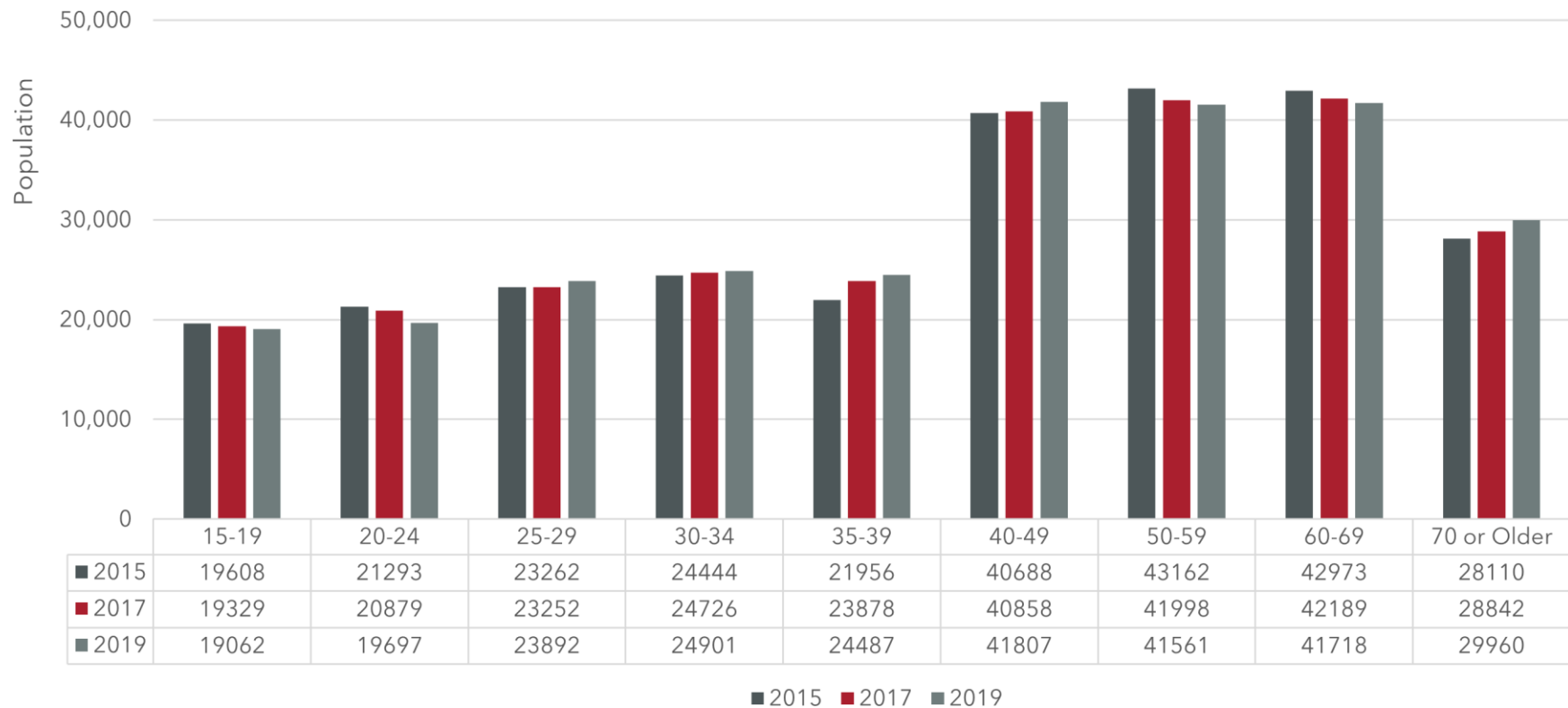
Figure 44: MHCC Student Age, 2015-16 to 2019-20



Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

The largest age group in the service area includes all those between the ages of 40 to 69, while the smallest age group are those between 15 to 19. In 2019, 13 percent of residents in the service area were in the 20 to 29 age range compared to 33 percent of MHCC students in the same age bracket. Although, an aging adult demographic group may not return to school for a degree or certificate, there may be an opportunity for MHCC to provide this age demographic with continued education or enrichment classes, leading to stronger relationships with the community.

Figure 45: MHCC Service Area Age, 2015-2019



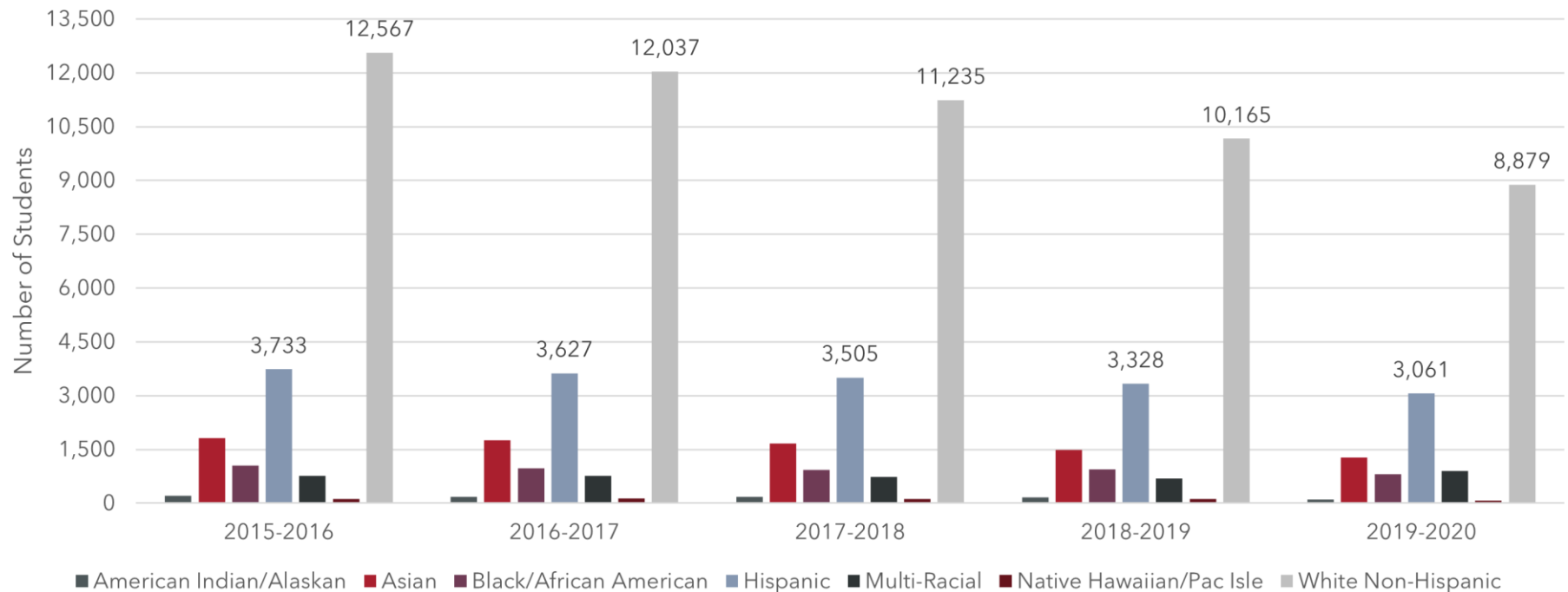
Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Race and Ethnicity

The student body at MHCC has grown more diverse over the past five years. The White student population has decreased by one-third from 12,567 in 2015 to 8,879 in 2020. The number of students of color (defined here as those students who identify as American Indian/Alaskan, Asian, Black/African American, Hispanic, Native Hawaiian/Pacific Islander, and/or Multi-Racial) attending MHCC students has increased over the past five years from 38 to 41 percent. Historically disadvantaged students of color, those who identify as Native American, Black, Pacific Islander, and Hispanic, has grown by two percentage points, from 25 to 27 percent of the student population. However, the number of Hispanic students individually has decreased by almost 700 between 2015 to 2020.

Overall, the race and ethnic composition of MHCC's student body is representative of the broader community. However, the faculty race and ethnicity are not.

Figure 46: Student Race & Ethnicity Over the Last Five Years



Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Table 4. MHCC Employee Race & Ethnicity, Fall 2021

Full-time Faculty		Part-time Faculty	
American Indian	0%	American Indian	0.4%
Asian	4.4%	Asian	4%
Black	2.2%	Black	2.2%
Hispanic	5.1%	Hispanic	7.6%
Multiracial	2.2%	Multiracial	2.2%
Unknown	8%	Unknown	12.9%
White	78.1%	White	70.7%
Classified Employees		Management/ Confidential	
American Indian	0.6%	American Indian	0%
Asian	3.3%	Asian	5.7%
Black	2.2%	Black	8%
Hispanic	12.2%	Hispanic	13.8%
Multiracial	5.0%	Multiracial	5.7%
Pacific Islander	2.2%	Pacific Islander	0%
Unknown	8.3%	Unknown	11.5%
White	66.3%	White	55.2%

Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

MHCC faculty are less diverse than the students while classified and management/confidential employees are more diverse than faculty. During the 2020-2021 school year only 21.9 percent of full-time faculty reported their race as nonwhite. Part time faculty had a similar breakdown with only 29.3 percent reporting their race as nonwhite. Classified employees were more diverse with 33.7 percent reporting their race as 'nonwhite' and 44.8 percent of management/confidential employees reported their race as nonwhite. However, the faculty, collectively, are larger in numbers than the classified and management/confidential groups.

During the 2016-2017 academic year, compared to all community colleges MHCC was more diverse than Clackamas Community College, Columbia Gorge Community College and Portland Community College with a larger percentage of Asian, Black, Hispanic and Pacific Islander students.

Figure 47: Rate of Students of Color at MHCC, Regional Competiton, and All Oregon Community Colleges, 2016-2017

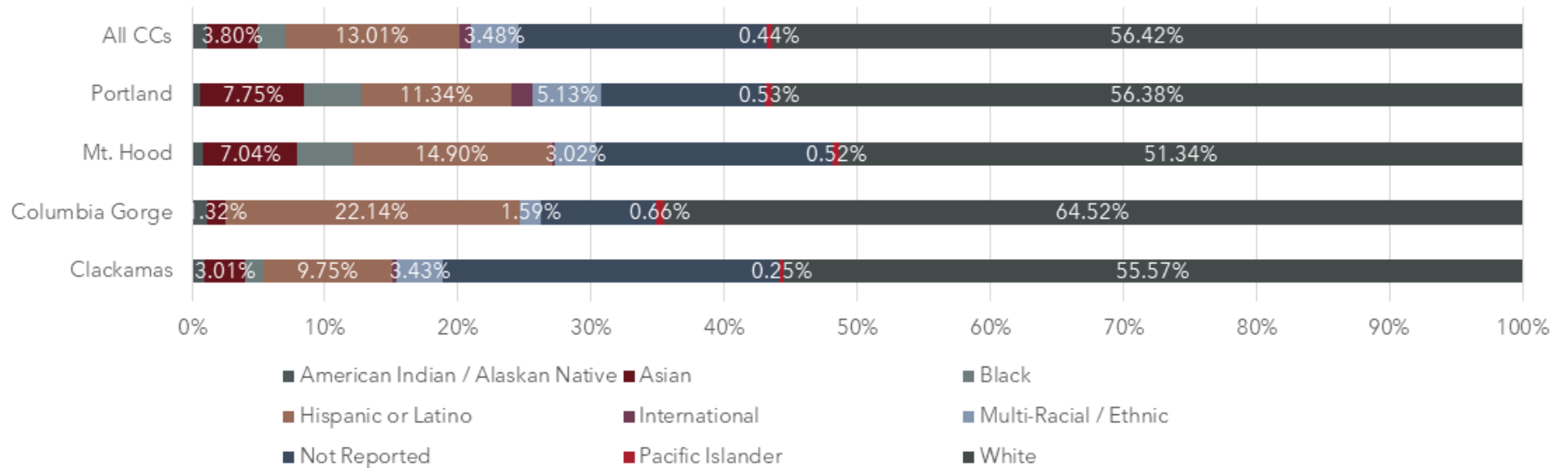
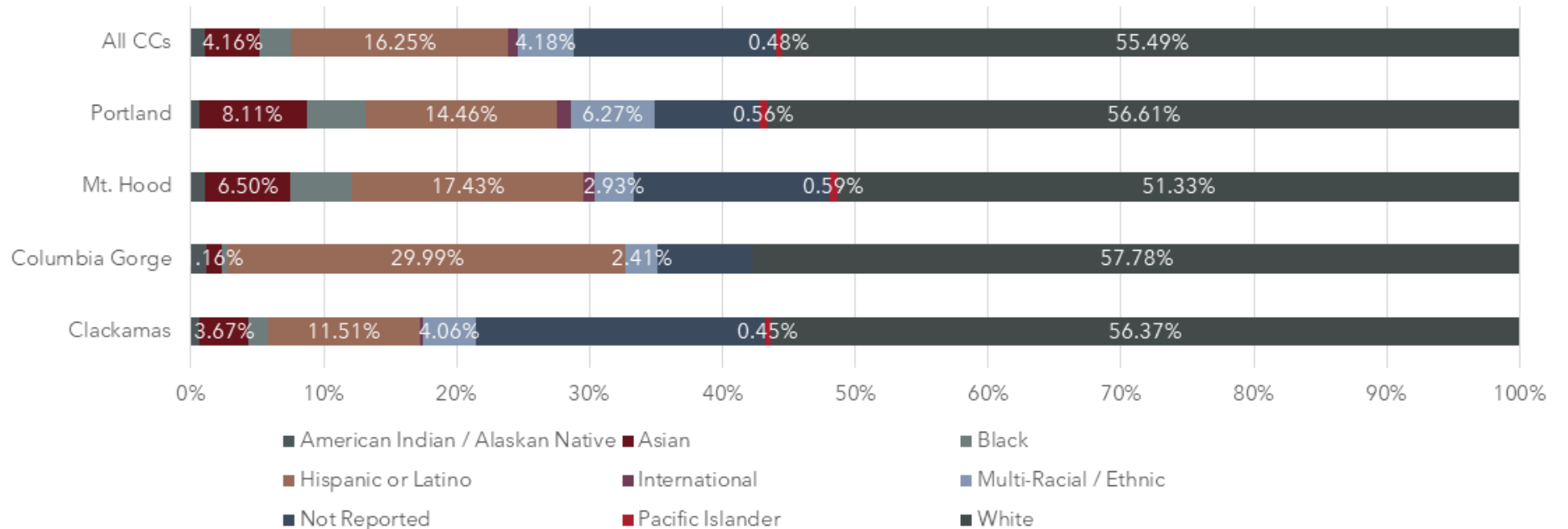


Figure 48: Rate of Students of Color at MHCC, Regional Competiton, and All Oregon Community Colleges, 2020-2021



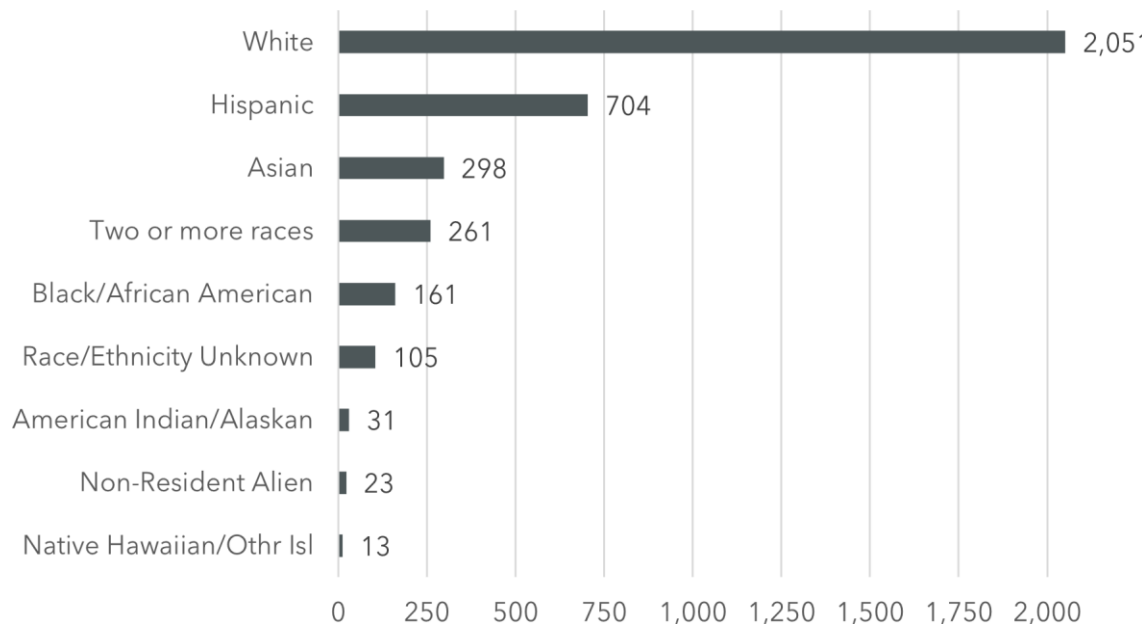
Source: National Center for Education Statistics Integrated Postsecondary Education Data System

First-Generation Students

In 2019, 13 percent of MHCC students were first-generation students, which means the student answered “no” to the question “Did either of your parents (step-parents or guardians) earn a four-year degree?”. During the 2019-2020 school year more than half of first-generation students were white (56%), and one in five Hispanic (19%). Another eight percent were of Asian descent (8%). Historically disadvantaged students of color made up one in four first-generation students in the 2019-2020 school year.

The percentage of first-generation students who return to MHCC to continue their studies the following fall is 76 percent. Overall, first-generation students have lower rates of retention and graduation compared to other students. The graduation rate for first-generation students was 23 percent during the 2019-2020 school year. Among these first-generation students the racial group with the highest graduation rate were American Indian or Alaska Native students (33%). However, this demographic group is also the smallest.

Figure 49. First Generation Student Race & Ethnicity, 2019-2020



Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

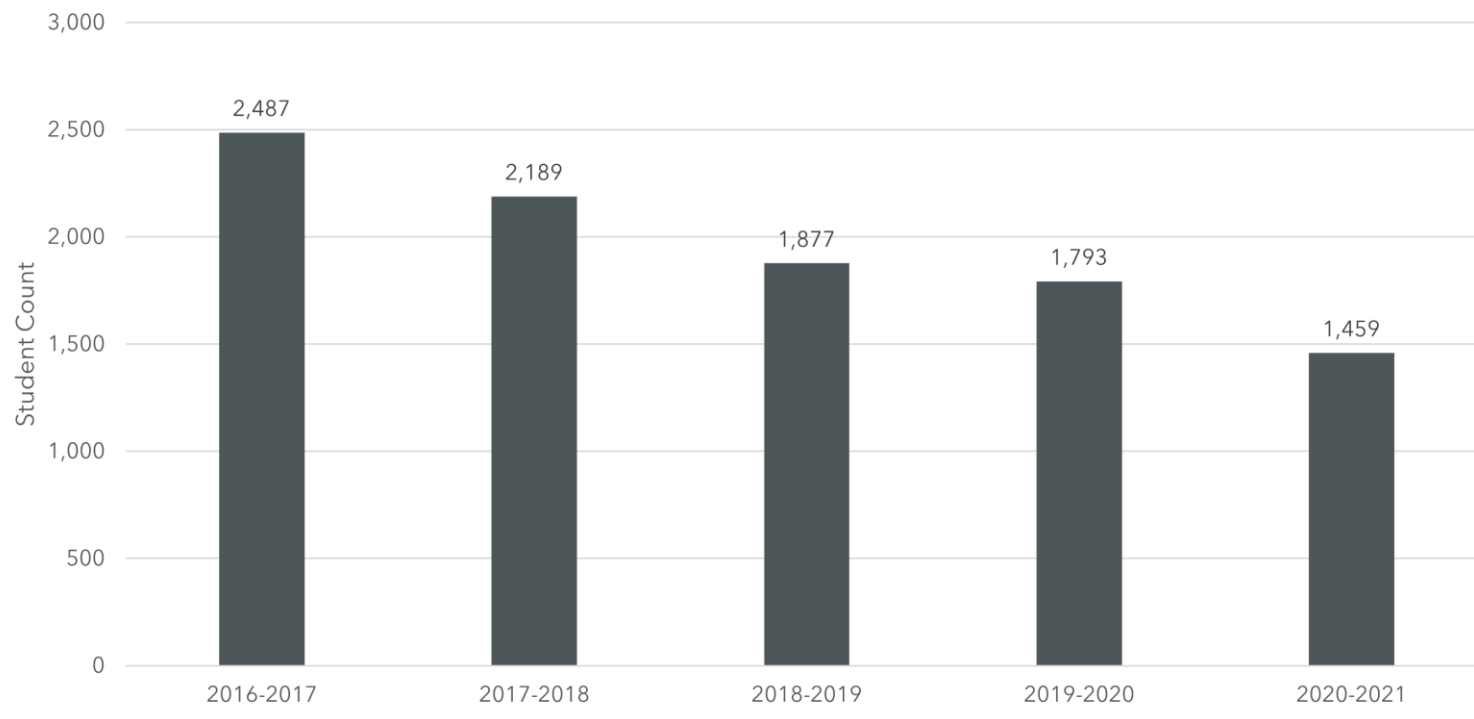
Table 5. First Generation Student Graduation Rate by Race, 2019-2020

Race/ Ethnicity	Graduation Rate
American Indian or Alaska Native	33%
Asian	27%
White	24%
Hispanic/Latino	23%
Race/Ethnicity Unknown	20%
Native Hawaiian or Pacific Islander	13%
Two or More Races	13%
Black or African American	6%

Economically Disadvantaged

The number of economically disadvantaged students, as measured by the number of state and federally funded assistance, attending MHCC has decreased every year since the 2016-2017 school year. The number of economically disadvantaged students is down from 2,487 (9% of the student body) in 2016-2017 to 1,793 (8% of the student body) in 2019-2020.

Figure 50: Economically Disadvantaged Students, 2016-17 to 2020-21



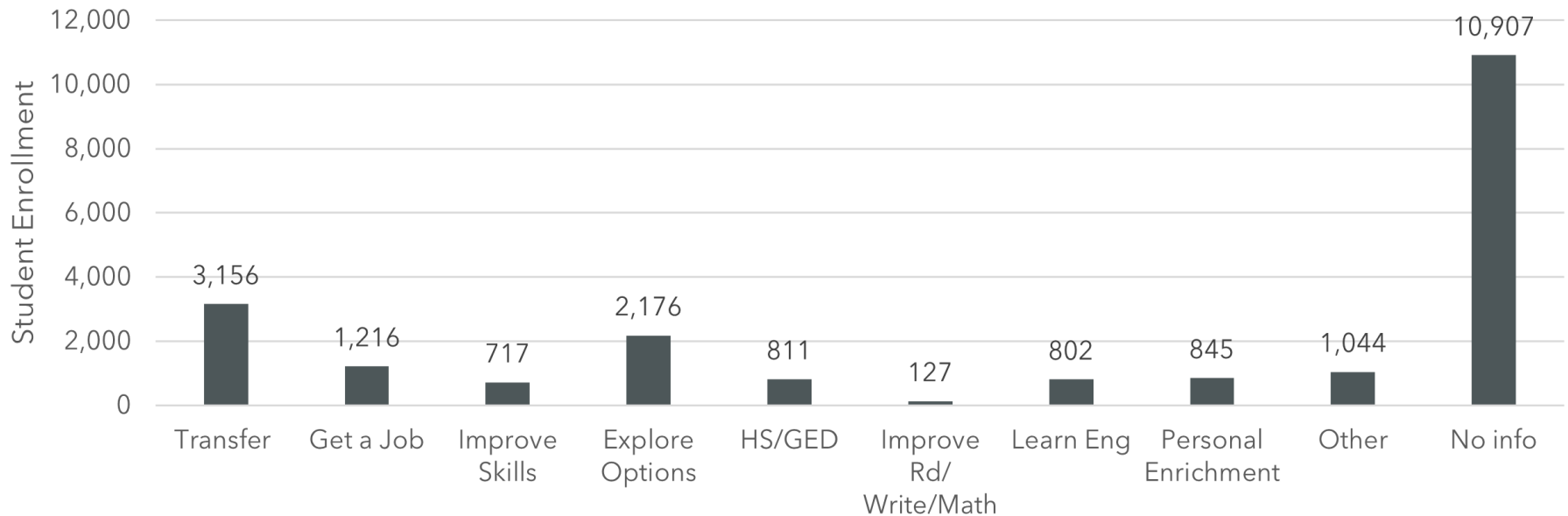
Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Educational Goals

A student's educational goal can be unclear and the declared intent or degree can be inconsistent with a student's actual intent. Apprenticeships, College Now (High School Dual enrolled) and community education (ABS/ESL) students are not consistently captured and the responsibility of amending their educational goals or intent is on the student. Unless a student, advisor, or faculty resubmits an application on behalf of the student or updates their degree status in Navigate, their intent and educational goal remains unchanged, even if they decide to pursue a different path. An additional factor of financial aid can further inflate the data. Certificates are not eligible for financial aid, therefore, a student may state their intent is to pursue an Associate's degree when their actual goal is to obtain a certificate.

The below table is the student general enrollment intent for the 2019-20 academic year. Of students who reported an intent, most students said they wanted to transfer, explore options or get a job.

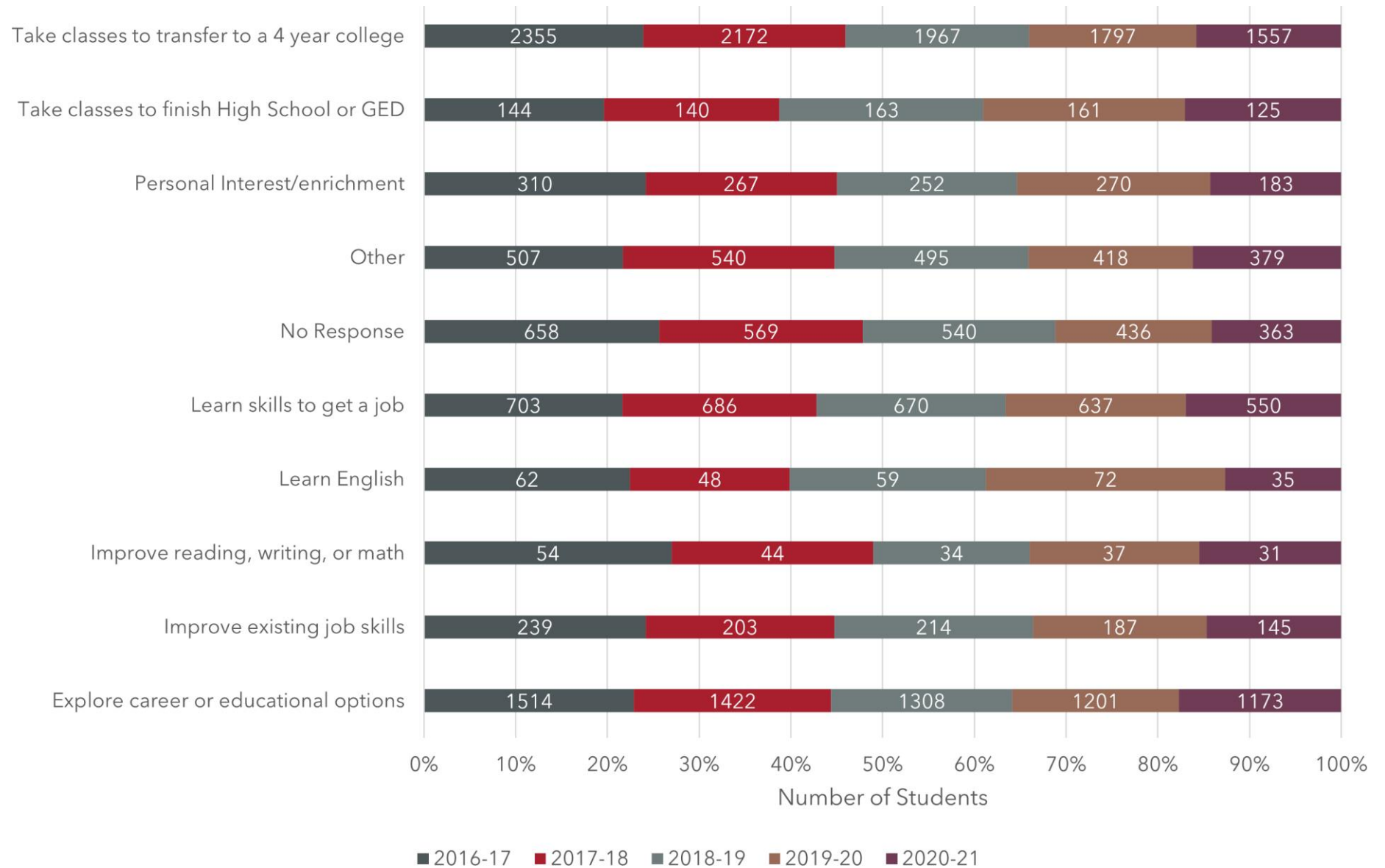
Figure 51: MHCC Student General Intent, 2019-20



Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

From the 2017-2018 academic year to the 2020-2021 academic year the top two educational goals for all students across racial backgrounds was to transfer to a 4-year college followed by exploring career or educational options.

Figure 52: MHCC Student Educational Goals



Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Enrollment Status and Credit Load

Most students at MHCC are part time students. For the 2019–2020 school year 78 percent of credit receiving students were enrolled part-time and 22 percent were enrolled full-time. Within the last five school years, an average of approximately 40 percent students are enrolled in non-credit courses, followed by those enrolled in classes which total 1 to 14 credits. During the 2019-2020 school year there were 8,525 students enrolled in 1 to 14 credits.

Figure 53: Student Full-time and Part-time Enrollment, 2019-2020

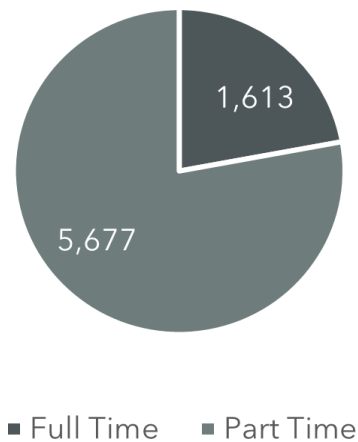
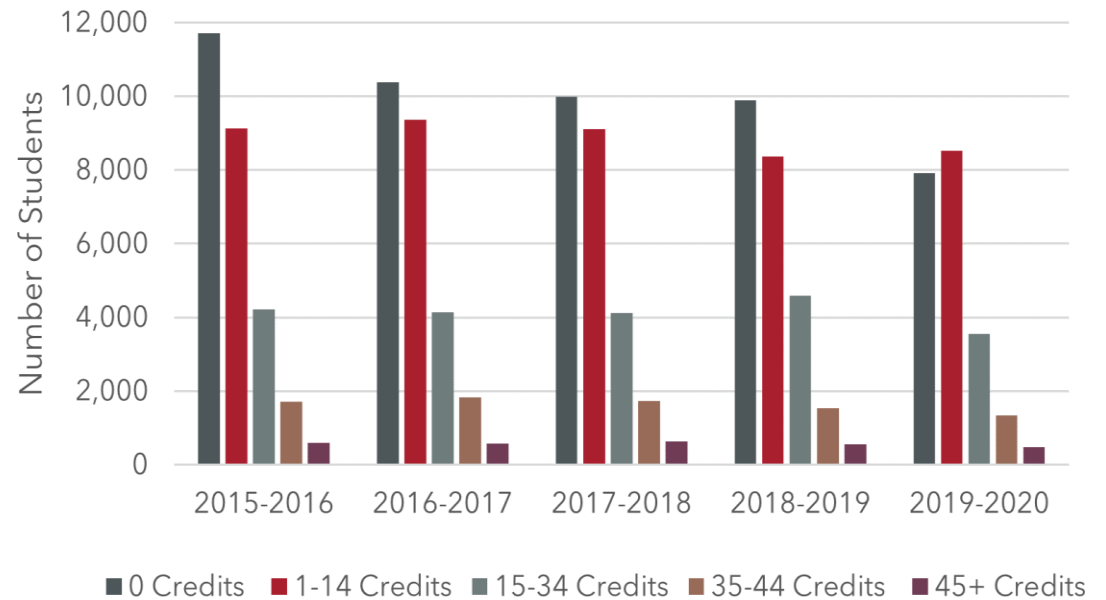


Figure 54: Student Credit Load Distribution, 2015-16 to 2019-20



Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Enrollment in Adult Basic Skills Classes

Overall, a declining trend can be observed in enrollment in the Adult Basic Skills (ABS) department over the last 10 years. However, through partnerships with high schools, community organizations, WorkSource, and innovative practices and teaching methods of ABS students, the department turned this trend around in 2019 despite an improving labor market and continuing decline in enrollment at MHCC and nationwide. COVID had an unprecedented impact on ABS enrollment causing more than 50 percent drop. However, compared to credit enrollment, ABS appears to be on path to a quick recovery.

Table 6: MHCC Enrollment Trends, 2011 to 2021

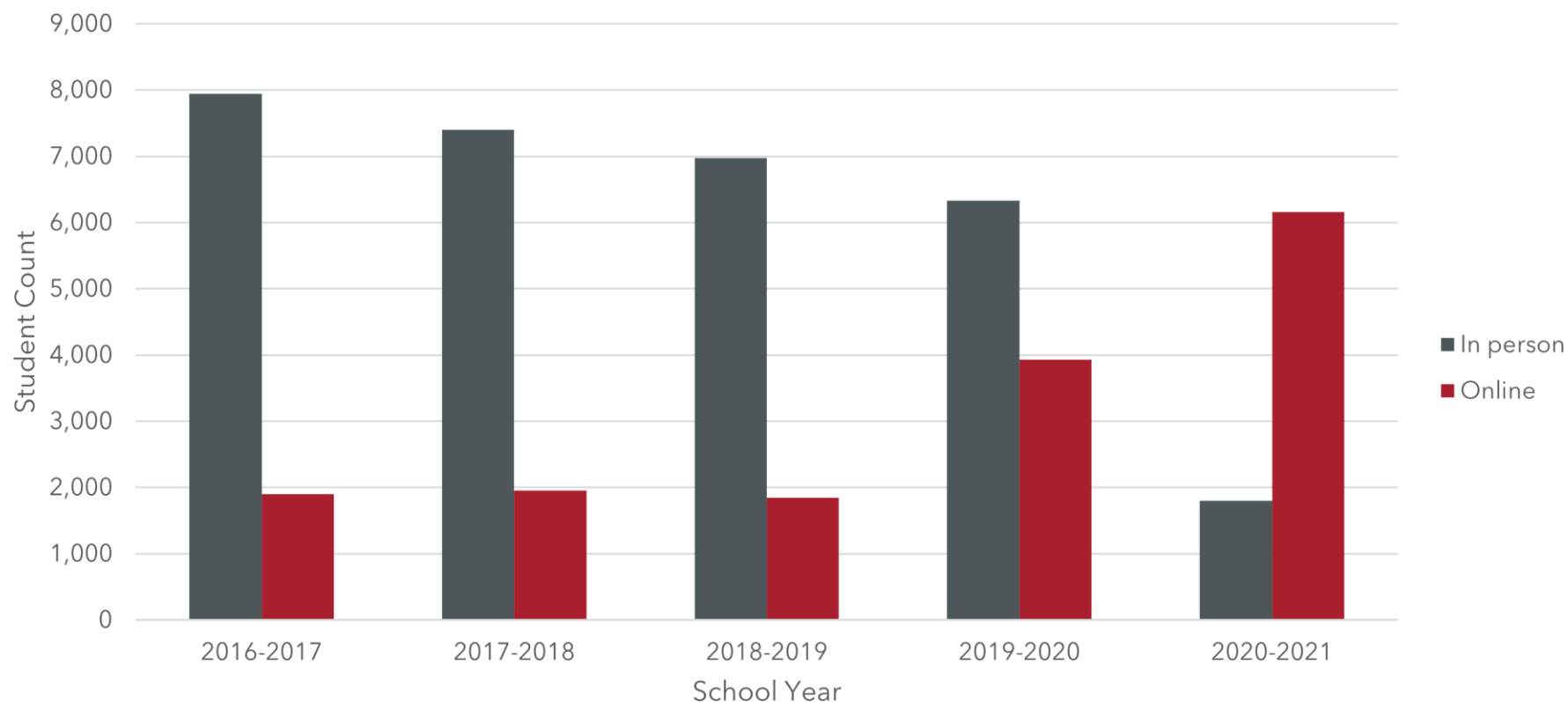
Year (Fall term)	All		ESL		ABE	
2011	1322		866		473	
2012	1251	-5.4%	770	-11.1%	492	4.0%
2013	1334	6.6%	826	7.3%	536	8.9%
2014	1111	-16.7%	680	-17.7%	442	-17.5%
2015	1026	-7.7%	613	-9.9%	435	-1.6%
2016	937	-8.7%	535	-12.7%	425	-2.3%
2017	824	-12.1%	505	-5.6%	333	-21.6%
2018	713	-13.5%	450	-10.9%	267	-19.8%
2019	760	6.6%	454	0.9%	312	16.9%
2020	350	-53.9%	219	-51.8%	133	-57.4%
2021	491	40.3%	302	37.9%	201	51.1%

Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Enrollment by Instruction Method

The percentage of students taking online classes, particularly in the last two years, has increased dramatically since the 2016-2017 school year. Before the 2019-2020 school year, an average of 24 percent of students took online courses. This number jumped to 49 percent of students taking online classes during the 2019-2020 school year, and as the pandemic worsened in 2020 there was an even more conspicuous increase to 77 percent of students taking online courses for the 2020-2021 school year.

Figure 55: Student Enrollment Type, 2016-17 to 2020-21



Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Five-Year Projections for Fall Enrollment in Credit, Tuition-Bearing Classes

Traditionally, four factors play a role when projecting future year enrollment. They are listed in order of their importance for driving future enrollment levels with the exception of COVID-19:

- Unemployment. Prior to COVID regression analysis showed that up to 70% of changes in enrollment can be explained by variations in unemployment.
- Current Student Pipeline. On average only 30-35% of students in the 2021 fall term were new students. The more students present at the end of the pipeline equated to more students graduating and transferring to other institutions.
- In-district High School Enrollment. Changes in the number of high school seniors.
- District Population. Only 50% of new students in the 2021 fall term are students who completed high school. This percentage drops to 15% for Winter and Spring terms.
- COVID-19. During the last two years, COVID-19 was the most significant factor impacting student enrollment levels as it affected students in many different ways: personal or family health concerns, desire or ability to take online classes, etc.

Forecast by factor

Unemployment.

Based on the March 16, 2022 projection from the Federal Reserve System, there will be a slight increase in the next five years from the current 3.5 percent to 3.6 percent in 2024 and to 4 percent beyond that. No changes in enrollment are expected due to the unemployment factor. While it may be the best source for such information, recessions and changes in unemployment rates historically are not well predicted for five-year periods.

Pipeline.

Percentage of students at the beginning of their academic career is at lowest number in 10 years, and the percentage of students with 60 credits or more is at its highest level in 10 years, as shown in the table to the right. Therefore, it is expected that there will be a decline in enrollment with no changes in other factors.

Table 7: MHCC Rate of Student Credit Load, 2012 to 2021

End of Fall Term, 15 Credits or Less		End of Fall Term, 60 Credits or More	
Year	Percentage	Year	Percentage
2012	34%	2012	31%
2013	33%	2013	30%
2014	33%	2014	31%
2015	32%	2015	32%
2016	33%	2016	31%
2017	32%	2017	32%
2018	32%	2018	33%
2019	31%	2019	33%
2020	29%	2020	34%
2021	27%	2021	36%

Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

In-district High School Enrollment

Based on state data for Centennial, Corbett, David Douglas, Gresham Barlow (3 high schools), Parkrose, Reynolds and Oregon Trail districts, there will be a few increases and declines in enrollment and it can be expected that enrollment in the next five years will be similar to the 2021-2022 academic year. As shown in the below table, there currently are 3,627 students in the eighth grade who will graduate in 5 years. Therefore, no significant enrollment changes are anticipated using this methodology. Table 9 are expected number of students in high schools.

Table 8: Current High School Enrollment Trends, 2017-18 to 2021-22

Year\Grade	8	9	10	11	12
21-22	3,627	3,597	3,601	3,367	3,799
20-21	3,684	3,723	3,533	3,432	3,816
19-20	3,809	3,609	3,543	3,571	3,812
18-19	3,614	3,568	3,684	3,470	3,931
17-18	3,626	3,786	3,627	3,604	3,987

Table 9: Projected High School Enrollment Trends, 2021-22 to 2026-27

Enrollment Year at MHCC*	Seniors in High Schools	Year to Year Change	Compared to current year
21-22 (actual)	3,816		
22-23 (actual)	3,799	-0.4%	0.0%
23-24	3,727	-1.9%	-1.9%
24-25	3,861	3.6%	1.6%
25-26	3,830	-0.8%	0.8%
26-27	3,800	-0.8%	0.0%

*Enrollment year at MHCC is the next year after HS graduation year.

Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

District Population

According to the Metro Area Research forecast, it is anticipated there will be about 4 percent population growth for the 20-39 age group from 2020 to 2025 in Portland metro area, as shown earlier. This age group makes up most of the MHCC student body outside of high school graduates. Generally, this increase in population should increase the Community College's enrollment by about 0.5-0.6% per year.

COVID-19

COVID is the least predictable factor with no historic data to reliably predict what may happen in the future. If students who did not enroll due to COVID-19 in the last two years enroll, this will create a "bounce" effect. Therefore, multiple scenarios need to be analyzed due to the low predictability.

Table 10: Historic Enrollment Data

Headcount Academic Year	Fall Enrollment	Change
11-12	8,599	
12-13	8,540	-0.7%
13-14	7,939	-7.0%
14-15	7,568	-4.7%
15-16	6,571	-13.2%
16-17	6,547	-0.4%
17-18	6,106	-6.7%
18-19	5,736	-6.1%
19-20	5,269	-8.1%
20-21	4,547	-13.7%
21-22	3,793	-16.6%

Historic Enrollment Data

The table to the left shows changes in the last four years in the fall term in credit, tuition-bearing classes.

Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Table 11: Projected 2022-2023 Scenario

Scenario	Description	Fall 22 Enrollment	Change to Current Year
Deterioration	Unemployment further decline and/or wage growth continues. New student enrollment stays at COVID levels.	3,400	-10%
New Normal	Things stay as they are. Changes are primarily due to student pipeline adjustments.	3,680	-3%
Recovery	Lost students are not coming back but new student enrollment slowly returns to pre Covid level. Labor market is about the same.	3,900	+3%
Bounce	Lost students are coming back.	4,200	+10%

Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Table 12: Projected Five-Year Scenario, 2026-2027

Scenario	Description	Fall 26 Enrollment	Change to Current Year
Deterioration	Unemployment further declines and/or wage growth continues. New student enrollment stays at COVID levels.	3,000	-20%
New Normal	Things stay as they are. Changes are only due to student pipeline adjustments	3,500	-7%
Recovery	Lost students are not coming back but new student enrollment slowly returns to pre Covid level. Labor market is about the same.	4,600	+21%
Bounce	Enrollment fully recovers due to COVID-19. Labor market gets weaker.	5,700	+50%

Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Student Achievement: Retention, Completion, & Graduation

04



MT. HOOD
COMMUNITY COLLEGE

4 | Retention and Success

Retention rates, which measure first-time students who enroll in a second term at the college, have declined by five percentage points between 2017 and 2021 among all students. These declines can be seen above across most race/ethnic groups, but declines are most stark among students who identify as Black or Pacific Islander—the number of Black or Pacific Islander students who enrolled for a second term has declined by 18 and 22 percentage points, respectively. Among Native American students, retention rates have declined by ten percentage points.

Figure 56: Retention: Fall to Winter Term, 2017 to 2021

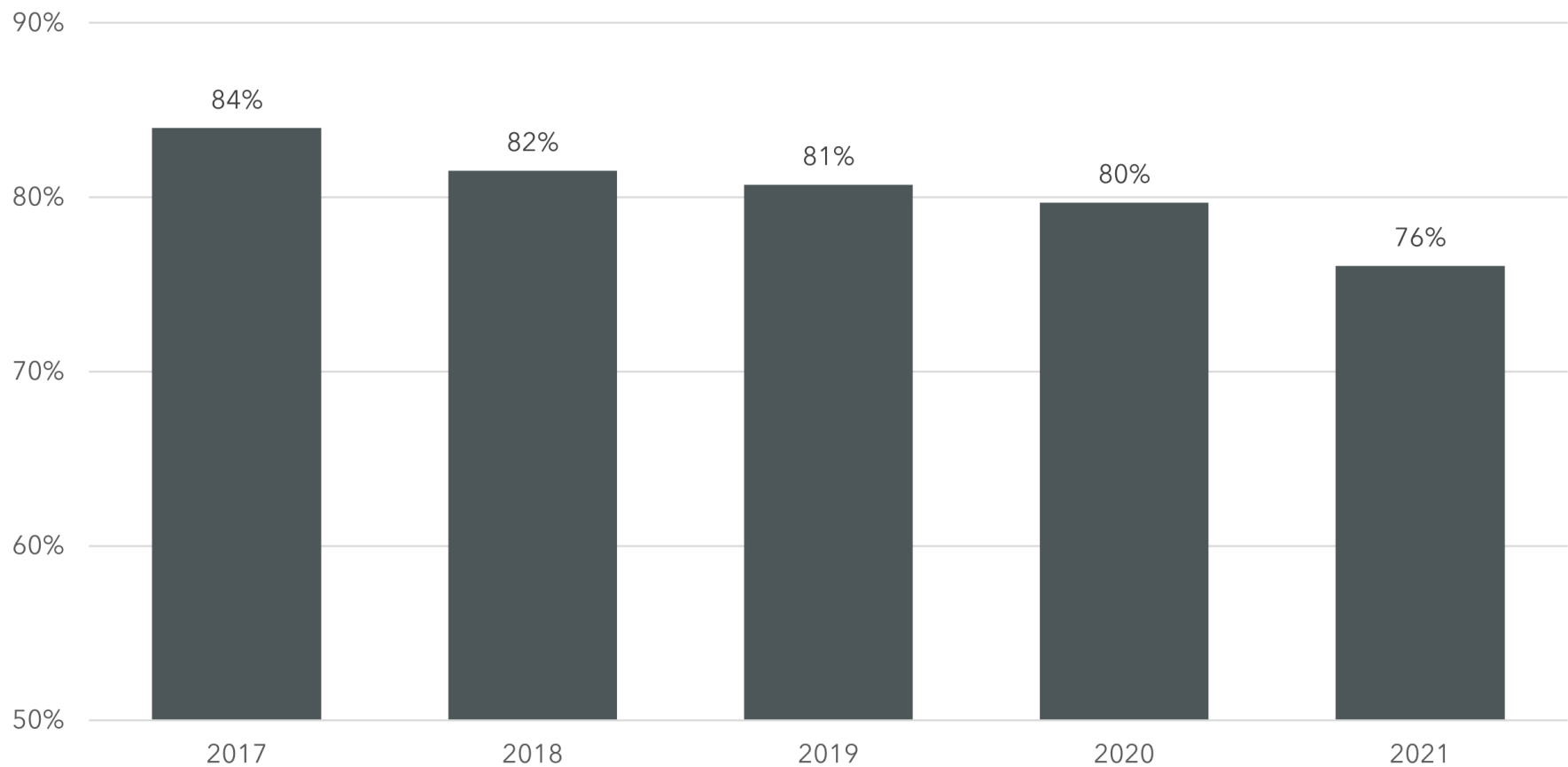


Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

First-Time Student Outcomes

The rate of first-time students receiving a passing grade in their classes has declined by eight percentage points over the past five fall terms.

Figure 57: Class Success Rates Among First-Time Students, Fall 2017 to Fall 2021

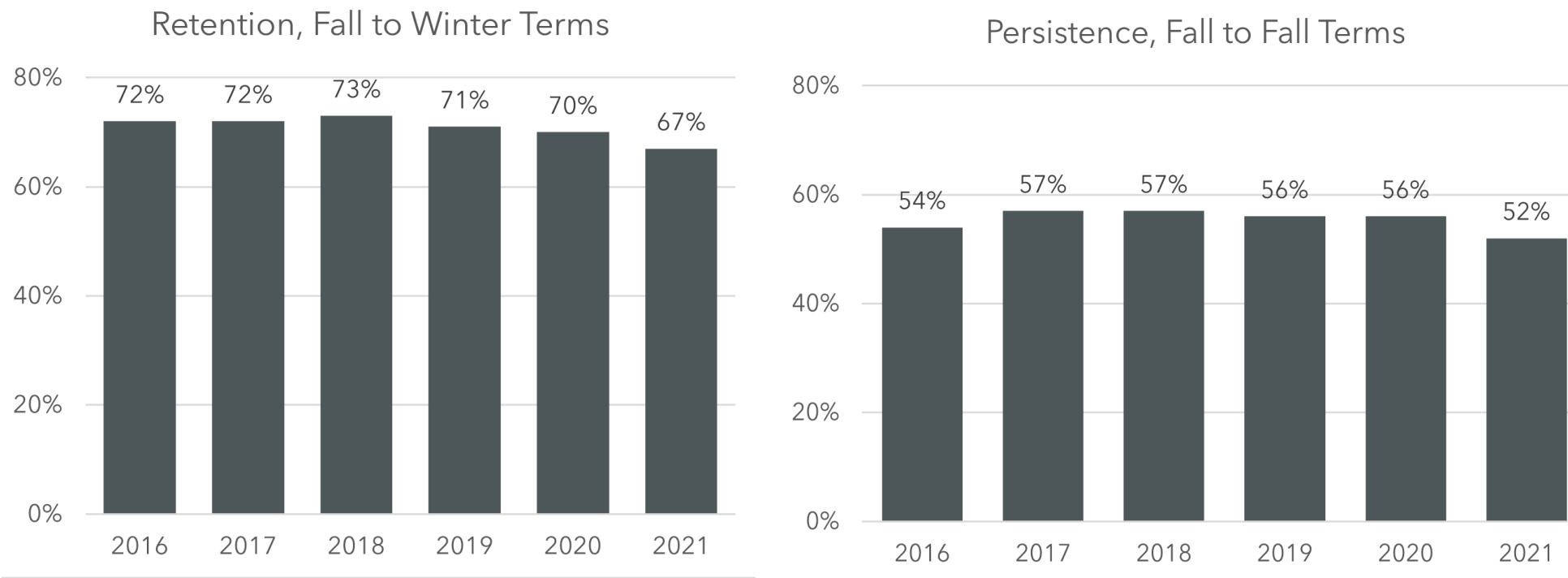


Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Student Cohort Outcomes

First time students are much more likely to enroll in a second term in their first year than to enroll again the following year. Only about half of students return to re-enroll for a second fall term. Both retention (fall to winter term enrollment) and persistence (fall to the next fall term enrollment) have experienced declines in recent years.

Figure 58: Retention and Persistence Rates

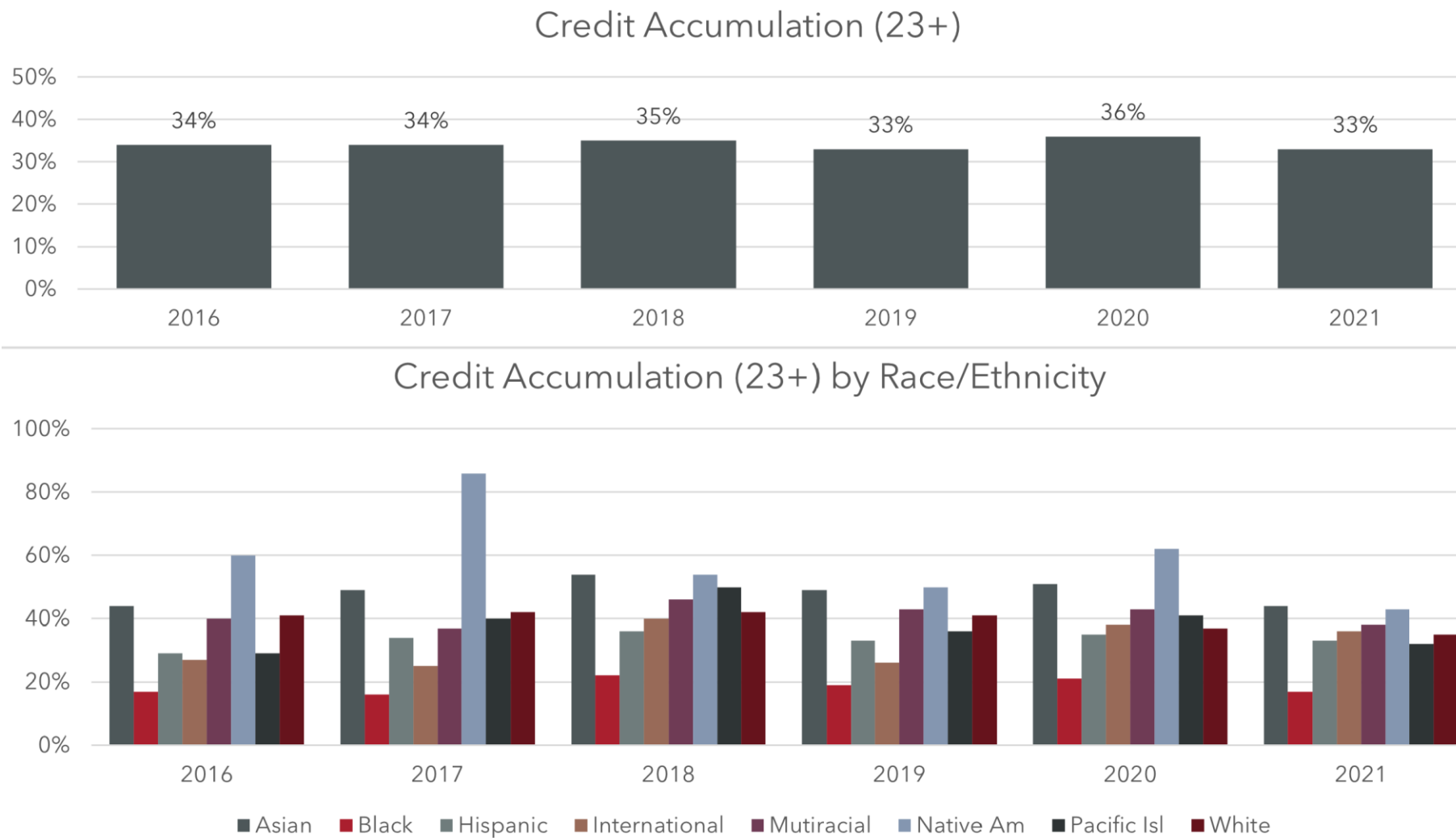


Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Credit Accumulation (23+ units reached)

Approximately one-third of MHCC students earn enough credits to meet degree requirements each year. Students who identify as Native American, Asian, or multi-racial have had the most success in recent years in reaching 23 or more credits in each of the last six academic years.

Figure 59: Credit Accumulation by Student Population and by Race & Ethnicity

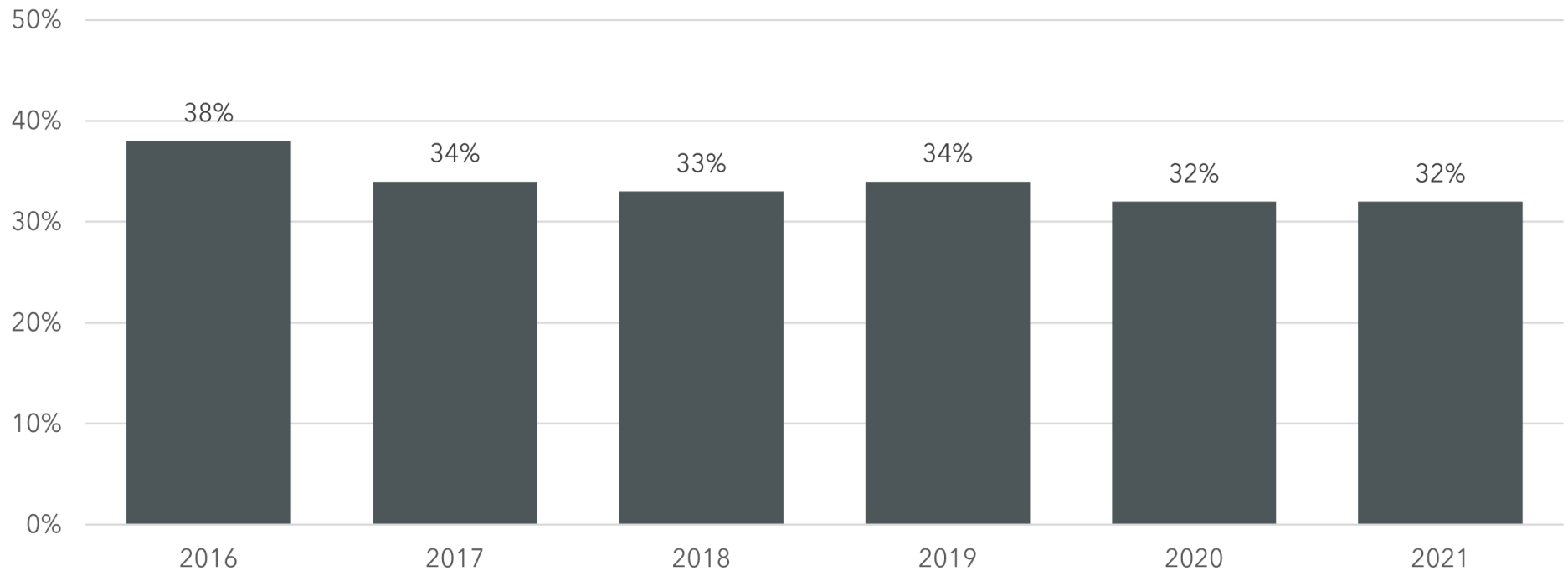


Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Cohort Outcomes

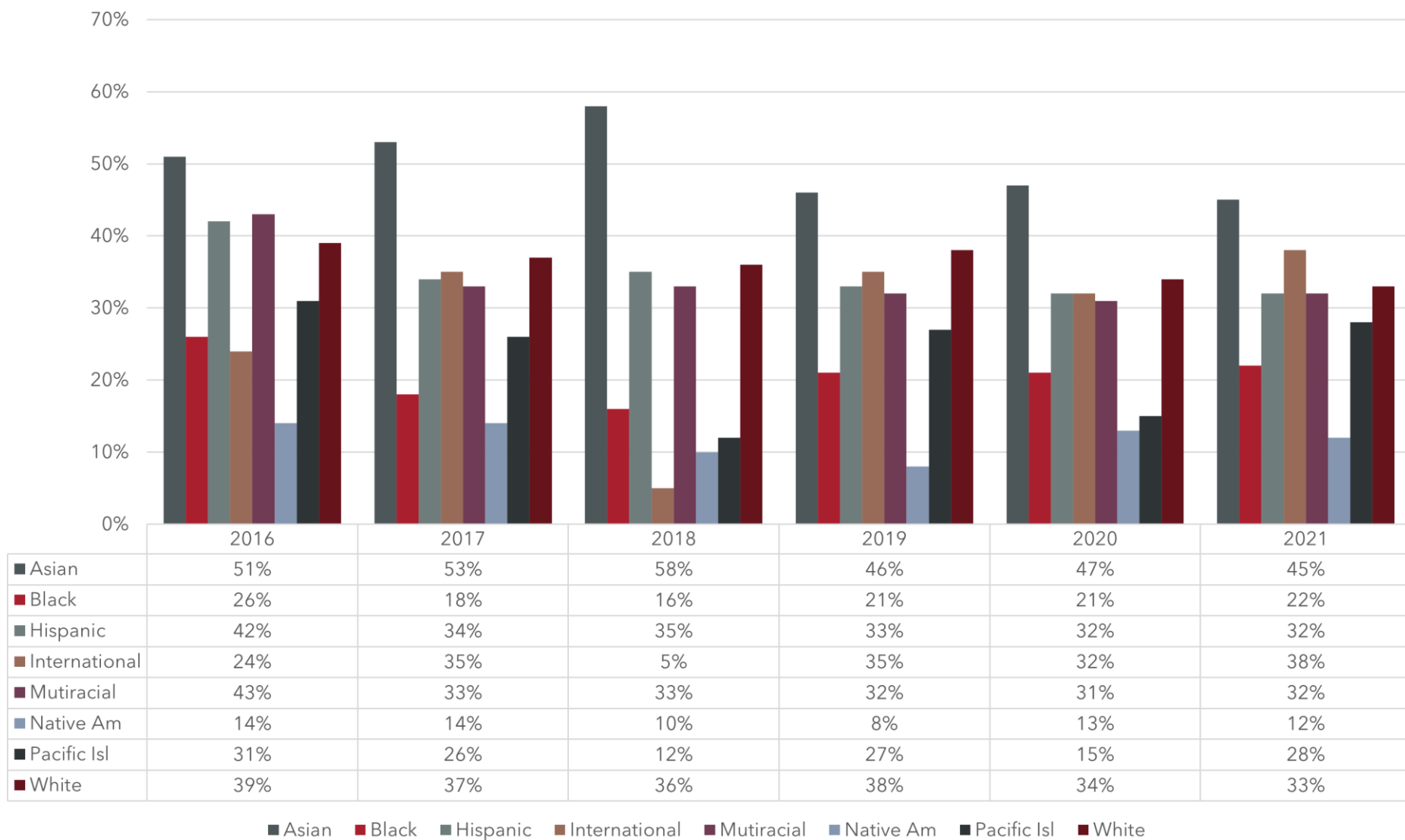
About one-third of students in recent MHCC student cohorts have received their degrees within a six-year period. Students who identify as White or Asian, and international students have tended to exceed this rate and have been more likely to reach their goals within six years of enrolling at MHCC.

Figure 60: Six Year Cohort Outcomes



Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Figure 61: Six Year Cohort Outcomes, by Race & Ethnicity

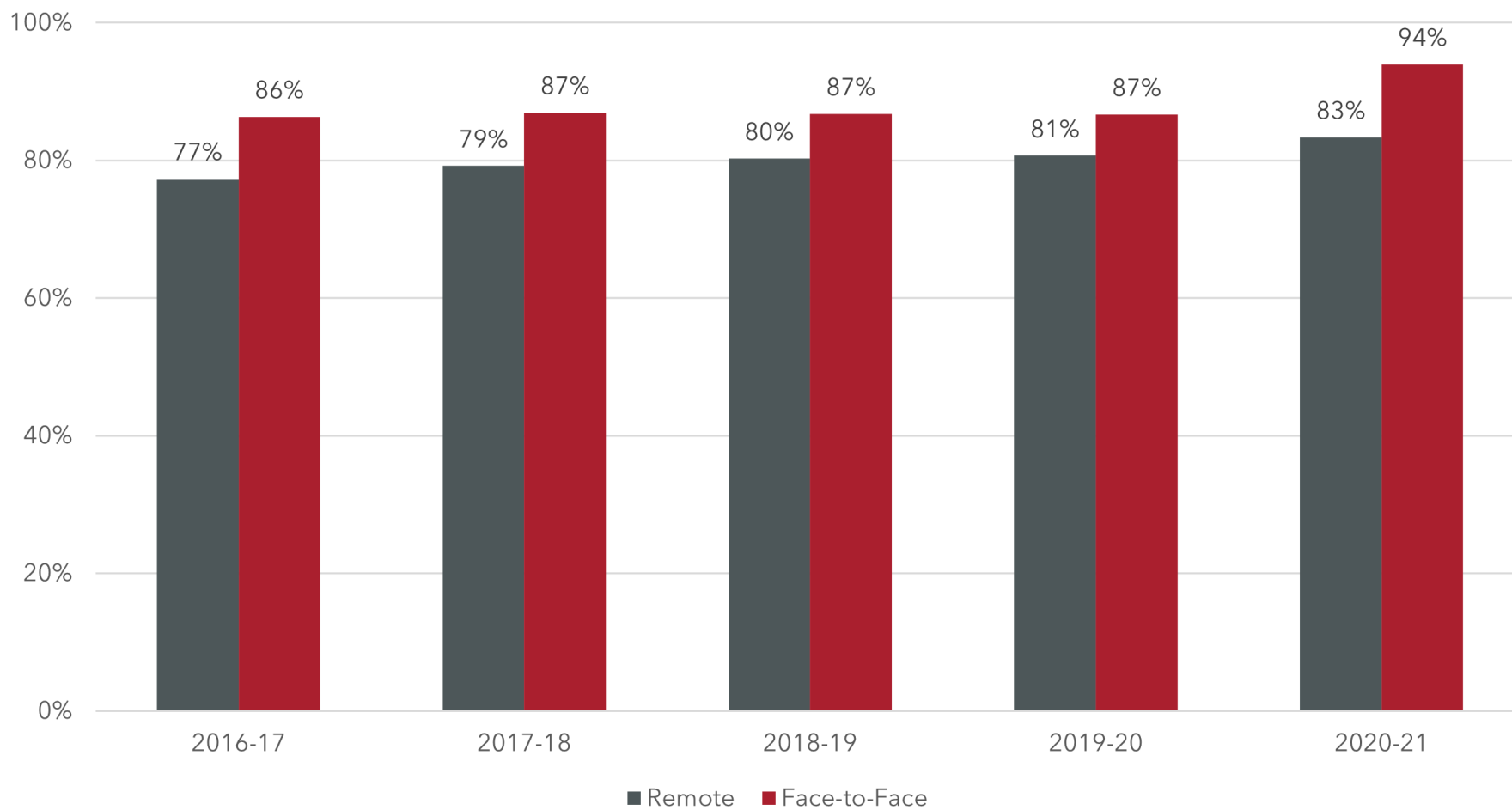


Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Success by Instruction Method

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. This is especially true in the most recent academic year, where 94 percent of students passed face to face courses, while only 83 percent did online, the largest gap in the last five years.

Figure 62: Class Success Rate by Instruction Method, 2016-17 to 2020-21

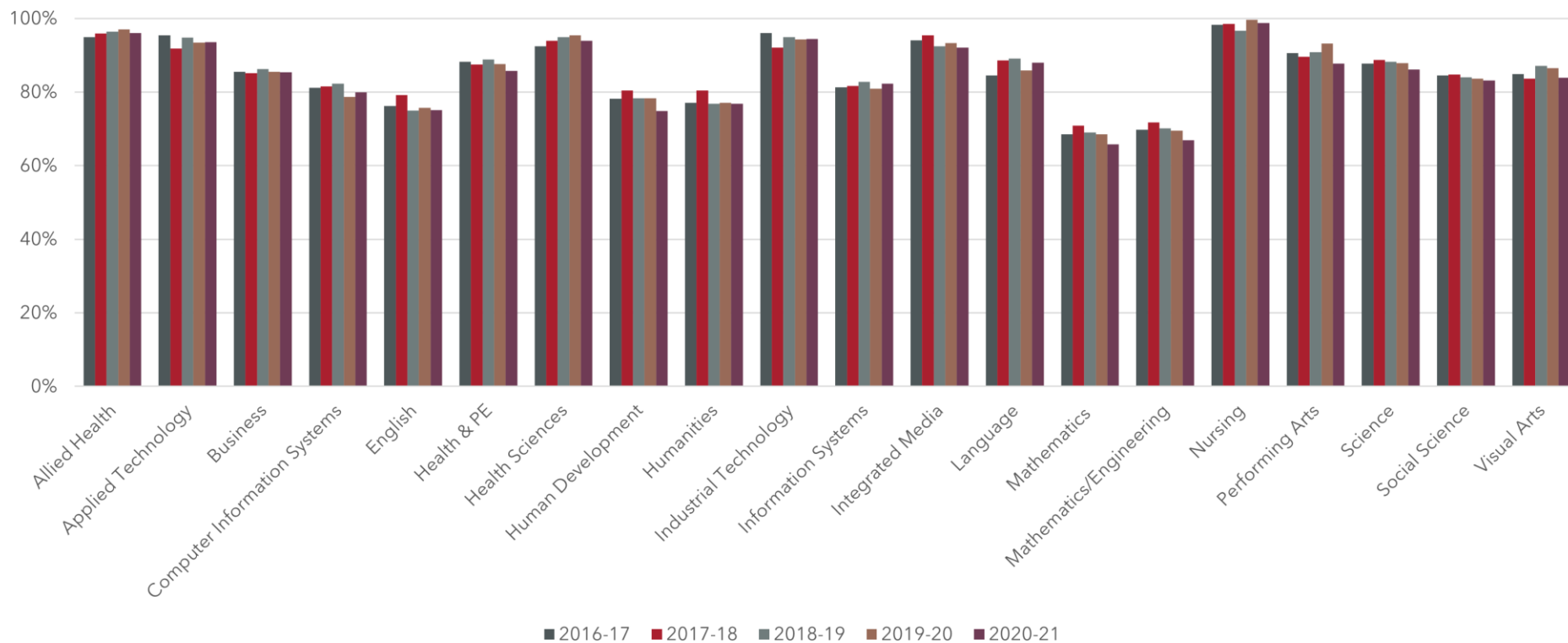


Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Success Rates by Department

The chart below displays success rates by department—Nursing, Allied Health, Health Sciences, Applied Technology, Industrial Technology and Integrated Media have some of the highest rates of student success in courses, while Mathematics and Mathematics/Engineering experiences the lowest class success rates.

Figure 63: Class Success Rate by Department, 2016-17 to 2020-21

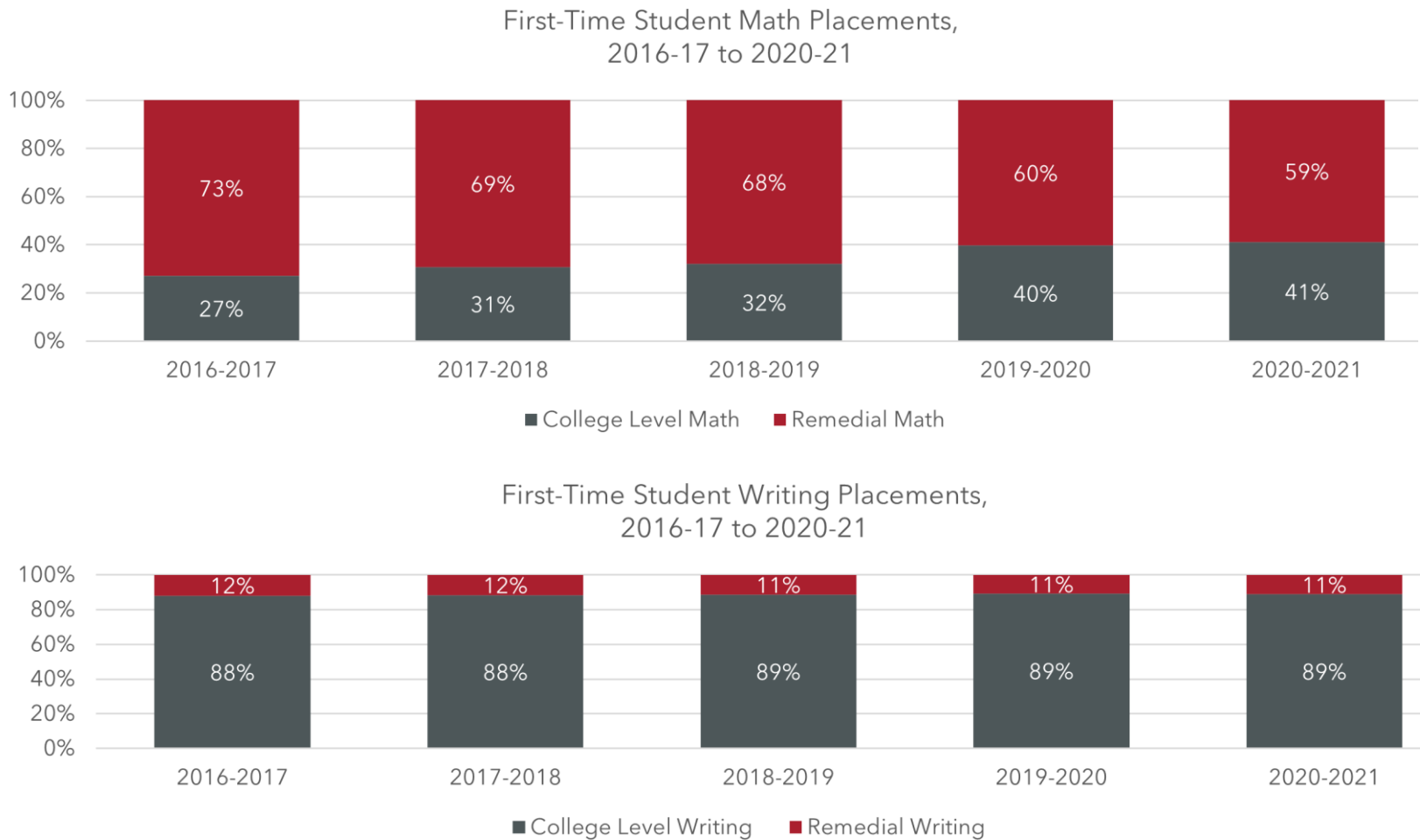


Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

English/Math Course Placements and Outcomes

During the last two academic years, forty percent of first-time students placed into college-level math, and nearly 90 percent into college level writing classes. Placements into non-remedial math courses for first-time students has improved by 14 percentage points in the last five years.

Figure 64: First-Time Student Math and Writing Placements, 2016-17 to 2020-21

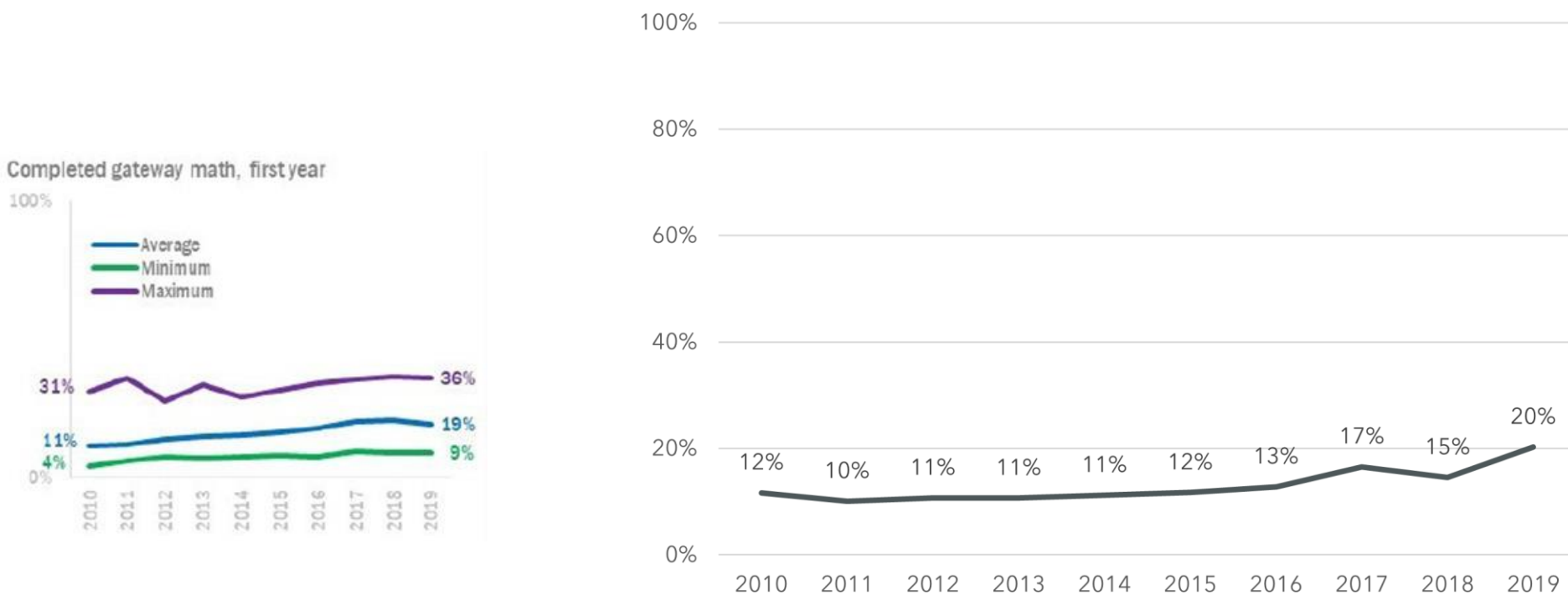


Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

First year students at MHCC complete college-level math classes at about the same rate as all Oregon Community College students. In 2019, 20 percent of students completed college level math in their first year at MHCC.

Approximately, about half of first-time students who place into college level math pass their classes in the first year, 40% of students place and 20% of students pass. MHCC success rates are similar to the statewide average shown in the below left.

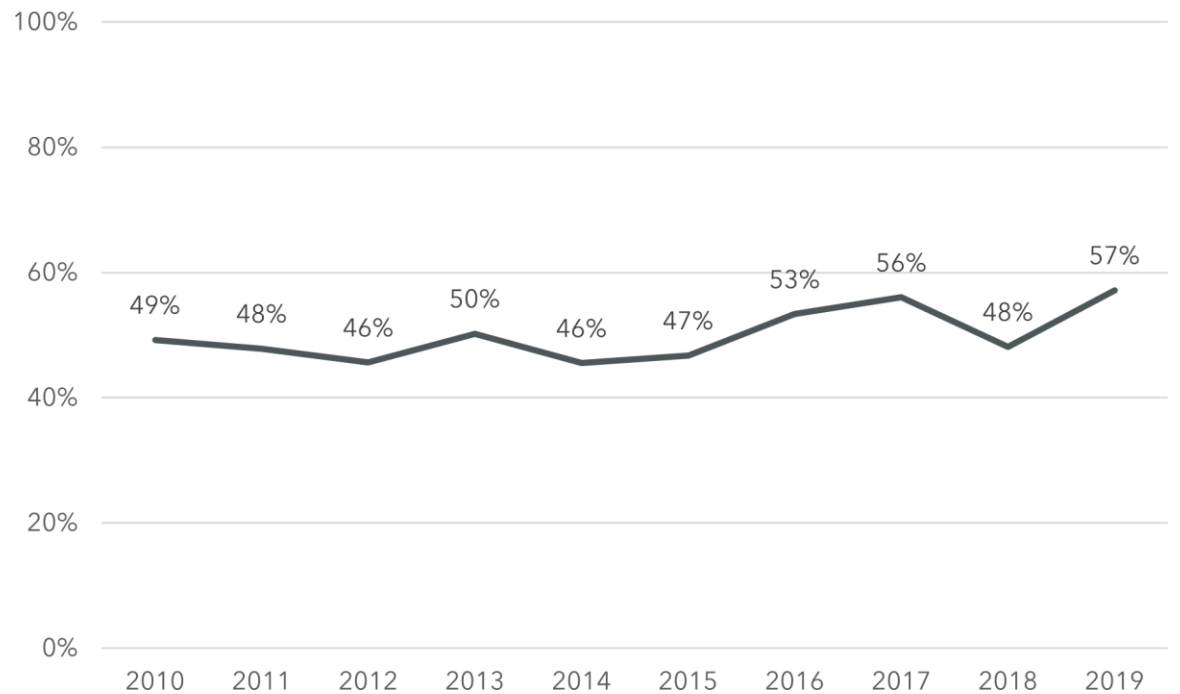
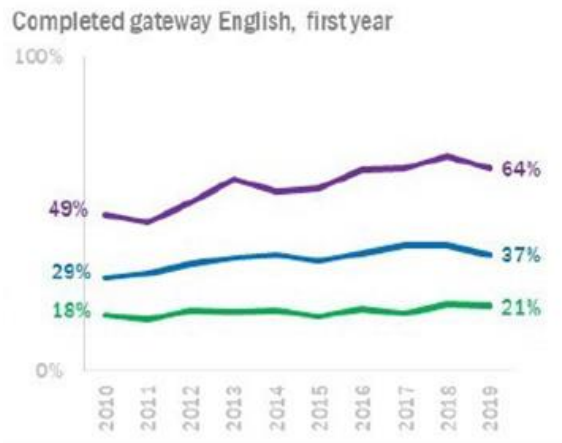
Figure 65: Rate of MHCC Students Who Complete College-Level Math in Their First Year



Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Approximately half of all first-time students at MHCC complete college-level English at rates much higher than the average across all Oregon Community Colleges (37%). In 2019, rates of English completion were 20 percentage points higher than the state average.

Figure 66: Rate of MHCC Students Who Complete College-Level English in Their First Year

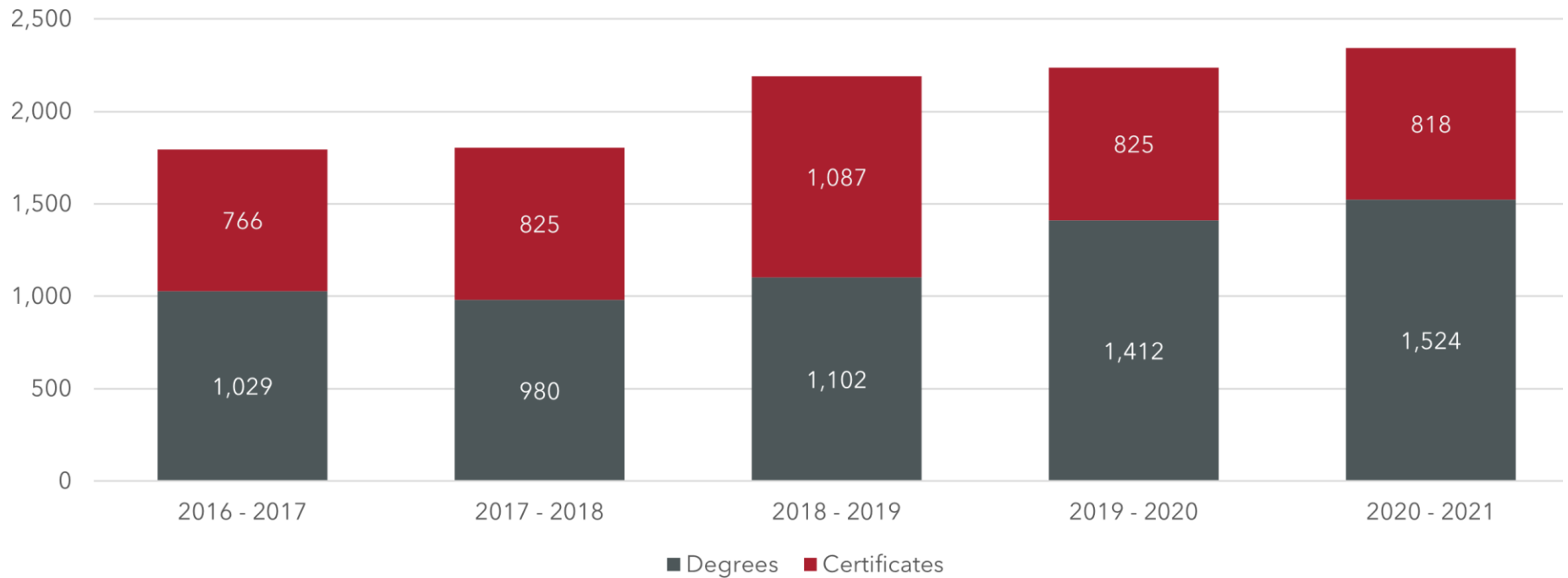


Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Community College Institution Level Count of Awards by Type and Subtype

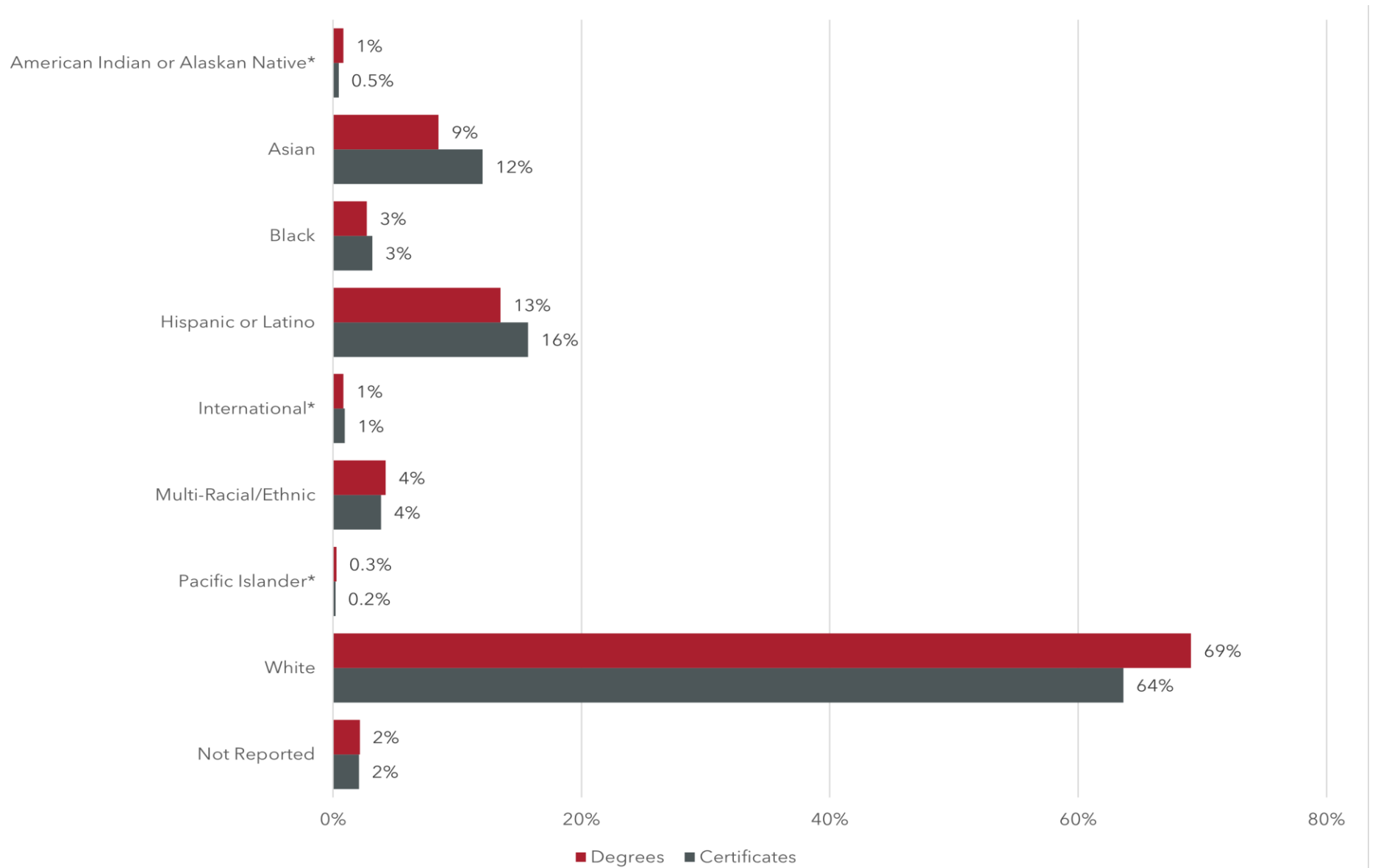
The number of degrees earned by MHCC students has grown 30 percent in the last five years. Nonwhite students account for nearly one-third of degrees and certificates earned over this period.

Figure 67: MHCC Total Degrees and Certificates, 2016-17 to 2020-21



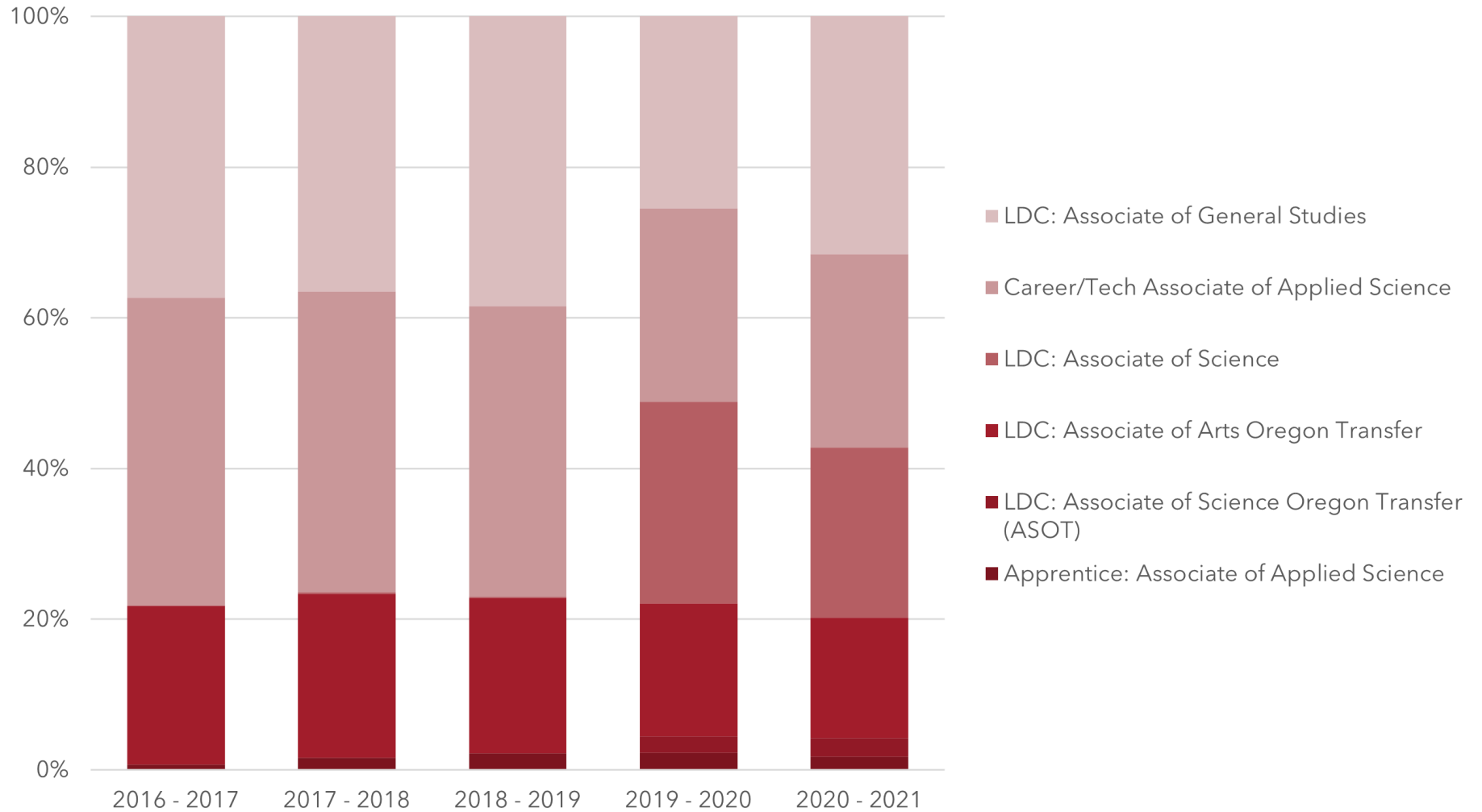
Source: Higher Education Coordinating Commission Oregon Community Colleges Data Mart

Figure 68: Rate of MHCC Degree and Certificate Awards Earned by Race/ Ethnicity, 2016-17 to 2020-21



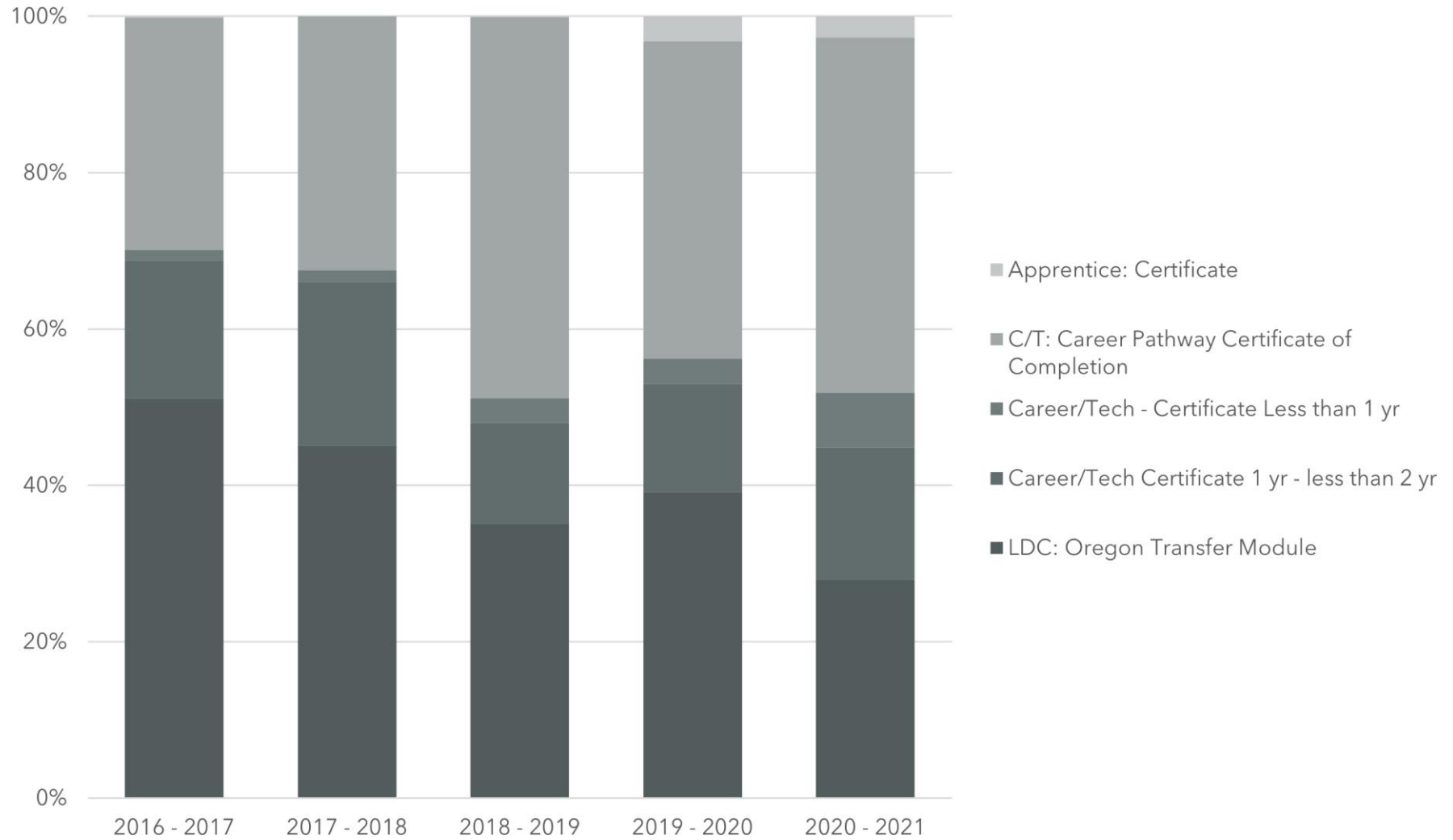
Source: Higher Education Coordinating Commission Oregon Community Colleges Data Mart

Figure 69: Degrees by Type, 2016-17 to 2020-21



Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Figure 70: MHCC Certificate Awards by Type, 2016-17 to 2020-21



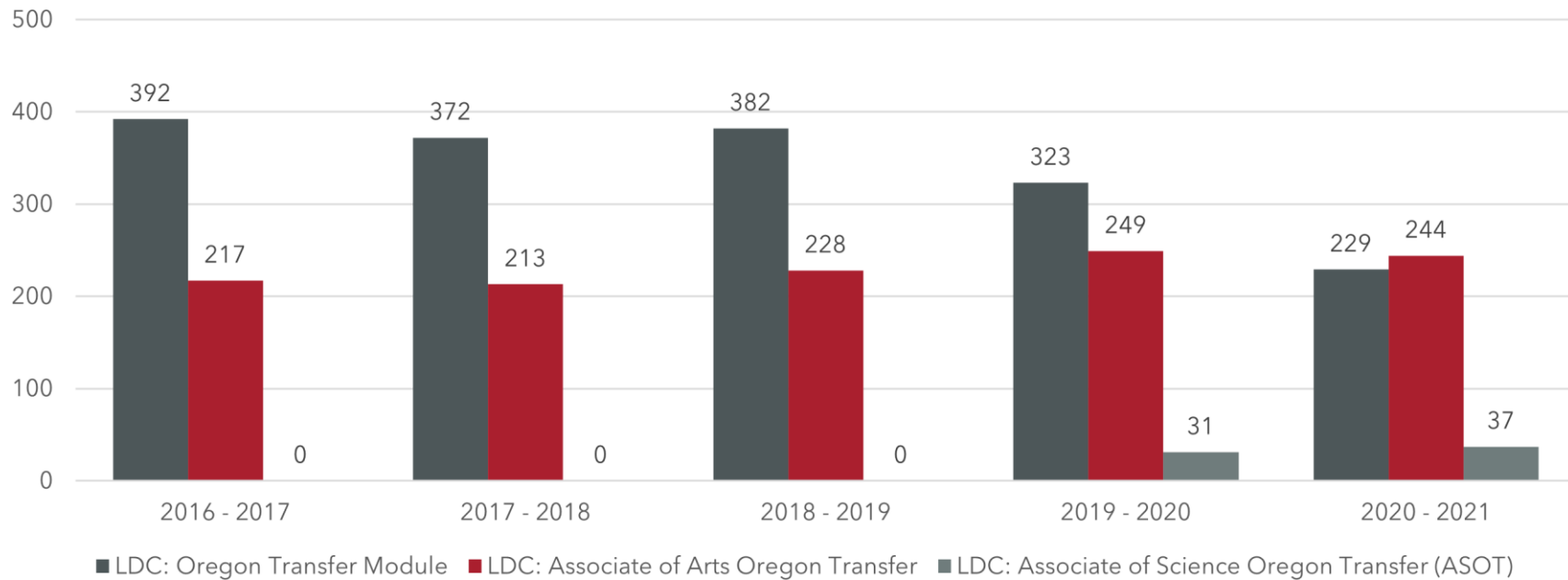
Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Transfer Outcomes

MHCC has awarded approximately 600 degree and certificate transfer awards in the last few years, except for 2020-21, when almost 100 less transfer certificates were awarded to students.

Figure 71: Total Transfer Awards at MHCC by Type, 2016-17 to 2020-21

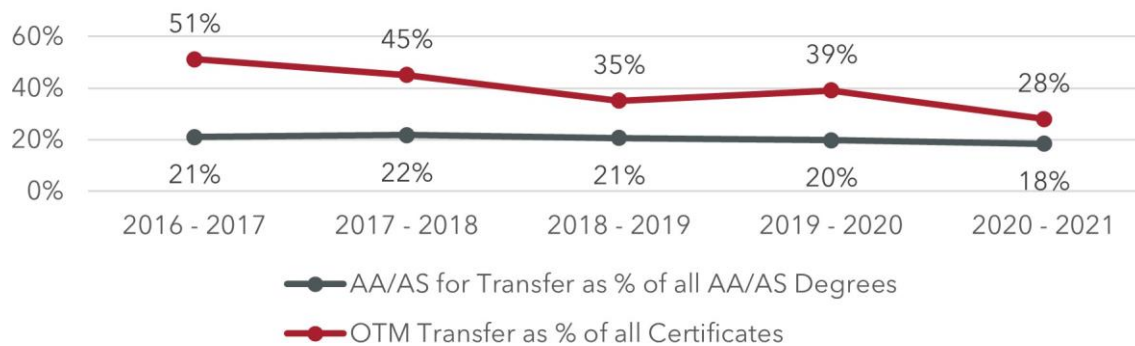
Transfer Certificates and Degrees	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
LCDS: Oregon Transfer Module*	392	372	382	323	229
LDC: Associate of Arts Oregon Transfer	217	213	228	249	244
LDC: Associate of Science Oregon Transfer (ASOT)	0	0	0	31	37
Total	609	585	610	603	510



Source: Higher Educating Coordinating Commission (HECC) Oregon Community Colleges Data Mart

* The OTM Is identified as a certificate in HECC OCC datamart

Figure 72: Rate of Transfer Awards to all Degrees and Certificates Awarded, 2016-17 to 2020-21



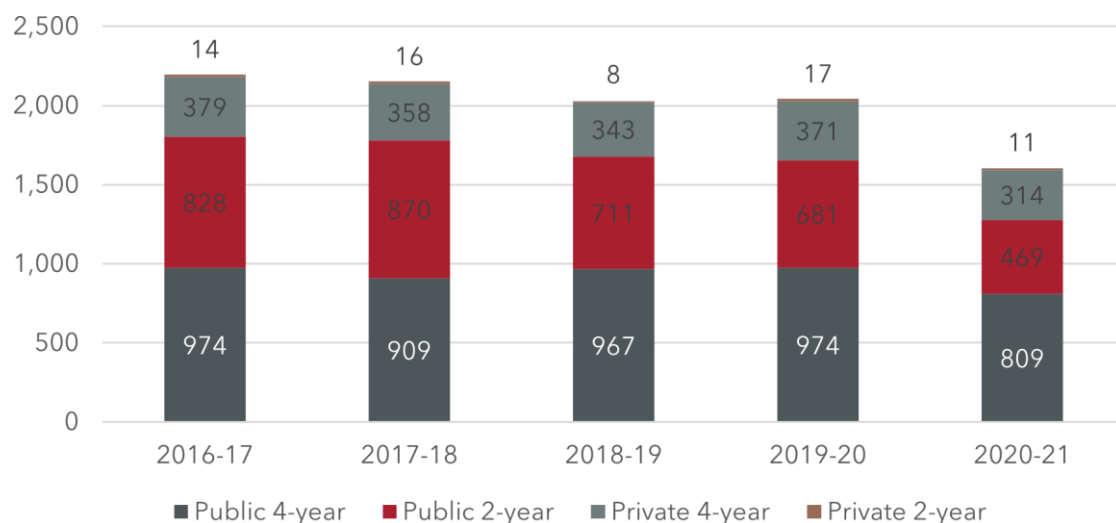
Source: Higher Education Coordinating Commission Oregon Community Colleges Data Mart

Associate degrees for transfer have accounted for about 20 percent of all associate degrees awarded to Mt Hood students over the past five academic years, while the rate of transfer certificates among all certificates awarded has declined from more than half of all certificates in 2016-17 to approximately one-fourth (28 percent) in 2020-21.

Where students transfer

Approximately half of Mt Hood students who transfer do so to a public four-year college or university. Another third of transfers are to other public two-year colleges, and 20 percent to private four-year schools. Total transfers declined significantly in 2020-21, with 22 percent fewer students seeking a transfer in 2020-21 than in 2019-20.

Figure 73: MHCC Student Transfers to Other Institutions, 2016-17 to 2020-21



Source: MHCC Assessment and Institutional Effectiveness, Analytics and Institutional Research

Program Development, Career Opportunities, & Pathways

05

5 | Program Development and Career Opportunities and Pathways

The State of Oregon is projected to gain 318,000 new jobs in the coming decade, with much of that growth in health care, professional services or related, and the service sectors.

MHCC's current alignment of programs with regional needs and opportunities can be strengthened.

- The College provides credentials and transfer opportunities for students looking to find work in business, information technology (including cyber security), integrated metals, medical support services, nursing, dentistry, education, and several other key sectors of the region's economy.
- There are opportunities within many MHCC programs for expansion and alignment with the increasing demands for jobs in key sectors of the regional and state economy.
- MHCC's location between an urban center and rural economy offers a unique opportunity to be the bridge between industry needs and an increasingly diverse workforce by offering specialized training and advanced credentials that are needed but may not be provided by other regional competitors.
- MHCC has a cyber security program that is not offered in other community colleges, which can be promoted to existing and new tech companies that are looking to site facilities on employment lands in East County or along the Columbia Gorge.
- There is a need for expanded programing and regional collaboration with other community programs, community colleges, and companies that can be leveraged to offset costs and strengthen the College's profile in the community.
- 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.

Employment, Industry and Occupational Trends

Current and Projected Employment Growth

Recent estimates by the Oregon Employment Departments (OED) reports that in January 2022 Multnomah, Clackamas and Hood River County have all seen a growth in nonfarm employment from January 2021. Multnomah County has generally seen the same rate of growth as the state, while Clackamas and Hood River Counties have a higher growth rate than the state.

In a recent report, OED has projected an estimated employment growth of 16 percent across the state by 2030. This accounts for 318,000 additional jobs that will result in a total of 2.3 million jobs. According to OED, 9 out of 10 jobs will be a vacancy due to retirement, an individual leaving the workforce or making a major occupational change. The Portland Metro area is expected to grow at a rate of 17 percent. This area and central Oregon are two of the fastest growing regions.

Figure 74: Regional Employment Projections, 2020-2030

Oregon = 16%

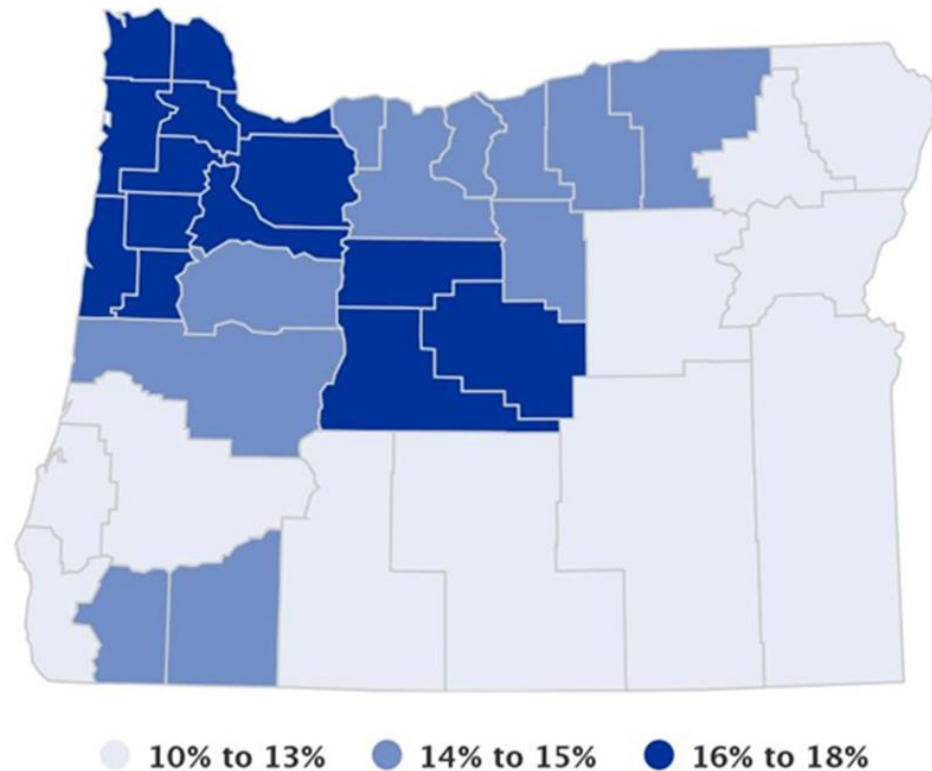


Table 13: Current Employment Estimates

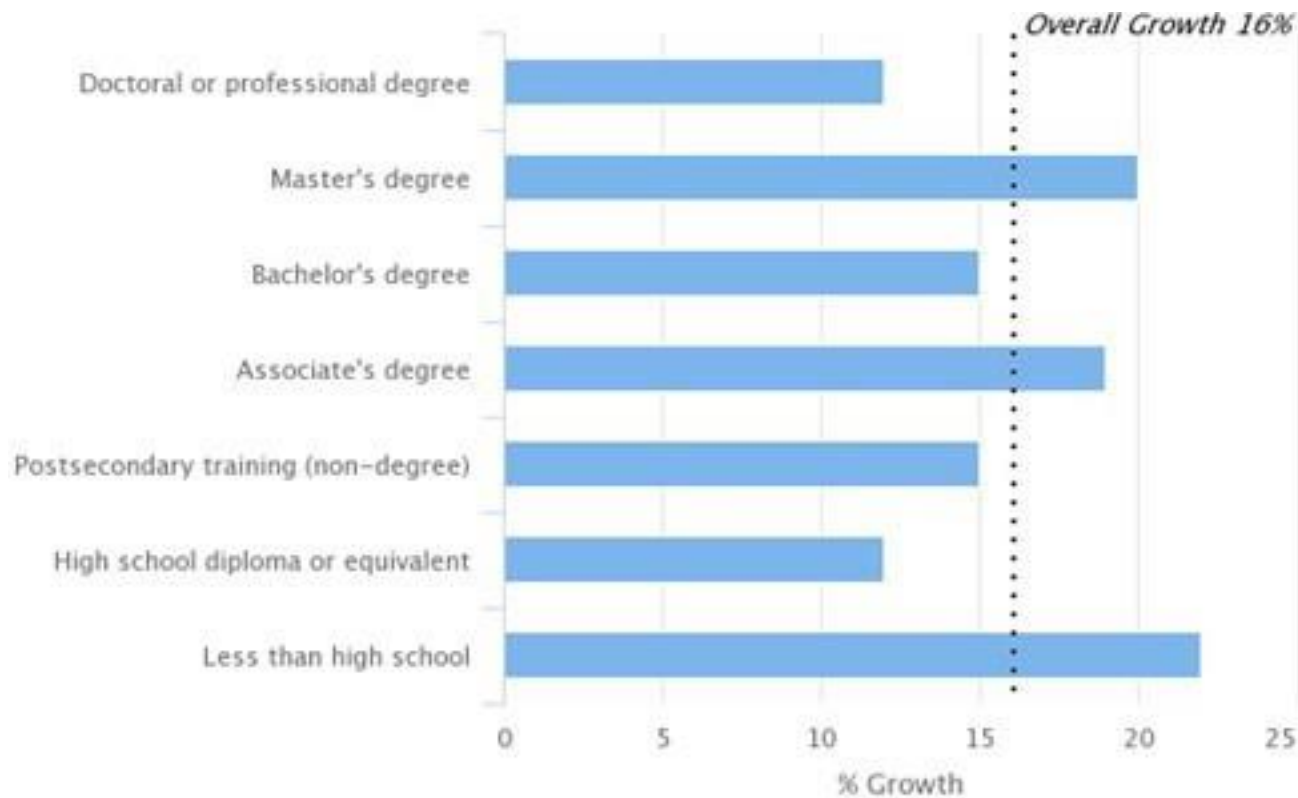
Region	Change	% Change
Oregon	103,700	5.8%
Clackamas County	9,200	6.0%
Hood River County	920	8.3%
Multnomah County	26,600	5.7%

Source: Oregon Employment Department, 2021

Source: Oregon Employment Department, 2021

One third of all future job openings will require an entry level education beyond high school. For post-secondary education that can include an Associate's degree and certificates for truck drivers, bookkeepers and medical and nursing assistants.

Figure 75: Job Growth by Typical Entry-Level Education, 2020-2030



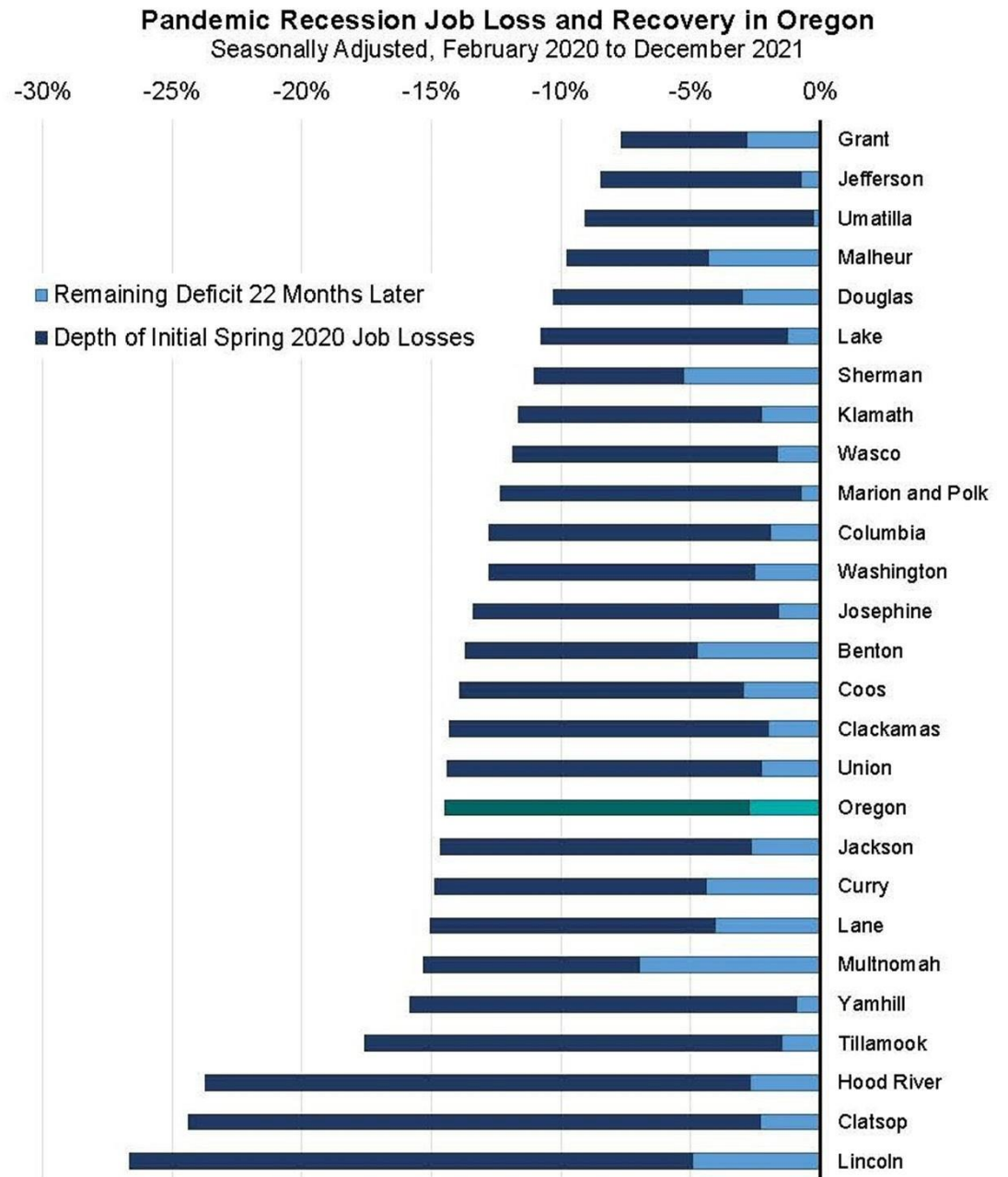
Source: Oregon Employment Department

Employment Change Due to COVID

As with most of the country, Oregon experienced a sharp decline in employment. The unemployment rates in April 2020 for the state was recorded as 13.3%. Clackamas, Hood River, and Multnomah County all experienced similar unemployment rates. Multnomah County experienced the steepest decline among all three with a 14.2% drop in employment. However, the county has been experiencing a faster rate of recovery.

The loss in jobs during the pandemic disproportionately impacted women, the younger workforce and workers of color, according to Pandemic Unemployment Assistance (PUA) claims recorded by the department. In a recent legislative update, the department reported that by December 2021, Oregon had regained 81% of jobs lost in Spring 2020. The figure to the right depicts the Pandemic job loss and recovery numbers in Oregon.

Figure 76: OED Recession Job Loss and Recovery Legislative Reporting



Source: Oregon Employment Department

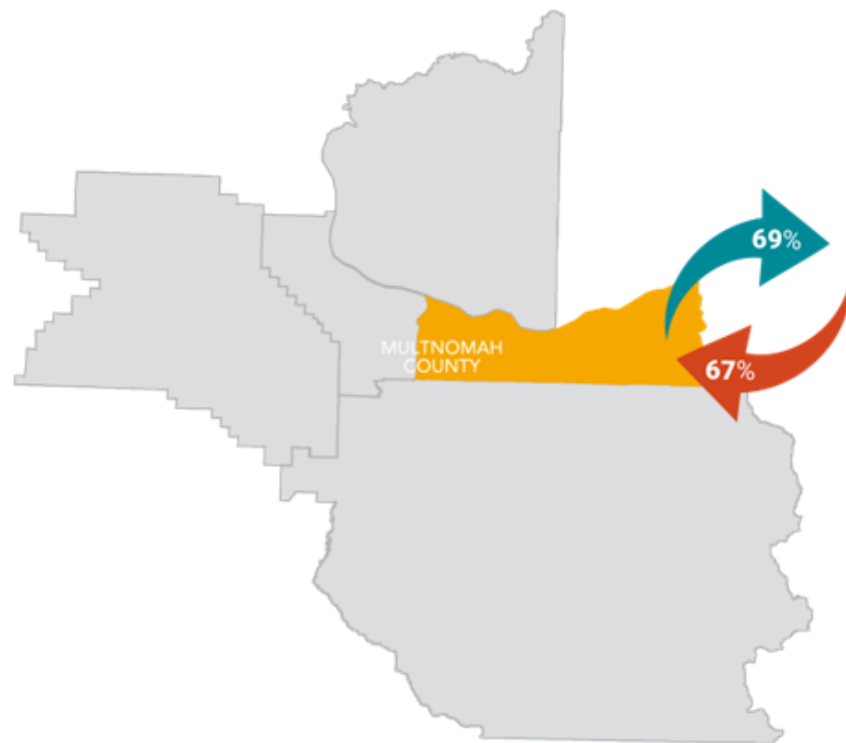
East Multnomah County Economic Growth Trends and Challenges

A report conducted by the Portland Business Alliance of communities east of I-205, referred to as East Multnomah County, identified the area as an economic force that is comparable to Portland's Central City. However, there are several challenges, such as the high percentage of workers who commute in and out of the area and the cost burden of renters. Indicated by the blue arrow, 69 percent of East Multnomah County residents commute out of the area for work, while 67 percent of workers in East Multnomah County travel into the area for work.

One of the most notable challenges is the economic disparity in income levels across all industries in East Multnomah County, especially when considering the increasing diversity of the region and the socio-economic gaps that exists between income classes. A majority of industries have lower average wages than the rest of the region, as shown in Figure 71. The few industries such as "Utilities" that have higher average wage only employ a small number of workers. Industries such as manufacturing employ a larger number of people but also pays approximately \$24,000 less in East County than in other areas. The Health Care / Social Assistance sector, also anticipated to be the largest growing industries for future jobs, employs over 18,000 but has a wage difference of approximately \$10,000.

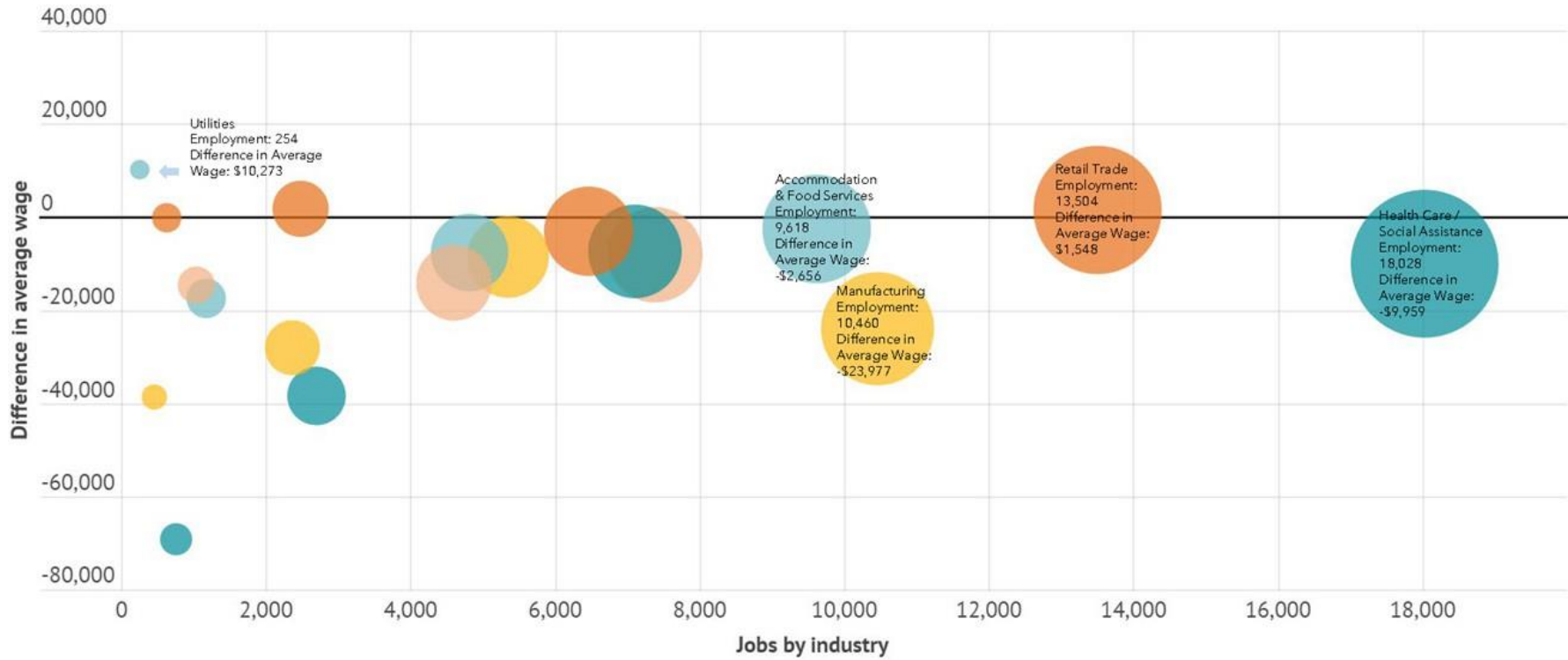
For an area that continues to see an increase in the number of communities of color moving into the service area and that has a lower educational attainment level than other areas outside of the District, the need to close the achievement gap is critical to achieving equitable outcomes for all students.

Figure 77: Live-Work Patterns in East Multnomah



Source: Portland Business Alliance, 2018: <https://portlandalliance.com/advocacy/2018-economic-check-up-multnomah-county.html>

Figure 78: East Multnomah County Industries by Total Employment and Difference in Average Wage Compared to the Portland Region



Source: Portland Business Alliance, 2018: <https://portlandalliance.com/advocacy/2018-economic-check-up-multnomah-county.html>

Figure 79: Growing Middle Skill Jobs, 2020 to 2030



Employment Growth Estimates by Industry

According to the Oregon Employment Department, there are approximately 20,600 new jobs anticipated by 2030 in the Portland Tri-County area, which includes Washington County, Multnomah County, and Clackamas County. Among the top 30 middle-skill occupations (Figure 64), a total of 111,000 projected openings are anticipated in the next decade.

Source: Portland Business Alliance, 2018: <https://portlandalliance.com/advocacy/2018-economic-check-up-multnomah-county.html>

MHCC Program Connections to Priority and Emerging Industries, and Opportunities for Expansion

This section provides a brief review of the connections between MHCC programs and growing occupational demand in some of the key industry sectors in the Portland Tri-County region and considers opportunities for MHCC to expand its programs.

MHCC Offerings and Pathways to Transfer Degrees and Careers

MHCC offers degrees and certificates in 54 programs of study, listed in the chart below. In addition to 35 career technical certificates and 37 associate degrees, the College also offers 26 associate degrees for transfer, and four programs that are offered fully online.

MHCC Program Connections to Priority and Emerging Industries, and Opportunities for Expansion

Of the 54 programs of study, three are identified as aligned with the State's projection of most in demand industries for the next decade. These are Business or Business Management, particularly for entrepreneurship and small business management, Computer Science and Pre-professional medical majors. Access to services such as the Small Business Development Center and close relationships with local businesses and industries presents an opportunity to leverage existing resources.

Although not yet identified as a high demand job, the cyber security program is the only one available in the region and is discussed as an innovate industry that will continue to garner interest in the upcoming years.

Table 14: MHCC College Programs and Related Certificates and Degrees

Program	Type of Program			
	Certificate	Associate Degree - Direct to Employment	Associate Degree - Transfer Path	Fully Online Program
Anthropology major			x	
Apprenticeship Programs		x		
Art major			x	
Automotive Technology: Chrysler MCAP		x		
Automotive Technology: Ford ASSET		x		
Automotive Technology: IMPORT		x		
Automotive Technology: Subaru-U		x		
Basic Health Care	x			
Biology			x	
Business			x	
Business Assistant	x			x
Business Management		x		
Business Management: Accounting		x		
Business Management: Accounting Assistant	x			
Business Management: Accounting Clerk	x			
Business Management: Entrepreneurship and Small Business Management	x	x		
Business Management: Marketing and Sales		x		

Program	Type of Program			
	Certificate	Associate Degree - Direct to Employment	Associate Degree - Transfer Path	Fully Online Program
Business Management: Mobile Application Development and Marketing		x		
Chemistry / Biochemistry major			x	
Computer Game and Mobile Applications Programmer	x			x
Computer Game Development		x		x
Computer Information Systems (CIS)		x		
Computer Science			x	
Criminal Justice Administration major			x	
Cybersecurity: Networking and Security Operations		x		
Cybersecurity: Penetration Testing		x		
Cybersecurity: Secure Network Technician	x			
Dental Hygiene		x		
Early Childhood Education and Family Studies		x		
Early Childhood Education and Family Studies - One Year Certificate	x			
Early Childhood Education and Family Studies: Child Development Career Pathways Certificate	x			
Early Childhood Education and Family Studies: Early Learning Career Pathway Certificate	x			
Economics major			x	

Program	Type of Program			
	Certificate	Associate Degree - Direct to Employment	Associate Degree - Transfer Path	Fully Online Program
Education major			X	
Emergency Medical Technician (EMT)	X			
Engineering			X	
Engineering Technology		X		
English / Literature / Creative Writing major			X	X
Fisheries Technology		X		
Fitness Professional	X			
Funeral Service Education		X		
Geography major			X	
Geology major			X	
History major			X	
Integrated Media: Graphic Design		X		
Integrated Media: Graphic Design Digital Assistant	X			
Integrated Media: Photography		X		
Integrated Media: Photography Digital Assistant	X			
Integrated Media: Video		X		
Integrated Media: Video Digital Assistant	X			

Program	Type of Program			
	Certificate	Associate Degree - Direct to Employment	Associate Degree - Transfer Path	Fully Online Program
Integrated Metals (Welding and Machine Tool Technologies)		x		
Integrated Metals: Accelerated Welding Technology (VESL)	x			
Integrated Metals: Certified Welder	x			
Integrated Metals: Gas Metal and Flux Cored Arc Welder	x			
Integrated Metals: Gas Tungsten Arc Welder	x			
Integrated Metals: Machine Tool Operator	x			
Integrated Metals: Machine Tool Technology		x		
Integrated Metals: Machinist	x			
Integrated Metals: Shielded Metal Arc Welder	x			
Integrated Metals: Welding Technology	x			
Mathematics major			x	
Mechatronics		x		
Mechatronics: Certified Maintenance Technician	x			
Mechatronics: Industrial Automation	x			
Medical Assistant	x			
Medical Office Specialist: Administrative Secretary		x		
Medical Office Specialist: Billing and Coding		x		

Program	Type of Program			
	Certificate	Associate Degree - Direct to Employment	Associate Degree - Transfer Path	Fully Online Program
Medical Office Specialist: Management		X		
Medical Office: Billing and Coding	X			
Medical Office: Customer Service Representative	X			
Medical Office: Receptionist	X			
Mental Health, Social Service and Addiction Counseling		X		
Mental Health, Social Service and Addiction Counseling: Behavioral Health Care Specialist	X			
Mental Health, Social Service and Addiction Counseling: Youth Worker	X			
Modern Languages major			X	
Music			X	
Natural Resources Technology	X			
Natural Resources Technology: Forest Resources		X		
Natural Resources Technology: Wildlife Resources		X		
Nursing (RN)		X		
Nursing Assistant (NA1 and CNA2)	X			
Philosophy major			X	
Physical Education / Exercise and Sport Science major			X	

Program	Type of Program			
	Certificate	Associate Degree - Direct to Employment	Associate Degree - Transfer Path	Fully Online Program
Physical Therapist Assistant		x		
Physics major			x	
Political Science major			x	
Pre-Health Professions major (Nursing, Dental Hygiene, Surgical Tech, Respiratory Care, etc.)		x		
Pre-Law major			x	
Pre-Professional (Medicine, Chiropractic, Dentistry, Pharmacy, Veterinary) major			x	
Psychology major			x	
Respiratory Care		x		
Sociology major			x	
Sterile Processing Technician	x			
Surgical Technology		x		
Theater Arts			x	
Theatre Arts - Professional Theatre Technician		x		
Theatre Arts - Technical Theatre	x			

Table 15: Employment projection by sector MHCC's major/ program related

MHCC Major / Program	Employment 2020	Projected Employment 2020 - 2030	Additional Jobs	Percent change (%)
Art major	8,837	10,670	1,833	20.7%
Automotive Technology	3,589	3,910	321	8.9%
Basic Health Care	23,286	23,941	655	2.8%
Biology	2,496	2,829	333	13.3%
Business	149,117	173,065	23,948	16.1%
Chemistry / Biochemistry major	391	447	56	14.3%
Computer Science (Game / Mobile applications programmer, CIS, Cybersecurity)	36,679	43,542	6,863	18.7%
Criminal Justice Administration major	3,358	3,660	302	9.0%
Early Childhood Education and Family Studies	3,049	4,355	1,306	42.8%
Economics	114	137	23	20.2%
Education	16,201	19,021	2,820	17.4%
Engineer (Civil / Mechanical Engineers, Engineering Technology)	13,892	15,622	1,730	12.5%
English / Literature / Creative Writing major	6,725	7,873	1,148	17.1%
Fitness Professional	2,262	3,832	1,570	69.4%
Funeral Service Education	186	227	41	22.0%
Geoscience	325	391	66	20.3%
History	81	93	12	14.8%

MHCC Major / Program	Employment 2020	Projected Employment 2020 - 2030	Additional Jobs	Percent change (%)
Integrated Media	4,278	4,822	544	12.7%
Integrated Metals	8,166	9,954	1,788	21.9%
Mathematics	2,094	2,853	759	36.2%
Mechatronics	386	459	73	18.9%
Medical Office Specialist	6,805	8,095	1,290	19.0%
Mental Health, Social Service and Addiction Counseling	3,299	4,186	887	26.9%
Modern Languages major	108	124	16	14.8%
Music	936	1,250	314	33.5%
Natural Resources Technology	125	136	11	8.8%
Philosophy	119	135	16	13.4%
Physical Education / Exercise and Sport Science major	5,733	8,207	2,474	43.2%
Physical Therapist Assistant	720	1,017	297	41.3%
Physics	197	203	6	3.0%
Health Care (Pre-Health Professions / Pre-Professional major)	56,155	65,306	9,151	16.3%
Pre-Law	9,187	9,864	677	7.4%
Psychology	14,286	17,037	2,751	19.3%
Sociology	147	168	21	14.3%
Theater Arts	1,089	1,478	389	35.7%

