2022

Mt. Hood Community College
Strategic Plan

JULY 2022

MT. HOOD
COMMUNITY COLLEGE

contents

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Introduction

01

In the summer of 2021 Mt. Hood Community College (MHCC) began the visioning and planning process of updating the Community College's 2017 Strategic Plan. The intention of a Strategic Plan is to define and layout the vision, mission, and values that will guide the college for the years to come. This Strategic Plan update specifically deals with the challenges experienced by the college, region, and country over the past few years. The Community College and region have dealt with the ongoing effects of the COVID-19 pandemic as well as changing demographics and new leadership. This Strategic Plan pays special attention to identifying the needs of the changing student body and district demographics, addressing industry trends, and supporting employees to continue and increase the rate of student success and close the opportunity gap for all.

The Strategic Plan was developed over the course of the 2021-2022 academic school year and involved a robust community engagement process, soliciting feedback from students, employees, community members, partners and stakeholders. Out of these engagement efforts and larger Strategic Plan process a clear vision, mission, and set of values has been developed which will anchor and propel the college through the next five years.

Plan Organization

The Strategic Plan is organized into the following sections:

1 | Introduction

a) Plan Organization

b) About Mt. Hood Community College

c) Environmental Scan Summary: Key Findings

2 | Strategic Plan Framework

a) Strategic Plan Overview

b) Equity, Vision, Mission, and Values Statements

3 | Strategic Plan Goals, Objectives, and Success Metrics

a) Goal A: Teaching and Learning

b) Goal B: Educational Programs and Support Services

c) Goal C: Organizational Structure, Systems, and Processes

d) Goal D: Facilities and Technologies

e) Goal E: Community Connections

4 | Performance Indicators
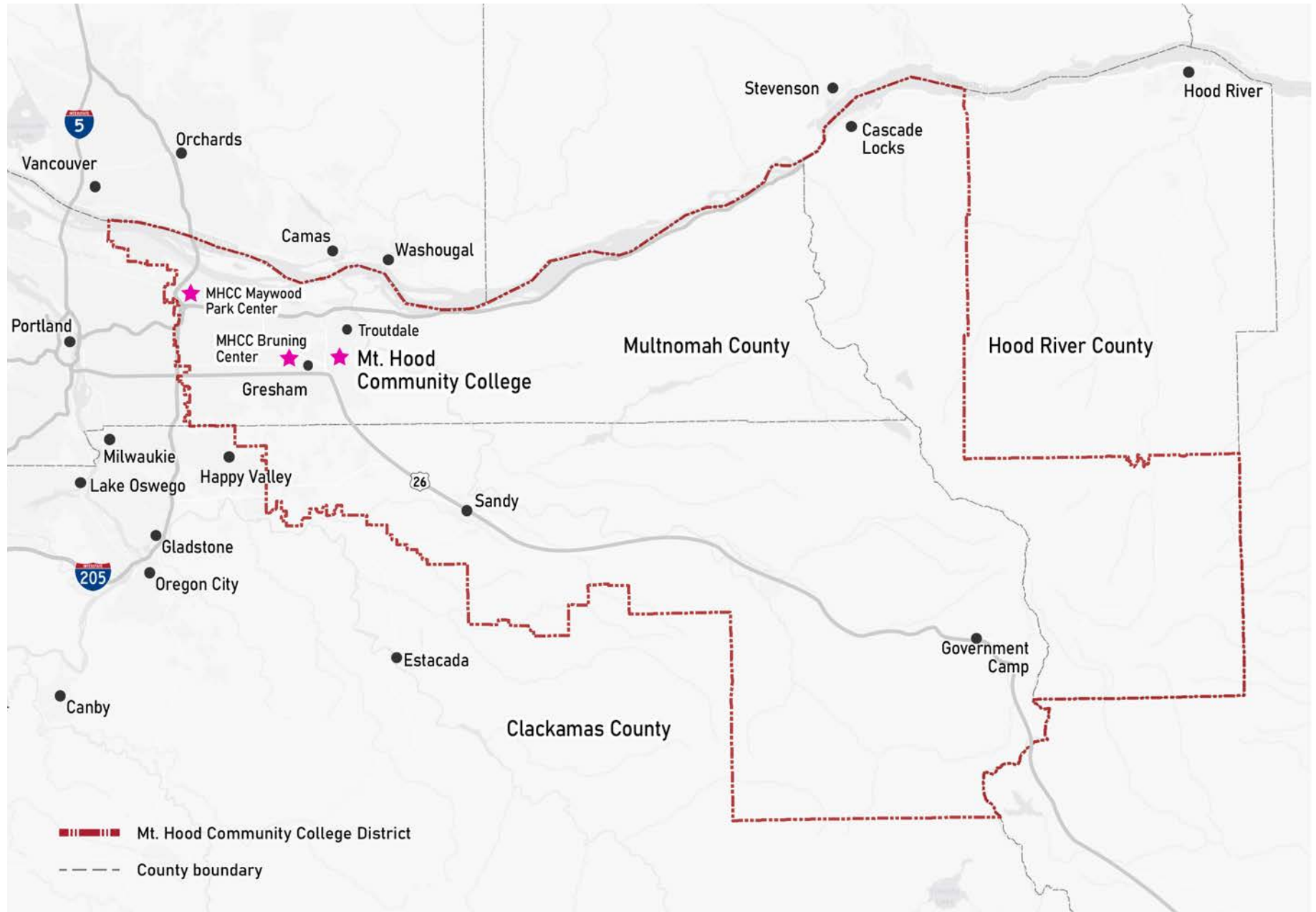
About Mt. Hood Community College

MHCC is a public two-year Community College in Gresham Oregon 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.

The College was founded in 1966 and has been serving the educational and career needs of the community and surrounding areas ever since. The college is accredited by the Northwest Commission on Colleges and Universities and financed by local property tax revenue, state reimbursement funds, and student tuition. The campus is touted for its natural beauty and view of its namesake Mt Hood in the Mt. Hood National Forest. As of 2020 Mt. Hood was serving about 22,000 students most of which come from within the district.

MHCC serves a large geographic region, starting east of Highway 213 in Multnomah County and ending at the Columbia River in the North, Hood River County in the East, and Clackamas County in the South. In addition to the main campus in Gresham, MHCC has a Maywood Park Campus in Portland and CAL/ Bruning campus, also located in Gresham. The community college district covers about 950 square miles and is home to more than 300,000 residents. There are eight school districts within the MHCC service district: Corbett, David Douglas, Gresham-Barlow, Parkrose, Reynolds, Centennial, and Oregon Trail.

Mt. Hood Community College Service District

Legend:
- Mt. Hood Community College District
- County boundary

Labels on map: Vancouver, Orchards, Portland, Camas, Washougal, Stevenson, Cascade Locks, Hood River, MHCC Maywood Park Center, Troutdale, MHCC Bruning Center, Mt. Hood Community College, Gresham, Multnomah County, Hood River County, Milwaukie, Lake Oswego, Happy Valley, Sandy, Gladstone, Oregon City, Estacada, Government Camp, Canby, Clackamas County

Decision Making Process

MHCC has an established decision-making process and governance structure that helps to guide planning for the College. Plans all follow the structure of mission, vision, goals, strategies/objectives, and tactics.

- The mission statement is the written declaration of the College's core purpose which is assessed using key performance indicators.

- The vision statement is an aspirational description of the desired future state of the College.

- Goals result directly from the Colleges' mission, vision, and values and help the College identify and define desired achievements.

- Strategies/Objectives provide a roadmap for how to achieve the goals set forth by the College. They are constantly evolving to ensure the correct time and energy are focused on achieving overall goals and are measurable steps that set parameters and to help execute actions efficiently and in a timely manner.

- Tactics are specific actions taken to meet objectives. A tactic is essentially an action/activity.

Mt. Hood Community College Decision Making Process

	Purpose	Measure	Plan	Approver
Mission	Why we exist	Key Performance Indicators (holistic)	Strategic Plan	MHCC Board
Vision	Where we aspire to be	Key Performance Indicators (holistic)	Strategic Plan	MHCC Board
Goals	What we are trying to achieve	Key Performance Indicators (by goal)	Strategic Plan	President
Strategies/ Objectives	How we intend to get there	Objectives	Area Plans	Executive Manager
Tactics	What we do every day to be successful	Unit Metrics	Unit Plans	Unit Manager

Source: MHCC President's Office
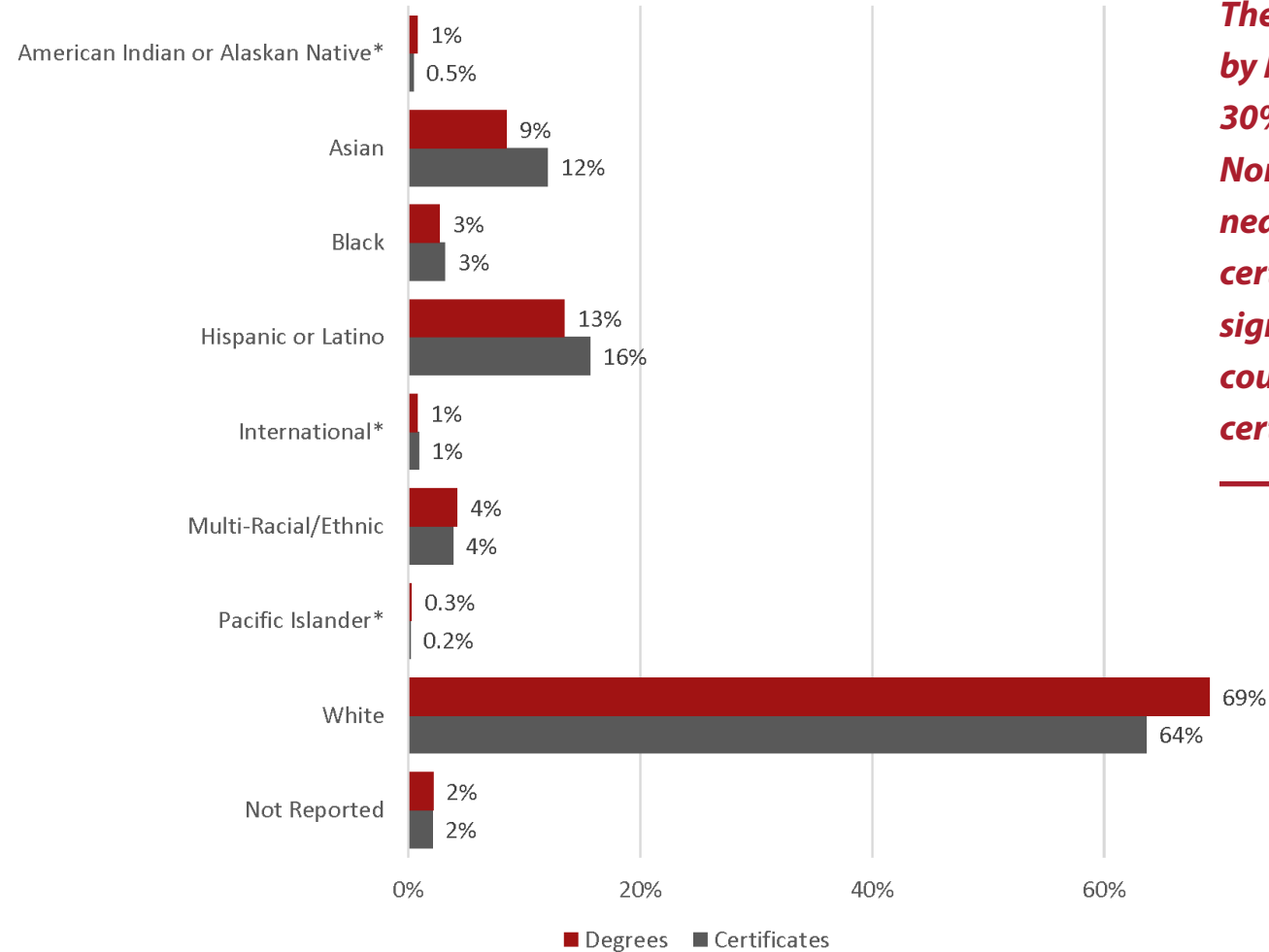
Environmental Scan Summary

The environmental scan, published under a separate cover, provides a profile of the service area and College as well as reviews internal and external trends for both. The scan includes a summary of input from College members and community stakeholders regarding the College's challenges and future opportunities. Below are the key findings for MHCC as identified by the Environmental Scan.

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]*

Figure 2. Rate of MHCC Degree and Certificate Awards Earned by Race/Ethnicity, 2016-17 to 2020-21

American Indian or Alaskan Native*
- Degrees: 1%
- Certificates: 0.5%

Asian
- Degrees: 9%
- Certificates: 12%

Black
- Degrees: 3%
- Certificates: 3%

Hispanic or Latino
- Degrees: 13%
- Certificates: 16%

International*
- Degrees: 1%
- Certificates: 1%

Multi-Racial/Ethnic
- Degrees: 4%
- Certificates: 4%

Pacific Islander*
- Degrees: 0.3%
- Certificates: 0.2%

White
- Degrees: 69%
- Certificates: 64%

Not Reported
- Degrees: 2%
- Certificates: 2%

■ Degrees ■ Certificates

The number of degrees earned by MHCC students has grown 30% in the last five years. Nonwhite students account for nearly one-third of degrees and certificates earned over this period, significantly behind their White counterparts in both degrees and certificates.

Source: 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]*

"Share student resources more widely on campus as well as with the larger community for student recruitment."
- Student focus group

"Technology needs to be a priority to support student and faculty learning needs. These also support students' computer literacy skills."
- Faculty focus group

- 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]*

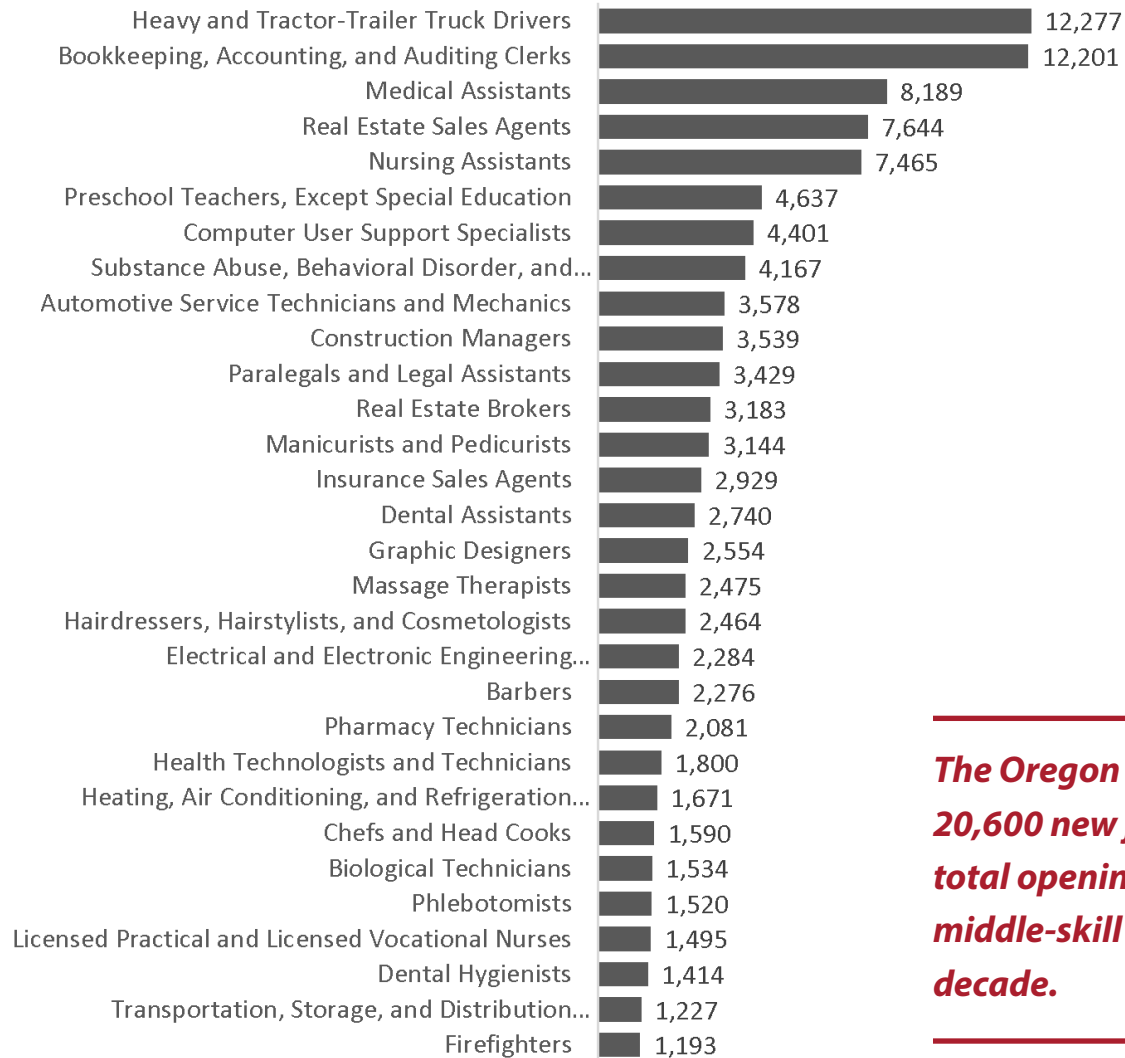*Factors noted by focus groups and surveys as barriers to student success:*
- *Website, learning, registration, enrollment, and communication platforms*
- *Technology*
- *Financial Support*
- *Language*
- *Childcare*
- *Transportation/access*
- *Food insecurity*
- *Lack of student-to-student support*
- *Employee support and access varies by individual*

"Programs should have clearly defined programmatic pathways which equips students to meet labor market needs" - Focus Group

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]*

Growing Middle Skills Jobs, 2020 to 2030

Occupation	Value
Heavy and Tractor-Trailer Truck Drivers	12,277
Bookkeeping, Accounting, and Auditing Clerks	12,201
Medical Assistants	8,189
Real Estate Sales Agents	7,644
Nursing Assistants	7,465
Preschool Teachers, Except Special Education	4,637
Computer User Support Specialists	4,401
Substance Abuse, Behavioral Disorder, and…	4,167
Automotive Service Technicians and Mechanics	3,578
Construction Managers	3,539
Paralegals and Legal Assistants	3,429
Real Estate Brokers	3,183
Manicurists and Pedicurists	3,144
Insurance Sales Agents	2,929
Dental Assistants	2,740
Graphic Designers	2,554
Massage Therapists	2,475
Hairdressers, Hairstylists, and Cosmetologists	2,464
Electrical and Electronic Engineering…	2,284
Barbers	2,276
Pharmacy Technicians	2,081
Health Technologists and Technicians	1,800
Heating, Air Conditioning, and Refrigeration…	1,671
Chefs and Head Cooks	1,590
Biological Technicians	1,534
Phlebotomists	1,520
Licensed Practical and Licensed Vocational Nurses	1,495
Dental Hygienists	1,414
Transportation, Storage, and Distribution…	1,227
Firefighters	1,193

Source: Oregon Employment Department

The Oregon Employment projects 20,600 new jobs and 111,000 total openings among the top 30 middle-skill occupations in the next decade.

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 heavy use of concrete in the buildings sends an unwelcoming message . . . incorporate more color and light on campus
*- Faculty focus group*

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 to18.5% 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]*

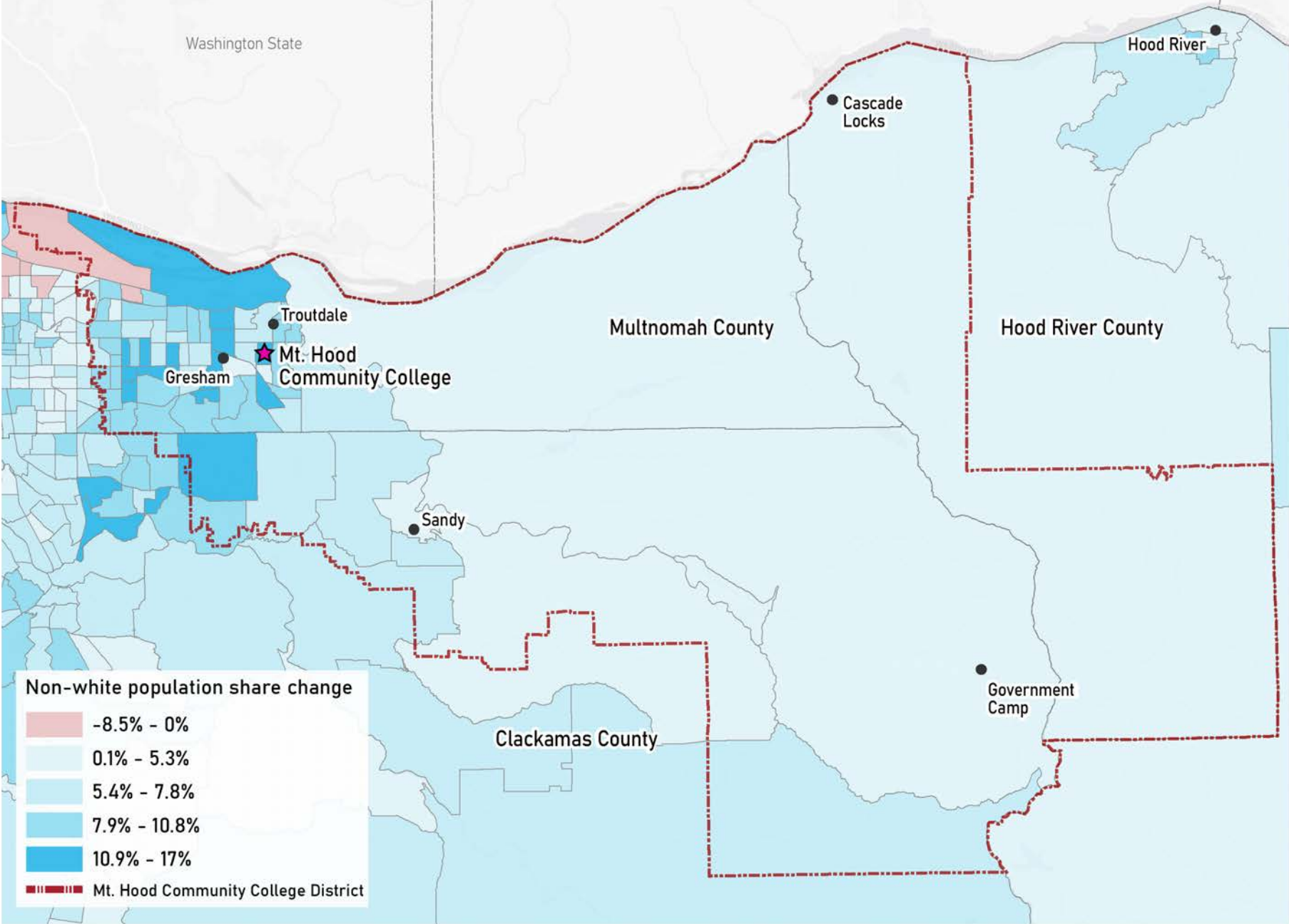Full Time Faculty Race & Ethnicity, 2021

22%

78%
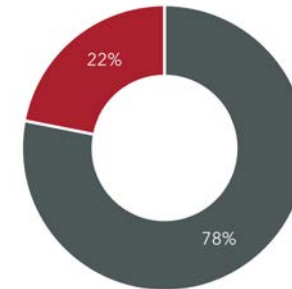
Student Race & Ethnicity, 2019
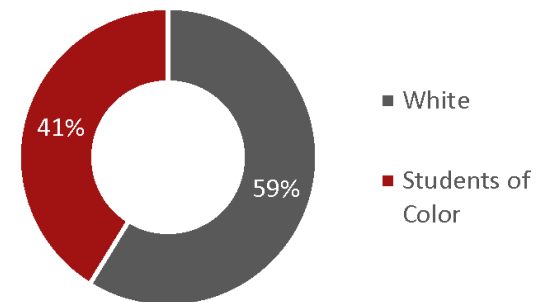
41%

59%

■ White

■ Students of Color

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

While the MHCC student body and the community college service district has become increasingly diverse, the faculty does not necessarily reflect that diversity.

2010 - 2020 Non-White Population Change by Census Tract

Washington State

Hood River

Cascade Locks

Multnomah County

Hood River County

Troutdale

Mt. Hood
Community College

Gresham

Sandy

Government
Camp

Clackamas County

Non-white population share change

- -8.5% – 0%
- 0.1% – 5.3%
- 5.4% – 7.8%
- 7.9% – 10.8%
- 10.9% – 17%
- ▪▪▪▪▪ Mt. Hood Community College District

Source: Portland State University Population Research Center 2021

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 "siloed" resulting in critical information not getting shared outside of departments and feedback loops being "unclear, formal, and one-way." [*MHCC Strategic Planning Charrette*]

"Create and maintain "brave spaces" to allow deep, challenging discussions that will empower all voices and identities while also ensuring all experiences are heard, acknowledged, and incorporated into planning and decisions" - 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*]

"Embed equitable practices that reflect the College's authentic commitment to equity in College operations, so that practice reflects our promises, values, and best intentions." - 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]*

White students earn degree and certificate awards at a 60% or more rate, while students of color earn awards at a rate of 15% or less (MHCC Data, Oregon Community Colleges Data Mart)

Map of Rate of Residents with a High-school degree or lower, by Census Block Group
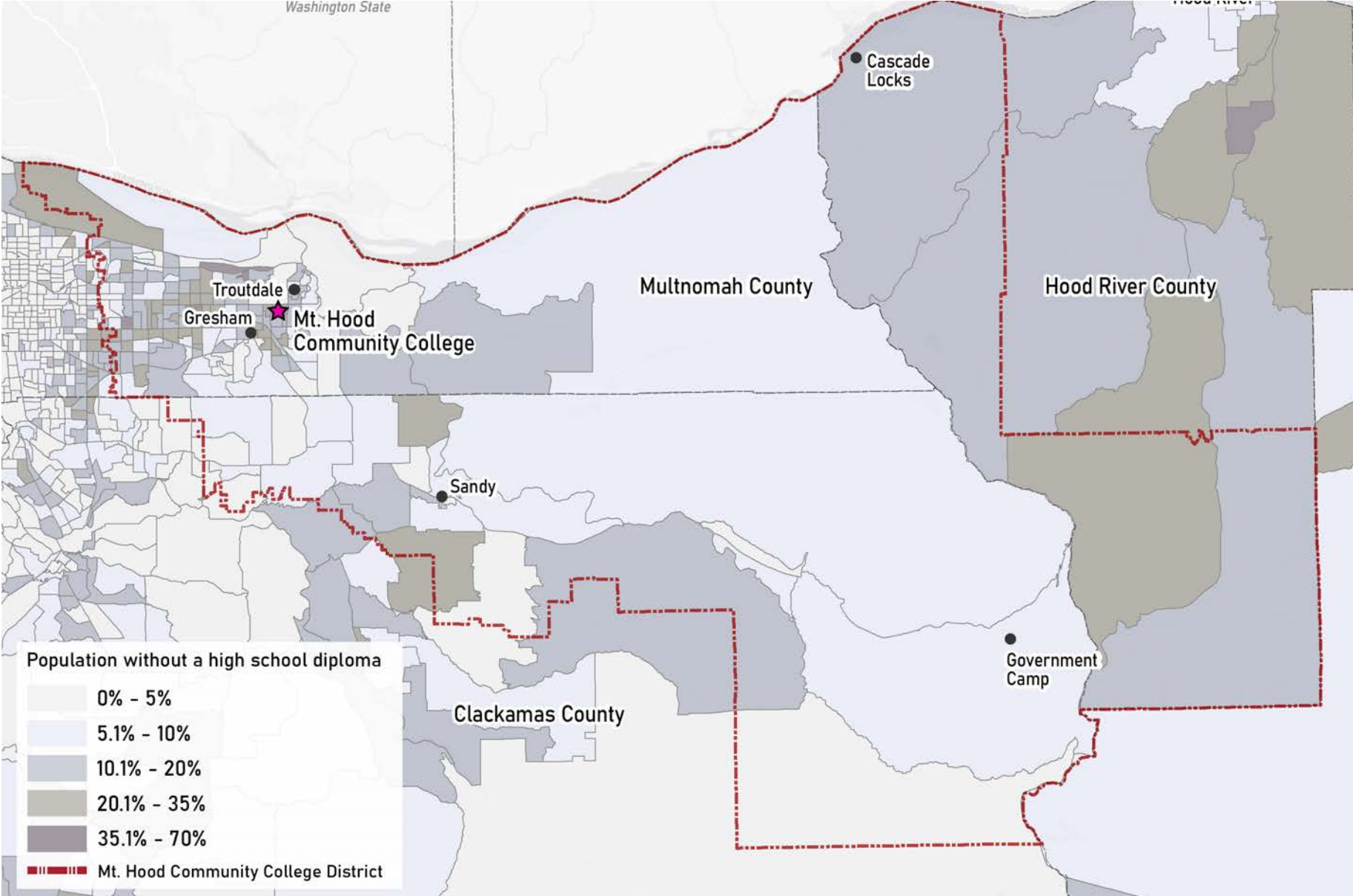
Source: U.S. Census, American Community Survey

Strategic Plan Framework

02

MT. HOOD
COMMUNITY COLLEGE

Strategic Plan Overview

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

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

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

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

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

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

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

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

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

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

Strategic Plan Framework

Equity Statement

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

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

Vision Statement

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

Mission Statement

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

MHCC Is Committed to These Values

Accessibility
We seek to minimize barriers

Equity
We value fairness and impartiality

Innovation
We believe in continuous improvement

Learning
We foster an environment to support student success

Quality
We aspire to excellence in all our programs and services

Support
We seek to create an encouraging environment

Goals

Goal A
Teaching & Learning

Goal B
Educational Programs & Support Services

Goal C
Organizational Structure, Systems, & Processes

Goal D
Facilities & Technology

Goal E
Community Connections

Strategic Plan Goals and Objectives

03

Goal A-Teaching and Learning

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

Objectives:

OBJECTIVE A1

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

OBJECTIVE A2

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

OBJECTIVE A.3

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

OBJECTIVE A.4

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

OBJECTIVE A.5

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

Goal B-Educational Programs and Support Services

Provide the Full Range of Educational and Support Programs and Services Needed to Allow Students to Meet their Educational, Career, and Personal Goals

Objectives:

OBJECTIVE B.1
Identify and align programs and offerings internally and with local and regional partners and community-based organizations to better meet industry and community needs. (On-going)

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

OBJECTIVE B.3
Develop and implement a regularly occurring comprehensive review of student support services (advising, TRIO, AVID, etc.) to ensure continuous alignment with student needs. (0-2 years and On-going)
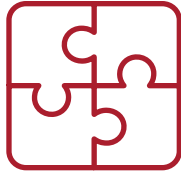
OBJECTIVE B.4
Identify and align support services to parallel student needs and interests (student basic needs, Barney's pantry, Head Start, etc.). (On-going)

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

OBJECTIVE B.6
Expand the community college's academic program planning and review process and prepare an updated Academic Program Plan that is integrated with the Strategic Enrollment and Comprehensive Facilities plans, to include the values, mission, vision and meet the goals of the Strategic Plan. (2-5 years)

Goal C-Organizational Structure, Systems and Processes

Align the College's Organizational Structure, Systems and Processes to Reflect the Diversity of the Communities We Serve

Objectives:

OBJECTIVE C.1

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

OBJECTIVE C.2

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

OBJECTIVE C.3

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

OBJECTIVE C.4

Build a positive climate using principles of equity and trauma-informed care. (On-going)
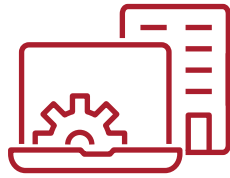
OBJECTIVE C.5

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

OBJECTIVE C.6

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

OBJECTIVE C.7

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

Goal D-Facilities and Technology

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

Objectives:

OBJECTIVE D.1

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

OBJECTIVE D.2

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

OBJECTIVE D.3

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

OBJECTIVE D.4

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

OBJECTIVE D.5

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

OBJECTIVE D.6

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

OBJECTIVE D.7

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

Goal E-Coordinate Community Connections

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

Objectives:

OBJECTIVE E.1
Develop a process for capturing the work MHCC is doing to connect with the community, and coordinate our efforts for engaging and informing the public, as well as the campus community. (0-2 years and On-going)

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

OBJECTIVE E.3
Create and implement a mechanism for accurate translation of community facing materials/flyers/etc. (0-2 years and On-going)

OBJECTIVE E.4
Partner with local organizations to create a community hub to exchange and share resources. (0-2 years and On-going)

OBJECTIVE E.5
Collaborate with local businesses and industry partners to create opportunities for experiential learning that leads to career-level, living and/or family wage employment. (On-going)

Performance Metrics

04

The following performance indicators will be used to evaluate and assess the Community College's progress toward meeting its Strategic Plan Goals and Objectives. The Strategic Plan is intended to be a living, dynamic, and accessible document that will evolve as the Community College does.

Performance Indicators

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