

## Mt. Hood Community College Request for Filling Regular FT Faculty Positions

1. Please identify whether the position is new  or a replacement .

If the position is a replacement, please indicate the length of time the position has been vacant?

2. Is this a single-person discipline/program?

a. Are there any identified specialized functions associated with this position vacancy?  
(Example: Program Coordination)

b. List of the courses taught within this position:

3. What are the implications of not filling the requested position? Discuss how the position impacts quality of instruction.

4. How will this position support established Board of Education priorities?

5. How is this position relevant to supporting existing community educational needs?

6. Report on enrollment.

	<b>Professional and Technical</b>	<b>Transfer/Gen Ed</b>	<b>Basic Skills</b>	<b>Counselors/ Librarians</b>
Annual program FTE over past 3-year history)				
Unmet need from waitlists per year				
Current full-time to part-time ratio for past 3 years (IFTE)				
No. Students admitted into program per year				
No. of Qualified applicants per year				
No. of Students served per year (3-year history)				

7. How does this discipline position support other curricula? Describe the anticipated effect on other curricula if this position is not selected to be filled.

8. Are there regulatory or accreditation requirements to consider?

9. Are there any other criteria that should be considered?

## Mt. Hood Community College Full-time Faculty Hires

Full-time Faculty Hires	
2001/2002	13
2002/2003	6
2003/2004	12
2004/2005	11
2005/2006	10
2006/2007 YTD	10
TOTAL	62

Employee ID#	Name	Position	Date of Hire
<b>2001</b>			
447048	Lambrech, Mark	Instructor - Automotive Technology	08/20/2001
451654	Kendall, Russ	Instructor - Journalism/Photojournalism/Communications	09/05/2001
30811	Garlington, David	Instructor - Business	09/12/2001
107495	Jennings-Holt, Marie	Instructor - Dental Hygiene	09/12/2001
192777	Griffin, Janie	Instructor - Nursing	09/12/2001
377498	DeGrow, Holly	Instructor - Literature & Composition	09/12/2001
434944	Dale, David	Instructor - Nursing	09/12/2001
440807	Cram, Stephanie	Instructor - Psychology	09/12/2001
447443	Hauss, Robert	Instructor - Mathematics	09/12/2001
448904	Cohen, Elizabeth	Instructor - Chemistry	09/12/2001
449884	Wood, Kelly	Instructor - Anatomy & Physiology	09/12/2001
449889	Milliken, Elizabeth	Instructor - History	09/12/2001
452536	Yuknavitch, Lidia	Instructor - Literature & Composition	09/12/2001
<b>2002</b>			
34677	Widger, Amy	Instructor - ESL/ENL	09/11/2002
446086	Conrad, Katherine	Instructor - Nursing	09/11/2002
466849	Longbrake, Julia	Librarian	09/11/2002
470191	Bartlett, Chad	Instructor - Literature & Composition	09/16/2002
468456	Steinbock, Kari	Instructor - Dental Hygiene	09/18/2002
<b>2003</b>			
475885	Railey, Eddie	Instructor - Automotive Technology	06/23/2003
279893	Eckrode, Carl	Instructor - Respiratory Care	09/09/2003
141962	Gilson, Timothy	Instructor - Music & Director Orchestra & Choir	09/15/2003
485915	Svenson, Sven	Instructor - Plant Physiology	09/15/2003
469261	Govertsen, Kristen	Instructor - Mathematics	09/22/2003
<b>2004</b>			
453313	Marion, Jodie	Instructor - Literature & Composition	01/05/2004
468874	Arendt, Bruce	Instructor - ESL/ENL	01/05/2004
488742	Saavedra, Scarlett	Instructor - Literature & Composition	01/05/2004

Employee ID#	Name	Position	Date of Hire
489523	Tuttle, Marshall	Instructor - Music & Director Orchestra & Choir	01/05/2004
489753	Ottiger, Heidi	Instructor - ABE/GED	01/05/2004
489737	Bragg, Angela	Instructor - Psychology	01/05/2004
489738	Olson, Nancy	Instructor - Psychology	01/05/2004
451844	Spolar, Suzanne	Instructor - Anatomy/Microbiology	06/21/2004
480910	Ruff, Michael	Instructor - Automotive Technology	07/01/2004
383873	Spindor, Jonathan	Instructor - Mathematics	09/15/2004
478723	Buhler, Kathleen	Instructor - Nursing	09/15/2004
497823	Lorion, Lori	Instructor - Visual Arts - Painting, Digital Art	09/15/2004
498996	Walters, Richard	Instructor - Welding Technology	09/15/2004
421742	Szentirmay, Judi	Instructor - English as a Second Language	09/23/2004
269434	Christy-Vatale, Joseph	Instructor - Travel & Tourism	11/15/2004
<b>2005</b>			
204772	Barker, Rodney	Instructor - Business	01/03/2005
313071	Pahls, Edyth	Instructor - Nursing	01/03/2005
490412	Gonzales McNeal, Melissa	Instructor - Anatomy & Physiology	01/01/2005
257099	Wallace, Marianne	Instructor - Nursing	06/20/2005
510736	Quinlan, Jennifer	Librarian	08/01/2005
111561	Kitchen, Paula	Instructor - Mathematics	09/15/2005
394636	Shiprack, Judith	Instructor - Surgical Technology	09/15/2005
499335	Boyle, Tambi	Instructor - Mathematics	09/15/2005
510737	Fiorillo, Marie	Instructor - Counselor	09/15/2005
510743	Thatcher, Valory	Instructor - Anatomy & Physiology	09/15/2005
510749	del Val, Edward	Instructor - Developmental Writing	09/15/2005
511117	Machuca, Wayne	Instructor - Computer Information Systems	09/15/2005
<b>2006</b>			
386216	McDonald, Robert	Instructor - Automotive Technology	01/09/2006
478136	Forrester, Dawn	Instructor - Counselor	01/09/2006
107098	Fleshman, Linda	Instructor - LPN	09/05/2006
180521	Kiggins, John	Instructor - Radio/Audio Production	09/11/2006
248496	Aebi, Mary	Instructor - Nursing	09/14/2006
506876	Johnson, Anna	Librarian	09/14/2006
513983	Anaclerio, Bryan	Instructor - Education Outdoor/Health & PE	09/14/2006
525843	Mausser, Kathy	Instructor - Nursing	09/14/2006
<b>2007</b>			
64451	Anthony, Monterey	Instructor - Nursing	01/08/2007
224246	Yung, Michael	Instructor - Welding	01/08/2007
530837	McCormack, Thomas	Instructor - Civil Engineering Technology	01/08/2007
45364	Fisser, Nancy	Instructor - Counselor	01/22/2007

Mt. Hood Community College

Code: 6020  
Adopted: 3/8/06

**GRADUATION REQUIREMENTS/CERTIFICATES AND DEGREES**

The MHCCD Board of Education shall establish the academic requirements for certificates and degrees which shall be published in the MHCC catalog. The Board shall review new proposals for degree and certificate programs and substantive changes to existing curriculum.

The MHCCD Board of Education shall award all certificates and degrees upon the recommendation of the faculty and President and after a student has satisfied the academic requirements of the curriculum related to that certificate or degree.

END OF POLICY

---

Legal References:

ORS 341.290 (3)  
ORS 341.465

### Significant Catalog Changes 1997-98 through 2006-07

Catalog Year	Program Title	Award	Action	Comment
1997-98	Automotive - Chrysler CAP	AAS (option)	New option	was combined with Automotive import in 1996-97
	Automotive - IMPORT	AAS (option)	New option	
	Early Childhood Education	Certificate	New	
	Entrepreneurship and Small Business Management	Certificate	New	
	Floral Technology and Design	AAS/Certificate	Delete	
	Horticulture	AAS/Certificate	Name change	was Landscape and Nursery Technology
	Horticulture - Floriculture	AAS (option)	New option	
	Horticulture - Landscape Design	AAS (option)	New option	
	Horticulture - Landscape Management	AAS (option)	New option	
	Horticulture - Nursery Production	AAS (option)	New option	
	Integrated Natural Resources	AAS	New	
1998-99	Digital Copy Preparation	Certificate	Name change	was Camera Ready Art
	Electronics Technology	AAS	Name change	was Electronic Systems
	Environmental Science and Safety	AAS/Certificate	Name change	was Environmental Safety and Hazardous Materials Management
	Food Science Technology	AAS	Delete	
	Forest Resources Technology	Certificate	Delete	
	Graphics Arts	AAS	Name change	was Printing Technology
	Medical Coding	Certificate	New	
	Professional Photography	AAS	New	
1999-00	Administrative Assistant	Certificate	Name change	was Secretary - General
	Business Marketing and Management	AAS	Name change	was Business Leadership and Management
	Horticulture - Landscape Design	AAS (option)	Delete	
	Horticulture - Landscape Design and Management	AAS (option)	Name change	was Horticulture Landscape and Management
	Horticulture - Greenhouse and Nursery Management	AAS (option)	Name change	was Horticulture - Nursery Production
	Office Management	AAS	Name change	was Administrative Assistant/ Executive Assistant
	Office Software Specialist	Certificate	Name change	was Office Software Applications Specialist
2000-01	Aviation - Professional Pilot Helicopter	AAS (option)	New option	
	Aviation - Professional Pilot Airplane	AAS	Name change	was Aviation - Professional Pilot

Catalog Year	Program Title	Award	Action	Comment
	Business eCommerce Marketing and Management	AAS	Name change	was Business Marketing and Management
	Community Television	AAS	Delete	
	Horticulture - Floriculture	AAS (option)	Delete	
	Instructional Assistant	Certificate	New	
	Integrated Natural Resources Technology	Certificate	New	
	Office Assistant	Certificate	Name change	was Administrative Assistant
	Office Management / Administration Assistant	AAS	Name change	
2001-02	Electronics Technology	Certificate	New	
	Medical Coding	Certificate	Suspend	
	Mental Health / Human Services - Youth Worker	Certificate	New	
	Sheet Metal Technology	AAS	New	
2002-03	Business eBusiness Marketing and Management	AAS	Name change	was Business eCommerce Marketing and Management
	Digital Copy Preparation	Certificate	Suspend	No new students admitted
	Environmental Health and Safety	AAS/Certificate	Name change	was Environmental Science and Safety
	Graphics Arts Technology	AAS	Suspend	No new students admitted
	Journalism Arts Technology	AAS	Suspend	No new students admitted
	Legal Administrative Assistant	AAS	Delete	
	Minimum General Education requirements for AAS reduced from 24 credits to 18 credits			
2003-04	Automotive Technology - Honda PACT	AAS (option)	New	
	Automotive Technology - DaimlerChrysler CAP	AAS (option)	Name change	was Automotive Technology-Chrysler CAP
	Aviation - Professional Pilot Helicopter	AAS (option)	Delete	
	Community Television			changed status from Suspend to Delete
	Digital Copy Preparation	Certificate	Delete	
	Employment Skills Training	Certificate (less than one year)	New	
	Gerontology	Certificate	Suspend	
	Graphic Arts Technology	AAS	Delete	
	Journalism Arts Technology	AAS	Delete	
	Horticulture - Landscape Design and Maintenance	AAS (option)	Delete	
	Horticulture - Greenhouse and Nursery Production	AAS (option)	Delete	
	Instructional Assistant	Certificate	Delete	
	Natural Resources Technology - Forest Resources	AAS (option)	Delete	

Catalog Year	Program Title	Award	Action	Comment
	Natural Resources Technology - Wildlife	AAS (option)	Name change and award structure	was Integrated Natural Resources Technology; now an option
	Natural Resources Technology	Certificate	Name change	was Integrated Natural Resources Technology
	Occupational Therapy Assistant	AAS	Delete	
2004-05	Associate of Science - Oregon Transfer in Business	New		
	Civil Engineering Technology - Environmental	AAS (option)	New	
	Fire Science Technology	AAS/Certificate	Delete	
	Fire Science - Fire Management	AAS (option) and Certificate	Delete	
	Fire Science - Fire Prevention	AAS (option) and Certificate	Delete	
	Fire Science - Fire Suppression	AAS (option) and Certificate	Delete	
	Medical Coding			change status from Suspend to Delete
2005-06	Accounting Technology	AAS	AAS status deleted	curriculum renamed as option to Business Management (see below)
	Aviation - Professional Pilot Airplane	AAS	Delete	
	Business Management - Accounting	AAS (option)		
	Business Management - Marketing, Management and e Business	AAS (option)	Name change and award restructure	was Business eBusiness, Marketing and Management
	Business Management - Entrepreneurship and Small Business Management	AAS (option)		
	Electronics Technology	AAS/Certificate	Suspend	
	Entrepreneurship and Small Business Management	AAS	AAS status deleted	curriculum renamed as option to Business Management (see above)
	Environmental Horticulture	Certificate	Suspend	
	Genontology	Certificate	Delete	
	Minimum mathematics General Education requirement for AAS/AGS/Certificate raised from MTH20 (Applied Arithmetic and Pre-Algebra) to MTH65 (Beginning Algebra II)			
2006-07	Computer Application Specialist - Database Management	AAS (option) and certificate	AAS revised	
	Computer Application Specialist - Information Technology	AAS (option) and certificate	New	

Catalog Year	Program Title	Award	Action	Comment
	Computer Application Specialist - Networks and Operating Systems	AAS (option) and certificate	New	
	Computer Application Specialist - Web Management/Web Master	AAS (option) and Certificate	New	
	Nursing	AAS		Substantive program change - now offered within a state-wide consortium. Students have opportunity for seamless transfer to OHSU for continuation of BS in Nursing.
	Retail Management	Certificate	New	

### 3 UTILIZATION PERFORMANCE METRICS

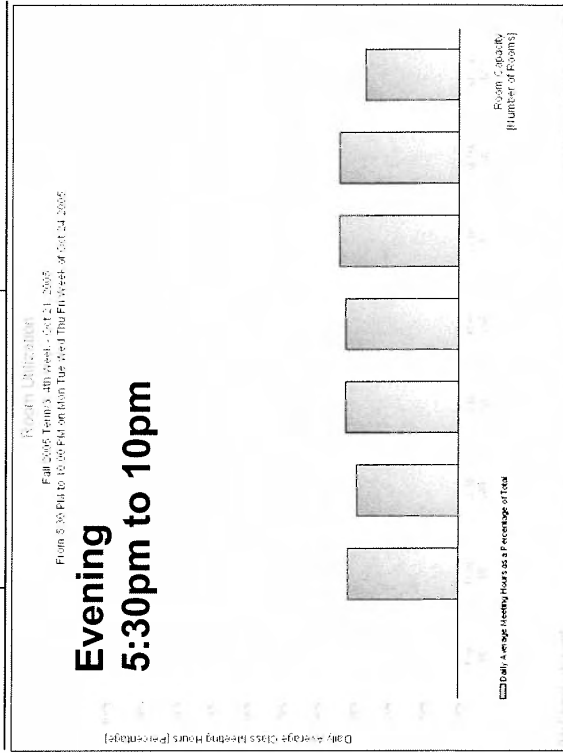
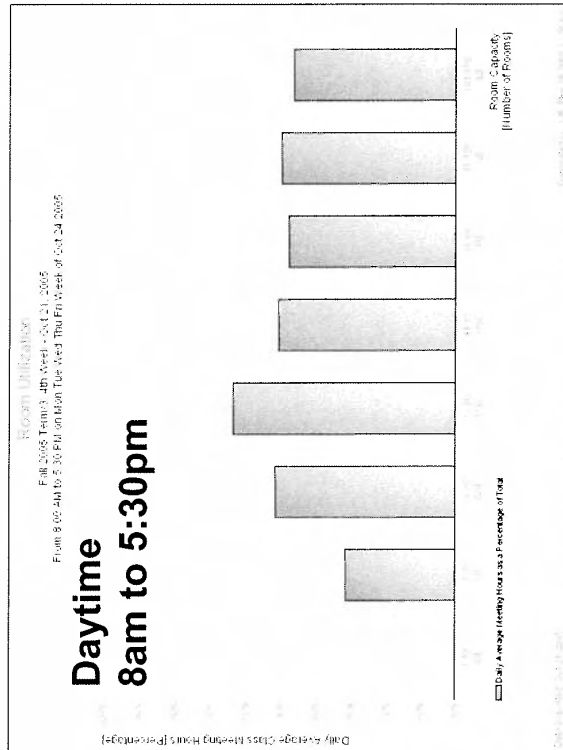
- Metrics are employed in two areas:
  - Rooms
    - **Room utilization** is the basic measure, and is generally defined as the percentage of *available room hours* that a room is used for instruction. A variation also employed here is **room usage**, which is the percentage of *rooms* in use at a given time period. (Conceptually they are very similar. The distinction is identified here only for technical accuracy.)
    - Room usage or utilization can be evaluated in many ways, e.g., by time of day, day of week, campus area.
  - Seats
    - **Seat migration** shows the degree of match or mismatch between class sizes and room sizes. A corollary metric, **seat utilization**, measures what percentage of seats are filled whenever the room is scheduled.

# 3 UTILIZATION PERFORMANCE METRICS

## Room Utilization Overall and By Room Size

- Average room utilization during the day is 50%, and 34% during the evening.
- By room size: during the day, room size 11 to 20 is used significantly less than other room sizes (e.g., 30% vs. 45% to 60% for other rooms).

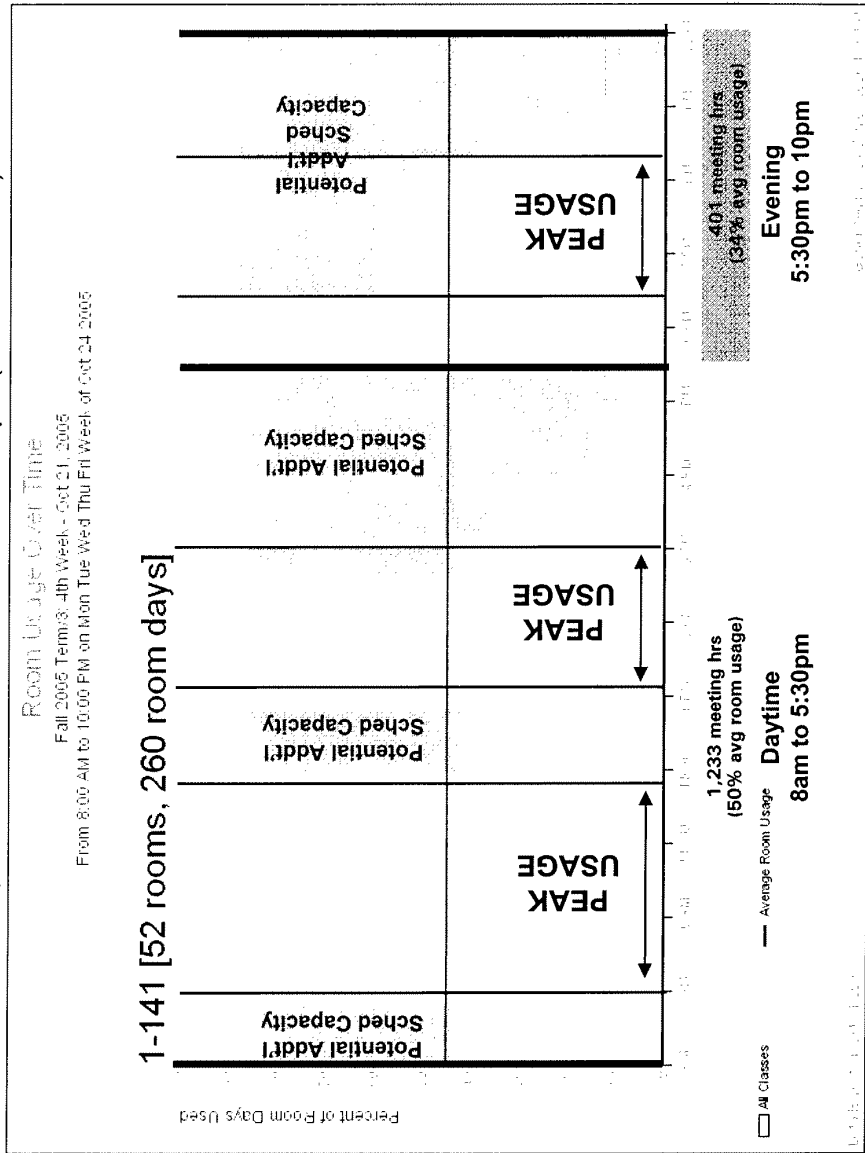
Room Size	Classrooms	FROM 8AM TO 5:30PM			FROM 5:30PM TO 10:00PM		
		Supply (Avail Classroom Hours)	Total Class Meeting Hours Scheduled	Room Utilization By Room Size	Supply (Avail Classroom Hours)	Total Class Meeting Hours Scheduled	Room Utilization By Room Size
0 to 10	0	NA	NA	NA	NA	NA	NA
11 to 20	3	143	43	30%	68	24	35%
21 to 30	20	950	462	49%	450	145	32%
31 to 40	13	618	371	60%	293	105	36%
41 to 60	10	475	227	48%	225	80	36%
61 to 80	1	48	21	45%	23	8	38%
81 to 100	3	143	67	47%	68	26	38%
101 to 150	2	95	42	44%	45	13	30%
<b>Total</b>	<b>52</b>	<b>2,470</b>	<b>1,233</b>	<b>50%</b>	<b>1,170</b>	<b>401</b>	<b>34%</b>



### 3 UTILIZATION PERFORMANCE METRICS

#### Room Use Over Time

- **Daytime:** at peak times, between 80% and 90% of rooms are in use.
- **Evening:** about 60% of rooms are used during peak time (~6:30pm to 8:30pm)
- **Unused capacity:** Primarily at 8am, the noon hour, and after 3pm (shaded in blue)



## **Educational Assessment Statement of Purpose**

As an educational institution, MHCC “has an obligation to plan its courses of instruction to respond to student needs, to evaluate the effectiveness of that educational program in terms of the change it brings about in students, and to make improvements in the program dictated by the evaluative process” (Northwest Association of Schools and Colleges, Accreditation Handbook, 1999 Edition, pp. 36-37). The purpose of MHCC’s educational assessment effort is to:

- Facilitate student success
- Ensure that students are receiving effective instruction and achieving the standards set by programs, disciplines and course offerings
- Improve programs, disciplines and course offerings including assessment of needs related to staff, curriculum, equipment, facilities and other resources
- Inform administrative, board and other appropriate bodies’ decisions with regard to the initiation, continuation, enhancement and/or elimination of programs, disciplines and course offerings
- Respond to external accountability demands, including accreditation

The educational assessment process at MHCC will be characterized as:

- Collaborative (with participation and support from the board, administration, faculty, support staff, students and community)
- Ongoing (a dynamic process that is expected to evolve over time - continuous improvement)
- Impartial
- Efficient
- Data driven
- Meaningful (in that the integrity of the process will be preserved and honored)
- Accountable (those involved will hold each other accountable for following the process, making decisions and following through)
- Communicated (assessment results will be shared before any decisions, and outcomes will be communicated to stakeholders)

## Report of Assessment Findings

### Student Learning Outcome:

**Assessment Criteria/Performance Standards/Expected Results:** *less than 30 percent of students will answer each embedded question correctly on the pretest, whereas 80 percent or more will answer each embedded question correctly on the final examination.*

**Statement of Actual Results:** *expected results were met.*

**Problems Encountered (if minimum standards were not met):**

**Actions Taken (such as curricular changes or improvements). Recommendations for Further Action:**

*Complete this form for each assessment criteria statement.*



## The TLC has a GIFT for You

Group Instructional Feedback Technique (GIFT) is a classroom evaluation method that gives an instructor immediate feedback on how a class is progressing and how well students are learning.

A GIFT is conducted by a trained facilitator from among your teaching peers. It is generally scheduled between the 4th & 6th week of the term and takes 50 minutes. The instructor is not in the classroom during the GIFT. One of the advantages to the GIFT is that changes can be made immediately if needed. If not, you can feel confident that you are meeting your students' needs and expectations. This is of great benefit to both you and your students.

The feedback you receive may be included in your evaluation portfolio if you so choose.

If you would like a GIFT this term, please fill out the information below and send to the Teaching and Learning Cooperative, AC2340/41 (across from Vice Presidents office), or call ext. 6072 for more information. Please give us 7-10 days lead time to schedule your GIFT.

***"The GIFT was the most valuable evaluation I have done, period."- MHCC Instructor***

I would like to have a GIFT done in the class listed below:

My Name \_\_\_\_\_ Contact # \_\_\_\_\_

Course Name & Number \_\_\_\_\_ Room# \_\_\_\_\_ # of students \_\_\_\_\_

**Date & Time** I would like GIFT \_\_\_\_\_ 1st Choice  
 \_\_\_\_\_ 2nd choice

If scheduling permits, I would like \_\_\_\_\_ to facilitate (see list below)

No preference, please assign a facilitator who fits this schedule \_\_\_\_\_

I am interested in becoming a GIFT facilitator \_\_\_\_\_

*Facilitators:*

Leslie Allen	Holly DeGrow	Mike McAfee
Bill Bland	Joan Caldwell DeYoung	Jack Schommer
Gerry Barra	Marcy Lee (sabbatical)	Wally Shriner
Sue Byers	Jodie Marion	



## Group Instructional Feedback Technique

Group Instructional Feedback Technique (GIFT) is a classroom evaluation method that gives an instructor immediate feedback on how a class is progressing and how well students are learning.

*Here's the process:*

Students in your class will be put into small groups. Groups are given the charge of answering the four questions listed below. One student is asked to record the group's answers to each question. When all groups are finished, the answers to the questions are put on an overhead. Students are asked if the answers reflect a group consensus or not. The facilitator will record all answers and will note when answers are shared by the majority and when answers are not shared by the majority.

The facilitator will then write a report of the students' answers, which will be brought to a follow-up meeting with the instructor.

The questions students are asked are as follows:

1. *What aspects of the course assist you in learning (what the instructor should retain or emphasize)*
2. *What aspects of the course hinder your learning?*
3. *Give some suggestions to improve the learning environment of this course.*
4. *Has this course been what you expected?*

Your facilitator will also ask if there is any specific feedback you would like to have from the class.

Please do not hesitate to call the TLC, ext. 6072, with questions about the process. We trust that you will find the GIFT to be a helpful and informative teaching tool.

## General Education Taskforce — Looking to the Future

### Introduction and Definitions

The concept of a “general education” program is not new in academic institutions, however, documenting clear learning outcomes associated with it and assessing them for continuous improvement is a current focus of accrediting bodies around the nation. Typically, a general education program provides students with an introduction to the major areas of knowledge and some foundational education to make them more effective learners. Depending on the degree type (e.g., AA/AS-Transfer degree or AAS – Professional Technical degree) the amount of credits and level of rigor of general education courses required may vary. The Northwest Association of Colleges and Universities has adopted terminology (“general education” and “related instruction”) to help make this distinction as described in this excerpt from Policy 2.1:

A substantial core of general education instruction is regarded as an essential component of all baccalaureate degree programs and of all academic or transfer associate degree programs. Similarly, a core of related instruction is regarded as a necessary integral part of all applied or specialized associate degree programs and of all certificate programs of an academic year or more in length. General education in degree programs shall be of collegiate level. The contents of general education, and of related instruction in applied or specialized degree and certificate programs, should be comparable, though not necessarily identical, to traditional academic offerings and should be taught by faculty who are clearly appropriately qualified. In some cases, institutions may provide for general education through admission or graduation requirements. Institutions are encouraged to include broad general education instruction as part of non-degree specialized programs in addition to directly utilitarian-related instruction.

**General Education.** General education introduces students to the content and methodology of the major areas of knowledge - the humanities and fine arts, the natural sciences, mathematics, and the social sciences - and helps them develop the mental skills that will make them more effective learners. General education may, of course, be taught in different ways, and an institution must judge whether its students are better served by curricula or requirements that approach the disciplines through content and methodology, or that approach the disciplines by concentrating on outcomes. The rationale and plan for the general education requirements should be cooperatively developed by the faculty, administrative staff, and trustees and the expected outcomes should be stated in relation to the institution’s mission and goals.

**Related Instruction.** Programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted, must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation, and 3) human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness. Instruction in the related instructional areas may be either embedded within the program curriculum or taught in blocks of specialized instruction. Each approach, however, must have clearly identified content that is pertinent to the general program of study.

In addition to the requirements in Policy 2.1, institutions may develop general education requirements that they deem important to a student’s success. Common examples of institutional requirements include critical thinking, technology skills and cultural diversity.

To date, the General Education Taskforce has primarily been focused on developing outcomes and assessments for the AAS degree (3 areas of related instruction) and some institutional requirements (i.e., critical thinking, technology skills and information literacy). Over the next year, the focus must shift to completing outcomes development for the distribution areas (i.e., science/computer science/mathematics, humanities and social science), health and physical education, oral communication and transfer-level mathematics and writing. The entire program for both professional-technical and transfer degrees must then be finalized and approved through institutional process during spring term 2006 for inclusion in the 2007-08 catalog.

### **General Education Taskforce Membership**

The membership of the committee, prior to fall term 2005, included seven faculty members representing humanities, social science, mathematics, business and the library. To achieve what is necessary to complete the development of the general education program we have added five additional members representing computer applications, life and physical sciences, health and physical education and speech communication.

Due to the tightly linked functions of the General Education Taskforce, Curriculum Committee and Educational Assessment Committee it seems that some cross-representation would serve well to coordinate and further the goals of all the groups.

### **Action Plan**

- Re-define the membership of the General Education Taskforce as outlined in the previous section. (Fall 2005)
- The General Education Taskforce and the Educational Assessment Committee jointly meets and reviews overall scope of work and individual committee charges. (Fall 2005)
- The General Education Taskforce works with new members to review examples and develop outcomes for the following areas with their respective discipline faculty:
  - Science/Math/Computer Science distribution
  - Social Science distribution
  - Humanities distribution
  - Health and Physical Education
  - Speech Communication
  - Transfer-level mathematics and writing (Winter 2006)
- The General Education Taskforce finalizes critical thinking, technology and information literacy outcomes and methods of assessment. (Winter 2006)
- Entire package of General Education/Related Instruction reviewed and finalized by the taskforce for college-wide approval (early Spring 2006)
- Present proposal to various college constituencies for approval recommendations (i.e., Faculty Senate, Curriculum Committee, Department Chair Council,
- Instructional Administrators, Instructional Council, President's Cabinet) (Spring 2006).
- Present to the Board of Education for approval and inclusion in the 2007-08 catalog (Spring or Summer 2006).
- The General Education Taskforce evaluates assessment methods for the newly developed outcomes. (Spring 2006)
- The General Education Taskforce reviews CAAP test results.
- Assessment measures are adopted and slated for implementation in fall 2006 (Spring 2006).

# Mt. Hood Community College

Code: 6140  
Adopted: 3/8/06  
Orig. Code: IHGD

## DUAL CREDIT PROGRAMS

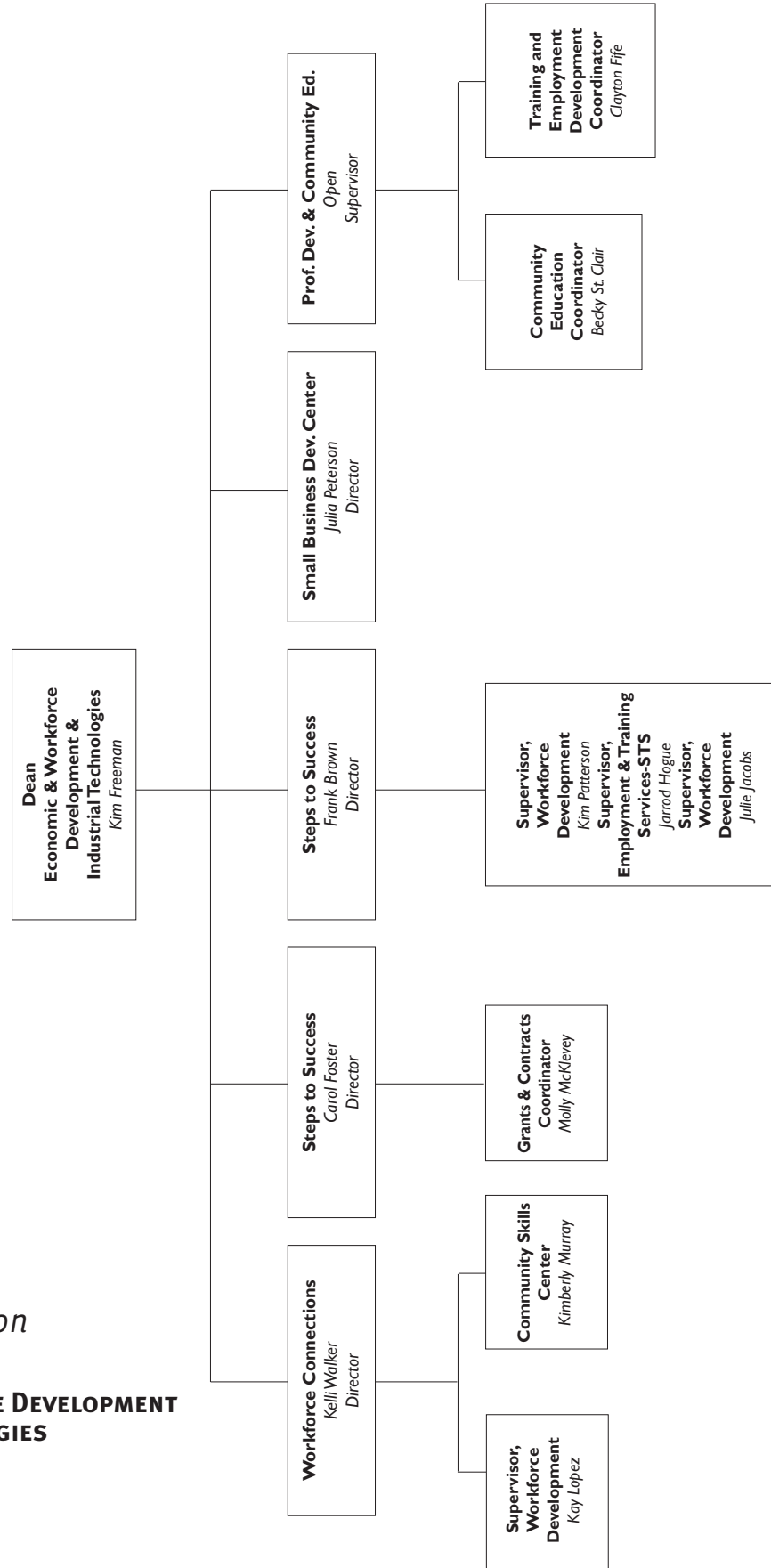
MHCC shall provide dual credit education programs for high school students. “Dual credit” is defined as the process for simultaneously awarding both secondary and postsecondary credit for a course offered in a high school during regular school hours and may include lower division transfer courses and professional technical courses.

END OF POLICY

---

Legal References:

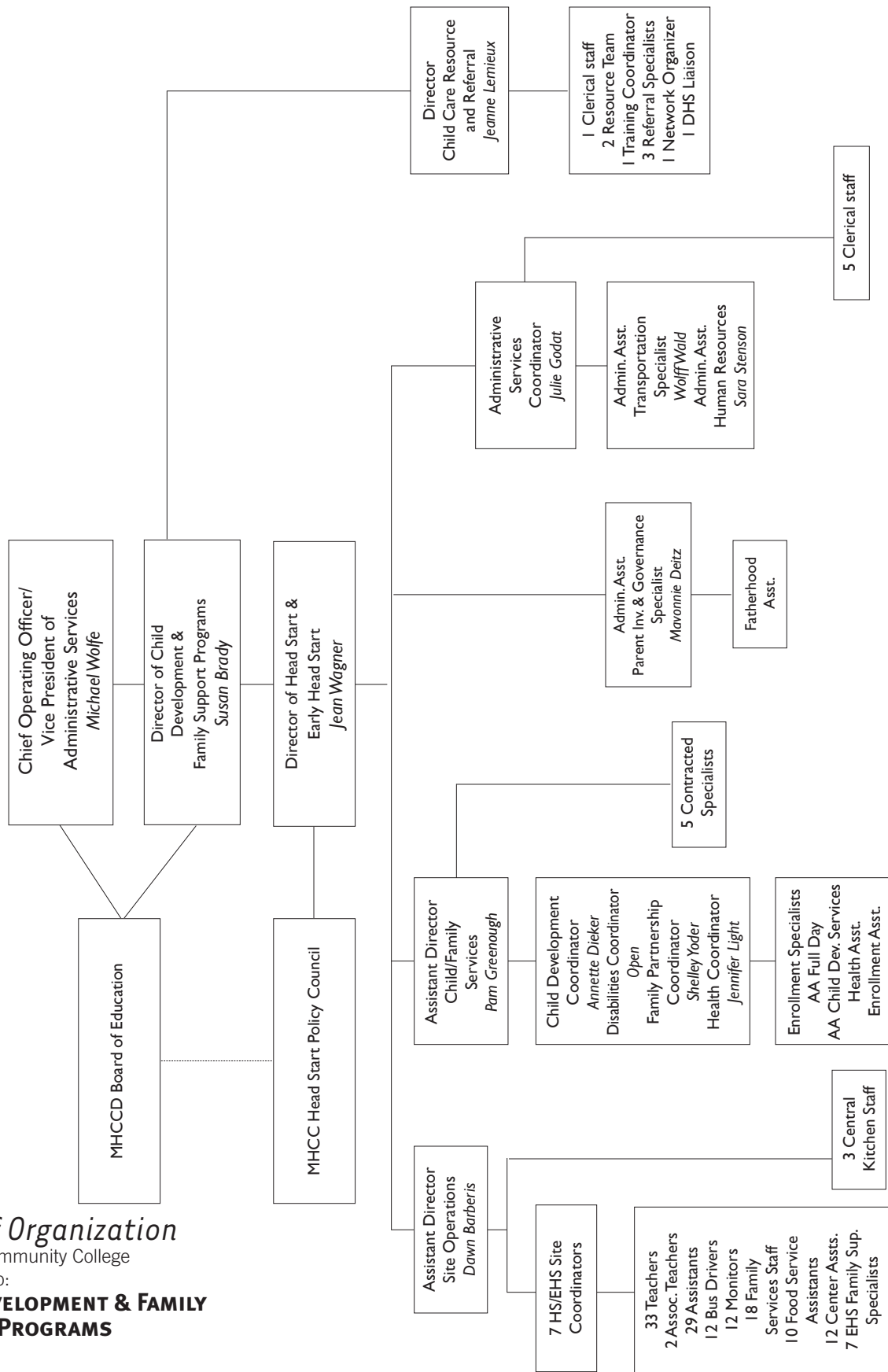
OAR 589-007-0200  
ORS 341.450



*Table of Organization*

Mt. Hood Community College  
Standard Two:

**ECONOMIC & WORKFORCE DEVELOPMENT  
& INDUSTRIAL TECHNOLOGIES**



*Table of Organization*

Mt. Hood Community College

Standard Two:

**CHILD DEVELOPMENT & FAMILY SUPPORT PROGRAMS**