

Standard One

INSTITUTIONAL MISSION, GOALS, PLANNING AND EFFECTIVENESS

Mt. Hood Community College's [mission](#) is "A Commitment to the Community. Mt. Hood Community College affords all people a knowledge-based education, giving them the ability to make life choices, adapt to change, build strong communities, contribute to and derive benefit from the new economy, and become part of a skilled workforce."

The 1997 accreditation visit triggered the effort that led to the current mission, vision, values, and goals. Following more than a year and a half of effort by faculty, staff, community members, and Board members, [MHCC 2010](#), (**Exhibit 1.1**) the institutional master plan, was introduced in December 2001. MHCC 2010 continues to provide a roadmap for realizing the vision and mission of the College. Indicators of effectiveness identified during the master planning process are annually reviewed, monitored, and reported.

The mission, vision, and values statements adopted on September 12, 2001, are evaluated and affirmed annually by the Mt. Hood Community College District (MHCCD) Board of Education and define and guide all activities of Mt. Hood Community College (MHCC). Based upon the mission, vision, and values, the Board establishes college goals and Board priorities that form the basis of planning and evaluation.

During the summer of 2005 MHCC lost a key administrator and campus historian when Dr. Dan

Walleri, Director of the Department of Research and Planning, passed away. Dr. Walleri was the chief architect of the master plan. Prior to his passing, it was recognized that the assumptions upon which the master plan had been based had changed drastically and that the document required major revisions. Specifically, both enrollment and tuition revenue declined rather than increased, and the enabling bond measure described in the plan had failed. In response, the Strategic Planning Council (SPC) developed a contingency planning model, but it was not fully implemented prior to Dr. Walleri's death. Despite unrealized assumptions and the loss of a colleague, the College continues to plan for the future, is making significant progress towards its goals, and actively fulfills its mission.

1.A MISSION AND GOALS

1.A.1 DERIVATION, ADOPTION AND RE-EXAMINATION OF GOALS

The College's mission and goals were collaboratively developed and are widely disseminated throughout the campus. The Board annually reviews and reaffirms the [vision, mission, values, and goals](#) at their summer retreat. (**Appendices 1.1a and 1.1b**) This process guides the Board and becomes the engine that drives the declaration of [annual Board priorities](#). (**Appendix 1.2**)

The current vision, mission, values, and goals statements were developed in 2001 by the Board following a collegial process during which the Director of Research and Planning and members of the SPC visited all areas of the College to solicit input and to inform the Campus community of the planning process. The Campus community represented through membership on the SPC participates in the planning process. The process, a "cascade of planning," involves simi-

lar activities (scanning the environment, using assessment results for planning, implementing, etc.) occurring throughout the organization at all levels. These activities are all guided by the mission and vision and held together by the “glue” of core strategies.

The College’s mission and values are a strong foundation for behavior and expectations.

The mission and priorities are well accepted and understood by College employees. Results from the fall 2006 administration of the Personal Assessment of College Environment (PACE) climate survey administered through North Carolina State University’s National Initiative for Leadership and Institutional Effectiveness, demonstrate that staff members feel their jobs are relevant to the mission of the institution (a mean score of 4.28 on a five-point scale) and that they understand the Board’s priorities (a mean score of 3.52 on a five-point scale). (**Exhibit 1.2**)

1.A.2 ADOPTED MISSION IN PRINT

The vision, mission, values, goals, and priorities are published in numerous official campus documents including:

- [Human Resource information](#) for applicants and new hire packets,
- The [annual College catalog](#),
- The [quarterly schedule of classes](#),
- The College’s website under the category of [About MHCC](#),
- The [Student Handbook](#), distributed to all new students in hard copy, and
- [The MHCC Annual Budget document](#).

1.A.3 MISSION AND GOALS PROGRESS

DOCUMENTED AND MADE PUBLIC

The College’s progress towards its mission and goals at the institutional level is documented in annual reports for Institutional Effectiveness (**Exhibit 1.3**), the Educational Assessment Oversight Committee, and results from the Collegiate Assessment of Academic Proficiency (CAAP) documents. These documents are presented to the Board at public meetings, disseminated widely on campus, and published on the MHCC [Research and Planning](#) website. The MHCC [Fact Book](#) (**Exhibit 1.4**) is a longitudinal annual report that provides an historical perspective of enrollment trends, demographics of students and employees, and tax base election results. Results of the [PACE](#) (See Ex. 1.2) are published on the College website. Additional opportunities to promote progress and solicit input exist through the career-technical program advisory committees.

1.A.4 GOALS CONSISTENT WITH MISSION AND RESOURCES

The College’s goals and the Board priorities are consistent with the College mission and financial resources. The College’s four goals are derived directly from the mission and vision:

1. [Knowledge-Based Workforce](#). Provide knowledge-based educational offerings to meet regional economic development requirements.
 - Interdisciplinary approach to learning.
 - Students receiving skills necessary to function effectively in an information-based society. (That is, able to work in groups, think critically, and possess an appreciation for the humanities, to name a few.)
 - Strong technological component.

- High-level skills being imparted to students.
2. [Access and Diversity](#). Provide affordable and attractive options for members of the community seeking a post-secondary education including creation of an environment in which diversity thrives.
 3. [Transitions/Outcomes](#). Strengthen support for student success and provide seamless transfer opportunities to colleges, universities, and careers.
 4. [Institutional Capability](#). Strengthen institutional capability to expand opportunities for student success and financially sustain programs and services.

The [MHCC 2010](#) master plan was adopted in 2001 and provides a framework to achieve the above goals. This plan was based on assumptions that enrollment and state fiscal support would grow and that the College would mount a successful bond campaign. Even though those assumptions proved to be incorrect, the College has moved forward with activities to support its goals. For example, the College has:

- Upgraded facilities (remodeling and realigning student and business services, remodeling the library, upgrading classroom technology and furniture, and completing Americans with Disabilities Act [ADA] accommodations);
- Expanded programs (establishing The Bruning Center for Allied Health Education at MHCC which enabled the Nursing Program to double enrollment);
- Expanded support for students through the Persistence Initiative;

- Expanded university partnerships (collaborated with Oregon Institute of Technology, Eastern Oregon University, Portland State University, Marylhurst University, OHSU School of Nursing, and the Oregon Consortium of Nursing Education);
- Enhanced technology (implemented online enrollment services, web portal, and Degree Audit Reporting System [DARS]).

1.A.5 MISSION AND GOALS GUIDE EDUCATIONAL ACTIVITIES, ADMISSIONS POLICIES, FACULTY SELECTION, RESOURCE ALLOCATION, AND PLANNING

The mission and goals give direction to all MHCC educational activities including admission policies, selection of faculty, allocation of resources, and planning. MHCC is a comprehensive community college and maintains an open-door admission policy. Due to the open admissions policy, efforts are made to place students into coursework appropriate to their skill level. The College accomplishes its mission of “affording all people a knowledge-based education” by offering a wide range of courses including developmental coursework, workforce and customized training, career technical degrees and certificates, general education transfer courses and degrees, and non-credit community education and adult basic skills. Supplemental academic support is increasingly available to ensure student learning and goal achievement.

The College responds to regional business and industry demands and attempts to anticipate and shape future workforce needs. These needs informed the College’s master planning and, therefore, are reflected in the College’s educational programming. Establishing The Bruning Center and the expansion of the Associate Degree in

Nursing Program are examples of this response. MHCC systematically evaluates enrollment, demographic changes, and business and industry data when making decisions about educational activities. An important tool in this activity is the online economic/occupation forecaster, [Community College Strategic Planner](#) (CCSP).

MHCC 2010 is a blueprint for planning and includes two parts: Part I, Educational Plan, and Part II, Facilities Plan. These plans are integrated and supportive of the institution and its strategic planning initiatives. The SPC revised Part I of the plan in 2007 covering the years 2007-2010. The Facilities Plan, Part II, is out-of-date and is being revised and updated, a process that includes an environmental scan, assessment, and visioning. Revision of Part II involving appropriate participants under the direction of the SPC continues into fall 2007.

MHCC faculty members are hired based upon their qualifications to teach in a community college whose mission promotes a knowledge-based workforce and student success. Hiring decisions take into account faculty members' commitment to student learning outcomes and experience teaching within diverse environments. Faculty are encouraged to approach teaching in a creative, collaborative, and learner-centered manner. Leadership and participatory decision-making are encouraged through revolving faculty department chair appointments, committee membership, and professional development. In the tenure process, faculty are evaluated on their professional development, college leadership and involvement, and their contributions to the community in addition to their teaching.

The President's Cabinet guided by the annual Board priorities reviews annual operational plans

from instructional, student services, and administrative services areas and determines what, if any, new activities will be supported through budget enhancements. Plans must address how program activities will support one or more of the Board priorities and describe how progress towards the goal will be measured. There is evidence that College resources have been allocated to significant projects that support the College's goals and priorities. These projects include: DARS, web registration, the student portal, the student Persistence Initiative, and increased financial aid awards to offset rising tuition. A formal consortia agreement between the library and other institutions (ORBIS) is another example of a cooperatively planned project that is firmly rooted in the college's mission, goals, and priorities.

1.A.6 PUBLIC SERVICE CONSISTENT WITH MISSION AND GOALS

The MHCC mission and goals guide our institution to build strong communities and to contribute and derive benefit from the new economy. MHCC's educational activities demonstrate a high level of commitment to community and economic development. Federal and state grants support education and workforce training programs with high community impact such as Head Start, Workforce Connections, Steps to Success, Project YESS, ESL, GED, Transitions/Transiciones, and Career Pathways. Some career technical program curricula include training sites that result in hands-on experience for students and affordable services for the community such as the Child Development Center, the Dental Hygiene Clinic, and Cosmetology.

Many College facilities are open for public use such as the Aquatic Center and the Library. Com-

munity organizations utilize campus meeting spaces on an “as space is available” basis. Several hundred non-MHCC groups use the College facilities. The College offers a multitude of community offerings including [music concerts, theatre performances, and art exhibits](#). (**Appendix 1.3**) Largely through faculty leadership, MHCC hosts a number of conferences and seminars for community members such as high school band and orchestra competitions, debate contests, and athletic events. MHCC is also home to the popular jazz radio station KMHD.

The College sponsors numerous events and activities which attract both MHCC employees and the community. Evidence of this outreach includes the Diversity Committee’s highly successful annual Metropolitan Diversity Institute (2006 and 2007), co-sponsored and co-presented with Portland State University, and the Teaching and Learning Cooperative’s (TLC) 2006 conferences. At the first TLC conference, MHCC graduate Dr. Donna Beegle presented *Teaching for Transformation: A Path for Understanding Poverty in East County*. At the second, Jonathan Brennan presented *Empowering Students to Get on Course*.

Employees participate in a wide variety of professional and service organizations, clubs, civic groups, and public institutions as representatives of the College. Many individuals are also community volunteers. There are several examples of college-wide charitable giving projects that the campus community supports, such as the MHCC Foundation, United Way, and Something Wonderful, a program with broad employee involvement that provides gifts for needy families during the holidays.

1.A.7 SUBSTANTIVE CHANGES REVIEWED WITH COMMISSION IN ACCORDANCE WITH POLICY A-2.

MHCC complies with the guidelines regarding reporting Substantive Changes to NWCCU. This process is monitored by the Board, President and executive staff, the Vice President for Student Learning, Associate Chief Academic Officer/Dean of Science, Accreditation Liaison Officer, and the responsible dean(s). During the past ten years the College has not contemplated changes that would alter its mission, autonomy, ownership, or locus of control, nor has it considered offering a degree at a higher level than is included in its present accreditation. There have been no Substantive Changes in the past five years.

1.B PLANNING AND EFFECTIVENESS

1.B.1 CLEARLY DEFINED EVALUATION AND PLANNING PROCESSES

MHCC has a clearly defined planning and evaluation process that revolves around the institutional mission and goals. Procedures are in place to evaluate the extent to which the College achieves its goals. The ongoing formal [evaluation and planning process](#) (see Planning, Information Flow and Timeline) follows a series of sequential steps as depicted by the diagram.

The foundation of the evaluation and planning process is the College’s vision, mission, and goal statements which are adopted by the Board. The Board generates priorities that provide the framework for [operational or action plans](#) (**Exhibit 1.5**). The action plan assigns responsibility for specific activities and timelines to the President’s Cabinet members who serve as sponsors of Board priorities. In order to measure results

against the plan, individual departments and divisions submit activity reports to their supervisors. These in turn are submitted to the Department of Research and Planning for inclusion in institutional effectiveness reports. The Research and Planning office also gathers enrollment data, educational assessment reports, student satisfaction (ACT) reports, and CAAP results that are incorporated in reports on goal achievement. **(Exhibits 1.6 and 1.7)**

Long term planning is accomplished through the master planning process. Initiated in fall 1998, [MHCC 2010](#) was published as adopted in December 2001. It incorporates plans for educational programming and facilities. In addition to the Board, two bodies are key to oversight and implementation of the planning process. The President's Cabinet is responsible for developing and implementing action strategies, creating the architecture and oversight of operational and master plans, overseeing performance reports, and linking budgeting to planning. The SPC is responsible for designing the planning process, monitoring plan implementation, providing a feedback loop between the President's Cabinet and the College community, and assisting with institutional effectiveness reports. Through the self study process the institution has realized that involvement in the planning process by the Joint Leadership Council (JLC) needs to be strengthened. Steps to correct this weakness were implemented in spring 2007, and the planning processes will continue to be enhanced through fall 2007 activities.

1.B.2 SYSTEMATIC PLANNING AND EVALUATION OCCURS

The institution engages in systematic planning for and evaluation of its activities including teaching, research, and public service consistent with

institutional mission and goals. An educational assessment process has been instituted. The underlying purpose of [educational assessment](#) is to ensure effective instruction and the achievement of the standards set by programs, disciplines and course offerings. The Educational Assessment Oversight Committee (EAOC) composed of faculty, administrators, and community members, leads the faculty in conducting the assessment process and monitors the effectiveness of the process. The committee identifies issues and makes recommendations with the goal of improving programs and course offerings. To further enhance educational effectiveness, a General Education Task Force was established. The purpose of this task force is to identify [general educational outcomes](#) and specific, measurable outcomes for students attaining the AGS and AAS degrees. To assess these outcomes, the task force is utilizing results from the CAAP examinations. A pilot of the CAAP test was administered to a sample of students in 2004 to determine if this instrument provided a reasonable assessment of the proposed general education outcomes. The Research and Planning office was instrumental in the project with its Director serving as co-chair of the task force. The [results of the CAAP](#) examinations are published annually on the web and are presented at division and departmental meetings.

1.B.3 PLANNING PROCESS PARTICIPATORY

The MHCC planning process is ongoing and involves participation by the College administration, faculty, staff, students, and the Board. The SPC is a key standing committee whose membership is appointed by the President and is representative of the College. The council meets bi-monthly or more often if necessary. The co-chairs are a faculty member and the Director of

Research and Planning. The President meets with the SPC at its initial meeting each fall and gives a [charge](#) to the council. **(Exhibit. 1.8)** The SPC, advisory to the College President, has had varied roles and functions over time in response to institutional needs and is consistently involved

with college-wide initiatives of major scope and importance. [Projects and activities](#) from recent years are documented on the MHCC website. The role of the SPC is perhaps best understood within the context of the role and purpose of related groups and is illustrated in Table 1.1.

TABLE 1.1

RELATIONSHIP OF MHCC GROUPS TO STRATEGIC PLANNING COUNCIL

ORGANIZATIONAL UNIT	Role
MHCCD Board of Education	Sets vision, mission, values, goals, and priorities
President’s Cabinet	Establishes goals, action strategies, operational and master plan, and performance reporting
Strategic Planning Council	Designs planning process, monitors plan implementation (including relationship to resource allocation and assessment), and serves as a feedback loop between the President’s Cabinet and the College community
Joint Leadership Council	Advises the president on core issues and initiatives, ensures two way communication, serves as a model to the campus of teamwork, supporting, and assisting one another

[Source: Research and Planning](#)

Oversight and approval of the strategic plan components rests with the Board. The primary responsibility for implementation of the plan rests with the President. Under the direction of the President, President’s Cabinet members provide leadership to ensure that the objectives and strategies for each of the goals are initiated, responsibilities are assigned, and timelines are met. Final decisions as to the priorities for allocation of resources needed to accomplish the plan’s objectives rest with the President in consultation with the President’s Cabinet. The SPC serves as a feedback loop between the President’s Cabinet and the College community by providing on-going recommendations to the President.

Prior to fall 2006, the planning process involved annual operational plans. **(Exhibit 1.9)** At that time the College recognized that the former pro-

cess of annual (unit) planning did not provide two key elements: the integration of budgeting into the planning process and a short-term or near-term vision. The College faces declining enrollments and tuition revenues as well as insufficient state funding. The continued insufficient state funding, on a downward slope since 1980, necessitates a closer look at the role and mission of a comprehensive community college and the need to determine the appropriate institutional size based upon state support (right-sizing). The planning process adopted by the SPC in fall 2006 introduced a three-year rolling cycle which integrates the budget process into planning. The planning process is a [“cascade of planning”](#) **(Appendix 1.4)** which uses the same processes throughout the organization from the top level (organizational strategic plan), to the business units or major support areas (divisions),

to the department level – even to the individual level. All levels of the organization work together to align priorities and action plans. The process requires that planning be conducted for every part of the organization at two levels: the strategic level and the annual tactical or operational plan level. By using the Board priorities and values as the “glue,” the process reveals both strategic consistency and operational flexibility.

Faculty and staff are involved to varying degrees in the planning process. The SPC recommends that all managers (i.e., administrators, supervisors) involve faculty, staff, and students at all levels of the planning process. Participation in the previous process was hindered by short timeframes for completion of plans and inconsistency in staff and student involvement in the process. The new three-year planning cycle, identified in fall 2006, requires institution-wide understanding and acceptance in the first year of implementation. Once planning is routinized, the annual updates and rolling tactical plans will become a standard operation. It is the responsibility of SPC members to keep their respective constituencies apprised of significant changes proposed for future years of the initial plan. The initial investment of time and widespread acceptance of the process are challenges the SPC faces.

Student input is valued in the planning process, and it is gathered via student surveys and through student representation on College committees, including the SPC. The Associated Student Government (ASG) President attends Board meetings and has opportunities to provide student feedback concerning the direction of the College. The ASG Director of State and Federal Affairs is a member of the SPC.

MHCC is facing unprecedented challenges. The College is likely to continue to experience fiscal constraints for the foreseeable future. Now more than ever, it is time for MHCC to focus on its strengths. The College has no option but to re-define itself. As the College renews the strategic planning regimen it must not lose sight of its core beliefs and values. Although this redefinition is ultimately the responsibility of the President and Board, the College community as a whole has a major stake in the outcome of these deliberations. Advisory bodies such as the Joint Leadership Council and the SPC are the logical bodies to take up these issues and to provide the best advice and counsel that they can for the President’s consideration.

1.B.4 USE OF EVALUATION AND PLANNING RESULTS

MHCC uses the results of various educational assessments, planning processes, student, state and national data, and community surveys to ascertain needs and weaknesses within the College and its environments. The data are analyzed in relationship to the strategic goals of the College and the funding that follows those goals and initiatives. Data collected on retention and enrollment inform processes, programming, and funding in those arenas, as exemplified through the Persistence Initiative. (See Standard Three.) Evaluating and interpreting data for the purpose of improving the College’s programs and services is complex, involves faculty and staff at the departmental and program levels and such bodies as Faculty Senate, Joint Leadership Council, Department Chair and Instructional Councils. Final decisions about program enhancements and funding are based on data and are made by the President’s Cabinet.

1.B.5 INTEGRATION OF EVALUATION AND PLANNING FOR IMPROVEMENT

Each instructional unit conducts a yearly Education Assessment process and produces a report that is later compiled into a college-wide summary document. Historically, this process has analyzed a variety of indicators which characterize both program efficiency and student performance. In fall 2006 the process was changed to separate indicators related to program efficiency from those related to student performance. Program efficiency indicators will continue to be monitored by the SPC as part of reviewing overall institutional effectiveness. The Educational Assessment process now focuses on student performance indicators based on established student learning outcomes. Reports from both processes inform divisional planning, budget, and equipment requests. Divisional planning and resource requests are linked to the seven Board priorities. The SPC reviews these planning documents, ranking requests in accordance with established criteria, and makes a recommendation to the President's Cabinet.

The College has several groups that meet on a regular basis to discuss college-wide issues that may impact the planning process. A Department Chair Council (composed of the academic department chairs with deans in attendance), Instructional Administrators Council (composed of members from academics, student services, association leadership, and administrative services), and the Joint Leadership Council (composed of student and association leaders and administrators) all serve to facilitate broad discussion of significant issues and also have the responsibility for information dissemination to their respective constituencies. Additionally, the SPC (college-wide membership) ensures that institutional effectiveness and educational assess-

ment data inform management of resources in support of educational objectives.

1.B.6 EVALUATION AND PLANNING RESOURCES

MHCC provides resources, including staff, facilities, and equipment necessary for the evaluation and planning processes. The Department of Research and Planning includes a Director, a Research Associate, a Data Analyst, and a part time Data Clerk. These positions are integral in providing support for educational assessment, planning, and institutional effectiveness. Additional funding is provided for CAAP testing and the ETS Information Computer Technology Literacy assessment. A recent example of College support for evaluation and planning includes workshops conducted by Dr. Jim Nichols on assessing learner outcomes and using the results for program improvement (September 2005) and a two day follow-up workshop on student learning outcomes with Dr. Larry Kelly (September 2006).

1.B.7 INTEGRATION OF RESEARCH INTO INSTITUTIONAL EVALUATION AND PLANNING

Research activities are guided by the College goals and Board priorities. The range of activities includes standardized, routine reporting in response to local, state, and national mandates. In addition to routine reporting, research is conducted in areas such as enrollment management, persistence, transfer, and learning communities. Research projects include local and action research - (persistence). Other projects, such as the Lumina funded grant project (Urban Transfer Research Network), and the Oregon Healthcare Workforce Partnerships project (Nursing Program) have a broader research application. The College cooperates with outside agencies

on projects such as Workforce Environmental Scans (Oregon Department of Labor) and Portland Metro Training Pipeline Audit (Worksystems, Inc.).

The Research and Planning staff works closely with programs and departments to design educational assessment tools and collect and analyze data related to student learning outcomes. The staff supports the work of the Strategic Planning Council in performing environmental scans, economic development studies, and fulfilling ad hoc requests. The staff produces the annual [Institutional Effectiveness](#) report which integrates much of the work of the Research and Planning staff with college-wide planning and evaluation and focuses on the progress made on the [Indicators of Success](#).

The Research and Planning staff conducts routine surveys (e.g., ACT Student Satisfaction Survey, the Community College Survey of Student Engagement, exit surveys, end of term course evaluations, faculty evaluations, and alumni surveys). Staff provides meta-analyses of research reports (e.g., Measuring Up 2006, [Socio-Economic Impact Study](#)) and psychographic analyses of the College district to inform recruiting strategies.

A current weakness of institutional research is developing, testing, and producing useful program-level data. With its small staff, the department often struggles to meet federal and state reporting requirements, the rigid demands of granting entities, and the institutional demand for consultations, information, analyses, reports, and ad hoc requests for data. The time it takes to collect data and to produce reports is too long, delaying decision making.

Processes and workflow (both core business and support services) college-wide tend to be paper-

based, duplicative and inefficient. Technologies, for example, have not been implemented that could reduce time-intensive, manual processes. The course evaluation process illustrates this problem. Course evaluation surveys are currently administered by paper/pencil. The staff processes approximately 8500 course surveys each term. The process involves a manual review of each form for valid course information and scannable markings. Individual comments are recorded and reported to deans and faculty by hand-entering the comments by workstudy students and/or an external vendor. In addition, there are hundreds of Access databases in Research and Planning. It would be more appropriate, effective and efficient to collect data and put it into a data warehouse for processing, storing, and reporting purposes. Maintaining the current Access databases (highly complex with multiple levels of linkages) is time-consuming and limits publishing of timely reports. The College has initiated a process to review and revise its current student information system. This is a positive step in beginning to assure effective and efficient business practices. (See Standard Three.)

Unit plans historically have been submitted to Research and Planning for further review by the Strategic Planning Council and then submitted to the President's Cabinet. (See last two years of [SPC Year in Review](#).) (**Exhibits 1.10a and 1.10b**) It should be noted that in 2005-2006 this process was not completed due to budgetary shortfalls.

1.B.8 REVIEW OF RESEARCH, EVALUATION, AND PLANNING TO DOCUMENT EFFECTIVENESS

The Strategic Planning Council annually reviews the progress on plan implementation and evaluates and recommends planning techniques designed to encourage innovation and creativ-

ity within the organization. The SPC reports to the President and the President's Cabinet on progress toward meeting the goals of the plan in the form of an annual [Institutional Effectiveness Report](#). The [2006 report \(Exhibit 1.11\)](#) demonstrates that the College uses its research findings to meet mission and priorities. The report clearly demonstrates that the budget reflects the mission. (See [Closing the Loop: 2006 Annual Progress Report](#), pp 72-75, **Appendix 1.5**) Research and Planning works closely with the President and administrators to align data collection and reporting with institutional priorities and with federal, state, and local reporting requirements. The President's Cabinet with input from the Joint Leadership Council makes decisions concerning research, evaluation, and planning activities that the College undertakes.

1.B.9 USE OF PLANNING AND EVALUATION INFORMATION TO COMMUNICATE EFFECTIVENESS

MHCC shares evidence of institutional planning and effectiveness with the community in a variety of ways such as Board meetings, press releases, periodic publications (*EastView*), and the institution's website. The College conducted an information campaign August 2006 through October 2006 to reach clubs, civics groups, and professional and service organizations. (**Exhibit 1.12 and Appendix 1.6**)

Board meetings are open to the public and assessment reports, enrollment information, institutional effectiveness reports, and departmental reports are shared at these meetings. Meeting minutes are available on the College website [Board minutes](#).

MHCC's College Advancement office prepares [press releases](#) on enrollment, campaigns, and information about assessment of programs and

the institution as a whole. These press releases are distributed to area newspapers and radio stations.

The Research and Planning staff publishes pertinent reports and documents on the website for [public access](#) (e.g., enrollment, educational assessment, strategic planning, annual reports, evaluation guidelines, project reports, research briefs and studies).

ANALYSIS

The College has a long, strong, history of strategic planning. The institution is guided by its vision, mission, goals, priorities, and values as adopted and annually re-affirmed by the governing Board. The institution has a healthy climate and staff members feel that their jobs are relevant to the College mission. The consistency of the vision, mission, goals, and priorities provide stability and constancy in goal achievement. Most staff relate to the Board's priorities and perceive a relatively high level of productivity and satisfaction. MHCC's strong values-based culture has helped to institutionalize the principles that guide staff and student behavior: student-centered learning, respectful communication, collaborative decision-making, creation of an inclusive environment, and value for diversity.

The Oregon legislature has not addressed funding of the state's higher education system in a strategic manner; several anti-crime measures passed by voters during the 1990s dictates a constant and heavy investment in the state's corrections system. Higher education has paid the price for that investment through steadily declining apportionments since 1971. Oregon is a high tuition, low aid state where 19 percent of the children under the age of 18 live in poverty and where the high school students' "going

to college” rate has declined 18 percent in the last decade. This College will continue to experience fiscal constraints for the foreseeable future. Costs will increase while state funding and enrollment of students in tuition generating classes continues to decline. The College has no option but to redefine itself. Difficult questions relating to mission, comprehensiveness, and appropriate size need to be addressed. These themes are prominent in Standard One and appear in other Standards. Now more than ever it is time for MHCC to focus on its strengths. As the College renews its strategic planning regimen it must not lose site of its core beliefs and values.

STRENGTHS

The institution has a healthy climate and staff members feel that their jobs are relevant to the College mission. They relate to the Board’s priorities and perceive a relatively high level of productivity and satisfaction.

The College is clearly guided by its mission and vision and demonstrates its commitment to its values.

Continuous improvement is a focused and purposeful approach embraced by the institution.

WEAKNESSES

While planning and budgeting have occurred regularly, they have not always occurred in a coordinated way. Planning is linked to budgeting typically only if there is a surplus of funds available for enhancements, making an integrated and cohesive planning and budgeting effort uneven. Resource allocations are not a transparent process.

Communication between the SPC and the JLC is ineffective.

While membership on the SPC is reasonably stable, turnover, when it occurs, is an issue because of the learning curve of planning processes. Time devoted to the JLC is also an issue for members. Members of the council are active in conducting environmental scans, writing plans, providing leadership to represented groups, evaluating processes, designing procedures, and communicating with colleagues and peers.

Research and data handling processes are redundant and duplicative. Data extracts, verification, validation, analysis and data transfer are confounding and time-consuming, requiring multiple steps, cross checks, and integration across multiple systems and platforms.

THREATS

Insufficient state funding jeopardizes the quality of education.

OPPORTUNITIES

The new strategic planning process will lead to an increased awareness of the integrated planning process and has the potential to result in better communications in general throughout the College community.

With the increased focus on accountability and continuous improvement, the College has the opportunity to identify effective indicators, benchmarks, and best practices from peer institutions to gauge institutional effectiveness.

As the College reviews the current mission statement and modifies it to fit the current economic situation there will be opportunities to partner with business and industry to provide the best education for today’s economy.

RECOMMENDATIONS

The mission, vision, goals, and priorities should be reviewed and revised appropriately in light of economic and social drivers of change.

Measures of effectiveness should reflect progress towards a goal and represent those elements the College values most highly.

Processes should be reviewed. Technology that could enhance data collection, reporting and thereby influence planning and decision-making should be implemented.

Administrators and supervisors should be thoroughly trained in the strategic planning process and in coaching those who report to them to take leadership roles in this process.

COURSE OF ACTION

The College will roll out the Cascade of Planning in its new format during fall 2007 inservice campus-wide after the Board affirms the institution's Mission and Vision and sets priorities at its annual retreat.

**STANDARD ONE:
INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS**

CROSS-REFERENCED				ONSITE	
Item	Document	In Self Study Report	CD ROM	Exhibit Room	Online
APPENDICES					
1.1a	Mission, vision and values statement	•	•		•
1.1b	College goals	•	•		•
1.2	Board priorities	•	•		•
1.3	Performing Arts Department Music and Theatre Events	•	•		•
1.4	The Systems Thinking Approach to Strategic Planning	•	•		•
1.5	Closing the Loop — College Goals & Board Priorities, Unit Planning & Budget Enhancements for 2004-05, 2005-06 and 2006-07	•	•		•
1.6	List of Presentations to Community Groups (2006 Bond Campaign)	•	•		•
EXHIBITS					
1.1	MHCC 2010 Master Plan	•		•	•
1.2	National Initiative for Leadership & Institutional Effectiveness, MHCC, Personal Assessment of the College Environment (PACE)	•		•	•
1.3a	2006 Progress Report — The MHCC 2006 Progress Report to the Board of Education on Board Priorities and Organizational Goals	•		•	•
1.3b	2007 Progress Report	•		•	•
1.4	MHCC Fact Book, 2006	•		•	•
1.5	Strategic Planning Council — Summary Action Plans, MHCC Academic Years, 2004-05, 2005-06	•		•	•
1.6	ACT Student Opinion Survey — MHCC Results of the 2006 Administration of the ACT Student Opinion Survey	•		•	•
1.7	General Education Assessment — Results of the Collegiate Assessment of Academic Proficiency (CAAP) Exam — Comparative Report of MHCC Sophomores & Freshman taking the CAAP Exam for Assessment of General Education Outcomes	•		•	•

**STANDARD ONE:
INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS**

CROSS-REFERENCED				ONSITE	
Item	Document	In Self Study Report	CD ROM	Exhibit Room	Online
EXHIBITS - CONTINUED					
1.8	Strategic Planning Council — Purpose, Role and Membership, MHCC Academic Year 2006-07	•		•	•
1.9	Annual Operational Plans	•		•	•
1.10a	Strategic Planning Council — Year in Review 2003-04	•		•	•
1.10b	Strategic Planning Council — Year in Review 2004-05	•		•	•
1.11	Assessment — Institutional Effectiveness, MHCC Academic Year 2006-07	•		•	•
1.12	The Jewel of East County (PowerPoint information Nov. 2006 bond campaign)	•		•	
SUPPORTING DOCUMENTATION REQUIRED BY 2003 ACCREDITATION HANDBOOK					
1RD.1	2005-08 Marketing Plan Update			•	

REQUIRED DOCUMENTATION:

1. Official statement of the institutional mission: Indicate how and when it was developed, approved, and communicated to the institution's constituencies. (see appendix 1.1a)
2. Evidence that demonstrates the analysis and appraisal of institutional outcomes. Examples may include:
 - Annual goals and assessment of success in their accomplishments (see exhibits 1.3 and 1.11);
 - Studies of alumni and former students; (see exhibit 1.11);
 - Studies regarding effectiveness of programs and their graduates (see exhibit 1.11);
 - Studies that indicate degree of success in placing graduates (see exhibits 1.3 and 1.11);
 - Pre- and post-test comparisons of student knowledge, skills, and abilities (see exhibit 1.7);
 - Surveys of satisfaction - students, alumni, and employees (see exhibits 1.2 and 1.6).

REQUIRED EXHIBITS:

Institutional short term, strategic or long term plans, including system master plans. (see exhibits 1.1, 1.5, 1.8, 1.9, and 1.10a and b, and 1RD.1)

SUGGESTED MATERIALS:

Planning studies, enrollments for the past five years, enrollment projections, program and personnel needs analyses, fund development plans, and other institutional research results. (see exhibits 1.1, 1.4, and 1.9)