

## Standard Three

### STUDENTS

*Student Development and Services (SDS) programs and services support the College [Mission, Vision and Goals](#). SDS focuses on access, support, and student persistence to facilitate students' success. The institution provides essential support services for students, including those enrolled in off-campus sites and instruction via distance learning.*

### 3.A PURPOSE AND ORGANIZATION

#### 3.A.1 ORGANIZED TO SUPPORT MISSION AND GOALS

Over the past ten years, the College has utilized various organizational staffing models to provide services to students. The current model is effective in providing services to support the [Mission, Vision and Goals](#) of the College.

In 2006, the College combined the services and programs related to instruction and student services under the banner of one leader, the Vice President for Student Learning. For the first time in College history, these two traditionally separate areas were brought together under one executive administrator to unify their purpose and align their functions to better serve students. As part of this change, the organizational structure within the SDS was reorganized. The Executive Dean of Student Development and Services reports to the Vice President for Student Learning. Reporting to this Executive dean is the Dean of Student Success. Each key

functional area within SDS—registration, financial aid, advising, marketing and the College Center—is managed by a supervisor who reports to the Dean of Student Success. These supervisors, the Dean, and other key stakeholders make up the SDS Leadership Team. The VP for Student Learning and the Executive Dean both serve on the President's Cabinet, ensuring that the issues and concerns of student services are heard at the highest levels of the organization. **(Appendices 3.1a and 3.1b)**

The [ACT Student Opinion Survey](#), (See Ex. 1.6) administered biennially since 1994, provides a longitudinal perspective on trends within the College. In 2006, results of this survey revealed that over 70 percent of students were generally satisfied with their experience at MHCC. The “college in general” had 75 percent satisfied students. Seventy-seven percent indicated satisfaction on the item “What was your overall impression of the quality of education at this two-year college?” While the majority of students indicate satisfaction with services, these numbers do indicate that there is room for improvement. Setting goals or targets for future administrations of the survey will help to focus the organization on continuous improvement.

Although the SDS organizational model is new, it is already proving to be effective. The Executive Dean and the Dean of Student Success serve on the Instructional Administrators team, and efforts to improve services that cross divisional boundaries have been initiated. Foremost among these are instructionally based persistence programs, publicized to students in brochures, programs and mailers. Improved collaboration has resulted in the HD100 Student Success class and new student orientation, crisis protocol training by counselors and

public safety officers for faculty and staff, advisor involvement in developing the instructional schedule, and joint efforts to expand student services to students regardless of instructional modality. **(Exhibits 3.1, 3.2, 3.3, and 3.4)**

The Human Development Department reports to the Dean of Student Success. This reporting structure facilitates the expansion of persistence efforts and the alignment of instructional offerings with student services. The goal of programs within SDS is to collaboratively deliver seamless services to promote student success.

The College is committed to providing access to its educational offerings. SDS is directly responsible for the key components of enrollment services, including recruiting, admissions, enrollment, financial aid, advising, and disability services. The staff providing these services works closely with the following areas outside the division: Testing Services, High School Alternative Program, and the Adult Basic Skills Program. Although there are good relationships within and outside of the specific SDS areas, more purposeful, comprehensive, and coordinated services should be provided to potential and new students. One area that needs attention is high school relations. There is much interaction with the high schools, but until recently the effort was fractured and resulted in confusion on the part of high school counselors, students, and parents. In summer 2007, all efforts related to high school relations were coordinated under a systematic approach to address this problem. **(Exhibit 3.5)**

SDS offers entry and retention programs that help students identify and achieve career and educational goals. The College recently made two major investments in SDS to increase stu-

dent success. First, a package of persistence efforts, derived and designed specifically from research literature, was launched that has shown positive outcomes as reported in persistence reports. (See Ex. 1.5 and Appendix 3.2) Second, a one-stop approach to delivering student services, intended to streamline services and support the implementation of best practices in service delivery, has had a favorable results. As part of this latter effort, the SDS facilities were remodeled in 2003 to provide enrollment services and support services in one location.

The Dean of Student Success oversees all “conduct and student of concern” issues and is the major liaison with Public Safety, faculty, and other staff for student behavioral issues. For issues involving students with disabilities or students receiving counseling services, consultations with coordinators of disability services and/or counseling are scheduled on a case by case basis, as needed.

### **3.A.2 STAFF ARE QUALIFIED, APPROPRIATELY ASSIGNED AND EVALUATED**

SDS has well qualified staff to oversee, manage, and carry out the functions of the area. Both the Vice President for Student Learning and Dean of Student Success hold doctorates, the Executive Dean of SDS has a master’s degree, and all have extensive and varied experiences in higher education. Six of seven SDS supervisors hold master’s degrees, and the seventh has over 25 years of experience in college student services. Seven faculty members serve in the area: five counselors, one part time athletic director, and one part time wellness coordinator. All have the required degrees and certifications. Other staff in the area hold a combination of degrees and

work experience appropriate to their positions. All part time faculty hold required degrees and certifications. [Job descriptions](#) (**Exhibit 3.6**), stating the degrees, certifications, and work experience required for each full and part time position, are on the web and in the Human Resources Office. Supervisors review these job descriptions periodically to ensure they are current. The qualifications of staff are posted in the Office of Human Resources personnel files.

Full and part time faculty are evaluated according to the College's evaluation process, described in Standard Four. Supervisors and classified staff are evaluated using the College's established procedures and standardized evaluation instruments. (**Exhibit 3.7**)

### **3.A.3 POLICIES AND PROCEDURES SUPPORT THE GOALS OF STUDENT SERVICES**

Departments within SDS follow a variety of policies, regulations, and procedures to effectively manage programs and support the College's mission and goals of access, student support, and persistence. Administrators and supervisors recommend changes and coordinate operations within the division. The division does not have division-specific goals or objectives to guide these efforts but soon will.

Each area in SDS is expected to have a Standard Operating Procedure Manual that includes an evaluation component. Examples of these manuals from several departments are in the exhibit room (**Exhibits 3.8a-c**) and others are in the individual work area. The 2006 Manual of the Council for Advancement of Standards (CAS) provides benchmarks for evaluation. Although many areas have current self-assessments, (**Exhibit 3.9**) some do not. SDS recognizes the need

to continue making progress toward compliance with this expectation.

SDS departments also utilize other policies and procedures to guide their work, most prominently those in [Board Policies](#) and College Regulations (See Ex. 6.4) the Student Handbook (**Exhibit 3.10**), the College Catalog (See Ex. 2.1) and the College Schedule. (**Exhibit 3.11**) Federally funded programs follow U.S. Department of Education [guidelines](#). These programs include Financial Aid, TRiO (Student Support Services and Early Talent Search), and those funded through the Carl Perkins Act (Transiciones, Learning Assistance Center, Disability Services, and Oregon Leadership Institute). Audits of selected programs, available in the Financial Aid Department, have indicated no significant problems during the past ten years.

Updates of the College Regulations are needed. The [Student Code of Conduct](#) publicized in the Student Handbook is under revision and will be forwarded to the Board in fall 2007.

### **3.A.4 RESOURCES ADEQUATE TO ADDRESS NEEDS AND SUPPORT THE SERVICES OFFERED**

The College has allocated SDS programs 9 percent of the General Fund budget over the past five years. Because of reduced state support, described in Standard Seven the College has cut SDS budgets since 2001 and eliminated positions. Other positions have gone unfilled following resignations or leaves-of-absence. From a high of 15 counseling faculty in the mid 1990s, the College now has seven full time counseling faculty, two of whom also have coordinator duties. As positions have been eliminated or left unfilled, some services necessarily were and will continue to be reduced.

SDS received two budget enhancements in recent years: funding for persistence (fall 2003) and College-funded financial aid grants (fall 2002). (**Appendix 3.3**) Effectiveness reports have shown positive results for the former. (See Apps. 1.5 and 3.2) The latter was successful but likely will be reduced in fiscal year 2008 due to budget reductions and increased state financial aid.

College [enrollment](#), reported in the [MHCC Fact Book](#), (See Ex. 1.4) has declined over the past six years. Results of the College Student Inventory and analyses of the College Placement Test (**Exhibit 3.12**) reveal that students need access to more services and are less prepared for college than previously. (See also Local-area High School Performance Report, **Ex. 2RD.6b**) The challenge for SDS is to determine how to address these changing student needs with current staffing levels.

Physical resources for SDS are adequate in terms of equipment and supplies, although some staff and student spaces are crowded. The recent remodel of many of the student services areas improved the layout for students as indicated in a Student Services Remodel reported in *The Advocate*. (**Exhibit 3.13**) There continues to be some student dissatisfaction with College facilities. Some students do not find social gathering spaces conveniently located. The Diversity Committee has reported (**Exhibit 3.14**) that some nontraditional or focused-interest student groups would like spaces of their own, but the College does not have adequate space or funding for these requests. Outdoor space is available and is well used in good weather. The athletic and physical education facilities are also well used.

The student information system (CX), a Jenzabar product, does not currently meet all of the needs of SDS as reported in the Jenzabar analysis of problem areas. (**Exhibits 3.15 and 3.17**) Spring 2006, the College decided to upgrade the administrative computing system to alleviate some of these issues. The implementation and training plan for the upgrade, now in progress, are being guided by the Jenzabar analysis. The upgrade includes the following modules: online admissions applications, an automated prospect tracking system, a financial aid interface, web registration enhancements, and automated enrollment tracking for co-admit agreements with four- and two-year colleges. Other projects to be scheduled include the integration of stand alone systems developed over time by many areas (e.g., Disability Services, Transitions, and Conduct). Administrators and faculty may require additional training to directly access reports in CX.

The College has the OFAX (Financial Aid) and EDI/SPEEDE (transcript and enrollment data transfer) data systems. Purchase and implementation of these interactive systems received priority because of two College ventures. First, the College participates in the Portland Metropolitan Consortium, a collaborative effort among five regional colleges and universities aimed at streamlining student transfer, co-enrolling students, and enabling them to use financial aid at more than one institution. The consortium plans to co-enroll students by fall 2007. Second, the College participates in the Oregon Consortium for Nursing Education, a nursing program consortium with multiple member colleges. Consortia agreements for both the metro consortium and the nursing consortium (**Exhibit 3.16**) required MHCC to have the capacity to share data with other member colleges.

The Financial Aid Department has incorporated document imaging into its application processes, and by 2008 will be paperless. The records area is in the process of utilizing this technology. These technology changes will help alleviate the problems identified above.

### **3.B GENERAL RESPONSIBILITIES**

#### **3.B.1 STUDENT CHARACTERISTICS AND NEEDS IDENTIFIED AND ADDRESSED**

The College collects multi-variant data from students at various points of their entry and enrollment. Academic readiness in Reading, Writing, and Math are assessed through the College Placement Test (CPT). Test results are used to place students in appropriate levels of coursework and refer them to support services that foster success. The effectiveness of the CPT is periodically analyzed. (See Ex. 3.12) [Demographic data](#), particularly data published in the [MHCC Fact Book](#) (See Ex. 1.4), is utilized by SDS staff to identify trends and assess the need for program changes.

The Department of Research and Planning collects and analyzes enrollment data related to GPA and persistence. The resulting information is available for planning program services. For example, this information informed the design of the persistence initiative and is used to evaluate its success and communicate the results in persistence reports. (See App. 3.2) The ACT Student Opinion Survey (See Ex.1.6) is administered biennially, and the data are widely distributed. Trending and benchmarking have been instituted so that areas can improve their services.

Use of the CPT is overseen by the CPT Committee, chaired by the Dean of Information Services.

The committee's proceedings are reported in CPT Committee minutes. (**Exhibit 3.18**) This committee comprises representatives from key College stakeholder groups, including Developmental Education Program faculty, Academic Advisors, and Testing Services staff.

Programs such as TRiO, Disability Services, Transitions, Transiciones, ENL/ESL, and GED systematically identify characteristics of student populations and special needs. This information is submitted in reports the programs prepare for internal audiences and in mandated reports to their external federal funding agencies. (**Exhibit 3.19**) In addition, the Office for Students with Disabilities collects and maintains statistics related to students with disabilities.

While SDS uses data to inform changes to programs, change is proving to be slow and difficult. The College has responded most successfully to emerging needs through grants or special budget enhancements. Overarching planning and implementation of new services to meet changing needs must be undertaken with the support of all College constituencies. The College has a strong Education Assessment program that may serve as a model for the regular review, assessment, and planning needs of Student Services.

#### **3.B.2 STUDENTS ARE INVOLVED IN GOVERNANCE AND FACULTY ARE INVOLVED IN POLICY DECISIONS**

The MHCC Associated Student Government (ASG) provides all students an opportunity for leadership. Members of student government serve on many College committees and the ASG President is a member of Joint Leadership Council, an advisory group to the College President. The ASG President meets regularly with the College President and SDS leadership. ASG partici-

pates in state community college and all-college groups to promote policies and legislation that affect students. ASG officers and other students are very effective representatives of community college student issues at the state legislature. The ASG President attends the Board meetings and gives the Board occasional briefings. ASG participates in the development of Board policies and College programs, allocates student fee revenue, and provides resources for child care and health services staffing. The ASG [Constitution](#) (**Exhibit 3.20**) conveys the role student government plays in the overall governance of the institution.

Faculty actively engage in developing policies and programs for student services areas and in delivering those services. In 2005, faculty served on an ad hoc committee to review the student services sections of the College catalog. Faculty also participate in the College's new student orientation sessions. Many faculty voice ideas and opinions about student services. SDS encourages and facilitates feedback from faculty about the key services of registration, admissions, advising policies and processes, and computerized operations.

### **3.B.3 POLICIES PUBLICIZED AND FAIRLY IMPLEMENTED**

The [Student Handbook](#) (See Ex. 3.10) outlines [student's rights and responsibilities](#), policies on harassment and discrimination and complaint procedures, the [Student Code of Conduct](#), and information on educational records. This information is available to all students; handbooks are provided to new students at orientation, College Success Seminars, online and through several offices at the Gresham and Maywood Park Campuses and the Bruning Center. Copies

are available to returning students as requested. The student complaint procedure is published in Spanish, Russian and English. (**Exhibit 3.21**) The College catalog also outlines information concerning admission, withdrawal, grading appeals, and other student related concerns. The [catalog](#) is available online and at several College locations, including the bookstore.

The [student code of conduct](#) and related procedures, under review in 2007, will state behavior expectations more positively and address self-injurious behavior, suspension, the appeal process, and removal from academic programs. Policies on academic honesty are clear. The Dean of Student Success is training personnel to be more familiar with college case law and effective responses and processes to address disruptive student behavior. The Dean of Student Success and the Chief Operating Officer are reviewing regulations governing student trips in order to reduce risk.

Although the College conduct system sets forth a fair and consistent policy, the conduct officer serves as both investigator and decision-maker. This practice raises questions about fairness and is being reviewed. The College's free speech provisions are also being reviewed.

### **3.B.4 STUDENT SAFETY**

The College has a 24 hour Public Safety Office housed at Gresham campus. The College's nine officers provide information, issue citations, respond to emergency situations, and provide personal and vehicle safety. The Public Safety Office has a good working relationship with the local police department and SDS and is connected directly to the 911 system. In-house phones are available on the Gresham campus so that Public Safety may be called quickly in

an emergency. The Maywood Park Campus, the Bruning Center, and the Small Business Development Center are not connected directly to the Campus Safety office and rely on 911 service for emergency assistance.

The number of sites where MHCC classes and programs are held has increased without a corresponding increase in officers. As a result, public safety services across the College have been negatively affected. Security services have been reduced at Maywood Park Campus even though it has two buildings and a day/evening, seven day per week schedule. The Bruning Center has little security. The off-campus facilities utilized by the Head Start and Steps to Success programs contract with private security services. These costs are shared by the governmental partners at their facilities.

The College is working on a solution to off campus security concerns. Additional safety personnel and safety measures are being put in place. The College is also working more closely with the Gresham Police Department and the police departments that oversee the off campus locations to ensure that criminal and emergency procedures needing police and fire services are in place.

During 2007, the College Counseling and Public Safety offices trained staff to work with angry and distressed students. The Dean of Student Success is working with the Environmental Health and Safety Supervisor and the College's Safety Committees to ensure that student crisis protocols are included in the College's safety manual. All College faculty and staff are required to read the manual. Plans are in place to work with Gresham Police Department and others as needed for emergency situations. The College Environmental Health and Safety Supervisor

provides yearly fire and earthquake drills and training in hazardous material handling, first aid, fire suppression and emergency evacuations.

[Crime Awareness and Campus Security Bulletins](#) (**Exhibit 3.22**) are published yearly and are widely available. The College complies with the U.S. Department of Education Higher Education Act and [Student Right to Know](#). The Public Safety Office also provides a link on their website to the [Registered Sex Offenders' site](#) and is the main contact for this information.

### **3.B.5 COLLEGE CATALOG AND STUDENT HANDBOOK**

The [MHCC Catalog](#) describes all of the required elements in this subsection 3.B.5. The [Student Handbook](#) is published separately and includes the handbook elements. Both are revised and published annually and are available in late May for the following academic year. Significant revisions of policy are reviewed by appropriate campus committees, the Faculty Senate, Joint Leadership Council, and President's Cabinet; they are approved by the Board.

### **3.B.6 EVALUATION AND IMPROVEMENT OF STUDENT SERVICES**

The College administers the ACT Student Opinion Survey biennially. (See Ex. 1.6) The results of the survey are compared with national and state norms and published and distributed by the Department of Research and Planning. The Department of Research and Planning works with SDS and other departments to analyze the information and plan changes accordingly. During the past year, focus has been on effective customer service. To that end, the College is working on a customer service philosophy and program, and individual areas within SDS have developed and implemented customer service philosophies, training, and coaching. Attention

has been paid to the downward trend in student satisfaction with advising services. A committee to study and suggest approaches to the issue began work in October 2006. Because the committee chair was on extended leave, the committee's work is progressing slowly. Dissatisfaction with financial aid services is being addressed through additional outreach to current and prospective students and by streamlining services. Besides adopting imaging and other technologies, the Financial Aid Department has implemented a self serve kiosk with student mentor assistance.

The College administers nationally normed surveys typically used in assessment programs, but SDS does not have a strong history of data-informed decision making. Examples of surveys used at the College include the College Student Inventory, (**Exhibit 3.23**) the Community College Survey of Engagement, and the [ACT Student Opinion Survey](#). Results from these surveys provide baseline information for an assessment process leading to improved services. In 2005, some departments began a review of services as a result of an assessment workshop. Although some work was done, a comprehensive assessment program still is needed. A comprehensive and regular assessment of goals, outcomes, and user satisfaction is being drafted to present to faculty and staff in 2007.

### **3.C ACADEMIC CREDIT AND RECORDS**

#### **3.C.1 EVALUATION OF STUDENT LEARNING AND AWARD OF CREDIT BASED**

Faculty evaluate student learning outcomes according to approved course outlines. (See Standard 2.A.2 for more details.) Grading is based on an alpha system. MHCC's credit for coursework and grading definitions are outlined clearly in the [College catalog](#). The regular College year is di-

vided into three quarters of 11 or 12 weeks each for fall, winter and spring, and a summer session of 10 weeks. One credit is generally awarded for each lecture hour or two laboratory hours per week, per term.

The awarding of credit through non-classroom activities also takes place through established procedures outlined in the [catalog](#). "Challenge" is a process whereby a student may request that a faculty member administer a test to ascertain whether or not he or she has mastered the outcomes in a specific course. The alternative awarding of credit also may be granted through CLEP, departmental challenge exams, and for military training. (See section 3.C.4 for more detail.)

The alpha grading system of A, B, C, D, F, and U calculates the GPA on a 4-point system (A=4, B=3, C=2, D=1, F and U=0). The GPA is derived by dividing the total grade points by the total quality credits. The grades of S, I, K, X, and W are not computed in the GPA.

Table 3.1 shows final grades other than A, B, C, D, and F and what they indicate on a transcript.

Academic records are accurate, secure, and comprehensive. The academic record for every student who has attended MHCC is stored electronically in a secured Student Information System both locally and off-site. (See 3.C.5 for a detailed description of student records storage.)

#### **3.C.2 EVALUATION CRITERIA FOR STUDENT ACHIEVEMENT**

The criteria established for evaluating student performance are appropriate to the degree level. Evaluation criteria for individual courses are stated in course outlines and communicated to students in course syllabi. Articulation agreements with four-year degree granting institutions,

developed by Office of Instruction, ensure that students in transfer level courses/programs are evaluated using criteria at the appropriate level. The College maintains relationships with relevant professional accreditation and evaluation bodies, particularly for career technical certificate and degree programs. Programs involving a clinical practicum, such as Nursing, provide students

with extensive orientations that include detailed information on program expectations and evaluation criteria. Faculty members, as part of their professional development, attend various state-wide and national meetings and conferences where they can learn about evaluating student learning in their disciplines.

**TABLE 3.1**  
**FINAL GRADES OTHER THAN A, B, C, D, AND F**

S	Satisfactory/credit earned
U	Unsatisfactory/no credit earned
K	Continuing Progress/no credit earned
X	Audit/no credit earned
W	Withdraw/no credit earned
NR	Not received from instructor/no credit earned
IP	Course in-progress/no credit earned

Source: College Catalog

### 3.C.3 DISTINCTIONS BETWEEN DEGREE AND NON-DEGREE CREDIT.

The institution's credit and course numbering systems are clearly outlined in the [College catalog](#) and on the legend of official transcripts. In the catalog, the descriptions of developmental education courses show which courses can or cannot be used toward MHCC certificates and degrees. The course numbering system also designates this information. The catalog (pp 201 and 202) explains that a limited number of career technical credits may be applied toward a transfer level degree as governed by the state. **(Appendix 3.4)** The College does not offer extension credits or "x" credits through the College's curriculum process.

The College implemented the automated Degree Audit Reporting System ([DARS](#)) during the 2004-2005. DARS electronically compares student coursework with MHCC certificate and degree programs giving results in less than 15 seconds. The efficiency created through this automated system allows student services staff to work with more students and to provide more accurate information than before DARS was implemented. Students may also access DARS information directly on the College website; this information is used by an average of 100 students daily.

### **3.C.4 PROCEDURES FOR ACCEPTING TRANSFER CREDIT**

MHCC only accepts college level credits earned in academic certificate and degree programs from colleges and universities accredited by any of the regional accrediting associations.

Since the implementation of DARS, coursework from other institutions is evaluated and equated to MHCC coursework once and stored in the system. This ensures that any specific course from a given transfer institution will be articulated the same for all students who have taken that course.

Transfer coursework from foreign institutions is evaluated by an outside credential evaluation service, either AACRAO Foreign Education Credential Service ([www.aacrao.org](http://www.aacrao.org)) or a member of the National Association of Credential Evaluation Services. The evaluation must be course by course with an official copy of results submitted to the Admissions, Registration and Records Office. The coursework must be considered post-secondary level, have comparable MHCC accreditation status and be parallel in content to MHCC coursework. The outside evaluation must also be completed for secondary level education for any evaluation of that coursework toward MHCC admission requirements.

Credit is awarded for prior military experience as recommended by the American Council of Education's *Guide to the Evaluation of Educational Experience in the Armed Services* if the credit is applicable to the student's declared major.

### **3.C.5 SECURITY OF STUDENT RECORDS AND THE RIGHT OF PRIVACY**

The Admissions, Registration and Records Office maintains student records according to the State of Oregon's records retention laws, [OAR](#)

[166-450-0120](#). The most current records (within the last five terms) are secured in the SDS Department office. Records older than five terms are kept in a records room. Transcript records prior to the early 1970s are microfilmed; more recent transcripts are stored electronically. The records room is locked when unattended and is fire resistant with a sprinkler system and fire resistant file cabinets.

MHCC records maintained in computing systems have adequate audited security (both by annual financial audit and a 2005 external security audit). Recovery is assured through backup, log tapes, and a remote recovery site.

The College adheres to the Family Educational Rights and Privacy Act (FERPA), and student rights and release guidelines under FERPA are published in the College catalog. All employees and students accessing the student information system or having access to student information must sign a FERPA release form that states they understand what information may or may not be disclosed and the possible penalties for disclosure. The Human Resources Department provides online training so employees are knowledgeable about FERPA. Requests for official transcripts must be in writing and include the student's signature.

## **3.D STUDENT SERVICES**

### **3.D.1 STUDENT ADMISSION POLICIES SUPPORT MISSION**

College admissions policies are congruent with the mission of the College. While the College is an open admissions institution, it is also committed to ensuring that students are successful in their endeavors. The College requires that all students taking six or more credits complete the College Placement Test (CPT). Students with

prior college work may opt out of the required CPT by providing transcribed coursework from an accredited college. There currently is no formal mechanism to validate cut off scores determined for reading, writing, and mathematics placement tests. This matter needs to be addressed by the College Testing Center Committee. (See Standard 2.C.6 for more details.)

Besides the basic proficiency required by general College admissions, certain limited and restricted entry programs have additional requirements. Limited and restricted entry programs' admission policies are developed through a collaborative process that includes deans, the Director of Admissions, an admission evaluator, program faculty, program advisory group input, testing center staff, and disability services staff. Some limited and restricted entry programs will not accept coursework older than a prescribed time period. [Application packets](#) for these programs are available on the MHCC web site. (**Exhibit 3.24**)

MHCC accepts all applicants 18 years or older. Students under 18 who have received a GED, high school diploma or a release from compulsory attendance may also register. Enrollment of students less than 16 years of age must be approved by the Executive Dean of SDS as documented in the College's procedures for under-age students. (**Exhibit 3.25**)

International students' admissions requirements are listed in the College catalog and on the College web site. The College employs a staff member who works with international students and their specific needs. Several staff members in the Registration and Records Office are trained and registered as official international student registrants and have access to the federal government's mandatory SEVIS reporting system.

### **3.D.2 COLLEGE ATTENDS TO NEEDS AND CHARACTERISTICS OF STUDENT BODY**

The institution admits students without regard to any protected characteristics as indicated by College catalog. (See Ex. 2.1) The College facilitates the success of protected category students by providing special services and programs, by establishing, publicizing and adhering to processes for students' rights and responsibilities related to unlawful harassment and discrimination, and by working to diversify faculty and staff. Instructors work individually with students who celebrate religious holidays that require them to miss scheduled class sessions, but MHCC needs to develop written guidelines to protect students in this area. Among its list of [student clubs](#), ASG has several that explore issues of interest to students in protected groups. (**Exhibit 3.26**) The College sponsors many diversity related programs including an annual Diversity Institute for which student scholarships are available.

The College is in substantial compliance with the ADA, has a wide range of services available to students with disabilities, and has made the campus more accessible during the past six years. It has installed accessible bathrooms, water fountains, curb cuts and parking for people with disabilities. A [campus map](#) specifically for people with disabilities is available. (**Exhibit 3.27**) Assistive technology is available for students with disabilities in the library, labs, advising center, counseling and career center, ABE/GED Department, Project YESS, and Disability Services. Disability Services sends out a quarterly electronic newsletter to the campus to address disability issues with the expectation that this effort will help to improve awareness of disability issues on the campus.

The most recent [ACT Student Opinion Survey](#) indicates there is racial harmony on campus. Workshops and training for staff are held to discuss racial, cultural, and socioeconomic diversity.

### **3.D.3 PLACEMENT AIDS SUCCESS AND PROVIDES FOR “ABILITY TO BENEFIT” STUDENTS**

Placement of students in courses and programs is based upon policies and procedures that are designed to support students’ achievement of their educational goals. Students desiring to enroll for six or more credits or in credit-bearing courses with a math, reading or writing proficiency requirement take the College Placement Test (CPT) or demonstrate proficiency through transcripts or the results of placement tests from other colleges. The CPT Committee, comprising faculty and key enrollment services staff, meets annually to review placement cut-off scores and testing procedures and documents its decisions in committee minutes. Placement decisions are designed to facilitate student success and increase course completion. The purpose and procedures guiding the CPT are documented in a publication titled *College Placement Testing: What Faculty & Staff Need to Know*. (**Appendix 3.5**) Non-native English speaking students are administered the LOEP test upon admission. Based on scores from this assessment, students may either continue to take the reading, writing, and math subject tests or be referred for placement into English as a Second Language (non-credit) or English as a Non-native Language (credit) courses. Further assessment of English skills and credited course placement decisions are completed through a writing sample and informal conversation with ENL faculty advisors.

Students who do not meet college level proficiency standards may enroll in developmental level reading, writing, and/or math, or ENL

classes and in courses that allow for concurrent enrollment with developmental education courses. Students with lower skills are referred to the Adult Basic Skills (ABS) Department for Adult Basic Education (ABE) courses, including ESL. All ABS students are assessed initially on entry to the program and at regular intervals, using state approved standardized tests. The results of the tests are used to place students at an appropriate learning level in all modalities. The Oregon [Department of Community Colleges and Workforce Development](#) regularly conducts program reviews to ensure compliance with federal and state standards.

In compliance with the Americans with Disability Act (ADA) and the Rehabilitation Act of 1973 – Section 504, the College ensures equal access to individuals with disabilities and protects individuals from discrimination due to disability. Individuals with disabilities may request reasonable accommodations for the CPT.

If students place below the College-determined developmental education level (RD90, WR90, MTH10), the question of “ability to benefit” from higher education courses arises. These students have the opportunity to participate in the ABE level course and work to improve their proficiency in reading, writing, and math. Students may continue attending ABE classes if they are demonstrating minimal progress, based on evaluation. If no progress is made after two terms, the student is referred to other programs and services in the community.

As part of the College enrollment process in support of student success, individuals are strongly encouraged to meet with an academic advisor to review placement test results and prepare their academic plan. Students receive printed information explaining the CPT process and how to interpret their scores. (**Exhibit 3.28**)

### 3.D.4 CONTINUATION IN OR TERMINATION FROM EDUCATIONAL PROGRAMS

The College's [satisfactory academic progress](#) policy is described in the [catalog](#) and on the College website. The required standards and appeals procedures are clearly defined. For students who do not make satisfactory progress, the College sends letters within a week of final grade reports detailing their academic status, the consequences of their status and the procedures for appeal. Students may appeal suspension through the Academic Advising and Transfer Center. Students on various academic jeopardy statuses are offered assistance by the persistence staff.

While the [satisfactory academic progress](#) process gives students adequate notice and options for assistance, including ways to continue at the College, it has some serious shortcomings. The process is not fully automated and does not integrate special sub populations such as financial aid and veterans' benefit recipients or international students. This limitation in technology means that some students receive more than one unsatisfactory progress contact which causes customer service problems. There are also problems with students taking Pass/No pass courses; often these students are mistakenly placed on probation unless there is a staff person monitoring the students' records line by line. Over summer 2007, registration and SDS staff will review these issues in coordination with IT support staff. Appropriate changes, where possible, will be in place by fall term 2007.

The [satisfactory academic progress](#) process informs students of their status and suggests services to help them return to satisfactory status, but these services are not mandatory. SDS contacts all students not making satisfactory prog-

ress; however, only 15 percent of these students take advantage of services offered.

As part of a comprehensive, purposeful plan, SDS must determine whether participation in services should be mandated for students not making satisfactory progress. The Persistence Committee started this conversation with a "Right to Fail" colloquium in spring 2007.

The limited and restricted entry programs have program specific requirements for students' continuation. These requirements are published in program [student handbooks](#). (**Exhibit 3.29**) Behavioral guidelines are included in some. Most programs hold an orientation for their students prior to the program beginning or the orientation is incorporated into specific courses or class work.

As stated in the catalog, all students in [limited or restricted entry programs](#) are expected to complete the curriculum within a two-year period. A program of study may be extended beyond two years with permission from the program faculty advisor. Because of enrollment limitations, extending completion of a program beyond two years is on a space available basis.

### 3.D.5 APPLICATION AND PUBLICATION OF GRADUATION REQUIREMENTS

Institutional and program graduation requirements are clearly stated in the College catalog, on the website, and within DARS. Students submit an application to the Registration and Records Office for certificate or degree completion two terms prior to the anticipated completion date. A transcript evaluator checks requirements before a certificate or degree is awarded.

### **3.D.6 FINANCIAL AID CONSISTENT, EFFECTIVE AND ACCOUNTABLE**

The institution provides an effective program of financial aid consistent with its mission and goals, the needs of its students, and institutional resources. Institutional accountability for all financial aid awards occurs through diligent file review, the application of [satisfactory academic progress](#) standards, and compliance with federal regulations. Federal, state, institutional and private financial aid is available to students. MHCC is annually awarded federal college-based funds in three categories: Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Work-Study (FWS) and Federal Perkins Loan Program (FPLP). In addition, over \$500,000 in private scholarships are available. In 2004-2005, \$13,979,693 was disbursed to students from all financial aid sources. **(Exhibit 3.30)**

Financial aid policies and procedures are consistent with the College mission, and the College conducts a yearly in-house audit of financial aid files to test for accuracy and adherence to policy and procedures. Based on the 2003 audit, the Financial Aid Director discovered challenges with the awarding process. Some recent changes have facilitated faster processing of applications and awards, but more work to improve remains.

Some students complain about slow processing time and the delayed notification of awards. The office is staffed by 8.5 FTE positions, but has difficulty processing the over 9,000 yearly applications and 3,500 awards in a timely manner. The department has made changes in the recent past including encouraging earlier application, converting to a paperless system through imaging technology, and changing the application verification process. Consequently, time to

award aid was reduced from 10-12 weeks in 2001 to four-six weeks currently. The College expects this change to result in more positive student responses about customer service on future student service surveys and will continue to monitor survey results.

### **3.D.7 SCHOLARSHIPS AND AID INFORMATION AVAILABLE TO STUDENTS**

Information about scholarships and grants is published and made available to both prospective and enrolled students. Financial Aid brochures are the primary method for communicating information. **(Exhibit 3.31)** Application requirements, current year student budgets, available scholarships, employment forms, disbursement information, deadlines, general forms, frequently asked questions, and references to additional non-MHCC websites with scholarship and aid information are on the College's financial aid website. A self-service computer kiosk located near the financial aid office gives students access to internet information. A new outreach effort is underway to encourage financial aid applications. Events titled Financial Aid Days were held in January and April 2007 to encourage and assist current and prospective students and their families in completing the federal FAFSA form. An increased number of applications were processed as a result of these efforts, which will continue in the future.

### **3.D.8 STUDENT LOAN PROGRAMS MONITORED**

MHCC receives a preliminary list of student borrowers from the U.S. Department of Education for the most recent borrowing year each winter, and staff reviews this list for accuracy. The Financial Aid office maintains a ten-year history of its student loan default rates which range from 7 to 10 percent. **(Appendix 3.6)** The College is

developing a default management plan built on disseminating information, tracking borrowers, reinforcing information on repayment options, notifying students during the grace period, providing yearly online entrance counseling and required exit counseling, and holding seminars on financial literacy. The default management plan will be implemented fall 2007.

### **3.D.9 ORIENTATION OF NEW STUDENTS**

An [online orientation](#) is available for all students through the College website. New students are encouraged to use this program before they attend their first academic advising session. Since 2004, the College has offered a half-day new student orientation and by 2006 a majority of College employees came together to staff this event. Each year more students and their families have taken advantage of this opportunity that combines a general welcome and introduction session, tours, and workshops. Special sessions are held for some populations, including students with disabilities, international, and veteran students. The Program Guide for Orientation Day outlines all events and sessions. (See Ex. 3.2) Students who enroll in the tuition free HD100 College Success course receive a more in depth and comprehensive orientation. Some sections of HD100 are designed to meet the needs of special populations. Persistence data for HD100 participants will be available in the resource room during the accreditation visit.

### **3.D.10 SYSTEMATIC ACADEMIC ADVISING**

Academic advising services are provided through a shared and decentralized model in which faculty members, professional academic advisors, and advisors in support programs like Disability Services and TRiO have responsibility for advising students. These advising services are

organized under the auspices of the Academic Advising and Transfer Center (AATC), Career Planning and Counseling Center (CPCC), and individual departments.

All new students who request academic advising are initially advised through the AATC. Advisor assignments are made at the time of admission by registration specialists, based on each student's declared major. Students are informed of their assigned advisor when they receive their admission confirmation letter. Students have access to advising information through the College web site, catalog, schedule of classes, and [student handbook](#). Unfortunately, many students choose to self-advise rather than meet with an advisor. SDS recognizes the need to conduct greater outreach to students to encourage professional advising. It also recognizes the need to develop new materials and tools to facilitate the self-advising that some students will chose regardless of the outreach effort.

Faculty advisors and other staff charged with academic advising responsibilities access advising resource information through the MHCC portal. Advisor training workshops, facilitated by SDS academic advisors, are offered regularly to faculty through the Teaching and Learning Cooperative. In 2004, a liaison system was instituted whereby each SDS academic advisor is assigned to specific programs or academic disciplines. (**Appendices 3.7a and 3.7b**) For this system to be effective, stronger relationships must be built between SDS academic advisors and faculty in the departments to which they are assigned. Once established, these ties between instruction and student services will create a comprehensive and robust advising system. The academic advising responsibilities of SDS advisors and faculty are set forth in their [job descrip-](#)

[tions \(Appendix 3.8\)](#) and [contract, \(Exhibit 3.32\)](#) respectively.

Two assessments help the College understand how well students' academic advising needs are being met and identify areas that require further development. The first is the [ACT Student Satisfaction Survey](#) administered every two years. In 2006, 60 percent of the students surveyed said they were satisfied or very satisfied with the advising services they received. The second assessment is a self study, based on guidelines set forth by CAS and designed by the College's AATC staff. (See Ex. 3.9) These assessments revealed the need for a comprehensive campus-wide assessment of the advising model. In October 2006, a cross-functional committee was charged with assessing and recommending improvements to the College's advising services. During spring 2007, a new process was piloted; in this process, academic advisors contact all new students and offer to schedule an appointment with them during their first term to review how to use web registration, plan the next term's schedule, and refer students to appropriate services such as the [Learning Assistance Center](#) or the [Career Planning and Counseling Center](#). Through the self study process, the College recognized the inconsistent advising services offered to students. Student advising is a shared responsibility between faculty and the advising staff. Improving linkages between the two areas will result in more consistent advising. Summer 2007, the College will continue its effort to improve advising policies and processes by reconstituting a committee that began working on the issue at an earlier time but whose work flagged due to an extended leave of the committee chair.

### **3.D.11 CAREER COUNSELING AND PLACEMENT MEET STUDENT NEEDS**

The Career Planning and Counseling Center (CPCC) provides career exploration activities through several modalities. Individual career counseling is provided by MHCC's professional career counselors. Two career planning courses, HD208 Career and Life Planning and HD110 Career Planning, are offered. These courses include topics such as career assessments, career research, decision making, and creation of an action plan. A variety of career exploration topics are explored in non-credit student success seminars. The work of CPCC is guided by the CPCC Standard Operating Procedures.

The CPCC provides a wide range of web-based career development resources, including computer assisted career guidance systems Discover, Vocational Biographies, and Career Information System. The CPCC web page has a [question and answer feature](#) that enables students to e-mail questions to career counselors.

The CPCC supports students seeking employment by offering a variety of resources such as information on the job search process, resume writing, and interviewing. Students may access these resources through individual appointments, courses, workshops, and class presentations. Students also learn about available jobs in the CPCC. Area employers post open positions on the E-Campus Recruiter, a web-based employment software. Some employers contact program faculty directly in order to fill open positions. CPCC holds career fairs and recruitment events on the Gresham Campus for individual employers.

MHCC offers cooperative education opportunities to its students. Faculty supervise these experiences, working with employers to estab-

lish learner outcomes and monitor students' attainment of them. Faculty maintain files of cooperative education student records using Co-Operative Education forms (**Exhibit 3.33**) and have the option of using the CPCC for employer contacts and record keeping.

The College began revitalizing its service learning program fall 2006 with several small events that encouraged students to participate in service learning. A task force is designing a comprehensive service learning program, and this work is documented in Service Learning Process and Committee Minutes. (**Exhibit 3.34**)

### **3.D.12 AVAILABLE PROFESSIONAL HEALTH CARE AND EDUCATION**

The Health and Wellness Resource Center (HWRC) in the College Center provides information to students about physical and mental health and the availability of wellness services in the community. A registered nurse/professional health educator helps students find appropriate resources and become self-directed users of the health information system. This system is accessible in the HWRC or [online](#) from the MHCC website.

Interactive software programs on an HWRC computer educate students about stress control, nutrition, smoking cessation, sexually transmitted infections, alcohol, and other drug prevention. The Student's Self-Care Online Guide enables students to explore personal medical concerns and assess whether they should seek professional medical care. Blood pressure monitors, a weight scale, tools to measure body fat percentage, condoms, and basic first aid supplies are free to students. HWRC sponsors alcohol and drug prevention, sexual assault prevention, and other health education programs. MHCC nursing

program students, as part of their coursework, design and implement educational services and identify health resources for the center.

Tuberculosis skin testing is available by appointment for students who are required to have these skin tests for admission or continuation in a College program. Testing is conducted by the registered nurse under the direction of a medical doctor.

For students with psychological health or personal problems that are interfering with their academic success, CPCC's professional counselors provide confidential consultation. Students are referred to community mental health resources as appropriate.

### **3.D.13 STUDENT HOUSING**

MHCC is not a residential college.

### **3.D.14 APPROPRIATE FOOD SERVICES**

The College contracts with an outside vendor, Chartwells, to provide food service on the Gresham campus. Food service facilities on the Gresham Campus include the Vista Dining Room, Jazz Café, St. Helen's Bistro, catering, vending, and concessions. The dining areas were updated in 2006 with new flooring, window treatments and furniture. A contracted service provides breakfast, lunch, and snack service at the Maywood Park Campus.

Chartwells MHCC operation is managed by the Food Service Director with at least five years of experience and current training by the Oregon Health Department. The director actively promotes the Serve Safe Program. All food services staff hold current State of Oregon food handler's licenses.

To assure quality, the Chief Operating Officer and Vice President for Administrative Services and the Budget Office and Auxiliary Services Director work with the food vendors. A Food Service Advisory Committee with membership from all employee groups and students meets with the Food Service Director to share suggestions and concerns and to review pricing. The work of this committee is documented by its current membership list, meeting agendas, and minutes. The vendors annually survey customers to determine satisfaction. The spring 2006 survey of users had 130 respondents; 57 percent rated food services as excellent/very good, 29 percent good and 14 percent fair/poor. (**Exhibit 3.35**)

### **3.D.15 CO-CURRICULAR ACTIVITIES FOSTER INTELLECTUAL AND PERSONAL DEVELOPMENT**

The College provides a range of co-curricular and extra-curricular programs for students, including special programming based on various themes. These programs are promoted through flyers and other outreach efforts. (**Exhibit 3.36**) ASG representatives and other students serve on a programming board. The programming board, under the leadership of the Student Activities Coordinator, plans program offerings often in cooperation with faculty committees or individual faculty members who are advisors to student clubs. The guidelines of the programming board and the minutes of its meetings document its work. (**Exhibit 3.37**) A variety of clubs exist to support students' interests. (See Ex. 3.26) Co-curricular programming is explicitly addressed in College Regulations and exists to support the education of students and to develop their leadership skills. (See Ex. 6.4)

Most co-curricular activities take place on the Gresham Campus and all students are welcome

to participate. Maywood Park Campus and The Bruning Center are included in some outreach efforts, but these endeavors need expansion. The majority of students engaged in co-curricular efforts are of traditional college age, but outreach efforts include students in all age groups. A part time evening coordinator conducts outreach and provides services for evening students.

### **3.D.16 CO-CURRICULAR PROGRAM POLICIES AND PROCEDURES**

The Student Life Office and ASG share in governance of co-curricular activities and collaboratively develop and implement diverse student activities based upon pre-defined objectives. ASG oversees the student organizations. The ASG Executive Board officers assure that groups comply with the College's contractual obligations, institutional policies and regulations, and local, state and federal laws. The College retains the legal right to adopt rules necessary to govern its operations and accomplish its mission as spelled out in College Regulation on Student Rights JF/JFA –AR. (**Appendix 3.9**)

Policies and procedures are in the [ASG Constitution](#) and By-Laws (See Ex. 3.20) and [Student Handbook](#). (See Ex. 3.10) Elected ASG student officers and SDS administrators develop policies and ensure they are appropriate and fair. They evaluate the effectiveness and efficiency of the programs that ASG sponsors. College Center staff, advisors, and faculty provide ongoing advising to support the students involved in ASG activities and ensure they comply with College Regulations. The College Center staff and ASG report to the Executive Dean of Student Development who has overall responsibility for the area. The Executive Dean meets regularly with ASG officers.

### 3.D.17 OPPORTUNITIES AND FACILITIES FOR RECREATION AND ATHLETICS

A variety of facilities support students' recreational needs. The gymnasium, tennis courts, racquetball/handball courts, track, weight room and [aquatic facilities](#) are available for all students during advertised times for open recreation. The Aquatics & Recreation Schedule and current term schedule of classes illustrate the accessibility of the facilities. (**Exhibit 3.38**) The Athletic Director and the Assistant Athletics Director/ Aquatics Director together plan and implement open recreation times. ASG sponsors club sport opportunities for students based on demand, and facilities used by club sports are allocated on a prioritized basis. The ASG Student Fees Budget documents the financial support for club sports. (**Exhibit 3.39**)

### 3.D.18 BOOKSTORE SUPPORTS EDUCATIONAL PROGRAM

The MHCC Bookstore supports the College's mission to provide a knowledge-based education by providing textbooks and supplies for academic needs. The bookstore sells trade books, reference books, study aids, general and course-specific supplies, apparel, gift items, and snacks/beverages. The bookstore also provides convenience services such as the sale of postage stamps, College catalogs, and Tri-Met tickets/passes.

The bookstore has an advisory committee comprising students, faculty, and staff to ensure that various College constituent groups have an opportunity to participate in the development and monitoring of bookstore policies and procedures. The committee last met, however, fall quarter of 2003. It is time for the advisory committee to be reconstituted in order to conduct a thorough review of bookstore operations.

### 3.D.19 POLICY CLARIFIES RELATIONSHIP BETWEEN COLLEGE AND STUDENT MEDIA

The College has four different student media operations: [The Advocate](#), a student newspaper, [Perceptions](#), a student arts magazine, [Venture](#), a news magazine, and [KMHC](#), a student radio station. MHCC also owns and operates a public radio station, [KMHD](#).

The student media and advisors work closely with national and local professional college student media organizations and their legal counsel to address issues arising from potential issues of unfairness, obscenity or libel. Since the student media are funded by student fees through the ASG budget, advisors and the College do not have authority to censor material. Advisors work with students to ensure fostering of and adherence to generally accepted standards of journalistic practice. If an issue arises that is not resolved through other means, advisors have the right to request that a Media Board convene. This Board is convened by the College President with representation from various College constituent groups. College legal counsel may also be involved.

## 3.E INTERCOLLEGIATE ATHLETICS

### 3.E.1 GOVERNING BOARD REVIEWS AND COLLEGE EVALUATES ATHLETICS PROGRAMS

The philosophy, goals, objectives, policies, and procedures guiding the Athletic Department are contained in the *MHCC Athletic Policy Handbook* (**Exhibit 3.40**). The department and the Executive Dean of Student Development review these annually and the MHCCD Board of Education approves them. The self study process revealed that a thorough review and update of the handbook and program outcomes is needed.

This effort is being lead by the Executive Dean of Student Development. The Northwest Athletic Association of Community Colleges (NWAACC), of which MHCC is a member in good standing, is the organization that administers Oregon's two-year colleges' intercollegiate athletic programs. MHCC offers the following intercollegiate athletic programs: Men's and Women's Cross Country, Women's Volleyball, Men's and Women's Basketball, Men's and Women's Track and Field, Men's Baseball, and Women's Softball.

### **3.E.2 ATHLETIC PROGRAM GOALS AND OTHER INFORMATION COMMUNICATED**

The goals and objectives of the intercollegiate athletic program are provided in writing to candidates for athletic staff positions in job announcements, such as the Athletic Coach job announcement. (**Exhibit 3.41**) Expectations of staff members are also provided in writing in job descriptions available to candidates and staff, such as the Athletic Coach position description. (**Appendix 3.10**) The generic coaching job descriptions are listed in the [Official Code Book of the Northwest Athletic Association of Community Colleges](#). (**Exhibit 3.42, pp. A-17 and A-18**) The *NWAACC Code Book* is supplied to each coach and is available in the Athletic Director's (AD) office. The AD, Assistant Athletic Director/Aquatics Director, Head Coaches, Assistant Coaches and Athletic Commissioners annually review policies and rules concerning intercollegiate athletics. The College does not have a faculty committee on athletics. Program staff discovered through the self study process that MHCC is not in complete compliance with NWAACC policies requiring coaches' annual certification, current First Aid Certification, and a sport-specific test for each head and assistant coach. The Executive Dean of Student Services and the AD are

working with coaches and staff to fully meet the association's requirement by fall 2007.

The duties of the Athletic Director, the Athletic Commissioners, and others involved in policy-making and program administration are delineated in the *MHCC Athletic Policy Handbook*. (See Ex. 3.40)

### **3.E.3 AGENCIES FOR STUDENT ATHLETICS NOT SEPARATE FROM INSTITUTIONAL AGENCIES**

All College policies regarding admissions, academic standards, degree requirements, financial aid awards, and any others apply to student athletes in the same manner they apply to all MHCC students. All policies governing athletics are required to undergo the same process for review and approval by the Board as any other Board Policy. Materials and brochures are provided specifically to student athletes by the athletic department, and the policies and procedures they contain are the same policies pertaining to all students at the College.

MHCC emphasizes academic achievement of its athletes by nominating qualified individuals for NWAACC All-Academic Selection and for the NWAACC Academic Leadership Award. Ten MHCC student/athletes received the All-Academic Selection in 2005-2006 and one received the NWAACC Academic Leadership Award for 2004-2005. The College requires all student/athletes to maintain satisfactory academic standing to maintain eligibility. Student athletes submit signature forms (**Appendix 3.11**) to their instructors and return them to the coaches regularly so coaches may monitor the progress of athletes in the classroom. NWAACC's *Information for a Prospective Student/Athlete* (**Appendix 3.12**) informs prospective student athletes about eligibility standards for competition. Other informa-

tion that is shared with students is the Financial Aid Office's Standards of [Satisfactory Academic Progress](#). (**Appendix 3.13**)

### **3.E.4 ACCOUNTABILITY IN ATHLETIC BUDGET**

The AD, with approval of the Executive Dean for Student Development, prepares the annual athletic budget, which is part of the overall institutional budget. The athletic budget is funded in part by 50 percent of the student activity fees and by generation of revenue from facilities rentals, sponsorships, donations and fundraising activities. The generated revenue is used for expenses not covered in the ASG budget. The athletic budget is administered through the MHCC Business Office and is subject to the same documentation and audit procedures as the other College areas.

### **3.E.5 EQUITABLE TREATMENT OF MALE AND FEMALE ATHLETES**

The College provides equitable opportunities for access, participation, and equipment use to male and female athletes. The 2005-2006 NWAACC Sports Gender Participation Report (**Appendix 3.14**) includes MHCC gender participation in athletics. Gender ratios at MHCC have been calculated for the past several years for both the general student population and for the student/athletes participating in athletic programs. In 2005-2006, 44 percent of MHCC athletes were in men's sports and 56 percent were in women's sports. This compares with the general student body of which 42 percent are men and 58 percent are women. The AD annually submits Title IX Equity data (Student Information Equity in Athletics) for review by the U.S. Department of Education as required by Title IX (**Exhibit 3.43**).

The Women's Team Room was remodeled in 2005, and the Men's Team room will be remodeled in 2007-2008. Male and female student athletes receive equal opportunity for financial aid and student support services as documented in the NWAACC Grant-In-Aid audit. (**Exhibit 3.44**)

### **3.E.6 POLICY TO AVOID CONFLICTS WITH THE INSTRUCTIONAL CALENDAR**

MHCC's scheduling policies for both practice and competition dates and times are published in the *Athletic Policy Handbook*. (See Ex. 3.40) Athletic schedules are posted on the Gresham Campus and on the MHCC website. (**Exhibit 3.45**) When possible, intercollegiate sporting event dates avoid conflict with the instructional calendar. While no specific regulations exist barring practices or competitions during final exam week, College Regulations are currently under revision and will be updated to include specific reference to athletic practices and games.

### **POLICY 3.1 INSTITUTIONAL ADVERTISING, STUDENT RECRUITMENT AND REPRESENTATION OF ACCREDITED STATUS**

Documents produced by the College, both in print and electronically, focus on educational and support programs that assist the student. Publications for the College are planned, reviewed and approved under the auspices of the Creative Team. Materials are thematically consistent and are updated at specific intervals to ensure accuracy. Catalogs and other publications are available at many locations on campus and first year students receive a copy of the Catalog and the Student Handbook planner during an initial orientation session or at the first session of their HD100 class.

It is the goal of the college to select professional and student recruiters who represent not only the diversification of our student body but also

exhibit the highest standards of honesty, integrity, and ethical behavior. The recruitment process does not include offers of money or other inducements in exchange for student enrollment. Care is taken to accurately state program costs beyond tuition, abilities required to complete a program of study, and job placement statistics upon completion.

Mt. Hood Community College is accredited by the Northwest Commission on Colleges and Universities and is approved as a veterans training institution by the Veterans Administration. Accreditation documentation is available in the President's Office.

Career Technical programs are accredited by the following organizations:

Automotive:

NATEF (National Automotive Technician Education Foundation)

Dental Hygiene:

Commission on Dental Accreditation, American Dental Association

Early Childhood Education:

National Academy of Early Childhood Programs

Funeral Service Education:

American Board of Funeral Service Education

Medical Assistant:

American Association of Medical Assistants

Nursing:

Oregon State Board of Nursing

Physical Therapy Assistant:

Commission on Accreditation in Physical Therapy Education

Surgical Technology:

Accreditation Review Committee on Education in Surgical Technology

Respiratory Care:

Joint Review Committee for Respiratory Therapy Education

## **ANALYSIS**

### **STRENGTHS:**

There is a strong Board commitment to student retention as evidenced by its decision to provide significant funding for tuition waivers for HD100 Student Success classes, offerings that have improved student retention by 32 percent in the past two years.

The student-centered focus of the institutional mission and of College employees provides a strong foundation on which to evaluate and improve the ways in which students are served.

The Board's commitment of resources to remodel student services areas and create a one-stop center, combined with the availability of student services on the web, provides convenient access to student support.

The Degree Audit Reporting System (DARS) has significantly improved the accuracy of College advising regarding students' progress towards degrees and allows students to self monitor their progress.

### **WEAKNESSES**

SDS has not created nor implemented an ongoing system of analyzing data for assessment, planning, and continuous improvement.

Customer service throughout the student services area is inconsistent and needs improvement.

Processes used within the student services areas have not been regularly reviewed and modified; consequently, many do not optimally serve student needs.

There is a lack of systematic clarity on the roles of academic advisors, counselors, and faculty. New students receive program and orientation information from both academic advisors and faculty advisors, creating accuracy and consistency problems when information from the two sources differs.

**THREATS:**

Insufficient state funding and subsequent budget reductions make it increasingly difficult to provide adequate services to a diverse student body.

**OPPORTUNITIES:**

Increased state funding for financial aid for full and part time students and the recently approved increase to federal Pell awards, combined with more financial aid applicants through outreach activities, will create opportunities to provide greater financial assistance to more students.

The emphasis placed on the student information system (Jenzabar project) provides these opportunities: to introduce new and improved services; to analyze policy alignment with College goals and Board priorities; and to encourage communication throughout instruction, student services, and administrative services.

**RECOMMENDATIONS:**

Review all operating procedures and manuals to ensure compliance and consistency with state and federal guidelines, Board Policies, and College Regulations.

Create procedures for and implement purposeful assessments of all SDS departments. Integrate the assessment of student services with assessment of instructional services. Based on the results of these assessments, develop strategic

plans that focus on student success. This approach will provide paths for continuous improvement.

Coordinate and evaluate the myriad high school recruitment activities currently taking place and develop a plan that results in consistent and effective communication with these partners.

**COURSE OF ACTION**

Through the efforts of a broad based Advising Strategies Committee, develop an institutional philosophy on student advising and an advising model based on best practices. Teams comprising faculty and SDS staff will coordinate advising services using this model.

Implement a systematic and consistent planning and assessment process for SDS.

Develop a coordinated strategy for high school recruitment.

### STANDARD THREE: STUDENTS

CROSS-REFERENCED				ONSITE	
Item	Document	In Self Study Report	CD ROM	Exhibit Room	Online
<b>APPENDICES</b>					
3.1a	Organizational Chart Student Development and Services	•	•		
3.1b	Organizational Chart President's Cabinet	•	•		
3.2	Excerpt of 2006 Progress Report including positive persistence	•	•		•
3.3	MHCC Institutional Grants 2002-2008	•	•		
3.4	Credit for Course Work - College Catalog	•	•		•
3.5	College Placement Testing (CPT) – What Faculty and Staff Should Know	•	•		
3.6	Ten Year History of Default Rates on Student Loans	•	•		
3.7a	Division Liaison Program	•	•		
3.7b	Division Liaison Assignments				
3.8	Job Description - Sample	•	•		
3.9	Student Rights and Responsibilities	•	•		
3.10	Coaching job description	•	•		
3.11	Academic Progress Form	•	•		
3.12	NWAACC Information for a Prospective Student-Athlete	•	•		
3.13	How Do I Keep my Financial Aid Award? Brochure	•	•		
3.14	NWAACC Sports Gender Participation Report	•	•		
<b>EXHIBITS</b>					
3.1	HD100 Fliers	•		•	
3.2	New Student Orientation Handout	•		•	
3.3	Programs and mailers	•		•	
3.4	Crisis Protocol Handout	•		•	
3.5	Current College Programs Enhancing High School Recruitment and Enrollment	•		•	
3.6	HR job descriptions for staff	•		•	•
3.7	Evaluation tool – Supervisory and Classified Staff	•		•	•

### STANDARD THREE: STUDENTS

CROSS-REFERENCED				ONSITE	
Item	Document	In Self Study Report	CD ROM	Exhibit Room	Online
<b>EXHIBITS - CONTINUED</b>					
3.8a	SOP Manual for Health & Wellness Resource Center – sample	•		•	
3.8b	SOP Manual for Financial Aid – sample	•		•	
3.8c	SOP Manual for Disability Services Office – sample	•		•	
3.9	CAS Self Assessment Reviews	•		•	
3.10	Student Handbooks 2005-06, 2006-07 and 2007-08	•		•	•
3.11	Student Schedules 2006 and 2007	•		•	•
3.12	College Placement Testing (CPT) test analyses	•		•	
3.13	Student Services ASH Mt. remodel –Advocate Story	•			
3.14	Diversity Notebook	•		•	
3.15	Jenzabar Report to MHCC: Connecting Technology to Institutional Strategy Assessment Report	•		•	
3.16	Jenzabar Reports/ Timelines and Solution Outlines	•		•	
3.17	Consortia Agreements – PAHEC and OCNE	•		•	
3.18	College Placement Test (CPT) Meeting Minutes	•		•	
3.19	TRiO, Disability Services, Transitions, Transiciones, ENL/ESL, and GED and ABE internal reports and department statistics	•		•	
3.20	Constitution (and by-laws) of the Associated Students of MHCC	•		•	
3.21	Student Complaint Procedure in Spanish, Russian, and English	•		•	•
3.22	Crime Awareness and Campus Security	•		•	
3.23	College Student Inventory (CSI) Aggregate Data	•		•	
3.24	Fisheries Technology Program - Restricted Entry Program Application	•		•	
3.25	Underage Student Process	•		•	
3.26	List of Student Clubs and Organizations	•		•	•
3.27	Disabilities Student Map	•		•	•
3.28	CPT Handout and Interpreting Your Scores	•		•	

### STANDARD THREE: STUDENTS

CROSS-REFERENCED				ONSITE	
Item	Document	In Self Study Report	CD ROM	Exhibit Room	Online
<b>EXHIBITS - CONTINUED</b>					
3.29	Program Handbook – Nursing	•		•	•
3.30	Financial Aid Data	•		•	
3.31	Financial Aid Brochures	•		•	
3.32	Full-time Faculty Contract - Article 10 section C:3 and Article 11 section A:4	•		•	
3.33	Cooperative Internship Form	•		•	
3.34	Service Learning Process & Minutes	•		•	
3.35	Food Service Advisory Committee - Current Meeting List, Agenda, and Minutes and Spring Survey	•		•	
3.36	Co-Curricular/Extra-Curricular Program Flyers, Promo Information, and Program Efforts	•		•	
3.37	ASG Meeting Minutes	•		•	
3.38	Aquatics and Recreation Schedule	•		•	
3.39	ASG Student Fees Budget	•		•	
3.40	Athletic Policy Handbook	•		•	
3.41	Coaching Job Announcement	•		•	
3.42	2006-07 Official Code Book of the Northwest Athletic Association (NWAACC)	•		•	
3.43	Equity in Athletics Reports 2003-04, 2004-05, 2005-06	•		•	
3.44	NWAACC Grant-In-Aid audit	•		•	
3.45	Athletic schedules	•		•	
<b>SUPPORTING DOCUMENTATION REQUIRED BY 2003 ACCREDITATION HANDBOOK</b>					
3RD.1	Table 1: Admissions Report			•	
3RD.2	Table 2: Student Affairs Staff profile			•	
3RD.3	Statistics on financial aid years ending 2004-06			•	
3RD.4	Financial Aid Audits			•	
3RD.5	List of Clubs and Organizations/Survival Guide			•	•

### **REQUIRED DOCUMENTATION:**

1. Organization chart for student services. (see appendices 3.1a and 3.1b)
2. Student handbook where applicable. (see exhibit 3.10)
3. Summaries of student characteristics that will provide a composite of the nature of the student body. (see exhibits 3.14 and 1.4)
4. Student retention and rate of graduate data for the last three years. (see exhibit 1.11)  
NCAA Division I Schools are to include the most recent NCAA graduation rate report. (N/A)
5. Completed Table #1, Admissions Report. (see 3RD.1)
6. Completed Table #2, Student Affairs Staff Profile. (see 3RD.2)
7. Description of procedures for policy development including the involvement of students. (see 3.B.2 section of self study)

### **REQUIRED EXHIBITS**

1. Policies and procedures on: student conduct, rights, and responsibilities; student grievance process; academic honesty; athletics; student fees; tuition refunds. (see exhibits 3.10 and 3.21)
2. Statistics on student financial aid such as types and amounts available, number, gender of students assisted in each of last three years, default rate on loans, etc. (see appendix 3.6 and 3RD.3)
3. Most recent financial aid reviews conducted by state and federal agencies. (see 3RD.4)
4. NCAA Division I Schools are to include the most recent graduation rate report. (N/A)
5. A copy of the mission and goals of each unit. (see Sample Standard Operating Procedures located in each department as well as – exhibits 3.8 a-c)
6. Evidence of goal attainment of each unit. (see SOPs)
7. Evidence of the impact of student services on students. (see exhibit 1.6)
8. Institutional publications required by the Campus Security Act, Drug Free Schools and Colleges Act, the Drug Free Workplace Act (Board Policy 5040) and the Student Right-to-Know Act. (see exhibits 3.10, 3.11, 3.22 and 9.5a, 9.5b, and 9.5c.)

### **SUGGESTED MATERIALS:**

1. List of recognized student organizations. (see exhibit 3.10 and 3RD.5)
2. Strategic plan for student services.(see CAS studies – exhibit 3.9)
3. Constitution for student government. (see exhibit 3.20)
4. Sample copies of student publications. (see exhibit 3.36 - Venture, Perceptions, and The Advocate)
5. Brief resumes of the professional staff in student services. (see Human Resources).