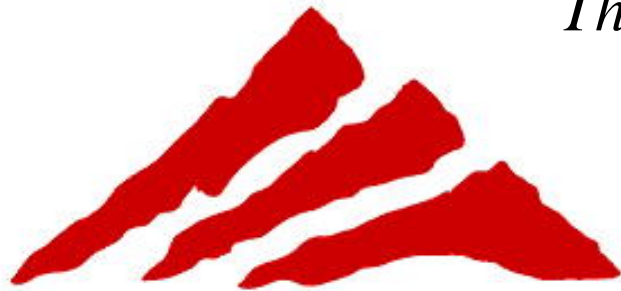


2005 Progress Report To The Mt. Hood Community College Board of Education



*The Mt. Hood Community College
2005 Progress Report To The
Board of Education on
Board Priorities and
Organizational Goals*

MT. HOOD
COMMUNITY COLLEGE



KNOWLEDGE *for* SUCCESS

Board Priorities

Priority #1: Create an environment, which supports knowledge based education to prepare MHCC students for participation in and contributions to the Knowledge Based Economy and Regional Economic Development.

Priority #2: Create a supportive environment for an increasingly diverse student population utilizing sensitive educational and student service opportunities, which will address the need for an increasingly diverse workforce.

Priority #3: Increase the number of traditional transfer and professional technical students who eventually attain a baccalaureate degree through increased transfer opportunities and support.

Priority #4: Increase the rate of student persistence by 3 percent per year to enhance each student's ability to attain educational success.

Priority #5: Increase access to college programs in a time of shrinking resources by increasing efficiency and productivity.

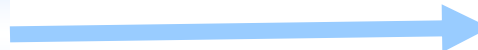
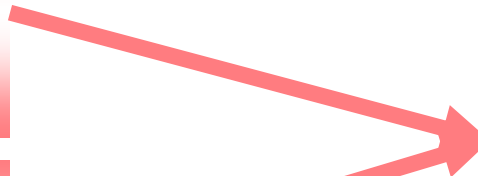
MHCC Goals

Goal #1: *Knowledge-Based Workforce.* Provide knowledge-based educational offerings to meet regional economic development requirements.

Goal #2: *Access and Diversity.* Provide affordable and attractive option for members of the community seeking a post-secondary education, including the creation of an environment in which diversity thrives.

Goal #3: *Transitions/Outcomes.* Strengthen support for student success and provide seamless transfer opportunities to colleges, universities and careers.

Goal #4: *Institutional Capability.* Strengthen institutional capability to expand opportunities for student success and financially sustain programs and services.



Priority #1: Knowledge-Based Education

Critical Success Factors:

1. Economic and Workforce Development

MHCC prepares individuals for direct entry into a knowledge-based economy.

Key Measure: Number of businesses and individuals served by the Economic and Workforce Development Division.

Progress: The Professional Development/Community Education program saw a 21% increase in the number of workers it trained between 2003-04 and 2004-05. The Steps to Success program saw a 10% increase in the number of individuals obtaining employment as a result of participation. The Small Business Development Center increased services 17% in the two years reported.

2. Interdisciplinary Courses

Interdisciplinary courses provide students with opportunities to address multiple learning outcomes, provide a firm foundation for future college-level experiences, and link directly to the world of employment.

Key Measure: Number of students participating in interdisciplinary courses.

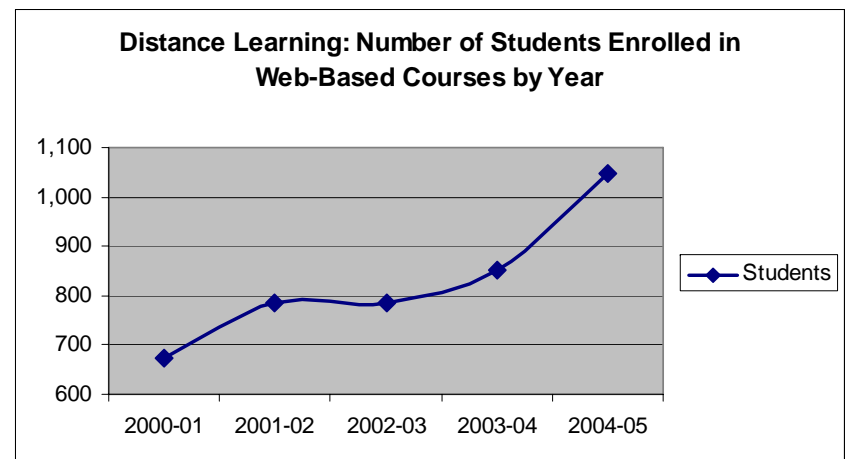
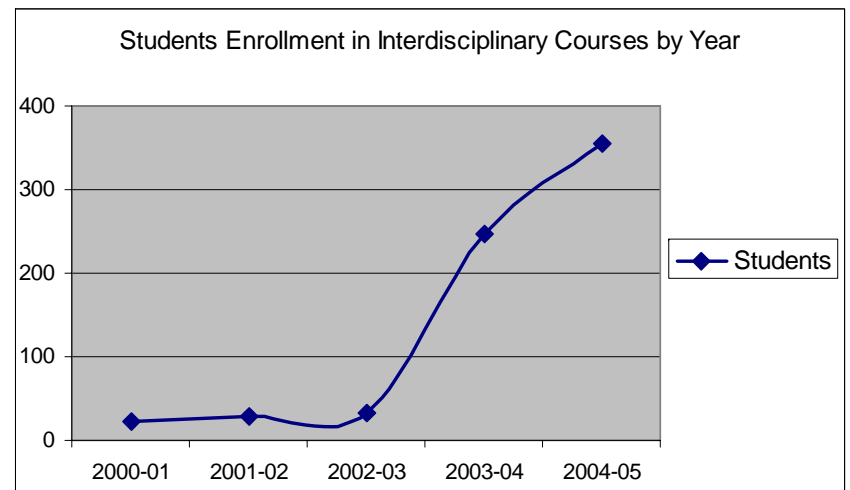
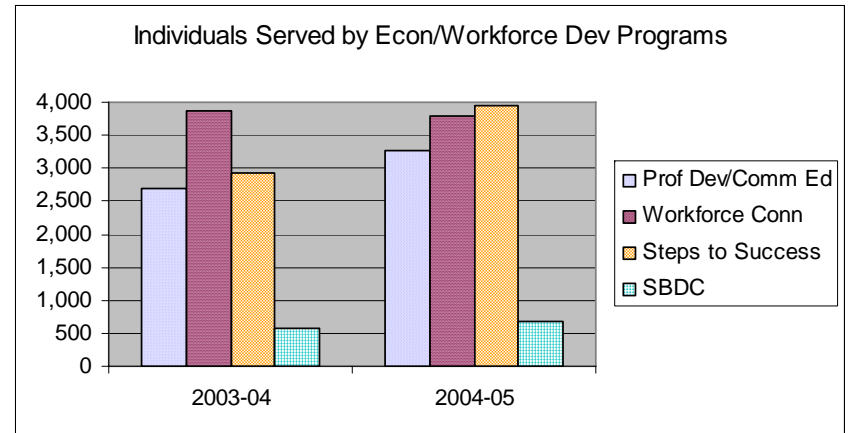
Progress: Student participation in interdisciplinary offerings has seen extensive growth in the last two academic years; this is primarily a result of cohort course offerings including the HD100/RD90/WR90 series.

3. Technology-Based Learning Opportunities

Technology-based learning provides students with the skills to use currently available technology and function more effectively in an information-based society.

Key Measure: Number of students enrolling in distance learning courses.

Progress: Enrollment in web-based courses has increased 33% between 2002-03 and 2004-05 while overall enrollment at the college has declined over the same period.



Priority #2: Access and Diversity

Critical Success Factors:

1. Campus Diversity

The MHCC District and student body are increasingly diverse.

Key Measure: Proportion of minorities within student, full-time faculty, and full-time staff populations.

Progress: Students are showing steady progress toward alignment with district-wide ethnic minority proportions while staff and faculty improved slightly. Faculty and staff progress is slow due to a lack of hiring activity.

2. A Welcoming and Supportive College Environment

MHCC provides students with opportunities to learn about alternative cultures in formal class settings as well as experience extracurricular-activities that create a welcoming climate for people of all ethnic backgrounds.

Key Measure: Number of opportunities/events that create a welcoming climate for cultural/ethnic minority groups.

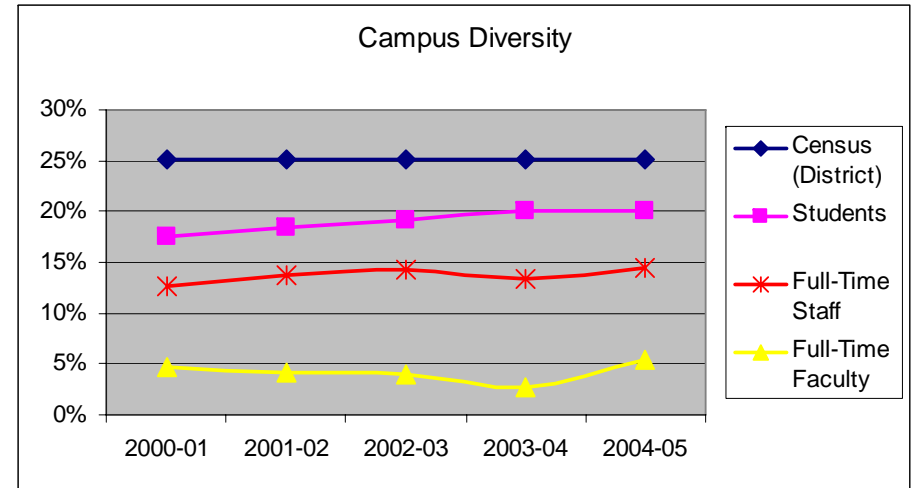
Progress: During 2004-05, six major multicultural diversity events held on campus attracted 1,650 participants.

3. Staff Training in Multiculturalism

Sensitivity training provides faculty and staff with awareness of and respect for the ethnic and cultural differences of individuals in the campus environment.

Key Measure: Number of training hours devoted to multicultural issues.

Progress: In 2004-05, 141 individuals participated in 1,093 contact hours in seven major multicultural diversity special programs and The Teaching and Learning Center sessions.



Priority #3: Transfer

Critical Success Factors:

1. Transfer Student Activity

MHCC transfer (as well as professional–technical) programs provide students with the foundation to successfully transfer to four-year institutions in order to meet their educational goals.

Key Measure: Number of students transferring to four-year institutions.

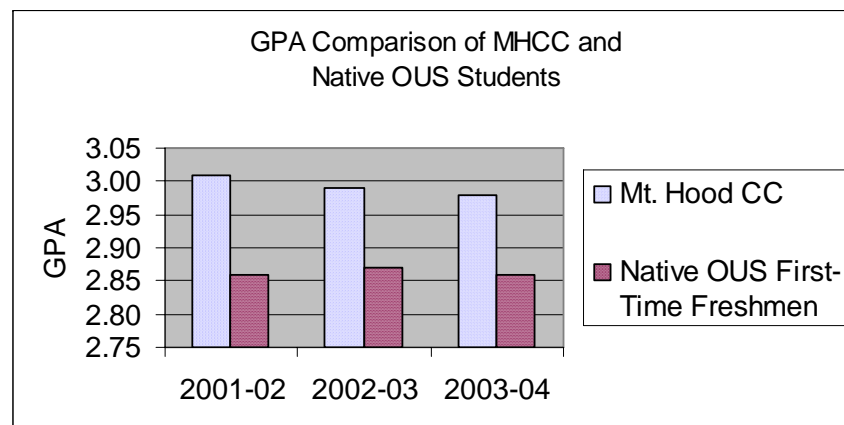
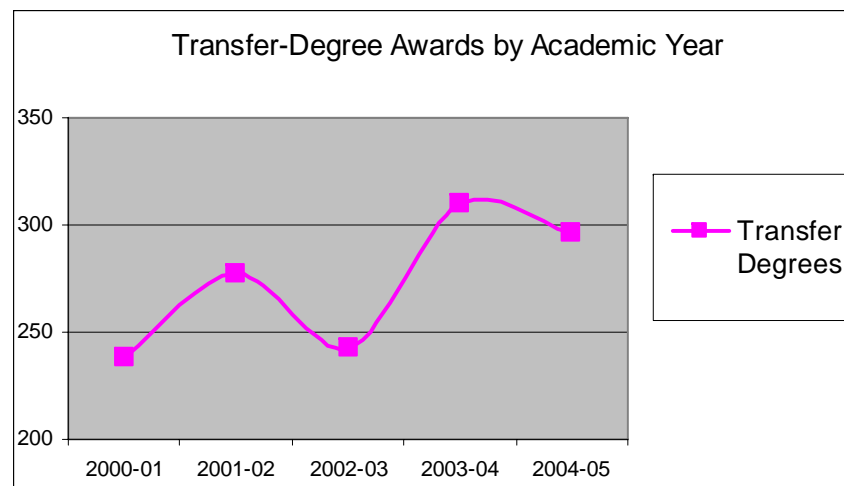
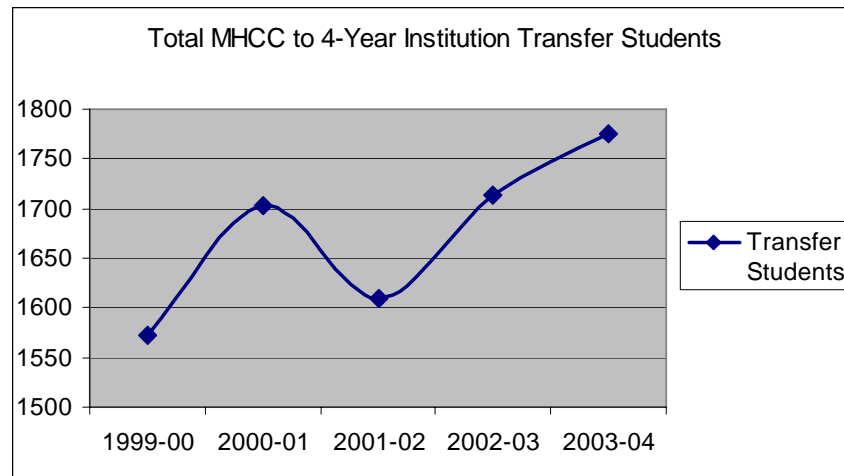
Progress: The number of students transferring to 4 year institutions has increased an average of 5% per year since the 2001-02 academic year. MHCC has increased the number of active articulation agreements with 4-year institutions and awarded more transfer degrees.

Key Measure: Number of transfer degrees awarded to MHCC students.

Progress: Transfer degree awards increased 27% between the 2002-03 and 2003-04 academic years. The number of degrees declined by 5% between 2003-04 and 2004-05 but was consistent with the overall enrollment decline. The proportion of transfer degree completers to credit students remained constant (22%) for both years.

Key Measure: GPA of MHCC transfer students compared to their native OUS counterparts.

Progress: Over the last three academic years, MHCC students have consistently outperformed their native OUS counterparts. Differences have remained relatively stable across the three years measured; average difference in GPA between Mt. Hood students and native OUS first-time freshmen students is 0.13



Priority #3: Transfer (Continued)

Critical Success Factors:

2. Co-Admission / Degree-Completion Activities

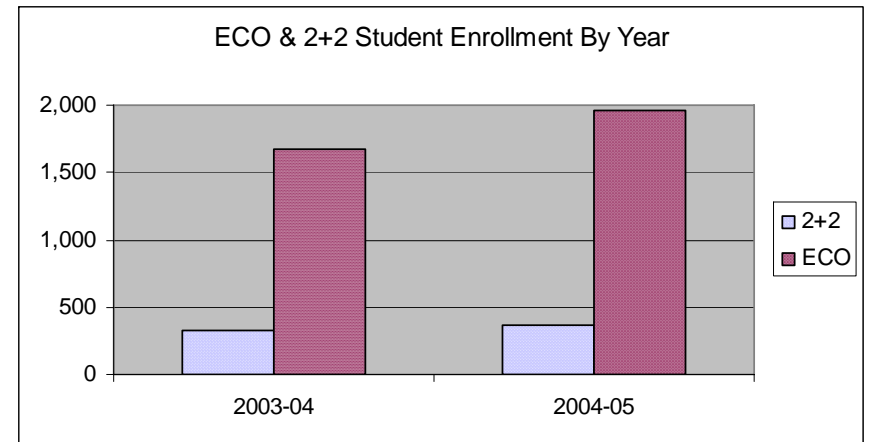
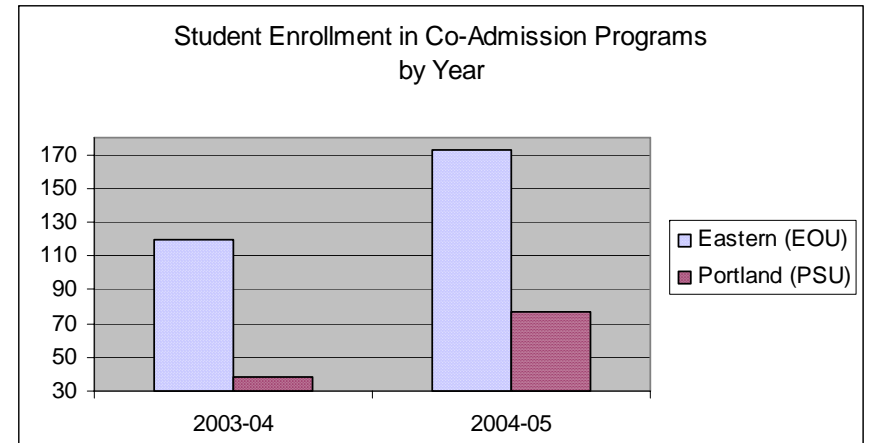
MHCC co-admission agreements foster transfer opportunities to 4-year institutions.

Key Measure: Number of students enrolled in co-admission programs.

Progress: MHCC currently has two co-admission programs: (1) Eastern Oregon University and (2) Portland State University. EOU co-admits increased 44% from 2003-04 to 2004-05; expansion of degree completion options in Elementary Education and Business Administration are factors for the increase. PSU co-admits have increased 50% in the two years reported; a degree completion program in General Social Science in addition to the presence of a PSU advisor on the Gresham campus have influenced this increase.

Key Measure: Number of students enrolled in Early Collegiate Opportunity (ECO) and 2+2 programs (high school co-enrollment).

Progress: The ECO program – a college preparatory program for transfer students – saw an 18% increase in enrollment between the 2003-04 and 2004-05 school years. The 2+2 program – providing high school students with professional-technical courses – saw an 11% increase in enrollment over the same time period.



Priority #4: Persistence

Critical Success Factors:

1. Persistence Rates

Students must persist at the institution in order to successfully attain education and career goals.

Key Measure: Overall persistence rate of students.

Progress: Consistent with MHCC's increased emphasis on persistence initiatives, persistence rates in the first year have increased nearly 15% between Fall 2002 and Fall 2004. Second year persistence rates are also increasing.

Key Measure: Persistence rate of students participating in Persistence Initiatives.

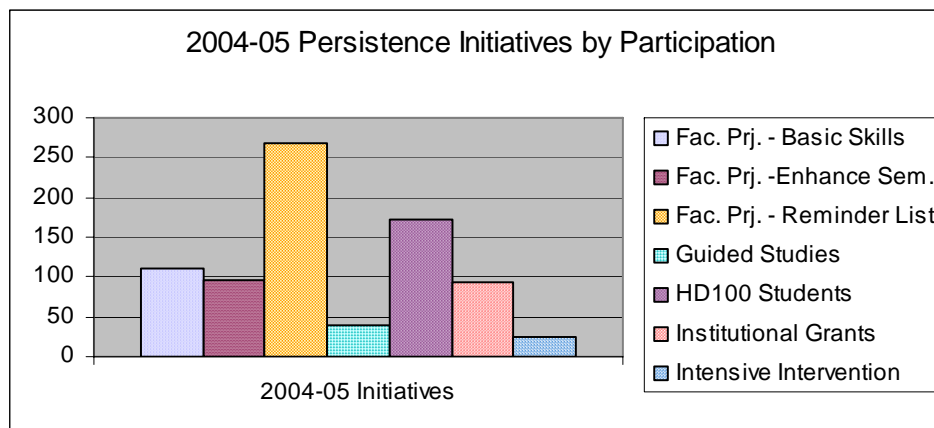
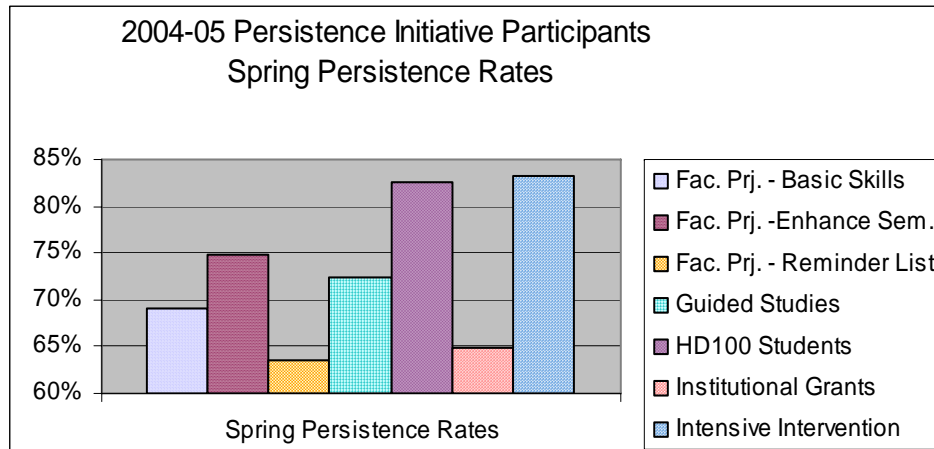
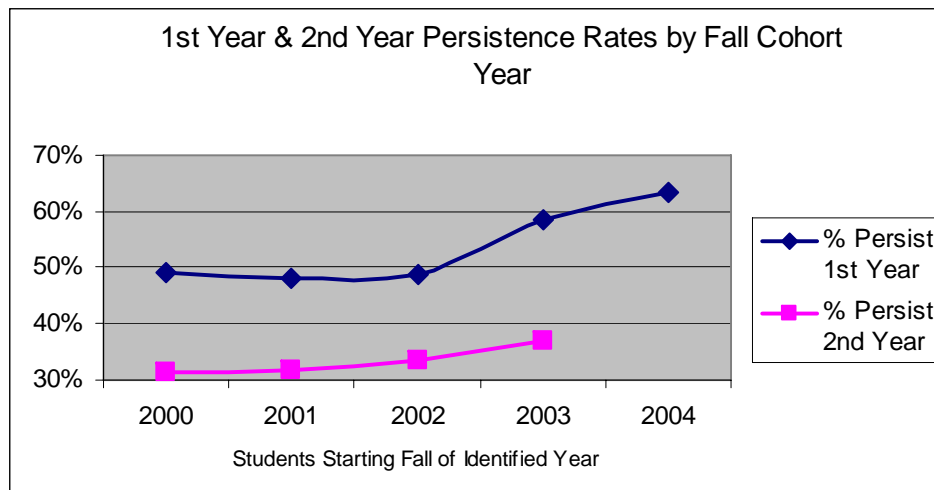
Outcomes: For persistence from Fall to Spring terms, the rate for those participating in some type of initiative program was 72.5%. Four of the initiatives resulted in persistence rates at or above the overall rate: (1) Fall Faculty Project-Enhancement Seminar, (2) HD100, (3) Intensive Intervention, and (4) Guided Studies.

2. Persistence Initiatives

MHCC continues to develop programs that foster student persistence and help ensure student success.

Key Measure: Persistence Initiative Program Participation.

Outcomes: During 2004-05, a total of 804 students participated in some type of persistence initiative program. The Fall Faculty Project-Reminder List and HD100 Students had the highest participation rates: 269 and 172 respectively.



Priority #5: Increased Efficiency and Productivity

Critical Success Factors:

1. Technology for greater efficiencies

In times of scarce resources it is imperative that the college use technology to improve services.

Key Measure: Web registration use.

Progress: Web registration has seen extensive growth since its introduction; there was nearly a 300% increase between the initial year of introduction (2002-03) and the following year. The increase between 2003-04 and 2004-05 was 5%. This parallels the experience of other campuses that have implemented this type of service.

2. Improved service to students

MHCC is a service organization; improved efficiencies will result in higher quality service to students.

Key Measure: Wait times for student services.

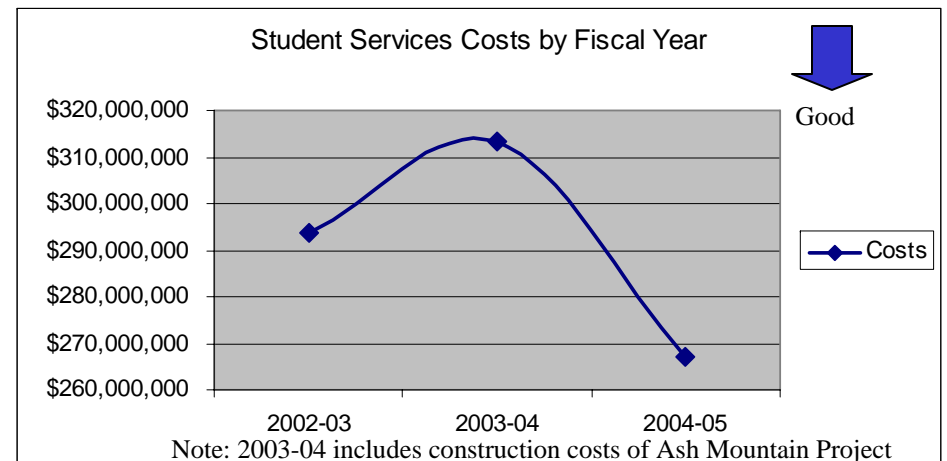
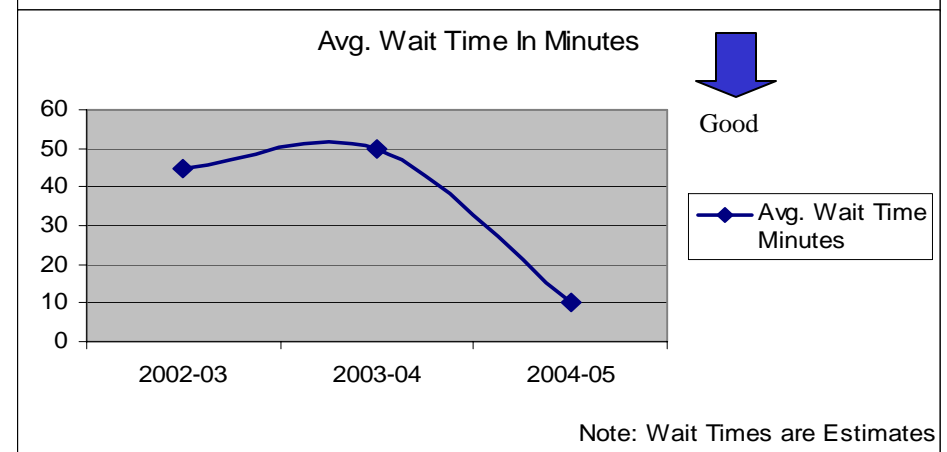
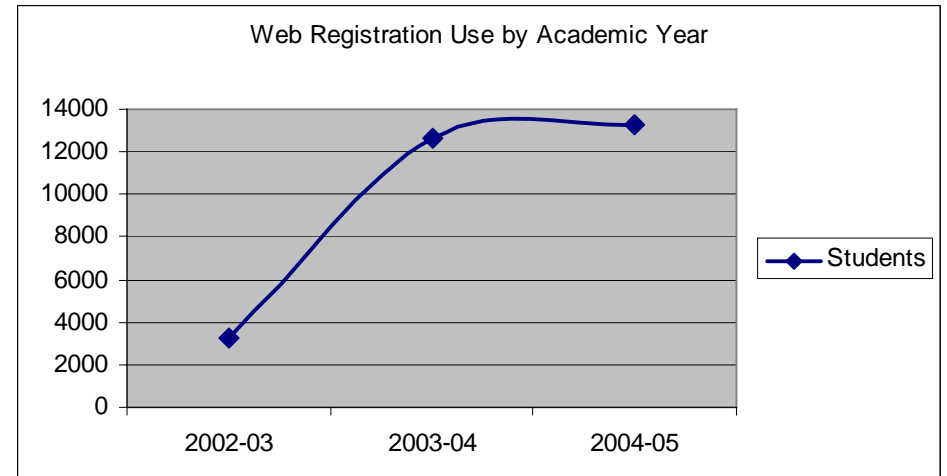
Progress: Estimated average wait times at student services were 45 minutes prior to the Ash Mountain Construction Project. During the project, wait time actually increased to approximately 50 minutes. Wait times have been reduced dramatically (to approximately 10 minutes) with the completion of the project and integration of the “one-stop” approach which allows students to access multiple student services at a single location.

3. Decrease costs to the college

Increased efficiency will result in lower costs for the college.

Key measure: Costs associated with student services.

Progress: Student services costs have dramatically decreased, primarily as a result of the Ash Mountain Construction Project.



Priority #5: Increased Efficiency and Productivity

Critical Success Factors:

4. Academic Services

Instruction and student learning are the primary functions of the college.

Key Measure: Annual Student Full-Time Equivalent (SFTE) is an indicator related to institutional health and productivity.

Progress: A variety of internal and external factors have resulted in a decrease of SFTE over the last two years. Dramatic increases in tuition and the slow-to-recover economy have influenced recent enrollment figures. Early 2005-06 data are presented in Table 5.1. These data indicate 4th week summer enrollment has improved compared to the same time last year.

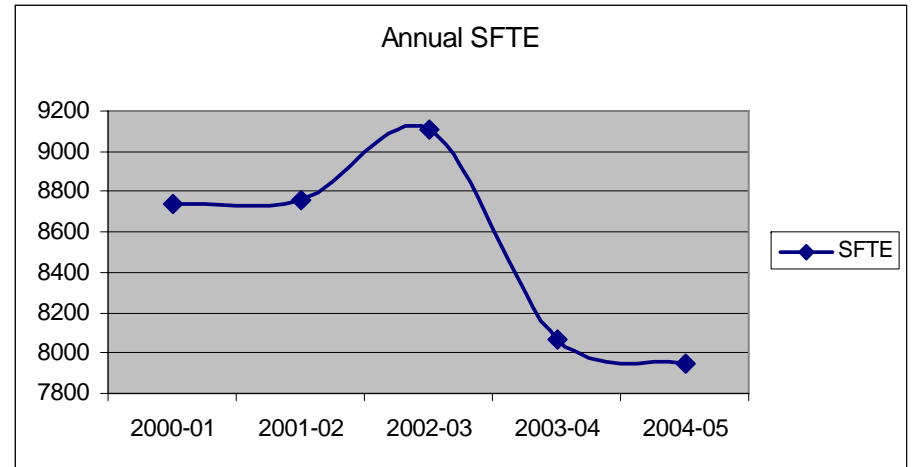


Table 5.1 Enrollment Comparison Summer '04 to Summer '05

4 th Week	SFTE	Headcount
Summer '05	2134.72	8613
Summer '04	2037.81	8243
Difference	+4.75%	+4.48%

Priority #6: Alternative Revenue Streams

Critical Success Factors:

1. Grant Seeking

Supplemental revenue is potentially available from a wide range of external funding sources.

Key Measures: Number of grant proposals submitted and total grant income.

Progress: During 2004-05, 31 grant applications were submitted. Total grant income was \$22.4 million (compared to \$21.9 million in 2003-04).

2. MHCC Foundation

The MHCC Foundation continues to be an important fund-raising instrument for the college.

Key Measure: Total number of dollars raised per year.

Progress: During 2004-05, \$428,395 was raised through the foundation (compared to \$462,636 the previous year). An annual campaign plan is under development.

3. Property Development Initiatives

The development of real property is one potential source of supplemental revenue.

Key Measure: Total number of initiatives explored.

Progress: Initiatives for development in the Rockwood neighborhood, as well as the corner of Stark & Kane, are under discussion