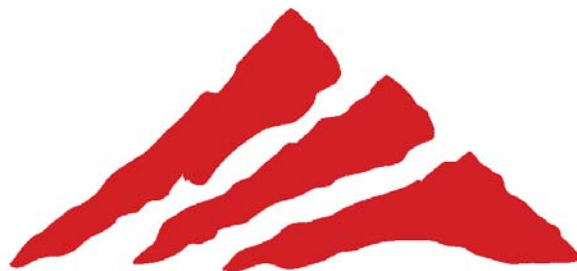


2008 Progress Report

*The Mt. Hood Community College
2008 Progress Report
to the Board of Education
on Board Priorities
and Organizational Goals*



MT. HOOD
COMMUNITY COLLEGE

Annual Progress Report

August 2008

¹**prog-ress** Pronunciation: \ˈprā-grəs, -gres, US also & British usually ˈprō-,gres\

Function: *noun*

Etymology: Middle English, from Anglo-French *progrés*, from Latin *progressus* advance from *progrēdi* to go forth, from *pro-* forward + *gradī* to go

1 a (1): a royal journey marked by pomp and pageant (2): a state procession b: a tour or circuit made by an official (as a judge) c: an expedition, journey, or march through a region 2: a forward or onward movement (as to an objective or to a goal) : Advance 3: gradual betterment; especially : the progressive development of humankind — in progress: going on: Occurring (Source: Merriam-Webster)

The 2008 report presents a snapshot of the progress made during the 2007-2008 academic year. Under the leadership of Interim President Gary Murph, the college continued its journey of lifelong learning, making incremental forward movement towards the Board's four goals: Access and Diversity, Knowledge-Based Workforce, Transitions/Outcomes, and Institutional Capability.

As we honor the efforts of the past and prepare for the future, the transition from Interim President Murph to President Sygielski is marked by transformational planning in which we begin to think differently and develop the kinds of capabilities that can adapt quickly to new challenges and to unexpected circumstances. We must promote an entrepreneurial spirit and approach to teaching and learning by encouraging a culture of creativity and prudent risk-taking.

There will be no one moment in time at which the college is "transformed." Rather, we are building a culture of transformation and refinement, one of continuous improvement that fundamentally addresses the needs of our students and our communities.

The data in the subsequent report represents much of the analysis of indicators done by the Strategic Planning Council during the 2007-2008 academic year. During that period of time, the Council reviewed the indicators relevant to the Board priorities of Access and Diversity, Transfer and Persistence. With the advent of President Sygielski the Board has determined that the annual report will be presented during the January retreat. At that time additional data will be reviewed. With the introduction of a new strategic plan in January 2009, new indicators of success will be developed and reported.

Mt. Hood Community College opened in 1966 and has served 917,135 students. Classes are offered at the 212-acre campus in Gresham, the MHCC Maywood Park Campus, the Bruning Center for Allied Health Education, and evening education centers at district public schools.

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

A retreat of the Mt. Hood Community College District Board of Education will be held at 8:30 a.m. on August 23, 2008 at the Resort at the Mountain, Welches, Oregon

TENTATIVE AGENDA SESSION #788

- | | |
|--------------------------|---|
| 8:30 a.m. | 1. GREETINGS |
| | 2. CALL TO ORDER AND DECLARE A QUORUM |
| 8:42 a.m.
ACTION | Declaration of a quorum – Duke Shepard |
| | 3. APPROVAL OF THE AGENDA |
| 8:43 a.m.
ACTION | Approval of the agenda – Duke Shepard |
| | 4. WORKSHOP SESSION |
| 8:45 a.m.
DISCUSSION | 3.1 Update on Enrollment – Dr. Ski / Nancy Szofran |
| 9:15 a.m.
DISCUSSION | 3.2 Expectations and Goal Setting – Dr. Ski |
| 10:00 a.m. | Break |
| 10:15 a.m.
DISCUSSION | 3.3 President’s Listening Tour Discussion – Dr. Ski
<u>See exhibit A</u> |
| 11:30 a.m. | Break for lunch |
| 12:30 p.m.
DISCUSSION | 3.4 Strategic Plan Discussion – Dr. Ski / Nancy Szofran
<u>See exhibit B</u> |
| 2:00 p.m. | 3.5 Review of the day / Action Plans – Dr. Ski |
| | 5. ADJOURNMENT |

The next public meeting is scheduled for September 10, 2008, at 6:00 p.m. in the boardroom.

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: August 23, 2008

INFORMATION

EXHIBIT: A

SUBJECT: SUMMARY OF PRESIDENT'S "LISTENING TOUR" MEETINGS

There are a number of reoccurring themes being expressed by those attending the President's Listening Tours. Following are some of the most frequently mentioned themes:

- **Communication**
All areas of communication need to improve: between cities and MHCC; between MHCC and parents; and between MHCC and K-12. Participation by College employees in the community is needed, especially in the areas of economic development and planning, with the employees then working to ensure the College is aware of and deals with the needs of the communities.
- **Demographics / workforce / job market**
Producing qualified employees to fill current openings or to replace an aging population in the workplace is a need expressed by many. Training, retraining and career planning are needed. Demographic shifts are occurring, and neighborhoods and ways of governing have not kept up with these shifts. Diversity should be valued.
- **Economic development**
Businesses need to be attracted to the area so more jobs with a living wage become available. Economic development efforts need to be more collaborative and could be aligned regionally.
- **Legislative issues**
The College and communities should work together to educate voters on legislative issues and to build relationships and a connection with the communities to ensure future bond measure success.
- **Marketing**
The College and communities should work together to develop a better and more comprehensive marketing of MHCC and the communities it serves. Expanded marketing will also help improve the image and perception of "East County" by others.
- **Partnerships / Collaboration among K-12 , the College and businesses**
Finding partnership opportunities will increase the connection between K-12, the College and businesses. Resources could be shared. Jobs, internships and mentoring for students and others in the communities could be jointly promoted. Businesses, MHCC and others could partner to develop a Leadership Academy to train younger leaders to engage in community action and governance.
- **Transportation**
Businesses are concerned that their employees cannot get to their jobs. Students are unable to get to the College. The College and the communities it serves need to work together to bring safer, more effective transportation to the area, including expanding the MAX to the College, providing shuttles to satellite locations and encouraging expanded transportation to areas not currently served by MAX or the bus line. | 4

**MT. HOOD COMMUNITY COLLEGE DISTRICT
BOARD OF EDUCATION**

DATE: August 23, 2008

INFORMATION

EXHIBIT: B

**SUBJECT: MISSION, VISION & VALUES STATEMENT, COLLEGE GOALS,
AND BOARD PRIORITIES**

See attached

MISSION, VISION AND VALUES STATEMENT

MISSION

A COMMITMENT TO THE COMMUNITY

Mt. Hood Community College affords all people a knowledge-based education, giving them the ability to make life choices, adapt to change, build strong communities, contribute to and derive benefit from the new economy, and become part of a skilled workforce.

VISION

The college is dedicated to:

- Student learning as the most important outcome
- Being a comprehensive community college with initiatives in information, engineering, bio-medical and biological technologies
- Seamless transfer opportunities to colleges, universities and careers
- Continued, directly applicable, learning at all stages of career and life
- Striving to meet learning needs when and where students prefer
- Providing learner support

VALUES

Integrity: infusing high standards into all MHCC efforts.

Respect: showing thoughtful consideration for all MHCC community members.

Innovation: promoting creativity and flexibility in all aspects of the MHCC experience.

Service: enhancing opportunities for student achievement and success.

END OF POLICY

College 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.

*Knowledge-based education is characterized by four elements, which must be addressed by all programs within the college:

- Interdisciplinary approach to learning
- Students receiving skills necessary to function effectively in an information-based society. (That is, able to work in groups, think critically, and possess an appreciation for the humanities, to name a few.)
- Strong technological component
- High-level skills being imparted to students

Re-confirmed by the MHCCD Board of Education 8-18-07

Board Priorities

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.
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.
3. Increase the number of traditional transfer and professional technical students who eventually attain a baccalaureate degree through increased transfer opportunities and support.
4. Increase the rate of student persistence by 3 percent per year to enhance each student's ability to attain educational success.
5. Increase access to college programs in a time of shrinking resources by increasing efficiency and productivity.
6. Create alternative revenue streams to support the operating and capital budgets of the college.
7. Increase enrollment of graduates from the district's high schools by 7 percent this year through improved recruitment efforts.

Re-confirmed by the MHCCD Board of Education 8-18-07

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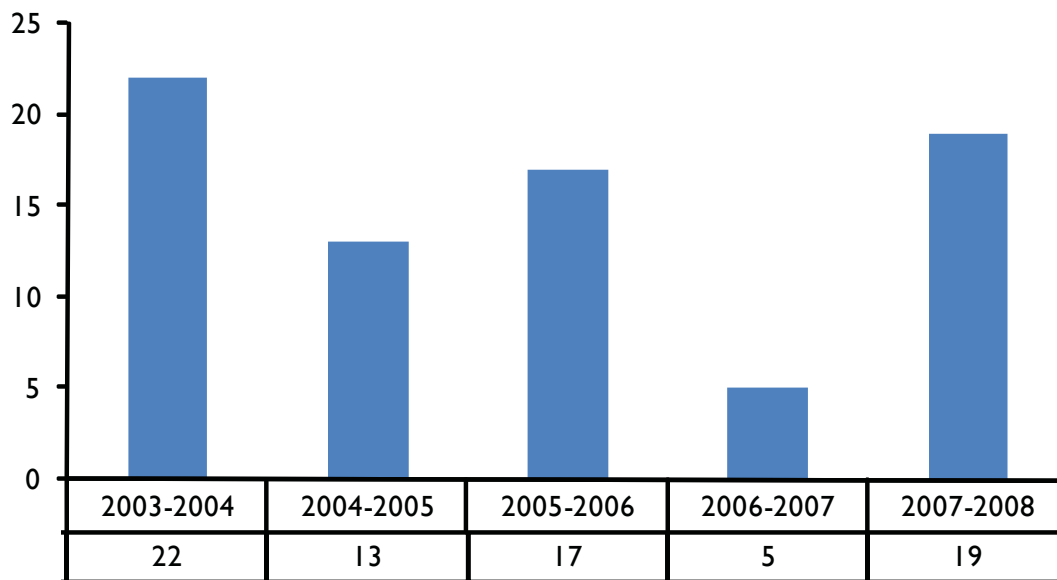
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Knowledge-Based Workforce

Count of Faculty Trained in Technology by School Year



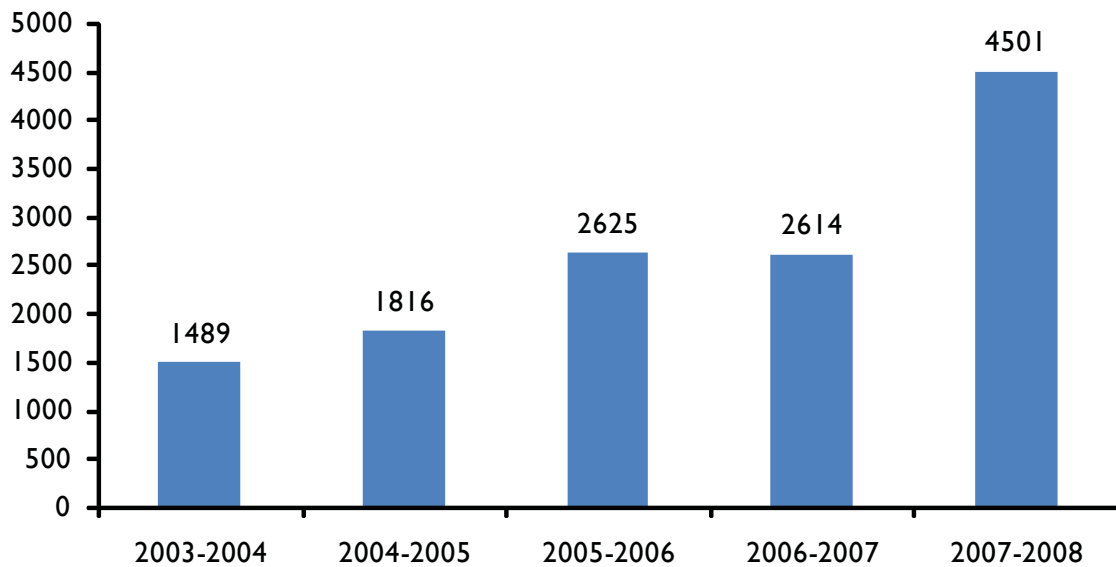
Description: The number of faculty that are trained on integration of technology in instruction.

Discussion: In today's knowledge-driven economy, it is imperative that faculty use instructional technologies effectively.

Progress: For the 2007-2008 school year, the number of faculty trained increased 380% from the previous year.

Knowledge-Based Workforce

Annual Web-Based Distance Learning Enrollment



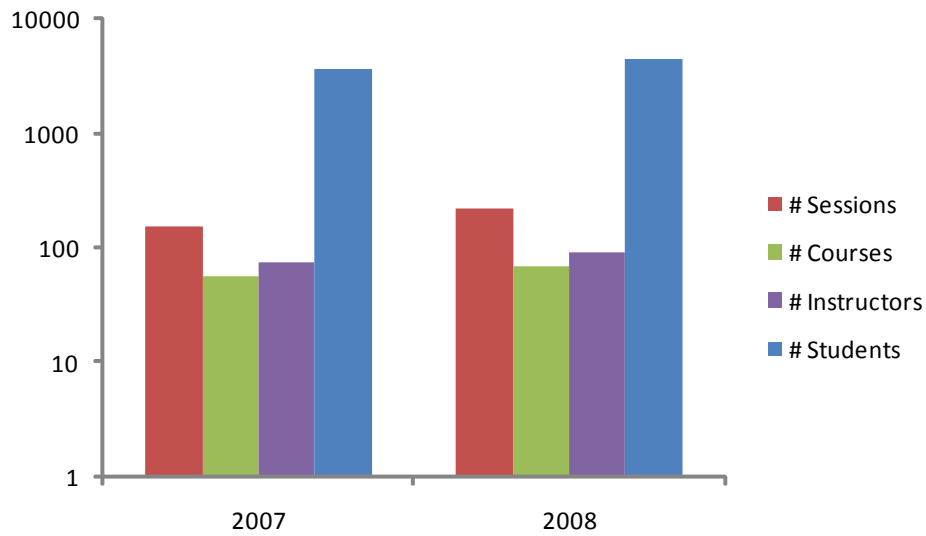
Description: Total number of students enrolled in Distance Learning Courses.

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

Progress: For the 2007-2008 school year, enrollment in web-based distance learning courses increased 72.19% from the previous year.

Knowledge-Based Workforce

Library Statistics



Progress: For school year 2007-2008 # Students served increased 21.68%.

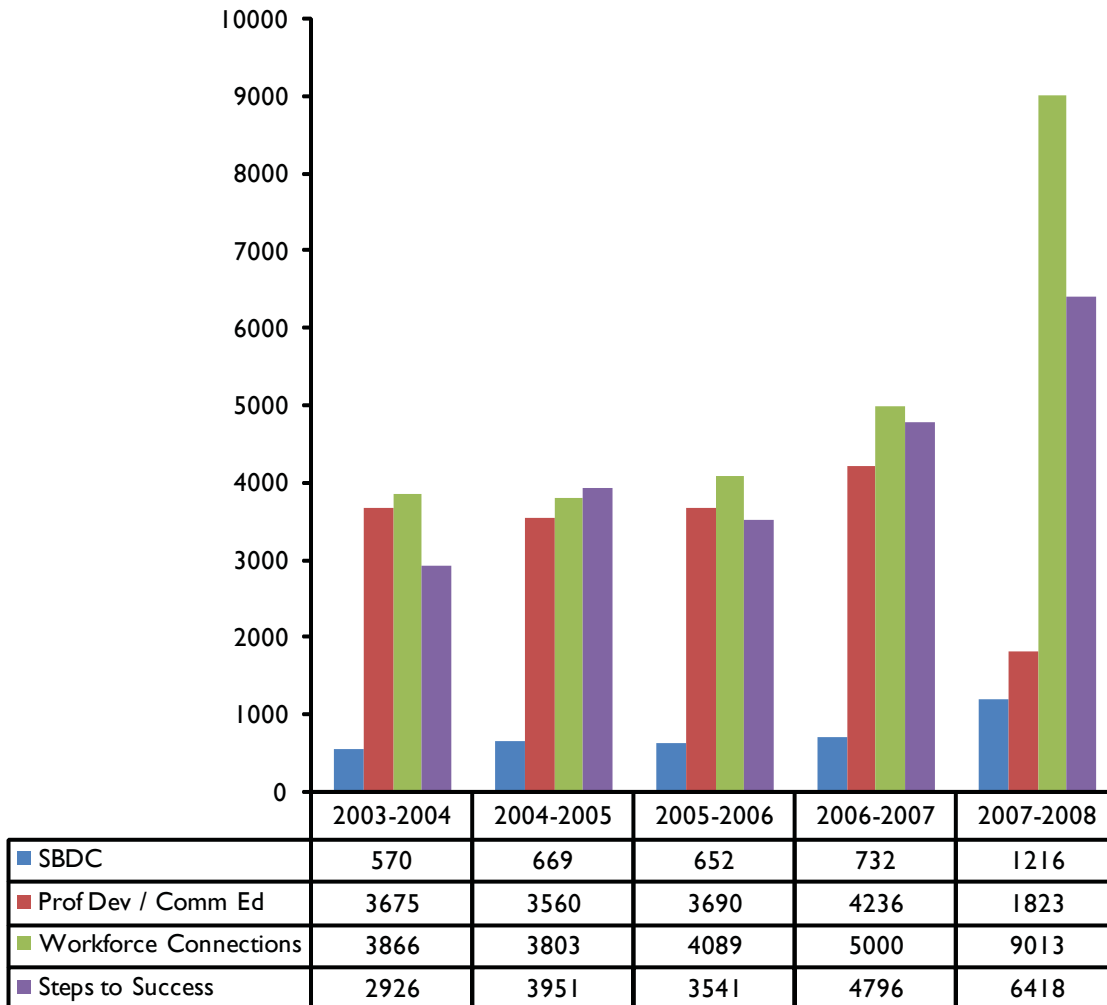
For school year 2007-2008 # Sessions held increased 39.24%.

For school year 2007-2008 # Courses served increased 26.79%.

For school year 2007-2008 # Instructors served increased 22.67%.

Knowledge-Based Workforce

Individuals Served by Economic Workforce Departments by School Year



Description: Total number of individuals served by the Economic and Workforce Development Division.

Discussion: The Economic and Workforce Development Division provide vital services to area businesses and individuals within the MHCC District Boundaries.

Progress: For the 2007-2008 school year, the number of businesses / individuals served by SBDC increased 66.12% from the previous year.

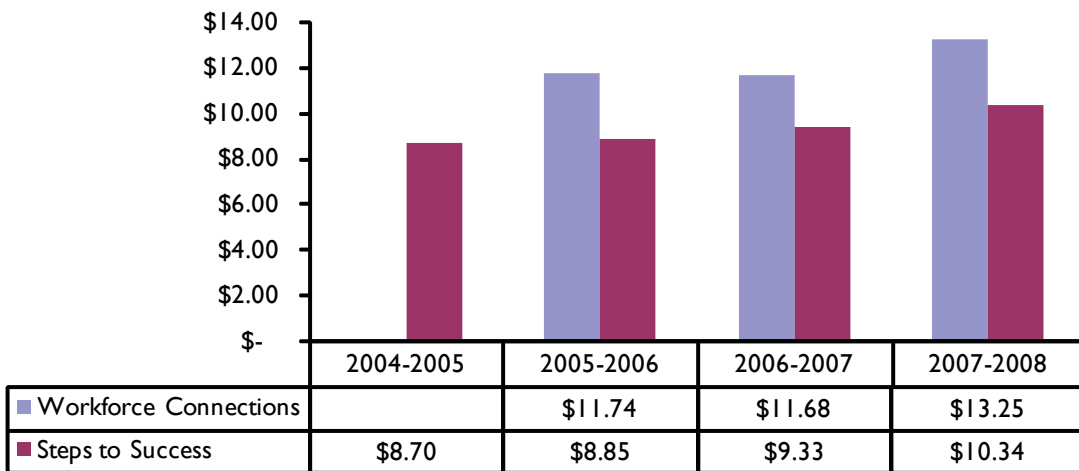
For the 2007-2008 school year, the number of businesses / individuals served by Prof Dev / Comm Ed decreased -56.96% from the previous year.

For the 2007-2008 school year, the number of businesses / individuals served by Workforce Connections increased 80.26% from the previous year.

For the 2007-2008 school year, the number of businesses / individuals served by Steps to Success increased 33.82% from the previous year.

Knowledge-Based Workforce

Entered Wage by School Year



Note: Steps to Success Entered Wage Data is reported on a monthly basis; data reported here is an average of the monthly average wage earned for each school year.

Description: Average wage earned at time of completion.

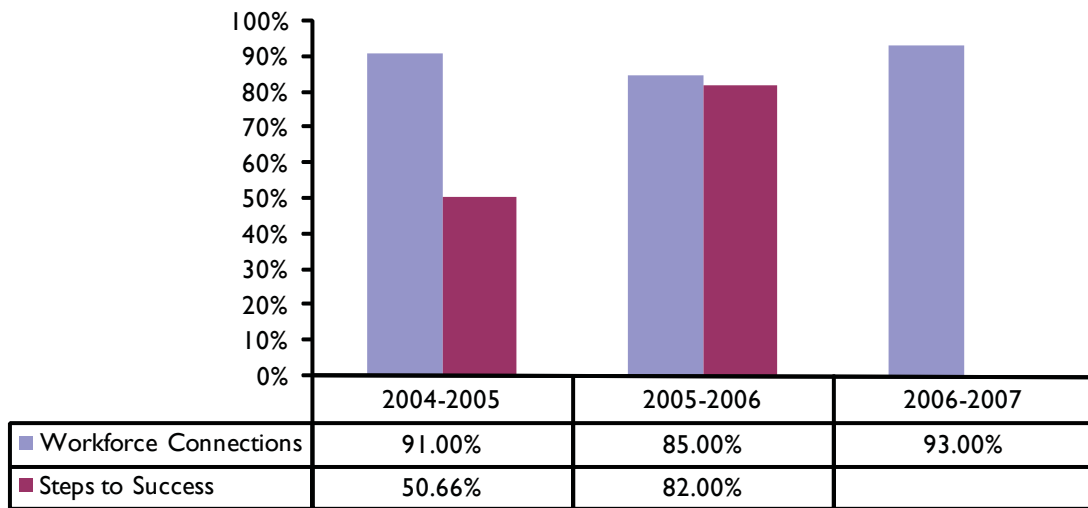
Discussion: It is important that individuals have the opportunity to become economically self-sufficient.

Progress: Average wage earned by Workforce Connections Students in 2007-2008 school year was \$13.25 per hour.

Average wage earned by Steps to Success students in the 2007-2008 school year was \$10.34 per hour.

Knowledge-Based Workforce

Job Retention by School Year



Description: Percent of participants that stay in job for a unspecified period of time after completion.

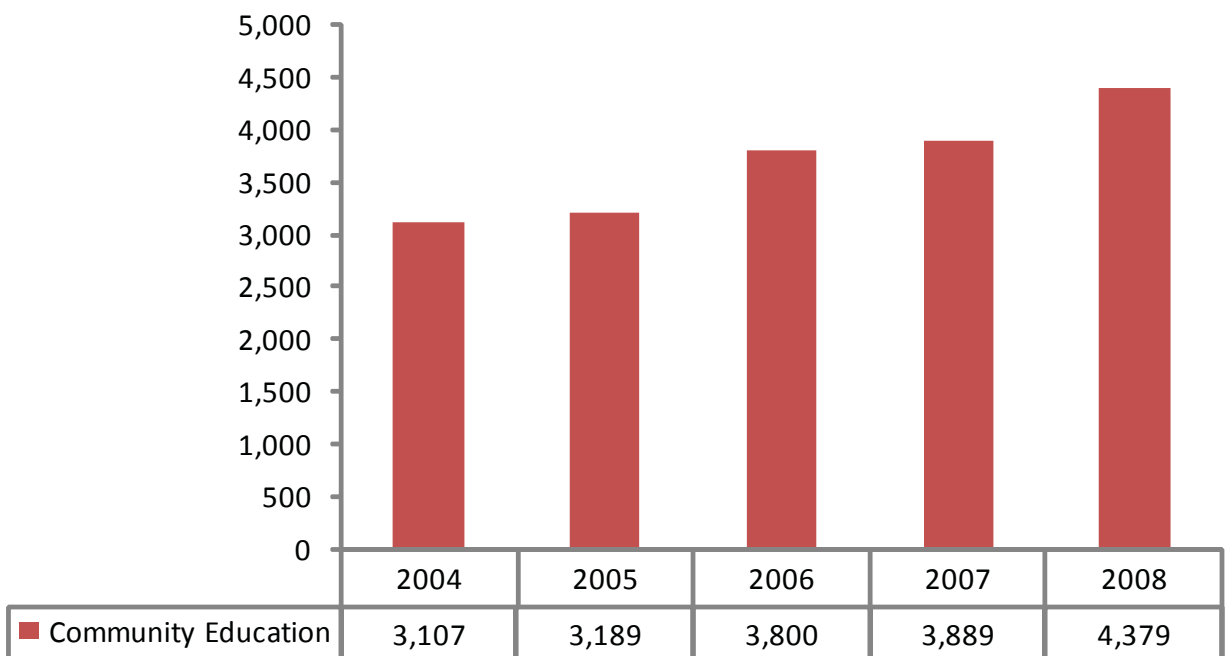
Discussion: Training provided by Workforce Connections and Steps to Success help to keep employees working for their employers.

Progress: For the 2007-2008 school year, 93% of employees served by Workforce Connections retained their position.

For the 2007-2008 school year the state did not provide data on employees served by Steps to Success that retained their position.

Knowledge-Based Workforce

Community Education Headcount



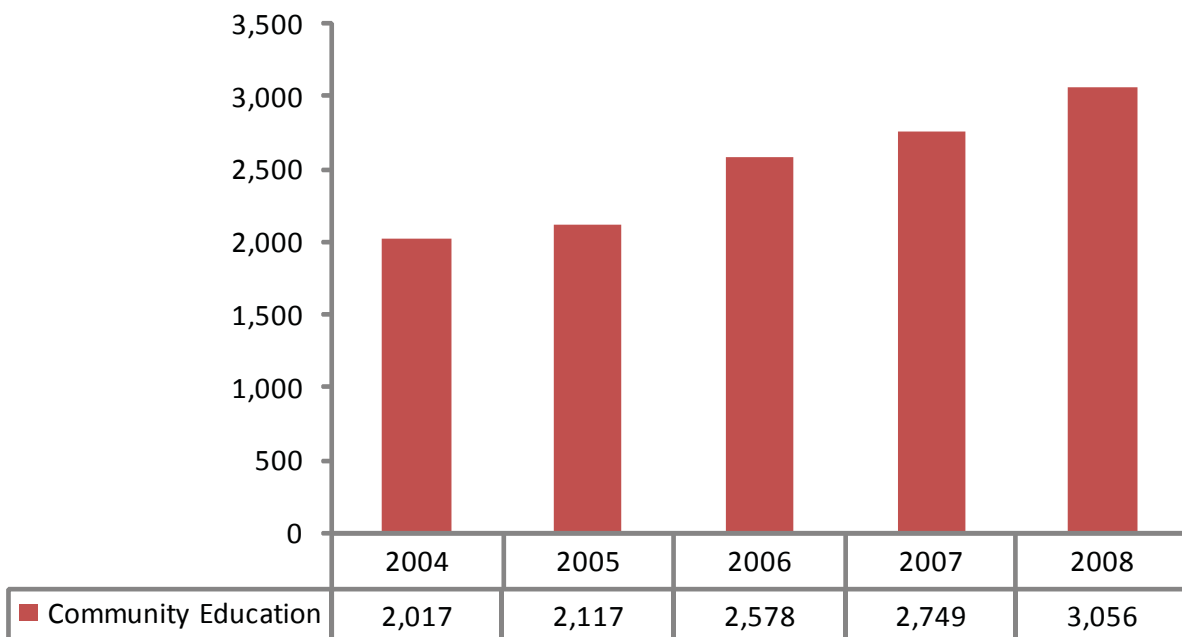
Description: Total enrollment in all courses. Students may be counted multiple times.

Discussion: Enrollment patterns over time.

Progress: For the School Year 2007-2008 Community Education Headcount increased 7.91% over 2006-2007.

Knowledge-Based Workforce

Community Education Unique Students



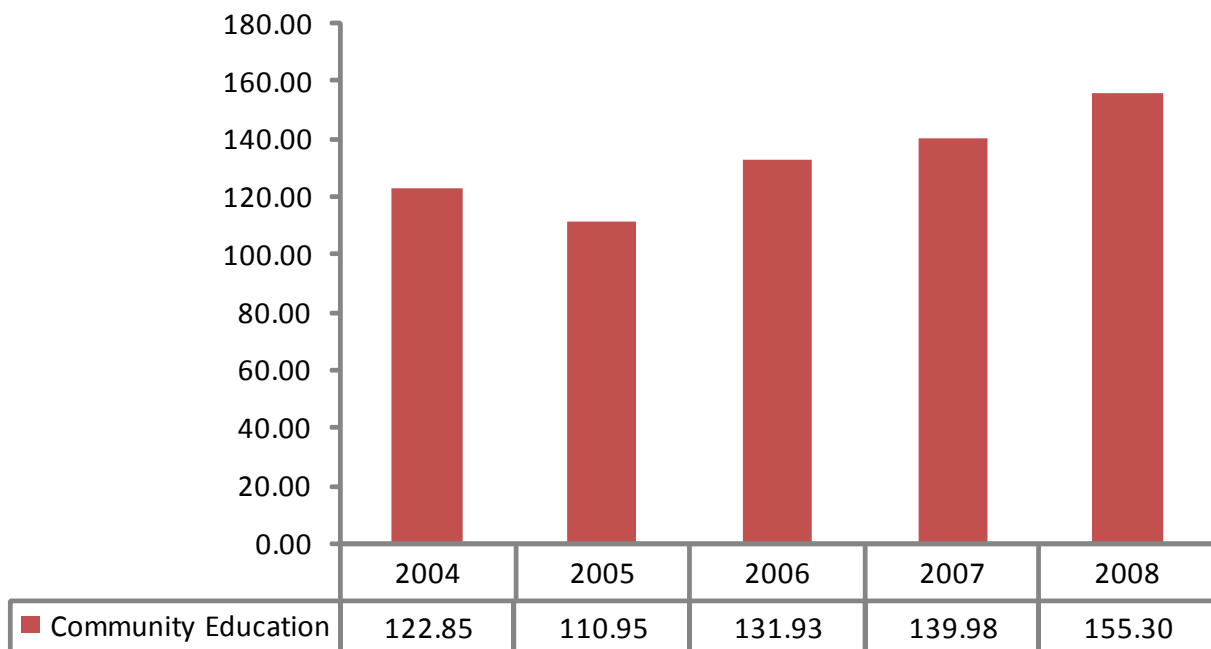
Description: Unique student count.

Discussion: Enrollment patterns over time.

Progress: For the School Year 2007-2008 Community Education number of unique students increased 11.17% over 2006-2007.

Knowledge-Based Workforce

Community Education Student Full-Time Equivalent (FTE)



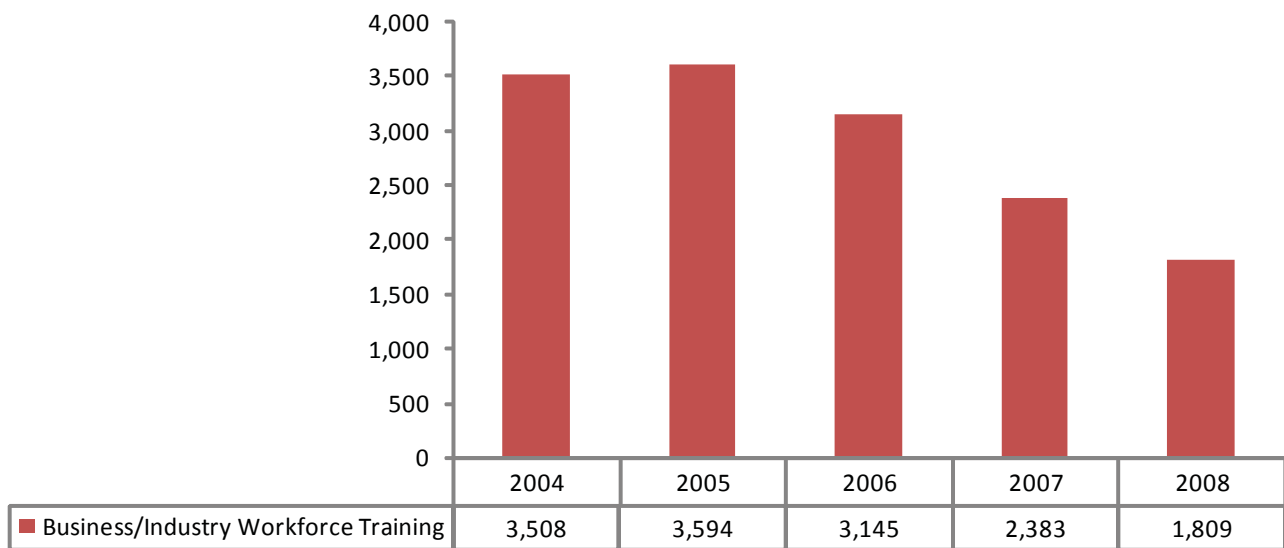
Description: Unique student count.

Discussion: Enrollment patterns over time.

Progress: For the School Year 2007-2008 Community Education FTE increased 6.18% over 2006-2007.

Knowledge-Based Workforce

Business/Industry Workforce Training Headcount



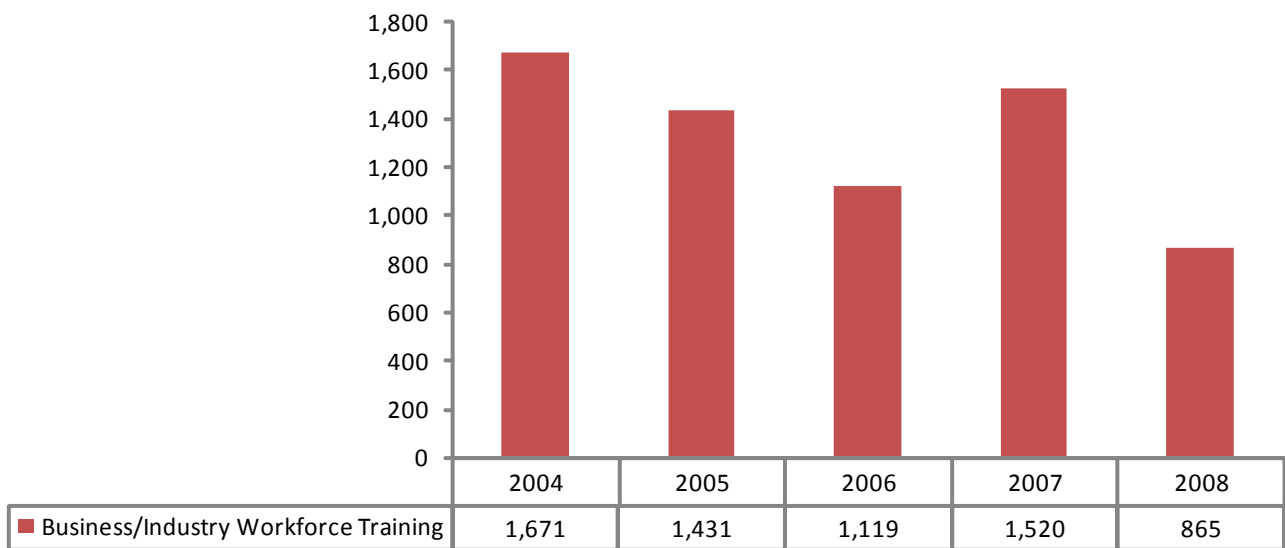
Description: Total enrollment in all courses. Students may be counted multiple times.

Discussion: Enrollment patterns over time.

Progress: For the School Year 2007-2008 Business/Industry Workforce Training Headcount decreased 38.17% from 2006-2007.

Knowledge-Based Workforce

Business/Industry Workforce Training Unique Students



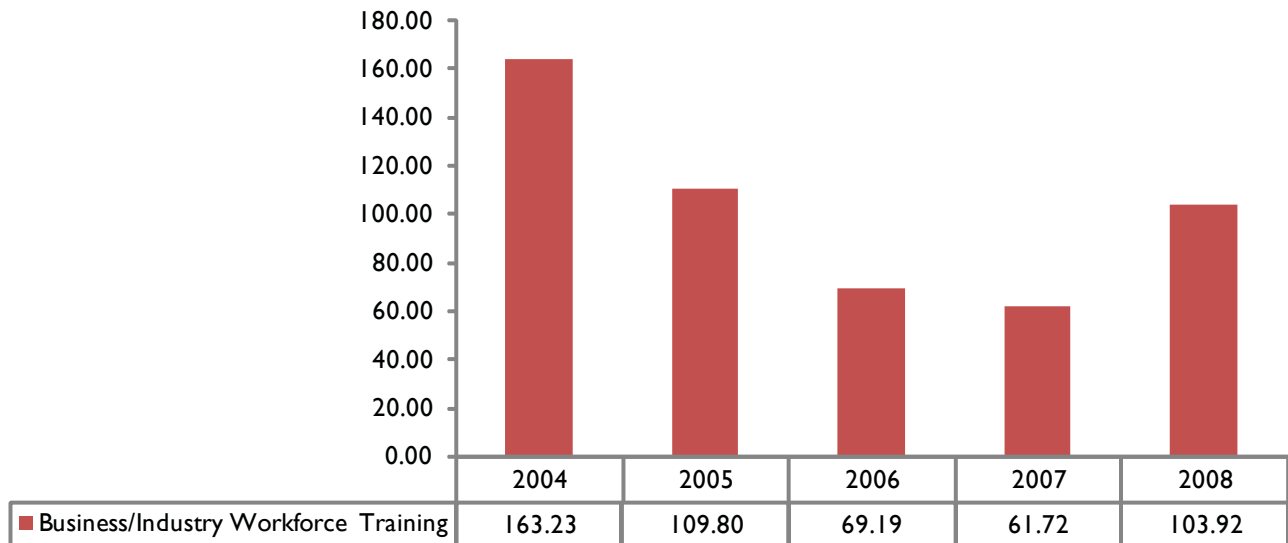
Description: Unique student count.

Discussion: Enrollment patterns over time.

Progress: For the School Year 2007-2008 Business/Industry Workforce Training unique number of students decreased 43.09% from 2006-2007.

Knowledge-Based Workforce

Business/Industry Workforce Training Full-Time Equivalent (FTE)



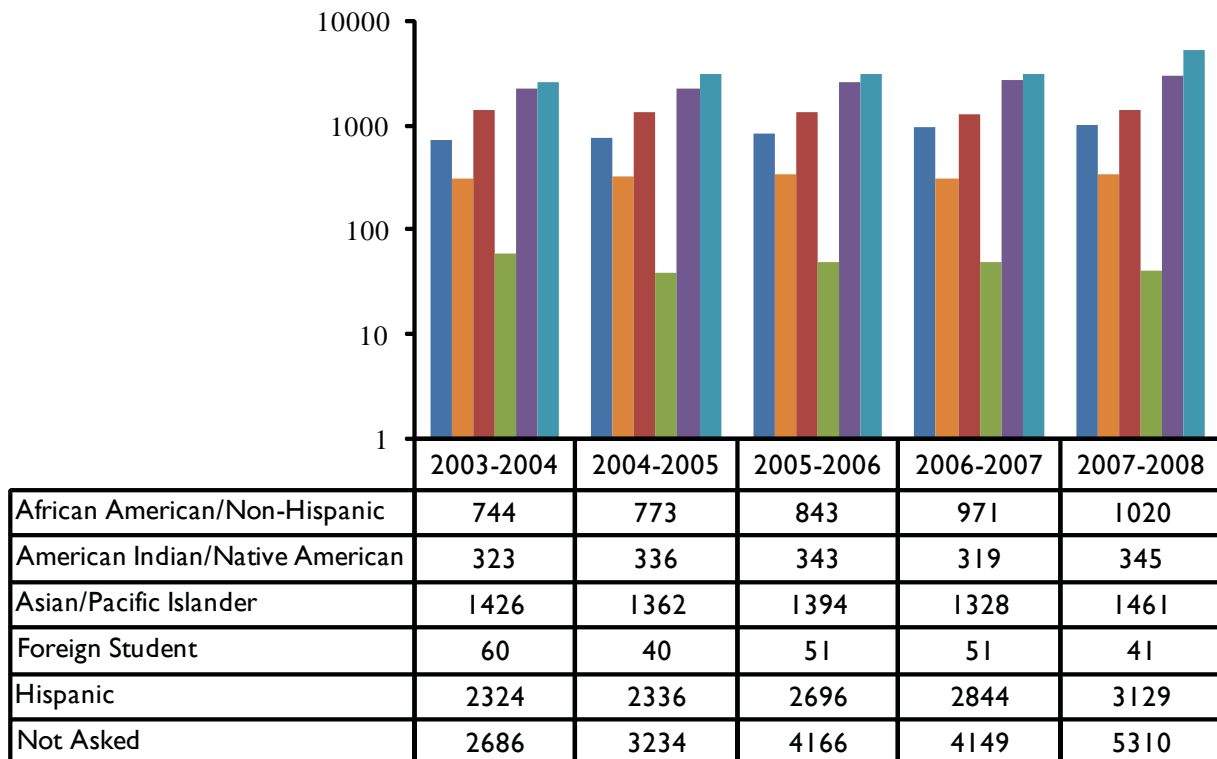
Description: Unique student count.

Discussion: Enrollment patterns over time.

Progress: For the School Year 2007-2008 Business/Industry Workforce Training FTE increased 30.57% from 2006-2007.

Access and Diversity

Annual Minority Student Enrollment



Description: Percent of student body that is in an ethnic minority group.

Discussion: Mt. Hood Community College's service district is increasingly diverse; the student population should reflect these changes.

Progress: For the 2007-2008 school year, the proportion of African American/Non-Hispanic students increased 5.05% from the previous year.

For the 2007-2008 school year, the proportion of American Indian/Native American students increased 8.15% from the previous year.

For the 2007-2008 school year, the proportion of Asian/Pacific Islander students increased 10.02% from the previous year.

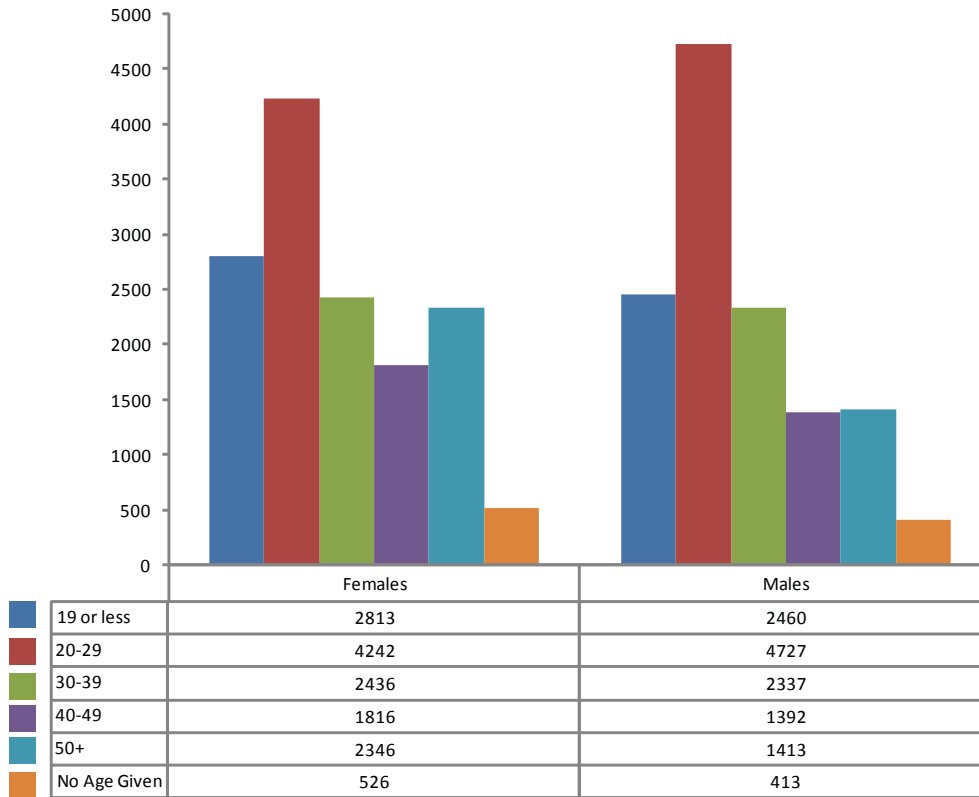
For the 2007-2008 school year, the proportion of Foreign Student students decreased 19.61% from the previous year.

For the 2007-2008 school year, the proportion of Hispanic students increased 10.02% from the previous year.

For the 2007-2008 school year, the proportion of Not Asked students increased 27.98% from the previous year.

Access and Diversity

Gender by Age Group (2008)



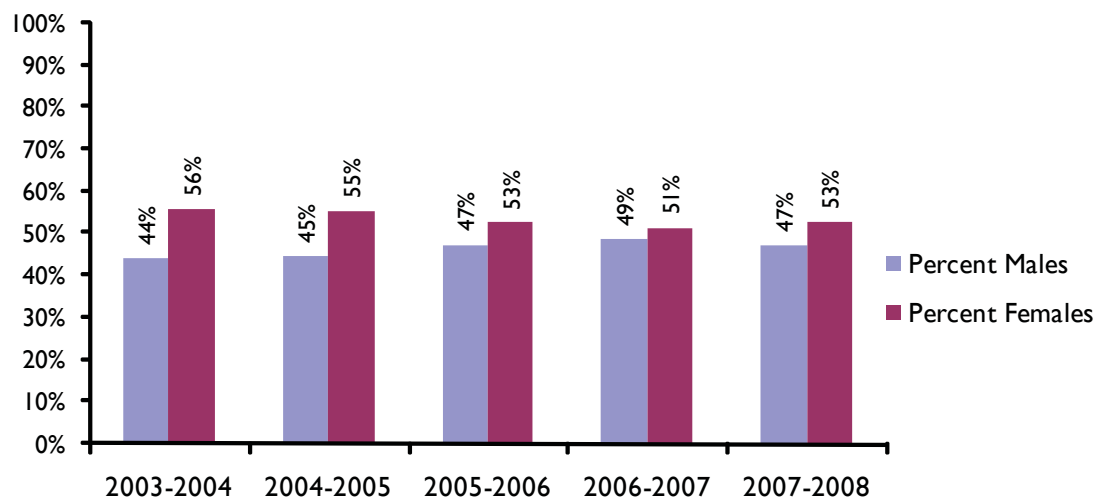
Description: Proportion of males and females enrolled by term.

Discussion: Disproportionate gender enrollment may indicate an educational system that meets or does not meet the needs of one gender or the other; studies indicate there are economic and social implications to disproportionate gender enrollment.

Progress: For the 2007-2008 school year, the proportion of Females 19 or less increased 3.50% from the previous year.
 For the 2007-2008 school year, the proportion of Females 20-29 increased 3.31% from the previous year.
 For the 2007-2008 school year, the proportion of Females 30-39 increased 13.46% from the previous year.
 For the 2007-2008 school year, the proportion of Females 40-49 increased 8.55% from the previous year.
 For the 2007-2008 school year, the proportion of Females 50+ increased 15.51% from the previous year.
 For the 2007-2008 school year, the proportion of Females No Age Given increased 57.49% from the previous year.
 For the 2007-2008 school year, the proportion of Males 19 or less increased 4.81% from the previous year.
 For the 2007-2008 school year, the proportion of Males 20-29 increased 4.79% from the previous year.
 For the 2007-2008 school year, the proportion of Males 30-39 increased 3.77% from the previous year.
 For the 2007-2008 school year, the proportion of Males 40-49 increased 0.87% from the previous year.
 For the 2007-2008 school year, the proportion of Males 50+ increased 5.21% from the previous year.
 For the 2007-2008 school year, the proportion of Males No Age Given decreased 7.81% from the previous year.

Access and Diversity

Annual Proportion of Enrolled Student Gender



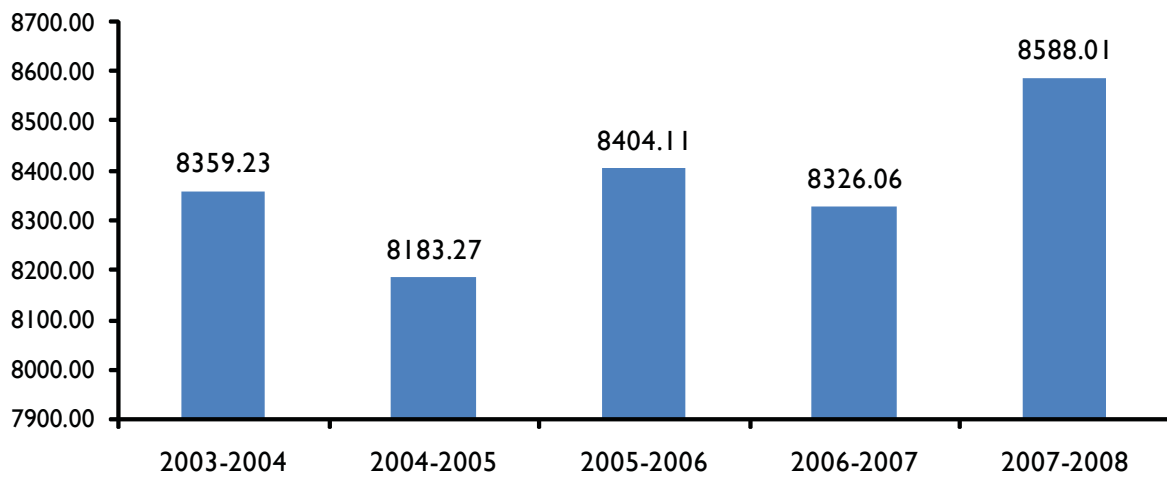
Description: Proportion of males and females enrolled by term.

Discussion: Disproportionate gender enrollment may indicate an educational system that meets or does not meet the needs of one gender or the other; studies indicate there are economic and social implications to disproportionate gender enrollment.

Progress: For the 2007-2008 school year, the proportion of males decreased from 48.56% to 47.33% and the proportion of females increased from 51.44% to 52.67% from the previous year.

Access and Diversity

Annual Student Full-Time Equivalent (FTE)



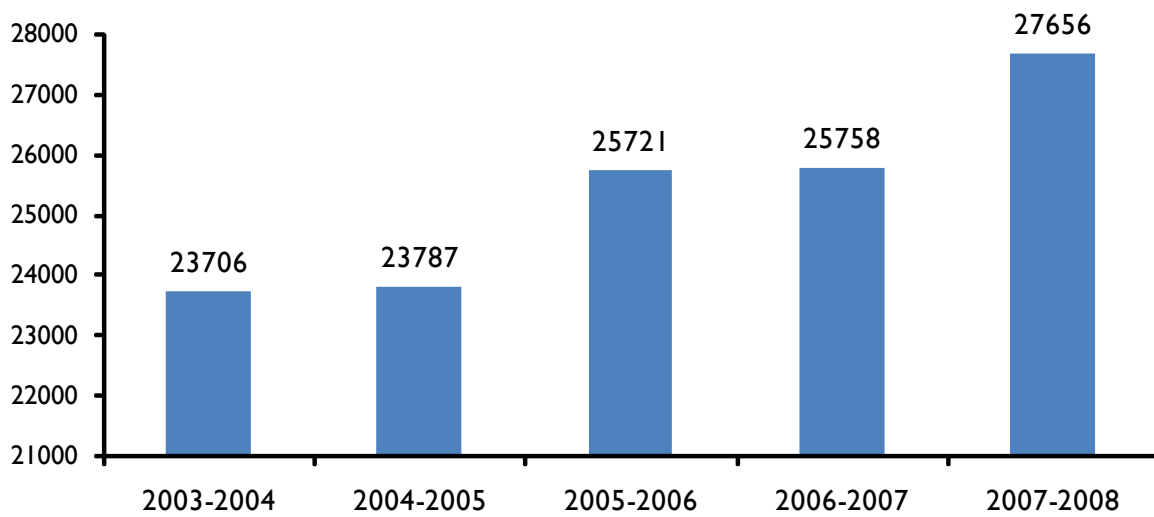
Description: Total SFTE per term compared to same time (+/- days to/from term start date) in previous years.

Discussion: Maintaining and/or increasing student enrollment is important to the long-term health of the institution and clearly demonstrates that MHCC is serving the citizens within its district.

Progress: For the 2007-2008 school year, FTE increased 3.15% from the previous year.

Access and Diversity

Annual Unduplicated Student Headcount



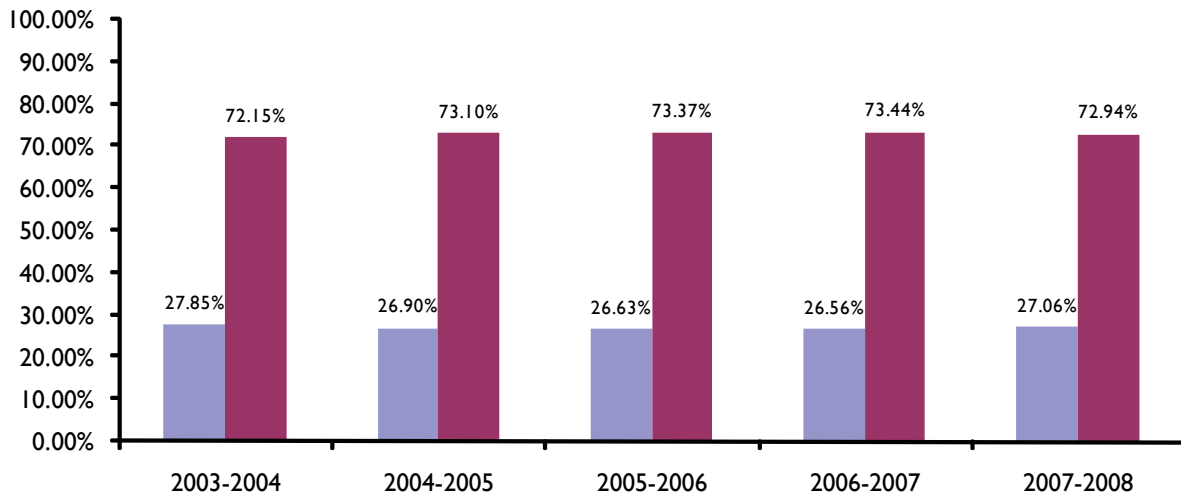
Description: Total number of students enrolled per term compared to same time (+/- days to/from term start date) in previous years.

Discussion: Maintaining and/or increasing student enrollment is important to the long-term health of the institution and clearly demonstrates that MHCC is serving the citizens within its district.

Progress: For the 2007-2008 school year, unduplicated headcount rose 7.37% from the previous year.

Access and Diversity

Annual Ratio of Full-/Part-Time Students



Description: Count of students enrolled full-time (12 or more credits) and count of students enrolled part-time (less than 12 credits) both divided by total student enrollment.

Discussion: Changes in the ratio of full-time to part-time students may indicate fundamental changes in enrollment patterns and the needs of students.

Progress: Since the 2003-2004 school year, the proportion of full-time to part-time students has remained relatively stable; 72%-73% have been part-time students and 28%-27% have been full-time.

Access and Diversity

Ratio of Day to Evening Course Enrollment



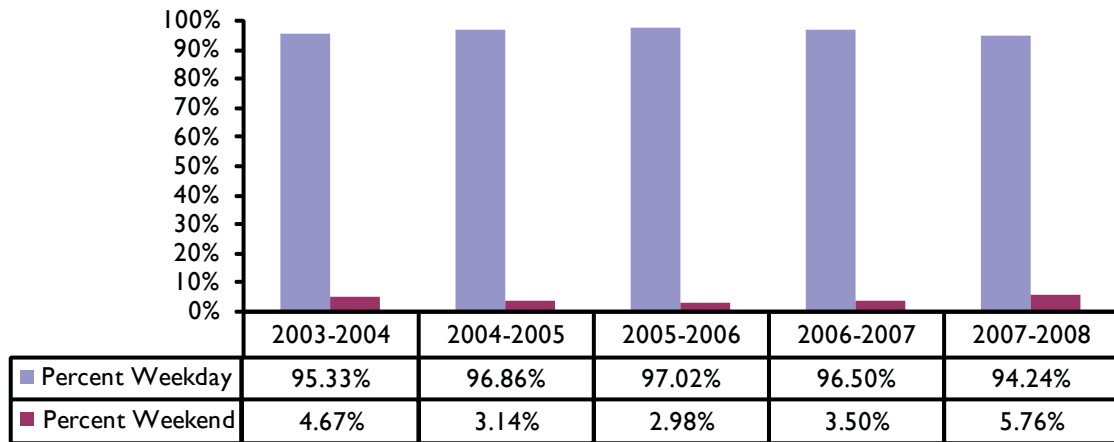
Description: Count of students enrolled during the day (before 5 p.m.) and count of students enrolled during the evening (5 p.m. or later) both divided by total student enrollment.

Discussion: Monitoring the proportion of students enrolled in day and evening courses provides insights into the needs of students and allows MHCC to better serve its student body.

Progress: Of the courses taught during the 2007-2008 school year, 78.76% were taught before 5 p.m. and 21.24% were taught 5 p.m. or later.

Access and Diversity

Annual Weekday to Weekend Ratios



Note: Courses that met on both weekdays and weekends are included in the weekend counts only.

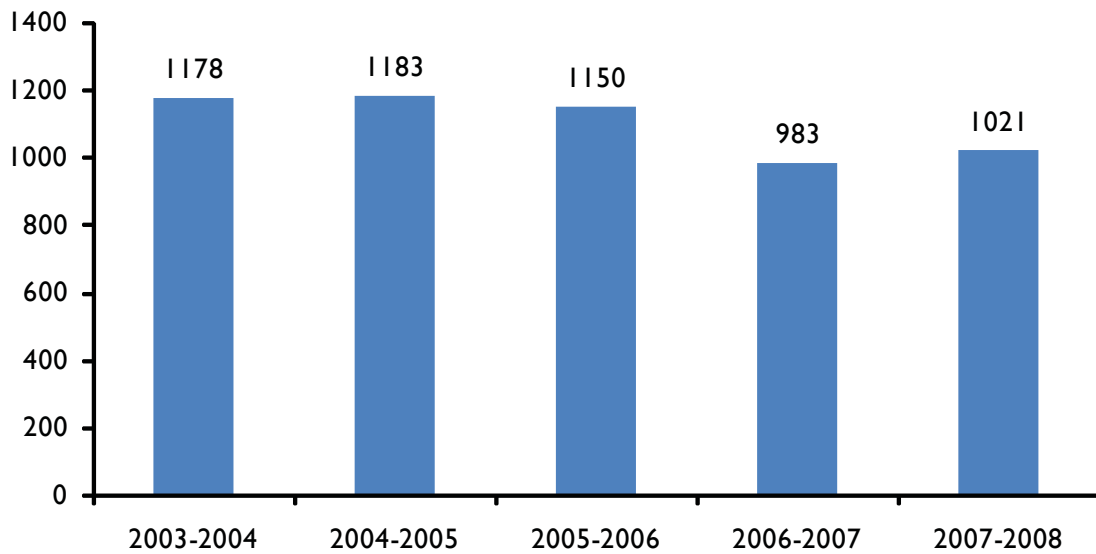
Description: Count of students enrolled during weekdays (Monday - Friday) and count of students enrolled during the weekend (Saturday-Sunday) both divided by the total number of enrolled students.

Discussion: Monitoring the proportion of students enrolled in weekday and weekend courses provides insights into the needs of students and allows MHCC to better serve its student body.

Progress: For the 2007-2008 school year, the percent of weekday course enrollment was 94.24%; the percent of weekend course enrollment was 5.76% of total enrollment.

Transfers

Annual College NOW Student Enrollment



Description: Total number of Early Collegiate Opportunity (College NOW) students enrolled annually.

Discussion: The Early Collegiate Opportunity (College NOW) program provides high school students with opportunities to prepare for the college/university environment.

Progress: For the 2007-2008 school year, the number of College NOW students increased 3.87% from the previous year.

Transfers

Articulation Agreements

Year Est.	University	Program
1992	Oregon Institute of Technology	Engineering
1994	Oregon State University	Natural Resources/Forestry
1994	Portland State University	Early Childhood Education
1995	Warner Pacific	Early Childhood Education
1999	Oregon University System	Chemistry
2001	Western Oregon University	Criminal Justice
2002	Hawaii Pacific University	Hospitality and Tourism
2002	Portland State University	Environmental Health And Safety
2003	Marylhurst	Environmental Health And Safety
2003	Marylhurst	Philosophy / Religion
2003	Oregon University System	Business
2004	Oregon State University	Outdoor Recreation
2004	University Of Oregon	Journalism
2004	Washington State University	Hospitality and Tourism
2005	Marylhurst	English Literature / Writing
2005	Marylhurst	Fine Art
2005	Portland State University	Hospitality and Tourism
2005	University of Nevada, Las Vegas	Hospitality and Tourism
2006	Eastern Oregon University	Elementary Education
2006	Oregon Institute of Technology	Business
2006	Oregon Institute of Technology	Computer Information Systems
2006	Oregon Institute of Technology	Office Management/Administration
2006	Portland State University	Mental Health & Human Services
2007	Concordia	Mental Health & Human Services
2007	Oregon Institute of Technology	Machine Tool\Welding\Engineering
2008	Oregon Institute of Technology	Information Technology/Health Informatics

Transfer

Universities On Campus 2007-2008
Eastern Oregon University
Portland State University

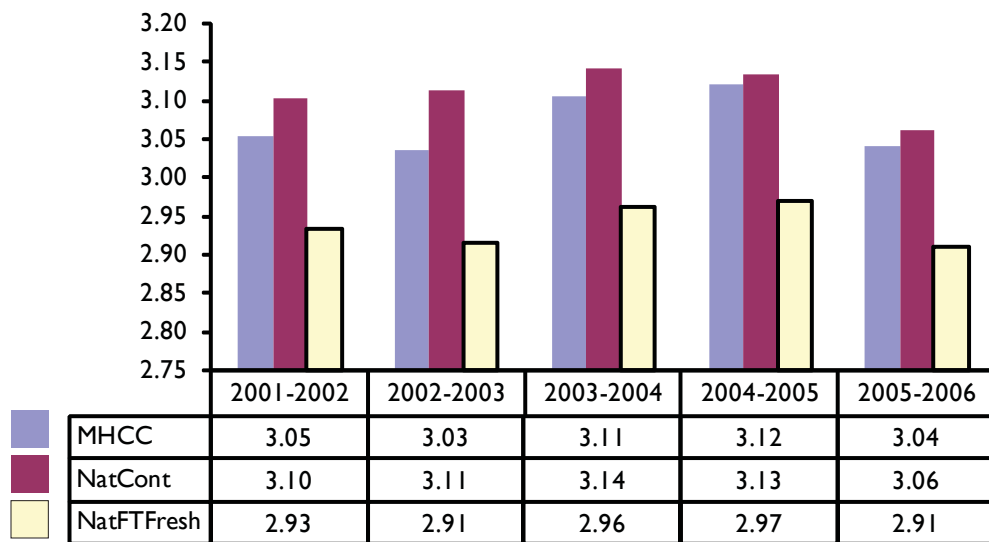
Description: Total number of universities (4-year degree-granting institutions) with a presence on the MHCC campus.

Discussion: The presence of 4-year degree granting institutions on the MHCC campus provides MHCC students with additional opportunities and easier access to advanced degrees.

Progress: For the 2007-2008 school year, there were 2 universities with a presence on the MHCC campus.

Transfer

Annual Average GPAs of Selected Student Group



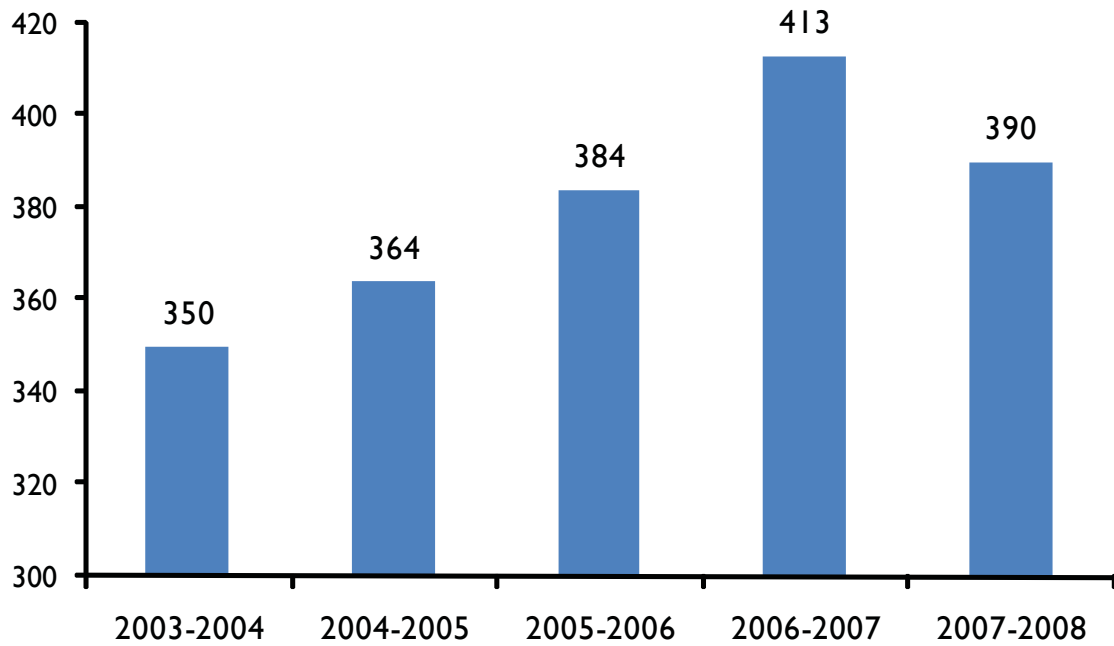
Description: Average GPA of MHCC transfer students compared to native OUS counterparts.

Discussion: Mt. Hood Community College prepares students to be successful in future academic pursuits.

Progress: For the 2006-2007 school year, MHCC student's average GPA was 0.15 points higher than the average GPA of Native First-time Freshmen; compared to Native Continuing Students, MHCC student's average GPA was 0.02 points lower.

Transfers

Annual Count of Transfer Degrees Awarded



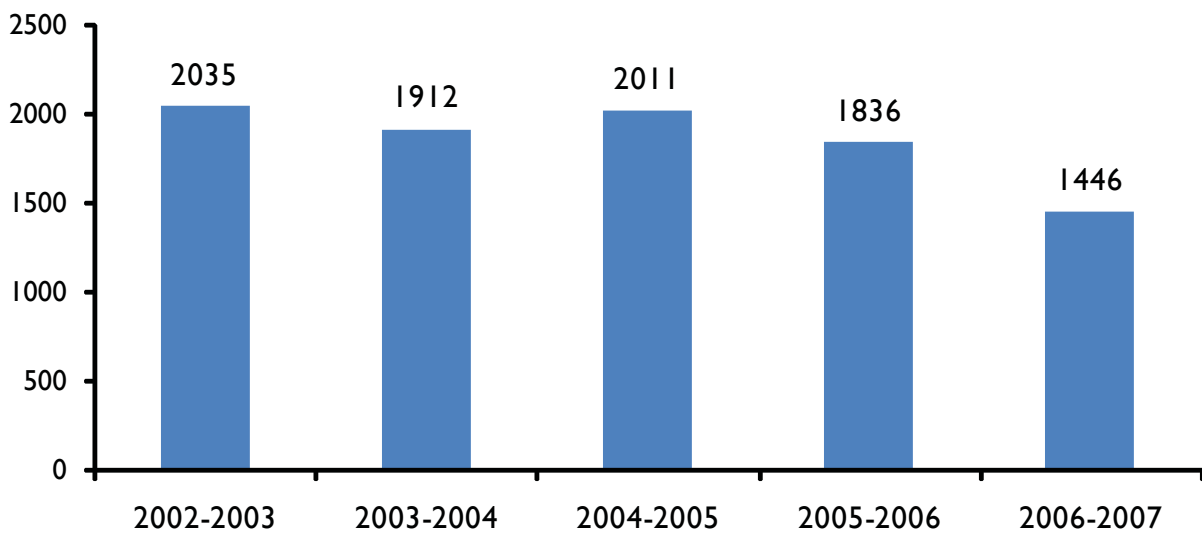
Description: Total number of transfer degrees awarded annually.

Discussion: MHCC Transfer Degrees prepare students with the skills to be successful at four-year institutions and makes them better equipped to meet the educational goals.

Progress: For the 2007-2008 school year, the number of transfer degrees awarded decreased -5.57% from the previous year.

Transfers

MHCC Student Transfers to 4-Year Universities by Last Year of Attendance at MHCC



Description: Total number of transfer students (to 4-year institutions) annually.

Discussion: MHCC Transfer and Career/Technical programs provide students with the foundation to successfully transfer to 4-year institutions in order to meet their goals.

Progress: For students that last attended MHCC in the 2006-2007, 1446 students transferred to a 4-year institution; this is a -21.24% decrease from the previous year's transfer students.

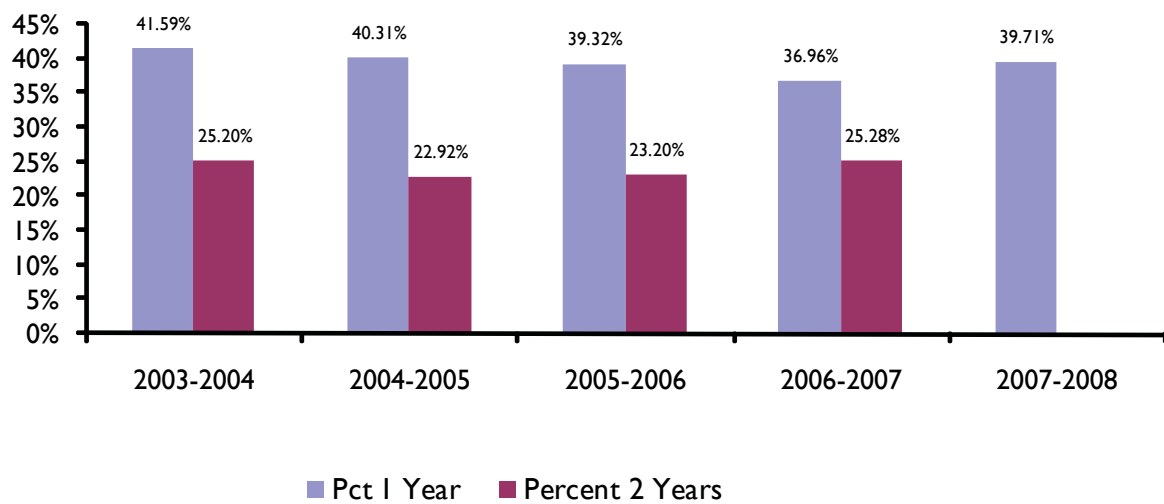
Transfers

MHCC Student Transfers to all Institutions

Students	School
10,180	Portland Community College
8,559	Portland State University
3,474	Oregon State University
2,751	Clackamas Community College
1,965	University of Oregon, Main Campus
1,140	Clark College
1,053	Concordia University
916	University of Phoenix
828	Wester Oregon University
759	Eastern Oregon University
736	University of Portland
623	Chemeketa Community College
546	Washington State University
485	George Fox University
429	Lane Community College
409	Oregon Institute of Technology
398	Linn-Benton Community College
397	Linfield College
340	Central Oregon Community College
334	Southern Oregon University

Persistence

One and Two Year Persistence Rates



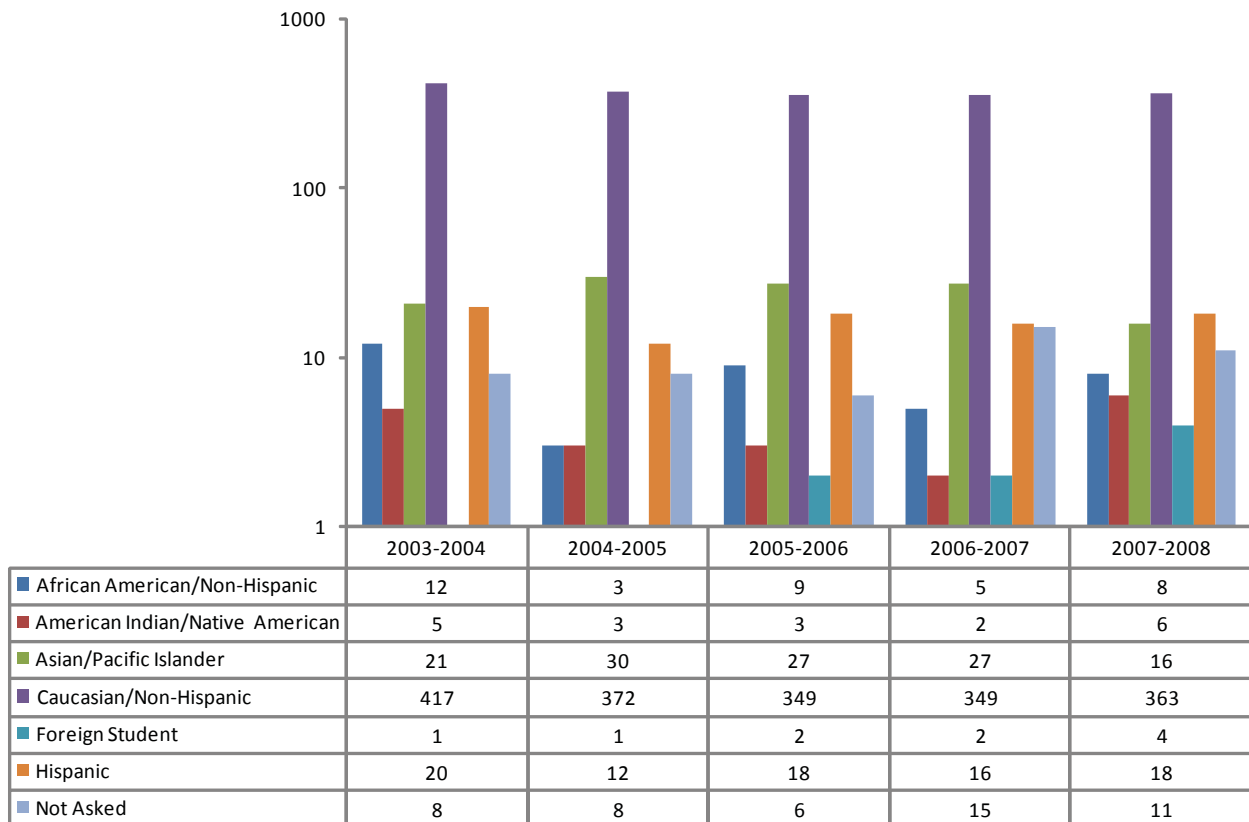
Description: Overall persistence rates (one and two year) of students.

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

Progress: Of the 4976 that started in either Summer or Fall of the 2007-2008 school year, 39.71% persisted to the Spring of that year; persisted to the Spring of the following year.

Persistence

Career Technical Degrees by Ethnicity



Note: AAS degrees are classified as Career Technical; AGS, AA, AAOT, ASOT, and AS degrees are classified as Transfer; and CERT are classified as Certificates.

Description: Total degrees awarded by degree type (Certificate / Career-Technical / Transfer)

Discussion: Degrees awarded provide an indication of successful student persistence.

Progress: For the 2007-2008 school year, African American/Non-Hispanic Career Technical degree awards increased 60%.

For the 2007-2008 school year, American Indian/Native American Career Technical degree awards increased 200%.

For the 2007-2008 school year, Asian/Pacific Islander Career Technical degree awards decreased -40.74%.

For the 2007-2008 school year, Caucasian/Non-Hispanic Career Technical degree awards increased 4.01%.

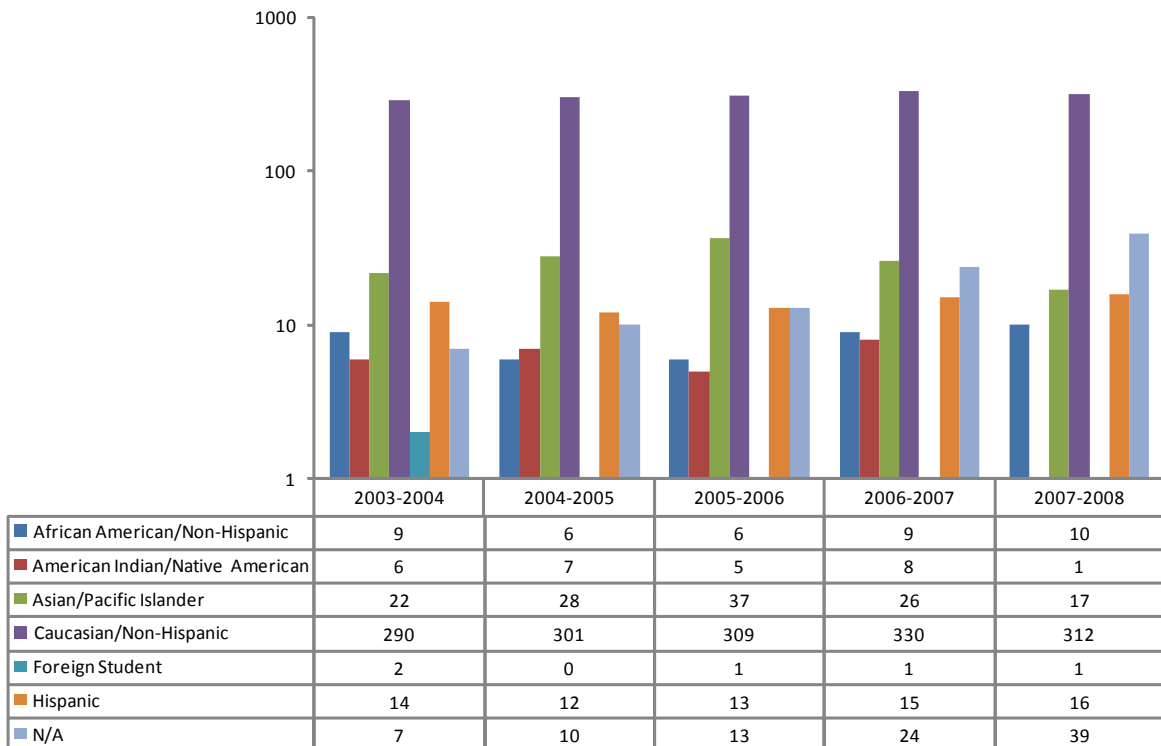
For the 2007-2008 school year, Foreign Student Career Technical degree awards increased 100%.

For the 2007-2008 school year, Hispanic Career Technical degree awards increased 12.5%.

For the 2007-2008 school year, Not Asked Career Technical degree awards decreased -26.67%.

Persistence

Transfer Degrees by Ethnicity



Note: AAS degrees are classified as Career Technical; AGS, AA, AAOT, ASOT, and AS degrees are classified as Transfer; and CERT are classified as Certificates.

Description: Total degrees awarded by degree type (Certificate / Career-Technical / Transfer)

Discussion: Degrees awarded provide an indication of successful student persistence.

Progress: For the 2007-2008 school year, African American/Non-Hispanic Transfer degree awards increased 40%.

For the 2007-2008 school year, American Indian/Native American Transfer degree awards decreased -83.33%.

For the 2007-2008 school year, Asian/Pacific Islander Transfer degree awards decreased -15.79%.

For the 2007-2008 school year, Caucasian/Non-Hispanic Transfer degree awards decreased -3.20%.

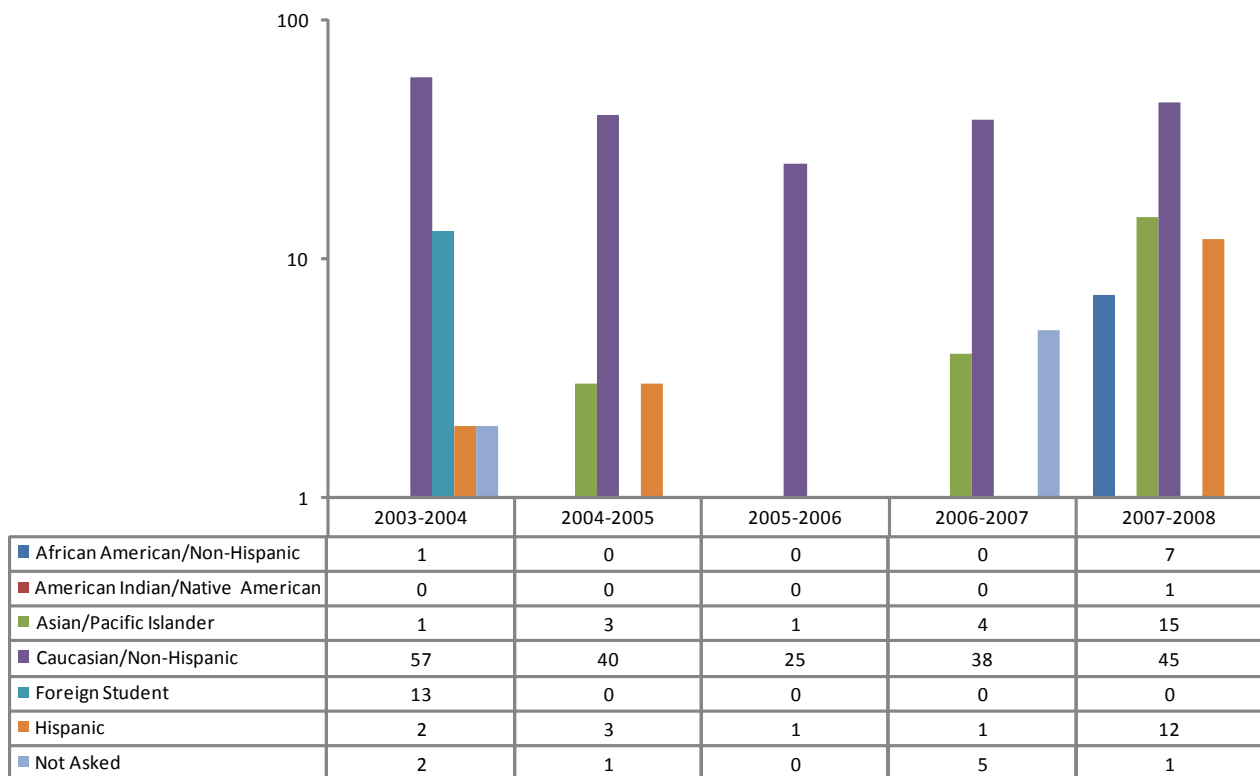
For the 2007-2008 school year, Foreign Student Transfer degree awards did not change.

For the 2007-2008 school year, Hispanic Transfer degree awards decreased -7.69%.

For the 2007-2008 school year, Not Asked Transfer degree awards increased 45%.

Persistence

Certificates by Ethnicity



Note: AAS degrees are classified as Career Technical; AGS, AA, AAOT, ASOT, and AS degrees are classified as Transfer; and CERT are classified as Certificates.

Description: Total degrees awarded by degree type (Certificate/Career-Technical/Transfer)

Discussion: Degrees awarded provide an indication of successful student persistence.

Progress: For the 2007-2008 school year, African American/Non-Hispanic Certificate awards did not change.

For the 2007-2008 school year, American Indian/Native American Certificate awards did not change.

For the 2007-2008 school year, Asian/Pacific Islander Certificate awards increased 275%.

For the 2007-2008 school year, Caucasian/Non-Hispanic Certificate awards increased 18.42%.

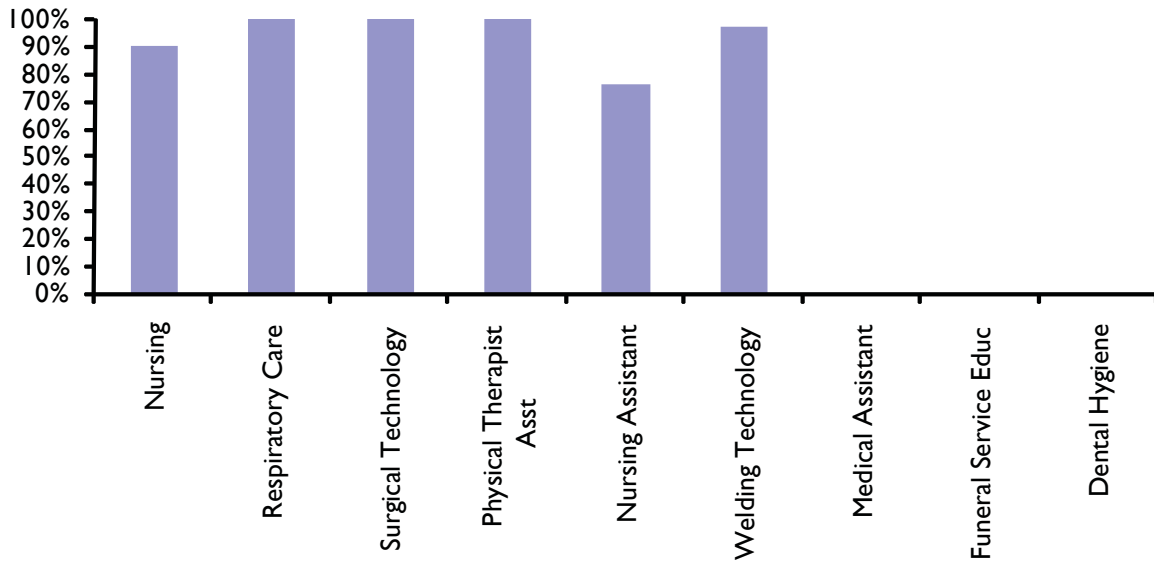
For the 2007-2008 school year, Foreign Student Certificate awards did not change.

For the 2007-2008 school year, Hispanic Certificate awards increased 1100%.

For the 2007-2008 school year, Not Asked Certificate awards decreased -80%.

Persistence

Licensure Pass Rates by Program Area for 2006-2007 School Year



Description: Pass rates of students in programs requiring licensure.

Discussion: Licensure is normally required before an individual can secure employment in the chosen field.

Progress: For the 2006-2007 school year, the Licensure Pass Rate for Nursing was 90.28%.

For the 2006-2007 school year, the Licensure Pass Rate for Respiratory Care was 100%.

For the 2006-2007 school year, the Licensure Pass Rate for Surgical Technology was 100%.

For the 2006-2007 school year, the Licensure Pass Rate for Physical Therapist Asst was 100%.

For the 2006-2007 school year, the Licensure Pass Rate for Nursing Assistant was 75.93%.

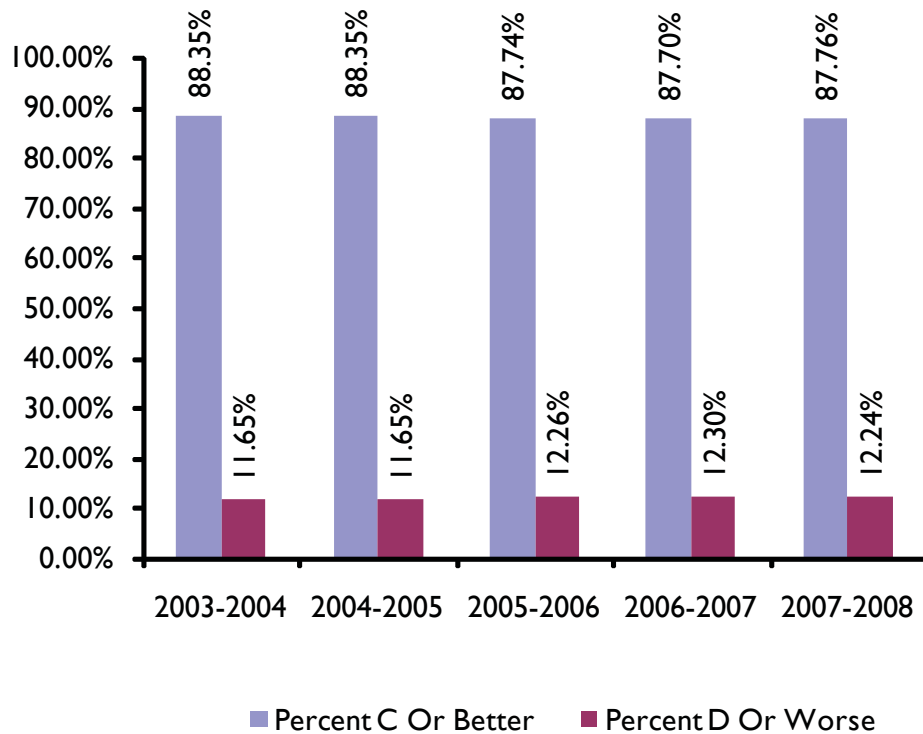
For the 2006-2007 school year, the Licensure Pass Rate for Welding Technology was 97.27%. For the 2006-2007 school year, the Licensure Pass Rate for Medical Assistant has no licensure data available.

For the 2006-2007 school year, the Licensure Pass Rate for Funeral Service Education has no licensure data available.

For the 2006-2007 school year, the Licensure Pass Rate for Dental Hygiene has no licensure data available.

Persistence

Annual Course Success Rates



Note: This indicator looks at courses that have more than 0 credits and only assesses grades of: A, B, C, D, F, P, NP.

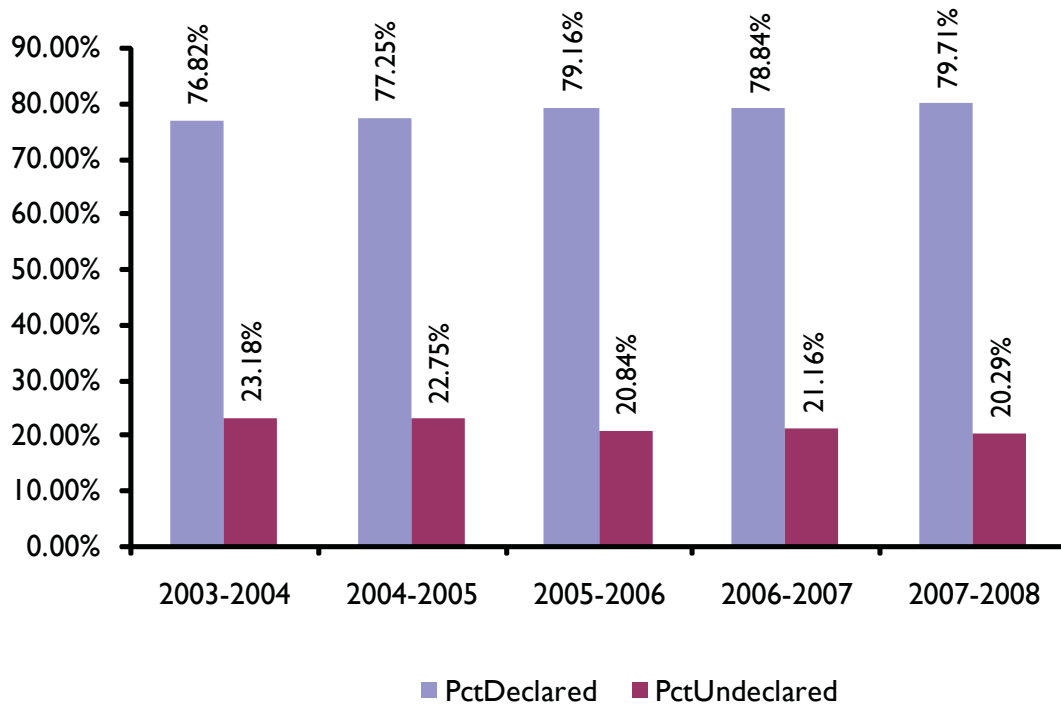
Description: Students receiving a C or better grade as percent of all students within graded courses.

Discussion: Students must earn passing grades to be successful.

Progress: For the 2007-2008 school year, 87.76% of grades issued were passing (A,B,C,P); 12.24% of grades were below average or failing (D,F,NP).

Persistence

Annual Ratio of Declared to Undeclared Majors



Note: Undeclared majors include: PGE - General Studies, PUND - Undeclared, XCP - General Studies, ZAK - Undecided, and Blank - No major identified

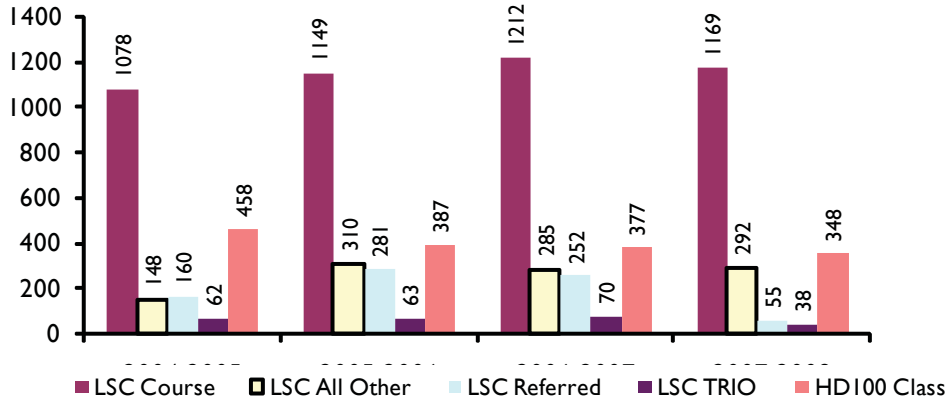
Description: Percent of students with declared major and percent of students with undeclared major by term.

Discussion: Students with specific education goals are more likely to be successful than those without identified education goals.

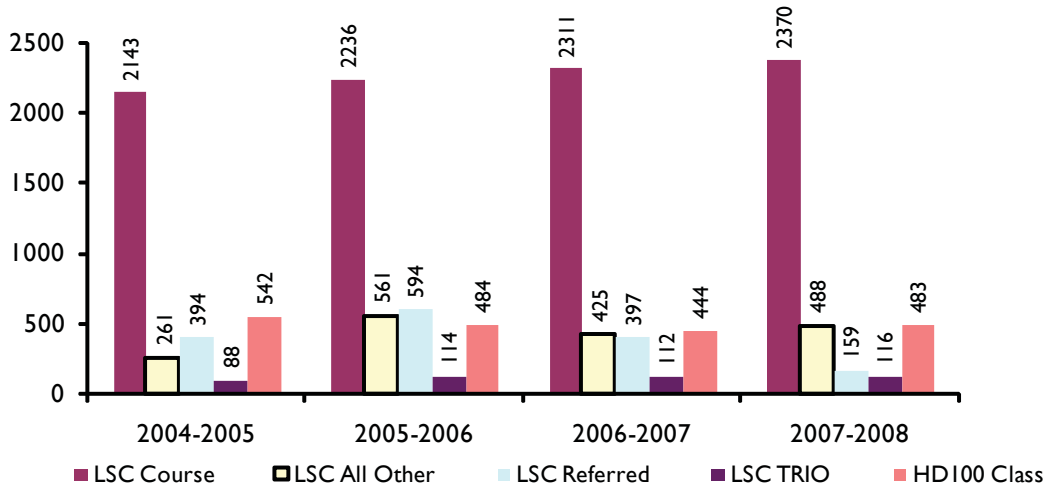
Progress: For the 2007-2008 school year, 79.71% of students declared a major; 20.29% of students did not declare a major.

Persistence

Fall Participation in Persistence Initiatives



Annual Participation in Persistence Initiatives



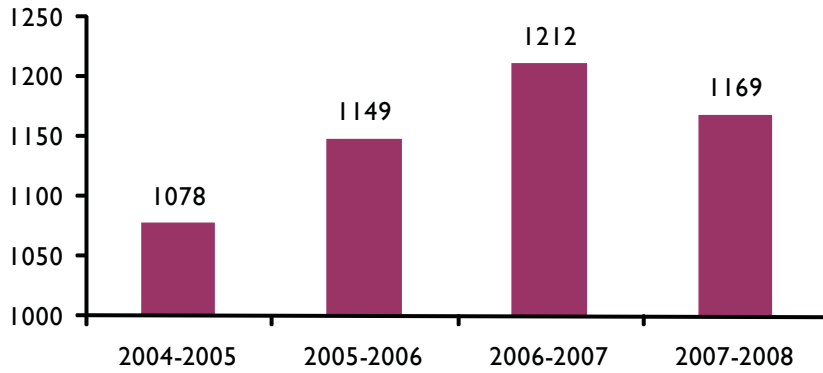
Description: Total number of students participating in persistence initiative programs.

Discussion: A number of approaches or strategies are employed to assist students academically and to encourage them to persist.

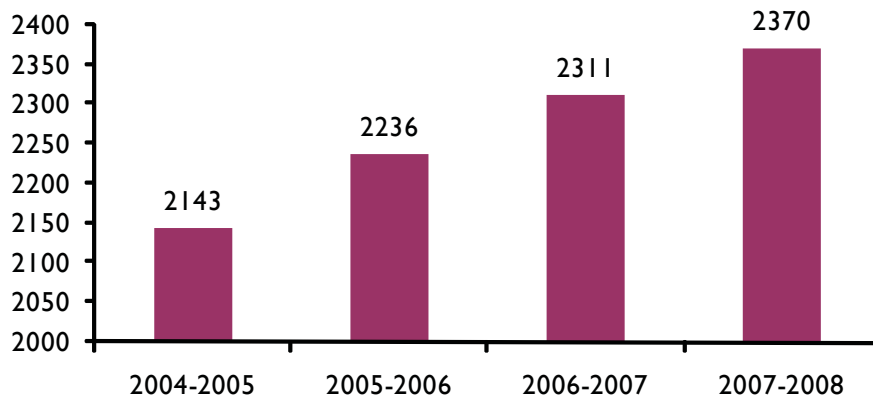
Progress: For the Fall term 2007 participation in the LSC Course decreased -3.55% from the previous Fall. For the 2007-2008 school year, participation in the LSC Course increased 2.55% from the previous year. For the Fall term 2007 participation in the LSC Referred decreased -78.17% from the previous Fall. For the 2007-2008 school year, participation in the LSC Referred decreased -59.95% from the previous year. For the Fall term 2007 participation in the LSC TRIO decreased -45.71% from the previous Fall. For the 2007-2008 school year, participation in the LSC TRIO increased 3.57% from the previous year. For the Fall term 2007 participation in the LSC All Other increased 2.46% from the previous Fall. For the 2007-2008 school year, participation in the LSC All Other increased 14.82% from the previous year. For the Fall term 2007 participation in the HD100 Class decreased -7.69% from the previous Fall. For the 2007-2008 school year, participation in the HD100 Class increased 8.78% from the previous year.

Persistence

LSC Course Fall Participation



LSC Course Annual Participation



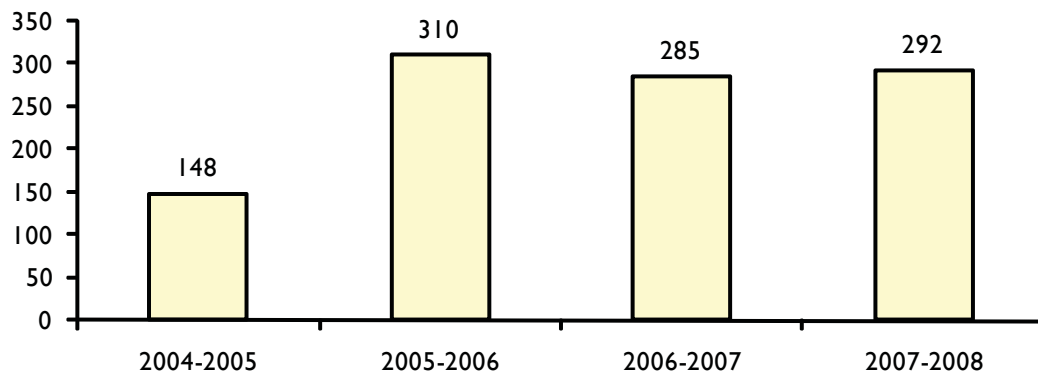
Description: Total number of students participating in LSC Course persistence initiative program.

Discussion: A number of approaches or strategies are employed to assist students academically and to encourage them to persist.

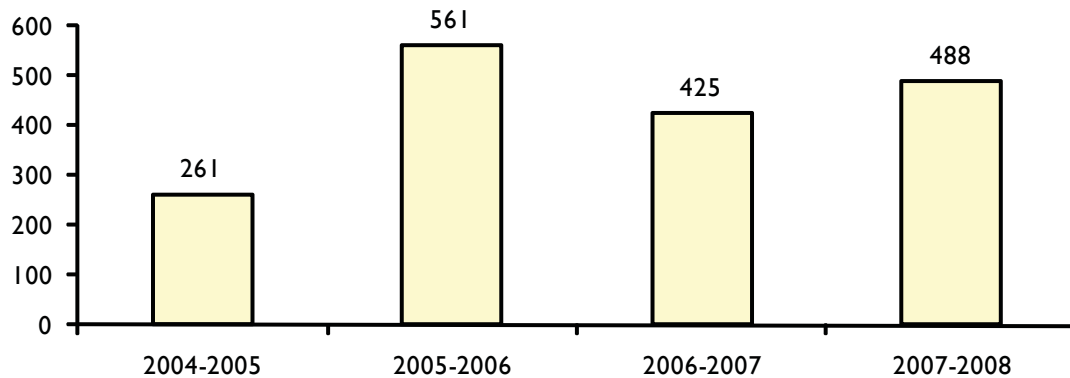
Progress: For the Fall term 2007 participation in the LSC Course decreased -3.55% from the previous Fall. For the 2007-2008 school year, participation in the LSC Course increased 2.55% from the previous year.

Persistence

LSC All Other Fall Participation



LSC All Other Annual Participation



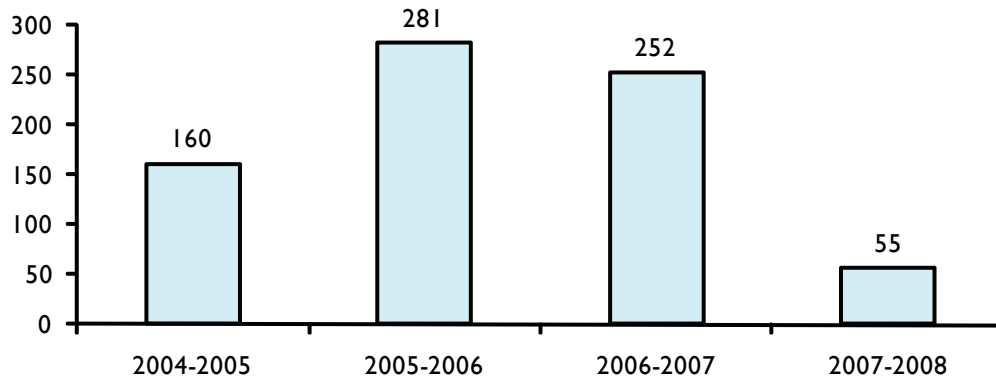
Description: Total number of students participating in LSC All other persistence initiative program.

Discussion: A number of approaches or strategies are employed to assist students academically and to encourage them to persist.

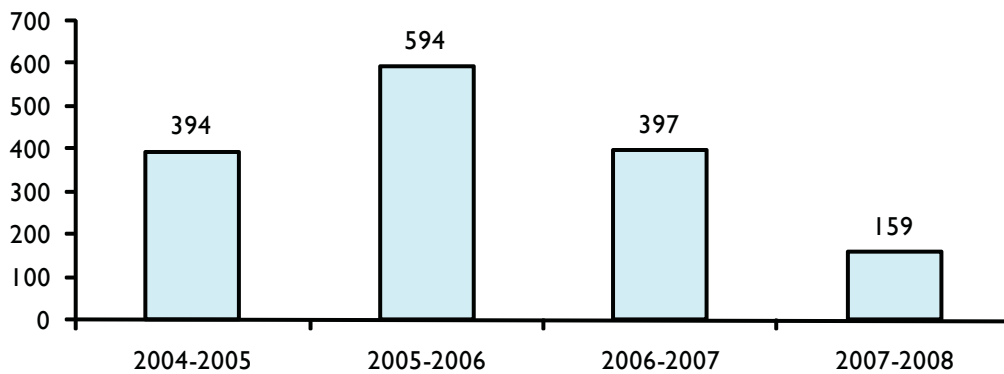
Progress: For the Fall term 2007 participation in the LSC All Other increased 2.46% from the previous Fall. For the 2007-2008 school year, participation in the LSC All Other increased 14.82% from the previous year.

Persistence

LSC Referred Fall Participation



LSC Referred Annual Participation



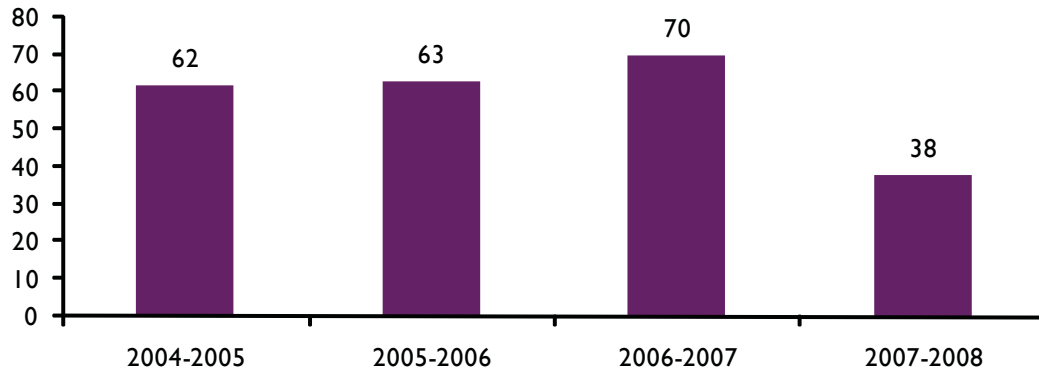
Description: Total number of students participating in LSC Course persistence initiative program.

Discussion: A number of approaches or strategies are employed to assist students academically and to encourage them to persist.

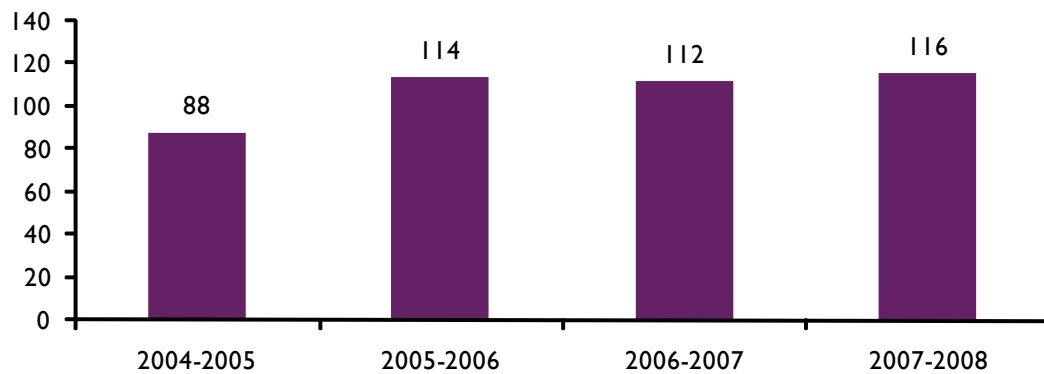
Progress: For the Fall term 2007 participation in the LSC Referred decreased -78.17% from the previous Fall. For the 2007-2008 school year, participation in the LSC Referred decreased -59.95% from the previous year.

Persistence

LSC TRiO Fall Participation



LSC TRiO Annual Participation



Description: Total number of students participating in LSC TRIO persistence initiative program.

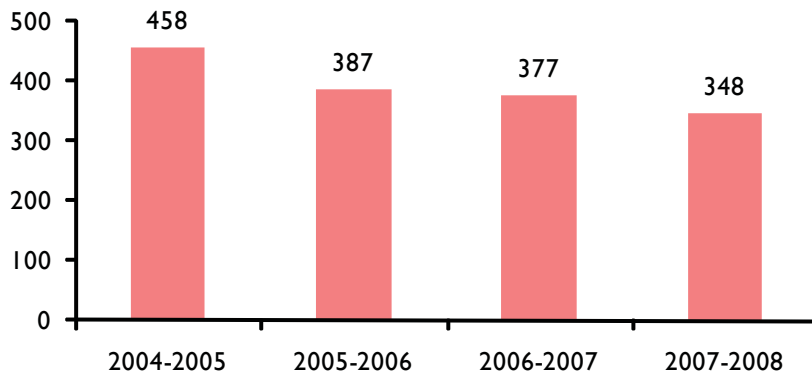
Discussion: A number of approaches or strategies are employed to assist students academically and to encourage them to persist.

Progress: For the Fall term 2007 participation in the LSC TRIO decreased -45.71% from the previous Fall.

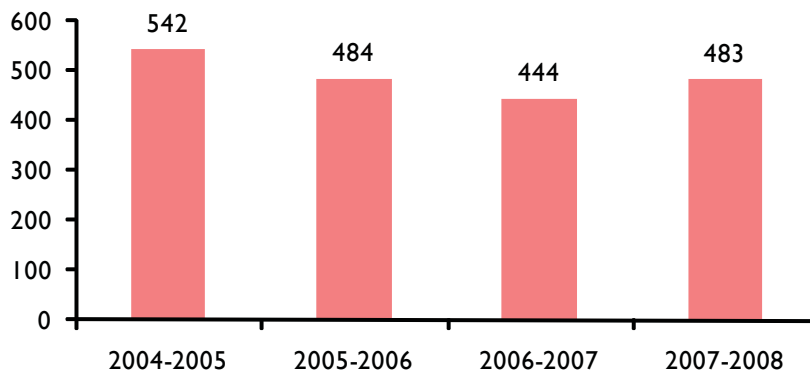
For the 2007-2008 school year, participation in the LSC TRIO increased 3.57% from the previous year.

Persistence

HD 100 Fall Participation



HD 100 Annual Participation



Description: Total number of students participating in HD100 persistence initiative program.

Discussion: A number of approaches or strategies are employed to assist students academically and to encourage them to persist.

Progress: For the Fall term 2007 participation in the HD100 Class decreased -7.69% from the previous Fall. For the 2007-2008 school year, participation in the HD100 Class increased 8.78% from the previous year.

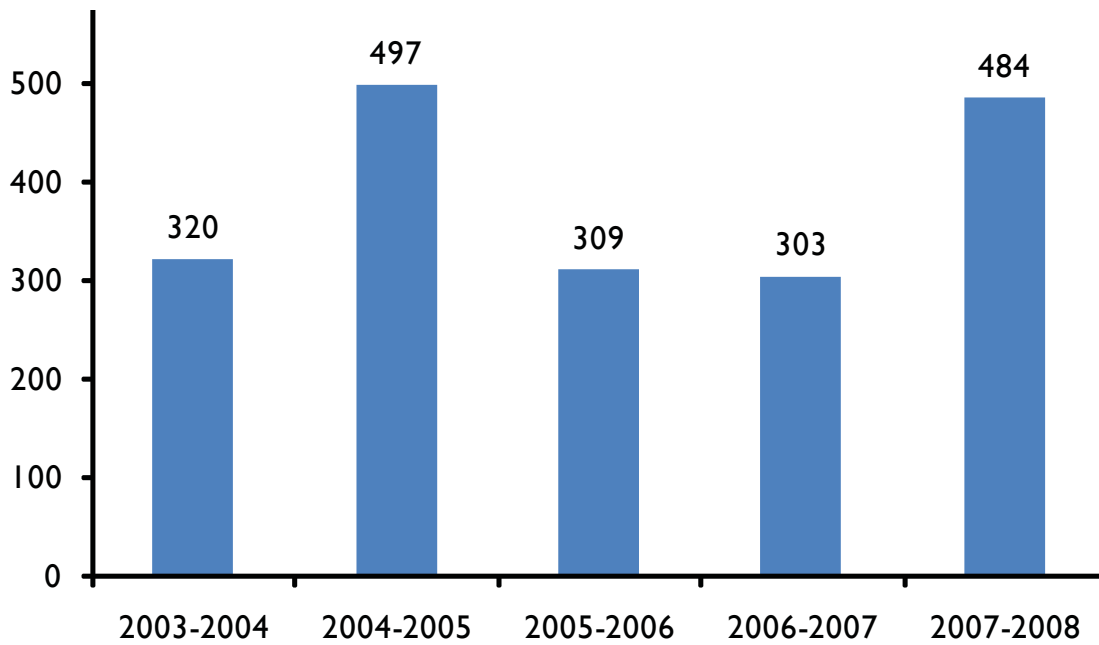
Persistence

Overview of persistent participation of all programs

LSC Course							
2004-2005		2005-2006		2006-2007		2007-2008	
Fall	Annual	Fall	Annual	Fall	Annual	Fall	Annual
1078	2143	1149	2236	1212	2311	1169	2370
LSC All Other							
2004-2005		2005-2006		2006-2007		2007-2008	
Fall	Annual	Fall	Annual	Fall	Annual	Fall	Annual
148	261	310	561	285	425	292	488 LSC Referred
2004-2005		2005-2006		2006-2007		2007-2008	
Fall	Annual	Fall	Annual	Fall	Annual	Fall	Annual
62	88	63	114	70	112	38	116
LSC TRiO							
2004-2005		2005-2006		2006-2007		2007-2008	
Fall	Annual	Fall	Annual	Fall	Annual	Fall	Annual
62	88	63	114	70	112	38	116
HD 100							
2004-2005		2005-2006		2006-2007		2007-2008	
Fall	Annual	Fall	Annual	Fall	Annual	Fall	Annual
458	542	387	484	377	444	348	483

High Schools

2+2 Enrollment by School Year



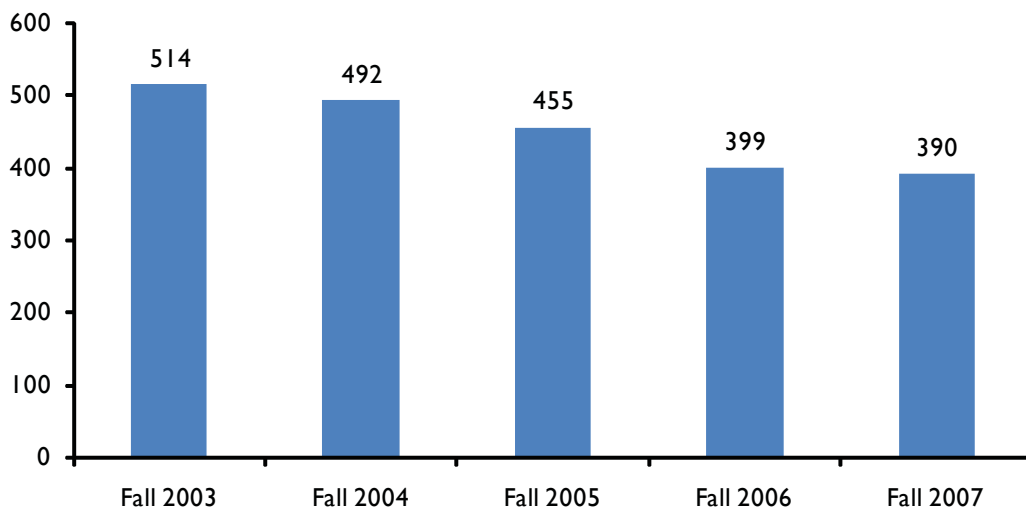
Description: Cumulative number of in-district high school students enrolled per academic year in 2+2.

Discussion: National research ("Measuring Up 2004") supports the value of providing educational alternatives and opportunities to high school students; thereby influencing the pipeline to post-secondary education.

Progress: For the 2007-2008 school year, the number of 2+2 students increased 59.74% from the previous year.

High Schools

In-district High School Grads Attending MHCC



Description: The number of graduates from in-district high schools enrolled at MHCC in Fall of the same year. (Reported annually in the MHCC Fact Book).

Discussion: MHCC is a logical choice for graduating in-district high school seniors to continue their education goals, explore opportunities, and establish themselves in higher learning.

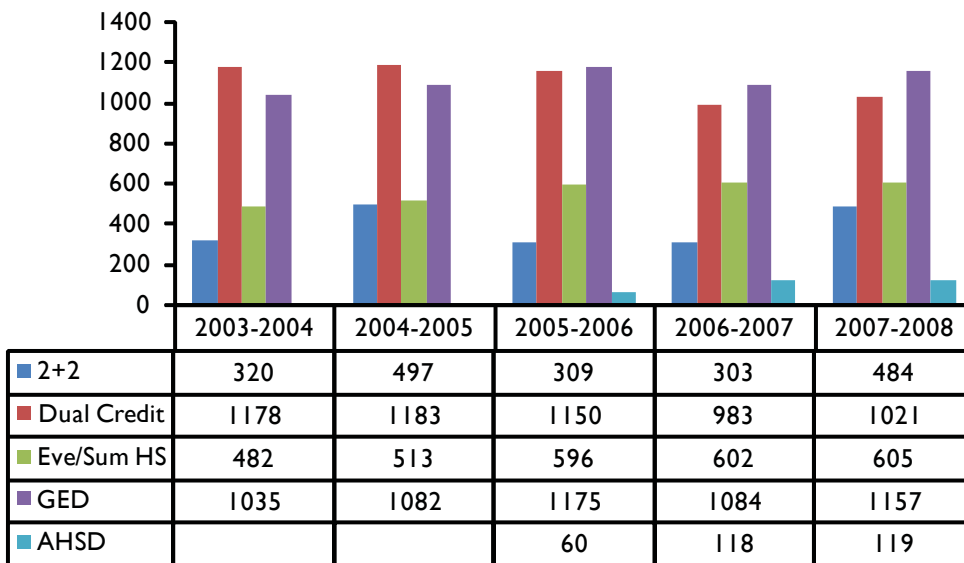
Progress: For 2007 the number of in-district high school students that graduated and attended Mt. Hood Community College in the Fall decreased -2.26% from the previous Fall Term.

High Schools

In-District High School Grads Attending MHCC						
	2000			2007		
	No. of Grads	MHCC	Percent	No. of Grads	MHCC	Percent
Cascade Locks	12	2	17%	11	1	9%
Centennial	328	81	25%	322	55	17%
Corbett	46	16	35%	47	8	17%
David Douglas	325	71	22%	447	40	9%
Gresham	300	73	24%	355	66	19%
Parkrose	270	28	10%	209	22	11%
Reynolds	390	112	29%	463	86	19%
Sam Barlow	378	104	28%	340	65	19%
Sandy	323	60	19%	297	47	16%
TOTAL	2372	547	23%	2491	390	16%

High Schools

High School Enrollments by School Year



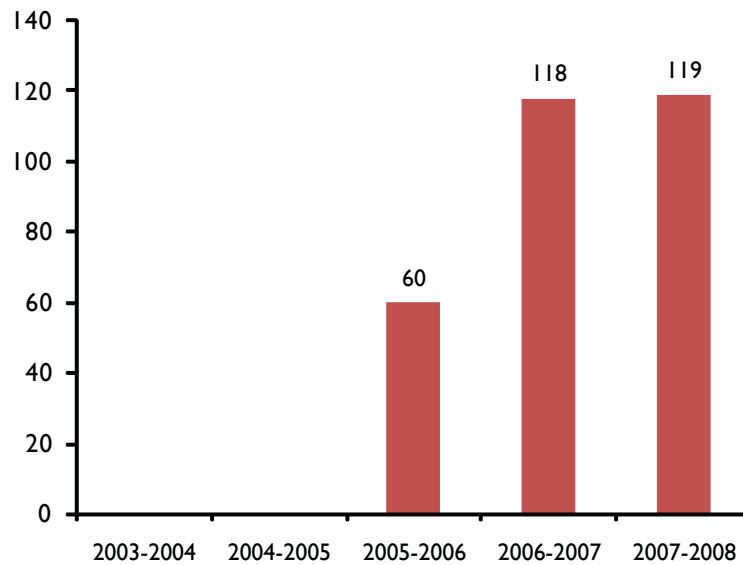
Description: Cumulative number of in-district high school students enrolled per academic year by program.

Discussion: National research (“Measuring Up 2004”) supports the value of providing educational alternatives and opportunities to high school students; thereby influencing the pipeline to post-secondary education.

Progress: For the 2007-2008 school year, the number of 2+2 students increased 59.74% from the previous year.
 For the 2007-2008 school year, the number of Dual Credit students increased 3.87% from the previous year.
 For the 2007-2008 school year, the number of Eve/Sum HS students increased 0.50% from the previous year.
 For the 2007-2008 school year, the number of GED students increased 6.73% from the previous year.
 For the 2007-2008 school year, the number of AHSD students increased 0.85% from the previous year.

High Schools

Adult High School Diploma Program (AHSDP) Enrollment by School Year



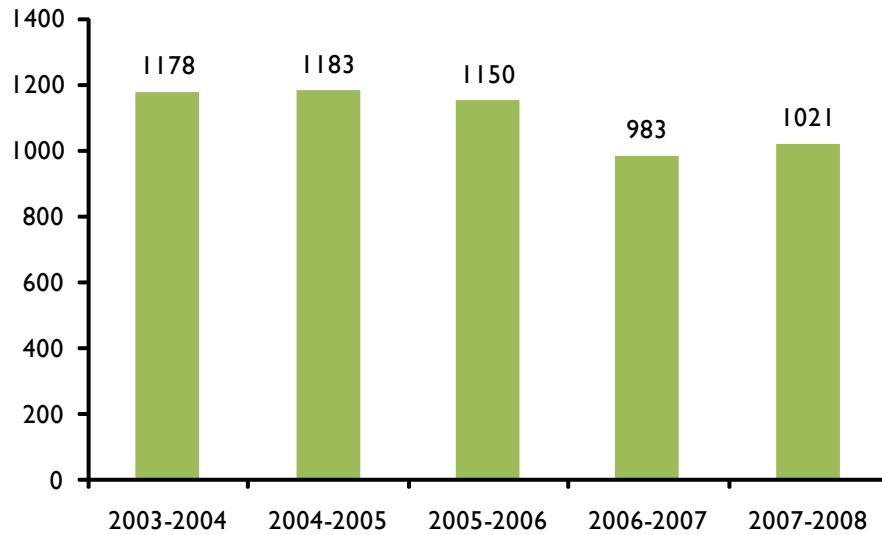
Description: Cumulative number of in-district high school students enrolled per academic year in adult high school diploma program.

Discussion: National research ("Measuring Up 2004") supports the value of providing educational alternatives and opportunities to high school students; thereby influencing the pipeline to post-secondary education.

Progress: For the 2007-2008 school year, the number of AHSDP students increased 0.85% from the previous year.

High Schools

Dual Credit Enrollment by School Year



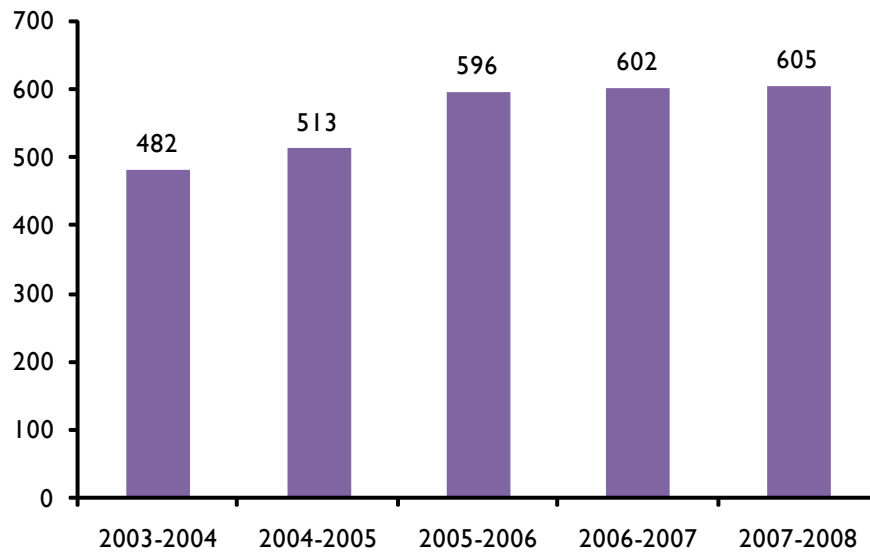
Description: Cumulative number of in-district high school students enrolled per academic year in dual credit.

Discussion: National research (“Measuring Up 2004”) supports the value of providing educational alternatives and opportunities to high school students; thereby influencing the pipeline to post-secondary education.

Progress: For the 2007-2008 school year, the number of Dual Credit students increased 3.87% from the previous year.

High Schools

Evening/Summer High School Enrollment by School Year



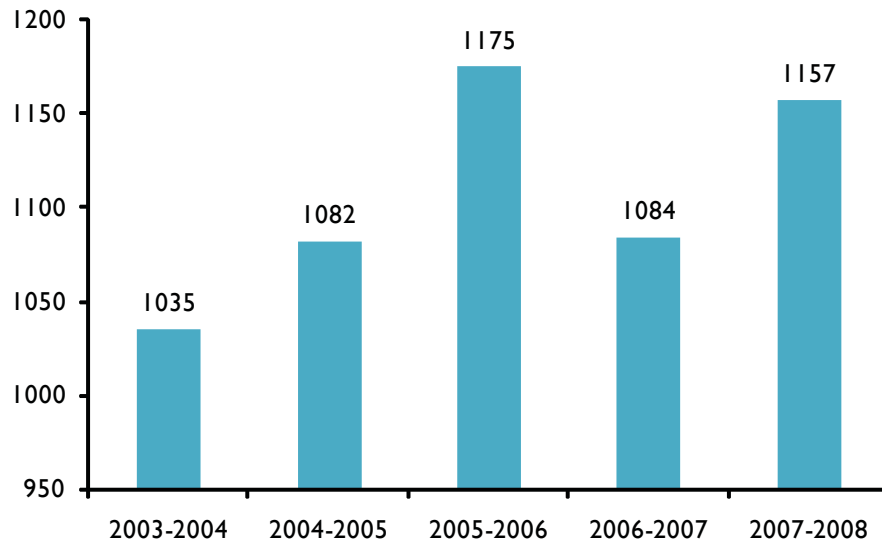
Description: Cumulative number of in-district high school students enrolled per academic year in evening/summer high school.

Discussion: National research (“Measuring Up 2004”) supports the value of providing educational alternatives and opportunities to high school students; thereby influencing the pipeline to post-secondary education.

Progress: For the 2007-2008 school year, the number of Eve/Sum HS students increased 0.50% from the previous year.

High Schools

GED Enrollment by School Year



Description: Cumulative number of in-district high school students enrolled per academic year in GED.

Discussion: National research ("Measuring Up 2004") supports the value of providing educational alternatives and opportunities to high school students; thereby influencing the pipeline to post-secondary education.

Progress: For the 2007-2008 school year, the number of GED students increased 6.73% from the previous year.