FEEDBACK FORM FOR STAFF & STUDENTS

Mt. Hood Community College

DRAFT — MAY 18, 2016 -- DRAFT

YEAR SEVEN SELF-STUDY REPORT

Mt. Hood Community College
MISSION
Transforming Lives | Building Communities

VISION
Mt. Hood Community College is nationally recognized as the choice for life-long education and is a leader in state-of-the-art learning environments and innovation; the college is celebrated by residents for its economic, social, cultural and recreational contributions to the district.

CORE THEMES

LEARNER SUCCESS
The College provides the necessary state-of-the-art tools so that anyone committed to learning may establish, make progress towards and ultimately accomplish the goals that define their individual success.

COMMUNITY PRIDE
The College continually seeks out educational, economic and cultural opportunities to engage and partner with its surrounding populations in an effort to be a responsive, responsible neighbor, and a college that the community can proudly and confidently support.

PARTNER INNOVATION
The College works closely with businesses, government agencies and nonprofits to proactively reassess current and future trends so that it may provide relevant skills and educational training while eliminating barriers and maximizing efficiencies and service quality.

VALUES
► Staying abreast of educational and technological challenges, trends and innovations and transforming the college to meet the changing needs of our community. We are decisive, intentional and forward thinking.
► Cultivating an environment that celebrates and supports diverse communities, peoples, backgrounds and points of view. We are inclusive and respectful.
► Creating an active, friendly, welcoming and open environment for our staff, students and community. We are accessible, positive and responsive.
► Providing innovative educational programs, methods and assistive technologies while also building strong community and business partnerships. We are collaborative, focused and purposeful.
► Being responsible stewards of the physical and financial resources entrusted to us by the residents of the district. We are accountable, transparent and honest.
► Exceeding expectations in all customer service interactions. We are reliable, dedicated and empathetic.
Accreditation: Year Seven Self-Study & NWCCU Onsite Evaluation Visit

Director, Accreditation: Sheri Mosher

President’s Council

Debra Derr
Rick Doughty
Christie Plinski
Al Sigala

Linda Vigesaa
Jennifer DeMent
Gale Blessing
Waldon Hagan

Bruce Battle
Jarrod Hogue
Pam Benjamin

Standard 1: Mission, Core Themes, and Expectations
President’s Council Liaison: Debra Derr

Standard 2: Resources and Capacity
President’s Council Liaison: Rick Doughty

Standard 3: Planning and Implementation
President’s Council Liaison: Christie Plinski

Standard 4: Effectiveness and Improvement
President’s Council Liaison: Linda Vigesaa

Standard 5: Mission Fulfillment, Adaptability, and Sustainability
President’s Council Liaison: Rick Doughty

<table>
<thead>
<tr>
<th>STANDARDS 1 SUB-COMMITTEE MEMBERS</th>
<th>STANDARDS 2 SUB-COMMITTEE MEMBERS</th>
<th>STANDARDS 3 SUB-COMMITTEE MEMBERS</th>
<th>STANDARDS 4 SUB-COMMITTEE MEMBERS</th>
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<tbody>
<tr>
<td>Debra Derr</td>
<td>Rick Doughty</td>
<td>Christie Plinski</td>
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<td>Sheri Mosher</td>
<td>Gale Blessing</td>
<td>Deb Saari*</td>
<td>Sergey Shepelov*</td>
<td>David Todd*</td>
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<td>PC Members</td>
<td>John Hamblin</td>
<td>Valory Thatcher*</td>
<td>David Dale*</td>
<td>Chad Bartlett</td>
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<td>Megan Dugan</td>
<td>Jessica Ruiz</td>
<td>Brady Carey</td>
<td>Sydney Frost</td>
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<td>Eran Smith</td>
<td>Kealani Balfour</td>
<td>Jarrod Hogue*</td>
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<td>Russ Johnson</td>
<td>Amy Widger</td>
<td>Tim Green</td>
<td>Janine Shockley</td>
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<td>Brenda Brady</td>
<td>John Hamblin</td>
<td>Waldon Hagan</td>
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<td>Lauren Smith</td>
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<td>Sara Rivara</td>
<td>Scott Plinski</td>
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<td>Jason Pinkerton</td>
<td>Becky Gish*</td>
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<td>Liz Milliken</td>
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*Denotes Co-chairs
Institutional Overview

Located within Multnomah, Clackamas and Hood River Counties, the Mt. Hood Community College (MHCC) District is one of 17 independent Oregon community colleges. The District, established in 1966 as a comprehensive community college is located on more than 120 acres in the eastern region of the District, including a satellite campus, the Bruning Center for Allied Health Education, also located in Gresham, and a second satellite campus, the Maywood Park Center, located in Portland. The College’s 950-square-mile district encompasses a diverse range of communities, from the highly urban greater Portland area on the west side of the District, to more sparsely-populated, rural communities on the east side of the District. The vast majority (70%) of MHCC’s students reside in Multnomah County.

The Bruning Center for Allied Health is a state-of-the-art learning environment with full equipped “smart” classrooms, clinical skills labs, and a state-of-the-art nursing simulation center. The Maywood Park Center offers a variety of educational services plus an array of self-paced instructional courses.

MHCC entered the 2014-15 academic year with 156 full-time instructors, counselors, and librarians, and 393 part-time instructors. Ten percent of the full-time faculty members hold doctorate degrees. Currently, 23 full-time administrators and 17 full-time supervisors (district funded) provide leadership and management of the college.

Effective July 2014, with legislative action the oversight of Oregon community colleges moved from the State Board of Education to the newly created Higher Education Coordinating Commission (HECC). The Office of Community Colleges and Workforce Development (CCWD) is within the HECC and continues to serve community colleges.

Legislative and National Initiatives

- Oregon’s 40-40-20 Plan for Year 2025
  In 2011, the Oregon legislature affirmed this once aspirational goal through the passage of Senate Bill 253. The goal is that by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% will have an associate’s degree or a meaningful postsecondary certificate and 40% will hold a bachelor’s or advanced degree. Oregon’s educational attainment rates have been increasing, but the passage of the goal into law prompted a new drive for collective action and reform.

- American Association of Community Colleges: Implementation Guide for Redesigning America’s Community Colleges. In 2014, the AACC created a blueprint for change in redesigning community colleges to better meet the needs for a changing postsecondary educational landscape. These guidelines frame the work within the context of a blueprint for change, and that blueprint will frame the Academic Master Plan for the work at MHCC.

Students
As reported in the MHCC Fact Book 2014-15, total 2014-15 enrollment (unduplicated headcount) was 28,960, fifty percent (50%) female students; forty-five percent (45%) male students; four percent (4%) unknown.

The community surrounding MHCC has grown in the last few years and continues to demonstrate growth. A diverse group of people makes up the community, and MHCC's student body mirrors this diversity. The College is committed to remaining accessible to an ever-increasing population with diverse needs. MHCC is committed to diversity, inclusion and equity and has adopted a “Commitment to the Equity Lens” as initiated by the Higher Education Coordinating Commission. The college understands that equity concepts are not only vital in terms of social justice, but that they are also critical to the college’s long-term viability, recognizing that the college must serve the needs of its students, staff and community partners. Understanding the essential role of equity will strengthen the college’s ability to fulfill its mission.

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<tr>
<td>Female</td>
<td>Hispanic/ Latino</td>
<td>2072</td>
<td>12%</td>
<td>1794</td>
<td>12%</td>
<td>2122</td>
<td>14%</td>
<td>2366</td>
<td>16%</td>
<td>2249</td>
<td>15%</td>
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<tr>
<td></td>
<td>American Indian</td>
<td>213</td>
<td>1%</td>
<td>152</td>
<td>1%</td>
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<td>1%</td>
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<td>1%</td>
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<td>1044</td>
<td>7%</td>
<td>1064</td>
<td>7%</td>
<td>1008</td>
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<td>5%</td>
<td>704</td>
<td>5%</td>
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<td>Hawaiian</td>
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<td>63</td>
<td>0%</td>
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<td>1%</td>
<td>75</td>
<td>1%</td>
<td>72</td>
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<td></td>
<td>Caucasian</td>
<td>10505</td>
<td>60%</td>
<td>8910</td>
<td>59%</td>
<td>8438</td>
<td>54%</td>
<td>7507</td>
<td>51%</td>
<td>7531</td>
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<td></td>
<td>International</td>
<td>9</td>
<td>0%</td>
<td>5</td>
<td>0%</td>
<td>11</td>
<td>0%</td>
<td>21</td>
<td>0%</td>
<td>11</td>
<td>0%</td>
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<td></td>
<td>Multi-Race</td>
<td>256</td>
<td>1%</td>
<td>316</td>
<td>2%</td>
<td>418</td>
<td>3%</td>
<td>460</td>
<td>3%</td>
<td>472</td>
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<td>No Response</td>
<td>2246</td>
<td>13%</td>
<td>2174</td>
<td>14%</td>
<td>2421</td>
<td>16%</td>
<td>2337</td>
<td>16%</td>
<td>2430</td>
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<td></td>
<td>Total</td>
<td>17546</td>
<td>100%</td>
<td>15212</td>
<td>100%</td>
<td>15515</td>
<td>100%</td>
<td>14612</td>
<td>100%</td>
<td>14533</td>
<td>100%</td>
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</table>

An increasing number of MHCC students come unprepared for college-level work. Employee comments from the Strengths/Weaknesses/Opportunities/Threats (SWOT)
Analysis MHCC conducted as part of its recent strategic planning process included: “Our students are not prepared for the rigors of college academics” and “Our student population is changing; high-risk students are making up a greater proportion of our student population.” Institutional data backs up these observations. All degree-seeking students, as well as students wishing to enroll in courses with reading, writing and/or math prerequisites, must take the College Placement Test (CPT) to assess academic skills. The CPT measures reading comprehension, English grammar and mathematics. The results of the CPT determine whether students must take Developmental Education Courses prior to enrolling in college-level coursework. In 2014-15, 54% of new MHCC students assessed into at least one developmental course (reading, writing and/or math). Besides academic underpreparedness, an increasing percentage of MHCC’s students are low income (38.3%, fall 2014) and/or first generation college students.

Enrollment

MHCC’s five year enrollment trend reflects the regional economic environment and the national ‘recession.’ Previous biennial state funding to Oregon community colleges had been decreasing, but in the 2013-15 biennium community college funding was increased by $15 million, up from the initial budget of $450 million.

In an effort to help offset the growing costs related to higher education, the Mt. Hood Community College Board of Education voted September 9, 2015 to reduce the cost of tuition at MHCC by $1.50 per credit hour. This reduction was effective beginning fall 2015, and saves the typical full-time MHCC student about $20 per quarter. Additionally, the board

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>% Change</th>
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<tbody>
<tr>
<td>2010-2011</td>
<td>32,411</td>
<td>0%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>29,310</td>
<td>-10%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>29,255</td>
<td>0%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>27,647</td>
<td>-5%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>28,960</td>
<td>5%</td>
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</table>
also voted to enact a tuition pledge program. This program will maintain the now-reduced tuition rate of $94 per credit hour for up to the next four years for students who have enrolled in fall 2015; stay enrolled through the length of the program and maintain certain criteria. The tuition “freeze” will begin the first term a student registers. Their tuition will be locked in at the then current rate, and their four year completion period will begin at that time. In this manner, students will now be able to consistently budget out the costs while completing their higher education goals at MHCC, without worrying about rising tuition.

Programs

As a comprehensive community college, MHCC offers transfer programs, career and technical education, customized workforce training, developmental education and community education. MHCC’s transfer degree programs in Associate of Applied Science (AAS), Associate of Arts Oregon Transfer (AAOT), Associate of General Studies (AGS), Associate of Science Oregon Transfer-Business (ASOT-BUS), Associate of Science Oregon Transfer-Computer Science, Associate of Science (AS) and the Oregon Transfer Module (OTM) are articulated with colleges and universities in Oregon. MHCC offers more than 100 career and technical programs. Developmental courses in mathematics, reading and writing are complemented with student support services. Continuing education programming is offered year-round for professional development and lifelong learning. MHCC is active in the statewide Career Pathway initiative, offering a continually growing number of approved certificates.

Student Success Initiatives

MHCC offers a diverse number of programs that support student success. Since Dr. Waldon Hagan, MHCC’s new Vice President for Student Success and Development, joined with college, he has engaged all SDS staff and the college community in the development of a robust enrollment management plan aligned with mission and core themes, with assessment, evaluation and performance metrics. Many student success initiatives continue with new initiatives on the horizon as strategic planning continues with student success capacity and resources.

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Participants per Year (2014-15 figures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Center</td>
<td>Established Fall 2014. Staffed office open 8:30 am – 5 p.m. M-F. Staffed by MHCC staff and student volunteers. Helps students apply for admission; complete financial aid forms; register for classes online; order textbooks; apply for graduation. Includes online resources.</td>
<td>10,000 visits per year</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>Began Fall 2010. MHCC uses the “Appreciative Advising” model, a student-centered model which uses positive, open-</td>
<td>2,105 visits Jan – Apr 2015</td>
</tr>
</tbody>
</table>
ended questions to help students achieve their goals.

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<tr>
<th><strong>Advancement Via Individual Determination (AVID) for Higher Ed</strong></th>
<th>Established Fall 2012. Staffed office on Gresham campus. The AVID Center offers students a study space with access to tutors and computers and workshops on college success strategies; it also offers workshops and resources for faculty on high-engagement teaching practices. AVID facilitates Learning Communities at MHCC (see below).</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Communities</strong></td>
<td>Began Spring 2012. <strong>LC 2</strong> is a one-term (one-quarter) program for students who test into developmental reading (RD90) and development writing (WR90). Students enroll in RD90, WR90 and HD100C (College Success). <strong>LC 3</strong> is a one-term program for students enrolled in Reading for College Success (RD115), College Writing (WR115) and Computer Concepts Lab (CIS120L). One AVID Learning Specialist is assigned to each Learning Community cohort to provide additional student support and assistance. Sections are limited to 28 students.</td>
<td>LC 2 x 5 sections/yr = 140 LC 3 x 4 sections/yr = 92 TOTAL 232</td>
</tr>
</tbody>
</table>
| **Human Development (HD) Courses** | MHCC offers a number of transferable elective courses focused on college success and career development. These courses are designed to teach students how to develop and use functional and adaptive skills (non-cognitive skills) to succeed in college and beyond. MHCC’s HD courses incorporate elements from the *On Course* curriculum.6 Courses include (*2014-15 enrollment numbers listed after credit value*):
- HD 090 Transition to College (1 credit) - 86
- HD 100A College Success (1 credit) - 301
- HD 100C College Success (3 credits) - 599
- HD 101 Back on Track for College Success (2 credits) - 587
- HD 110 Career Planning (1 credit) - 244
- HD 130 Today’s Careers (2 credits) – 58
- HD 130HC Todays Careers: Health (2 credits) - 70
- HD 202 Life Transitions (3 credits) - 47
- HD 208 Career and Life Planning (3 credits) – 228
- HD 209INT Interviewing Techniques (1 credit) - 29
- HD 209RES Developing Your Resume (1 credit) - 63
- HD 225 Transferring to a Four-Year College (2 cr) - 46 | See 2014-15 enrollment data for each course in *italics* at left |
| **Summer Bridge** | Piloted Summer 2014. Open to AVID Learning Community Students and new TRIO Student | 18 |
| Support Services (SSS) students. Three days (9 am to 2 pm) of instruction/activities focused on non-cognitive skills. |
FEEDBACK FORM FOR STAFF & STUDENTS

Preface

Institutional Changes since the Last Report

Signs of a Coming Transformation

MHCC is celebrating its 50th anniversary as a community college with a focused vision of a coming transformation.

- For the first time in its history, MHCC has an academic master plan that represents not only a broad, inclusive and collaborative process but is an informative and contextual view of the college in 2015.
- MHCC was the first community college in the state to develop I-Best (Integrated Basic Education and Skills Training) models in Career Technical Education programming. With I-Best, two instructors in the classroom, blocked scheduling, accelerated learning. The program is completed in three terms; students receive their credentials in three terms, when it could take a student two to three years otherwise. The college led the state in CASE Grant outcomes with 248 completions – more than the rest of the state combined, and more than three times the goal. The CASE Grant was a statewide collaboration that included all 17 community colleges and the Oregon Employment Department/Trade Act, employers and community partners to expand and enhance Career Pathways as a vehicle to increase credential completion and accelerate time to completion and to build programs to meet industry needs.
- MHCC was the first and only institution of higher learning in Oregon to be designated by the Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense Education Two Year Institution.
- MHCC had an opportunity to be the first community college to receive a Salmon Safe certification, which highlights stewardship and promotes sustainability. Many potential partners and funders are willing to work with the college; Intel, for example, is interested in using this as a test case. Also, there will be multiple opportunities with MHCC’s natural resources programs.

Learner Success is an area that is transforming. Changes that have already been made are leading to higher retention and completion rates. The college has set its sights on a guided pathways approach that will take retention and completion to higher levels. Guided pathways are being implemented for MHCC’s students to provide a more direct and productive route for their learning goals and career ambitions.

These changes are well timed to guide the increased number of high school graduates who come to MHCCC as a result of the Oregon Promise initiative that provides a tuition free education at the community college level. Learner success is at the heart of what the college does and our constant question that is asked is: how does that decision support student recruitment, retention, and completion?

Community Pride is an area that is transforming. Our community has great pride in the college. Our polling showed that 83% of our district residents love our college. The
polling also showed that the college needed to do some educating to translate that community appreciation into a community that will confidently support MHCC. The college has been engaged in an extensive education process to transform our community’s understanding of the direct connection that exists between what the college does and the economic vitality of the District; between the workforce and apprenticeship programs that the college provides and the success of local business and industry; and between the education that students receive and their ability to get living-wage jobs. That education is translating into a transformed community that better understand and is more willing to support the goals of the college.

**Partner Innovation** is an area that is transforming. MHCC is the state leader in apprenticeship programs and is using that expertise to expand other areas, such as adding Subaru to its automotive technologies program and expanding into the needed and growing area of mechatronics. Mechatronics is an emerging and growing area of engineering expertise that combines multidisciplinary engineering fields and applies those skills to the complex systems involved in the design and manufacture of products.

The college’s strategic and master plans are providing the direction needed to survey what exists at MHCC and to transform the college piece by piece through strategic priorities and core themes that lead to *fulfillment of the college mission*.

**Strategic Budget Planning for Resource Reallocation**

In developing the 2016-17 budget, the college president tasked the leadership of the college to find unspent budgeted funds from previous budgets that could be reallocated to improve learner success, increase community pride and bolster partner innovation. This work was engaged early in fall 2015 when the budget office was able to identify and reallocate $1 million in funding for this current year. The college faced enrollment that fell much further than projections anticipated in 2015-16, a reduction in a proposed tuition rate and the constant rising costs of providing quality education. The Board of Education mandates a minimum 5% ending fund balance, so the leadership addressed this funding challenge while looking for areas of opportunity. Major steps in reallocation of resources for 2016-17 include funding for:

- An increased focus on marketing the college and communicating with our community
- An increase in advising staff to support students
- A launch of a mechatronics program, with guidance from industry partners
- A new pilot entrepreneurship program, Project Pronto, designed to introduce high school students into the world of entrepreneurship
- New catalog software that will make course offerings more available and accessible
- A fully funded equity officer position and increased training in Title IX
- An electronic time/attendance reporting system for increased efficiency

Through a renewed strategic budget planning, this reallocation approach represents work to embrace the new strategic plan through a process improvement cycle. The above
changes, especially in new directions such as mechatronics, will be measured, monitored and adjusted for increased success and mission fulfillment.

**Guiding Initiatives**

According to the Office of Economic Analysis (OEA) Oregon’s employment growth has accelerated over the past year and a half. The state is now adding jobs about one percentage point faster than the nation. The population growth for Oregon is forecasted to increase by more than one percent each year from now through 2020.

The MHCC District continues to emphasize a number of successful initiatives tied to core themes, with key highlights:

- The District is partnering with local manufacturing associations and other community colleges to provide onsite manufacturing and equipment skills training for workforce development.
- A strategic planning task force developed a comprehensive vision to guide towards growth evolution, moving the college forward to 2020 focusing on future needs of our community, major external stakeholders, students, faculty, staff and college supporters.
- Resource development through strategic budget planning of a three-year budget model that uses predictive modeling and evidence-based budget assumptions, including implementation of a Board policy on reserve funds.
- Teaching and learning key performance indicators are representative of one of the college's core theme – Learner Success - and include: student success and completion, economic vitality of our communities, and a culture of evidence.

**Enhancing Resource Development**

In 2015, the MHCC Board approved a contract with Ellucian, a grant consultant, to help the college work toward financial stability and ‘ramp up' Resource Development through the MHCCD Foundation and successful grants. MHCC has not had an infrastructure to support the grant process. In the past year, Ellucian has helped the college develop a long-term grants strategy, focusing on all aspects of the grants process. New applications must align with the college’s strategic plan, core themes and mission. Successful grant activities to date represent significant new resources for the college.

**Grants Applications 2015-16**

<table>
<thead>
<tr>
<th>Successful Grants</th>
<th>(Workforce Development)</th>
<th>$453,129</th>
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<tbody>
<tr>
<td>Oregon Talent Council Grant</td>
<td>(Workforce Development)</td>
<td>$453,129</td>
</tr>
<tr>
<td>HECC</td>
<td>(Student Success)</td>
<td>632,472</td>
</tr>
<tr>
<td>Oregon Department of Education</td>
<td>(STEM Hub Backbone Organization)</td>
<td>124,882</td>
</tr>
<tr>
<td>Boeing</td>
<td>(STEM)</td>
<td>20,500</td>
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<tr>
<td>Oregon Department of Education</td>
<td>(East County Pathways)</td>
<td>537,709</td>
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A Culture of Excellence

The People Strategies Council, an active college council, works to foster an engaged, student- and customer-centered culture, promoting leadership development and developing employee support and accountability. The council has developed creative strategies for employee engagement and development:

1. **A Culture of Excellence** for college staff, embodied by four standards. The first two standards have been presented to all staff through sessions. All suggestions and ideas are compiled and will be assigned for follow-up for possible implementation or changes to enhance student success.
   a. **#1: We are with You from Start to Finish**
      Standard #1 sessions were held fall term, 2015; Eighteen sessions at the main Gresham campus and two sessions at the Maywood Park Center.
   b. **#2: We practice the Platinum Rule: we treat others as they wish to be treated**
   c. **#3: We are always looking for ways to do things better**
   d. **#4: We hold ourselves accountable**
2. “First Thursdays” is a program of events for staff hosted monthly by an area of the college to engage staff in a fun activity or tour.
3. “Cranberry Short Courses” is a professional development program, (in addition to faculty in-service in fall), held in late fall to increase staff development opportunities. Cranberry Short Courses 2016
4. A “Take Your Child to Work Day” is an annual event to ‘show off’ where employees work and to engage their children in fun learning activities and exposure to future careers.

Success in removing/reducing barriers as a result of staff responses to Culture of Excellence program:

- Wait time for Career Placement Testing reduced from 12-48 hours to 7 minutes. (Fall 2015)
- Access documents translated into Spanish, Russian and Vietnamese. (Fall 2015)
- Eight MHCC employees received Mental Health First Aid Training (Fall 2015)
- Turnstile removed in library (Fall 2015)
- The Scholarship process has been greatly improved. Students will now be able to apply for multiple scholarships instead of applying individually for each one. (Fall 2015)
- Online Student Orientation (Fall 2015)
- Community information sessions about the Oregon Promise (Fall 2015)
- MHCC Tuition freeze incentive approved by Board and implemented (Fall 2015)
- The Teaching and Learning Center is providing professional development opportunities for all staff

The Community Engagement Council role is to develop strategies to improve community access to college resources and events, strengthen relationships with community partners and improvement communication with our communities. After many years on hiatus, the council reinvented our “Strawberry Short Course Festival” held mid-June to which the community is invited to celebrate by taking short courses, participating in fun activities, touring the beautiful campus, and enjoying free strawberry shortcake, reminiscent of the former strawberry fields upon which the college now stands.

Staff Resources

MHCC entered the 2015-16 academic year with 163 full-time instructors, counselors, and librarians, and 310 part-time instructors. Fourteen percent of the full-time faculty members hold doctorate degrees. Currently, 23 full-time administrators and 18 full-time supervisors (district funded) provide leadership and management of the college.

A majority of the participants in the college’s 2014 comprehensive strategic planning process identified faculty as among MHCC’s strengths, noting “faculty are dedicated to student success” and “faculty are highly qualified in their areas of expertise.” In 2013, the Northwest Commission on Colleges and Universities (NWCCU) specifically commended
MHCC for “the energy, optimism and loyalty expressed by faculty, staff and administrators and for the college community’s dedication to a strong future for the institution.”

<table>
<thead>
<tr>
<th>School Year</th>
<th>Instructors</th>
<th>Counselors</th>
<th>Librarians</th>
<th>Administrators</th>
<th>Total Full-Time</th>
<th>Part-Time Instructors</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>153</td>
<td>5</td>
<td>3</td>
<td>31</td>
<td>192</td>
<td>411</td>
<td>603</td>
</tr>
<tr>
<td>2011-2012</td>
<td>144</td>
<td>4</td>
<td>0</td>
<td>29</td>
<td>177</td>
<td>409</td>
<td>586</td>
</tr>
<tr>
<td>2012-2013</td>
<td>149</td>
<td>5</td>
<td>2</td>
<td>23</td>
<td>179</td>
<td>393</td>
<td>572</td>
</tr>
<tr>
<td>2013-2014</td>
<td>149</td>
<td>5</td>
<td>2</td>
<td>21</td>
<td>177</td>
<td>386</td>
<td>563</td>
</tr>
<tr>
<td>2014-2015</td>
<td>156</td>
<td>5</td>
<td>2</td>
<td>22</td>
<td>185</td>
<td>388</td>
<td>573</td>
</tr>
</tbody>
</table>

Building a Bright Future
(Written Prior to Election Day – May 17, 2016)

UPDATE: The results of the election on May 17 show that voters in our college district have told us that right now, they are unwilling to have their property taxes increased to support the initiatives we put before them. The college will regroup and analyze the results of the election. The Board of Education will be discuss what it sees as next steps.

In January 2016, the MHCC Board of Education officially announced its decision to place a $125 million general obligation bond measure on the May 2016 ballot. The last influx of new money that came into the college was a $6 million bond in 1974 – more than 42 years ago. With a bond, the college will be able to respond to the increased growth in student population, create new and diverse programming that responds to workforce needs and position itself to continue to be an asset to the community for the next 50 years. Based on community feedback, the bond will allow the college to address immediate needs, including:

- Build a new Workforce and Applied Technology Center, which will house laboratories and classrooms to expand the college’s efforts in providing applied technology careers
- Rebuild and expand the Maywood Park Center, which will be designed specifically to meet the demand for entry-level and worker training opportunities in the Parkrose and Gateway communities – the largest industrial area in the region
- Upgrade and improve safety and security infrastructure, including the use of new lock down technologies and seismic upgrades
- Secure $8 million in state matching funds that will otherwise be lost, for additional support for the Workforce and Applied Technology Center.
This bond includes built-in accountability mechanisms. The MHCC Bond Oversight Committee will be made up of community members, business leaders, MHCC faculty, staff and students to ensure that tax dollars are being spent wisely.

Sustainability

One of the most successful efforts in tracking resource use and implementing improvements has been in the energy utilization of the college. A two-year Strategic Energy Management (SEM) program with the Energy Trust of Oregon has seen significant savings in utility costs. The recent significant progress has not happened because capital dollars have been spent on more efficient systems, but rather that our ability to engage multiple systems. Examples, such as scheduling and HVAC, our ability to engage the cooperation of our community through energy saving practices such as shutting off monitors and using alternatives to space heaters, information on best practices coming from partnerships with entities such as Portland Community College, the Port of Portland, the City of Gresham, Metro, Portland Parks and Recreation, etc. and the work to increase awareness in our community of the opportunity and challenges of sustainability have resulted in incredible savings.

In the past year, the director of facilities management and his team, with the cooperation of our college community, saved 516,270 KW hours of electricity and 11,718 therms. These savings were above and beyond savings due to the Energy Savings Performance Contract (ESPC) and were tracked through a process that normalizes for temperature and tracks the specific events, primarily cooperation and coordination, leading to the savings.

Efforts such as these, in response to leadership opening paths for the college to follow, have increased the bottom line and resulted in direct benefit to students as $.33 of every $1 saved in utility costs due to our behavioral and cooperative changes will be dedicated to student scholarships.
Chapter One: Mission, Core Themes, and Expectations

Table of Contents

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Standard 1.B - Core Themes: .................................................................................................. xx
Conclusion.................................................................................................................................... xx
Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Mt. Hood Community College complies with the Commission’s eligibility requirements as described below:

2. **Authority**  The Mt. Hood Community College District (MHCCD) was established and operates under authority granted by the Oregon State Legislature contained in Chapter 341 of the Oregon Revised Statutes. It is subject to the provisions of the Constitution of the State of Oregon, the Oregon Revised Statutes, the regulations of the Oregon State Board of Education, its own policies and the expressed will of the electorate. The College has offered courses leading to degrees and certificates since 1966.

3. **Mission and Core Themes**  Approved by the Mt. Hood Community College’s Board of Education in 2009, the college’s mission, “**Transforming Lives | Building Communities**,” was thoroughly vetted and approved by the external community and the college community. The college’s mission is the fundamental building block driving all strategic planning, budget development, and assessment of fulfillment of mission. Following the Year One report by the NWCCU evaluation team in which the team expressed concern as to whether the college understood the relationship of mission to strategic planning, the college has articulated that the mission is the ‘heart’ and the core of all programs and services. The mission reflects the philosophy of MHCC as being a comprehensive community college, with an open door policy to all who seek educational opportunities for the betterment of the communities served. In June 2013, the Board of Education reaffirmed and approved the mission of “**Transforming Lives | Building Communities**” which has historically been codified in board policy 1020. The mission is clearly stated in the college catalog, web page and college publications.

The mission of Mt. Hood Community College is consistent with its charter as a public community college in the State of Oregon and is well-suited to the needs and character of the population of its service district. All of MHCC’s resources are devoted to support its educational mission and core themes.

**Standard 1.A Mission**

**1.A.1 -- Mt. Hood Community College Mission Statement**

The mission statement of the college was adopted by the Board of Education in July 2009 after a year-long effort that involved community, college, and student participation and contribution. The mission statement was reaffirmed by the Board in June 2013 and remains:

**Transforming Lives | Building Communities**
This unique mission statement articulates an appropriate purpose for an institution of higher learning, providing direction for efforts and derives from and is generally understood by our community. Mt. Hood Community College is a public, two-year comprehensive community college. Its mission statement is consistent with its charter as a public community college in the State of Oregon, established to offer lower-division transfer, career technical, workforce, basic skills and continuing education programs to the residents of its service district.

The mission statement embodies the sense of transformation that arose during the process of its development: the college’s continuous cycle of continuous quality improvements will address the needs of a district that is undergoing a vast demographic shift. We believe that learning will transform lives, and build, strengthen and support our communities.

1.A.2 -- Interpretation of Mission Fulfillment

Since the January 2014 NWCCU recommendations to MHCC’s Ad Hoc Report 2014, the college has made significant progress in questioning and analyzing data, and implementing significant and exciting improvements to institutional processes to ensure that the college is clear in the context of its purpose, characteristics, and expectations, and can clearly articulate MHCC’s definition of mission fulfillment and achievements that represent an acceptable threshold of mission fulfillment. Concurrent with analyzing data, the college has continued to strengthen institutional processes through strategic planning, development of an academic master plan and developing a strategic enrollment management plan. As a result of a thorough self-assessment of systems and procedures and an expansive role of the Office of Analytics and Institutional Research (AIR), the college has developed key performance indicators to measure accomplishment of mission fulfillment.

Standard 1.B Core Themes

In fall 2014, MHCC commenced a comprehensive strategic planning review process with both internal and external constituents engaging in a SWOT analysis of the college. A Strategic Planning Task Force was established and charged with the process of gathering input from external and internal stakeholders regarding the strategic direction of the college over the next five years. Approximately 650+ individuals provided feedback on one or more of the data gathering tools (College + Community Mailer, College Employee SWOT, Community Forums) resulting in over 4,100 data points that revealed that the college serves three distinct stakeholder groups: Learners, Community and Partners. Based on input and feedback from both internal and external stakeholders, MHCC reaffirmed and revised its three core themes which individually manifest essential elements of its mission and collectively encompass its mission:

1. Learner Success
2. Community Pride
3. Partner Innovation

The college is confident that these three revised core themes are an accurate and timely reflection of the college mission to guide the planning processes across all programs.
and services of the college. Assessment of core themes and core objectives achievement is based on measurable core indicators. Drawn from best practices of educational assessment, core indicators have been re-evaluated and significant sophistication of the data systems and research capacity of the Office of Analytics and Institutional Research. Mission fulfillment assessment, in turn, is based on renewed core theme objectives, verifiable and measurable indicators that produce quantitative data for assessment of mission fulfillment and evidence for program and service quality improvements.

Describe the core themes and their development, present the core objectives defined for each theme that reflect strategic priorities from the strategic plan and describe the potential core indicators identified at this time, along with the rationales for their selection.

The college’s core themes and core objectives are mission driven and supported by the interdependent nature of college planning, operations, functions, resources and capacity with the integration of strategic goals, priorities and objectives. The degree of mission fulfillment comes from achieving the college’s objectives and measures, and indicators provide meaningful evidence on what has been accomplished, measuring the outcomes data of collective assessment efforts and to drive program and service improvements for mission fulfillment.

The input and feedback from a comprehensive strategic planning process provides evidence as to what the college stakeholders believe are the priorities of the college and alignment of a new strategic plan with the college mission, vision and core themes. This new strategic plan has been articulated to each department which will then build its own operational plan, so that all institutional planning will collectively serve as the roadmap to fulfilling the college mission. Link: MHCC Strategic Plan

Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals and intended outcomes of the college’s programs and services.
### Alignment of Mission, Vision, Core Themes and Objectives with Strategic Plan: Figure ##

**MISSION**

Transforming Lives | Building Communities

<table>
<thead>
<tr>
<th><strong>CORE THEMES</strong></th>
<th><strong>CORE THEME OBJECTIVES</strong></th>
<th><strong>STRATEGIC PRIORITIES – STRATEGIC PLAN 2020 &amp; Beyond</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learner Success</strong>&lt;br&gt;The College provides the necessary state-of-the-art tools so that anyone committed to learning may establish, make progress towards and ultimately accomplish the goals that define their individual success.</td>
<td>1. Prepare students to achieve academic and life-long goals by ensuring course access, affordability and education fit</td>
<td><strong>Learner Success</strong>&lt;br&gt;• Student Success Initiatives&lt;br&gt;• Education Fit&lt;br&gt;• Affordability&lt;br&gt;• Course Access&lt;br&gt;• Diversity &amp; Inclusion</td>
</tr>
<tr>
<td><strong>Community Pride</strong>&lt;br&gt;The College continually seeks out educational, economic and cultural opportunities to engage and partner with its surrounding populations in an effort to be a responsive, responsible neighbor, and a college that the community can proudly and confidently support.</td>
<td>1. Cultivate and communicate about community relationships that provide program services, resources, cultural experiences and community events</td>
<td><strong>Community Pride</strong>&lt;br&gt;• Communication&lt;br&gt;• Community Events&lt;br&gt;• Program Services</td>
</tr>
<tr>
<td><strong>Partner Innovation</strong>&lt;br&gt;The College works closely with businesses, government agencies and nonprofits to proactively reassess current and future trends so that it may provide relevant skills and educational training while eliminating barriers and maximizing efficiencies and service quality.</td>
<td>1. Build responsive and innovative partnerships that serve students, employees, business and industry, pre K-12 education partnerships, the MHCC Foundation and the community</td>
<td><strong>Partner Innovation</strong>&lt;br&gt;• Employees&lt;br&gt;• Business &amp; Industry&lt;br&gt;• Pre K-12 Education Partnerships&lt;br&gt;• The MHCC Foundation</td>
</tr>
</tbody>
</table>
### Core Theme Indicators

<table>
<thead>
<tr>
<th>1. Student’s Success Rate</th>
<th>1. Percentage of community members recognizing MHCC as a valuable asset</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Job Placement Rate in CTE Programs*</td>
<td>2. Number of unique cultural and athletics events hosted by the college</td>
</tr>
<tr>
<td>3. Percentage of SPA action items implemented annually</td>
<td>3. Number of clients receiving services from program offerings and services’ monetary value.</td>
</tr>
<tr>
<td>4. Students’ awareness of financial aid processes and eligibility</td>
<td>4. Mean overall employee satisfaction rating</td>
</tr>
<tr>
<td>5. Students’ satisfaction with a schedule of classes/classes availability</td>
<td>5. Total value of SBDC brought to the community in a form of training, assistance with funding, capital, contracts or startups</td>
</tr>
<tr>
<td>6. Success rate of minorities compared to student body</td>
<td>6. Percentage of local high school graduates transitioning to MHCC</td>
</tr>
<tr>
<td></td>
<td>7. Percentage of Advisory Boards’ action items implemented annually</td>
</tr>
<tr>
<td></td>
<td>8. Percentage of available Foundation scholarships awarded</td>
</tr>
</tbody>
</table>

*based on a survey

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**Core Theme I: Learner Success**

MHCC is committed to providing students with needed academic support through a variety of learning success programs and services that are tailored to meet individual student needs. The college recognized the value of academic goals for student success and works with students to create academic goals that are attainable, measureable and define their individual success.

MHCC recognizes that industry standards and needs change rapidly. To ensure that educational offerings are up-to-date and that students are taught the most relevant curriculum, instructional programs perform annual program assessments using standardized measures, custom, program appropriate matrices and industry representative consultations.

MHCC is committed to education affordability by assuring tuition and fees are comparable to other Portland metropolitan community colleges, assuring federal financial aid forms are completed accurately to maximize eligible benefits and increasing scholarship funds available to students.

MHCC believes that learners must have access to instructional offerings so they can make progress towards their educational goals. MHCC is committed to ensuring course access through scheduling alternative times/days, providing a mix of course delivery methods and minimizing waitlists.

MHCC believes that supporting and empowering diversity is a cornerstone to serving the richness that characterizes our campus and community. MHCC welcomes, values and
promotes all aspects of diversity by cultivating a respectful, inclusive and accessible learning environment, developing the capacity to understand issues of difference, power and social justice and fostering personal and professional development which increases effectiveness within diverse contexts.

Core Theme Objectives:
1. Prepare students to achieve academic and life-long goals by ensuring course access, affordability and education fit.
2. Provide support services to enhance student achievement through student success initiatives that support diversity and inclusion

Rationale for Selection as Assessable and Meaningful Measures
Indicators, Rationale, Targets and Thresholds

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description / Rationale</th>
<th>Owner</th>
<th>Target</th>
<th>Acceptable Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success Rate Strategic Priority: Life-long Connections</td>
<td>Percentage of students that earn a degree or transfer to a 4-year institution within XX years of starting at MHCC. <em>Rationale:</em> Student success is integral to the mission of the college. Completions and transfers are a key component of defining student success.</td>
<td>Waldon Hagan</td>
<td>55%</td>
<td>&gt;50%</td>
</tr>
<tr>
<td>Job Placement Rate in CTE Programs Strategic Priority: Life-long Connections</td>
<td>Number of graduates in CTE programs that are working in their field of study 6-9 months after graduation divided by the total number of graduates in CTE Programs. <em>Rationale:</em> The ultimate goal of CTE Programs is to assure their graduates obtain employment in their chosen field of study.</td>
<td>Jarrod Hogue</td>
<td>65%</td>
<td>&gt;55%</td>
</tr>
<tr>
<td>Percentage of SPA action items implemented annually Strategic Priority: Education Fit</td>
<td>Total number of action items implemented divided by the total number of action items identified. <em>Rationale:</em> Program SPA’s provide insight into the quality of programs offered by the college and address general education student learning outcomes. Action items identified focus on continuous program improvement.</td>
<td>Christie Plinski</td>
<td>90%</td>
<td>&gt;80%</td>
</tr>
<tr>
<td>Students’ awareness of financial aid processes and availability Strategic Priority: Affordability</td>
<td>Percentage of students able to access student financial aid with a declared need for that aid. <em>Rationale:</em> Financial aid is a key factor in offsetting the cost of higher education; assuring students are aware of the process and availability of financial aid makes college more affordable.</td>
<td>Waldon Hagan</td>
<td>90%</td>
<td>&gt;80%</td>
</tr>
<tr>
<td>Indicator</td>
<td>Description / Rationale</td>
<td>Owner</td>
<td>Target</td>
<td>Acceptable Threshold</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Student Satisfaction with class schedule / course availability</td>
<td>Strategic Priority: Course Access Average student satisfaction rating on the class registration survey; average of five items measuring satisfaction of class schedule and course availability for the term. <strong>Rationale:</strong> In order for students to get through their programs of study in a timely manner, MHCC must provide courses needed. Student satisfaction with the term schedule and course availability demonstrates MHCC is meeting students’ needs.</td>
<td>Christie Plinski</td>
<td>75%</td>
<td>&gt;65%</td>
</tr>
<tr>
<td>Minority success rate compared to student body</td>
<td>Strategic Priority: Diversity and Inclusion Proportion of minority student body completers as compared to the student body as a whole. <strong>Rationale:</strong> The ethnic diversity within the population of completers should reflect the diversity within the student body as a whole; disparities indicate an unfulfilled need of a given ethnic group.</td>
<td>Waldon Hagan</td>
<td>80%</td>
<td>&gt;70% compared to overall student body</td>
</tr>
</tbody>
</table>

**Core Theme II: Community Pride**

MHCC recognizes the importance of proactive communication with current and potential learners. The college uses a mixed media channels approach to regularly communicate information and opportunities to students, and actively seeks feedback from the student body in an effort to ensure that students are receiving the information they need to make smart decisions about their educational goals.

MHCC is a cultural and recreational hub for district residents. The college sponsors and hosts a variety of performing and visual arts events throughout the year. Performances highlighting college and district residents’ talents are a priority; the college regularly hosts national and international talents from a variety of disciplines. MHCC adopted its own Equity Lens, as charged by the state Higher Education Coordinating Commission. Building a culture of equity requires asking questions through an Equity Lens and creating meaningful dialogue to ensure that programs, policies and systems built are student-centered and with the communities' best interests in mind.

MHCC recognizes the mutual benefits of instructional programs that offer services to community residents (residents receive services at reduced costs or free while students get applied experience). The college promotes opportunities for program services where appropriate.

**Core Theme Objectives:**

1. **Cultivate and communicate about community relationships that provide program services, resources, cultural experiences and community events**
Rationale for Selection as Assessable and Meaningful Measures: Indicators, Rationale, Targets and Thresholds

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description / Rationale</th>
<th>Owner</th>
<th>Target</th>
<th>Acceptable Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Values MHCC Strategic Priority: Community Communication</strong></td>
<td>Percentage of community members that recognize MHCC as a valuable asset&lt;br&gt;&lt;br&gt;<em>Rationale:</em>&lt;br&gt;  It is vital that residents of the college district recognize the value of MHCC, its social, cultural, and economic benefits to the region; effective communication with residents is the only way to accomplish this.</td>
<td>Debra Derr</td>
<td>80%</td>
<td>&gt;70%</td>
</tr>
<tr>
<td><strong>Number of unique cultural and athletics events hosted by the college Strategic Priority: Community Events</strong></td>
<td>Total number of unique athletic and unique cultural events hosted by the college annually.&lt;br&gt;&lt;br&gt;<em>Rationale:</em>&lt;br&gt; Opening college-produced events to community participation contributes to the community strength and vitality. The diversity of our students and rich cultural fabric of the community enrich the content of cultural activities.</td>
<td>Rick Doughty</td>
<td>92</td>
<td>&gt;75</td>
</tr>
<tr>
<td><strong>Number of clients receiving services and services’ monetary value from program offerings Strategic Priority: Program Services</strong></td>
<td>Total number of clients served and monetary value of services by programs offering services to community residents&lt;br&gt;&lt;br&gt;<em>Rationale:</em> Instructional programs offer mutually beneficial services to community residents which increases the value of the college to the district.</td>
<td>Christie Plinski</td>
<td>23,000</td>
<td>&gt;20,000</td>
</tr>
</tbody>
</table>

Core Theme III: Partner Innovation

MHCC employees are integral to the success of the institution; it is critical that MHCC establishes a welcoming culture and promotes programs to ensure that its employees have the skills, training and support to provide excellent service. MHCC implements policies and programs to ensure autonomy, mastery and purpose.

MHCC maintains an on-going working relationship with businesses and industries within the college district. This collaborative relationship informs industry needs, promotes district work experience and internships, and ensures students are prepared for their chosen profession. MHCC provides high quality consulting and training to employers that promote employer success and regional prosperity.

MHCC recognized that it must establish and maintain relationships with primary school districts within its boundary to encourage on-going educational goals. The college implements a variety of mechanisms to inform pre K-12 students of opportunities and
college expectations, establish a positive mindset about higher education and provide on-campus activities to experience MHCC firsthand. The college allocates resources for liaisons that work directly with schools and provides programs and resources that are used by students throughout the elementary, middle and high school years.

MHCC understands that a healthy and innovative foundation is critical for community support and alternative funding. The college and its foundation work closely to promote successful infrastructure improvements and student scholarships.

Core Theme Objectives:
1. **Build responsive and innovative partnerships that serve students, employees, business and industry, pre K-12 education partnerships, the MHCC Foundation and the community**

Rationale for Selection as Assessable and Meaningful Measures:
**Indicators, Targets and Thresholds**

<table>
<thead>
<tr>
<th>Indicator</th>
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<th>Target</th>
<th>Acceptable Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Employee Satisfaction</strong></td>
<td>The average (mean) rating (based on a five point scale) of all employees to the question: “Overall how satisfied are you with your employment at this institution so far?” <em>Rationale:</em> Overall employee satisfaction is a clear indication that the college has established a positive work environment and is moving to a culture of excellence.</td>
<td>Gale Blessing</td>
<td>3.75</td>
<td>&gt;3.5 out of 5.0</td>
</tr>
<tr>
<td><strong>Value of SBDC</strong></td>
<td>Total value of the SBDC brought the community in a form of training, assistance with funding, capital, contracts or startups. <em>Rationale:</em> Existing and new businesses benefit from the business leadership training and consulting and the availability of a highly skilled workforce.</td>
<td>Jarrod Hogue</td>
<td>$2.5 mln</td>
<td>$2.1 mln</td>
</tr>
<tr>
<td><strong>District high school graduates matriculating to MHCC</strong></td>
<td>Number of total graduates from district high schools that subsequently enroll at MHCC (within XX months) divided by the total number of graduates from district high schools. <em>Rationale:</em> The proportion of graduates from in-district high schools that attend MHCC demonstrates a strong working relationship between high schools and the college.</td>
<td>Waldon Hagan</td>
<td>30%</td>
<td>&gt;27%</td>
</tr>
<tr>
<td><strong>Advisory board action items</strong></td>
<td>Percentage of Advisory Board action items implemented annually</td>
<td>Jarrod Hogue</td>
<td>90%</td>
<td>&gt;80%</td>
</tr>
<tr>
<td>Indicator</td>
<td>Description / Rationale</td>
<td>Owner</td>
<td>Target</td>
<td>Acceptable Threshold</td>
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</tbody>
</table>
| Foundation scholarship awards Strategic Priority: The MHCC Foundation | Total number of Foundation scholarships awarded divided by the total number of Foundation scholarships available.  
*Rationale:*  
_The partnerships of MHCC Foundation with community members participating in Foundation activities result in critical student academic support that is directly related to the breadth of depth of that partnership._ | Al Sigala | 95% | >85% |

*Rationale:*  
_CTE advisory committees serve a critical role in fostering seamless transitions to college and careers and relevant in-demand technical skills for students._
FEEDBACK FORM FOR STAFF & STUDENTS

CHAPTER 2: STANDARD 2 – RESOURCES AND CAPACITY

Standard 2.A. - Governance
(Sections on Policies – minor updates to follow)
2.A.1 Established Governance (see Participatory Governance 2-2015)
2.A.2 Institution and System Division of Authority and Responsibility
2.A.3 Compliance with the Commissions Standard for Accreditation
2.A.4 – 2.A.8 Functioning Governing Board
2.A.9 Effective System of Leadership
2.A.10 Employs Qualified Chief Executive Officer
2.A.11 Employs Sufficient Number of Qualified Administrators
2.A.12 Academic Policies
2.A.13 Library Policies
2.A.14 Transfer-of-Credit Policy
2.A.15 Student Rights and Responsibilities Policies
2.A.16 Admission and Placement Enrollment Policies
2.A.17 Co-Curricular Activities Policies
2.A.18 Fair and Equitable Treatment Procedures and Policies
2.A.19 Conditions of Employment
2.A.20 Security and Confidentiality of Human Resources Records
2.A.21 Communications Integrity
2.A.22 Exemplifies High Ethical Standards
2.A.23 Conflict of Interest Policy
2.A.24 Intellectual Property Policy
2.A.25 Accuracy in Accreditation Language
2.A.26 Contracts Integrity
2.A.27-29 Policies and Parameters of Academic Freedom
2.A.30 Financial Resources Integrity

Standard 2.B - Human Resources

2. B.1 Qualified Personnel

Serving approximately 33,000 students annually, Mt. Hood Community College employs a sufficient number of qualified personnel to maintain its support and operations functions. As of fall 2014, MHCC employed 517 full-time and 721 part-time employees. To hire new employees, the college goes through a detailed and thorough process.

The full-time hiring process is well documented in the Human Resources Recruiting and Screening Guidelines available on the human resources website and in the screening committee orientation manual, which is distributed to screening committee members and available in the HR office. This manual details hiring guidelines for administrative, management, confidential, classified and full-time faculty positions. Information regarding the hiring process for part-time faculty and tutor association and hourly employees is
documented on the human resources website. Information on how to become a student employee is outlined on the student employment webpage.

Once approved, the positions are opened for recruitment, and are advertised on MHCC’s job opportunities website via internal email communications, as well as on various local, regional and national online resources. All position openings clearly state qualification requirements and instructions on how to view detailed position information as well as how to apply online. The college accepts applications only through its online application system.

The recruitment and interview processes involve several steps for both full- and part-time positions. The college regularly hosts open “meet and greet” forums for higher administrative positions so that college employees can have the opportunity to meet the finalists and provide input to the decision-making process. Staff has expressed a desire to return to these levels of participation for dean positions.

MHCC periodically compares college salaries with our labor market. Salaries for classified, part-time faculty and tutors and full-time faculty are established through the collective bargaining process. Compensation Guidelines for Management & Confidential Employees are located on the HR web page as well as the Board Policy 5080 Compensation and Conditions of Employment. During the last two years, a market compensation study was conducted for all management and confidential positions, and a new salary schedule was adopted by the Board.

**Position descriptions** ensure that position duties are clearly outlined and include classification and supervisory information; responsibilities and essential duties; minimum and desired qualifications, knowledge, skills and abilities; and working conditions. Position descriptions are reviewed for accuracy when a position is opened for recruitment and during the employee’s performance evaluation. Position descriptions may also be reviewed during periodic audits to ensure both internal and external equity and at the request of an employee or the employee’s manager when duties change.

### 2.B.2 Administrators and Staff Evaluation

Mt. Hood Community College’s management, classified and confidential staff are evaluated by their managers annually or as outlined in the Management & Confidential Employee Handbook and on the HR web page. Administrative Regulation 5060-E Performance Evaluation guides the performance evaluation process.

MHCC encourages and expects an environment in which employees will work to maximize their own and others’ performance. To achieve this, the performance evaluation process includes reviewing the position description, prioritizing job duties, identifying goals, and outlining the specifics of the assessment procedures to be used for the coming year.

Annual evaluations of managers and confidential staff are completed by September 30 each year unless extended by mutual agreement. If the evaluation is unsatisfactory, the immediate supervisor may develop a plan of assistance with the employee in accordance
with the applicable collective bargaining agreement or handbook. For management, confidential, and classified employees, the annual salary step may be withheld for documented poor performance. The supervisor meets regularly with the employee throughout the duration of the plan to assess progress. The employee’s performance is evaluated at the end of the plan period to determine what further action should be taken, if any.

All performance evaluation forms are available under “Performance Management” on the HR website. Once completed, performance evaluation forms are sent to the HR office to be maintained in the individual's personnel file. The HR office is responsible for tracking and reporting completion dates of evaluations to president’s cabinet.

2.B.3 Professional Development

Mt. Hood Community College supports professional growth and development of all staff through a variety of strategies. A faculty in-service period is traditionally held the week before fall term begins. The college offers a variety of professional development opportunities for all staff, including tuition waivers and other kinds of reimbursement. In 2014-15, the college has scheduled three days of in-service activities / professional development.

Faculty

Full-time and part-time faculty and tutor association members have separate collectively-bargained agreements that define the level of professional development and funding supported by the college.

For part-time faculty and tutors, the college designates $7,500 per year to be used for professional development for workshops, seminars, classes and conferences. Use of these funds is governed by Article 18 in the CBA between Mt. Hood Community College and The Mt. Hood Community College Part-time Faculty and Tutor Association.

For full-time faculty, professional development is an integral part of their professional duties and responsibilities. In addition to in-service training, faculty members are expected to report 14 hours of individual professional development or service hours to the college outside the faculty service calendar. The details are outlined in Article 10 of the Mt. Hood Community College District Agreement with Faculty Members.

Funding and other support for professional development is detailed in Article 14 of the Mt. Hood Community College District Agreement with Faculty Members. The college and full-time faculty association have established a Faculty Resource Development Board (FRDB) to govern the approximate $80,000 fund available annually for coursework, continuing education credits, workshops, seminars, conferences, and other short-term projects. Faculty members apply for use of these funds through an application process outlined in the CBA. A faculty exchange or study abroad fund supports faculty pursuing this type of development opportunity.
The Faculty Resource Development Board (FRDB) governs full-time faculty sabbaticals. Eligible faculty must apply for a sabbatical by completing an application that details how the sabbatical supports their professional development. The FRDB evaluates faculty eligibility for requests made for a one-term, two-term or three-term sabbatical leave and distributes the approximate $80,000 budgeted annually to support those approved sabbaticals.

The District Resource Development Board (DRDB), comprising the Vice President of Instruction and the Faculty Association president and designee, governs the DRDB fund of approximately $12,000 annually. This fund primarily supports faculty applying for funds to pursue new information to support current program needs, learn new technical skills and to address emerging program or institutional needs.

The importance of online learning (OL) opportunities for students and the increasing demand for qualified instructors with appropriate skills is supported by the faculty academy (for DL). Full- and part-time faculty may apply for the OL academy and complete the training to receive a MHCC technology certification that represents faculty eligibility to teach hybrid and online (OL) courses. Upon completion of the academy, full-time and part-time faculty members receive additional compensation for completion and the first two (2) times OL classes are taught.

ED270 (Teaching at the Community College) is a course taught by faculty for faculty to assist new and continuing full- or part-time instructors in developing and refining the skills necessary to apply successful, high-engagement strategies in a community college classroom. ED270 specifically addresses shifting paradigms in teaching and learning related to diversity, learning research, retention strategies and student-centered instruction. Participants gain an understanding of the historical and current perspective of the role of community colleges in a seamless education system.

In September 2014, a college-wide teaching and learning center (TLC) was developed. Historically, MHCC had a teaching and learning cooperative beginning in 1996 funded by a grant from the Meyer Memorial Trust. The TLC operated with District funds until spring 2009 when it closed. In a response to a shared commitment from college and faculty leadership, in 2013 the college returned to a formally funded professional development model and convened a TLC Workgroup of more than 30 faculty, staff and administrators to develop a TLC proposal. A TLC advisory committee was convened in fall 2015. The teaching and learning center’s mission is to build a welcoming community of educators focused on identifying and sharing best practices for student success. The college community can explore instructional methods and techniques as well as new technologies. (Link to TLC year-end report)

Classified Staff

An annual fund of $20,000 for professional development for classified personnel is detailed in Article 18 of the Mt. Hood Community College collective bargaining agreement with Mt. Hood Community College Classified Association. The funds, which are governed by
a committee of classified association members, may be used to upgrade skills through special training sessions and college course work.

Non-Represented Employees

Mt. Hood Community College supports management and confidential employees’ active involvement in seeking opportunities to improve their knowledge, skills and abilities for further individual growth, support of the values and mission of the college. MHCC’s Management and Confidential Employee Handbook states that professional development funds will be provided through a request process within available resources.

2.B.4 Faculty Credentials

MHCC’s qualifications for full- and part-time faculty positions are established by the Oregon Administrative Rules 589-008-0100 Department of Community Colleges and Workforce Development, the statewide institutional standards for instructor qualifications. The college upholds those OAR requirements in Administrative Regulation (AR-5060-F) Institutional Standards for Faculty-Staff qualifications.

As of fall 2014, the college employed 156 full-time faculty. The number of part-time faculty and tutors varies from term to term; in fall 2014, the college employed 393 part-time faculty and tutors. Of the full-time faculty members, 15 (10%) hold doctorate degrees, 104 (67%) have master’s degrees, 22 (14%) have BA/BS degrees, 5 (3%) have AA/AS degrees and 6 (4%) have certificates/licenses.

MHCC is not immune from the national debate on what defines a sufficient number of full-time faculty. As negotiated with the full-time faculty, a minimum ratio of at least sixty percent (60%) full-time faculty to part-time faculty has been established as outlined in Article 28 of the Mt. Hood Community College District Agreement with Faculty Members. The full-time to part-time ratio is calculated by dividing the instructional load credits (ILC’s) taught by full-time faculty by the total ILC’S taught by full-time and part-time faculty and tutors combined. Through collective work on the ratio, we were at 59.3 for 2013-14; our preliminary calculations for 2014-15 are that we will have achieved 62%. Retired and part-time faculty maintain these open full-time positions.

2.B.5 Institution’s Expectations of Faculty Responsibilities and Workloads

The workload for faculty is negotiated and is set forth in Articles 9, 10, and 11 of the Mt. Hood Community College District Agreement with Full-time Faculty Association and in Article 10 of the CBA between Mt. Hood Community College and the Mt. Hood Community College Part-time Faculty and Tutor Association. Administration is responsible for the assignment of teaching and other work to faculty to ensure workload requirements are met. Assignments vary depending upon the unique characteristics and needs of each department and the talents and competencies of individual faculty members.

The general workload for full-time faculty is based on three academic terms with a 176-day contract, with some faculty at four terms and more than a 176-day contract.
faculty members and deans work together to develop fair and equitable teaching assignments, taking into consideration student, program and college needs.

The Board and full-time faculty association agree that full-time faculty members have a right to a fair and equitable annual workload. The basic contract workload shall be 45 ILCs, which constitutes one full-time equivalent (FTE). The minimum ILC load in a term is 12, unless the faculty and dean agree to a different minimum. Part of the full-time workload may be a non-classroom instruction-related assignment (i.e., reassigned time for program coordination, extracurricular and co-curricular duties) which does not have an ILC computation. The college and faculty member agree on the number of ILCs in the normal workload that is replaced by this assignment. These expectations are described in Article 11 of the Mt. Hood Community College District Agreement with the Full-time Faculty Association.

The college’s expectations and full-time faculty responsibilities are defined in the instructor position description. As part of their professional duties, faculty members participate in committee work such as probationary faculty committees, general education taskforce, curriculum committee, distance learning, education assessment, and budget review as mentioned in 2.B.4. Faculty members’ participation on committees benefits students, faculty, and the college community. Full-time faculty members serve as advisers and oversee marketing of programs i.e., career-technical programs. Single person career-technical discipline faculty receive reassigned time for duties such as advising, marketing, working with advisory boards, and developing curriculum.

Full-time faculty members maintain office hours – eight hours per week with a maximum of three of those hours by appointment only. Part-time faculty and tutor members hold office hours commensurate with the number of ILCs taught per term, or hours taught weekly. Office hours are for student consultation away from the classroom environment.

It is the duty of a faculty member to strive to develop professional capabilities to the highest possible degree, regularly attend assigned classes, and participate with students in the educational process. The dual concerns of professional growth and the education of students are of equal importance; neither can be subservient to the other. Faculty members share responsibility for the academic growth and excellence of the college, participate in committee structures, develop curriculum and advise students. Faculty assures the college curriculum’s academic quality through professional development and participation in the total educational program, as described in Article 10 of the Mt. Hood Community College District Agreement with the Full-Time Faculty Association.

Academic planning and course development begins at the department level with proposals by individual faculty and disciplines. Discipline areas establish program curricular requirements, program entry criteria and prerequisite skills related to proficiency levels in reading, writing and mathematics on a course-by-course basis. This process has resulted in several new AAS degrees geared to meet current work force needs.
The curriculum committee is an important vehicle that ensures significant full-time faculty involvement in curriculum development. The goals of the curriculum committee are to formally assist faculty with the implementation of high quality courses, programs and assessable student learning outcomes and to ensure appropriate communication and information sharing about course and program changes. The committee is charged with reviewing requests for approval of new or changed curriculum. To propose new courses or changes to existing courses, faculty consult with colleagues and the dean before forwarding the changes to the curriculum committee. Further details about the curriculum approval process are provided in the curriculum committee guidelines available to all staff on the MyMHCC portal at the Office of Instruction and Curriculum.

MHCC faculty are active participants in the governance of the college and institutional councils, committees and task forces such as the budget review team (BRT), council for instruction and student success (CISS), community engagement council (CEC), facilities council (FC), information technology council (ITC), achievement compact task force (ACTF), curriculum committee, general education assessment task force, proficiencies task force, faculty evaluation oversight committee (FEOC), online learning oversight committee (OLAC), faculty evaluation oversight committee, strategic program assessment (SPA), accreditation standard committees, enrollment strategies committee, probationary faculty mentoring committees, advisory committees, career technical, department and division meetings. Faculty serves on the employment screening committees to fill staff, faculty and administrative positions.

2.B.6 Evaluations of Faculty

Mt Hood Community College’s evaluations and evaluation processes for all faculty discussed in this standard will refer to the following agreements, handbooks, and manuals: full-time faculty agreement forms; part-time faculty and tutor association agreement; part-time faculty and tutor handbook; full-time faculty evaluation and tenure.

All MHCC tenured full-faculty members are evaluated in a regular, systematic, substantive and collegial manner at least once within every five-year period of service. Tenure-track and terminal contract faculty are evaluated annually.

Article 16 of the MHCC district agreement with faculty members governs the evaluations of full-time faculty members. The agreement specifies that faculty members and the college follow the processes and procedures established in the full-time faculty evaluation manual, the full-time faculty evaluation manual appendix, the tenure process manual, the tenure process manual appendix and approved forms dated February 2009 and updated regularly in coordination with faculty evaluation oversight committee. These manuals, appendices and forms may only be revised, updated, or in any manner changed by mutual consent between the faculty association and the college. All dates and deadlines stated in these manuals are binding, absent written agreement to modify them signed by the faculty member and the faculty association.
Evaluations of part-time faculty and tutor members are governed by the CBA between Mt. Hood Community College and the Mt. Hood Community College Part-time Faculty and Tutor Association Article 8 – Conditions of Employment. Part-time faculty are required to follow processes and procedures established in the Part-Time Faculty and Tutor Association Evaluation Procedure and Guidelines manual.

Both tenured full-time faculty and “employee list” part-time faculty are to be evaluated at least once within every five-year period of service. The evaluation procedure is designed to ensure quality of instruction at MHCC by providing meaningful and useful feedback to instructional personnel.

MHCC’s evaluation process identifies specific timelines and criteria by which faculty are evaluated. The manuals and appendices mentioned above have made the processes specific and uniform throughout the college for staff whose duties include teaching responsibilities. The forms, manuals and timelines have been agreed upon through a joint committee. Faculty and administrators constitute the faculty evaluation oversight committee (FEOC) and are integrated by reference into the bargained agreement with the faculty. The work of this committee is ongoing as mandated by contract, which recognizes the commitment to continuously improve the evaluation process at MHCC.

A feature of the evaluation process for full-time, tenured and tenure-track faculty is the use of a matrix in the evaluation process (Tenure and Tenure Track Evaluation Manual and forms). Faculty work with their deans to develop and utilize a matrix, which identifies the known duties and responsibilities of positions. The matrix must include a list of courses from which evidence of teaching effectiveness may be gathered by way of peer evaluation, dean evaluation and student ratings. Many deans at MHCC require that the matrix be completed on an annual basis as an informal evaluation.

Through the use of a matrix, MHCC is able to effectively utilize multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities. At the same time, the evaluation procedures stress evidence of teaching effectiveness for faculty with teaching responsibilities.

Tenure-track faculty follow the same process as the tenured faculty; however, tenure-track faculty will be evaluated once per year in accordance with the full-time faculty evaluation process administered by the dean. They will also be evaluated and mentored by the assigned members of the designated tenure-track committee utilizing the process outlined in the tenure process manual.

Listed part-time faculty and tutors are to be evaluated by their dean every five years and are required to select a minimum of two courses in which to conduct student ratings during the five-year evaluation cycle. The evaluation procedure will be completed once before a part-time employee teaches 30 ILCs or six terms of instruction. After that, the employee will be evaluated at least once every five years unless the employee’s division manager deems it necessary to conduct more frequent evaluations.
Beginning winter term 2016, all faculty will be automatically opted in to have student course evaluations in all courses. Only faculty will be able to review and analyze student evaluations for instructional planning. Previously, full-time faculty asked for an “opt-in” option to allow them to select the courses they wanted to be used for student course evaluations. The Faculty Evaluation Oversight Committee is currently researching best practices for improving student participation. The college and the full-time faculty association collectively believe that student course evaluations should be used by faculty as formative information to guide and improve teaching, not as part of faculty evaluations.

Both the full-time faculty and part-time faculty and tutor agreements contain a provision to address concerns that may emerge between regularly scheduled evaluations. Deans and faculty have administrative access to all gathered primary evaluation data, and lines of communication are made clear through the uniformity that the evaluation manuals, forms and timelines provide. Faculty know what to expect in their evaluations during an academic year and are able to use effective and agreed-upon tools for uniform and routine evaluations, which are governed by timelines and specific reporting processes.

Support, rather than discipline, is the intention of the evaluation processes, where all duties and teaching responsibilities are considered as opportunities for achievement. The MHCC agreements and processes provide specific guidelines and plans for improvement in areas where needed. College deans take primary responsibility for working with the faculty member in developing and implementing plans addressing identified areas of concern.

**Standard 2.C. – Education Resources**

**2.C.1 Programs: Mission Consistent and Appropriate Content and Rigor**

Mt. Hood Community College’s faculty and administration work together, developing programs with appropriate rigor and content consistent with our mission. Full-time faculty is responsible for regularly reviewing course and program outcomes. Part-time faculty and tutors are invited to participate in curriculum development and offer input. New course and program offerings are reviewed and approved by faculty-driven curriculum committee, a collaborative venture between faculty and administration. The board of education is responsible for approving new degree programs and substantive changes to previous program offerings as per [Board Policy 6040 Academic Freedom and Tenure](#).

A wide selection of MHCC community members participate in developing new courses and program offerings as members of program advisory committees. The recent state initiative to create “stackable credentials” has infused new options for student completion. Based on employment data, CTE areas have taken the initiative to re-evaluate and re-design programs to create credentials for students based on industry need. These credentials are typically embedded in the parent (AAS) degree, but provide ‘stopping out’ points for students, creating “less than one-year certificates” (LOYC), Career Pathways Certificates of Completion (CPCC) and two year degrees (AAS). Faculty in these areas have been highly creative and innovative in developing layered completion opportunities for
students that both increase student completions at MHCC, but also provide a direct path into employment opportunities in industry and the workforce.

The Academic Master Plan (AMP) (link) outlines recommendations for CTE programs, including, “Re-evaluate and re-design curricula in all CTE areas to ensure MHCC is providing training opportunities for students that are industry-driven, represent living wage income, and are embedded in the parent degree so that students can continue their education if/when they choose. Also, CTE programs will continue innovative and creative partnerships with industry to develop training opportunities for students in new and evolving technology-driven areas.

Quality Matters for Higher Education (QM) is a national model for online learning. QM has produced a higher education rubric with a set of eight general standards and 43 specific review standards used to evaluate the design of online and hybrid course. QM is about continuous quality improvement. Online Learning faculty use a course template designed using QM standards and rubric to develop their courses. The AMP outlines recommendations for online learning, including, “Integrate and better utilize Quality Matters metrics to assess course effectiveness to improve student retention and success.”

General degree requirements are published and posted online. Degree requirements for specific programs are posted on the main MHCC website and in the college catalog. Special considerations for exceptions to those requirements are addressed in Board Policy 6020 Graduation Requirements/ Certificates and Degrees and Administrative Regulation AR-6020-A Certificate/ Degree Requirement Exceptions.

2.C.2 Learning Outcomes

Program and Degree Outcomes
- Each program of study is listed on the college website under the “Programs of Study” link at the top of the page as well as the college catalog.
- Programs are listed alphabetically.
- Specific degrees and certificate concentrations are individually linked under the appropriate program of study.
- When a program link is accessed, specific program outcomes are listed.
- Each specific degree noted within each program lists the expected program/degree/curricular outcomes.
- The majority of certificate and transfer degrees have the program/degree/curriculum outcomes specifically labeled.
- All programs and their outcomes are published in the college catalog.

Course Outcomes
- Course outlines for each course offered at MHCC are created by the individual departments and reviewed by the Curriculum Committee.
- Guidelines for constructing a course outline and course learning outcomes are available through the MyMHCC portal, office of instruction.
Each course outline contains specific course outcomes designed using Bloom’s taxonomy.
Course outlines with course outcomes are available in the portal under “Office of Instruction | Current Courses.”
General course descriptions for each course offered at MHCC are available to students via the MHCC website.
Course descriptions are also available in the college catalog.
Course outcomes must be included in the course information section of each course syllabus. Instructors have access to a syllabus checklist, noting all syllabus requirements, through the MHCC intranet.
The course outcomes are the same for every section of the course taught, regardless of course format (face-to-face, online, etc.).
Students are given a syllabus either in a printed form or via a web link that can be printed. Each syllabus lists the specific course outcomes for the course.

2.C.3 Awarding of Credit and Degrees Policies

Mt Hood Community College’s office of admissions, records and registration awards course grades assessed by faculty based on department approved learning outcomes which are listed in course syllabi. All grades are reflective of college grading policies located in MHCC Student Handbook (page 10) and online at Grading Information. All credits, degrees and certificates are based on student achievement of learning outcomes. Those academic credits are accepted through a variety of certified programs, degrees and transfer degrees by the state and other colleges and universities in Oregon. The college registrar maintains all student records.

2.C.4 Defined and Published Degree Programs

Mt. Hood Community College’s certificate and degree programs are coherent programs with appropriate breadth, depth, course sequencing, and learning synthesis. Admission and graduation requirements are clearly defined and widely published in the college catalog and electronically on the college web/portal system. MHCC proposals for certificate and degree programs originate at the instructional program level and are reviewed for substance and integrity by the college’s curriculum committee.

MHCC academic transfer degrees are in compliance with statewide degree guidelines that facilitate articulation with Oregon University System (OUS), colleges and universities.

2.C.5 Faculty: Authority and Responsibilities and Curriculum Development (2.B.6)

Mt. Hood Community College’s full-time faculty agreement (articles 7 and 10) clearly define the roles and responsibilities of full-time faculty when addressing the general authority, design, implementation and revision of curriculum and faculty selection.
The MHCC part-time faculty and tutor agreement (articles 5, 6 and 9) defines the roles and responsibilities of the part-time faculty and tutors when it comes to general authority, design, implementation and revision of curriculum and selection.

Curriculum

Primary responsibility for design and revision of curriculum rests with faculty with expertise in the disciplines. CTE programs have industry advisory committees, whose members advise faculty on the knowledge and skills needed by employers and industries; faculty use that information to help design the structure and content of program curricula, then revise existing curricula to sustain currency and relevance of the programs while ensuring academic rigor. The college maintains close working relationships with four-year colleges and universities at the departmental and faculty level to ensure curricula designed to provide students the necessary preparation for transfer to four-year programs meet the necessary breadth and depth requirements for their disciplines.

Committees include: (1) curriculum committee; (2) education assessment oversight committee; (3) on-line learning advisory committee; and (4) council for instruction and student support (CISS). Faculty members serve as co-chairs, with strong faculty representation on each committee.

In 2014, through its database partner Jenzabar, MHCC began a shift from Degree Audit Reporting System (DARS) to a more CX-integrated database called Degree Audit. Additionally, the new shift would also provide a more integrated system of course outlines, degree requirements and pre-requisites for better student/advisor planning into a system called the Academic Planner. This work is still unfolding to ensure accuracy and systemic compliance. The projected go-live date for Degree Audit was May 2015. The projected go-live date for Academic Planner is November 2014 to February 2017.

In the past two years, the college has implemented an automated workflow for course outlines that is backed up by a database that houses all information capture on course outlines and integrates this information with the student information system so duplicate data, such as course outcomes, remains accurate. To accomplish this workflow, several thousand course outlines had to be manually entered into the new database. Faculty and staff have embraced this improvement as it is easy to use and saves time for all involved. Instructional support staff who instigated this significant workflow proficiency has presented this impressive workflow technology to peers at annual technology conferences. The next steps to automating these processes are working on automated catalog software that will also track program curriculum.

Selection of New Faculty

Faculty take an active role in the hiring process for new faculty, both full-time and part-time. Screening committees include faculty from the discipline area, and other disciplines. The committee works closely with human resources and the area dean. In reviewing candidate applications, selecting candidates for interview, and recommending
finalists to the vice president of instruction and the president. Tenured faculty are central to guidance and mentoring of tenure-track faculty through the tenure track committee (TTC) and the tenured peer faculty group. A TTC is appointed and assigned to work with each new tenure-track faculty member throughout the four-year tenure cycle. Applicants for part-time faculty positions apply through the online application system and are interviewed and selected at the division level.

Assessment of Learning Outcomes

The Strategic Program Assessment (SPA) process for academic programs was redesigned with several components in 2014-15. The first component is outcomes alignment. An alignment spreadsheet was created so that courses can align to general education and program outcomes (link). Making this linkage allows faculty to see how each course fits into the overall curriculum map and evaluate the contribution of each course and program outcome toward the overall general education of students. While course outlines and program outcomes are routinely audited for quality and are reflected in the updated course outlines, this alignment to general education outcomes affords faculty a larger lens through which to see the comprehensive education that students are receiving during their enrollment at the college.

Another key component of SPA is the reporting of student performance for each individual student learning outcome in a course. Previous practice was focused on aggregate data that made it difficult to pinpoint strengths and weakness of curricula. This level of specificity in assessment reporting allows faculty to make immediate and meaningful analysis of how to target interventions as needed.

Learning outcomes are clearly defined and documented at the course, program and degree levels with all MHCC offerings. The education assessment oversight committee, co-chaired by a faculty member and with strong faculty representation, evaluates the success of student achievement of those outcomes through the SPA process which is a five-year cycle of comprehensive program self-assessment conducted by program faculty and peer evaluators.

The roles and responsibilities of full-time and part-time faculty and tutors in the areas of curriculum management and faculty selection are defined in their respective CBAs.

2.C.6 Faculty: Library and Information Resources

Mt. Hood Community College’s instructors integrate library resources into their assignments and refer their students to librarians for expert research assistance. Faculty also encourage their students to make use of the library’s resource sharing services, both interlibrary loan and borrowing from Summit Libraries, the 37-library consortium of the Orbis-Cascade Alliance. Faculty members have access to these same resources to enhance curriculum and course development, and for their own professional development. (Information for Faculty)
**Library instruction:** Three professional full-time librarians provide faculty and students with instruction in using the library catalog, databases, and the library's print and electronic resources, and in evaluating information resources. Classes are designed and scheduled to meet the information literacy needs of students. These sessions can involve both demonstration and hands on activities. Such instruction is most meaningful to the students when done in connection with a specific course-related activity.

Online Learning: Librarians work with faculty in the online faculty academy to integrate information literacy outcomes, activities, and assignments into their online classes. In partnership with distance learning staff and teaching faculty, librarians also integrate into distance learning courses as “embedded librarians” who work with students on multiple assignments over the course’s term.

The library resources on the web portal include tutorials, library instructor handouts, and the Ask a Librarian service. Many instructors refer students to these tutorials as teaching aids for information literacy outcomes, in both face-to-face classes and in the distance learning environment. Additionally, in the blackboard distance learning environment, there is a Get Library Support link to connect online instructors and students to library resources and services.

MHCC’s faculty who have teaching responsibilities collaborate with library and information resources personnel to integrate library and information resources into the learning process.

**2.C.7 - 2.C.8 Transfer and Non-Traditional Credit**

Mt. Hood Community College awards non-traditional credit, but does not award credit for prior experiential learning. The college views non-traditional credit differently than prior experiential learning, as detailed in standard 2.C.8 criteria.

MHCC grants a maximum of 22 non-traditional credits for prior learning based on clearly stated and widely published policies and procedures, determined by college faculty. The college provides a number of ways a student may earn credit toward a degree or certificate in addition to classroom experience: Advanced placement program (APP) CHALLENGE, college level examinations program (CLEP), credit for prior certification (Apprenticeship Technologies) and international baccalaureate diploma program (IB). The admissions, registration and records office and the academic advising and transfer center provide interested students with procedures.

MHCC Administration Regulation AR-6120-A Alternative Ways to Earn College Credit/ Non-Traditional Credit guides this course of action.

MHCC provides adequate safeguards to ensure high academic quality and integrity of our degrees by accepting transfer credits earned in academic certificate and degree programs only from colleges and universities accredited by one of the following regional
Associations of Colleges and Schools – Middle States, North Central, New England, Northwest, Southern or Western.

By utilizing the transcript evaluation request form, transfer coursework is officially evaluated and articulated through one of three transcript evaluators: the degree evaluator or one of two degree audit reporting systems (DARS), encoders in the admissions, registration and records office. Equivalencies are determined primarily by course descriptions when they are of similar depth and breadth of content and have similar degree applicability at the sending institution. If the course description is insufficient, we require course outcomes and/or syllabi to inform our decision. If there is any question about the appropriate equivalency, we consult faculty in the subject area to make a final determination.

Transfer coursework from foreign institutions is evaluated by an outside credential evaluation service, either American Association of Collegiate Registrars and Admissions Officers (AACRAO), International Education Services, or a member of the National Association of Credential Evaluation Services (NACES). 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.

The college offers the Associate of Arts Oregon Transfer and the Associate of Science Oregon Transfer - Business degrees to students who wish to continue their education at a four-year college or university. Both of these degrees are designed for this purpose by inter-collegiate task forces comprising members from Oregon community colleges and Oregon public universities. Both degrees, and the coursework satisfying the degree requirements, are accepted as block transfers by all seven Oregon public universities; several private colleges in Oregon also accept the degrees. While neither a certificate nor a degree, the Oregon transfer module (OTM) provides institutional recognition of the completion of one year (full-time equivalent) of general education coursework. Once awarded by the college, the OTM is recognized by all of the public institutions of post-secondary education in the state. The OTM may lead to an AAOT or ASOT-Business degree from a community college or to a baccalaureate degree from a university. While the receiving institution will accept all the coursework contained in an OTM, it is not intended or guaranteed to satisfy all the requirements for a major, a baccalaureate degree, or the other institution’s total general education requirements. (College catalog, p. 15)

The college maintains program- or course-specific articulation agreements with twelve four-year colleges and universities that address the transferability of coursework in 18 different disciplines.

Dual enrollment agreements have been negotiated with Portland State University, Eastern Oregon University, Oregon Institute of Technology, and Marylhurst University. Coursework completed at MHCC is automatically transcripted to the university at which the student has dual-enrolled.
Coursework completed at other Oregon community colleges can be applied to MHCC degrees through the transcript evaluation process. Some disciplines, such as business, computer science, and computer information systems, have statewide coordinating committees which work on common course numbering, outcomes and content; results of these efforts make the transcript evaluation process simpler and more consistent.

MHCC maintains high school dual credit (College Now) agreements with all the high schools in the district area. High schools students may receive both high school and college credit for approved courses, which include both CTE and lower division transfer (LDT) subjects. College Now courses are taught at the participating high school by approved instructors, and the credit for the course is placed on the student’s MHCC transcript. High school instructors participate in the College Now program by meeting professional education requirements established by MHCC and by articulating specific courses with the college. Articulation reviews of courses proposed for College Now are reviewed by the area dean and a member of the MHCC faculty with expertise in the discipline.

Credit may be granted for military courses based upon the Guide to the Evaluation of Educational Experience in the Armed Services, if the courses apply to the student’s MHCC major.

Transcript evaluations are performed by the admissions, registration and records office. Faculty within the relevant discipline will review any course not previously evaluated. Transfer coursework from foreign institutions must be evaluated by an outside credential evaluation service approved by the college. The evaluation must be a course-by-course evaluation, and the work must be considered to be at a post-secondary level, have comparable MHCC accreditation status and be parallel in content to MHCC coursework.

C.9 Undergraduate General Education

Mt. Hood Community College supports the general education of all students by offering courses that provide students with knowledge and skills that help them attain their full potential as informed individuals and responsible members of society. General education affirms the necessity and value of well-being from a personal and global perspective. The MHCC philosophy of general education identifies these major categories: arts and letters, cultural literacy, mathematics-computation, science or computer science, social science, speech/oral communication, writing, computer literacy, critical thinking, health and physical education and human relations. (MHCC Philosophy of General Education, catalog 2013/14, page 22)

A core of general education forms the nucleus of each of the college’s five degrees (AAOT, ASOT-Business, AS, AGS, and AAS). General education requirements are grouped into foundational requirements and distribution areas, and are satisfied by coursework from the major categories listed above.
All the transfer associate degrees have foundation requirements in mathematics, writing, and oral communications. Some of these degrees add requirements in computer literacy and health and physical education to the foundation. The Oregon transfer module (OTM) includes in its requirements the foundation general education work in mathematics, writing, and oral communications. The OTM specifically documents that a student has obtained 45 general education credits common to and recognized by all Oregon community colleges and Oregon University System schools. While not intended to be a first year of the AAOT or other transfer degree, the OTM helps students taking courses at multiple post-secondary institutions by ensuring transferability of coursework.

The applied associate degree and one-year certificate programs have foundation requirements that cover mathematics, communication, and human relations, with the applied associate degree adding health and physical education requirements. Career Pathway certificates, which may include up to 44 credits, focus on technical skill proficiencies, which make up a segment of a degree program, and are considered a stepping stone toward an applied associate degree.

Additional distribution requirements in general education augment the foundation requirements for all of the transfer associate degrees. These distribution requirements lie in the areas of humanities, social sciences, and science, mathematics or computer science. An additional general education requirement in the area of cultural literacy is part of all of the MHCC transfer associate degrees but one. The OTM includes distribution requirements in all these areas.

Courses in the lists of those satisfying each of the core foundation areas and the distribution areas are included only as they are shown to address the expectations of the MHCC philosophy of general education and to support program or degree goals and intended outcomes. Course review and acceptance as general education courses is done in a faculty-driven process that includes the standing curriculum committee and the periodically-convened general education task force. Determination of general education requirements and intended outcomes is a part of this faculty-driven effort. A new review of general education is planned for an upcoming convening of a general education task force through the educational assessment oversight committee in collaboration with the Council on Instruction and Student Success.

2.C.10 Transfer Degree

Mt. Hood Community College publishes the minimum general education requirements for each of its transfer degrees. The MHCC philosophy of general education articulates outcomes for this general education in each of the following areas: arts and letters, cultural literacy, mathematics-computation, science or computer science, social science, speech/oral communication, writing, computer literacy, critical thinking, health and physical education, and human relations. Courses identified as meeting general education requirements are categorized into these areas; each such course addresses relevant general education outcomes in its course outcomes. Course outcomes for general education courses are identifiable and assessable. The general education outcomes, individually and
collectively, express the philosophy of general education, contribute to the core theme of teaching and learning and advance college mission fulfillment.

2.C.11 Applied Degree and Certificate Programs Related Instruction

All applied degree and certificate programs providing career technical education (CTE) have a requirement for related instruction in addition to career technical requirements specific to the program. This related instruction is provided by the general education requirements in mathematics, communication, and human relations. The associated general education outcomes for mathematics-computation, communication (writing) and human relations are *de facto* program outcomes, along with the program-specific technical education outcomes. Related instruction requirements are met by stand-alone courses designated as meeting the general education foundation requirements for applied degrees. These courses are categorized into the areas of mathematics, communication, and human relations; each such course addresses the relevant general education outcomes in its course outcomes. The identifiable and assessable learning outcomes of these courses thus address the general education philosophy requirements and align with intended program outcomes. All such courses are taught by qualified faculty who are appropriately credentialed in the course disciplines.

Curricular outcomes of programs are described in the course catalog and at [Programs of Study](#) on the MHCC home page.

**Graduate Programs**

2.C.12 N/A
2.C.13 N/A
2.C.14 N/A
2.C.15 N/A

2.C.16 – 2.C.19: Continuing Education and Non-Credit Programs

Consistent with Mt. Hood Community College’s mission and core themes of teaching and learning, community pride and partner innovation, the college’s Workforce, Innovation and Partnerships division and continuing education department strive to meet the learning needs of the community by offering credit and non-credit courses to professionals, business and industry and lifelong learners. ([Board Policy 1040 The People and Their Community College](#))

MHCC collaborates with and surveys local employers to provide customized training services that promote a skilled and productive workforce. Training services are aligned according to a regional sector strategy identified by the local [Workforce Investment Board and with existing academic CTE programs at MHCC when appropriate](#). These industries include health care, advanced manufacturing and information technology. Customized
training courses are delivered by subject matter experts at flexible times and locations, depending on employer need. In addition to training, customized training provides pre- and post-training assessment, e-learning solutions, succession planning and workforce consultation.

MHCC maintains direct responsibility for the quality of its workforce and continuing education programs. All workforce and continuing education courses determined to be FTE reimbursable under the state’s definition of adult continuing education or workforce are required to have a course outline submitted for review and approval through the college’s office of instruction. Faculty on MHCC’s curriculum committee review all courses offered for credit, using the same criteria and standards used for courses in academic program curriculum. The community college has broad academic division representation on the curriculum committee.

Based upon the CEU requirements of the Oregon Community Colleges and Workforce Development (CCWD) and the Northwest Commission on Colleges and Universities (NWCCU) guidelines, MHCC’s office of instruction reviews and grants all CEU courses for student learning objectives, course outcomes, and hours of instruction, which is consistent with the same criteria from the above paragraph.

MHCC keeps certified and private records of all credit and non-credit courses for each student. All non-credit courses taken by students are transcripted and are reported to the state. A quarterly schedule is published (print and electronic) on the MHCC’s website, and published in the quarterly College+Community publication which contains the continuing education program schedule and description of non-credit and community education courses offered by the college. The college maintains student records for all enrolled courses.

**Standard 2.D - Student Support Resources**

**2.D.1 Effective Learning Environments**

Mt. Hood Community College maintains effective learning environments appropriate to the college’s programs and student populations by providing extensive services, processes and resources that support student-learning needs. Instruction is designed to engage students with a variety of teaching tools and theory-to-practice modalities, better equipping them to achieve their educational milestones.

MHCC is working to review best practices and to improve student retention and completion. The college has implemented many strategies, detailed in the Academic Master Plan, to support students as they as they enter and work toward degree or certificate goals. The college recognized the need for a collaborative, integrative approach to supporting student retention and completion.
Specific program and discipline tutoring is available (e.g., mathematics, chemistry, accounting or writing labs) through walk-in on campus locations and online tutoring services. These effective learning environments ensure student access to programs and services, which support learning success. Table 2.D.1 addresses some of the student learning success support resources available in Student Services:

| Academic Advising & Transfer Center (AATC) offers a variety of services to new, transfer and continuing student populations through new student orientations, development of educational plans (working with degree audit reporting system), official and unofficial evaluations of prior course work from MHCC, other colleges, and universities, term schedules, clarification of academic policies and procedures, resource referrals, demonstrations for on-line services. |
| Advancement via Individual Determination (AVID) offers continual professional development to AVID instructors who have received intensive training in teaching techniques that actively engage students in learning. Through educational tools and trainings, groups of students and faculty members make a commitment to learn together in cohorts while achieving their education and career goals. AVID provides a host of support to students, including intensive assistance for English language learners and personalized student study plans. AVID also offers student support programming for students transitioning to MHCC and for current students looking to develop their academic and “soft” skills in areas such as time management, note-taking, critical reading, goal setting, and emotional intelligence. AVID supports can be found within the AVID Center, through one-on-one appointments with a Learning Specialist, or through Summer Bridge Programming. Finally, MHCC has also established an AVID Alumni Association, with a goal of providing incoming secondary AVID students with a soft landing and smooth transition to higher education. AVID Alumni will have opportunities to participate in leadership development programming at MHCC, as well as job opportunities serving as an AVID Tutor within their school of origin. AVID, on a larger
scale, is a national program in which participating schools work together to help students reach their academic and life goals.

**Career Planning & Counseling Center (CPCC)** offers assistance to students in choosing a major, making a career change, and/or exploring educational options. Staff provides assistance to students in using job market research tools that can better inform their decision making. Students can receive job search assistance, including skills developing job applications and resumes and interviewing skills. The Center also offers personal counseling to aid students in overcoming challenges that can impede student persistence and success. Appropriate referrals are made to other campus resources as necessary.

**Computer Lab Resources** provide facilities and equipment for the MHCC campus community: Students can use these resources to develop computer skills and complete classroom assignments. These resources are also extended to faculty for instructional purposes. The college offers computer services in a variety of locations on all campuses.

**Disability Services** coordinates all auxiliary aids and services for persons with disabilities at MHCC. These services may include interpreters for deaf students, note-taking assistance, readers, taping of textbooks, lab modification, etc. The disability services office operates and provides training in an access technology lab on Macintosh and PC computers with a wide range of adaptive equipment for each.

**Diversity Resource Center (DRC)** provides a welcoming, safe, inclusive and culturally respectful learning, meeting, study and social space, where all students and members of the MHCC community may come to attend events, engage in activities, and learn about diversity, inclusion and unity. Its focus is to enhance the MHCC experience and embrace difference while empowering people to challenge themselves to learn and appreciate uniqueness and contribute to a more diverse, socially just and inclusive world.

**East County Pathways to College Success Consortium (ECP)** intends to (1) create a college-going culture (2) close opportunity gaps and funding services to historically underrepresented students, and (3) expand accelerated college credit offerings. Examples of programming include summer bridge, establishment of an AVID Alumni Association, professional learning communities consisting of high school and MHCC faculty, financial literacy outreach, and On Course training. The Oregon Department of Education Regional Promise Grant supports ECP. MHCC leads consortium members in meeting the college success needs of the county, and consortium members include Portland State University; Multnomah Education Service District; Centennial, David Douglas, Gresham-Barlow, Oregon Trail, Parkrose, and Reynolds School Districts.

**Learning Success Center** (LSC) supports student learning and development by offering free tutoring (face-to-face and online) and learning services, student success seminars. The LSC also offers a computer lab staffed by knowledgeable tutors and lab assistants dedicated to students who are developing their computer skills and providing content support to students taking CIS or other computer-based courses. Faculty may request the use of the lab during the day and evening hours in order to provide their classes with hands-on computer practice within a supportive environment.
Orientation Center (OC) is a one-on-one computer lab designed to be a line-free support customized for new, restarting, and current students to be oriented or reoriented on MHCC’s registration process, MyMHCC portal, support services, general financial aid procedures and online payments.

**Student Information** provides online information pertaining to student rights and responsibilities, student complaint processes, and reporting harassment and/or discrimination procedures.

**Transitions/Transiciones** Sister programs provide the resources and support needed for participants to make career decisions, strengthen self-confidence and develop college success skills.

**TRiO College First** has a purpose to identify, select, and deliver educational, career and cultural services to identified eligible youth from 6th grade through 12th grade who are from low income families and whose parents have not graduated from college.

**TRiO Student Support Services** has a commitment goal to empower students to make positive life choices. TRiO-SSS is committed to increasing student retention and transfer to 4-year institutions through supportive, proficient and accessible programs, services, and staff; quality advising, counseling, teaching, and advocacy; and acknowledgement and appreciation for individual diversity and resilience.

**Veterans Center** is a one-stop-shop resource center for assisting veterans with valuable usage of educational benefits and academic advising. The space also includes a common area for veterans to study and interact socially.

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### 2.D.3 Mission Consistent: Recruitment, Admission and Matriculation (2.A.16 and 2.D.10)

Mt. Hood Community College serves its community members with diverse educational programs and services consistent with its mission, core themes, and objectives. New student Welcome Day presents students and community members with the college’s educational opportunities. Academic advising supports student in determining program relevance, programs of study requirements and transfer and graduation policies in a timely, useful and accurate manner. Student performance and goal progress are monitored through periodic meetings with academic advisers and the office of admissions, records and registration. The college’s process is outlined on the [standard academic progress](#) webpage.

**Recruitment**

Recruitment serves both a targeted and general audience via facilitation of in-class workshops, one-on-one pre-enrollment sessions, participation at college and career fairs and campus visits. Targeted markets include in-district high school seniors, first generation, low-income, persons of color and restarting students (i.e., students who have stopped out or dropped out of college for three or more years). Secondary targeted markets include in-district high school freshman and sophomores, out-of-district high school seniors and juniors, middle school students and college students enrolled at four-year colleges and universities for summer term enrollment. General recruitment efforts include the college community at-large (i.e., any prospective students who reside within our district). Program-
specific recruitment is conducted by the faculty or staff associated with the program (e.g., Computer Game Development, ESL/ENL, and Nursing).

Student Outreach (SO) designs, implements, guides and facilitates the college’s general recruitment efforts of prospective and restarting students, with an emphasis on district high schools. SO responds to requests for information from prospective k-12 schools, correctional facilities, by responding to community centers and restarting students via customized emails or letters tailored to the students' programs and services of interest. SO conducts guided campus tours, facilitated student panels, college placement test (CPT) prep sessions, and "enrollment parties" with onsite admissions assistance and social media connections.

SO coordinates and conducts college-prep workshops on campus and onsite at high schools (e.g., “Reality Check: Budgeting for a Life With or Without a College Education,” “The Myths and Truths about High School vs. College,” and “Steps for Getting Started at MHCC”). SO collaborates with District Communications in the design and content of marketing materials and provides "recruitment packages" of table covers, display items, and marketing information for college staff and faculty to use at recruitment events. SO develops a recruitment schedule and attends college and career fairs. SO staff assists with the planning and implementation of the on-campus new student orientation.

Admissions
Consistent with our mission and core themes, the college has an open-entry general admission policy and welcomes all students who can benefit from instruction regardless of their educational background. The college publishes the steps for applying for admission on pages 8-9 in the college catalog and at the admissions website. New students take a college placement test in reading, writing and math. Students and advisers then match their prerequisite levels to course offerings. Accuplacer and Compass test results are utilized for placement. (Compass is being discontinued fall 2016.)

Advising
MHCC strongly encourages all students into general education advising through the academic advising and transfer center (AATC). Individual programs of study have assigned faculty advisers and other specialty programs have program advisers. All full time faculty advise students regularly as students drop in or ask for regular educational planning assistance. Students taking developmental courses are encouraged to meet with academic advisers to be sure that they are taking the courses necessary to meet their academic and career goals.

Limited/Restricted-Entry
Limited/restricted entry programs have additional admissions criteria. These programs generally begin once a year in the fall term. The AATC supports and advises students to prepare for application and entry into these programs. In 2012, an online application process for five of the limited and restricted entry programs was instituted to provide efficiency and streamline the application process for these limited/restricted
Moving forward, online applications will be made as an option for all remaining limited programs, to be followed by the restricted programs.

**Orientation**

The Orientation Center is an easy and convenient drop-in center for new, restarting, transfer, and current students staffed by both student development professionals and work-study students. It is designed to be a line-free, customized, "sit-down and let's talk" sort of center where students can get over-the-shoulder assistance on first-term advising; navigating the portal (MyMHCC) for registration, payment, campus communications, and financial aid processes; online textbook purchasing; filing FAFSA; and referrals to student support services (e.g., Career Planning & Counseling Center, Disability Services, Learning Success Center, and TRiO SSS).

An online orientation will be available for all students through the student portal by summer term 2016 with plans to require it for all new, degree-seeking students by the start of fall 2017 registration period. New students are encouraged to use this program after receiving their admissions welcome email.

The College also hosts an annual New Student Welcome Day (previously referred to as New Student Orientation) that includes a half-day of programming during the week leading up to fall term for new and restarting students, in addition to their families and friends. The event includes a guided campus tour led by both current students and staff; a Get Connected Fair that features a variety of the College’s academic programs, support services, and student organizations and clubs; a Q&A panel with staff, faculty, and current students where panelists respond to pre-submitted questions from event attendees; a Family & Friends information panel; free lunch; and door prizes that include 6- to 12-credits tuition waivers.

**Graduation**

Institutional and program graduation requirements are clearly stated in the college catalog, on the website and within the degree audit system. Students submit an application to the admissions, registration and records office for certificate or degree completion two to three terms prior to the anticipated completion date. A transcript evaluator reviews requirements before awarding a certificate or degree.

**Transfer Information**

MHCC students can complete all or most of the general education requirements for both public and private colleges and universities. Academic advisers in the academic advising and transfer center (AATC) serve as transfer advisers for General Studies students. For students with a declared major, faculty advising is recommended and encouraged. Each fall, winter and spring term, brings representatives from colleges and universities to visit MHCC for transfer days, giving students the opportunity to investigate several colleges at one time. Students can ask detailed information about transferable courses and procedures.
2.D.7 Records Retention Policy

MHCC complies with state and federal regulations related to safeguarding and proper retention of, and access to, student records. Records are stored in locked file cabinets in accordance with State of Oregon’s Administrative Rule 166-450-0000 and (Administrative Regulation 7040-F Release of Student Information Educational Records Policy). Offices keep and maintain the security of files related to their specific functions. For example, secured student financial aid records are in the financial aid office only. Another example is secured student disability services records are housed separately in locked files from general student enrollment and academic information. Digital records are protected by a system of assigned passwords, regular review of user access, firewalls, spam blocks and user IDs. Only those assigned with job duties related to the protected information may access it as needed. Shredded destruction of protected records follows Oregon’s archiving regulations.

Students can declare their records fully confidential. This information is located on page 261 of the college’s 2014-15 catalog. The Family Educational Rights and Privacy Act (FERPA) protects students who do not declare their entire records to be confidential. Staff is trained in FERPA when first hired by the college. Periodic training occurs campus-wide and departmentally for refreshing understanding and addressing FERPA changes. The college makes exceptions to FERPA restrictions only in cases of public safety (i.e., imminent threat to life or property) and where legally ordered (i.e., in response to subpoenas, court orders and similar authoritative directives).

2.D.8 Effective and Accountable Financial Aid Program

Mt. Hood Community College provides an effective program of financial aid consistent with its mission and goals and the needs of its students and college resources. MHCC’s 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 MHCC students. MHCC annually awards funds to eligible students in three categories: grants (Federal Pell Grants, Oregon Opportunity Grants, and Supplemental Educational Opportunity Grants), federal work-study (FWS), and loans (Federal Stafford Loans, Federal Parent Loans, and Private Alternative Loans). This information is found on the financial aid website.

Board Policy 7060 Financial Aid and procedures are consistent with the college mission and core themes. MHCC conducts a yearly in-house audit of financial aid files to test for accuracy and adherence to policy and procedures. Verification forms are created for students and entered in an automated workflow process. All student files ready for awards are processed through the automated budgeting and packaging processes.
The Financial Aid Office works closely with the staff in the Orientation Center (O.C.) to provide greater one-on-one support for students. Some of the financial aid services offered to students in the O.C. are assistance with completing their FAFSA applications and specific financial aid forms, answering general financial aid questions, and priority phone line to Higher One for MHCC Mountain Card issues.

2.D.9 Student Loan Repayment Program

Mt. Hood Community College complies with all federal student loan disclosure requirements. The financial aid office (FAO) keeps students informed about payment and financial aid options through their website. Student financial obligations can be found in the catalog. Various workshops are held to increase awareness as part of a series of student success seminars. Higher One provides financial literacy information on their website, the college’s service provider for distribution of funds.

The college monitors loan default cohort reports with the U.S. Department of Education and plans for all contingencies provided by federal regulations. The college contracts with SALT, through American Student Assistance, to provide default prevention and management services to MHCC students. SALT also provides students with interactive money management tools, repayment navigators, and SALT courses which teach practical strategies for budgeting, credit cards, and more.

The federal direct loan (DL) program is the loan program being awarded by the financial aid office. The Department of Education administers and collects on the DL program. Online loan counseling is required for all new students.

The college contracted with US Bank to open a branch in the campus store in summer 2013. US Bank has a campus banking division and offers extensive financial literacy, on-site workshops and materials for students and staff members.

2.D.10 Academic Advisement Requirements and Responsibilities (2.A.16 and 2.D.3)

Mt. Hood Community College offers academic advising in a shared, decentralized model. Faculty program advisers advise students who choose to pursue a career technical education program or a transfer major. Faculty career counselors advise students who are “undeclared/ exploratory.” Academic advising and transfer center (AATC) advisers advise students who are “general studies” majors, which include the AAOT, AS, AGS, support students who are in the process of completing the pre-requisites for limited and restricted entry programs and are a first point of contact for prospective students. In addition, advisers are located in different support areas around campus and provide advising to specialty populations: Disability Services, Veteran’s Services, TRIO, Project YESS, GED/ABE, ESL and IECC/ENL, Advancement Via Individual Determination (AVID) and Transitions/Transiciones. Students are informed of their assigned adviser once they receive their admission confirmation letters and again as they attend new student advising workshops, encouraging professional advising and restricting self-advising.
MHCC’s uses concepts derived from the appreciative advising model. All professional advisers have taken an online course in Appreciative Advising, and faculty advisers have been offered seminars to help in the system-wide effective advising and retention of students. Appreciative advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.

A college-wide Advising Training and Reference Manual was published in October 2012, using the National Academic Advising Association’s Vision and Mission Statements and Jennifer Bloom’s Jennifer Bloom’s Appreciative Advising Methods. AATC academic advisers have completed training and are certified as appreciative advisers.

The institution continues enhancement of the college-wide academic advising system, and has implemented these critical changes:

- A faculty-department liaison chart and structure was implemented; staff advisers were assigned to departments to develop a more cohesive advising structure and communication system.
- An exciting project is underway that will foster student success through new processes and tools for advising, degree audit, education planning and catalog creation. The project goal is to create an accurate, automated system that provides positive user experiences for students, faculty and staff. The college and its technology partner, Jenzabar, are working together to evaluate Jenzabar’s degree audit and education planning tools and the ability of those tools to meet the college’s needs. A project team with representatives from the Academic Advising and Transfer Center; Admissions, Records and Registration; faculty; Information Technology; and Office of Instruction and Student Services are guiding the overall effort to move forward with advising tools that are relevant, easy-to-use and understand and accurate. Project team members have identified needed changes to business processes and customizations to Jenzabar’s software to support the college’s use of Degree Audit and Academic Planner. (Academic Planner/Degree Audit/Catalog Integration Project). This Degree Audit Component of the implementation was rolled out on August 10th, 2015.
- A website was created to house advising resources for all academic advisers.
- As a result of the collaboration between AATC and AR&R, an orientation center was designed and was opened fall 2013, as a central technical and advising support lab for students ensuring the reception of a good academic start with enhanced persistence at the institution. This center continues to grow and support a large number of students daily.

The AATC is the hub of academic advising at the college, where standards and best practices are housed and where staff and faculty advisers get updated academic advising information and strategies. The advising model works with the support of the Testing Center, Admissions, Records and Registration and Financial Aid. The AATC is available to students on a walk-in basis and is the main back-up advising support for faculty, specifically the CPCC counselors during academic breaks. The institution regularly evaluates the academic
 advisement program. Here are some of the ways the academic advising system is evaluated:

- Cross-functional meetings and discussions are held with faculty, staff and students such as the discussions around the online academic planning tool. More of these cross-functional meetings including faculty would further enhance front-line communication and program and degree planning for students.
- A Council for the Advancement of Standards (CAS) review of academic advising was completed in 2014-2015. Action items and a revised mission were results of this assessment.
- Regular email communications solicit feedback for improvement from faculty and staff advisers to ensure responsible, inclusive policies, procedures and decision-making.
- Advising liaisons attend faculty department meetings to open dialogue pertaining to the advising system and level of effectiveness.
- The AATC and AR&R had a series of large team meetings identifying areas of improvement and now have quarterly department meetings with all student development and success staff. Task force work from the meetings aim at engagement of staff on the front lines in solving the issues being identified.
- A proficiencies task force was formed between faculty and staff advisers to review how the college defines proficiencies and pre-requisites and advises students. This work was concluded spring 2015 and an implementation of the new pre-requisite and registration system was implemented in May 2015.

Based on the past evaluations of academic advising, the college has improved linkages between faculty and staff advisers and continues to persist towards improving the program evaluation by streamlining into one comprehensive evaluation system.

2.D.11 Mission, Core Themes Compliant Co-Curricular Activities (2.A.17 and 2.D.13)

The student life office and associated student government (ASG) share with Mt. Hood Community College in governance of co-curricular activities and collaboratively develop and implement diverse student activities. The ASG executive cabinet officers assure that groups comply with the college’s contractual obligations; institutional policies and regulations; and local, state and federal laws. Co-curricular programs support the college mission and core themes by providing direct experience and leadership development opportunities to students. A listing of registered student clubs can be found at active clubs and organizations. (ASG Constitution and By-Laws) (Student Handbook). ASG student officers and student union managers develop policies that are appropriate and fair and evaluate the effectiveness and efficiency of the ASG-sponsored programs. Student union staff, advisers, faculty and other staff provide ongoing advising to support the students involved in ASG activities. (AR-7020-B Co-Curricular Programs; (AR-7020-D Associated Students of Mt. Hood Community College (ASHMCC) Student Fee Financial Policy)

All co-curricular programs are required to produce regular publications. Some official co-curricular groups do “performances” instead of “publications”, based on the objectives of
the program (e.g., Forensics versus the Advocate.) All co-curricular programs, including athletics, are funded 100% by student activity fees. (AR 7020-K Objectives of Student Publications and Broadcasts)

Co-curricular groups and minimum number of publications/performances:
- The Advocate—student newspaper published 10 times per year
- Associated Student Government—minimum 10 meetings per year
- Athletics—In accordance with NWAC Guidelines, ongoing throughout the year
- Forensics—8 debate performances
- Perceptions—1 (Annual Publication)
- Venture—1 (Annual Publication)

2.D.13 Mission Consistent Intercollegiate Athletics (2.A.17 and 2.D.11)

Mt. Hood Community College’s Board of Education supports co-curricular programs through the financial allocation of district funds for student tuition waivers and for facilities maintenance and use. Administrative oversight of co-curricular program operation and budget process is vested jointly with the vice president of instruction and the vice president for student development and success. Approximately half of all student fees are distributed to athletic programs and the other half to the remaining co-curricular programs. The student finance councils develop and approve an initial balanced budget for co-curricular programs. Once balanced, the student fee budgets are presented to the associated student government (ASG) executive cabinet and senate for ratification. The budget is presented to the board through the college budget process. All operational expenses for student fee-funded programs are processed through administrative services. The student fee budget is audited annually through the annual audit process.

(AR 7020 B Co-Curricular Programs)
(AR 7020 O Intercollegiate Athletics)
(AR 7020 J Responsibilities Regarding Campus Media Programs)
(AR 7020 G Student Leadership and Activity Programs)
(AR 7020 C Financial Support for Associated Students of Mt. Hood Community College (ASMHCC))
(AR 7020 D ASMHCC Student Fee Financial Policy)
(AR 7020 I Deposit and Withdrawal of Funds by Clubs and Organizations)

Students who receive waivers for co-curricular involvement must maintain satisfactory academic progress (SAP) consistent with all students who receive federal or institutional student aid. Waiver eligibility is monitored in the financial aid office, and students who fail to meet SAP must appeal by following the same process as any other financial aid recipients. (AR 3060A Grants-in-Aid)

Standard 2.E – Library and Information Resources

2.E.1 Mission, Core Themes Consistency of Appropriate and Sufficient Library Resources
The mission of Mt. Hood Community College’s library is to create meaning, build confidence, and develop strategies for student success, in collaboration with all members of the MHCC community. This is in full alignment with the college mission of transforming lives and building communities. The library is central to the transformative process taking place every day at the college, and in its broad reach it strives to be the crossroads of student experience at MHCC.

Gresham Campus Library:
The MHCC library enriches lives by fostering diverse opportunities for all users to read, learn and connect. The library provides materials that represent a wide range of views on current and historical issues, reference and instructional support, and online databases and networks that enable the sharing of materials and information between libraries. The library treats all individuals with consideration and courtesy and upholds a high standard of customer service.

Maywood Park Library:
The Maywood Park library, centrally located on the Maywood Park campus, is embedded in the community skills center along with a computer lab. The Maywood Park library offers quiet study areas, access to the total library collection and support from an on-site coordinator who coaches students on study skills and helps find additional academic resources and strategies for success.

Library Resources:
MHCC’s library provides access to current materials of an appropriate breadth and depth to support the college community’s teaching and learning needs, as part of the mission of transforming lives and building communities. In 2013-14, the college’s investment in library and information resources—books, DVDs, periodicals, and electronic resources, including databases—averaged $19.69 per student (based on fall 2013 enrollment); since the library also serves MHCC faculty and staff, adding those numbers lowers the average to $18.22 per college user. These materials are a tremendous resource for the public.

All areas of administration and service within the library are managed according to a communities of practice model, which is defined as one in which practitioners engage in a process of collective learning in a shared domain of human endeavor. (Communities of Practice: A Brief Introduction)

The collection development community of practice is led by a faculty librarian and the technical services coordinator and includes subject selectors/liaisons, technical services staff and resource sharing staff as members. Faculty librarians, the technical services coordinator, and the library director serve as subject selectors and act as liaisons to instructors across the curriculum. The liaisons also provide support for accreditation reports and visits for individual programs. The collection development faculty librarian acts as general liaison to all faculty of the college and serves as a standing member of the curriculum committee to facilitate information dissemination in the library about college-wide curriculum changes and new courses or curriculum that need resources to support them.
The library encourages all members of the college community to suggest materials to add to the collection, both through an online recommendation form and via a suggestions box located in the Popular Reading display area. The library uses an online reference statistics program that captures quantitative and qualitative data about student research and information needs. This data is then used to inform purchasing decisions. (Collection development subject librarians)

2.E.2 Library: Appropriate Planning and Information Resources

Mt. Hood Community College faculty librarians, the technical services coordinator, and the library director select materials for subject and program areas and serve as liaisons to instructors across the curriculum. The liaisons actively solicit input from faculty regarding materials to support teaching and learning needs in their program areas. The liaisons are also responsible for withdrawing items from the collection, with direct input and assistance from the faculty when possible. The collection development faculty librarian is the main point person to the college for issues related to the library's collections and actively works with college stakeholders--such as the disability services office, audiovisual services, faculty, and students--to ensure that the library's collection meets a broad range of community needs. For example, in 2013-14, the library implemented a Popular Reading collection in response to community demand. This collection serves the needs of students in developmental reading classes, as well as the lifelong learning needs of all members of the college community, and is the most highly used area within the library's circulating collection. Policies related to materials selection and withdrawals are the responsibility of the library director, the collection development faculty librarian, and the technical services coordinator. Collection development policies are reviewed and revised as needed to reflect the changing needs of the library's users.

One measure of the success of the library's reserves collection is the strong use of that collection. In 2012-13, there were 47,443 checkouts of reserve items, comprising more than 76% of the total library circulation. While course textbooks form a major component of this use, the reserves collection also includes popular items of technology for checkout, including laptops and calculators. By comparison, there are fewer checkouts of items in the library's circulating collection. This can be attributed to changing information needs, driven by changes in curriculum and an expectation of immediate and ubiquitous access to information. Library staff is routinely engaged in conversations about how to make the library's collection more user-friendly and how to display collection materials that currently exist as "hidden gems." Since 2013, the library has undertaken initiatives, such as implementing a Popular Reading collection and the "pop-up library" (mobile library tied into campus events), for this purpose.

In addition to serving the local MHCC community – students, staff, faculty, and community users – the library's collection also serves a wider academic population through the Orbis-Cascade Alliance library consortium. It speaks well of the library's collection that more items are loaned to consortia borrowers than are borrowed. In 2012-13, the library lent 1,761 items to consortia borrowers and requested 1,004 consortia items for local users; in 2013-14, these figures were roughly similar: 1,356 items lent and 982 items borrowed. Beyond this regional consortium, the library shares resources through interlibrary loan; use
of this service by local MHCC users has increased dramatically in the past two years. In 2012-13, the library lent 1,316 books through interlibrary loan and borrowed 2,147 books for local users. In 2013-14, the library lent 1,212 items through interlibrary loan and borrowed 2,158 items for local users. These statistics indicate that the MHCC library is an active and valued participant in a broader community of access to information resources.

The library materials budget has remained stable since 2010. As more emphasis is placed on electronic resources and “anytime/anywhere” access for students, the library will need to make budget requests and allocations for materials that reflect the shifting nature of resource formats and the ways that students access and use library and information resources. The entire library has worked hard to offer full services while staying within a lean budget.

The library actively solicits input from students on our services, such as printing and copying needs, hours of operation, and safety concerns.. The library works with the ASG on issues that affect students. With the ASG's help, library staff solicited student input for naming the new cafe in the library. Other issues of collaboration include term checkouts for the library's reserve collection, designing a new activity card (student ID card and library card), and annual support of student government elections. Library staff collaborated with the Rho Theta Club to display achievement posters at both Maywood Park and Gresham libraries. Rho Theta honor society staff has moved its offices into a space in the library. The library continues to network across all college campuses for the benefit of MHCC students.

Library Planning & Assessment:

The primary plans for the library are the up-to-date strategic program assessment plan (SPA) and the SPA action plan. Under these plans the library's principal goals are to continue to collaborate with the Learning Success Center, AVID, the Diversity Resource Center, Orientation Center, ASG, and other campus departments, to continue to develop resources and services, to analyze services through various means such as surveys and focus groups, and to develop campus-wide and community outreach.

The library’s reserve collection forms an important part of the collection and a vital service to students. This collection supports about one-third of all college textbooks, including cosmetology, biology, mathematics, humanities, and writing. Textbooks are provided by departments and/or instructors across the campus for the benefit of students and are placed on reserve for two hours, four hours or seven days. Non-textbook materials, such as boxes of bones (anatomy and physiology) and rocks (geology), are offered for student learning. Course reserve materials are available at the Maywood Park campus and in the Learning Success Center to facilitate student access to course materials at their point of need. Access to textbooks and course materials is a priority service to support students and to enhance student retention. As part of the library’s ongoing commitment to this service, library staff has engaged in an active collaboration with the bookstore manager and book buyer to discuss textbook purchasing in print and electronic formats. The library also actively supports efforts to promote the use of Open Educational Resources by MHCC faculty. Library staff works with the ASG through the student union to acquire donated textbooks and to place them on reserve. (Reserve collection) (Learning Success Center)
Because of its membership in the Orbis Cascade Alliance, the college can obtain materials through a consortia loan process (Summit borrowing) that greatly extend access to information resources.

Over the past few years, emphasis on acquiring and curating electronic resources to support online learning needs has increased in order to meet student expectations of “anytime/anywhere” access to library and information resources. Streaming videos and e-books are strong collections for the library, with thousands of titles online. Additionally, through the Orbis-Cascade Alliance, the library participates in a consortium-wide project for demand-driven acquisition to e-books, which has greatly enhanced the MHCC community's access to e-books. The library also creates enhanced access to information resources through online library research and class guides (LibGuides). This includes curated tutorials on topics related to information literacy and research skills, class-specific guides, and subject guides. The library also partners with online learning for an easy-to-access library presence within the learning management system (Blackboard). The library's presence at the Maywood Park campus serves program and site-specific information and resource needs.

Assessment of Library Instruction and Information Literacy:

At MHCC, library instruction is aligned with national and regional Information Literacy (IL) standards, integrated within existing courses, customized to be assignment-specific, and designed to encourage active learning. The MHCC Library Instruction program and librarians have adapted the ACRL Information Literacy Competency Standards for Higher Education and aligned them with categories corresponding to Bloom's Taxonomy of Cognitive Development. This provides a holistic framework of Information Literacy outcomes for the library instruction program at MHCC. The MHCC Library Instruction standards and learning outcomes are available online at http://libguides.mhcc.edu/c.php?g=226191&p=1500306, and the complete ACRL IL Competency Standards for Higher Education are available online at http://www.ala.org/acrl/standards/informationliteracycompetency.

Outlining a formal assessment process for library instruction has been a priority for the Library Instruction Coordinator and community of practice, particularly after contributing to the MHCC Year 3 Accreditation report. In fall 2013, the Library Instruction Coordinator and instruction librarians started putting into place a multi-pronged assessment plan. Assessment of library instruction involves several methods, including:

- Written or online forms, surveys, or questionnaires for faculty and students
- Informal feedback from instructor before, during, or after the session
- Informal feedback from students during or after the session
- Informal peer observations

Since fall 2013, instruction librarians have formally assessed their teaching and effectiveness of library instruction via faculty feedback of library instruction; after each session, librarians follow up personally with instructors via an online faculty feedback form, now available at
http://www.libsurveys.com/loader.php?id=f1c0af22b34db44ef749789479483a69. The faculty evaluation form records both quantitative and qualitative assessment of the library instruction session, from the perspective of the classroom faculty member. Results thus far, as outlined in the 2014-2015 Educational Assessment & Strategic Planning documents, affirm that there is a high satisfaction level from faculty with library instruction relevance and usefulness; supplementary materials (e.g. handouts, online LibGuides); and effectiveness of the instruction librarian’s teaching and responsiveness to students.

WR121 Student Information Literacy Assessment:
Since winter 2011, instruction librarians have been collaborating with English faculty in administering information literacy surveys to students enrolled in WR121 courses during the winter term. Although the survey contains questions beyond the scope of a typical one-shot library instruction session, this preliminary data has been useful, particularly in providing opportunities to further collaborate with faculty in the English Department.

WR121 was targeted as a strategic course for campus-wide assessment of IL skills as it is the “gateway” credit course for writing, and a majority of students take this course. Librarians have worked with a team to create and revise the assessment tool, composed of a series of scenario-based questions in four different areas of IL: Using Information, Finding Information, Evaluating Information, and Citing Information. Librarians have helped introduce the assessment to WR121 instructors during the winter term, and librarians have also worked with Online Learning staff to develop a short video introduction, for embedding into online sections of WR121. The Office of Assessment and Institutional Research (AIR) sends the IL assessment via email to all students enrolled in WR121 in winter term; it is a voluntary assessment, and WR121 instructors may or may not offer extra credit as an incentive for students to complete the assessment. AIR also provides a summary of results after winter term to the WR121 IL Assessment team.

In the library’s 2014-2015 educational assessment documents, the Library Instruction Coordinator assessed the WR121 IL assessment results and recommended further collaboration with WR121 faculty on the WR121 IL assessment and faculty in library instruction, particularly in the areas of students formulating IL needs and using information, where an average of students scored below 50% in these areas (40.7%). Students scored above average in the areas of finding information (58.4%), evaluating information (66.76%), and citing information (65.4%).

Assessing student learning and library instruction
In spring 2015, the Library Instruction Coordinator worked with the Office of Assessment and Institutional Research (AIR) to begin assessing a link between library instruction sessions and student success and persistence. Through this collaboration, the Library Instruction Coordinator provided a list of more meaningful library instruction sessions (i.e. multiple, scaffolding library instruction and integrating within a cohort or course sequence, and/or multiple library instruction sessions for a class within one term) conducted during the previous two academic cycles. The AIR researcher then compared student success and persistence rates within those targeted courses benefiting from meaningful library instruction to like courses. The following data demonstrates that there is a consistently higher rate of student success (e.g. course grades and overall GPA) as well as
a higher rate of student persistence, when students benefit from more meaningful and multiple library instruction sessions.
### Library Instruction Enrollment & Success

<table>
<thead>
<tr>
<th>School Year</th>
<th>Term</th>
<th>All Like Courses</th>
<th>Library Instruction Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total #</td>
<td>G PA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pass #</td>
<td>%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Fall</td>
<td>1,109</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>2,229</td>
<td>698</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>1,403</td>
<td>095</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Fall</td>
<td>1,066</td>
<td>737</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>1,644</td>
<td>1,241</td>
</tr>
</tbody>
</table>

This preliminary data is very promising; to build on these results, starting in fall 2015, instruction librarians will begin tracking student data for library instruction sessions (via student IDs on a sign-in sheet for each library instruction session), to provide more options, context, and validity for connecting the dots between assessing student learning and library instruction.

Also in fall 2015, the instruction librarians will be investigating clickers to aid in teaching and to better track authentic, formative assessment of student learning during library instruction sessions.

### Library Instruction Persist to Next Term

<table>
<thead>
<tr>
<th>School Year</th>
<th>Term</th>
<th>All Like Courses</th>
<th>Library Instruction Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total #</td>
<td>Persist to Next Term %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>Fall</td>
<td>1,109</td>
<td>917</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>2,29</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>1,403</td>
<td>869</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Fall</td>
<td>1,066</td>
<td>851</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>1,644</td>
<td>56</td>
</tr>
</tbody>
</table>

This preliminary data is very promising; to build on these results, starting in fall 2015, instruction librarians will begin tracking student data for library instruction sessions (via student IDs on a sign-in sheet for each library instruction session), to provide more options, context, and validity for connecting the dots between assessing student learning and library instruction.

Also in fall 2015, the instruction librarians will be investigating clickers to aid in teaching and to better track authentic, formative assessment of student learning during library instruction sessions.

### 2.E.3 Efficiency and Effectiveness, Informed Use

Mt. Hood Community College’s information literacy (IL) has been formally identified as a core outcome with general education and writing curriculum statewide. To support identified IL needs at MHCC, faculty librarians and library staff provide instruction and instructional support in several ways:
Library Instruction Sessions:
Faculty librarians collaborate with instructors to offer customized instruction sessions specific to disciplines, individual courses and research-based assignments. These collaborative sessions often take place in the library instruction classroom where students have the opportunity to become familiar with the location and layout of the library, as well as its print and electronic resources. Library instruction sessions emphasize IL skills, (e.g., finding, evaluating and incorporating the best possible sources) and include specific references to assignments or projects with which the students are engaged. Handouts and activities are custom-tailored for specific classes, utilizing high-engagement learning activities and strategies.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face sessions</td>
<td>339</td>
<td>198</td>
<td>368</td>
<td>220</td>
<td>155</td>
</tr>
<tr>
<td>Students served</td>
<td>8,697</td>
<td>*</td>
<td>8,987</td>
<td>5,546</td>
<td>3,895</td>
</tr>
<tr>
<td>Hours in classroom</td>
<td>n/a</td>
<td>n/a</td>
<td>398 hrs.</td>
<td>277 hrs.</td>
<td>197 hrs.</td>
</tr>
<tr>
<td>Hours in teaching prep</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>388 hrs.</td>
<td>331 hrs.</td>
</tr>
</tbody>
</table>

*Statistics incomplete due to librarian staffing turnover in 2011-2012
** Beginning in fall 2013, general library orientations/tours offered as services separate from library instruction sessions.
*** In summer 2014, decreased numbers in library instruction reflect the decrease in instruction librarians from 3.5 FTE to 2.0 FTE.

Online library guides:
For each face-to-face library instruction session, faculty librarians also create an online library class guide, via the LibGuides system implemented and piloted by the Library Instruction team in winter 2014; these online guides are able to then be more easily revised and updated and available for all students. In a little over a year since the implementation of these LibGuides, librarians have created almost 100 class guides. These online guides have replaced the older system of creating library instruction handouts and uploading static PDF copies on the MyMHCC portal.

During fall 2014 and winter 2015, librarians and technical services staff worked together to upgrade the LibGuides system; this involved the standardization of library instruction core content and mapping data and resources that would not be migrated to the new LibGuides 2.0 system. However, this LibGuides upgrade has enhanced the quality of our online library guides, and we have been able to make use of the 2.0 benefits and expand our guides into general subject guides and private staff training guides. During spring 2015, librarians helped improve the discoverability of library resources for all our users, including adding tags and subjects to our library databases.
### Handout usage

<table>
<thead>
<tr>
<th></th>
<th>2012-2013</th>
<th>2014*</th>
<th>2015**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handout usage – times downloaded</td>
<td>14,323</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>LibGuides usage – times viewed</td>
<td>n/a</td>
<td>62,500</td>
<td>55,000+</td>
</tr>
<tr>
<td>Total number of published LibGuides</td>
<td>n/a</td>
<td>92</td>
<td>152</td>
</tr>
</tbody>
</table>

*Beginning in January 2014, Library Instruction transferred handouts and class guides to online LibGuides system.

**Statistics current through May 2015

- Library Instruction program information and online guides/tutorials online at [http://libguides.mhcc.edu/libraryinstruction](http://libguides.mhcc.edu/libraryinstruction)
- Library Research How-To guides/tutorials online at [http://libguides.mhcc.edu/researchtutorials](http://libguides.mhcc.edu/researchtutorials)
- Library Databases A-Z, [http://libguides.mhcc.edu/az.php](http://libguides.mhcc.edu/az.php) (when selecting a subject area from the Subjects filter, related library class guides and the library subject selector are also highlighted along with relevant databases)

### Embedded Librarians:

From fall 2011 through spring 2014, the MHCC Library offered a program of embedding librarians within online classes to offer online learning (OL) students personalized, on-the-spot research assistance and feedback on their projects. Before the online course began, a librarian was paired with an instructor to tailor the approach to the instructor's needs and to offer suggestions and feedback on designing research-based assignments; this approach aligned with the integrated and customized nature of the library instruction program. During the term, the embedded librarian was available to students to answer questions, give research advice, offer feedback on the research process, and redirect students, if needed, to quality sources.

This was a program highly valued by online instructors and students; however, due to campus-wide policy changes in telecommuting/remote work and projected cuts to part-time librarian staffing, the embedded librarian program ceased at the end of spring term 2014.

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online courses with embedded librarians</td>
<td>8</td>
<td>39</td>
<td>24</td>
</tr>
<tr>
<td>Students served</td>
<td>208</td>
<td>947</td>
<td>428</td>
</tr>
</tbody>
</table>

Librarians continue to support online learning faculty and students through creating online guides via instructor requests for online course guides; providing feedback in the online learning Faculty Academy in the Information Literacy module; and meeting with faculty upon request for individual consultations on integrating IL skills into online courses. More information and resources are viewable online on our [Library Support for Online Learning guide](http://libguides.mhcc.edu/libraryinstruction).

### Instructional support through library orientations, tours, and seminars:

In fall 2013, to meet demand and flexibility for classroom-related library services, library instruction sessions and library orientation and tour services were separated and expanded. Library instruction sessions, taught by instruction librarians, are assignment-specific and tailored to the class needs, related to research assignments/projects. Library orientations/tours, provided by Library and Learning Success Center staff, are general
orientations and overviews to Library services and resources. This instructional support is particularly utilized in foundation courses such as HD100: College Success. More information can be found on this online guide.

2.E.4 Library Resource, Evaluation and Security
Library Policies:
The library communicates policies and procedures clearly, accurately and consistently to staff and to the college community, using the library website, policy and procedure manuals, and internal emails. Library staff regularly reviews publications to assure integrity in all representations of our mission, programs and services. (Library A-Z)

Evaluation:
College-wide student satisfaction surveys consistently show the library to be among the most highly rated areas for student satisfaction of quality and usefulness. Furthermore, the perception of library services by institutional administrators, faculty, and staff is consistently high, as demonstrated in faculty librarian evaluations, surveys, and feedback from all quarters. Feedback can be sent through Can’t Find It? and Contact Us links on the library website.

Security:
The library maintains a safe and secure environment by partnering with MHCC public safety to provide a safe learning environment in which people study, work and socialize. The library maintains the college’s 3M security system to protect the library collections and takes adequate steps to prevent predictable losses, such as vandalism, theft, and the non-return of items borrowed from library collections. Library computers protect confidentiality by password- protecting individual use sessions through Accutrack.
Standard 2.F - Financial Resources

2.F.1 Financial Stability

Mt. Hood Community College maintains a three-year fiscal forecast in which revenues and expenditures are estimated and revisited often. Enrollment is also estimated and monitored, as both tuition and state support dollars are based on enrollment. This forecast informs the budget process and institutional planning as we work towards eliminating an ongoing operating deficit and building sufficient reserves.

In July 2013, the board adopted a policy requiring minimum restricted reserve amount of 2%, a minimum contingency amount of 3%, with a targeted combined reserves amount of 6-10%. This amount is in line with, if on the low side, of other state community college fund balance policies. Fund balance has exceeded the minimum amount for each of the last five years. (Table 2.F.1A).

<table>
<thead>
<tr>
<th>Year</th>
<th>General Fund Reserves</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/04</td>
<td>11%</td>
</tr>
<tr>
<td>2004/05</td>
<td>9%</td>
</tr>
<tr>
<td>2005/06</td>
<td>6%</td>
</tr>
<tr>
<td>2006/07</td>
<td>3%</td>
</tr>
<tr>
<td>2007/08</td>
<td>3%</td>
</tr>
<tr>
<td>2008/09</td>
<td>2%</td>
</tr>
<tr>
<td>2009/10</td>
<td>6%</td>
</tr>
<tr>
<td>2010/11</td>
<td>11%</td>
</tr>
<tr>
<td>2011/12</td>
<td>6%</td>
</tr>
<tr>
<td>2012/13</td>
<td>7%</td>
</tr>
<tr>
<td>2013/14</td>
<td>7%</td>
</tr>
<tr>
<td>2014/15</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table 2.F.1A General Fund Reserves

Building and maintaining reserves and forecasting conservatively are critical in our current funding environment. Prior to 2009-10, state support made up the largest percentage of revenue; however, declining state support has necessitated tuition and fee increase, resulting in tuition and fees becoming our largest revenue source. Property taxes are the next largest percentage of revenue and were limited by Oregon voters in 1990 (Measure 5) in amount and growth (Table 2.F.1B).
Appropriations from the State of Oregon Community College Support Fund (CCSF) are funded biannually through the Office of CCWD. These funds are distributed to the college in eight equal payments: five payments in year one of the biennium and three in the next. Sufficient reserves are critical to ensuring available cash flows in the second year of the biennium when only three payments are received.

The college has no outstanding taxpayer funded general obligation debt. Despite a few attempts nearly a decade ago, voters have not supported capital bond projects. In order to pay for deferred maintenance costs, the college has borrowed funds based on its full faith and credit. Funding projects this way has burdened the general fund with approximately $2.4 million dollars per year in debt service payments. The college has looked for alternative ways to fund projects, for example a newly completed early childhood center was funded by matching funds from the State of Oregon.

The college has annual debt service of $4.1 million on limited tax pension bonds issued in 2003. The bond proceeds were used to pay MHCC’s share of an unfunded actuarial liability in the state’s public employee retirement system (PERS). This debt service is less than what the college would have been obligated to pay PERS, saving the college money. Debt service is paid through monthly payroll assessments of PERS-eligible employees.

Energy Savings Performance Contract (ESPC):

The college borrowed funds to pay for construction costs related to an energy savings project, and the debt service is paid using guaranteed utility cost savings. The college is preparing to enter into a second phase ESPC smaller in scale, but still addressing deferred maintenance concerns while generating sufficient cash flow to cover debt service. Due to

![Table 2.F.1B Funding Percentage of Total Revenue](image-url)
the age of the facility and size of the deferred maintenance list, a voter-approved general obligation bond will be needed in the near future.

2.F.2 Resource Planning and Development

The following defined data drivers are used as the basis for current revenue projections for the college: state aid projections per the current funding model; property tax projections from local governmental organizations; enrollment by tuition category, term, and course; and other revenue generating activities. Additional analysis is conducted to identify risk factors. Those risks are weighed and a conservative and sustainable approach is used to establish projections.

2.F.3 Financial Planning Policies, Guidelines, Processes (2.A.1.)

Mt. Hood Community College’s budget development process is guided by comprehensive policies and processes overseen by the Tax Supervising and Conservation Council (TSCC), a structure unique to Multnomah County. At the start of every fiscal year, MHCC’s board publishes and approves a detailed budget calendar that sets the timetable and events for the budget development process.

A college council, the budget review council, is engaged in all phases of the budget process. The council represents stakeholder perspectives from faculty, management, staff and students. The council charter is to advise the president on matters pertaining to the budget process, to review and analyze budget requests and to ensure the budget process encompasses the college mission and core themes.

The budget process began in November with all-staff and student presentations by leadership on the college’s strategic plan, the president’s goals and key initiatives. An overview of the budget process was also presented outlining a change in budget philosophy to align limited resources to fund our core objectives; by budgeted based on trends, with “right-sized” budget and sufficient contingency available to fund unexpected costs. Engaging staff and students at the beginning of the process helps ensure engagement and transparency.

The first step for budget holders was to capture departmental strategic planning by completing a Program Summary Form. These were submitted and reviewed with president’s council representatives in late December and early January. President’s council members used this information to compile a three-year summary budget request that was reviewed and prioritized.

A detailed three-year historical review of budgets and actual spending identified nearly $1 million that was pulled from area budgets and used to invest in activities prioritized from the three-year summary budgets.
Finally, the MHCC’s board of education convenes as the district budget committee. The proposed budget is presented to the district budget committee which holds public hearings. The budget document along with related presentations is posted on the college’s budget webpage. Following the public input, the budget committee approves the budget, either as proposed or with adjustments, and the rationale for those amendments. The approved budget is then forwarded to the board of education, which takes the recommendation from the formal budget committee and adopts the budget.

Budget managers are given monthly budget reports detailing their actual expenses compared to the adopted budget for analysis. The driving data used to establish budget totals are compared to the plan, and variances are examined to better guide the ongoing execution of the budget and improve the development process in following years.

2.F.4 Timely and Accurate Financial Information (2.A.30)

Mt. Hood Community College's Board policy 3120 Internal Control and Board Policy 3121 Annual Audit set the requirements for timely and accurate financial information. The chief financial officer, who reports to the vice president of administrative services, is responsible for accounting services, budget, bookstore accounting, internal controls and reporting which is necessary for productive decision-making. Both the chief financial officer and vice president of administrative services serve on the president’s council. A monthly financial report is presented to the Board for evaluation and approval.

Jenzabar CX is the integrated financial system used by MHCC. It is a fully-integrated, real time solution with a single common database. Accounting modules include cashiering, purchasing, accounting, student accounts/billing, payroll and budget. Both administrative and academic offices are integrated, allowing for reliable access to current information. Request for requisitions for materials or services are approved electronically and the movement from a requisition to a purchase order to an expenditure is tracked in time through the system by budget line item. Permission levels are in place to limit access and restrict posting of data, thus providing tight internal controls. Management reports are available real time. Reconciliations of accounts are performed in real-time records. Adjustments or corrections are posted in a timely manner.

The MHCC bookstore upgraded to WIN Prism, accounting software designed specifically for the needs of an enterprise fund in the spring of 2012. The software handles the point-of-sale registers, accounts receivable, purchasing and receiving for general merchandise and textbooks and a light version of accounts payable. The senior accountants in the business office are responsible for manually interfacing the monthly activity to the Jenzabar CX system under a separate fund and the reconciliation of bank statements and general ledger accounts. Management reports are available both in WIN Prism and Jenzabar CX. Before June 30, 2013, the WIN Prism general ledger and the full accounts payable will be implemented and the interfaces to Jenzabar CX will be automated to provide tighter controls and daily postings.
As described in 2.A.30, MHCC prepares an annual financial report that is audited by an independent accounting firm as required by the Oregon Revised Statutes. The college has always received an unmodified audit opinion, which is the highest level of assurance an auditor can provide. The independent auditors are required to comment on the district’s accounting records, internal control over financial reporting and compliance and other matters. (Exhibit 2.F.4)

2.F.5 Capital Budgets Reflect Mission and Core Theme Objectives

In 2010, Mt. Hood Community College designed a ten-year facilities master plan that outlines projections for expanding or upgrading physical facilities and the acquisition of equipment for student use. Long-range plans include modernization of equipment in classrooms to provide a high-quality teaching and learning experience. (link)

Because MHCC has not passed a general obligation bond in the last 42 years, it has had to create other innovative means to fund major infrastructure upgrades to ensure a healthful, safe, and reliable working and learning environment that supports the college’s mission and core themes, programs and services.

Debt for capital outlay purposes is periodically reviewed by the board and is carefully monitored and justified so as not to create an unreasonable drain on resources available for educational purposes.

The physical assets of the college are extraordinary recruiting tools, and proposed building upgrades include a multi-phased way-finding project including new signage, improved building exterior, the addition of balcony railings, technological upgrades to create smart classrooms, the installation of recycling centers and new air conditioning units and windows to promote energy efficiency and cost savings in energy output.

2.F.6 Defined Financial Relationship of General Operations and Auxiliary Enterprises

Mt. Hood Community College’s auxiliary operations include the college’s bookstore and the print shop. In June 2013, both auxiliaries were moved under a single manager to improve efficiency and reduce operating costs in both areas.

The College Bookstore:

Although the bookstore is in a supportive role and operates in a separate enterprise fund rather than the general fund, it receives multiple services out of the general fund to support its operations, for example: accounts payable, purchasing, human resources, facilities, information technology and public safety.

Any needed repairs to actual physical site are paid for from the general fund; however, if the bookstore purchases new equipment (e.g., cooler for food, cameras for security) or supplies (office or store supplies) these expenses are paid from the bookstore fund.

All bookstore operating surplus is transferred into the general fund. During peak enrollment following the recession that began in 2008-09, the operating surplus increased and transfers to the general fund were: 2009-10, $500,000; 2010-11, $800,000 (Increased amount included fund balance in the bookstore fund); 2011-12, $500,000. As the economy has improved, enrollment has declined, impacting the sales revenue in the bookstore. The college is planning for ongoing annual surplus of $200,000 from bookstore operations.
The Print Shop:

While an enterprise activity, the print shop and college-wide copy machine and laser printer fleet have been general fund programs since 2007. The copy machines and printers are managed through a contract with Copiers Northwest. This contract, implemented in 2011, added networked features including scanning, faxing and increased access to color printing and copying. Students also have access to these features. Each student receives a small allotment to spend each term, and may purchase additional printing.

A goal of the managed print contract was to reduce printing expenses and provide accountability for the true costs of printing and copying. The reduction in print shop revenue over the past few years reflects that this goal has been met.

Grant programs and outside customers (non-commercial and non-profit projects) produce approximately $10,000 in revenue, which helps to offset the cost of operating the print shop in house.

2.F.7 External Financial Audit

Mt. Hood Community College prepares an annual financial report. Independent auditors are chosen by the board and the board-appointed audit committee. The current auditors are Talbot, Korvola & Warwick, LLP (TKW). For the fiscal year ended June 30, 2015, the auditors’ opinion on the financial statements was unmodified: there was one material weakness in the financial statement reporting related to the review and oversight of HR and payroll processing, data entry and leave accruals. These issues have been corrected through reorganization and implementation of additional controls. There were also four findings of reported instances of noncompliance with federal laws, regulations or grant and contract agreements, related to the inability to document enrollment status reporting, one student financial aid eligibility finding and one grant finding related to documentation of timely reporting. Controls were put in place immediately to ensure these findings do not reoccur. There were no adjusting entries proposed by the auditors, nor issuance of a management letter.

The chief financial officer regularly discusses or reviews with the auditors any operational audit issues during the year and at the start of their onsite fieldwork. The auditors begin the audit process by meeting with the audit committee, which includes the president, board members, community members, and staff liaisons. Audit fieldwork is typically done two weeks in June for internal control work, three weeks in July for single audit work and four weeks in October for financial statement review. The audit committee meets again October to review management’s draft financial statements and again in November to review and approve the annual financial report. The annual financial report is presented to the board in December and filed with the state prior to the December 31 deadline. The financial statements document, including the corrective action plan, is available to the public and staff online here.
2.F.8 Professional and Ethical Fundraising Activities

The Mt. Hood Community College District Foundation, a 501(c)(3) established in 1969 in accordance with ORS 65.036 to administer fund raising and development activities that benefit the college, is guided by Board Policies 3040 MHCCD Foundation, Inc and Board Policy 8020 College Donations/ Solicitation of Funds, AR-3040 A MHCCD Foundation, Inc, and its own by-laws. The foundation and its board provide individuals, corporations, foundations and groups with opportunities to support MHCC students and educational programs through cash donations. Foundation investment guidelines, developed and annually reviewed by the foundation finance committee, direct the management and investment of endowment and life income funds. Records of all foundation financial transactions, audited annually, are maintained in accordance with ORS 65.036 Nonprofit Corporations and are available to the college. Foundation records are open to inspection by the public.

With the guidance of MHCC President, Dr. Debbie Derr, the Foundation looked to expand its efforts with the hiring of the Foundation’s first executive director in 2013. Since then new strategies have been instituted leading to increased fundraising efforts providing for more dollars for students scholarships and classroom support. New initiatives include:
- Investing in fund development software
- Increased donor support of the annual auction
- The Foundation’s first $1 million donation
- A revitalized internal staff giving campaign
- A new alumni outreach initiative
- The development of a new grant seeking effort
- Assessment and restructuring of Foundation scholarship processing
- Adding a new Alumni Outreach/Scholarship Specialist position

Standard 2.G - Physical and Technological Infrastructure

2.G.1 Physical Infrastructure: Healthful Learning and Work Environments (2.A.21 and 2.D.2)

Mt. Hood Community College’s Gresham campus is located in Gresham, Oregon, on 118.63 developed acres and 46.23 undeveloped acres. MHCC maintains approximately 964,255 gross square feet of space in 53 buildings at three locations: Gresham campus, Maywood Park Center, and the Bruning Center. Ninety-four percent of the Gresham campus is 40-47 years old, with buildings built using accepted engineering and construction standards of the 1960’s and 1970’s. These buildings do not provide for energy efficient operations or seismic protection under current standards.

Without a general obligation bond in the last 42 years, the college has found other creative means to fund major infrastructure system upgrades to ensure a healthful, safe and
reliable environment that supports the institution’s mission and core themes, programs and services.

Table 2.G.1 Innovation Capital Sources

<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 - 2010</td>
<td>Acquired state funding (Go Oregon) to replace the majority of the roofs on the Gresham campus, repurpose and upgrade instructional space, and selected repairs</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>Energy performance contractor partnership to replace aged central utility plant and upgrade major system components on the Gresham campus, with OR DOE.</td>
</tr>
<tr>
<td>2010</td>
<td>Developed a ten-year Facilities Master Plan to use as a guide for pursuing state capital funding that uses a priority based selection process</td>
</tr>
<tr>
<td>2010</td>
<td>Obtained full faith and credit financing to complete roof repairs, major building repairs and the complete replacement of the Gresham campus electrical infrastructure</td>
</tr>
<tr>
<td>2010</td>
<td>Acquired state seismic funding to upgrade the Fisheries building that would allow immediate occupancy of the building after a major seismic event</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>Acquired state funding to build a new 21,000 gross square foot early child care center. Building construction completed, including installation of 23kw solar system</td>
</tr>
<tr>
<td>2011</td>
<td>Acquired grant money to pay for mitigation plan development</td>
</tr>
<tr>
<td>2012</td>
<td>EOU/Library Mezzanine remodel</td>
</tr>
<tr>
<td>2012</td>
<td>Upgraded Wayfinding signage throughout the college</td>
</tr>
<tr>
<td>2013</td>
<td>Main Campus underground electrical infrastructure upgrade/transformer upgrades</td>
</tr>
<tr>
<td>2014</td>
<td>Track re-surfacing</td>
</tr>
<tr>
<td>2014</td>
<td>Phase II JCI HVAC upgrade and Facilities improvements</td>
</tr>
<tr>
<td>2014</td>
<td>Paving upgrades for main drives</td>
</tr>
<tr>
<td>2014</td>
<td>Wayfinding Phase II</td>
</tr>
<tr>
<td>2015</td>
<td>STEM Labs remodel, upgrading fume hoods, cabinetry, and function for students</td>
</tr>
<tr>
<td>2015</td>
<td>Fire system repairs and replacements, improving operations and safety</td>
</tr>
<tr>
<td>2015</td>
<td>Engineering Computer Lab classroom remodel, improving functionality and use</td>
</tr>
<tr>
<td>2015</td>
<td>President’s Circle wood deck replacement, improving safety and student use</td>
</tr>
<tr>
<td>2015</td>
<td>Health and Physical Education lobby upgrades and painting, improving appearance and student use</td>
</tr>
</tbody>
</table>

Management and Maintenance
MHCC’s facilities management department manages and maintains the operations of all college facilities: building maintenance, grounds maintenance; event scheduling; event
support; recycling; custodial services, work order systems, key access management; and vehicle maintenance and repair. Facilities management is responsible for ensuring a high-quality safe and healthful learning and working environment. The Director of Facilities and teams report to the Vice President of Administrative Services.

MHCC employs a qualified and skilled maintenance staff, which provides technical skills allowing the college to perform in-house maintenance and repairs. MHCC also employs a large contingent of service contractors to provide labor and materials for major repairs, renovations, maintenance and project work. The goal of the team is to perform as much skilled labor internally as possible.

Facilities Council

The facilities council has broad representation from administrators, faculty, staff and students who review issues related to the management, improvement and maintenance of campus physical infrastructures. The council has put a process in place in which they solicit facilities-related needs three times a year, for needs up to five years in the future, through which they prioritize requests from all areas of campus. This process, when combined with the facilities-initiated engineering analysis of deferred maintenance needs provides a comprehensive approach for the renewal and improvement of physical infrastructure. The committee both prioritizes requests for the annual budgeting process to help the institution set appropriate priorities with scarce budget resources and is allocated an annual budget for use at the committee’s discretion to meet infrastructure improvement needs. The committee also has discretion to set up ad hoc sub-committees as needed to approach specific needs as they arise. Examples of ad hoc committees that have existed to address specific needs in the areas of way finding; sustainability; health and safety; classroom upgrades; operations and maintenance; deferred maintenance; athletics; and space allocation. If these committees provide evidence that they fill an ongoing need, they can then become permanent, such as Sustainability and Wayfinding. The primary strength of the Facilities Council is to provide broad based perspective for institutional infrastructure needs. To that end, Facilities annually submits their current year deferred maintenance plan to Council for review and comment.

The facilities council also requests that a member be placed on larger project efforts such as new construction or major renovation, which are not in the purview of the committee, but this allows the committee through this member to be informed regarding the project and to provide input through their member on the project planning team. The Director of Facilities Management functions as a permanent co-chair of this committee (the other co-chair is provided on a rotating basis from faculty) and is able to provide the comprehensive perspective and continuity necessary to facilitate this broad based perspective into all college infrastructure considerations.

A variety of sub-committees (way finding, health and safety, sustainability, strategic energy management, athletics, and space allocation) focus on identifying deferred maintenance and capital improvement projects. Recommendations for final decisions on project prioritization are made to the president’s cabinet for final decisions on the funding for projects. In 2012-13 and 2013-14, the facilities council recommended priorities for allocating
a total of $800,000; $200,000 was allocated for classroom upgrades, with the remaining $600,000 for deferred maintenance and capital improvement projects. Funding for the 2014-15, 2015-16 fiscal years was $100,000 annually and prioritized in the same manner.

Health, Safety, and Access
Members of the Gresham/Bruning Center and Maywood Park safety committees conduct quarterly safety inspections. Most campus buildings and facilities are accessible during normal business hours to students, employees, guests, and visitors. Entry to rooms and buildings by authorized persons is possible by using an issued key or electronic access card. Employees without an issued key or electronic access card must present a valid MHCC employee photo I.D. to the Public Safety Officer or custodial staff for access to secured rooms. To access secured rooms, students need prior authorization from a designated MHCC employee and must present, to the public safety department, an MHCC or government-issued photo ID. Buildings and rooms which are identified as having high property value or confidential information are equipped with alarm systems. More information is available in MHCC’s Crime Statistics and Security Polices Annual Report.

MHCC has a written Emergency and Safety Procedures Handbook, which is reviewed annually by employees in each department. Faculty members share emergency and evacuation procedures with their students at the beginning of each term. MHCC has adopted the National Incident Management System (NIMS) and the Incident Command System for responding to emergencies.

In addition, the college has adopted a natural hazards mitigation plan. For every risk that is mitigated, the college reduces the overall exposure, which decreases the pressure on the response end of the disaster cycle. This helps reduce the recovery costs.

All new buildings, construction projects, renovations, and remodel projects are designed to meet all city, state, and federal health and safety codes as well as the Americans with Disabilities Act Amended Act (ADAAA) standards. Project plans are submitted to the City of Gresham for plan review to determine compliance with codes and ADAAA standards, and align with the MHCC Master Plan.

2.G.2 Hazardous and Toxic Waste Materials
Mt Hood Community College is regulated by various governmental entities for compliance with the use, storage, and disposal of toxic materials, including but not limited to: the Oregon Department of Environmental Quality (DEQ), Oregon OSHA, the Oregon State Fire Marshal’s Hazardous Substance Survey, which satisfies the Federal Emergency Planning and Community Right to Know Act (EPCRA) and Gresham Fire and Emergency Services – NFPA. The environmental health and safety (EHS) department coordinates the numerous environmental, health and safety programs that apply to college operations. In July 2015 the department was reorganized and combined with Risk Management under the Director of Institutional Resilience. Funding restraints have reduced EHS staff by 45% and it is anticipated that a full-time safety specialist will be hired in 2015-16.
The college assures that hazardous materials are stored safely and properly through quarterly Safety Committee inspections and targeted inspections by insurance representatives.

2.G.3 Campus Master Plan

Since the master plan was adopted in 2010, upgrading and maintaining existing facilities and developing new facilities as suggested by the plan have been priorities at MHCC. The condition and age of buildings, coupled with recent enrollment growth, make short- and long-range planning for capital needs critically important. The current number, size and age of instructional facilities are major constraints to the ability of the college, an institution committed to student access, to accommodate expanding student enrollment. Funding has been limited since 2010, limiting the implementation of the plan to some degree.

The master plan has proven beneficial in avoiding future infrastructure conflicts when installing new infrastructure, making major repairs to existing infrastructure, planning space usage and repurposing existing space. It also accommodates timely and effective submission of capital requests through Oregon’s capital funding process as well as timely and efficient communication with the City of Gresham to obtain permits for capital projects.

When MHCC submitted the facilities master plan to the City of Gresham for review and approval in 2010, the city did not have a review or approval process for master plans. MHCC worked with the city to develop a review and approval process for the community.

The MHCC team plans to revise and submit an updated Campus Master Plan to the City of Gresham in the second half of 2016. The City of Gresham now has a review and engagement process for master plans, and the college is in meetings to gather information in preparation for this process.

2.G.4 Equipment

Physical Plant

The facilities department is responsible for maintaining and repairing existing buildings and fixed equipment, including HVAC equipment; gas and electric boilers; plumbing fixtures and systems including backflow prevention; interior and exterior lighting systems; door hardware; electrical distribution systems including emergency generators; photovoltaic system; solar thermal system; fire suppression systems; elevators; fire and theft protection systems and equipment; waste and storm drain maintenance; repair and roofing systems; hydraulic loop heating and cooling systems; and an energy management control system. Maintenance is performed on an established schedule and on an as-needed basis, using a work order system and may be outsourced as necessary. The college contracts with state-approved elevator companies to inspect, maintain and repair college elevators. College information technology personnel maintain the emergency telephones, and elevator
telephones are monitored by an elevator company on a 7-day, 24-hour basis. Facilities department maintains an inventory of building and fixed equipment.

Vehicles
College vehicles, including vans, trucks, tractors, electric carts, gas carts, fork-lifts, riding mowers and other small engine equipment and riding lifts, are evaluated monthly to assess need for preventative maintenance. The college’s vehicles, maintained for off-campus use, are serviced each 3,000 miles. Gas and diesel-powered service vehicles used primarily on the college campus are serviced after each 2,500 miles of use, and electric vehicles used on campus are serviced after 100 hours of use. Routine services include oil changes, vehicle maintenance and safety inspections and milestone services. Unscheduled repairs are completed on an “as needed” basis using a work order system. The college does not have a process to replace campus vehicles at this time. A safety program for all college-owned vehicles is in effect.

Instructional Equipment  (This section is under construction)
Instructional equipment needs at the college are addressed in three separate processes.

1. Almost all Career and Technical Education programs are Carl D. Perkins approved programs. This status makes them eligible for funding from the College’s federal Perkins grant. However, this funding stream is dependent on federal funding which has become less stable over the past several years. The process to access this funding stream is managed by the regional CTE coordinator, a college administrator who also manages the region’s Perkins Reserve grant. The coordinator asks for Perkins equipment request lists to be researched and developed by program deans with faculty input. The deans meet with their prioritized lists and cost quotes to create a prioritized master equipment request list. The regional coordinator then determines how much of the Perkins grant award is available for equipment needs and the prioritized list is funded from top priority down until the funds are fully expended. All equipment orders are processed by the regional coordinator with the assistance of an accounting clerk.

2. Very few non-CTE instructional areas have a funded budget line for capital equipment and look to other funding sources such as one-time state funding (i.e. lottery funds), grants and requests to the MHCCD Foundation. If funding exists in instructional areas, it usually has been based on historical practice. This general fund budget is subject to budgetary pressures and typically is insufficient to fund all necessary purchases of new equipment and periodic replacement of failing equipment. Except for equipment provided by Information Technology and Facilities Management, equipment and materials decisions are made at the department level. In 2012-13, $40,000 was budgeted through the Office of the Vice President of Instruction to fund priority small equipment needs (under $5,000) as requested by the division deans. Despite budget constraints, when equipment necessary to instructional programs fails, the equipment must be purchased to maintain the instructional programs. In 2012-13 and in 2013-14, the
Facilities Council was given $800,000 from Facilities Management to allocate amongst the council’s sub-committees for prioritizing deferred maintenance and capital improvement projects. In both fiscal years, $200,000 was allocated for classroom upgrades from the available $800,000.

3. The MHCCD Foundation has established a grant for the college, the Board Designated Grant Award. In 2015-16, the grant was budgeted at $80,000. The college president makes requests to the foundation finance committee for use of the funds, and the finance committee makes a recommendation to the Foundation board.

In prior years through the Grant Award, the foundation has funded items such as:
- Kiln for the Visual Arts Department
- Instructional benches for the Engineering Dept.
- Scholarships for new students
- Audio visual equipment
- Student testing fees
- "Smart" classrooms
- Musical instruments
- Various facilities equipment
- New sound systems in the gym, and Town & Gown Room
- Overhaul of sound system at the aquatic center (pool)
- Teaching and Learning Center equipment

2.G.5 Technology Infrastructure: Mission and Core Themes Supportive

Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

The Mt Hood Community College information technology (IT) department structure includes 32 full-time positions to support technology operations for the Gresham, Maywood Park and Bruning campuses, 14 Head Start locations, WorkSource Portland Metro East and the Small Business Development Center. The department’s organization and technology systems adequately support college operations, teaching and learning, and support services.

The IT department team strives for continuous improvement of overall department performance, to enhance both the student experience and customer service. These goals are accomplished in a number of ways, including weekly team meetings; college technology council leadership; project management processes and project team meetings; formal change management practices to inform users of system upgrades and changes; joint team meetings to insure communication and collaboration between IT teams and other departments; and communication by IT staff to users.
The IT department manages two sources of funds: the IT general fund and the student technology fee fund. The general fund supports departmental operations, system maintenance and other expenses. The technology fee funds maintenance, upgrades and enhancements to college infrastructure directly related to student use/benefit to support the college mission, and covers basic technical needs and devices shared and utilized by the majority of students. The IT general fund budget supports basic technology needs.

MHCC has two data centers located on the Gresham campus where all MHCC systems are stored. These data centers are the hub locations for the MHCC network, with all of the cabling from the Intermediate Distribution Frame terminating in one of the two data centers. The two data centers are connected by a 4 Gbs network connection. Both data centers have Uninterruptable Power Supplies and emergency generators that activate when the commercial power cuts off. The data centers’ cooling systems attach to the emergency power to keep them cool in the event of a power outage.

The IT department’s project management office manages the college’s large technology projects. Processes include prioritizing project requests, building and engaging project teams, documenting desired project outcomes before work begins, managing resource allocation to the extent possible, facilitating communication between team members and others, mitigating barriers and risk, and using detailed project plans to track progress. This structured approach contributes to the college mission by maximizing efforts and resource allocation; an average of 22 large technology projects is complete each year using project management processes.

Management reviews expenditures closely and realizes savings through vendor negotiations and strategic system improvements. For example, server virtualization greatly reduced long-term cooling and power costs; internet connectivity negotiations resulted in increased bandwidth for a minimal cost; and a contract with Microsoft provides access to some of their products college-wide for free or at a reduced cost.

The five staff who make up the online learning (OL) department support the college mission through training and support of faculty and students who use Blackboard Learn and Jenzabar eLearning, the two learning management systems (LMS) for online course delivery and instruction. Blackboard Learn is a stand-alone LMS used for online and hybrid courses; eLearning is an LMS within MyMHCC portal used for augmenting face-to-face courses. A faculty academy offers instructor certification to prepare them for developing and teaching courses using Blackboard Learn; a majority of faculty use one or both systems to deliver or augment instruction.

An Online Learning Advisory Committee includes faculty, administrators and staff who review and advise OL delivery, assessment, and OL training offered through the Faculty Academy. The vice president of instruction and the chief information officer oversee the OL department.
**2.G.6** The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Several areas in addition to the IT department support MHCC technology users in a variety of ways. Key among them is the OL department, the library and the learning success center.

Student Support:

The IT department staffs two open computer labs: the main computer lab (AC1451) and a lab in the library (AC 2303). The main lab is available to students seven days per week during the fall, winter and spring terms; reduced hours are available summer term. The labs are managed by a full-time employee and staffed by a combination of part-time employees, student aide and federal work-study students who assist students using the labs.

In addition to the IT computer labs, a student help desk located in the library is available weekdays during library hours. Students may request assistance with various technology related issues from the library help desk in person or via email, including:

- Printing, scanning and photocopying
- Wireless network connection
- File management and file sharing
- MyMHCC portal password and library PIN resets
- MHCC Saints email accounts

More in-depth technology assistance is available to students through the computer skills lab, which is open weekdays. Lab staff assists students with software, Microsoft Office, MyMHCC and Internet skills. Several learning assistance software options are also available to students. Students may also use the computer skills lab as an open lab to work on any MHCC coursework.

OL students are required to have access to a computer, the internet and a web browser. Most use their own device; those who do not may use MHCC computer labs. The Gresham campus testing center and Maywood Park Community Skills Center offer proctored testing services and college placement tests; OL support staff assists students in need of off-campus testing.

Online learning uses these tools to assist students: phone, e-mail, instant messaging, video chat, remote desktop sharing, and frequently asked questions on the OL website.

Student support includes:

- Navigation and use of system tools
- Access and password management
- Troubleshooting
- Proxy testing setup and assistance
- Hardware and software support for all technology used in online learning, including mobile platforms and bring-your-own-device scenarios
- Multimedia support
- Registration assistance
- General questions about the OL program
- Assistance and resolution for non-technical issues

Faculty Support:
The online learning program offers comprehensive training, professional development, resources and support for faculty using Blackboard Learn and eLearning.

Faculty are required to complete an extensive Faculty Academy online training to be certified in developing and teaching online and hybrid courses in Blackboard Learn. This academy addresses quality; best practices; communication tools; preparing and editing for online content distribution; and technology training on system use.

Full-time faculty is provided a workspace with a computer, internet and software. Computers and internet are provided in a dedicated office for part-time faculty and tutors. Limited wireless access is available for faculty who bring their own device. OL has a dedicated lab with wireless internet access and equipment to assist faculty with multimedia projects.

Online resources include two community resource sites where faculty may receive information, instructions, timelines, and use asynchronous and synchronous communication tools.

Staff Support:
The IT department service desk provides technology support to employees during weekday business hours and off-hours for system emergencies.

An Electronic and Information Technology Accessibility Coordinator position was created and filled in 2015, and is responsible for Americans with Disabilities Act (ADA) compliance related to MHCC’s internal systems and processes and for employee guidance and training. Primary responsibilities include developing and implementing an overarching plan to address compliance, identifying compliance gaps, and supporting employees in their work to assure all electronic college-related materials are ADA accessible.

Microsoft IT Academy is a training tool offered to employees and students through the College’s contract with Microsoft. The IT Academy comprises prepackaged module training aids for a wide variety of Microsoft products.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services
To best support Mt. Hood Community College’s technology infrastructure, information technology teams collaborate closely with other departments; college employees and students continually provide input to planning for system upgrades, new technology programs, and changes to the college’s technology infrastructure.

Proactive budget preparation meetings occur annually with managers to discuss upcoming technology requirements for their respective programs. Those meetings inform each year’s equipment and infrastructure planning.

A technology council includes representatives from a cross section of the college community and plays a significant role in helping shape and implement IT policy.

Project management processes formalize employee involvement in major IT projects. A master list of active and requested projects tracks these major projects. Teams made up of stakeholders from appropriate areas assist with developing project charters and plans, which direct the teams’ work. Employing project management methods results in timely and less costly completion of college projects. Since 2010-11 the department’s project completion rate has increased from six that year to an average of 22 large technology projects per year.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services

The IT department develops, implements and regularly reviews technology updates and replacement plans to ensure the college’s technological infrastructure adequately supports education and business operations, programs and services.

IT’s strategic plan supports and corresponds to the college’s mission and core themes. Annual reviews of the college’s technology needs guide upgrades and purchases for the next one to three years.

IT communicates regularly to employees and students about the importance of technology projects in achieving the college’s strategic goals. The IT management team reviews and prioritizes requests for major projects, with input from the president’s and technology councils.

Budget and implementation planning are in place for an incremental annual server refresh and an incremental annual data network equipment refresh.

Workstation life cycle planning follows standard practice - three-year cycle for higher-need engineering computer labs, and five years for other student use and employee areas. Technology fee fund spending in 2015-16 followed a general plan to refresh 20 percent of desktop machines annually, with yearly review and a plan for the coming year’s refresh/upgrade.
Recent incremental wireless access network expansion at the three campuses enables the safe and reliable exchange of information, a vital student and employee resource given the increasing dependency on personal devices to access online material.
Standard Three: The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution’s operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution’s ability to accomplish its core theme objectives and to fulfill its mission.

3.A Institutional Planning

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

3.A.2 The institution’s comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

3.A.3 The institution’s comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

Chapter Three of this self-study articulates the planning process at Mt. Hood Community College. Included in this chapter are explanations of how the strategic planning process engages stakeholders, how it uses evidence and data to guide the process, and how the results serve to fulfill the mission and core themes.

The college has enjoyed a period of presidential and organizational stability since the appointment of Dr. Debra Derr in July 2013. Dr. Derr has brought a sense of permanence and renewed energy. It has also allowed the college to strengthen its commitment to planning and community engagement.

Strategic planning is a vital part of engaging internal and external partners and developing the driving mission, vision, and core themes of the college. In fall 2014, MHCC commenced a comprehensive strategic planning review process with both internal and external constituents. A Strategic Planning Task Force was established and charged with being “Process Facilitators.” The task force was further charged with identifying and participating in the processes of gathering input from external and internal stakeholders regarding the strategic direction of the college over the next five years.
Approximately 650+ individuals provided feedback on one or more of the data gathering tools (College + Community Mailer, College Employee SWOT, Community Forums) resulting in over 4,100 data points that informed the development of the MHCC Strategic Plan – 2020 and Beyond. The information gleaned from the feedback revealed that the college serves three district stakeholder groups: Learners (Empowering Success), Community (Fostering Pride) and Partners (Inspiring Innovation). The Mt. Hood Community College mission did not change, but based on feedback, however, changes occurred to the Vision, Core Themes, Core Objectives, and Values (see chart Figure XX in Standard 1):

The planning processes are systematic and comprehensive and are intended to involve all levels of the college and community. These processes are adaptive and should allow the college to remain nimble in the face of changing conditions that impact the college, students and community.

The data for the current strategic plan resulted in renewal of the college mission and more purposeful core themes and objectives. In addition, the unit level Strategic Program Assessment (SPA) process was revamped to better align student learning outcomes with and support the college mission. Several strategies were developed to provide a robust and meaningful reflection on the success of the unique programs at MHCC, including an outcomes alignment process and a unit level strategic planning worksheet focused on the college mission and core themes that provides a clear linkage to budget.

The college is confident that these revised core themes and objectives are a more accurate reflection of the college mission and guide the planning processes across the college at all levels. Specific levels of planning occur at the following unit levels: (under construction)

**Strategic Planning**: Responsible for the operationalizing of the institutional strategic master plan? How is it facilitated? How is plan distributed?

**Division Planning**: Is it only for budget development purposes? Facilitated by divisional deans? How are these plans distributed? Discuss why the units plan together and how that supports college mission. What is the planning cycle? Where do the plans go?

**Department Planning**: Individual instructional departments support the college mission through the Strategic Program Assessment (SPA) process. Facilitated by the Educational Assessment Oversight Committee and the Office of the Vice President – Instruction, the plans are reviewed by the deans and are filed with the VP-I office. Discuss how as a unit, planning aligns to and supports college mission and core themes. Discuss the five–year cycle, peer review, and the role of the EAOC and the Teaching and Learning Center as assessment coordination.

Academic planning occurs both annually and term to term. Curriculum planning and redesign occurs annually, but generally throughout fall term of each year as program coordinators and transfer faculty review course outlines – Curriculum Committee (review of peers).
- Curriculum review includes:
  - Course outline review
  - Course outlines submitted to state
  - New program changes

Within the Strategic Plan 2020 & Beyond, there is a robust number of institutional strategic priorities as defined by external and internal stakeholders through the strategic planning process (see previous chart in this section). Through a review by President’s Council, core indicators have been identified to measure strategic priorities identified in the strategic plan. For each Core Theme Indicators, ownership has been assigned ownership to senior-level administrators for data collection and analysis through the work of the AIR Office.

[Discuss the process of the committee that is developing the indicators that measure institutional strategic priorities (presented in Standard 1 and analyzed in Standard 4). Explain how it is organized/analyzed.]

For stakeholders to be familiar with the reaffirmed mission statement, revised core themes and objectives, marketing materials were produced and circulated by District Communications and posted to the college website (link). Documents (including unit strategic program assessment forms) were also revised so that units would have consistent language for alignment and reporting. The institutional-level planning process at MHCC results from exhaustive efforts to engage and involve community and institutional stakeholders.

Strategic Program Assessment (SPA)

SPA includes data that supports the Learner Success core theme collected in two ways. Learning outcomes alignment and educational assessment data are captured by departmental faculty and enrollment, completion, persistence data are provided by the Office of AIR for course and program levels of analysis. In addition, individual units provide measures that reflect their unique contributions to support core themes: Learner Success, Partner Innovation, and Community Pride.

Peer Review Process. SPA reports are submitted for peer review and feedback. This feedback process will be developed.

The Teaching and Learning Center presented programming that directly supported units to learn these new processes and produce cohesive and consistent SPA reports. The process models a key strategy from the college’s culture of excellence effort: “We Are with You from Start to Finish.”

Strategic Enrollment Management Planning

One area that remains of particular concern is enrollment. Enrollment declines exceeded forecasted levels, and the college convened an Enrollment Crisis Action Team
over summer 2015. This committee analyzed existing data and recommended immediate action plans including the concept of a tuition promise – to freeze tuition for current students or enrolling students within a four-year period. The Board of Education adopted a tuition promise that freezes tuition for current students making academic progress within a four-year period.

In early 2016, our new vice president for student success and development, Dr. Waldon Hagan, started an institutional dialogue to engage the college community in the development of a comprehensive strategic enrollment management plan. The work is continuing in the identification of verifiable, assessable and measureable targets, assessment, evaluation and performance measures with alignment to core themes, followed by resource implications for strategic budget planning.

3.A.4 The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

MHCC’s comprehensive plan has identified key values and strategic priorities in support of the core themes and objectives that are measured as indicators of mission fulfillment. These indicators are broadly based and look at all aspects of the college’s capacity and efficiency. On the broadest institutional level, the Office of Analytics and Institutional Research collects and analyzes data from a variety of levels. On the unit level, departments and programs engage in systematic planning and budgeting that directly link to the college core themes.
Unit plans at MHCC guide the direct resource allocation and application of institutional capacity including staffing levels and consumables. Unit plans are aligned to the college core themes so the articulation of priorities is built into the process and closes the loop. Unit plans also include budget prioritization. Resource allocation is a particularly important priority for MHCC, due to the fact that a general obligation bond initiative has not passed since 1974.
3.A.5 The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Mt. Hood Community College has emergency and safety procedures that can be found at [http://home.mhcc.edu/EHS/handbook/main.htm](http://home.mhcc.edu/EHS/handbook/main.htm).

The emergency and safety protocols include injury and incident reporting procedures, bodily fluids cleanup procedures, fire safety and evacuation procedures, worksite safely checklists, hazard communications program instructions, material safety data sheets, safety bulletins, blood-borne pathogens protocols, hearing conservation checklists, respiratory program instructions, personal protective equipment instructions, descriptions regarding the lockout and tag-out programs. In addition, there are also plans for earthquake procedures, hazardous materials incidents, severe thunderstorms, and volcanic eruptions.

One recently implemented training procedure that has been of significant emphasis is the college’s Active Shooter protocol. The college follows the Run-Hide-Fight preferred recommended guidance from the Federal Bureau of Investigation and the U.S. Department of Homeland Security. Training presented to students and employees can be found at: [Active Shooter Training](http://www.mhcc.edu/PublicSafety/ActiveShooter/).

The college performs lock down drills each term by initializing the active shooter public announcement while students and employee practice hiding and barricading themselves in place. A list of drills performed in 2014-2015 can found in the Clery Report [Clery Report PDF](http://www.mhcc.edu/publicsafety/CleryReport.pdf).

MHCC has adopted the National Incident Management System (NIMS) and the Incident Command System (ICS) for responding to emergencies. The (ICS) team is responsible for coordinating and managing emergencies, and assisting in evacuations.

A threat assessment team has been established to investigate, evaluate and manage situations of concern ensure a safe campus and protect students, employees and community members from random acts of violence. Employees may report any troubled and/or potentially dangerous students on a [Student of Concern form](http://home.mhcc.edu/StudentConcern/main.htm) to the Dean of Enrollment Management, ARR&R, Advising and the counselors. Immediate review of the concern is used to determine situational severity and proceed with one or more of the following actions: 1) convene the threat assessment team to evaluate the threat and establish a plan; 2) reach out to the student; or 3) keep the information on file to be alert to emerging patterns of behavior.
3.B Core Theme Planning

3.B.1 Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives.

Core Theme: Learner Success

Objective:

- Prepare students to achieve academic and life-long goals by ensuring course access, affordability and education fit.
- Provide support services to enhance student achievement through student success initiatives that support diversity and inclusion.

Student success and educational fit is at the heart of the MHCC mission. MHCC is proud to provide open educational access to all students. This includes not only students who come to campus for classes or enroll in a wide variety of online courses, but to area high school students who elect to participate in various college events and dual credit opportunities. This open-door policy is not without challenges, particularly when students arrive at the college in need of remedial skill development. Several programs on campus serve this population of students specifically (AVID, TRiO, anything else?).

Insert data of number of dev ed students for read/writing and completion rates
Insert data of dev ed students enrolled in AVID/TRIO/Etc and completion rates

As political pressures encourage community colleges to show degree completion as a key indicator of success, the college has operationalized new degree awarding mechanisms. Mention here reverse certificates/d egrees (get info from J. Hamblin).

Ratio of total degrees and certificates awarded compared to national average
Insert data of number of degrees/types in past 5 years
Insert transfer to university rates compared to national average

In the arena of career technical education, can we track employability of grads? For what programs? What do they earn?
Insert licensure/certification exam pass rates here for all MHCC CTE programs
Insert employment data for graduates here

While the number of degrees awarded provides a global snapshot of ultimate student success, the college wants each course to provide students a measure of success.

How many students total complete transfer-level courses with a passing grade (last 5 years) compare this with IPEDS national avg. for graduation transfer rates

To address course access and affordability the college has made several significant investments. 1. Talk about new scheduling position 2. Talk about tuition freeze/Open Educational Resources initiatives

The second core objective for learner success involves the college’s commitment to student success initiatives that support diversity and inclusion. In recognition of
changing demographic and economic landscapes, MHCC recognizes that access, diversity, and equity are central to the college mission. At a fundamental level, an increased commitment to diversity will enhance access and opportunity for all students and will support the broader enrollment, persistence, and completion goals outlined in aforementioned plans. This commitment will also serve to attract a vibrant and diverse workforce and will enrich the educational experience of all participants. Strengthening MHCC’s commitment to diversity is imperative from a humanistic standpoint. In addition, it is vital to maintaining and diversifying the college’s revenue stream for long-term viability and success.

Fostering diversity and inclusion means more than simply addressing demographic inequalities. It requires thorough evaluation and long-term institutional commitment. As in many organizations, the challenges and barriers that inhibit inclusion are often elusive and difficult to address. MHCC’s current commitment to diversity, as stated in the college strategic plan is:

_We are a dynamic community of intercultural learners committed to meeting the evolving needs of an increasingly interconnected global society. At MHCC, our commitment to diversity means we:_

- Welcome, value and promote all aspects of diversity among students, employees and our community
- Cultivate a respectful, inclusive and accessible learning and working environment
- Develop capacity to understand issues of difference, power and social justice
- Foster educational, personal, and professional development, resulting in increased effectiveness within diverse contexts

At MHCC, this commitment guides our long-term vision for diversity. The college has developed a first-ever Strategic Plan for Access, Diversity and Equity and has adopted an “Equity Lens” in response to the directive from the Higher Education Coordinating Commission (HECC) at the state level. (Link)

Additionally, providing resources towards professional development in the areas of diversity, inclusion, and equity will retain employees. The emergence of this inclusive and welcoming culture also will serve as an effective recruitment strategy: by bolstering MHCC’s reputation as an employer of choice, MHCC will benefit from the talents and experiences associated with a diverse workforce.

In addition, community partnerships provide additional resources and revenue for the college in areas such as donations and gifts, grant collaboration, and contracts. MHCC’s program offerings must be pertinent to the marketplace and responsive to community and industry needs: producing graduates who have the cultural competencies necessary to succeed in our district and the professional, multicultural world. Furthermore, community based organizations and individuals who value diversity, equity, and inclusion will seek to support and collaborate with a college that champions similar values and demonstrates cultural responsiveness. Last, shifting demographics necessitate new strategies and
partnerships between MHCC and local government to serve diverse populations and strengthen local economies.

Core Theme: Community Pride
Objective: Cultivate and communicate about community relationships that provide program services, resources, cultural experiences and community events
MHCC strives to include and involve the community in a variety of communications that include: Get these from District communications office
- Mailers, new website, cultural events (salmon fest, strawberry short courses, cranberry courses, etc.)

Core Theme: Partner Innovation
Objective: Build responsive and innovative partnerships that serve students, employees, business and industry, pre K-12 education partnerships, the MHCC Foundation and the community.
MHCC is proud to offer the following programs that serve students as they seek greater knowledge and employment in their community:
list all programs

The college has also made a concerted effort to foster strong relationships with K-12 education partners to provide college credit opportunities for high school students in the district. This has been one of the areas of greatest growth on campus.
- Report dual credit enrollment (5 year).
- Get info on college involvement/Net Connect process.

The MHCC Foundation serves to represent the college with community members in support of providing scholarships to students

Core Theme Planning
Mt. Hood Community College utilizes a continuous model of improvement that involves planning, budgeting, assessment, and action toward improvement. Although the spirit of the core themes has not changed in a material way, the most recent iteration of the core themes and objectives is relatively new language. The college mission is published in the college catalog and on the college website. The mission and core themes are explicitly embedded in the planning template materials used throughout the various levels of the organization. One goal, moving forward, is to continue to develop materials that consistently operationalize this language. In this way, MHCC seeks to not only have strategic thinking but strategic integration of the college systems.

The college uses the core themes to direct core theme planning. As a way to articulate the linkage and relationship between mission, core themes, core objectives, values, and strategic priorities, the college produced a brochure that is easily accessible to employees and the community. Also, the mission, vision, core themes and values are posted on mural surfaces, windows and in meeting rooms.
Strategic program units also produce plans that support the core themes. The college is comprised of administrative functional entities as well as academic departments and work groups. These units each participate in a Strategic Planning Assessment (SPA) process. The planning that is integral in SPA is ongoing but the significant reporting process occurs every five years.

While the process is unique for academic programs versus work groups, the intention of SPA is to link strategic planning efforts to the college core themes, connect those efforts to operational and transformational aspects of the budget, and assess how well those initiatives are achieved. During the SPA process, unit faculty and administrators work on the following:

- Units describe how the department’s purpose and initiatives support the college core themes. This section is largely narrative and allows faculty to reflect on how they operationalize and support the core themes.
- For academic programs, faculty identify, align, and evaluate all levels of learning outcomes. This alignment and evaluation component of SPA is a template that was recently developed. Reporting educational assessment was inconsistent in previous iterations of the SPA process. The new template is a tool that helps faculty align learning outcomes (from general education outcomes, program outcomes, and course specific learning outcomes) and report their educational assessment findings for each student learning outcome. This framework, which resulted from a faculty driven work group, has established a simplified and consistent format.
- Student enrollment analysis is another key component to SPA. Mt. Hood Community College collects an impressive amount of data on its students. One challenge with this voluminous data is that it must inform programs rather than overwhelm programs. Data queries for SPA were developed to help programs understand who their students are, if there are patterns of completion and persistence, who might benefit from intervention measures, and if there is changing demand for their program, courses, or course modality.
- Strategic budgeting is the final component of SPA. Linking strategic planning and budgeting can be a challenge if budgeting architecture is opaque. The college has begun to formalize transparent budget documentation so that SPA teams can better engage with the budget process.

The Educational Assessment Oversight Committee (EAOC) along with the Office of Instruction are the entities charged with refining the SPA process itself as well as the SPA evaluation metric. In the past, a peer review team of faculty, staff, administrators, and occasionally outside stakeholders have participated in the evaluation and feedback of SPA reports. This evaluation process will continue to evolve as the new SPA process develops. The college recognizes the importance of this feedback/assessment system for affirming or changing programs based upon evidence; closing the loop through continuous quality improvement.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned
with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

The comprehensive efforts at Mt. Hood Community College illustrate how the college strives to achieve its mission to transform lives and build communities. The planning processes were designed to reflect how the operational activities support the mission, core themes and the core objectives. The levels of planning result in data–driven and intentional actions and result in a shared and strategic vision.

The resulting plans reflect the dynamic and interdependent connections between the college entities. These plans also direct the allocation of resources so that the college programs and services are adequate and responsive to the needs of the community.
4.A. ASSESSMENT

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

The college core themes are the integral foundation for the institutional planning process and measuring achievement of mission fulfillment. Following the Ad Hoc Report in 2014 and completion of the 2020 strategic plan, the college further analyzed core theme objectives, indicators, measures and acceptable thresholds of mission fulfillment. The Office of AIR continued to refine systematic collection of various institutional data to ensure the college was tracking meaningful data. In 2015, the Office of AIR began developing Key Performance Indicators, as approved by President’s Council, with senior-level administrators accountable for both monitoring progress and making data-informed decisions. College-wide access to robust, assessable and verifiable data tools helps foster a culture of evidence and assessment.

The Office of AIR is creating innovative data dashboards (link) to measure all institutional Key Performance Indicators and will be available to all interested stakeholders. The Office of AIR, working with individual departments, will facilitate the establishment of unit level indicators for programs to provide meaningful data for programs.

Thus, the data collected is meaningful to programs to determine whether improvements are needed. Departments establish measures that are meaningful in helping to evaluate their program outcomes. At the lowest level, instructors are responsible for identifying data that is meaningful to them in promoting students to achieving the highest thresholds in their learning outcomes.

Also, plans are underway for expansion of the Office of Analytics and Institutional Research (AIR) to manage institutional effectiveness and assessment. In addition to the data available from the Student Information System, the Office of AIR has developed a research agenda to ensure that qualitative and quantitative data is collected and analyzed through a consistent cycle of planning.

Analysis of data occurs at all levels. Faculty analyze data collected from student feedback and progress with learning activities at the course level. Evidence of that analysis is recorded by faculty into a course summary. Course mapping is a process inspired by our SPA process that aligns course outcomes with specific student learning outcomes within a course. This ensures that faculty teach to course learning outcomes and those students then are able to succeed in classes with a known threshold of achievement. The alignment of program outcomes with institutional outcomes and the improvements made based on evidence helps define measurement of what continuous quality improvement is at MHCC.
Alignment to General Education Outcomes

Academic programs have a focus on outcomes alignment. Programs will document alignment of all learning outcomes from general education level, program, level, course level to student learning outcomes. The purpose of the alignment process is to demonstrate through multiple assessments how well students master student learning outcomes. General education outcomes represent the broadest educational learning goals at the college, and thus comprise the base unit for assessment of student achievement. General education outcomes are embedded into the curricula.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

MHCC and its Board of Education are committed to providing the highest quality post-secondary education for the citizens of its service region and beyond. To ensure such quality and commitment to mission, the MHCC Board recognizes periodic reviews of academic program is needed. Strategic Program Assessment (SPA), a faculty lead process, will ensure that programs are in alignment with the college’s mission, core themes, and core objectives.

The Educational Assessment Oversight Committee (EAOC) concluded in spring 2014 that the SPA process had weaknesses pertaining to outcomes alignment and authentic assessment of student learning. This assessment resulted in a redesign of the SPA process in 2014-15. The EAOC oversaw the SPA process redesign. In 2015-16, four trainings to present the new SPA process to assist faculty participating in the new strategic program assessment. Feedback from these pilot groups will help shape the revised process moving into 2016-17 and beyond. The SPA assessment process for programs continues over a five-year calendar. The alignment of outcomes by course will continue annually with the goal of all courses have been through the alignment and the process becomes fully implemented and, most importantly, all faculty will be familiar with the comprehensive, data-driven SPA process which includes:

1. an internal self-study of a program;
2. an external assessment of that program;
3. a final report that provides a clear plan for applying the results of the internal and
The objectives of SPA are to provide clear assessments of a program's strengths and weaknesses and to develop a plan for future action as evidenced through analysis of data. Any recommendations for improvement in quality and effectiveness will be based upon data and in accord with the college's vision, mission, core themes and objectives. For educational programs and services, MHCC's recognizes that:

1. Faculty are best suited to determine the outcomes for their programs, what assessment is appropriate, and how results should be interpreted for quality improvement.
2. Every department must engage in assessment (it is a process designed to evolve the effectiveness of programs).
3. The purpose of assessment is continuous program improvement.
4. While faculty led, administrative leaders including deans are accountable for successful implementation and support of the process within departments.

The SPA process for academic programs has several components. The first component is outcomes alignment. An alignment spreadsheet was created so that courses align to general education and program outcomes. Making this linkage allows faculty to see how each course fits into the overall curriculum map and to evaluate the contribution of each course and program outcome toward the overall general education of students. Course outlines and program outcomes are routinely audited for quality and are reflected in the three-year course outline review process. This alignment to general education outcomes affords faculty a larger lens through which to see the comprehensive education that students are receiving at the college.

Another key component of SPA is the reporting of student performance for each individual student learning outcome in a course. Previous practice was focused on aggregate data that made it difficult to pinpoint strengths and weakness of curricula. This level of specificity in assessment reporting allows faculty to make immediate and meaningful analysis of how to target interventions as needed.

Here is an example from Dental Hygiene 114 - Oral Microbiology:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment</th>
<th>Results</th>
<th>Analysis (average assessment results must be at least 80%)</th>
<th>Action (if needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what constitutes normal oral flora.</td>
<td>Midterm 1 Q 16-22, 30</td>
<td>79.40%</td>
<td>Action Needed</td>
<td>Revise curriculum to strengthen emphasis on specific microbial species of the oral environment. Additional clicker</td>
</tr>
</tbody>
</table>
SPA teams also work closely with the Office of AIR to collect and analyze data that helps programs understand the changing student demographics and enrollment trends. The majority of SPA outcomes and deliverables are documented in the OnTrack data system (link) and will be easily available to all faculty to ensure transparency and accountability of the process. A five-year calendar guiding the SPA assessment process is on the website (link).

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Through Key Performance Indicators, the college demonstrates institutional progress toward achievement of its core themes and objectives. A set of indicators further support each of the KPIs to ensure individual programs and services are aligned with the core objectives, fully integrated into the process of mission fulfillment, and all stakeholders can clearly see their individual role in helping the college achieve its mission.

As MHCC moved through its strategic planning process, core themes and objectives were revised to reflect the needs of our students and community. As a result, previous indicators and measures were evaluated to determine relevancy, effectiveness, and fit under the new core themes and core objectives. In core themes where no previously collected indicators and measures were a good fit, new measures needed to be identified.

The methodology for the evaluation of measures, indicators and thresholds was determined by the Standard 4 accreditation committee with representation by faculty, administrators, and staff from several departments including AIR, and co-chaired by a faculty member and the manager of the Office of the AIR.

A task group of the committee brought all indicators, measures and thresholds back to the committee for final review and acceptance. The final step in the process was a review of all indicators, measures and thresholds with the President’s Council which then established accountability and ‘ownership’ for each indicator.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.
Core themes are operationalized through departmental planning to ensure alignment and complete integration. The college recognized that a de-centralized approach to strategic planning over several years created uneven efforts and results. The Office of the Vice President of Instruction led academic departments through annual strategic planning and tied the strategic program assessment process to unit planning. Through a renewed strategic budget planning process, all college departments defined three-year operational budgets and identified transformational strategies requiring reallocation of resources in alignment with the core themes of the college. Through discussions at the unit level, plans were developed to identify needed resources, transformational strategies, and established practices that lead to allocation of resources based with the strategic budgeting process. The President’s Council reviewed plans for alignment to core themes with the goal to enhance enrollment, retention and completion rates for our students.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Academic Assessment
The Educational Assessment Oversight Committee is responsible for faculty-led oversight of effective educational assessment. The EAOC has had a long history at MHCC of supporting the college mission by participating in accreditation review and assurance of standard alignment, and review and recommendation of internal assessment standards and processes with a dedication to measuring and improving student learning outcomes.

In spring 2014, after the EAOC audited the SPA process, it discovered that SPA reports provided narratives that explained the nature of the program/courses, the goals and the challenges, but lacked effective assessment strategies and data that could inform instruction and program decisions. What the SPA process and assessments did not contain was authentic assessment data, both formative and summative. This feedback resulted in the redesign of the SPA process during the 2015-2016 academic year.

While the EAOC broadly oversees the process, individual SPA evaluation is conducted by stakeholders with the intention to provide meaningful feedback to the programs undergoing the SPA process. For Career Technical Education programs that utilize an advisory committee, that advisory committee will be involved in the SPA review process. For academic transfer programs, the division dean and peers will serve as the peer reviewers.

The evaluation rubric (link) for assessing SPA reports has the following goals and criteria:
1. Outcome alignment indicates that students should have achieved the desired skills and knowledge by the end of a program of study.
2. Assessment data documents that students have achieved student learning expectations.
3. Assessment and demographic data is used for continuous quality improvement of courses and programs.

4.B – Improvement

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Programs develop their outcomes based on indicators that are uniquely important to each individual program. With specialized accredited programs, accrediting bodies are diligent in having evidence; thus, the evidence collected around a program’s improvement are recorded and retained in individual departments. Program meeting minutes capture why program measures are meaningful to departments, how the analysis of the data was done and any proposed changes to the outcomes. These minutes are kept on a drive so they are easily available to faculty and managers in the department. Since collaboration usually occurs during meetings, minutes of those meetings may become the repository demonstrating that faculty drive the process, yet collaborate with deans.

Academic programs document improvement of their outcomes in various ways. Since 2010, the SPA reports and peer reviews are posted in the MyMHCC portal for access by all staff.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

The SPA process, as revised, aligns the student learning outcomes with measures and activities – from that, action plans for enhancement and improvement are developed.

To date, the SPA process has assessed 41 instructional and instructional-related programs, such as our Dual Credit and the Advancement via Individual Determination (AVID) programs. CTE programs with specialized accreditation document clearly the results of their assessment of student learning and reports are available to staff.

Administrative support and student support services are developing specific measures for assessment to strengthen quantitative evidence in addition to qualitative evidence at the service levels.
STANDARD 5 – MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY

WORKING OUTLINE

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

A. Eligibility Requirement #24

Scale & Sustainability:

*The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.*

Mt Hood Community College engages in a continuous quality improvement approach that provides comprehensive review, increased self-understanding, and regular opportunities to adapt its resources more faithfully to the mission of **Transforming Lives | Building Communities** through core themes, (learner success, community pride and partner innovation). This continuous process improvement effort takes place on multiple levels throughout the institution from the President’s Council’s commitment to continuously analyze choices against mission priorities and increase the data used to make informed choices, to a budget cycle that incorporates formal continuous process improvement focuses on an annual basis, to a council participatory governance system that seeks to increase understanding regarding continuous quality improvement and provides broad representational input into the decision making at MHCC.

The choice to focus on continuous process improvement in mission fulfillment has opened up new avenues through which we inventory, describe and evaluate our readiness for mission fulfillment in areas such as enrollment, human and financial resources, and infrastructure.

One of the assessment tools being applied systematically over the past two years to the infrastructure units has been the Knowledge Silo Matrix (KSM) process. This process has provided the tools to graphically evaluate readiness of departments to complete tasks; pathways to strengthen the employee work balance within the departments; to streamline and improve the onboarding and training process of new or transferred employees or tasks; and a concise way to understand what other departments contribute. The KSM process is being embraced by areas beyond the infrastructure units and will continue to be implemented to support the continuous quality improvement work of the college.
The choice to implement and promote the “Culture of Excellence”, a staff led effort to strengthen the student, employee and partner (customer) experience at the MHCC, has resulted in over 400 staff who have received training. Equally important, from that process feedback on more than 550 individual items for improvement across the college has been received, categorized and will be used in future planning.

B. 5.A. Mission Fulfillment

5.A.1
The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments

Definition of mission fulfillment – see Standard 1.A.1 & 1.A.2
- Defines acceptable level of mission fulfillment by the level of achievement for the objectives for each core theme

The three core themes provide concrete focus for Mt. Hood Community College’s mission of Transforming Lives | Building Communities. Learner Success, Community Pride and Partner Innovation are characterized by core objectives and indicators of achievement that will be measured. These indicators are reviewed, embraced, and supported by the work of the college departments and units and enhanced through the continuous quality improvement loop.

Background – core themes represent essential elements of college mission – see Standard 1.B

These core themes give comprehensive recognition to the entire community within the MHCC District. Obvious components of the community, such as students and residents within the district, are recognized and embraced in the mission through the Learner Success and Community Pride core themes. Industrial and business partners are recognized and embraced through the Partner Innovation core theme. Less obvious partners such as our utility supply company, SAIF, OSHA, and DHHS etc. are also embraced through the Partner Innovation core theme.

The comprehensive approach by the college to identify and strengthen our student and community support base and the partners that work with us provide the basis for continued growth in sustainability and resilience. For example, a recent partnership with Agility (a business continuity and disaster recovery firm) provided a comprehensive business continuity and disaster recovery response plan when coupled with our Incident Command System. MHCC’s growth in strengthening core themes is based on a robust continuous quality improvement focus that touches all aspects of the institution.

5.A.2
The institution uses assessment results to determine quality, effectiveness and mission fulfillment and communicates its conclusions to constituencies.
Evidence-based assessment – measures and indicators as described in Standard 1.B.

- Develop chart summarizing core theme, core objectives, indicators of achievement, findings – (Standard 1.B.2) to show achievement levels
- Succinct explanation by core theme and achievements for that each core theme
- Explain how leadership uses the findings to review the gap/weaknesses to focus on future direction via strategic priorities

The following measures demonstrate our commitment to and progress in measureable steps to growth in mission fulfilment.

Learner success: measured on two core objectives and six indicators. The objectives focus on student preparation to achieve academic and life-long goals and the provision of support services to enhance student achievement. The six indicators of mission fulfillment are:

1. Percentage of students that earn a degree or transfer to a four-year institution within XX years of starting at MHCC. The target is 55%.
2. Number of graduates in CTE programs that are working in their field of study 6-9 months after graduation (divided by the total number of graduates in CTE Programs). The target is 65%.
3. Total number of Strategic Program Assessment (SPA) action items implemented (divided by the total number of action items identified). The target is 90%.
4. Percentage of students able to access student financial aid with a declared need for that aid. The target is 90%.
5. Average student satisfaction rating on the class registration survey; average of five items measuring satisfaction of class schedule and course availability for the term. The target is 75%.
6. Proportion of minority student body completers as compared to the student body as a whole. The target is 80%.

These indicators provide a sufficient basis to evaluate student goal completion (degree, transfer, and job attainment), evaluate institution efforts aimed at increasing learner success (SPA action items implemented), and measure of support for students that help meet financial and equity challenges (access to student aid and minority student completion) as well as providing an overall measure of student satisfaction that can be assessed as a trend to highlight institutional progress as a whole in student estimation.

Community Pride: measured on one core objective and three indicators. The core theme objective centers on the cultivation and communication regarding community relationships. The three indicators of success are:

1. Percentage of community members that recognize MHCC as a valuable asset. The target is 80%.
2. Total number of unique athletic and unique cultural events hosted by the college annually. The target is 92 events.

3. Total number of clients served and monetary value of services by programs offering services to community residents. The target is 23,000 clients served.

These indicators provide an excellent start in the assessment of community pride measuring the overall community sentiment toward the college (recognition as a valuable asset), measuring the number of events that are community oriented (athletic and cultural events), and the number of clients served. The feedback from these indicators will provide direction as to whether increased community engagement is needed, such as was done for the bond measure; and whether there is robust involvement by our community in the activities of the college. Additionally simple qualitative measures such as surveying the attendees at the Gresham Saturday Market held on the Gresham campus could assess the community effect of specific events that MHCC sponsors.

Partner Innovation: measured on one core objective and five indicators. The objective is to build responsive and innovative partnerships. The five indicators of success are:

1. The average (mean) rating (based on a five point scale) of all employees to the question: “Overall how satisfied are you with your employment at this institution so far?” The target is 3.75.

2. Total value of the SBDC brought the community in a form of training, assistance with funding, capital, contracts or startups. The target is $2.5 M.

3. Number of total graduates from district high schools that subsequently enroll at MHCC (within XX months) divided by the total number of graduates from district high schools. The target is 30%.

4. Percentage of Advisory Board action items implemented annually. The target is 90%.

5. Total number of Foundation scholarships awarded divided by the total number of Foundation scholarships available. The target is 95%.

Partner Innovation measurement has a focus that allows assessment of employees (employee satisfaction); Small Business Development Center’s reach into the community (value of SBDC); district high school graduates engaged (graduates enrolled versus total graduates); institution focus on partner innovation improvement (Advisory Board items implemented); and utilization of resources provided through our community and other sources (scholarships awarded).

These measures look at institutional strength in responding to the needs and opportunities that our community presents which is foundational to community partnerships. As this foundation is developed, it may become possible to more effectively measure innovation within these partnerships.

Measurement and evaluation of the implications of measurement are tools that leadership uses to determine areas of focus and future directions. Recently, enrollment has reduced to levels below projections which has caused leadership to strengthen focus on
service improvements to support students. This service improvement has focused on multiple actions, such as:

- Easier-to-navigate web presence (updated 2015).
- Support through increases in our funding for counseling staff.
- An increased focus on grantsmanship to fund student and programmatic support resulting in significant current year awards such as the following:
  - Oregon Talent Council Grant to establish training programs for manufacturing;
  - HECC Award focused on student success for under-represented and first generation college students;
  - Oregon DOE Award providing a STEM hub backbone organization.
- Community engagement to increase community support for the college with anticipation in 2016 of the first general obligation bond to be approved since 1974, to provide the funding for an essential infrastructure renewal to support better and more comprehensive educational opportunities and to prepare better prepared employees for industry and business partners.
- The development of new programs based on industry engagement, such as mechatronics and medical assistant. These career and technical programs will address critical skills gaps and provide students with entry-level opportunities into strong industry sectors.

Without exception, all of the choices made were a result of planning for the allocation of continually reduced resources, not because of additional new funding. These choices align with the mission, core themes and strategic priorities of the college. This planning is set on a clear vision and mission, renewed by core themes and the foundation for a sustainable future.

### C. 5.B. Adaptation and Sustainability

#### 5.B.1

Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

- Connect the alignment of unit, division and college-level planning and review processes
- Describe how resources and capacity are integral to the foundational elements
- Describe ability to adapt with economic challenges, trends, resources
- Clarify the improvement of assessment data/tracking tools
  - OnTrack data dashboard by AIR – this is a cutting-edge assessment tool for MHCC over other colleges
• Clarify that Board of Education maintains current understanding of environment through informative reports at board meetings, special topic work sessions, board retreats and participation at state and national organizations (OCCA, AACC, etc.)
• Educational assessment – student learning outcomes
• Budgeting ties back to core themes – thus to mission fulfillment

The work of leadership to guide the college in adapting to a changing environment has been fueled by the reaffirmation of a clear mission, a renewed focus on core themes and objectives, and support of improving college processes that are informed by evidence for continuous process improvement. This emphasis has focused on increasing the knowledge and commitment of leadership to these concepts, on the infusion of these values in the college budgeting process, on the increasing integration of a set of assessment tools that support continuous process improvement. Training in continuous process improvement concepts begins with the Joint Leadership Council members of the council governance structure.

As described earlier, this emphasis has resulted in choices that move the college closer to alignment with core themes and fulfillment of its mission. This movement is not without a cost however. Funds for non-represented travel and training have been severely restricted. That move has resulted in better travel and training choices, but also in some missed opportunities to upgrade staff skills.

Leadership has developed a much clearer understanding of the need to strengthen the five pillars of funding: State of Oregon support, tuition, gifts and grants, general obligation bonds, and public-private partnerships. The potential passing of a General Obligation bond represents deliberate steps taken by the college to set all aspects of these fundamental funding legs in place. This presents a challenge that we are embracing of how to create appropriate and robust growth in funding areas, while mitigating the financial burden the student’s carry.

The college’s focus on Open Educational Resources, its success in getting awards for the development of this resource, and in partnership with our Associated Student Government, make this a fundamental goal in supporting learner success.

One of the most successful efforts in tracking resource use and implementing improvements has been in the energy utilization of the college. A two-year Strategic Energy Management (SEM) program with the Energy Trust of Oregon has seen significant savings in utility costs. The recent significant progress has not happened because capital dollars have been spent on more efficient systems, but rather that our ability to engage multiple systems. Examples, such as scheduling and HVAC, our ability to engage the cooperation of our community through energy saving practices such as shutting off monitors and using alternatives to space heaters, information on best practices coming from partnerships with entities such as Portland Community College, the Port of Portland, the City of Gresham, Metro, Portland Parks and Recreation, etc. and the work to increase awareness in our community of the opportunity and challenges of sustainability have resulted in incredible savings.
In the past year, the director of facilities management and his team, with the cooperation of our college community, saved 516,270 KW hours of electricity and 11,718 therms. These savings were above and beyond savings due to the Energy Savings Performance Contract (ESPC) and were tracked through a process that normalizes for temperature and tracks the specific events, primarily cooperation and coordination, leading to the savings.

Efforts such as these, in response to leadership opening paths for the college to follow, have increased the bottom line and resulted in direct benefit to students as $.33 of every $1 saved in utility costs due to our behavioral and cooperative changes will be dedicated to student scholarships.

This movement began with the Board of Education creating policy to support sustainability at the college. The president and vice president of administrative services committed to programs aimed at increasing our accomplishments in the field of sustainability.

In similar ways the vice president of instruction has lead the college in establishing an academic master plan that focuses on a guided pathways model to the benefit of students. The vice president of student development and services is developing an updated strategic enrollment plan. All of these plans have received support from the Board of Education.

The Board of Education maintains membership and participation in key organizations such as the American Association of Community Colleges and the Oregon Community College Association, enabling strong governance leadership.

Tracking results through sustainability efforts is key to focusing the strategic direction for areas and to provide evidence to support improvements. The Information Technology and Office of AIR has deployed the OnTrack dashboard developed by AIR staff to support strategic planning and assessment efforts. The focus of the Office of AIR is in decision support/evaluation services, data request/data collection services, business process automation, and training. Having AIR create assessment measures and collect data to use those measures for improvement efforts provides managers with data to support decisions or initiatives, track the results and adapt the direction if indicated.

Adaptation is key in the ability of an institution to survive in the long run. In 2015, the active shooter event at Umpqua Community College reinforced our efforts at adaptation to increasing volatility in safety and security on college campuses. Successful adaptation involves prediction of areas of change and implementation of measures aimed at meeting the needs of those change areas.

Prior to the Umpqua event, MHCC already had deep a commitment to the process of adaptation, had a robust Incident Command System (ICS) in place, had been training for over two years for active shooter events, and was able to loan staff to UCC to help in their recovery. The incident reinforced our resolve to have a trained and competent ICS
membership. Newer members have been through ICS training, active shooter practice scenarios have been expanded, and supporting the college community to develop their plans and skills for running, hiding or fighting.

The ability to adapt is further shown by the college’s progress in completion and the recent move to a guided pathways model. The guided pathways will ease the challenges of helping students understand and follow an efficient and effective path to their educational and vocational goals, of helping students keep debt to a minimum, and of helping college employees provide excellent support to students in their academic pursuit. The effective planning by faculty and academic leadership to strategically align learning outcomes, coordinate cross-functional degree planning, and to provide the exemplary level of support to our students will be streamlined with a guided pathways model. Learner success is at the heart of this adaptation.

Adaptation also needs positively impact our diverse student population in robust ways to create access and the equitable levels of support to achieve educational goals. The priority of access, diversity and equity resulted in the creation of a full time Officer for Access, Equity, and Inclusion. Also, in 2015, the Access and Diversity Council created the first-ever Strategic Plan for Access, Diversity and Equity designed to improve our reach into and support of the diverse communities within our district.

All of this and much more as reflected throughout this report, points to a key aspect of adaptation and sustainability in that our budgeting process is increasingly done in service to and alignment with our mission and core themes. While the budgeting process respects the need to plan years into the future, to meet financial targets, and increase our financial position, all of that is done with our mission and core themes as the overriding goal.

5.B.2
The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

5.B.3
The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

MHCC has developed and/or updated strategic master plans directing the college toward mission fulfillment:
- Strategic Plan (President’s Office)
- Academic Master Plan (Vice President of Instruction)
- Strategic Enrollment Management Plan (Vice President of Student Development and Success)
- Facilities Master Plan (Vice President of Administrative Services)
- Strategic Plan for Access, Diversity and Equity (Access and Diversity Council and Officer for Access, Equity and Inclusion)
- Information Technology Master Plan (Chief Information Officer)

The Facilities Master Plan, for example, was developed in 2009-2010 and is currently undergoing a two year review process with the City of Gresham. The first year was focused on the master plan in relation to the near term construction projects specified by the bond. Maywood Park Center is located in the City of Portland and City of Maywood Park. Although the goal of a campus master plan is a framework in which campus development can take place without major revisions for 10 to 20 years into the future, the purpose of this process is to form a cooperative and continuing working relationship between the college and our municipal oversite authorities. These robust working relationships facilitate the progress of the college and need to be maintained.

The Academic Master Plan 2015-2017 was presented to the Board of Education for its review in 2016. The Student Success Plan, previously approved by the Board, is undergoing a thorough review of rationale, resources, data and measures. Similarly, these plans were also presented to the Joint Leadership Council.

The Joint Leadership Council has representative membership from all the governance councils at MHCC. The Council co-chairs work to have representation from diverse areas of the college, both faculty and non-faculty, to provide expertise in various areas and specific input to the decision making process. This presentation to the JLC and further presentations and representations at other councils, allows understanding and input from these diverse areas.

The college monitors internal and external environments to identify current and emerging patterns, trends and expectations to be assessed in planning.

- Program advisory boards
- Surveys
- SWOT analysis
- Review of strategic plans
- Facilities master plan
- IT master plan
- Learning centers (Bruning & Maywood)

In the same way, college leadership considers all of our master plans as work in progress, needing review, improvement and adaptation. Adaptive work ensures that strategic plans receive input at the employee level, the Board level, and shared in a timely manner with our community to reflect our mission and mission fulfillment.