



AD-HOC SELF-EVALUATION REPORT

Mt. Hood Community College

September 20, 2017
Revised October 3, 2017

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Introduction

Following the Fall 2016 Seven Year Self Study Report and Accreditation visit, Mt. Hood Community College (MHCC) received four recommendations. In reaffirming the College's reaccreditation on February 10, 2017, the Commission requested the College develop an Ad-Hoc Report without a visit in Fall 2017 to address Recommendations 1, 2 and 3 of the Fall 2016 Year Seven Peer-Evaluation Report. The Commission determined that Recommendations 1, 2, and 3 do not meet the Commission's criteria for accreditation. The Commission requires that Mt. Hood Community College take appropriate action to ensure that Recommendations 1, 2, and 3 are addressed and resolved in the prescribed two-year period. Recommendation 4 is addressed in the addendum of the Year One Self-Evaluation Report as was requested by the Northwest Commission on Colleges and Universities (NWCCU).

Three recommendations are covered in this Ad-Hoc Report:

1. The Evaluation Committee recommends that the College develop an effective system of governance with well-defined authority, clear decision-making structures and processes that make provision for the consideration of the views of faculty, staff, administrators, and students plan to increase effective institutional leadership. (2.A.1, 2.A.9, 5.B.1)
2. The Evaluation Committee recommends that the College address and strengthen its system for regular and systematic evaluation of all faculty. (2.B.6)
3. The Evaluation Committee recognizes that there are many faculty who are using assessments of student learning to inform their teaching. However, the Evaluation Committee recommends that faculty and administration collaboratively develop a college-wide systematic approach to assessing student learning within general education and programs. Such an approach should:
 - a) provide faculty with guidance in assessing student learning outcomes at the general education, program, and college levels, and
 - b) develop reporting systems so that the results of the assessment of student learning at each level can be systematically used to improve instruction. (2.C.2 and 4.B.2)

The following responses address each of the three recommendations.

Response to Recommendation 1

1. The Evaluation Committee recommends that the College develop an effective system of governance with well-defined authority, clear decision-making structures and processes that make provision for the consideration of the views of faculty, staff, administrators, and students plan to increase effective institutional leadership. (2.A.1, 2.A.9, 5.B.1)

Standard 2.A.1: Governance

The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Since the Seven Year Evaluation Committee's visit, MHCC has formed five Participatory Governance Councils. All the councils will operate within the College's mission/vision and strategic priorities.

- Access and Diversity Council is responsible for our equity and inclusion efforts at the College.
- Infrastructure Council is responsible for recommending policies and setting direction for facilities, sustainability, information technology, and health and safety.
- Institutional Effectiveness Council is responsible for unit planning, student learning assessment, accreditation, research, business intelligence/continuous quality improvement and state/federal reporting.
- Learner Success Council is responsible for addressing student learning, success and completion.
- People Strategies Council is responsible for work with a focus on employee satisfaction, engagement, and campus climate.

Each Participatory Governance Council is co-chaired by either an administrator or classified employee, as well as full-time faculty member for issues that impact instruction. Full-time Faculty Co-Chairs are selected in collaboration with the Faculty Association Executive Committee and the President's Council. All employee groups may serve on Participatory Governance Councils and are eligible to serve as co-chairs. Student representation is determined by the Associated Student Government President in consultation with leadership from staff in Student Life and Civic Engagement.

MHCC actualizes its mission through stakeholder engagement, transparent communication and tying resources to goal completion. Articulating how decisions are made and at what level they are made aligns resource needs to goal completion.

Unit Planning

Completing planning at the unit level will ensure engagement of all stakeholders in organizational planning with a clear understanding of their personal contribution to achieving the College's mission. We had a soft roll out of Unit Plans this past fiscal year. All units completed plans by June 15, 2017, which met the College's goal to have them completed by the end of the fiscal year.

The next planning cycle is November 2017 through January 2018. Unit plans will serve as a basis to start the 2018- 2019 budget development process in February 2018. The outcomes for unit plans will be reviewed in June 2018. The results will be used, in part, to help guide decision-making and setting priorities for the 2018-2019 budget.

Standard 2.A.9: Leadership and Management

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The College's organizational structure continues to evolve. See Appendix 1. Beginning in the 2017-18 academic year, the following administrators will report directly to the President:

- Chief Operations Officer
- Executive Dean of Liberal Arts and Sciences/Chief of Staff
- Executive Dean of Career Workforce, CTE, and Partnerships
- Executive Dean of Student Development
- Executive Director of Development and District Communications
- Director of Athletics, Aquatics & Recreation

In July 2016, the College began a major reorganization. All three existing vice presidents were eliminated with the goal of flattening the College's leadership structure. In March 2017, a Chief of Staff was hired to assist the President in the daily operations of the College. A Director of Human Resources, was hired following the retirement of the previous director. These positions will facilitate employee engagement through unit planning and mission fulfillment initiatives.

A full-time Continuous Quality Improvement Administrator was hired in January 2017 to facilitate continuous quality improvement (CQI) initiatives to assess and improve college processes. We have nine (9) trained CQI facilitators from across all employee groups to lead and facilitate process improvements – large and small – and who are building a culture of participatory governance and CQI.

Selection of CQI projects will be prioritized based on:

- Promotion of MHCC's Mission, Vision and Values
- Improvement of student experience
- Improvement of employee experience
- Financial benefit to MHCC
- Breadth of impact across MHCC
- Replicability and Capacity-Building

Efficiency review will be done for all significant college processes. The implementation of newly planned administrative regulations will put the College on the path to eventually improve all processes to maximize resource utilization and lead to sustainability of our operations.

1. The College created a position to coordinate and direct continuous quality improvement efforts.
2. For fiscal year 2016-17, three continuous improvement projects were completed.
3. There is a total of 25 CQI projects large and small.
4. Projected for 2017-18: 50 projects.

A full-time Assessment and Planning Coordinator was hired in March 2107 to assist with unit planning to ensure that student-learning outcomes are met at the course, program, and degree levels, and that these outcomes are aligned with our core themes to meet our college-wide goal of mission fulfillment.

MHCC is redesigning its faculty-driven assessment system to align student-learning outcomes at the course, general education, program, and degree levels, to address long-term assessment goals holding our faculty and administrators accountable for outcomes.

Standard 5.B.1: Adaptation and Sustainability

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.

MHCC's current program mix and our assessment of instructional program vitality need to be examined and improved. Plans are underway to review the current program mix and vitality of the academic programs and student services offered. A team of administrators and full-time faculty are developing a rubric to assess how our instructional programs and services are meeting the needs of our students, employers and the communities we serve. An example that illustrates this collaborative process with input from our administrators, faculty and industry advisory committees involved consolidating three engineering programs into one Engineering Technology program, which has been submitted to the State of Oregon for program approval.

Response to Recommendation 2

1. The Evaluation Committee recommends that the College address and strengthen its system for regular and systematic evaluation of all faculty (2.B.6)

Standard 2.B.6: Human Resources

All faculty are evaluated in a regular, systematic, substantive and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

A new Human Resources Director was hired in March 2017 and was directed by the President and Chief Operating Officer to convene a team that will bring the College back in compliance for the regular and systemic evaluation of all faculty.

The current Part-Time Faculty and Tutor Collective Bargaining Agreement defines evaluation and the associated processes. The College assigned instructional deans to lead the evaluation process, but we are now exploring how to share that workload by providing training to full and part-time faculty who will conduct classroom observations. One option we are considering is to provide a stipend to interested part-time or full-time faculty who engage in this process. We are making progress on the evaluation of full-time faculty (see data below). Human Resources is developing a tracking system that would assist setting up annualized schedules for all employee groups.

1. As of June 30, 2017, of the 148 full-time instructors, counselors and librarians, 82 out of 123 (67%) of the tenured faculty evaluations are current with reviews completed in the last five years and 4 out of 25 (16 %) of the probationary faculty are current with reviews completed in the last year.
2. As of June 30, 2017, 113 out of 412 (27%) part-time instructors and tutors were evaluated.
3. Based on this information, this process will take the entire 2017-18 academic year to improve our faculty evaluation process.

Response to Recommendation 3

2. The Evaluation Committee recognizes that there are many faculty who are using assessments of student learning to inform their teaching. However, the Evaluation Committee recommends that faculty and administration collaboratively develop a college-wide systematic approach to assessing student learning within general education and programs. Such an approach should:
 - a) provide faculty with guidance in assessing student learning outcomes at the general education, program, and college levels, and
 - b) develop reporting systems so that the results of the assessment of student learning at each level can be systematically used to improve instruction. (2.C.2 & 4.B.2)

Standard 2.C.2: Education Resources

The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered are provided in written form to enrolled students.

Last Fall at our college-wide In-Service, our faculty met by discipline area to engage in mapping course learning outcomes to general education learning outcomes. Most of our transfer disciplines/Career Technical Education programs have one to three courses mapped. All faculty have at least one mapped course in each discipline. Now that the Institutional Effectiveness Council (IEC) has been created, the Educational Assessment Oversight Action Team has been resurrected and will begin meeting in the Fall term. Having a full-time Assessment Coordinator and finalizing our efforts to purchase catalog software that faculty can use to enter course, program and degree learning outcomes directly into a database will help us to improve instruction at each level.

Standard 4.B.2: Core Theme Improvement

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.

One of the primary responsibilities of the Educational Assessment Oversight Action Team, which includes faculty and instructional administrators as collaborating members, will be to make recommendations to the Institutional Effectiveness Council about student learning assessment. This process must be faculty driven in collaboration with College administrators. During the first half of 2017-18 academic year, we will provide faculty-driven training to complete course level outcomes and create a schedule to ensure that the College is consistently and systematically assessing achievement of student learning outcomes. In the second half of the 2017-18 academic year, software will be created to store those course-level outcomes. This software will simplify the process for our faculty and make student learning assessment available for all stakeholders, including our students.

Concluding Statement

The administration, faculty and staff at Mt. Hood Community College are engaged in conversations about how to continuously improve our processes, specifically as they relate to Governance (Recommendation 1), Faculty Evaluations (Recommendation 2), and Student Learning Outcomes Assessment (Recommendation 3).

The College is aligning our planning and budgeting process, and redesigning our Strategic Program Assessment (SPA) process. Last year, the College had a soft rollout of our unit planning and budgeting process in the late winter, and improvements in aligning unit planning to our budget process is underway.

Mt. Hood Community College fully acknowledges the concerns of the Commission that were noted in the letter dated February 10, 2017 following the College's Fall 2016 Year Seven visit conducted on November 7– 9, 2016.

With new leadership onboard in the President's Office, Analytics and Institutional Research, and Human Resources, progress is being made regarding concerns identified by the Evaluation Team on Recommendations 1, 2, and 3.

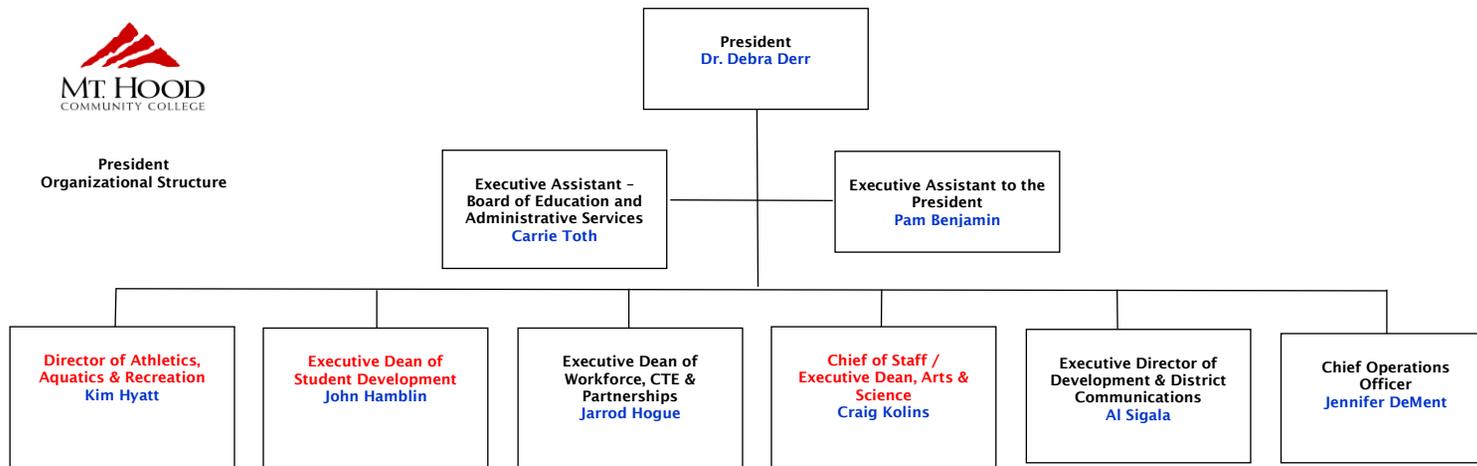
With the pending retirement of MHCC President Dr. Debra Derr in June 2018, we are committed to continued progress on these three recommendations while the MHCC Board of Education hires a new College President.

Progress has been made on Recommendation 1, and will require a two-step approach that will engage our new President to finalize our College's organizational structure. We believe we can make significant progress on Recommendation 2 and Recommendation 3 with improved stakeholder engagement from all employee groups.

Mt. Hood Community College is committed to addressing the concerns of the Commission as stated in Recommendations 1, 2 and 3. As an organization that values participatory governance and continuous quality improvement, we will strive to implement processes that exceed the Commission's expectations.

Appendix I Mt. Hood Community College Organizational Charts 2017 – 2018

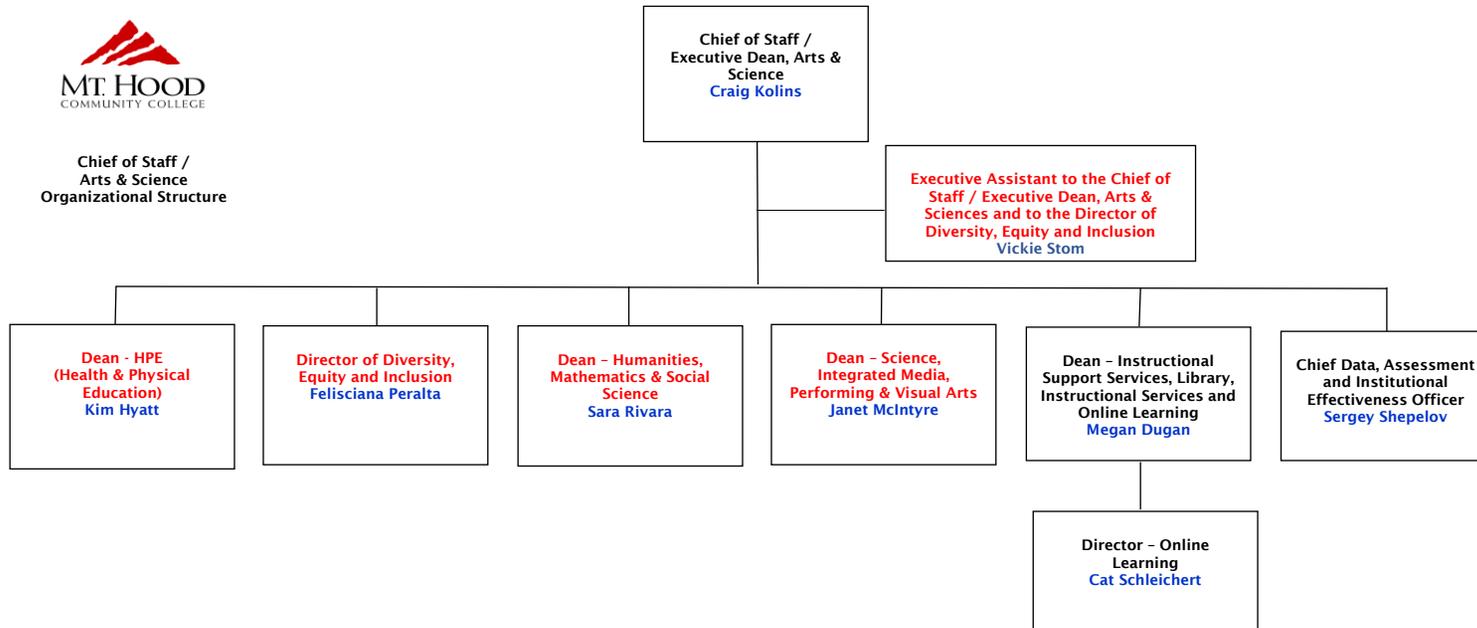
RED indicates leadership supervision adjustments



As of 9-29-17



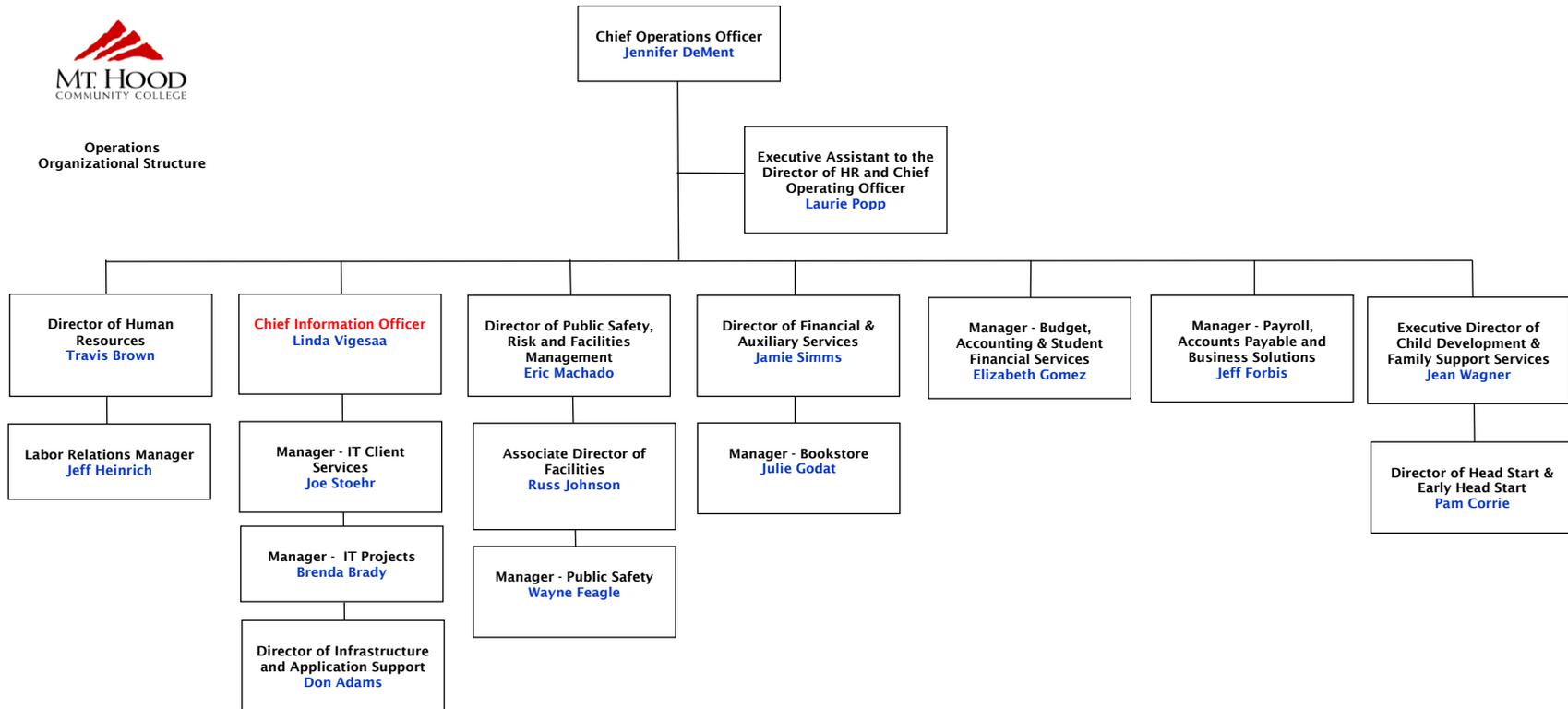
Chief of Staff /
Arts & Science
Organizational Structure



As of 9-29-17



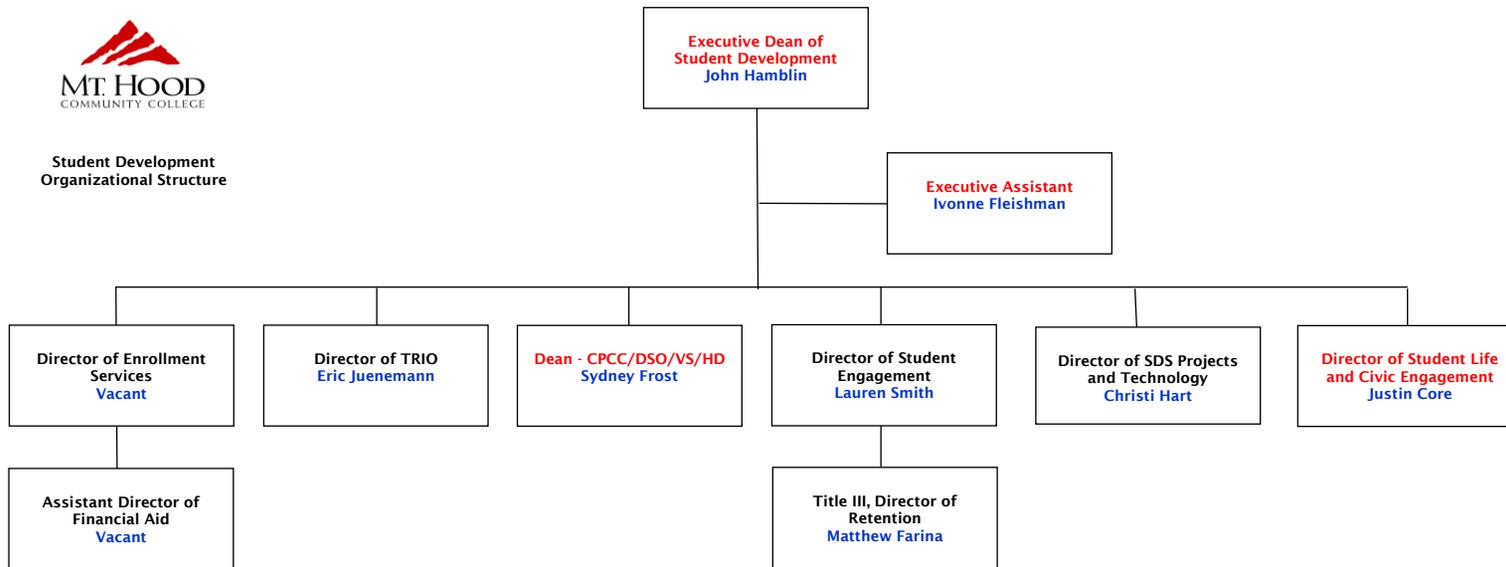
Operations
Organizational Structure



As of 9-29-17



Student Development
Organizational Structure



As of 9-29-17



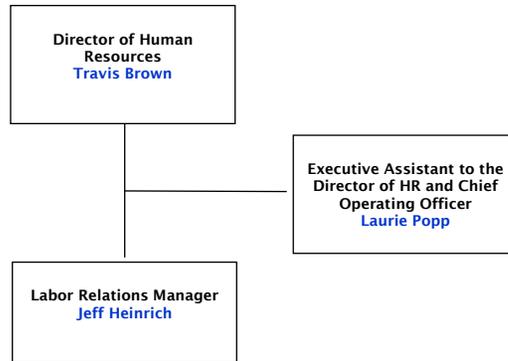
**Development and District
Communications
Organizational Structure**



As of 9-29-17



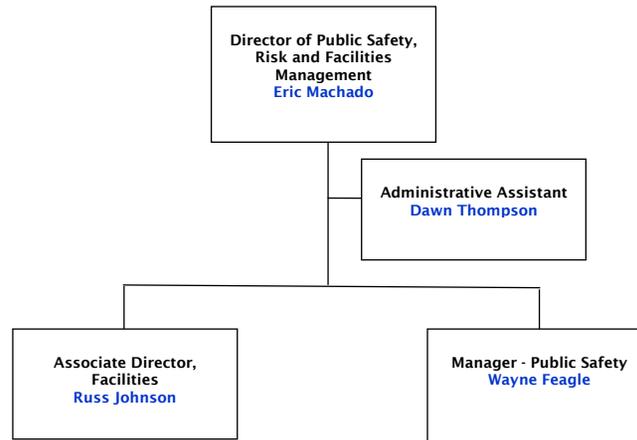
**Human Resources
Organizational Structure**



As of 9-29-17



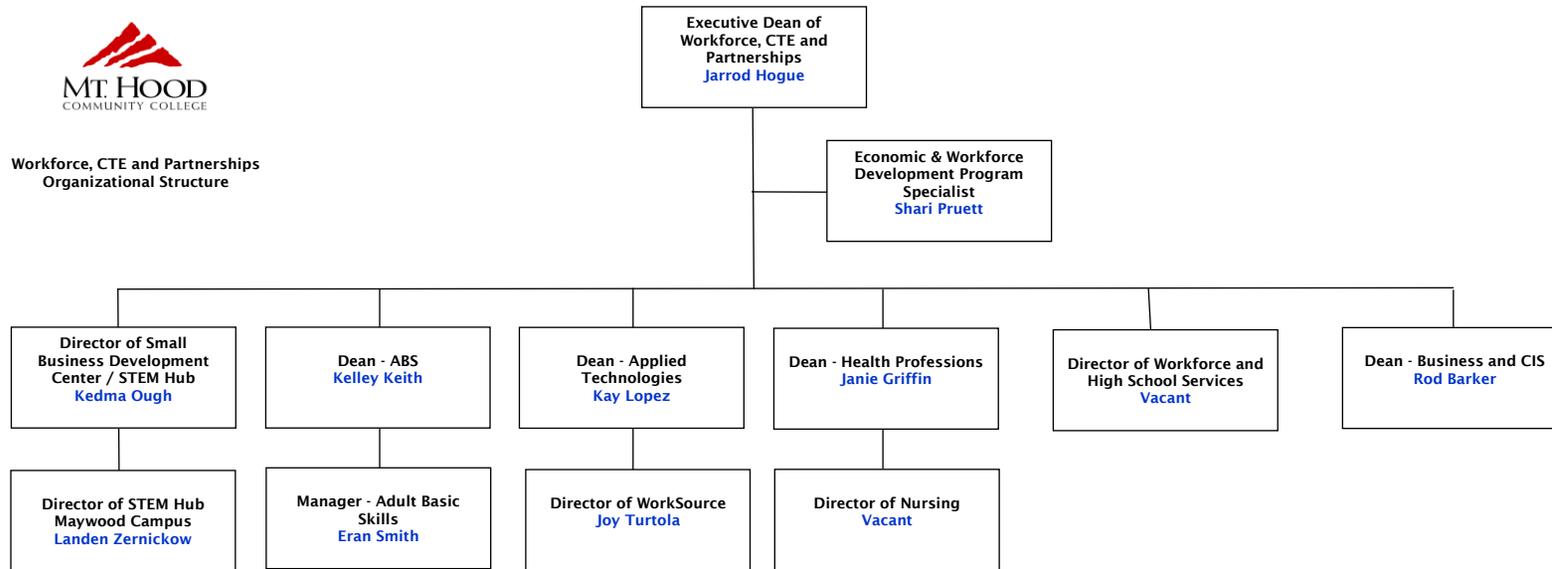
Safety, Risk and Facilities
Management
Organizational Structure



As of 9-29-17



Workforce, CTE and Partnerships
Organizational Structure



As of 9-29-17