

Mt. Hood Community College
Evaluation Committee Report for
Northwest Commission on Colleges and Universities
Conducted Nov. 7 – Nov. 9, 2016

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I. Introduction

Mt. Hood Community College (MHCC)'s district includes all or portions of Multnomah, Clackamas and Hood River Counties. The area includes 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. Increasingly, students come from families who have been forced out of Portland's more immediate suburbs by increasing home prices, due largely to "gentrification". As a consequence, many of the students of MHCC come from homes with modest family incomes and the students generally need to work while attending school.

a. Assessment of Institution's Self-Study and Support Materials

The evaluation community found the self-study to be a helpful introduction to the college and the community.

b. Brief Summary of Methods Used to Verify the Contents of the Self-Study

Prior to the campus visit, evaluators reviewed materials (Year Seven Report, appendices, catalog/addendum, and online supplementary materials). The site visit was conducted on November 7-9, 2016. Evaluators conducted interviews with all major administrators and substantial numbers of faculty, staff and students. Students, staff, administrators and faculty were candid in their responses and feedback to the evaluators.

In addition to the self-study and the interviews, the Evaluation Committee reviewed evidence provided by MHCC in the work room and online. Exceptional support was provided during the visit and the evaluators felt that those interviewed were candid, which allowed the Committee to develop accurate perceptions of the college and its strengths and challenges.

II. Changes and Recommendations

MHCC has had an accelerated cycle into the new standards and its associated changes in planning and assessment, MHCC's Year Three Evaluation was conducted in fall 2013, with an Ad Hoc Report filed in the fall of 2014, followed by a response from the Commission in 2015. During that time, the institution has experienced changes in personnel, enrollment, strategic initiatives, fiscal resources and planning, and academic recognition.

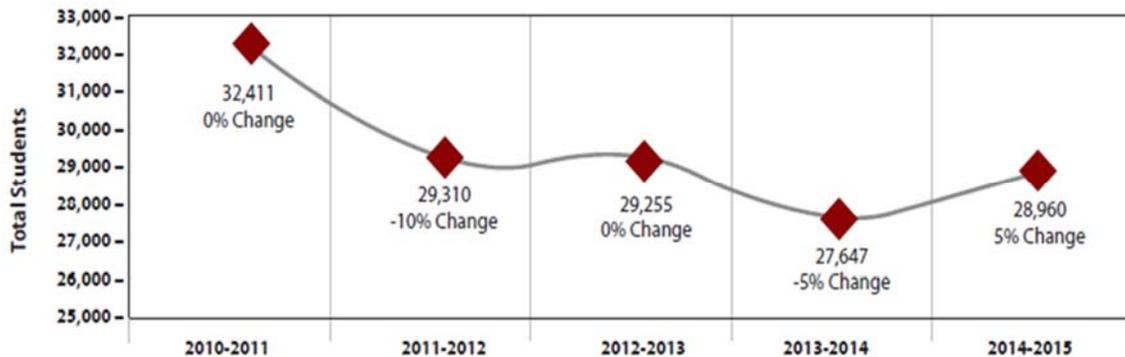
a. Personnel

Dr. Debra Derr, an experienced president with years of past experience with MHCC, returned to the college in 2013. Since her arrival, the position of academic department chair was eliminated, due to fiscal constraints. Within the last several months, the three vice presidents were released from their positions and left the institution. Currently, without the traditional cadre of administrators, the academic deans and their finance and student service cohorts have taken on wider spans of reports than can be

sustained. Despite those difficult circumstances, the Board, the president and all of the faculty, staff and students with whom we spoke reflected confidence that President Derr would be able to sort out and resolve the administrative issues. Overall, spirits are high and the college is forward looking.

b. Enrollment

As indicated in the following chart, MHCC's five-year enrollment trend reflects the regional economic environment and the national recession.



- 1) From 2007 to 2010, state reimbursable enrollment increased by 43.86%, at the same time that the state funding declined. Since that time, tuition and fee increases have offset the funding gap. Between 2011 and 2014, the enrollment returned to pre-recession rates. While strategic use of adjunct faculty allowed instructors to respond to the enrollment shifts, a number of support positions were lost that have not been refilled.

b. Changes and Strategic Initiatives

- 1) The college has renewed and streamlined strategic planning, which is now driven by strategic priorities derived by both internal and external college communities.
- 2) MHCC has created a new Institutional Effectiveness Council (IEC) tasked with measuring student learning outcomes and mission fulfillment while promoting transparency in processes and data (scheduled for implementation in fall 2016). The college recognizes the need to unify accountability for institutional effectiveness into one office to align analytics, institutional effectiveness, planning, and assessment. The creation of the IEC, in conjunction with the Office of Analytics and Institutional Research (AIR), will extend participatory governance for institutional effectiveness, planning, and assessment.
- 3) In 2015-16, AIR used OnTrack to develop comprehensive data dashboards for measuring institutional Key Performance Indicators.
- 4) In April 2016, a new strategic enrollment management plan was presented to the board, providing strategic directives for assessment, evaluation and performance metrics for pre-enrollment, recruitment and general objectives.

- 5) In 2015-16, the Oregon Talent Council granted an award for \$453,000, and combined with \$75,000 in matching funds from Boeing and the City of Gresham, MHCC will establish an Advanced Manufacturing Training Center and a Mechatronics Program. Program design has already begun.
- 6) In 2015, a record number of students, 1,457, were eligible to graduate; almost 2,000 certificates and degrees were awarded in 2014-15.

Compliment: The Evaluation Committee commends the College for its efforts to re-engage the community. They have worked to understand and address the communities' needs. Notable examples include the Saturday Market, Strawberry Short Course Festival, Hosting the Gresham Gray Wolves and community education classes.

c. [Fiscal Resources and Planning](#)

- 1) Previous biennial state funding to Oregon community colleges had been decreasing, but in the 2013-15 biennium, community college total funding was increased by \$15 million, up from an initial budget of \$450 million.
- 2) With an enhanced strategic budget planning process for 2016-17, the focus became identifying and allocating limited resources in order to fund core objectives; determining strategic priorities for resources based on trends and using data for “right-sized” budgets; and ensuring that sufficient contingency funds are available to manage unexpected costs. From unit budget proposals, the vice presidents then developed three-year summary budget plans for review by the president’s council. A proposed 2016-17 budget was presented to the district budget committee and to the board of education for approval and adoption.
- 3) For the first time in its history, MHCC has an academic master plan (AMP) that is the result of a broad, inclusive and collaborative process. The document also provides an informative and contextual view of the college as of 2015. 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 enter and work toward degree or certificate goals.

d. [Academic Recognition](#)

- 1) MHCC was the first community college in Oregon to develop I-Best (Integrated Basic Education and Skills Training) models in Career Technical Education programming. Programs are completed and students receive their credentials in only three terms. Otherwise, students could take two to three years for completion. The college led the state in a federal Credentials, Acceleration and Support for Employment (CASE) Grant (2013-15) with an outcome of 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 seventeen community colleges, the Oregon Employment Department/Trade Act, employers and other community partners. The goal was to expand and enhance Career Pathways as a vehicle for increasing credential completion, accelerating completion time and crafting programs that meet industry demands.

- 2) MHCC is 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 IA Education (CAE2Y).
- 3) In June 2014, President Derr signed the American College & University Presidents' Climate Commitment (ACUPCC) to promote sustainability and climate-related initiatives. This commitment has the potential to transform the college in significant ways.
- 4) MHCC was awarded the 2014 Military Friendly School® designation which honors the top 20 percent of colleges, universities and trades schools in the country that are doing the most to embrace America's military service members, veterans and spouses as students and ensure their success on campus.

e. [MHCC Mission and Vision Statements](#)

Due to valuable feedback from a SWOT analysis involving internal and external constituencies, earlier this year the college reaffirmed its College Mission:

“Transforming Lives / Building Communities”

and updated its Vision Statement:

“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.”

f. [Recommendations One and Two of the Fall 2013 Year Three Peer-Evaluation Report](#)

- 1) Recommendation One was resolved with an Ad Hoc Report filed on August 28, 2014, as confirmed in a letter written by President Sandra Elman, on behalf of the Commission in February of 2015.
- 2) Recommendation Two: “The evaluation committee recommends that MHCC establish objectives for each of its core themes and identify meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes. (Standard 1.B.2)”

In President Elman's letter of February 2014, she wrote that, “The Commission encourages the College to continue its progress toward establishing objectives and indicators for each Core Theme, in particular Core Theme 3, and to devise language to develop measures for outcomes.”

[Response to Recommendation 2 of the Fall 2013 Year Three Peer-Evaluation Report](#)

The Evaluation Committee found evidence that MHCC has developed a relevant mission statement, and is beginning to measure its revised Core Themes for which MHCC has developed objectives, and assessable core theme indicators. As part of the process, MHCC identified a new third core theme, "Partner Innovation." The college intends that this new Core Theme will reflect the interests of business and industry partners.

While the Core Themes, objectives and indicators appear to be consonant with the institutional mission, it is important that the college continue to gather the data that will allow them to determine the utility of the revised system. To that end, the Office of Analytics and Institutional Research (AIR) has built attractive comprehensive data dashboards to measure and assess the new key performance indicators (KPI)'s, but there is insufficient data in many areas to determine how well the indicators will inform action with respect to the Core Themes. Accountability for each KPI has been assigned to individuals who will work closely with the Office of AIR to monitor progress toward securing reliable data for the evaluation of core theme indicators. At this point, it appears that the mechanism is in place to measure and evaluate data, but how consistently that data will be collected and used is still a question.

Standard One: Mission, Core Themes, and Expectations

Eligibility Requirements 1, 2 and 3

Eligibility Requirements

1. OPERATIONAL STATUS

The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

The Evaluation Committee found that Mt. Hood Community College is a comprehensive community college established in 1966.

2. AUTHORITY

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The Evaluation Committee found that Mt. Hood Community College has authority to operate under ORS 341.290, ORS341.425, and ORS 341.465, which provide authorization to award degrees and certificates, employ personnel, establish rules of governance, prescribe the educational program, control the use of property, and otherwise oversee the operations of MHCC

3. MISSION AND CORE THEMES

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The Evaluation Committee found that the MHCC Board of Education, is comprised of seven members elected to overlapping terms. Mt. Hood Community College has a clearly defined mission and core themes that have been adopted by the Board of Trustees. The mission statement was reviewed and reaffirmed by the Board in 2016. Mt. Hood's purposes are consistent with its educational mission and all of its resources are used to support its mission and core themes.

Mission, Core Themes, and Expectations

Standard 1.A Mission

Mt. Hood Community College has a clearly defined mission and core themes that have been adopted by the Board of Trustees. The mission statement was reviewed and reaffirmed by the Board in 2016.

Mt. Hood Community College Mission Statement

Transforming Lives | Building Communities

Standard 1.A.2 Mission Fulfillment

Interpretation of Mission Fulfillment

1.A.2

The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

In the past two years the college has made “significant progress in questioning and analyzing data, and beginning to improve institutional processes.” The Evaluation Committee believes that the question asked here is largely answered by the information in figures 1.B.2, 1.B.2A and 1.B.2B and in the discussion in and summary of 4B. However, it would make it much easier for the institution and the evaluators if the information were included in this section of the document.

1B Core Theme (Mission and Core Themes)

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

1.B.1

The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission

Mt. Hood Community College has three core themes: Learner Success, Community Pride, and Partner Innovation. The college’s core themes were revised through a recent comprehensive strategic planning review using a SWOT analysis and encompassing a broad representation of college personnel, community members, and the Board of Trustees intended to inform the strategic direction of the college over the next five years. Through this process more than 4,100 data points were brought forth affirming that Mt. Hood CC serves three distinct stakeholders: Learners, Community, and Partners, leading to the identification of the three themes to guide planning processes across all programs and services. The core themes individually and collectively encompass the college’s mission.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

MHCC’s core theme objectives largely align well with the core themes they support.

The core theme of Learner Success is supported by two objectives: 1) Prepare students to achieve academic and life-long goals by ensuring course access, affordability and educational fit and 2) Provide support services to enhance student achievement through student success initiatives that support diversity and inclusion.

The core theme of Community Pride is supported by one objective: Cultivate and communicate about community relationships that provide program services, resources, cultural experiences and community events.

The core theme of Partner Innovation is supported by one objective: Build responsive and innovative partnerships that serve students, employees, business and industry, pre K-12 education partnerships, the MHCC Foundation and the community.

Each of the core themes is associated with one or two objectives. These objectives are in turn supported by three to five core theme indicators. Each indicator is supported with a rationale and all but one indicator is associated with a strategic priority. While three of the indicators are a composite representation of multiple metrics, many indicators rely upon a single percentage or survey result. As an example, a survey of employee satisfaction is used as the single indicator of a positive work environment and movement toward a culture of excellence. While all of the indicators are relevant to the objectives and core themes they serve, the Evaluation Committee is concerned that many of the chosen indicators are secondary indicators of achievement. In some instances the inference connecting the secondary indicator to achievement of the objective may be less compelling than direct indicators or a complementary group of secondary indicators may be in evaluating the objectives of the college's core themes.

Standard Two Resources and Capacity

Eligibility Requirements 4 through 21

4. OPERATIONAL FOCUS AND INDEPENDENCE

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements

The Committee found that MHCC's programs and services are predominantly concerned with higher education and it has sufficient organizational independence to be held accountable for the Commission's standards and eligibility requirements.

5. NON-DISCRIMINATION

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

The Committee found MHCC's programs and practices to be non-discriminatory

6. INSTITUTIONAL INTEGRITY

The institution establishes and adheres to ethical standards in all of its operations and relationships.

The Committee found that MHCC adheres to high standards of integrity.

7. GOVERNING BOARD

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

The Committee found that MHCC has a functioning governing board which consists of seven publicly elected members who have no contractual or financial interest in the institution.

8. CHIEF EXECUTIVE OFFICER

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

The Committee found that MHCC employs a chief executive officer, appointed by the Board, whose full-time responsibility is to the institution.

.9. ADMINISTRATION

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

The Committee found that MHCC employs a sufficient number of adequately prepared administrators to provide effective leadership and management for the institution.

10. FACULTY

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

The Committee found that MHCC employs and regularly evaluates a sufficient number of qualified faculty.

11. EDUCATIONAL PROGRAM

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

The Committee found that MHCC's educational programs have appropriate content and rigor, culminate in clearly identified learning outcomes, and lead to college-level degrees in recognized fields of study.

12. GENERAL EDUCATION AND RELATED INSTRUCTION

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

The Committee found that MHCC's associate transfer programs and applied technology programs have appropriate general education and/or related instruction in communication, computation, and human relations.

13. LIBRARY AND INFORMATION RESOURCES

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

The Committee found that MHCC maintains a library that has resources of appropriate depth, currency and breadth to support its programs of instruction

14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

The Committee found that MHCC has the appropriate physical and technological infrastructure to support its programs.

15. ACADEMIC FREEDOM

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

The Committee found that MHCC maintains an environment that supports academic freedom. Mt. Hood CC fosters and protects the rights and responsibilities associated with academic freedom as outlined in Board Policy 6040 on Academic Freedom and Tenure. This information is communicated in the collective bargaining agreements, which supports independent thought and knowledge distribution.

16. ADMISSIONS

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

The Committee found that MHCC publishes and adheres to its admission policies.

17. PUBLIC INFORMATION

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct ; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The Committee found that MHCC's public information includes its mission, core themes, admission and grading policies, names and preparation of its faculty and administrators, student rights and responsibilities and program descriptions with tuition and fee information.

18. FINANCIAL RESOURCES

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

The Committee found that MHCC is financially stable and has cash flow and reserves appropriate to its operation and that its financial planning reflects available resources and potential risks to ensure solvency.

19. FINANCIAL ACCOUNTABILITY

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

The Committee found that MHCC has had an external audit and that the results are considered in a timely way by appropriate administrators and policy makers.

20. DISCLOSURE

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

The Committee found that MHCC accurately communicates all needed information to the Commission.

21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy.

Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

The Committee found that MHCC accepts the eligibility requirements and standards of the Commission and acknowledges that the Commission may make its accreditation status known to the public or any agency

Standard 2.A – Governance

2.A.1 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.

MHCC is currently going through a difficult period in its governance system. When faced with declining budgets, the college disbanded the department chair position and several similar middle-management positions in other administrative areas, which left several of the deans and many of their administrative counterparts with a span of control that was described as “impossibly wide.” Shortly thereafter, in an effort to raise support for a major bond initiative, the president was not on-campus as much as she had been in the past. During the time she was away, the expectation was that the vice presidents, on whom she was relying for administrative support, would take care of the campus. Unfortunately they became road blocks, rather than facilitators. At that point, the president found herself with a number of extremely concerned faculty and staff. Finally, the president, in consultation with her Board, eliminated the three vice president positions and hired a retired president as a “chief of staff” to respond to administrative issues in her stead. For the faculty, and many staff, the elimination of the vice president positions has compounded the span of control issues, but the Chief of Staff was seen as a partial fix. The positive affect for the president that the Evaluation Committee observed in all with whom they met was encouraging, but the President and the rest of the campus recognize that there is a need to restructure. It appears that the president enjoys the support of the campus community; including the Board, but it does seem likely that the college will have several difficult months ahead. The Evaluation Committee did not observe that any of the administrative challenges had impacted student learning in the near term, but the current situation is unsustainable.

Concern: The Evaluation Committee recommends that MHCC carefully evaluate its system of governance to ensure that there are adequate resources to support all necessary college functions.

2.A.2 *In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.*

The Evaluation Committee did not observe any warning signs in the relationship between the Board, the president, and the statewide system. Each seems to be working effectively within their sphere.

2.A.3 *The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

The Evaluation Committee found that the institution was appropriately monitoring its relationships between the various stakeholders.

Governing Board

2.A.4 *The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.*

The Board operates with clear guidelines. None of the members of the Board has any conflict of interest.

2.A.5 *The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.*

The Board always acts as a body.

2.A.6 *The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.*

The Board regularly reviews all institutional policies.

2.A.7 *The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.*

The Board selects and evaluates the president and approves institutional policies, but does not interfere in her management of the institution.

2.A.8 *The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.*

The Board regularly reviews its effectiveness.

Leadership and Management

2.A.9 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.

As discussed in 2.A.1, the college is going through a difficult time, but there are plans to rectify the imbalances caused by recent circumstances. The college acknowledges that the current approach is not sustainable, but the fact that it is working as well as it is reflects the collaborative nature of the faculty and staff and their shared determination to ensure that the students receives a quality educational experience.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

The President Derr is well qualified and does not serve as a member of the Board.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

As discussed in 2.A.1, the college is going through a difficult time, but there is a plan to rectify the imbalances caused by recent circumstances and the institutional mission is being fulfilled.

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

The academic policies that include federal, state, and local regulations on teaching, service, scholarship, research, and artistic creation are published in print and online in numerous places. Communication is found in the college catalog and course syllabi. Students administrative regulations are published on the college's website and through the "personal intranet portals" available to both employees and students of Mt. Hood CC.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

Library policies and procedures are found at multiple access points including the library's website and homepage. These policies and procedures include library use, circulation, collection development, and use

of computers located in the library to communicate to students and to guide library staff in enforcing library rules.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Mt. Hood's transfer-of-credit policy allows students to transfer credits in as well as transfer credits to other four-year institutions. There was no clear statement that there are transfer of credit agreements with other independent two-year community colleges in Oregon State. Students can access advising information both online at the Online Orientation Program and in hard copy at the Transfer Center. The advising information includes MHCC's Degree Partnership Programs and Degrees and Transfer Guides

Students

2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Policies and procedures regarding students' rights and responsibilities—including appeals, grievances, and accommodations for persons with disabilities—are clearly stated in the academic catalog and/or online. Although the Student Complaint Procedures Handbook (dated 2012-2013) states the handbook is available at multiple locations throughout the Gresham campus, the Evaluation Committee did not find that to be the case; however, each department was quick to offer a willingness to print a copy of the handbook from the website. Furthermore, the link to the Student Complaint Procedures Handbook to the MHCC website within the Student Complaint Procedures Handbook is incorrect. It should be noted that the handbook outlines four separate procedures for students to follow depending on the nature of the complaint and to whom the complaint is against (e.g. fulltime faculty, part-time faculty, college-related, or harassment and/or discrimination). The Evaluation Committee discovered the procedures for two of the processes were dictated by the fulltime and part-time faculty collective bargaining agreements. However, each process appears fairly consistent in nature despite a slight timeline discrepancy found between the handbook and the fulltime faculty collective bargaining agreement.

Concern: The Evaluation Committee discovered that MHCC's stance on academic honesty was inadvertently removed from the Code of Conduct posted online. However, the Evaluation Committee received a commitment from MHCC to immediately rectify the omission. On a positive note, many course syllabi audited by the Evaluation Committee did include an academic honesty statement as suggested in the Faculty Syllabus Checklist located on the intranet within the human resources link.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—

including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

The Evaluation Committee through interviews and a review materials including the College website and academic catalog found evidence that MHCC adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. The standards for academic progress for students to continue in or terminate from their educational programs are clearly stated in the academic catalog. MHCC's appeals process and readmission policy is clearly stated and available online, and administered in a fair and timely manner.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Board Policy 7020 Athletics and Activities and Administrative Regulations 7020 A-Q, available online, clearly outline MHCC's relationship to co-curricular activities and the corresponding roles and responsibilities of students and the institution for those activities including student publications and campus media.

Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

MHCC maintains and publishes its human resources policies and procedures as noted by the Evaluation Committee through interviews and a review of MHCC's intranet, collective bargaining agreements and the Management and Confidential Employee Handbook . However, the Evaluation Committee found, the majority of links embedded in the most recent Management and Confidential Employee Handbook to be invalid. (last revised June 27, 2013).

Although a number of resources and forms are readily available for employees to access through the human resources link in the intranet, the Evaluation Committee learned that many of MHCC's policies, including policies pertaining to human resources have not been formally reviewed on a regular basis until recently. It should be noted that according to MHCC, all board policies (including Administrative Regulations Section 5000: Personnel) will be reviewed by the end of the current fiscal year and will be regularly reviewed moving forward.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination as a part of the onboarding process which also includes receiving a copy of the applicable collective bargaining agreement or employee handbook.

The rights and responsibilities for fulltime faculty, part-time faculty, and classified staff along with the corresponding criteria for evaluation, retention, promotion, and termination is outlined in each collective bargaining agreement. Furthermore, the corresponding performance management forms are readily available and accessible through the intranet under Forms within the Human Resources page.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

The Evaluation Committee confirms MHCC ensures the security and appropriate confidentiality of human resources records.

Institutional Integrity

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

The college carefully monitors publications to ensure their accuracy and integrity.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

The college has policies that appropriately require high ethical standards for all members of the campus community, the public and the Commission.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

The college has policies that ensure that conflict of interest may not occur at any college level. The college affirms that it is an academic institution with the autonomy to act within the law.

2.A.24 *The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.*

The college has clear guidelines on intellectual property.

2.A.25 *The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.*

The college’s representations about their accreditation are accurate.

2.A.26 *If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.*

To the extent that the college may ever have such contracts, they are subject to policies that ensure that the contract is consistent with the missions and goals of the institution.

[Educational Policies Academic Freedom](#)

2.A.27 *The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

Mt. Hood CC fosters and protects the rights and responsibilities associated with academic freedom as outlined in Board Policy 6040 on Academic Freedom and Tenure. This information is communicated in the collective bargaining agreements, which supports independent thought and knowledge distribution. Student academic freedom is also valued at Mt. Hood with students being encouraged to engage in civil discourse, inquiry, and expression. Students’ academic freedom is published in the college catalog. In addition Board Policy 1100 ensures faculty, staff, administrators and students are provided a culture of respect.

2.A.28 *Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.*

MHCC Board Policy 1100 (updated 5/15) ensures faculty, staff, administrators and students are provided equal opportunities and a culture of respect.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

The MHCC Library publishes Copyright and Fair Use Policy on the Library under library policies and states, “MHCC College is legally obliged to pay attention to the copyright law. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.”

Finance

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

2.B – Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Despite the recent organizational changes, MHCC appears to employ a sufficient number of qualified personnel to maintain its support and operations functions. However, the Evaluation Committee heard some concerns from staff regarding the added responsibilities and need for realignment of job duties as a result of the recent transition.

Although the Evaluation Committee discovered that not all job descriptions are current, MHCC indicated that those job descriptions, such as the position description for the Chief of Staff, are in the process of being updated. The Evaluation Committee confirmed that the job descriptions posted on the intranet accurately reflect duties, responsibilities, and authority of the position.

Compliment: The Evaluation Committee found the employees—faculty, staff, and administration—to be dedicated to a culture of excellence while supporting student success.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

The Evaluation Committee verified that administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities as prescribed in Administrative Regulation 5060-E Performance Evaluation.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

MHCC provides faculty (fulltime and part-time), staff, and administrators with ample opportunities and financial support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities as indicated by each employee group when asked by the Evaluation Committee. Professional development opportunities cited by MHCC employees included faculty in-service, webinars, academic courses, and Cranberry Short Courses.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

As noted in the self-study and verified by the Evaluation Committee, MHCC employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered. A brief audit of faculty credentials conducted by the Evaluation Committee confirmed that MHCC follows Oregon Administrative Rules 589-008-0100 and Administrative Regulation 5060-F Institutional Standards for Faculty-Staff Qualifications.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Faculty responsibilities and workloads are commensurate with MHCC's expectations for teaching and service as outlined in the respective collective bargaining agreements which includes teaching assignments, office hours, and advising (for fulltime faculty). The basic contract workload for fulltime faculty as noted in the collective bargaining agreement is 45 Instructional Load Credits (ILC) which is equivalent to one Full-Time Equivalent (FTE). The minimum ILC load per quarter is 12 unless the faculty and dean agree to a different minimum.

2.B.6 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.

According to Article 16 of the fulltime faculty collective bargaining agreement (CBA), all tenured faculty are evaluated in regular, systematic, substantive, and collegial manner at least once within every five-year period of service whereas tenure-track faculty are evaluated annually. Despite the agreed upon parameters and timeframe of the evaluations and prescribed in the CBA and resources readily available on the intranet for faculty to conduct the evaluations, the Evaluation Committee discovered that faculty evaluations are not being conducted on a regular, consistent basis.

Concern: In the last comprehensive accreditation self-study visit Mt. Hood CC (2007) was given a commendation for having developed and implemented a comprehensive system of full-time and probationary faculty evaluation. Although a comprehensive evaluation system was built some years ago, the practice of ensuring that faculty evaluations are completed on a regular and systematic cycle does not seem to be evident for the past few years. In 2015, 44% of probationary faculty evaluations were completed, and in June, 2016, 38% of probationary faculty evaluations were completed, slightly down from 42% compliance in January 2016. Similarly, only 73% of tenured faculty evaluations were completed in June 2016, slightly down from 77% in January 2016.

2C Educational Resources (Resources and Capacities)

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement to clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Mt. Hood offers transfer degrees and career and technical degrees and certificate. The college has recently developed an academic master plan (AMP), which provides an informative and contextual view of the college in its work to review best practices to improve student retention and completion. The AMP outlines recommendations for Career and Technical programs to ensure content and rigor that are consistent with industry standards and to the instructional mission. Programs of study are described in the college catalog and on the college web site and include clearly identified program learning outcomes. The focus for Mt. Hood is on pathways as informed by the Oregon State Legislature.

The evaluators found that the AMP document was produced through the VP for Instructions office. It appears likely that the AMP document will be revised as part of the restructuring of that area.

2.C.2 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.

Course outlines include course learning outcomes designed using Bloom's taxonomy and are available online and were under "Office of Instruction Current Courses." Course outcomes are also included in course syllabi regardless of modality (i.e., face-to-face, hybrid, online).

Information on course outcomes for both transfer and professional technical courses are published in the MHCC catalog and on the college website. Professional technical programs, General Education Outcomes and every CTE program also have program outcomes published in the college catalog. MHCC's catalog also provides students with transfer guides to assist in course selection and a deeper understanding of programs and the transfer process.

Currently, the assessments at MHCC are conducted and are used to inform improvement at the course level. The college has recently engaged in mapping course learning outcomes to general education learning outcomes. Seven programs were identified as a pilot group for 2015-16 and the effort is now expanding.

Compliment: The committee compliments the college on the foundational work of mapping general education outcomes and connecting them to course level assessments.

Concern: There are course outcomes available for nearly all current courses and program-level outcomes for many programs, but the Evaluation Committee found that the current assessments appear to be used solely for improvement at the course-level. The current general education learning outcome mapping project is an important step to connecting course and program-level outcomes. The college is urged to continue that process to ensure that program and institutional assessments are used to improve instruction at those levels. See discussion at 4.B.2.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Faculty assess course grades based upon department approved learning outcomes, which are listed in course syllabi. All credits and grades are based upon student achievement of learning outcomes and are processed and maintained in student records in the Office of Admissions and Registrar.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Credit and degrees are based upon student achievement and are awarded based upon college policies, which are guided with Higher Education Coordinating Commission (HECC) that facilitate articulation with colleges and universities. Graduation requirements are published in the college catalog and on the college's website.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

The CBA contracts for MHCC full and part-time faculty provide faculty with the authority to design courses and curriculum. The curriculum committee approves new courses and new programs go to the President's Council for final approval.

Faculty serve on hiring committees for new tenure-track faculty positions and make recommendations to their deans for part-time faculty hires.

Supporting information on what the initial work on alignment of student learning outcomes is evidenced by the work of the EAOC representatives and the in-service training for all full time faculty in mapping course outcomes for at least one course. In addition, MHCC also has a new degree audit program, which informs students of their progress.

While it is clear that the faculty are involved in the mapping of their course outcomes, they are in the initial stages of these efforts and will be looking at how the course level outcomes relate to the higher level assessments at the program level.

Concerns: A number of questions arose for evaluators:

1. It is unclear if all course level outcomes are communicated and assessed by all faculty.
2. It is unclear whether course level evaluations are being used to inform teaching practice and continuous improvement consistently by all faculty.
3. It is not clear how are individual student learning outcomes reported.
4. There does not appear to be a functioning 5-year cycle of program self-assessment?

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensures that the use of library and information resources is integrated into the learning process.

Instructors integrate library resources into their assignments and three professional full-time librarians provide faculty and students with instruction and support in using the library catalog, databases, print and electronic resources, and in evaluating information resources. Librarians and instructors work collaboratively to integrate information literacy outcomes, activities, and assignments into their online course.

Library website and information including links is thorough and accessible. The Library at Mt. Hood appears to serve as a hub for student learning.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit

awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

MHCC awards non-traditional credit for prior learning, but does not award credit for prior experiential learning. As described by Administrative Regulation: AR-6120-A, Alternative Ways to Earn College Credit/Non-traditional Credit and the Transcript Evaluation Request Form, credit can be granted through the Advanced Placement (AP) Program, course challenge, the College Level Examination Program (CLEP), Credit for Prior Certifications (in apprenticeship programs), and the International Baccalaureate (IB) program.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures, which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

MHCC provides adequate safeguards to ensure high academic quality in transfer. Equivalencies are determined primarily by course descriptions supplemented by course outcomes or syllabi. Faculty are consulted as needed. Transfer credit is accepted according to appropriate policies and procedures which provide safeguards to ensure high academic quality, appropriateness to the students' programs, and adequate content and rigor. The college only accepts transfer credits from regionally accredited institutions. Transfer credit from foreign institutions is evaluated by a credential evaluation service (i.e., American Association of Collegiate Registrars and Admissions Officers, International Education Services, or National Association of Credential Evaluation Services). The corresponding coursework must be post-secondary in level, come from an institution with an accreditation status comparable to MHCC and reflect MHCC's content levels.

The college offers transfer degrees (Associate of Arts Oregon Transfer, Associate of Science Oregon Transfer - Business and the Associate of Science Oregon Transfer - Computer Science) designed by inter-collegiate task forces comprising members from Oregon community colleges and Oregon public universities. These degrees are accepted in transfer by all seven Oregon public universities and several private colleges in Oregon. MHCC also offers the Oregon Transfer Module (OTM), corresponding to the completion of one year of general education coursework. While the OTM does not define any degree or certificate requirements, the courses within are recognized in transfer by all Oregon community colleges and the Oregon University System (OUS).

Undergraduate General Education

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.

Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

MHCC's awards six associate level degrees: the Associate of Arts – Oregon Transfer Degree (AAOT), the Associate of Science – Oregon Transfer – Business Degree (ASOT – Business), the Associate of Science – Oregon Transfer – Computer Science Degree (ASOT-CS), the Associate of Science Degree (AS), the Associate of General Studies Degree (AGS) and the Associate of Applied Science Degree (AAS). Also offered is the Oregon Transfer Module (OTM), a set of 45 general education credits recognized by all Oregon Community Colleges and Oregon University System schools. The OTM does not represent a degree or certificate.

The AAOT, ASOT – Business, ASOT – CS, and AS degrees have a recognizable general education core requiring coursework in Arts and Letters, Cultural Literacy, Mathematics, Science/Computer Science, Social Science, Speech/Oral Communication and Writing. The AGS degree requires coursework in Mathematics, Communications, Humanities, Social Sciences, Science, Human Relations and Health/Physical Education.

Associate of Applied Science degrees and certificates a year or more in length require a defined core of coursework in Mathematics, Communications, Human Relations and Health/Physical Education.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

MHCC's catalog includes a philosophy of general education and provides assessable learning outcomes for Arts and Letters, Cultural Literacy, Mathematics-Computation, Science or Computer Science, Social Science, Speech/Oral Communication, and Writing consistent with the college's mission.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored

The MHCC catalog philosophy of general education includes outcomes for the components of related instruction. The related instruction requirements of degrees and certificates are met by designated courses which meet the relevant outcomes. All courses are taught by appropriately qualified faculty.

2.C.12

Graduate Programs NA

2.C.13

Graduate Programs NA

2.C.14

Graduate Programs NA

2.C.15

Graduate Programs NA

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

The evaluators found that Credit and non-credit continuing education programs as well as customized workforce training courses need approval from the college's office of instruction. All credit courses are reviewed within the curriculum committee using the same criteria and standards used for curricula in academic programs. Credit and non-credit continuing education programs and other special programs are compatible with Mt. Hood's mission and goals.

Further efforts to ensure courses are matched to institution and goals include an in service training day lead by two faculty members to map course objectives to program or departmental outcomes. The mapping training and work provides a foundation for further work to in assessment efforts.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

The evaluators found that Mt Hood maintains and directs the academic quality of all continuing education, special learning programs, and outreach activities. They have a robust series of community course offerings. They strive diligently to be involved in bettering the businesses and entities in their communities by providing specialized training and tailored instruction as needed. They are proactive at contacting local businesses and offering services. Mt Hood strives to be a quality member of its community and strives to be a valuable player.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

Mt Hood appears to follow standard policies to allow continuing education credits to count for credit. All workforce and continuing education courses determined to be FTE reimbursable have to have the course outline approved by the curriculum committee. Mt Hood no longer accepts continuing education credits.

2.C.19 The institution maintains records, which describe the number of courses and nature of learning provided through non-credit instruction.

Mt Hood keeps certified and private records of all credit and non-credit courses for each student. All non-credit courses taken by students are transcribed and reported to the state.

2.D – Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

MHCC creates effective learning environments with appropriate programs and services to support student learning needs within the Division of Student Development and Success as presented in the self-study and confirmed by the Evaluation Committee through observations and multiple interviews. These resources and programs include Advancement Via Individual Determination (AVID), the Academic Advising and Transfer Center (AATC), Career Planning and Counseling Center (CPCC), Diversity Resource Center, Disabilities Services, East County Pathways to College Success Consortium (ECP), Learning Success Center, Orientation Center (OC), Transitions/*Transiciones*, TRIO Student Support Services, and the Veterans Center.

The Evaluation Committee also noticed plenty of space for students to gather on the Gresham campus including the dining areas, the library, the Student Union, and the picnic tables and benches along the spacious, outdoor plaza. The Evaluation Committee also found ample space on the Maywood campus for students to gather.

Compliment: The Evaluation Committee was impressed by the naturally-occurring collaboration and referrals amongst staff (and departments) within the Division of Student Development and Success to better support student needs.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

MHCC makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and emergency procedures are available online on the Public Safety webpage. The Evaluation Committee also noticed *What to Do in An Event* emergency procedure posters displayed throughout campus and statements related to emergency procedures or safety considerations in many course syllabi.

The self-study indicated that public safety officers (PSOs) are on the Gresham campus 24 hours a day, the Evaluation Committee discovered that the PSOs are actually only on campus for 18 hours/day on the weekend and 20 hours/day on weekdays. Regardless, when asked by the Evaluation Committee, students and staff stated that they feel safe on campus. Students also shared their appreciation for additional lighting in the parking lots, safety escorts, and assistance with jumpstarting or unlocking their cars.

The self-study also indicated that all employees are required to review the Emergency and Safety Procedures Handbook annually. Although, when asked, many of the staff acknowledged that they review the procedures annually or know where to find them whereas a small number of employees did not know the handbook existed.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Consistent with its mission, core themes, and characteristics, MHCC recruits and admits students with the potential to benefit from its educational offerings as an open-entry general admission college. Attending new student orientation is currently not required for students; however, new, transfer, and re-admit students are invited and highly encouraged to attend New Student Welcome Day and/or complete a recently developed twenty-minute online orientation to ensure students understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies. Or, students are invited to stop by the Orientation Center at either the Gresham or Maywood campus for one-on-one assistance with navigating the “My MHCC” student portal, advising for the first quarter, completing the FAFSA, or other new student transitioning skills as verified by the Evaluation Committee.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

In the event of program elimination or significant change in requirements, MHCC makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program of study in a timely manner with a minimum disruption as confirmed by Administrative Regulation 6020-C “Elimination of Existing Programs” and the self-study..

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

- a. Institutional mission and core themes;*
- b. Entrance requirements and procedures;*
- c. Grading policy;*

- d. *Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;*
- e. *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;*
- f. *Rules, regulations for conduct, rights, and responsibilities;*
- g. *Tuition, fees, and other program costs;*
- h. *Refund policies and procedures for students who withdraw from enrollment;*
- i. *Opportunities and requirements for financial aid; and Academic calendar.*

MHCC publishes an annual academic catalog, available in print and online, easily accessible to students and other stakeholders with current and accurate information that includes:

- Institutional mission and core themes;
- Entrance requirements and procedures;
- Grading policy;
- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and frequency of course offerings;
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
- Rules, regulations for conduct, rights, and responsibilities;
- Tuition, fees, and other program costs;
- Refund policies and procedures for students who withdraw from enrollment;
- Opportunities and requirements for financial aid; and
- Academic calendar.

Although some of the page numbers referenced in the self-study did not align with the actual catalog, the Evaluation Committee verified that each item exists.

2.D.6 *Publications describing educational programs include accurate information on:*

- a) *National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;*
- b) *Descriptions of unique requirements for employment and advancement in the occupation or profession.*

The Evaluation Committee found evidence on the MHCC website and academic catalog that provided information on eligibility requirements for licensure, where applicable, or entry into an occupation or profession for which education and training are offered and descriptions of unique requirements for employment and advancement in the occupation or profession.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

MHCC adheres to the policies and procedures regarding the secure retention of student records, regardless of their form as outlined in Administrative Rule OAR-166-450-0000. The Evaluation Committee confirmed that hard copy and electronic student records are safely secured. The Evaluation Committee also verified that MHCC follows Administrative Regulation 7047-F Release of Student Information Educational Record and the Family Educational Rights and Privacy Act (FERPA) as evidenced by statements in the academic catalog and the MHCC website. Additionally, the on-boarding process for new employees includes FERPA training.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

MHCC provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. To better meet student needs the Orientation Center works in partnership with the Financial Aid Office to assist students with their FAFSA applications and corresponding financial aid forms. Although not closely tracked by the Financial Aid Office, in terms of number of users, MHCC offers students the opportunity to receive their financial aid refunds via the MHCC Mountain Card, a debit card, in lieu of the traditional check in the mail. The Evaluation Committee found information regarding the categories of financial assistance (such as scholarships, grants, and loans) readily available and easily accessible to current and prospective students in both the academic catalog and online.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

The Evaluation Committee confirmed that students receiving financial assistance are informed of any repayment obligations. MHCC regularly monitors its student loan programs and cohort loan default rate. Like many two-year colleges, MHCC's three-year cohort default rate is higher than they would like. Despite contracting with American Student Assistance to provide default prevention services including financial literacy education programming to students, MHCC's cohort default rate continues to hover around 22%.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

MHCC designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success as confirmed by the Evaluation Committee. Although MHCC does not require all students to meet with an advisor prior to registering, MHCC provides students with many resources to be successful with their academic scheduling, should they choose not to see their assigned advisor. The most noteworthy resource is the Academic Advising and Transfer Center (AATC) which provides students with walk-in advising or scheduled appointments to develop an education plan with an advisor. The AATC advisors are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students. In addition to seeing their assigned advisor or stopping by the AATC, students can successfully self-advise with the assistance of the degree audit system or by reviewing the degree requirements that are clearly outlined in the academic catalog or online in the corresponding program pages.

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

The Evaluation Committee confirmed that co-curricular activities are consistent with MHCC's mission, core themes, programs, and services and are governed appropriately as stated in Administrative Regulation 7020-B Co-curricular Programs. A variety of clubs and activities are available to students on the Gresham campus. Students are aware of these opportunities through the *Call of Nature News* restroom stall newsletter, signs, informational tables, MHCC website, and a student mobile app.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

The Bookstore at MHCC supports the college's mission and contributes to the intellectual climate of the campus and learning environment. As a result of regular online surveys conducted throughout the year, the Bookstore is in the process of remodeling a section of its storefront where the vending machines and where latte stand is currently located on the Gresham campus to provide more gathering spaces as requested by students.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight.

Intercollegiate athletic and other co-curricular programs and related financial operations are consistent with MHCC's mission and conducted with appropriate institution oversight with guidance from Administrative Regulations 7000: Students. The Evaluation Committee confirmed that admission requirements and procedures, academic standard, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Compliment: Although not mentioned in the self-study the student athletes and their coaches should be commended for earning the Northwest Academic Conference (NWAC) President's Cup for the second time in three years for their strong academic performance.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

MHCC maintains an effective identity verification process for students enrolled in distance education courses by assigning students a unique student identification number, upon admission, which students use to log onto the learning management system. Although MHCC considers a student's identification number as directory information, the initial default password—the student's date of birth—is not. More importantly, immediately after a student logs onto the learning management system for the first time the student must change his/her password adhering to policy restrictions further ensuring student privacy.

2.E – Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

Mt. Hood Community College holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered. The Library staff and faculty have collaborated to establish and support IBEST and self-paced curriculum. A wide variety of resources in print, video, and online formats are available to students at both the main and Maywood campuses. Students can access books, journal articles, and videos from anywhere they have an Internet connection. Nursing students at the Bruning campus have access to a small library of about 100 volumes and a computer lab for accessing online resources. Materials from main campus library can be sent to the Maywood Center upon request.

The Maywood Park Center provides students with a computer lab, quiet study areas, and access to the total library collection, as well as support from an on-site coordinator who coaches students on study skills, academic success, and locates additional academic resources.

Compliment: The Evaluation Committee commends the faculty and staff of Maywood Park Community Center for their provision of educational services such as IBEST and self-paced curriculum with minimal resources.

Compliment: library personnel for developing and maintaining an inviting atmosphere for student study and research and for their extensive information literacy classes.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate faculty, staff, and administrators.

The library has a self-evaluation program that includes qualitative data from all segments of its user population. Library faculty serve as liaisons to the instructional faculty, serve on the curriculum committee, and consult with faculty about library resources.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The library has an extensive and multifaceted instruction program that provides appropriate instruction to students, faculty, staff, administrators and others. The primary focus of the library is student learning. Feedback from students and instructors during and after instruction sessions is used to make changes to future instruction sessions as appropriate.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The college library completed a comprehensive weeding project within the last two years and is in the process of implementing a procedure for maintaining the quality and adequacy of the collection through continuous, rolling weeding. The frequency and type of use of the library's resources is continually tracked and used for development of library policies, procedures, and collections. The library utilizes the college's 3M security system to protect library collections and equipment and takes adequate steps to prevent loss of the same. It partners with MHCC public safety to provide a safe environment for all users.

2.F – Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Despite challenges related to uncertain funding streams (particularly with respect to capital projects) and changing financial reporting standards, the College is maintaining its financial stability and operating efficiently with limited resources. Modest cash flow swings from year to year are the result of various fiscal and appropriations realities, and the College has instituted appropriate reserve policies in response.

The College currently faces a negative net position in its financial statements, related to the implementation of Governmental Accounting Standards Board (GASB) Statement No. 68, Accounting

and Financial Reporting for Pensions, and associated liabilities. In partial mitigation of this situation, the College has been able to secure a lower cost of debt through bond refunding. The College's bond rating has also been reaffirmed, despite the existence of a negative net position.

In the spring of 2016 the College put before voters a request taxpayer-funded general obligation debt in the form of a \$125 million bond issue, which was not approved. While the capacity for issuance of further debt without taxpayer approval is limited due to the ability to service that debt, the College is using careful planning and prioritization to maximize service to students and the community subject to fiscal constraints.

Compliment: The Evaluation Committee compliments the College for its careful and judicious fiscal planning, responses to external factors, and the use of reserve policy to smooth year-to-year cash flows.

2.F.2. Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The College uses a variety of spreadsheet models to forecast revenues from state support, property taxes, tuition and fees, grants, and other revenues. College staff are attuned to ongoing changes in revenue projections during the planning and expenditure cycles. The College also uses models, including a sophisticated database, to budget salary and benefits expenditures, as well as materials and services. In order to determine more accurately the level of resources available in future years, College staff sweep unspent funds, including salary savings arising from vacancies, to central accounts that can be accessed with administrative approval.

2.F.3. The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

The College follows a carefully planned budget development process and calendar promulgated by the Board of Education. The process involves the budget review council, comprising faculty, management, staff, and students; as well as individual academic and business units. Departmental strategic planning efforts are summarized on program summary forms, which are reviewed by the president's council. Faculty in particular indicate a sense of inclusion in the resource allocation process, particularly in areas that directly affect instruction.

Despite the solicitation of departmental strategic planning efforts, the link between strategic planning and resource allocation appears somewhat tenuous. The College might want to consider an integrated approach to strategic planning and budgeting that incorporates the existing budget processes and calendar, as well as communicates the alignment between planning and budgeting.

CONCERN: The Evaluation Committee is concerned that planning and budgeting activities are not closely aligned and that such alignment is not communicated to the campus at large.

2.F.4. The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

College policies dictate the conditions under which financial information is reported in an accurate and

timely manner. The College uses Jenzabar CX for its financial system, which is appropriate for meeting its transactional and reporting needs.

The College's financial statements audit and compliance audits generally indicate sufficiency of internal controls and compliance with such controls. In some instances the College has been found out of compliance and has addressed the issues through organizational restructuring or enhanced oversight. In the event that College staff need to point out deficiencies resulting from a lack of internal control, staff have direct access to the audit committee of the Board of Education.

2.F.5. Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The College's facilities master plan is reviewed by the Board of Education each year and will be fully reviewed and updated in the 2016–17 academic year. The College, with the assistance of consulting engineering firms, completed an assessment of building conditions within the past two years. This assessment informs the College's allocation of resources toward deferred maintenance.

Funding of capital projects continues to be a challenge. The College was unsuccessful in securing voter approval for a \$125 million general obligation bond issuance in May 2016, which limits the amount of capital improvements that can be undertaken. Within its ability to service debt, the College is carefully prioritizing capital projects consistent with its facilities master plan.

2.F.6. The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The College operates its two auxiliary services, the bookstore and printing services, primarily as support activities rather than as contributors to (or receivers of) general fund revenues. College management is particularly attuned to changes in the college bookstore sector and is decreasing its expectation of operating fund contributions to cover services to the bookstore provided by general fund operations. In anticipation of continued change in market conditions, the College is scaling back bookstore expenditures while maintaining the service to students.

2.F.7. For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

An independent public accounting firm audits the College's annual financial report and also performs compliance audits as required by state and federal law and regulations. The College promptly shares all findings and management letter recommendations with the audit committee and the entire Board of Education in open meeting. Issues for correction brought forward in the audit are addressed in a timely manner.

2.F.8. All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising

organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

The College's fundraising activities are conducted through the Mt. Hood Community College District Foundation, Inc., an Oregon private foundation qualifying under Section 501(c)(3) of the Internal Revenue Code. The Foundation has its own board policies that govern financial transactions, and the Foundation's financial statements are audited annually. The College has a clear written agreement with the Foundation.

Standard 2.G – Physical and Technological Infrastructure

2.G.1. Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

As with many community colleges of its age, the College's facilities are constantly stretched to meet the needs of students, faculty, and staff. The College's facilities council is charged with prioritizing and scoring requests for infrastructure improvements, and this council is expected to be subsumed into a new infrastructure council going forward. The facilities management department maintains all buildings and grounds and provides supporting services such as event scheduling. Construction and remodeling projects are designed to be accessible in compliance with the Americans with Disabilities Act and other applicable regulation.

As noted under Standard 2.F.5, above, capital funding is a constant challenge, particularly in light of the College's lack of success in financing projects through taxpayer-approved general obligation bonds. Nevertheless, through regular interaction with finance leadership, facilities department leadership maximize available funding for improvements and deferred maintenance, and emergency funds are available with approval from the Board of Education.

COMPLIMENT: The Evaluation Committee compliments the College for its skilled and dedicated staff and leadership in the facilities, risk management, and related areas in tending to the needs of an aging campus with limited resources.

2.G.2. The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The College is subject to regulation by multiple agencies in the management of hazardous and toxic materials. The College also promulgates a Hazard Communication Standard and inspection checklist. A safety committee inspects hazardous materials management quarterly.

CONCERN: While the College has some hazardous materials protocols in place, they do not appear to arise to the level of administrative policy or procedure. The College may wish to consider adopting a single policy that recognizes existing protocols and practices.

2.G.3. The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

The College's facilities master plan was last revised, in consultation with architects, in 2010, and the

College intends to revised the facilities master plan in the 2016–17 academic year. As with the previous revision, the College will involve outside architects and will create a process that includes students, faculty, and staff. Projects that are expected to be at the top of the list include an applied technology center for skilled trades, external sites, and seismic upgrades.

2.G.4. Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

The College’s facilities council, along with its technology council, are expected to be merged into an infrastructure council in the 2016–17 academic year; the facilities departments and information technology departments already coordinate to ensure that equipment needs are prioritized. Classroom instructional technology is planned, purchased, and supported by the College’s information technology department, whose staff meets with each academic department at the beginning of each budget cycle. While some information technology upgrades, principally additional Wi-Fi capability, were planned as part of the bond issue that did not pass in the spring of 2016, the College is able to provide for ongoing operations from operating funds.

Technological Infrastructure

2.G.5. 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 College’s information technology department provides planning, procurement, and support to both academic and non-academic departments. The college technology council, which is planned to be merged into an infrastructure council, is advisory to management and is co-chaired by a faculty member and an administrator. This council is charged with bringing forward new technology opportunities, prioritizing acquisitions and upgrades, and communicating across constituencies.

Information technology projects that are funded by student fees are done in consultation with student government leadership groups, and students are consulted in prioritizing use of student funding.

The College has adopted a project management and change management approach to all information technology implementations, and this approach is more formalized for larger projects through the College’s project management office. The project management process includes a request, a charter, and a project plan.

Online learning is overseen by the Chief Information Officer, who interfaces closely with the office of instruction and the academic deans.

COMPLIMENT: The Evaluation Committee compliments the College for maintaining a project management office and adopting formal project management and change management protocols for larger implementations.

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.

The College provides training to students, faculty, and staff through multiple means. Students have access to a help desk and a computer skills lab, where assistance is available on common software and internet

skills.

Faculty are supported principally through the online learning program, which provides training in the learning management systems used at the College. All faculty teaching fully online are required to participate in the faculty academy, a multi-week program that includes instruction in the learning management system as well as online pedagogy. Faculty must complete the academy prior to teaching a fully online course.

Staff support in information technology is provided by an information technology service desk during business hours and after hours for emergencies. The college also uses Microsoft IT Academy for modular online training.

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.

Technology infrastructure planning is initiated by the College's information technology department through an internal budget process. The technology council, which includes cross-constituency representation, then sees requests from both the information technology department and other departments for review and to shape and implement planning and policy.

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 College has had an information technology strategic plan for approximately four years, which is now aligned with the College's overall strategic plan. The information technology strategic plan prioritizes updates and replacements by year and is shared with the technology council. Typical life cycles are three years for engineering computer labs and other high-need areas and five years for general use technology.

Standard Three- Planning and Implementation

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.*

MHCC engages in ongoing, participatory planning that seeks to combine departmental and program initiatives with budget planning toward achieving the intended outcomes of its programs and services in support of its core themes and mission fulfillment. The strategic plan is regularly updated five year. The most recent plan was completed in the 2014-15 school year and has been widely distributed.

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

There is evidence that the plan was developed using representatives from a broad range of constituencies and has been ongoing, despite recent administrative challenges.

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.*

The strategic plan is predicated on data collection and analysis. Some strong tools have been developed for analysis and presentation but many areas of campus are in comparatively early stages of data collection.

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

The plan contemplates a policy for resource allocation based upon priorities established through the collection and analysis of data, but the plan has yet to be fully used as intended.

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.*

MHCC has an Emergency Preparedness plan, including an *Emergency and Safety Procedures Handbook* available on line. There have been ongoing efforts to conduct training.

3B 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 plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme objectives.*

Core Theme One: Learner Success

The institution is meeting its core theme objectives of 1) prepare students to achieve academic and life-long goals by ensuring course access, affordability, and education fit, and 2) provide support services to enhance student achievement through student success initiatives that support diversity and inclusion as evidenced by the data analysis of the core theme indicators on the AIR Mission Dashboard.

Core Theme Two: Community Pride

The year seven document states that, "Mt. Hood Community College is well underway in the development of a continuous model of improvement that aligns planning, budgeting, assessment and action for improvement." The evaluators found this statement to be essentially correct, yet there are still some challenges with indicators and it appears that the plan has changed while the core themes have remained relatively the same. It appears that in the offering of campus events, community education, and workforce preparation that the programs are aligned to contribute to the accomplishment of the core theme in regard to Community Pride.

Core Theme Three: Partner Innovation

The evaluators found that the core theme three, Partner Innovation, is supported by a single objective and five indicators. Four of the five indicators are directly associated with strategic priorities from the strategic plan. By this association, the indicators and the objective are representative of programs and services that reflect the values and mission of the institution.

These initiatives are consistent with the college's strategic plan and are supported by advocates with access to the institution's leadership and management. However, there is little evidence that 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 themes objectives.

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.

Mt Hood engaged in a strategic planning process in 2014-15. From this they gleaned a great deal of input from all stakeholders associated with the college. The strategic plan provided direction for the next 5 years. It is unclear to the evaluators how the strategic plan, and the core themes correlate in some cases. It appears that that the two speak to many of the same objectives and goals, but neither seems to be informed by the same indicators. In regard to the core themes, the evaluators feel that linking the outcomes of the core themes and the strategic plan would be a good step in understanding how to make decisions during core theme planning.

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.

Mt Hood has recently adopted a dashboard system to make the results of data available in an easy to see format. These dash boards are updated as new data is available usually on an annual basis. These analytics are a useful way to view the data. However, it is unclear to the evaluators if the data obtained has been used to direct decision-making in regard to core themes. It is also not clear if the indicators of success will truly provide enough evidence to suggest that core theme objectives are being met.

This concern can be illustrated within the core theme of Partner Innovation; the value of data varies by indicator. While the indicator *Value of SBDC* is supported by a measure that is a composite of multiple metrics informing key elements of initiatives, the indicator *Overall Employee Satisfaction* is only supported by the results of a single question. This comes from an employee survey. The indicator *Foundation Scholarship awards* is supported by only the measure of the percentage of available Foundation scholarships awarded. While these measures do reflect the language of the indicator, the evaluators are concerned that these measures appropriately define data to be analyzed. They further worry that they are not adequate to evaluate accomplishment of core theme objectives and the intended outcomes of programs and services.

Standard Four - Effectiveness and Improvement

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

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*

Learner Success

The institution is working on becoming an institution that uses data to inform decision making and engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data appropriate to its key performance indicators as the basis for evaluating the achievement of its core theme objectives.

Community Pride

The core objectives of Community Pride are primarily centered upon perception of the college and participation of college events. Most data collected involves counting the number of events and clients receiving services. The evaluators question if the collected data informs the college about the sentiment of the entire community. This leaves the question about the degree of community pride that exists without an answer.

Partner Innovation

There is evidence in Core Theme Partner Innovation that within the initiatives and efforts associated with strategic priorities and indicators assessment is ongoing and meaningful. However, the committee did not find evidence that the collection of data was coordinated through AIR or evidence that the collection of data was consistently systematic and verifiable.

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.

Collecting and analyzing data around the three core themes as well as gathering key data relevant to the college's mission is the responsibility of the Office of Analytics and Institutional Research (AIR). The Dashboard Data built by AIR is impressive and commendable with real time data available at any time related to each core theme, which informs of progress in meeting the core theme objectives.

Learner Success

Mt. Hood CC is focused upon learning success as evidenced by interviews with faculty, staff, and students. They are an open educational access institution to all students within the large community they serve. Their commitment to access, diversity, inclusion, and diversity is demonstrated in its first Strategic Plan for Access, Diversity, and Equity to guide the college. They recently adopted a "Commitment to the Equity Lens" philosophy in response to guidance from the Higher Education Coordinating Commission.

Community Pride

Mt Hood has established the framework for evaluating programs and services that appear to be uniform wherever offered and however delivered. It appears to be in the early stages of this development. There is no evidence that data collected has been used to inform decisions concerning programmatic changes or improvements.

Core theme Community Pride has three core objectives: 1) Percentage of community members that recognizes Mt. Hood as a valuable asset, 2) Total number of unique athletic and cultural events hosted by the college annually, and 3) the number of clients served and monetary values of services to community residents. Although exposure data such as this is a valuable tool for understanding the impact of the institution on the community, the evaluators did not clearly see how this information informed the core theme or guided decision making.

Partner Innovation

MHCC implemented Strategic Program Assessment (SPA) in 2010-11 for the assessment of academic programs. The process was redesigned in 2014-5 with the goal of ensuring that programs are aligned with the college's mission and core themes and that program assessment processes needed to align with the assessment of general education outcomes. The Strategic Program Manual (2016) describes a 5-year process that will include a focus on identifying student goals/outcomes and the extent to which students are achieving those goals, complementing an assessment of student learning with data on demographics, enrollments and completions. The manual includes rubrics for components of the reports.

The evaluation committee found that faculty were actively engaged in building a foundation for these reports by mapping the outcomes of their courses to general education and related instruction outcomes. This effort has been managed and facilitated by faculty, particularly the members of the Educational Assessment Oversight Committee (EAOC). The committee found a lack of clarity and direction on how these first steps will be extended and encourages the college to continue building on the current

foundation to build 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.

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.

Learner Success

Faculty, with teaching responsibilities, evaluate student achievement with clearly identified learning outcomes. As a foundational component of the redesigned SPA process, MHCC have been engaged in the mapping of course outcomes to general education and related instruction outcomes. The template supporting this process includes activities and assessments at the course level. The committee recognizes that this process is intended to be one step toward the development of program level assessments, but is concerned that neither those faculty engaged in the process nor the Educational Assessment Oversight Committee could articulate a clear vision or process for how it will extend to a system of assessment that will document how students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes.

Community Pride

In regard to community pride, the most valuable engagement opportunities are afforded by providing community education for non-credit and short term/industry trainings. These programs appear to be robust in their offerings and available in locations throughout the community. The evaluators found that these programs have clear processes for determining if a course is adequate and student input is received to determine if successful.

Partner Innovation

Two climate surveys were conducted within the past couple of years reveal two significant concerns for MHCC:

- 1) communication problems within the internal community, and
- 2) confusion over where decision making is occurring.

Concern: The evaluation team acknowledges the institution's quick response to addressing these concerns, but would like to note that the workload expectations that have been placed upon the deans and primary supervisors are not sustainable and may impede mission fulfillment.

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

MHCC's core themes are an integral part of the college's strategic plan and align well with the values of the institution and the identified strategic priorities. Programs and services are aligned with the core theme objectives through the strategic priorities.

The institution evaluates the alignment and integration of programs, correlation, and services with regards to achieving core theme objectives. During the Fall 2016 Faculty In-Service, faculty engaged in curriculum mapping using an alignment tool developed by the college to identify what general education component(s) were required in their unique course or courses. Faculty response to this task was very positive as they felt that it was very relevant to their classroom instruction and to learning success.

Mt Hood created an Instructional Effectiveness Council which is slated to evaluate all programs and determine alignment. The process is in the early stages and most programs have been mapped to determine appropriate indicators measures and thresholds. The evaluators found that they were in the initial stages of this process and thus data obtained from these indicators is limited.

Compliment: MHCC's Core Themes are seamlessly integrated into its strategic plan.

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.

MHCC faculty and staff have participated in significant planning efforts that have include reorganization of the existing councils, as well as, restructuring and reorganization of college leadership. The institution is reviewing current practices and establishing assessment tools and the strategic budget planning processes.

The college's planning, resources, capacity, and practices with respect to the achievement of its goals and outcomes are consistent. The committee did not find evidence that institution currently evaluates the state of alignment nor did find evidence of an alignment of assessments. MHCC is currently developing points of responsibility for ensuring that the institution holistically evaluates all components.

Mt. Hood views its main Gresham campus, the Maywood Park Center and the Bruning Center for Allied Health Education as part of a singular unit. Resources appear to be spread in a fair and sufficient way to all areas of the organization. The evaluators felt that, in regard to community offerings and services wherever offered and however delivered, there was equality in the process.

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

Mt Hood recently undertook a strategic planning process during 2015. As a result, a number of ideas were generated and leadership is currently in the process of reviewing this information.

In addition, the faculty lead EAOC redesigned the SPA process during 2015/16. As a result, two MHCC faculty members from the EAOC led a training session in mapping course objectives as preliminary work in assessment during the Fall Faculty In-Service.

While MHCC's assessment processes are incomplete and currently do not consistently reach the level of program level assessment, the institution has actively been engaged in a review of the assessment processes, including active planning to address what it must do to ensure that assessments appraise authentic achievements and yield meaningful results that lead to improvement. The evaluators didn't see complete correlation of the results of the strategic plan and the connection to accreditation standards.

4.B Core Theme 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.

MHCC has prepared a solid foundation for the effective use of core theme assessments. Core themes reflect the values of the institution. Core theme objectives and their corresponding indicators incorporate the priorities of the college's strategic plan. The dashboard developed by the office of Analytics and Institutional Research provides an effective means for summarizing and sharing the results of assessment.

Concern: Many of the core theme indicators are not representative of the initiatives associated with the strategic priorities they represent and the assessments conducted in support of those initiatives. The committee also could not find evidence that the results of core theme assessments are currently used to inform aspects of the planning process. While the committee believes that the college understands the intent of the standard and is dedicated to fulfilling its intent, the committee is concerned that results of core theme assessments and results of assessments of programs and services are not based on meaningful institutionally identified indicators of achievement; used for improvement by informing planning, decision making, and allocation of resources and capacity; or made available to appropriate constituencies in a timely manner

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.

MHCC is currently engaged in mapping course learning outcomes to general education learning outcomes. Seven programs were identified as a pilot group for 2015-16 and the effort is now expanding. All full-time faculty are expected to map at least one set of course outcomes. To the institution's credit, this effort is being led and supported by faculty and by faculty committees such as the Educational Assessment Oversight Committee (EAOC). This work is consistent with college's initiative to redesign its Strategic Program Assessment, a program assessment process in use since 2010, and use this revised

assessment to regularly assess its programs and degrees. Currently, the assessment work conducted is primarily informing improvement at the course level.

Compliment and Concern: The committee compliments the college on the foundational work of mapping outcomes and connecting these mappings to course level assessments but is concerned that the institution is not using 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 at the program level and document that students who complete degrees and programs achieve general education, program and degree outcomes and make these results available to constituencies in a timely manner.

Standard Five – Mission Fulfillment, Adaptation, and Sustainability

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.

Eligibility Requirement 24 – Scale and 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.

The Evaluation Committee found that MHCC has appropriately maintained its operational scale to fulfill the college's mission and achieve core themes. Despite significant financial and personnel challenges, the college has maintained adequate financial resources and is restructuring its human resources to accomplish its mission.

Despite challenges related to uncertain funding streams (particularly with respect to capital projects) and changing financial reporting standards, the College is maintaining its financial stability and operating efficiently with limited resources. Modest cash flow swings from year to year are the result of various fiscal and appropriations realities, and the College has instituted appropriate reserve policies in response.

The College currently faces a negative net position in its financial statements, related to the implementation of Governmental Accounting Standards Board (GASB) Statement No. 68, Accounting and Financial Reporting for Pensions, and associated liabilities. However, to mitigate this situation, the College has been able to secure a lower cost of debt through bond refunding. The College's bond rating has also been reaffirmed, despite the existence of a negative net position.

5.A – Mission Fulfillment

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

The college collects data at multiple levels to assess indicators of achievement to support the accomplishment of outcomes and core theme objectives. However, as noted in sections 4.A and 4.B many of the core theme indicators are not representative of the initiatives associated with the strategic priorities they represent and the assessments conducted in support of those initiatives” Nor did the committee “find evidence that the results of core theme assessments are currently used to inform aspects of the planning process.” To restate a concern associated with 4.B.1, “ While the committee believes that the college understands the intent of the standard and is dedicated to fulfilling its intent, the committee is

concerned that results of core theme assessments and results of assessments of programs and services are not based on meaningful institutionally identified indicators of achievement; used for improvement by informing planning, decision making, and allocation of resources and capacity; or made available to appropriate constituencies in a timely manner.”

There are some promising initiatives underway. As noted in 4.B, “MHCC is currently engaged in mapping course learning outcomes to general education learning outcomes. Seven programs were identified as a pilot group for 2015-16 and the effort is now expanding. All full-time faculty are expected to map at least one set of course outcomes. To the institution’s credit, this effort is being led and supported by faculty and by faculty committees such as the Educational Assessment Oversight Committee (EAOC). This work is consistent with college’s initiative to redesign its Strategic Program Assessment, a program assessment process in use since 2010, and use this revised assessment to regularly assess its programs and degrees.” However, “the assessment work [that is presently] conducted is primarily informing improvement at the course level.”

Concern: “The institution is not using 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 at the program level.” In addition, it is important for the institution to, “document that students who complete degrees and programs achieve general education, program and degree outcomes and make these results available to constituencies in a timely manner.”

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

The target and threshold figures for the Core Theme indicators that were reported by the college were premised on a 2020 timeline, so there is no way to determine the degree of present mission fulfillment. The evidence gathered by the evaluators during the visit suggests that there are newly developed tools and a standing committee that will address this in the future.

Standard 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.

The college has not gathered much evaluative data dealing with the adequacy of resources in the past. Further, as noted in the discussions accompanying 2.A.1 and 2.A.9, those college leaders with whom the evaluators spoke recognize the inadequacy of current staffing, which, due to some near-term personnel issues, has some individuals with over three dozen reports. However, the evaluators saw initial indications that the college is in the process of establishing structures and processes to ensure the ongoing and regular evaluation of adequacy of resources, capacity, and operational effectiveness. The college

appears to be very committed in its efforts to integrate its planning processes, including the Core Theme and strategic planning activities to get a data-informed understanding of the needs and challenges of the institution.

Concern: As the explained in the discussion associated with 5.b.1, 2.A.1 and 2.A.9, the college needs to address the adequacy of current staffing to ensure the college's ability to effectively and sustainably fulfill its mission.

Concern: While the institution has developed a strong suite of tools to analyze and present its data, the data collection, to date, has not occurred for a sufficient time to allow the college to determine and report its current level of achievement.

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.

The college is documenting its extensive planning efforts which include regular review of the strategic plan and an effort to integrate the planning processes with budget allocation. Although there is a procedure for program reviews, as noted above the past utilization of the data has not resulted in regular schedule or systemic program reviews.

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.

As noted at other places in this report, MHCC has had a very accelerated cycle into the new standards and its associated changes in planning and assessment, and the Committee recognizes that this cycle has not allowed for all new assessment and planning efforts to become fully mature and precisely evaluated. The Committee is satisfied that the college will continue to improve the integration and effectiveness of these processes.

Commendations & Recommendations

The Evaluation Committee would like to thank the Mt. Hood Community for their support and cooperation during our visit. We feel that we leave with many insights and many new friends.

Commendations

1. The Evaluation Committee commends Mt. Hood Community College employees for their dedication to a culture of excellence evidenced by maintaining high quality instruction and services in the face of difficult organizational changes.
2. The Evaluation Committee commends the College for integrating the core theme planning seamlessly into the strategic planning processes of the college.
3. The Evaluation Committee commends the College for its careful and judicious fiscal planning, responses to external factors, and the use of reserve policy to smooth year-to-year cash flows.
4. The Evaluation Committee commends the library personnel for developing and maintaining an inviting atmosphere for student study and research and for their extensive information literacy classes.
5. The Evaluation Committee commends the College for its efforts to re-engage the community. They have worked to understand and address the communities' needs. Notable examples include the Saturday Market, Strawberry Short Course Festival, Hosting the Gresham Gray Wolves and community education classes.
6. The Evaluation Committee commends the faculty and staff of Maywood Park Community Center for their provision of educational services such as IBEST and self-paced curriculum with minimal resources.

Recommendations:

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 & 4.B.2)
4. The Evaluation Committee recommends that the college ensure that all indicators of its core theme objectives are meaningful, assessable and verifiable; that the planning for each core theme guides the selection of programs and services contributing to the achievement of goals and that the 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. (1.B.2, 3.B.2, 4.B.1).