

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

A meeting of the Mt. Hood Community College District Board of Education will be held on **November 28, 2018**, with an Executive Session in the President's Office at 6:30 p.m., followed by a **Regular Session at 6:45 p.m.** in the Board Room at Mt. Hood Community College, 26000 S.E. Stark St, Gresham, OR 97030.

AGENDA SESSION #969

ITEM	TIME	EXHIBIT	INFO/ ACTION	AGENDA ITEM	PRESENTER
	6:00 p.m.			Board Dinner	
1	6.30 p.m.			CONVENE EXECUTIVE SESSION IN ACCORDANCE WITH: ORS 190.660(2)(D) To conduct deliberations with persons designated by the governing body to carry on labor negotiations.	Jennifer DeMent, Travis Brown, Stephanie McGee
2	6:45 p.m.	CONVENE AS MHCCD BOARD		CALL TO ORDER /DECLARATION OF A QUORUM/PLEDGE OF ALLEGIANCE	Diane McKeel
		2.1	Action	Approval of the Agenda	Diane McKeel
		2.2	Info	Correspondence	Lisa Skari
3	7:00 p.m.			PUBLIC INPUT: <i>Anyone wishing to provide public testimony should submit their name and address on a yellow comment sheet to the Board Secretary. Public testimony is limited to 3 minutes per speaker.</i>	
4	7:10 p.m.			INFORMATION/REPORTS	
		4.1	Info	Special Report: K-12 Partnership Highlights	John Hamblin
		4.2	Info	Quarterly Financial Update (1 st Quarter)	Jennifer DeMent

		4.3	Info	OCCA Update	Annette Mattson, Tamie Arnold
		4.4	Info	Board Policy Review: By-Laws	Diane McKeel
5	8:10 p.m.			BUSINESS/ACTION	
		5.1	Action	Consent Agenda: Approvals & Information a) Minutes – Regular Session #968, October 17, 2018 b) Monthly Personnel Report c) Monthly Financial Report d) Monthly Head Start Report e) Head Start Duration Grant Approval	Diane McKeel
		5.2	Action	New Degree Approval a) Associate of Science – Computer Science Degree b) Associate of Science – Music Degree	Rod Barker, Pam Wiese Elise Huggins, Dan Davey
		5.3	Action	OSBA Elections	Annette Mattson
6	8:45 p.m.			CLOSING REPORTS	
		6.1	Info	<ul style="list-style-type: none"> • Board Members (2 min each) • ASG Representatives (2 min each) • Advisory Representatives (2 min each) <ul style="list-style-type: none"> ○ Cheryl Johnson (FTFA) ○ Kim Sharer (CEA) ○ Marilyn Pitts (PFTA) 	
		6.2	Info	President's Report	Lisa Skari
7	9:15 p.m.			ADJOURNMENT	Diane McKeel
<p>The next Regular Session meeting is scheduled for Wednesday, December 19, 2018 at the Mt. Hood Community College Main Campus.</p>					
<p><i>Individuals requiring accommodations due to disability should contact the Disability Services Office at 503-491-6923 or aes@mhcc.edu</i></p>					



OFFICE OF THE PRESIDENT

Lisa Skari, Ed.D

President

503-491-7211

Lisa.Skari@mhcc.edu

November 28, 2018

TO: The Board of Education
Diane McKeel, Chair
Jim Zordich, Vice Chair
Tamie Arnold
Teena Ainslie
Annette Mattson
Kenney Polson

FROM: Lisa Skari, EdD
President

SUBJECT: Board Letter for October 2018

Before I turn to campus activities, I want to begin with my sincere congratulations to the Board for your well-deserved recognition in receiving Phi Theta Kappa's 2018 Board of Trustees Excellence Award at the ACCT annual conference in New York. Directors McKeel, Arnold, and Mattson received the award on behalf of the Board at the awards luncheon held October 26th. The conference was well attended with an estimated 2,000 trustees and presidents. Directors McKeel, Arnold and I had the opportunity to represent the college by participating on a panel titled *Conducting an Effective CEO Search*.

I attended two other national gatherings in October. At the Council for Advancement and Support of Education (CASE) Community College annual conference, I presented a session titled *Kill the Gala*. The title piqued plenty of interest, and I spoke to a full room on measuring event effectiveness, return on investment, and tips to maximize event fundraising. I also attended EAB's 2018 Community College Executive Forum with John Hamblin. The national meeting examined how colleges are adapting to and meeting the changing needs of their students and community, with an eye to future readiness. Additionally, we explored how to create a culture of completion for all students, regardless of background and financial means.

On the national front, the midterm elections may bring about a shift in higher education policy. With Democrats in control of the House, it is unlikely that a DACA/immigration deal will happen before the New Year. Prior to the election, many anticipated Democrats agreeing to border wall funding in exchange for DACA reauthorization, but that may be off the table as Congress looks to negotiate an appropriations deal before the current continuing resolution expires Dec 7th. We will continue to monitor this for challenges or opportunities the outcome offers our students.

In addition, Health Education Labor and Pensions (HELP) Committee Chair Lamar Alexander (R-TN) and Ranking Member Patty Murray (D-WA) have introduced a new bill – the FAFSA Act –to simplify the FAFSA application and help determine eligibility and funding amounts for federal student aid. It would allow the department to share student's tax return data with institutions, state higher education agencies and scholarship organizations. The bill has bipartisan support and the group is hoping it will pass during the lame duck session. With a simplification in the process, we hope more of our students are able to apply for, and receive aid. The current process has often been cited as a barrier due to its complexity.

Here at Mt. Hood, the quarter continues with a mix of course offerings and student activities. I continued my listening tour, and spent most of my time in meetings... many, many meetings. In the month of October, I met formally with 27 groups/departments (e.g. Business Department, Enrollment Services, Advocate) and 16 individuals (e.g. staff, faculty, deans, managers). Externally, I met with eight community members, six external groups (e.g. Foundation, Preschool for All Taskforce) and represented the college at six public events (e.g. Principal for a Day).

A recent change at the state level should expand access to benefits for many of our students. The Supplemental Nutrition Assistance Program (SNAP) is a federally funded program which offers nutrition assistance to eligible, low-income individuals and families. SNAP is the largest program in the domestic hunger safety net. Oregon's Department of Human Services (DHS) recently updated the community college eligibility verification form, allowing college representatives to verify student eligibility so a student can receive SNAP benefits while attending college. We appreciate the work DHS did to simplify the process, and expect it will increase access to services for our students.

A few recent highlights that demonstrate progress toward our goals include:

Learner/Student Success: Improve student outcomes

#RealCollege survey: To better understand the food and housing insecurity of our students, MHCC participated in the 2018 #RealCollege survey. Aimed at revealing the daily experiences of college students and how they meet their basic needs, the national survey will inform the College and the communities we serve about the prevalence of student food and housing insecurity and other issues students face. Prior involvement with the initiative fueled our work behind Barney's Pantry. In using both the national and local data, we can better understand which additional resources are needed, and how we can better support students in their educational journey. In addition, information from this project can help advance innovative policy solutions. We should receive our survey results mid-Spring 2019.

Community Pride: Increase the college's reputation in the community

Fall Career Fair: On Thursday, October 25th, the Career Development Center hosted an event, offering job seekers a chance to meet with employers. The event featured over 70 different businesses and organizations, including Amazon, The Boeing Company, The City of Gresham, On Semiconductor, PacificCorp, and Reynolds School District.

Partner Innovation: Strengthen and expand partnerships

Principal for a Day: Hosted by the Gresham-Barlow School District and Gresham-Barlow Education Foundation, I participated in the community-wide event, spending a day with Principal Ryan Blaszak at Springwater Trail High School. I had a chance to tour the school and visit classrooms, including the Structured Skills Center and Adult Living Program. While I enjoyed the time meeting with teachers and staff, I cherished the time I had with students. A Q&A session with a group of sophomores left me impressed with their depth of knowledge about careers, college, and the training required. I was pleased to hear students interest in participating in Middle College, and their positive impressions of Mt. Hood Community College. The experience made me wonder if the College should look at a similar opportunity, bringing members of the community to campus and into our classrooms.

In closing, it is hard to believe I am closing in on my 100-day marker. At times, I feel like I arrived on campus a few weeks ago, with still so much to learn about the college and the community. Other days, the dots align and connect, and I gain clarity on how I can best support the Board, the college, our students, and the community. I still maintain my enthusiasm for the important work we need to do, and am hopeful for where we will be 100 days from now.

Community/Educational Presentations and Selected Outreach Activities

<i>Oct 1</i>	<i>Meeting with Trustees McKeel and Zordich</i>
<i>Oct 1</i>	<i>Meeting with Nick Mathern, Gateway to College</i>
<i>Oct 2-3</i>	<i>CASE Community College Advisory Committee meeting</i>
<i>Oct 3</i>	<i>CASE Conference for Community College Advancement</i>
<i>Oct 4-5</i>	<i>OPC October meeting</i>
<i>Oct 8</i>	<i>Meeting with Brock Miller, Foundation Board President</i>
<i>Oct 9</i>	<i>Meeting with Trustee McKeel</i>
<i>Oct 10</i>	<i>Meeting with Trustee Polson</i>
<i>Oct 12</i>	<i>EAB Community College Executive Forum National Meeting</i>
<i>Oct 15</i>	<i>Meeting with Trustees McKeel and Zordich</i>
<i>Oct 16</i>	<i>Gresham Chamber of Commerce October luncheon</i>
<i>Oct 18</i>	<i>Meeting with Ron Saxton and Steve Bass, OPB</i>
<i>Oct 18</i>	<i>Welcome for Oregon Transitions Coalition</i>
<i>Oct 23-27</i>	<i>ACCT National Congress</i>
<i>Oct 29</i>	<i>Welcome for Oregon Transfer and Articulation Committee (OTAC)</i>
<i>Oct 30</i>	<i>“Principal for a Day” at Springwater Trail High School</i>
<i>Oct 30</i>	<i>CAL Board meeting</i>
<i>Oct 31</i>	<i>Mt. Hood Community College Foundation Board meeting</i>
<i>Oct 31</i>	<i>Multnomah Preschool for All Taskforce</i>
<i>Oct 31</i>	<i>Rotary Club of Gresham meeting</i>
<i>Oct 31</i>	<i>Meeting with Dr. Miles Davis, President of Linfield College</i>



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *November 28, 2018*

ITEM TITLE: 5.1a

CONTACT PERSON: *Laurie Popp, Executive Assistant to the Board of Education*

SUBJECT: APPROVAL OF MINUTES - OCTOBER 17, 2018 Regular Session #968 Meeting Minutes

Session #968

A meeting of the Mt. Hood Community College District Board was held on October 17, 2018, with a Regular Session at 6:30 p.m. in the Board Room at Mt. Hood Community College, 26000 S.E. Stark St., Gresham, OR, 97030.

1.0 CALL TO ORDER/DECLARATION OF A QUORUM

Board Members in attendance: Diane McKeel (Chair), James Zordich (Vice Chair), Tamie Arnold, Kenney Polson, Annette Mattson (via phone).

A meeting of the MHCC District Board was called to order at 6:32 p.m. A quorum was present.

2.0 APPROVAL OF THE AGENDA

2.1 Agenda Approval.

Zordich moved to approve the agenda. The motion was seconded and passed unanimously.

2.2 Correspondence

Skari had one piece of correspondence this month and publically congratulated the board. The board was selected to receive the Phi Beta Kappa 2018 Board of Trustees Excellence Award which recognizes the Board of Trustees for their leadership and outstanding commitment to student success. The college nomination was one of four selected nationally. Skari also thanked Beth Sammons who submitted the nomination on behalf of the Board. McKeel, Mattson, and Arnold will be able to receive the award in person next week when they attend the ACCT National Legislative Congress Conference in New York. Skari introduced Laurie Popp as the new Board Secretary and thanked Vickie Stom for stepping up to support the Board and President's Office during the transition.

3.0 PUBLIC INPUT

There were 3 public input sheets presented.

- Susie Jones – is here to testify on behalf of the KMHD radio station. She strongly urges the board to bring the radio station back to campus with a jazz format. She believes by bringing the station back to the campus physically located here, the college is going to gain an additional marketing tool, it is going to once again have a laboratory for students in the radio program, it will have synergy with the music department, and it will bring prestige to the college and the community the college serves. She states there will be some start-up costs involved in bringing the radio station back but believes the costs will be covered very quickly through the membership and underwriting of the station. The station had a strong history of success while it was on campus, both financially and in its' general operations. She thinks it is very important to bring the radio station back to the college. She met this afternoon with the Gresham Mt. Hood Jazz Association, which is the owner of the Mt. Hood Jazz Festival and Mt. Hood Jazz Festival name. The Board voted to offer an agreement with the college to license the Mt. Hood Jazz festival name to Mt. Hood Community College in an exclusive license agreement that the music department would be able to use to support its jazz curriculum. They are drawing up a proposal they would like to propose to the board for review.

Arnold asked if Jones was on the Board of Mt. Hood Jazz Association. Jones responded yes she was.

Arnold asked what the estimated amount would be to lease the name. Jones stated it would be an inclusive license to use the name and the Association would ask the college to cover the costs to renew the name,

estimated at about \$150 per year. They are looking to write the terms in the agreement but there would be no costs to the college.

McKeel asked for some history regarding how the name transferred to the Association. Jones shared that when the Mt. Hood Festival left the college the first time, an organization was formed to keep the Mt. Hood Jazz Festival alive in the Gresham area and they called themselves the Gresham Mt. Hood Jazz Association. They were in charge of producing the festival in the subsequent years. They took up the Mt. Hood Jazz Festival name and kept it renewed.

Arnold asked if there is still a festival held. Jones stated there is not a Jazz festival held, but on campus in the spring there is a competitive student jazz festival that occurs here and they have always called themselves "The Northwest Jazz Band Festival" so they wouldn't be confused with the Mt. Hood Jazz Festival. This would clear a path for them to use the Mt. Hood Jazz Festival name and to expand the reach of their festival.

- Melanie Roberts (ASG Vice President) – is here to share her input about KMHD. She worked with Bob Hansen and Cassie Wilson of The Advocate to put on the student input session this week. After hearing about the student voices at the session, she thinks it would be great for the students to have a voice at the college.
- Megan Phelps (Editor and Chief at The Advocate) and Cassie Wilson (News Editor at The Advocate). Phelps and Wilson, along ASG, hosted an event titled "KMHD Info Session" held on October 16 from 11:30 am to 12:30 pm. The main purpose of the event was to inform the community and also inform the students, faculty, and staff about the upcoming decision and facilitate a voice from those people. They made it a community event so other people could attend the event. They thanked Jim Zordich for attending the event. They had poster boards so people could put a sticker to vote for what option they thought was best. There were 39 total votes. Option One (renew the agreement) received two votes. Option Two (establish an affiliated non-profit) received two votes. Option Three (bring the station back to college operations) received 35 votes. There was public input and people shared their past history with the station and how they feel about its future. There was a general sense of dissatisfaction of how the agreement has been over the past ten years. For those who want to stay with OPB, they all agreed it should be renegotiated in terms of financial and student benefits, and having a more visible connection with Mt. Hood's branding. The majority of those who spoke were in favor of bringing it back for the students by the students. They have an article about the KMHD radio station in The Advocate and a copy of the student newspaper was distributed to all board members.

They offered to share all their information with the board if they would like to review it.

Zordich asked how much initial interest they had in their survey. They have received over 40 responses about this matter. An all student email went out this afternoon to reach more people.

McKeel asked how long the survey has been up. The survey has been up since last Friday and they will keep it up thru next Thursday. They are available if board members have any questions as they are here to communicate with the community, students, and faculty.

4.0 INFORMATION/REPORTS

4.1 Special Report: Adult Basic Skills, WIOA Title II and Collaborations with Career Pathways

Kelley Keith, Dean of Adult Basic Skills, is joined by Amy Widger, Instructor in ESL and Intensive English for College and Careers, Scott Plinski, Instructor with ABE/GED, and Kristen Kulongoski, Career Pathways Coordinator. They have a shared ABS mission developed by ABS, staff, and faculty to provide responsive education and training opportunities for adult learners who are preparing for meaningful employment and further education through rigorous instruction and comprehensive student support services. Keith presented a PowerPoint presentation describing the various programs in Adult Basic Skills, including the Adult Basic Education/General Educational Development (ABE/GED) program which serves students who do not have a high school diploma and are seeking to prepare for the various tests in GED, and also students who want to pay a reduced cost to brush up their skills before they take the college placement test or take college courses. The additional programs are the Accelerated Supported Instructions (I-BEST or VESL), Intensive English for College and Career-Credit (IECC), and English as a Second Language-non-credit (ESL) program which serves the largest population of students who are immigrants and refugees in our community.

Career Pathways collaborates with ABS who provides the accelerated supported instruction. There are two models which are Vocational ESL (VESL) and Integrated Basic Education and Skills Training (I-BEST). They recently received a grant thru Gateway to College to support adjudicated, homeless, and foster youth to pay for their first college credits, meals each day they attend class, childcare, transportation, and books and fees. The first three programs (ABE/GED, ESL, and IECC) are partially funded by a

grant called the Workforce Opportunity and Innovation Act. This grant is to serve those with the greatest barriers to employment. Their mission is to serve those students who are looking to develop their skills and seek further education and training. They have a data and accountability team who collects student information, all the demographic information, any barriers they report they have, and daily attendance and the data is sent to the State as part of their reporting. They also have state and local partnerships, and WorkSource is one of their primary and deepest partnerships.

McKeel asked if the PDX Bridge students come to campus. Keith replied yes they do. They are in Writing 90 and HD 100 class – a linked cohort, and they have a student success specialist coach supporting them as they go thru their first term, and food is brought to class for them.

Arnold asked if the Workforce Opportunity and Innovation Act funds the program 100%. Keith replied it only pays for about 30 %.

Arnold asked if students are not attending, does that affect the grant. Keith replied it demonstrates the retention and if they get a report back indicating retention isn't as strong as it should be they use that data to work on strategies to improve their programming to improve retention.

Arnold asked how this program compares to the other community colleges regarding retention. Keith replied they are pretty strong and are probably two or three in leading the state in overall outcomes.

Part of the Title II Grant is that they are required to have the curriculum aligned with College and Career Readiness Skills (CCRS). This is high academic, very rigorous course outcomes that our faculty use and facilitate in their classes. They are designed for adults and designed to prepare students for college and for workforce training. A big focus is on transitioning students to post-secondary coursework or career training opportunities. Keith stated in the I-BEST and VESL models, students are nine times more likely to complete and three times more likely to continue going to college in these particular models.

Kulongoski shared that Career Pathways Mt. Hood has a long history of offering career pathways and is currently a collaborative program. It's a coordinated effort between WorkSource Gresham, the College Adult Basic Skills department, different career and technical education departments, and various other services the College offers. Career Pathways is a set of integrated short term education, occupational training, and support services that wrap around to provide an integrated comprehensive

experience for our students. Mt. Hood Community College has two primary models for implementing career pathways. There is a Non-Cohort Model (traditional model – two-year degree program where the curriculum and the requirements are divided up into smaller sections and work within an academic department to take classes and achieve a certificate, and then work towards a two-year degree). The model discussed at the board meeting is the Cohort Model, which focuses on accelerated supported instruction that integrates the support services, the adult basic services component, so students can strengthen their reading, writing, math, and language skills at the same time they take their regular college-level credit courses. They can do both at the same time because there are multiple instructors and career coaches and the wrap around support services that move with the student throughout the program. The Cohort Model primarily targets students that are new to college who otherwise might not come to college. There are two success stories profiled in the PowerPoint presentation and the program has many student success stories. Keith states that Mt. Hood Community College was the first community college in Oregon to implement and deliver the I-BEST Model and they have national recognition for some of the work they are doing.

Kulongoski stated they have an outstanding success rate. All of the participants are co-enrolled in Mt. Hood Community College and WorkSource Gresham so they are able to access the services they need and can be referred to community partners to access all of their services. They are proud of the partnerships they have created both internally at the college and externally in the community with WorkSource providers, employers, social service agencies. The program is primarily funded with grant funds.

McKeel asked how the students know about the program. Kulongoski responded the MHCC communications team has been instrumental in helping to build a recruitment and marketing strategy, utilizing social media, flyers, email, and contacts with all the local high schools. They have a dedicated staff who attend all the career fairs and local community events. Keith shared they also recruit directly from ABS and go into the classrooms and share information, and provide presentations and workshops so students are aware.

One of their greatest accomplishments in the last year, in addition to the student success, is they developed a metric for measuring program success. The last six months is the first time they have been able to accurately capture completion, both Industry Recognized Credentials

which is the IRC completion, as well as Career Pathway Certificate of Completion success rates. Over the last four years they've had 325 students go through the program and have an overall average of 77% completion rate which ranges from 54% - 96% completion rate. They have a 68% industry recognized completion rate. Not all of their programs offer industry recognized credentials, but where they are available, they will offer them. Keith concluded the presentation and acknowledged she hoped to come back again and provide detailed information and an update on their outcomes.

Bob Hansen, ASG President, asked if most classes are taught at the Maywood Campus or on the Gresham campus. Keith replied most are taught on the Gresham campus but they do have one cohort that is taught at the Maywood Center.

Melanie Roberts, ASG Vice President, asked about Writing 90 and HD 100C if they are trying to get more of those types of classes in other subjects with the Career Pathways degree. Keith responded that what those classes attempt to do is develop those writing skills simultaneously while they are in their career and technical classes and are placed directly into the program with all of the wrap around support so they are able to develop those skills at the same time they are learning the training and occupational skills.

Kulongoski mentioned that while they have a great success rate, a challenge is growing pains. They have a number of partners who are interested in expanding their partnership options, but right now they are meeting their limit on what they can do based on staff and resources. They have a lot of opportunities, as well as in our own health professions department, and are thinking creatively about how to make that happen to meet the needs of our community. Pam Greenough Corrie, Director of Head Start, shared they have hired about 15 people who graduated from the program and shared that in the field of early childhood, it is an important issue right now in terms of not having enough workforce available, especially in infants and toddlers.

Skari thanked Kelley and Kulongoski for their presentation. She highlighted that we know how to retain students and make them successful, but the challenge is those programs cost more money because there are two faculty in those classes and we don't get the funding from the State in order to support what needs to be done. McKeel thanked Keith for the presentation and the work they are doing.

5.0 BUSINESS/ACTION

5.1 Consent Agenda.

Motion was moved by Zordich to approve the consent agenda. Arnold requested a discussion on Item D. Arnold seconded the motion to accept the consent agenda, except for Item D removed for discussion.

- a) Minutes from Regular Session #966 on September 19, 2018
- b) Minutes from Special Session #967 on October 3, 2018
- c) Consideration of Selection of Head Start Janitorial Services
- d) Monthly Personnel Report (September)
- e) Monthly Financial Report (September)
- f) Monthly Head Start Report (September)

Discussion of the Monthly Personnel Report (Item D):

Arnold had a question about the Separations at Head Start. She noticed there were ten separations and asked if Corrie could share more about this. Corrie shared that many of the positions that turned over were part-time positions and that right now, the field of early childhood has a problem in terms of hiring teachers. There are more positions for teachers than there are teachers who can afford to be paid at the level of most early childhood salaries. In addition, the public schools are now offering Pre-K, and the bachelor degree prepared teachers can be hired at \$15,000 to \$20,000 more than what we can pay. That is a huge struggle statewide for Head Start programs. Also, the State has funded a Pre-School Promise Program which requires paying the higher public school teacher salary. Corrie stated they have one classroom Pre-School Promise, and the teacher is paid a higher salary versus the salary for Head Start teachers.

Arnold asked what the strategy is to accommodate the need. Corrie stated they started a Parent-to-Teacher Program where they provide training to some of the parents and provide job shadowing while working in the classrooms. They provide about half of the training that was discussed earlier in the Career Pathway certificate. They are in their second year and are working with parents from last year to see if they can complete the second half of training, while also starting with a new group of parents.

Arnold asked that of the folks that have left, did 90% - 100% leave because of the compensation. Corrie stated it wasn't 100% but she would have to look at the list of names to provide details. She is aware that some left the State. She shared that some of the past teachers have been hired by another program in the area that pays a higher wage.

Arnold asked if Corrie had any statistical information she could share with the Board on the attrition rate for these positions. Corrie did not have information for this year, but the previous year they had a 21% turnover rate and they dropped it down to 17% for last year (2016-2017). She does not have the 2017-2018 rates yet.

Arnold asked Corrie how does that fare with regular master degree prepared teachers. Skari asked if Arnold was referring to our tenured faculty. Arnold replied yes. Skari stated she thought it would be much lower as part of that was compensation. Our tenured faculty go through a process and by the time they get tenure, there is a commitment to them and to us and we tend to see our full-time faculty stay.

Arnold wants to develop a better understanding of how this program, in particular, might look and whether it is a teacher or a general HR number and how this compares with the rest of the College? Travis Brown, Director of Human Resources, stated he will pull the data for attrition.

Arnold wants to have a further discussion associated with this and the costs associated with training. Corrie stated that when they leave to other jobs in the field, the College is actually building the infrastructure of the community in terms of child care as most child care facilities do not have people that have CDAs. It really tends to be in the Head Start programs and in the public school positions for Instructional Assistants. The challenge is the bachelor degree positions. Corrie states childcare licensing rules are moving up in terms of expecting qualifications and this is about the professionalization of early childhood. Head Start has been a leader in this because the federal government has mandated they hire people with bachelor's degrees, and the associate teachers have an associate degree, and the assistants have a CDA, so they are driving that professionalization.

Arnold asked if there is a ratio of bachelor's prepared teachers that you have to have. Corrie stated the federal government has set a bar for the country of 50%, but Corrie states that we are at 98% of bachelor degree prepared teachers. Recently she has authorized an associate degree level position as she has some openings.

Polson asked for an explanation as to why five people left on the same day out of a total of ten people who left. Jennifer DeMent, Chief Operations Officer, stated that most Head Start classes do not run during the summer so employees are done working in June. The College covers their health insurance over the summer, so even if they accepted another job or moved out of state they stay on as an employee over the summer for health

insurance benefits. This can cause a significantly higher number of separations for Head Start in September. McKeel requests any further questions be sent to Skari to be presented at a later date.

Zordich moved a motion to approve the consent agenda. Arnold seconded the motion and it was passed unanimously.

5.2 Budget Transfer Request

DeMent presented information regarding the resolution to transfer budgeted appropriations. This request is to transfer the appropriated budget from General fund Contingency to General fund Instruction in the amount of \$133,000. Last year there was a difference of opinion with the Part-Time Faculty Association regarding which employees would be included as a professional tutor subject to the collective bargaining agreement. An arbitrator decided that they would all be part of the agreement, and there was a difference in wages. All the employees were moved to the union contract wage scale which had a large impact on the budget in the Learning Success Center. Lauren Smith, Director of Student Engagement, collected data and researched how to get the most tutoring support for our students with as few dollars as possible. Some of this involves some shifting of services.

DeMent mentioned that Jim Zordich had a question at the last meeting about the Modern Languages which has a high percentage of students in each class that use the tutoring, however the overall number of students is not that many compared to Math or other tutoring subjects. This request adjusts the hours when tutoring will be available to students and also includes restoring Modern Language tutors, looking for better ways to provide those services, and a tutor in Visual Arts to help support the technician in the classroom. The request is \$133,000 to come out of Contingency and into Instruction and that still maintains Contingency at 3% which is the board required minimum.

Zordich asked if the reserve remains at two. DeMent responded yes the reserve remains at two.

Smith responded to a question about restoring hours back to regular hours, and tutors will be available the same hours as the library, until 8pm, to serve students. The Learning Success Center and AVID Center

are currently not open on Friday, so this would cover the cost to restore the hours back to regular hours and be open on Friday.

Zordich asked if it is too early to know what the deficient effect would be on the next budget cycle. DeMent stated this is an annual cost and will add \$133,000 to the budget deficit for next year.

Zordich motioned to approve the budget transfer request. Polson seconded the motion and it was passed unanimously. Motion is approved.

5.3 OSBA Elections

There is a correction to this agenda item. This topic should read as an Information item and not an Action item. It will be an Action item next month on the agenda. Annette Mattson is our Board Liaison to OSBA so we want her input on this discussion and vote. The board binders have the ballot and information on the two resolutions.

6.0 CLOSING REPORTS

6.1 Board Member Comments

- Tamie Arnold – no report
- Kenney Polson – no report
- Jim Zordich – Diane McKeel and Jim Zordich attended the EMA meeting (Superintendent’s Forum). The College was represented by Al Sigala, Executive Director of Development and District Communications. The big issue is money and how the school boards are going to be approaching the state legislature. Sigala and Zordich both emphasized that MHCC is this community’s college. That is the most important fact we can relate. Zordich attended the forum on the KMHD and found it very interesting, and found some of the peripheral comments from the audience to be very interesting. He appreciated the enthusiasm and the only caution he had is that the devil is in the details and that’s what we have to research more thoroughly. In a letter to the Governor he stated the current budget level for the State Community College Fund is equal to that which was provided in 2009-2010. Even the amount of money being proposed by HECC is basically maintaining the current level but not allowing us to advance. Most assuredly we will be facing tuition increases.

- Annette Mattson – texted her comments: The OCCA Executive Committee met yesterday with the new Executive Director and will report on it next month. The marketing firm to help with messaging and strategy has also been hired.
- Diane McKeel – she added comments from the EMA meeting she attended with Zordich that almost all the school districts attended the meeting. Many talked about the bond that they passed. When Sigala stated we had not passed a bond at Mt. Hood Community College since 1992 you could hear the gasp in the room. Most people did not know that. People were asked who had attended MHCC or knew someone who had attended MHCC, almost every hand in the room went up. It gives you a sense of how important our college is to this community. Skari and McKeel attended the Gresham Chamber of Commerce Candidate Forum and they talked with some of the state legislators about community college funding. The community colleges are left out of the funding. We cannot emphasize that enough with our state legislators.

ASG Representatives

- Bob Hansen, ASG President – There are bins set up around campus for a school supply drive for Hall Elementary School. We had the KMHD Info Session. We had approximately 40-50 people attend. It was great to see all the students attend and you really felt a sense of community. There is a blood drive on Tuesday at 11:30 in the main mall as the Portland area is low on blood. There will be an LGBTQ event. There will also be an ASG Civic Engagement once a month. The first one is October 24 at 11am and 4pm, and on October 25 at 11am and 1pm. This will be a time for students to come to ASG and have coffee and donuts and speak with ASG reps and have a voice on campus. They have been working with Safety on campus and went around and tested all the emergency phone lines and handicapped buttons. He is happy to report they all worked. They are working with Campus Public Safety on what the top priorities are for what needs to be fixed. Lastly, they are excited about completing the voter registration drive and had a 300% increase from last year in getting students registered. They had a high goal and unfortunately did not meet the goal but it was still a huge success.

Arnold asked what their goal was. Hansen shared their goal was 500 students and they ended up getting 250 students registered.

Arnold asked what they contribute their success to. Hansen said it was really just getting out there. They hit it hard on Student Welcome Day and gave free t-shirts to students and brought voter registration cards to classrooms. It was a good team effort and dedication. Also at New Student Experience they had registration cards available.

- Melanie Roberts, ASG Vice President – Student Activities is hosting a Halloween event on October 30 called “Trunk or Treat” from 5:30 pm to 7:30 pm. It is free for students and the community. Volunteers will be handing out candy to families. It will be held in Parking Lot D and cars will be decorated. They put up posters around the community about the event.

Advisory Representatives

- Cheryl Johnson – Faculty from various departments on campus like to bring speakers to campus. They have a speaker coming up from the Reader’s Series from the English department. They are bringing Samiya Bashir, a poet at Reed College, to campus on November 15 from 1pm to 2pm in the Visual Arts Theatre. These are well attended events and she encourages the Board to come and attend
- Kim Sharer – she had a statement prepared but was asked to wait and give it at the next meeting. She stated staff are just as concerned about safety as students are, referencing the same concerns about safety as what Hansen shared earlier.

6.2 President’s Report

Skari thanked the Advocate and ASG staff for hosting the student forum to learn more about the license decision in front of the Board. She also acknowledged all the work faculty and staff have put in to get the quarter off and rolling. The time and energy put into getting the campus ready, getting students aid/courses/support, and designing and building courses happens behind the scenes, but is critical to our ability to provide quality education and training. Last week, the college said good-bye to Jarrod Hogue, and thanked him for his years of service. He will remain in the area and stated he would remain a resource to the college. In his new role with a major textbook company, Skari hopes he might have a way to share the experiences our students face with book access and affordability.

This week, Skari welcomed Laurie Popp, Executive Assistant to the Board of Education, and Felisha Brewer, Executive Assistant to the President. Skari cannot express how happy and relieved she is to have them as part of the team. She stated it is a great feeling to be fully staffed looks forward to their contributions to our work. She recognized and publically thanked Vickie Stom and Pam Benjamin for stepping in and stepping up to support the Board and the President's Office during the transition. Vickie managed her existing position and the duties of the Board secretary with grace, never missing a beat. Pam came back from retirement to support Skari and acclimate her to the nuances of the president's role. Skari shared they are amazing women and so appreciated their support of the President's Office and service to the College.

Next week, Skari is looking forward to joining McKeel, Mattson and Arnold at the ACCT National Legislative Congress in New York. It will be a great honor to watch as they receive the Phi Theta Kappa Board of Trustees Excellence Award. Skari is also looking forward to the opportunity to hear how others are approaching similar opportunities and to bring back and share ideas on how we might improve. As Skari mentioned in her written report, she continues to question the State's commitment to community colleges. Skari thanked the board for another great month and concluded her report.

7.0 ADJOURNMENT

Arnold motioned to adjourn. The motion was seconded by Polson and approved unanimously. Meeting adjourned at 7:59 p.m.

Clerk

Board Chair

Minutes recorded by Laurie Popp, Executive Assistant to the Board of Education.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *November 28, 2018*

ITEM TITLE: 5.1b

CONTACT PERSON: *Travis Brown, Director of Human Resources*

SUBJECT: MONTHLY PERSONNEL REPORT

New Hires:

Management:

Name	Position	Department	Hire Date
Green, Carrie E	Education Site Manager	Head Start	10/01/18
Moua, Amy A	Education Site Manager	Head Start	10/01/18

Faculty:

Name	Position	Department	Hire Date
None			

Support Staff:

Name	Position	Department	Hire Date
Barone, Nicole E	Student Events and Special Projects Coordinator	College Center	10/08/18
Brewer, Felisha A	Executive Assistant to the President	President's Office	10/15/18
Donovan, David M	Patrol Person	Public Safety	10/01/18
Gossett, Dancy L	Teacher	Head Start	10/11/18

Jeffries, Teressa A	Workforce Development Specialist	Workforce Connections	10/22/18
Luce, Matthew L	Senior Accountant	Business Office	10/01/18
McNeil, Jennifer M	Student Career Development Coordinator	Advising & Recruitment	10/03/18
Neal, Christopher J	Cybersecurity Specialist	IT	10/23/18
Sanchez, Maria Raf	Teacher	Head Start	10/08/18
Tena, Sandra	Teacher	Head Start	10/01/18
Topal, Mikhail	Assistant Teacher	Head Start	10/01/18

Transfers/Promotions:

Name	Previous Position	New Position	Transfer Date
Popp, Laurie	Executive Assistant: Operations & Human Resources	Executive Assistant to the Board of Education	10/15/18
Taylor-Hill, Sumiko M	Head Start Program Assistant	Head Start Admin Assistant - Enrollment	10/01/18

Separations:

Name	Position	Department	Ending Date
Eybel, Nicki	Teacher	Head Start	10/04/18
Gomez, Nancy T	Title III Project Coordinator	Student Development	10/01/18
Hogue, Jarrod A	Executive Dean of Workforce and CTE	Workforce, Career Tech Ed, & Partnerships	10/11/18
Sanchez, Ben A	Teacher	Head Start	10/26/18
Smith, Benjamin D	Patrol Person	Public Safety	10/12/18
Snyder, Theresa	Customer Service Rep. / Production Scheduler	Graphic Services	10/31/18



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *November 28, 2018*

ITEM TITLE: 5.1c

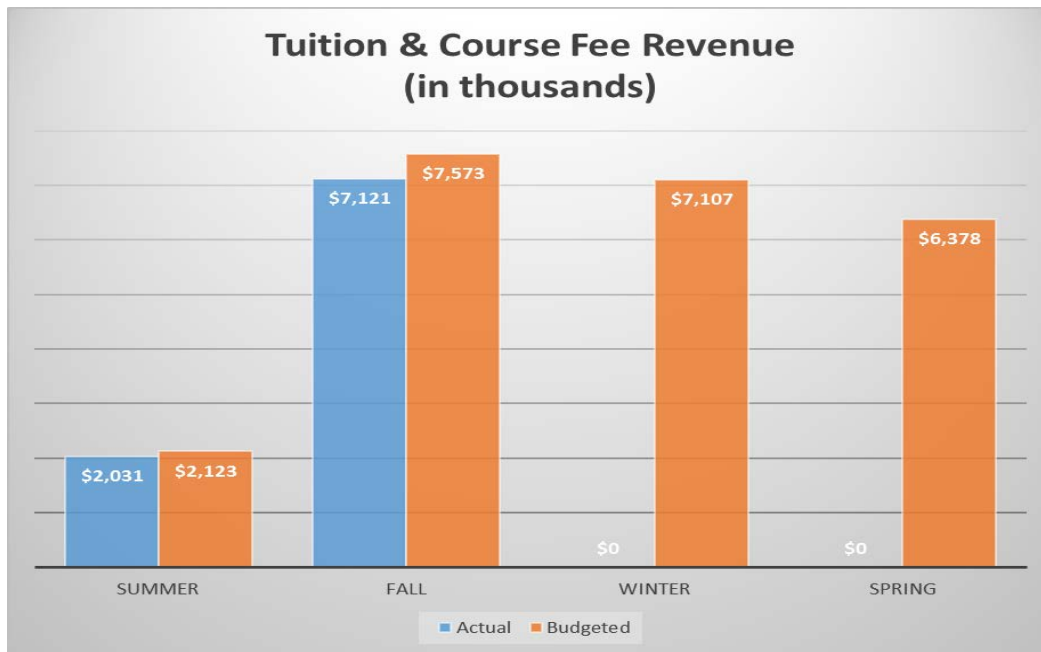
CONTACT PERSON: *Jennifer DeMent, Chief Operations Officer*

SUBJECT: MONTHLY FINANCIAL REPORT

This report includes 2018/19 activity through the month of September.

Revenues:

- State support revenue is received quarterly in August, October, January and April. The amount budgeted for 2018-2019 reflects Mt. Hood's estimated share of the biennial state support amount of \$570 million.
- Property tax revenue is received beginning in November. Revenue is turned over monthly from the counties, with the largest payments received in November and December.
- Tuition and fee revenue for summer term is \$2 million and fall term is \$7.1 million. Preliminary enrollment numbers indicate a decline in tuition-bearing classes as compared to 2017/18 enrollment by -1% for summer term and -4.7% for fall term.



Expenditures:

As of September 30, three months of the fiscal year have passed. If expenditures occurred equally throughout the year, there would be 75% of the budget remaining. As an educational institution, the majority of costs are incurred between September and June.

- Salaries are not paid evenly over the year because most full-time faculty, who represent about 50% of total salary, work ten months and are paid over twelve months. Therefore, three months of faculty salary will be recorded in June. Extra-teach is calculated and paid in June as well. Budgeted amounts include step increases and longevity for eligible employees and no cost of living increases.
- Healthcare shows a greater percentage remaining than might be expected due to the timing of premium rate increases, which are effective October 1 and paid in advance in September.
- Fringe and tax costs are paid based on a percentage of salary so the percentage of budget remaining is similar to salaries, as expected.
- Debt Service is paid according to a prescribed debt service schedule, with payments occurring in July, December, January and June.

- Transfers to Other Funds includes budgeted amounts of \$75 thousand for Student Aid, \$275 thousand for aquatic center support, and \$400 thousand for facilities capital projects.

MT. HOOD COMMUNITY COLLEGE DISTRICT
General Fund Financial Report
Fiscal Year 2018/19
As of September 30, 2018

	Actual Year to Date Jun 30, 2018 (Pre-close)	Adopted Budget 2018-19	Actual September 2018	Percentage of Budget Remaining
Beginning Fund Balance	9,638,760	7,150,000	10,603,330	
Revenues				
State Support	28,241,363	28,065,002	7,014,191	75%
Property Taxes	12,287,756	12,595,086	451,059	96%
Tuition and Fees	23,726,171	25,604,579	9,712,789	62%
Uncollectible Receivables	(547,762)	(200,000)	-	
Other Revenues	1,659,600	1,287,165	160,943	87%
TOTAL REVENUES	65,367,128	67,351,832	17,338,981	75%
Expenditures				
Salaries	35,725,066	38,841,105	7,221,994	81%
Health Care	6,142,336	6,487,656	1,083,773	83%
Fringe/Taxes	10,152,295	12,354,442	2,066,747	83%
Materials & Supplies	6,900,714	7,242,103	1,359,052	81%
Utilities	1,524,671	1,665,493	226,172	86%
Grants in Aid/Tuition Waivers	953,001	1,393,775	98,034	93%
Debt Service	2,329,475	2,308,825	-	100%
Transfers to Other Funds	675,000	750,000	-	100%
TOTAL EXPENDITURES	64,402,558	71,043,399	12,055,772	83%
Rev Greater (Less) Than Exp	964,570	(3,691,567)	5,283,209	
Beginning Fund Balance	<u>9,638,760</u>	<u>7,150,000</u>		
Ending Fund Balance	<u>10,603,330</u>	<u>3,458,433</u>		
<i>As a percentage of expenditures</i>	<i>16%</i>	<i>5%</i>		

GLOSSARY

Revenues:

State Support includes funds received through the Community College Support Fund allocated to each of the 17 community colleges in Oregon. Funding allocations are based on student full time equivalent (SFTE) and a growth management component. The 2018/19 budget was based on the assumption that community colleges will receive \$570 million for the 2017/19 biennium. The 2018/19 budget represents the amount of state support we expect to receive. MHCC currently represents approximately 10% of the state total.

Property Taxes include current and prior year taxes assessed at a permanent rate of .4917 per \$1,000 of assessed value for Multnomah, Clackamas and Hood River Counties. Current year property taxes are a component in the community college revenue allocation formula for State Support.

Tuition and Fees include all tuition, course fees and instructional service fees. Tuition for 2018/19 generates \$107.00 per credit hour for the General Fund. A technology fee of \$6.25 per credit hour and an Associated Student Government (ASG) fee of \$4.00 per credit hour are in addition to the tuition rate and recorded in separate funds. A College Service Fee of \$49 per term is also assessed to students registered for a minimum of one credit. An Access Fee of \$39 per term is also assessed to students registered for a minimum of two credits. Students that became eligible for the tuition pledge in 2015/16, 2016/17 or 2017/18 will continue paying the tuition rate in effect when they began, provided they continue to meet eligibility criteria. New students beginning in 2018/19 will pay the 2018/19 tuition rate, will not be eligible for the tuition pledge at that rate, and will be subject to any future tuition increases. Other Revenues include rental charges, interest earnings, and grant and foundation indirect cost recoveries and sales revenue.

Expenditures:

Salaries consist of the wages and salaries paid to all employees from all employee groups.

Health Care consists of the employer paid portion of medical, dental and vision insurance premiums, as well as \$45,000 for the Part-time Faculty and Tutor Association's health insurance reimbursements.

Fringe/Taxes are all other employer paid fringe costs, and include PERS (18.66%), Social Security (6.2%), Early Retirement (3.5%), Medicare (1.45%) and Long-term disability, life, workers compensation and unemployment insurance and tax sheltered annuity payments (combined 1.2%).

Materials & Supplies consists of all non-personnel costs such as supplies, repair of equipment, printing and photocopying, contracted services, travel and capital outlays.

Utilities include water, sewage, electricity, waste management, gas and telecommunication costs.

Grants in Aid/Tuition Waivers include tuition and fee waivers for students as established by board policy, as well as staff tuition waivers as established by collective bargaining agreements.

Debt Service consists of principle and interest payments on general long-term debt.

Transfers to Other Funds represents the required general fund match for the federal financial aid programs, and transfers from the general fund for facilities capital projects.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *November 28, 2018*

ITEM TITLE: 5.1d

CONTACT PERSON: *Pam Corrie, Director of Head Start*

SUBJECT: MONTHLY HEAD START REPORT

Mt. Hood Community College Head Start Program Report

Head Start/Early Head Start News from the Director

October 2018

News:

In October, Pam Corrie represented Head Start at the East County Issue Forum. The focus this month was on housing in East County. Pam connected with DeLynn from Gresham United Methodist church (one of our partners) where we discussed the opportunity for MHCC Homeless students having access to a shower and laundry at the church. Pam connected her with several staff at the college in order to promote this collaboration.

Kelly Wilson from the University of Denver Colorado came and observed in all of our Knott classrooms (7) and then provided site specific training with staff about their classroom practices in the areas of social emotional/child guidance strategies. This is part of a yearlong professional development opportunity for our Knott center in partnership with DDSD's Multnomah Early Childhood Programs.

Pam Corrie continues to represent the college at the Multnomah County *Preschool for All Tack Force* serving on several committees as well. The current focus is on assessing what is already in place in our community. Several group tours of various programs throughout the county are taking place these next two months. MHCC's Head Start/Early Head Start and Preschool Promise (Burmese classroom) programs at our North Powellhurst site will be visited this next month. This will include our partnership with DDSD's Teen Parent program at this site.

One of our five-year goals at Head Start/Early Head Start is to increase staff retention. One data point that we are looking at is decreasing our staff turnover rate. This is a challenge right now for all early childhood programs in the state. There are reports of child care centers and family child care businesses closing due to lack of staff. Our staff turnover rate for 2015-16 was 17%; 2016-17 27%; and 2017-18 was 22%. The national average reported by *USA Today* was 30% for the child care workforce.

Pam Corrie attended the Oregon Head Start Association Fall Director's meeting in Redmond. Head Start Directors met with the Early Learning HUB Directors from around the state to increase our collaboration in our work to support early childhood in our communities.

We have developed our annual self-assessment plan (see attached). It will be completed along with a correction plan in February 2019.

Pam Corrie and four staff from the CDFS department attended the National Black Child Development Institute conference. This conference helps us to support the increasing numbers of African American families that our programs are serving.

Enrollment Report for Sept 2018

This report shows the number of children enrolled in Head Start and Early Head Start. The Head Start Act 642(d)(2) requires a report of program enrollment periodically to the Policy Council and the Board.

Este informe muestra el número de niños matriculados en Head Start y Early Head Start. La Ley de Head Start 642 (d) (2), requiere un informe periódicamente de la inscripción en el programa a Policy Council y a la Directiva.

В этом рапорте показано также количество детей в Head Start и Early Head Start. Акт 642(d)(2) требует периодические рапорты о количестве обслуживаемых детей для подачи в Совет Стратегии и в Совет Директоров.

Number of children funded to serve 2018-19

Head Start		Early Head Start	
Federal	399	Federal	116
State	625	Federal Expansion	24
City of Portland	40	State	6
		City of Portland	30
		MIECHV	20
		Child Care Partnerships	75
Total:	1064	Total:	271

Enrollment for September

Head Start	Children	Early Head Start	Children
Head Start	1058	Early Head Start	164
		EHS Non-Partnerships	32
		EHS Child Care Partnerships	75
Total:	1058	Total:	271

Waitlist

Program	Children
Head Start	124
Early Head Start	143
EHS Child Care Partnerships	5
Total:	272

September 2018 Attendance Analysis – Absences

Most of our programs maintained average daily attendance above 85% for the month of February. Although we are not required to analyze attendance if it is above 85%, we thought sharing the reasons for absences would be informative. Here is a breakdown of absences by program:

Head Start

Absence Reason	Percent
Illness	25%
No bus/no transportation*	12%
Appointment	7%
Vacation	7%
Family Emergency	2%
Other-Excused (i.e. with family member, lice)	17%
Unknown*	30%

Average daily attendance for the Head Start program was 67%. The largest increase in absence reasons in July were for unknown reasons (June's was 37%).

Early Head Start

Absence Reason	Percent
Illness	26%
No bus/no transportation	9%
Appointment	7%
Vacation	6%
Family Emergency	2%
Other-Excused (i.e.19 with family member, lice)	25%
Unknown	25%

Average daily attendance for the Early Head Start program was 74% for July. The largest increase in absence reasons for June were for vacation. Absences due to illness dropped 18% and unknown reasons dropped 11% from June's percentages.

Child Care Partnerships (CCP)

Absence Reason	Percent
Illness	26%
No bus/no transportation	6%
Appointment	1%
Vacation	2%
Family Emergency	0%
Other-Excused (i.e. with family member, lice)	13%
Unknown	52%

Average daily attendance for the Child Care Partnerships program was 70% for July. The largest increase for absence reasons in July were for unknown reasons (June's was 32%).

Individual Attendance

The numbers below represent the percentage of individual children in our program this school year with moderate chronic absenteeism (80-89% Average Daily Attendance - ADA) and those with severe chronic absenteeism (less than 80% ADA) for the school year:

Program	80-89% ADA	Less than 80% ADA
Head Start	50%	5%
Early Head Start	75%	25%
Child Care Partnerships	36%	45%

Mt. Hood Community College Head Start
Financial Report

September 2018

This is a monthly report of the Head Start program grants and budget including credit card expenditures as required by the Head Start for School Readiness Act of 2007. 642(d)(2)

Este es un informe mensual de las becas del programa de Head Start y presupuesto incluyendo los gastos de tarjetas de crédito requerido por ley 2007. 642(d)(2)

Это ежемесячный рапорт по грнтам и бюджету в Head Start, включая затраты по кредитным картам. как требуется Актом Head Start 642(d)(2)о готовности к школе 2007. 642(d)(2)

BUDGET JULY 2018-JUNE 2019

FUNDING SOURCE	TOTAL FUNDS
Federal/State Head Start	10,606,789
State Duration	370,948
Children's Levy Head Start	435,492
Federal Early Head Start	1,593,650
EHS - Child Care Partnerships	1,575,696
Children's Levy EHS	539,089
EHS Expansion	390,464
State EHS	81,132
MIECHV	200,000
Total	15,793,260
*State Duration funds have not yet been released.	

EXPENDITURE REPORT SEPTEMBER 2018

Budget Category	Budget	Spent	Percent Spent
Personnel/Salaries	7,519,037	593,040	16%
Fringe Benefits	4,280,530	352,150	16%
Travel	50,887	7,387	20%
Equipment	7,500	0	0%
Supplies	295,209	17,850	13%
Contractual	1,133,591	6,362	7%
Facilities/Property Services	801,938	52,021	24%
Other	378,983	18,619	7%
Indirect	954,637	93,858	20%
Total	15,422,312	1,141,286	16%

Reimbursement Funds

Source	Amount Budgeted	Amount Received Year to Date
DHS Child Care**	\$326,195	\$58,857
USDA Funds**	\$643,184	\$4,773.25

**Reimbursements have a lag time of up to 60 days

US Bank Visa Purchasing Cards for Head Start & Early Head Start

Visa Purchasing Cards used by Head Start staff are monitored monthly at several levels. Visa logs and receipts are prepared by card holder and reviewed monthly by supervisors who check for allowability of the purchases. The Financial Specialist in the Head Start office reviews the logs to ensure accuracy and the Head Start director signs off on each log. The business office does a final review for accuracy. Performance standards also require the Head Start Policy Council and MHCC Board of Education to review all VISA purchases.

Todas las compras para el programa realizadas por el personal de Head Start a través de las tarjetas Visa son supervisadas mensualmente en diferentes niveles. La hoja de registro de la tarjeta visa y recibos son preparados por la persona responsable y luego es revisado mensualmente por los supervisores para verificar dichas transacciones. La Especialista de Finanzas de la oficina de Head Start revisa las hojas de registro para asegurar la exactitud y luego la Directora de Head Start firma cada hoja de registro. La oficina de negocios hace la revisión final. También se especifica en las Normas de Desempeño que todas las compras para el programa de las tarjetas Visa, requieren de la revisión de Policy Council Head Start y de la Directiva de Educación de MHCC.

Кредитные карты Visa используются сотрудниками Head Start для покупок по работе и контролируются ежемесячно на нескольких уровнях. Записи затрат регистрируются вместе с корешками от чеков владельцем карты и рассматриваются на ежемесячной основе управляющими, которые проверяют законность покупок. Финансовый специалист в офисе Head Start проверяет выше указанную документацию на окуратность которую в последствии подписывает директор Head Start. После чего бизнес офис коледжа ведет еще одну проверку на окуратность, правомерность и законность, что в конечном итоге предоставляется на рассмотрение членам Совета Стратегии и Совету Директоров MHCC.

Closing Date 9/20/18

Description	Head Start	Early Head Start	Children's Levy EHS	Children's Levy HS	MIECHV	EHS-CCP	EHS Expansion	Totals
Center Supplies	4843.51	902.36	198.74		33.82		1,121.45	\$5,978.43
Computer Supplies	440.44	29.95						\$470.39
Dental/Medical								\$0.00
Education Supplies	4,595.78			3,285.00		99.00		\$7,880.78
Family Services Supplies	1,307.64	49.06						\$1,356.70
Health Supplies	105.04							\$105.04
Kitchen Supplies								\$0.00
Office Supplies	178.79	3.81						\$182.60
Other Costs								\$0.00
Parent Activities	1,239.82	47.22				64.50		\$1,287.04
Postage	36.95			6.45		15.99		\$43.40
Pre-Employment	2,037.18	160.05	9.72	20.42	2.97		12.60	\$2,230.34
Site Repair/Maintenance	6,801.04			17.20		39.99		\$6,818.24
Training	4,042.84		4.80	4.80		7,079.98	425.00	\$4,052.44
Vehicle Costs	16,989.62	685.50						\$17,675.12
Utilities	1,803.70	514.13	261.14	22.40	\$198.11	158.83	231.40	\$2,799.48
Total	\$44,422.35	\$2,392.08	\$474.40	3,356.27	\$234.90	\$7,458.29	\$1,790.45	\$50,880.00

**USDA / CACFP Monthly Report
HS and EHS Classrooms**

This report shows the numbers of meals and snacks served across Head Start as well as the reimbursement we receive from the USDA for these meals and snacks. The Head Start Act 642(d) (2) requires a monthly report of meals and snacks provided by the USDA to be reported monthly to the Policy Council and the Board.

Este informe muestra el número de comidas y meriendas servidos a través de todo el programa de Head Start, así como el reembolso que recibimos de USDA por las comidas y meriendas. La Ley de Head Start 462(d) (2) requiere que el programa de un informe mensualmente a Policy Council y a la Directiva.

Этот рапорт показывает количество обедов подаваемых в Head Start а так же размер компенсации получаемой нами от USDA. Акт 642(d)(2) Head Start требует ежемесячных рапортов в Совет Стратегии и в Совет Директоров о продовольствии предоставленном USDA.

USDA Reimbursement Rates for 2018-19

Meal	Rate per Meal
Breakfast	1.79
Lunch	3.545
Snack	0.91

August 2018

Meal	Number of meals served
Breakfast	759
Lunch	804
Snack	578
Total Reimbursement for the month:	\$4,734.77

September 2018

Meal	Number of meals served
Breakfast	5,710
Lunch	5,918
Snack	3320
Total Reimbursement for the month:	\$34,221.41

Head Start and Early Head Start Non Federal Share Report

2018-19

This is a monthly report of the Head Start Program's Non- Federal Share (in-kind) as required by the Head Start School for Readiness Act of 2007. Federal funds are awarded to Head Start and Early Head Start programs with the stipulation that programs annually raise a 25% in kind match.

Este es un informe mensual del programa de Head Start requerido por la Preparación Escolar de la Ley 2007. Los Fondos Federales otorgados para el programa de Head Start y Early Head Start se estiman arriba del 25% anualmente (según diferentes tipos de donaciones).

Total Annual Budget	
Federal EHS Grant	\$1,491,196.00
Federal EHS Child Care Partnerships	\$1,567,424.00
Federal EHS Non-Partnership	
Federal HS Grant	\$5,157,545.00
TOTAL GRANT	\$8,216,165.00
Match Needed:	\$2,054,041.25

Available Match:	
Oregon Head Start	\$5,688,844.00
Oregon EHS	\$81,132.00
Portland Children's Levy	\$386,826
Total	\$6,156,802.00

2018-19 Self Assessment Plan

Content Area	Self Assessment Task	Lead/Participant
Inclusion Services	Review each class and identify one child with an IFSP; review child goals; identify documentation on lesson plans that IFSP goals are reflected.	Traci Mitchel and Education Site Managers
Health – Dental Follow-up	Review all HS and EHS children’s files for documentation of dental follow-up	Erica Salas-Umana
Health – postings; food subs asthma allergy; and seizure reports	Using the Quality Assurance Checklist complete on-site observations	Erica Salas-Umana and Natalie Constance Amanda Capp Seanna Burton Ashley Baugher
Safety	Active Supervision observations	Cynthia Smith and Education Site Managers
Safety	Complete Center Safety checklist for all HS/EHS/CCP sites	Erica Salas-Umana and Natalie Constance Amanda Capp Seanna Burton Ashley Baugher
Safety	Complete 10 certified playground inspections	Jeremy Bartels and Natalie Constance Amanda Capp Seanna Burton Ashley Baugher

ERSEA	Review 25% of all eligibility documentation for newly enrolled families from July 1st to October 1 st Review child attendance data for the 2016-17 and 2017-18 school years	Vanessa Valdez and PFCE Specialists; Family Workers; and the ERSEA team
Family Engagement	Review family outcomes from sites piloting new tools for aggregating family goal attainment	Vanessa Valdez and PFCE Specialists and Family Workers
Human Resources	Review and document program process for the completion of probationary evaluations	Anne Blumenauer and HR team
Data Management	Review security functions for program's main client database system, Child Plus. Evaluating security groups and levels of security in place	Sharon Gattman
Education	Review Creative Curriculum Fidelity Checklist; Curriculum plans; and child individualization documentation	Kimberly Moua; Education Site Managers and Education Specialists
Fiscal	Review completion of PMFO support plan assess progress in meeting each of the items	Misty Kelly Pam Greenough Corrie
EHSCCP	Review staff turnover with partner sites over the last 5 years Review data on Child attendance over last 5 years Review of partner sites meeting Creative Curriculum Fidelity Review Curriculum plans focusing on documentation of child individualization # of partners meeting the QRIS rating or 3 or higher	Bernice McClenahan; Kimberly Moua; and the CCP team



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *November 28, 2018*

ITEM TITLE: 5.1e

CONTACT PERSON: *Pam Greenough Corrie, Director of Head Start and Early Head Start*

SUBJECT: HEAD START DURATION GRANT APPROVAL

Head Start is requesting permission to submit a grant application to the U.S. Department of Health and Human Services for Duration grant money to expand three classrooms from three and a half hours per day to six and a half hours per day at an estimated annual cost of \$237,817.

RECOMMENDATION: Approval to submit grant as described above.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *November 28, 2018*

ITEM TITLE: 5.2a

CONTACT PERSON: *Rod Barker, Dean of Business and Information Systems, and Pam Wiese, Computer Science Instructor*

SUBJECT: NEW DEGREE APPROVAL - Associate of Science - Computer Science Degree

Computer Science Transfer Core 11 Courses			Mathematics 3 courses					
CS160	Computer Science Orientation	Credits: 4	MTH251	Differential Calculus	Credits: 5			
CS161	Computer Science I	Credits: 4	MTH252	Integral Calculus	Credits: 5			
CS162	Computer Science II	Credits: 4	MTH253	Calculus III or MTH261 Linear Algebra	Credits: 4			
CS260	Data Structures	Credits: 4						
CS250	Discrete Structures	Credits: 4						
CS201	Computer Architecture & Assembly Programming	Credits: 4						
CS251	Discrete Structures	Credits: 4						
	University Computer Science Elective*	Credits: 3-5						
	Arts and Letters requirement – <i>in addition to MHCC A&L requirement</i>	Credits: 3-4						
	Social Science requirement – <i>in addition to MHCC SS requirement</i>	Credits: 3-4						
	Lab Science 200-level sequence requirement - <i>in addition to MHCC Science requirement**</i>	Credits: 5						
*University Computer Science Elective Based on transfer school plans, choose one course not already completed: <u>PSU</u> One science course in 2nd discipline 4-5 <u>OIT</u> WR227 Technical Report Writing★ 4 <u>University of Portland</u> ENGR201 Electrical Fundamentals 5 <u>EOU</u> CIS197HTM Web Authoring: HTML 5 and CSS3 3 Social Science course 3-4 <u>OSU</u> WR227 Technical Report Writing★ 4 CIS197HTM Web Authoring: HTML 5 and CSS3 3 <u>SOU, U of O, WOU</u> ISTM140L Linux Fundamentals 4 ISTM183C Fundamentals of CyberSecurity 3 ISTM284E Ethical Hacking 3 CIS197CSP Web Authoring: Client-Side Programming 3 CIS284S Preparation for Security+ 4 CIS279S Windows Server OS 4 Social Science course (<i>U of O only</i>) 3-4			Oral Communication 1 course COMM111 Fundamentals of Public Speaking Credits: 4			Health & Physical Education 3 credits HPE295 Health & Fitness for Life Credits: 3		
			Social Science A minimum of 6 credits _____ Credits:____ _____ Credits:____			Written Communication 2 courses WR121 English Composition★ Credits: 4 WR122 English Composition: Critical Thinking ★ Credits: 4		
			Arts & Letters A minimum of 6 credits _____ Credits:____ _____ Credits:____			Science A minimum of 9 credits **Complete one sequence from: Principles of Biology: BI211, BI212, and BI213; or General Chemistry: CH221, CH222, and CH223; or General Physics with Calculus: PH211, PH212, and PH213. Lab Science 200-level sequence Credits: 5 Lab Science 200-level sequence Credits: 5		

Arts and Letters		Social Science	
Art / Art History:		Anthropology:	Political Science, continued...
ART115 Basic Design I: 2-Dimensional	4	ANTH101 Biological Anthropology ★	PS225 Political Ideology: Ideas About Government ★
ART116 Basic Design II: Color Theory	4	ANTH102 Archaeology & World Prehistory ★	PS241 Intro to Political Terrorism ★
ART117 Basic Design III: 3-Dimensional	4	ANTH103 Cultural Anthropology ★	
ART204 Art History: Prehistoric-Byzantine ★	4	ANTH180 Language and Culture ★	Psychology:
ART205 Art History: Medieval-Renaissance ★	4		PSY101 Psychology of Human Relations ★
ART206 Art History: Baroque-Modern ★	4	Economics:	PSY201 General Psychology I ★
ART211 Survey of Visual Arts ★	4	EC115 Intro to Economics ★	PSY202 General Psychology II ★
ART215P Survey of VA: Photography	4	EC201 Economics I: Micro ★	PSY214 Intro to Personality
ART225 Digital Art: Adobe Illustrator	4	EC202 Economics II: Macro ★	PSY216 Social Psychology ★
ART226 Digital Art: Adobe Photoshop	4		PSY231 Human Sexuality
ART231, 232, 233 Drawing I, II, III	4,4,4	Geography:	PSY232 Sexuality and Society ★
ART234 Life Drawing I	4	GEOG105 Physical Geography	PSY237 Human Development ★
ART240, 241 Drawing: Cartooning I, II	4,4	GEOG106 World Regional Geog.	PSY239 Intro to Abnormal Psych ★
ART254, 255, 256 Ceramics I, II, III	4,4,4	GEOG107 Cultural Geography	
ART257, 258, 259 Jewelry/ Metalsmithing I, II, III	4,4,4	GEOG202 Geog. of Europe	Sociology:
ART260 Digital Photography & Imaging	4	GEOG206 Geog. of Oregon	SOC204 Principles of Sociology ★
ART261 Photography I	4	GEOG209 Geog. of Middle East and Northern Africa	SOC205 Social Institutions ★
ART262 Photography II	4	GEOG214 Geog. of Mexico and Central America	SOC206 Social Problems ★
ART271 Printmaking I	4	GEOG290 Environmental Problems and Restoration	SOC213 Race Relations in the US
ART272 Printmaking II	4		SOC216 Sociology of the Family
ART273 Printmaking III	4	History:	SOC223 Sociology of Aging ★
ART281 Painting I	4	HST101 Ancient & Classical Europe	
ART291, 292, 293 Sculpture I, II, III	4,4,4	HST102 Medieval & Early Modern Europe	Women's Studies:
ART294, 296 Watercolor	4,4	HST103 Modern Europe	WS101 Intro to Women's Studies ★
		HST110 Ancient World History ★	
Communication / Speech (cannot be same class used for Oral Communication requirement):		HST111 Medieval World History ★	
COMM100 Basic Speech Communication ★	3	HST112 Modern World History ★	
COMM111 Fundamentals of Public Speaking ★	4	HST195 History of Vietnam War	
COMM114 Argument and Critical Discourse	3	HST201 US History: Pre-Colonial - 1840 ★	
COMM115 Intercultural Communication ★	4	HST202 US History: 1840 - 1917 ★	
COMM218 Interpersonal Communication ★	4	HST203 US History: 1910 - present ★	
COMM219 Small Group Communication ★	3	HST204 Women in US History	
		HST225 Women in World History	
Creative Writing:		HST237 America in the 1960s	
WR240 Creative Writing Nonfiction	4	International Studies:	
WR241 Creative Writing: Fiction I ★	4	INTL101 Intro International Studies ★	
WR245 Creative Writing: Fiction II ★	4		
WR242 Creative Writing: Poetry I ★	4	Journalism:	
WR244 Creative Writing: Poetry II ★	4	J211 Intro to Mass Communication	
		Political Science:	
English / Literature:		PS200 Intro to Political Science ★	
ENG104 Intro to Literature: Fiction ★	4	PS201 American Government ★	
ENG105 Intro to Literature: Drama ★	4	PS203 State and Local Governments ★	
ENG106 Intro to Literature: Poetry ★	4	PS204 Intro to Comparative Politics ★	
ENG107, 108, 109 World Literature	4,4,4	PS205 International Relations ★	
ENG201 Shakespeare	4	PS209 Problems in American Politics	
ENG204 British Literature I ★	4	PS215 Global Issues ★	
ENG205 British Literature II ★	4	PS217 Intro to Public Land Management: The Politics of Recreation	
English / Literature, continued...			
ENG218 Arthurian Legends	4		
ENG222 Women's Literature	4		
ENG250 Intro to Mythology ★	4		
ENG253 Survey of American Literature I ★	4		
ENG254 Survey of American Literature II ★	4		
ENG261 Literature of Science Fiction ★	4		
Ethics in the Workplace:			
HUM202 Age of Technology: Ethics in the Workplace ★	4		
Film Studies:			
FA257 Film and Society ★	4		
FA258 Understanding the Film ★	4		
FA266 The Great Film Directors ★	4		
Modern Languages (second-year):			
ASL201, 202, 203 American Sign Language	4,4,4		
JPN201, 202, 203 Japanese	5,5,5		
SPAN201, 202, 203 Spanish	5,5,5		
Music:			
MUS101 Music Fundamentals	3		
MUS105 Music Appreciation for the Listener	3		
MUS111, 112, 113 Music Theory	3,3,3		
MUS211, 212, 213 Music Theory	3,3,3		
MUS268 Music History	4		
Philosophy:			
PHL191 Language and the Layout of Argument	4		
PHL201 Intro to Philosophy ★	4		
PHL202 Fundamental Ethics ★	4		
Reading:			
RD117 Critical Reading ★	3		
Religion:			
R210 World Religions ★	3		
R211 History of the Old Testament ★	3		
R212 History of the New Testament ★	3		
Theatre Arts:			
TA101 Appreciating Theatre	3		
TA106 Theatre History I: Origins to Renaissance ★	3		
TA107 Theatre History II: Restoration to Contemporary ★	3		
TA141 Acting Fundamentals I	3		
TA142 Acting Fundamentals II	3		
TA143 Acting Fundamentals III	3		

To be awarded an AS degree, students must:

- Complete all requirements to total 90 applicable degree credits.
- Earn a grade of "C" or better in Math, Writing and Oral Communication, have a minimum GPA of 2.0 in all courses applied to the degree, and have a minimum cumulative GPA of 2.0 at the time the degree is awarded.
- Satisfactorily earn 24 credit hours at MHCC. Non-traditional credit (College Level Examination Program, Experience-Based Credit, Challenge, etc.) does not satisfy this requirement.

Please note: Courses may not be repeated for credit unless specified in the course description.

Transfer students seeking a Bachelor of Arts degree must complete the second year of a language other than English (201-203 or equivalent) before graduating from a public Oregon university.

To check your official progress toward graduation, log on to MyMHCC and click "View My Degree Audit."

Requirements vary greatly by major and by transfer university. Always work with an adviser to ensure you are taking the right courses for your major and educational plans. This degree guide is to be used for informational purposes only and is not an official record of student progress toward degree completion.



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *November 28, 2018*

ITEM TITLE: 5.2b

CONTACT PERSON: *Elise Huggins, Dean (Interim) for Integrated Media/Performing and Visual Arts, and Dan Davey, Music Instructor*

SUBJECT: NEW DEGREE APPROVAL - Associate of Science - Music Degree

Music Transfer Core (61-64 credits)		Mathematics 1 course	
MUP101, 105, 121 or 146	Band, Choir or Orchestra series (first year)	Credits: 3	MTH105 Mathematics in Society (or higher) 5
MUP201, 205, 221 or 246	Band, Choir or Orchestra series (second year)	Credits: 3	
MUP171-192	Individual Lessons (first year)	Credits: 3-6	
MUP271-292	Individual Lessons (second year)	Credits: 3-6	
MUP114 or MUP214	Chamber Ensemble / Jazz Combo (first year or second year)	Credits: 3	
MUS111, 112, and 113	Music Theory I, II and III	Credits: 9	
MUS211, 212, and 213	Music Theory IV, V, VI	Credits: 9	
MUS121, 122 and 123	Aural Skills I, II, and III	Credits: 3	
MUS221	Aural Skills IV	Credits: 1	
MUS222	Aural Skills V	Credits: 1	
MUS223	Aural Skills VI	Credits: 1	
MUS131	Group Piano I	Credits: 2	
MUS132	Group Piano II	Credits: 2	
MUS133	Group Piano II	Credits: 2	
	University Music Electives	Credits: 16-19	
*University Music Electives Based on transfer plans, work with Music advisers to select electives:		Arts & Letters A minimum of 6 credits (Met with Music Core)	Health & Physical Education 3 credits
<u>PSU</u> MUS161 Jazz Improvisation Credits: 2 MUS231 Keyboard Harmony I Credits: 2 MUS232 Keyboard Harmony II Credits: 2 200-level MUS courses not already completed Credits: 13		Social Science A minimum of 6 credits _____ Credits: _____ _____ Credits: _____	Written Communication 2 courses WR121 English Composition★ Credits: 4 WR122 English Composition: Critical Thinking ★ Credits: 4
<u>EQU</u> MUS117 Electronic Music Production Credits: 3 200-level MUS courses not already completed Credits: 13			
<u>OSU</u> Modern Language 101/102/103 Credits: 12-15 Lab Science Credits: 4		Oral Communication 1 course COMM111 Fundamentals of Public Speaking or COMM218 Interpersonal Communication Credits: 4	Science A minimum of 6 credits – Lab Sciences recommended _____ Credits: _____ _____ Credits: _____
<u>SOU</u> Modern Language 101/102/103 Credits: 12-15 200-level MUS courses not already completed Credits: 13			
<u>U of O</u> 200-level MUS courses not already completed Credits: 16			
<u>WOU</u> MUS161 Jazz Improvisation Credits: 2 MUS231 Keyboard Harmony I Credits: 2 MUS232 Keyboard Harmony II Credits: 2 MUS268 Music History Credits: 3 200-level MUS courses not already completed Credits: 13			

Science		Social Science	
<i>Recommended for non-science / engineering majors</i>		<i>Recommended for STEM majors</i>	
<u>Lab Sciences</u>		<u>Lab Sciences</u>	
Anatomy:		Biology:	
BI121 Essentials of Anatomy/Phys. I ★	4	BI211, 212, 213 Principles of Biology	5
BI122 Essentials of Anatomy/Phys. II ★	4	BI234 Microbiology	4
		BI231, 232, 233 Human Anatomy and Physiology ★	4,4,4
Astronomy:		Chemistry:	
PH104 Descriptive Astronomy	4	CH151 Basic Chemistry	4
		CH170 Environmental Chemistry	4
Biology:		CH221, 222, 223 General Chemistry	5,5,5
BI101A Cellular Biology ★	4	CH241, 242, 243 Organic Chemistry	5,5,5
BI101C Fermentation Science	4	Fish & Wildlife:	
BI102A Molecular Bio. & Genetics ★	4	FW252 Mammals: Biology & Techniques	4
BI102B Medical Genetics ★	4	FW253 Field Ornithology	4
BI103A Ecology and Evolution	4	FW254 Aquatic Wildlife: Biology & Tech.	4
BI103B Animal Behavior ★	4	Geology:	
BI103D NW Forest Ecology	4	G201, 202, 203 Principles of Geology	4
BI103E Ecology of the Tropics	4	Natural Resources Ecology:	
Chemistry:		F240 Natural Resources Ecology	4
CH104 General, Organic and Biological Chemistry I	5	Physics / Astronomy:	
CH105 General, Organic and Biological Chemistry II	5	PH201, 202, 203 General Physics	5,5,5
CH106 General, Organic and Biological Chemistry III	5	PH211, 212, 213 Physics w/Calculus	5,5,5
General Science:		<u>Non-Lab Science / Math / C.S.</u>	
GS104 Physical Science: Physics	4	Computer Science:	
GS105A Chemistry for the Consumer	4	CS160 Computer Science Orientation ★	4
GS105B Chemistry of Food & Cooking	4	CS161, 162 Computer Science I, II	4,4
GS106 Physical Science: Geology	4	CS260 Data Structures	4
Geology:		Engineering:	
G165 Regional Field Geology	3	ENGR201 Engineering Fundamentals I	5
<u>Non-Lab Science / Math / Computer Science</u>		ENGR211 Statics	4
Astronomy:		ENGR212 Dynamics	4
PH109C Observational Astronomy	3	ENGR213 Strength of Materials	4
PH121 General Astronomy	3	GE101 Engineering Orientation	4
PH122 General Astronomy	3	GE102 Engineering Computations	3
PH123 General Astronomy	3	GE115 Engineering Graphics	3
Geology:		Fish & Wildlife:	
G148C Volcanoes and their Activity	3	FW251 Wildlife Conservation	3
Nutrition:		Mathematics (cannot be same class used for Mathematics requirement):	
FN225 Nutrition ★	4	MTH105, 111 ★, 112, 211, 212, 213, 243 ★, 244 ★, 251, 252, 253, 254, 256, 261	4-5
Anthropology:		Anthropology:	
ANTH101 Biological Anthropology ★	4	ANTH101 Biological Anthropology ★	4
ANTH102 Archaeology & World Prehistory ★	4	ANTH102 Archaeology & World Prehistory ★	4
ANTH103 Cultural Anthropology ★	4	ANTH103 Cultural Anthropology ★	4
ANTH180 Language and Culture ★	4	ANTH180 Language and Culture ★	4
Economics:		Economics:	
EC115 Intro to Economics ★	3	EC115 Intro to Economics ★	3
EC201 Economics I: Micro ★	4	EC201 Economics I: Micro ★	4
EC202 Economics II: Macro ★	4	EC202 Economics II: Macro ★	4
Geography:		Geography:	
GEOG105 Physical Geography	3	GEOG105 Physical Geography	3
GEOG106 World Regional Geog.	3	GEOG106 World Regional Geog.	3
GEOG107 Cultural Geography	3	GEOG107 Cultural Geography	3
GEOG202 Geog. of Europe	3	GEOG202 Geog. of Europe	3
GEOG206 Geog. of Oregon	3	GEOG206 Geog. of Oregon	3
GEOG209 Geog. of Middle East and Northern Africa	3	GEOG209 Geog. of Middle East and Northern Africa	3
GEOG214 Geog. of Mexico and Central America	3	GEOG214 Geog. of Mexico and Central America	3
GEOG290 Environmental Problems and Restoration	3	GEOG290 Environmental Problems and Restoration	3
History:		History:	
HST101 Ancient & Classical Europe	4	HST101 Ancient & Classical Europe	4
HST102 Medieval & Early Modern Europe	4	HST102 Medieval & Early Modern Europe	4
HST103 Modern Europe	4	HST103 Modern Europe	4
HST110 Ancient World History ★	4	HST110 Ancient World History ★	4
HST111 Medieval World History ★	4	HST111 Medieval World History ★	4
HST112 Modern World History ★	4	HST112 Modern World History ★	4
HST195 History of Vietnam War	3	HST195 History of Vietnam War	3
HST201 US History: Pre-Colonial - 1840 ★	4	HST201 US History: Pre-Colonial - 1840 ★	4
HST202 US History: 1840 - 1917 ★	4	HST202 US History: 1840 - 1917 ★	4
HST203 US History: 1910 - present ★	4	HST203 US History: 1910 - present ★	4
HST204 Women in US History	4	HST204 Women in US History	4
HST225 Women in World History	4	HST225 Women in World History	4
HST237 America in the 1960s	3	HST237 America in the 1960s	3
International Studies:		International Studies:	
INTL101 Intro International Studies ★	3	INTL101 Intro International Studies ★	3
Journalism:		Journalism:	
J211 Intro to Mass Communication	3	J211 Intro to Mass Communication	3
Political Science:		Political Science:	
PS200 Intro to Political Science ★	4	PS200 Intro to Political Science ★	4
PS201 American Government ★	4	PS201 American Government ★	4
PS203 State and Local Governments ★	4	PS203 State and Local Governments ★	4
PS204 Intro to Comparative Politics ★	4	PS204 Intro to Comparative Politics ★	4
PS205 International Relations ★	4	PS205 International Relations ★	4
PS209 Problems in American Politics	4	PS209 Problems in American Politics	4
PS215 Global Issues ★	4	PS215 Global Issues ★	4
PS217 Intro to Public Land Management: The Politics of Recreation	3	PS217 Intro to Public Land Management: The Politics of Recreation	3
Political Science, continued...		Political Science, continued...	
PS225 Political Ideology: Ideas About Government ★	4	PS225 Political Ideology: Ideas About Government ★	4
PS241 Intro to Political Terrorism ★	4	PS241 Intro to Political Terrorism ★	4
Psychology:		Psychology:	
PSY101 Psychology of Human Relations ★	3	PSY101 Psychology of Human Relations ★	3
PSY201 General Psychology I ★	4	PSY201 General Psychology I ★	4
PSY202 General Psychology II ★	4	PSY202 General Psychology II ★	4
PSY214 Intro to Personality	3	PSY214 Intro to Personality	3
PSY216 Social Psychology ★	3	PSY216 Social Psychology ★	3
PSY231 Human Sexuality	3	PSY231 Human Sexuality	3
PSY232 Sexuality and Society ★	4	PSY232 Sexuality and Society ★	4
PSY237 Human Development ★	4	PSY237 Human Development ★	4
PSY239 Intro to Abnormal Psych ★	4	PSY239 Intro to Abnormal Psych ★	4
Sociology:		Sociology:	
SOC204 Principles of Sociology ★	3	SOC204 Principles of Sociology ★	3
SOC205 Social Institutions ★	3	SOC205 Social Institutions ★	3
SOC206 Social Problems ★	3	SOC206 Social Problems ★	3
SOC213 Race Relations in the US	3	SOC213 Race Relations in the US	3
SOC216 Sociology of the Family	3	SOC216 Sociology of the Family	3
SOC223 Sociology of Aging ★	3	SOC223 Sociology of Aging ★	3
Women's Studies:		Women's Studies:	
WS101 Intro to Women's Studies ★	3	WS101 Intro to Women's Studies ★	3
To be awarded an AS degree, students must:			
<ul style="list-style-type: none"> Complete all requirements to total 90 applicable degree credits. Earn a grade of "C" or better in Math, Writing and Oral Communication, have a minimum GPA of 2.0 in all courses applied to the degree, and have a minimum cumulative GPA of 2.0 at the time the degree is awarded. Satisfactorily earn 24 credit hours at MHCC. Non-traditional credit (College Level Examination Program, Experience-Based Credit, Challenge, etc.) does not satisfy this requirement. 			
Please note: Courses may not be repeated for credit unless specified in the course description.			
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ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *November 28, 2018*

ITEM TITLE: **5.3**

CONTACT PERSON: *Annette Mattson, Board Member*

SUBJECT: OSBA 2018 ELECTIONS

1. OSBA Board of Directors Position 17 (Vote for one)
 - Michelle Vo, Corbett 39
 - Mary Botkin, Multnomah ESD
 - Abstain
 - No Action Taken

2. OSBA Board of Directors Position 18
 - No election for Board of Directors Position 18 this year

3. OSBA Board of Directors Position 19
Paul Anthony, Portland 1J
 - Yes
 - No
 - Abstain
 - No Action Taken

4. Resolution 1 - Adopts the proposed 2019-20 OSBA Legislative Priorities and Policies

- Yes - Adopt
- No - Do Not Adopt
- Abstain
- No Action Taken

5. Resolution 2 - Amends OSBA Bylaws relating to composition of the Board of Directors by adding a voting seat for a representative of the Oregon School Board Members of Color Caucus

- Yes - Adopt
- No - Do Not Adopt
- Abstain
- No Action Taken