

# ABOUT MT. HOOD COMMUNITY COLLEGE

## Locations

### **MHCC Gresham Campus**

26000 SE Stark St.  
Gresham, OR 97030  
503-491-6422  
*TriMet bus routes 20, 80, 81, and 82*

### **MHCC Maywood Park Campus**

10100 NE Prescott St.  
Portland, OR 97220  
503-491-6100  
*TriMet bus route 87 and MAX Red Line*

### **The Bruning Center (home of MHCC's Nursing program)**

1484 NW Civic Dr.  
Gresham, OR 97030  
503-491-6700  
*TriMet MAX Blue Line*

### **Worksource Portland Metro Gresham**

18633 SE Stark St. #201  
Portland, OR 97233  
503-669-7112  
*TriMet bus route 20 and MAX Blue Line*

### **Small Business Development Center**

18633 SE Stark Street #302  
Portland, OR 97233  
503-491-7658  
*TriMet bus route 20 and MAX Blue Line*

## President

Lisa Skari, EdD

## Governance

Board of Directors – Seven elected members

## Average Annual Student Body

18,485 students

## Institution Type

Public

## Revenue Sources

- Local Property Taxes
- State General Fund Reimbursement
- Tuition / Fees

## District

The Mt. Hood Community College district (<https://www.mhcc.edu/District/>) encompasses an area of about 950 square miles with a population of more than 327,676 (approx. 2018 population for MHCC district provided by Cubit.) The district boundaries extend as far east as the lofty peak of Mount Hood and to the Wasco County line, south into

Clackamas County including the communities of Boring and Damascus and west into the city limits of Portland. The Columbia River from 33rd St. to Cascade Locks is the northern boundary. Included within this area are the high school districts of Centennial, Corbett, David Douglas, Gresham-Barlow, Oregon Trail, Parkrose, and Reynolds.

## History

MHCC opened in 1966 and now enrolls over 18,000 students each year. Classes are offered at the Gresham Campus, the Maywood Park Campus, the Bruning Center for Health Professions at MHCC, and at centers throughout the district. The college is financed by local property taxes, state reimbursement funds and student tuition. Local voters established the college tax base in 1968 and approved tax base increases in 1970 and 1980. The college has developed partnerships with business and industry to meet the needs of a current and future workforce.

The first president of the college was Dr. Earl Klapstein. He served until 1976 and was followed by Dr. R. Stephen Nicholson until 1985. Dr. Paul E. Kreider served as president from 1986 to 1996. Dr. Joel E. Vela became the college's fourth president in 1996 and served through 2000. Dr. Robert Silverman served as president from 2001 to 2007. The college's sixth president was Dr. John J. "Ski" Sygielski who served from 2008-2011. Dr. Michael D. Hay then was the president until his retirement in 2013. Dr. Debra Derr was president of MHCC from 2013 until her retirement in 2018. Dr. Lisa Skari is the college's eleventh president, starting in summer 2018.

## Accreditation

Mt. Hood Community College (MHCC) is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding MHCC's accredited status by the Northwest Commission on Colleges and Universities should be directed to the President's Office or the Accreditation Liaison Officer at [accreditation@mhcc.edu](mailto:accreditation@mhcc.edu).

Individuals may also contact:

Northwest Commission on Colleges and Universities  
8060 165th Avenue N.E.  
Suite 100  
Redmond, WA 98052  
425-558-4224  
[nwccu.org \(http://www.nwccu.org/\)](http://www.nwccu.org/)

In addition, these career-technical programs are accredited by the following organizations:

- Automotive: National Automotive Technicians Education Foundation (NATEF)
- Dental Hygiene: Commission on Dental Accreditation, American Dental Association
- Funeral Service Education: American Board of Funeral Service Education
- Natural Resources Technology - Forest Resources: Society of American Foresters
- Nursing: Oregon State Board of Nursing
- Physical Therapy Assistant: Commission on Accreditation in Physical Therapy Education
- Surgical Technology: Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Respiratory Care: Committee on Accreditation for Respiratory Care (CoARC)

## MHCC Core Outcomes

During their college experience, students at MHCC will have demonstrated:

- Communication skills
- Critical thinking and problem solving
- Quantitative reasoning and analysis
- Information literacy
- Cultural competence
- Skills to promote personal wellness
- Awareness of civic and social responsibility

## MHCC Philosophy of General Education

Mt. Hood Community College supports the general education of all students by offering courses that provide students with knowledge and skills that help them attain their full potential as informed individuals and responsible members of society. General education affirms the necessity and value of well-being from a personal and a global perspective.

MHCC follows the Outcomes for Transferable General Education Courses in Oregon as approved by the Joint Boards of Education. In addition, courses must meet the following criteria in order to be considered as general education for MHCC's transfer degrees:

### Arts and Letters

A general education course in Arts & Letters must require students to meet at least 3 of the following:

1. Describe and apply fundamental concepts, conventions, and/or techniques of significant forms of human expression, culture, philosophy, spirituality and/or language.
2. Analyze, interpret, synthesize, and/or participate in diverse historical/contemporary culture or cultural works.
3. Compare/contrast critical theories and/or attitudes of specific historical/contemporary periods and world cultures regarding the discipline.
4. Explain the origins and influences of ethical, spiritual, literary, performance, language, and/or aesthetic traditions.
5. Engage in a creative process to understand and appreciate human expression.

### Social Science

A general education course in Social Science must require students to meet at least 3 of the following:

1. Explain how individuals, groups, and/or institutions interact with each other, society, and their environment. When applicable, predict future interactions.
2. Describe the significant methodologies and theories of knowledge, how they are formulated, and how they can change as new information and/or interpretations become available.
3. Describe key individuals, events, and concepts of the past and explain their influence on later periods.
4. Compare and evaluate significant past/present individuals, groups, and/or institutions to illustrate diversity.
5. Apply knowledge of human behavior and social phenomena to social and community issues.

### Cultural Literacy

A course with the Cultural Literacy designation must meet either Arts & Letters or Social Science criteria and:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course may also do one or more of the following:

1. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
2. Investigate how discrimination arises from culturally defined meanings attributed to difference.
3. Analyze how social institutions perpetuate systems of privilege and discrimination.
4. Explore social constructs in terms of power relationships.

### Science

A general education course in Science must require students to meet ALL of the following:

1. Discuss and apply scientific concepts, theories and models.
2. Apply the scientific method to ask questions, make decisions, and solve problems.
3. Collect, analyze, and interpret scientific data to draw conclusions and make evidence-based decisions.
4. Select, evaluate, and use discipline-specific information and literature to research a scientific topic.
5. Communicate the interdisciplinary role of science in current societal issues and the relevance of science to everyday life.
6. Solve problems independently and/or collaboratively.

### Health and Physical Education

A general education course in Health/Physical Education (HPE) must require students to meet at least 2 of the following:

1. Interpret information critically to make evidence-based health and wellness decisions.
2. Develop an individualized wellness goal and identify potential barriers to progress.

3. Identify the importance of consistently participating in an exercise routine.
4. Demonstrate proper technique, application and execution of a physical or performance-related skill.

### Oral Communication

A general education course in Oral Communication must require students to meet ALL of the following:

1. Analyze audiences in the context of oral presentations and/or interpersonal/intercultural interactions and discussions.
2. Use techniques and methods of intercultural, interpersonal, and/or non-verbal communication and/or oral presentation.
3. Demonstrate information literacy skills such as: finding/evaluating sources of information for validity/objectivity; differentiating between a neutral narrative and an argument; explaining techniques of persuasion.
4. Demonstrate comprehension, interpretation and critical evaluation of communication.
5. Explain and use the ethical responsibilities of communicators.
6. Explain the value and consequences of effective communication in real-world contexts.

### Writing

A general education course in Written Communication must require students to meet ALL of the following:

1. Respond critically in writing to ideas generated through reading and discussion.
2. Demonstrate a recursive process of productive revision to create texts appropriate to audience needs and rhetorical situations.
3. Develop a focused topic and organize ideas logically in paragraphs and essays.
4. Collaborate with others to generate and respond to feedback during the revision process.
5. Craft clear sentences and apply the conventions of Edited Standard Written English.
6. Summarize, paraphrase, and quote sources using a conventional documentation system.
7. Use technology in the service of writing and learning.

### Information Literacy

Information Literacy outcomes and criteria will be embedded in the Writing Foundational Requirements courses and must require students to:

1. Identify the need for information and recognize research is an iterative process.
2. Differentiate among information sources and formats in relation to an information need.
3. Develop and conduct effective searches when using appropriate tools to find information.
4. Evaluate and select appropriate information to address an information need or gaps in knowledge.
5. Integrate and use information ethically.
6. Create and share information in a variety of formats and contexts.

### Mathematics

A general education course in collegiate-level Mathematics must require students to meet ALL of the following:

1. Apply appropriate quantitative skills for personal, academic and/or career purposes.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
4. Create numeric, graphic, algebraic, geometric and verbal models, analyze these models, and use them to solve problems in abstract and real-world contexts.
5. Convert between the models listed above and interpret their meanings in real-world contexts.
6. Apply appropriate mathematical tools, including technology, to determine an effective method of analysis.
7. Clearly communicate problem-solving processes, results and conclusions using quantitative methods and correct mathematical syntax in ways that are useful to themselves and others.

## Strategic Plan

### The Path Toward Equity

[mhcc.edu/StrategicPlan](https://www.mhcc.edu/StrategicPlan/) (<https://www.mhcc.edu/StrategicPlan/>)

#### Mission

With a commitment to being inclusive, Mt. Hood Community College offers a full range of education and training in a supportive environment to advance personal and professional growth. We are a community hub for cultural, economic, recreational, and intellectual enrichment

#### Vision

Mt. Hood Community College is valued as a cornerstone of the community for affordability, equitable student success, innovation, and financial stewardship.

### MHCC is Committed to These Values

#### Accessibility

We seek to minimize barriers

#### Equity

We value fairness and impartiality

#### Innovation

We believe in continuous improvement

#### Learning

We foster an environment to support student success

#### Quality

We aspire to excellence in all our programs and services

#### Support

We seek to create an encouraging environment

MHCC is committed to maintaining a respectful working and learning environment with a zero tolerance policy regarding all forms of harassment and discrimination.

It is against College policy for any employee, student or vendor/contractor to engage in harassment or discrimination of any member of the College community based on but not limited to race, color, religion, ethnicity, national origin, age, sex, marital status, disability, veteran status or sexual orientation.

The College shall comply with all local, state and federal laws with regard to non-discrimination and non-harassment. Acts of discrimination, harassment, sexual misconduct, dating violence, domestic violence, stalking, and retaliation will be addressed consistent with college policies and administrative regulations (<https://mhcc.edu/about/board-of-education/policies-bylaws/index/>).