



MHCC Graduate Follow-up Survey

Results of the 2012-13 Administration
Of the MHCC Graduate Follow-up Survey

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Mt. Hood Community College

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Introduction

The MHCC Graduate Follow-up Survey was initiated in Winter Term 2013 as a pilot study to determine the feasibility of following up with former students and as a test of the Qualtrics online survey software. Eight program areas initially volunteered to participate in the pilot. The research question and study objectives are provided in the graphic to the right.



Graduate Follow-up Survey Research Question and Study Objectives

Research Question: What are MHCC Graduates doing six to nine months after receiving an award from the institution?

Objective 1: Employment

- Key Measures**
- ✓ Currently Employed
 - ✓ Employer
 - ✓ Position Related to Degree
 - ✓ Salary
 - ✓ Full/Part-Time
 - ✓ Position Location

Objective 2: Seeking Employment

- Key Measures**
- ✓ Seeking Employment
 - ✓ Seeking Full/Part-Time
 - ✓ Degree-related Employment
 - ✓ Seeking Location

Objective 3: Continuing Education

- Key Measures**
- ✓ Continuing Education Status
 - ✓ Type of Institution Transferred To
 - ✓ Name of Institution

In addition to addressing the three objectives outlined, all respondents were asked if they had received any additional awards, the level of their student loan debt / financial aid awards, and some general questions related to their satisfaction with the MHCC experience. Participating programs were given the opportunity to ask specific questions of their graduates as well. A copy of the survey (including all program specific questions) is available in Appendix A.

This report is divided into three sections. The first section provides infographics for each participating program. The first two pages include all standard survey questions. The following page(s) includes graphics for the program-specific questions. In order to have enough data to generate the graphics, they are based on three years of data collection. The second section of the report includes the data tables that make up the charts in the first section. Tables are broken out by academic year and provide a total. The infographic section is based on these totals. The third section includes the results of open-ended questions in the survey. Again, these results are broken out by program area.



Participating Programs for the 2012-13 Report

Allied Health & Nursing

- Mental Health & Human Services
- Nursing
- Physical Therapist Assistant
- Business / CIS**
 - Business Administration & Management
 - Business Technology
 - Computer Information Systems
 - Computer Science
 - Information Systems & Technical Management
- Cosmetology
- Hospitality & Tourism

Integrated Media

- Integrated Media
- Math / Engineering / Science**
 - Engineering
 - Natural Resource Technology
 - Sustainability, Health & Safety

Methodology

Approximately two weeks after the start of every term, participating program contacts are provided a list of graduates from the term being studied (Summer = Grads from Fall, Fall = Grads from Winter, Winter = Grads from Spring, Spring = Grads from Summer). Program contacts are asked to review the list, provide updated email addresses (if available), and identify students that are still attending MHCC.

An initial email invitation is sent to graduates approximately three weeks after the start of a term. The Qualtrics software allows emails to be distributed under the name of the program contact; the email appears to have been sent by the faculty program contact. The invitation includes a unique survey link (for each respondent), stresses confidentiality of responses, and informs respondents that, upon completion of the survey, their name will be entered into an annual drawing for one of eight \$25 prepaid visa cards. One and two weeks after the initial invitation is sent, reminder emails are distributed to non-respondents. Prepaid visa cards are awarded to randomly selected respondents in late spring.

Explanation of Charts & Calculations

Infographics in General: The reported percentages in the infographics are calculated by dividing the number of responses for a category by the total number of responses for that question. Total percentages should add to 100% (although they may be off due to rounding).

NOTE: In order to generate meaningful graphics, responses from the three years (the current academic year and two previous years) are used; there is insufficient data by program to produce graphics for a single year.

Indices: For key indicators, an index is provided for programs in red. An index provides a comparison of the programs' response to the overall responses for the identified question. Indices are calculated by dividing the overall results into the program's results and multiplying that quotient by 100. An index of 100 indicates that the program results are the same as the overall results of the survey. An index below 100 indicates that the program results are lower than the overall results; an index above 100 indicates the program results are above the overall. The lower (or higher) the index, the further away the program results are from the overall. Indices are provided for the following key measures:

- Response Rate
- Employment Status
- Average Hourly Wage
- Seeking Employment
- Continuing Education

Response Summary: Provides total number of graduates receiving a degree during the report period, the total number of graduates that could not be contacted (email address bounced back as "undeliverable"), and the total number of respondents.

Response Rate: Calculation based on the response summary: the total number of respondents divided by the total number of graduates minus undeliverable addresses.

Employment Status: Based on the question "Are you currently employed?" Percentages are calculated based on the number responding Yes/No divided by the total number of respondents to the question.

Average Hourly Wage: Calculation based on responses to three questions in the survey:

- 1. Approximately how many hours do you work in a typical week?
(Open-ended question—Insert Number of Hours)
- 2. What is the easiest way to tell us your gross salary?
A. Hourly B. Daily C. Weekly D. Every Two Weeks
E. Bi-monthly F. Monthly G. Annually
- 3. You indicated that the easiest way to tell us your gross salary was based on a [INSERT RATE FROM #2] rate.
Based on that rate and working your typical hours, what is your gross salary?
(Open-ended question—Insert Salary)

Data were reviewed and responses were either adjusted (e.g. respondent indicated rate was annual but provided an hourly wage) or eliminated if a judgment could not be made. Hourly rate was calculated based on the following logic/ formula:

If respondent indicated:

Hourly	=>	Report Salary
Daily	=>	Not Reported (Less than 1% of responses)
Weekly	=>	Salary / Weekly Hours
Every Two Weeks	=>	Salary / (Weekly Hours * 2)
Bi-monthly	=>	Salary / (Weekly Hours * 2)
Monthly	=>	Salary / (Weekly Hours * 4)
Annual	=>	Salary / (Weekly Hours * 52)

If the reported hourly wage is below minimum wage, minimum wage is reported. With the calculated hourly wage outliers do exist. A 5% trimmed mean hourly wage is reported to reduce the influence of extremely high hourly wage calculations.

Full/Part Time: Percentages based on Number of Hours worked in a typical week. Respondents indicating they work 40 or more hours per week are considered full time. Respondents indicating they work less than 40 hours per week are part time.

Number Continuing Their Education: The raw number reported in the education section is specifically the number of respondents that indicated they are continuing their education (in the “Education Status” graphic).

Attending Where: The survey asked respondents that indicated they were continuing and were applying to indicate the type of institution they where attending or applying to. The calculation includes respondents that indicated they had not yet applied to a college or university (this percentage is not included in the graphic; summing percentages may not add to 100%).

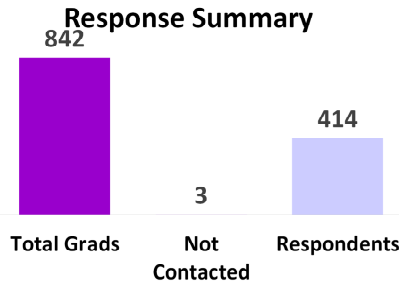
Additional Awards: Although included in the percentage calculations, the number of respondents indicating that the award identified was the last award they received is omitted from the chart. The percentages for this chart do not add to 100.

Section 1:

Infographics

Overall Results

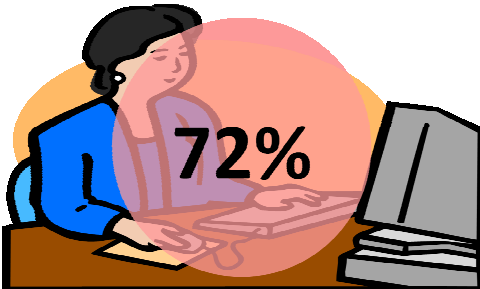
At a Glance...



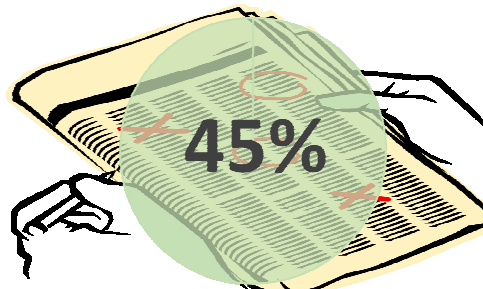
Response Rate

49.34%

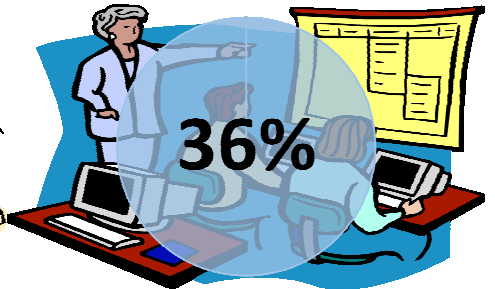
Employed



Job Seekers



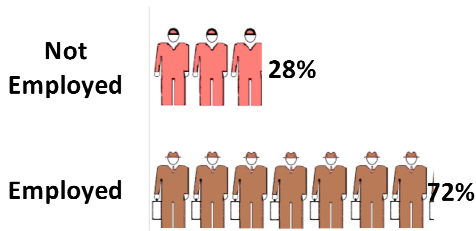
Continuing Education



Employed

Respondents Indicating They Had At Least One Job: 301

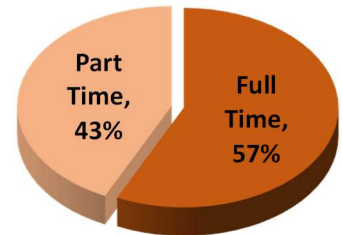
Employment Status



Average Hourly Wage



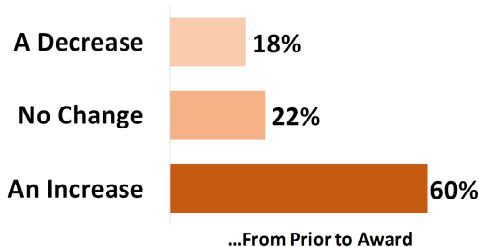
Full/Part - Time



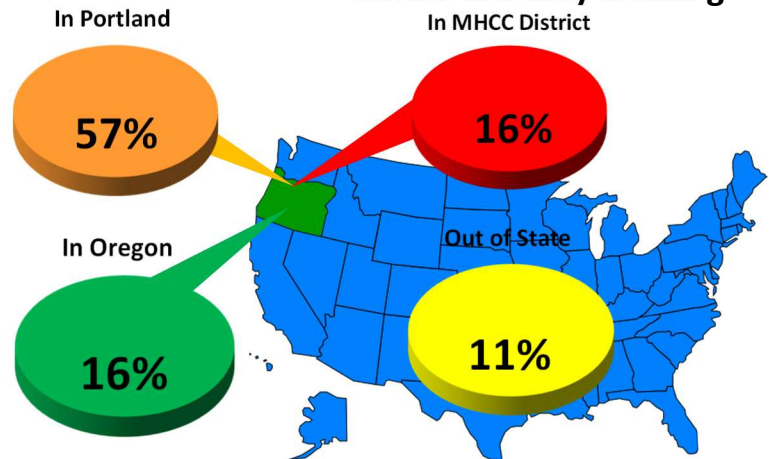
Percent Self Employed / Independent Contractor:

15%

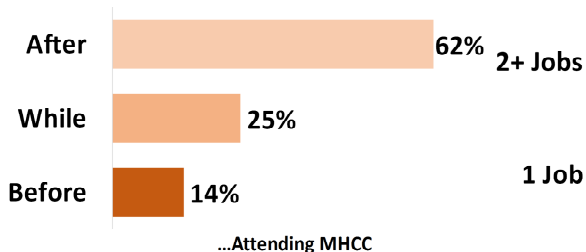
Earnings Are...



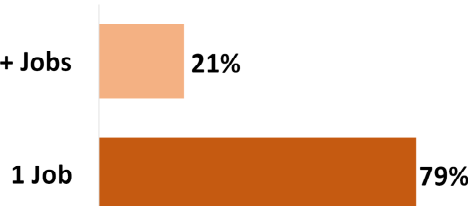
Where are they working?



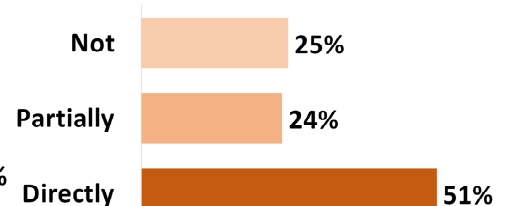
Obtained Job...



Number of Jobs



Related to Degree

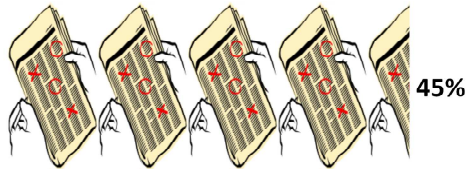


Job Seekers

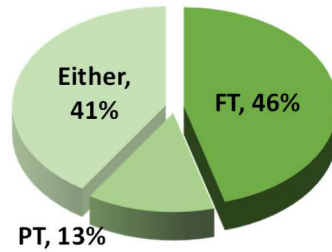
Respondents Indicating They Are Looking for Work:

186

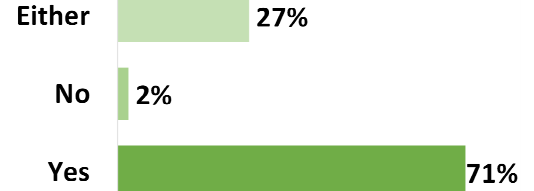
Seeking Employment



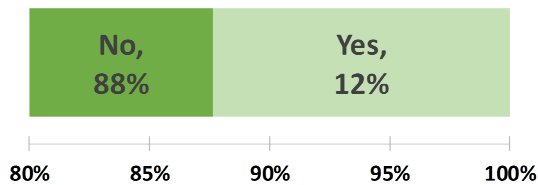
Seeking Full/Part - Time



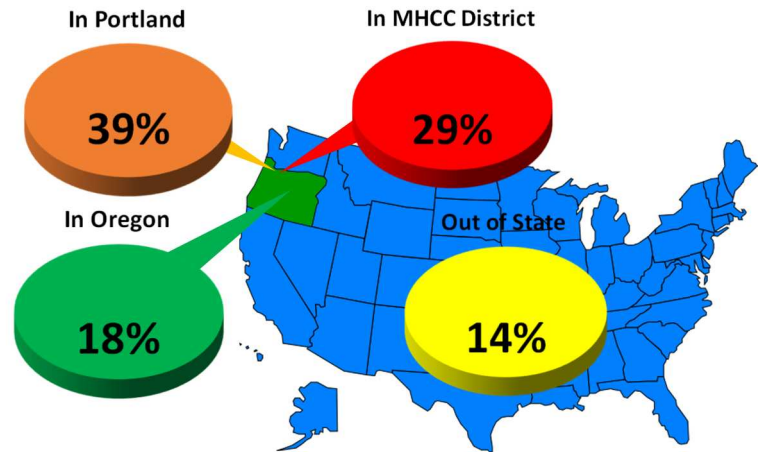
Related to Degree



Aware of MHCC Job Placement Services?



Where are they looking for work?

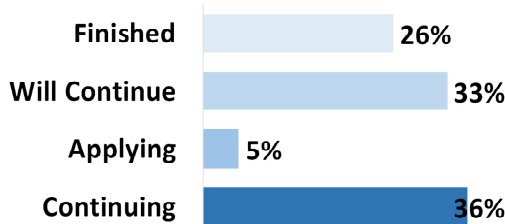


Continuing Education

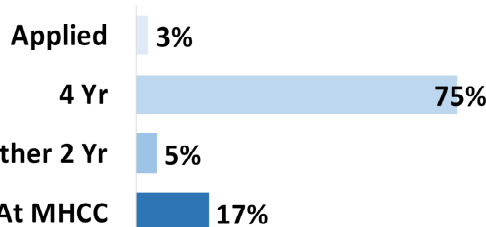
Respondents Indicating They Are Continuing Education:

150

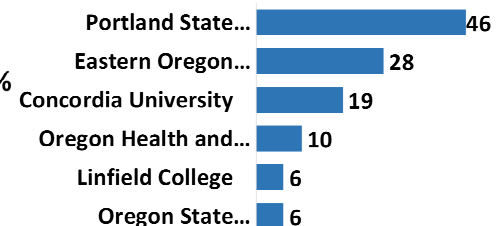
Education Status



Attending Where

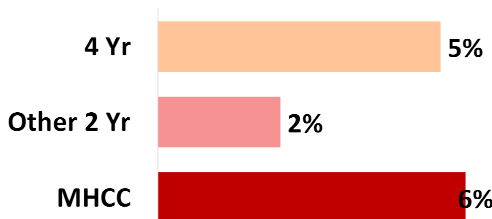


Top Transfer Institutions

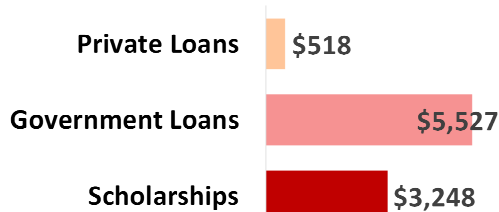


Other Information

Additional Awards



Average Financial Aid

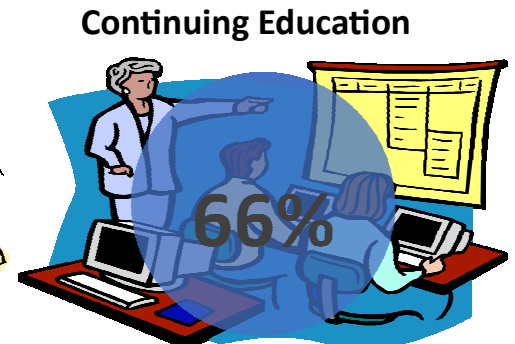
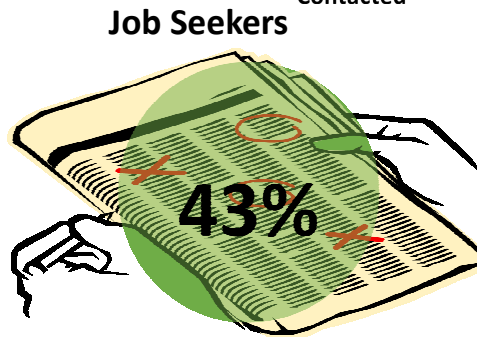
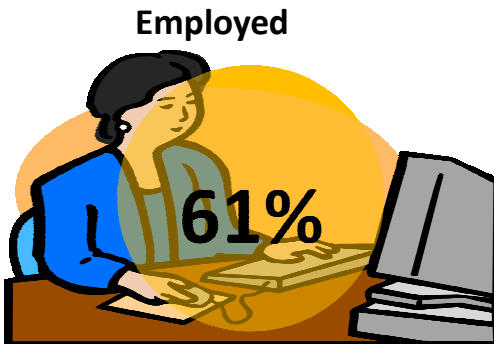
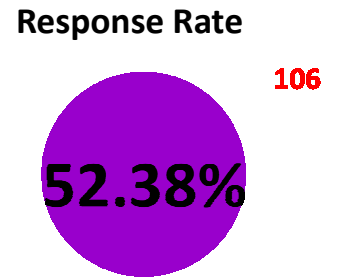
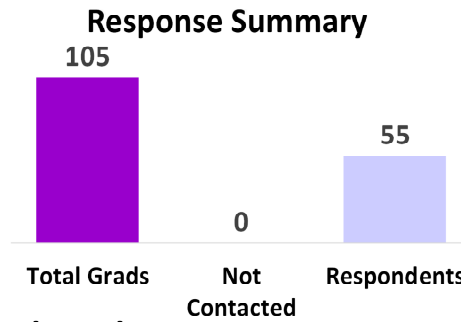


Satisfaction

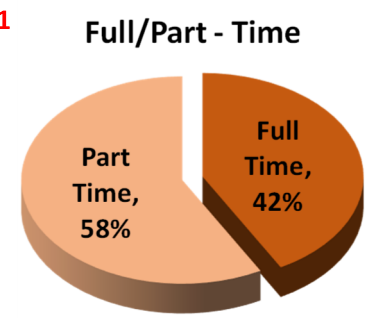
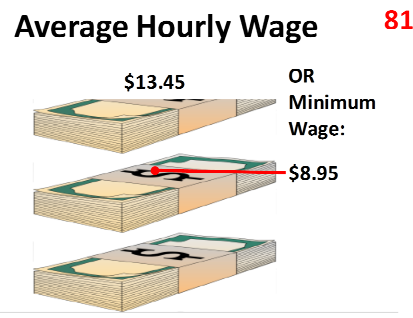
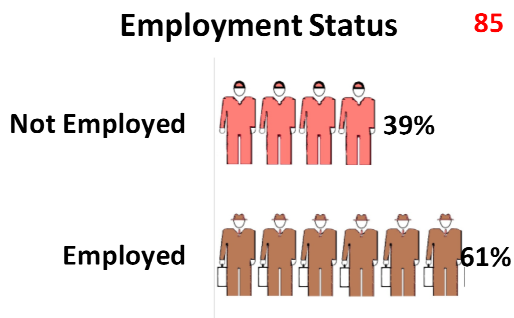


Mental Health & Human Services

At a Glance...

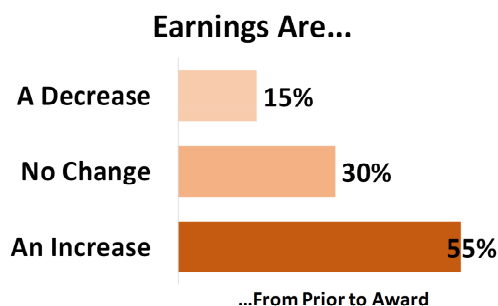


Employed Respondents Indicating They Had At Least One Job: **34**

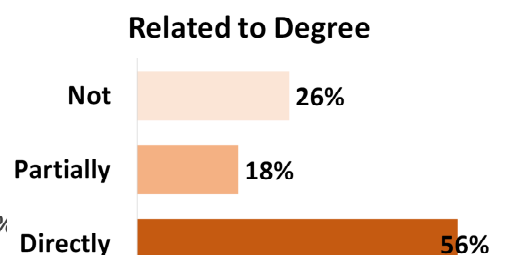
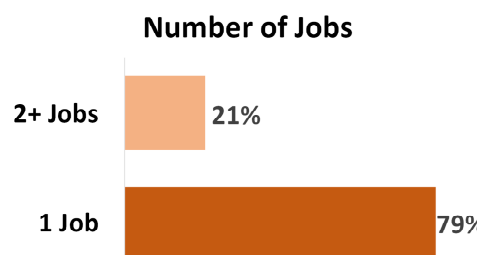
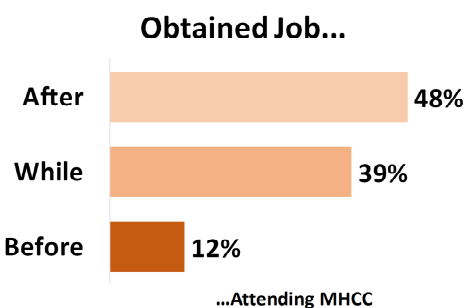
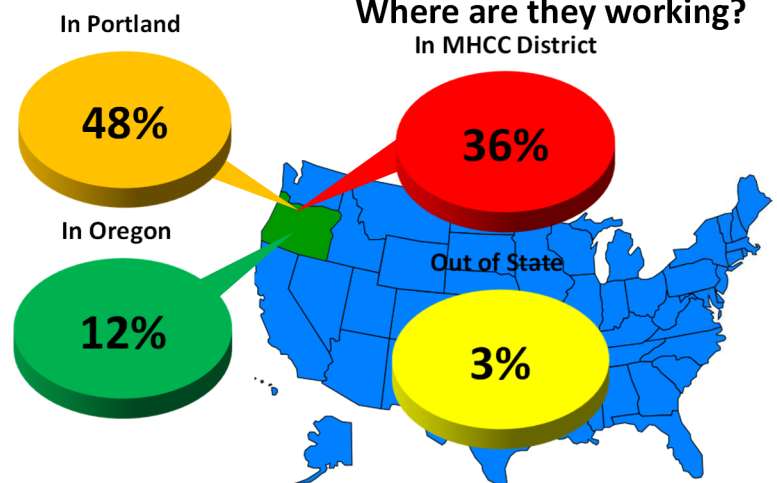


Percent Self Employed / Independent Contractor:

3%



Where are they working?



Job Seekers

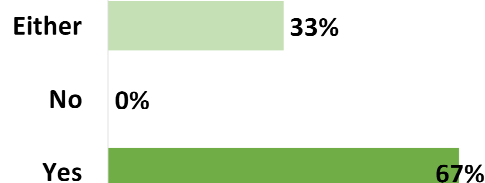
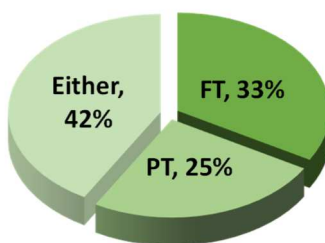
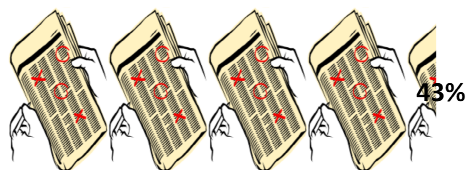
Respondents Indicating They Are Looking for Work:

24

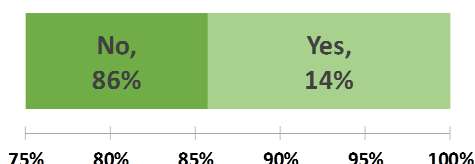
Seeking Employment 96

Seeking Full/Part - Time

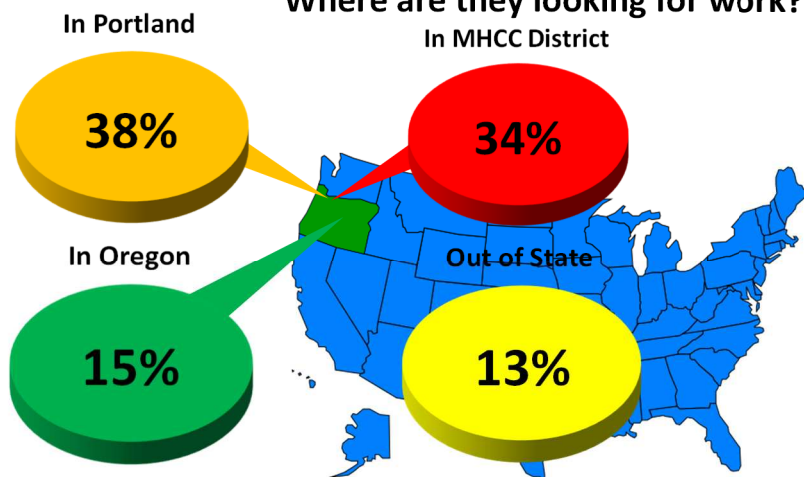
Related to Degree



Aware of MHCC Job Placement Services?



Where are they looking for work?



Continuing Education

Respondents Indicating They Are Continuing Education:

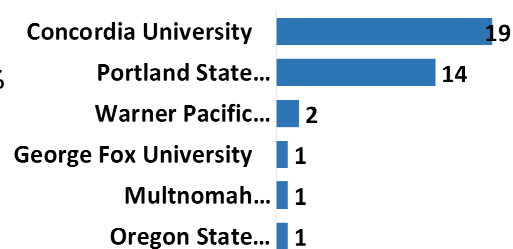
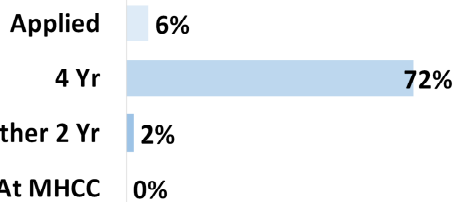
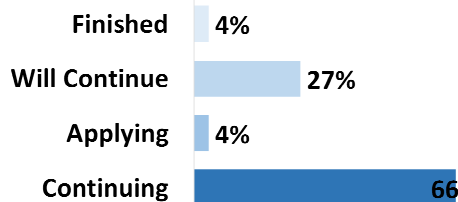
37

Education Status

184

Attending Where

Top Transfer Institutions

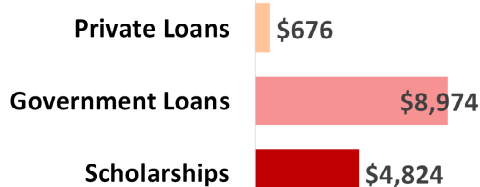


Other Information

Additional Awards



Average Financial Aid

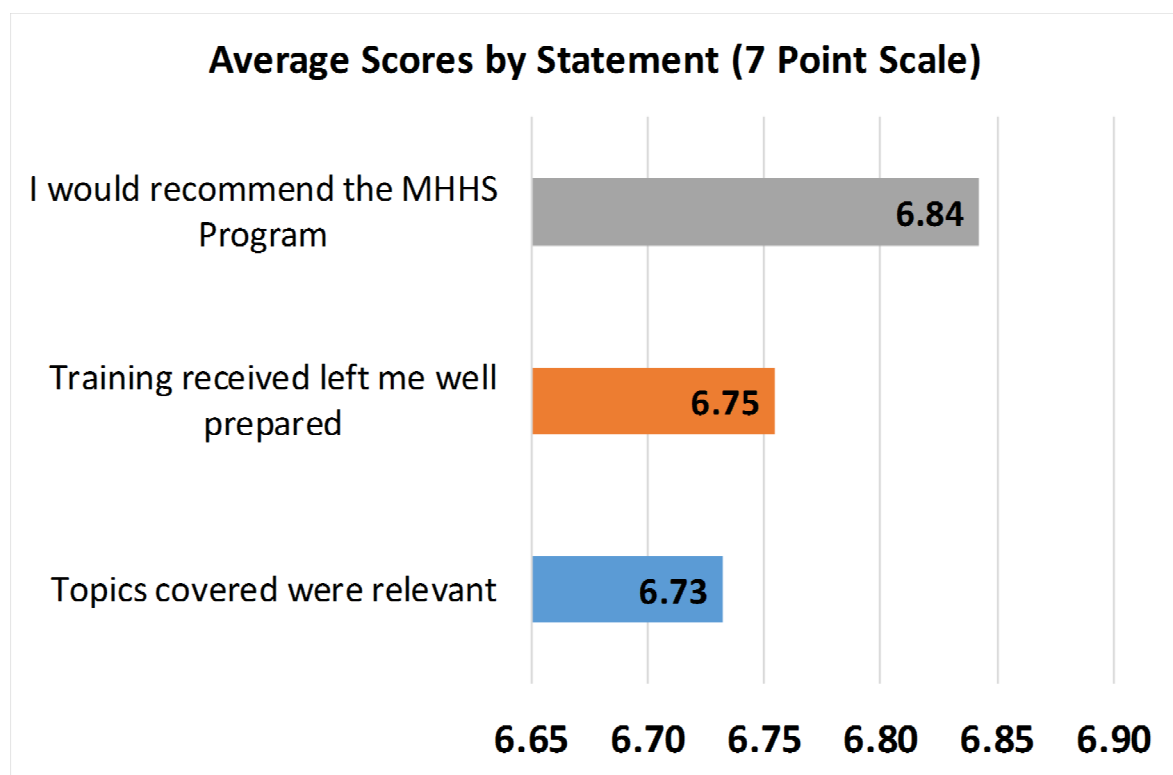


Satisfaction



Program-specific Questions

Statement	Average	Distribution
Topics covered were relevant	6.73	
Training received left me well prepared	6.75	
I would recommend the MHHS Program	6.84	



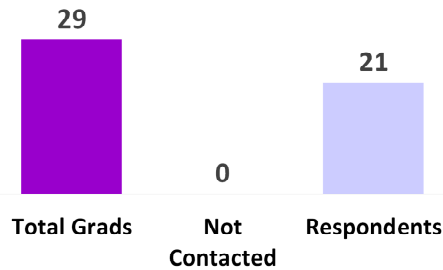
Open-ended question responses are available in Section 3.

Note: Data for the Nursing program is only for graduates from the 2012-13 Academic Year.

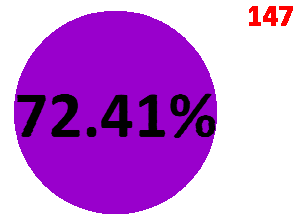
Nursing

At a Glance...

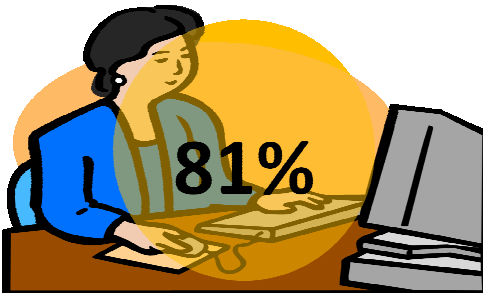
Response Summary



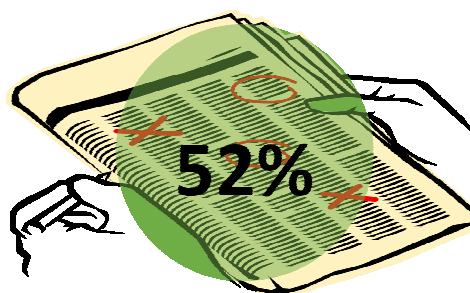
Response Rate



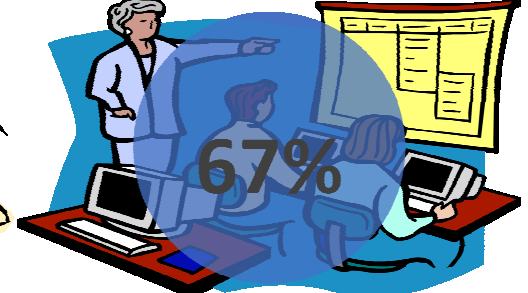
Employed



Job Seekers



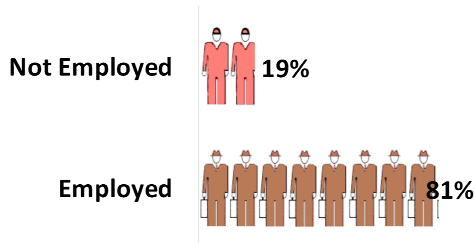
Continuing Education



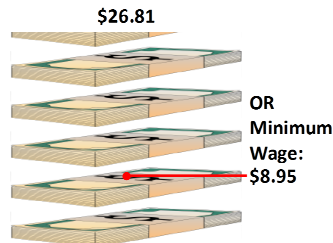
Employed

Respondents Indicating They Had At Least One Job: 17

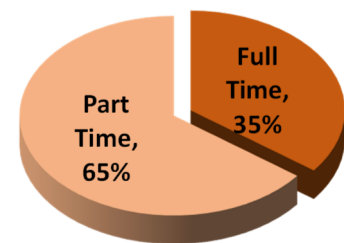
Employment Status 113



Average Hourly Wage 162



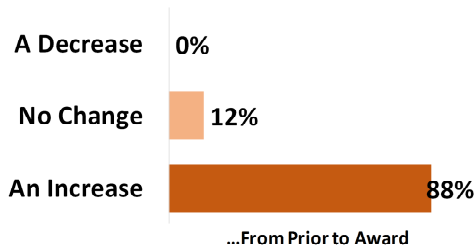
Full/Part - Time



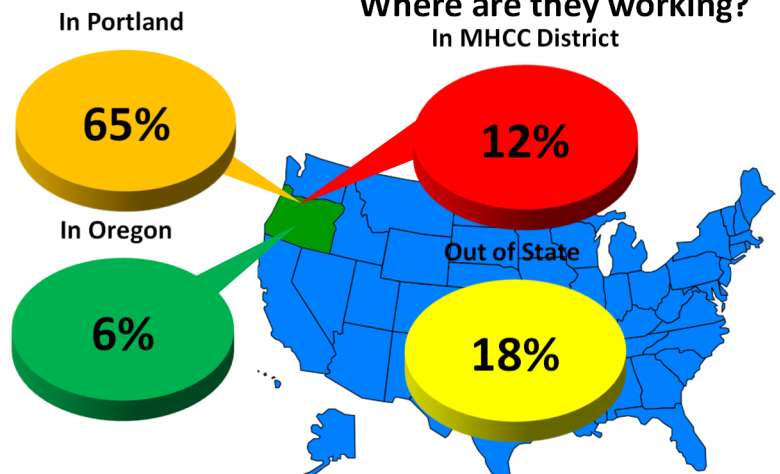
Percent Self Employed / Independent Contractor:

0%

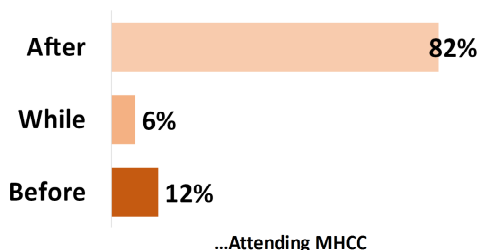
Earnings Are...



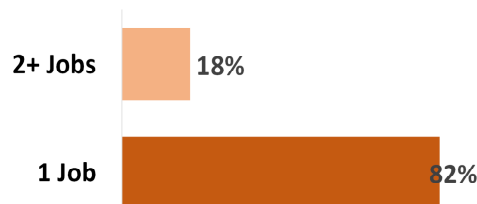
Where are they working?



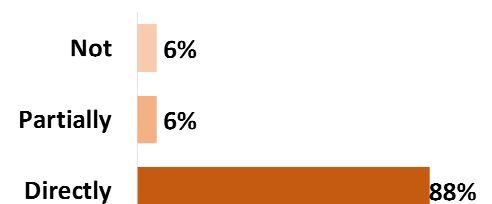
Obtained Job...



Number of Jobs



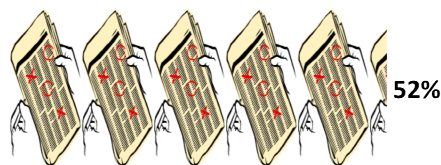
Related to Degree



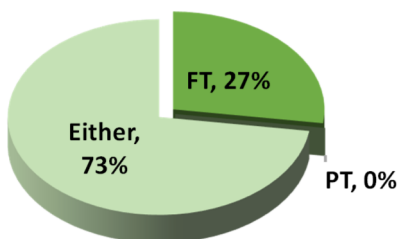
Job Seekers

Respondents Indicating They Are Looking for Work: **11**

Seeking Employment **117**



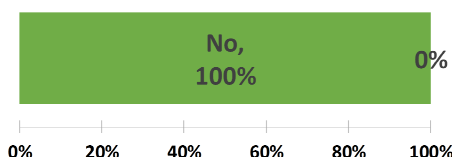
Seeking Full/Part - Time



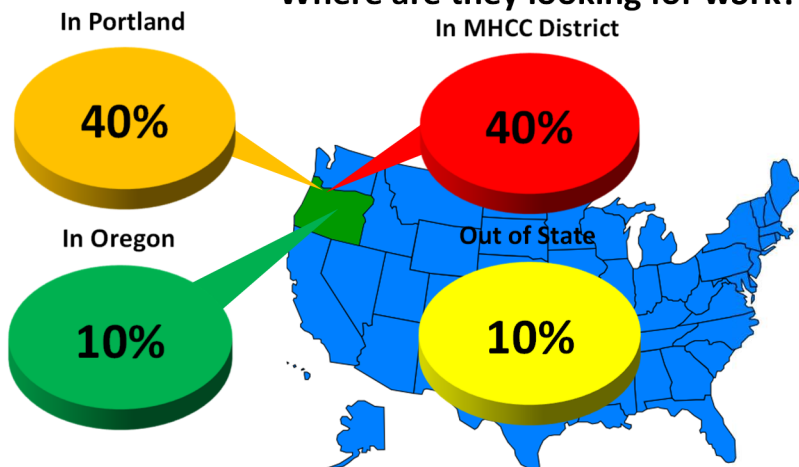
Related to Degree



Aware of MHCC Job Placement Services?



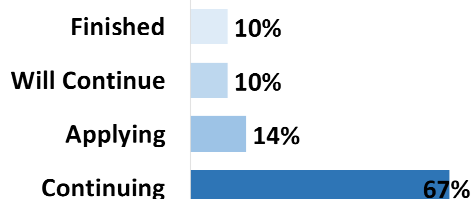
Where are they looking for work?



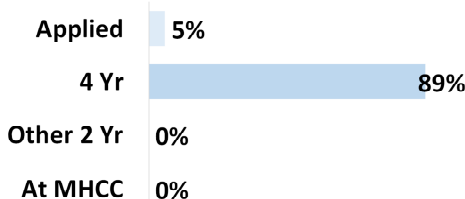
Continuing Education

Respondents Indicating They Are Continuing Education: **14**

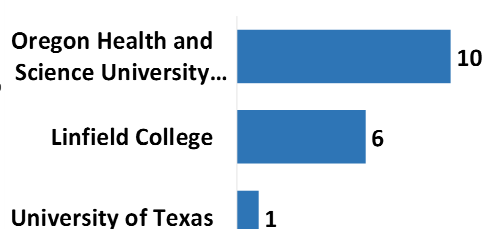
Education Status **185**



Attending Where

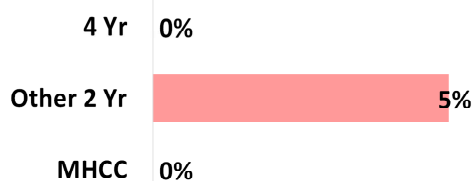


Top Transfer Institutions

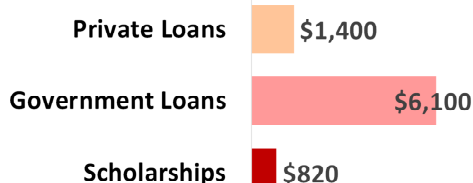


Other Information

Additional Awards



Average Financial Aid



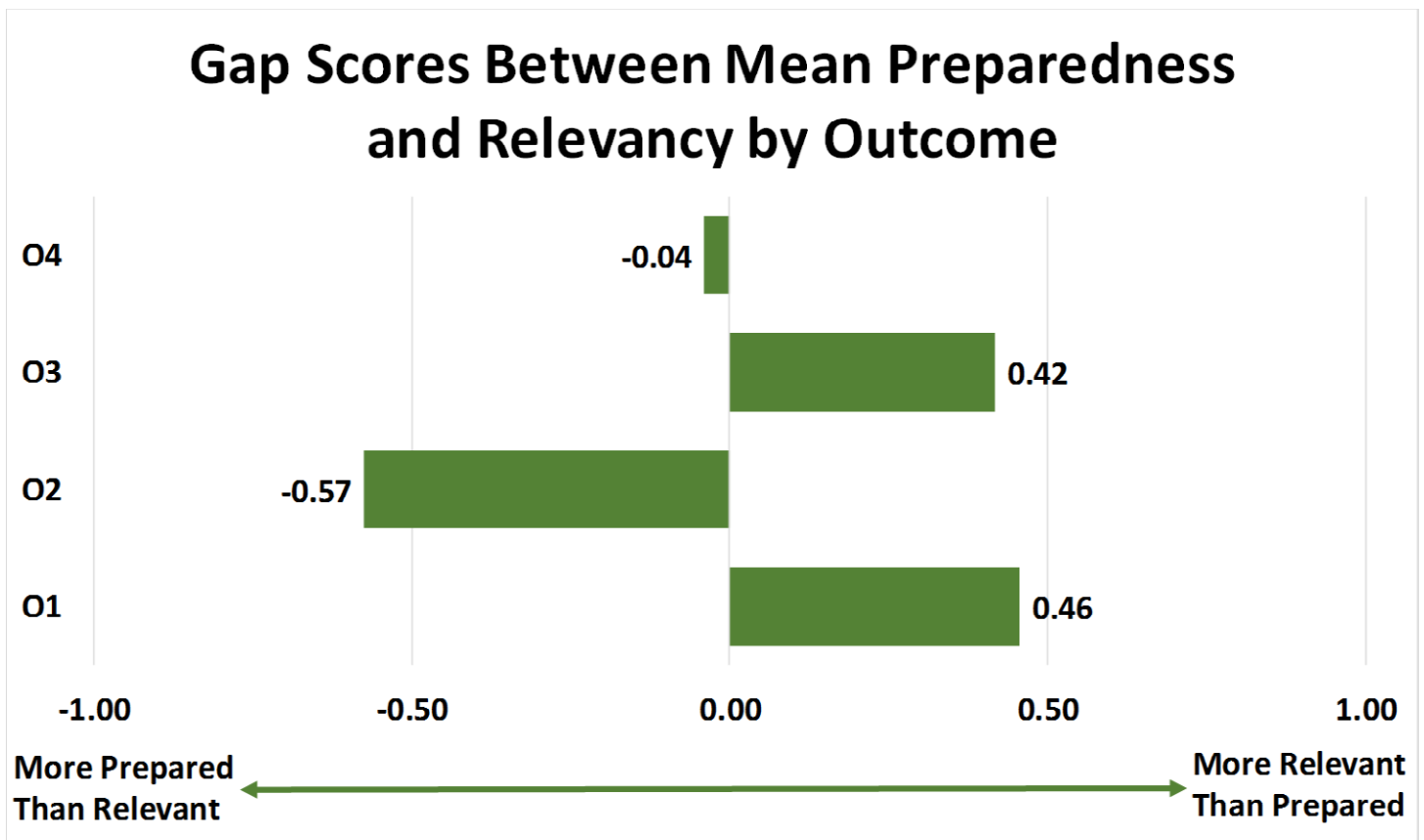
Satisfaction







Nursing

Program-specific Questions

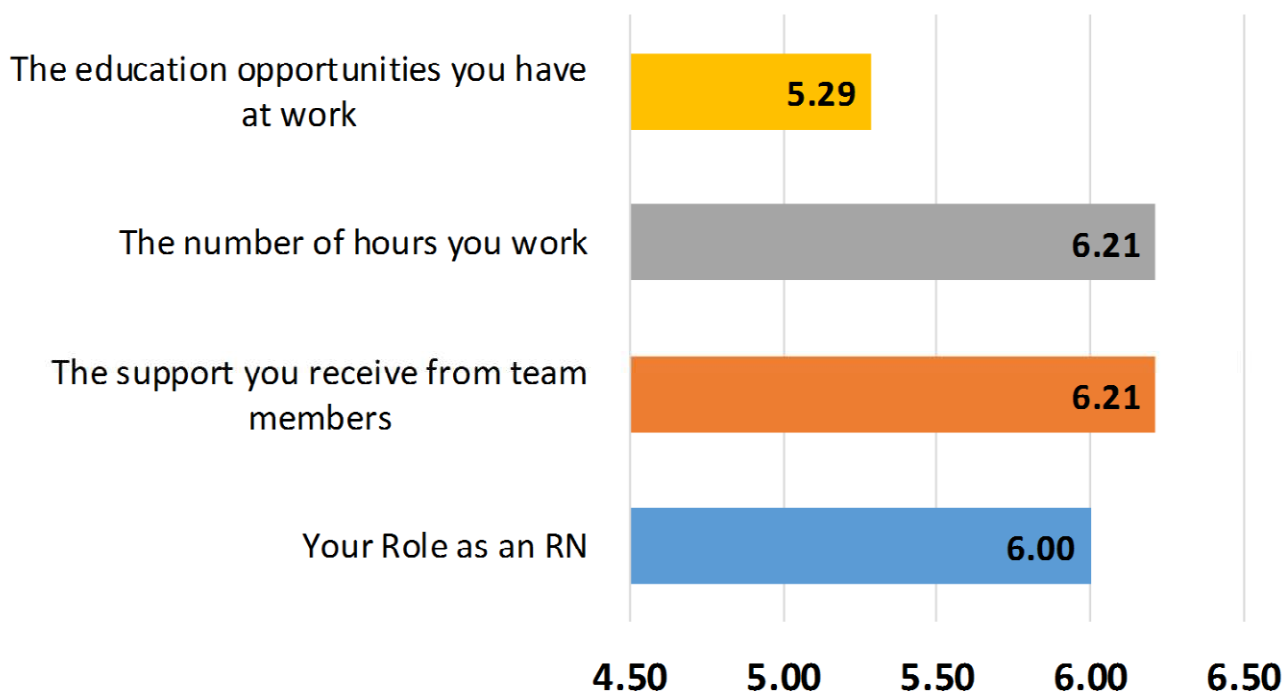
Outcome	Preparedness	Relevancy
O1) Performing the duties of your first job as an RN	5.21	5.67
O2) Passing the NCLEX	6.16	5.58
O3) Functioning as a member of the health team	6.00	6.42
O4) Using appropriate technologies to assess patients	5.79	5.75









Open-ended question responses are available in Section 3.

Satisfaction with...	Average	Distribution
Your Role as an RN	6.00	
The support you receive from team members	6.21	
The number of hours you work	6.21	
The education opportunities you have at work	5.29	

Average Satisfaction Scores (7-Point Scale)

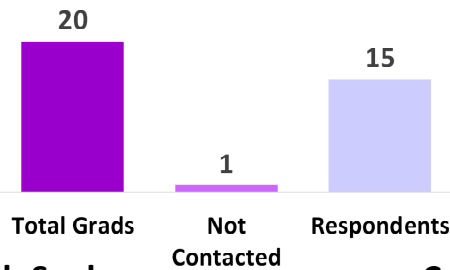


Mentorship Component	Average	Distribution
I would participate in the MHCC Mentorship Program	5.47	
The Mentorship Program would provide benefits to both the student and mentor	6.00	
I would attend a "kick off" event where I could meet my student face-to-face	5.93	
As a mentor, I'd expect to be in communication with my student at least weekly	5.27	
As a mentor, I'd be willing to let my student job shadow me at my work place	5.50	
As a mentor, I would provide my student with networking opportunities within my nursing field	5.47	

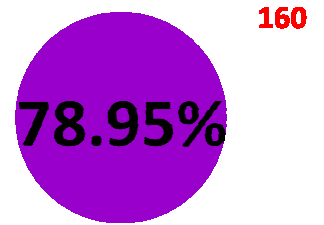
Physical Therapist Assistant

At a Glance...

Response Summary



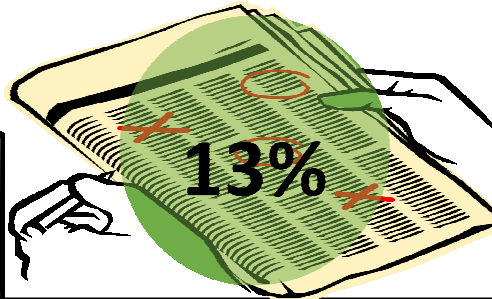
Response Rate



Employed



Job Seekers



Continuing Education



Employed

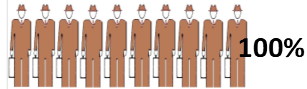
Respondents Indicating They Had At Least One Job: **15**

Employment Status

140

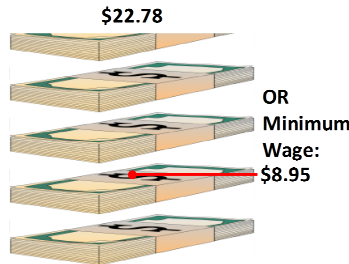
Not Employed 0%

Employed

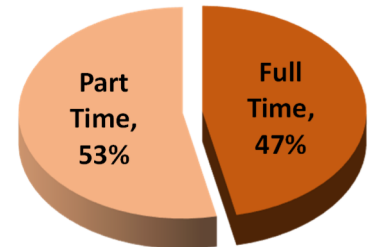


Average Hourly Wage

138



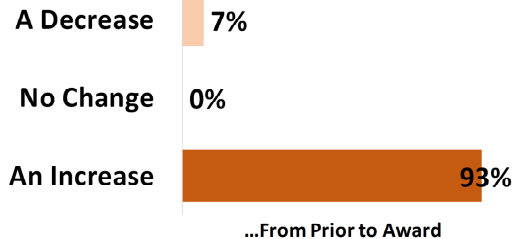
Full/Part - Time



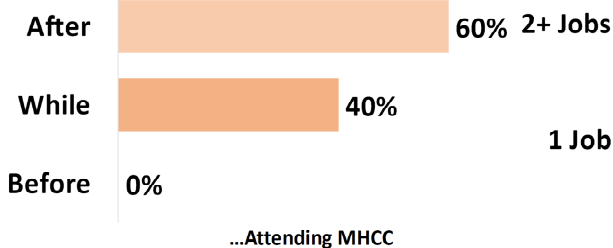
Percent Self Employed / Independent Contractor:

0%

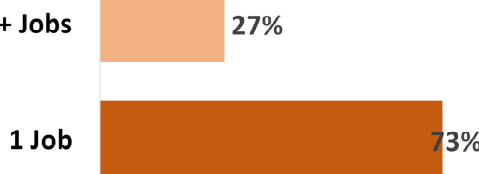
Earnings Are...



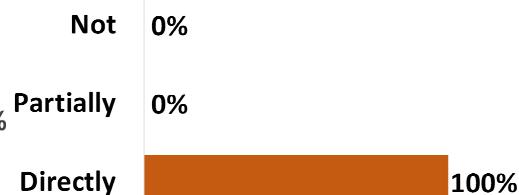
Obtained Job...



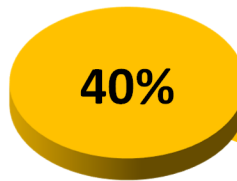
Number of Jobs



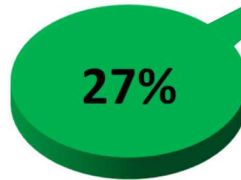
Related to Degree



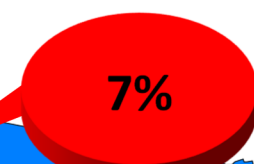
In Portland



In Oregon



Where are they working? In MHCC District



Out of State



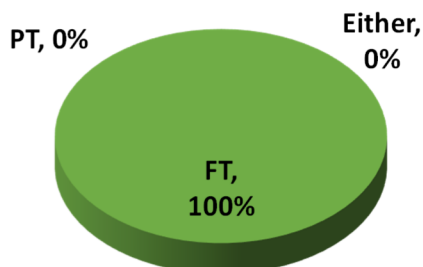
Job Seekers

Respondents Indicating They Are Looking for Work: **2**

Seeking Employment **30**



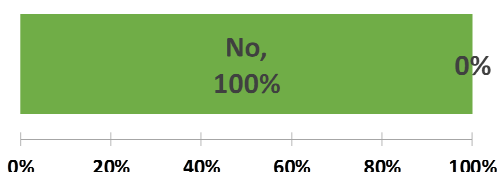
Seeking Full/Part - Time



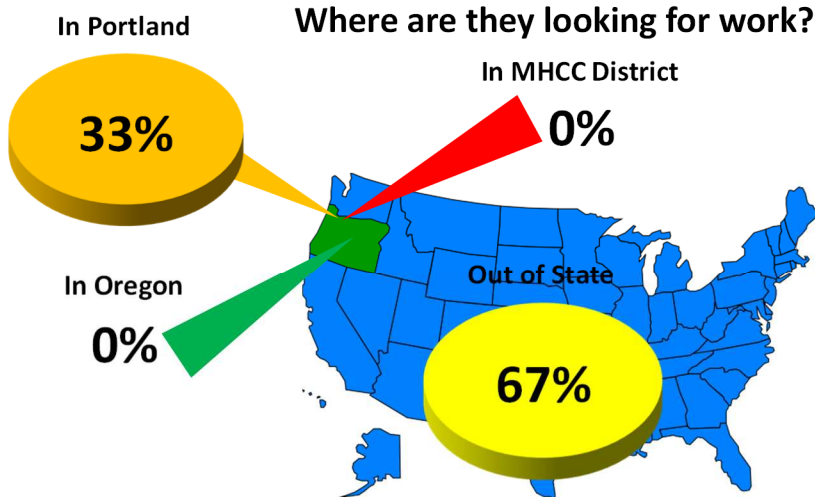
Related to Degree



Aware of MHCC Job Placement Services?



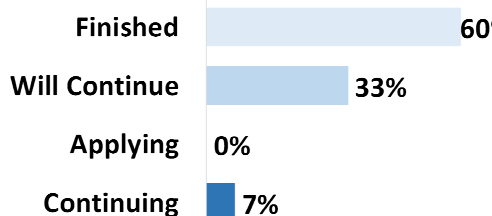
Where are they looking for work?



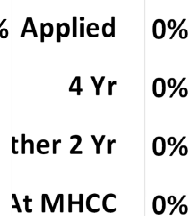
Continuing Education

Respondents Indicating They Are Continuing Education: **1**

Education Status **19**



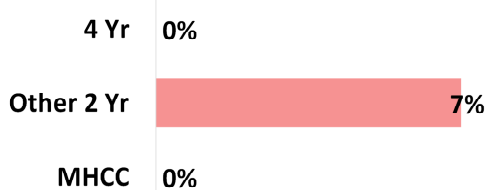
Attending Where



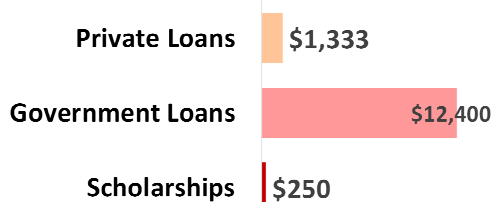
Top Transfer Institutions

Other Information

Additional Awards



Average Financial Aid



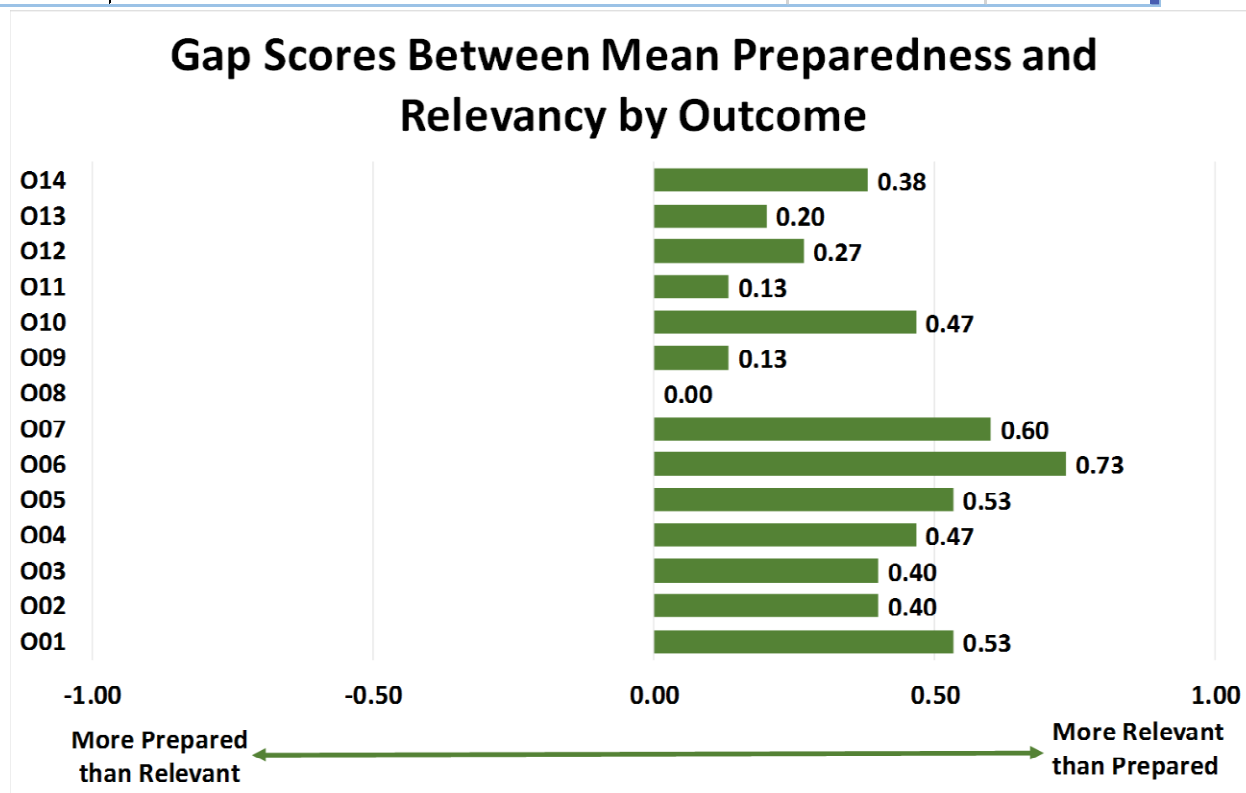
Satisfaction



Physical Therapist Assistant

Program-specific Questions

Outcome	Preparedness	Relevancy
O01) Effective plan of care review.	6.20	6.73
O02) Effective interventions as established in the plan of care.	6.53	6.93
O03) Effective teaching strategies.	6.53	6.93
O04) Appropriate progression within the established plan of care.	6.33	6.80
O05) Data collection skills to measure patient status and/or progress.	6.20	6.73
O06) Documentation of patient care.	5.80	6.53
O07) Effective intervention in emergencies and/or maintaining a safe working environment.	6.00	6.60
O08) Using health care literature.	6.40	6.40
O09) Competent education of others in the health care team regarding the role for the PTA.	6.47	6.60
O10) Effective resource management (e.g. human, fiscal, systems).	5.67	6.13
O11) Demonstrating standards of behavior appropriate to the profession (e.g. cultural competency, integrity, compassion, accountability).	6.60	6.73
O12) Effective communications with patients, the public, and members of the health care team.	6.40	6.67
O13) Demonstrating health-promoting behaviors and recognizing opportunities to educate others about health, wellness, and prevention.	6.53	6.73
O14) Self-assessment and a willingness to engage in self-directed career development.	6.33	6.71

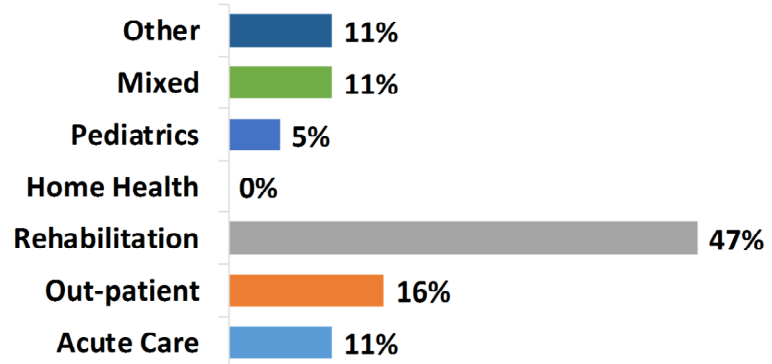


Open-ended question responses are available in Section 3.

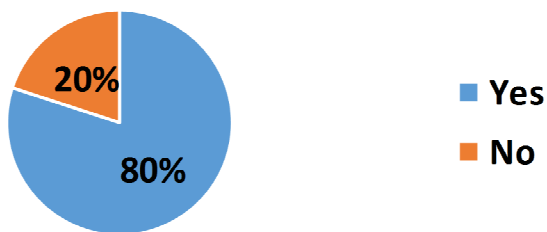
Employed As A PTA?



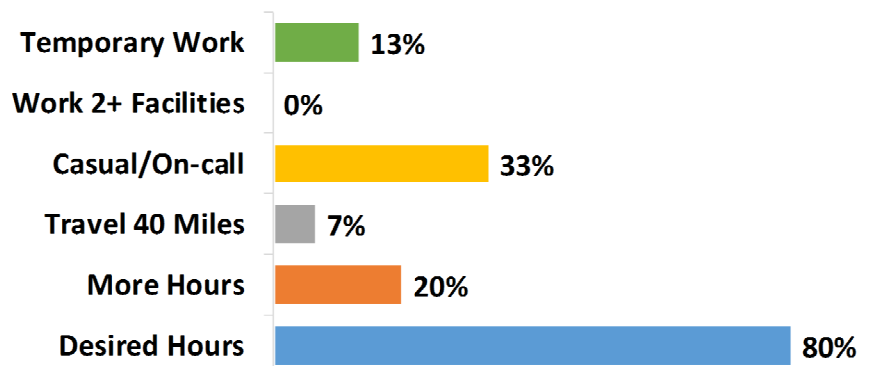
Practice Setting



Preferred Setting?

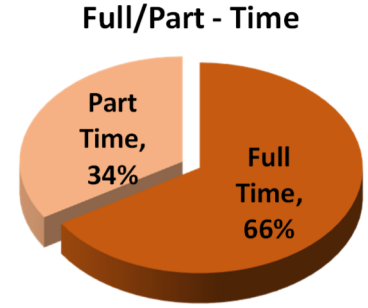
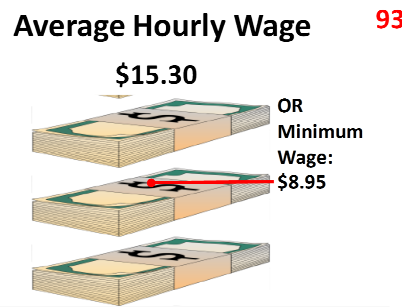
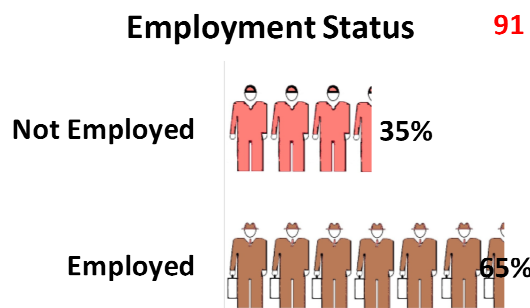
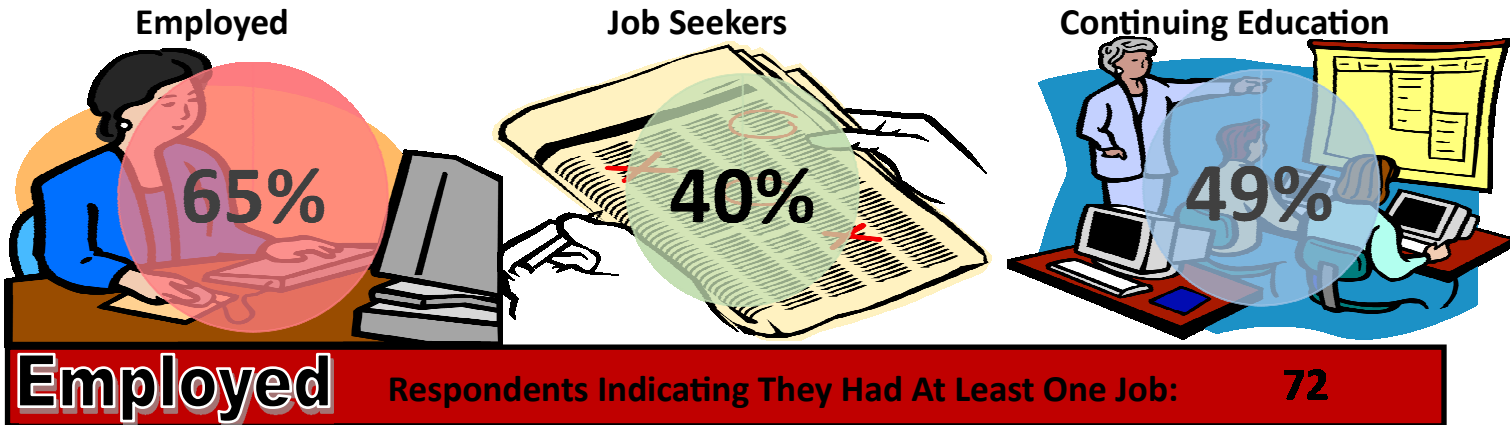
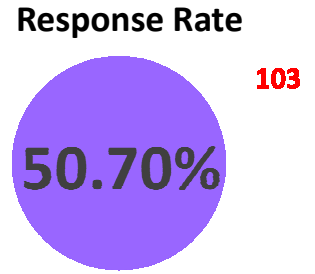
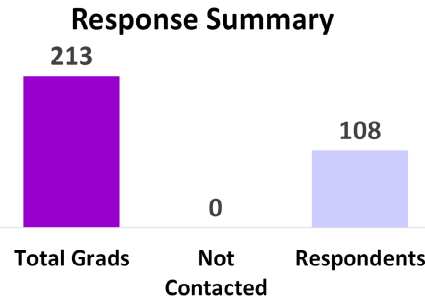


Work Status



Business Administration & Management

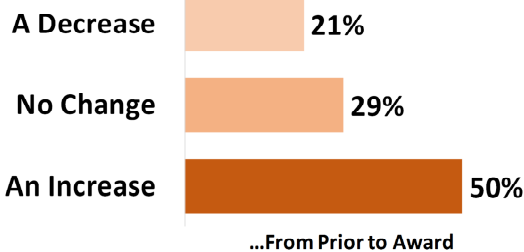
At a Glance...



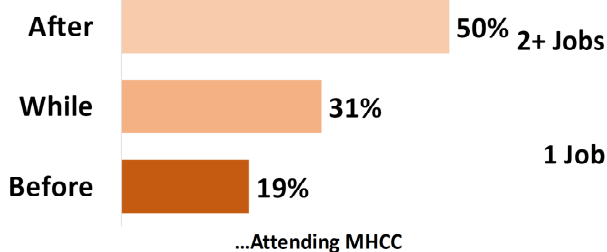
Percent Self Employed / Independent Contractor:

7%

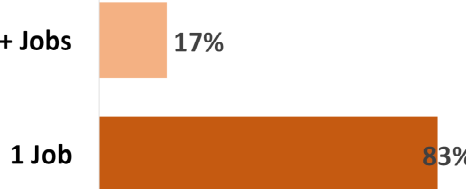
Earnings Are...



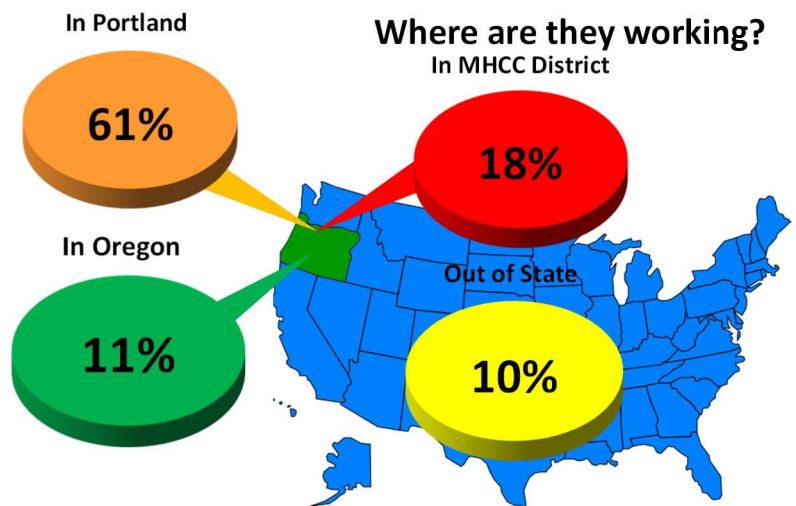
Obtained Job...



Number of Jobs



Where are they working?



Related to Degree



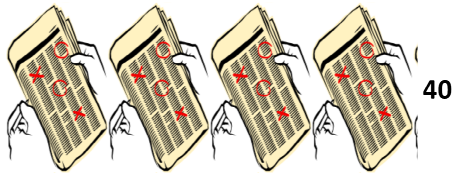
Job Seekers

Respondents Indicating They Are Looking for Work:

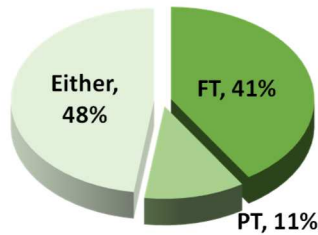
44

Seeking Employment

9



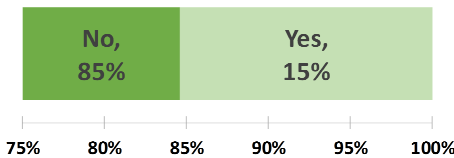
Seeking Full/Part - Time



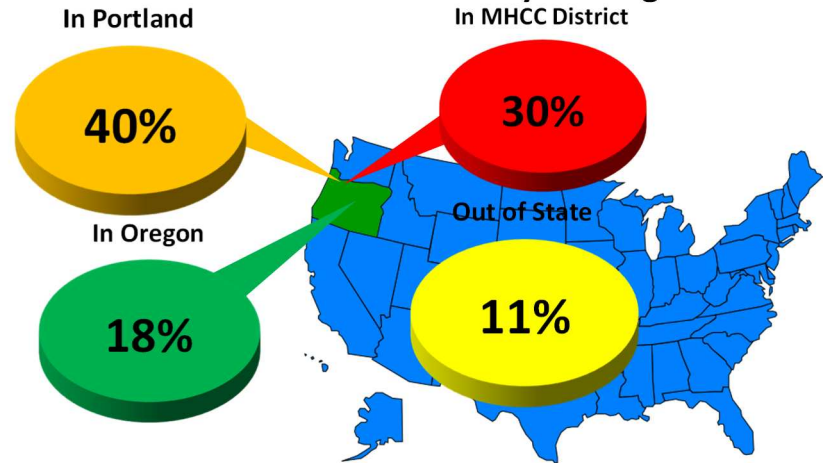
Related to Degree



Aware of MHCC Job Placement Services?



Where are they looking for work?

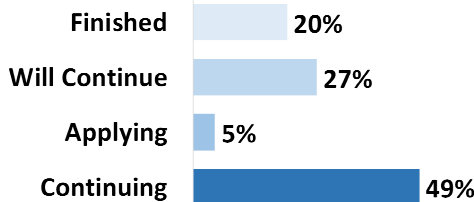


Continuing Education

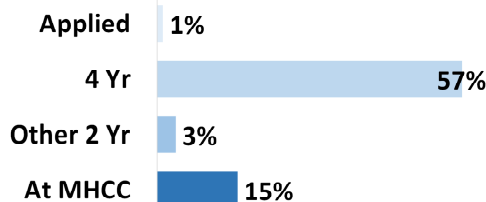
Respondents Indicating They Are Continuing Education: 53

Education Status

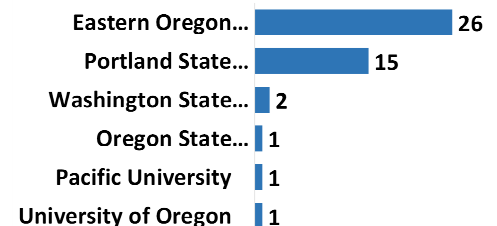
135



Attending Where

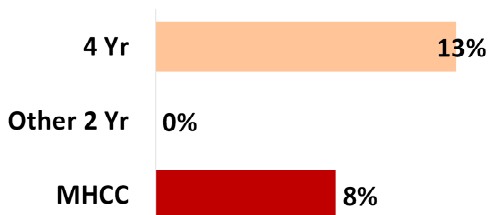


Top Transfer Institutions

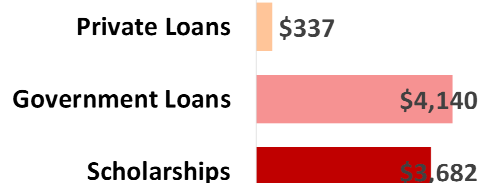


Other Information

Additional Awards



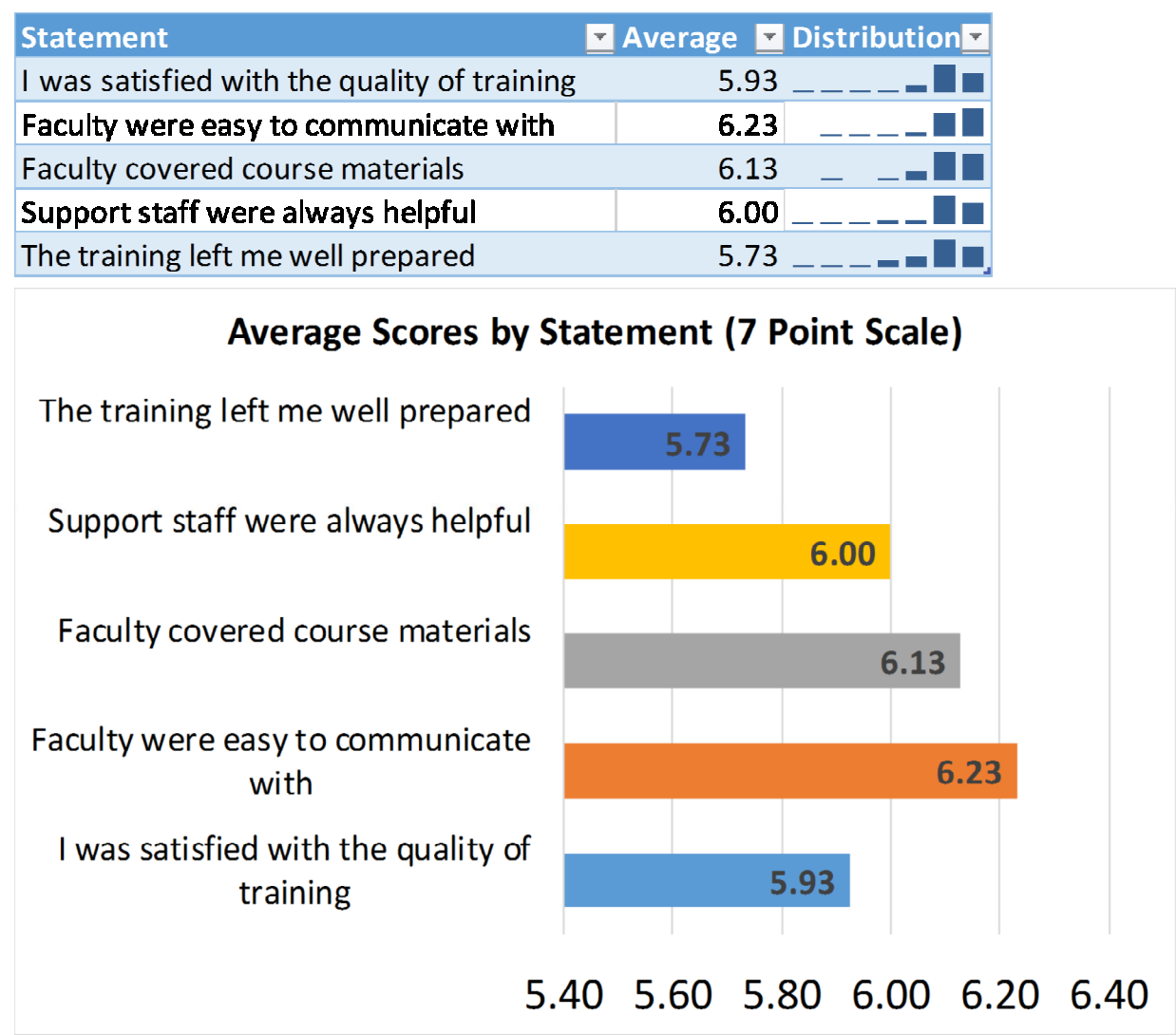
Average Financial Aid



Satisfaction



Program-specific Questions



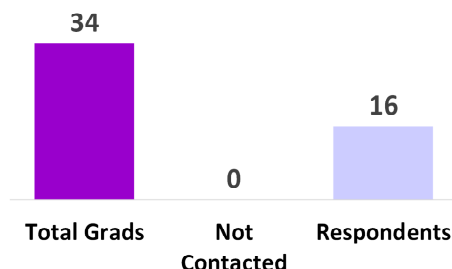
Open ended comments available in Section 3.

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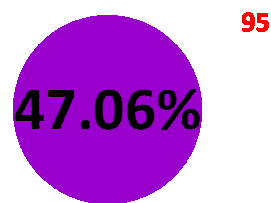
Business Technology

At a Glance...

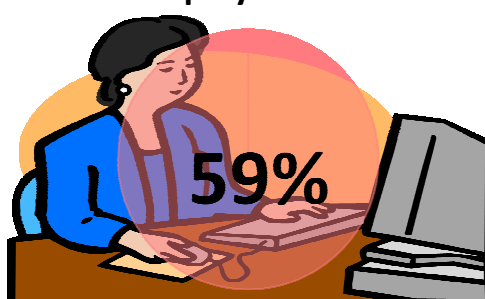
Response Summary



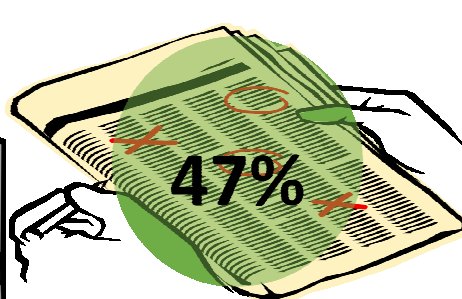
Response Rate



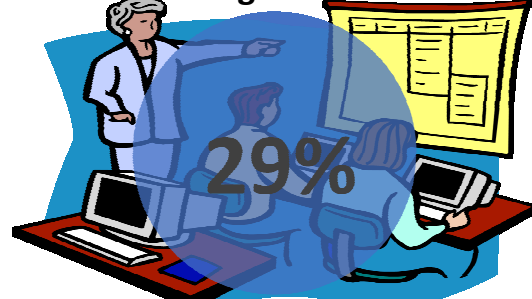
Employed



Job Seekers



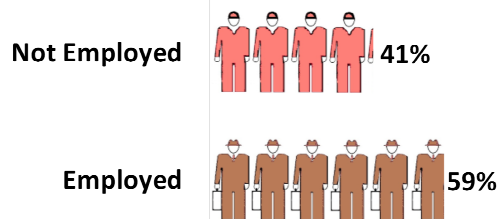
Continuing Education



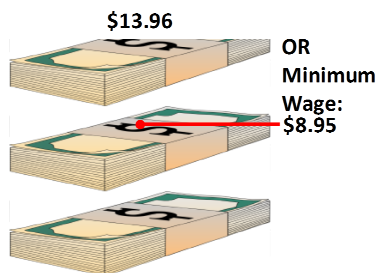
Employed

Respondents Indicating They Had At Least One Job: 10

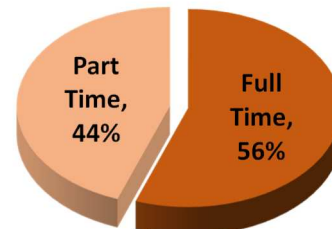
Employment Status 82



Average Hourly Wage 85



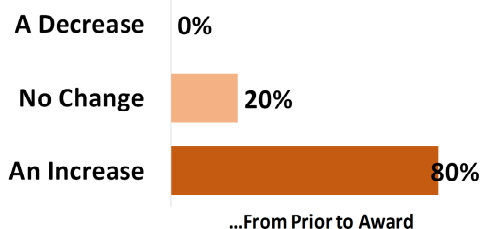
Full/Part - Time



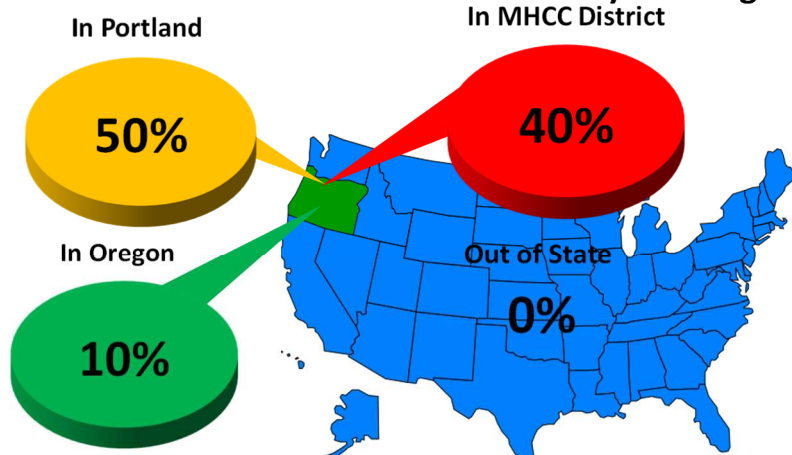
Percent Self Employed / Independent Contractor:

20%

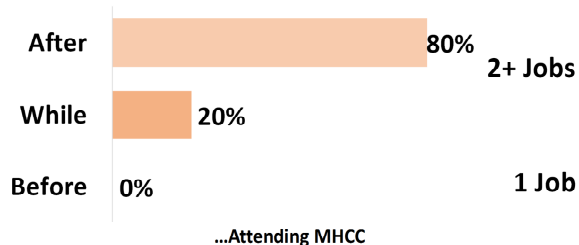
Earnings Are...



Where are they working?



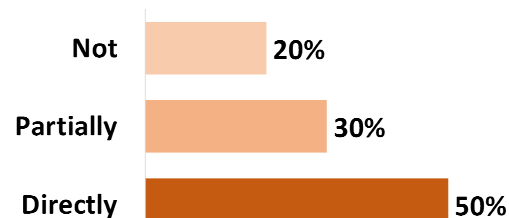
Obtained Job...



Number of Jobs



Related to Degree

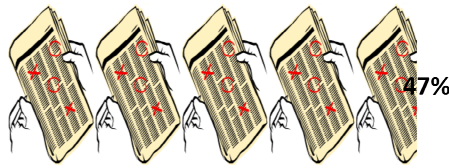


Job Seekers

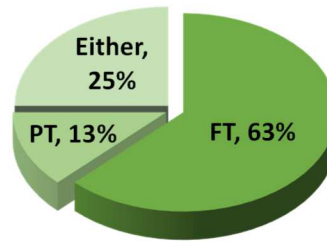
Respondents Indicating They Are Looking for Work:

8

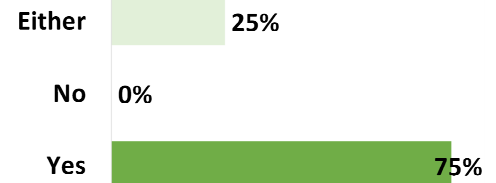
Seeking Employment 106



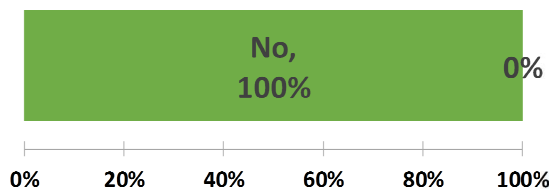
Seeking Full/Part - Time



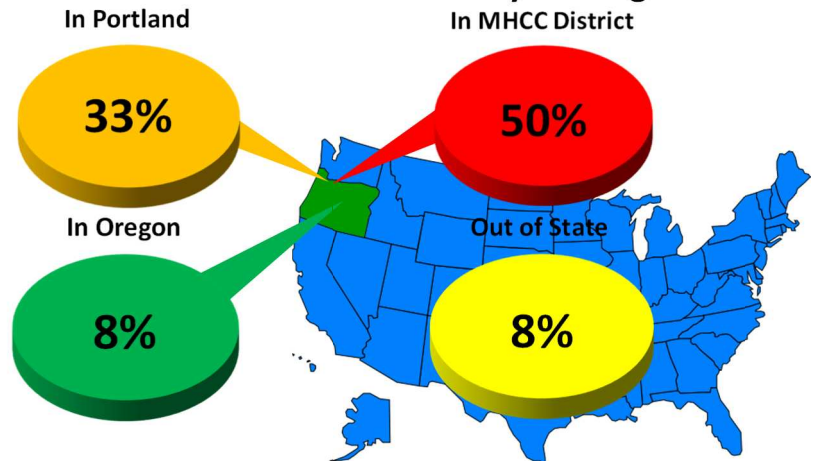
Related to Degree



Aware of MHCC Job Placement Services?



Where are they looking for work?

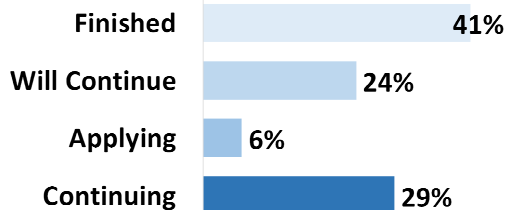


Continuing Education

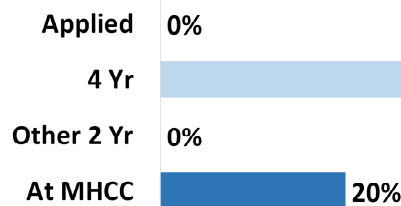
Respondents Indicating They Are Continuing Education: 5

Education Status

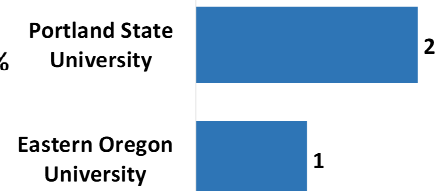
82



Attending Where

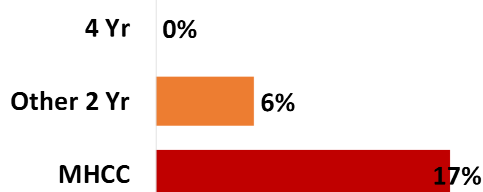


Top Transfer Institutions

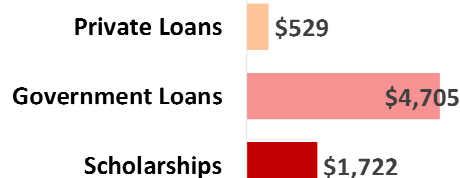


Other Information

Additional Awards



Average Financial Aid



Satisfaction



Business Technology

Program-specific Questions

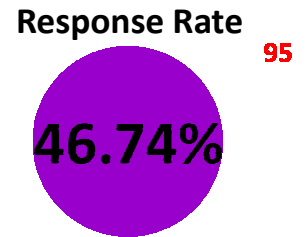
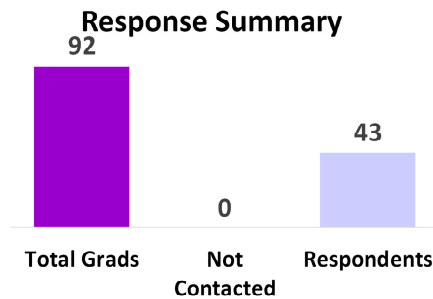
No Program-specific questions asked.

Open-ended question responses are available in Section 3.

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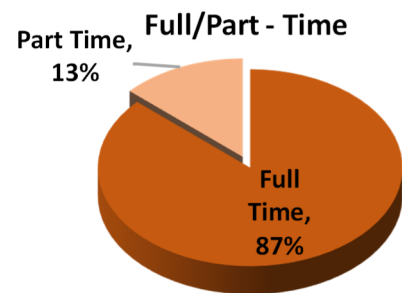
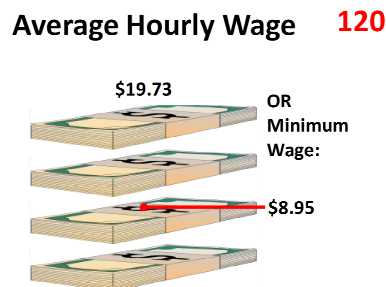
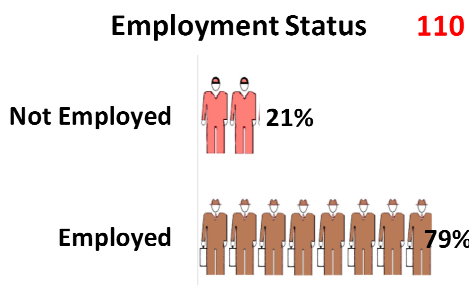
Computer Information Systems

At a Glance...



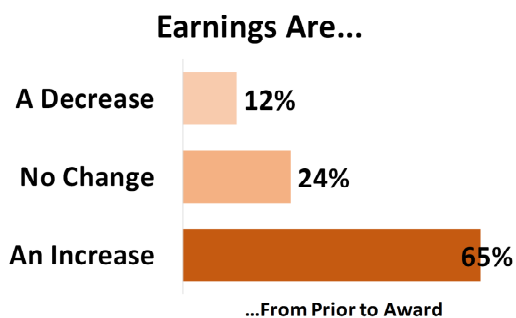
Employed

Respondents Indicating They Had At Least One Job: **34**

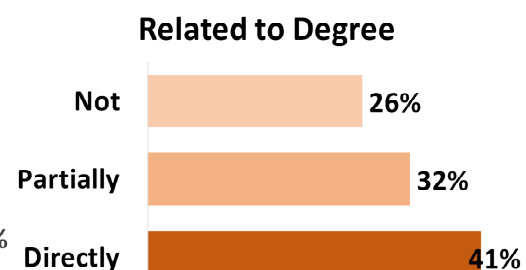
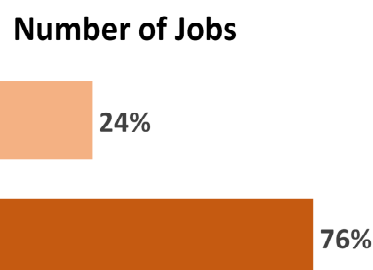
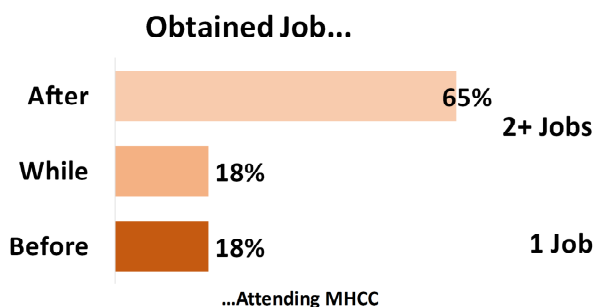
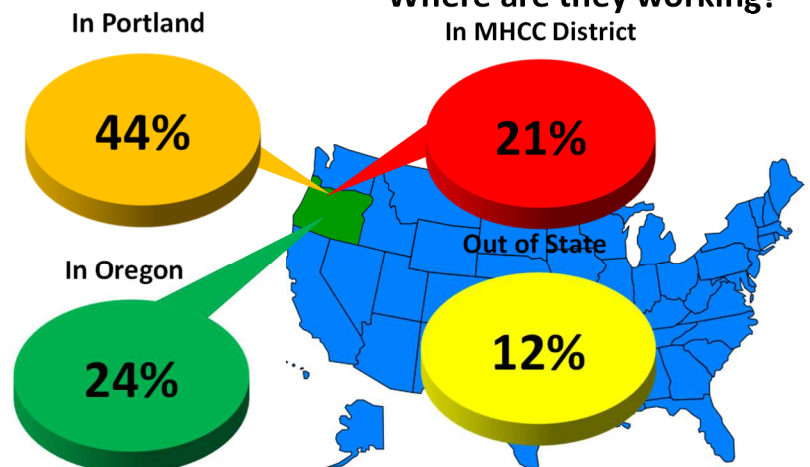


Percent Self Employed / Independent Contractor:

26%



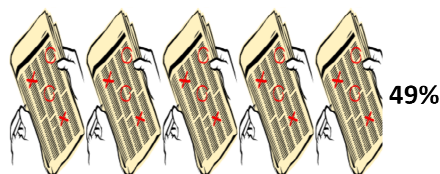
Where are they working?



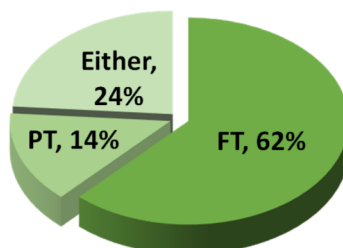
Job Seekers

Respondents Indicating They Are Looking for Work: **21**

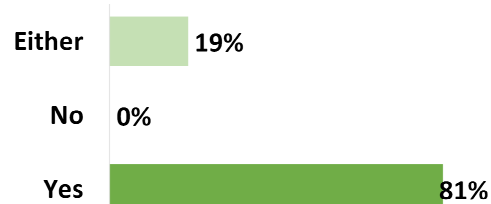
Seeking Employment **109**



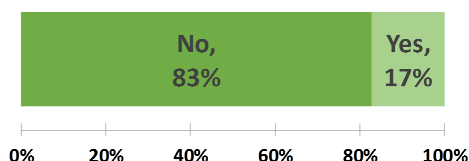
Seeking Full/Part - Time



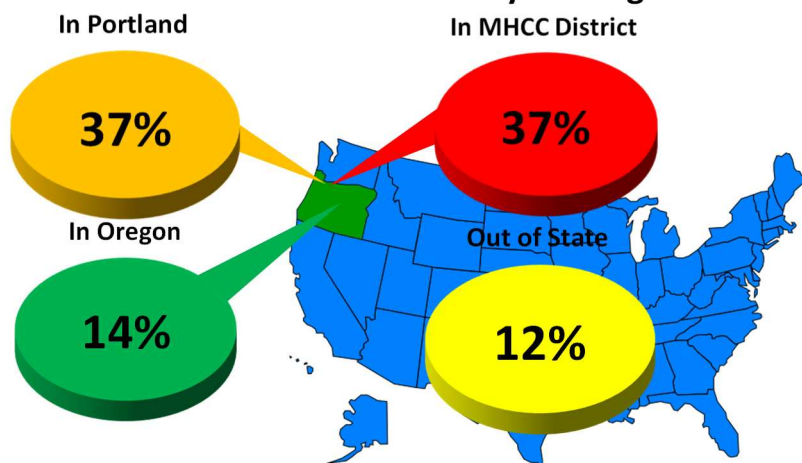
Related to Degree



Aware of MHCC Job Placement Services?



Where are they looking for work?

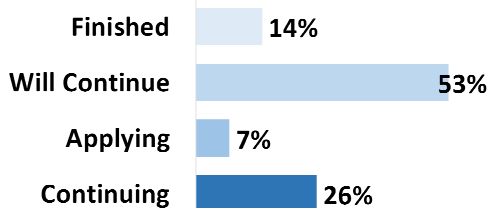


Continuing Education

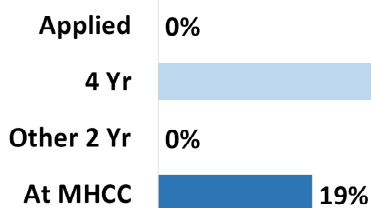
Respondents Indicating They Are Continuing Education: **11**

Education Status

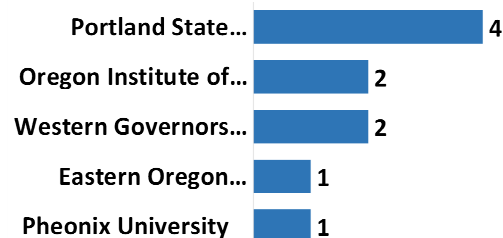
71



Attending Where

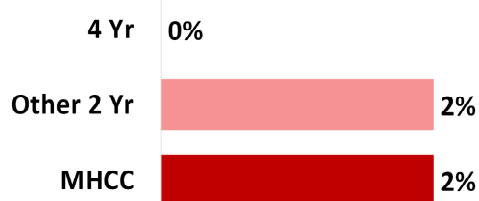


Top Transfer Institutions

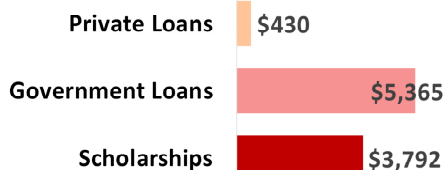


Other Information

Additional Awards



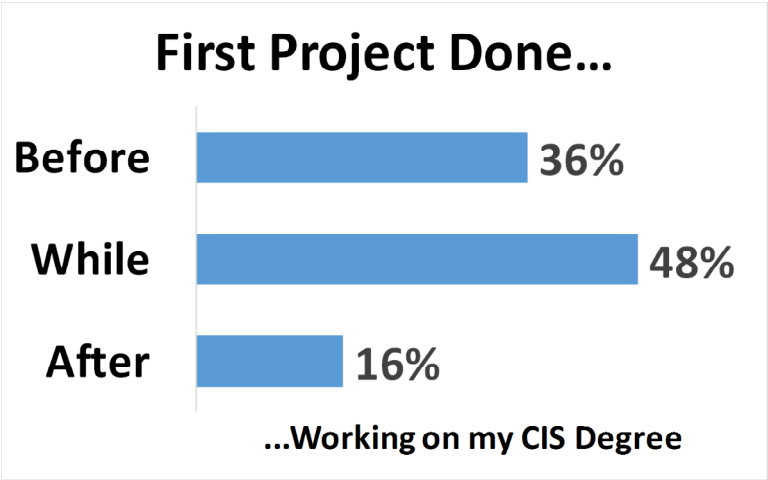
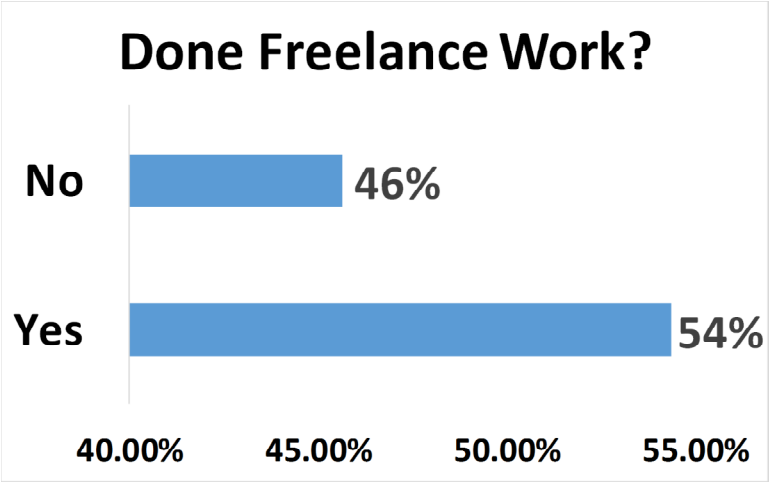
Average Financial Aid



Satisfaction



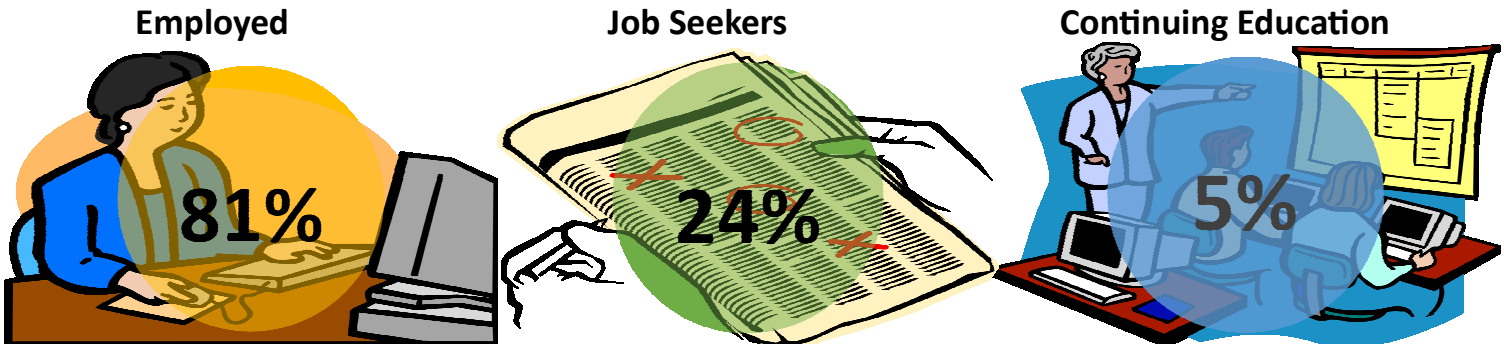
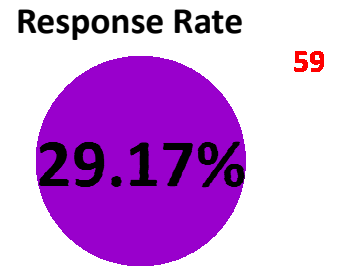
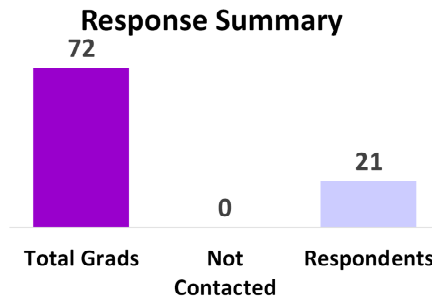
Program-specific Questions



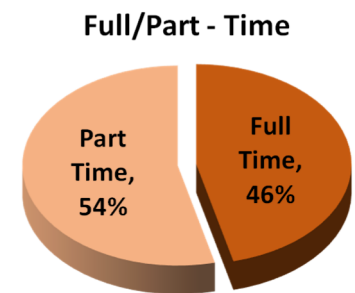
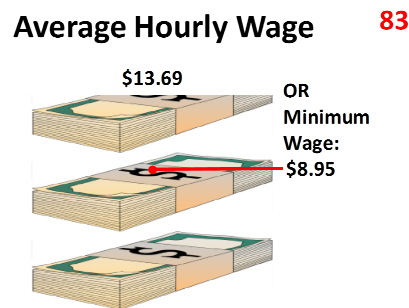
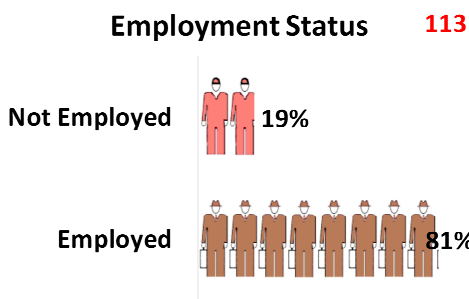
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Cosmetology

At a Glance...

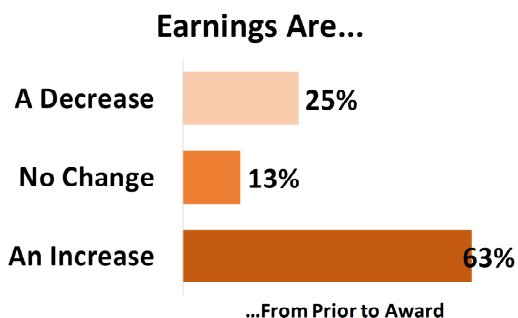


Employed Respondents Indicating They Had At Least One Job: **17**

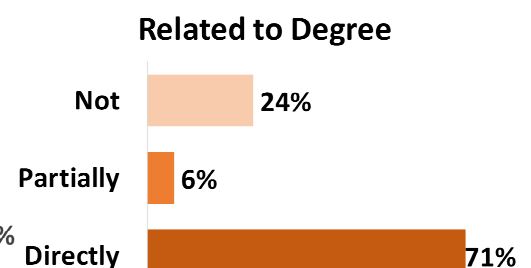
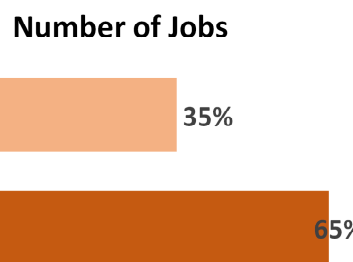
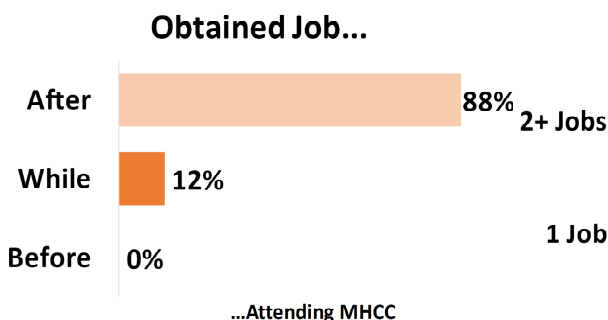
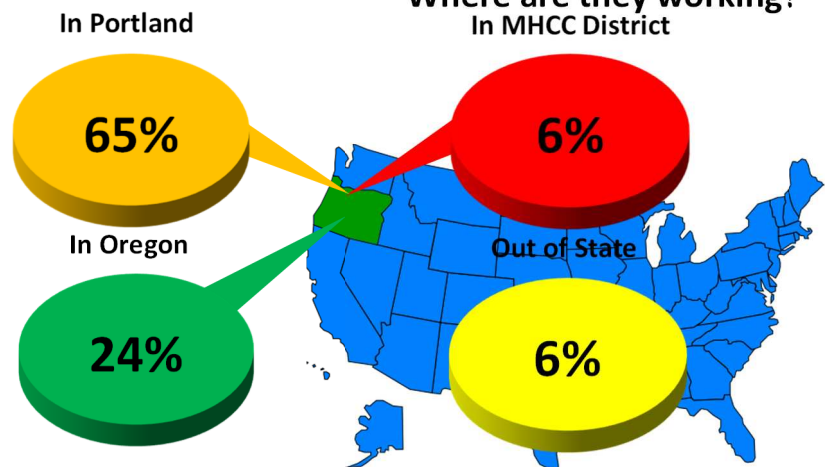


Percent Self Employed / Independent Contractor:

35%



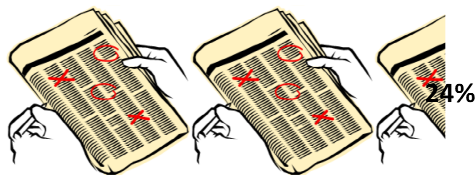
Where are they working?



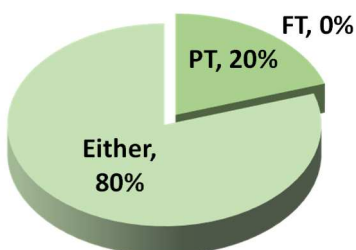
Job Seekers

Respondents Indicating They Are Looking for Work: **5**

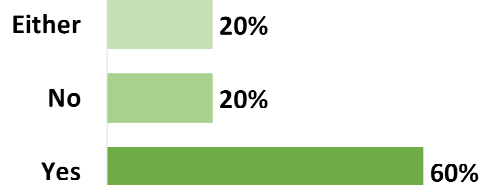
Seeking Employment **53**



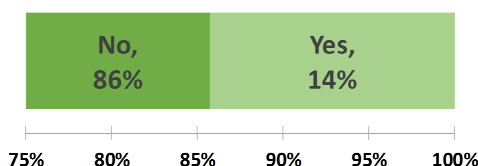
Seeking Full/Part - Time



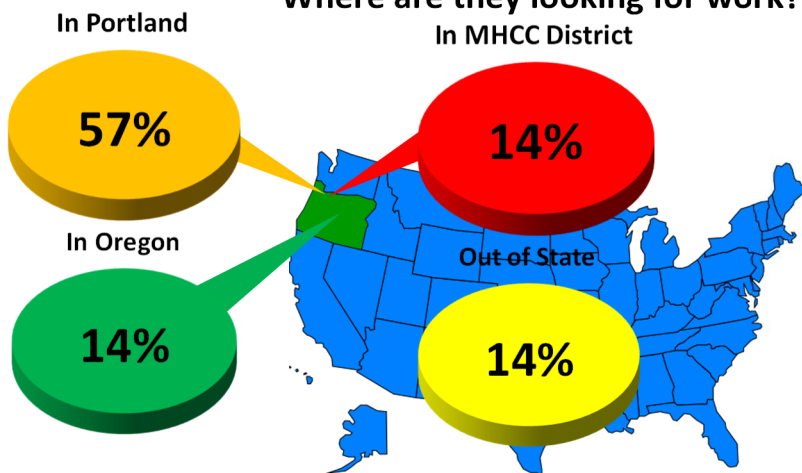
Related to Degree



Aware of MHCC Job Placement Services?



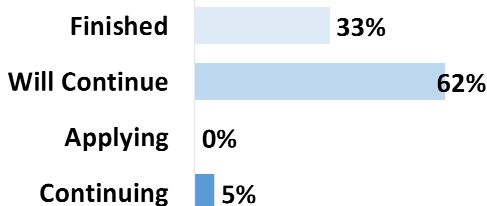
Where are they looking for work?



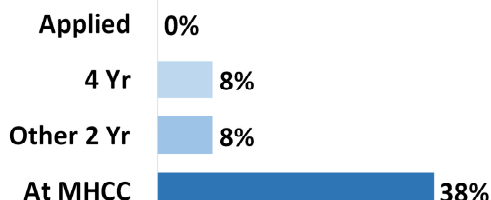
Continuing Education

Respondents Indicating They Are Continuing Education: **1**

Education Status **13**



Attending Where

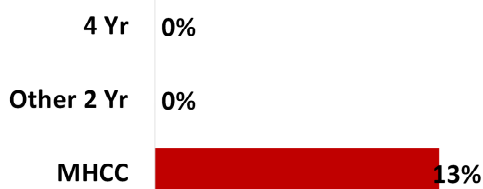


Top Transfer Institutions



Other Information

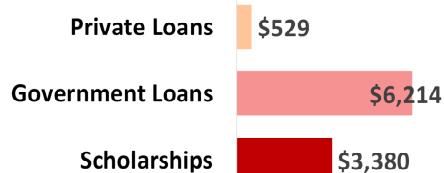
Additional Awards



Satisfaction



Average Financial Aid

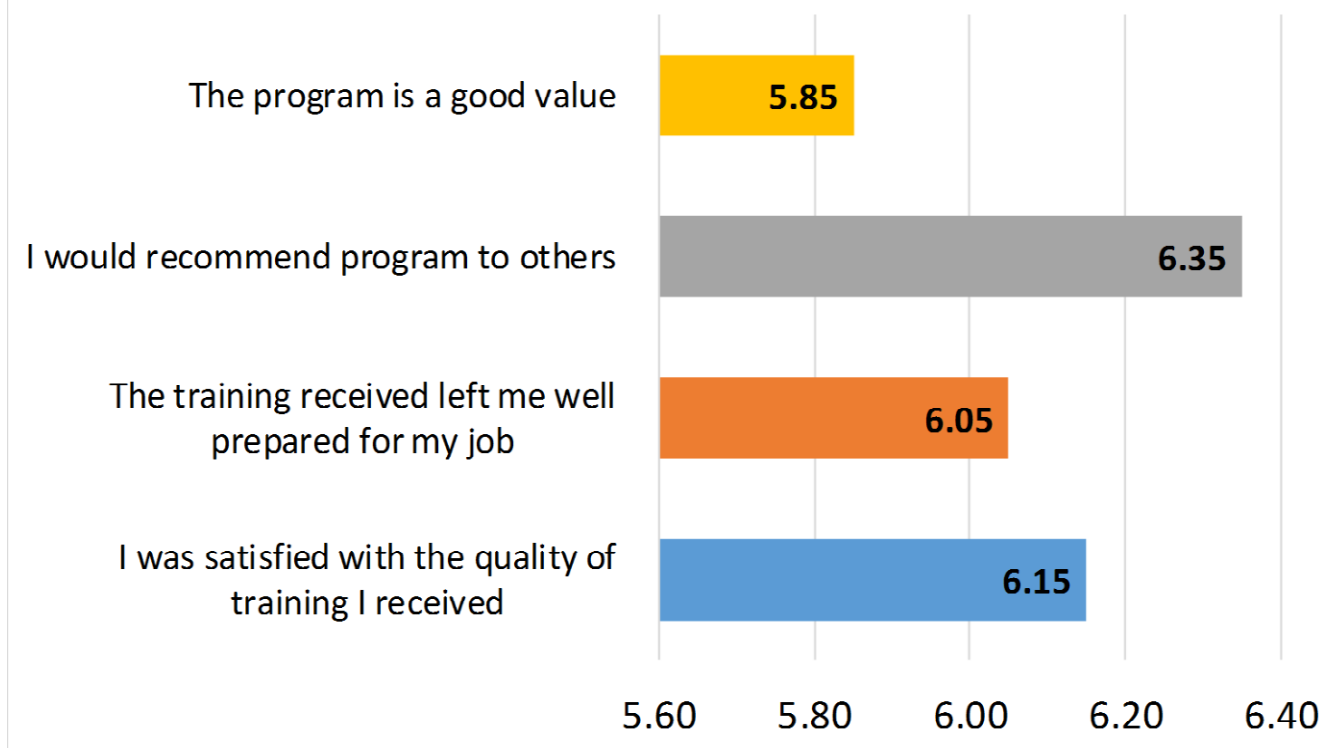


Cosmetology

Program-specific Questions

Question	Average	Distribution
I was satisfied with the quality of training I received	6.15	
The training received left me well prepared for my job	6.05	
I would recommend program to others	6.35	
The program is a good value	5.85	

Average Scores By Statement (7-Point Scale)



Open-ended question responses are available in Section 3.

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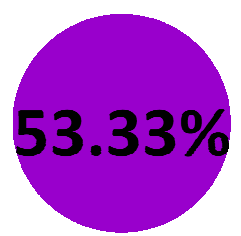
Hopitality & Tourism

At a Glance...

Response Summary



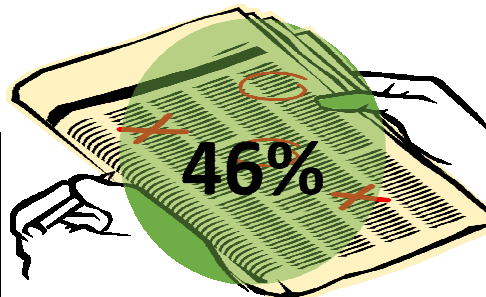
Response Rate



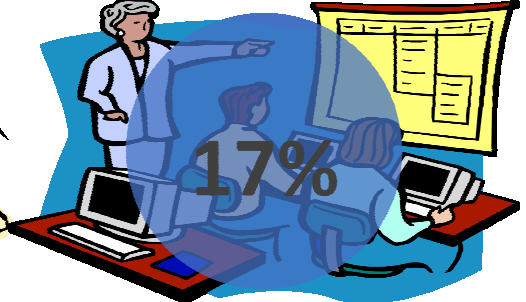
Employed



Job Seekers



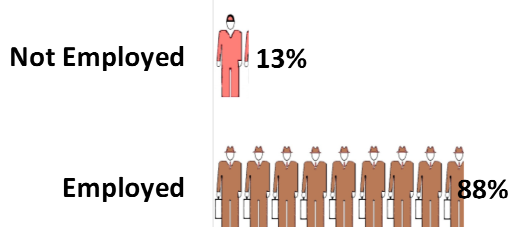
Continuing Education



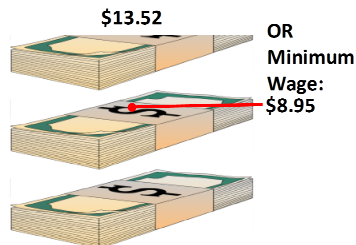
Employed

Respondents Indicating They Had At Least One Job: **21**

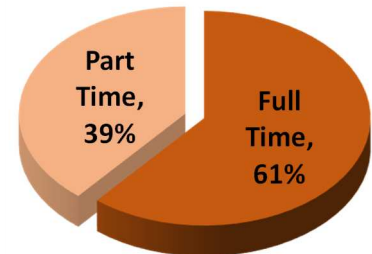
Employment Status 122



Average Hourly Wage 82



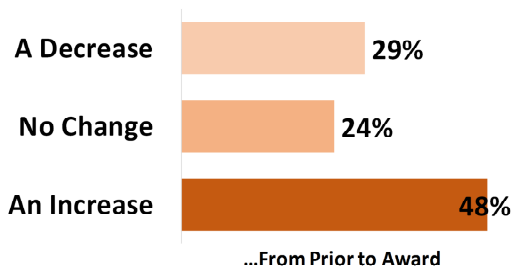
Full/Part - Time



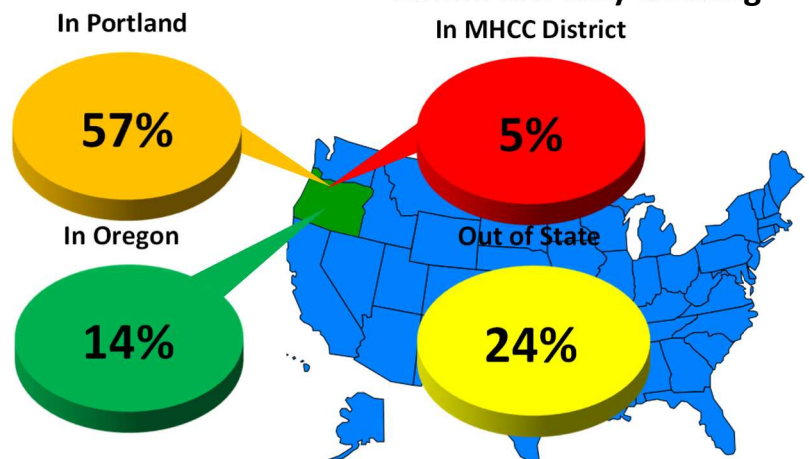
Percent Self Employed / Independent Contractor:

19%

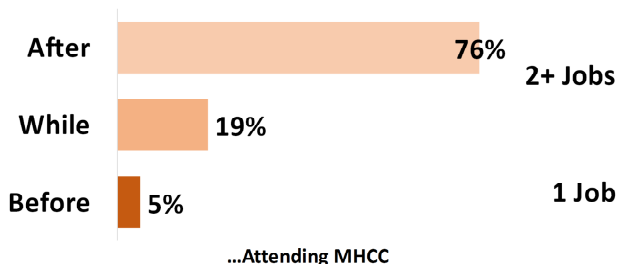
Earnings Are...



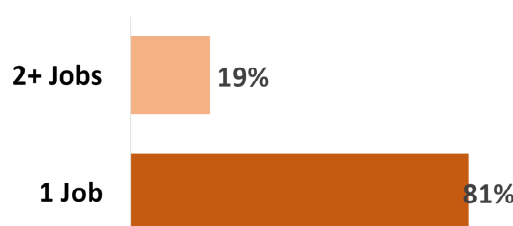
Where are they working?



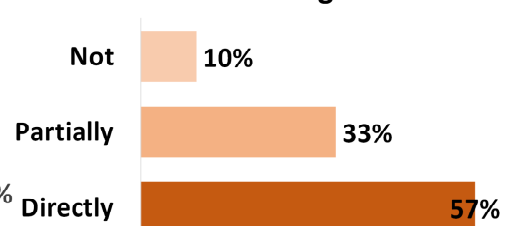
Obtained Job...



Number of Jobs



Related to Degree

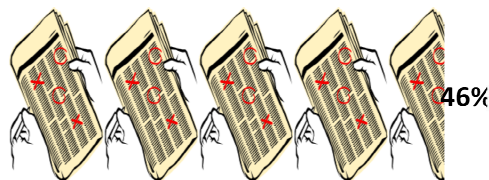


Job Seekers

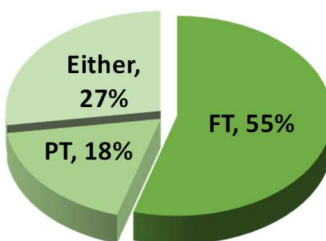
Respondents Indicating They Are Looking for Work:

11

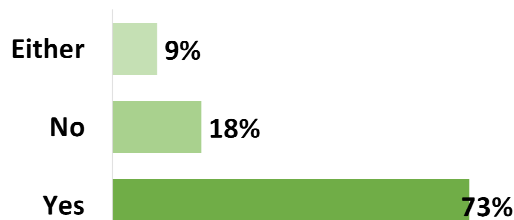
Seeking Employment 103



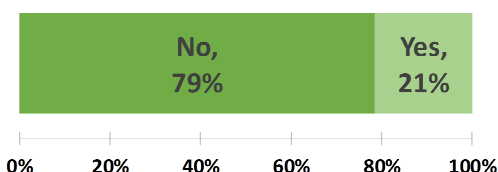
Seeking Full/Part - Time



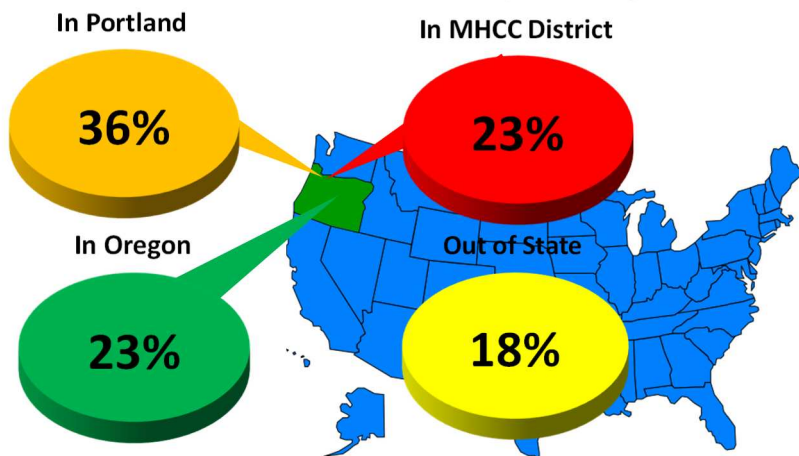
Related to Degree



Aware of MHCC Job Placement Services?



Where are they looking for work?



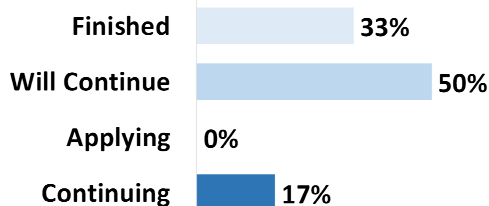
Continuing Education

Respondents Indicating They Are Continuing Education:

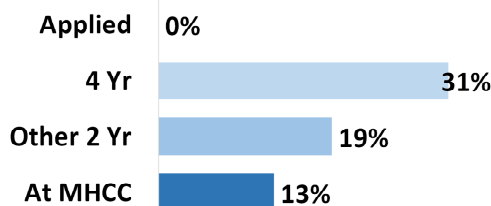
4

Education Status

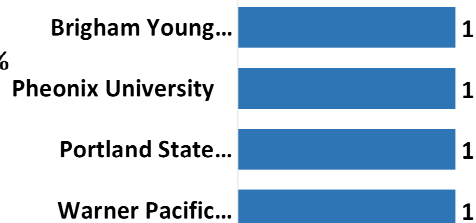
46



Attending Where

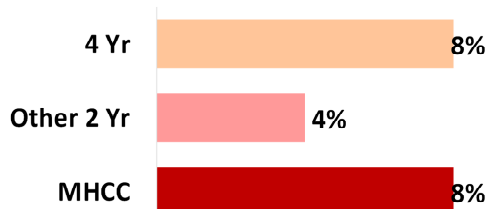


Top Transfer Institutions

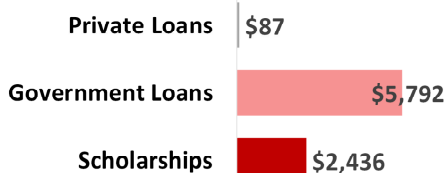


Other Information

Additional Awards



Average Financial Aid



Satisfaction

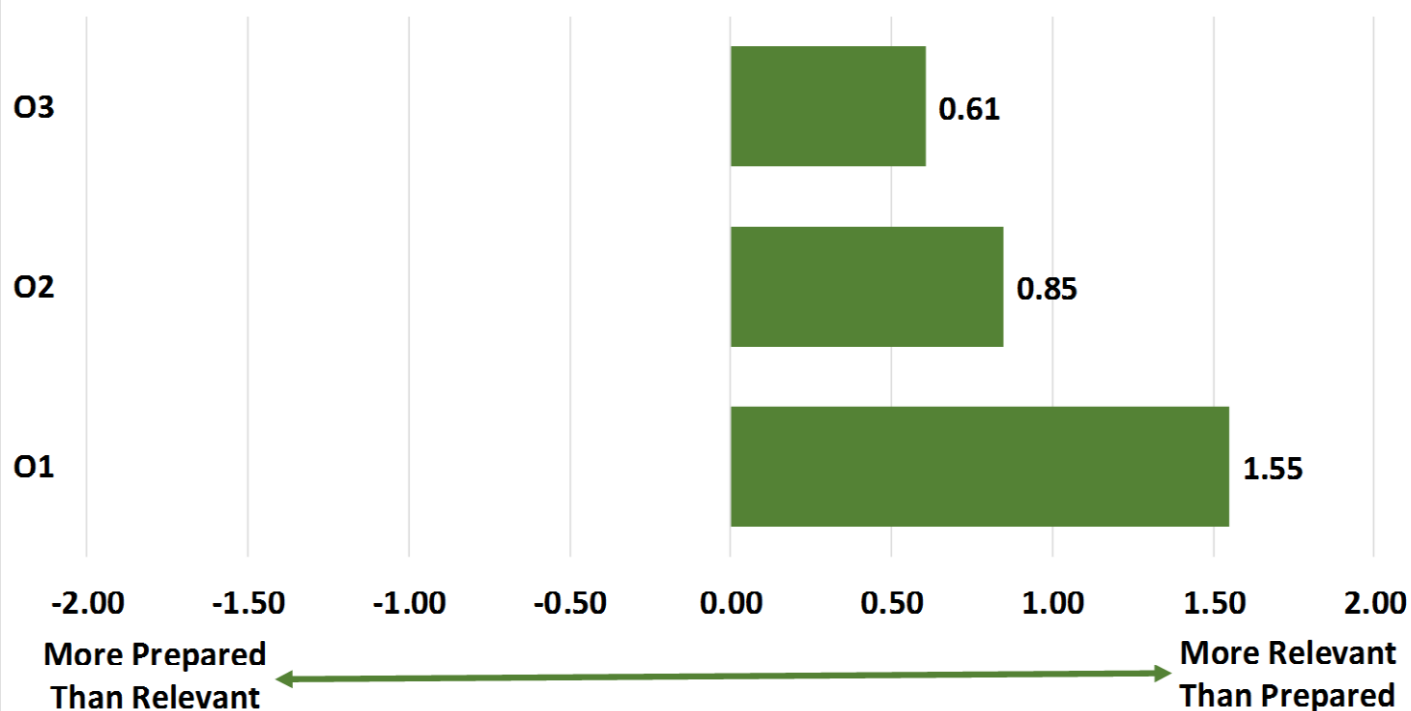


Hospitality & Tourism

Program-specific Questions

Outcome	Preparedness	Relevance
O1) Using computers and/or technology	4.75	6.30
O2) Effective communication skills	5.75	6.60
O3) Providing excellent customer service	6.04	6.65

**Gap Scores Between Mean Preparedness
and Relevancy by Outcome**



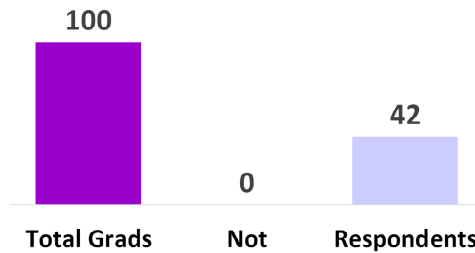
Open-ended question responses are available in Section 3.

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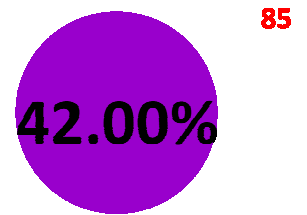
Integrated Media

At a Glance...

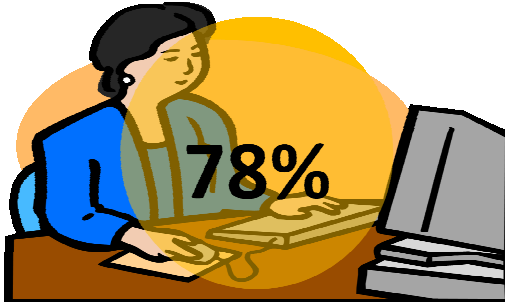
Response Summary



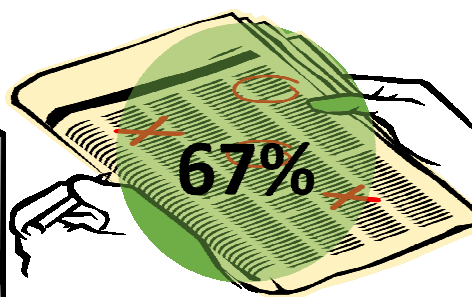
Response Rate



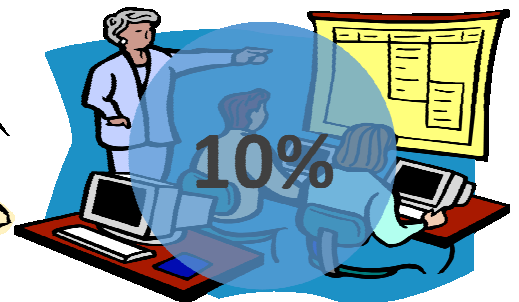
Employed



Job Seekers



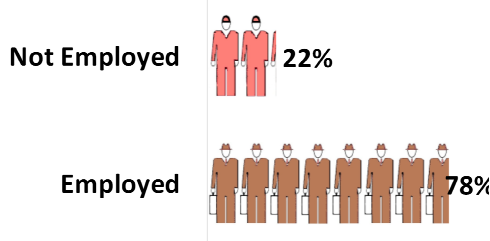
Continuing Education



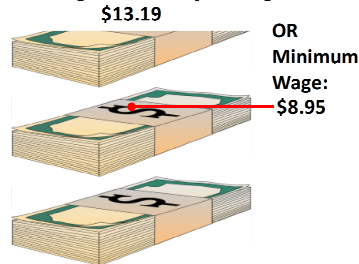
Employed

Respondents Indicating They Had At Least One Job: 35

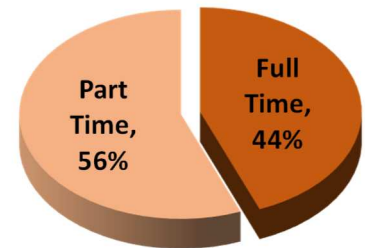
Employment Status 109



Average Hourly Wage 80



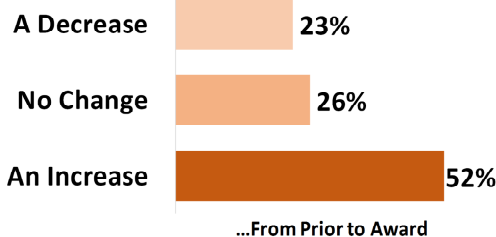
Full/Part - Time



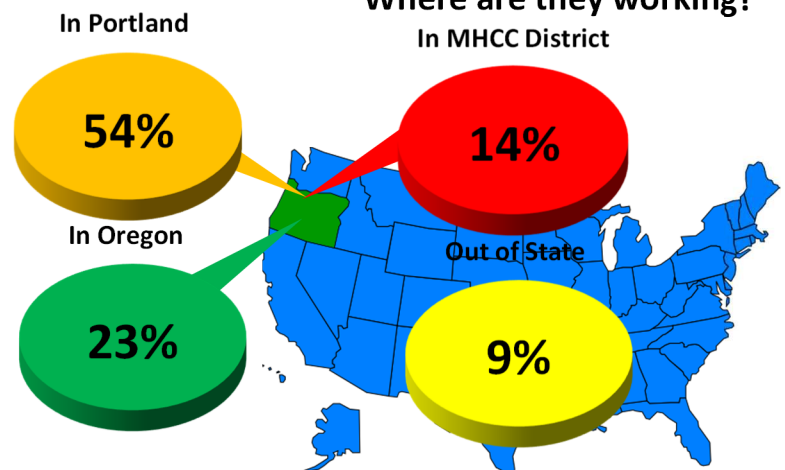
Percent Self Employed / Independent Contractor:

43%

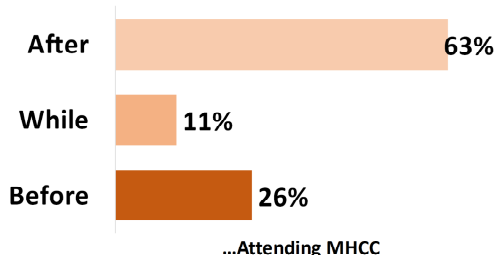
Earnings Are...



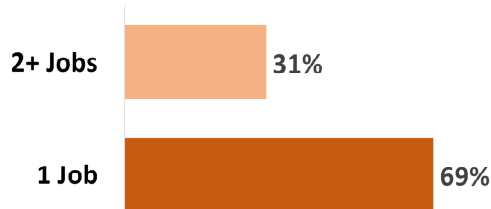
Where are they working?



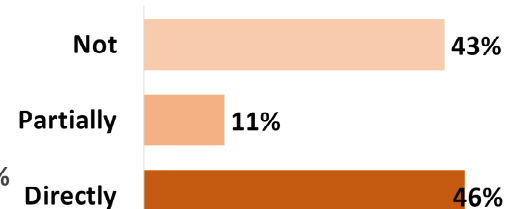
Obtained Job...



Number of Jobs



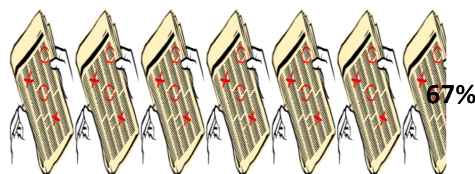
Related to Degree



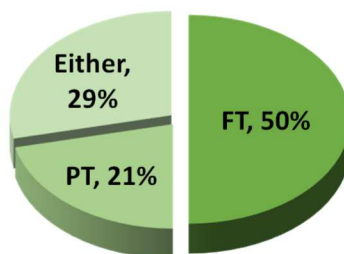
Job Seekers

Respondents Indicating They Are Looking for Work: **28**

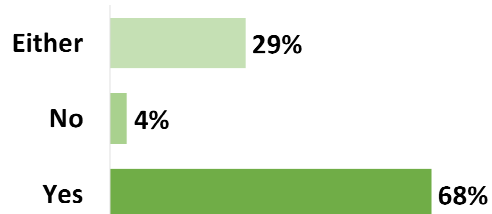
Seeking Employment **149**



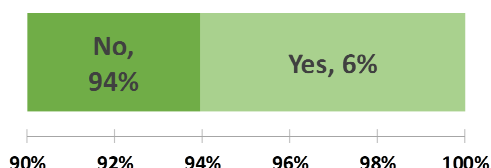
Seeking Full/Part - Time



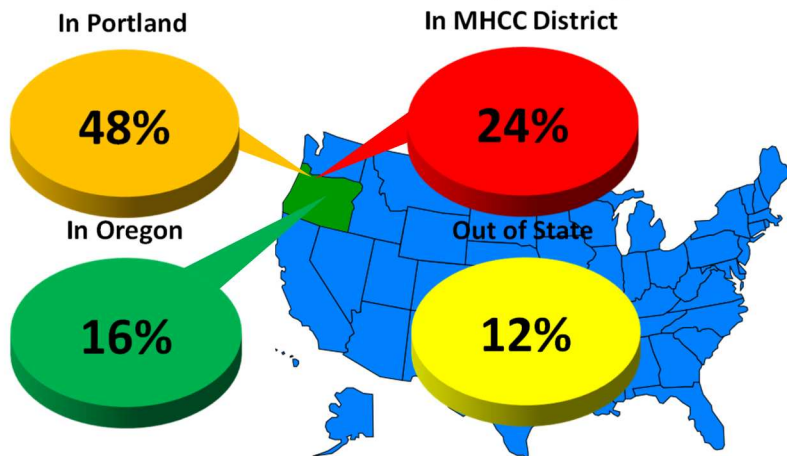
Related to Degree



Aware of MHCC Job Placement Services?



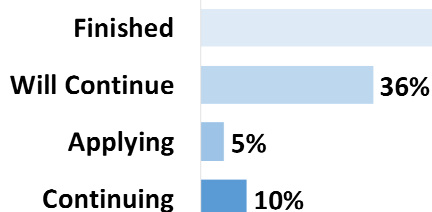
Where are they looking for work?



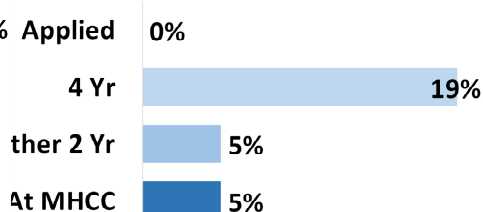
Continuing Education

Respondents Indicating They Are Continuing Education: **4**

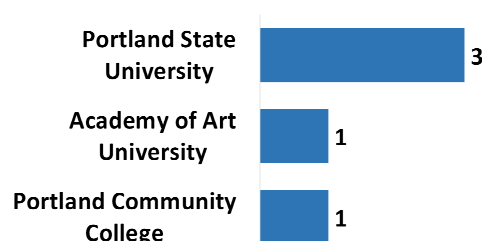
Education Status **26**



Attending Where

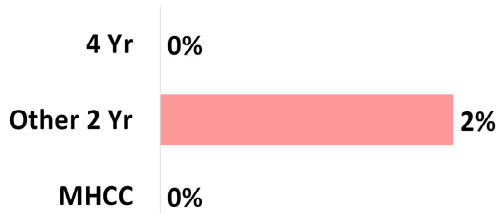


Top Transfer Institutions

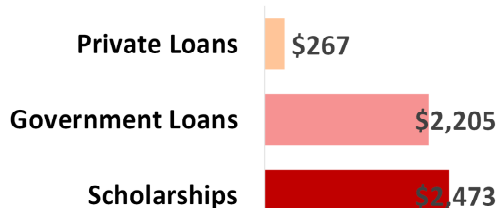


Other Information

Additional Awards



Average Financial Aid



Satisfaction



Integrated Media

Program-specific Questions

No Program Specific Questions Asked.

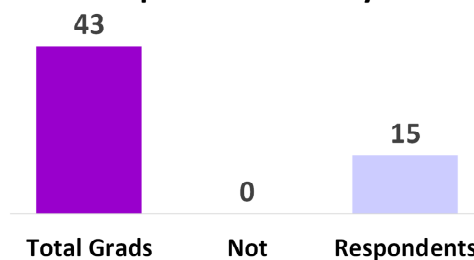
Open-ended question responses are available in Section 3.

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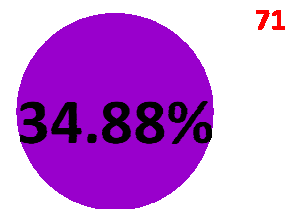
Engineering

At a Glance...

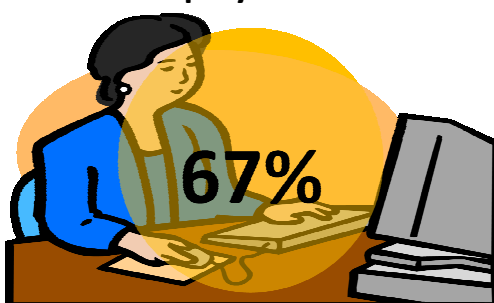
Response Summary



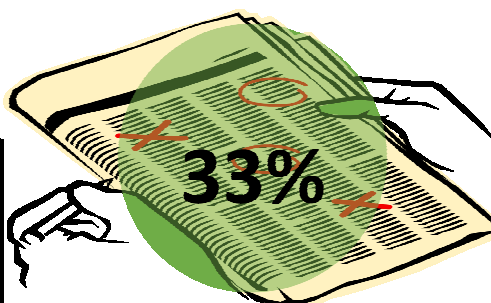
Response Rate



Employed



Job Seekers



Continuing Education



Employed

Respondents Indicating They Had At Least One Job: 10

Employment Status

93

Not Employed

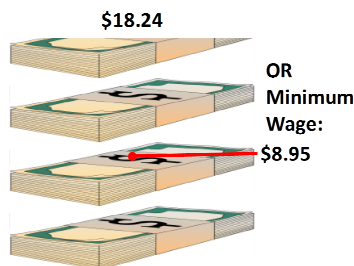


Employed



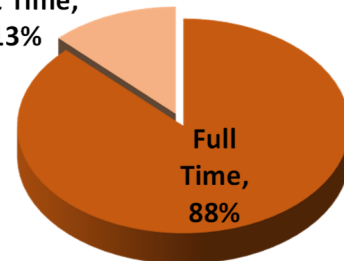
Average Hourly Wage

110



Full/Part - Time

Part Time,
13%



Percent Self Employed / Independent Contractor:

20%

Earnings Are...

A Decrease

20%

No Change

0%

An Increase

80%

...From Prior to Award

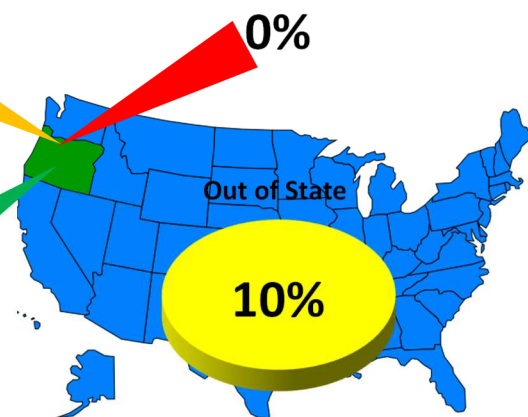
In Portland



In Oregon



Where are they working? In MHCC District



Obtained Job...

After



While



Before

0%

...Attending MHCC

Number of Jobs

10%

1 Job

90%

Related to Degree

Not

20%

Partially

50%

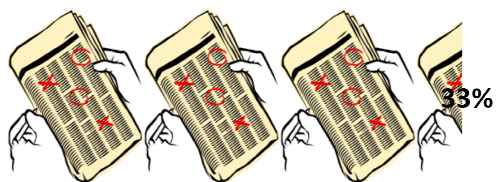
Directly

30%

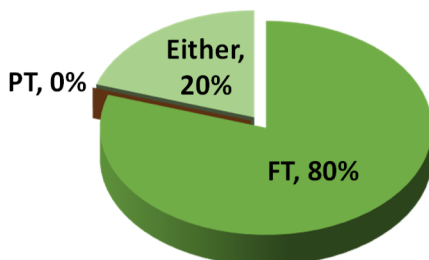
Job Seekers

Respondents Indicating They Are Looking for Work: **5**

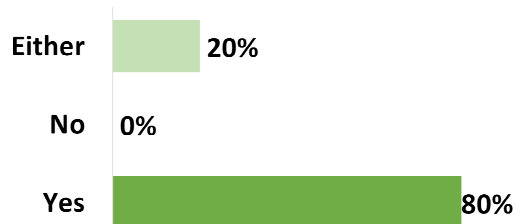
Seeking Employment **75**



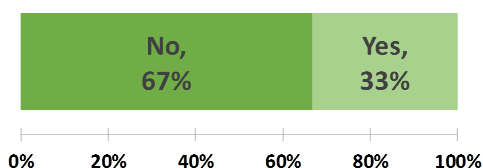
Seeking Full/Part - Time



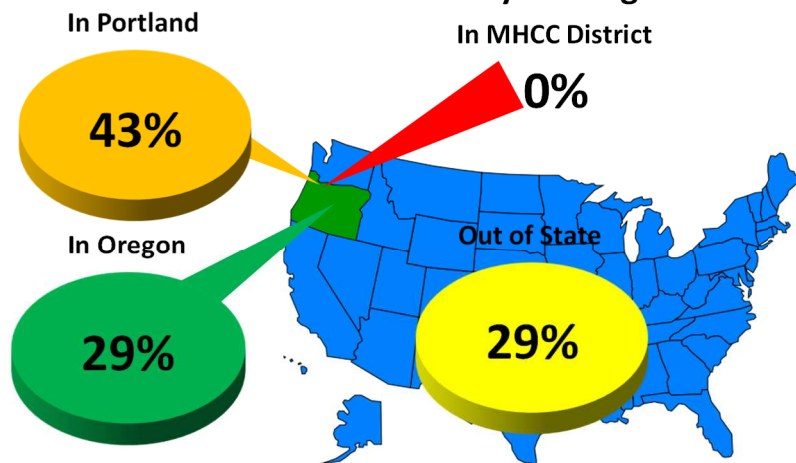
Related to Degree



Aware of MHCC Job Placement Services?



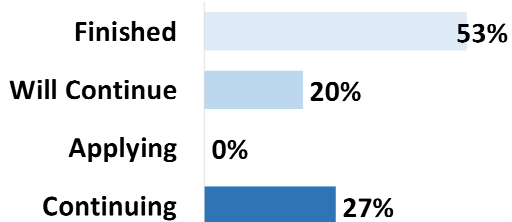
Where are they looking for work?



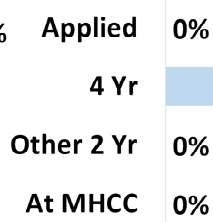
Continuing Education

Respondents Indicating They Are Continuing Education: **4**

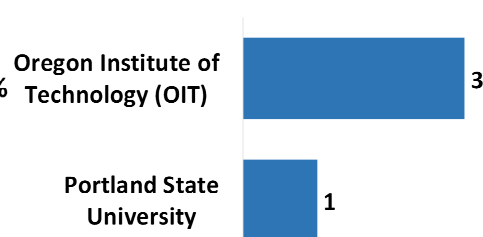
Education Status **74**



Attending Where

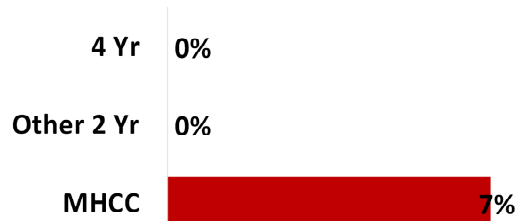


Top Transfer Institutions

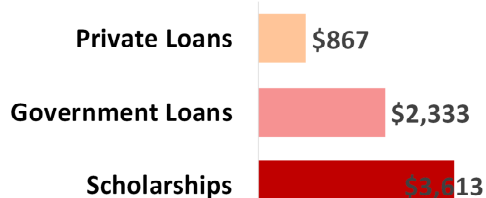


Other Information

Additional Awards



Average Financial Aid



Satisfaction



Engineering Program-specific Questions

No Program Specific Questions Asked.

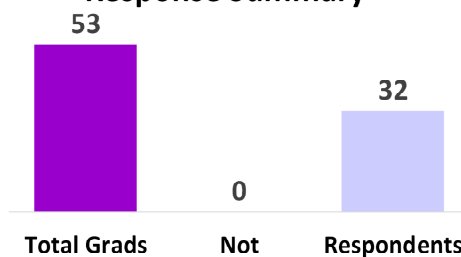
Open-ended question responses are available in Section 3.

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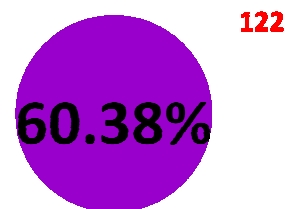
Natural Resources Technology

At a Glance...

Response Summary



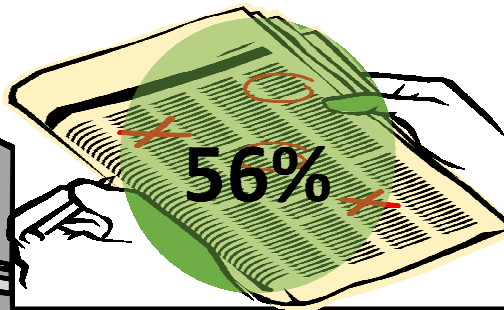
Response Rate



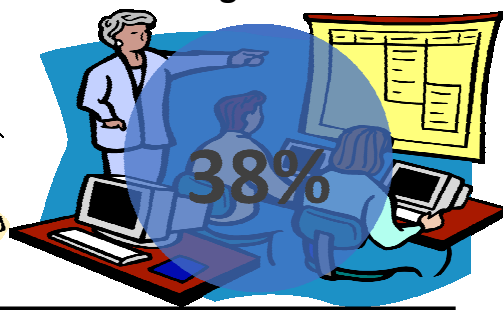
Employed



Job Seekers



Continuing Education



Employed

Respondents Indicating They Had At Least One Job: **20**

Employment Status

90

Not Employed

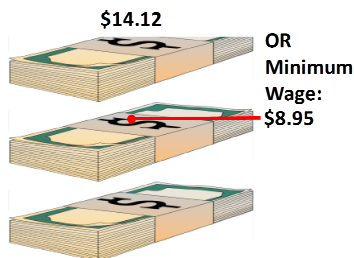


Employed

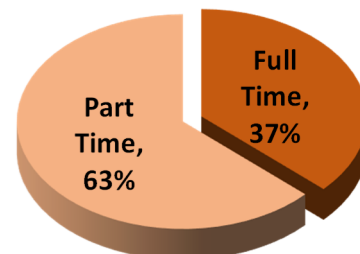


Average Hourly Wage

86



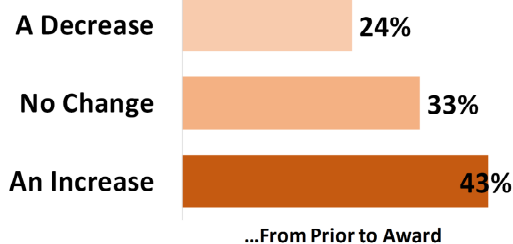
Full/Part - Time



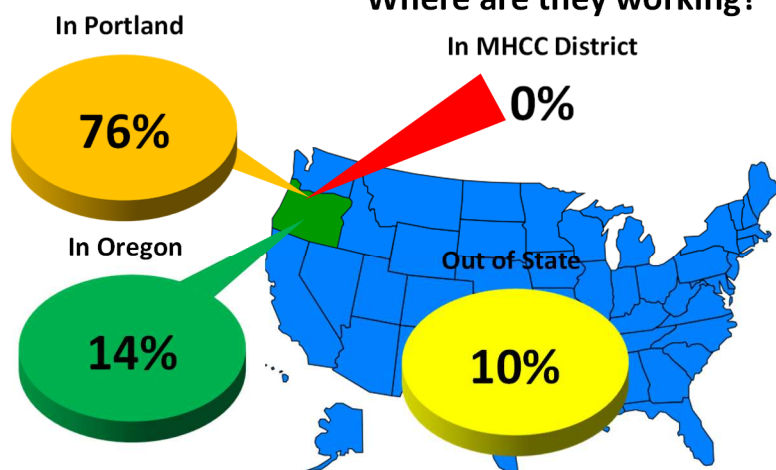
Percent Self Employed / Independent Contractor:

5%

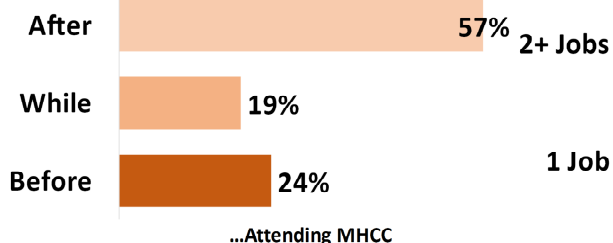
Earnings Are...



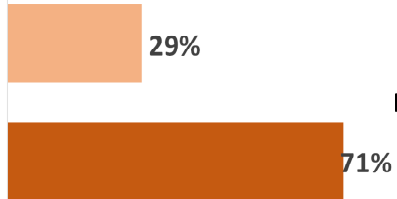
Where are they working?



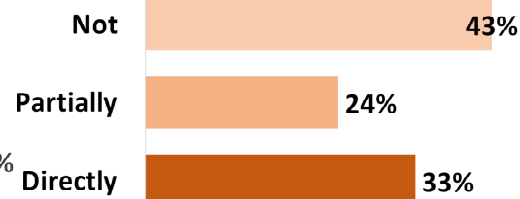
Obtained Job...



Number of Jobs



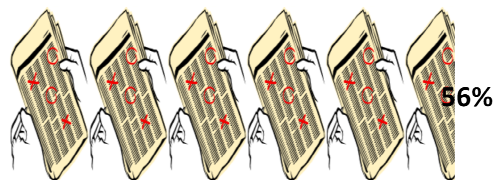
Related to Degree



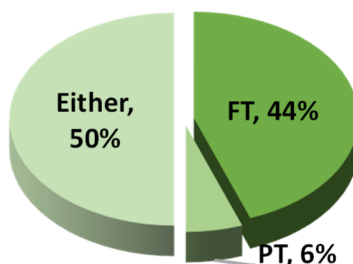
Job Seekers

Respondents Indicating They Are Looking for Work: **18**

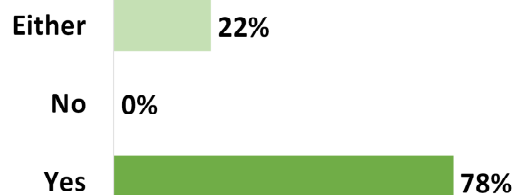
Seeking Employment **126**



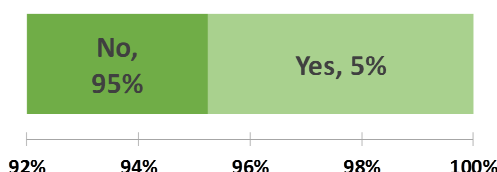
Seeking Full/Part - Time



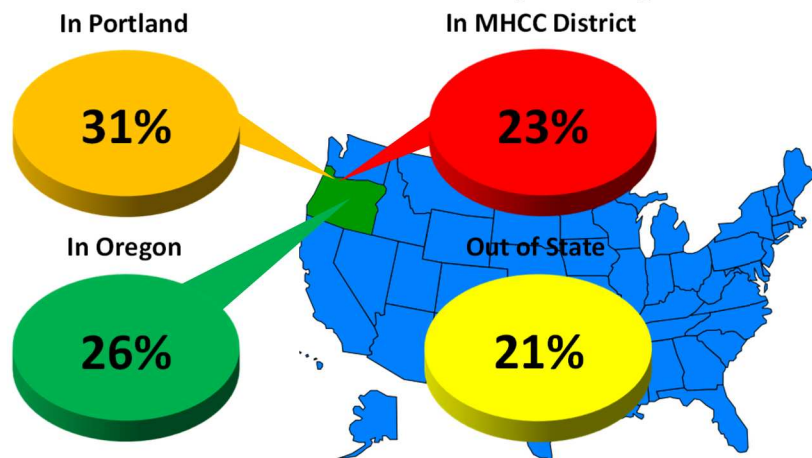
Related to Degree



Aware of MHCC Job Placement Services?



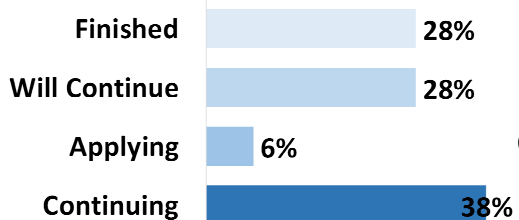
Where are they looking for work?



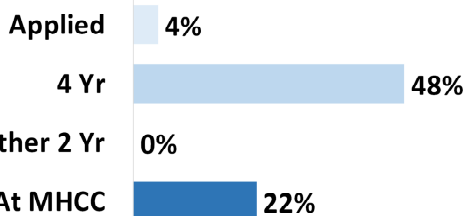
Continuing Education

Respondents Indicating They Are Continuing Education: **12**

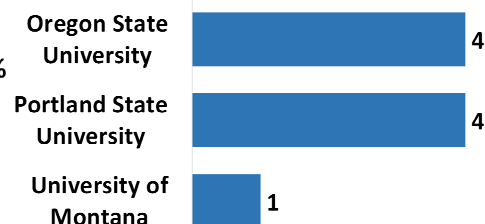
Education Status **104**



Attending Where

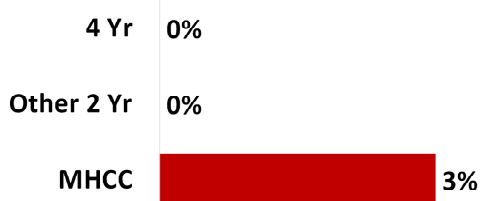


Top Transfer Institutions

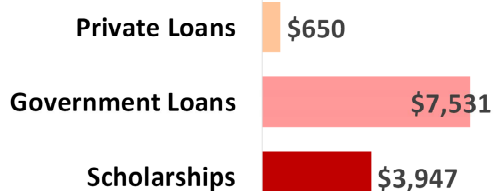


Other Information

Additional Awards






Average Financial Aid

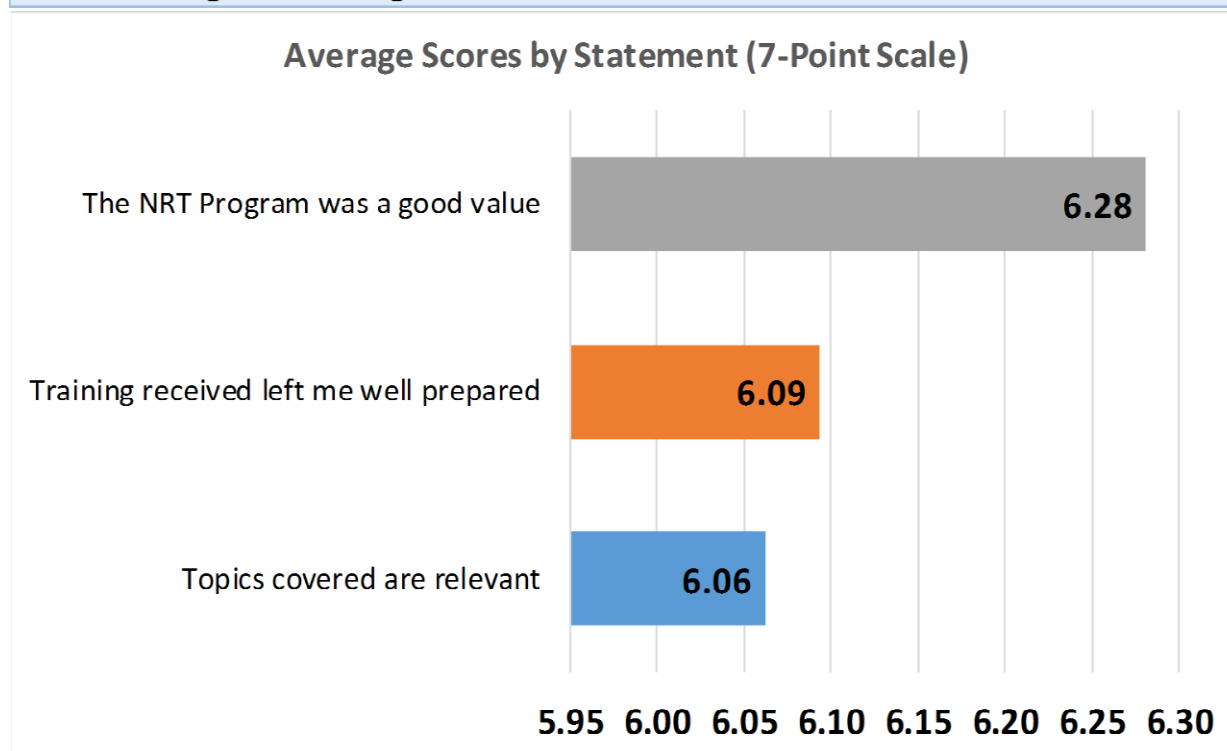


Satisfaction



Program-specific Questions

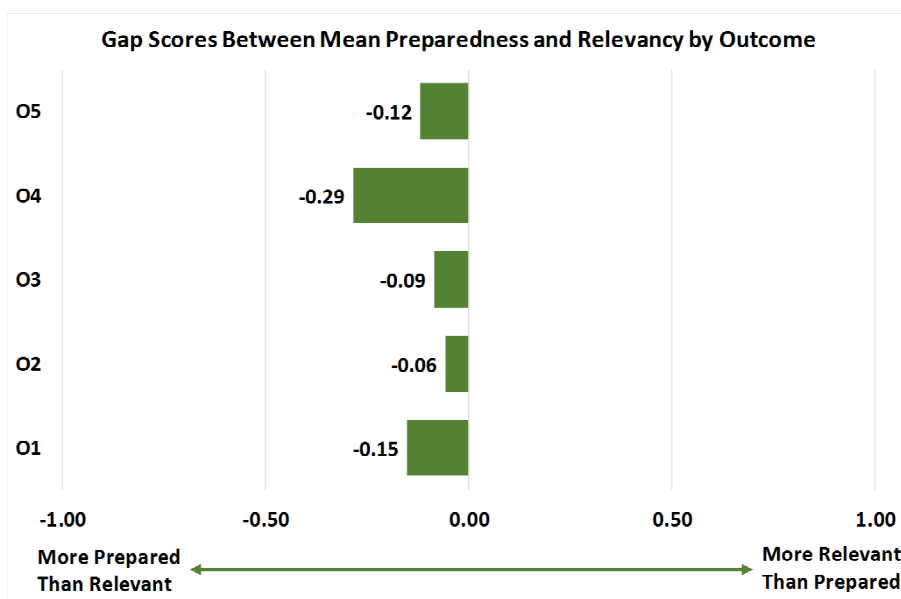
Statement	Average	Distribution
Topics covered are relevant	6.06	
Training received left me well prepared	6.09	
The NRT Program was a good value	6.28	



Note: The NRT Program created additional program-specific questions for the Fall 2013 data collection period (for Graduates in Spring 2013). These data will be reported in the next round of the report.

Open-ended question responses are available in Section 3.

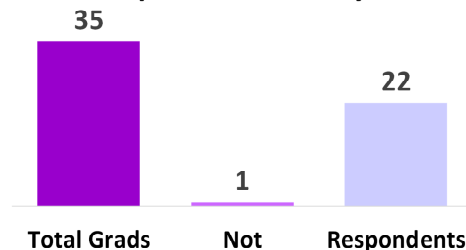
Program Outcomes	Prepared Average	Relevance Average
O1) Perform field tasks required of NRT Technicians	6.28	6.13
O2) Use a broad range fo technological tools	6.19	6.13
O3) Demonstrate paractcal understanding of ecosystems	6.34	6.26
O4) Demonstrate knowledge of social influences on ecosystem management	6.16	5.87
O5) Demonstrate skills needed for successful job performance	6.28	6.16



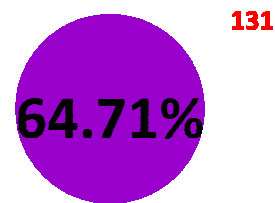
Sustainability, Health & Safety

At a Glance...

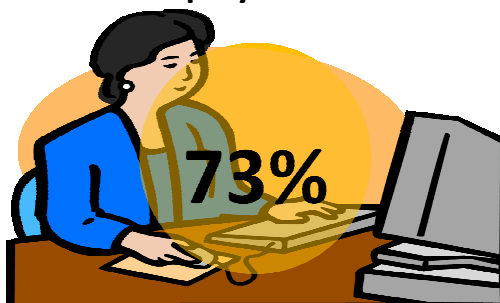
Response Summary



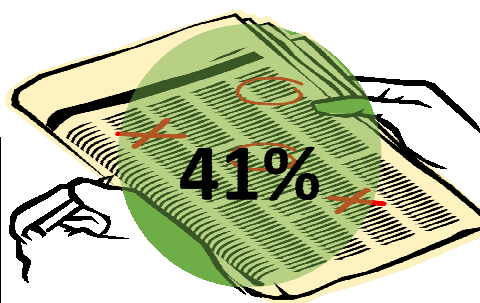
Response Rate



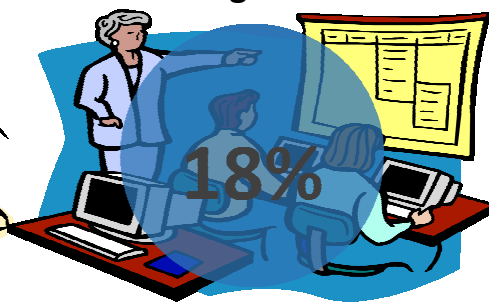
Employed



Job Seekers



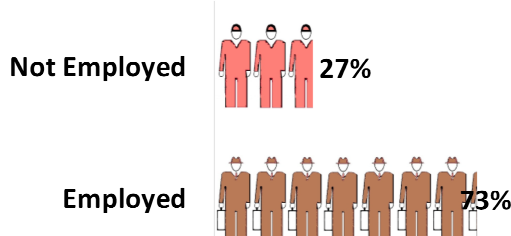
Continuing Education



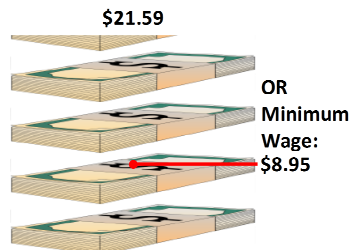
Employed

Respondents Indicating They Had At Least One Job: 16

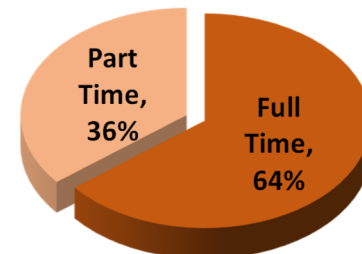
Employment Status 101



Average Hourly Wage 131



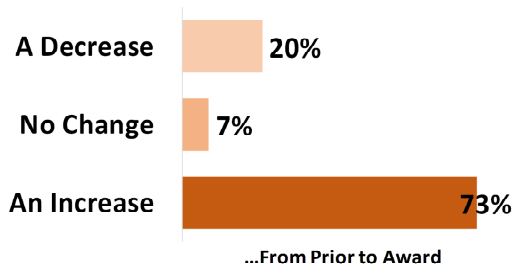
Full/Part - Time



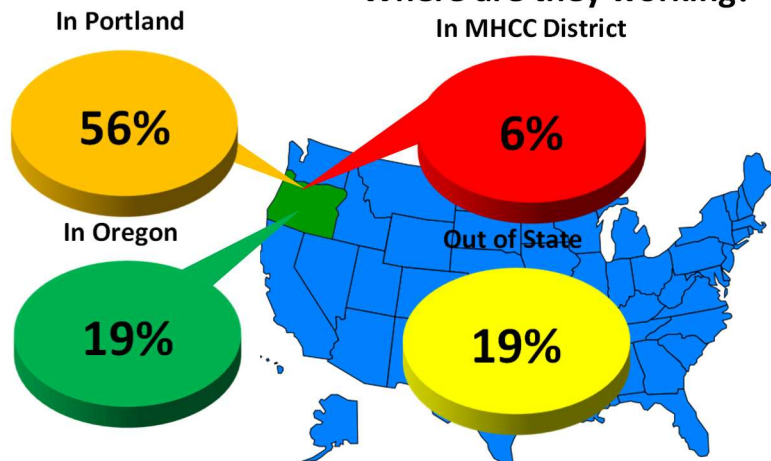
Percent Self Employed / Independent Contractor:

0%

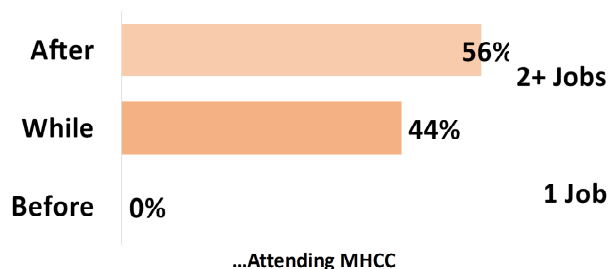
Earnings Are...



Where are they working?



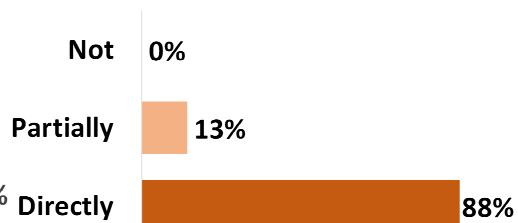
Obtained Job...



Number of Jobs



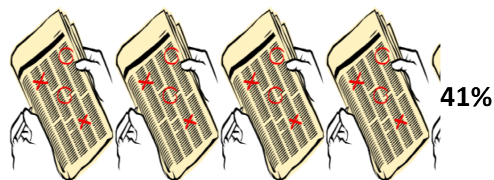
Related to Degree



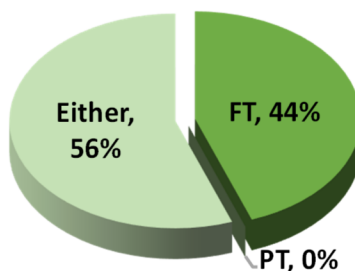
Job Seekers

Respondents Indicating They Are Looking for Work: **9**

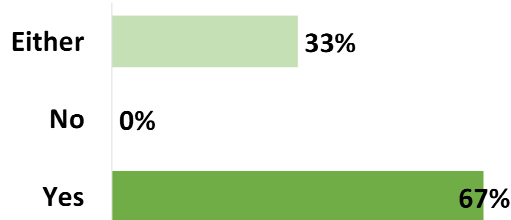
Seeking Employment **92**



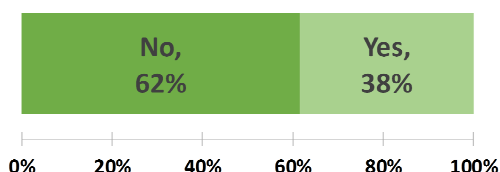
Seeking Full/Part - Time



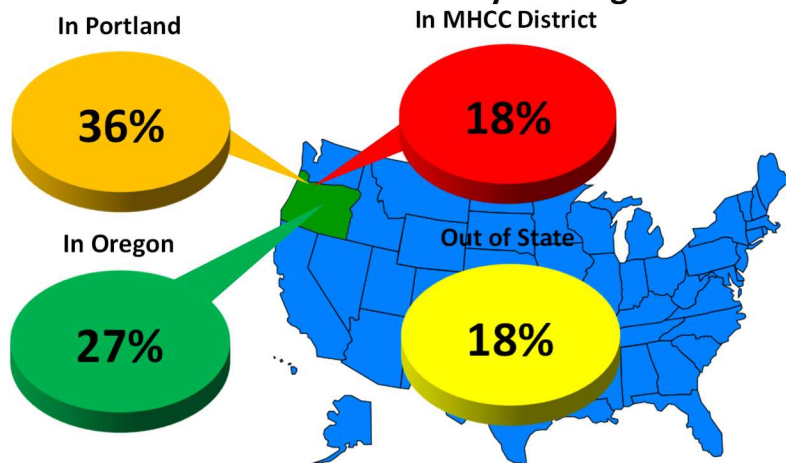
Related to Degree



Aware of MHCC Job Placement Services?



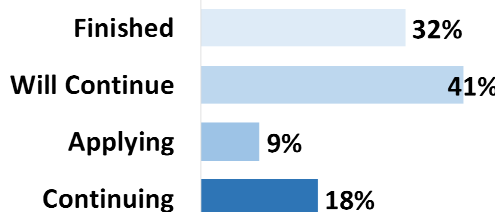
Where are they looking for work?



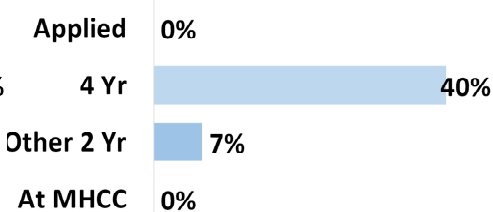
Continuing Education

Respondents Indicating They Are Continuing Education: **4**

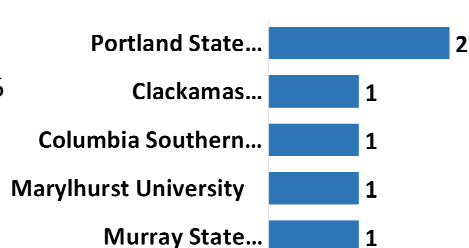
Education Status **51**



Attending Where

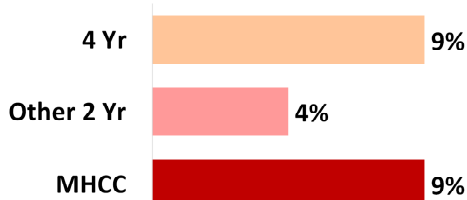


Top Transfer Institutions

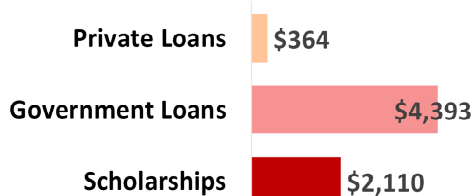


Other Information

Additional Awards



Average Financial Aid



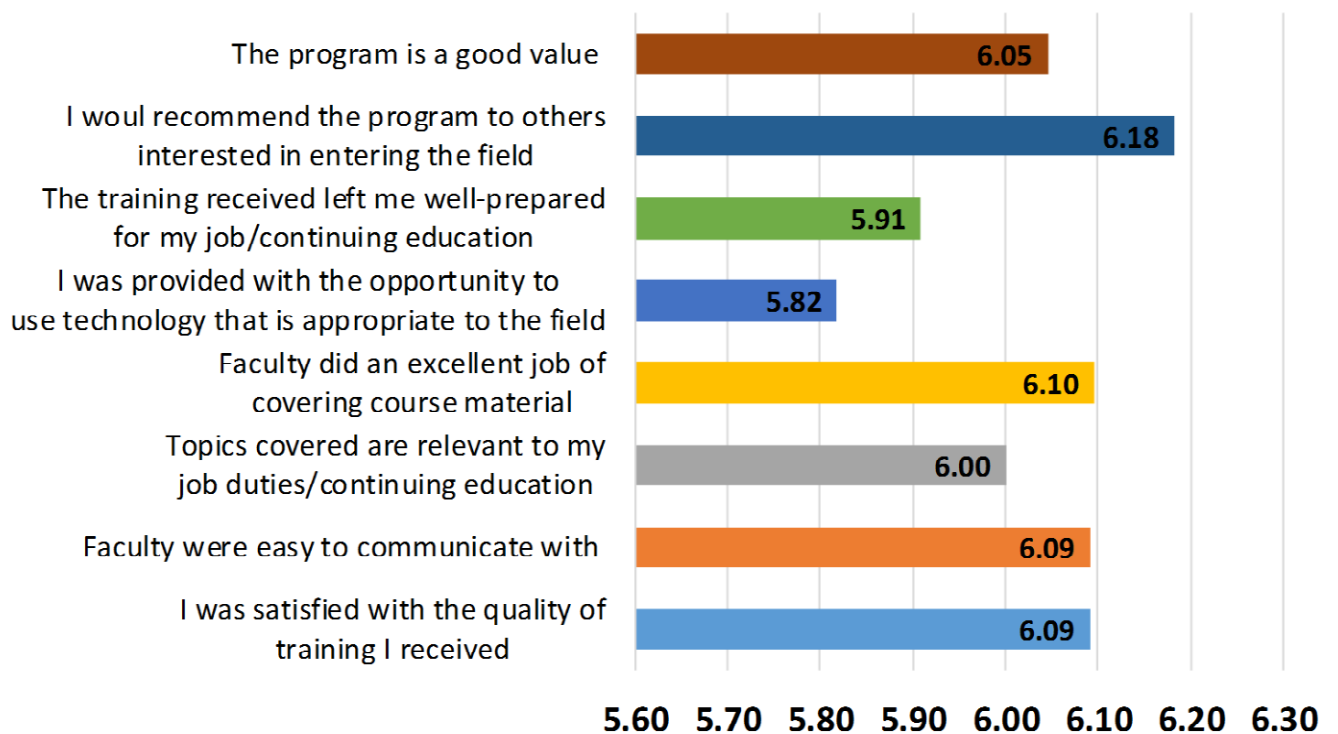
Satisfaction



Program-specific Questions

Question	Average	Distribution
I was satisfied with the quality of training I received	6.09	
Faculty were easy to communicate with	6.09	
Topics covered are relevant to my job duties/continuing education	6.00	
Faculty did an excellent job of covering course material	6.10	
I was provided with the opportunity to use technology that is appropriate to the field	5.82	
The training received left me well-prepared for my job/continuing education	5.91	
I would recommend the program to others interested in entering the field	6.18	
The program is a good value	6.05	

Average Scores by Statement (7-Point Scale)



Open-ended question responses are available in Section 3.

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Section 2:

Data Tables

All Programs - Employment

Employment Status					Hours Worked per Week And Full Time / Part Time Status								
		Employed		Not Employed		Avg Hours		Min	Max	Full Time		Part Time	
2010-11	74	82%	16	18%	2010-11	36.32	8	60	41	63%	24	37%	
2011-12	92	66%	47	34%	2011-12	35.92	6	75	42	58%	31	42%	
2012-13	135	71%	56	29%	2012-13	36.29	5	91	66	54%	57	46%	
Total	301	72%	119	28%	Total	36.20	5	91	149	57%	112	43%	

Calculated Hourly Wages								
		Avg Wage		Min	Max	5% Trimmed Avg Wage		
2010-11		\$16.86		\$8.50	\$40.00	\$16.40		
2011-12		\$17.19		\$8.80	\$70.00	\$15.53		
2012-13		\$18.32		\$8.80	\$83.33	\$17.29		
Total		\$17.62		\$8.50	\$83.33	\$16.51		

Independent Contractor / Self Employed					
			Yes		No
2010-11			12	16%	62 84%
2011-12			20	22%	72 78%
2012-13			13	10%	122 90%
Total			45	15%	256 85%

Salary Change from Prior to Award							
		Increase		No Change		Decrease	
2010-11		46	61%	13	17%	16	21%
2011-12		49	58%	18	21%	17	20%
2012-13		81	60%	34	25%	19	14%
Total		176	60%	65	22%	52	18%

Job Location									
		MHCC District		Portland		In State		Out of State	
2010-11		10	14%	40	54%	11	15%	13	18%
2011-12		15	16%	56	61%	15	16%	6	7%
2012-13		22	16%	75	56%	23	17%	15	11%
Total		47	16%	171	57%	49	16%	34	11%

Time Position Obtained (Relative to Award)							Related to Degree								
		Before		During		After			Directly		Partially		Not		
2010-11		9	12%	11	15%	54	73%	2010-11		32	43%	20	27%	23	31%
2011-12		16	17%	22	24%	54	59%	2011-12		47	51%	21	23%	24	26%
2012-13		16	12%	41	30%	78	58%	2012-13		74	55%	32	24%	29	21%
Total		41	14%	74	25%	186	62%	Total		153	51%	73	24%	76	25%

Number Of Jobs									
		1 Job		2 Jobs		3 Jobs		4+ Jobs	
2010-11		57	76%	16	21%	2	3%	0	0%
2011-12		75	82%	14	15%	2	2%	1	1%
2012-13		106	79%	23	17%	5	4%	1	1%
Total		238	79%	53	18%	9	3%	2	1%

All Programs - Job Seekers

Seeking Employment					Seeking Full Time / Part Time						
	Yes		No			Full Time		Part Time		Either	
2010-11	42	46%	49	54%	2010-11	24	57%	5	12%	13	31%
2011-12	62	46%	73	54%	2011-12	23	37%	11	18%	28	45%
2012-13	82	43%	109	57%	2012-13	38	46%	9	11%	35	43%
Total	186	45%	231	55%	Total	85	46%	25	13%	76	41%

Seeking Work Related to Degree						
	Related		Not Related		Either	
2010-11	30	71%	1	2%	11	26%
2011-12	39	63%	3	5%	20	32%
2012-13	63	77%	0	0%	19	23%
Total	132	71%	4	2%	50	27%

Job Seeking Location								
	MHCC District		Portland		In State		Out of State	
2010-11	25	29%	35	41%	15	17%	11	13%
2011-12	37	32%	47	41%	16	14%	15	13%
2012-13	41	26%	59	37%	33	21%	25	16%
Total	103	29%	141	39%	64	18%	51	14%

Job Placement Services								
	Not Aware More Info		Not Aware Not Needed		Aware Used		Aware Not Used	
2010-11	29	69%	2	5%	3	7%	8	19%
2011-12	46	74%	3	5%	5	8%	8	13%
2012-13	144	93%	3	2%	2	1%	6	4%
Total	219	85%	8	3%	10	4%	22	8%

All Programs - Education

Continuing Education Status								
	Continuing		Applying		Future Plans		Finished	
2010-11	29	32%	3	3%	38	42%	21	23%
2011-12	49	36%	5	4%	40	30%	41	30%
2012-13	72	38%	12	6%	61	32%	46	24%
Total	150	36%	20	5%	139	33%	108	26%

Continuing Education Where										
	MHCC		Other 2-Year		4- Year		Applied		Not Applied	
2010-11	1	1%	1	1%	40	57%	2	3%	26	37%
2011-12	16	17%	4	4%	39	42%	0	0%	34	37%
2012-13	18	13%	5	3%	75	52%	4	3%	42	29%
Total	35	11%	10	3%	154	50%	6	2%	102	33%

Transfer Institutions		
University	Attending	Applied
Academy of Art University	1	0
Brigham Young Univeristy	1	0
Clackamas Community College	1	0
Columbia Southern University	1	0
Concordia University	19	1
Eastern Oregon University	28	1
George Fox University	1	0
Linfield College	6	0
Marylhurst University	1	0
Multnomah University	1	0
Murray State university	1	0
Oregon Health and Science University (OHSU)	10	0
Oregon Institute of Technology (OIT)	5	0
Oregon State University	6	1
Pacific University	1	0
Pheonix University	2	0
Portland Community College	2	0
Portland State University	46	2
University of Montana	1	0
University of Oregon	1	0
University of Texas	1	1
Warner Pacific University	3	0
Washington State University	2	0
Western Governors University	2	0

Mental Health / Human Services - Employment

Employment Status					Hours Worked per Week And Full Time / Part Time Status								
	Employed		Not Employed			Avg Hours		Min	Max	Full Time		Part Time	
2010-11	14	74%	5	26%	2010-11	29.57	10	40	5	36%	9	64%	
2011-12	7	70%	3	30%	2011-12	32.20	18	48	2	40%	3	60%	
2012-13	13	48%	14	52%	2012-13	29.83	7	60	6	50%	6	50%	
Total	34	61%	22	39%	Total	30.10	7	60	13	42%	18	58%	

Calculated Hourly Wages									
	Avg Wage		Min	Max	5% Trimmed Avg Wage				
2010-11	\$14.51		\$10.00	\$22.20	\$14.33				
2011-12	\$12.32		\$8.80	\$17.65	\$12.22				
2012-13	\$19.48		\$9.00	\$83.33	\$16.52				
Total	\$15.77		\$8.80	\$83.33	\$13.45				

Independent Contractor / Self Employed				
	Yes		No	
2010-11	1	8%	12	92%
2011-12	0	0%	7	100%
2012-13	0	0%	13	100%
Total	1	3%	32	97%

Salary Change from Prior to Award						
	Increase		No Change		Decrease	
2010-11	9	64%	4	29%	1	7%
2011-12	2	29%	1	14%	4	57%
2012-13	7	58%	5	42%	0	0%
Total	18	55%	10	30%	5	15%

Job Location								
	MHCC District		Portland		In State		Out of State	
2010-11	6	46%	6	46%	1	8%	0	0%
2011-12	1	14%	5	71%	1	14%	0	0%
2012-13	5	38%	5	38%	2	15%	1	8%
Total	12	36%	16	48%	4	12%	1	3%

Time Position Obtained (Relative to Award)							Related to Degree						
	Before		During		After			Directly		Partially		Not	
2010-11	2	15%	3	23%	8	62%	2010-11	8	57%	1	7%	5	36%
2011-12	0	0%	3	43%	4	57%	2011-12	4	57%	2	29%	1	14%
2012-13	2	15%	7	54%	4	31%	2012-13	7	54%	3	23%	3	23%
Total	4	12%	13	39%	16	48%	Total	19	56%	6	18%	9	26%

Number Of Jobs								
	1 Job		2 Jobs		3 Jobs		4+ Jobs	
2010-11	11	79%	3	21%	0	0%	0	0%
2011-12	6	86%	1	14%	0	0%	0	0%
2012-13	10	77%	3	23%	0	0%	0	0%
Total	27	79%	7	21%	0	0%	0	0%

Mental Health / Human Services - Job Seekers

Seeking Employment					Seeking Full Time / Part Time						
	Yes		No			Full Time		Part Time		Either	
2010-11	8	42%	11	58%	2010-11	1	13%	1	13%	6	75%
2011-12	3	30%	7	70%	2011-12	3	100%	0	0%	0	0%
2012-13	13	48%	14	52%	2012-13	4	31%	5	38%	4	31%
Total	24	43%	32	57%	Total	8	33%	6	25%	10	42%

Seeking Work Related to Degree						
	Related		Not Related		Either	
2010-11	6	75%	0	0%	2	25%
2011-12	2	67%	0	0%	1	33%
2012-13	8	62%	0	0%	5	38%
Total	16	67%	0	0%	8	33%

Job Seeking Location								
	MHCC District		Portland		In State		Out of State	
2010-11	5	29%	7	41%	3	18%	2	12%
2011-12	2	29%	3	43%	1	14%	1	14%
2012-13	9	39%	8	35%	3	13%	3	13%
Total	16	34%	18	38%	7	15%	6	13%

Job Placement Services								
	Not Aware More Info		Not Aware Not Needed		Aware Used		Aware Not Used	
2010-11	6	75%	0	0%	0	0%	2	25%
2011-12	1	33%	0	0%	1	33%	1	33%
2012-13	22	92%	1	4%	0	0%	1	4%
Total	29	83%	1	3%	1	3%	4	11%

Mental Health / Human Services - Education

Continuing Education Status

	Continuing		Applying		Future Plans		Finished	
2010-11	12	63%	0	0%	6	32%	1	5%
2011-12	7	70%	0	0%	3	30%	0	0%
2012-13	18	67%	2	7%	6	22%	1	4%
Total	37	66%	2	4%	15	27%	2	4%

Continuing Education Where

	MHCC		Other 2-Year		4- Year		Applied		Not Applied	
2010-11	0	0%	0	0%	13	72%	1	6%	4	22%
2011-12	0	0%	0	0%	7	70%	0	0%	3	30%
2012-13	0	0%	1	4%	19	73%	2	8%	4	15%
Total	0	0%	1	2%	39	72%	3	6%	11	20%

Transfer Institutions

University	Attending	Applied
Concordia University	19	1
George Fox University	1	0
Multnomah University	1	0
Oregon State University	1	0
Portland State University	14	2
Warner Pacific University	2	0

Nursing - Employment														
Employment Status						Hours Worked per Week And Full Time / Part Time Status								
	Employed			Not Employed			Avg Hours		Min	Max	Full Time		Part Time	
2012-13	17	81%	4	19%		2012-13	36.18	16	75	6	35%	11	65%	
Total	17	81%	4	19%		Total	36.18	16	75	6	35%	11	65%	

Calculated Hourly Wages						Independent Contractor / Self Employed					
	Avg Wage		Min	Max	5% Trimmed Avg Wage		Yes		No		
2012-13	\$26.29	\$9.10	\$34.11	\$26.81		2012-13	0	0%	17	100%	
Total	\$26.29	\$9.10	\$34.11	\$26.81		Total	0	0%	17	100%	

Salary Change from Prior to Award							
	Increase		No Change		Decrease		
2012-13	15	88%	2	12%	0	0%	
Total	15	88%	2	12%	0	0%	

Job Location								
	MHCC District		Portland		In State		Out of State	
2012-13	2	12%	11	65%	1	6%	3	18%
Total	2	12%	11	65%	1	6%	3	18%

Time Position Obtained (Relative to Award)							Related to Degree						
	Before		During		After			Directly		Partially		Not	
2012-13	2	12%	1	6%	14	82%	2012-13	15	88%	1	6%	1	6%
Total	2	12%	1	6%	14	82%	Total	15	88%	1	6%	1	6%

Number Of Jobs									
	1 Job			2 Jobs		3 Jobs		4+ Jobs	
2012-13	14	82%	2	12%	1	6%	0	0%	
Total	14	82%	2	12%	1	6%	0	0%	

Nursing - Job Seekers

Seeking Employment

	Yes		No	
2012-13	11	52%	10	48%
Total	11	52%	10	48%

Seeking Full Time / Part Time

	Full Time		Part Time		Either	
2012-13	3	27%	0	0%	8	73%
Total	3	27%	0	0%	8	73%

Seeking Work Related to Degree

	Related		Not Related		Either	
2012-13	11	100%	0	0%	0	0%
Total	11	100%	0	0%	0	0%

Job Seeking Location

	MHCC District		Portland		In State		Out of State	
2012-13	8	40%	8	40%	2	10%	2	10%
Total	8	40%	8	40%	2	10%	2	10%

Job Placement Services

	Not Aware More Info		Not Aware Not Needed		Aware Used		Aware Not Used	
2012-13	21	100%	0	0%	0	0%	0	0%
Total	21	100%	0	0%	0	0%	0	0%

Nursing - Education

Continuing Education Status

	Continuing		Applying		Future Plans		Finished	
2012-13	14	67%	3	14%	2	10%	2	10%
Total	14	67%	3	14%	2	10%	2	10%

Continuing Education Where

	MHCC		Other 2-Year		4- Year		Applied		Not Applied	
2012-13	0	0%	0	0%	17	89%	1	5%	1	5%
Total	0	0%	0	0%	17	89%	1	5%	1	5%

Transfer Institutions

University	Attending	Applied
Linfield College	6	0
Oregon Health and Science U	10	0
University of Texas	1	1

Physical Therapist Assistant

Physical Therapist Assistant - Employment														
Employment Status						Hours Worked per Week And Full Time / Part Time Status								
	Employed			Not Employed			Avg Hours		Min	Max	Full Time		Part Time	
2012-13	15	100%	0	0%		2012-13	36.53	25	40	7	47%	8	53%	
Total	15	100%	0	0%		Total	36.53	25	40	7	47%	8	53%	

Calculated Hourly Wages						Independent Contractor / Self Employed					
	Avg Wage		Min		Max	5% Trimmed Avg Wage		Yes		No	
2012-13	\$23.19	\$18.75	\$35.00	\$22.78		2012-13	0	0%	15	100%	
Total	\$23.19	\$18.75	\$35.00	\$22.78		Total	0	0%	15	100%	

Salary Change from Prior to Award							
	Increase		No Change		Decrease		
2012-13	14	93%	0	0%	1	7%	
Total	14	93%	0	0%	1	7%	

Job Location									
	MHCC District		Portland		In State		Out of State		
2012-13	1	7%	6	40%	4	27%	4	27%	
Total	1	7%	6	40%	4	27%	4	27%	

Time Position Obtained (Relative to Award)								Related to Degree					
	Before		During		After			Directly		Partially		Not	
2012-13	0	0%	6	40%	9	60%	2012-13	15	100%	0	0%	0	0%
Total	0	0%	6	40%	9	60%	Total	15	100%	0	0%	0	0%

Number Of Jobs									
	1 Job		2 Jobs		3 Jobs		4+ Jobs		
2012-13	11	73%	4	27%	0	0%	0	0%	
Total	11	73%	4	27%	0	0%	0	0%	

Physical Therapist Assistant - Job Seekers

Seeking Employment					Seeking Full Time / Part Time						
	Yes		No			Full Time		Part Time		Either	
2012-13	2	13%	13	87%	2012-13	2	100%	0	0%	0	0%
Total	2	13%	13	87%	Total	2	100%	0	0%	0	0%

Seeking Work Related to Degree						
	Related		Not Related		Either	
2012-13	2	100%	0	0%	0	0%
Total	2	100%	0	0%	0	0%

Job Seeking Location								
	MHCC District		Portland		In State		Out of State	
2012-13	0	0%	1	33%	0	0%	2	67%
Total	0	0%	1	33%	0	0%	2	67%

Job Placement Services								
	Not Aware More Info		Not Aware Not Needed		Aware Used		Aware Not Used	
2012-13	15	100%	0	0%	0	0%	0	0%
Total	15	100%	0	0%	0	0%	0	0%

Physical Therapist Assistant - Education

Continuing Education Status

	Continuing		Applying		Future Plans		Finished	
2012-13	1	7%	0	0%	5	33%	9	60%
Total	1	7%	0	0%	5	33%	9	60%

Continuing Education Where

	MHCC		Other 2-Year		4- Year		Applied		Not Applied	
2012-13	0	0%	0	0%	0	0%	0	0%	6	100%
Total	0	0%	0	0%	0	0%	0	0%	6	100%

Business Administration & Management - Employment

Employment Status					Hours Worked per Week And Full Time / Part Time Status								
	Employed		Not Employed			Avg Hours		Min	Max	Full Time		Part Time	
2010-11	19	76%	6	24%	2010-11	38.68	20	55	13	76%	4	24%	
2011-12	26	59%	18	41%	2011-12	36.22	17	60	16	70%	7	30%	
2012-13	27	66%	14	34%	2012-13	36.36	20	50	12	55%	10	45%	
Total	72	65%	38	35%	Total	36.94	17	60	41	66%	21	34%	

Calculated Hourly Wages								
	Avg Wage		Min	Max	5% Trimmed			
			Avg Wage					
2010-11	\$15.62		\$9.09	\$25.87	\$15.41			
2011-12	\$17.66		\$8.80	\$43.27	\$16.77			
2012-13	\$15.16		\$8.80	\$43.00	\$14.09			
Total	\$16.16		\$8.80	\$43.27	\$15.30			

Independent Contractor / Self Employed				
	Yes		No	
2010-11	2	11%	17	89%
2011-12	1	4%	25	96%
2012-13	2	7%	25	93%
Total	5	7%	67	93%

Salary Change from Prior to Award						
	Increase		No Change		Decrease	
2010-11	11	58%	3	16%	5	26%
2011-12	14	58%	6	25%	4	17%
2012-13	10	37%	11	41%	6	22%
Total	35	50%	20	29%	15	21%

Job Location								
	MHCC District		Portland		In State		Out of State	
2010-11	2	11%	11	58%	4	21%	2	11%
2011-12	6	23%	18	69%	1	4%	1	4%
2012-13	5	19%	15	56%	3	11%	4	15%
Total	13	18%	44	61%	8	11%	7	10%

Time Position Obtained (Relative to Award)							Related to Degree					
	Before		During		After		Directly		Partially		Not	
2010-11	2	11%	4	21%	13	68%	6	32%	6	32%	7	37%
2011-12	6	23%	9	35%	11	42%	10	38%	10	38%	6	23%
2012-13	6	22%	9	33%	12	44%	5	19%	12	44%	10	37%
Total	14	19%	22	31%	36	50%	21	29%	28	39%	23	32%

Number Of Jobs									
	1 Job		2 Jobs		3 Jobs		4+ Jobs		
2010-11	14	74%	4	21%	1	5%	0	0%	
2011-12	22	85%	4	15%	0	0%	0	0%	
2012-13	24	89%	2	7%	1	4%	0	0%	
Total	60	83%	10	14%	2	3%	0	0%	

Business Administration & Management - Job Seekers

Seeking Employment					Seeking Full Time / Part Time						
	Yes		No			Full Time		Part Time		Either	
2010-11	12	48%	13	52%	2010-11	6	50%	3	25%	3	25%
2011-12	17	40%	26	60%	2011-12	4	24%	1	6%	12	71%
2012-13	15	37%	26	63%	2012-13	8	53%	1	7%	6	40%
Total	44	40%	65	60%	Total	18	41%	5	11%	21	48%

Seeking Work Related to Degree						
	Related		Not Related		Either	
2010-11	8	67%	0	0%	4	33%
2011-12	9	53%	0	0%	8	47%
2012-13	9	60%	0	0%	6	40%
Total	26	59%	0	0%	18	41%

Job Seeking Location								
	MHCC District		Portland		In State		Out of State	
2010-11	6	27%	9	41%	5	23%	2	9%
2011-12	14	38%	14	38%	5	14%	4	11%
2012-13	6	21%	12	43%	6	21%	4	14%
Total	26	30%	35	40%	16	18%	10	11%

Job Placement Services								
	Not Aware More Info		Not Aware Not Needed		Aware Used		Aware Not Used	
2010-11	9	75%	0	0%	1	8%	2	17%
2011-12	15	88%	0	0%	0	0%	2	12%
2012-13	19	83%	1	4%	1	4%	2	9%
Total	43	83%	1	2%	2	4%	6	12%

Business Administration & Management - Education

Continuing Education Status

	Continuing		Applying		Future Plans		Finished	
2010-11	10	40%	2	8%	10	40%	3	12%
2011-12	18	42%	2	5%	11	26%	12	28%
2012-13	25	61%	1	2%	8	20%	7	17%
Total	53	49%	5	5%	29	27%	22	20%

Continuing Education Where

	MHCC		Other 2-Year		4- Year		Applied		Not Applied	
2010-11	0	0%	0	0%	13	59%	1	5%	8	36%
2011-12	7	23%	1	3%	17	55%	0	0%	6	19%
2012-13	6	18%	2	6%	19	58%	0	0%	6	18%
Total	13	15%	3	3%	49	57%	1	1%	20	23%

Transfer Institutions

University	Attending	Applied
Eastern Oregon University	26	1
Oregon State University	1	0
Pacific University	1	0
Portland State University	15	0
University of Oregon	1	0
Washington State University	2	0

Business Technology - Employment

Employment Status					Hours Worked per Week And Full Time / Part Time Status								
	Employed		Not Employed			Avg Hours		Min	Max	Full Time		Part Time	
2010-11	1	50%	1	50%	2010-11	20.00	20	20	0	0%	1	100%	
2011-12	3	50%	3	50%	2011-12	32.00	14	58	1	33%	2	67%	
2012-13	6	67%	3	33%	2012-13	40.00	14	51	4	80%	1	20%	
Total	10	59%	7	41%	Total	35.11	14	58	5	56%	4	44%	

Calculated Hourly Wages					Independent Contractor / Self Employed				
	Avg Wage		Min	Max	5% Trimmed Avg Wage	Yes		No	
2010-11	\$9.00		\$9.00	\$9.00		0	0%	1	100%
2011-12	\$12.82		\$9.21	\$17.24	\$12.82	2	67%	1	33%
2012-13	\$16.15		\$11.00	\$24.55	\$15.97	0	0%	6	100%
Total	\$14.25		\$9.00	\$24.55	\$13.96	2	20%	8	80%

Salary Change from Prior to Award						
	Increase		No Change		Decrease	
2010-11	1	100%	0	0%	0	0%
2011-12	3	100%	0	0%	0	0%
2012-13	4	67%	2	33%	0	0%
Total	8	80%	2	20%	0	0%

Job Location								
	MHCC District		Portland		In State		Out of State	
2010-11	0	0%	0	0%	1	100%	0	0%
2011-12	2	67%	1	33%	0	0%	0	0%
2012-13	2	33%	4	67%	0	0%	0	0%
Total	4	40%	5	50%	1	10%	0	0%

Time Position Obtained (Relative to Award)							Related to Degree						
	Before		During		After			Directly		Partially		Not	
2010-11	0	0%	0	0%	1	100%	2010-11	1	100%	0	0%	0	0%
2011-12	0	0%	1	33%	2	67%	2011-12	1	33%	1	33%	1	33%
2012-13	0	0%	1	17%	5	83%	2012-13	3	50%	2	33%	1	17%
Total	0	0%	2	20%	8	80%	Total	5	50%	3	30%	2	20%

Number Of Jobs								
	1 Job		2 Jobs		3 Jobs		4+ Jobs	
2010-11	1	100%	0	0%	0	0%	0	0%
2011-12	2	67%	1	33%	0	0%	0	0%
2012-13	6	100%	0	0%	0	0%	0	0%
Total	9	90%	1	10%	0	0%	0	0%

Business Technology - Job Seekers

Seeking Employment					Seeking Full Time / Part Time						
	Yes		No			Full Time		Part Time		Either	
2010-11	1	50%	1	50%	2010-11	1	100%	0	0%	0	0%
2011-12	4	67%	2	33%	2011-12	2	50%	0	0%	2	50%
2012-13	3	33%	6	67%	2012-13	2	67%	1	33%	0	0%
Total	8	47%	9	53%	Total	5	63%	1	13%	2	25%

Seeking Work Related to Degree						
	Related		Not Related		Either	
2010-11	1	100%	0	0%	0	0%
2011-12	3	75%	0	0%	1	25%
2012-13	2	67%	0	0%	1	33%
Total	6	75%	0	0%	2	25%

Job Seeking Location								
	MHCC District		Portland		In State		Out of State	
2010-11	1	50%	1	50%	0	0%	0	0%
2011-12	4	67%	2	33%	0	0%	0	0%
2012-13	1	25%	1	25%	1	25%	1	25%
Total	6	50%	4	33%	1	8%	1	8%

Job Placement Services								
	Not Aware More Info		Not Aware Not Needed		Aware Used		Aware Not Used	
2010-11	1	100%	0	0%	0	0%	0	0%
2011-12	4	100%	0	0%	0	0%	0	0%
2012-13	8	100%	0	0%	0	0%	0	0%
Total	13	100%	0	0%	0	0%	0	0%

Business Technology - Education

Continuing Education Status

	Continuing		Applying		Future Plans		Finished	
2010-11	0	0%	0	0%	0	0%	2	100%
2011-12	3	50%	0	0%	1	17%	2	33%
2012-13	2	22%	1	11%	3	33%	3	33%
Total	5	29%	1	6%	4	24%	7	41%

Continuing Education Where

	MHCC		Other 2-Year		4- Year		Applied		Not Applied	
2010-11	0	#Num!	0	#Num!	0	#Num!	0	#Num!	0	#Num!
2011-12	1	25%	0	0%	0	0%	0	0%	3	75%
2012-13	1	17%	0	0%	3	50%	0	0%	2	33%
Total	2	20%	0	0%	3	30%	0	0%	5	50%

Transfer Institutions

University	Attending	Applied
Eastern Oregon University	1	0
Portland State University	2	0

Computer Information Systems - Employment

Employment Status					Hours Worked per Week And Full Time / Part Time Status								
	Employed		Not Employed			Avg Hours		Min	Max	Full Time		Part Time	
2010-11	11	100%	0	0%	2010-11	37.56	8	50	8	89%	1	11%	
2011-12	7	70%	3	30%	2011-12	44.58	33	60	5	83%	1	17%	
2012-13	16	73%	6	27%	2012-13	39.83	5	65	13	87%	2	13%	
Total	34	79%	9	21%	Total	40.10	5	65	26	87%	4	13%	

Calculated Hourly Wages					5% Trimmed			
	Avg Wage		Min		Max		Avg Wage	
2010-11	\$23.94		\$12.40		\$40.00		\$23.69	
2011-12	\$14.15		\$8.80		\$18.27		\$14.22	
2012-13	\$20.63		\$10.66		\$43.00		\$19.94	
Total	\$20.33		\$8.80		\$43.00		\$19.73	

Independent Contractor / Self Employed				
	Yes			No
2010-11	2	18%		9 82%
2011-12	3	43%		4 57%
2012-13	4	25%		12 75%
Total	9	26%		25 74%

Salary Change from Prior to Award						
	Increase		No Change		Decrease	
2010-11	5	45%	3	27%	3	27%
2011-12	5	71%	2	29%	0	0%
2012-13	12	75%	3	19%	1	6%
Total	22	65%	8	24%	4	12%

Job Location								
	MHCC District		Portland		In State		Out of State	
2010-11	0	0%	5	45%	3	27%	3	27%
2011-12	2	29%	2	29%	2	29%	1	14%
2012-13	5	31%	8	50%	3	19%	0	0%
Total	7	21%	15	44%	8	24%	4	12%

Time Position Obtained (Relative to Award)							Related to Degree					
	Before		During		After		Directly		Partially		Not	
2010-11	1	9%	2	18%	8	73%	4	36%	3	27%	4	36%
2011-12	2	29%	0	0%	5	71%	3	43%	1	14%	3	43%
2012-13	3	19%	4	25%	9	56%	7	44%	7	44%	2	13%
Total	6	18%	6	18%	22	65%	14	41%	11	32%	9	26%

Number Of Jobs								
	1 Job		2 Jobs		3 Jobs		4+ Jobs	
2010-11	8	73%	3	27%	0	0%	0	0%
2011-12	7	100%	0	0%	0	0%	0	0%
2012-13	11	69%	3	19%	2	13%	0	0%
Total	26	76%	6	18%	2	6%	0	0%

Computer Information Systems - Job Seekers

Seeking Employment					Seeking Full Time / Part Time						
	Yes		No			Full Time		Part Time		Either	
2010-11	5	45%	6	55%	2010-11	4	80%	1	20%	0	0%
2011-12	5	50%	5	50%	2011-12	2	40%	2	40%	1	20%
2012-13	11	50%	11	50%	2012-13	7	64%	0	0%	4	36%
Total	21	49%	22	51%	Total	13	62%	3	14%	5	24%

Seeking Work Related to Degree						
	Related		Not Related		Either	
2010-11	4	80%	0	0%	1	20%
2011-12	4	80%	0	0%	1	20%
2012-13	9	82%	0	0%	2	18%
Total	17	81%	0	0%	4	19%

Job Seeking Location								
	MHCC District		Portland		In State		Out of State	
2010-11	4	36%	5	45%	1	9%	1	9%
2011-12	4	44%	3	33%	1	11%	1	11%
2012-13	8	35%	8	35%	4	17%	3	13%
Total	16	37%	16	37%	6	14%	5	12%

Job Placement Services								
	Not Aware More Info		Not Aware Not Needed		Aware Used		Aware Not Used	
2010-11	4	80%	0	0%	0	0%	1	20%
2011-12	2	40%	1	20%	0	0%	2	40%
2012-13	17	89%	0	0%	0	0%	2	11%
Total	23	79%	1	3%	0	0%	5	17%

Computer Information Systems - Education

Continuing Education Status

	Continuing		Applying		Future Plans		Finished	
2010-11	2	18%	0	0%	8	73%	1	9%
2011-12	6	60%	1	10%	1	10%	2	20%
2012-13	3	14%	2	9%	14	64%	3	14%
Total	11	26%	3	7%	23	53%	6	14%

Continuing Education Where

	MHCC		Other 2-Year		4- Year		Applied		Not Applied	
2010-11	0	0%	0	0%	5	50%	0	0%	5	50%
2011-12	2	25%	0	0%	3	38%	0	0%	3	38%
2012-13	5	26%	0	0%	6	32%	0	0%	8	42%
Total	7	19%	0	0%	14	38%	0	0%	16	43%

Transfer Institutions

University	Attending	Applied
Eastern Oregon University	1	0
Oregon Institute of Technolog	2	0
Pheonix University	1	0
Portland State University	4	0
Western Governors University	2	0

Cosmetology - Employment

Employment Status					Hours Worked per Week And Full Time / Part Time Status								
	Employed		Not Employed			Avg Hours		Min	Max	Full Time		Part Time	
2010-11	3	100%	0	0%	2010-11	30.67	20	40	1	33%	2	67%	
2011-12	11	85%	2	15%	2011-12	36.75	20	60	4	50%	4	50%	
2012-13	3	60%	2	40%	2012-13	38.25	37	40	1	50%	1	50%	
Total	17	81%	4	19%	Total	35.58	20	60	6	46%	7	54%	

Calculated Hourly Wages						5% Trimmed	
	Avg Wage		Min	Max		Avg Wage	
2010-11	\$13.98		\$10.94	\$16.00			
2011-12	\$18.04		\$8.95	\$70.00		\$15.65	
2012-13	\$8.95		\$8.95	\$8.95			
Total	\$16.26		\$8.95	\$70.00		\$13.69	

Independent Contractor / Self Employed						Yes		No	
2010-11	1	33%	2	67%					
2011-12	3	27%	8	73%					
2012-13	2	67%	1	33%					
Total	6	35%	11	65%					

Salary Change from Prior to Award						
	Increase		No Change		Decrease	
2010-11	2	67%	0	0%	1	33%
2011-12	6	60%	2	20%	2	20%
2012-13	2	67%	0	0%	1	33%
Total	10	63%	2	13%	4	25%

Job Location								
	MHCC District		Portland		In State		Out of State	
2010-11	0	0%	3	100%	0	0%	0	0%
2011-12	0	0%	7	64%	3	27%	1	9%
2012-13	1	33%	1	33%	1	33%	0	0%
Total	1	6%	11	65%	4	24%	1	6%

Time Position Obtained (Relative to Award)							Related to Degree						
	Before		During		After			Directly		Partially		Not	
2010-11	0	0%	0	0%	3	100%	2010-11	2	67%	0	0%	1	33%
2011-12	0	0%	2	18%	9	82%	2011-12	8	73%	1	9%	2	18%
2012-13	0	0%	0	0%	3	100%	2012-13	2	67%	0	0%	1	33%
Total	0	0%	2	12%	15	88%	Total	12	71%	1	6%	4	24%

Number Of Jobs								
	1 Job		2 Jobs		3 Jobs		4+ Jobs	
2010-11	2	67%	1	33%	0	0%	0	0%
2011-12	8	73%	3	27%	0	0%	0	0%
2012-13	1	33%	1	33%	0	0%	1	33%
Total	11	65%	5	29%	0	0%	1	6%

Cosmetology - Job Seekers

Seeking Employment					Seeking Full Time / Part Time							
	Yes		No			Full Time		Part Time		Either		
2010-11	0	0%	3	####	2010-11	0	####	0	####	0	####	
2011-12	3	23%	10	77%	2011-12	0	0%	1	33%	2	67%	
2012-13	2	40%	3	60%	2012-13	0	0%	0	0%	2	100%	
Total	5	24%	16	76%	Total	0	0%	1	20%	4	80%	

Seeking Work Related to Degree							
	Related		Not Related		Either		
2010-11	0	####	0	####	0	####	
2011-12	2	67%	1	33%	0	0%	
2012-13	1	50%	0	0%	1	50%	
Total	3	60%	1	20%	1	20%	

Job Seeking Location									
	MHCC District		Portland		In State		Out of State		
2010-11	0	#Num!	0	#Num!	0	#Num!	0	#Num!	
2011-12	1	25%	2	50%	0	0%	1	25%	
2012-13	0	0%	2	67%	1	33%	0	0%	
Total	1	14%	4	57%	1	14%	1	14%	

Job Placement Services									
	Not Aware More Info		Not Aware Not Needed		Aware Used		Aware Not Used		
2010-11	0	#Num!	0	#Num!	0	#Num!	0	#Num!	
2011-12	1	33%	1	33%	0	0%	1	33%	
2012-13	4	100%	0	0%	0	0%	0	0%	
Total	5	71%	1	14%	0	0%	1	14%	

Cosmetology - Education

Continuing Education Status

	Continuing		Applying		Future Plans		Finished	
2010-11	0	0%	0	0%	2	67%	1	33%
2011-12	1	8%	0	0%	7	54%	5	38%
2012-13	0	0%	0	0%	4	80%	1	20%
Total	1	5%	0	0%	13	62%	7	33%

Continuing Education Where

	MHCC		Other 2-Year		4- Year		Applied		Not Applied	
2010-11	0	0%	1	50%	0	0%	0	0%	1	50%
2011-12	2	29%	0	0%	1	14%	0	0%	4	57%
2012-13	3	75%	0	0%	0	0%	0	0%	1	25%
Total	5	38%	1	8%	1	8%	0	0%	6	46%

Transfer Institutions

University	Attending	Applied
Portland Community College	1	0

Hospitality & Tourism - Employment

Employment Status					Hours Worked per Week And Full Time / Part Time Status								
	Employed		Not Employed			Avg Hours		Min	Max	Full Time		Part Time	
2010-11	8	89%	1	11%	2010-11	39.57	25	50	5	71%	2	29%	
2011-12	4	80%	1	20%	2011-12	34.00	30	40	1	33%	2	67%	
2012-13	9	90%	1	10%	2012-13	39.75	18	80	5	63%	3	38%	
Total	21	88%	3	13%	Total	38.72	18	80	11	61%	7	39%	

Calculated Hourly Wages									
	Avg Wage		Min	Max	5% Trimmed Avg Wage				
2010-11	\$16.20		\$8.50	\$21.37	\$16.34				
2011-12	\$18.25		\$10.50	\$31.25					
2012-13	\$11.35		\$8.95	\$17.95	\$11.12				
Total	\$14.16		\$8.50	\$31.25	\$13.52				

Independent Contractor / Self Employed				
	Yes		No	
2010-11	2	25%	6	75%
2011-12	1	25%	3	75%
2012-13	1	11%	8	89%
Total	4	19%	17	81%

Salary Change from Prior to Award						
	Increase		No Change		Decrease	
2010-11	5	63%	1	13%	2	25%
2011-12	1	25%	2	50%	1	25%
2012-13	4	44%	2	22%	3	33%
Total	10	48%	5	24%	6	29%

Job Location								
	MHCC District		Portland		In State		Out of State	
2010-11	0	0%	4	50%	0	0%	4	50%
2011-12	0	0%	2	50%	2	50%	0	0%
2012-13	1	11%	6	67%	1	11%	1	11%
Total	1	5%	12	57%	3	14%	5	24%

Time Position Obtained (Relative to Award)							Related to Degree						
	Before		During		After			Directly		Partially		Not	
2010-11	0	0%	0	0%	8	100%	2010-11	4	50%	4	50%	0	0%
2011-12	1	25%	0	0%	3	75%	2011-12	3	75%	0	0%	1	25%
2012-13	0	0%	4	44%	5	56%	2012-13	5	56%	3	33%	1	11%
Total	1	5%	4	19%	16	76%	Total	12	57%	7	33%	2	10%

Number Of Jobs								
	1 Job		2 Jobs		3 Jobs		4+ Jobs	
2010-11	6	75%	1	13%	1	13%	0	0%
2011-12	3	75%	0	0%	1	25%	0	0%
2012-13	8	89%	0	0%	1	11%	0	0%
Total	17	81%	1	5%	3	14%	0	0%

Hospitality & Tourism - Job Seekers

Seeking Employment					Seeking Full Time / Part Time						
	Yes		No			Full Time		Part Time		Either	
2010-11	5	56%	4	44%	2010-11	4	80%	0	0%	1	20%
2011-12	2	40%	3	60%	2011-12	0	0%	1	50%	1	50%
2012-13	4	40%	6	60%	2012-13	2	50%	1	25%	1	25%
Total	11	46%	13	54%	Total	6	55%	2	18%	3	27%

Seeking Work Related to Degree						
	Related		Not Related		Either	
2010-11	4	80%	1	20%	0	0%
2011-12	0	0%	1	50%	1	50%
2012-13	4	100%	0	0%	0	0%
Total	8	73%	2	18%	1	9%

Job Seeking Location								
	MHCC District		Portland		In State		Out of State	
2010-11	3	27%	3	27%	2	18%	3	27%
2011-12	0	0%	1	50%	1	50%	0	0%
2012-13	2	22%	4	44%	2	22%	1	11%
Total	5	23%	8	36%	5	23%	4	18%

Job Placement Services								
	Not Aware More Info		Not Aware Not Needed		Aware Used		Aware Not Used	
2010-11	3	60%	0	0%	1	20%	1	20%
2011-12	1	50%	0	0%	1	50%	0	0%
2012-13	7	100%	0	0%	0	0%	0	0%
Total	11	79%	0	0%	2	14%	1	7%

Hospitality & Tourism - Education

Continuing Education Status

	Continuing		Applying		Future Plans		Finished	
2010-11	2	22%	0	0%	4	44%	3	33%
2011-12	1	20%	0	0%	2	40%	2	40%
2012-13	1	10%	0	0%	6	60%	3	30%
Total	4	17%	0	0%	12	50%	8	33%

Continuing Education Where

	MHCC		Other 2-Year		4- Year		Applied		Not Applied	
2010-11	1	17%	0	0%	3	50%	0	0%	2	33%
2011-12	0	0%	2	67%	1	33%	0	0%	0	0%
2012-13	1	14%	1	14%	1	14%	0	0%	4	57%
Total	2	13%	3	19%	5	31%	0	0%	6	38%

Transfer Institutions

University	Attending	Applied
Brigham Young Univeristy	1	0
Pheonix University	1	0
Portland State University	1	0
Warner Pacific University	1	0

Integrated Media - Employment

Employment Status					Hours Worked per Week And Full Time / Part Time Status								
	Employed		Not Employed			Avg Hours		Min	Max	Full Time		Part Time	
2010-11	9	82%	2	18%	2010-11	40.42	23	60	4	67%	2	33%	
2011-12	16	73%	6	27%	2011-12	34.18	10	75	4	36%	7	64%	
2012-13	10	83%	2	17%	2012-13	37.13	11	91	3	38%	5	63%	
Total	35	78%	10	22%	Total	36.62	10	91	11	44%	14	56%	

Calculated Hourly Wages									
	Avg Wage		Min	Max	5% Trimmed Avg Wage				
2010-11	\$16.73		\$10.00	\$22.84	\$16.77				
2011-12	\$12.16		\$8.80	\$25.00	\$11.64				
2012-13	\$12.24		\$8.95	\$16.83	\$12.17				
Total	\$13.56		\$8.80	\$25.00	\$13.19				

Independent Contractor / Self Employed				
	Yes		No	
2010-11	4	44%	5	56%
2011-12	8	50%	8	50%
2012-13	3	30%	7	70%
Total	15	43%	20	57%

Salary Change from Prior to Award						
	Increase		No Change		Decrease	
2010-11	6	67%	2	22%	1	11%
2011-12	6	50%	2	17%	4	33%
2012-13	4	40%	4	40%	2	20%
Total	16	52%	8	26%	7	23%

Job Location								
	MHCC District		Portland		In State		Out of State	
2010-11	2	22%	5	56%	1	11%	1	11%
2011-12	3	19%	8	50%	3	19%	2	13%
2012-13	0	0%	6	60%	4	40%	0	0%
Total	5	14%	19	54%	8	23%	3	9%

Time Position Obtained (Relative to Award)							Related to Degree						
	Before		During		After			Directly		Partially		Not	
2010-11	3	33%	1	11%	5	56%	2010-11	4	44%	1	11%	4	44%
2011-12	5	31%	2	13%	9	56%	2011-12	8	50%	2	13%	6	38%
2012-13	1	10%	1	10%	8	80%	2012-13	4	40%	1	10%	5	50%
Total	9	26%	4	11%	22	63%	Total	16	46%	4	11%	15	43%

Number Of Jobs									
	1 Job		2 Jobs		3 Jobs		4+ Jobs		
2010-11	6	67%	3	33%	0	0%	0	0%	
2011-12	11	69%	4	25%	1	6%	0	0%	
2012-13	7	70%	3	30%	0	0%	0	0%	
Total	24	69%	10	29%	1	3%	0	0%	

Integrated Media - Job Seekers

Seeking Employment					Seeking Full Time / Part Time						
	Yes		No			Full Time		Part Time		Either	
2010-11	7	64%	4	36%	2010-11	6	86%	0	0%	1	14%
2011-12	16	84%	3	16%	2011-12	4	25%	6	38%	6	38%
2012-13	5	42%	7	58%	2012-13	4	80%	0	0%	1	20%
Total	28	67%	14	33%	Total	14	50%	6	21%	8	29%

Seeking Work Related to Degree						
	Related		Not Related		Either	
2010-11	4	57%	0	0%	3	43%
2011-12	10	63%	1	6%	5	31%
2012-13	5	100%	0	0%	0	0%
Total	19	68%	1	4%	8	29%

Job Seeking Location								
	MHCC District		Portland		In State		Out of State	
2010-11	4	31%	6	46%	2	15%	1	8%
2011-12	6	23%	13	50%	3	12%	4	15%
2012-13	2	18%	5	45%	3	27%	1	9%
Total	12	24%	24	48%	8	16%	6	12%

Job Placement Services								
	Not Aware More Info		Not Aware Not Needed		Aware Used		Aware Not Used	
2010-11	5	71%	1	14%	0	0%	1	14%
2011-12	14	88%	1	6%	0	0%	1	6%
2012-13	9	90%	1	10%	0	0%	0	0%
Total	28	85%	3	9%	0	0%	2	6%

Integrated Media - Education

Continuing Education Status

	Continuing		Applying		Future Plans		Finished	
2010-11	0	0%	1	9%	4	36%	6	55%
2011-12	4	21%	1	5%	7	37%	7	37%
2012-13	0	0%	0	0%	4	33%	8	67%
Total	4	10%	2	5%	15	36%	21	50%

Continuing Education Where

	MHCC		Other 2-Year		4- Year		Applied		Not Applied	
2010-11	0	0%	0	0%	0	0%	0	0%	5	100%
2011-12	1	8%	1	8%	4	33%	0	0%	6	50%
2012-13	0	0%	0	0%	0	0%	0	0%	4	100%
Total	1	5%	1	5%	4	19%	0	0%	15	71%

Transfer Institutions

University	Attending	Applied
Academy of Art University	1	0
Portland Community College	1	0
Portland State University	3	0

Engineering - Employment

Employment Status					Hours Worked per Week And Full Time / Part Time Status								
	Employed		Not Employed			Avg Hours		Min	Max	Full Time		Part Time	
2010-11	3	100%	0	0%	2010-11	38.00	36	40	1	50%	1	50%	
2011-12	5	71%	2	29%	2011-12	40.00	40	40	4	100%	0	0%	
2012-13	2	40%	3	60%	2012-13	42.50	40	45	2	100%	0	0%	
Total	10	67%	5	33%	Total	40.13	36	45	7	88%	1	13%	

Calculated Hourly Wages					5% Trimmed Avg Wage	
	Avg Wage		Min	Max		
2010-11	\$17.37		\$11.11	\$25.00		
2011-12	\$21.11		\$15.00	\$41.25	\$20.33	
2012-13	\$16.32		\$14.63	\$18.00		
Total	\$19.03		\$11.11	\$41.25	\$18.24	

Independent Contractor / Self Employed				
	Yes		No	
2010-11	0	0%	3	100%
2011-12	1	20%	4	80%
2012-13	1	50%	1	50%
Total	2	20%	8	80%

Salary Change from Prior to Award						
	Increase		No Change		Decrease	
2010-11	3	100%	0	0%	0	0%
2011-12	4	80%	0	0%	1	20%
2012-13	1	50%	0	0%	1	50%
Total	8	80%	0	0%	2	20%

Job Location								
	MHCC District		Portland		In State		Out of State	
2010-11	0	0%	3	100%	0	0%	0	0%
2011-12	0	0%	4	80%	1	20%	0	0%
2012-13	0	0%	0	0%	1	50%	1	50%
Total	0	0%	7	70%	2	20%	1	10%

Time Position Obtained (Relative to Award)							Related to Degree					
	Before		During		After		Directly		Partially		Not	
2010-11	0	0%	1	33%	2	67%	1	33%	2	67%	0	0%
2011-12	0	0%	1	20%	4	80%	1	20%	2	40%	2	40%
2012-13	0	0%	1	50%	1	50%	1	50%	1	50%	0	0%
Total	0	0%	3	30%	7	70%	3	30%	5	50%	2	20%

Number Of Jobs									
	1 Job		2 Jobs		3 Jobs		4+ Jobs		
2010-11	3	100%	0	0%	0	0%	0	0%	
2011-12	5	100%	0	0%	0	0%	0	0%	
2012-13	1	50%	1	50%	0	0%	0	0%	
Total	9	90%	1	10%	0	0%	0	0%	

Engineering - Job Seekers

Seeking Employment					Seeking Full Time / Part Time						
	Yes		No			Full Time		Part Time		Either	
2010-11	1	33%	2	67%	2010-11	1	100%	0	0%	0	0%
2011-12	2	29%	5	71%	2011-12	2	100%	0	0%	0	0%
2012-13	2	40%	3	60%	2012-13	1	50%	0	0%	1	50%
Total	5	33%	10	67%	Total	4	80%	0	0%	1	20%

Seeking Work Related to Degree						
	Related		Not Related		Either	
2010-11	1	100%	0	0%	0	0%
2011-12	1	50%	0	0%	1	50%
2012-13	2	100%	0	0%	0	0%
Total	4	80%	0	0%	1	20%

Job Seeking Location								
	MHCC District		Portland		In State		Out of State	
2010-11	0	0%	1	100%	0	0%	0	0%
2011-12	0	0%	1	50%	0	0%	1	50%
2012-13	0	0%	1	25%	2	50%	1	25%
Total	0	0%	3	43%	2	29%	2	29%

Job Placement Services								
	Not Aware More Info		Not Aware Not Needed		Aware Used		Aware Not Used	
2010-11	0	0%	0	0%	0	0%	1	100%
2011-12	1	50%	0	0%	1	50%	0	0%
2012-13	3	100%	0	0%	0	0%	0	0%
Total	4	67%	0	0%	1	17%	1	17%

Engineering - Education

Continuing Education Status

	Continuing		Applying		Future Plans		Finished	
2010-11	0	0%	0	0%	1	33%	2	67%
2011-12	2	29%	0	0%	2	29%	3	43%
2012-13	2	40%	0	0%	0	0%	3	60%
Total	4	27%	0	0%	3	20%	8	53%

Continuing Education Where

	MHCC		Other 2-Year		4- Year		Applied		Not Applied	
2010-11	0	0%	0	0%	0	0%	0	0%	1	100%
2011-12	0	0%	0	0%	3	75%	0	0%	1	25%
2012-13	0	0%	0	0%	2	100%	0	0%	0	0%
Total	0	0%	0	0%	5	71%	0	0%	2	29%

Transfer Institutions

University	Attending	Applied
Oregon Institute of Technolog	3	0
Portland State University	1	0

Natural Resources Technology - Employment

Employment Status					Hours Worked per Week And Full Time / Part Time Status								
	Employed		Not Employed			Avg Hours		Min	Max	Full Time		Part Time	
2010-11	4	100%	0	0%	2010-11	34.75	28	40	2	50%	2	50%	
2011-12	7	54%	6	46%	2011-12	28.83	6	40	2	33%	4	67%	
2012-13	9	64%	5	36%	2012-13	33.50	20	54	3	33%	6	67%	
Total	20	65%	11	35%	Total	32.29	6	54	7	37%	12	63%	

Calculated Hourly Wages								
	Avg Wage		Min	Max	5% Trimmed			
			Avg Wage					
2010-11	\$16.09		\$12.41	\$26.25	\$15.73			
2011-12	\$21.61		\$8.80	\$59.52	\$20.21			
2012-13	\$12.04		\$10.00	\$14.29	\$12.03			
Total	\$16.13		\$8.80	\$59.52	\$14.12			

Independent Contractor / Self Employed				
	Yes		No	
2010-11	0	0%	5	100%
2011-12	1	14%	6	86%
2012-13	0	0%	9	100%
Total	1	5%	20	95%

Salary Change from Prior to Award						
	Increase		No Change		Decrease	
2010-11	3	60%	0	0%	2	40%
2011-12	4	57%	2	29%	1	14%
2012-13	2	22%	5	56%	2	22%
Total	9	43%	7	33%	5	24%

Job Location								
	MHCC District		Portland		In State		Out of State	
2010-11	0	0%	3	60%	1	20%	1	20%
2011-12	0	0%	5	71%	1	14%	1	14%
2012-13	0	0%	8	89%	1	11%	0	0%
Total	0	0%	16	76%	3	14%	2	10%

Time Position Obtained (Relative to Award)							Related to Degree						
	Before		During		After			Directly		Partially		Not	
2010-11	1	20%	0	0%	4	80%	2010-11	1	20%	2	40%	2	40%
2011-12	2	29%	1	14%	4	57%	2011-12	3	43%	2	29%	2	29%
2012-13	2	22%	3	33%	4	44%	2012-13	3	33%	1	11%	5	56%
Total	5	24%	4	19%	12	57%	Total	7	33%	5	24%	9	43%

Number Of Jobs									
	1 Job		2 Jobs		3 Jobs		4+ Jobs		
2010-11	4	80%	1	20%	0	0%	0	0%	
2011-12	6	86%	0	0%	0	0%	1	14%	
2012-13	5	56%	4	44%	0	0%	0	0%	
Total	15	71%	5	24%	0	0%	1	5%	

Natural Resources Technology - Job Seekers

Seeking Employment					Seeking Full Time / Part Time						
	Yes		No			Full Time		Part Time		Either	
2010-11	2	40%	3	60%	2010-11	1	50%	0	0%	1	50%
2011-12	7	54%	6	46%	2011-12	4	57%	0	0%	3	43%
2012-13	9	64%	5	36%	2012-13	3	33%	1	11%	5	56%
Total	18	56%	14	44%	Total	8	44%	1	6%	9	50%

Seeking Work Related to Degree						
	Related		Not Related		Either	
2010-11	2	100%	0	0%	0	0%
2011-12	5	71%	0	0%	2	29%
2012-13	7	78%	0	0%	2	22%
Total	14	78%	0	0%	4	22%

Job Seeking Location								
	MHCC District		Portland		In State		Out of State	
2010-11	1	20%	2	40%	1	20%	1	20%
2011-12	4	25%	5	31%	4	25%	3	19%
2012-13	4	22%	5	28%	5	28%	4	22%
Total	9	23%	12	31%	10	26%	8	21%

Job Placement Services								
	Not Aware More Info		Not Aware Not Needed		Aware Used		Aware Not Used	
2010-11	0	0%	1	50%	1	50%	0	0%
2011-12	7	100%	0	0%	0	0%	0	0%
2012-13	12	100%	0	0%	0	0%	0	0%
Total	19	90%	1	5%	1	5%	0	0%

Natural Resources Technology - Education

Continuing Education Status

	Continuing		Applying		Future Plans		Finished	
2010-11	3	60%	0	0%	1	20%	1	20%
2011-12	5	38%	0	0%	3	23%	5	38%
2012-13	4	29%	2	14%	5	36%	3	21%
Total	12	38%	2	6%	9	28%	9	28%

Continuing Education Where

	MHCC		Other 2-Year		4- Year		Applied		Not Applied	
2010-11	0	0%	0	0%	4	100%	0	0%	0	0%
2011-12	3	38%	0	0%	2	25%	0	0%	3	38%
2012-13	2	18%	0	0%	5	45%	1	9%	3	27%
Total	5	22%	0	0%	11	48%	1	4%	6	26%

Transfer Institutions

University	Attending	Applied
Oregon State University	4	1
Portland State University	4	0
University of Montana	1	0

Sustainability, Health & Safety - Employment

Employment Status					Hours Worked per Week And Full Time / Part Time Status							
	Employed		Not Employed			Avg Hours	Min	Max	Full Time		Part Time	
2010-11	2	67%	1	33%	2010-11	52.50	50	55	2	100%	0	0%
2011-12	6	67%	3	33%	2011-12	40.00	20	50	3	75%	1	25%
2012-13	8	80%	2	20%	2012-13	33.38	16	60	4	50%	4	50%
Total	16	73%	6	27%	Total	38.00	16	60	9	64%	5	36%

Calculated Hourly Wages					5% Trimmed			
	Avg Wage		Min		Max		Avg Wage	
2010-11	\$23.03		\$18.18		\$27.88			
2011-12	\$24.53		\$16.00		\$35.19		\$24.41	
2012-13	\$19.88		\$12.02		\$28.48		\$19.84	
Total	\$21.80		\$12.02		\$35.19		\$21.59	

Independent Contractor / Self Employed					Yes		No	
2010-11	0	0%	2	100%				
2011-12	0	0%	6	100%				
2012-13	0	0%	8	100%				
Total	0	0%	16	100%				

Salary Change from Prior to Award						
	Increase		No Change		Decrease	
2010-11	1	50%	0	0%	1	50%
2011-12	4	80%	1	20%	0	0%
2012-13	6	75%	0	0%	2	25%
Total	11	73%	1	7%	3	20%

Job Location								
	MHCC District		Portland		In State		Out of State	
2010-11	0	0%	0	0%	0	0%	2	####
2011-12	1	17%	4	67%	1	17%	0	0%
2012-13	0	0%	5	63%	2	25%	1	13%
Total	1	6%	9	56%	3	19%	3	19%

Time Position Obtained (Relative to Award)							Related to Degree						
	Before		During		After			Directly		Partially		Not	
2010-11	0	0%	0	0%	2	100%	2010-11	1	50%	1	50%	0	0%
2011-12	0	0%	3	50%	3	50%	2011-12	6	100%	0	0%	0	0%
2012-13	0	0%	4	50%	4	50%	2012-13	7	88%	1	13%	0	0%
Total	0	0%	7	44%	9	56%	Total	14	88%	2	13%	0	0%

Number Of Jobs									
	1 Job		2 Jobs		3 Jobs		4+ Jobs		
2010-11	2	100%	0	0%	0	0%	0	0%	
2011-12	5	83%	1	17%	0	0%	0	0%	
2012-13	8	100%	0	0%	0	0%	0	0%	
Total	15	94%	1	6%	0	0%	0	0%	

Sustainability, Health & Safety - Job Seekers

Seeking Employment					Seeking Full Time / Part Time						
	Yes		No			Full Time		Part Time		Either	
2010-11	1	33%	2	67%	2010-11	0	0%	0	0%	1	100%
2011-12	3	33%	6	67%	2011-12	2	67%	0	0%	1	33%
2012-13	5	50%	5	50%	2012-13	2	40%	0	0%	3	60%
Total	9	41%	13	59%	Total	4	44%	0	0%	5	56%

Seeking Work Related to Degree						
	Related		Not Related		Either	
2010-11	0	0%	0	0%	1	100%
2011-12	3	100%	0	0%	0	0%
2012-13	3	60%	0	0%	2	40%
Total	6	67%	0	0%	3	33%

Job Seeking Location								
	MHCC District		Portland		In State		Out of State	
2010-11	1	25%	1	25%	1	25%	1	25%
2011-12	2	33%	3	50%	1	17%	0	0%
2012-13	1	8%	4	33%	4	33%	3	25%
Total	4	18%	8	36%	6	27%	4	18%

Job Placement Services								
	Not Aware More Info		Not Aware Not Needed		Aware Used		Aware Not Used	
2010-11	1	100%	0	0%	0	0%	0	0%
2011-12	0	0%	0	0%	2	67%	1	33%
2012-13	7	78%	0	0%	1	11%	1	11%
Total	8	62%	0	0%	3	23%	2	15%

Sustainability, Health & Safety - Education

Continuing Education Status

	Continuing		Applying		Future Plans		Finished	
2010-11	0	0%	0	0%	2	67%	1	33%
2011-12	2	22%	1	11%	3	33%	3	33%
2012-13	2	20%	1	10%	4	40%	3	30%
Total	4	18%	2	9%	9	41%	7	32%

Continuing Education Where

	MHCC		Other 2-Year		4- Year		Applied		Not Applied	
2010-11	0	0%	0	0%	2	100%	0	0%	0	0%
2011-12	0	0%	0	0%	1	17%	0	0%	5	83%
2012-13	0	0%	1	14%	3	43%	0	0%	3	43%
Total	0	0%	1	7%	6	40%	0	0%	8	53%

Transfer Institutions

University	Attending	Applied
Clackamas Community Colleg	1	0
Columbia Southern University	1	0
Marylhurst University	1	0
Murray State university	1	0
Portland State University	2	0

Section 3:

Open Comments

Mental Health & Human Services

List of Employers

Adventist Medical Center

bridges to change

Centennial School District

CODA Gresham Residential Center (Men's)

Familias en Accion

I'm employed in a position not related to my degree
because I am still in school (transferred for
Bachelor's degree)

Kaiser Permanente

Lutheran Community Services

Mt Hood Adult Day Center

My Father's House, community shelter inc.

NW Staffing (@ Clark Juvenile Court)

Pathfinders of Oregon

Portland Public School Indian Education Project

Portland Public Schools

Portland Rescue Mission's Shepherd's Door

Queer Resource Center, PSU

Starbucks

Subway

Telecare Recovery Center

The Next Door Inc.

Youth Guidance Association

Mental Health / Human Services: Question 1

Was there a specific course (or courses) you considered more valuable than others?

My interviewing class was great! It really helped having it taped and having an instructor there to support in the learning process. All the classes were were great through.

Interviewing skills was definitely one of the most useful classes that I took in the MH/HS program.

Interviewing, Personality Disorders, Theories

Human Development, Diagnosis and Treatment, Interviewing, Group Counseling, Ethics, Theories

Interviewing Skills, Group Facilitation, Case Managment (Case Notes), Therory classes, DSM Study, Motivational Interviewing, Human Development,

I believe that the interviewing skills courses were extremely beneficial not only in regards to educational/career growth but personal as well.

interviewing skills courses and Group skills

Boundaries class at the beginning of the program, all of the interviewing skills classes, the group theory/process classes, case management, trauma / crisis intervention.

Case management / interviewing skills/motivational interviewing

my writing classes,and the "Abusive Families" class were very helpful.

Becoming a helper, and interviewing skills /

I feel that the interviewing classes were most beneficial for our chosen field. Additionally, we were encouraged to work in groups in several of our other classes, and that concept was helpful.

Interviewing

Groups class, case management, theories, effective helper

All courses were extremely valuable for me.

No I think they were all very important, because you will learn about yourself and others in each of these courses

The addictions courses were valuable as well as Interviewing Skills and Motivational Interviewing... the class on theory was incredibly helpful.

MI interviewing, groups classes and my internships were great.

They were all valuable.

HS107 Oreintation to Social Services, HS111 & HS112 & HS113 Interviewing Skills, HS150 Effective Helper, HS222 Diagnosis and Treatment, HS225 Group Counseling, HS226 Group Counseling Theory.

Interviewing skills, drug and alcohol track, boundaries

Human Development courses were extremely helpful.

It would be difficult to choose just one course as being the most valuable. Since attending Mhcc and graduating the mhhs program I routinely use each and every skill I learned on a daily basis. I do not only use these skills at work but I use them all in

Listening skills

Interviewing Skills, and knowing APA.

Was there a specific course (or courses) you considered more valuable than others?

All of them. The interviewing skills, personality disorders, and developmental psychology have been especially helpful.

I have been able to incorporate every class that I took for this degree into my professional life and skills. All the classes provided have given me valuable tools to use in the social work field.

I think the interviewing skills and motivational interview class were very helpful and I learned alot in them.

Effective Helper, All one-on-one counseling courses, Group counseling (this one should be led by Kathleen H), Cultural Counseling, Trauma care, grant writing, Human Development, Axis I class, Personality Disorders.

I found all of the courses that I took in the Mental Health Human Services / Program to be valuable and helpful in my growth as a professional / I think to name a few that were the most helpful I would say interviewing / Skills, case management, effective helper, and practicum.

Human Development, which covered a considerable amount of information highly useful for all areas of mental health as well as other career fields. Substance abuse/recovery classes which were and are, highly educational and filled with information that honestly, needs to be studied by all mental health professionals, regardless of specialties.

Interviewing Skills

I think that all of the classes have been useful. Think that I use all of the information from the program equally.

All the Lab clases for the three terms where very helpful for / My one on one hands on.

Interviewing skills, human development, motivationl interviewing, all theory classes, and pharmacology were particularly valuable in teaching concepts and skills that I routinely use. Case management was also of value, and I use what I learned every day.

I am now a current student at Concordia University and all my classes at MHCC were valuable. I use my case managment class the most currently at my job at Child Welfare. This has been the most helpful class so far in my current possition.

All courses were really interesting.

All the core program courses were valuable.

All of the courses provided in the Mental Health/ Human Service program were very concise and equally contributed to the skills I use on a daily basis. In fact, many of my colleagues at the university level lack many of the skills and general understandings that I learned at MHCC in the MH/HS program.

psy class with Leslie

All of the courses offered through the MHHS Program have been very helpful and valuable. I REALLY LOVED "Human Development" & "Theorys," overall though every course I took plays a vital role in my reference points.

Interviewing skills, theory class, human development, group skills

All of the courses and curriculums used in the MHHS Program have been very valuable to me. I refer back to my material, books, and resources often.

They were all very important to my career. Interviewing skills with Leslie Allen was imperative to my work.

Case Management

case-management

Theories , personality disorders, boundaries, and interviewing skills

The courses focusing on interviewing skills and self-care.

Mental Health / Human Services: Question 2

Are there any specific topics or subjects that the MHHS program did not cover?

More in crisis theories, trauma

Writing 123, writing a literature review did not cover some of the material and skills that should have been taught. It seemed rushed and not very organized. When I got to Concordia and took their writing course I found out there were a lot of things tha

Wish I would have had more classes that discussed diversity and systemic oppression.

Student going into field that require APA should be taking writinf classes in APA rather than MLA starting at WR121. That was the only area I felt I was behind in at the Bachelor's level.

Coping with post graduation. It was very difficult to become use to not encaging with the support system that the program created on a regular basis. There was a great sense of lose for me.

an intro to power, privilege & social justice, microaggressions.

No. I felt like the structure of this program was well thought out .

Not that I can think of. I would have been great to have more on drugs and how they effect the body.

NA

No

The class that we had at the end of the year, just before graduation, that covered grant writing was not helpful, in my opinion (and that of several other cohorts)

I dont think so.

Not that I'm aware of?

more of a course on motivational interviewing with strengh based and humanism

the only thing that has been brought to my attention is learning APA through perdue owl. It stays current with any changes and most instructors in continuing my education use perdue owl.

None come to mind.

Overall, the MHHS program leaves students extremely well prepared for continuing their education. Additional instruction in anti-oppressive practices, intersectional minority statuses, and the concepts of structural inequality could be useful for those continuing for a 4 year degree in social work.

n/a

I don't think that there's enough time to get everything in. What I did receive was a superb foundation to what is to come. I'm just now studying at Warner Pacific much of what I've already received at MHCC.

I felt that every topic we covered was well explained and given the appropriate / Amount of time needed. The instructors were always willing to go over what ever the students neede as well.

This program, I have come to realize, is the most comprehensive program offered by any local, state or private college available. Within this program the instructors and especially the programs head, Leslie Allen, has compiled one of the greatest programs in the field available.. period. The only area that I found lacking and wish that there were more insight provided, was, information about four year colleges. Two programs, one located at PSU and another at Concordia were discussed and advertised to a great extent, but any information about opportunities outside of these programs were lacking.

Are there any specific topics or subjects that the MHHS program did not cover?

Although APA writing style was covered to a degree, in my opinion the required use of APA could have been more enforced.

Maybe expand more on the theories class.

Statistics

It would have been nice to go over the types of jobs students in the program could aspire to be. We only went over briefly. Overall my experience was a great life changing one spent with great people.

None that I can think of.

N/A

more on human development and mental disabilities

Cultural applications; i took a cultural anthropology class in winter 2013 and was able to learn so very much more about culture than was taught through the program

No

No, I feel that I was given everything i needed to succeed.

None that I can think of.

N/A

Nursing

List of Employers

dominos pizza

Fir Lane Health and Rehab

first started at Mirabella - Portland, currently
employed part-time, oncall at Rose Villa Health
Center

Fresenius medical care

Holladay Park Plaza

Legacy Emanuel hospital

Legacy Emanuel Medical Center, Operating Room

Mirabella Portland

OHSU

Peacehealth Southwest Washington Medical Center

Sinai family home services

Willamette view health center

Physical Therapist Assistant

List of Employers

Bend Transitional Care

Children's Intensive Therapy N.W.

Clackamas Injury Rehab and Rehab without Walls
Home Health

Infinity Rehab

Providence Milwaukie and willamette falls

town center village

Vancouver Spine and Orthopedic Rehab

Physical Therapist Assistant: Question 1

Please share any barriers or experiences related to your PTA employment search that you would like us to know?

Wages are not as high as projected but benefits are good.

It was difficult to find work in pediatric that is not in the school district. Majority of the jobs available in Portland were in skilled facilities.

The Portland area market is saturated with PTA's.

The job market remains tough

Finding a job in the setting of choice can be difficult, SNF is my least favorite setting but I enjoy the experience I'm getting for now...

Many new-grad students for competition.

n/a

Physical Therapist Assistant: Question 2

Is there anything else you'd like to tell us to help enhance the preparation of future MHCC PTA graduates or those exploring this as a career option?

I don't think there is a good way to prepare students for computer charting. This will probably be a challenge, it is for me.

/ The pediatric unit was very brief so it was necessary to enhance my knowledge of this setting independently. It would have been nice to have more instruction and get a better understanding of pediatric facilitation techniques.

Take your clinicals seriously and do your best since you never know who your future employer might be.

I would have benefited from a greater focus on working with people with mental health issues.

Learn other aspects of the healthcare industry; marketing, customer service aspects.

The more hands on and the more clinical time, the better! With this career, you really need a lot of exposure to the real world setting to be prepared to work after graduating.

More time management and better organization of material presented for quick referencing and data collection. I found the information to be out of order and scattered.

n/a

Business Administration & Management

List of Employers

A credit union

A1 Coupling & Hose

Accounting Assistant for Cascade Management, Inc.

Albertsons (Supervalu)

American Honda Motor Company Inc.

Bar & Pacific University

Boeing

Bonneville Power Administration

Bridgestone Firestone Americas Distribution Center
Portland

Cents & CentsAbility Bookkeeping & Consulting LLC
(The place to go to make sense out of your sense)
<-- I own this business

Chase

Child Foundation

Dairy Queen

East Hill church

FedEx Ground

Fisher Investments

IKEA

Killer Burger

Marketo, Inc.

Marsha Elliott, CPA (firm) and National Guard -
HRjob

Mcmenamins

McQuay Factory Service

Mt. Hood Community College

Nordstrom

Northwest Energy Efficiency Alliance (NEEA)

OCHIN

PacSun

Portland Airport (PDX)

Pronto Staffing Services

Radius Management

Restore Financial Services LLC

Riverview Community Bank

saburos restaurant

Schroeder Speed & Custom LLC

Target Corporation

The Walt Disney Company

Thyssenkrupp Materials

TSA

United States Post Office

Wranglers western bar & grill

Xerox

Business Administration & Management: Question 1

Was there a specific course (or courses) you considered more valuable than others?

BA101

The BA205 Business Communications was extremely helpful in my new job since I work for an international company and had to learn a new way to interact with clients that are of a different culture. / /

The accounting classes were by far the most valuable. I use one or more concepts learned from those classes in just about every business class I take at PSU.

Introduction to Business, Statistics

I found the personal finance class to be particularly helpful with regards to drafting my own financial goals and plans.

Personal Finance, intro to business, the accounting series. These classes were all great because they helped build a strong foundation for classes that I would later take at Eastern Oregon.

Business Communications, Computer skills including MS suite

Fantastic classes / BA101 - Andy Wong / Business Law - Big guy who looked like Santa Clause / / Terrible classes / Accounting - Jerry Kohler / Economics - Ted Scheinman

Core business classes, such as BA101, my accounting courses, and technical writing courses I feel were most helpful and applicable for the career field I am working towards.

BA101 was very valuable. /

Ba 271 and ba 211 212 and 213

After graduating and going out into the job market I found that many of the courses I took were outdated and unnecessary, they were not in line with the requirements of today's business environment. Only the sales, marketing, human resources and business t

The most valuable courses for me were the basic skill classes, such as word and excel, and the beginning accounting classes. So far the skills I learned in those classes have helped me more than anything. Even though I received a well rounded education in

The instructors had an understanding of the material that they were teaching. Which made me more interested in the program

I enjoyed my Human Resources class as well as my International Business and Leadership classes. I also enjoyed Marketing, it may be what I specialize in when I get my Bachelor's,

Computer tech. Classes

The material I learned in business law has been useful. Most of the classes do a great job in preparing students for real world employment.

Majority of the business classes helped me in my career today. Also the most helpful class I took was learning all the new Microsoft programs.

Ba211,212,213 and econ 201,202

Ba205 was helpful because there was a project that put us in real life situation. Working with random people instead of getting to choose who to work with.

I really enjoyed all the business courses, they were all fun and interesting!

computer courses/ excel , pp, word, and access

Was there a specific course (or courses) you considered more valuable than others?

BA 101-Andy Wong, Business Communication-Brenda Houchen

Business Law and Accounting. I didn't take marketing and now I feel I should go back and get more into small business courses.

BA 101 and the Accounting Courses and software classes for Microsoft Word, excel, etc.

Overall I would say that I received the greatest value from the instructor Andy Wong in my intro to business class. It was in this class that I decided to move forward with my pursuit of a bachelors degree. I will also be attending school to receive my MB

The writing classes really helped me to grow, in addition to the technical report writing class.

Well developed program and a good base for a business program platform that has given me the skills to perform entry level management job.

accounting classes, speech, and math 95.

Brenda Houchen's business writing class (BT110) has proved invaluable both in my later education and in everyday written communication.

N/A

It's been a decade since I've taken most of my classes at MHCC. I can't recall much of it specifically. Although I have observed and believe that I get a better education from a full-time professor then a part time professor.

Small business management courses were the most helpful, because I want to start my own business.

Andy Wong and Dave Garlington are some of the most amazing teachers at any school I've ever heard of. They are compassionate, intelligent, and just superb people who make learning a fun experience. I have always heard great things about these teachers and

BA206 (Management and Supervisory Fundamentals) / BA267 (Project Management) / BA285 (Leadership and Human Relations) / BA205 (Business Communications) /

My business 101 class was extremely valuable because it taught me the basis of my business knowledge and the widest variety of information of any of the classes I have taken. This class in conjunction with my business writing class were the most informative and have proven to be used constantly in my work.

"My economics course as well as international business from Andy Wong provided me with the most relevant information for my continued education. Also, I will never forget my classes with Dr. Sherpa, she is truly an amazing teacher. "

BA226 business law with Alicia Hercher

I graduated from PSU with a BS in 1969. A long time between classes! The writing and communication classes proved invaluable.

I found that BA101 was very helpful in widening my knowledge about the field of business. It was very helpful in allowing me to see what possibilities were out there and from that class I was able to see what direction my career could go.

David Garlington was by far the best instructor at Mt Hood anything he taught stuck with me.

Courses that have helped me in not just a career but in everyday life are; sales, marketing, leadership, operations/ project management, and business law.

I consider all of the classes I took at Mt. hood very valuable. I learned a lot and had a great time. I miss Mt. hood and would do it over again.

Any course taught by andy Wong, Dave Garlignton or Nancy Howard. They were passionate about helping students understand teh concepts and related real life to what we would have to do for our assignments.

Was there a specific course (or courses) you considered more valuable than others?

BA285 Leadership with Andy Wong. Operations Management/Workflow Analysis was also very helpful with Jim Mozena. All classes with Dave Garlington were helpful and interesting no matter the subject.

Human resources

The Operations Managements class (Fall '12) was extremely helpful, mostly because I am a Supply and Logistics Major at PSU now. I retained quite a bit of that information. But in general, all of my MHCC classes have been a great introduction to the upper division classes I take at PSU.

All the accounting courses.

Leadership and human resources.

Accounting II with Amber Lamadrid. / Managerial Accounting with Nancy Howard

The classes that Mr. Wong taught were fabulous. I was greatly impressed with his insight to leadership and international concerns. He was always neutral, even when faced with students who were aggressive in their beliefs.

All classes required for my certificate in Accounting and degree in Administrative Office Professional: Human Resource Management; were extremely helpful for my career. In my opinion, the Microsoft simulation and the business editing has proven to be the

BA285, BA203, BA228, BA177, BA271, BA265, and Principles of accounting.

I don't think there was just one course that helped me. As a group they all helped in different ways but most of all it was being made to get up in front of the classes and talk that helped me the most.

"Business Law, CIS "

Most of the business and all of the accounting classes were great

BA 101

I found Business Communications to be very helpful.

I like finance course, and I enjoyed when I learned it. It was helpful when we worked in groups.

Developing a Small Business and Small Business Management were the two classes I enjoyed the most and vauled the most. They both gave me the direct teaching methods I need to manage my own business; which was my whole point in attending MHCC.

Jerry Kohler was great for all courses he taught - Michael ? in BA 101 and another BA class 6 or 7 years ago deviated alot from curriculum, and moved alot of content online, with minimal lecture.

I believe that human relations and international business where very useful classes as they focused on aspects that you may not consider before taking them. It is important to develop human relations in any circumstance and especially in the business worl

Career Planning / Mathematics / Science

Project management / Operations management / Developing a small business / Developing a Business Plan

Business Administration & Management: Question 2

Are there any new tools, applications or standards the program should address?

N/A

Little bit one human resource and finance

Business Finance. / Business management. / Online E-business

Never understood why Accounting did use Quickbooks software

Application of decision making models from an ethical perspective, an expansion of pragmatic experience (less regurgitation of terminology, more hands on site visits, guests speakers interacting with classes, group work analyzing processes/decisions, etc.

Real life lessons on how to compete in business and how to promote your skills and ideas.

As the country's population ages, there seems to be a greater need for financial advisers and retirement account specialists. I'm currently working at an investment company and our average client age is around 70. For any student looking to get into inve

Specific use of a financial calculator should be either part of a required course or offered as its own. Many business graduates do not know how to operate a financial calculator and this should be addressed as a basic of business.

Statistics should be taught using Excel, not Minitab. I was at quite a disadvantage being unfamiliar with Excel's statistical functions.

Internship, it is hard to find a job without hands on experience

I'm not sure if this applies but I believe the business teachers should show the students how to use book rental services like Chegg.com and Campusbookrentals.com. Having bought most of the books myself, I know it can be a burden to a lot of students.

I would have liked to take more small business project like registering with city and state application scenario.

I would say they should look more at using tools like Prezi and Go to meetings so students can get a sense of applications used in the business world.

Personal skill level in communication, negotiation, sales techniques, use of Facebook in the business world, technology for business. Street smarts are good to learn first hand. Take a field trip to Saturday Market and see what's new, how are the artists

Not that I can think of since I haven't been around the campus much and not aware of what has been changed or updated.

i don't know

Nothing.

Nothing really stood out to me as lacking but I did think it would have been useful to have more focus on the practical experience of a business, such as what functions and employees would be required, what registration documents would have to be filed an

I cant think of any.

Neccassary were

I think that some of the staff should up hold the same values they teach us in the program. Ethics, morality ect..

I think everything was covered in the courses.

Are there any new tools, applications or standards the program should address?

Need to have a 2 week OJT accounting unit which puts you directly into a work environment utilizing the courses taken: Payroll, cost accounting, administrative writing- standards in emails, social media, etc.

you need to cover more software programs.

Promoting areas of concentration within school of business...not simply focusing on overall business aptitude. This might allow students to look forward towards areas of specialization earlier within their academic programs.

More HANDS on!!! take students to small businesses (if possible). show students the "behind the scenes" of what it takes to run a small successful business. Teach more on a small business level rather than on a corporate level for example work with small

Sales, marketing and above all business technology are the most important and only lightly touched upon. Also there is a bad need to help the students find work once leaving school. That was not at all available.

The computer concepts class could be more helpful in teaching practical skills for everyday use.

I feel that an internship or short work study should be a requirement to graduate. I was able to avoid an internship because I earned enough related college credit in high school to forego the internship. Looking back I wish I would've taken advantage of

I can not think of any. There are so many valuable courses that cover many applications.. some accounting classes could use more practical applications to give students a little more understanding / clue what the real world / job has to deal with.

This is off topic but while developing a business plan or even in operations management class we need to apply the skills we learn. So if we take a course on project management, the next course for it should apply our knowledge that's the most important part

I think that they need to teach students: to study not for the test and study for the long run because sometimes the student forgets some important concepts of business.

Accounting Certificate-- I notice the "QuickBooks for the Workplace" which I did not have available to me during the duration of my studying for the certificate, However, I believe that would be a great asset to the certificate. I would suggest for any a

Intermediate accounting is not on par with intermediate accounting courses at PSU.

I feel Quickbooks should be taught and made part of a requirement for this Certificate as a lot of businesses want you to know it and this lacks me getting a job to some degree because I did not have it.

I cannot think of anything.

/ Over the past two centuries, teacher preparation has progressed from informal on-the-job learning through four-year-degree and graduate-level licensing programs. Forces moving toward higher licensing standards are currently being countered by a shortage

Business Technology

List of Employers

Ambridge Event Center

J. Frank Schmidt and Son

Kelly Services (Temp Agency), Modern Machinery
(Company I work for through the temp agency)

Nabisco~~Mondelez International

Reddaway

Walgreens

Business Technology: Question 1

Was there a specific course (or courses) you considered more valuable than others?

All of the software courses are valuable in my current occupation.

BA131 / BT121 / BT122 / BT116

The integrated Microsoft were the best, because it's so hands on, jobs you would really be doing.

The hands on classes that Anna Johnson teaches. These are what you would be doing in life.

Use of the Microsoft software

BA131, because you learned how to use Microsoft Word, Excel, PowerPoint, and Access all in the same class and I thought that was very helpful. BT121, BT122, BT123A, and BT124, because typing skills are essential and it helped me become a better typist. BT

Microsoft suite classes

I am/was in Dreamweaver and Photoshop classes and all you could buy CS6 makes it hard to keep up with the class, However, I did, so I guess it all worked out, but it did put me behind.

All of the software classes were valuable. Math was the most difficult but also gave me the most satisfaction after completing the courses.

MS Office courses

The use of Microsoft Program which I currently use at work. BT131

I really apply the typing classes in my day to day life. I loved that in the typing programs, you weren't allowed to backspace in most of it. Never thought that would help me, but it did. Typing has helped me get things done in a very fast manner. I also

The courses that I believe were most helpful were the Microsoft Office such as excel, access, and word.

There were two courses where I was required to physically go out into the work environment and interview people, I do not remember the names of these courses. During one assignment I was required to interview a person who was already employed in the field

All of the Microsoft classes

I really liked the keyboarding classes. By taking the keyboarding classes I was able to learn where to place my hands on the keyboard. Also I was able to type faster after I took the classes.

Business Technology: Question 2

Are there any new tools, applications or standards the program should address?

I believe the Business Technology Program is continually improving its course content and skills taught to the students. I believe Windows 8 was introduced this school year. I find that the skills I was taught are ahead of many businesses.

A couple of the courses or subjects that I have learned through job search and actual on the job training that should have had more emphasis during my schooling are Outlook and Quickbooks Pro.....Both of these are "required skills" for many job openings.

In my current employment we are still using 2007 software so having the knowledge of the 2010 was great. Every job is different and depending on the company you will use some skills more than others so having the knowledge to know a little bit of everythi

I think when there is a specific degree such as mine (Human Resource Management) there needs to be more revolved around that. There was only one class that dealt with Human Resources directly. It would have helped tremendously to know more about that area

I think that as an Administrative Assistant I need to keep up and actulize myself learning new concepts and learning how to use the newest softwares.

More courses in Access and Excel

Practical familiarity with the operation of office equipment such as institutional scanners and printers. Specifically printing options and scanning to e-mail.

Maybe update the software needed for classes.

No, not that I can think of at the moment.

Computer Information Systems

List of Employers

Advanced Calibration Technology

Aria Resort and Casino, Las Vegas NV

at&t

Comcast

Dentist Management Corporation

Fred Meyer

Hidentity

Hunter Holmes McGuire Veterans Hospital

I work for Integra Telecom through Campus Point

LAN SERVICE GROUP OF PORTLAND

Lewis Computer Consultants

Mt. Hood Community College

OCHIN

Ochin, inc.

OfficeMax

On Semiconductor

Oregon Trail School District

PGE

Quango Inc.

radcomp technologies

s wireless nw

Self Employed

Sulzer Pumps, Inc.

Sunmark

TeamLogicIT

United Parcel Service

Webtrends

Computer Information Systems: Question 1

Was there a specific course (or courses) you considered more valuable than others?

Operating systems

All of my technical classes provided me with skills I use every day. / MTH111 – It's an overlooked fact that mathematical theory underlies computer information systems; the more math I had under my belt the more I got out of my CIS courses. / CIS295 Web D

CIS122, CIS195A, CIS195B, CIS195B, CIS151

CIS122, CIS195, CIS197HTM

The Capstone project was not a mandatory course for my degree, but should be added to the catalog for required courses.

CIS145A/B/C were all rather informative (both technologically and otherwise), but the lack of hands-on time in class means the classes had no real challenge. Despite the knowledge, they were widely considered easy A's. / / Kathy's classes were all great.

Web design. Oracle database, and programming

HTML, VB.NET, SQL, PL/SQL, and CCNA are all good courses.

The basic courses for programming in Visual Basic with Wayne Machuca, Cisco Networking courses with Paul Morris, and Computer forensics with Robert Buroker.

All my courses that I took from Wayne Machuca were valuable. He is by far the best instructor I have ever had and learned far more from him than any other instructor.

Networking (Cisco),

Forensics courses were good, also Visual Basic and Database.

Sql database classes and web development core classes helped in my projects

CIS145A, CIS151, CIS152, CIS154, CIS279S, CIS284S

CIS151

Computer maintenance classes and especially the Forensics series.

Oracle based software courses have given me an edge.

Classes NOT taught by Gary DeRoest.

"The following 6 courses: / Working with Health IT Systems / Health Management Information Systems / Fundamentals of Health Workflow Process Analysis & Redesign / Vendor-Specific Systems / Installation and Maintenance of Health IT Systems, / & Medical Ter

Rigging, Game Team, all the modeling classes

Computer game design

My classes with Buroker were extremely valuable. He helped me find a job in the IT industry and always took that extra few minutes when I really needed him/had a question. I really started to push myself to better myself and start looking for that road to

CIS276,277,277S

Was there a specific course (or courses) you considered more valuable than others?

I really learned a lot in my computer forensics classes. We were able to learn about up-to-date softwares as well as current events in today's world relating to technology and the security risk involved. The IT classes taught using Testout was great becau

Bob Burokers classes and Jack Fassel's class on preparing to promote your skills and abilities for potential employers.

The cisco and computer forensics classes where very valuable most of the operating systems classes where ok but too much time was spent on doing things unrelated to installing and working with the operating itself mainly Linux. The Windows server class wa

All courses had something to teach

The courses that were the most valuable for me were the Cisco courses. Depending on your end goal, other courses could be equally valuable. / / In my opinion the 3rd Cisco class needs to be split into 2 classes. Students should have a whole year of Cisc

Labs, CIS, & SQL

Dunno

Computer Information Systems: Question 2

Are there any new tools, applications or standards the program should address?

Talk to Dr. Wayne Machuca. He has all the right ideas.

Interdisiplinary collaboration - how does the web designer work with the security specialist? How does a DBA work with a user interface designer? Those are the kind of questions a course on interdisciplinary collaboration could cover. / Designing, programm

If allowable, an epic type program.

Should really push for an A+ Certification course if there isn't one yet. Unity is really big right now, so the game design program should make sure to be teaching that as well.

N/A

The program needs to be completely redone. Its a wash

If not already offered. Basic Java scripting would be good. A focus on Windows Active Directory. These seem to be the most skills that I use that really weren't concentrated on while I was attending. I feel these skills would be very useful as part of the

iLook

Ado.net would be nice to incorporate with both database and web design

Dunno

More hands on. Talked about how to do things but never got to actually do it.

Helpdesk software and documenting technical work in a professional way!

Ruby on Rails, Linux Server Administration for the Web Administration students, jQuery, advanced HTML and CSS, cross browser compatibility, GIT, or some other SCM

I'm sure there is as fast as technology is moving. I think the next wave is building mobile apps, in addition to how to fix and maintain them. I'd like to see Android app development and maintenance on the menu of operating systems. In addition, the web d

"For the Health Informatics degree, MHCC needs to figure out a way to offer training for an EMR software called ""Epic"". I was able to acquire some Epic training while working as an intern for ScribeStat Inc. This experience, in turn, helped me to acquir

ZBrush, more in depth rigging

You do a great job at teaching what I believe to be the latest tech in the field

You guys actually used a lot of current relevant standards. I noticed you guys always tried to be on top of things and talking about real world events and technology as it becomes available.

More ETL instruction using SSIS

With the constant changes in the field of technology, it's best to try to teach the most current applications available. I think the MHCC professors are doing a great job in that area.

There should be more classes offered towards end user support that deal with ITIL and ticket tracking programs as I feel most people graduating with a CIS degree will most likely start working in a help desk environment.

The Cis program is to focused on teaching individual concepts and not how they relate and function together as a whole /

Are there any new tools, applications or standards the program should address?

Not that i could advise to. I did not remember much in the curriculum about virtualization, we some some light learning with Vshere. Citrix would be a good virtualization platform to learn with.

Knowledge and skills associated with statistics, quantitative/qualitative research methods, and quality issues associated with healthcare management and informatics

Contract setup, etc

Cosmetology

List of Employers

Alter Ego Salon

Au Salon

Ball Janik LLP, Law office

Belong Salon

city bark

city center parking

da:da hair

Edward Wadsworth for hair

Modele salon

Nail Couture

Supercuts

Cosmetology: Question 1

Was there a specific course (or courses) you considered more valuable than others?

I think all the courses is the same.

no

All courses were valuable.

I feel that my hair design and cutting classes helped me most when in the field, and I got the most out of those courses.

They were all applicable to my current position but the haircolor theory course, taught by Marty Castellanos, is one I remember the most. His way of teaching us how haircolor works made sense and I saw it as a turning point, to where I understood the basi

Everything had its place in the program. I felt that all of the courses were valuable and important. The issue I saw was inconsistent teaching methods from different instructors.

I really liked the hair extention class. It provided us with in depth information that taught us a lot about hair wigs, hair pieces, extentions and more. It definently will be a good job to get started in...you can really help those in need and make s di

Any hair cutting classes I took

State standards for sanitary and safety practices were greatly emphasized. i felt that this was a great foundation to start with to work smarter and safer.

They were all valuable

Yes! In my opinion the Esthetics (COS19) course was very valuable. I work at the spa as an Esthetician. I appreciate my teacher Denise L. D'Angelo for being patient with me as her student.

hands on courses

Cosmetology: Question 2

Are there any new tools, applications, or standards the program should be teaching?

I think they should find something new to teach and have more tools that have student a lot when they get out from school.

How to do more advanced haircutting skills.

I wish more business topics were covered (how to do taxes, ride offs). Also, have resources available to use for after we graduate.

More on weaving and on african american hair

New Blonde, if the school is still using Goldwell. A little more time spent on styling - most specifically how to use product and more round-brushing to get the style you want, rather than relying on a flat iron.

maybe a class on professionalism, workplace conduct, and job shadowing. We kind of just got thrown out into the work world without really knowing what to do. It's not all about doing hair on a technical level. It's knowing how to play the corporate game a

I feel we should have covered more information on makeup and shaving. Those were two basic concepts we had to learn, but I felt like the class could have extended longer so everyone could understand more makeup and shaving tricks for better practices.

Although great products were used through this course, knowledge of other product lines would have been helpful. Maybe take one class where groups choose a product line research it and present the pros and cons of the line to the entire class. This would

The preparation of a student to the NIC cosmetology testing, not only State board cosmetology testing, even though state of Oregon requires only the state board of cosmetology examination.

Microdermabrasion, chemical peels, lasers

Higher standards for testing and practice. I feel like a lot of people got away with barely doing anything

Cosmetology: Question 3

Are there topics or subjects the program did not cover (or provided too little detail)?

Things that I felt somewhat unprepared for when I entered my apprenticeship: / - Round brushing to create a full style (most styling at school was slick and flat ironed) / - Using product to create a look (thickening products at the scalp, for body) / - C

A little more nail art would have been nice

We touched on manual lymph drainage at MHCC, but a full training on the technique would have been useful.

I wish I knew more on how to use the facial machine, all of its tools and functions. Such as Microdermabrasion, Galvanic current, High frequency. Yes we covered all of this in Cosmetology school but I wish it was more in detail, and practice of using the

Blow drying and makeup

"What happens after you graduate" needs to be addressed in more depth.

Color class was brushed over, and I felt I didn't get the education from it that I should have.

Yes

More coverage on men's cuts and clipper skills. And relaxers. I still don't know much about them. /

*For independent Contractors- How to do taxes, who to go to/what can be written off or not.

Weaving, African american hair, more on nails and waxing

I think that there should be a little more focus on styling, and seeing that as the last and most important step of the service. I think that in our industry, it is hard to sell any cut or color if it is not styled for the client. I don't feel like we tru

How to run your own business. What to expect in the real world.

The haircolor class was poorly taught. My class did not get the teacher that normally taught the class because the teacher had to cut classes from his schedule. I feel I didn't learn as much about color as I would have liked to.

No

I think they cover everything in the program that I had learn

I would have really like to learn about brazilian waxes...that's useful when you can make alot of money from doing it /

Hospitality & Tourism

List of Employers

AAA Oregon/Idaho

Alamo Draffhouse

Australian Pacific Touring

Avanti Destinations

Dollar Rent A Car

Hyatt Place Hotel

Multi Services, inc.

Remington Hotels

Royal Media Partners

The Benson Hotel

tualitin hills parks and rec

Tula Cafe

Walt Disney World Resort

Hospitality & Tourism: Question 1

Was there a specific course (or courses) that you considered more valuable than others?

Most definitely it was the Cafe Thursdays, they were a good learning tool to help us understand customers/guests and customer service, and it gave the Culinary students the opportunity to plan, prepare, and serve meals to paying customers. / Also, the cla

I feel the recreation program should teach more recreation. subjects. We are being taught more about hotel and restauran

Business Communications, BA 205 was useful in putting together presentations and speaking before groups. HT144 was useful for researching specific locations indepth.

Customer service class, excel classes, sales 101, sanitation and safety.

The customer service course was extremely beneficial to the level of service I provide on a daily basis.

Apollo

The hospitality law class was lots of notes and lecture but I feel it was very educational. The computer classes were most helpful.

My major was Meeting and Convention Management. The sales class was very helpful and interesting. Loved the Catering class and was very helpful in determining things for a Meeting Planners perspective. We did Powerpoints and Publisher as part of curriculu

The most valuable courses for me are ones with current information. Food cost and the spirits class are classes I have used in my current job.

The safety sanitation class and additional business/management classes are valuable. Because of my training I have been used in various positions to help promote and maintain standards to continue operating. The restaraunt that I previously worked at "

Considering that I entered the program to study travel, the few classes that were offered that directly involved travel and tourism were relevant. That being said, there were very few courses that pertained to travel. Mostly the courses were about hotels which was not my focus. In courses where there was supposed to be a general focus on entire hospitality, travel and tourism industry, very little of the course content was devoted to travel or tourism. Again, it was mainly hotels or culinary.

Etiquette class was extremely valuable. The skills learned in this class have been used at every internship and job I have had in the last two years.

Customer service course and outdoor recreation

Business etiquette was particularly helpful, as was customer service. Also the internship was probably the most helpful for my resume and preparedness.

All of the intro classes were crucial. / Supervisory Management, Food/Beverage/Labor Cost Control, Hospitality Accounting and Hospitality Law have all given me advantages in the workplace that most of my co-workers do not have. / The Catering for meeting

Hospitality and Travel Law, Customer Service Management, and Travel and Tourism Geography.

Hospitality & Tourism: Question 2

Are there any new tools, applications, or standards the program should be teaching?

Delphi, Cvent, Xtranet with Travel Portland are all important programs that would be beneficial to hospitality graduates. Knowing about current event management tech, hybrid meetings and what it takes to coordinate one, and even apps for your smart phone are all technology that are changing so quickly it is important graduates are up to date on the latest information.

DELPHI and Micros - not just learning it via PowerPoint, but actually doing the software training modules and applying it to real situations. / Actual commercial kitchen operations. / The instructors were pretty good, but the cooking class supplies were a joke. /

I think we should have more situations to use our skills and practice them. going to the trade show and having the gala, and doing the etiquette lunch were great uses of the skills we learn, I think there could be even more events or outings that we could practice at.

The program is not teaching the computer programs used in the Special Events portion of the Hospitality Industry. I was totally unprepared for the temporary jobs that I have had this past year and am unable to get any work at this time. Also, the Special Events program needs to be expanded from the one class that is offered. There are numerous aspects of special events that aren't even discussed in class and yes, I have learned this the hard way. Managers don't want employees that are not trained properly.

Any videos shown in the program were shockingly old. Most of them had been made 20-40 years ago. There were some guest speakers that touched on the newest technology involved in tourism and travel but it wasn't for long and there wasn't a concentrated effort to explore those new options.

I would suggest adding a gluten free baking class if possible. There is a huge market for this type of food.

The BA181 class on technology needs to be upgraded to include computer software and technology that is widely used in today's hotel industry, such as AccPac or MAS90. The software used when I took the course seemed to be outdated. / I would also suggest mo

The technology class was not enough by a long shot. "Access" to the technology yes, but competence, NO. Need more and broader application specific to the industry...Excel, all ins and outs is a must. OUTLOOK is mandatory and not even covered (calendar)

Entrepreneurship within the hotel industry / /

Yes! The program desperately needs to update their technology. I remember watching a VHS about setting up meetings, and they were talking about ashtrays and slide projectors. Way too out of date!

Better training is handling upset customers, better managerial training, less geography training for hotel and restaurant degrees

Information technology specific to the industry such as; POS, Micros, RMS...

Yes, meeting and event software programs!

Integrated Media

List of Employers

"Stari Grad" Videoservices

AG Rolin Consulting

Chariteas

Companion Pet Clinic of Clackamas

COMPASS

entercom

FatMan Productions

KPTV

Leatherman

Michael's Arts & Crafts

Microchip Technology

Rae Nicole Productions

Red Giant Software

Sunny Han's Wok & Grill

US BANK

Engineering

List of Employers

AFC (Small business). Independently owned and operated

Daimler

Granite Construction

Intermodal Maintenance Services

McGuire Bearing Company

Mt. Angel Public Works. And I have my own business for brush clearing and property clearing

Natural Resources Technology

List of Employers

All Seasons Property Management

Arborist/ Tree Service

Audubon Society of Portland

City of Portland - City Nature West

City of Portland, Bureau of Environmental Services

I am working part time for Whole Foods and hoping to return to the USFS in the summer of 2014.

mcmenamins

Mr. Black Pedals

Oregon Department of Forestry

Oregon induction company

Starbucks

The Port of Portland

Toys R Us

U.S. Forest Service

Washington Fish & Game

Natural Resources Technology: Question 1

Are there new tools, applications, or standards that the NRT Program should address?

More emphasis on Invasive species. This was a subject, which even when I was in the NRT program, I feel is strongly required for current natural resource issues. I would like to think that a class in ID and understanding impact of invasive plant/animal species could replace a class like aerial photo, which seemed quite antiquated. Also, I feel that it is important to recognize the need for conservation and preservation of natural resources and wildlife habitat, including the connectivity of habitat, wildlife, and conservative utilitarianism. The Natural Resource Program, Joan, Wally, and Jason are all terrific, but it is time to catch up with the times of reducing human impacts on the environment, which is touched on, but needs more emphasis. Finally, I left MHCC with a high GPA and my degree, but found that when I transferred to the local university (Portland State University) many of my classes didn't transfer, and I was at a Sophomore level when I should have been a Junior. This has cost me quite a bit of extra money and time, even-though I was more prepared for my classes than many of my co-students, and additionally found that I was repeating many courses because they were not recognized between the two institutions.

a more organized watersheds class.

Smart phones. I think urban forestry should be considered as part of the program. For example the ecology of urban trees. For example, how planting or removing a tree will effect the environment such as neighbors, powerlines, wildlife.

The Outdoor Recreation class touched on topics related to resource impacts, but it would be of benefit to have this course also focused toward the public interactions one might specifically be faced with while employed in a forest or wildlife environment. This might include dealing with public perceptions involved in controversial practices such as prescribed burns or thinning operations, use of pesticides, etc. /

some variety/updates in terms of digital rangefinders, more emphasis on GIS and less on aerial photography, more chainsaw work/application/practice, earlier teaching of how to get jobs so that you are not applying too late in the season, more handheld data recorders, programs in addition to superace for cruising

In one mammals class I would of really liked to have had a great deal more radio-telemetry training. 80% of the jobs that either I apply for or read the job description asks for your telemetry experience. In mammals class there was a very short explanation of it and that is all. Having a couple lectures on it and doing an actual lab or two would have been a huge benefit. Trying to find an origination to allow me to volunteer with is really hard to do. This is an experience that would have been a huge benefit.

Up-grading to the Nautize data recorder for both SuperAce and Mobile Mapper might be useful down the road. However, the current school's touch screen tremble data recorders have the same applications and were very beneficial in preparation for the Nautize Data recorder.

Not any that I am aware of. However, there is no work for this degree program for most graduates looking to receive gainfull employment after just getting the two year degree.

A wider variety of sampling and surveying methods, such as telemetry, as well as more watershed and stream monitoring.

The information in the Outdoor Recreation class is outdated and could be condensed to a one credit class or expanded to include more current and relevant information. Other than that class the program set me up for success and was taught in an excellent

A better approach to watershed processes. A more streamlined and thorough approach to GIS.

The newer the technology for students to use the better for their experience.

Opportunity to get either chainsaw certs or pesticide application cert.

The program is Solid.

There is not, nor will there ever be any substitution in the workplace for hard physical labor

Are there new tools, applications, or standards that the NRT Program should address?

Unsure.

Wood product industry economics, fluxuation and supply and demand. Emerging industries or opportunities / for non-traditional employment in forestry. Adjusting to contemporary trends in conservation and globilization while / keeping a traditional standard makes forestry in the PNW unique.

Natural Resources Technology: Question 2

Is there anything else you would like to communicate with NRT Instructors?

I felt a real connection with my professors (Joan, Wally, and Jason) while I was at MHCC. I miss this at PSU. Jason came into the program during my second year, and really stepped up to the plate. I never felt as if I couldn't approach him or speak up in his classes. Joan and Wally were the glue for me. They gave me a great opportunity to explore my desire to do research as part of my internship requirement, and I grew significantly through the process. I have every expectation to keep in touch with these three incredible people, and I wish them the best. I hope they know how incredible they are and how much they have touched so many lives. We are all better for having had them as our professors.

Joan DeYoung, Jason Pinkerton, and Wally Shriner are excellent instructors. They make the program.

parks and recreation was a joke and a waste of time.

Great program!! Love you !!! The program has enhanced my life and career as an arborist financially and intellectually. It has given me a larger toolbox to work with and a new confidence when speaking with potential customers. In the past two weeks I have sold twenty thousand dollars of tree work and plant health care to residential and commercial customers.

This is a quality program taught by well-qualified instructors, who are obviously working together to provide a well-rounded and practical course. I also appreciate that they continue to send out job announcements and notices.

Overall, the program was pretty awesome. I love all the outdoor labs, and I think many classes were exactly what they ought to be, for example surveying, tree & shrub ID, silviculture, to name a few. The field trips were some of the most eye-opening things in the whole program. The opportunity to make connections with peers was great and very useful, too. I wish there was more stuff to connect people with the SAF forestry club, because a lot of people knew it was there but didn't really know what to do about it.

Eliminating the fish class and making it an aquaculture/micro-vertebrae class is going to help. In Fish Biology class was taught in a worthless way.

The classes I felt prepared me enough to be successful in a technician position. I gained many skills from the program that made myself more desirable to be hired because of MHCC's well rounded curriculum. GIS is becoming more prominent in forestry so MHCC might want to consider making GIS more incorporated and introduced earlier in the first year. As for the timber, measurements, and silviculture classes, those are extremely beneficial for an aspiring technician or wildfire fighter.

While forest economics does not necessarily translate into the Mt. Hood curriculum well, it does allow for / valuable dialogue. It is money (economics) and industry projections that will ultimately determine which jobs are available or can be attained. / / Thanks again for the hard work!

Just that I think the program should be more focused around what jobs are out there realistically and not so much for the wildlife, due to very little gainful employment opportunities for the two year graduate that expects to get a good job after getting the degree and finds out that the starting pay is what he made right out of high school twenty plus years ago.

Joan is one of my favorite teachers, so when she went on sabbatical and had some fill-in professors that were a mixed bag, so to speak. A few, like Bill Becker, were fantastic but there were other classes where I felt that I didn't get much knowledge upon completion. I think that finding and investing in quality, experienced teachers that know real-world natural resource management is key for the program.

You did an incredible job of giving an introduction to and understanding of a wide variety of subjects. I have used almost everything I learned in the program while on the job. Thank you for helping me to change my life and feel confident doing work that

Keep up the great work! Thank you for being available to students and for providing us with a great education/experience.

Is there anything else you would like to communicate with NRT Instructors?

The NRT program was instrumental in my transition into a career in the Natural Resources field. All in all the program is very well structured and the coursework is challenging yet manageable. The instructors not only demonstrate a level of technical expertise but are also incredibly personable with the student's best interest in mind. Thank you for all that you do.

The instructors of the NRT program show up day in and day out with a positive attitude and a willingness to help others succeed. I really appreciated being a part of the program.

The Instructors for the Natural Resources Technology Program are Outstanding. Could not ask for better instructors

A very big thank you and keep up the great work. I always felt welcome to ask for help and recieved valuable answers.

Would have been really cool to get to actually start a fire. Was the weathers fault but still would have been nice. You guys are amazing. The best teachers I ever had. Thank u for everything

Joan Deyoung, Wally Shriner and Jason Pinkerton all did outstanding jobs in trying to prepare all students for potentially diverse workplace senerios; as well as encouraging classmate communication, teamwork and developing a vast array of potential workpl

They do an awesome job.

They are wonderful instructors and invaluable to MHCC. Of all the college coursework I've taken, the NRT instructors at MHCC are the most passionate and knowledgeable I've encountered. I feel that the Forestry and Wildlife programs at MHCC are exceptional 2 year programs for providing entry-level technicians with the skills and knowledge they need to enter the job market.

Sustainability, Health & Safety: Question 1

Was there a specific course (or courses) that you considered more valuable than others?

ArcGIS / Chemistry

toxicology course, water treatment,sustainable business practices,

The industrial hygiene class was very good. But there were a lot of chemistry classes that covered the same material. Too much chemistry classes for a field that is more about OSHA regulations. Should have more regulation classes.

All are very relative as I start my new job at URS CORPORATION.

I can't think of an answer off the top of my head. All the core classes are equally valuable in my eyes.

Internships are most valuable.

All of the courses were extremely valuable. I was a health major before changing to sustainability, health and safety. The courses for this program contained so much more information than more classes for health and nutrition. Every class was loaded with v

Those involving chemistry. This is specific to me as I had a 4 year BA in Liberal Arts. In my younger years, I avoided anything involving science as I was afraid of failure, although I had always been good in math. I had a mental roadblock. After I met D

Internship was extremely valuable as it was my first professional EHS work experience. / Environmental Site Assessment was great because we had to go out in the field to conduct research. / Chemistry of Hazardous Chemicals- Important understanding of haz

Chemistry of Hazardous Materials: During this course I learned many valuable aspects of chemistry that have since come in to play/hands on understanding during mock Emergency Response scenario's and at a local reclaiming site.

I found that the Sustainable Health and Safety Program is an excellent combination of courses that provided a great opportunity of improving my academic knowledge and gaining valuable practical skills in the field of Environmental Health and Safety. / /

I feel the arranged Speakers were at the top of their field in knowledge and experience. SHS encompasses such a broad spectrum of subjects, the Programs over all variety of courses allowed students to have exposure to many different subjects potentially d

.

The business and environmental professionals that donate their time were especially encouraging.

Sustainability, Health & Safety: Question 2

Are there any new tools, applications, or standards the SHS Program should be teaching?

need more tools than just book work when it comes to knowing about air testing, hearing conservation, chemistry hazards, more field work other than emergency procedures.

More regulation classes.

No

I don't have a response for this.

"Ethics, morals and application of sustainability. I question if sustainability is understood by faculty or just a buzzword used to promote the program. "

The people involved with this program are top notch. I don't think that there is anything they have forgotten or missed. Anything new to this field is found out and implemented into the program in my experience. I found it to be lacking nothing.

I would have liked to have more options involving Chemistry 104. I think my choice of teachers was one. Latham. He was a jerk. Not because he was sick, but for some reason he disliked me. I have a disability and he made it impossible to take advantage of

No answer.

N/A

As a inexperienced Health and Safety graduate, I would have found a class presenting a 'hands on lab' invlving the actual OSHA required Safety Programs in general industry such as Respiratory Fit Testing, Confined Space Entry, Fall Protection, HAZWOPPER,

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I would have liked to see particular report forms and how they are filled out. Especially Fire Marshal forms and end of the year reports on accumulation of dangerous and hazardous materials. Also I thought there would be more transportation related study

Sustainability, Health & Safety: Question 3

Are there specific topics or subjects that the SHS Program did not cover (or provided too little detail) that would have been useful/beneficial in you current job/cont. education?

I feel that students should be asked to be involved in an extra curricular environmental organization

All OSHA regulations. These were skimmed over because the teacher hasn't ever had to use them in real life.

Industrial Hygiene should be more prominent in the program.

No. Everything taught in the program has helped me thus far. I can't think of anything that wasn't gone over in good detail.

The labs are substandard. Apologies were used to pacify paying students.

I think anything else that someone might feel needed to be covered would just be something that they are personally interested in and they can go on google to find out more. All of the important major and minor topics are covered in this program. I have I

The SHS Program is fairly intense. I am continuing water treatment and quaility courses at CCC.

Construction safety / Sustainability in a more hands on way-like helping Mt hood be a greener college.

No answer

Since Industrial Hygiene is a very important element, maybe there would be useful to have more than one course. However, if anyone wishes to pursue his or her education in this direction, there are Bachelors and Masters programs to deeepen his/her knowle

see former comment

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Sustainability, Health & Safety

List of Employers

Bureau of Environmental Services

EORM

Metro

Metro South Hazardous Waste

Metro South Hazardous Waste Facility

Mt. Hood Community College

Rosendin electric

URS CORPORATION

Western States Fire Protection