Mt. Hood Community College
2026-27 Hearing Minutes

Wednesday, June 17, 2026

6:30 P.M

6000 SE Stark St,

Gresham, Oregon

Present:

TSCC:

Chair Matt Donahue,
Vice Chair Dr. Rita Moore,
Commissioner Tod Burton,
Commissioner Dr. Will Terry,
Commissioner Erik Kvarsten,
Executive Director Allegra Willhite,
Budget Analyst Brittanie Abayare
Absent: None

Mt. Hood Community College Representatives:

President Lisa Skari
Jennifer Boehmer, Vice President of Advancement and Community Engagement
Dr. Tina Redd, Vice President of Instruction
Jennifer DeMent, Vice President of Finance Administration
Andrew Spear, Board Member
Diane Noriega, Board Member
Larry Morgan, Board Member
Sergey Shepelov, Associate Vice President of Institutional Effectiveness

Opening Remarks and Introductions

Chair Matt Donahue called the annual Mount Hood Community College Budget Hearing to order and welcomed attendees. He stated that the TSCC is a community oversight commission established by the Oregon Legislature over 100 years ago that oversees the budgets of all TSCC member taxing districts, conducts thorough budget reviews and certification processes, and holds public budget hearings to provide opportunities for public comment before budget adoption.

The TSCC commissioners and staff introduced themselves. The district executive leadership team and attending members of the MHCC Board of Education introduced themselves.

Chair Matt Donahue acknowledged Mount Hood Community College's receipt of the Distinguished Budget Presentation Award for its FY 2025-26 Adopted Budget Book.

Public Comment

Executive Director Allegra Willhite introduced the public comment period, confirming one in-person speaker and summarizing four items of written testimony received prior to the hearing.

Troy Builta
He stated he graduated from MHCC with a degree in architectural engineering, noted his son is currently enrolled in the Cybersecurity program, and shared that he has served as the college's Mapping and Sustainability Specialist for over 17 years. He addressed the proposed elimination of his position in the budget. He highlighted his work designing ADA-compliant parking lots, ramps, entryways, LED lighting upgrades, EV charging stations, and campus directories. He emphasized that his in-house drafting and design work across architectural, electrical, mechanical, and civil engineering saves thousands of dollars per project by reducing reliance on external consultants. He detailed leading MHCC to two back-to-back EcoChallenge world championships and founding the MHCC Community Conservation and Repair Fair. He respectfully asked the commission and board to reconsider eliminating the position, particularly as the college enters a major bond-funded construction phase.

Written Public Comment Summary

Executive Director Allegra Willhite summarized the written testimony submitted to the TSCC:

1. **Heather Mitchoff:** Urged the commission to thoroughly review the budget for flawed financial forecasting.
2. **Luke Davis:** Highlighted a lack of administrative accountability regarding student support statistics presented to the budget committee.
3. **Troy Builta:** Submitted written testimony requesting that the board reconsider eliminating the Mapping and Sustainability position.
4. **Sarah Aimon:** Urged the commission to carefully review budget assumptions, data, and projected impacts, specifically regarding enrollment, retention, revenue forecasts, and reductions in student-facing roles.

Link to all written comments

Commissioner Questions and District Responses

Question 1: Asked by Chair Matt Donahue: “Next year marks the 60th anniversary of Mt. Hood Community College. As you look back on these first six decades, what are the most critical lessons learned that you are applying as you plan for the future?”

- **Vice President of Advancement and Community Engagement Jennifer Boehmer** answered that the college recently held its commencement ceremony, graduating its first-ever class from the Applied Baccalaureate in Cybersecurity program. They stated that the primary lesson learned over six decades is that the institution must continuously evolve because community needs, technology, and workforce requirements have changed dramatically since its founding as a transfer institution. MHCC now serves individuals across their lifespan—from early childhood preschool up through returning working adults. She stressed that the college must continuously remove barriers for students, meet community needs, and ensure long-term

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institutional sustainability even when forced to make difficult choices.

Question 2: Asked by Vice Chair Dr. Rita Moore: When we spoke with you last year, you were planning to complete the National Association of College and University Business Officers (NACUBO) Pathways to Sustainability toolkit to address long-term financial and operational stability. Could you share with us a bit more about this - what does the process look like? And what were the results of this work?

- **Vice President of Finance and Administration Jennifer DeMent** answered that "completing" the toolkit is an ongoing framework rather than a finished task. The process began in the fall with a campus-wide stakeholder survey evaluating understanding of budget processes and resource allocations. Simultaneously, the college completed a data-driven heat-map assessment analyzing metrics such as enrollment, retention, and workforce turnover. Key findings revealed that while employees shared a general understanding of macro-level pressures (enrollment declines, state funding reliance, rising operational costs), significant communication gaps existed, leaving many employees feeling disconnected. Only 59% of respondents expressed confidence in the college's financial position. During the budget cycle, the college was also tasked with an unexpected late-fall request for a 5% state funding reduction on top of an internal 5% reduction requirement. Leadership focused on establishing a "culture of reallocation," evaluating services as "mission-critical" versus "mission-supporting" to manage a $5 million structural budget deficit.

Vice Chair Dr. Rita Moore asked a follow-up question: “Was this a good year to do it, or was this a particularly difficult year to do this toolkit? Did you find it helpful or did any of the findings surprise you?”

  - **Vice President of Finance and Administration Jennifer DeMent** answered that it was a necessary and good year to implement the framework because the college was aware of its structural gap, spending more than incoming revenue, and drawing down reserves. She noted that higher education culture changes slowly and nobody expected everyone to be holding hands after making $5 million in cuts. However, the toolkit provided valuable strategies to address an ongoing structural flaw where costs rise at a 7% current-service level while tuition cannot sustainably be raised 7% annually.

Vice Chair Dr. Rita Moore asked a follow-up question: “We hear about universities and colleges across Oregon making big cuts to their offerings. Are you planning to cut any curriculum or degrees?”

  - **Vice President of Finance and Administration Jennifer DeMent** answered that the college is not eliminating degree or certificate offerings in this budget, but it is pausing one Career Technical Education (CTE) program—the Machine Tool Technology program—to evaluate its industry impact and regional demand.

Question 3: Asked by Commissioner Tod Burton: ”In the President's Budget Message, you address a $5 million structural gap between ongoing revenues, expenditures, and required reserves. Can you walk us through the multi-year plan to fully close this structural gap? And what impacts can students expect to see as a result?”

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- **President Lisa Skari** answered that this structural gap will not simply go away in a single budget year. She emphasized that this is an ongoing structural problem, not a one-time budget crisis. Consequently, it requires taking action in the current budget and continuously monitoring and managing expenditures relative to revenues as an integrated, ongoing part of the college's annual budget process moving forward.
- She explained that the Board of Education has explicitly mandated maintaining a 10% unreserved fund balance, which the college will strictly maintain. To keep that required reserve intact, the college must actively align recurring expenditures with incoming revenues over a multi-year timeframe.
- She stated that because the institution's primary purpose is serving students, leadership approached these reductions thoughtfully to protect direct student support services, sustain workforce development programs, and ensure long-term organizational stability.
- Regarding the detailed process used to make these difficult decisions, the college initiated its annual unit planning process, in which individual managers and departmental units evaluated their respective areas to identify potential budget reductions, operational efficiencies, and revenue-generation opportunities. These management-level proposals were brought forward to the vice presidents, where each proposal was evaluated through an equity lens. The executive team focused on two key criteria: maintaining direct support for students as much as possible and avoiding cuts that would negatively impact the college's ability to generate revenue. The executive team reviewed all department proposals and agreed upon the final package of reductions presented in the budget. She noted that because personnel expenses constitute 83% of the college's budget, it is impossible to make significant expenditure reductions without impacting positions and staff.

Commissioner Tod Burton asked a follow-up question: “And how did you involve the rest of the instructional community and even students during this process? I'm sure this was a difficult process, and I know no one feels better in this room for us just to say, most institutions we've met with so far are facing very similar kinds of challenges, but can you maybe comment on that as well?”

  - **President Lisa Skari** answered that leadership acknowledged that the starting point for executive leadership was not always aligned with where the broader campus community stood, revealing communication and information gaps across the institution regarding budget transparency.
  - Within departments, employee input was gathered through the unit planning process as staff identified local efficiencies and ideas. Throughout the budget discussions, the college also solicited campus-wide suggestions for cost savings and revenue generation. However, she candidly noted that a dedicated, formal survey was not conducted specifically for students during this budget cycle. They identified incorporating direct student voice—and having students help prioritize what trade-offs matter most to them—as a critical lesson learned to implement in the upcoming FY 2027-28 budget process.

Commissioner Tod Burton asked a follow-up question: Can you please share more background on what positions and programs were cut in this budget to address the structural gap? How were those positions funded previously and what was the process for making these difficult decisions?

  - **Vice President of Finance and Administration Jennifer DeMent and Vice President of Instruction Dr. Tina Redd** answered that position eliminations resulted from department-level reviews focused on administrative and non-instructional efficiencies. To mitigate the impact on students, leadership noted that in several program areas (such as the TRIO and Transitions programs), 100% of the savings were not swept away; instead, a portion of the funds was held back and redeployed to maintain direct support services for students affected by those program adjustments.

Question 4: Asked by Vice Chair Dr. Rita Moore: “We know from your strategic plan and from previous conversations with you that programs like AVID and the Learning Success Center are very important in supporting students. This budget sees cuts to student support programs. What impacts are you anticipating from these cuts, and what work are you doing to mitigate negative impacts to students?”

- **Vice President of Instruction Dr. Tina Redd** defined AVID as an intense, highly personalized academic and systems navigation support program primarily geared toward college preparation. She acknowledged that because of its personalized nature, there will be direct impacts on students, but emphasized that the administration is working very hard to mitigate those impacts through strategic redeployments. She detailed the following mitigation actions and structural adjustments:
  - While the 1 FTE AVID Coordinator position was eliminated in the budget, the funding for all 11 part-time AVID Learning Specialists was 100% maintained.
  - VP Dr. Redd clarified that the Learner Success Center (LSC) experienced zero budget cuts. Several AVID Learning Specialists have already been assigned hours at the LSC. Because the LSC primarily delivers core content tutoring (specifically writing and math), incorporating these specialists presents an opportunity to stabilize content tutoring and potentially expand operating hours.
  - The college is actively expanding the Student Services Hub into the Equity Resource Center—a space created through a Title III grant and supported by significant institutional investment. To better serve vulnerable students, the college is collocating academic support services in the Equity Resource Center alongside essential wraparound supports, such as the campus food pantry and the STEP (SNAP Training and Employment Program) program. Collocating academic and basic needs assistance ensures that students experiencing food or housing insecurity can access tutoring in the same space. Additionally, pairing academic support with the Student Services Hub creates a centralized "one-stop" location where students can get assistance with registration, financial aid, and class selection alongside academic help.
  - Advising staff, the Student Services Hub, and the LSC use shared electronic resources and tracking systems. This allows staff and faculty to monitor what advice and academic

interventions students have already received and identify ongoing support needs across departments.

- AVID hallmarks included faculty professional development and learning communities. The college has one remaining learning community, which will be eliminated after fall term. Dr. Redd clarified that this was an instructional decision made directly by the English Department, which determined that learning communities were not achieving the desired acceleration of students from developmental education into credit-bearing courses. Meanwhile, faculty professional development will be centralized and bolstered through the college's Teaching and Learning Center.
- The AVID Summer Bridge program will be replaced with year-long student success cohort activities managed through Student Life, the Student Hub, and the Guided Pathways framework. Guided Pathways aims to establish a coordinated, college-wide system of student support.
- VP Dr. Redd noted that the national AVID organization discontinued its "AVID for Higher Education" brand in 2025 (which is separate from AVID K–12). MHCC was already engaged in internal discussions about retiring the AVID brand while retaining the learning specialists and integrating them into centralized campus locations.

- **Vice President of Finance and Administration Jennifer DeMent** added an important overarching point: across several program adjustments (such as in the TRIO and Transitions programs), 100% of the cost savings were not swept away by the administration. Instead, a portion of the funds was deliberately held back and redeployed to maintain direct support services for students affected by those program shifts.

Question 5: Asked by Chair Matt Donahue: "Related to financial health is the topic of student enrollment and retention. In the past, lower economic opportunity in the job market has sometimes led to higher community college enrollment - we wonder if that might be the case now. What are your projections for enrollment and retention, and what assumptions are driving those projections, do you think these cuts will hit enrollment and retention?"

- **Associate Vice President of Institutional Effectiveness Sergey Shepelov** acknowledged that traditionally, higher unemployment has correlated directly with significant enrollment surges at community colleges, and historical forecasting models explicitly tied enrollment to the regional unemployment rate. However, current labor market conditions are unprecedented and do not fit past modeling assumptions. Although the headline unemployment rate remains relatively low, graduating high school students face severe struggles securing employment in the regional job market. If he were to plug current low unemployment figures into traditional forecasting models, it would project an enrollment decline rather than growth; however, the actual labor market reality for young adults is much weaker than the unemployment rate suggests. He detailed key underlying drivers across retention, demographics, and term enrollment trends:
    - Retention has rebounded significantly. MHCC recorded its highest fall-to-winter retention rate in a decade, reaching nearly 80%.

- While local high school graduate enrollment will experience a decline starting this fiscal year—pushing overall enrollment downward—MHCC is not yet seeing the severe 5% to 10% "enrollment cliff" observed in other regions of the country.
- Summer term data highlights competing internal trends. Overall summer enrollment reflects a 7% increase (an optimistic figure on the surface), but a deeper breakdown reveals an almost 10% decline in new student enrollment. A drop in new student intake is particularly concerning because it negatively impacts future cohort sizes over a 1-to-2 year horizon.
- Balancing a healthy pipeline driven by strong retention and post-COVID recovery against declining high school demographics and shrinking new student intake, MHCC projects modest overall enrollment growth of approximately 1% in the coming year. He reiterated that the college is navigating an unprecedented post-pandemic environment where historical models do not fully explain current dynamics.

Chair Matt Donahue asked a follow-up question: “We’re curious about the status of the Oregon Promise program. How many students at MHCC benefit from the Oregon Promise program currently, and how does this compare to previous years?”

- **Associate Vice President of Institutional Effectiveness Sergey Shepelov** answered that the Higher Education Coordinating Commission (HECC) confirmed no legislative action will eliminate the Oregon Promise program during the current session, though rules may be modified in future legislative sessions. HECC plans to collaborate with lawmakers to revamp eligibility criteria, including implementing income caps for welfare families and excluding high school dual-credit courses from the 90-credit limit. He reported that during the current academic year, a little over 570 MHCC students received Oregon Promise grants

Commissioner Tod Burton asked a follow-up question: “How much does declining new student enrollment versus higher retention play into the budget calculation and the decision-making around the structural deficit?”

- **Vice President of Finance and Administration Jennifer DeMent** answered by breaking down tuition-bearing enrollment versus total headcount and its impact on state funding:
    - The college built a 3% tuition-bearing enrollment increase into its budgeted tuition revenue. Tuition-bearing enrollment performed very well, and tuition revenue is actually higher than budgeted for the year (tuition accounts for roughly half of the college's total revenue).
    - However, total overall headcount includes non-tuition categories such as High School Dual Credit (College Now), apprenticeship programs, and non-credit courses. Headcount declined in these non-tuition areas, causing total overall college enrollment to decline.
    - State support is allocated among Oregon's 17 community colleges based on

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relative growth. During the prior year, the statewide average community college growth rate was 6%, whereas MHCC's overall growth rate was under 4%. Because MHCC grew slower than the statewide average, the college experienced a relative reduction in its allocated share of state funding.

Commissioner Tod Burton asked a follow-up question: “Is that state support based on the prior year for the upcoming year? Is there any sort of adjustment that can occur mid-term or mid-budget year?”

- **Vice President of Finance and Administration Jennifer DeMent** answered that state support is calculated using a 3-year weighted average: 40% from the immediate prior year, and 30% from each of the two preceding years. She explained that there is no immediate mid-year true-up adjustment, which is intentional to prevent sudden budget shocks across districts—especially since Portland Community College (PCC) is three times larger than MHCC and an unexpected surge at PCC would otherwise severely impact all other colleges. However, the 3-year weighted average mechanism means that when MHCC grows, it takes three full years to realize the financial benefit of that growth, and the college must continually grow at least as fast as the statewide community college average to maintain its funding share.

Question 6: Asked by Commissioner Erik Kvarsten: “Can you provide a status update on the major projects funded by the new bond secured last year? Community involvement was a key factor in the successful passage of the bond. How is the college continuing to engage the community, or the bond oversight committee, as these projects break ground?”

- **Vice President of Finance and Administration Jennifer DeMent** answered in full detail: She shared that passing the bond was a monumental effort, taking the college 50 years and seven bond campaigns to achieve. Just over a year after passing the bond, the college successfully sold the debt, generated $10 million in bond premiums, and secured favorable interest rates, allowing the college to invest the funds while completing master planning. She detailed the immediate, shovel-ready projects that are already underway or nearing completion:
  - Constructing the roof/enclosure over the outdoor pool, which is scheduled for completion in fall 2026.
  - Resurfacing the athletic track, repaving campus parking areas and driveways, and upgrading exterior campus lighting.
  - Replacing rotten exterior siding and roofing on the Visual Arts Village structures.
  - Completing essential roofing repairs across primary campus buildings.
- She highlighted key organizational milestones and procurement steps:
  - In December 2025, the college hired a professional project management owner's representative firm to oversee bond delivery.
  - In spring 2026, the college selected three architectural firms to conduct pre-design

work to define the overarching scope and budget packages for major construction.

- On the evening of the budget hearing (June 17, 2026), the MHCC Board of Education was scheduled to formally approve a Construction Manager/General Contractor (CM/GC) procurement model. This enables the college to bring a general contractor on board by fall 2026 to collaborate side-by-side with architects, project managers, and campus stakeholders.
- Detailed architectural and engineering design will take place through fall and winter, with major site construction slated to break ground in summer 2027 to minimize disruption to instructional programs.

- **Vice President of Finance and Administration Jennifer DeMent** answered that the college established two distinct advisory bodies to maintain transparency and community trust:
    - **Bond Oversight Committee:** Composed of independent community members and local stakeholders. The committee meets quarterly (having already met twice prior to the hearing, with its third meeting scheduled right before Labor Day) to monitor budgets, track project milestones, and act as community ambassadors to address public inquiries and correct misinformation (such as rumors regarding pool closures).
    - **Internal Steering Committee:** Composed of MHCC staff, faculty, and students to ensure internal campus voices directly inform spatial planning and design decisions.
- She emphasized that executive leadership is committed to remaining side-by-side with community partners throughout construction rather than only reaching out during election cycles.

Commissioner Tod Burton asked a follow-up question: “We heard testimony tonight about reductions in facilities capabilities at the time you are issuing new bonds. Can you describe your thinking around maintaining these facilities as they are built and going forward?”

- **Vice President of Finance and Administration Jennifer DeMent** answered by outlining the college's facility strategy and footprint reduction plans: As a foundational step, the college completed a comprehensive 3D digital mapping of all campus facilities to streamline long-term maintenance tracking and project planning. A primary strategic objective of the bond is relocating the Nursing program from the off-site Bruning Center back to the main Gresham campus to establish a unified Health Professions Center. Moving Nursing to the main campus allows for cross-collaboration and shared lab space across health programs while modernizing clinical learning environments. She explained that the Bruning Center (purchased in 2004) suffers from severe parking constraints, with only 11 parking spaces, making it highly impractical for commuter healthcare students. Vacating the Bruning Center creates an opportunity for the college to either lease the building to community partners (such as the Gresham-Barlow School District) or sell/dispose of the asset. Reducing the college's total physical square footage directly alleviates maintenance, utility, and custodial burdens on facilities staff.

Question 7: Asked by Vice Chair Rita Moore: “We see in this budget the addition of a new full-time faculty position in the Funeral Service Education program. What was the process for identifying this as the place to invest, at a time you are making cuts to other positions?”

- **Vice President of Instruction Dr. Tina Red**d explained that the decision to add an additional full-time faculty position in the Funeral Service Education program was mandated by updated accreditation standards set by the program's accrediting body, the American Board of Funeral Service Education. The accrediting board updated its standard to mandate that all accredited programs employ at least two full-time faculty members by January 2027.She detailed the internal process, data evaluation, and industry consultation that followed:
    - College administration worked for approximately eight months trying to identify alternative ways to satisfy the requirement without adding a full-time position. Specifically, they attempted to compile and combine instructional hours across all existing part-time faculty in the program to see if those hours could satisfy the standard. However, accreditors confirmed that no alternative staffing configuration would be accepted other than hiring a second full-time faculty member.
    - Once it was clear that compliance required a second full-time role, administration partnered closely with the Funeral Service Education Advisory Board to evaluate how to turn this outside requirement into a strategic benefit and expansion opportunity for the college.
    - The advisory group reviewed state demographic and mortality statistics. Data from 2023 indicated over 45,500 deaths in Oregon, representing more than 3,000 families per month across the state in need of professional funeral services.
    - The administration initially considered eliminating the embalming component of the program, as the specific accreditation standard applied directly to embalming. However, after in-depth discussions with the advisory board, industry leaders emphasized that funeral directing and embalming are intrinsically linked, and having expertise in both areas makes MHCC graduates significantly more employable across the mortuary industry.
    - The advisory board and full-time faculty identified two key industry developments to drive curriculum expansion:
        - Following the passage of Oregon House Bill 2574 in 2021 legalizing Natural Organic Reduction (human composting / green burial options), the advisory group recommended developing specialized instruction in eco-friendly body disposition technologies.
        - The advisory board highlighted an urgent industry need for funeral directors equipped with advanced interpersonal communication skills, emotional intelligence, grief coaching, and cultural competence to serve diverse cultural

and religious backgrounds during traumatic events.

- The college established the new role under the formal title of Funeral Services Education and Program Development Coordinator. The position was advertised during the summer of 2026 with plans to complete hiring before fall term.

Vice Chair Dr. Rita Moore asked a follow-up question: “We understand there are plans to use this new instructional capacity to start an online program to train funeral directors on business management and grief coaching. We’d love to hear more about this program - will it be available to out-of-district or remote students? When will the program start, and what are your targets for enrollment in the first year?”

- **Vice President of Instruction Dr. Tina Red**d gave comprehensive details on the program's structure, delivery mode, and enrollment targets:
    - The proposal originated from long-time lead faculty member Doug (who has served in the program at MHCC for 28 years) alongside the advisory board. Rather than building a traditional on-site classroom model, they proposed creating flexible, online delivery tracks to serve students across the entire state.
- In fall 2028, MHCC plans to launch two distinct asynchronous online tracks with limited required contact time:
    - Covering green burial practices, composting, and modern eco-friendly body reduction options (evaluating whether to offer this as a short-term certificate or degree based on high industry interest in short-term credentials).
    - Focusing on interpersonal communication, emotional intelligence, business management, and multicultural grief coaching.
- Because both tracks will be offered asynchronously online, they will be accessible to all Oregonians statewide, eliminating geographic barriers for remote and out-of-district students.
- The college is targeting initial cohorts of 20 students in each track (40 total new online students per year). This will more than double the overall capacity of the 20-year-old pre-existing Funeral Service Education program, fully justifying the investment in the new full-time faculty member.

Question 8: Asked by Commissioner Tod Burton: “We want to congratulate the college on reaching a milestone for the Applied Baccalaureate degree in Cybersecurity, with the first graduates matriculating this spring. What is the latest update on the program's performance? How is student retention holding up, and has it lived up to its promise as a high-yield model for the college?”

- **Vice President of Instruction Dr. Tina Redd** confirmed that the Applied Baccalaureate in Cybersecurity has been an outstanding success and expressed great pride in the program's performance. She provided a comprehensive breakdown of cohort growth, retention rates, curriculum enhancements, and national rankings:

- **Cohort Growth & Graduation Metrics:**
  - The program launched in Fall 2024 with an inaugural class of 28 full- and part-time students. In Fall 2025, an additional cohort of 22 students enrolled. The program achieved a high retention/completion rate of 77%. In Spring 2026, the college celebrated its first graduating class of 16 students. This represents 57% of the initial 2024 cohort, with remaining part-time students continuing to actively work their way through the curriculum toward graduation.
  - Now that the program has completed its first full instructional cycle, faculty are actively conducting curriculum revisions. Specifically, faculty are introducing targeted prerequisite course requirements to ensure that incoming upper-division students are fully prepared for 300-level coursework.
  - When the degree was initially launched, the college promised to deliver instruction across all modalities simultaneously (face-to-face, online, and hybrid). VP Dr. Redd explained that while attempting to deliver all modalities at once is being adjusted based on operational learning, the college remains committed to offering robust flexible options in both online and face-to-face formats.
  - To support growing enrollment and maintain rigorous instruction, the college recently (within weeks of the hearing) hired its second full-time faculty member, recruited directly from industry. This hire ensures that the program stays true to its hands-on, practical approach and strong industry connections.
  - VP Dr. Redd highlighted that *Programs.com* recently ranked MHCC's Applied Baccalaureate in Cybersecurity #8 in the nation. The national ranking specifically commended MHCC for delivering exceptional educational quality while providing an outstanding return on investment for students.

Closing Remarks

Chair Matt Donahue expressed appreciation to executive leadership, and the MHCC Board of Education for their detailed financial reporting and engagement. Chair Donahue closed the public budget hearing and opened the regular business meeting of the TSCC.

Staff Recommendations & Certification

Executive Director Allegra Willhite thanked the MHCC finance team for their partnership and diligence regarding Oregon Local Budget Law compliance. She reported that TSCC staff reviewed the budget estimates and process and found them to be in compliance with Oregon Local Budget Law for the FY 2026-27 approved budget. TSCC staff offered no objections or recommendations.

Vote to Certify

- A motion was made by Chair Matt Donahue to authorize the commission to sign the certification letter as recommended by staff.
- Commissioner Kvarsten seconded the motion.
- All commissioners present voted "Aye".
- Mt. Hood Community College 2026-27 approved budget was certified by the TSCC.

There being no other business, Chair Donahue closed the meeting.

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