

Written Public Comment from Heather Mitchoff, received 6/15/26

As the Student Success Specialist for Veterans at Mt. Hood Community College (MHCC) and a local resident, I urge the Commission to conduct an exceptionally thorough review of the proposed budget. The TSCC acts as the sole check and balance to our Administration and Board of Education, particularly since the Budget Committee does not include independently appointed citizens. Under the current plan my position is slated for elimination alongside devastating cuts. I request that the TSCC leverage its statutory oversight authority to question whether this budget relies on flawed financial planning and unrealistic revenue assumptions.

Specifically, I ask the Commission to cross-examine MHCC administration on the following fiscal miscalculations:

- **Inaccurate Revenue Forecasting (Loss of Boeing Funding and VA Benefits):** The proposed budget eliminates the Machine Tool Technology degree. This decision effectively cuts off a highly reliable, funded pipeline of students paid for by Boeing. De-funding this program directly triggers an immediate loss of external corporate revenue and vital tuition generated by VA benefits, creating an entirely avoidable deficit.
- **Flawed Enrollment and Retention Estimates:** MHCC cannot meet its tuition projections if it defunds the personnel required to keep students enrolled. Eliminating targeted success specialists for Veterans, women reentering the workforce (Transitions/Transiciones), and high-risk students (AVID) will inevitably trigger higher dropout rates. The resulting drop in enrollment will worsen the college's deficit.
- **Misalignment of Funds:** The TSCC should question why essential, frontline student support and workforce programs are being eliminated while upper-tier administrative costs remain heavily protected.

A budget that actively defunds student retention and eliminates profitable, corporate-backed programs is short-sighted. I ask that you question MHCC administration regarding these self-defeating cuts before certifying this budget.

Written Public Comment from Luke Davis, received 5/31/26

My name is Luke Davis; I am an employee at MHCC. I have been a part-time learning specialist in the AVID department since spring quarter 2023 and I have been a member of MHCC's CARE team since summer quarter of 2023. My role with AVID is to provide holistic, one-on-one academic coaching for students and my role on the CARE team is to do outreach to students who have had concern forms submitted about them related to their academics. I am the only employee at MHCC that is both a learning specialist/tutor and a CARE team member.

My concern is about a lack of accountability regarding a false statistic provided by MHCC's Vice President of Instruction, Dr. Tina Redd, related to my role to the Budget Committee on the April 29th, 2026 meeting. Before I get into that, I will provide some background information from the April 15th Budget Committee and Board of Education meeting and events leading up to it.

On March 20th, MHCC's President, Dr. Lisa Skari, sent an email to all staff updating everyone on proposed budget cuts. I have attached a copy of that email. In response, several employees, including myself, and students emailed questions to Dr. Skari about these proposed cuts. I have attached my email containing my questions that I sent to Dr. Skari on April 2nd. On April 10th, the administration sent a PDF of attempted answers, which came from MHCC's Vice President of Finance & Administration Jennifer DeMent. I have attached a copy of this PDF. While some questions were answered, many more questions arose. I have attached my emailed questions to Dr. Skari in response to the April 10th PDF.

On April 15th, MHCC held both a Budget Committee meeting and a Board of Education meeting (which are made up of the same 7 people). At these meetings, several employees, myself included, and students gave both written and spoken public testimony. I have attached my public written testimony. All the spoken statements were against the proposed budget cuts. After public comment, the Board of Education asked several questions, especially concerning the AVID department, including:

- 47:18 - "We've heard a lot of comments tonight around some of the pin points in our budget and I'm curious to hear if you know...what it would cost to keep AVID on campus?" - William Miller
- 48:52 - "I would hate to see additional programs be cut. I know that we are in tough times, but I also know that I don't want things to be tougher. Like William, I am also interested in what the fiscal impact or cost would be to preserve AVID." - Larry Morgan
- 49:14 - "I've been a part of a lot of budget processes as a city councilor, professionally and others, and I would encourage this body to re-evaluate how we do budget. The students we serve deserve a process that is not as insular, and I know that we're in difficult times but I think that difficult times require the ultimate level of transparency and collaboration as we make decisions." - Larry Morgan
- 50:43 - "I read all of the written comments and the vast majority, I mean 99% of them, were about AVID...the message being that AVID is going to be shut down but there will be, I mean it's like the services will be...somehow incorporated into existing entities and I'm not sure how that will be carried out, but it's clear to me that these student support services are extremely important to our students." - Diane Noriega
- 52:21 - "I'm saying that I'm supportive of the tuition and also of the reinstatement of AVID for \$213,000." - Larry Morgan
- 57:07 - "None of us really want to raise tuition...but the compassionate testimonies that we heard tonight, and if we were to use the reserves to compensate for tuition doesn't make sense when we have larger programs. If we were to use the reserve or any other additional source of funding it would seem to make sense to address this wholesome collectively important comparence (?) of programs such as AVID versus to compensate for some of the impact of tuition. I see the passion in all these representatives today and speakers and obviously it's a program that's benefited many students, the faculty and the staff seem to appreciate it as well, and I don't

want to advocate for reducing tuition and then adding more cuts to programs such as this." - Mohamed Alyajouri

- 58:30 - "I just wanted to acknowledge what we heard today. We heard from people who face systemic, institutional, and instructional barriers; we heard a diversity of voices related to age, race, language, study area, learning abilities and...when you hear concerns like that you need to stop and listen. So I am interested in looking at how to consider saving the AVID program." - Timur Ender
- 59:40 - "I don't support eating more of the reserves with the possible exception of AVID." - Timur Ender
- 1:00:30 - "While I appreciate the efforts that we undertook to get here I also think we missed the mark on this process. I don't feel that those most impacted by our decisions were really centered in this process and I think that's a disservice." - William Miller
- 1:03:37 - "The idea...is that is a possible opportunity for us to get those funds...I'm hoping for maybe more proposals, more options, for how we can cover [AVID] if at all versus saying that's where we're going to get the money and then hurt ourselves for next year or the following year. It's just for us to study as a Board versus for us to decide today or next [meeting]. Considering and respecting the passionate testimonies that we heard today, an effort is the bare minimum, to look into it." - Mohamed Alyajouri
- 1:04:49 - "Whether we have 35 days or 32 days or 31 days of reserves...I'm also factoring in the potential projections of lost students that, if we don't provide a certain level of service or services, our projections will go down as well." - Larry Morgan
- 1:14:52 - "We need to...continue to have the discussion to as to how we might be able to at least keep the services that AVID provides. We're going through all of this creating student space with our bond money and we should be able to assign some of that space for that purpose. We need to think really carefully about making sure that we have the staff that can support our students." - Diane Noriega
- 1:17:35 - "I think if we kept AVID alive and active and sustained, it's too loud of a voice to go away in another budget cycle, I think it's here to stay based on the compassionate testimonies and efforts from the Board and administration to keep it as a budget item. And we re-evaluate it with everything else every budget cycle so I would think the same meeting would happen two years from now if that's the case. So I'm hoping that it is sustained." - Mohamed Alyajouri
- 1:19:33 - "I hope that we can bring a resolution or conclusion to the dialogue around the AVID piece." - Larry Morgan
- 1:21:36 - "Voting on the \$4.75 today with the understanding that we are actively exploring the AVID program and efforts to preserve that." - Timur Ender

I have linked the recording of the [April 15th Budget Committee](#) and [Board of Education meetings](#) for your review.

My concern comes from the administration's response to the Board members' questions and concerns at the April 29th Budget Committee meeting. This meeting started with additional

public comment, again entirely against the proposed budget cuts. Then MHCC's Vice President of Instruction, Dr. Tina Redd, gave a presentation of data supporting why AVID was chosen as a department to be cut. This presentation seemed to heavily sway the Budget Committee members, as illustrated by the following responses:

- 46:09 - "Thank you, Tina. Having those specifics as how you're managing the importance of our student support services is reassuring, so I appreciate having that information, thank you." - Diane Noriega
- 49:41 - "I just want to say thank you to Tina for providing more clarity and context. These are incredibly difficult decisions and conversations, we live in very difficult times with federal uncertainty and state uncertainty around funding...I think the care and intentionality that was put into this budget despite some of the process challenges I think represent the best that we can do." - Larry Morgan
- 50:50 - "Larry, I 100% agree with everything you said and I couldn't have said it better, thank you for your thoughts." - Timur Ender

I have linked [the recording of the April 29th Budget Committee meeting](#) for your review.

I have attached a copy of Dr. Redd's presentation. Based on my unique role on campus as both an AVID learning specialist and a CARE team member, I want to focus on the third bullet point on the fourth slide. I have attached a copy Dr. Redd's May 22nd email and of my email response to Dr. Redd on the same day. I sent this email because Dr. Redd did not address the errors during the Board of Education meeting on May 20th like I had hoped she would. I have linked [the recording of the May 20th Board of Education meeting](#) for your review. On May 26th, Dr. Redd emailed me back. In that email, she was unwilling to acknowledge the fact she reported a false statistic. I have attached a copy of that email.

The individual numbers (399, 156, 153) provided by Dr. Redd in the third bullet point of the fourth slide are true, yet the total "708 students" is false because of multiple double-counting. Sydney Frost, whom Dr. Redd refers to, confirmed that 708 was not an unduplicated student head-count.

The lack of accountability is disturbing to me. How can a Vice President make such an error, possibly on purpose, and not acknowledge or address it to the voting members whom it had a sway? Our administration and HR department have not responded or reprimanded in any way, so I am emailing you as a possible next person in line to help us take action.

Note: Supporting documents related to this public comment are on file with TSCC; please [contact us](#) to receive copies.

6/17/2026

Good evening, members of the Board.

My name is **Troy Bulta**. I graduated from **MHCC with a degree in Architectural Engineering**, and today my son is a student here in the **Cybersecurity program**. This college is not just where I work—it is part of my family's story. My mother graduated in 1978 with a degree in Physical Therapy. She brought me with her a lot. I was that kid running around the campus in the 70's.

For more than **17 years**, I have served Mt. Hood Community College as the **Mapping and Sustainability Specialist**—a strategic facilities, sustainability, and technical operations leader dedicated to strengthening this college's infrastructure, energy performance, and long-term resilience.

You may not know me personally, but you have absolutely seen my work. You've seen it in the **ADA-compliant parking lots and ramps**, in the **sidewalks in front of HPE** and the **entry into the baseball stadium**, in the **EV charging stations**, in the **LED lighting upgrades** across our campus and buildings, and even in the **campus directories** that help people navigate this place.

I work with everyone—facilities, contractors, faculty, staff, and community partners. My job is to give our teams the information, plans, and technical support they need to do their work safely, efficiently, and cost-effectively. And over nearly two decades, I have built this department into what it is today.

That is why I am here tonight: to respectfully ask that you **reconsider the proposal to eliminate the Mapping & Sustainability position**, especially now, as the college enters a major phase of bond-funded construction and renovation. This is precisely the moment when the college needs this role the most.

Beyond the daily work, I've brought MHCC recognition on a global scale. I helped lead us to **two back-to-back worldwide championships in the Eco Challenge**—a competition watched by institutions, companies, and rivals around the world. I created the **MHCC Community Conservation and Repair Fair**, where hundreds of community members came to learn how to save energy, reduce waste, and repair items that would otherwise end up in the landfill. These events strengthened our community ties and showcased MHCC as a leader in sustainability and as a true **steward of our community**.

But this role is not just about awards or recognition. It is **not** a line item in a budget. It is a position that **actively saves the college money—year after year**.

The energy upgrades I've led have already reduced utility costs, and those savings continue to grow. The in-house drafting and design work I provide—architectural, electrical, mechanical, and civil—saves thousands of dollars on every project by reducing our reliance on outside consultants. That work supports everything from room remodels to space planning to ADA improvements.

Over more than a decade, I've built a uniquely integrated portfolio that spans sustainable engineering, campus-wide drafting and spatial planning, regulatory compliance, construction oversight, and institution-level energy management. This combination of skills is rare, and replacing it with consultants or fragmented responsibilities would cost far more than maintaining the position.

Eliminating this role means cutting a resource that has already paid for energy upgrades, saved on consultant fees, reduced institutional risk, and improved the safety, accessibility, and efficiency of our campus. The ADA parking lots, the ramps, the lighting, the planning—those alone would justify the position. But I do far more than that.

I have dedicated 17 years to building systems, saving money, and strengthening this college's infrastructure. I am deeply proud of the work I've done and the value it continues to deliver.

So tonight, I am asking—respectfully, passionately, and with full conviction—that you **reconsider eliminating the Mapping & Sustainability position**. Not for me, but for the long-term health, safety, and resilience of Mt. Hood Community College.

Thank you for your time and for your commitment to this institution's future.

Troy Bulta

This is a report that shows money coming in. it does not account for all the energy savings, nor does it show contractors costs to go through our information to find the right prints. I provide them with that so they do not have to dig through our extensive archive of blue prints. I am the historian here. I know how this place was built and the timeline. Please reconsider.

March 31,2026

My Personal Report - Paid Item Report proj9624 energy trust

12:35:36 PM

Business Date 1/1/2012 to 3/31/2026

		Total
	100,420.87	100,420.87
CITY COUNTY INSURANCE SERVICES	1,750.00	1,750.00
ENERGY TRUST OF OREGON INC	215,450.50	215,450.50
PEPSI COLA BOTTLING COMPANY	2,000.00	2,000.00
REXEL INC	958.70	958.70
RS DAVIS RECYCLING INC	244.20	244.20
Total	320,824.27	320,824.27

This is the Sustainability account and the money coming in, and in red, the money going out.

I used this expense to purchase energy saving equipment that ends up saving us funding with lower utility bills.

Row Labels	Sum of Amt - Rev (Exp)
2021	
2021-Balance Forward	43,284.98
Energy Trust of Oregon Inc- EnergyTrust Incentive	5,240.00
Energy Trust of Oregon Inc- ETO Incentive 2020	5,263.44
Energy Trust of Oregon Inc- Incentive Rebate	29,000.00
Energy Trust of Oregon Inc-Yoshida Event Centr 1920	(15,390.00)
misc-FEB Purch cards	(27,930.21)
Peak Electric LLC -INV 21416	(7,865.08)
Peak Electric LLC -INV 21510	(2,932.50)
Peak Electric LLC -INV 21512	(9,009.60)
2021 Total	19,661.03
2022	
2122-Balance Forward	19,661.03
Energy Trust of Oregon Inc- Incentive	13,809.00
Energy Trust of Oregon Inc- Sustainability Funds	79,979.00
Energy Trust of Oregon Inc-Move Inv TX0001841236	10,844.00
2022 Total	124,293.03
2023	
2223-Balance Forward	124,293.03
misc- ETO Incentive	4,200.00
misc- Incentive ETO Payment	3,577.00
misc- Incentive Payment	1,000.00
misc- Metro Metals NW Inc. (T	744.00
misc- PNW Metal Recycling	98.00
misc- PNW Metal Recycling 12/	156.80
misc- PNW Metal Recycling 6/8	186.00
misc-MAY Purch cards	(996.44)
Peak Electric LLC -INV 26690	(20,982.72)
Rexel Inc -INV 4D43872	(115.82)
Rexel Inc -INV Y689810	(21,964.37)
2023 Total	90,195.48
2024	
2324-Balance Forward	90,195.48
misc- ET INCENTIVE PAYMENT	17,109.00
misc- ETO Roof Incentive	28,640.00
misc-SEP Purch cards	(958.70)
Peak Electric LLC -INV 26900	(3,622.50)
Rexel Inc - INV 4D10471 PD Twice	958.70
Rexel Inc -INV 4D10471	(958.70)
Rexel Inc -INV 4E85499	(36.36)

Rexel Inc -INV SC66388	(16.12)
Rexel Inc -Rexel Inc	365.90
2024 Total	131,676.70
2025	
2425-Balance Forward	131,676.70
Cascade Mechanical Systems Inc-INV 20331	(13,000.00)
Energy Trust of Oregon Inc-ETO INCENTIVE	9,728.10
EV Connect Inc-INV DEPOSIT	(500.00)
JH Kelly LLC-TX INV 538334	(9,252.57)
misc-APR Purch cards	(122.99)
misc-AUG Purch cards	(3,291.00)
misc-ETO Incentive	9,701.50
misc-ETO ROOF INCENTIVE	20,520.00
misc-FEB Purch cards	(2,107.57)
misc-JAN Purch cards	(3,980.80)
misc-JUL Purch cards	(333.99)
misc-MAR Purch cards	(799.00)
misc-NOV Purch cards	(3,493.55)
misc-OCT Purch cards	(556.32)
misc-SEP Purch cards	(17,433.57)
misc-TX Revenue to Facilities	(13,530.00)
Rumer, Connie G -CDW EPSON COLOR PRINTER	5,845.00
2025 Total	109,069.94
2026	
2526-Balance Forward	109,069.94
misc-AUG Purch cards	(423.33)
misc-ENERGY TRUST INCENTIVE	7,165.00
misc-FEB Purch cards	(1,209.60)
misc-FTO INCENTIVE	1,000.00
misc-NOV Purch cards	(704.76)
misc-SEP Purch cards	(2,539.41)
Office Depot Inc-INV 440535497001	0.00
2026 Total	112,357.84

To the Tax Supervising and Conservation Commission Members:

You are scheduled to conduct a public hearing on the Mt. Hood Community College (MHCC) budget on June 17, 2026. As a Multnomah County resident, a long-serving MHCC employee, and an educator with over twenty years of experience, I acknowledge that I am not an expert in budget law compliance. However, I would like to respectfully share several significant concerns regarding the proposed budget.

Specifically, I am concerned that:

- The data and information presented by Dr. Tina Redd as rationale for the proposed elimination of the AVID program appear to be inaccurate. Please refer to the attached documentation for additional context authored by 14 current MHCC employees refuting Dr. Redd's rationale.
- Enrollment and retention projections may be unreliable, given the proposed elimination of several positions that directly support student persistence and success, including the Student Success Specialist for Veterans, Transitions/Transiciones Coordinator, Multicultural Student Success Specialist, and AVID Coordinator.
- Revenue forecasts may not fully account for programmatic changes, such as the pause in the Machine Tool Technology degree, which has historically contributed to enrollment through partnerships (e.g., Boeing referrals).
- The college is preparing to begin construction projects following the passage of a bond measure, yet the Mapping & Sustainability Specialist position has been eliminated. Clarification is needed regarding how these responsibilities will be effectively managed moving forward.
- Reductions appear to have disproportionately impacted student-facing roles, while upper-level administrative positions have not been reduced at a comparable rate. This raises concerns about institutional capacity to maintain essential services and support student success.

Given these concerns, I respectfully urge the Commission to conduct a thorough and careful review of the proposed budget, including the assumptions, data, and projected impacts on student success and institutional effectiveness. I ask that you seek additional clarification where needed and ensure that the budget reflects sound analysis, equitable prioritization, and a clear plan to sustain student outcomes.

Thank you for your time, attention, and commitment to responsible oversight.

Respectfully,
Sarah Aimon

May 19, 2026

To the MHCC Board of Education,

Following a groundswell of impassioned testimony at the Budget & Board meetings on April 15, 2026, you asked Jennifer DeMent for the cost to keep the AVID program running; Jennifer responded that the cost would be around \$213,000, of which board members were generally supportive of funding.

At the April 29, 2026 Budget Committee meeting, Dr. Tina Redd was asked to provide more information regarding proposed cuts and plans moving forward. **The details Dr. Redd provided are not accurate.** What follows are copies of Dr. Redd's slides, along with a response written by the MHCC employees below.

As both a collective body and individual members, the MHCC Board of Education plays a critical role in ensuring fiscal responsibility while maintaining accountability for our community. For you to fulfill your Board duties, it is paramount that you have access to accurate information from the individuals who perform much of the work in question. Thank you for taking the time to review this essential information.

Sincerely,

CEA members: Sarah Aimone, Jennifer Hare, Corey Huston, Laura Nitti, Lisa Riegel, Chris Sadler, Holly Wheeler

PFTA members: Luke Davis, Cynthia Entenmann, Kristin Klotter, Teresa Osborne, Natalie Quenneville, Jonathan Straus, Denise Tischler

Slide 2:

“AVID is prioritizing a stronger focus on K-12 implementation, which means AVID will no longer be able to provide postsecondary support beyond June 30, 2025. This decision was not made lightly, and we are truly grateful for the meaningful work we have done together to support students and educators.”

Eileen Frijou, AVID Postsecondary Support 3/27/2025

RESPONSE:

Before June 30, 2025, the national AVID Center organization (avid.org) gave MHCC – and other higher education institutions affiliated with AVID – permission to use the AVID name and materials in perpetuity. While the AVID organization is no longer creating new materials for higher education, existing curriculum and tools continue to be valuable. In addition, AVID is a point of connection and recognition for students participating in the K-12 AVID programs in our district schools.

Slide 3:

Decision Factors and Data

- AVID began as a grant-funded program with a focus on learning communities. We no longer have learning communities, and the program is no longer grant-funded.
- AVID in Higher Education is no longer part of the national AVID organization's focus. Shift to rebrand and combine efforts with the LSC were already underway.
- Bridge Data shows 107 participants with up to 70% overlap with visits to the Student Services HUB, TRIO, and Veterans Services prior to the Bridge Orientation.
- Professional development for faculty, a central focus of AVID, is almost exclusively happening at the TLC
- This year, AVID has served 429 students for 1,400 hours. When we look at per student totals, **the same 18 students were served for half of those hours.**
- The Future: ATD **First Year Experience** Initiative and Bond Construction will focus on scalable student support systems that build on existing programs and highly visible and welcoming campus spaces.

“AVID began as a grant-funded program with a focus on learning communities. We no longer have learning communities, and the program is no longer grant-funded.”

RESPONSE:


- AVID was initiated at MHCC with a grant, but it has not been grant funded in any way since at least 2018. Sarah Aimone was hired as the AVID Coordinator in a non-grant funded role in 2017.
- **It is false to state that MHCC no longer has learning communities.** MHCC has one learning community that runs every fall, winter, and spring term. See the screen shot of the current Spring 2026 schedule of classes that shows the Reading & Writing 115 AVID learning community below. The AVID Coordinator provides support to the instructors, case manages each student in terms of attendance and progress, and connects students to specific learning specialists to provide targeted support according to their needs. The AVID Center hosts events for learning community students to build community and create a sense of belonging.

Screen shot:

Add/Drop Courses - Course Search - Course Details

Course Details

Reading for College Success (RD115-L1) ↩ Back

Instructor(s): Weiss, Kathryn J  ;

Spring Term - 2026 , Undergraduate **Hours/Type:** 3.00 Credit(s), Letter Grade

Dept: Reading **Clock Hours:** 0.00

Status: Open (12 out of 24 seats)

Textbook Price: **Additional Course Fees:**

Course Area: ELC

This course has other requirements. Course Requisites

Note: This is the AVID Learning Community including Reading and Writing. This Learning Community totals 7 credits. **Course History:** RDSH 0115 (prior to UG96)

Course Schedules

Day & Time	Date(s)	Location
TR 09:00-10:20AM	03/30/2026 - 06/13/2026	MAIN Campus, Academic Center, 3316

Course Description

This three-credit course provides instruction in reading comprehension skills and vocabulary development for a variety of college-level materials, with an emphasis on identifying main ideas, major and minor supporting points in complex texts. Students are introduced to critical reading strategies, including identifying fact versus opinion, point of view and author's purpose. Techniques for varying reading rates are taught. Extensive outside reading is required.

» [Campus Bookstore](#)

All courses in the Reading Department | Undergraduate Program

Inset:

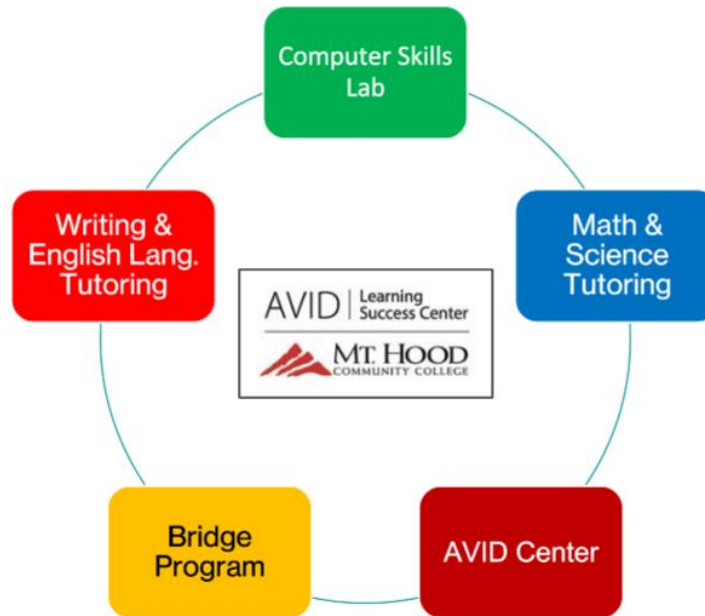
This course has other requirements. Course Requisites

Note: This is the AVID Learning Community including Reading and Writing. This Learning Community totals 7 credits.

“AVID in Higher Education is no longer part of the national AVID organization’s focus. Shift to rebrand and combine efforts with the LSC were already underway.”

RESPONSE:

- **The shift to combine AVID with the LSC took place years ago.** The combined department has been advertised as the AVID|Learning Success Center since at least 2015, if not before – see image on page 5. The AVID|LSC department has four distinct services in which coordinators collaborate in terms of operations, training, and purpose. The AVID|LSC department completes one Unit Plan together. CEA, PFTA, and student worker staff help provide coverage in different areas as needed.



“Bridge Data shows 107 participants with up to 70% overlap with visits to the Student Services HUB, TRIO, and Veteran’s Services prior to Bridge Orientation.”

RESPONSE:

- AVID runs the Bridge course three times each year on campus and online. A total of **170 students** completed during the 2024-2025 school year. Participation has decreased post-pandemic, as it has for most on-campus events. Pre-pandemic, participation was higher, proving that the program is scalable.
- AVID’s Bridge programming began in 2014 as a small pilot. It was expanded in 2015 through the **East County Pathways Grant**. In 2016, 2017, and 2018, Bridge was expanded further due to **Title III grant funds**, the same grant that focused on First Year Experience by creating the Student Services Hub and Student Orientation Day. Once those funds expired, the College was impressed by the retention data for students who completed Bridge and showed their support by institutionalizing \$10,000 annually to pay for Summer, Winter, and Spring Bridge. The Bridge Program - coordinated and primarily facilitated by the AVID Coordinator with support from other departments in Instruction, Student Development, and Brand Marketing - has always been a part of First Year Experience, regardless of the state of grant funding. Since Bridge is scalable and the AVID Center has been cited by students as a visible and welcoming campus space, it already is an existing program on which Achieving the Dream’s First Year Experience Initiative can be built. In addition, AVID & Bridge are already integrated into student

success efforts and aligned with institutional retention and completion goals. AVID supports students from entry through graduation, not just at a single point in time.

- AVID is a part of Instruction, while the Student Services HUB, TRIO, and Veteran’s Services are a part of Student Development. By design, each of these departments offer a completely different service, so overlap is required for students to access multiple resources. We should strive for more overlap to ensure that more students access a variety of services. If 70% of students stopped by the Student Services HUB, TRIO, and/or Veteran’s Services prior to Bridge Orientation, this likely means that employees in these areas *suggested* that students attend the Bridge Orientation knowing that the students would be well-served by this resource and obtain critical information that they could not provide in their own limited capacity and job duties! AVID actively collaborates with other resources and departments on campus, indicating that AVID is a unique support and meets specific student needs rather than being a duplication of services. When there is overlap data indicating that students are using a variety of resources, it is because students access resources for different needs.

*“This year, AVID has served 429 students for 1,400 hours. When we look at the per student totals, **the same 18 students were served for half of those hours.**”*

RESPONSE:

- This proves **high-impact intervention**, not inefficiency: the students receiving the most hours are the **highest-need students**. These are the students **most likely to drop out without support**.
 - **Equity work is not evenly distributed—those who are less privileged need more support.**
 - Serving high-need students deeply is **the point, not a flaw**. This data point illustrates success, not failure.
 - During her presentation, Dr. Redd said that they hope to expand existing services. Why would the college cut a functioning service to then expand that same service? Won’t that cost the College more in the long run?
-

Slide 4:

Campus-Wide Student Support Data

- Learning Success Center (LSC)
 - Content-specific (math, science, writing, computer technology) and one-on-one tutoring, offered on a drop-in and appointment basis for academic skills assistance. Dean Megan Dugan supervises both LSC and AVID.
 - Unduplicated Students Served: 2,367 (AVID 429) 82% of students served by LSC
- Student Services HUB
 - Email & Bb help, enrollment, advising, add/drop, new student orientation, general MHCC questions
 - Student Visits: 12,264 (so far this year), 12,133 (24-25), 11,508 (23-24)
- Career Planning and Counseling/Community Standards & Care
 - Holistic student support through mental health counseling, career counseling, crisis support, group counseling, care response, and case management
 - 399 counseling, 156 career coaching, 153 care incidents (Total students served: 708 AY25-26)
- Veterans Services
 - Onboarding, resources, personalized advising and navigation, community building, emergency aid for military-connected students (120 per year)
- Student Life and Civic Engagement
 - Co-curricular Clubs, Multicultural Resources, Student Union engagement space, student orientation, Barney's Pantry
 - Pantry: (6,095 students/16,781 family members), 21 student clubs, 750 @ 2025/26 Orientation

RESPONSE:

- The 3 areas of the "LSC" (math/science, writing, and computer skills) offer extremely limited appointments and mostly operate on a drop-in basis. Only the remaining Coordinators offer academic skills assistance, not the professional tutors in those areas. The Writing Coordinator position is empty and proposed to be cut by the budget. If the AVID Coordinator is also cut, that leaves only Lance Lannigan (Computer Skills Lab Coordinator) and Stephanie English (Math & Science Learning Services Coordinator).
- **Note:** Dr. Redd did not ask the AVID|LSC for this data until **after** proposed budget cuts were announced, which means that her decision to eliminate the AVID Program was made without accurate data.

“Unduplicated students served 2,367 (AVID 429) 82% of students served by the LSC”

RESPONSE:

- **Higher volume ≠ deeper impact** - AVID serves fewer students than in tutoring because ongoing, relationship based academic coaching takes more time than drop-in tutoring. **AVID learning specialists work with a high focus on equity and providing support to our most vulnerable and underserved students in a trauma-informed way**
- High cross-utilization between different services is desirable because we statistically should be seeing students who are using multiple services within the realm of academic support, because needs cluster together within the same underserved groups and individuals. The students who need the most conventional tutoring are also more likely to need broader study skills and organizational / communication / executive functioning skills that we specialize in. As an analogy, medical patients at a clinic for knee surgery are also more likely to use physical therapy at the same clinic, which does not make these services duplicative. Or, calling AVID and the LSC "duplicative" is analogous to calling dental cleanings and oral surgery duplicative.

“399 Counseling; 156 Career Coaching; 153 Care Incidents (Total students served 708)”

RESPONSE:

- The total number of unique students may be fewer considering that "Incident" also means a report, not a student, and several reports may be made about the same student over time. Further, the 153 CARE incidents may involve students who are already receiving counseling services. It is noteworthy that recommendations made by the CARE team for specific incidents, which are intended to keep students safe, often include AVID outreach in addition to counseling and other supports.
 - Rather than the high number of CARE reports triaged by the Career Planning & Counseling Center indicate that AVID is not needed, **the number of incidents highlights why robust student support is needed for student safety.** For many of those students, one of the factors contributing to their crisis is the consequence of not doing well in their classes. These students need more than counseling and drop-in tutoring alone. They benefit from academic coaching through a supportive relationship with an AVID learning specialist and the community of the AVID Center.
 - Since CARE reports are encouraged to keep students safe, it is statistical misrepresentation to use this data point to justify cutting another program.
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Slide 5:

Continuity of Services

- Tutoring, academic coaching, and student support will continue.
- Every effort will be made to retain our AVID learning specialists and academic coaches.
- Academic, personal, and wrap-around supports will continue to be available at the HUB, LSC, Veterans Services, through Student Life, Career Planning and Counseling, Accessibility Services, TRIO, and our First Generation Student Success Program.
- The Equity and Community Resource Center, our centralized location for student basic needs, may have capacity to expand to academic support and tutoring.

RESPONSE:

- **Tutoring:** AVID learning specialists provide general tutoring for any class that is not math/science, writing, computer science/computer skills, or a modern language. Without AVID, tutoring for the following subjects would end: anthropology, business, criminal justice, communication, economics, film, human development, health, history, philosophy, political science, psychology, religion, sociology, and women's studies. **During Winter Term 2026, AVID Learning Specialists supported students in 56 different classes; 36 of those were non-Math, Science, or Writing.**
 - Academic coaching is not the same as tutoring. **The specific process teaches & models *the why and how of success, not just the what.***
 - During her discussion on this slide, Dr. Redd said, *“Every effort will be made to retain our AVID Learning Specialists and academic coaches. They will be deployed in other areas of campus...we are still exploring.”* **If the work of AVID Learning Specialists is so important that these part-time folks will be retained, why eliminate the AVID Coordinator who trains the Learning Specialists and who is the liaison to all other parts of campus?** The part-time Learning Specialists spend most of their time with students and cannot connect with campus in the way the Coordinator does. Without that position, the Learning Specialists lose support and guidance, which is needed to respond to the changing needs of students.
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Slide 6:

Expansion of Services: First Year Experience

- **Access & Entry – Where do I start?**
 - We will redesign orientation, centering belonging and student confidence. We will explore our advising model and ensure that students have early access to advisors, and we will connect students to MHCC resources (basic needs, tutoring, other wraparound supports) in an intentional manner. We want students to know that they belong and that they are here to succeed.
- **Connection & Momentum – How do I keep going?**
 - We are going to focus on Transparency in Learning & Teaching (TILT) and Culturally Responsive Practices, embedding tutoring and supports, touchpoints with their advisors, navigators and mental health supports. We will make sure there is continued belonging and connection for students.
- **Persistence & Progression – What am I working toward?**
 - We want to ensure that students declare a major ideally in their third term, that they have an updated ed plan, and that they understand transfer or career pathways. We will continue to make sure belonging is embedded throughout.
- **HD118: From Undecided to Decided: Navigating Careers, Majors, and College Success (3 credits) Embedded in Business Program**

Outcomes include career and major exploration, applying basic computer skills, using college resources, developing a personalized academic plan, and using MHCC tools such as Saints email and myMHCC.

RESPONSE:

- **Bridge programming already is a holistic orientation course centered in belonging, confidence, and teaching the “college stuff nobody tells you.”** This existing course, curriculum, and experience of staff can be leveraged by the College. Bridge is the only way for students to practice using Blackboard – MHCC's required learning management system – before the term begins. AVID incorporated this into Bridge when Blackboard became required for every course. **No other area on campus took this on – not online learning, not instructional departments, not student development.** Lack of experience with Blackboard in online and hybrid courses accounts for early failure. MHCC's move to Canvas this summer means that students will need the practice more than ever, and AVID is poised to help them before the term begins in Bridge, and afterwards through the AVID Center. **Expanding Bridge Programming to include all students who are new to the college, rather than eliminating it, would be an effective use of funds if retention is truly a goal.**

- **Embedded tutoring:** in the past, AVID Learning Specialists were embedded tutors in some classes, so there is experience and precedent for this.
 - **AVID has already been identified as an example for student belonging.** The expertise and practices of AVID can be leveraged to meet the desired objective on the slide.
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Slide 7:

The Student Services HUB, the Learning Success Center, and the Equity and Community Resource Center represent the college's primary investment in academic and wrap-around student support. In a resource-constrained environment, our approach is intentionally focused on maximizing reach, effectiveness, and equity—ensuring these investments **serve the greatest number of students in the most impactful ways.**

RESPONSE:

- The listed areas do not provide the same types of support as AVID.
 - The skills and experiences of AVID staff members learned over the past 14 years could be leveraged so that remaining campus resources do not have to start at square one.
 - Dr. Redd's FYE plan does not include expanding orientation this year, so there will be a gap, and students will not have the opportunity to experience Bridge this summer.
 - Equity includes supporting vulnerable students, and it includes quality, not just quantity.
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Slide 8:

Summary:

- The program entitled “AVID” will be integrated into our larger tutoring programs.
- This means **1 position** is being eliminated.
- Tutors within the program **will be retained** within the new structure.
- Student tutoring, coaching and support is **absolutely continuing**.
- The new model aligns for the **First Year Experience** – which will grow a new level of support for students.
- We are **maximizing our services** in a resource-scarce environment by reorganizing – not cutting student service functions.

RESPONSE:

- During the presentation, Dr. Redd stated that she hopes *“to create a more centralized and robust context for students across campus.”* **That is a fantastic goal! So why not engage AVID employees in that work so the work continues without disruption?**
- The AVID Coordinator position also provides support to various areas of campus that are not represented by data presented by Dr. Redd.

“The program entitled “AVID” will be integrated into our larger tutoring programs.”

RESPONSE:

- How will this happen without the expertise of the AVID Coordinator? This information has not been communicated to anyone in the AVID|LSC from the Dean.

“Tutors within the program will be retained within the new structure.”

RESPONSE:

- This has not yet been articulated to any of the tutors in an official capacity, neither to individuals nor to PFTA leadership. PFTA is currently in negotiations with the College over this issue.