MID-PLAINS COMMUNITY COLLEGE

AQIP SYSTEMS PORTFOLIO
2017

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Key Abbreviations

Instructional Leadership Team (ILT): The Instructional Leadership Team is responsible for planning, organizing, staffing, reporting, and evaluating procedures related to the instructional programs of Mid-Plains Community College. Working with faculty and others throughout the college, this team is responsible for the development of class schedules, instructional budgets, and other issues pertaining to student learning.

The Instructional Services Team (IST): The Instructional Services Team is responsible for recommending and approving college programs, curriculum, academic/technical standards, graduation/completion requirements, cooperative programs with other institutions and other instructional policies and procedures that have college wide implications/concerns.

Institutional Overview

Mid-Plains Community College's (MPCC) 2017 Systems Portfolio presents a story of continuous improvement centered around the College mission, values, strategic planning process, the AQIP accreditation model, and responses to assessment data.

Mission and Values

The College believes that certain values should guide each decision made in the operation of the College. Mid-Plains Community College values excellence in education through:

- Integrity
- Programs that enhance the quality of life for people in our region
- Accessibility and affordability
- Respect for our college, communities, and the people we serve
- Open and honest communication
- Safe, quality, and engaging environments
- Continuous collaboration among all campuses

> **Mission Statement**
> Transforming lives through access to exceptional learning opportunities for individual student success.

Strategic Vision

After being accepted as an AQIP institution by the Higher Learning Commission (HLC) in 2008, the MPCC Board of Governors made a commitment to the process by realigning its strategic goals to the nine AQIP categories. In 2015 MPCC's Board of Governors, College Cabinet, and the AQIP Core Team continued their commitment by building MPCC's 2015-2018 strategic plan, Leading for Tomorrow, around the six new AQIP categories.

Numbers and Types of Students, Faculty, and Staff

Figure 0-1. Fall 2016 Faculty and Staff Snapshot

	Faculty	Staff	Sub-total
Full-time	64	131	195
Part-time / adjunct	161	115	276
Total Employees	**225**	**246**	**471**

Figure 0-2. Fall 2016 Student Snapshot

Degree seeking	Female	Male	Sub-total
Full-time	399	377	776
Part-time	335	104	439
Non-degree seeking			
Full-time	19	11	30
Part-time	605	426	1,031
Total Students	**1,358**	**918**	**2,276**

Level and Scope of Academic Offerings

MPCC is a public, associate degree granting institution serving an 18-county service area of west-central Nebraska encompassing 20,000 square miles or nearly 30% of the state's total area. However, the 92,000 residents in MPCC's 18-county service area make up only 5% of Nebraska's total population. The total population in the 18 counties is declining, but the rate of decline has slowed. Between 1980 and 1990, the population decreased 10.3%; between 1990 and 2000, it decreased an additional 0.4%; and 2000-2010 saw another 2% decline. Fifteen of the 18 counties experienced negative population growth between 2000 and 2010. Nine of the 18 counties have population densities under two people per square mile. (Source: US Census Bureau)

Figure 0-3. Campuses and Additional Locations
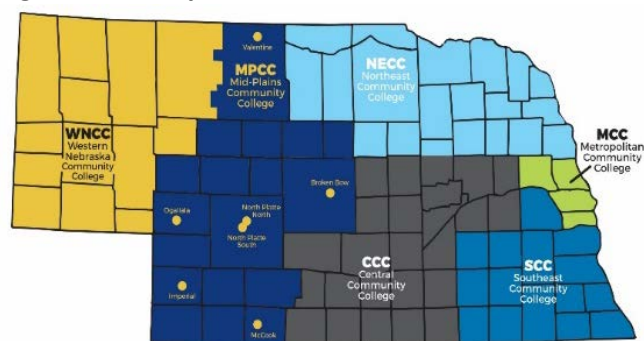
Mid-Plains Community College (MPCC) was established as a result of Nebraska legislation enacted in 1973 and 1975. The legislation divided the state into six community college areas and specified that each be served by a single, publicly supported community college. Three existing, separately-founded institutions were merged to form MPCC, including McCook Junior College, the state's oldest two-year college, North Platte Junior College, and North Platte Vocational College

Figure 0-4. MPCC Campus Communities			
Campus	**Date Established**	**Current Designation**	**Community Population***
McCook Junior College	1926	McCook Community College, a division of MPCC	7,698
North Platte Junior College	1965	North Platte Community College – South Campus – a division of MPCC	24,733
North Platte Vocational College	1967	North Platte Community College – North Campus – a division of MPCC	
Broken Bow Extended Campus	2000	Mid-Plains Community College, Broken Bow Campus	3,559
Imperial Extended Campus	2004	Mid-Plains Community College, Imperial Campus	2,071
Ogallala Extended Campus	2000	Mid-Plains Community College, Ogallala Campus	4,737
Valentine Extended Campus	2002	Mid-Plains Community College, Valentine Campus	2,737
*From the 2010 Census			

Since its creation, the College has added four campus locations in Broken Bow, Valentine, Ogallala, and Imperial. In 2016-17, MPCC offered dual credit courses at 42 high schools and a complete schedule of online classes in addition to course offerings at MPCC's physical campuses.

Quality Improvement Experiences
MPCC's quality improvement experiences reflect on key challenges, accomplishments, failures, and future opportunities. Since the 2012 Systems Portfolio, MPCC has opened eighteen action projects and closed twelve.

Figure 0-5. Revenue by Source

- State Appropriations: 35.02%
- Property Taxes: 45.31%
- Tuition and Fees: 18.39%
- Interest and Misc. Revenues: 1.28%
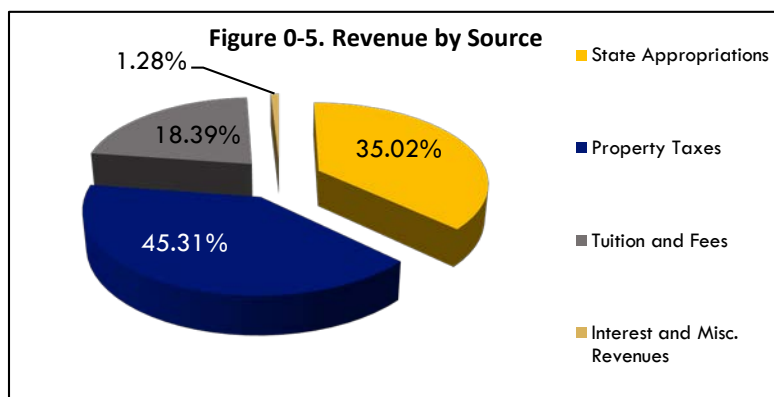
Category One Introduction

MPCC faculty, staff, and administration have made significant progress in Category One: Helping Students Learn. MPCC's perceived level of maturity for Category One's processes and results is systematic. Processes are documented. Data is available for use and utilized to evaluate progress and foster improvement college-wide; however, data analysis at the institutional level is an area for improvement.

Currently two action projects, *Expanding technical offerings throughout MPCC's 18-county service area* and *Increase understanding of other cultures*, are focused on improving the effectiveness of the teaching and learning process.

Priorities for future improvement include finalizing the in-progress Academic Master Plan, reviewing the nine current College Student Learning Outcomes, refining developmental math education, standardizing faculty credentialing, and moving the 2017-18 catalog to an online format.

Academic Master Plan: During the 2016-17 academic year, the vice president of academic affairs (VPAA) conducted a process to develop MPCC's first Academic Master Plan. Throughout the Fall 2016 term, the VPAA met with department-specific small groups for listening sessions and then analyzed and organized faculty feedback to identify five themes. The five themes will guide academic affairs discussions for the next three years and will be used to drive departmentally specific plans during that time frame.

Revision of the current College Student Learning Outcomes: In October 2016, MPCC approved a revised mission statement, "transforming lives through access to exceptional learning opportunities for individual student success." The revised mission statement will guide a review of the nine current College Student Learning Outcomes.

Refining Developmental Math Education: MPCC is part of the Nebraska Readiness in Math Project (NRMP), which is designed to eliminate or reduce the amount of developmental math for incoming students. NRMP's goal is to reach out to high school seniors who have met their high school math graduation requirement, need remediation, but have a desire to go to college. Program students will enroll in a modular, primarily online, course that will allow them to master topics in math fundamentals, Algebra I, and Algebra II. Upon successful completion of the modular course, students will automatically be placed in College Algebra if they enroll in any of Nebraska's community colleges. A long-term goal for the project is to offer two tracks for seniors: a four-year college preparatory track and a track that will prepare students for a program in applied technologies.

Online Catalog: The 2017-18 College catalog will be distributed in an online format using a catalog management software that publishes the catalog in a web, mobile, tablet, and print PDF format. The online catalog is integrated with Jenzabar, MPCC's student information system, to deliver a student friendly academic catalog website that accurately reflects MPCC's programs.

Faculty Credentialing: The Minimum Criteria for Hiring chart was established amongst all six Nebraska community colleges who have aligned their minimum criteria as much as possible. At the very least, all transfer level courses have the same minimum qualifications across the state.

Category One: Helping Students Learn

Category One focuses on the design, deployment, and effectiveness of teaching-learning processes (and the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

1.1 Common Learning Outcomes

1P1(a) Aligning common outcomes to the mission, educational offerings, and degree levels of the institution (3.B.1, 3.E.2)

When students first come to MPCC, staff and faculty meet students where they are at, educationally and professionally, and guide each individual student on their own path to meet their goals. The nine current College Student Learning Outcomes (SLO) were developed during the 1999-2000 academic year. Collectively, the outcomes represent a student body with diverse educational needs. However, the recent revision of the College mission statement and values is an opportunity to review the College Student Learning Outcomes to ensure alignment with the revised mission.

1. Effective use of written communication skills
2. Effective use of oral communication skills
3. Efficient use of information retrieval skills
4. An understanding of the values and traditions of other cultures in the world
5. Mathematical computational skills to solve problems
6. Human inquiry skills by scientifically observing, explaining, predicting and testing for the purpose of understanding
7. Critical thinking skills
8. Appropriate and necessary competencies/skills for academic transfer or employment in their area of expertise
9. Effective decision making skills

MPCC's general education outcomes, approved in 2013, were designed to help the College measure individual student achievement across six defined areas.

Figure 1-1. General Education Outcomes

Written Communication Learning Outcomes
Students successfully completing this requirement will demonstrate the ability to:
    a. effectively communicate through the written word for a wide variety of purposes and audiences
    b. accurately convey the intent of their message when writing
    c. structure written communication that is clear, logical, and easy to follow
    d. use correct mechanics such as grammar, punctuation, and spelling
    e. select and incorporate appropriate supporting materials
    f. evaluate student, peer, and professional writing

Oral Communication Learning Outcomes
Students successfully completing this requirement will demonstrate the ability to:
    a. present a minimum of three (3) oral presentations
    b. demonstrate understanding of other topics covered in the course which include:
        1. techniques of presentation
        2. types of speeches
        3. verbal and non-verbal communication
        4. interpersonal communication
        5. listening skills

Social Sciences Learning Outcomes
Students successfully completing this requirement will demonstrate:
  a. the context and development of human cultures and institutions
  b. an understanding of the bases, causes, and processes with individual <u>and</u> social behavior
  c. an understanding of the methodologies used in the social sciences
  d. knowledge of the experience of different groups within the United States where those groups are defined by class, ethnicity, race, religion, age, disability, sex, or sexual orientation
  e. the knowledge of the artistic, social, economic, or political life of communities outside of the United States
  f. contemporary concerns regarding the environmental sustainability of social, economic, public policy, and technological systems and practices
  g. understanding of and appreciation for the relationship between individual behaviors and lifelong health and wellness

Humanities/Fine Arts Learning Outcomes
Students successfully completing this requirement will demonstrate the ability to:
  a. analyze significant primary texts and/or works of art, ancient, pre-modern, and/or modern, as forms of cultural and creative expression
  b. explain the ways in which humanistic and/or artistic expression reflects the culture and values of its time and place
  c. explore global/cultural diversity
  d. frame a comparative context through which students can critically assess the ideas, forces, and values that have created societies
  e. recognize the ways in which both change and continuity have affected human history practice by the critical and analytical methodologies of the Humanities and/or Fine Arts

Mathematics Learning Outcomes
Students successfully completing this requirement will demonstrate the ability to:
  a. translate problems into mathematical models and solve
  b. read, write, listen to, and speak mathematics with understanding and clarity
  c. use mathematical reasoning to solve problems and a generalized problem-solving process to solve word problems
  d. judge whether students' results are reasonable

Science Learning Outcomes
Students successfully completing this requirement will demonstrate the ability to:
  a. analyze and discuss the impact of the Scientific Method
  b. use basic scientific language and processes
  c. apply the design of experiments in a laboratory setting to test hypotheses and as such experience the process of discovery
  d. use appropriate technology to enhance their scientific thinking and understanding
  e. recognize errors through the interpretation of analytical data, and establish a course of action to solve problems

1P1(b) Determining common outcomes (3.B.2, 4.B.4)
Based on the College mission statement, faculty, staff, the Instructional Leadership Team (ILT), and the Instructional Services Team (IST) determine the purpose and content of the College Student Learning Outcomes and general education outcomes.

An example of the process in action occurred from 2011-2013 when the IST organized a charter group comprised of nine faculty members, two division chairs, two advisors, and a student services

representative, to review general education requirements. The revised general education requirements went into effect in the fall of 2013. A review of the College Student Learning Outcomes (SLO) and connection to general education outcomes will follow a similar process.

1P1(c) Articulating the purposes, content, and level of achievement of the outcomes (3.B.2, 4.B.1)
For students, MPCC's College catalog and course syllabi are the primary documents for articulating the purpose and content of the College Student Learning Outcomes and general education outcomes. Throughout the admissions process, prospective students receive information about SLOs and general education outcomes related to their intended certificate or degree from enrollment coaches and advisors. For faculty and staff, purpose and content are communicated in program reviews, annual reports, and at new employee orientation.

Two College reports, Graduates at Work and The Student Experience (both formerly referred to as the Completer Report), are the key documents communicating levels of achievement for SLOs and general education outcomes. Additional reports communicating levels of achievement include the annually updated Trends and MPCC's Annual Report. Figure 1-2 lists how different stakeholder groups can access common outcome purpose, content, and level of achievement.

Figure 1-2. Communicating Common Outcome Purpose, Content, and Level of Achievement	
Stakeholder Group	**Method of Communication**
Prospective students	• Electronic and paper mailings to area high school students with an invitation to access detailed information on the College's web site • Social media • Distribution of College catalogs in an online format • College enrollment coach and program faculty visits to area high schools • College Admissions follow-up of prospective students, as well as specific communications with prospective students following the receipt of an Application for Admission • Dual credit agreements with area high schools • Career Academy arrangements with area high schools (currently in health occupations, education, and business) • College participation in area community events, especially by the College's Applied Technology programs • Campus visits and tours by prospective students, including placement testing while on campus • Scheduled meetings with a College advisor both prior to and following receipt of the prospective student's Application for Admission. The advisor and student review the student's academic history, discuss the student's placement scores, and compare that background to the requirements of the program in which the student is interested. If preparatory work is required, a plan is determined to provide a course of action that the student can use to anticipate the actual length and intensity of his or her chosen program.
Current Students	• All MPCC syllabi are required to include the College Student Learning Outcomes • College catalog • Communication with advisors through the enrollment process
All	• Graduates at Work

Figure 1-2. Communicating Common Outcome Purpose, Content, and Level of Achievement	
Stakeholder Group	**Method of Communication**
Stakeholders	• The Student Experience • Trends and Statistics • College Annual Report • Program Review • All College Instructional and Non-Instructional Assessment Reports

1P1(d) Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

At MPCC, all associate degree programs require students to successfully complete a core of general education courses. Figure 1-3 shows the general education requirements by degree.

Figure 1-3. General Education Requirements by Degree		
Academic Transfer		
Degree	**General Education Discipline**	**Credit Hours**
Associate of Arts	Communication	9
	Humanities	12
	Social Sciences	9
	Natural Sciences	4
	Mathematics	3
	Total	**37**
Associate of Science	Communication	9
	Humanities and Social Sciences	9-12
	Natural Sciences and Mathematics	10-15
	Total	**30-33**
Note: To achieve the 30-33 General Education Requirement, if students take a minimum of 9 hours in Humanities & Social Science, they must take a maximum of 15 hours in Natural Sciences & Mathematics. If students take a minimum of 10 hours in Natural Sciences & Mathematics, they must take a maximum of 12 hours in Humanities & Social Sciences.		
Associate of Fine Arts Degree	Communication	9
	Performing and Fine Arts	6
	Humanities and Social Sciences	9
	Natural Sciences	4
	Mathematics	3
	Total	**31**
Associate of General Studies	Written Communication	3
	Oral Communication	3
	Humanities	3
	Social Sciences	3
	Natural Sciences and Mathematics	3
	Total	**15**

Associate of Applied Science		
Degree	General Education Discipline	Credit Hours
Associate of Applied Science	Written Communication	3
	Oral Communication	3
	Humanities or Social Sciences	3
	Mathematics or Science	3
	Business or Computers	3
	Total	15

In addition to revising the general education outcomes, the General Education Charter group created a process for new general education courses to be added to the required offerings.

1P1(e) Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (4.B.2)

MPCC's Instructional Service Team (IST) and Instructional Leadership Team (ILT) are responsible for ensuring current and new courses align and are relevant to the needs of students, programs, employers, and transfer institutions. For general education courses, MPCC's participation in the Nebraska Transfer Initiative (NTI Link), a statewide effort to "improve access and opportunities for students who wish to pursue baccalaureate degrees" is key to ensuring course outcomes and syllabi are relevant and safeguards course transferability. NTI common course outcomes and syllabi are peer reviewed every three years by Nebraska community college faculty. Grouped by academic discipline and course, faculty meet to ensure alignment of common course outcomes for transfer courses.

1P1(f) Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Following a co-curricular programming model with the goal of creating "a vibrant campus experience by providing opportunities for students to create and participate in numerous quality student activities and organizations," co-curricular activities and programs promote:

- Social engagement, community building, & MPCC traditions
- Health, wellness, & intramural activities
- Leadership, citizenship, and development of multicultural awareness

Serving as good stewards of College resources and supporting students in persisting to achieve their educational goals are the programming model's core values. The two departments most closely involved with co-curricular activities related to MPCC's College Student Learning Outcomes and general education outcomes are the Learning Resource Center (library) and Student Success Center.

1P1(g) Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

Assessment of the College Student Learning Outcomes (SLO) and general education outcomes is a faculty-driven process with the area assessment coordinator and the Assessment Leadership Team (ALT) acting as a support to faculty initiated assessment efforts. The ALT also supports non-instructional assessment. See Category Two for information related to non-instructional assessment efforts.

Figure 1-4. Attainment of Common Learning Outcomes	
Step	**Process**
1	In October, the ALT reviews the Instructional Assessment Report.
2	After the review, if necessary, any suggestions for changes or adjustments are relayed to the VPAA and division chairs.
3	Division chairs meet with faculty to discuss suggestions and consider adjustments to assessment tools being utilized.
4	Either response is prepared for ALT as to why to maintain current tools or a recommendation of a new assessment tool is shared with ALT.
5	Any changes are then put into the affected departmental assessment matrices.
6	Process loop closes when ALT reviews the Assessment Report the following year and evaluates effectiveness of tools being utilized.

Since the 2012 Systems Portfolio, progress has been made related to assessment of the SLOs and general education outcomes. College Student Learning Outcomes are assessed through MPCC's graduate and employer surveys and the Community College Survey of Student Engagement (CCSSE). Information from these three surveys are used as part of general education assessment along with assessment data submitted by faculty. See 1R2 for results from faculty driven assessment projects for ENGL 1010 English Composition I and MATH 1150 College Algebra.

Despite advancement in assessment of MPCC's common learning outcomes, the College recognizes work remains to accurately and authentically capture assessment work faculty are doing. See 1I1 for in-progress and future improvements.

1P1(h) Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)
Currently, MPCC's College Student Learning Outcomes are assessed though the graduate and employer surveys and the CCSSE. General education outcomes are assessed through direct and indirect assessments utilized by faculty within the classroom.

At the end of the academic year, faculty submit assessment data to the assessment coordinator who compiles the submissions and publishes the annual Instructional Assessment Report. The report is shared with the faculty, division chairs, College Cabinet, and the Assessment Leadership Team. Data within the report is used to make informed decisions about what MPCC can do to achieve its mission of "transforming lives through exceptional learning opportunities for individual student success."

MPCC acknowledges the need for a more formalized assessment cycle and documented use of assessment data related to common learning outcomes. See 1I1 for in-progress and planned improvements.

1R1 What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

1R1(a) Summary results of measures (include tables and figures when possible)
1R1(b) Comparison of results with internal targets and external benchmarks

Internally, levels of achievement for the College Student Learning Outcomes is determined through the graduate survey and general education discipline specific assessment projects. The Community College Survey of Student Engagement (CCSSE) is the primary external benchmarking instrument.

As a College, MPCC strives to achieve a 4.0 or above on all graduate survey results. For the CCSSE, questions using a 1=Very Little; 4=Very Much scale, 3.0 is the target score.

Figure 1-5. MPCC Graduate Survey-Personal Development Skills
1=Very Poor, 5=Very Good

Skill	2015-16 N=163	2014-15 N=159	2013-14 N=191
Appreciate art, literature, and music	3.96	3.95	3.8
Understand other cultures	3.92	4.07	3.85
Solve problems	4.06	4.20	4.05
Use effective written communication	4.10	4.25	3.95
Use effective oral communication	4.10	4.27	3.95
Follow directions	4.20	4.27	4.00
Work with others	4.15	4.31	4.1

Figure 1-6. MPCC Graduate Survey-Knowledge and Skills
1=Very Poor, 5=Very Good

Skill	2015-16 N=163	2014-15 N=159	2013-14 N=191
Generate original ideas or products	3.99	4.16	4.11
Use science reasoning skills to solve problems	4.11	4.16	4.05
Use math skills to solve practical and/or theoretical problems	4.13	4.22	4.00
Think critically and analytically	4.15	4.28	4.15

**Figure 1-7. Community College Survey of Student Engagement (CCSSE)
How much has your experience at this college contributed to your personal
development in the following areas?
*1=Very Little, 4=Very Much***

Area	2015 MPCC	3 Yr. National Small College Cohort
Working effectively with others	2.63	2.84
Learning effectively on your own	2.97	2.99
Understanding yourself	2.59	2.70
Understanding people of other racial and ethnic backgrounds	2.16	2.43
Contributing to the welfare of your community	1.94	2.13
Developing clearer career goals	2.53	2.79
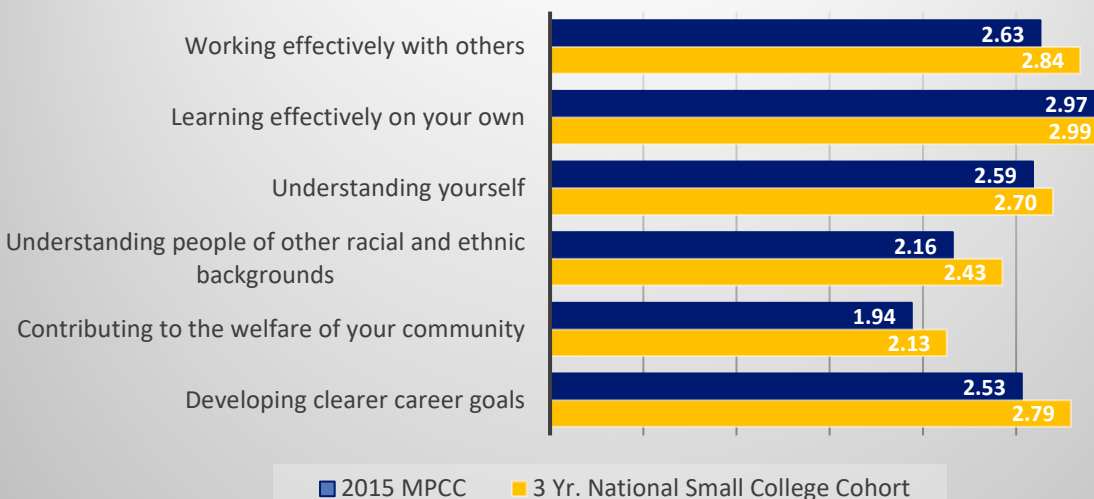
**Figure 1-8. Community College Survey of Student Engagement (CCSSE)
How much has your experience at this college contributed to your knowledge
and skills in the following areas?
*1=Very Little, 4=Very Much***

Area	2015 MPCC	3 Yr. National Small College Cohort
Acquiring a broad general education	2.79	3.00
Acquiring job or work-related knowledge and skills	2.55	2.71
Writing clearly and effectively	2.50	2.79
Speaking clearly and effectively	2.43	2.71
Thinking critically and analytically	2.71	2.98
Solving numerical problems	2.55	2.71
Using computing and information technology	2.56	2.87
Gaining information about career opportunities	2.41	2.67

ENGL 1010 English Composition I Essay Rubric
In the fall of 2008, English faculty initiated a research essay assessment project for all sections of ENGL 1010 English Composition I. All ENGL 1010 faculty select, depending on class size, a representative group of students and evaluate the essay using a departmental approved 32-point rubric. In the spring of 2013,

a narrative component was added to give faculty the opportunity to provide feedback about how they improve learning in response to assessment practices

Figure 1-9. ENGL 1010 English Composition I Research Essay Comparison		
Year	Results	N
2015	93.6.% scored at least 16 points	249
2014	86.8% scored at least 16 points	190
2013	90.1% scored at least 16 points	234
2012	87.1% scored at least 16 points	202
2011	86.6% scored at least 16 points	216
2010	90.1% scored at least 16 points	272
Note: *16-point benchmark on a 32-point score system is somewhat analogous to a 4.0 scale, where the benchmark for satisfactory work would be 2.0. It is **not** analogous to a 50% on a percentile grading scheme*		

College Algebra Common Exam

From the early 2000s to the spring of 2010, the CAAP exam was administered to MPCC graduates to assess, evaluate, and enhance student learning in general education areas. Due to low response rate, low data use, and high cost, the CAAP test was discontinued in the spring of 2010. In the fall of 2013, the math mathematics department met and developed a common exam for MATH 1150 College Algebra. This exam has been administered every semester since. Separate performance goals have been set for groups of questions with different levels of difficulty, and results are utilized by faculty to adjust curriculum to meet goals.

Figure 1-10. MATH 1150 College Algebra Common Exam				
Area	Expectation	2013-14	2014-15	2015-16
Use arithmetic skills to solve mathematical problems	80%	82.50%	84.30%	79.60%
Apply a variety of mathematical concepts to solve Elementary and Intermediate algebra problems	70%	73.50%	69.80%	70.40%
Apply a variety of mathematical concepts to solve College Algebra problems	60%	57.80%	51.40%	57.90%

1R1(c) Interpretation of results and insights gained
- Internally, MPCC is meeting and exceeding the 4.0 goal on eight of 11 graduate survey items.
- For the CCSSE, MPCC scores below the national small college cohort in almost all areas. This does not correspond with graduate survey results for similar areas, such as use effective written communication (graduate survey) and writing clearly and effectively (CCSSE) and use effective oral communication (graduate survey) and speaking clearly and effectively (CCSSE). When the 2017 CCSSE results are published in the summer of 2017, College Cabinet in cooperation with the Institutional Effectiveness Team will analyze the CCSSE results to determine if the differences are substantiated or if the 2015 results were an anomaly.
- Based upon the substantially low average in ability to solve College Algebra problems in 2014-15, adjustments were made to the curriculum by the mathematics faculty. The adjustments appear to have improved outcomes although the expectation threshold was still unmet.

1I1 Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

- The vice president for academic affairs (VPAA) and Instructional Leadership Team will be improving the adjunct evaluation process before the start of the 2017-18 academic year. Planned process improvements include a syllabi review.
- Under the supervision of the VPAA, the nine College Student Learning Outcomes will be reviewed and a more formalized alignment between the SLOs and the general education objectives will be established.
- In the summer and fall of 2017, the assessment coordinator in collaboration with the division chairs will audit general education course syllabi using the 2014 general education outcomes to determine if they are meeting the established outcomes.
- Under the supervision of the Assessment Leadership Team with input from faculty, division chairs, and the VPAA, a general education cycle with alignment to College Student Learning Outcomes will be in place by the end of the fall of 2018.

1.2 Subcategory Two: Program Learning Outcomes

1P2 Program Learning Outcomes focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section. Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes.

1P2(a) Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)

The process for aligning program outcomes is similar to the alignment process for common learning outcomes described in 1P1; however, oversight for program outcome alignment is the direct responsibility of the Instructional Leadership Team (ILT) and program faculty. While MPCC still has an opportunity to develop stronger, more direct connections between program outcomes, College Student Learning Outcomes (SLO), and general education outcomes, all were created with the college mission in mind.

1P2(b) Determining program outcomes (4.B.4)

Program-level learning objectives (outcomes) are determined by the faculty members within each program. For program objectives in the Health Occupations, Applied Technology, Business and Technology divisions, and certain programs in the Humanities and Social Sciences and Mathematics and Science divisions, industry standards are the primary drivers in the composition and updating of program objectives. For Academic Transfer disciplines, updates to learning objectives are reviewed by division chairs before implementation. In addition to faculty input, primary drivers for updating transfer discipline objectives include the Nebraska Transfer Initiative (NTI) and course transfer to state and regional colleges and universities.

Although the steps outlined in Figure 1-11 below do not comprise a formal process deployed across the College, the steps are recognizably similar from program to program.

Figure 1-11. Faculty Process for Determining Program Learning Objectives	
Step	**Procedure**
1	If applicable for a given program, compare program objectives with industry standards: • Accreditation guidelines • Certification guidelines • Guidelines set by related professional groups
2	If applicable for a given program, compare program objectives with state and federal standards
3	Gather and analyze available data from advisory committee members, i.e., area employers, alumni, and other stakeholders
4	From the College's published College Student Learning Outcomes, select a minimum of four to specifically incorporate into the program objectives
5	Revise program learning objectives as needed and recommend an implementation schedule
6	Forward the revised standards and implementation schedule to the division chair for review

1P2(c) Articulating the purposes, content, and level of achievement of the outcomes

Communicating program objective information to current and prospective students and stakeholders is similar to the process described in 1P1(c).

In addition to communication channels described in 1P1 data used to measure program objectives is part of the program review process and shared with program accrediting agencies, program advisory committee members, and business and industry representatives.

1P2(d) Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)

Faculty, the Institutional Effectiveness Team, and the Outreach Team are the first line of data gatherers with respect to the responsiveness of program objectives.

For Associate of Applied Science degrees and certificates, ensuring program objectives align and meet industry and society needs is the responsibility of program faculty. Faculty also act as the liaison between the college and each program's advisory committee, which meets at minimum once a year. All program advisory committee meetings use an advisory committee handbook which includes a standard meeting agenda template. One of the suggested agenda items is a discussion between program faculty and industry representatives to ensure outcomes remain relevant.

Programs, such as nursing, medical laboratory technology, emergency medical technician - paramedic and dental assisting that are accredited by an external agency monitor the relevance of their program objectives through their respective external agency.

For general education and transfer courses, faculty cooperate with advisors to ensure that Nebraska Transfer Initiative (NTI) courses meet NTI guidelines and transfer to other colleges within Nebraska. The process of monitoring the responsiveness of the College's academic programming is outlined in Figure 1-12.

Figure 1-12. Monitoring Program Responsiveness	
Step	**Procedure**
1	Faculty • Gather and analyze formal data and informal feedback from advisory committees, employers, current students, and alumni • Monitor labor needs analyses published by industry groups and professional associations • Participate in Nebraska Transfer Initiative (NTI) to ensure MPCC course syllabi align with NTI syllabi
2	Institutional Effectiveness Team • Scan reports provided by the Nebraska Department of Labor, including state and regional labor needs analyses • Request and analyze targeted job outlook reports from Economic Modeling Specialists, Inc. or other similar subscription service contracted by the College
3	Business and Community Education • Monitor the labor needs of existing industries within the College's service area (e.g., railroads, manufacturers) as well as growth industries in surrounding areas (e.g., data processing)
4	Refer perceived weakness and gaps in existing programming and opportunities for new programming to the appropriate faculty, division chairs, the Instructional Services Team, or the Instructional Leadership Team.
5	Forward proposals for small programming changes to the Instructional Leadership Team for approval.
6	If a new program or course is proposed, follow the College's process for Designing a New Program or the process for Designing a New Course.

1P2(e) Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)
Although the learning opportunities arise primarily in the classroom, a large number occur as a result of co-curricular activities designed to help students expand their professional skills and personal abilities. The lists below provide a strong flavor of the College's co-curricular activities, but the lists are not exhaustive.

First, both technical and academic programs provide students opportunities to engage in student life through participation in student organizations, student groups, and specialized events through which participants can explore career opportunities and practice classroom knowledge. Examples of co-curricular activities and student groups include:
• Business: Phi Beta Lambda
• Building Trades: Associated General Contractors
• Music: National Association for Music Educators (NAfME)
• Nursing: MPCC Student Nurses Association (MPCCSNA) and MPCC Licensed Practical Nurses Association (LPNAN)
• STEM (Science, Engineering, Technology, and Math) Club

Second, the College promotes organizations in the academic areas which provide information that otherwise might be unavailable during limited classroom time:
• MCC Campus Café (webzine) and NPCC Yard Rake (webzine)
• NPCC Court Jesters and MCC Not-Your-Average Theatre Group

Third, the College promotes leadership and personal growth through a variety of activities:
- Gay Straight Student Alliance (GSA)
- International Student Organizations
- Phi Theta Kappa
- Resident Assistants
- Student Ambassadors
- Student Senate

1P2(f) Selecting tools, methods, and instruments used to assess attainment of program learning outcomes (4.B.2)

Wherever possible, faculty members assess student learning using multiple direct and indirect measures. Direct measures include objective tests, papers, presentations, portfolios, etc. Indirect measures include surveys and other reflections on learning by employers or the students themselves. Program faculty work with advisory committees to analyze each program goal, the availability of third-party assessment tools, and internal tools that can be developed.

1P2(g) Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

Program faculty, in consultation with the assessment coordinator and Assessment Leadership Team (ALT), identify the tool and methods to assess their program objectives. Additional college wide surveys such as the graduate survey, employer survey, and the Community College Survey of Student Engagement (administered every other year) supplement program level assessment. For some programs, the National Occupational Testing Institute (NOCTI) tests are used to assess program and course specific objectives. NOCTI also provides nationwide benchmarking opportunity for some Applied Technology programs.

In the Applied Technology division, program faculty in Diesel Technology, Electrical Technology, and HVAC-R participated in a pilot assessment project focused on the creation of a program assessment map which formalized the connection between program objectives and program courses and established program objective percentage goals. With assistance from the assessment coordinator and Assessment Leadership Team, a program assessment video utilizing Prezi, a web-based presentation software that uses motion and zoom, was created. Click here for a link to a sample Prezi.

1R2 What are the results for determining if students possess the knowledge, skills, and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

1R2(a) Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)

Figure 1-13. Program Assessment Level of Deployment	
Division	Level of Deployment
Applied Technology	All programs participate in the program review process and have active advisory committees. With the exception of Auto Body Technology, all programs have submitted assessment data for the Instructional

Figure 1-13. Program Assessment Level of Deployment	
Division	**Level of Deployment**
	Assessment Report. Auto Body technology utilizes the NOCTI exam to benchmark student progress.
Business and Technology	All programs participate in the program review process, have active advisory committees, and submit assessment data for the Instructional Assessment report.
Health Occupations	All programs participate in the program review process and have active advisory committees. With the exception of Fire Science Technology, all programs have submitted assessment data for the Instructional Assessment Report.
Academic Transfer (Humanities and Social Sciences; Math and Science)	Both divisions in the Academic Transfer program have participated in the program review process. • In the Humanities and Social Sciences division, all ENGL 1010 English Composition I faculty select, depending on class size, a representative group of students and evaluate the essay using a departmental approved 32-point rubric. In Spring 2013, a narrative component was added to give faculty the opportunity to provide feedback about how they improve learning in response to assessment practices. • In McCook and North Platte, a common exam is given in all sections of MATH 1150 College Algebra. At the end of each semester, faculty meet to discuss results and if necessary, make changes to the exam • All academic transfer disciplines, some through the general education outcome assessment process, have submitted assessment data.

1R2(b) Summary results of assessments (include tables and figures when possible)
1R2(c) Comparison of results with internal targets and external benchmarks
Internal targets are primarily tracked through assessment data submitted by faculty. External benchmarks at the program level can be compared utilizing standard evaluation instruments for some programs. Diesel technology students take National Occupational Competency Testing Institute (NOCTI) exams that are also available for some other Associate of Applied Technology certificates and degrees. Nursing students prepare for the National Council Licensure Exam (NCLEX), the results of which provide results that can be compared to external benchmarks.

Figure 1-14 is an example group report for a program skills test. The group score is for the graduating class and the target threshold is the criterion-referenced cut score. This cut score was established with a national group of subject matter experts to establish that a person is sufficiently competent for a beginning position in the field. The most recent graduates performed above the cut score but did substantially less well than MPCC graduates historically (site score).

This group report is the result of improvements in the use of testing data, as prior to this year, results were only provided on an individual level. This will allow for faculty to identify strength and gap areas within the program, such as the hydraulic system area in this particular example.

Figure 1-14. NOCTI 2015-16 Results Heavy Equipment Maintenance and Repair (Diesel Technology)						
Written-Cognitive		Group	Site (Cumulative)	State	Nation	Criterion-Referenced Cut Score
Standard #	Standard Description	N=6	N=68	N=62	N=261	
1	Maintain and Repair Engine	59.3	68.7	69.6	70.3	
2	Maintain and Repair Power Train	70.6	72.1	72.3	73.0	
3	Maintain and Repair Electrical System	63.5	67.6	68.0	70.7	
4	Maintain and Repair Brake System	57.5	60.1	60.3	60.7	
5	Welding	53.7	65.2	66.3	68.1	
6	Preventive Maintenance	74.6	74.4	74.4	76.5	
7	Maintain and Repair Hydraulic System	45.6	54.6	55.4	65.6	
8	General Shop Practices	63.9	70.7	71.3	74.1	
9	Air Conditioning	59.7	67.8	68.5	73.4	
10	Heavy Equipment Undercarriage	43.1	47.3	47.7	56.1	
	Average Score	**60.0**	**65.5**	**66.0**	**69.2**	**54.9**

Figure 1-15. Nebraska Board of Nursing/LPN NCLEX Annual Pass Rates 2012-16									
	2014			**2015**			**2016**		
National Pass Rate	National		82.2%	National		81.89%	National	83.70%	
State Pass Rate	State		91.6%	State		89.53%	State	91.67%	
Licensed Practical Programs	# Who took the exam	# Passed	% Passed	# Who took the exam	# Passed	% Passed	# Who took the exam	# Passed	% Passed
Central CC	53	47	88.68	42	36	85.71	28	26	92.86
Clarkson College	14	13	92.86	8	8	100.00	11	11	100.00
College of Saint Mary	15	15	100.00	7	7	100.00	12	11	91.67
Kaplan University-Lincoln	10	7	70.00	LPN Program closed					
Kaplan University-Omaha	29	27	93.10	11	9	81.82	16	11	68.75
Metropolitan CC	25	25	100.00	33	32	96.97	27	27	100.00
Mid-Plains CC	**26**	**25**	**96.15**	**21**	**20**	**95.24**	**24**	**21**	**87.50**
Northeast CC	33	33	100.00	24	23	95.83	25	25	100.00

Figure 1-15. Nebraska Board of Nursing/LPN NCLEX Annual Pass Rates 2012-16								
Southeast CC	107	97	90.65	96	84	87.50	88	80	90.91
Western Nebraska CC	35	29	82.86	16	12	75.00	21	19	90.48

For Academic Transfer assessment data, see 1R1(a) and 1R1(b).

1R2(d) Interpretation of assessment results and insights gained

Individual programs, such as diesel technology and nursing, are collecting and documenting how they use assessment data to improve student learning. There was a recent decrease in the LPN license pass rate as the result of two more graduates not passing, however, the pass rate is still above the 80% threshold set by the State Board. This will be monitored and addressed by utilizing the HESI exit exam at the beginning of students' final term to help identify areas of the curriculum in which each student needs help. Overall, programs are doing a good job of collecting their own puzzle pieces, but as a College, MPCC needs to focus on how the pieces of the puzzle fit together.

1I2 Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

- Within the next year, expand the Applied Technology pilot program assessment project to include all programs in the Applied Technology division including development of curriculum maps.
- Within the next two to three years, MPCC will implement an improved co-curricular assessment process based on the current programming model and reviewed College Student Learning Outcomes.

1.3 Subcategory Three: Academic Program Design

1P3 Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders.

1P3(a) Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

Identifying diverse student stakeholder groups occurs through the strategic planning process, strategic enrollment plan, and the academic and facilities master plans. Generally, key student stakeholders include constituents living within the College service area seeking higher education opportunities and constituents from outside of the College service area seeking opportunities MPCC provides online or in a distance learning format.

Specifically, student stakeholder groups are identified by:
- Part-time
- On-line only
- Commuter
- Non-traditional
- Early Entry
- Non-credit business and industry
- Full-time
- Residential
- Traditional
- By academic division
- Non-credit community

Figure 1-16. Identifying Student Stakeholder Groups and Determining Their Educational Needs	
Step	**Process**
1	In addition to student surveys, enrollment coaches and recruiters visit with students and collect information that is shared with the vice president for academic affairs. Enrollment coaches and recruiters are assigned to each academic division to communicate current and prospective student needs to faculty.
2	The ACCUPLACER placement exam helps determine student's developmental education needs.
3	Collect and analyze student surveys, including the entering student survey, graduate survey, Community College Survey of Student Engagement, and internal student satisfaction surveys in the Office of Institutional Research and Planning (OIRP).
4	OIRP meets with each of the teams and departments responsible for determining a course of action should the data analysis suggest such a need. • Instructional Leadership Team (ILT) • College Cabinet • Enrollment Management Team • Student Success Centers • Outreach Team • AQIP Action Project Teams

1P3(b) Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
Representatives from other key stakeholder groups as defined in Figure 1-16 participated
in community input sessions which helped establish Leading for Tomorrow, the College's 2015-18
strategic plan. These community input sessions, which are also part of the current academic and
facilities master planning process, are essential to the College's planning processes and help identify the
diverse needs of each stakeholder group.

Other stakeholder groups include the five other Nebraska community colleges and four-year
colleges/universities that are part of the Nebraska Transfer Initiative (NTI) as well as other intuitions of
higher learning outside the state of Nebraska.

Figure 1-17. Analyzing and Responding to Other Stakeholders' Needs	
Stakeholder Group	**Process**
Employees	• PACE survey • Internal employee satisfaction surveys • Employee helpdesk system allows employees to submit electronically any functional issues with information technology, maintenance, or marketing.
Business and industry	The Outreach Team is the first point of contact for non-credit and service area business
High schools and dual credit students	Career Services is the primary contact for high schools interested in career programs, career academies, and dual credit programs.
MPCC service area residents	The Board of Governors is the primary contact for service area residents and are a key part of the strategic planning process.

Donors and alumni	Institutional Advancement (IA) is the primary entity responsible for donors who are interested in contributing/investing in the College and ensuring that donors' requests are honored.
Nebraska community colleges	Nebraska community college faculty members meet on a yearly basis to review and revise courses that are part of the Nebraska Transfer Initiative. This collaboration helps to build a cohesive transfer initiative and common courses that will transfer to Nebraska's four-year institutions.
Four-year institutions	Four-year institutions work to ensure the transfer of the maximum number of credits from MPCC through the Nebraska Transfer Initiative and contacts with four-year universities outside of Nebraska.

1P3(c) Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

For student stakeholders, faculty, staff, and external stakeholders, the Office of Institutional Research and Planning (OIRP) is the first line of data gatherers with respect to the responsiveness of the College's academic programming. For business and industry, Business and Community Education in cooperation with the OIRP initiate data collection to develop programming based on demonstrated need. The Office of Institutional Advancement fulfills the lead data collection role for alumni and donors.

Collectively, all entities collaborate to respond to stakeholder needs. All entities also respond to stakeholder needs through the strategic planning process, academic and facilities master plans, and the strategic enrollment plan. The general process is outlined in Figure 1-17.

Figure 1-18. Process for Developing Responsive Academic Programming	
Step	**Process**
1	Faculty • Gather and analyze formal data and informal feedback from advisory committees, employers, current students, and alumni. • Collaborate with department faculty and division chair to prepare internal and external program reviews. • Monitor labor needs analyses published by industry groups and professional associations.
2	Office of Institutional Research and Planning (OIRP) • Scan reports provided by the Nebraska Department of Labor, including state and regional labor needs analyses. • Request and analyze targeted job outlook reports from Economic Modeling Specialists, Inc. or other similar subscription service contracted by the College.
3	Outreach Team • Monitor the labor needs of existing industries within the College's service area (e.g., railroads, manufacturers) as well as growth industries in surrounding areas (e.g., data processing).
4	Faculty, OIRP, and the Outreach Team refer perceived weakness and gaps in existing programming and opportunities for new programming to the appropriate faculty, division chairs, the Instructional Services Team, or the Instructional Leadership Team.
5	Forward proposals for small programming changes to the Instructional Leadership Team for approval.

Figure 1-18. Process for Developing Responsive Academic Programming	
6	If a new program or course is proposed, the College's process for Designing a New Program or the process for Designing a New Course is followed.

Designing New Programs and Courses that Facilitate Student Learning
In 2008, the College's first AQIP Action Project, New Programs, created a process for new program and course development. Nine years later, the process is still utilized when a need is identified. Figure 1-18 describes the processes for designing new programs. Figure 1-19 describes the process for initiating a new course.

Figure 1-19. Process for Designing New Programs	
Step	**Process**
1	Present the new program concept to the Instructional Leadership Team (ILT) for discussion and input. • The contact person for this step is the vice president for academic affairs (VPAA). • Resources for this step include new program development Funds, ILT information, and Institutional Advancement support.
2	Develop the new program using the format required by the Nebraska Coordinating Commission for Postsecondary Education (CCPE). • The VPAA may also send a letter of intention to CCPE. • The CCPE guidelines should be used as a resource. • Research is done when developing a new program proposal to determine the marketability and fiscal requirements of the program. This research includes surveys involving student interest and employment opportunities. • The programs of other competing institutions are also considered to determine how a program can be designed to avoid unnecessary duplication of programs and find a niche that is not being addressed in other organizations to create a competitive edge.
3	Submit the completed new program proposal for approval of the Instructional Services Team (IST). • The proposal is presented by the VPAA affairs and program faculty if possible. • The program developer may be asked to attend the IST meeting to assist in presenting the proposal and answering questions.
4	Upon approval by IST, present the new program proposal for approval of the College Cabinet. • The proposal is presented by the VPAA and program faculty if possible. • The program developer may be asked to attend the meeting to assist in presenting the proposal and answering questions.
5	Upon approval by College Cabinet, present the new program proposal for approval of the Board of Governors. • The proposal is presented by the VPAA and program faculty if possible. • The program developer may be asked to attend the meeting to assist in presenting the proposal and answering questions.
6	Upon approval by the Board of Governors, new program proposals are presented to CCPE for approval.
7	After Board of Governors approval, new program proposals are presented to the Higher Learning Commission for approval.

Figure 1-20. Process for Designing New Courses	
Step	**Process**
1	Based on demonstrated industry and/or student need, new courses are developed by program faculty in conjunction with the division chair and VPAA as needed.
2	Program faculty members complete a new course request form and submit the form and course their division chair.
3	The division chair requests the vice president for academic affairs add the new course request for approval of the Instructional Services Team (IST).
4	The new course is presented to the IST by the division chair and the course developer.
5	If approved, the new course is added to the College's Jenzabar student information system and the College Catalog. If not approved, the course developer is asked to make any necessary changes identified by the IST and re-submit the new course for approval.

As new program and courses are developed, consideration is also given as to how the courses and programs will be delivered. Faculty determine the appropriate delivery methods based on best practice, student needs (gathered from assessment and feedback), and course content. To promote active learning, group discussions, and team projects, class size is considered to be part of developing responsive programming.

A final component of developing responsive programming is course scheduling. Utilizing academic planning data, the Instructional Leadership Team (ILT) in coordination with faculty, staff, and administration designs schedules that deliver courses to campuses through face-to-face, distance, and online delivery methods. The ILT meets annually with campus coordinators to discuss what is working and not working related to course offerings and scheduling. In addition, regular meetings with advisors and enrollment counselors have helped ILT gain feedback on course offerings from an advising perspective.

1P3(d) Selecting the tools, methods, and instruments used to assess the currency and effectiveness of academic programs
The tools and methods for ensuring that MPCC's programs and courses are current, relevant, and effective are outlined in Figure 1-21. Advisory committees play a key role in providing feedback to the College.

Figure 1-21. Methods, Tools, and Instruments Used to Assess Academic Program Currency and Effectiveness	
Tool/Instrument	**Method**
Program Advisory Committees	Faculty members meet at least annually with program advisory committees to gather input regarding program requirements, curriculum, technology changes and needs, and trends in the workplace.
Graduates at Work Report and Employer Survey	Faculty review alumni and employer surveys annually.
Student Evaluation of Instruction	Faculty review student evaluations at the end of each course.

Figure 1-21. Methods, Tools, and Instruments Used to Assess Academic Program Currency and Effectiveness	
Tool/Instrument	**Method**
Instructional Assessment Report and program specific licensing/certification exams	Faculty analyze the results of their programs' student learning assessments as well as students' scores on licensing and certification exams.
Program specific accreditation process	Faculty monitor trends and changing requirements in their respective fields, including, where appropriate, the requirements of program accrediting bodies.
Internal and external program review documents and Academic Master Plan (AMP)	Faculty participate in in the program review and AMP processes.
Nebraska Transfer Initiative (NTI) website	The vice president for academic affairs (VPAA) coordinates the Nebraska Transfer Initiative with other institutions of higher learning across the state to ensure that courses will transfer for students. Other articulation agreements are established with four-year institutions outside of the State of Nebraska as well as program specific articulation agreements at Nebraska four-year universities. Any necessary changes to the College's programming are forwarded to division chairs, program directors, and faculty as appropriate.
Internal and external program review documents and AMP	Faculty propose course or program changes in response to the data they have collected and evaluated and forward it through the appropriate channels.
Instructional Technology and Equipment Plan	Faculty members forward instructional technology and equipment needs to the division chairs on an annual basis. This input is used to update the College's Instructional Technology and Instructional Equipment Plan, which operates on a three-year cycle to ensure that programs stay current with technology and equipment in the classroom. These reports are also shared with the Board of Governors during the budget development process.
Participation in Professional Organizations	Participation in professional organizations, such as the American Technical Education Association (ATEA), gives faculty the opportunity to network with colleagues regionally and nationwide.

1P3(e) Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

The process for proposed program changes depends upon the scope of the suggested change. Figure 1-22 outlines the general process.

Figure 1-22. Process for Changing or Discontinuing Programs and Courses	
Step	**Process**
1	Internally generated proposals for a program or course change, or for the discontinuation of a program or course, are drafted by faculty based on one or more factors. • Feedback from advisory committees, employers and/or students • Industry trends • Changes in accrediting body requirements • Changes in technology • Feedback from the Nebraska Coordinating Commission for Postsecondary Education (CCPE) as part of the external program review process
2	Proposals for program and course changes, as well as proposals for course discontinuation, are forwarded to the Instructional Services Team, which provides cross-divisional peer review for course changes. If approved, course changes and discontinuations can proceed to implementation and/or removal from the course catalog and course offerings. Proposals for program discontinuations proceed to the next step.
3	Approved proposals for major program changes and discontinuations are forwarded to the Cabinet and the Board of Governors for approval.
4	Program changes that are sufficiently large in scope—i.e., the role and purpose of the program being changed—are also forwarded to the state's Coordinating Commission for Postsecondary Education (CCPE) and the Higher Learning Commission for approval. Some program changes also require the approval of the body that accredits the program.

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

1R3(a) Summary results of assessments (include tables and figures when possible)
1R3(b) Comparison of results with internal targets and external benchmarks
The pillars of quality academic program design are the existing internal and external program review process, academic planning data, and the in-progress Academic Master Plan. Community College Survey of Student Engagement (CCSSE) data is also utilized. Results from the new 2016-17 Academic Master Plan, are not available at the time of this writing. Compiled data, all of which originated directly from faculty, will be used to improve academic program design for current and potential programs.

Program Review
All academic programs participate in an internal program review process that prepares the program for the external program review process coordinated by the Nebraska Coordinating Commission on Post-Secondary Education (CCPE).

Figure 1-23 outlines the program review schedule. As of May 2017, all reviews are complete.

Figure 1-23. MPCC Program Review Schedule				
Program	**Internal Review #1**	**Internal Review #2**	***CCPE Review**	**Internal Review #3**
EMT	2014-15	2017-18	2018-19	2021-22
Nursing	2014-15	2017-18	2018-19	2021-22
Building Construction	2015-16	2018-19	2019-20	2022-23
Electrical	2015-16	2018-19	2019-20	2022-23
Transfer	2015-16	2018-19	2019-20	2022-23
Business	NA	2014-15	2015-16	2018-19
Fire Science	NA	2014-15	2015-16	2018-19
Business Technology	NA	2015-16	2016-17	2019-20
Diesel Technology	NA	2015-16	2016-17	2019-20
Med Lab Tech	NA	2015-16	2016-17	2019-20
Dental Assisting	NA	2016-17	2017-18	2020-21
ECE	NA	2016-17	2017-18	2020-21
Graphic Design	NA	2016-17	2017-18	2020-21
HVAC	NA	2016-17	2017-18	2020-21
Information Technology	NA	NA	2013-14	2016-17
Auto Body	NA	NA	2014-15	2017-18
Automotive	NA	NA	2014-15	2017-18
Welding	NA	NA	2014-15	2017-18
*CCPE: Nebraska Coordinating Commission on Post-Secondary Education				

Program Advisory Committees
For Associate of Applied Science (AAS) degrees and certificates, program specific advisory committees serve in a consultant capacity and make recommendations related to curriculum, facilities, technology needs, public relations, and placing students in internships, clinicals, cooperative education experiences, or into jobs. Advisory committees also recommend program revisions and potential new programs that meet stakeholder needs and industry demands. Typically, advisory committees meet one to two times a year.

Figure 1-24. August 2015-December 2106 Advisory Committee Participants			
Date	**Division/Program**	**Programs**	**Participation**
October 2015	Health Occupations	Dental Assisting and Nursing	**17 Total** 13 Industry 4 MPCC faculty and Staff
November 2015	Applied Technology and Health Occupations	Auto Body, Auto Tech, Building Construction Technology, Dental Assisting, Diesel Technology, Electrical Technology, Welding, Nursing, and HVAC-R	**57 Total** 40 Industry 17 MPCC faculty and staff
April 2016	Business, Business Office Technology,	Auto Body, Auto Tech, Building Construction Technology, Dental	**90 Total** 67 Industry

Figure 1-24. August 2015-December 2106 Advisory Committee Participants			
Date	**Division/Program**	**Programs**	**Participation**
	Applied Technology, and Health Occupations	Assisting, Diesel Technology, Medical Laboratory Technology, Nursing, Welding, and HVAC-R	23 MPCC faculty and staff
October 2016	Applied Technology	Auto Body, Auto Tech, Building Construction Technology, Dental Assisting, Diesel Technology, Electrical Technology, Welding, and HVAC-R	**36 Total** 18 Industry 18 MPCC faculty and staff

The advisory committee for transfer degrees, including the Associate of Arts, Associate of Science, Associate of Fine Arts, and Associate of General Studies includes Nebraska Transfer Initiative community colleges and universities and other transfer institutions.

Academic Planning Data
Figure 1-25 and 1-26 are examples of academic planning data utilized by vice president for academic affairs and division chairs to monitor student credit hours (SCH), faculty full-time equivalency (FTE), and degree generation by program when developing course and program schedules.

Note: The reason for the difference between the WELD unduplicated headcount number of students receiving a welding certificate, degree, or diploma is because students in other programs, such as auto body and diesel technology and dual credit students take welding courses.

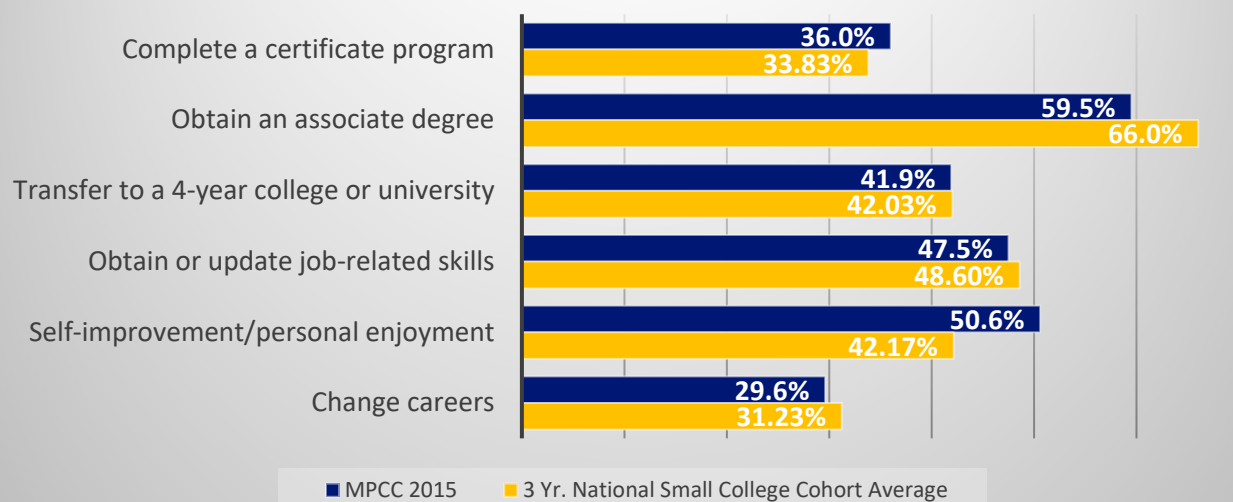| Figure 1-25. Welding Technology (WELD) Academic Planning Data						
SCH/FTE Faculty	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**5 yr. Avg.**
Student Credit Hours (SCH)	861	731	559	732	887	754
Faculty FTE	3.33	3.55	3.50	4.53	4.10	3.80
SCH Per Faculty FTE	258.6	205.9	159.7	161.6	216.3	200.4
% SCH by Faculty	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**5 yr. Avg.**
Full-Time Faculty	81.00%	69.50%	71.40%	72.10%	78.00%	74.40%
Part-Time Faculty	19.00%	30.50%	28.60%	27.90%	22.00%	25.60%
Awards Conferred	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**5 yr. Avg.**
Associates Degrees	5	2	4	4	2	3.4
Diplomas	5	4	5	1	6	4.2
Certificates	0	0	0	0	0	0
Unduplicated Headcount	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**5 yr. Avg.**
Student Headcount (unique students taking course with "WELD" course number)	118	123	131	101	82	111

Figure 1-26. English (ENGL) Academic Planning Data						
SCH/FTE Faculty	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**5 yr. Avg.**
Student Credit Hours (SCH)	4,616.5	4,535.5	4,902.0	4,215.0	4,318.0	4,517.4
Faculty FTE	9.72	10.12	11.20	10.93	10.67	10.53
SCH Per Faculty FTE	474.9	448.2	437.7	385.6	404.7	430.2
% SCH by Faculty	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**5 yr. Avg.**
Full-Time Faculty	66.90%	65.20%	61.60%	64.00%	69.40%	65.40%
Part-Time Faculty	33.10%	34.80%	38.40%	36.00%	30.60%	34.60%
Awards Conferred	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**5 yr. Avg.**
Associate Degree (AA, AGS, AFA)	**107**	**119**	**131**	**108**	**127**	**118.4**
Unduplicated Headcount	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**5 yr. Avg.**
Student Headcount (unique students taking course with "ENGL" course number)	1,096	1,062	1,104	951	950	1,032.6
Change from Preceding Year	**-196**	**-34**	**42**	**-153**	**-1**	**-68.4**

**Figure 1-27. Community College Survey of Student Engagement (CCSSE)
Indicate which of the following are your reasons/goals
for attending this college (primary goal).**

- Complete a certificate program: MPCC 2015 = 36.0%; 3 Yr. National Small College Cohort Average = 33.83%
- Obtain an associate degree: MPCC 2015 = 59.5%; 3 Yr. National Small College Cohort Average = 66.0%
- Transfer to a 4-year college or university: MPCC 2015 = 41.9%; 3 Yr. National Small College Cohort Average = 42.03%
- Obtain or update job-related skills: MPCC 2015 = 47.5%; 3 Yr. National Small College Cohort Average = 48.60%
- Self-improvement/personal enjoyment: MPCC 2015 = 50.6%; 3 Yr. National Small College Cohort Average = 42.17%
- Change careers: MPCC 2015 = 29.6%; 3 Yr. National Small College Cohort Average = 31.23%

Legend: ■ MPCC 2015 ■ 3 Yr. National Small College Cohort Average

1I3 Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?
- The most significant improvement and related to academic program design will be the incorporation of the Academic Master Plan results into the overall academic planning process.
- In the fall of 2015, MPCC initiated Sunday College, which provided students an opportunity to take a general education course in a one-day-a-week hybrid format. Sunday College courses are uniquely formatted to allow students to complete assignments online during the week along

with a classroom atmosphere. Sunday College is offered at a variety of locations within MPCC's 18- county service area.

- Faculty feedback based on conversations with Applied Technology students has created a more strategic approach to offering general education courses at different times and locations.

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1.4 Subcategory Four: Academic Program Quality

1P4 Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section. Describe the processes for ensuring quality academic programming.

1P4(a) Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (4.A.4)

MPCC determines preparatory requirements for students including course specific pre-requisite for college-level coursework, requirements for enrolling in courses that depend upon prerequisite skill, and requirements for entry into select admission programs. The College retains authority over establishing all requirements regardless of program offerings, modalities, and locations of delivery.

Specific admissions requirements for programs, courses, or student groups such as dual credit/early entry, are developed by program faculty or in the case of specific student groups, the Instructional Service Team (IST). Final approval for specific preparation requirements for programs, courses, or student groups is granted by IST.

Non-degree seeking students are not required to have an official high school diploma but they must meet course specific pre-requisites as defined in the College catalog. College policy requires that all degree-seeking students must have an official high school diploma or a high school equivalency certificate (GED). All first-time students must complete a college entrance assessment (ACCUPLACER or ACT/SAT scores) for placement in the appropriate English, math, and reading classes.

Some programs in the Health Occupations and Applied Technology Divisions have specific admissions requirements. The required placement scores are determined by faculty based on national norms; feedback from advisory committees, students, alumni, and employers; and student performance as observed by instructors in the classroom environment. There are also special admissions requirements for high school juniors and seniors enrolled in technical classes.

All preparation requirements are initially communicated in the College catalog and through communication with enrollment coaches and advisors. Preparation requirements are also coded into Jenzabar, the College student information system, and can be accessed by students through CampusWeb. For select admission programs such as nursing, program faculty and advisors are a critical part of communicating specific admissions requirements to prospective students.

1P4(b) Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs (3.A.1, 3.A.3, 4.A.4)

MPCC's program review process, participation in the Nebraska Transfer Initiative (NTI), and adjunct faculty evaluation process are the three pillars of ensuring courses at all locations, including dual credit courses, meet established curriculum guidelines and faculty credentialing standards.

Nebraska Transfer Initiative
Currently, a majority of dual credit students enroll in general education courses that are part of the Academic Transfer Program, which includes the Associate of Arts, Associate of Science, Associate of Fine Arts, and Associate of General Studies degrees. A significant number of courses offered as part Academic Transfer Program are also part of the Nebraska Transfer Initiative (NTI), a statewide initiative designed to ensure that "lower division general education courses are comparable in scope, quality, and intellectual rigor."   As such, curriculum, including course objectives, student learning outcomes, and general course content are the same for all NTI courses offered at MPCC and at participating NTI colleges in Nebraska.

Courses that are not part of NTI are subject to academic rigor standards set by program faculty. Additionally, academic rigor is examined as part of the full-time and adjunct faculty evaluation process. The program review process includes all aspects of a program regardless of location or modality. This is another way to ensure courses offered for dual credit meet standards set by MPCC, the state of Nebraska, and the Higher Learning Commission.

1P4(c) Awarding prior learning and transfer credits (4.A.2, 4.A.3)
From the College catalog:
Academic policies governing prior learning and transfer credit are included in College catalog.

Transfer Credit: Courses from accredited institutions in which grades of "A", "B", or "C" (or their equivalent) have been earned will be considered for transfer credit to Mid-Plains Community College. College courses in which grades of "D" or "F" (or their equivalent) have been earned will not be considered for transfer credit. Grades and courses taken at other institutions will not replace grades in equivalent courses taken at MPCC.

Transfer credits are reviewed by registration and records who only accepts official transcripts sent directly to MPCC. Course description, credit hours, and accreditation status of the granting institution are part of the review process.

Credit by Advanced Placement: MPCC offers Advanced Placement Test credit for certain tests administered through the College Board. The current college policies regarding specific subject areas accepted and scores required are available in the area advisors' offices. Students must have official copies of their scores submitted to Registration and Records by the College Board in order to be awarded credit.
Credit by Examination: Credit by examination may be awarded for MPCC courses through the following methods:
- Proficiency examinations are designed and administered by an instructional division of the college covering coursework offered by that division. Credit by examination will not be granted for courses which are at a lower or equivalent level to courses already completed in the same discipline.
- The College-Level Examination Program® (CLEP®) gives students the opportunity to receive college credit for what they already know by earning qualifying scores on the CLEP® exams approved by MPCC. CLEP® examinations are recorded as transfer credit on the MPCC transcript.

Credit for Military Service: In compliance with federal law, MPCC has established procedures regarding the evaluation of service course work and grades.

1P4(d) Selecting, implementing, and maintaining specialized accreditation(s) (4.A.5)

When determining for external accreditations, MCC faculty review available accreditations and discuss the possibilities with advisory committees and administration. This process reviews the value of the accreditation, the necessity of the accreditation, and the cost of the accreditation. A joint decision is made by faculty and administration on which accreditations to pursue and maintain.

Figure 1-28. External Program Accreditations	
Program	**External Accreditation Organization**
Dental Assisting	Commission on Dental Accreditation (CODA)
Medical Lab Technician	National Accrediting Agency for Clinical Laboratory Science (NCLS)
Nursing	Nebraska State Board of Nursing
	Accreditation Commission for Education in Nursing (ACEN)
Emergency Medical Technician	CAAHEP (Commission on Accreditation of Allied Health Education Programs) with oversight from CoAEMSP (Committee on Accreditation of Educational Programs for the Emergency Medical Services Profession)

1P4(e) Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

Assessing graduate achievement level is part of the internal and external program review process. Information sources for the achievement levels comes from graduate and employer surveys, assessment data submitted by faculty, and licensure requirements for some technical degrees.

Figure 1-29 describes the process for determining if the College's degree and certificate students have met its learning and development expectations.

Figure 1-29. Process for Determining that Degree and Certificate Students Have Met Expectations	
Step	**Process**
1	Programs and departments that require a capstone experience (such as a student show, portfolio, or research project) collect data on successful and unsuccessful capstone completions.
2	Programs and departments that require an internship at the end of the program collect the evaluations of both the employer supervisor and the College supervisor.
3	Graduation data is collected on all students in degree and certificate programs.
4	In cooperation with the Office of Institutional Research and Planning (OIRP) faculty members collect program assessment data and employer survey data annually.
5	Department faculty submit student learning outcome matrices, including portions of the data collected in Steps 1-4, to their division chairs and to the OIRP.
6	An overview report on achievement of College-wide learning outcomes, as measured through embedded, direct, and indirect assessments, is prepared by the assessment coordinator with cooperation from the OIRP based upon the data included in submitted matrices.
7	The overview is shared with the Instructional Leadership Team, and they are asked to share with their divisional faculty members.

1P4(f) Selecting the tools, methods, and instruments used to assess program rigor across all modalities

For technical programs, guidance from advisory committees assists faculty in determining program objectives and how the objectives are assessed.   Faculty meet with their advisory committees at least once per year to review program outcomes, the courses required to achieve those outcomes, and how the outcomes are assessed. For disciplines within the academic transfer divisions, participation in the Nebraska Transfer Initiative (NTI) assists faculty in establishing program rigor and course transferability.

Additional assessment measures for all programs includes course completion and success rates, transfer out rates, graduate survey data, and collected assessment data submitted by faculty.

1R4 What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

1R4(a) Summary results of assessments (include tables and figures when possible)
1R4(b) Comparison of results with internal targets and external benchmarks
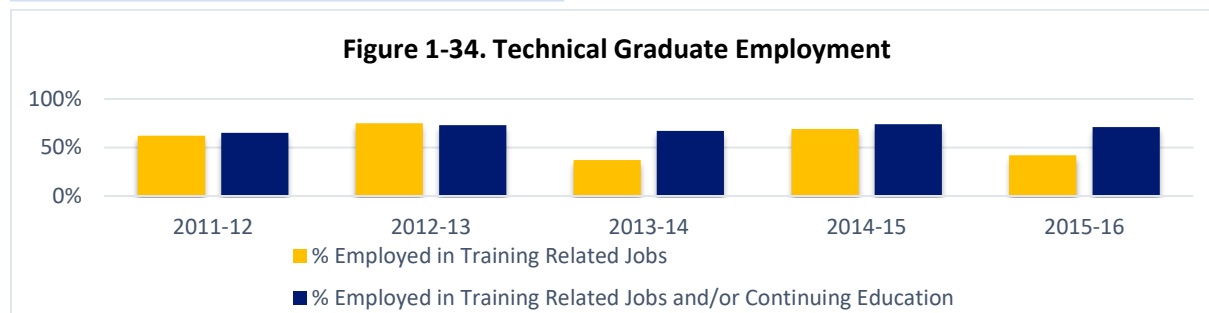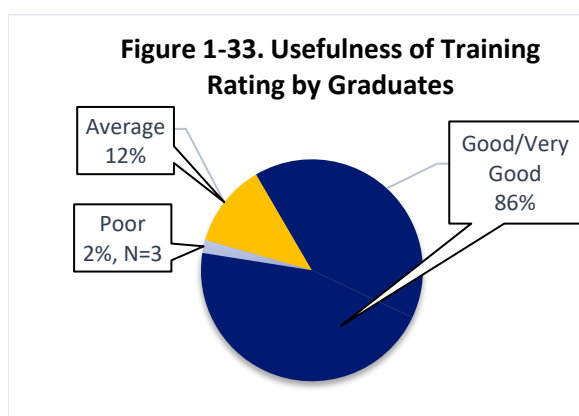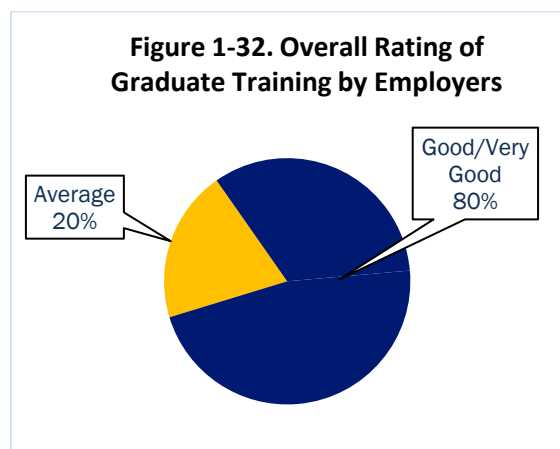
Figure 1-30. 2011-12 to 2015-16 Fall Course Completion, Success Rates, and Withdrawals					
	FA 2011	**FA 2012**	**FA 2013**	**FA 2014**	**FA 2015**
Total Enrollments	**10,164**	**9,921**	**9,691**	**10,653**	**7,533**
Success	8,070	8,022	7,786	8,753	5,999
	79%	81%	80%	82%	80%
Non-Success	2,094	1,899	1,905	1,900	1,534
	21%	19%	20%	18%	20%
Non-Success Breakout					
Grade "D, D+,F, I, NP"	1,147	1,002	1,049	1,230	866
	55%	53%	55%	65%	56%
Withdrew	947	897	856	670	668
	45%	47%	45%	35%	44%

Source: Office of Institutional Research & Planning; Term Course Completion Database (09/07/2016).

Figure 1-31. 5-Yr Trend, Mid-Plains Community College Graduation and Transfer-Out Rates				
Year(Cohort)	**Cohort Size**	**Graduation Rate**	**Transfer-out Rate**	**CC Success Rate**
2011-12 (Fall 2008)	254	35%	27%	62%
2012-13 (Fall 2009)	356	36%	22%	58%
2013-14 (Fall 2010)	401	34%	20%	54%
2014-15 (Fall 2011)	439	33%	21%	54%
2015-16 (Fall 2012)	424	35%	22%	57%

Source: IPEDS College Navigator (09/21/2016).

Figure 1-32 and 1-33: 80-86% of MPCC employers and graduates rate training received as Good/Very Good.

Figure 1-32. Overall Rating of Graduate Training by Employers

Average 20%

Good/Very Good 80%

Figure 1-33. Usefulness of Training Rating by Graduates

Average 12%

Poor 2%, N=3

Good/Very Good 86%

Figure 1-34. Technical Graduate Employment

- % Employed in Training Related Jobs
- % Employed in Training Related Jobs and/or Continuing Education

Figure 1-35. MPCC Employer Survey: 2015-16 Technical Graduates at Work							
*Note: Graduates who completed the 2015-16 Graduate Survey. **Some RSP may be employed and continuing their education. They were only counted once in the total.							
Program/Discipline	Business Technology	Business	Graphic Design	Information Technology & Personal Computers	Medical Office Tech	Medical Billing & Coding	Medical Transcription	Totals
# Awards	18	27	7	2	6	15	5	80
# Grads	**14**	**23**	**5**	**2**	**6**	**15**	**5**	**70**
# Respondents (RSP)*	9	13	2	1	0	4	1	30
Response Rate	64%	57%	40%	50%	0%	27%	20%	43%
Total # RSP Employed	4	10	0	1	0	3	0	18
# of RSP with Training Related Info	4	10	0	1	0	3	0	18
# RSP Employed in Training Related Jobs	2	5	0	0	0	1	0	8
% RSP Employed in Training Related Jobs	**22%**	**38%**	**0%**	**0%**	**0%**	**25%**	**0%**	**60%**

Program/Discipline	Business Technology	Business	Graphic Design	Information Technology & Personal Computers	Medical Office Tech	Medical Billing & Coding	Medical Transcription	Totals
Figure 1-35. MPCC Employer Survey: 2015-16 Technical Graduates at Work *Note: Graduates who completed the 2015-16 Graduate Survey. **Some RSP may be employed and continuing their education. They were only counted once in the total.								
# RSP Employed in Non-Training Related Jobs	2	5	0	1	0	2	0	10
% RSP Employed in Non-Training Related Jobs	22%	38%	0%	100%	0	50%	0%	33%
# RSP Seeking Employment Only	1	1	0	0	0	0	1	3
# RSP Continuing Education	4	6	2	0	0	3	0	15
# RSP Employed in a Training Related Field or Continuing Education	6	10	2	0	0	4	0	22
% RSP Employed in a Training Related Field or Continuing Education**	67%	77%	40%	0%	0%	100%	0%	73%

1R4(c) Interpretation of results and insights gained

Success in courses in the fall term remains high, at or around 80%, particularly for an open enrollment institution. The graduation rate plus transfer-out rate dipped for the 2010 and 2011 cohorts, but increased with the 2012 cohort, which may reflect adjustments and improvements in student services processes. Key ratings by employers and graduates on satisfaction with training (see Figures 1-32 and 1-33) indicate the high quality of academic programs.

Since 2015, advisory committee meeting attendance has increased which has strengthened the relationship between programs and business and industry.

1I4 Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

- Overall, MPCC struggles with employer survey response rates. The Institutional Effectiveness Team, Career Services staff, and the Outreach Team are working on strengthening relationships with employers to improve survey responses.

1.5 Subcategory Five: Academic Integrity

1P5 Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section. Describe the processes for supporting ethical scholarly practices by students and faculty.

1P5(a) Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
MPCC Board of Governors' Policy 4201, which is also included in the 2016-17 Instructional Handbook states:

Mid-Plains Community College (MPCC) serves the people of Nebraska and their common good. The common good depends upon the free search for truth and its free expression. Instructors and students must always remain free to inquire, to study and to evaluate, and to gain new maturity and understanding.

Faculty members are entitled to freedom in the classroom in discussing issues germane to their academic discipline as long as the method or manner of presentation involves objective reasoning and rational discussion. In the traditional classroom, college-produced telecommunications, and all forms of electronic-delivered instruction, faculty members shall strive to be accurate, to exercise appropriate restraint, and to show respect for the opinions of others. In addition, instructors shall be judicious in the use of materials and should introduce only materials that have clear relationships to the subject field.

The protection of academic freedom and the requirements of academic responsibility apply to all MPCC full-time, adjunct, part-time, probationary, and permanent faculty.

MPCC's Institutional Review Board guidelines encourages all types of research; however, any human participants involved in research must comply with federal regulation: Protection of Human Subjects (45 CFR 46) and the Common Federal Rule (Federal Register, June 18, 1991). Any research involving human participants must comply with the Institutional Review Board Approval to Conduct Research procedures.

1P5(b) Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
The following Academic Honesty statement is included in all College syllabi and the 2016-17 Instructional Handbook:

Mid-Plains Community College is committed to academic integrity and honesty. Plagiarism, cheating, fabrication, obtaining unauthorized materials from the internet, allowing others to write or compose your work; or using the work of other students, not citing the original sources, facilitating misconduct, and assisting others in actions that are related to these issues of academic dishonesty.

Penalties could include:
- May result in a lower or failing grade or score on the assignment or examination (instructor level).
- Additional work to provide evidence of the student's academic performance and/or evidence that the student knows and understands the course material (instructor level).
- A lower or failing grade in the course (instructor level).
- Suspension or expulsion from the college (institutional level).

Questions of academic honesty may be handled at the instructor level or institutional level.

Most situations will follow the Chain of Resolution: instructor, division chair, vice president for academic affairs.

1P5(c) Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
Ethical teaching practices are supported by MPCC's full-time and adjunct faculty evaluation process and MPCC's expectation of high quality instruction from all faculty. Faculty members high level of commitment to MPCC students helps maintain that reputation. Faculty who show a high level of commitment are prepared for each class, arrive promptly or even early, and use the full instructional period. Additionally, they communicate problems, concerns, and successes to the division chair; demonstrate concern for each student and his or her progress; and respond to communications and suggestions from instructional leaders and peers." (Source: 2016-17 MPCC Instructional Handbook)

1P5(d) Selecting the tools, methods, and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity
The measures used to track academic integrity issues include student treatment, student differences, communication, and expression of ideas. Data is collected using the Community College Survey of Student Engagement (CCSSE) and the Personal Assessment of the College Environment (PACE) survey.

1R5 What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

1R5(a) Summary results of measures (include tables and figures where appropriate) and
1R5(b) Comparison of results with internal targets and external benchmarks

In both the CCSSE and PACE surveys for questions related to academic integrity, MPCC scores above the small college cohort average (CCSSE) and norm base (PACE).

Figure 1-36. Community College Survey of Student Engagement: Quality of Relationships				
Mark the number that best represents the quality of your relationships with people at this college.				
Scale: 1 = Unfriendly, unsupportive, sense of alienation ... 7 = Friendly, supportive, sense of belonging	MPCC 2011	MPCC 2013	MPCC 2015	2015 Small College Cohort Mean
Instructors	5.96	5.98	5.74	5.70
Administrative Personnel & Offices	5.21	5.33	5.39	5.06

Figure 1-37. 2016 Personal Assessment of College Environment (PACE) Survey Related to Academic Integrity		
Five Point Scale from a low of "1" to a high of "5"	**MPCC Mean**	**Norm Base**
The extent to which open and ethical communication is practiced at this institution	3.73	3.35
The extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs	4.19	3.84
The extent to which I have opportunity to express my ideas in appropriate forums	4.00	3.67

1R5(c) Interpretation of results and insights gained

Scores of students' perception of quality of relationships indicate high quality of relationships, a sign of integrity in academic program processes. Additionally, employee perception of ethical communication and integrity scores indicate higher than average satisfaction.

Based on the Chain of Resolution policy, most academic integrity concerns are dealt with between students and faculty and faculty and division chair. The vice president for academic affairs tracks any concerns not resolved at the student/faculty/division chair level.

1I5 Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Within the past several years, MPCC's Learning Resource Center (library) provides, upon request from faculty, individualized library instruction for a variety of topics including ethical use of information resources. The Ask a Librarian chat feature on the Learning Resource Center's webpage gives all students the opportunity to send papers and information sources for a librarian to review.

Category Two: Introduction

Meeting student and other stakeholder needs are central to MPCC's mission and values. As MPCC approaches the final year of Leading for Tomorrow, the College's 2015-18 strategic plan, the College will continue to refine its processes to identify and meet student and stakeholder needs.

MPCC's perceived level of maturity for Category Two processes and results is systematic. However, Subcategories 2.1 Current and Prospective Student Need and 2.2 Retention, Persistence, and Completion are approaching the aligned level. Processes are explicit, repeatable and evaluated for improvement. Measures, metrics, and some benchmarks are used by stakeholders.

Currently two Action Projects, *Improve student fiscal support processes* and *Improve the early alert process* are focused on determining, understanding, and meeting student and other key stakeholder needs.

Priorities for improvement come from strategic planning, campus surveys of employees and students, and through the analysis of student success data. Based on these sources, four improvements to be tackled in the next couple years include improvement of student financial literacy, improving completion rates, implementing a student development model across campus, and using the Council for the Advancement of Standards in Higher Education for non-instructional program reviews.

Student Financial Literacy: At MPCC, the cohort default rate is between 17-19%. The College has engaged with Inceptia to work with students on the back end of the student loan process by contacting those students who have fallen behind on their student loan payment and are at risk of going into default. The College is looking to be more proactive by adding financial literacy to registration, orientation, and student success curriculum, and by offering live exit counseling to all students going through commencement.

Retention to Completion: In the past four years, the College has worked hard to improve fall-to-fall retention rates for full-time degree seeking students. There has been success in this area as the rate has gone from 53% to 67%. Now MPCC is focusing on how to get more students through to completion by adding targeted retention programs with the goal of completion.

Early Alert Program: The College has an early alert program, but participation has been limited. The college is undergoing an action project to reevaluate the effectiveness and efficiency of the early alert programs. Changes to this program should increase participation from faculty and be more effective reaching out to students.

College-Wide Student Development Program: The College is working on developing a yearlong student development program based on Schlossberg's Transition Theory. This will give administrative staff, faculty, and students a common language to help students overcome the trials that come along with attending college. The entire College should eventually be on the same page so students hear messages that will help them succeed.

Use of Council for the Advancement of Standards in Higher Education (CAS) for non-instructional program reviews. Until three years ago, the student affairs division was separated into two different areas reporting to different cabinet representatives. The last major leadership change at the cabinet level moved all student affairs departments into one division. During the first couple years, each department has developed departmental assessments and collectively, they have worked on being a united division. The next step is for each department to go through a non-instructional program review based on the Council for the Advancement of Standards in Higher Education.

Category 2: Meeting Student and Other Stakeholder Needs

Category Two focuses on determining, understanding, and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

2.1 Subcategory One: Current and Prospective Student Need

2P1: Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D. in this section.

2P1(a) Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

The process for dealing with underprepared students is outlined in Figure 2-1 details the ACCUPLACER and ACT score ranges that direct students into developmental coursework in math, reading, and writing.

Figure 2-1. Process for Dealing with Underprepared Students	
Step	**Process**
1	Advisors evaluate the results of student placement exams and gather information from the student regarding his or her interests, needs, likes and dislikes, behavioral traits, academic background, academic strengths and weaknesses, and career and life goals.
2	Advisors direct students who score below the College's defined cut scores in math, reading, and/or writing to college-prep (developmental) coursework.
3	Depending on advisors' evaluations of other relevant factors, students may be directed to the College's support services: • The College Success course, which emphasizes time management skills, note taking skills, test taking skills, and using resources to help improve student success in the classroom • The Student Success Centers for tutoring • Disability services

In October of 2016, MPCC transitioned to the ACCUPLACER placement exam. In cooperation with four other Nebraska community colleges, statewide placement scores were established for English and math courses. In addition, technical program faculty and the technical enrollment counselor consulted with Nebraska community colleges and created ACCUPLACER benchmark scores for some technical programs to help potential students understand what academic skills are necessary to begin a specific program.

2P1(b) Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

From a student's first campus tour and through the registration process, students are informed about support services that will help them succeed in the classroom. All campus tours include visits to the Student Success Center, Learning Resource Center, advising, financial aid, and housing. New students are encouraged to attend a new student orientation which expands on academic support services and explains how to utilize CampusWeb, the College's online student Portal, and Blackboard, the College's learning management system. New students are also required to meet with an academic advisor to help select courses. Although it is not required, new students have the opportunity to enroll in a College Success course.

Process in Action for 2P1(a) and 2P1(b)

AQIP Action Project 18 College Readiness identified the need to improve completion rates for students taking foundational English and math courses. The result was MPCC's first Summer Bridge to Success Program held at McCook Community College in the August of 2016.

Summer Bridge to Success student eligibility was based on entrance exam (COMPASS, ACCUPLACER, or ACT/SAT), scores. Eligible students were invited to apply to the program which offered, students, at no cost, a two-week foundational English course and math tutoring (if necessary) room, board, and books. During the two-week program, students built academic competence and confidence, developed relationships with faculty and staff, and connected with the McCook community. Students who passed the foundational English course started English Composition I in the Fall 2016 semester and were required to enroll in a College Success course as a cohort.

Due to the success of the Summer Bridge to Success program (see 2R1), a similar program focused on foundational math will be implemented in North Platte prior to the start of the Fall 2017 semester.

2P1(c) Ensuring faculty are available for student inquiry (3.C.5)

The faculty negotiated agreement specifies faculty members must schedule five office hours per week and post these office hours for the convenience of students and colleagues. Forms for posting office hours are available at all campuses.

2P1(d) Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Determining the learning support needs of students is a data-driven process, as outlined in Figure 2-2. Data sources include admissions data, internal student satisfaction surveys, Community College Survey of Student Engagement (CCSSE), and the graduate survey.

Figure 2-2. Process for Determining and Addressing the Learning Support Needs of Students	
Step	**Process**
1	Prior to a new student's registration, advisors meet with students and review data from the sources identified below to determine the new student's initial learning support needs. • Placement scores. • Academic history, including learning disability documentation. • Number of years since the student attended high school or a post-secondary institution.
2	During the first 2 weeks of each semester, faculty notify the Student Success Centers (SSC) of students who fail to show up for class. SSC staff are charged with contacting each student by phone, text, and email.
3	As each term progresses, faculty notify advisors and the Student Success Center (SSC) of students who have a D average or below in a given class and/or have not been attending the class. The advisors make contact with the students by phone, text, and email. This notification and its follow-up comprise the College's early alert procedure. Beginning in June 2017, Action Project 29 will help refine the early alert procedure.
4	At the end of each term, as faculty members enter grades into CampusWeb. After student cumulative grade point averages (GPAs) are calculated, students whose academic performance falls below the College's minimum requirements are placed on academic probation and receive a letter notifying them of this action.
5	Students on academic probation are required to raise their GPAs to meet the College's minimum requirements in the following term. Students that fail to meet that standard are suspended from school. Students receive a letter notifying them of the suspension.
6	Suspended students may appeal the suspension in writing to the vice president of student services (VPSS). If the appeal is successful, the student is permitted to register for classes and has one term to raise his or her GPA to meet the minimum requirements and meet any other stipulations agreed upon by the student and the VPSS.
7	Faculty members, advisors, and Student Success Center personnel have a number of strategies available to address students' learning support needs

The process for determining the learning support needs of faculty is both data-driven and observation-driven, as outlined in Figure 2-3.

Figure 2-3. Process for Determining and Addressing the Learning Support Needs of Faculty	
Step	**Process**
1	Mentors who work with new faculty members observe learning support needs and hear requests for such support as they meet and work together.
2	The vice president for academic affairs and division chairs observe learning support needs as they work with and evaluate faculty members.
3	Faculty members review student evaluations at the end of each term.
4	Faculty members attend professional development courses paid for by the College.
5	The Center for Teaching Excellence supports the faculty by addressing different areas of teaching, including the use of new technologies in the classroom.

Figure 2-3. Process for Determining and Addressing the Learning Support Needs of Faculty	
Step	**Process**
6	During Welcome Back Weeks at the beginning of the fall and spring semester, meetings are held that address issues such as student retention and the use of different instructional methods.
7	Faculty members are encouraged to be involved in Action Project and Charter Groups that focus on student learning processes and outcomes.

2P1(e) Determining new student groups to target for educational offerings and services

MPCC'S career programs have supporting advisory boards comprised of local businesses that may employ graduates. These businesses offer advice and consultation related to curriculum issues, laboratory equipment, assessment tools, and employment opportunities. The technical programs also utilize employer graduate surveys to identify ways to better meet industry needs. Community surveys and needs analysis are conducted prior to starting a new program. In addition, academic departments or individual faculty members are encouraged to investigate the development of new programs to reach new populations of students and/or stakeholders.

Process in Action 2P1(b) and 2P1(e)

MPCC's Imperial, Nebraska, (population 2,071) campus serves a community with an almost 15% Hispanic population. In Imperial's public schools, the percentage of Hispanic students is close to 34%.

Based on the size of the Hispanic population in Imperial and building on the foundation of English as a Second Language (ESL) classes offered at a local church, ESL classes were moved to the Imperial campus in 2012-13. With ESL and ABE/GED classes offered at the same location, students have an accessible transition from ESL to ABE/GED and allowed ESL and ABE/GED instructors to establish relationships with the students.

2P1(f) Meeting changing student needs

Figure 2-4 outlines the how academic and non-academic services meet the changing needs of MPCC students.

Figure 2-4. Meeting Changing Student Needs	
Academic	
Advising	Academic plans and goals are discussed with advising and with faculty in the desired discipline area. If an academic challenge exists for students, advising can give guidance and connect students with faculty members for assistance or direct them to the Success Center.
Disability Services	Students that report documented disabilities and/or special needs work with Disability Services to provide reasonable accommodations necessary for success in the classroom.

Figure 2-4. Meeting Changing Student Needs	
Academic	
Faculty	Faculty are encouraged to attend conferences and workshops to assure that they are using best practices in the classrooms, that students are learning what they need to be successful at the next level, and that students have skills necessary to obtain gainful employment. Faculty members are also encouraged to network with other faculty and with community members in the form of advisory groups.
Learning Resource Center	Provide access to database video tutorials, citation help, course specific library research guides, and an environment conducive to individual and group study. Computers with necessary software and assistance with Blackboard, CampusWeb, and Microsoft Office are also available.
Student Success Centers	Provide academic support for students through tutoring, a controlled study environment with access to computers and software, and general/specific academic assistance. Provide information on test-taking techniques, note taking, CampusWeb access, and Blackboard access and assistance.
Non-Academic	
Career Services	Assists with resume writing, job searches, job clearing house, career exploration.
Counseling	Assists students with navigating the fear, anxiety, and stress that can accompany college life. All services including individual and group counseling, crisis intervention, and referral for off campus providers are provided free of charge.
Financial Aid	Identify and, if possible, provide financial support to help students overcome financial barriers.
Institutional Advancement	Identifies outside resources (e.g., grants, scholarship donors) for additional financial support.
Recruiting and Admissions	Support students in the initial phases of the enrollment process in the form of phone contacts, texts, high school visits, campus visits and social media. Incoming student data is collected from surveys regarding interests and career goals to help plan for their future needs Fields on the admission application such as single parent, English as a Second Language, homemaker seeking skills, low income, and first generation status allow the College to identify needs of special student populations and provide them with support services early in their transition to college.
Student Life	A variety of student clubs and organizations support student needs. See 1P16 for detailed information.

2P1(g) Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
The College's student subgroup identification processes are similar to those of the student groups, with data and information being further disaggregated. Through MPCC's retention summit (see 2.2), specific student subgroups are identified to monitor to make sure their distinctive needs are being met.

Process in Action
MPCC is participating in the Health Profession Opportunity Grant (Project HELP), a consortium grant program led by Central Community College (CCC) in partnership with Northeast Community College (NECC), Southeast Community College (SCC), and Mid-Plains Community College (MPCC), and in collaboration with local employers. The project goal is to engage recipients in education and training that will place them on a career pathway to high demand careers in healthcare. Project HELP employs seven success coaches and two full-time career coaches/recruiters among all consortium colleges. Success coaches assess and enroll program participants, meet regularly with enrolled participants, and provide access to the necessary comprehensive wrap-around support services provided by Project HELP such as gas cards, uniforms, and textbooks to help participants overcome barriers. Success Coaches also provide coaching on typical college-related issues which may prove challenging to the target populations, such as completing student financial aid applications, registering for classes, understanding course sequencing, and accessing support services both within the college and externally. External support services within the MPCC service area are leveraged by Project HELP and include: ResCare, WIA One-Stop Career Centers, Community Action Partnership, Vocational Rehab, Proteus, CBOs/Rescue Missions, and Goodwill.

2P1(h) Deploying non-academic support services to help students be successful (3.D.2)
Many of the non-academic student support services, such as financial aid and student life, are deployed along with academic support information as part of campus tours, registration, and new student orientation. Other non-academic support services including counseling and employment services, may not be deployed during these times, but information is shared with students so they are aware of their availability.

2P1(i) Ensuring staff members who provide non-academic student support services are qualified, trained, and supported (3.C.6)
Each full-time staff and administrative position in the College has a Job Analysis Questionnaire (JAQ) that defines the duties of the job. The job description also specifies the educational background and/or vocational experience required or preferred.

Ongoing training opportunities are provided through the College with an annual fall enrichment day and on and off-campus professional development opportunities. Full-time employees are eligible to apply for tuition reimbursement for college courses taken at accredited institutions and tuition waivers for courses taken at MPCC. This benefit has been offered to establish standards of excellence, to motivate employees to improve themselves, and to help build succession planning for the College.

For more information related to staff development, see Category 3: Valuing People.

2P1(j) Communicating the availability of non-academic support services (3.D.2)
Technology is the backbone for sharing knowledge, data, and information. CampusWeb, MPCC's student Portal, Blackboard, and the College website are maintained for students, faculty, staff, and the public to access and share information. All MPCC campuses use a variety of communication channels, including

traditional media, email, social media, and electronic and printed newsletters to communicate availability of support services to their students and community.

Process in Action
In January 2015, a full-time mental health counselor was hired to provide counseling to MPCC students at no cost. The availability of counseling services is communicated through electronic methods, through the counselor's visits to classrooms, and participation in orientation sessions.

2P1(k) Selecting the tools, methods, and instruments to assess student needs
From the first campus tour through registration days to student orientation and finally graduation, student needs are assessed through registration day surveys, entering student survey (for registration) and graduate surveys. Data from these surveys are compared with Community College Survey of Student Engagement and internal student satisfaction surveys to establish reasonable but challenging targets in addressing student needs. If targets are not met or if performance is below comparisons, specific conversations occur as to the reasons behind those differences.

All academic support and non-academic departments participate in MPCC's non-instructional cabinet/assessment reporting process. Once a year, departments present a report to College Cabinet reporting on prior goals, set new goals, and related data collect to prior and new goals.
For a link the most recent Non-Instructional Assessment report, click here.

2P1(l) Assessing the degree to which student needs are met
As part of the non-instructional assessment reporting process, Cabinet and the presenting director have the opportunity to discuss why targets are met and assessing the level of success rate in addressing student needs. If targets are not met or if performance is below comparisons, specific conversations occur as to the reasons behind those differences. Data analysis often leads to deeper discussions of subgroups or additional research questions, thus starting the assessment planning process. Revisions are then made to goals, targets, and plans for the next assessment cycle.
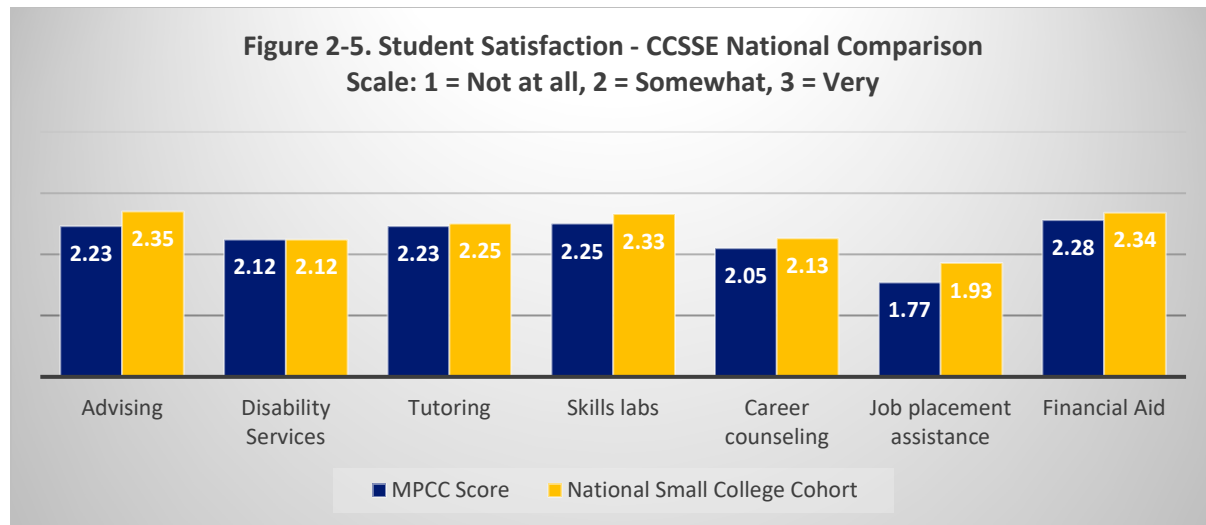
2R1 What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

2R1(a) Summary results of measures (include tables and figures when possible)
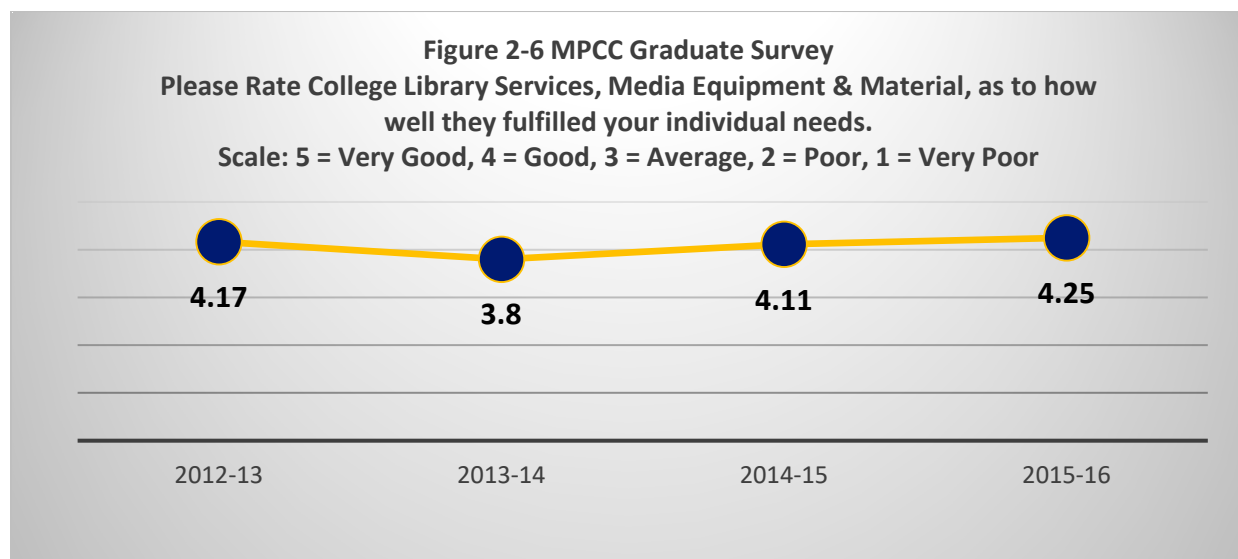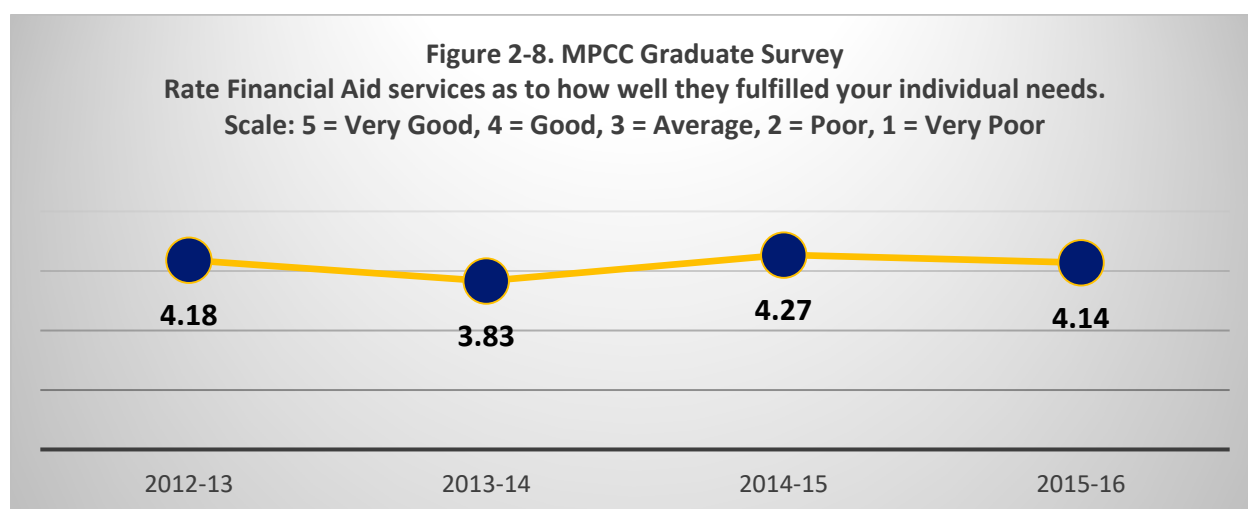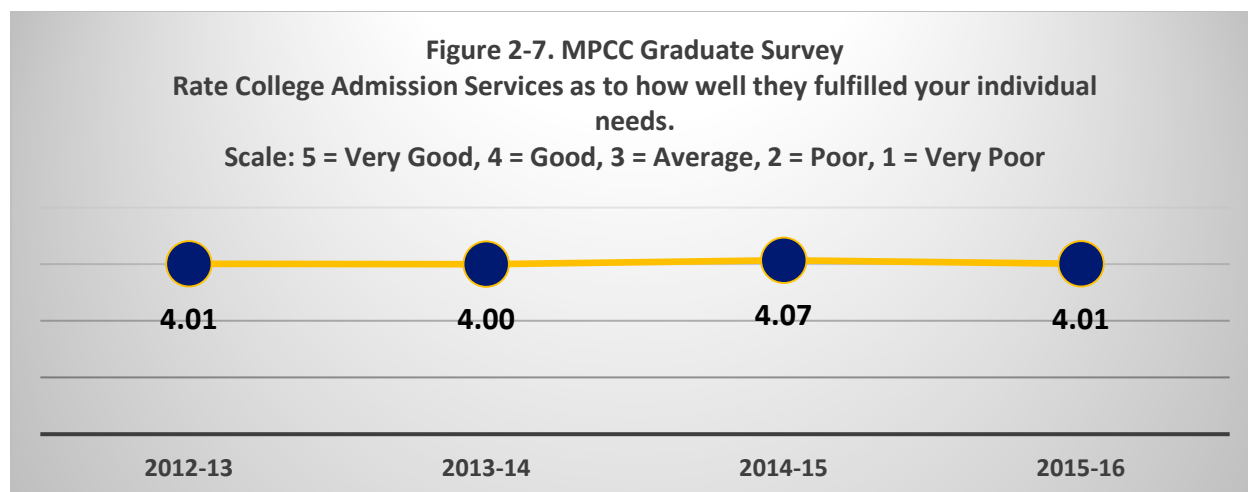**2R1(b) Comparison of results with internal targets and external benchmarks**
2R1(c) Interpretation of results and insights gained

The CCSSE data shows that there is one area—Job placement assistance—in which MPCC's score is below the 2.0 target. This area will be monitored and compared with the latest CCSSE results which will be available in July 2017.

Figure 2-5. Student Satisfaction - CCSSE National Comparison
Scale: 1 = Not at all, 2 = Somewhat, 3 = Very

	Advising	Disability Services	Tutoring	Skills labs	Career counseling	Job placement assistance	Financial Aid
MPCC Score	2.23	2.12	2.23	2.25	2.05	1.77	2.28
National Small College Cohort	2.35	2.12	2.25	2.33	2.13	1.93	2.34

■ MPCC Score   ■ National Small College Cohort

MPCC's graduate survey results show that in three of the last four academic years, the College's Library Services, Admission Services, and Financial Aid Services have consistently scored above the internally set target of 4.0. In 2013-14, both Library Services and Financial Aid Services scored below the target.

Figure 2-6 MPCC Graduate Survey
Please Rate College Library Services, Media Equipment & Material, as to how well they fulfilled your individual needs.
Scale: 5 = Very Good, 4 = Good, 3 = Average, 2 = Poor, 1 = Very Poor

2012-13	2013-14	2014-15	2015-16
4.17	3.8	4.11	4.25

Figure 2-7. MPCC Graduate Survey
Rate College Admission Services as to how well they fulfilled your individual needs.
Scale: 5 = Very Good, 4 = Good, 3 = Average, 2 = Poor, 1 = Very Poor

2012-13	2013-14	2014-15	2015-16
4.01	4.00	4.07	4.01

Figure 2-8. MPCC Graduate Survey
Rate Financial Aid services as to how well they fulfilled your individual needs.
Scale: 5 = Very Good, 4 = Good, 3 = Average, 2 = Poor, 1 = Very Poor

2012-13	2013-14	2014-15	2015-16
4.18	3.83	4.27	4.14

2I1 Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?
In the summer of 2017, the Student Success Centers and Learning Resource Centers in McCook and North Platte were combined under the concept of the Learning Commons. The long term goal in establishing a Learning Commons at MPCC is to provide students with one location to better serve their needs. Physical plant reconstruction is only in the early planning stages, but MPCC Learning Commons directors have already visited other community colleges with a Learning Commons and started cross-training directors and staff to build the Learning Commons team.

In 2015-16, MPCC published The Student Experience, a report focused academic and non-academic and the three primary survey instruments (CCSSE, entering student survey, and graduate survey) used to assess their effectiveness. The 2016-17 edition will include a fourth year of CCSSE data and additional data from the entering student and graduate surveys.

2.2 Subcategory Two: Retention, Persistence, and Completion

2P2: Retention, Persistence, and Completion focuses on the approach to collecting, analyzing, and distributing data on retention, persistence, and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section. Describe the processes for collecting, analyzing, and distributing data on retention, persistence, and completion.

2P2(a) Collecting student retention, persistence, and completion data (4.C.2, 4.C.4)
The Office of Institutional Research and Planning (OIRP) is responsible for producing data on retention, persistence, and completion. To maintain reliability, definitions and reporting procedures are documented. Information used to generate these data sets is primarily derived directly from Jenzabar, the College student information system. MPCC uses external data resources, such as the National Student Clearinghouse Student Tracker, to complement internal data collection efforts in determining outcomes after students leave the institution.

2P2(b) Determining targets for student retention, persistence, and completion (4.C.1, 4.C.4)
Under the umbrella of Student Services with support from the OIRP, student retention, persistence, and completion goals are determined by student services staff as part of a yearly retention summit. The standard retention measures used include fall-to-spring persistence, first-time full-time fall-to-fall retention, and completion rates.

In addition to the standard retention measures, the summit team selects a specific population to better understand student challenges to successfully completing their college plan. The 2015-16 retention summit team chose to focus on students identified as non-traditional, part-time, or distance learning. Focus groups, held at MPCC's campuses in Broken Bow and Imperial, and an online survey helped the team gather information improve their retention rates.

After the retention summit team analyzed the survey and focus group data, challenges were categorized into three themes: 1) student academic competence and comfort, 2) technology concerns and lack of knowledge about important dates such as registration, financial aid, and drop/withdrawal deadlines, and 3) preparedness for online classes.   Solutions implemented include Information Services (IS) visits to all campuses during the first week of classes or on advising days to help students with technology concerns, an improved online class checklist to ensure students understood the expectation and demands of online classes. In-progress solutions discussed but not fully implemented include short test taking, time management, and general study refreshers focused on the adult learning and improved communication of available academic and non-academic support services.

2P2(c) Analyzing information on student retention, persistence, and completion
As part of the annual reporting cycle, the OIRP prepares retention reports based on the standard retention measures of fall-to-fall retention, fall-to-fall persistence, and graduation rates. Retention related data is key performance indicator of student services assessment and individual departments within student services are encouraged to use retention data as part of their planning processes.

2P2(d) Meeting targets for retention, persistence, and completion (4.C.1)
As retention data is reviewed, the retention summit team, student services personnel, and College Cabinet set targets that align with the strategic plan, College mission, and Enrollment Management planning processes with available resources in mind.

2P2(e) Selecting the tools, methods, and instruments to assess retention, persistence, and completion (4.C.4)
To support the retention efforts, the vice president for student affairs, dean of student life, and student services directors and staff in consultation with the OIRP collaborate to determine the best tools, methods, and instruments to assess retention efforts.

2R2 What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

2R2(a) Summary results of measures (include tables and figures when possible)
2R2(b) Comparison of results with internal targets and external benchmarks
MPCC's target success rates are:

- Fall-to-Fall Retention: Full-time students - 60%; Part-time students – 40%
- Fall-to-Spring Persistence: 75-80%
- Completion/Graduation: 40%
- Transfer Out: 25%

Figure 2-9. First- to Second-Year (Fall-to-Fall) Retention Rates		
Year (Cohort)	**Full-time Students**	**Part-time Students**
2015-16 (Fall 2014)	60%	44%
2014-15 (Fall 2013)	59%	32%
2013-14 (Fall 2012)	53%	35%
2012-13 (Fall 2011)	55%	23%
2011-12 (Fall 2010)	50%	34%
2010-11 (Fall 2009)	55%	38%
2009-10 (Fall 2008)	55%	40%

Figure 2-10. 2011-12 to 2015-16 Fall-to-Spring Persistence Rates for Degree-Seeking Students					
	# of Students enrolled in Fall (A)	**# of Students who graduated at the end of the Fall term (B)**	**# of Students who did not graduate at the end of the Fall term (C)**	**# of Students who Persisted to the following Spring term (D)**	**Persistence Rate (B+D/A)**
2011-12	1,337	41	1,296	964	75.2%
2012-13	1,305	34	1,271	948	75.2%
2013-14	1,437	40	1,397	1,049	75.8%
2014-15	1,328	44	1,284	950	74.8%
2015-16	1,242	28	1,214	940	77.9%

Source: Office of Institutional Research & Planning; Persistence Data Database (09/07/2016).

Figure 2-11. MPCC Graduation and Transfer-Out Rates				
Year(Cohort)	**Cohort Size**	**Graduation Rate**	**Transfer-out Rate**	**CC Success Rate**
2011-12 (Fall 2008)	254	35%	27%	62%
2012-13 (Fall 2009)	356	36%	22%	58%
2013-14 (Fall 2010)	401	34%	20%	54%
2014-15 (Fall 2011)	439	33%	21%	54%
2015-16 (Fall 2012)	424	35%	22%	57%

Source: IPEDS College Navigator (09/21/2016).

Figure 2-12. Fall 2014-15 Nebraska Community Colleges First- to Second-Year Retention Rates Full-time and Part-time Students						
Rank	**Institution**	**Full-Time Students**		**Rank**	**Institution**	**Part-Time Students**
1	Northeast	75%		1	Southeast	45%
2	Central	69%		*2*	*Mid-Plains*	*44%*
3	*Mid-Plains*	*60%*		2	Central	44%
3	Southeast	60%		3	Northeast	38%
4	Western	52%		4	Metro	33%
5	Metro	45%		5	Western	31%

Figure 2-13. Fall 2014-15 MPCC Peer Institution First- to Second-Year Retention Rates Full-time and Part-time Students						
Rank	**Institution**	**Full-time Students**		**Rank**	**Institution**	**Part-time Students**
1	Mid-State Technical College Wisconsin Rapids, WI	70%		1	Coffeyville CC, Coffeyville, KS	71%
2	MN West Comm. & Tech. College Granite Falls, MN	67%		2	Mid-State Tech. College, Wisconsin Rapids, WI	59%
3	Carl Albert State College Poteau, OK	63%		3	Cloud County CC Concordia, KS	57%
4	Coffeyville CC Coffeyville, KS	62%		4	Carl Albert State College, Poteau, OK	50%
5	*Mid-Plains CC North Platte, NE*	*60%*		5	Southeastern CC West Burlington, IA	46%

Figure 2-13. Fall 2014-15 MPCC Peer Institution First- to Second-Year Retention Rates Full-time and Part-time Students						
Rank	Institution	Full-time Students		Rank	Institution	Part-time Students
5	Cloud County CC Concordia, KS	60%		*6*	*Mid-Plains CC North Platte, NE*	*44%*
5	Southeastern CC West Burlington, IA	60%		7	MN West Comm. & Tech. College Granite Falls, MN	41%
6	Carl Sandburg College Galesburg, IL	59%		8	Bay de Noc CC, Escanaba, MI	38%
7	Bay de Noc CC, Escanaba, MI	58%		8	Flathead Valley CC, Kalispell, MT	38%
7	Flathead Valley CC, Kalispell, MT	58%		9	Southern State CC, Hillsboro, OH	36%
8	Iowa Lakes CC, Estherville, IA	57%		10	Carl Sandburg College Galesburg, IL	35%
9	Southwestern Michigan College, Dowagiac, MI	56%		11	Eastern Oklahoma State College, Wilburton, OK	32%
10	Allen County CC, Iola, KS	54%		11	Southwestern Michigan College, Dowagiac, MI	32%
10	Eastern Oklahoma State College, Wilburton, OK	54%		12	Western Nebraska CC, Scottsbluff, NE	31%
10	Southern State CC, Hillsboro, OH	54%		13	Iowa Lakes CC, Estherville, IA	23%
11	Western Nebraska CC, Scottsbluff, NE	52%		14	Allen County CC, Iola, KS	22%

2R2(c) Interpretation of results and insights gained

MPCC has made significant improvement in fall-to-fall retention rates for full- and part-time students. As part of the retention summit meetings, key student services staff focus on specific components of retention, such as the early alert process, to maintain and improve retention related processes.

All internal targets have been met in the most recent data except for the completion rate goal of 40%, which is an ambitious goal for a community college, but one that the College is still striving towards. MPCC compares favorably to peer comparison groups on measures of student success.

2I2 Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

- MPCC staff are preparing for the implementation of a Jenzabar student information system enhancement to the student advising process. This enhancement will provide the opportunity for students to see the pathway to completing their degree, by making their academic plan (listing of courses expected and term to be taken) available to students and their advisors. This will also be available to faculty to assist them in providing assistance and guidance to students in their programs. This will be available and was designed for viewing and utilizing on mobile devices.
- Action Project 29: Improving the Early Alert Process will help refine the College's current Early Alert process.

2.3 Subcategory Three: Key Stakeholder Needs

2P3 Key Stakeholder Needs focuses on determining, understanding, and meeting needs of key stakeholder groups, including alumni and community partners. Describe the processes for serving the needs of key external stakeholder groups.

2P3(a) Determining key external stakeholder groups (e.g., alumni, employers, community)

The process for determining key external stakeholder groups is similar to the process defined in 1P3 and is rooted in the College strategic planning process. The Office of Institutional Research and Planning (OIRP) collects and analyzes surveys for external groups such as alumni, employers, and businesses and if needed meets with the areas responsible for determining a course of action. Along with the OIRP, lead departments who work with external stakeholders are included in Figure 2-13.

Figure 2-14. Lead Department Key Stakeholder Groups	
Lead	**Stakeholder Group**
Board of Governors	Community members throughout MPCC's service area
Business & Community Education	Service area business and industry
Career Services	Employers
Faculty	Advisory Committees
Institutional Advancement and Grants	Alumni and donors

2P3(b) Determining new stakeholders to target for services or partnership

Throughout MPCC's 18-county service area, MPCC works to establish itself by collaborating with various stakeholder groups to fulfill its mission. Similar to 2P3(a), the College's strategic planning process provides primary guidance but it is supplemented with information proactively collected from internal and external meetings.

2P3(c) Meeting the changing needs of key stakeholders

MPCC strives to remain responsive and aware of stakeholder needs through participation in external committees and organizations and maintain a presence throughout the 18-county service area. Understanding key stakeholders' expectations and situations is foundational to meeting changing needs. MPCC positions itself by building relationships of mutual trust and engaging in communication with community leaders.

Process in Action

MPCC has had a campus presence in Valentine, Nebraska (Cherry County) since June of 2002 when (in addition to dual credit courses) distance learning classes were offered in a small building close to the downtown area. However, increased demand for more localized career and technical training, including that in agribusiness, farm and land management and mechanized agriculture, led to the construction of a larger facility.

In July 2016, crews broke ground on a new, approximately 7,500 square foot building that was completed in March 2017 with an official grand opening in July 2017. The facility will provide students in the Cherry County region with localized, on-campus academic transfer related classes as well as hands-on training in welding, farm equipment calibration and engine repair and maintenance in a technical shop.

2P3(d) Selecting the tools, methods, and instruments to assess key stakeholder needs
Building a new campus in Valentine is a focused example of how MPCC identifies stakeholder needs and responds the needs in systematic, proactive manner. Tools, methods, and instruments used include community input session data, financial contributions from the College, Valentine community, and outside funding sources as well as networking by MPCC Board of Governors, administration, and the Valentine campus coordinator.

2P3 (e)Assessing the degree to which key stakeholder needs are met
Generally, targets to define and assess the effectiveness' of key stakeholder needs are based on regional, state, and national trend data compared to expressed stakeholder needs. In the case of the Valentine campus, the need for a new building was defined by this process.

2R3 What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

2R3 (a) Summary results of measures (include tables and figures when possible)
2R3 (b) Comparison of results with internal targets and external benchmarks
2R3 (c) Interpretation of results and insights gained
Funding for the new Valentine campus is a focused example of how MPCC collaborates with different stakeholders to meet community needs. The total budget for the Valentine campus is $3,200,000 with the city of Valentine contributing $1,000,000. The $1,000,000 contribution came from a sales tax renewal supported by 79% of Valentine residents. MPCC's contribution is $200,000 with the remaining funds coming from local contributions, private foundations, and USDA and U.S. Department of Labor Grants.

2I3 Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?
- Using the Valentine project as a template, develop and implement a comprehensive partnership evaluation tool that will assist the college in determining and prioritizing initiatives and partners.
- An AQIP action project focused on improving alumni and community engagement will begin in the Summer of 2017. The action project will build on the recent McCook Community College's 90th anniversary and North Platte Community College's 50th anniversary celebration.

2.4 Subcategory Four: Complaint Processes
2P4 Complaint Processes focuses on collecting, analyzing, and responding to complaints from students or key stakeholder groups. Describe the processes for collecting, analyzing, and responding to complaints from students and stakeholder groups.

2P4(a) Collecting complaint information from students
Management of complaint processes are based on the nature of the complaint documented in college policies and procedures as appropriate. To report any complaint, any student or external stakeholder can click on the Report an Issue Link on MPCC's home page. In addition to the Report an Incident link, the College has formal, published procedures for collecting and dealing with student complaints.

Figure 2-15. Academic Complaints and Student Grievances	
Academic Complaints	For academic complaints, the Chain of Resolution procedure, a required element in all college syllabi, outlines the steps students follow when they have a concern **Chain of Resolution Procedure:** Any questions or concerns regarding this course should first be directed to the instructor. If you feel that you and the instructor have not reached a resolution, you may contact the Division Chair.
Student Grievances and Student Code of Conduct Violations	The Student Services section of the 2016-17 College catalog outlines a detailed student grievance procedure. Student Code of Conduct complaints must be completed within a 60 day timeline.

2P4(b) Collecting complaint information from other key stakeholders

In addition to the Report an Incident link, the College has formal, published procedures for collecting and dealing with stakeholder complaints.

Figure 2-16. Collecting Information From Key Stakeholders	
Employees	The College's employee grievance procedure is outlined in the Employee Handbook. The College's nondiscrimination policy is published under the Accessibility heading on the College web site as well as in the College catalog.
Community members	Board of Governors Policy 161 titled Concerns, details complaint procedures for stakeholders and residents of the 18-county service area. Each Board of Governors meeting begins with an Open Forum, which gives community members the opportunity to address the Board by completing the Request to Address the MPCC Board of Governors form. In order to comply with the provisions of the Nebraska Public Meetings Law, the Board will not immediately respond to or take action on any matter raised during the Open Forum unless the matter is already on the agenda.

Information related to Title IX complaints, which can involve students and employees, is found in MPCC's Student and Employee Handbooks. Title IX complaints against employees are handled by the director of human resources, who serves as the Title IX/Equity/AA Coordinator and oversees implementation of the College's Affirmative Action and Equal Opportunity plan. Title IX complaints against students are handled by the dean of student life. Reports of discrimination, harassment and/or retaliation should be made to the Title IX/Equity/AA Coordinator or deputies, which include deans of student life and campus vice presidents. Title IX complaints must be completed within a 60 day timeline.

2P4(c) Learning from complaint information and determining actions

The College seeks to use complaint results that would inform decision making. As with other sensitive information, discretion must be applied in determining the appropriate data and use of data due to confidentiality or legal restrictions. The decision point in determining action based on an incident is judgment about whether an incident is unique, likely to never repeat, or if there is merit to preventing a similar situation by responding with change. Even if the answer is not evident at the time, aggregated

complaint data can show trends. As a basic rule, where appropriate, incident information should be centralized and aggregated to identify patterns. Lessons gained from the experience of addressing the complaint can be used discreetly without being widely shared. If it appears other stakeholders would benefit via wide-scale changes such as institutional policy, services, or requirements implementation, quality teams are enlisted to make recommendations.

If analysis indicates student complaints are centered around a specific theme, the student activity model is used to bring in programs that could help address common issues. If the identified need is considered urgent, the College's RAVE emergency notification is used to communicate with students via text messages and email, floor meetings for student housing residents are scheduled, and flyers are distributed to communicate information campus or college wide.

2P4(d) Communicating actions to students and other key stakeholders
When a complaint is registered, a response to the complainant is immediate if contact information is provided. If the issue is one that requires investigation, the complainant is notified. Where possible, the college will communicate about complaint process results directly with the person submitting a complaint as well as the other involved parties as appropriate. For formal complaints, such as a grade appeal, final action would be communicated in writing. For Title IX or student code of conduct complaints. For other complaints, follow up and final actions are communicated verbally.

If the complaint is not successfully resolved, information regarding subsequent options are to the complainant. If college leaders decide that results should be shared with other individuals or groups for their benefit, messaging will be developed and communicated in the most effective and timely way possible to the intended audience. This type of approach is especially likely to occur if it is determined that complaints stem from an incorrect understanding. Results used for large-scale institutional improvements are communicated to show feedback utilization.

2P4(e) Selecting the tools, methods, and instruments to evaluate complaint resolution
During the complaint inquiry process, the complainant is asked to articulate successful resolution. If the complaint is unsubstantiated, this could be perceived by the complainant as an unsuccessful resolution. The complainant may have additional recourse options, such as appeals, for resolving the complaint beyond the institution; information on these options are provided. After a final dialogue about the status, the final complaint determination/ status is shared with the complainant and other identified parties, such as administrative leaders, on a need to know basis. The resolution status is documented and archived per procedures. Student services tracks the number and type of student complaints; resolution status is documented within the written records.

2R4 What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

2R4(a) Summary results of measures (include tables and figures when possible)
2R4(b) Comparison of results with internal targets and external benchmarks
2R4(c) Interpretation of results and insights gained
College cabinet or their designee track complaint information and share it with appropriate faculty, staff, or administration as needed. Comprehensive data is not available.

2I4 Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

- In 2013, MPCC purchased the Equity Grievance Procedure from ATIXA and implemented it as the model for Title IX (Equity Grievance Procedure) and Student Code of Conduct Procedures.
- Student sanctioning guidelines (Sanctions Grid) have been placed online in response to concerns that students were not aware of potential consequences for Equity Grievance or Code of Conduct Violations.
- The Concern, Investigation, and Intervention (CIIT) team was established in 2016-17 and is comprised of a trained panel of professionals advancing campus safety and support for College and community.

2.5 Subcategory Five: Building Collaborations and Partnerships

2P5 Building Collaborations and Partnerships focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. Describe the processes for managing collaborations and partnerships to further the mission of the institution.

2P5(a) Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

- Area high schools interact with the College Cabinet, Career Services, Recruiting, Distance Learning, the Area Instructional Leadership Team, the Outreach Team, and Public Information and Marketing.
- Business and industry interact with the Outreach Team, Career Services, the Institutional Effectiveness Team, Institutional Advancement and Grants, College Cabinet, Public Information and Marketing, and individual College personnel from all levels of the College.
- Public entities interact with Career Services, Admissions, and the Instructional Leadership Team.
- Area communities in general interact with the Outreach Team, Career Services, the Institutional Effectiveness Team, Institutional Advancement and Grants, College Cabinet, Public Information and Marketing, and individual College personnel from all levels of the College.

2P5(b) Building and maintaining relationships with partners

MPCC builds strong relationships with student- and graduate-receiving organizations including local, state, and national employers; four-year universities; and other community colleges.

Figure 2-17. Relationships with Student-Receiving Organizations	
Student-Receiving Organization	**Relationship**
Workforce/ business and industry	Students pursue degrees that allow them to enter the workforce during or immediately following completion of their studies.
	MPCC recognizes the importance of ensuring that its academic programming meets or exceeds industry and workplace standards.
	Advisory committees meet regularly with department personnel to discuss industry trends and workforce needs. The input from advisory committees is used to improve programming to meet industry demand. The meetings also provide networking opportunities for employers and students, and alumni.

	MPCC performs an annual employer survey to determine how well MPCC graduates are performing in the workplace.
	Graduate survey results are disseminated in the annual Graduates at Work and The Student Experience (both formerly known as the Completer Report). Both reports are presented to College Cabinet and subsequently to the MPCC Board of Governors. It is also placed on the College Portal and distributed via e-mail to all full-time College employees.
	Internships, job shadowing, and field trips are provided by the business community, thanks to a variety of partnerships with local government and business entities.
	Career Services, in conjunction with the Outreach Team, offers testing and certification for the modern workforce with professional clients in mind. Career planning sessions are offered by appointment for individuals who are privately seeking occupational guidance and for MPCC students who are undecided about their choice of major or about goals for continued education.
Four-year colleges and universities	MPCC maintains articulation agreements with four-year colleges across the state to ensure ease of transferability for students.
	MPCC participates in the Nebraska Transfer Initiative which is a formal agreement between the Nebraska Community Colleges and four-year colleges and universities in Nebraska to ensure ease of transfer.
	In 2002, MPCC created The Center for Advanced Studies which allows the College to host four-year universities including Bellevue University (NE), Ft. Hays State University (KS), and Chadron State College (NE). These relationships conveniently provide additional educational opportunities to MPCC students.
Other community colleges	MPCC partners with other community colleges to provide two-year associate degree programs that otherwise would not be available in the region, such as surgical technology, radiology, and respiratory therapy.
	Reciprocal transfer agreements permit ease of transfer among the six Nebraska community colleges.
	As the ACCUPLACER test is the official placement exam at many Nebraska community colleges, MPCC works collaboratively with those colleges in testing students and confidentially providing test results to the other colleges for admission review.

Business and Community Education (BCE) contracts with organizations to underwrite the cost of training for students and businesses. In addition, BCE also works with the communities where the trainees are located to identify local trainers with appropriate qualifications and expertise. When trainers are not available within the service area, external contracts may be sought to fill priority training needs. Referrals for out-of-area trainers are often given by area residents, vendors, and industry representatives, and some potential new trainers will self-identify their services to BCE.

Career Services provides certification testing, placement testing, and career choice testing in partnership with a variety of testing companies and industries. Tests are often associated with workshops and evaluation tools. Career Services places a higher priority on tests that are aligned with and support MPCC programming. In order to maintain relationships with the testing organizations, MPCC Career

Center staff carefully follow all documented processes and rules set forth by the companies, including maintaining their own training levels and certifications.

Building Relationships with Other Entities with Whom the College Interacts
MPCC understands the need to create, build, and prioritize relationships both vertically and horizontally with education associations, external agencies, consortia partners, and the general community. MPCC faculty and staff hold memberships and are active in a variety of local, regional, and national groups and organizations.

2P5(c) Selecting the tools, methods, and instruments to assess partnership effectiveness
For academic programs, input from advisory committees, advisory committee attendance, and feedback from employers are key indicators of partnership effectiveness.

2P5(d) Evaluating the degree to which collaborations and partnerships are effective
The college recognizes that the partnerships have different evaluations of effectiveness. At the outset of each collaboration, involved parties determine the partnership goals to be measured as well as success definitions. Targets and benchmarks are used in determining academic partnership effectiveness metrics. Evaluation criteria varies by constituency or initiative. Evaluation tools are then identified to measure those components. From the college's perspective, the strategic plan review and updates, determines to what degree selected strategies impact institutional goals and metrics. The Office of Institutional Research and Planning (OIRP) supports evaluation efforts.

2R5 What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

2R5(a) Summary results of measures (include tables and figures when possible)
2R5(b) Comparison of results with internal targets and external benchmarks
2R5(c) Interpretation of results and insights gained
As mentioned in Category 1.1 and 1.2, a key indicator of effective academic partnerships as well as partnerships with business and industry are advisory committee meetings. Since 2015, overall attendance and participation has improved. See 1R2 for evidence.

Another key indicator of effective partnership building is the set relationships MPCC has built with grant funding organizations.

Figure 2-18. Grant Funding		
Year	Amount Requested	Amount Awarded
2015-16	$1,907,127.97	$1,463,449.45
2016-17	$658,169.77	$721,724.13

2I5 Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?
Rooted in the mission statement approved October 2016, MPCC will develop and implement a comprehensive partnership evaluation tool that will assist the college in determining and prioritizing initiatives and partners.

Category Three: Introduction

Since 2014, Human Resources has re-aligned its priorities with a stronger focus on employee development and wellness. The area assistant director of human resources focus is leading MPCC's Working on Wellness team. This shift in focus led to MPCC receiving the Nebraska's Governor's Award of Excellence in Wellness for its quality worksite wellness program. MPCC has also been selected to participate in Elevate, a financial incentive program designed to encourage employees to invest in their health. Employees who complete the program will receive a $150 reward and if 91 employees complete Elevate, MPCC will receive a $5,000 grant to spend on employee wellness initiatives.

MPCC's perceived level of maturity for Category Three processes and results are systematic with Subcategory 3.3 moving toward the aligned level. Processes are explicit, repeatable and evaluated for improvement. Measures, metrics, and some benchmarks are used by stakeholders.

Two AQIP action projects focused on intra-college communication have provided the impetus for several communication improvements. Cabinet minutes are now hyperlinked in email communication from the president's office and weekly communications of pertinent College operational information is shared personally by Cabinet members (see 4P3). More emphasis has been placed on the openness of Board of Governors meetings to employees as well as making it clear that all employees are represented by a particular Cabinet member.

The strategic goal and planned action project of tracking employee engagement has been postponed. There is a need to review closely review the positive results received from the recent PACE employee satisfaction survey which showed increased satisfaction since the 2015-2018 strategic plan was published.

Category Three: Valuing People

Category Three explores the institution's commitment to the hiring, development, and evaluation of faculty, staff and administrators.

3.1 Subcategory One: Hiring

3P1 Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

3P1(a) Recruiting, hiring, and orienting employees
From development of a job description to an offer of employment, MPCC's processes for recruiting and hiring are designed to establish a thorough, efficient, and nondiscriminatory practice for the recruiting and hiring of the most qualified candidates for open positions.

Throughout the hiring process, human resources provides administrative oversight to ensure that all EEOC procedures are followed and completes background checks on all full-time and some part-time hires.

Hiring qualified staff and administrators begins with creation of a fully developed job analysis questionnaire (JAQ) outlining the position's duties and the knowledge, abilities, and educational requirements.

Figure 3-1. Recruiting and Hiring		
Step	Responsibility	Process
1. Review and approval of Job Analysis Questionnaire (JAQ)	• College Cabinet, Direct Supervisor, & Board of Governors (only for new positions)	• Review the JAQ with input from employees affected by the position. List the minimum qualifications (training, education and experience) for the position. If no JAQ exists, develop a new one. • Through a position matrix, cabinet verifies the need for the position and budget availability. Any new full time position must be approved by the Board of Governors prior to advertising.
2. Advertising and Recruitment	• Direct supervisor • College Cabinet • Human Resources	• Once approved, the cabinet member or direct supervisor works with HR to advertise the position, finalize the JAQ, and select a closing date. • As the position is advertised in appropriate print and electronic media, HR creates an electronic position file and adds applications as they are received.
3. Search Committee	• Search committee chair • Search committee • Human Resources	• Search committee chair forms the committee based on HR guidelines approved by college cabinet to ensure comprehensive representation from all employee classifications, departments, and divisions. • Prior to the position's closing date, HR conducts a charge meeting with the entire search committee. The charge covers the function and extent of responsibility of the committee and ensures equity issues. HR also provides guidance pertaining to potential of conflict of interest when applicants are known to committee members.
4. Screening	• Search committee chair • Search committee	• All applications are reviewed by the search committee using a rubric based on the position's established criteria and minimum qualifications. • Eliminate all candidates who do not meet the minimum qualifications. • Select candidates for interview based on compiled hiring rubric scores and abilities as outlined in the JAQ.
5. Interview Preparation	• Search committee chair • Search committee • Human Resources	• Design interview questions that match the criteria and duties outlined in the JAQ. • HR approves the interview questions.

Figure 3-1. Recruiting and Hiring		
Step	**Responsibility**	**Process**
6. Interview and Selection	• Search committee chair • Search Committee • Cabinet • Human Resources	• If necessary, conduct telephone interviews and then invite candidates to campus for an interview. • Conduct final interviews of any or all candidates • Present the committee's recommended candidate to the appropriate Cabinet Member. The Cabinet member will make the final decision with respect to hiring the recommended candidate or the alternative candidate, reject all finalists, reopen the position, or beginning the process anew. • Conduct reference check on final candidate • In cooperation with HR, the search committee chair or cabinet member makes an offer to the selected candidate • After the candidate has accepted, a start date is set, the new employee completes required new hire paperwork including authorization for a criminal background check.

In addition to the review of resumes, applications, and transcripts, screening/search committees may ask for additional information as part of the interview process if appropriate. Examples include:
- Teaching demonstrations for faculty positions
- Presentation demonstrations for recruiter and enrollment management positions
- Microsoft Office skills test for administrative assistant positions
- Technology based problem solving activities for information technology and distance learning positions

Orienting Employees
To ensure new employees are provided with the information about college policies, procedures, and job expectations, Human Resources conducts a half-day new employee orientation up to four times a year covering topics including:
- MPCC's mission, vision, values, organizational chart, and history covered by the college president
- HR personnel detailing working hours, holiday schedules, negotiated agreements, expected attire, benefits, completing college forms, and payroll procedures.

In addition to the general new employee orientation, full-time faculty are assigned a faculty mentor for their first year of employment. New faculty and their mentor participate in a mentoring session and decide on how often they will meet and outline goals for the academic year.

Adjunct faculty are invited to attend adjunct orientations each fall. Orientations are held at all campuses (McCook, North Platte, Broken Bow, Imperial, Ogallala, and Valentine). Orientation processes specific to faculty are under the oversight of the vice president for academic affairs and division chairs with assistance from Human Resources.

3P1(b) Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs (3.C.1, 3.C.2)
Credentialing guidelines for all full-time and adjunct faculty follow HLC's Assumed Practices B.2 Faculty Roles and Qualifications and Nebraska statewide initiatives. The college has created a Minimum Criteria for Hiring chart that shows the minimum educational criteria for hiring full-time or adjunct faculty, including dual credit faculty. Since 2016, current faculty credentials are checked against the hiring guidelines by the vice president for academic affairs. Those faculty needing additional hours have been informed.

3P1(c) Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
College cabinet and division chairs consistently review enrollment and academic planning data to ensure academic and non-academic activities are appropriately staffed. Course sections and faculty are added, or changed as division chairs and campus coordinators review course-specific enrollment.

Academic planning data includes credit hours generated by program, course capacity percentages, FTE data, and number of certificates, diplomas, and associate degrees.

3P1(d) Ensuring the acquisition of sufficient numbers of staff to provide student support services
To ensure students are receiving support in and out of the classroom, college cabinet, area directors, and division chairs with input from faculty and staff, review enrollment and survey data, such as the Community College Survey of Student Engagement (CCSSE) and MPCC's graduate survey), to determine if student needs are being met. If the data review indicates areas where student needs are not being met and staffing changes would better serve MPCC students, a new position description is developed. Then, the position is added to the position matrix which College Cabinet uses to identify and prioritize personnel needs. Any new position is approved by the Board of Governors prior to being advertised.

The position matrix is also reviewed when an existing position becomes vacant because of retirement or resignation. The College's strategic planning process, reduction-in-force procedures, succession planning, and the use of interim and acting assignments also ensure student support services are appropriately staffed.

3P1(e) Tracking outcomes/measures using appropriate tools.
To determine the quality and effectiveness of hiring and orientation processes, MPCC reviews years of service data as well as employee turnover within one and two years after the initial hire date.

Appropriate staffing is determined in part by results of internal customer satisfaction surveys and staffing comparison with other peer institutions.

3R1 What are the results for determining if recruitment, hiring, and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

3R1(a) Summary results of measures (include tables and figures when possible)
3R1(b) Comparison of results with internal targets and external benchmarks

A key indicator of a successful hiring process is years of service. Figure 3-2 shows average employee years of service for full-time and part-time employees. Over one-third of full-time employees have been with the College for over ten years.

Figure 3-2. MPCC Employee Mean Years of Service	
Employee Classification	**Years of Service**
All full-time employees	10.31 years
All part-time employees	7.08 years

As seen in Figure 3-3, MPCC has a relatively low rate of turnover in full-time positions, but this rate has increased slightly over the past three years. State comparison data is not available at this time.

Figure 3-3. MPCC Full-time Employee Turnover Rate			
	2014-15	**2015-16**	**2016-17**
Full-time Employee Headcount	196	192	195
Employee Turnover (Non-retirees)	8	10	12
Employee Turnover Rate	4.1%	5.2%	6.2%

MPCC has a generous retirement contribution matching benefit that matches up to 8.5% of employee contributions. Figure 3-4 shows the current participation rates. Discussion amongst the Cabinet leadership team resulted in a recommendation that the Working On Wellness team might be able to increase employees maximizing their matching dollars as a fiscal wellness project in the near future.

Figure 3-4. MPCC Employee Retirement Matching Participation		
	N	**Percent**
4.5% or less	34	17%
Greater than 4.5% and less than 8.5%	75	37%
8.5% or greater	96	47%

3R1(c) Interpretation of results and insights gained

Based on years of service and anecdotal feedback, MPCC's hiring processes are achieving the goal of hiring qualified candidates for open positions. However, using available data sources such as the PACE survey and developing internal surveys to assess hiring and new employee orientation processes will help the College continue to improve both processes.

3I1 Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

- Including part-time staff in new employee orientation and alternating orientation locations to accommodate area employees.
- Merging vital employee documents into new hire documents for easier and faster paperwork processing.
- Future improvements include creating an internal satisfaction surveys for hiring and new employee orientation processes, online tutorials explaining employee benefits, and a completely online application for employment.

3.2 Subcategory Two: Evaluation and Recognition

3P2 Evaluation and Recognition focuses on the assessment and recognition of faculty, staff, and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2(a) Designing performance evaluation systems for all employees

MPCC's performance appraisal process for staff and faculty evaluation process is directed toward attracting, motivating, and retaining capable employees who contribute to the success of the College.

Staff

For MPCC staff, the performance evaluation system is referred to as the performance appraisal process.

Figure 3-5. Performance Appraisal: Staff	
Full-time staff	• All employees will perform a self-appraisal of their own job performance. • All supervisors will perform an appraisal of their employees' performance. • Supervisors will meet with their direct report to calibrate the employee's written appraisal. • Supervisors and employees will meet and discuss the results of these performance appraisals. • After the meeting described above, a complete and final performance appraisal is to be delivered to the Human Resources Office by the appropriate Supervisor.

Faculty: Performance Evaluation

The faculty evaluation process was designed, reviewed and updated by a committee. Student evaluation of instruction is conducted each semester in all class.

Figure 3-6. Faculty Performance Evaluation Process	
Full-time faculty	• Probationary faculty (under two years of service) are observed once a year and complete an annual evaluation by the vice president for academic affairs (VPAA). • Non-probationary faculty participate in a formative evaluation process every three years. The evaluation includes a classroom observation and composite evaluation conducted by the VPAA.
Adjunct Faculty	• Adjunct faculty are evaluated every three years. The evaluation includes a classroom observation by full-time departmental faculty and evaluation visit with division chair.

3P2(b) Soliciting input from and communicating expectations to faculty, staff, and administrators

MPCC strives to maintain transparency and open lines of communication between all employees throughout the 18-county service area including campuses in Broken Bow, Imperial, Ogallala, and Valentine. Faculty, staff, and administrators travel to campuses and utilize distance learning system, Skype for Business, and Zoom to communicate with staff and faculty at a distance.

Figure 3-7. Soliciting Input and Communication Expectations to Faculty, Staff and Administrators	
Faculty	• Led by the vice president for academic affairs (VPAA), monthly faculty meetings during the academic year give faculty a forum to learn about college wide issues and communicate with other faculty outside of their division. • Through internal satisfaction surveys, faculty have the opportunity to provide feedback on their division chair and the vice president for academic affairs. • Academic Master Plan: In Fall 2016, an academic master planning process was initiated. While the VPAA developed the questions and facilitated the initial meetings with faculty, input directly from faculty is at the core of the process.
Staff	• Non-instructional staff participate in regular staff meetings where employees are encouraged to provide updates and suggestions for continuous improvement • Cross-functional teams, such as Instructional Services, Area Physical Resources, Assessment Leadership Team, and Data Governance, call on faculty and staff to provide input to improving related processes.
Cabinet Level	• **Cabinet Notes:** A link to notes from weekly cabinet meetings are emailed to all faculty and staff • **Weekly Update:** Each Friday, a cabinet member sends a weekly update email that includes general college updates as well as information specific to the areas the cabinet member supervises. • **Board of Governors (BOG):** Monthly Board of Governors meeting agendas and meeting reports are emailed and to all faculty and staff. In Spring 2017, Board of Governors members also spoke at beginning of the semester meetings in McCook and North Platte.

3P2(c) Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

The College recognizes the performance appraisal process must be grounded within the college mission, values, and strategic plan. The process focuses on how employees can improve the quality of their work. For faculty, the purpose of the full-time and adjunct evaluation process is to provide a consistent methodology for observation and feedback regarding the teaching and learning process. Both processes are aligned with the College mission of providing exceptional learning opportunities for individual student success.

3P2(d) Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators (3.C.3)

In the College employee handbook, Section IV Human Resources/Performance Appraisals states that MPCC's practice is that all staff will receive performance appraisals annually. The purpose of the performance appraisal process is to develop better communication between the employee and the supervisor, improve the quality of work; increase productivity; and promote employee development.

Figure 3-8. Staff Performance Appraisal Process	
Step	Process
1	In May, Human Resources emails supervisors and employees regarding the performance appraisal process. The email includes a copy of the employee's current Job Analysis Questionnaire (JAQ). If the JAQ is not current, the supervisor works with HR to make necessary changes.
2	Using the performance appraisal form, the employee being evaluated completes a self-evaluation and submits it to their supervisor no later than July 1. These are intended to be a comparative analysis tool to assist in the evaluation process and are **NOT** to be turned into Human Resources.
3	After the self-evaluation and performance appraisal are completed but not signed, calibration occurs. • Calibration is a process in which Cabinet members come together to discuss the performance rating proposed for each employee under their direction. • The purpose of calibration is to improve consistency of ratings across different managers for employees with similar job descriptions.
4	Upon completion of the calibration process, supervisors schedule a private meeting with each of their direct reports to go over and discuss the evaluation. This interview should include: 1. An evaluation of past performance 2. Suggestions for improving performance moving forward 3. A review of goals and objectives for the past year and the upcoming year.
5	Upon completion, the evaluation form should be signed and dated by the employee and supervisor by August 1. A copy of the completed evaluation should be provided to the employee, with the original, signed copy submitted to Human Resources for the employee's personnel file.

Faculty
For full-time probationary faculty (under two years of service) administration will perform annual evaluations. For full-time faculty with over two years of service administration will perform evaluations every three years.

3P2(e) Establishing employee recognition, compensation, and benefit systems to promote retention and high performance
When fiscally possible, MPCC rewards employees through annual salary increases. Compensation and benefits packages are reviewed each year during contract negotiations and annual budgeting.

Beyond monetary compensation, College employees are recognized through college-wide awards, years of service recognition as well as recognition for serving on AQIP action project teams.
- Professional Achievement in Student Support Award: Nominated by students, faculty, and staff and selected by an awards selection committee, the award is given to an outstanding employee who has demonstrated exceptional commitment to student support and student retention.
- Faculty Achievement in Student Success Award: Nominated by students, faculty, and staff and selected by an awards selection committee, the award is given to an outstanding faculty member who has demonstrated exceptional commitment to student success and student retention.

- Spirit Awards: A representative of the college as a student, staff, or faculty member or other recognized college group member who is an active supporter of activities across the entire college year.
- National Institute for Staff and Organizational Development Award (NISOD) Excellence in Teaching Award: The NISOD award is given to a full-time faculty with a minimum of two years of teaching experience and an adjunct faculty with a minimum of five years teaching experience. NISOD recipients must encompass innovative teaching strategies, exhibit a willingness to advise students, and exhibit community involvement as a representative of the college for the benefit and as an example to their students. NISOD nominations are made by full- and part-time faculty.
- Gene Budig Award: The Gene Budig award is given to a non-probationary McCook Community College (MCC) faculty member judged as outstanding in all scholarly and community endeavors. Presented at MCC's graduation, the recipient receives a $1,000 check from the MCC Foundation.
- Student Services "Star" Awards: Each year, student services recognize a "star" employee as well as a rising star, who is an employee within their first five years of employment. Also on a yearly basis, one student services department receives a star award for the highest combined score on the graduate and internal customer satisfaction survey.
- You Rock Awards: The You Rock award is given to an MPCC employee who has demonstrated exemplary internal customer service. Nominations are submitted by MPCC employees.

3P2(f) Promoting employee satisfaction and engagement

The College offers employees opportunities to participate in the following programs or services to enhance the work experience and help provide for intrinsic and extrinsic employee benefits and morale:

- Generous benefit package (provided to all full time employees)
- Working on Wellness (WOW) – College program offered to all employees, but participation is voluntary. Opportunities for WOW members include $25 reimbursement for a wellness related purchase, flu shot clinics, health and prevention campaigns for employees, and participation in a Personal Health Assessment.
- Emergency communication system
- Area Physical Resources and Safety Team (addresses ADA, safety and well-being, security, surveillance, and facility maintenance/improvements to promote a safe, healthy, and attractive working environment)
- Board policies dealing with safety and employee well-being
- Opportunities to participate in AQIP action project teams

3P2(g) Tracking outcomes/measures using appropriate tools

- The focus of MPCC performance appraisal process is to assess how individual employees perform in their job, contribute to their area, department, or division and the overall college mission. To measure this, Human Recourses ensures that employees participate in the appraisal process.
- The Personal Assessment of the College Environment (PACE) survey and internal employee satisfaction surveys are also used as indicators of the effectiveness of the evaluation and recognition process.

3R2 What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

3R2(a) Summary results of measures (include tables and figures when possible)
3R2(b) Comparison of results with internal targets and external benchmarks
3R2(c) Interpretation of results and insights gained
Every three years, the PACE is administered to assess progress and highlight areas for growth. MPCC's target on all PACE questions 4.0.

Figure 3-9. PACE Survey Results			
Climate Factor	**2014** **MPCC Mean Score**	**2016** **MPCC Mean Score**	**Small College** **2-Year Mean Score**
Supervisory Relationships	4.01	4.12	3.80

3I2 Based on 3R2, what process improvements have been implemented or will be implemented within the next three years?
- Recent improvements include updates to the performance appraisal form to reduce the number of scoring options making the evaluation process more meaningful and the implementation of the calibration process.
- For the You Rock awards, Human Resources has partnered with marketing and media staff so stories about award recipients reach media outlets for further recognition.

3.3 Subcategory Three: Development
Development focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3(a) Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
Ongoing training opportunities for all full and part-time employee are provided through human resources.

Figure 3-10. Training Opportunities	
Step	**Process**
1	In the spring, the training team surveys employees for training needs.
2	HR publishes a fall and spring course training calendar based on employee input that is distributed to all employees.
3	Employees can select up to two courses per year at no cost. Additional opportunities include annual in-services, off-campus professional development opportunities, and faculty development days.
4	At the end of the spring, the training team evaluates utilization of training and seeks feedback form employees.
5	Based on steps 1-4, HR evaluates the level of need vs. support.

Full-time employees are eligible to apply for tuition reimbursement for college courses taken at accredited institutions and tuition waivers for courses taken at MPCC. The course/degree should be related to their work at the College. This benefit has been offered to establish standards of excellence, to motivate employees to improve themselves, and to help build succession planning for the College.

For faculty, the Center for Teaching Excellence was developed to promote and enhance teaching effectiveness and student learning while building community among faculty members and making student learning visible. The development of the Center for Teaching Excellence supports the College mission by providing exceptional learning opportunities for individual student success. Specifically, the Center for Teaching Excellence has provided training opportunities that include the following:

- On-Course workshops and other engaged learning opportunities
- Blackboard boot camp – 3 ½ day focused workshop with a trainer from Blackboard allowing faculty to become more proficient in blackboard
- Individualized training for full time and adjunct faculty as is needed provided in person, via phone or through e-mail
- Small group trainings for various departments

The Center has also begun working to develop faculty resources for utilization of Blackboard.

3P3(b) Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
MPCC supports faculty members by providing an environment conducive to exceptional teaching and learning including necessary classroom equipment, supplies, and resources to meet challenges that arise in the course of teaching. In addition to departmental budgets that provide faculty the opportunity to travel, membership in professional organizations, faculty also have access to reimbursement for tuition and fees for credit courses completed in their area of instruction or related field.

3P3(c) Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g) advising, financial aid, etc.) (3.C.6)
Ongoing training opportunities for all staff include annual in-service days, off-campus professional development opportunities, and on-campus in-person trainings as well as job-related webinars. Full-time student support staff are eligible to apply for tuition reimbursement for college courses taken at accredited institutions and tuition waivers for courses taken at MPCC.

Staff also belong to professional organizations and attend national conferences including the Higher Learning Commission (HLC) and the American Association of Community Colleges (AACC). In addition, all staff who work with Jenzabar, the college's student information system, have the opportunity to attend the Jenzabar Annual Meeting (JAM) and to participate in on-site and online Jenzabar consulting.

3P3(d) Aligning employee professional development activities with institutional objectives
At the core of MPCC's mission of "transforming lives though exceptional learning opportunities for individual student success" is a defined need to ensure employees have the opportunity to grow professionally and stay on top of ever-changing trends within higher education.

3P3(e) Tracking outcomes/measures utilizing appropriate tools
Key measures for employee development include:
- Supervisory Relationship category from the Personal Assessment of College Environment (PACE) survey

- Utilization of HR sponsored training
- Utilization of outside tuition reimbursement
- Utilization and evaluation of Jenzabar consulting hours

3R3 What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

3R3(a) Summary results of measures (include Figures and figures when possible)
3R3(b) Comparison of results with internal targets and external benchmarks
3R3(c) Interpretation of results and insights gained
According to PACE survey results, MPCC employees are satisfied with professional development opportunities available to them. Key factors contributing to the high percentage include an increase in human resources sponsored trainings, the tuition reimbursement available to full-time employees, and Jenzabar training/consulting for employees who work with MPCC's student information system.

Figure 3-11. PACE Survey Results		
Question	**2016 MPCC**	**2016 Small 2 Year Average**
The extent to which professional development opportunities are available	37% Very Satisfied	25% Very Satisfied
	43% Satisfied	40% Satisfied

Figure 3-12. MPCC Employee Trainings Sponsored by Human Resources		
	Number of training courses offered	**Number of employees participating**
Fall 2014	50	40
Spring 2015	27	72
Fall 2015	17	64
Spring 2016	75	48

Figure 3-13. Faculty Tuition Spent and Number of Graduate Hours Taken						
	# of Faculty Completed Reimbursement	**Faculty Credit Hours**	**Total Amount**	**# Staff Completed Reimbursement**	**Staff Credit Hours**	**Total Amount**
2015-16	6	69	$ 32,071.72	4	33	$ 11,291.50
2014-15	6	79	$ 38,146.80	5	25	$ 8,495.05
2013-14	9	75	$ 25,740.50	4	21	$ 7,133.50
Total	**21**	**223**	**$ 95,959.02**	**13**	**79**	**$ 26.920.05**

Figure 3-14.		
Jenzabar Consulting/Training Hours		
Module	**Hours**	**Dollars Spent**
Admissions	85.0	$ 14,025.00
Advising	62.5	$ 10,312.50

Figure 3-14.		
Jenzabar Consulting/Training Hours		
Module	**Hours**	**Dollars Spent**
Business Office	73.0	$ 12,045.00
Financial Aid	18.0	$ 2,970.00
Human Resources	24.0	$ 3,960.00
Registration	114.0	$ 18,810.00
Project Management	40.0	$ 7,000.00
Total Hours Allocated as of May 2017	**416.5**	**$ 69,122.50**
Hours Remaining	23.5	$ 3,877.50
Total Amount Allocated for Jenzabar Consulting/Training	**440.0**	**$ 73,000.00**
In addition to Jenzabar consulting/training hours, an average of 5 employees per year are sent to Jenzabar's annual meeting.		

3I3 Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?
- Cooperation with Business and Community Education has enhanced employee training calendar offerings.
- Human Resources (HR) created an audio and book library focusing on personal and professional development employees can access when traveling.

Category Four: Introduction

Mid-Plains Community College has strong processes and results in the area of Planning and Leading. The results of the 2016 Personal Assessment of the College Environment (PACE) survey show the highest levels of employee satisfaction as compared with the 2013 and 2010 PACE survey results. Since joining the AQIP Pathway in 2008-09, the College planning and leadership have been tied to the principles of high performance organizations recommended by the Higher Learning Commission in the AQIP Pathway.

Organizational restructuring and review has occurred regularly since 2012. This reorganization appears to have increased employee satisfaction with structure, communication, and leadership. One of the key organizational restructures was to split out the oversight of academic affairs and student affairs responsibilities at the vice president level. Previously, there was one vice president for educational services and student development. When the split was made, the role of campus vice president for McCook was paired with student affairs, and the role of campus vice president of North Platte was paired with academic affairs. This arrangement led to more clear ownership and lines of communication within and across those areas.

In 2016, MPCC's Board of Governors collaborated with faculty and staff to revise the College mission and values. This process was iterative and incorporated stakeholder feedback in the final decisions made. The placement of the mission at the top of the home webpage was the result of student feedback. In the past three years, collaborative processes spearheaded by College leaders were used to develop a College Strategic Enrollment Plan, and are being used to develop the in-progress Academic Master Plan and Facilities Master Plan.

Priorities for improvement based upon results in 4R2 and 4R3 include work to increase employee satisfaction with sharing of information within the institution (3.54) and spirit of cooperation (3.87).

While these scores are both higher than national comparison groups, the College is still looking for ways to meet the internal target of 4.0 on these topics.

The College feels that there is a high level of maturity across the subcategories in Category Four. Several areas, particularly in mission, vision, and strategic planning fall in the integrated level, with efficiencies occurring due to analysis, innovation, and sharing. The remaining subcategories fall in the aligned level with explicit, repeatable processes that are periodically evaluated for improvement.

Category Four: Planning and Leading

Planning and Leading focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

4.1 Subcategory One: Mission and Vision

4P1 Mission and Vision focuses on how the institution develops, communicates, and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1(a) Developing, deploying, and reviewing the institution's mission, vision, and values (1.A.1, 1.D.2, 1.D.3)

Development of the College mission and values lies with the Board of Governors of Mid-Plains Community College who work closely with the president to determine the need for development or refinement of the mission, vision, and values.

Deployment of the mission, vision, and values occurs through various mediums, including presentations at Board meetings, weekly updates of the College Cabinet, signage on campuses, inclusion on the College website as well as marketing and recruitment materials. It is prominently featured within the publication containing the College's strategic plan.

The board officially affirms and/or modifies all board policies on an annual basis, including review of the College mission and values as well as all other comprehensive matters affecting College operations.

MPCC had significant Cabinet and Board turnover between 2012 and 2016. In the summer and fall of 2016, the Board of Governors revisited the mission and values of the College. An external facilitator was secured to work with the Board and College Cabinet for a robust, one-day exercise of mission review which resulted in newly proposed mission and values statements. Following the retreat where modification was proposed, the newly proposed mission and values were shared with all employees at campus meetings in August 2016. The Board took feedback into consideration and utilized it to refine the revised mission as well as values statements for the College. The revised mission and values were then presented and approved at a regular open meeting of the Board.

4P1(b) Ensuring that institutional actions reflect a commitment to its values

In order to ensure institutional actions match values, the "Leading for Tomorrow" strategic plan outlines the goals and initiatives of the College for the current three year period (2015-2018). This is a well-planned process, maturing each time the comprehensive planning cycle is initiated. Table 4-1 in section 4P2 outlines the process for creating strategic plans that reflect the commitment to the College's values.

As noted in Table 4-1, the College's 3-year strategic planning cycle utilizes input from College and community stakeholders to ascertain their needs and expectations. Using the AQIP framework for strategic planning helps insure that student and stakeholder perspectives are explicitly included. In addition to the goals in the strategic plan, the Cabinet team receives and reviews assessment reports and hears presentations from each of the College departments and teams on an annual basis. The assessment reports include goals and objectives that are linked to the student learning outcomes or categories of AQIP to ensure connection to the mission of the College.

4P1(c) Communicating the mission, vision, and values (1.B.1, 1.B.2, 1.B.3)

The institution's mission, role, and values are displayed on the walls of offices, hallways, and public areas on all campuses. Every semester there is an all-College or multi-campus in-service event. During this time accomplishments are shared and celebrated. The president shares his message about the state of the College, along with the vision and future plans of the College.

Figure 4-10 provides a summary of the leadership and communication mechanisms in place for exchange of information within the College community. Constituencies, leadership, communication frequencies, and the intent of the communications are outlined in the table.

The College's employee orientation process is outlined in Section 3P1(a) of the systems portfolio. The president takes an active role in sharing the College mission, vision, and values during this process.

4P1(d) Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

As stated in Board policy 6200, the Board receives program reviews on all programs offered at the College. In order to ensure consistency with the institution's mission, a review is made of each instructional program at least once every seven years. This review considers information on program enrollment and graduation figures, as well as demand for the program and performance of graduates on placement tests if appropriate, as well as other factors. The relationship of the program to the role and mission of the institution is among the topics considered when the review is conducted. Program faculty review their program data internally on an annual basis and perform an internal program review each of the two years in advance of the review by the State of Nebraska Coordinating Commission for Postsecondary Education.

4P1(e) Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

As the College Cabinet and the AQIP Core Team developed a systematic planning process, the Board of Governors approved funds for a separate budget to be used solely for strategic planning initiatives to allow teams to pilot, develop, and implement solutions. One of the stipulations attached to this budget is that department-focused projects must first evaluate other funding options. All purchases made are subject to board policy on purchasing.

Before funds can be accessed, action project teams must complete the Project Charter and fully evaluate multiple potential solutions. Teams apply for funds using the AQIP Funds Request Form. Each form submission is evaluated by the AQIP Core Team to ensure the funds meet the needs of not only the action project but the institutional vision as well.

Budget managers are made aware of the College mission and values and are expected to prepare budgets based upon the best allocations to achieve institutional goals.

The instruments used during the planning and execution process include the following:
- The academic program review
- Student learning outcome matrices
- Departmental assessment matrices
- Input from department and program advisory groups/councils, which focus on student learning

4P1(f) Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies, and employee satisfaction surveys)

Every three years, the Personal Assessment of the Collegiate Environment (PACE) study is administered to faculty and staff and then externally analyzed to provide indicators about the College climate. Additionally, the Graduate Survey is administered every year and the Community College Survey of Student Engagement (CCSSE) is administered every other year.

4R1 What are the results for developing, communicating, and reviewing the institution's mission, vision, and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

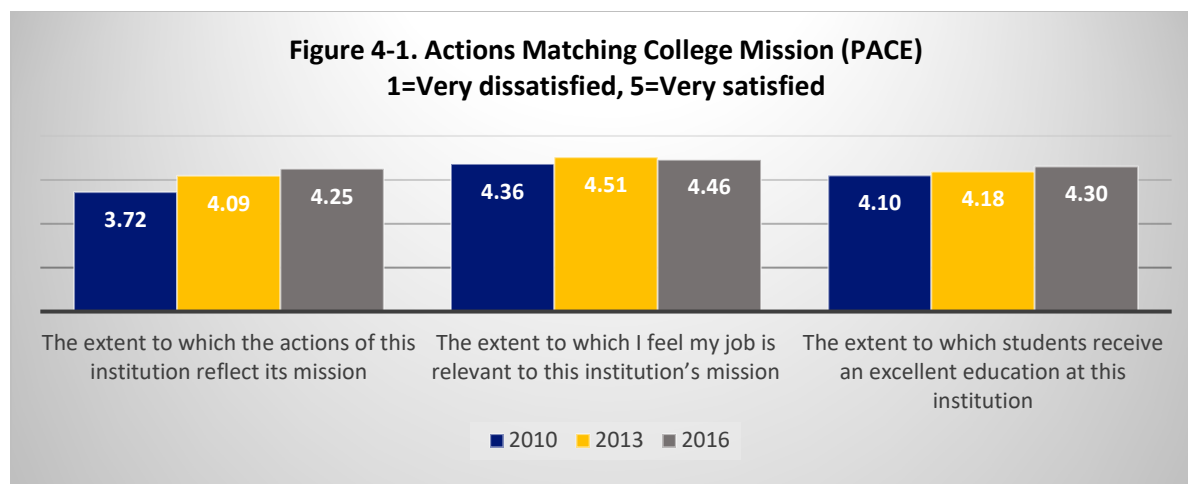**4R1(a) Summary results of measures (include tables and figures when possible)**
4R1(b) Comparison of results with internal targets and external benchmarks
4R1(c) Interpretation of results and insights gained

Results for Planning and Leading

The 2016 employee climate survey, the Personal Assessment of the College Environment (PACE), indicated that the College has a healthy campus climate, yielding an overall 4.04 mean score or Collaborative system.
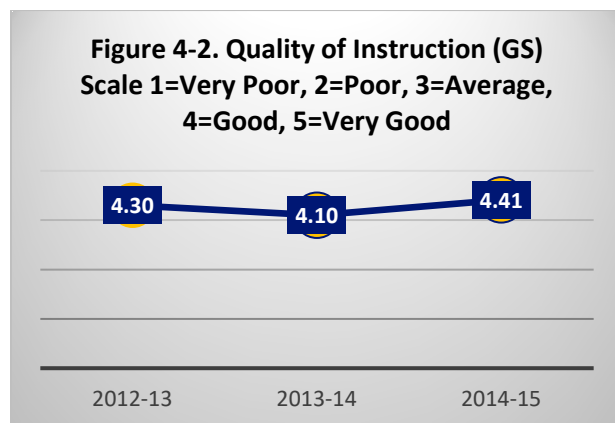
Items tracked that are most directly related to 4P1 processes are listed below. The extent to which the actions of the institution reflect its mission has increased significantly in the past six years. In addition, the employees' perception of their job's relevance to the College's mission has remained very high, exceeding the internal target of 4.0. The College's values all reference the overall value of providing excellence in education, and the item reflecting this value has been rated high, with improvements in the last two administrations of the survey.

Figure 4-1. Actions Matching College Mission (PACE)
1=Very dissatisfied, 5=Very satisfied

3.72	4.09	4.25	4.36	4.51	4.46	4.10	4.18	4.30

The extent to which the actions of this institution reflect its mission | The extent to which I feel my job is relevant to this institution's mission | The extent to which students receive an excellent education at this institution
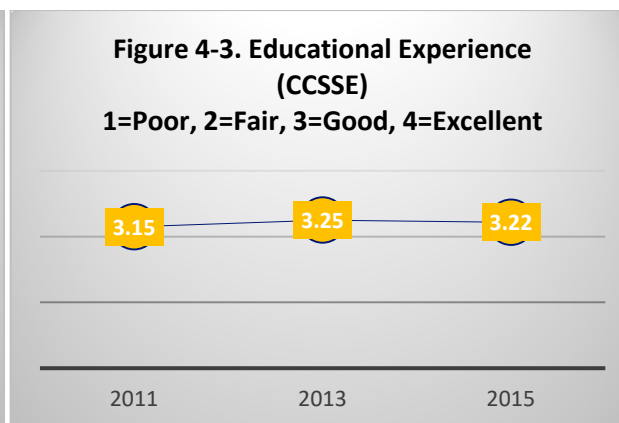
■ 2010 ■ 2013 ■ 2016

While the PACE survey collects employees' perceptions, MPCC also looks at responses from students on their perception of receiving an excellent education. One item from the Community College Survey of Student Engagement (CCSSE) and one from the Graduate Survey speak to the students' experiences and scores are listed for those below. The internal target for the CCSSE item is 4.0, and for the Graduate Survey item is 3.0, and these targets have been met in the last three administrations of both surveys.

Figures 4-2 and 4-3 College Activities Alignment with Mission (Graduate Survey and CCSSE selected items)

Figure 4-2. Quality of Instruction   **Figure 4-3. Educational Experience**

Figure 4-2. Quality of Instruction (GS)
Scale 1=Very Poor, 2=Poor, 3=Average,
4=Good, 5=Very Good

4.30	4.10	4.41
2012-13	2013-14	2014-15

Figure 4-3. Educational Experience (CCSSE)
1=Poor, 2=Fair, 3=Good, 4=Excellent

3.15	3.25	3.22
2011	2013	2015

Comparison of Category 4 Results with Those of Other Institutions and Organizations
Figure 4-4 shows MPCC's 2016 PACE climate survey results compared to small 2-year colleges, and to the norm base. MPCC is outperforming its peers in all three areas.
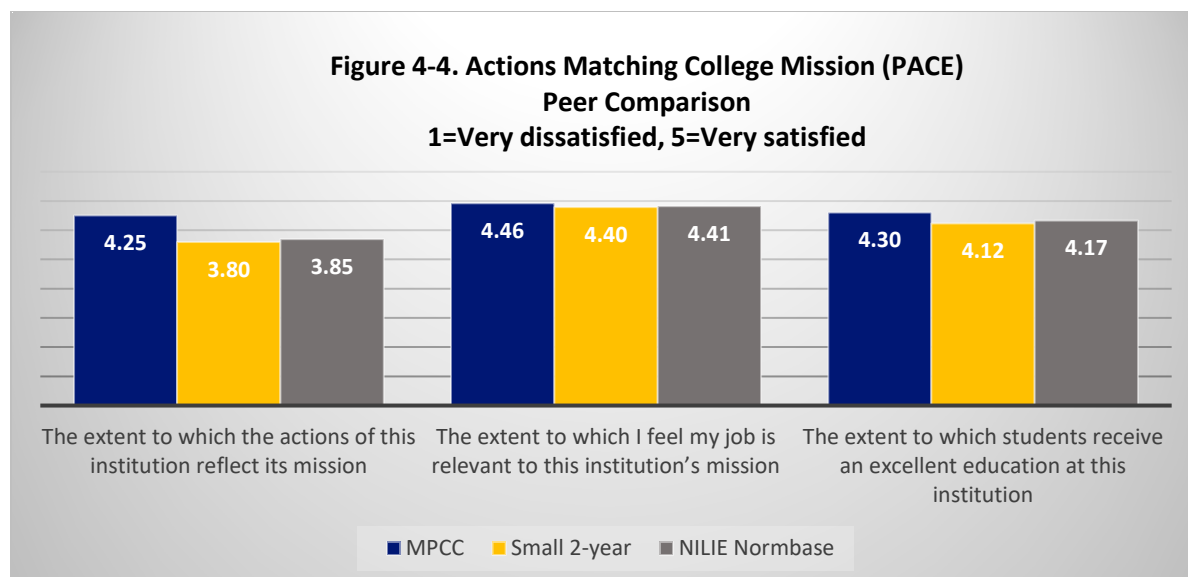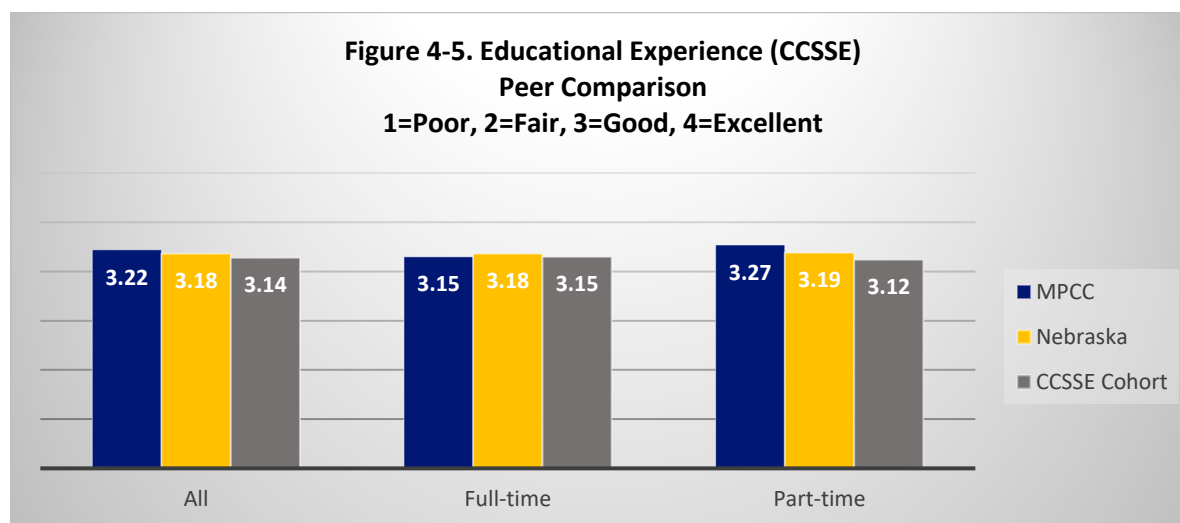
Figure 4-4. Actions Matching College Mission (PACE)
Peer Comparison
1=Very dissatisfied, 5=Very satisfied

	The extent to which the actions of this institution reflect its mission	The extent to which I feel my job is relevant to this institution's mission	The extent to which students receive an excellent education at this institution
MPCC	4.25	4.46	4.30
Small 2-year	3.80	4.40	4.12
NILIE Normbase	3.85	4.41	4.17

■ MPCC   ■ Small 2-year   ■ NILIE Normbase

Figure 4-5 shows that MPCC students' assessment of their educational experience is similar to that of other institutions in the CCSSE cohort.

Figure 4-5. Educational Experience (CCSSE)
Peer Comparison
1=Poor, 2=Fair, 3=Good, 4=Excellent

	All	Full-time	Part-time
MPCC	3.22	3.15	3.27
Nebraska	3.18	3.18	3.19
CCSSE Cohort	3.14	3.15	3.12

■ MPCC
■ Nebraska
■ CCSSE Cohort

4I1 Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

The process for review and revision of the College mission was improved by having an external facilitator guide the development of a proposed revision to the mission and values, getting feedback from employees and students prior to the Board decision. Feedback was considered and influenced the final decision.

An organizational structure review has been included as a regular Cabinet summer retreat topic since 2013. Organizational structure has been adjusted and will continue to be reviewed and adjusted in ways that improve the College's ability to accomplish its mission most effectively.

4.2 Subcategory Two: Strategic Planning

4P2 Strategic Planning focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes.

4P2(a) Engaging internal and external stakeholders in strategic planning (5.C.3)

The MPCC Board of Governors has made a significant commitment to the strategic planning process by aligning its strategic goals with the six AQIP categories. The 10 goals in the College's current strategic improvement plan, "Leading for Tomorrow," are in the second year of the three-year cycle, the third iteration of creating the plan in alignment with AQIP principles and categories.

The process for engagement of internal and external stakeholders is noted in steps 2 through 4 of Figure 4-6. The process includes opportunities to gather input from many stakeholders, including students, faculty, staff, administration, various community members, and the board. Each of the six AQIP categories is represented in the strategic goals that provide for continuous quality improvement. The goals are created through the comprehensive planning process described in Figure 4-6 below.

Figure 4-6. MPCC Strategic Planning Process	
Step	**Procedure**
1	Senior leadership and the AQIP Core Team chairperson(s) plan in detail for the next round of strategic planning with the Office of Institutional Research and Planning (OIRP). OIRP checks to ensure that the categories in the existing "Leading for Tomorrow" strategic plan document are aligned with the current, published AQIP categories. Decisions are made on the mechanisms and instruments needed to properly collect stakeholder input about the College's future direction.
2	The OIRP works with College Cabinet to identify key community representatives in the areas of secondary education, business and industry, and governmental agencies to invite for regional input sessions held in six cities and towns where MPCC's campuses are located.
3	Collect input from both internal and external stakeholders through surveys, forums, process improvement suggestions, various committee reports, and team meetings.
4	OIRP organizes the broad range of ideas collected from these sources into the AQIP categories. This includes analysis of the notes taken during the input sessions, production of a final set of items that have been identified as most important in each of the AQIP categories, and identification of relevant data (from CCSSE surveys, PACE surveys, employer feedback, etc.) for College Cabinet to consider in their subsequent discussion and decision making.
5	College Cabinet determines which subset of the items will be designated as the strategic plan's first action projects; which individuals, departments, and/or groups will be responsible for each action plan; what resources will likely be needed to implement each action plan; and what is a likely timeline for the completion of each action plan.
6	In each of the categories, set specific, measurable goals for enhancing instructional programs, non-instructional programs, and College services.
7	Following consultation with the Board of Governors to ensure that there is alignment with the College's mission, the strategic plan is finalized and approved by the Board.
8	The strategic plan, titled "Leading for Tomorrow," is posted on the College web site and shared with College employees and the external community.

Figure 4-6. MPCC Strategic Planning Process	
Step	**Procedure**
9	The AQIP Core Team is tasked with implementation of action projects to address the strategic goals in consultation with the College Cabinet.
10	The College community is updated on action projects as they are kicked off and completed throughout the course of the strategic plan implementation.

4P2(b) Aligning operations with the institution's mission, vision, values (5.C.2)

The "Leading for Tomorrow" strategic plan outlines the goals and initiatives of the College for the current three year period (2015-2018). The process, outlined in the process table in 4P1 describes how goals are developed in alignment with the College mission. In order to align actions with the mission, the strategic plan is made concrete mainly through AQIP action projects.

Developing Action Plans

The AQIP Core Team facilitates the recruitment and training of cross-functional teams that look at processes that can be changed and improved in order to achieve the strategic goals.

The action project teams go through a one-day training facilitated by the AQIP Core Team to introduce them to the project being addressed, team development, and expectations. The teams also begin work on their project declaration during this training. During the initial training, teams are introduced to the Plan-Do-Study-Act model. Once an action project team has identified a solution it would like to pilot, the new process is set in place for a trial period. Once a process meets the approval of the team, it is then sent to the College Cabinet as a confirmed, completed action project and updated process. Action projects are launched in a staggered format over the three-year strategic plan cycle with two-four new projects kicking-off per year.

Defining Objectives, Selecting Measures, and Setting Performance Targets

As outlined above, action project teams are made up of cross-functional process owners. This engages faculty and staff on an individual, practical level and allows an optimal solution to be developed by those who understand it best. Research is done by the team in consultation with the College Cabinet and the Office of Institutional Research and Planning to identify the appropriate outcome measures for the project.

On a departmental level, programs determine their own measures and assessments in alignment with the overall institutional efforts. Student Affairs has developed a set of key performance indicators (KPI) based on the College's mission. All department KPI's are smaller measures that lead back to increasing overall student success and enrollment KPI's.

As action project teams are developed and trained, a strong focus is placed on measuring outcomes, benchmarking and staying focused on the challenge statement to avoid getting too broad in scope.

It should be noted that MPCC faculty and staff always have the opportunity to create action projects to work on processes that need improvement. To create an action project, employees submit an action project application to the AQIP Core Team. The application includes the process to be improved, potential members for a cross-functional team to address the issue, potential funding needs, and expected outcomes. These individuals then work through the AQIP Core Team to decide the best solution for addressing the problem.

Each action project team posts all of its documentation, including meeting minutes, to the College Portal to which all MPCC employees have access. The AQIP Core Team provides information sharing through mentions in Cabinet weekly updates, presentations during semi-annual campus-based meetings, and in a recognition of completed projects at the all-campus enrichment day in order to further infuse quality improvement into the culture of the institution.

4P2(c) Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency (5.B.3)

After the strategic plan is approved as described in Figure 4-6 above, the College Cabinet and the AQIP Core Team closely monitor the progress of the action project teams. If minor adjustments to the strategic plan are required at any point during the plan's three-year life, both the College Cabinet and the AQIP Core Team are involved in making the adjustments. Making major adjustments to the strategic plan requires the involvement of the Board of Governors.

On a day-to-day basis, College personnel communicate face-to-face and use electronic communication channels extensively, including email and the College Portal. These avenues are used for the College-wide distribution of Cabinet meeting notes, distribution of notes from meetings of the standing College Teams, and distribution of governing board minutes. The use of these channels of communication promotes the alignment of efforts across College departments and divisions.

Academic disciplines are aligned, even while discipline faculty are located on separate campuses. There are several examples of this. First, when offering organic chemistry, the lecture is taught using distance learning technology (interactive television) in order to deliver class and lecture material to students on McCook and North Platte campuses by one instructor, and there are labs in both locations that are overseen by the faculty on-site. Another example of effective alignment includes having a rotation of English faculty teaching sections online. This allows the institution to offer the appropriate number of sections to meet demand. A third example includes an arrangement where the two faculty who teach Calculus I, each have a section at their location, McCook and North Platte, followed by offering one section of Calculus II, which generally garners lower enrollment. The faculty members then alternate who teaches Calculus II on an annual basis.

Effectiveness and efficiencies are critical to the success of small, rural campuses. At MPCC, this is accomplished by building budgets together across locations, so that unnecessary duplication is avoided, supplies and equipment are shared, and orders can be made in bulk to get discounted prices. Faculty and staff at multiple locations communicate well about student and faculty needs in order ensure that appropriate supplies are available as needed.

Internal customer satisfaction surveys are conducted for Student Affairs departments in order to determine ways they can work across locations and across college divisions more effectively. This has led to having an enrollment coach attend academic department meetings as well as a variety of other improvements.

4P2(d) Capitalizing on opportunities and institutional strengths, and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

The AQIP Core Team and the College Cabinet continuously examine current trends when addressing new initiatives. These trends include such things as the local, state, and national economy; potential

employment opportunities for new programs; competitor offerings; and the outlook for funding sources such as state aid.

During the systematic strategic planning process, opportunities to build on institutional strengths are considered when prioritizing goals. Potential threats, opportunities, and weaknesses are identified through environmental scanning, including stakeholder input sessions involving key community members and all employees (see Fig. 4-6 on strategic planning).

Academic program reviews, program-specific accreditation processes, as well as on-going continuous improvement efforts within departments include regular assessments of strengths and weaknesses during annual reviews and goal setting.

Through an annual schedule of presentations, each of the non-instructional departments present their assessment matrices to the Cabinet and report on opportunities, threats, and what support they need from the Cabinet to improve effectiveness.

4P2(e) Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

As noted in 4P1(e), the College Cabinet and the AQIP Core Team developed a systematic planning process that also includes designated budget funds that allow for improvement initiatives moving the College towards its goals.

As a testament to the importance of having cross-functional teams, representatives within the same team often work on campuses more than 70 miles apart. In order to properly respect the time commitment required to effect positive change as an action project Team, the use of distance technology is essential. After the initial training, most teams communicate via e-mail, IP protocol video conferencing, and teleconferencing. Although this often doubles and triples the number of rooms used for meetings and adds on-site technology into the mix, it is cost-effective for the College. A move has recently been made to utilize the College learning management system to improve action project communication.

If a new departmental project is needed outside of the scope of the strategic plan or beyond the resources allocated in the department's annual budget, two options are available. First, through an application and approval process, resources can be accessed through New Program Development Funds or Instructional or Non-Instructional Enhancement Funds. MPCC's Area Instructional Leadership Team (ILT) reviews and approves the applications for the New Program Development and Instructional funds during its monthly meetings. Resources are allocated based on the following criteria: project purpose, measurable benefit to the College, and current funds available. The Non-Instructional Enhancement Funds are approved by a committee of classified and administrative staff from public relations, administrative services, and student affairs. The second option is to apply for AQIP funds through the AQIP Core Team.

4P2(f) Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals)

The Personal Assessment of the College Environment (PACE) survey of employees has several items that reflect the health of the strategic planning and collaborative environment at the College.

MPCC has a systematic measurement system for its planning processes. Each action project team develops outcome measures for its particular action project while the team's declaration is being

developed. The measures are shared with the College Cabinet to be finalized. Once the measures have been established, the teams report to the College Cabinet on their progress. Measures include, but are not limited to the following:

- Implementation of new initiatives
- Implementation of new internal processes that are well documented
- Faculty, staff, and student survey results
- Institutional data as reported by the Office of Institutional Research and Planning

Additionally, College support departments annually set goals, record outcomes, and present reviews to the College Cabinet. These reports include, but are not limited to:

- Student success rates (persistence, retention, graduation, and transfer-out rates)
- Internal customer satisfaction surveys
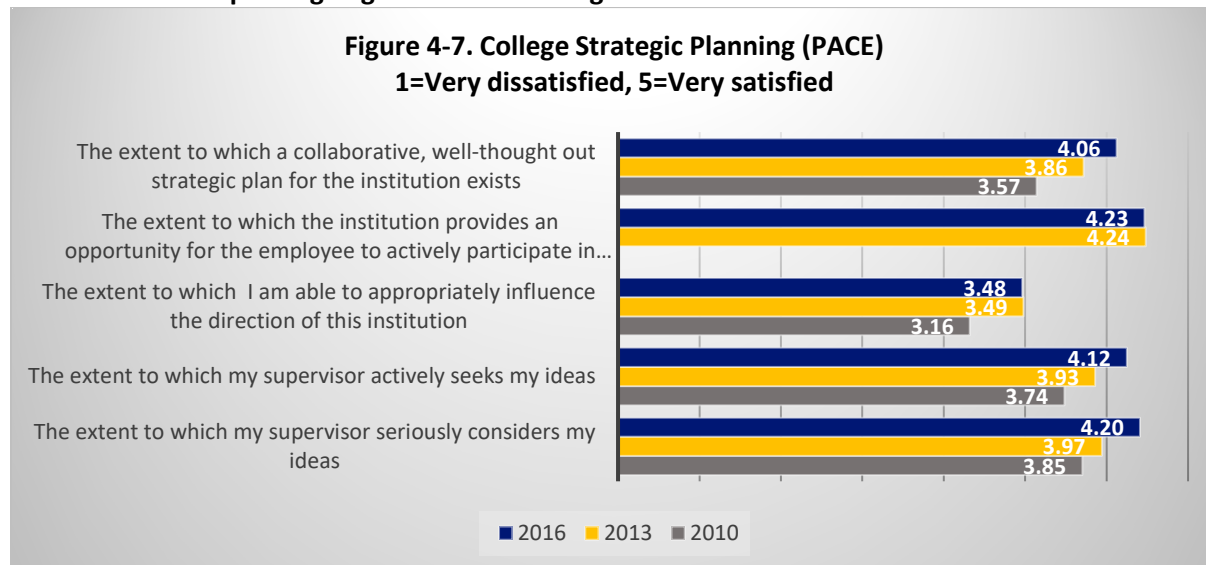- Departmental-specific process efficiency metrics

4R2 What are the results for communicating, planning, implementing, and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

4R2(a) Summary results of measures (include tables and figures when possible)
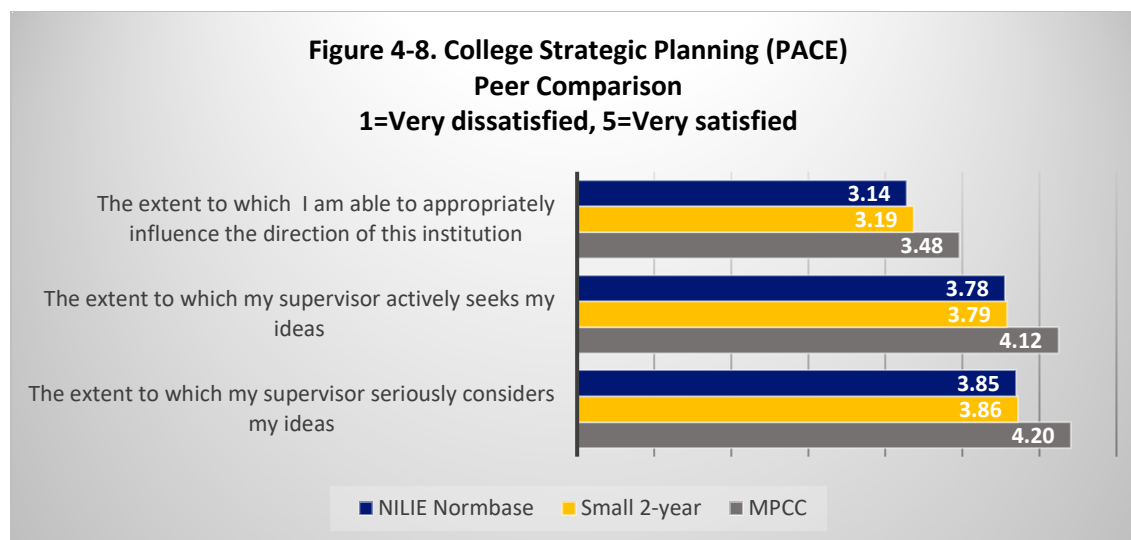**4R2(b) Comparison of results with internal targets and external benchmarks**
4R2(c) Interpretation of results and insights gained

Results for Accomplishing Organizational Strategies and Action Plans

Figure 4-7. College Strategic Planning (PACE)
1=Very dissatisfied, 5=Very satisfied

The extent to which a collaborative, well-thought out strategic plan for the institution exists — 4.06 / 3.86 / 3.57

The extent to which the institution provides an opportunity for the employee to actively participate in… — 4.23 / 4.24

The extent to which I am able to appropriately influence the direction of this institution — 3.48 / 3.49 / 3.16

The extent to which my supervisor actively seeks my ideas — 4.12 / 3.93 / 3.74

The extent to which my supervisor seriously considers my ideas — 4.20 / 3.97 / 3.85

■ 2016   ■ 2013   ■ 2010

Comparison of Results with Those of Other Institutions and Organizations
The College has comparison data for three of the five items shown in trend format above. MPCC has improved its performance in all three items since the 2010 administration of the survey.

**Figure 4-8. College Strategic Planning (PACE)
Peer Comparison
1=Very dissatisfied, 5=Very satisfied**

In Figure 4-8, it is evident that MPCC is outperforming comparison institutions in the three areas related to the implementation and communication of strategic plans.

Evidence that the System for Planning Continuous Improvement Is Effective
Key outcomes in the strategic plans implemented since 2012 include the following:
- An employee development training program has been developed that is guided by a cross-functional team and facilitated by the Human Resources department
- The College websites (prospective students and public – mpcc.edu; current students – campus.mpcc.edu; employees – portal.mpcc.edu) were restructured. They are each now focused on particular audience and the action the College desires of the user
- An Assessment Leadership Team was developed that incorporated both instructional and non-instructional department representation
- Student support services awareness was improved through the creation of a one-stop document that pulled together contact information and hours of operation for support services area-wide and a link to the document was included on the "Quick Links" section of the homepage
- A summer bridge program aimed at increasing student success for students that enter with a developmental need in English was implemented in McCook. That process is being used as a model for developmental need in mathematics being implemented in North Platte
- Community input sessions held in conjunction with the College's strategic planning process in 2014 had more participants than in 2011
- A strategic enrollment plan for the College was developed through a process that involved the brainstorming of new ideas, and the development and evaluation of business plans for the ideas

In order to achieve the goals identified in the 2015-2018 "Leading For Tomorrow" strategic plan, regular updates have been made to College leadership by having a Cabinet member assigned as liaison to action projects.

4I2 Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?
Based upon score increases in 4R2, the College will continue its efforts by adding a gap year in the strategic planning cycle for the completing of action projects and collecting input from stakeholders. The

Cabinet is also reconsidering the number of action projects expected to kick-off each year, due to the small size of the institution and the cross-functional nature of most projects.

Another improvement that he College is beginning to take advantage of is new reporting software, Izenda, which will make key performance data more readily available to teams and decision makers through a web interface. At the close of the 2016-17 academic year, MPCC will have in place a Strategic Enrollment Plan, a new Academic Master Plan, and an updated Facilities Master Plan, the latter two done concurrently with the active participation of an architect.

4.3 Subcategory Three: Leadership

4P3 Leadership focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and identify who is involved in those processes.

4P3(a) Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

The Board of Governors of MPCC provides support to the administrative leadership and faculty of the institution. The Board works to assure that policies are in line with the mission, values, and vision of the College. They hold regular meetings to stay informed of the actions of the College leadership and entrust the day-to-day management of the institution to the faculty, administration, and staff.

4P3(b) Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

Responsibilities of the governing board are referenced under section 1200 of Board of Governors Policy Manual and clearly defined in Nebraska Revised State Statue Section 85-1511, whereby the board powers and duties are enumerated that govern all community colleges in Nebraska.

Policies are reviewed on an annual basis and updated or revised as necessary. The board holds twelve regular meetings per year in compliance with the Nebraska open meetings act. Time is provided at the beginning of each meeting for comments from the public, employees, and students. Two student representatives serve as non-voting members of the board.

Reports are presented to the Board on an annual basis for their review and consideration. An audit committee of the Board participates in the financial, enrollment, and financial aid audits that also occur annually.

4P3(c) Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty (2.C.4)

Members of the Board of Governors attend trainings to assist them in understanding their oversight role and its relationship to the responsibilities for management that lie with College personnel. In February of 2016, six of the Board members were able to attend the Nebraska Governance Leadership Institute held in Grand Island, Nebraska, which was put on by the Association of Community College Trustees (ACCT). This was a two-day training that covered fundamentals of being an effective trustee, role clarification and operating procedures, as well as the Board-President relationship.

A six-member College Cabinet serves as the senior leadership team. The College has established standing teams (see Fig. 4-9) that operate interdependently within the organization and are comprised of a cross representation of faculty and staff. The membership, purpose, and function of each of the teams is listed in the College Teams document on the Portal.

Using the team structure aligns with a shared governance concept, where the teams actually decide on most operational matters and defer to the College Cabinet in matters affecting personnel and major unanticipated budgetary items. The College Cabinet reviews annual or semi-annual reports on team progress and provides the opportunity for teams to indicate what they need from the leadership in order to remove obstacles and accomplish the goals. Separately identified funds are set aside in the annual budget that teams may apply for and access to achieve goals that need additional resources outside of operationally budgeted funds. The funds are for new program development, instructional enhancement, and non-instructional enhancement.

Academic decision-making is made by faculty who work together to determine program and discipline requirements and standards. The faculty are represented by five academic division chairs on the Instructional Leadership Team, and by the vice president of academic affairs on the College Cabinet.

Figure 4-9. MPCC Leadership Teams
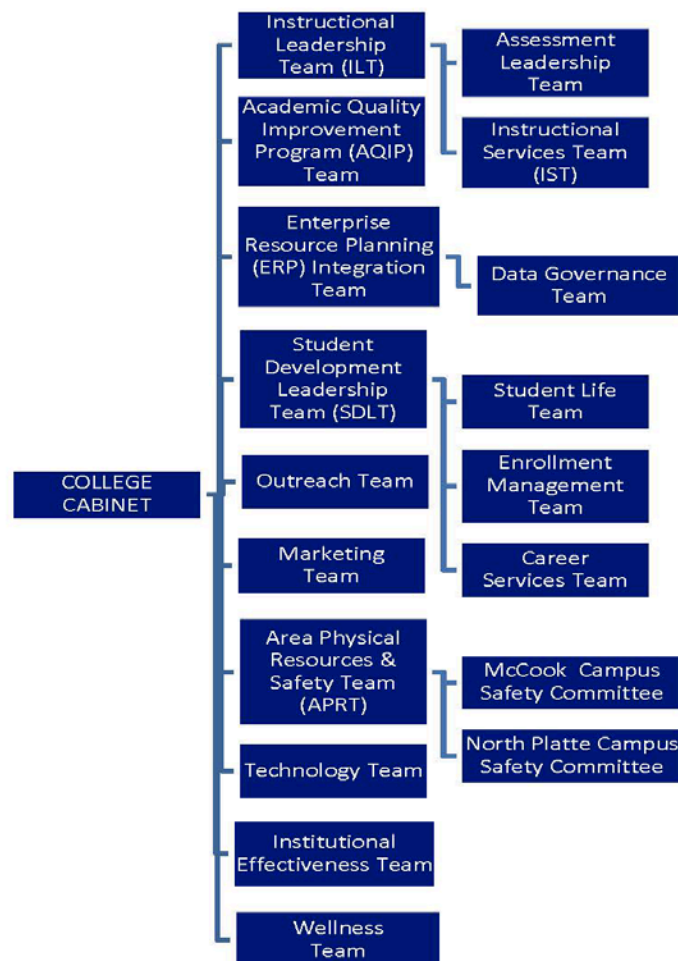
4P3(d) Ensuring open communication between and among all colleges, divisions, and departments
Figure 4-10 provides a summary of the leadership and communication mechanisms in place for exchange of information within the College community. Constituencies, leadership, communication frequencies, and the intent of the communications are outlined in the table.

Figure 4-10.			
Constituency	**Leadership**	**Communications**	**Intent**
Senior leadership	College Cabinet	Weekly	Ensure communication and synchronization across functional areas of responsibility
Students	McCook and North Platte Student Senates	Bi-weekly during the academic year	Serve as the student governing bodies and present initiatives to the dean and associate dean of Student Life; Publish newsletters to communicate with the student body
	Student Organizations	Monthly during the academic year	Provide opportunities for the student clubs and organizations to learn leadership and provide service, and provide a voice to the College concerning student needs
	Student Life	Weekly (or more frequently) during the academic year	"Don't Miss…" email of upcoming events; flyers posted on bulletin posting areas; Social media postings on events and activities. These methods are used to inform students about opportunities for student engagement in campus events, student activities, student organizations, community events, and important information
Faculty	Faculty meetings	Monthly	Provides face-to-face opportunity for faculty to hear from and speak to the vice president for academic affairs (These are held both in McCook and North Platte)
	Instructional Leadership Team	Bi-monthly	Provides the faculty an organized structure for working with administration in the development of policies and procedures, and resolves issues of concern
	Instructional Services Committee	Monthly	Reviews and approves curriculum changes and processes that deal with instructional issues and strategies
	Division meetings	Semi-annual	Address issues as needed
	Department meetings	Monthly/quarterly	Address issues within each academic department
Support staff	Student Development Leadership Team	Monthly	Reviews and synchronizes operational issues; plans for upcoming activities

Figure 4-10.			
Constituency	Leadership	Communications	Intent
	Enterprise Resource Planning (ERP) Integration Team	Monthly	Reviews IT processes as they relate to successful management of data across the data management system (Including Jenzabar student information system)
	Area Physical Resources Team (APRT)	Monthly	Capital improvement plan, vehicle fleet plan, grounds and maintenance
	Admissions/Recruiting	Weekly	Meet to review, revise and incorporate strategies for student recruitment and retention
	Athletic departments	Monthly and as needed	Discusses issues related to student athletes
	Department meetings	Monthly/quarterly	Address issues within support services departments
Community	Board of Governors	Monthly meetings and annual retreats	Creates trust between the College Board, the College, and community, and enhances communication
College	State Legislature	Continuous	Enacts legislation

Beginning in the Fall 2014 term, the college president and vice-presidents began updating college personnel of pertinent information through end of week update emails. Employees receive one summary email from a Cabinet member each week (1st week – president, 2nd- vice president of academic affairs, 3rd- vice president of student affairs, 4th- vice president of administrative services, and 5th- associate vice president of marketing and public information).

In the past two years, division chairs have begun to meet prior to holding division meetings in order to make sure that their agendas cover the same topics that apply to faculty regardless of division. Division meetings create the opportunity for faculty who teach the same disciplines at separate campuses to connect and talk about curriculum. The vice president of academic affairs has a faculty meeting monthly in both McCook and North Platte that always includes time for question and answers.

Fall Enrichment Day is the one-day each year that all personnel from all locations gather in one place for professional development, training, and cross-departmental conversation and discussion. This day makes it possible for faculty, including those that teach the same disciplines from different locations, to see each other face-to-face, share experiences, and learn from each other. Student Affairs departments dedicate one full day annually to meetings for looking at department assessments, recognition, and training. This allows for staff from different departments, as well as staff from different locations, to interact, discuss, and grow in their shared vision.

Recent examples of excellence in communication include cross-departmental nursing and science faculty communication as well as more integrated, cross-disciplinary communication in the fine arts departmental faculty. Nursing students have a full schedule of program courses and practicums which can make it difficult for them to schedule general education classes. Nursing faculty communicate with science and other general education faculty in order to assure students are able to fit those necessary classes into their schedule with nursing curriculum. The recent addition of the Associate of Fine Arts

degree program has stimulated much more communication and collaboration amongst the faculty of music, art, and theater at the College. The process to create the program brought them together and forged new and stronger relations that have continued since the program was approved.

4P3(e) Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
MPCC utilizes face-to-face and technology-assisted processes to create and build relationships among its departments and campuses. There are numerous events and programs that help foster communication and integration among the College departments.

The College maintains an on-line Portal to communicate and build relationships across the organization. Groups, committees, teams, departments and leadership utilize the Portal to share information with their teams and with the College at-large. Team meeting minutes, College-related resources, planning documents, manuals, photos, forms, and bulletins are accessible via the Portal. As updates are posted to the Portal, teams send area-wide emails to notify all employees of the material's availability.

Prior to the start of the fall and spring semesters, all College employees are required to attend campus meetings to communicate important information. Each fall, an enrichment day accompanies the campus meeting schedule. All College employees are required to attend, participate and interact in order to bolster their understanding of College-wide systems and happenings. Also in the fall, adjunct faculty members are encouraged to attend adjunct faculty meetings to learn about the College, meet College staff and faculty, and ask questions to better understand their very important role in the College. Individual departments set their own meeting schedules to communicate and disseminate information. Regular trips are made between all of the campuses by Area personnel.

The vice president of student affairs attends Instructional Leadership Team (ILT) and faculty meetings. Other Student Affairs department managers attend ILT twice a year. The vice president of student affairs also has Human Resources staff and other department heads attend Area Student Development Team meetings.

The College Cabinet meets weekly for decision-making, communicating important information, and assuring integration of various events and happenings. College Cabinet minutes are posted to the College Portal and a notification email with a link to the document is sent to all employees to assist in disseminating the information. Individual Cabinet members also disseminate Cabinet decisions and discussions to their departments or divisions.

4P3(f) Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
The Board of Governors meets monthly in order to stay abreast of the workings of the College and to provide leadership and guidance to the administrative team, monitoring the overall College budget and approving adjustments to student costs and tax levy rates. The Board also conducts retreats as needed for robust consideration of the current status and future directions of the College.

As noted in 4P1(a), the Board recently updated the College's stated mission. This was a collaborative process where the College's administrative leadership, employees, and students were also consulted.

Three other processes have been initiated in order to provide effective leadership to all stakeholders. It began with an AQIP action project to create a strategic enrollment plan, which was followed in 2016 and 2017 with a process to update the colleges facilities master plan (which had last been completed in 2001), and to create an Academic Master Plan (the first of its kind at MPCC). Each of these processes

were led by a Cabinet member and incorporated stakeholder feedback from students, constituents, and employees representing the various classifications (faculty, staff, and administration). The strategic enrollment plan is in the implementation phase with several strategies having already been employed. The two master plans are expected to be completed by June 2017.

In the 2016-17 academic year, the College president invested resources in developing communication skills amongst 25 of the college's employees in leadership roles. This group included the college cabinet, the academic division chairs, and a large number of staff serving in the roles of deans or directors. The three hour sessions where managers learned about their own and others' personalities, temperaments, and communication styles. The training was well-received and there have already been multiple reports and feedback as to how the trainings have positively impacted communication across the institution.

As noted in Figure 4-6, the College's 3-year strategic planning cycle utilizes input from College and community stakeholders to ascertain their needs and expectations. Using the AQIP framework for strategic planning helps insure that student and stakeholder perspectives are explicitly included.

4P3(g) Developing leaders at all levels within the institution
Developing Leadership Abilities among Faculty, Staff, and Administrators
The Human Resources department holds professional development workshops/seminars periodically to further develop leadership (See Category 3.3). In addition, numerous College employees are pursuing advanced degrees within their fields and job scopes to enhance personal and professional development. The College budgets $25,000 per fiscal year for employees to apply for reimbursement in pursuit of advanced degrees. Currently requests for tuition reimbursements exceed budgeted dollars. If possible, the College will make financial adjustments to accommodate the growing demand in this area. Tuition reimbursement is limited to full-time employees at this time.

Training and Developing Employees to Maximize Their Contributions
Ongoing training opportunities are provided through the College with annual in-service days, Lunch and Learn sessions, off-campus professional development opportunities, and faculty development work days. Full-time employees are eligible to apply for tuition reimbursement for college courses taken at accredited institutions as well as tuition waivers for courses at MPCC. The course/degree should be related to their work at the College. This benefit has been offered to establish standards of excellence, to motivate employees to improve themselves, and to help build succession planning for the College. Part-time faculty and staff are invited to attend the annual College Area Enrichment Day as well as other training opportunities that are offered throughout the year when the content pertains to their position. If a full- or part-time faculty member is going to teach a distance learning course or an online course, he or she is required to attend appropriate courses and training sessions to acquire the skills and knowledge to teach courses using these systems.

Internal customer engagement surveys are conducted on all student affairs deans, department chairs, and the vice presidents of academic and student affairs to get 360 degree feedback on the leadership that they provide.

Ensuring Employee Development to Meet Changing Requirements
With *Valuing People* and *Helping Students Learn* at the core of the College's mission and its planning process, there are significant benefits to the College in ensuring that employees have an opportunity to grow professionally and stay on top of ever changing trends within higher education. This was addressed through an AQIP action project as part of the goals in the 2012-2015 strategic plan.

Department chairpersons or cost center managers determine how much of their budgets to allocate to professional development, including professional memberships, conferences, webinars, and travel.

Within AQIP, each action project team completes a five-hour training that utilizes many of the techniques shared during the AQIP Strategy Forum. This training ensures that the teams fully understand the process and get started in a structured, focused manner. The team is also assigned an AQIP Core Team member as a group facilitator and to serve as a resource throughout the project.

The Human Resources Department provides training opportunities for staff, division chairs, and administration by bringing in outside consultants twice a year to present on various issues. Recent topics have included sexual harassment, personality assessments of employees, and how employees can capitalize on diverse communication styles, and leadership development.

Full-time faculty members are involved in professional development during faculty work week at the start of the fall and spring semesters. Full- and part-time faculty members are provided a number of other opportunities to participate in professional development activities. During faculty work weeks, the College offers various sessions that address the expressed needs of the faculty. The College also offers a faculty mentoring program for new faculty members that pairs new faculty with veteran faculty; orientation sessions for adjunct faculty; lunch and learn sessions through the Center for Teaching Excellence; one-on-one technology training; and occasionally invites outside speakers to present to the full-time faculty on a topic that is relevant for all faculty members. Full-time faculty members are also provided monetary assistance toward membership in a professional organization.

Adjunct faculty members are invited to an orientation at the start of each academic year. This orientation includes such topics as the instructional handbook, online tools, instructional support, and student support resources. Division chairs and other full-time faculty are in attendance to answer questions and discuss any topics of interest.

All Student Affairs personnel have taken the StrengthsFinder and have three meetings a year with their direct supervisor outside the regular evaluation process to discuss strengths and how it affects their work.

4P3(h) Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
The Board of Governors acts in accordance with its established code of ethics (Policy 1700) where it states clearly that any potential conflicts of interest are to be identified and disclosed in order that the good of the institution and the people it serves is not negatively impacted by personal friendships or relationships that might affect decision making.

Aligning Directions with Mission, Vision, and Values
The "Leading For Tomorrow" strategic plan outlines the goals and initiatives of the College for a three year period (2015-2018). This process is shared in section 4P2 of the portfolio in Figure 4-6.

Planning for Leadership Succession
MPCC has a history of preparing employees for positions of greater responsibility. A significant number of current employees have been hired for entry-level roles and positions that now serve in leadership roles, including the president, deans, directors, and coordinators. The College has also developed staff

serving initially in part-time roles that were able to develop their skill sets in order to contribute as full-time employees.

4P3(i) Tracking outcomes/measures utilizing appropriate tools
Measures of Leading and Communicating
Every three or four years, the Personal Assessment of the Collegiate Environment (PACE) study is administered to faculty and staff and then externally analyzed to provide indicators about the College climate. Surveys are also conducted regularly at a departmental level in order to ascertain levels of satisfaction of service across departments within the institution.

4R3 What are the results for ensuring long-term effective leadership of the institution?

4R3(a) Summary results of measures (include tables and figures when possible)
4R3(b) Comparison of results with internal targets and external benchmarks
4R3(c) Interpretation of results and insights gained

Results for Leading and Communicating
Four items from the PACE survey related to open communication are shown in Figure 4-11. Each of the items has seen improvement throughout the last three administrations of the employee survey. Two of the four have reached the College's target of a 4 point average rating.

Figure 4-11. College Communication (PACE)
1=Very dissatisfied, 5=Very satisfied

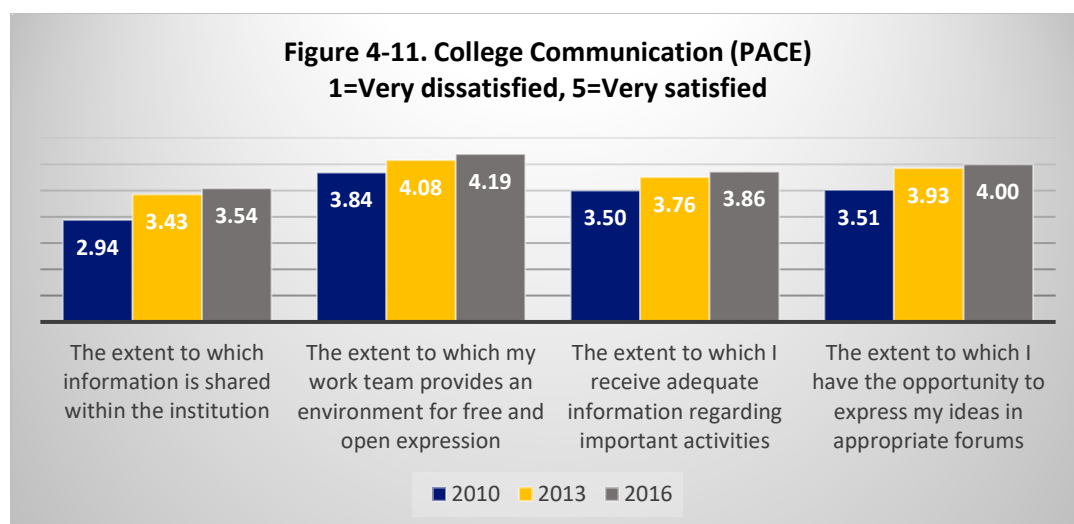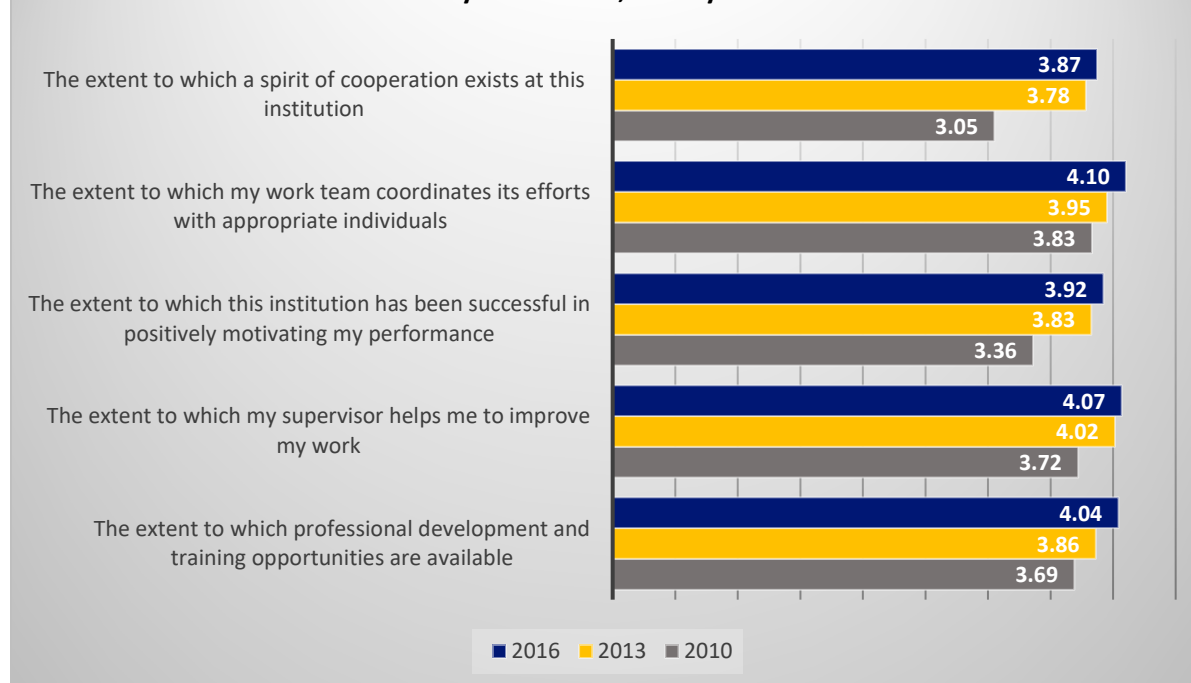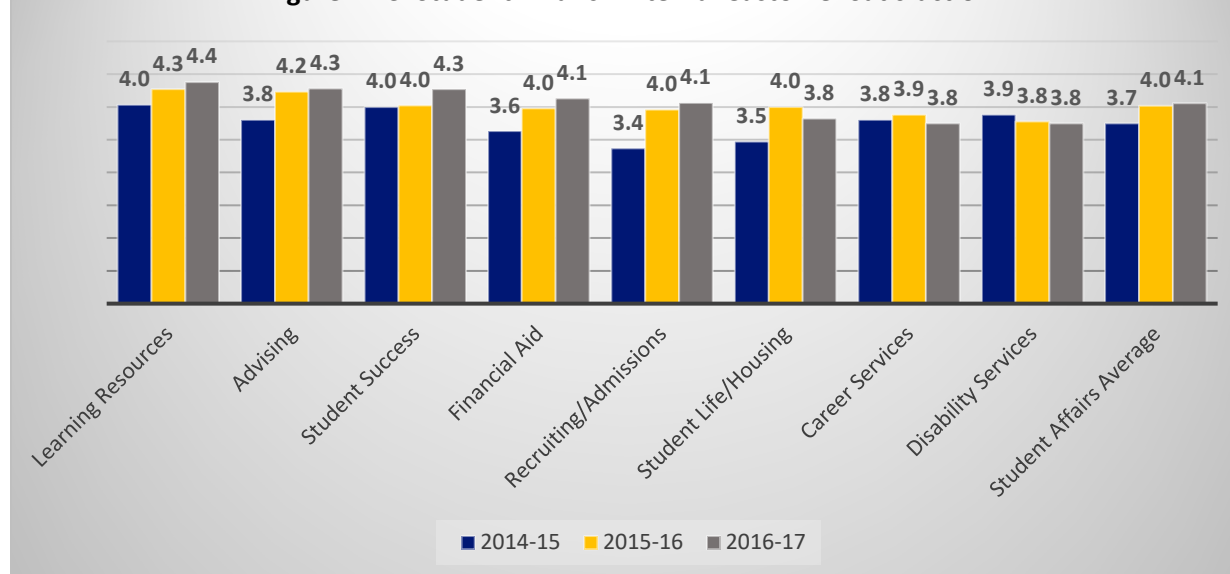|	2010	2013	2016
The extent to which information is shared within the institution	2.94	3.43	3.54
The extent to which my work team provides an environment for free and open expression	3.84	4.08	4.19
The extent to which I receive adequate information regarding important activities	3.50	3.76	3.86
The extent to which I have the opportunity to express my ideas in appropriate forums	3.51	3.93	4.00

Figure 4-12 shows five PACE survey items which the College utilizes to reflect collaborative leadership. Each of the five scores has improved in the last three administrations of the employee survey, and three of the five have recently exceeded the College's target of a four point average satisfaction rating.

Figure 4-12. College Collaborative Leadership (PACE)
1=Very dissatisfied, 5=Very satisfied

The extent to which a spirit of cooperation exists at this institution
- 2016: 3.87
- 2013: 3.78
- 2010: 3.05

The extent to which my work team coordinates its efforts with appropriate individuals
- 2016: 4.10
- 2013: 3.95
- 2010: 3.83

The extent to which this institution has been successful in positively motivating my performance
- 2016: 3.92
- 2013: 3.83
- 2010: 3.36

The extent to which my supervisor helps me to improve my work
- 2016: 4.07
- 2013: 4.02
- 2010: 3.72

The extent to which professional development and training opportunities are available
- 2016: 4.04
- 2013: 3.86
- 2010: 3.69

■ 2016 ■ 2013 ■ 2010

Collaborating across all units and ensuring open communication among divisions and departments is measured through multiple internal satisfaction surveys. Figure 4-13 illustrates the scores of Student Affairs departments, many of which are meeting or exceeding the target score of four, with Learning Resources, Advising, and Student Success achieving the highest scores most recently.

Figure 4-13. Student Affairs - Internal Customer Satisfaction

Department	2014-15	2015-16	2016-17
Learning Resources	4.0	4.3	4.4
Advising	3.8	4.2	4.3
Student Success	4.0	4.0	4.3
Financial Aid	3.6	4.0	4.1
Recruiting/Admissions	3.4	4.0	4.1
Student Life/Housing	3.5	4.0	3.8
Career Services	3.8	3.9	3.8
Disability Services	3.9	3.8	3.8
Student Affairs Average	3.7	4.0	4.1

■ 2014-15 ■ 2015-16 ■ 2016-17

Comparison of Category 4 Results with Those of Other Institutions and Organizations
Figure 4-14 shows the PACE climate survey selected communication items compared to small, 2-year colleges, and to the norm base for 2016. The College is above the norm base in all four items.
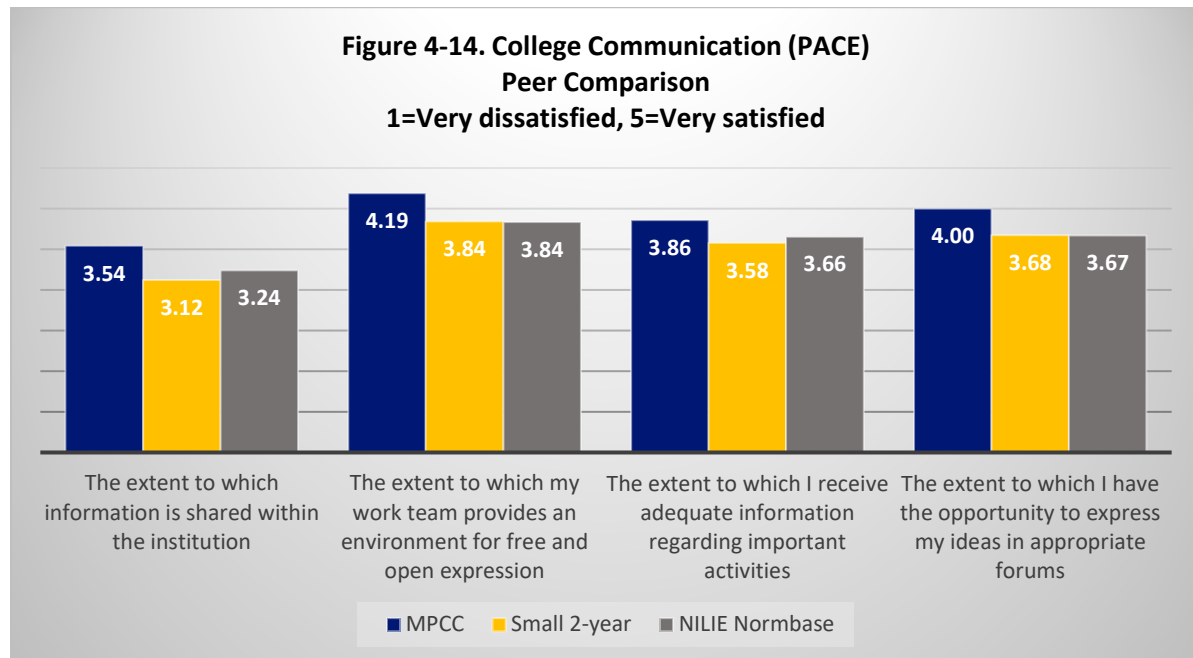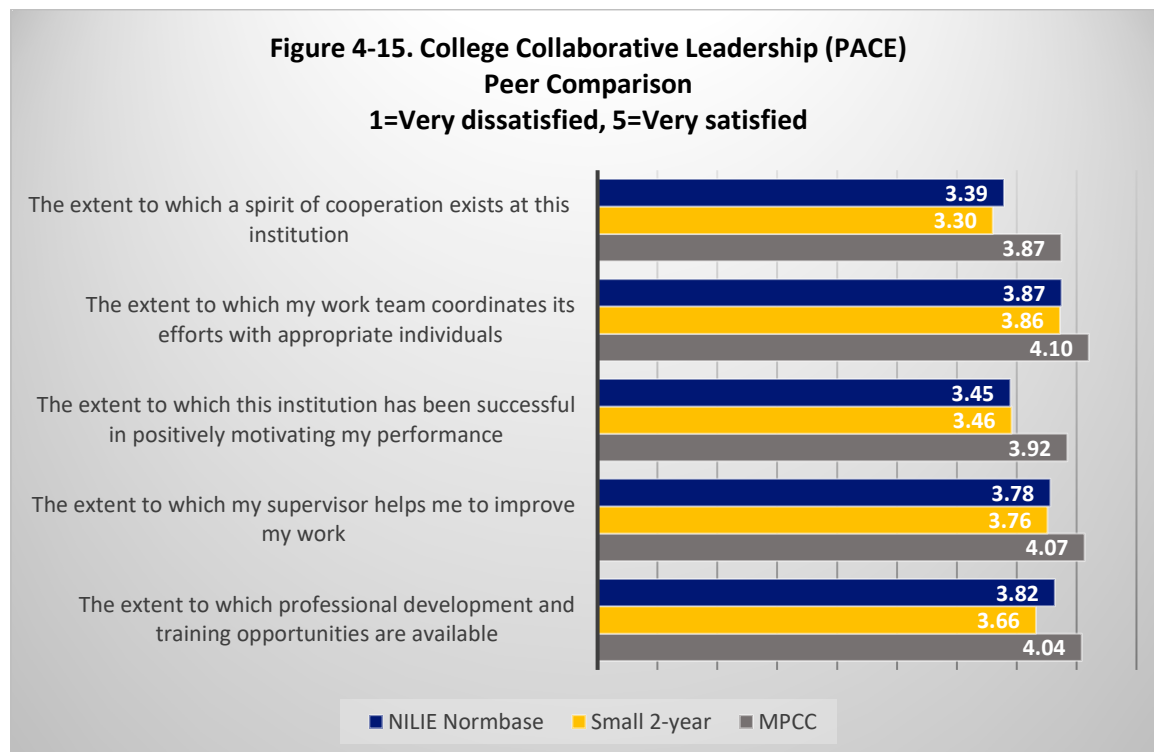

Figure 4-14. College Communication (PACE)
Peer Comparison
1=Very dissatisfied, 5=Very satisfied

Figure 4-15 displays that MPCC scores above its peers in all five of the selected PACE survey items related to collaborative leadership.

Figure 4-15. College Collaborative Leadership (PACE)
Peer Comparison
1=Very dissatisfied, 5=Very satisfied

4I3 Based on 4R3, what improvements have been implemented or will be implemented in the next one to three years?

During the summer 2016 Cabinet retreat, the president committed to a four-session communication and leadership development opportunity for 25 employees in leadership positions across the college. The four sessions were each three hours in length and were conducted face-to-face with approximately 4 weeks in-between sessions. This training opportunity has led to better understanding of those with different personalities, communication styles, leader-follower styles, and work habits.

In 2017, the Board established an ad hoc committee to go through the College's Board policies and make adjustments. In the future, this will be done every four years or as needed.

4.4 Subcategory Four: Integrity

4P4 Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes.

4P4(a) Developing and communicating standards

Standards of integrity are developed through Board policies, human resources procedures for all employees, as well as collective bargaining agreements. The Board has an attorney on retainer for consulting when necessary. Standards of ethical and legal behavior and expectations are communicated through several key documents. For Board expectations, the policy manual is posted on the College website and any changes or updates are documented and communicated through the minutes reported from Board meetings.

Standards for ethical and legal behavior of employees are also communicated through the Employee Handbook and where appropriate the Instructional Handbook (available on the Portal and College website).

The employee new-hire intake process goes over legal and ethical considerations required of serving as an employee of the College. The intake process is conducted on or before the first day of work for newly hired employees. New employees review and sign the following forms related to ethical behavior:

- Drug free workplace policy
- Conflict of interest policy
- Confidentiality policy
- Network account authorization (includes the College internet use policy)

In addition, for athletic coaches there is a coaches' code of conduct that is reviewed and signed. Figure 4-16 describes how effective teaching expectations are defined, documented, and communicated.

Figure 4-16. Process for Defining, Documenting, and Communicating Teaching Expectations	
Step	**Procedure**
1	Board of Governors reviews and updates the Board policy on faculty expectations as needed.
2	New faculty members are provided a mentor from among the College's experienced faculty.

Figure 4-16. Process for Defining, Documenting, and Communicating Teaching Expectations	
Step	**Procedure**
3	New, probationary faculty members are evaluated at least annually for the first two years of their employment.
4	The Center for Teaching Excellence supports the faculty by addressing different areas of teaching. • Offers professional development workshops periodically dealing with a variety of topics, including the use of new technologies in the classroom. • Offers semi-monthly Lunch & Learn sessions. • Emails weekly tips to help improve teaching skills.
5	Tenured faculty members receive a formative evaluation every three years.
6	Teaching expectations are published in the College's instructional handbook.

When the Board reviewed and revised the College mission, they also revised the values. Integrity was listed as the first of seven values and is reflected in the other values listed. The newly revised value statement reads as follows.

MPCC values excellence in education through:
- Integrity
- Programs that enhance the quality of life for people in the region
- Accessibility and affordability
- Respect for our college, communities, and the people we serve
- Open and honest communication
- Safe, quality, and engaging environments
- Continuous collaboration among all campuses

4P4(b) Training employees and modeling for ethical and legal behavior across all levels of the institution
The Board of Governors and the College Cabinet follow appropriate protocols regarding open meetings, reviewing and following policies set forth to maintain ethical and legal behavior. An attorney is present at most Board meetings to provide legal advice during proceedings.

The College makes clear to all managers and employees that unethical practice is prohibited and unacceptable. The Human Resources Department has a process available for reporting any unethical behaviors. (p. 53-56 of Employee Handbook)

As referenced in 4P3(g), the College provides many training opportunities for employees. Some of ethics-related trainings include Title IX training and trainings related to appropriate handling of supervisory responsibilities.

A group of College employees has been trained as Title IX investigators to look into reports of harassment or discriminating.

4P4(c) Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff (2.A.)

The Board of Governors works within current policies which provide the needed clarity around ethical operating policies and processes. A majority of these are explained in the section of the Board Policy Manual section on personnel (policies 4100 through 4500). In addition to board policy, ethical standards are also explained in the Employee Handbook and Instructional Handbook. Financial statements are presented to the board on a regular basis and any sole-source purchases are reviewed monthly by the board (Policy Manual 3310). The board also has a subcommittee that reviews the annual financial, financial aid, and enrollment audits to maintain integrity.

Written departmental objectives have been developed for instructional programs, and there is a program review process that allows for a comprehensive look at program objectives and outcomes. This process is overseen by the vice president for academic affairs. The results are presented to the College Cabinet and Board of Governors. The program objectives relate to and align with the College-wide learning outcomes determined by the Instructional Services Team.

Non-instructional departments have goals and objectives. They review their progress on a regular basis and periodically present a report to the College Cabinet.

4P4(d) Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)
Technology hardware and software have been the backbone for sharing knowledge, data, and information. The Portal, CampusWeb, shared drives, and the MPCC website are tools developed and maintained for students, faculty, staff, and the public to access and share information.
- The Portal is browser-based and can be accessed by faculty and staff from anywhere Internet connectivity is available.
- CampusWeb (MyMPCC) is the primary online resource tool for currently registered students.
- Information on almost every aspect of the College can be accessed through the MPCC web site. See www.mpcc.edu.

The College is in the process of moving the catalog online for the 2017-18 academic year. The roll out is expected in Summer 2017. Each program has a webpage with degree requirements, accreditation relationships, and additional information useful to current and prospective students. Brochures for programs are also available which contain total cost estimates, accreditation relationships, course options, and faculty information.

4R4 What are the results for ensuring institutional integrity?

4R4(a) Outcomes/measures tracked and tools utilized
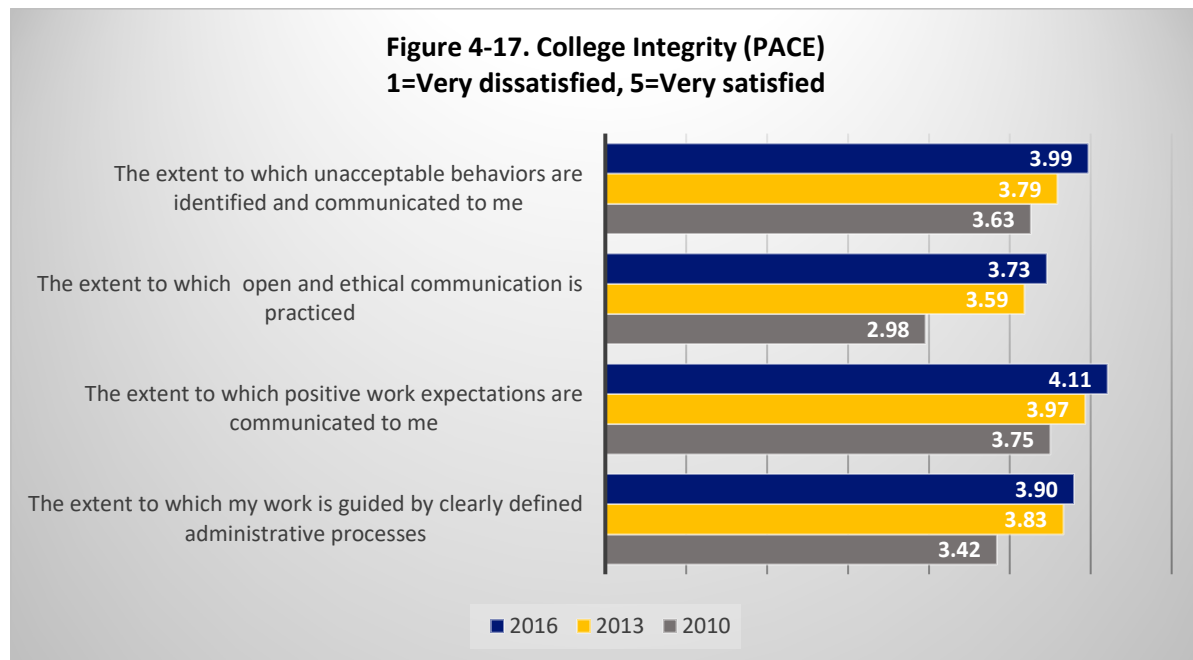**4R4(b) Summary results of measures (include tables and figures when possible)**
4R4(c) Comparison of results with internal targets and external benchmarks
4R4(d) Interpretation of results and insights gained

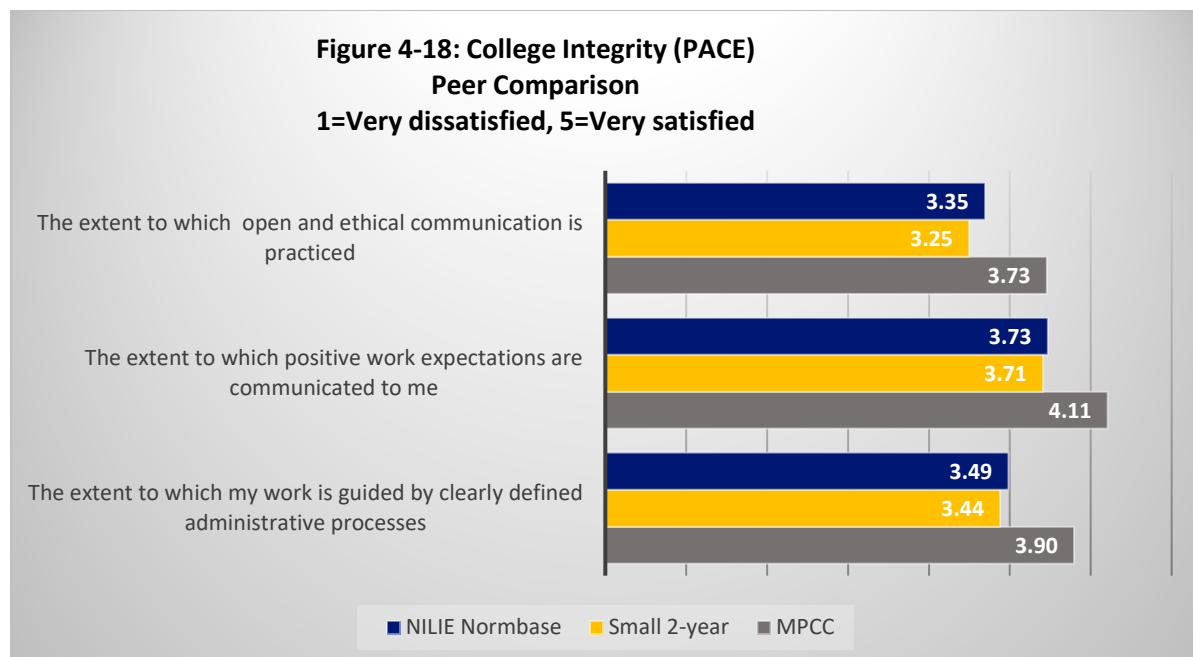**Measures of Leading and Communicating**
Results shown from the PACE survey in Figure 4-17 indicate improvement in the satisfaction with all four items related to College integrity, with an especially large increase in the extent to which open and ethical communication is practiced from 2010 to 2016.

Results for Integrity

Figure 4-17. College Integrity (PACE)
1=Very dissatisfied, 5=Very satisfied

	2016	2013	2010
The extent to which unacceptable behaviors are identified and communicated to me	3.99	3.79	3.63
The extent to which open and ethical communication is practiced	3.73	3.59	2.98
The extent to which positive work expectations are communicated to me	4.11	3.97	3.75
The extent to which my work is guided by clearly defined administrative processes	3.90	3.83	3.42

Comparison of Results with Those of Other Institutions and Organizations
Figure 4-18 shows the PACE climate survey selected items related to integrity compared to other small, 2-year colleges, and to the norm base for 2016. The College was above the norm base in all three items.

Figure 4-18: College Integrity (PACE)
Peer Comparison
1=Very dissatisfied, 5=Very satisfied

	NILIE Normbase	Small 2-year	MPCC
The extent to which open and ethical communication is practiced	3.35	3.25	3.73
The extent to which positive work expectations are communicated to me	3.73	3.71	4.11
The extent to which my work is guided by clearly defined administrative processes	3.49	3.44	3.90

4I4 Based on 4R4, what improvements have been implemented or will be implemented in the next one to three years?
Recent efforts to improve satisfaction with integrity have included increasing direct communication from Cabinet members on a systematic basis, noted in section 4P3. Another improvement was to make

College Cabinet minutes available more easily by hyperlinking to the document in the email notification that the minutes are available.

Category Five: Introduction

MPCC has committed in several different ways to improvements in knowledge management and resource stewardship since the last systems portfolio was submitted. A big accomplishment was the creation of the Student Services Annual Assessment Report which was a product that resulted from a recent AQIP action project. The action project resulted in much more active utilization of satisfaction data available through multiple survey instruments.

The Board of Governors and the president have committed to budgeting $300,000 annually specifically to instructional equipment needs. This is a significant investment that has resulted in substantial improvements in the availability of equipment that students utilize in order to prepare them for their future careers. Recent completions of capital improvements such as the Peter and Delores Graff Events Center in McCook, the Health and Science Center in North Platte, and a new campus building in Valentine serve as examples of local community buy-in and commitment by the College to provide excellent facilities for safe, quality, and engaging student learning environments throughout the 18-county service area.

The College has recently invested more resources for the development of faculty and staff for increased effectiveness in utilizing existing technology. This includes on-site faculty training in the use of the learning management system, Blackboard, as well as an increased commitment to consulting for staff who work with the configuration, maintenance, and management of the student information system, Jenzabar.

Priorities for improvement in this category include moving to a current AQIP action project on improving course scheduling to meet student needs, piloting of an online scholarship awards management software, and improved systematic evaluation of indicators through the completion of the AQIP action project on identifying key performance indicators.

Improving course scheduling: This project stems from the perception that classes are not being offered at times students need them to be offered for degree completion. The team's purpose is to determine what scheduling problems exist among the College's diverse student population. The project vision is to identify factors influencing students, faculty, staff and the overall College that create barriers for degree completion.

Identifying key performance indicators: The action project team is collaborating with College faculty and staff to develop an institution-level set of key performance indicators. All departments and divisions will be affected. Upon completion of this project, the College will benefit from a unified focus that will encourage teamwork and efficient use of resources. Key organizational processes that will be affected will be institutional assessment and budgeting.

Scholarship management improvement: A software purchase has been approved that will allow for more effective distribution of scholarship dollars, better use of staff time, and improved ease of use for applicants and reviewers. The new software purchase was initiated through a request for non-instructional enhancement funds and was approved for piloting the new process for scholarship management process for one year.

The level of maturity across the subcategories in Category Five vary between aligned and systematic. Processes in knowledge management and resource management are aligned, with processes that are explicit, repeatable and regularly evaluated. Results in this category are systematic and could be improved by sharing outcomes more widely to impact institutional planning.

Category Five: Knowledge Management and Resource Stewardship

Knowledge Management and Resource Stewardship addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

5.1 Subcategory One: Knowledge Management

5P1 Knowledge Management focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1(a) Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making

Data and performance information is selected at the departmental level by department supervisors with an eye towards fulfilling the College mission, roles, and strategic goals. Departmental supervisors consult with administrative leadership (deans, division chairs, College Cabinet members) to assure alignment. Processes for different areas of the College are described below, which all flow into, or include, a review by the College Cabinet to assess their effectiveness.

Institutional Strategic Plan

Planning at the institutional level is carried out as described in 4P2. The process for managing performance information related to the College strategic plan is shown in Figure 5-1, below.

Figure 5-1. Process for Selecting, Managing, and Distributing Data and Performance Information for the College Strategic Plan	
STEP	**PROCEDURE**
1	The College's three-year strategic planning goals direct the selection of performance data (see 4P2).
2	Management of the action projects is done by teams with a cross-functional membership and an AQIP Core Team member serving as liaison. Metrics for determining success of strategies are defined by these teams in consultation with the AQIP Core Team liaison and the College Cabinet member serving as liaison for the strategic goal. This is then recorded in the action project declaration document.
3	Data regarding performance changes are shared with the AQIP Core Team by the action project leader and shared with College Cabinet and on the College Portal.
4	Progress is shared as part of the Annual Board of Governors Report. Copies of this report are made available to internal and external constituents. The president then communicates the results to the College staff at a fall in-service day and campus meetings.

Analyzing Overall Performance Data and Information

A peer group of institutions with similar characteristics to MPCC was developed by the College in 2010 and has been used for review of the IPEDS Data Feedback report for external comparisons. Since that time, the institutional peer group has been used to study best practices in processes.

Academic Affairs
During the 2016-17 academic year, the vice president of academic affairs conducted a process to develop the first Academic Master Plan created at MPCC. She met with small groups of faculty by area for listening sessions throughout the fall term and then analyzed and organized the feedback to identify five themes to guide academic affairs discussions for the next three years. The five themes are being utilized to drive departmentally specific plans during that time frame. Written program and course objectives have been developed for instructional programs, and there is a program review process that allows for a comprehensive look at program objectives and outcomes. This process is overseen by the vice president for academic affairs. The results are presented to the College Cabinet and Board of Governors. The program objectives relate to and align with the college-wide learning outcomes determined by the Instructional Services Team.

Student Affairs
Student Affairs has key performance indicators for the entire division reflecting institutional goals. These goals include, fall-to-fall retention, completion, student loan cohort default rate, student satisfaction, and internal partnership satisfaction. All department key performance indicators reflect one of the top division goals, just in more detail. At the end of every year, each department analyzes their key performance indicators and then makes adjustments to affect the outcomes. The adjustments at the department level on an annual basis should then reflect back on the overall key performance indicators for the student affairs division. Department annual goals should reflect ways to improve the key performance indicators. All of this is reported on an annual basis in the department assessment reports that are compiled in the student affairs yearly report. There is an annual student affairs meeting to review the results and discuss with other departments on new directions to improve the results.

Support Operations
Departmental supervisors monitor performance data as it becomes available and an analysis of overall performance is conducted on a yearly basis. This analysis is organized into a summary assessment matrix and shared with the College Cabinet through an annual presentation. The summary matrix is then shared by posting to the College Portal and placing a link in the College Cabinet notes for easy access by employees across the institution. The area assessment coordinator provides guidance and support to departmental supervisors for this annual or semi-annual process.

The Cabinet reviews and discusses non-instructional department goals and objectives. They review their progress on a regular basis and periodically present a report to the College Cabinet. These goals are reviewed in light of the College's mission and are approved by the appropriate Cabinet member.

The Key Performance Indicator (KPI) Enrollment Report is updated on a regular basis and shared with the area dean of enrollment management, who shares the report with the area vice president for student affairs. It is then presented to the College Cabinet and division chairs. This helps the Enrollment Management Team make decisions concerning those areas or campuses have healthy enrollments and which may need attention. This also gives the College Cabinet an indication of where additional financial resources can be allocated to assist in developing enrollments.

The Community College Survey of Student Engagement (CCSSE) is being administered systematically in the spring term every other year (most recently spring of 2017). The results are analyzed by the Office of Institutional Research and Planning (OIRP) and reviewed by College faculty, student support staff, and administration. The CCSSE was previously administered in spring of 2011, 2013, and 2015. A student experience report was developed in 2016 to help in organizing the data for use by topic.

College Cabinet has incorporated data sharing by the OIRP into its regular meetings and periodic retreats. Also, the director of institutional effectiveness serves as a regular member of the College Cabinet. The Cabinet holds strategic planning retreats at least once per year. Information on performance is examined and discussed at the retreat.

5P1(b) Determining data, information, and performance results that units and departments need to plan and manage effectively

Determining Data and Performance Information Needs

The desired outcome of this process is that managers of functional units have the data and information necessary to plan and manage effectively. This outcome is accomplished by following the following steps at MPCC.

Figure 5-2. Determining Data and Performance Information Needs	
Step	**Process**
1	Managers review goals in light of College mission.
2	Measures are identified by managers and included in an assessment matrix for the department or team, which are then reviewed by the assessment coordinator.
3	Assessment coordinator provides feedback on the appropriateness of measures chosen for departmental goals, and any additional options for measuring accomplishment of goals.
4	Quarterly, the Institutional Effectiveness Team reviews departmental assessment matrices to identify gaps in appropriate measures.
5	Possible data sources and/or adjustments of measures are recommended to department managers by the assessment coordinator.

Determining Comparative Data and Information Needs

Comparative data and information are gathered from state and national organizations held in high esteem within the higher education community. These data sources include NCES/IPEDS data, CCSSE, National Student Clearinghouse, Economic Modeling Specialists, Inc. (EMSI), PACE institutional climate and other nationally recognized surveys. Figure 5-3 lists the major organizations that MPCC works with to provide data and the types of data that are submitted. When comparison data becomes available from these organizations, the College leadership reviews the information in order to identify relative successes and opportunities for improvement.

Figure 5-3. Peer Comparison Data Availability	
Organization	**Type of Data**
Higher Education agencies • National Initiative for Leadership & Institutional Effectiveness (NILIE) • Center for Community College Student Engagement (CCCSE) • American Association of Community Colleges (AACC)	NILIE – Employee climate survey; Personal Assessment of the College Environment (PACE) CCCSE – Student engagement survey; Community College Survey of Student Engagement (CCSSE) AACC – Student persistence and completion data; Voluntary Framework of Accountability (VFA)

Figure 5-3. Peer Comparison Data Availability	
Organization	**Type of Data**
Nebraska agencies • Coordinating Commission for Postsecondary Education (CCPE) • Nebraska Department of Education (NDE) • Nebraska Career Education (NCE) • Nebraska Community College Association (NCCA)	Supplemental forms (enrollment and financial data) Employees and compensation by classification Placement Student demographics Perkins funding data Perkins accountability data Workforce Investment Act data
Federal agencies • Department of Education (DOE) • National Center for Educational Statistics (NCES) • Integrated Postsecondary Educational Data System (IPEDS)	Athletic equity Campus safety and security Institutional characteristics Completions 12-month and fall snapshot enrollments Student financial aid Human resources Finance Graduation and transfer rates Outcome measures

A peer comparison group was developed using an extensive set of characteristics for the IPEDS Data Feedback Report. This included factors such as region, size, multi-campus status, urbanicity, housing, athletics, and Carnegie classification.

Data Governance
The College uses Jenzabar's student information system (SIS), and other associated third-party software applications to maintain and manage institutional data. The Enterprise Resource Planning (ERP) Integration Team meets approximately quarterly to discuss the overall needs surrounding the SIS and related software solutions. This group evaluates and prioritizes the funding of major technology software investments for the budget process on an annual basis.

The College also has a Data Governance team that meets monthly. Data Governance is comprised of leaders from each institutional unit that oversees key, integrated SIS modules. This group meets to discuss data integrity, data needs and how they are addressed with an integrated system.

5P1(c) Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements
Managing Data and Information to Support Planning and Improvement Efforts
The Institutional Effectiveness Team (Office of Institutional Research and Planning and Office of Institutional Assessment), along with the database administrator, database technician, and Learning Management System (LMS) specialist are primarily responsible for making data, information, and

performance results readily available. Staff within departments are also heavily relied upon to capture and summarize performance results.

The Institutional Effectiveness Team oversees a process for selecting performance information to assess the overall College strategic plan (Figure 5-4), as well as department level (Figure 5-5) provision of data. Evaluation of whether needs are met occurs during the annual presentation of assessment reports for the Office of Institutional Research and Planning and the Office of Institutional Assessment in August and October, respectively.

Figure 5-4. Process for Selecting, Managing, and Distributing Data and Performance Information	
Step	**Procedure**
1	The College's three-year strategic planning goals direct the selection of performance data (4P2).
2	Management of the action projects is done by teams with a cross-functional membership and an AQIP Core Team member serving as facilitator. Metrics for determining success of strategies are defined by these teams in consultation with the AQIP Core Team Facilitator and College Cabinet member serving as liaison for the strategic goal. This is then recorded in the action project charter document.
3	Data regarding performance changes are brought to the AQIP Core Team by the Office of Institutional Research and Planning and shared with College Cabinet and on the College Portal.
4	Progress is shared with the Board of Governors. Copies of this report are made available to internal and external constituents.
5	Ongoing review and management of performance information is detailed in section 5P1a.

Managing Data and Information to Support Programs and Services
Figure 5-5 outlines the data management processes that support the College's instructional and non-instructional programs and services.

Figure 5-5. Processes for Managing Data and Information to Support Programs and Services	
	Processes
Student learning outcomes	• Instructional performance information is provided through reports based on student and employer feedback collected upon exit from the College. This information is published in the Graduates at Work and the Student Experience reports. • The Assessment Leadership Team has identified "assessment champions," i.e., individuals who have led assessment activities in their areas and/or have been actively and interactively involved in assessment at a mature level. • The assessment coordinator produces yearly instructional assessment report which is published on the College website. First published in 2013-14, the report contains program and course assessment matrices submitted by faculty combined with institutional level assessment data compiled by the assessment coordinator.
Program performance information	• The vice president for academic affairs notifies program faculty and Office of Institutional Research and Planning of programs to be reviewed in the fall term. • The faculty members draft their program summary for submission to the vice president for academic affairs, College Cabinet, Board of Governors, and

Figure 5-5. Processes for Managing Data and Information to Support Programs and Services	
	Processes
	Coordinating Commission for Postsecondary Education (CCPE). • Program faculty, with guidance from the College Cabinet, makes necessary adjustments to the program.
Faculty evaluation by the vice president of academic affairs	• New faculty members are evaluated in the classroom annually during their first two years. • After a two-year probationary period, classroom evaluations are performed every three years.
Student satisfaction	• Course evaluations are conducted using an on-line instrument, Smart Evals, that provides faculty results in a very timely manner. Faculty are notified via email when results are available. • The Community College Survey of Student Engagement (CCSSE), and the MPCC Entering Student Survey have been administered to gain knowledge of student satisfaction.
Community/ employer feedback loops	• Each of the College's technical programs has an advisory committee comprised of community members and employers in that particular field. The MPCC administrators and faculty meet to discuss how to improve in areas that are indicated by committee members. • MPCC administrators and faculty members meet annually with the advisory committee members to share data such as enrollment figures, job placement rates, and budget concerns.
Non-instructional feedback loops	Non-instructional programs and services give annual reports to the College Cabinet. These reports include the following items: • The projects or initiatives, accomplishments, and challenges the team has had recently. • How Cabinet can help or assist the team.
Enrollment performance information	• The Enrollment Management Team recruits, admits, provides financial aid, and enrolls students. • Applicant and student data is collected in the Jenzabar student information system. • Office of Institutional Research and Planning reports regularly on enrollment Key Performance Indicators (KPI) based in large part on credit hours/FTE for a term (enrollment figures by campus and selected market segments including online, customized training, and dual credit) to the dean of enrollment management. • Dean of enrollment management uses figures to make decisions about how to allocate human resources, and also shares the report with the vice president for student affairs, the dean of student life, director of outreach, and director of institutional effectiveness. • Cabinet reviews enrollment KPIs on a monthly basis throughout the year and a weekly basis at key times leading up to and during the start of terms.

5P1(d) Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes

The knowledge management systems reliability is ensured primarily through oversight by the director of information services, and the director of institutional effectiveness, combined with procedures that uphold standards that have been created for departmental and position/roles.

Ensuring the Efficacy of Information Systems and Related Processes
Degree audits are an important tool for ensuring that data is accurate, reliable and secure. Coursework on incoming students is evaluated against the College's degree requirements, which ensures institutional and degree integrity.

Standard admissions and registration materials are available online. Those submissions are processed into the student information system each day. Files associated with these processes, including transcripts and FERPA submissions, are stored on a College server in the same file area. A file naming convention was implemented that allows the files to be accessed from the user interface. This convention allows the files to be searched in an efficient manner.

Currently, applications and registrations for international students and non-degree early entry (dual credit) students are only available in hard copy format. The complexity regarding these subgroups of student admissions has prevented a simple transition to an online version. Registration for MPCC's adult classes is available online, but the data is saved on a different software with a different database structure.

In the Jenzabar SIS, the uniqueness of primary key fields is enforced to ensure accuracy and reliability of data. Duplicate records can create serious data integrity problems, so a process for entering new entities in the SIS is in place to avoid creating duplicate identifiers.

The security of the College's information system is controlled by the system administrator, and his assistant, who are accountable to the area director of information services. The active directory for user authentication is one of the methods of maintaining security of the system.
The College is working to provide single sign-on for all users of the College's digital resources. The main information system has an additional security module that is maintained by the database administrator. The College uses Portal software made by Microsoft called SharePoint. A customized version of this software has been developed by the Information Services department for shared documents, forms and file storage. Users are authenticated by the active directory and rights for individuals and groups are maintained by the system administrator and recorded on the SharePoint software. Assistance with user authentication can also be provided with online tools plugged into the Web page or by calling one of three different campus welcome center assistants.

Institutional Effectiveness
Members of the Institutional Effectiveness Team serve on teams within the College that uphold the knowledge management systems. These include the College Cabinet, AQIP Core Team, Assessment Leadership Team, Data Governance Team, and the Enterprise Resource Planning Integration Team. Through regular participation and review of departmental outcomes and team minutes and reports, members of the team keep apprised of any gaps that appear in the knowledge management processes.

5P1(e) Tracking outcomes/measures utilizing appropriate tools
Measures of the Efficacy of Information and Knowledge Management Systems
Regular meetings of the Technology Team, Enterprise Resource Planning Integration Team, and the Data Governance Team provide a format for the discussion of the effectiveness of the College's information

systems in providing access and usability, while maintaining the security of the data. The discrete measures currently in place are listed in Figure 5-6.

| Figure 5-6. Measures of the Effectiveness of the College's Information Systems	
Area	**Measure**
Information access	The PACE Climate Survey contains some items that provide evidence that MPCC's system meets the organization's needs (see Figure 5-7 in Section 5R1). The meeting minutes of the Technology Team, Enterprise Resource Planning Integration Team, and Data Governance group.
Network, servers, and software	Live charts of network traffic. E-mail alerts for server temperature/power anomalies. Helpdesk request system. E-mail notification of spam. Log of virus attacks (anti-virus application monitoring).
Electronic payments	Reports of the area director of accounting.

The College's records are audited each year to ensure that the student, financial aid and business records are accurate and complete. This audit is conducted by a third-party to ensure an unbiased evaluation.

5R1 What are the results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution?
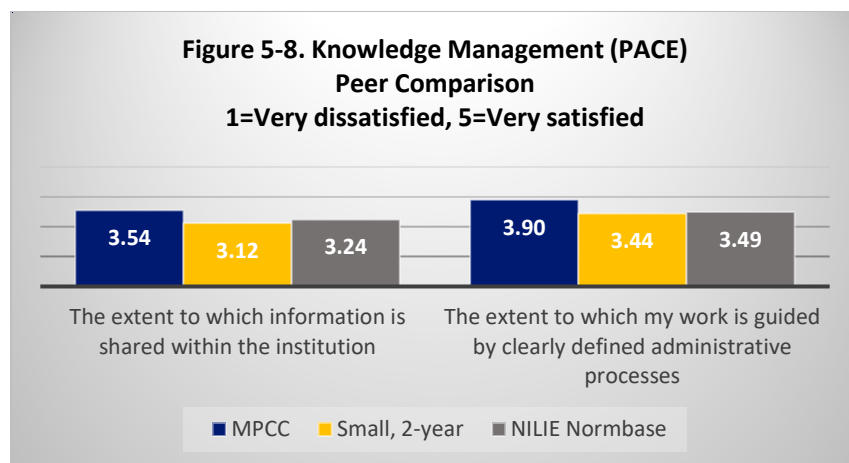
5R1(a)Summary results of measures (include tables and figures when possible)
5R1(b)Comparison of results with internal targets and external benchmarks
5R1(c)Interpretation of results and insights gained

Figure 5-7. Knowledge Management (PACE)
1=Very dissatisfied, 5=Very satisfied
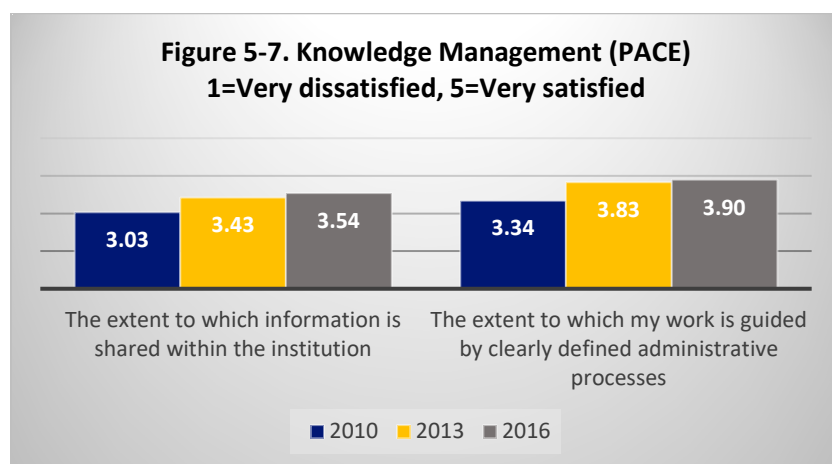
MPCC has seen increases in the scores of both items shown in Figure 5-7 that are related to knowledge management, with the clearly defined administrative processes approaching the target score of four.

**Figure 5-8. Knowledge Management (PACE)
Peer Comparison
1=Very dissatisfied, 5=Very satisfied**

	The extent to which information is shared within the institution	The extent to which my work is guided by clearly defined administrative processes
MPCC	3.54	3.90
Small, 2-year	3.12	3.44
NILIE Normbase	3.24	3.49

While MPCC has not yet reached the internal target of four for these items, Figure 5-8 shows that the College is scoring better than peer comparison groups in the most recent administration of the survey.

5I1 Based on 5R1, what improvements have been implemented or will be implemented in the next one to three years?
AQIP action projects completed since the last systems portfolio that address knowledge management improvements include AP #16 – The student services assessment project which resulted in the identification of outcomes and a compilation report of all student services departments on an annual basis. AP #9 – The restructuring of College websites project made possible a focus on audiences for three major web interfaces including the Portal which serves employees, CampusWeb for current students, and the public website for prospective students and community members. AP #12 – The student support services awareness improvement project resulted in making one document with location, hours, and contact information for student services readily available to students. AP #13 – The project on meeting needs of business and industry established a central location for recording College faculty and staff contacts with businesses in order to serve them better. An action project in progress now, AP #20 – improving identification of Key Performance Indicators is nearing completion.

A student experience report was developed in 2016 to help in organizing the data for use by topic making the data more readily available for departments to identify their metric outcomes.

5.2 Subcategory 2 Resource Management
5P2 Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

5P2(a)Maintaining fiscal, physical, and technological infrastructures sufficient to support operations (5.A.1)

FISCAL infrastructures sufficient to support operations
The outcome of maintaining fiscal infrastructures sufficient for College operations is to achieve full funding of necessary academic and support services for the accomplishment of the mission, while providing affordable access to students and responsible use of local taxing authority. This is accomplished through the following process.

Figure 5-9. Process for Maintaining Fiscal Infrastructure	
Step	**Process**
1	Vice president for administrative services monitors tax revenues, state funding projections, and enrollment trends in order to inform the Cabinet and Board during the budgeting process.
2	College president monitors legislative issues related to possible adjustments in state aid. Board reviews revenue projections, assumptions and budget process. (January-June)
3	Vice president for administrative services presents proposed tuition/fees/room/board rates to Cabinet. (February)
4	Board approve tuition, fees, room and board. (February)
5	First draft of preliminary budget forecast for Board work session (March) Capital Improvement plan for Board work session.
6	Vice presidents and president meet with respective budget managers to prioritize requests and make adjustments.
7	Board approves any pay increases and salary increases calculated and added to cost center budgets. (May)
8	Review current year budget status. Vice president for administrative services provides anticipated revenues and budget drafts to Cabinet. Cabinet discusses changes and verifies priorities are funded. (May-August)
9	Update Board of changes to budget since prior meeting. (May-August)
10	Property tax valuations set and state funding finalized. Board adopts preliminary budget for publication. (Aug)
11	Public hearing to set property tax request. Final adoption of the budget. (Sep)

Throughout steps 5-9 in the procedure, communication about the expected level of increase or decline in projected funds is shared with budget managers. Discussions about prioritization based upon mission occur in step 8. The College maintains a target of at least 50% of the budget going towards instructional services and academic support.

PHYSICAL infrastructures - Designing and Communicating Safety and Security Processes
The outcome of processes related to physical plant maintenance is to maintain safe learning and work environments that meet student and employee needs. This is accomplished through a process led by the Area Physical Resources Team (APRT).

The APRT is made up of the vice president of administrative services, vice president of McCook Community College, dean of student life, associate dean of student life, director of outreach, and the directors of physical plant at McCook and North Platte campuses. This team maintains and updates a three-year capital improvement plan to meet institutional needs.

Figure 5-10. Process for Maintaining Physical Infrastructure	
Step	**Procedure**
1	Physical plant expenditure history is reviewed and compared with the facilities master plan by the APRT.
2	Prioritization of projects and updates is done in consideration of student and faculty needs,

Figure 5-10. Process for Maintaining Physical Infrastructure	
Step	**Procedure**
	physical resources staff workloads, and institutional priorities aligned with the College mission.
3	The result of the prioritization is a three-year capital improvement plan that used for budgeting by physical plant directors to designate where resources are utilized.
4	Annually, the College Cabinet is updated on the status and does walk-throughs of campuses.

The facilities master plan is updated as needed, most recently, a process currently underway during the 2016-17 academic year in conjunction with the development of an academic master plan.

More detailed information on maintaining the physical plant and College emergency preparedness are found in sections 5P3d and 5P3e.

TECHNOLOGY infrastructure – Maintaining the Efficacy of Information Services and Related Processes
There are two main processes used in order to maintain technological infrastructure to support operations.

- The first is a process of Information Services (IS) staff with expertise assessing and designing technological infrastructure as a whole.
- The second process involves a systematic process of monitoring constituent/user needs and responding in a timely manner.

Process One
The outcome of the first process is to have technology audits by outside vendors to show that infrastructure supports organizational needs. In addition to compliance with external audits, the desired outcome is to insure ongoing functionality of information services to meet the needs and expectations of students, college employees and public. To accomplish that end, first, the IS group holds meetings as needed (typically once a quarter) to discuss technology needs including hardware, network, phones, and distance learning technologies. Secondly, there are numerous automatic and software applications that monitor the college systems that these staff utilize in order to identify possible needs in the infrastructure. Some examples of monitoring processes include conducting "ping" and "tracert" DOS commands in order to test response times between hardware equipment having accessible IP addresses on the Internet. A third more complex set of analytical software tools for monitoring the network is referred to as "SolarWinds."

At this time, automatic testing of the college network by college employees is not performed. There are other automatic applications used by the State of Nebraska and legal representatives of the recording industry that help insure copyright compliance, monitor bandwidth consumption, and report on security related issues as they arise.

Once priorities have been established through IS group meetings and budget planning, network team members meet in different combinations to prioritize implementation of actual configuration projects. In order to assure progress toward stated goals, annual reports discussed with the College Cabinet detail the goals for the past 12 months and goals for the upcoming year. The final step in this process is to

audit the information system every three to five years by an outside vendor. Feedback from these audits are then inputted into step one to close the loop.

Process Two
The second process for maintaining the technological infrastructure revolves around constituent support. A software platform, Sysaid, was implemented in July 2013, as the result of an AQIP action project around technology user support. This one platform is utilized by faculty, staff, students, maintenance, and the public information department in order to notify IS staff of technology issues that they are experiencing. This process begins with a constituent reporting a need through the Helpdesk interface. The full-time Helpdesk coordinator oversees the assigning of requests to the appropriate staff (IS, Maintenance, and Public Relations) in order to address the requests. IS technicians meet using Skype for Business to review work in process each Monday. The next step in this process is that the Helpdesk coordinator and Helpdesk technician monitor the level of open Helpdesk tickets and periodically follow up with related issues. The final step in this process is for the Helpdesk coordinator to identify any trends in needs and to share those at the IS group meetings and as requested by other College administrators in order to inform them of possible infrastructure adjustments to be considered.

5P2(b) Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs (5.A.1)
Alignment of resource management goals occurs in an on-going decision-making process collaboratively lead by the College cabinet team. The team is guided by the institutional mission, values, and legislated roles.

The main process for alignment is contained within the strategic planning process described fully in 4P2.

5P2(c) Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
The process for allocating resources in alignment with organizational goals is described fully in 5P2(a). Decisions affecting the allocation of resources always take into account preservation of educational purposes and is accomplished by continually aligning with the mission of the College, as well as having a vice president of academic affairs present and weighing in on difficult budgetary decisions.

The "Leading for Tomorrow" strategic plan outlines the goals and initiatives of the College for the current three-year period (2015-2018), and this process is outlined in detail in section 4P2. The College Cabinet communicates with each other and departments regarding budget and resource allocation ensuring that educational purposes are prioritized.

Aligning Directions with Student and Stakeholder Needs and Expectations
As noted in section 4P2, the College's three-year strategic planning cycle utilizes input from College and community stakeholders to ascertain their needs and expectations. Using the AQIP framework for strategic planning helps insure that student and stakeholder perspectives are explicitly included.

Leading toward Future Opportunities While Focusing on Students and Learning
One objective of the College's leaders is to garner sufficient input regarding student and program successes and failures so that they can make data-informed decisions about how to improve program weaknesses and capitalize on program strengths.

The instruments used during the planning and execution process include the following:

- The academic program review
- Student learning outcome information
- Input from department and program advisory groups/councils, which focus on student learning

Program review processes are utilized to monitor programs of study with respect to completion, market trends and needs, quality of instruction, and job-ready skills. Learning outcome measures are identified, such as faculty FTE's, program completers, identification of future needs for continued program success, placement of graduates (transfer/occupational), etc.

The College has been using the Community College Survey of Student Engagement (CCSSE) systematically since 2011, which provides student responses to issues affecting the student experience within and outside of the classroom. As a validated and nationally normed instrument, the results from the CCSSE are used as one of the elements for modifying instructional and student service delivery and performance standards.

5P2(d) Tracking outcomes/measures utilizing appropriate tools
The following are sources for tracking outcomes of resource management:
- Personal Assessment of the College Environment (PACE) survey selected items
- Graduate Survey selected items
- Annual budget allocations by category (percent instructional/instructional support)
- Spending on instructional equipment
- Spending on AQIP improvement processes
- Financial audits

5R2 What are the results for resource management?
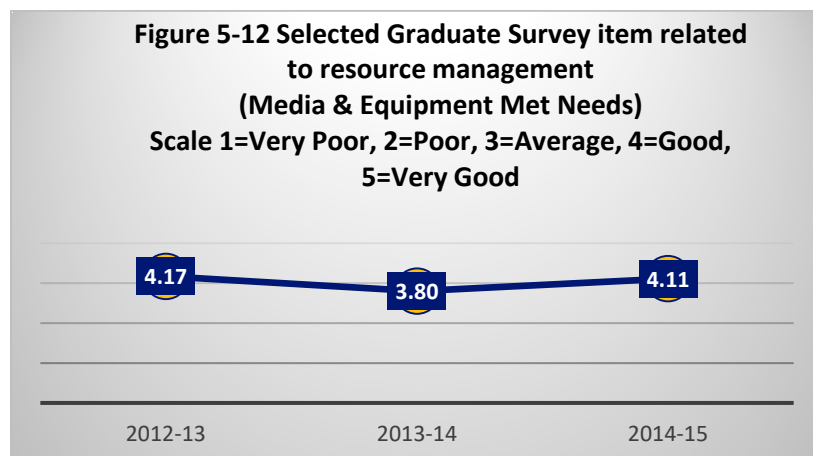**5R2(a) Summary results of measures (include tables and figures when possible)**
5R2(b) Comparison of results with internal targets and external benchmarks
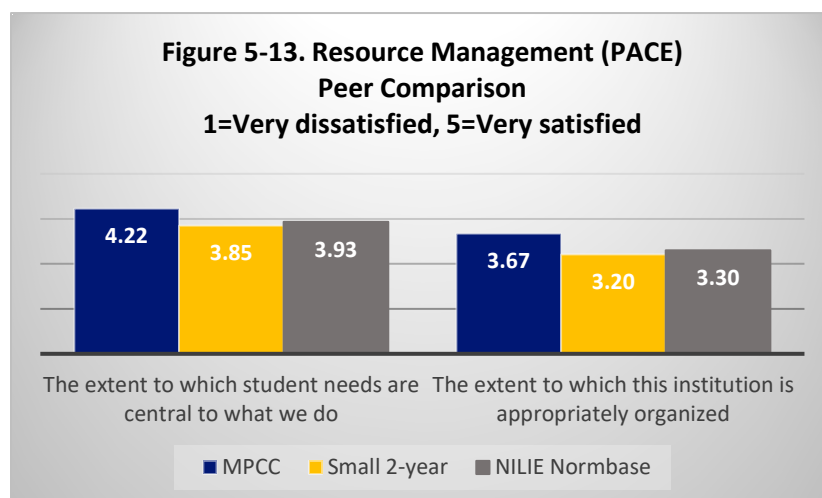**5R2(c) Interpretation results and insights gained**
As shown in Figure 5-11 below, satisfaction ratings for managing resources in a way that puts students first have shown continued improvement in the past six years. One of the two items has exceeded the College target satisfaction rating of four substantially.

Figure 5-11. Resource Management (PACE)
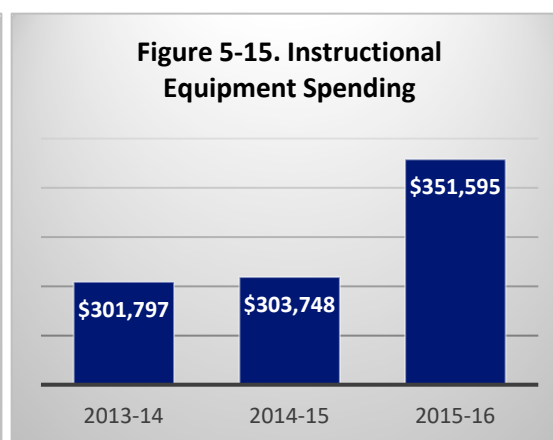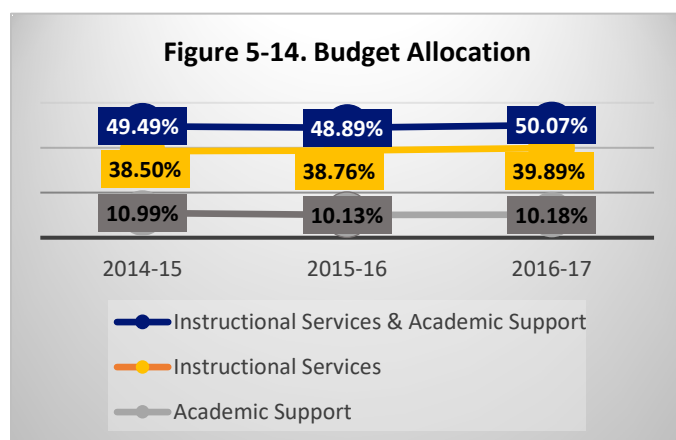**1=Very dissatisfied, 5=Very satisfied**
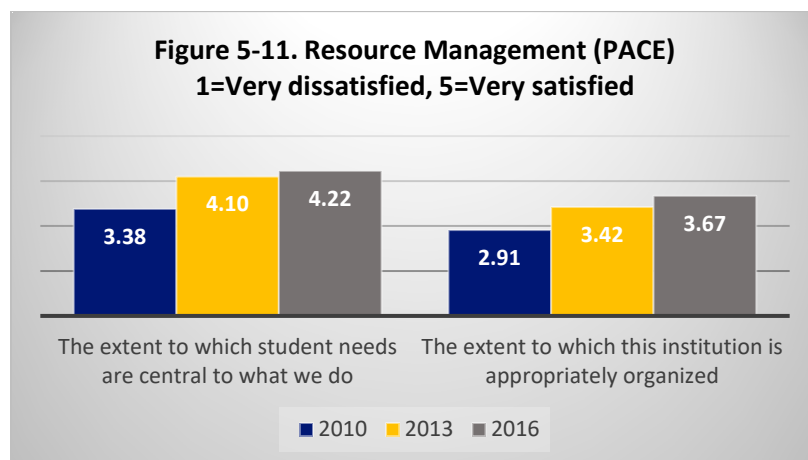
Students' experiences of the media equipment and materials fulfilling individual needs has exceeded the College target of four in two of the last three administrations of the Graduate Survey.

Figure 5-12 Selected Graduate Survey item related to resource management (Media & Equipment Met Needs) Scale 1=Very Poor, 2=Poor, 3=Average, 4=Good, 5=Very Good

	2012-13	2013-14	2014-15
Value	4.17	3.80	4.11

When compared with peer institutions, MPCC outperforms in both items related to resource management, as seen below in Figure 5-13.

Figure 5-13. Resource Management (PACE) Peer Comparison 1=Very dissatisfied, 5=Very satisfied

	MPCC	Small 2-year	NILIE Normbase
The extent to which student needs are central to what we do	4.22	3.85	3.93
The extent to which this institution is appropriately organized	3.67	3.20	3.30

The College budget allocation goal of 50% towards instructional services and academic support was met in the most recent academic year (Fig. 5-14). MPCC has maintained its commitment to providing up-to-date instructional equipment and budgets annually approximately $300,000 to maintain this standard (Fig. 5-15).

Figure 5-14. Budget Allocation

	2014-15	2015-16	2016-17
Instructional Services & Academic Support	49.49%	48.89%	50.07%
Instructional Services	38.50%	38.76%	39.89%
Academic Support	10.99%	10.13%	10.18%

Figure 5-15. Instructional Equipment Spending

2013-14	2014-15	2015-16
$301,797	$303,748	$351,595

5I2 Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Scores from the PACE and Graduate Survey have either increased or remained high in the most recent administrations of the surveys. One of the action projects that has improved resource management was the result of AP #10 – support for technology users, which led to a new process and software for addressing technology help needs. This change in process allows for employees and students to submit and track resolution of technology issues, and is also utilized for maintenance and, more recently, for public information and marketing requests.

Other improvements have included adjustments to the data governance team structure, and the establishment of active safety teams which meet monthly and report out discussion and activities to the Area Physical Resources Team. A budget module of the Jenzabar student information system was implemented with the 2013-14 budget year. This has put more data in managers' hands as the data is available as soon as it is processed in the Business Office. Purchasing cards have also recently been put into use which has increased the efficiency of processing transactions on the part of the Business Office.

5.3 Subcategory Three: Operational Effectiveness

5P3 Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes.

5P3(a) Building budgets to accomplish institutional goals

The general process used for building College budgets is described in section 5P2a. The process for providing support funds specific to strategic goals identified in the 3-year strategic plan in particular follows the following process.

Linking Strategy Selection and Action Plans in the Context of Resource Levels and Needs

As the College Cabinet and the AQIP Core Team develop a systematic planning process, the Board of Governors approve funds for a separate budget to be used solely for strategic planning initiatives to allow teams to pilot, develop, and implement solutions. One of the stipulations attached to this budget is that department-focused projects must first evaluate other funding options (such as grants, sponsors, foundations, gifts, etc.). All purchases made are subject to Business Office procedures and Board policy on purchasing.

Before funds can be accessed, action project teams must complete the Project Declaration and fully evaluate multiple potential solutions. Teams apply for funds using the AQIP Funds Request Form. Each form submission is evaluated closely by the AQIP Core Team to ensure the funds meet the needs of not only the action project but the institutional vision as well.

Determining Faculty and Staff Needs Relative to Non-Instructional Objectives
The College considers faculty and staff needs relative to non-instructional programs during the budgeting process and through the College's AQIP action project teams. An online form allows faculty and staff members to propose ideas for new initiatives. Some of these may become AQIP action projects and others may be woven into already existing groups. Requests that have a budget impact are forwarded to the College Cabinet from the offices that operate the non-instructional programs. Those requests are reviewed in light of the total budget picture and are granted whenever possible.

5P3(b) Monitoring financial position and adjusting budgets (5.A.5)
The outcome of monitoring financial position and adjusting budgets is that the institution is able to accomplish goals while maintaining a reserve balance that is in a healthy range. Monitoring financial position involves three main revenue streams, local tax, state aid, and tuition revenues.

Figure 5-16. Process for Monitoring financial position and budgets	
Step	**Process**
1	Vice president of administrative services reviews local tax revenues, while the vice president of student affairs monitors enrollment trends, and the president monitors state funding levels.
2	Changes in the forecast amounts of any of these revenue streams are brought to the College Cabinet for discussion and determination of possible required adjustments.
3	Adjustments necessary can be communicated to budget managers mainly through the regular budgeting process described in 5P2a, and if changes are required mid-year, through Cabinet weekly updates or campus-wide meetings.
4	A review of financial status of the College is considered by the College Cabinet and the Board of Governors on an annual basis in order to evaluate if the process has been effective.

Readjusting Non-Instructional Objectives and Processes per Faculty and Staff Needs
MPCC relies heavily on free flow of information between and among teams. In addition, all large-scale non-instructional projects obtain the support and approval of the College Cabinet. Readjustment of non-instructional objectives and processes also takes place as a result of the budget process. As long as budgets are static, objectives and processes also remain relatively static. However, if a need arises that has not been budgeted, Non-Instructional Enhancement Funds are available for groups or departments.

5P3(c) Maintaining a technological infrastructure that is reliable, secure, and user-friendly
The process for maintaining technological infrastructure is detailed in section 5P1(d). Additionally, strong supporting documentation has been developed by IS in order to facilitate ease of use.

Documenting Support Processes
Technology hardware and software have been the backbone to sharing knowledge, data, and information. The Portal, CampusWeb, shared drives, Jenzabar EX student information system (SIS), cloud

servers, Blackboard Learn learning management system, and the MPCC website are tools developed and maintained for students, faculty, staff, and the public to access and share information.

- The Portal is browser-based and can be accessed by faculty and staff from anywhere Internet connectivity is available.
- CampusWeb (https://campus.mpcc.edu) is the primary online resource tool for currently registered students, and is also a web-based resource available to all constituents.
- Information on almost every aspect of the College can be accessed through the MPCC web site. See www.mpcc.edu.

5P3(d) Maintaining a physical infrastructure that is reliable, secure, and user-friendly
Designing and Communicating Safety and Security Processes
Facility and maintenance staff are primarily responsible for designing, maintaining and communicating key support processes which contribute to physical safety and security. In addition, campus safety teams are also in place for long-term planning for safety and security for students, faculty, staff and visitors. Campus safety teams are working with an outside consultant to update safety manuals and implement periodic safety inspections of all facilities. Based upon their findings and recommendations, safety training and other related follow up activities will be determined.

Emergency preparedness procedures are enumerated in section 5P3e. Facilities and maintenance strictly comply with Environmental Protection Agency (EPA) and hazardous material requirements. Other miscellaneous safety activities include fire alarm checks twice a year, snow and ice removal as needed, and license checks prior to motor vehicle operation. Injury/accident forms are reviewed and, when necessary, strategies to prevent future injuries/accidents are implemented.

5P3(e) Managing risks to ensure operational stability, including emergency preparedness
Assessing and Addressing Risk in Planning Processes
The College Cabinet and the AQIP Core Team continuously examine current trends when addressing new initiatives. These trends include such things as the local, state, and national economy; potential employment opportunities for new programs; competitor offerings; and the outlook for funding sources such as state aid.

Emergency preparedness
As noted in 5P3d, facility and maintenance staff are primarily responsible for designing, maintaining and communicating key support processes which contribute to physical safety and security. Emergency preparedness procedures in place are listed below.

The College's key safety and security communication tools and processes include those listed below:
- Flip Chart Emergency Procedures are available in each classroom, housing unit and office to follow in the event of natural and unnatural catastrophes, facility emergencies, utility emergencies, and violence.
- Fire Evacuation Routes and Tornado Shelter Location maps are prominently displayed in each building.
- An emergency notification system (RAVE) is currently in place for all students and staff. This system allows the administration to send an emergency message to every student and staff member in seconds via text message and email. Additional emergency notification measures are being considered.
- Facilities and maintenance strictly comply with Environmental Protection Agency (EPA) and hazardous material requirements.

The campus safety committees conduct monthly drills that consist of at least one of the following: fire, tornado, active shooter, chemical spill, and other potential emergency situations. The safety committees then talk about improvements that need to be made based on the drills. Other miscellaneous safety activities include fire alarm checks twice a year, snow and ice removal as needed, and license checks prior to motor vehicle operation.

5P3(f) Outcomes/measures tracked and tools utilized
The measures utilized for determining performance on operational effectiveness include:
- Personal Assessment of the College Environment (PACE) survey selected items
- Local tax levy
- Institutional reserves level
- Enrollment audit
- Financial audit
- Student financial aid audit

5R3 What are the results for ensuring effective management of operations on an ongoing basis and for the future?
5R3(a) Summary results of measures (include tables and figures when possible)
5R3(b) Comparison of results with internal targets and external benchmarks
5R3(c) Interpretation of results and insights gained

The three PACE items selected to reflect operational effectiveness, shown in Figure 5-17, have all seen improvement since the 2010 administration of the survey. Two of the three are above the College target satisfaction level of four.

Figure 5-17. Operational Effectiveness (PACE)
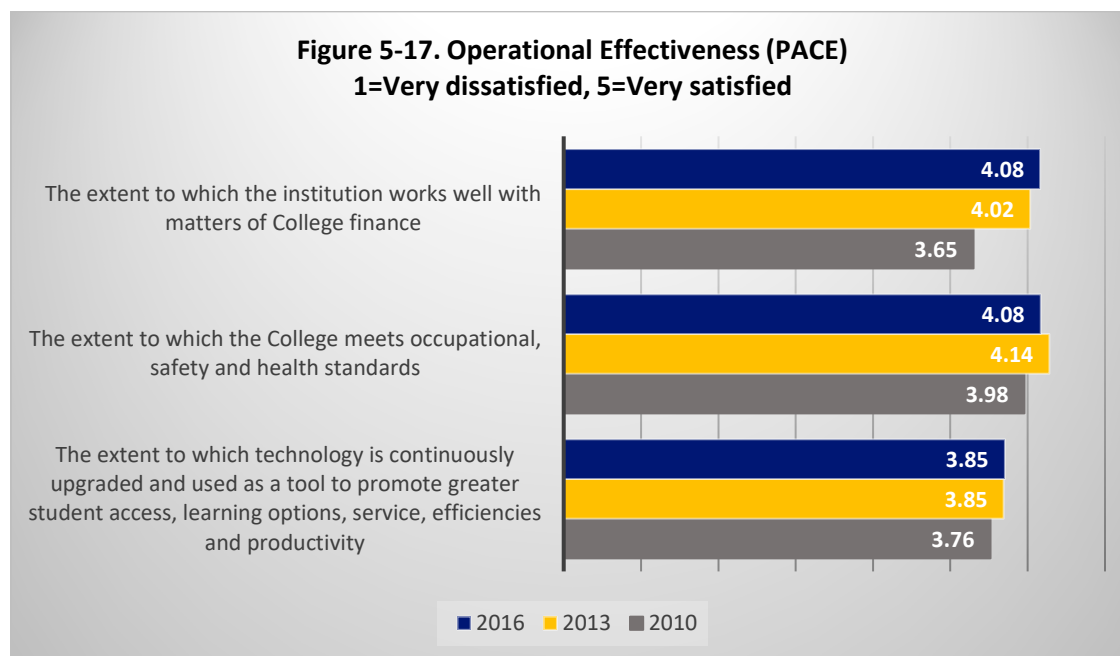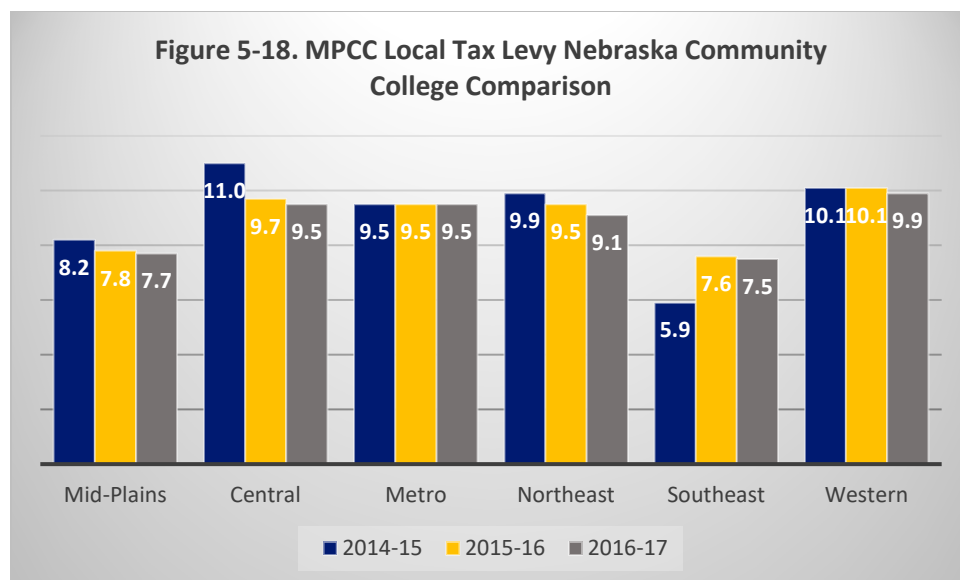**1=Very dissatisfied, 5=Very satisfied**

Figure 5-18 shows the College's local tax levy as currently the second lowest of the six Nebraska community colleges. This reflects MPCC's commitment to affordability and good resource stewardship.

Figure 5-18. MPCC Local Tax Levy Nebraska Community College Comparison

The fund balance reserve has been maintained close to the high end of the range recommended by Board policy for the last three years, as shown in Figure 5-19.

Figure 5-19. MPCC Fund Balance Reserve (%)			
	2014-15	**2015-16**	**2016-17**
Percent	32.2%	32.8%	33.3%
Board policy number 3345 states that the College should be between 15% and 35%			

5I3 Based on 5R3, what improvements have been implemented or will be implemented in the next one to three years?

Increases in indicators listed in 5R3 happened concurrently with some of the following improvements. A concerted effort has been made to utilize the Jenzabar student information system as much as possible. In the last two years the College has invested in consulting hours that have helped make use of system capabilities as they had not been in the past. Another operational effectiveness effort has been the effort to move computer processing and storage to the cloud. This has included email servers (Office 365), the Jenzabar student information system, as well as class evaluation software. The mindset is shifting towards processes and not dealing with the backbone of the information systems.

Door lock default settings are now locked and the College is in the middle of a transition to all keycard access. Default settings used to be unlocked with the buildings were open. This should give the College protection in case of an emergency situation on campus.

The College will continue to utilize the budgeting process that has led to fiscally responsible levels of spending as indicated by the low tax levy and high percent of the fund balance reserve.

Category Six: Introduction

Quality is an institution-wide expectation involving students, employees, and Board members. This is consistently communicated through MPCC's mission and values and operationalized through practice. Recent improvements have been made in recognizing and promoting quality improvement efforts. The institution has integrated quality improvement and the AQIP model into its planning and evaluation efforts. Within months of receiving 2012 systems appraisal feedback, the College sent a team including a Board member, the president, administrators and faculty to the strategy forum. The team came away with renewed information that was put into action immediately and utilized to inform the action project team training process at the College.

Eleven AQIP action projects have created some critical and innovative process changes that have made an impact on the institution as a whole. A new position, area assessment coordinator, was created and filled at the College in 2013 which has led to much higher levels of documenting goals and outcomes across all departments. The quality improvement culture is strong at MPCC and the improvement most necessary in this Category is finding the best ways to capture and represent that strong culture in actionable metrics.

The College feels that there is a high level of maturity in Category Six particularly in the use of the action project model to effect positive changes in processes that result in better student and stakeholder outcomes and greater employee satisfaction. The College is at an integrated level for the subcategory of quality improvement initiatives. While the processes for culture of quality are aligned, the results measures for this subcategory could be improved and it is therefore placed at the systematic level.

Category Six: Quality Overview

Category Six focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

6.1 Subcategory One: Quality Improvement Initiatives

6P1 Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes.

6P1(a) Selecting, deploying, and evaluating quality improvement initiatives

The outcome of CQI is to implement strategic improvement initiatives that result in bettering the institution. This process has been integrated within the strategic planning process described in detail in 4P2. The parts of this process specifically relevant to 6P1 are shown in Figure 6-1, below.

Figure 6-1. Process for Selecting, Managing, and Distributing Data and Performance Information for the College Strategic Plan	
Step	**Procedure**
1	Internal and external stakeholder input is gathered and analyzed by the College Cabinet with the support of the Office of Institutional Research and Planning.
2	The College Cabinet considers the stakeholder input from all data sources and develops a strategic plan that includes specific process improvement initiatives in alignment with the College mission.

Figure 6-1. Process for Selecting, Managing, and Distributing Data and Performance Information for the College Strategic Plan	
3	Action project team leaders are identified and volunteer team members are recruited from different functional areas of the College during the spring term.
4	An AQIP action project Kick-off training is held off-campus in order to begin the deployment of process improvements.
5	AQIP action projects are evaluated by the AQIP Core Team and the College Cabinet upon completion of the project declaration and again at the close out of the project through presentations to the groups.
6	AQIP action project teams are recognized at the Fall Enrichment Day upon completion of their projects.
7	The AQIP Core Team evaluates the project outcomes and the quality improvement process as a whole in order to help improve the process of action project implementation.

6P1(b) Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

Alignment

The desired outcome of this process is to utilize stakeholder input and peer feedback in order to improve the quality and effectiveness of the institution in pursuing its mission. This outcome is accomplished by implementing the following steps at MPCC.

Figure 6-2. Procedure for Alignment of Improvement and Accreditation Actions	
Step	Process
1	Systems Appraisal Feedback is reviewed by the College Cabinet, faculty, and managers across the institution.
2	The College sends a team to a Strategy Forum within a year of receiving the Systems Appraisal.
3	Systems Appraisal feedback and strategy forum results are included in the data utilized in the formation of the strategic plan.
4	AQIP action projects are identified and implemented based upon the strategic plan.
5	The Systems Portfolio is updated to reflect improvements in processes and in preparation to show evidence for the criterion for accreditation in the 3rd and 7th years of the AQIP accreditation cycle and in the Comprehensive Quality Review in the 8th year of the cycle.

6R1 What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

Figure 6-3 summarizes the Action Project outcomes since the 2012 Systems Portfolio.

Figure 6-3. Quality Improvement Results		
Strategic Plan	**Project Name**	**Project Outcomes**
2012-2015	8. Improving intra-college communication	8. Improved access to Cabinet minutes and weekly updates from Cabinet members
	9. Restructure websites	9. Revised websites launched with specific target audiences and expected actions
	10. Support for technology users	10. Centralized Helpdesk software platform and re-organization of tech support staff to have a Help Desk Coordinator and assistant
	11. Establishing an Assessment Leadership Team (ALT)	11. ALT established with instructional and non-instructional membership
	12. Student support services awareness	12. One document detailing support service contact information and hours easily accessible to students
	13. Meeting needs of business and industry	13. Increased quality and quantity of conversations surrounding business and industry relations on a system-wide basis
	14. Employee development program	14. Employee development team instituted and training schedule developed by Human Resources
	15. Enhance Career Services offerings	15. Employment readiness screening questions embedded in the graduation process; Systematic contact with graduates by Career Services staff
	16. Student Services assessment	16. Student Services outcomes reporting implemented with dedicated day to examine outcomes and a published annual Student Services report
	17. Technology procedure creation process	17. Created defined method for creating technology procedures affecting stakeholders, as well as a new Bring Your Own Device student procedure
	18. College readiness	18. Summer Bridge to Success model implemented to increase success of non-college ready students
2015-2018	21. Strategic enrollment plan development	21. Collaborative system of developing enrollment-boosting initiatives was developed

While the projects and outcomes listed in Figure 6-3 reflect much effort and progress in process improvements for the College, the process of feedback in step 5 of Figure 6-2 has led to the evaluation that finding the right leader for an action project makes all the difference in how successful they are.

6I1 Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?
MPCC has accomplished many process improvements through AQIP action projects since the last Systems Portfolio (see Figure 6-3). Finding action project leaders is the critical and most difficult ingredient to success. Based upon the results of projects in 6R1, the challenge of finding the right leader is being addressed through a process change that will reduce the number of new action projects initiated per year. Most of the College's action projects are taking 18-24 months to complete which has resulted in too many active projects going on concurrently. The College is looking to the decrease in number of projects kicked off per year in order to have more successful outcomes.

Another improvement to be implemented is to provide a gap year for the strategic plan which will allow for the completion of ongoing AQIP action projects while a focus can be made on the current stakeholder input collection process.

6.2 Subcategory Two: Culture of Quality

6P2 Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D in this section. Describe how a culture of quality is ensured within the institution.

6P2(a) Developing an infrastructure and providing resources to support a culture of quality
The outcome of an institutional culture of quality is to have resources available and administrative support for improvement projects. This is accomplished through the following process.

Figure 6-4. Process for providing resources supporting culture of quality	
Step	**Procedure**
1	The College Cabinet, in consultation with the AQIP Core Team, communicates the importance of the quality improvement mentality through their leadership and modeling of a growth mindset. There is annually dedicated budget specifically for AQIP improvement projects.
2	AQIP action project teams create project declarations with stated goals and metrics.
3	AQIP action project teams submit requests for funds to the AQIP Core Team for evaluation and approval as needed.
4	Funds are allotted to improvement projects.
5	Action project outcomes are evaluated by the AQIP Core Team and College Cabinet.

6P2(b) Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
The process for ensuring evident and widely understood impact is mainly achieved through the comprehensive strategic planning process outlined in 4P2, along with a strong recruiting process (as evidenced by high participation rates in improvement project teams) and recognition events, publications, and quality improvement publicity items.

In the most recent academic year, 2016-17, the College embarked upon a shared development of both an Academic Master Plan and a Facilities Master Plan. The process for development has included many small group listening opportunities with faculty and staff across multiple locations, along with conducting input sessions for community members regarding the proposed plans prior to Board consideration. This process demonstrates the commitment of the College leadership to continuous quality improvement in a collaborative environment.

6P2(c) Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
The process for ensuring learning from CQI experiences relies on the evaluative discussions held by the AQIP Core Team and the College Cabinet when action projects are closed out. Evaluations and feedback are collected from action project team leaders and members after the initial training and also in the close-out process. Feedback received is discussed by the AQIP Core Team and utilized to evaluate and adjust processes.

6P2(d) Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution
College Cabinet is closely tied to the College quality improvement processes and reviews the benefits and challenges of the AQIP Pathway as part of its bi-annual retreats. The College reaffirms the role of the AQIP Pathway through the integration of the AQIP model with the institutional strategic plan, dedication to cross-functional project teams for accomplishment of process improvement, and annual recognition of action project teams results and efforts.

6R2 What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate, and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.
Well over 100 employees have participated in 18 projects since the last Systems Portfolio was submitted.

6I2 Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?
The process improvement project that began in 2013, Action Project #6 – Internal customer service, is still being carried out by employees nominating their peers for the "You Rock!" award for which a short recognition gathering is held at individual campuses. Additionally, the Student Affairs division has incorporated internal customer satisfaction surveys into their annual outcomes assessment.

In October 2013, the College began recognizing action project team members of projects that had closed out at the annual Fall Enrichment Day in front of all employees. Each member is given a puzzle piece pin and a frame to hold multiple pins that states that the project member is committed to quality improvement. The piece also has a reference to "Leading for Tomorrow," the theme of the College strategic plan. Press releases are also released with the accomplishment of significant improvements.

The leaders of the AQIP Core Team are in the process of developing an annual schedule of Core Team meetings so that there is consistency in how the team helps guide AQIP at MPCC. In 2016, the AQIP Core Team began individual outreach to new employees and plan to improve so that every new full-time employee gets one-on-one information about quality improvement.