

Systems Appraisal Feedback Report

**Completed in Response to a
Systems Portfolio Submitted by**

Mid-Plains Community College #1897

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I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulated its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

Reflective Overview Statement

MPCC is a public, associate degree-granting institution with a total of 2,276 students, 225 faculty, and 246 staff. The College serves 18 counties in west-central Nebraska with four branch campuses and three additional locations. The College's mission is to transform lives and provide exceptional learning opportunities. Seven values direct the operation of the College, support the mission and align to the 2015-2018 Strategic Plan "Leading for Tomorrow". 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.

Category Summary Statements

- 1. Helping Students Learn: The College has reported progress in data collection and availability for making improvements in Helping Students Learn along with the work on two Action Projects. Data analysis at the institutional level is listed as an area for current improvement. MPCC describes focus areas as implementation of five priorities including the Academic Master Plan, revision of the student learning outcomes (SLOs), refining developmental math, placing the Catalog online and the creation of the Minimum Criteria for Hiring. MPCC describes itself as systematic as it relates to process and results for Category 1.***
- 2. Meeting Student & Other Key Stakeholder Needs: MPCC reports achieving the systematic level for most processes with greater maturity for identifying student needs and monitoring retention, persistence and completion. Two Action Projects are underway to promote student success. The College has identified focus areas of financial literacy, completion rates improving the early alert process, developing a college-wide student development program, and implementing non-instructional program review for improvement through student and employee feedback and the analysis of student success data.***
- 3. Valuing Employees: The College is at the systematic level of maturity with processes and results. A re-focus to emphasize development and wellness in employees earned the College an award. MPCC provides examples from two successful Action Projects focused on intra-college communication that resulted in several communication improvements. The success of these employee communication efforts has led to the postponement of a planned action project to track employee engagement.***
- 4. Planning and Leading: Planning processes for MPCC are reported to be at the aligned or integrated maturity levels. The College Mission and Values were revised in 2016 in a collaborative effort between the Board of Governors, faculty and staff, with additional feedback from students. Recent organization restructuring has improved communication and strengthened areas of responsibilities at the VP level. MPCC reports results from the 2016 Personal Assessment of the College Environment (PACE) survey that show a high level of employee satisfaction in comparison to previous year's surveys.***

5. **Knowledge Management & Resource Stewardship:** *MPCC describes its level of maturity in Category 5 as systematic to aligned and describes several initiatives since its last Systems Portfolio. The College has committed additional resources to facilities and faculty development in the use of technology. Positive results from a recent AQIP Action Project have led to the creation of the Student Services Annual Assessment Report. Focus areas for improvement include course scheduling, identification of key performance indicators through an Action Project and scholarship management.*
6. **Quality Overview:** *MPCC describes its maturity level for Category 6 as aligned in processes, integrated in quality improvement, and systematic in results. The College focus is on quality and has made improvements in recognizing and promoting quality improvement efforts. MPCC also identifies eleven Action Projects that have created significant changes and added a new position of Area Assessment Coordinator. MPCC reports an opportunity to improve by finding a way to capture and measure the culture.*

II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to discern what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the comprehensive evaluation in Year 8.

Strategic Challenges:

- 1.) Describe processes; linking them to specific measures, tools, or instruments; and clearly relate the results to the processes monitored. This is useful, for example, for monitoring processes to ensure academic integrity and collecting and utilizing complaint data. Addressing this challenge can promote the use of measures that are more direct and closely aligned to the processes and/or intended outcomes. Addressing this challenge may also lead to an expansion of measures employed beyond, for instance, the PACE survey.
- 2.) Articulate processes by which data is analyzed and fed into specific decision-making processes. Addressing this challenge can promote processes and structures for analyzing and interpreting data and information. Data, results, and information are often presented, but seldom interpreted in a manner that illustrates institutional learning or demonstrates links between analysis and decision making about areas for improvement. Continued development of internal targets and comparative data can increase the maturity level across procedures for data analysis and interpretation.
- 3.) Align common, General Education and program learning outcomes within the program review process, and advance alignment of the curriculum and co-curriculum learning goals. Addressing this challenge will promote a more intentional and explicit alignment of the contributions made by co-curricular activities to student learning in areas, such as leadership, citizenship and multi-cultural awareness, that require broad exposure and multiple opportunities for outcome achievement.

- 4.) Develop processes that mature the degree to which key functional areas of the College are aligned with the Mission and Strategic Plan. In human resources, addressing this challenge could frame employee reviews in the context of strategic plan objectives or strategic initiatives; or, improvements in orientation processes and professional development offerings for both full- and part-time employees. In outreach, work in this area could facilitate development of comprehensive processes to identify, prioritize, build and maintain key partnerships.

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined the stages of maturity of the institution's processes and results. These stages range from "Reacting" to "Integrated" and are described in Appendix A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for all Process, Results, and Improvement items included in the institution's Systems Portfolio. The summary feedback below, and the detailed feedback offered in Appendix B, is based only upon evidence conveyed in the Systems Portfolio. It is possible that the institution has additional information on specific processes, results and improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process.

Category 1: Helping Students Learn

MPCC has overall systematic processes and results for Category 1. While common General Education and program SLOs have been developed and refined, alignment and assessment of SLOs as well as co-curricular goals may advance maturity and provide new insights. The CCSSE, as an indirect measure, is used widely as a data source throughout Category 1; however, describing more fully how this data addresses specific learning outcomes and adding new direct measures may strengthen the assessment process. Data is collected through program assessment, however, examples of specific improvements in programs in addition to nursing, would strengthen evidence of robust assessment processes. Clearly aligning processes with measures, results, insights, and improvements is an opportunity to close the loop and strengthen processes. Clarifying how targets are determined and how data is used in decision-making and process improvement is an opportunity for the College. Adding additional external benchmarks such as with Nebraska system peers may be beneficial. The College does not appear to have explicit mechanisms for handling issues related to violations of academic integrity or for tracking violations at all levels and may want to address this in the next cycle of Action Projects.

Category 1 Strategic Issues:

- Aligning common General Education and program learning outcomes within the program review process.

- Mapping co-curricular activities that support student learning, such as leadership, citizenship and multi-cultural awareness, to common outcomes and define measures for assessing their attainment.
- Articulating processes by which data is analyzed and fed into specific decision-making processes or venues.
- Describing processes more clearly, how results relate to the processes, and how analysis of data, insights and improvements link to the processes.
- Identifying additional measures for tracking and trending academic integrity issues to enhance of monitoring and support decision-making.

Category 2: Meeting Student & Other Key Stakeholder Needs

Processes related to Category 2 are generally systematic, while results demonstrate a reacting level of maturity. Identification and provision for the needs of diverse students is a strength, and measuring retention, persistence, and completion rates appear to be repeatable and consistent processes. MPCC lacks explicit processes that would guide their selection of partners and collaborators to further the mission and strategic goals of the College. The comprehensive partnership evaluation tool MPCC plans to develop and implement to determine and prioritize initiatives and partners could move MPCC towards a higher level of maturity in its processes. Adding new data sources, identifying institutional policies to ensure processes are consistently followed, and identifying internal targets and external benchmarks may increase the maturity level of Category 2.

Category 2 Strategic Issues:

- Adding some direct measures that align to various processes described in Category may better inform decision-making.
- Although MPCC tracks student complaints, creating a more formalized process to include trending and reporting common complaints may inform process improvements.
- Identifying internal targets and external benchmarks may provide needed insight to guide improvement efforts.
- Identifying how online and dual credit faculty make themselves available to students can be further clarified.
- Creating comprehensive processes to identify, prioritize, build and maintain key partnerships, and assign responsibility for monitoring relationships; while developing and implementing measures of effectiveness that align to the mission and Strategic Plan may provide institutional alignment.

Category 3: Valuing Employees

Processes related to Category 3 Valuing People are generally systematic. MPCC appears to have a robust recognition and awards program and opportunities for employees to engage in various activities. The full-time faculty mentoring process is a strength, but could be extended to adjunct faculty. There is an opportunity for improvement through better formalization of the relationship between processes and results in all areas related to hiring, evaluating and developing high-quality employees. Another opportunity lies in the development of additional measures, other than the PACE survey, to reflect the various processes such as performance evaluations, employee satisfaction with various services, and the effectiveness of the Center for Teaching Excellence.

Category 3 Strategic Issues:

- Creating and presenting measures beyond the PACE survey with targets and external benchmarks that reflect a variety of Category 3 processes may elevate the level of maturity.
- Analyzing data to provide interpretations and gain new insight may enhance quality improvement efforts.
- Introducing processes or structures that frame employee reviews in the context of strategic plan objectives or action items.
- Introducing measures or assessment methods to query into the effectiveness of orientation processes and professional development and training events scheduled by HR.

Category 4: Planning and Leading

Processes related to institutional planning and leading are mostly aligned, especially those related to leadership and integrity, strategic planning, and shared governance. MPCC has taken creative, proactive steps to utilize the AQIP framework as a common language for employees at all levels to better understand how their work contributes to the organization. The robust strategic planning process involves multiple stakeholders, regular review by Cabinet and the AQIP Core Team, alignment with the six AQIP Categories and implementation through approved and financed Action Projects with designated outcomes. Policies for integrity are documented for the Board and employees with an avenue for reporting violations. Although multiple standing leadership teams provide cross-functional support for practices related to institutional planning, MPCC has an opportunity to further describe how the institution works to develop and recognize leaders at all levels. In general, results related to planning and leading are systematic and, in some cases, reacting. Few measures beyond the PACE survey are described. While MPCC continues to report improvement in survey results, there is no insight provided as to why the improvements are occurring. There is an opportunity to improve Category 4 processes with identification and collection of data that is directly related to each process and then establishing how data will be evaluated and formally incorporated into the decision-making process.

Category 4 Strategic Issues:

- ***Collecting, tracking, and interpreting a wide variety of data and results, beyond the PACE survey, that capture various processes related to planning and leadership could strengthen the validity of data used for planning.***

Category 5: Knowledge Management & Resource Stewardship

Processes related to Category 5 are at the systematic to aligned level of maturity. Strong processes exist to maintain the fiscal, physical and technological infrastructures with alignment of these processes to the mission, and budget and planning processes. The Strategic Plan and mission clearly direct the selection of data. Results for Category 5 are in the systematic to reacting stages of maturity. Measures such as the PACE survey, while providing comparative data, do not offer a direct measure of the processes throughout the Category. The tax levy and fiscal reserve provide evidence of fiscal accountability. MPCC might consider establishing a clearer link between processes and results and consistently sharing insight that led to decision-making about needed improvements.

Category 5 Strategic Issues:

- Adding additional measures, beyond the PACE survey, reflecting each key process sections and then reporting results such as various audits and Helpdesk service logs can enhance the maturity level.
- Providing more in-depth data analysis and interpretations of the data, while including insights or institutional learning, could lend support to decisions about improvements that MPCC plans or has implemented.

Category 6: Quality Overview

MPCC has overall systematic processes to facilitate the identification and deployment of quality project initiatives. The College has completed a substantial number of projects over the last few years and is to be commended for its recognition of employees engaged in AQIP Action Project teams. Results are limited to the number of participants in Action Projects and it is unclear how the findings and lessons learned from each of these initiatives are tied back into the institutional decision-making and CQI process. As MPCC notes identifying actionable metrics for CQI initiatives should help strengthen the Institution's efforts.

Category 6 Strategic Issues: None

IV. Criteria for Accreditation Evidence Screening

The Systems Appraisal team screened the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during its comprehensive evaluation in Year 8. In order to accomplish this task, HLC has established linkages between the Systems Portfolio's Process and Results items and the Criteria's Core Components. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria and Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation occurs only in the eighth year of the cycle and is completed through the comprehensive evaluation, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "Strong, clear, and well-presented"; "Adequate but could be improved"; or "Unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "Met," "Met with concerns," or "Not met."

Appendix C of this report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below, the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy

each Criterion, as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

Criterion 1. Mission:

All Core-Components related to Criteria 1 have been clearly addressed.

Criterion 2. Integrity: Ethical and Responsible Conduct

All Core-Components related to Criteria 2 have been clearly addressed.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

Core Components related to Criteria 3 have been clearly addressed, except for:

3.C. MPCC describes availability of full-time faculty and can improve by describing how online or dual credit faculty make themselves available to students or how availability is ensured.

3.E. MPCC offers co-curricular opportunities to promote the student educational experience and can improve by clarifying how co-curricular programs are determined and aligned or measured to the institution's mission and educational goals.

Criterion 4. Teaching and Learning: Evaluation and Improvement

Core Components related to Criteria 4 have been clearly addressed, except for:

4.B. Adding direct measures to assess the College-wide and General Education student learning outcomes to improve and strengthen the assessment of student learning.

Criterion 5. Resources, Planning, and Institutional Effectiveness

All Core Components related to Criteria 5 have been clearly addressed.

V. Quality of the Systems Portfolio

MPCC's System Portfolio clearly identified where the Core-Components could be found and was clearly laid out with Category introductions and Category items. Emphasis on quality improvement was evident throughout. Strengthening the portfolio with a clear linking of various Category processes with identified measures, reporting of those same measures, setting consistent internal targets and comparison data when possible, and interpretation of results that led to the decisions made about the specific reported improvements would demonstrate continuity.

Specifically, the overview section omitted the level and scope of academic offerings and activities since the last portfolio, that was found to be discussed within the Categories. Results sections can be improved by following the HLC instructions in relation to the PACE, CCSSE, Graduate, Employer surveys, and other presented data. The omission of response rates, who was surveyed and correct labeling of a few of the figures (1-18, 1-19, 1-20, 2-1) made the data and information more difficult to interpret. Additionally, in the results section of most subcategories, the merging of "Summary results...", "Comparison of results...", and "Interpretation of results..." significantly limited the information provided about comparisons and interpretation of the data.

I. Using the Systems Appraisal Feedback Report

The Systems Appraisal process is intended to foster action for institutional improvement. Although decisions about specific next steps rest with the institution, HLC expects every institution to use its Feedback Report to stimulate improvement and to inform future processes. If this Appraisal is being completed in the institution's third year in the AQIP Pathway cycle, the results may inform future Action Projects and also provide the focus for the institution's next Strategy Forum. In rare cases, the Appraisal completed in the third year may suggest either to the institution itself or to the Commission the need for a mid-cycle (fourth year) Comprehensive Quality Review. If this Appraisal is being completed in the institution's seventh year in the cycle, again the results may inform future Action Projects and Strategy Forums, but more immediately they should inform institutional preparation for its comprehensive evaluation in the eighth year of the cycle when the institution's continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

APPENDIX A

Stages in Systems Maturity: *Processes*

| Reacting | Systematic | Aligned | Integrated |
|---|--|--|---|
| <p>The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.</p> | <p>The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.</p> | <p>The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.</p> | <p>Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.</p> |

Stages in Systems Maturity: *Results*

| Reacting | Systematic | Aligned | Integrated |
|--|--|--|---|
| <p>Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.</p> | <p>Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.</p> | <p>Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and analysis of results at an institutional level.</p> | <p>Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in decision-making and resource allocations.</p> |

APPENDIX B

AQIP Category Feedback

Category 1: Helping Students Learn

Category 1 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

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1 Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|---|---|
| Aligning common outcomes to the mission, educational offerings and degree levels of the institution | Systematic: MPCC’s nine College Student Learning Outcomes (SLOs) are based on the mission statement and values and articulate in clear terms the skills and attributes of a person educated at the associate’s level. The General Education outcomes represent five basic disciplinary areas. The College could move towards alignment by advancing its initiative to review College SLOs and align with the revised mission by using processes that result in explicit, measurable outcomes created through the collaboration of multiple stakeholder groups. |
| Determining common outcomes | Systematic: The General Education outcomes were most recently reviewed between 2011 and 2013 by a work group of the Instructional Services Team (IST). The College could move this process to an aligned level of maturity by evaluating the process by which the SLOs will be reviewed and by establishing a schedule by which the IST reviews all common learning outcomes for currency. |
| Articulating the purposes, content and level of achievement of the outcomes | Systematic: MPCC articulates learning outcomes to students via the course catalog and class syllabi. Outcomes are communicated to faculty via program reviews, annual reports, and orientation. The level of General Education achievement is reported annually. A search of the College catalog and the 2014-2015 Graduates at Work report did not yield a description of the purpose of the General Education program. MPCC could advance in maturity by clearly describing the purpose of the six General Education outcomes. |
| Incorporating into the curriculum opportunities for all students to achieve the outcomes | Systematic: MPCC requires completion of a core set of General Education courses for each associates degree program. The General Education Charter group has established a process through which new courses can be added to General Education required offerings. The College could move towards alignment by regularly evaluating the effectiveness of the work done by the General Education Charter Group and sharing the results. |

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| <p>Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs</p> | <p>Aligned: Mid-Plains' Instructional Services and Instructional Leadership teams review current and new courses for alignment to common learning outcomes and relevance. The Nebraska Transfer Initiative is a statewide syllabus review process that ensures alignment of General Education course outcomes across all of Nebraska's community colleges.</p> |
| <p>Designing, aligning and delivering cocurricular activities to support learning</p> | <p>Reacting: Broadly stated outcomes for its co-curricular programming exist, but no process is described for intentionally aligning these activities to the attributes they are intended to promote. The College could move towards a systematic process by creating more explicitly measurable outcomes for co-curricular activities and mapping activities to outcomes or describing processes by which activities are evaluated in terms of promoting the attributes targeted.</p> |
| <p>Selecting tools, methods and instruments used to assess attainment of common learning outcomes</p> | <p>Reacting: While assessment of the common learning outcomes is faculty-driven with an assessment coordinator and the Assessment Leadership Team providing support, the tools, methods and instruments described are largely indirect measures of assessment, such as graduate and employer surveys and the CCSSE. Assessment does not appear to be an institutionalized, repeatable process with common tools used by all areas of the College; therefore, maturing processes in this area beyond a reacting level will entail employing more direct measures across programs for some if not all outcomes.</p> |
| <p>Assessing common learning outcomes</p> | <p>Systematic: Assessment of General Education outcomes is led by the assessment coordinator and the Assessment Leadership Team (ALT). College SLO are assessed through MPCC's graduate and employer surveys and the Community College Survey of Student Engagement (CCSSE). Two initiatives—one in writing and one in math are developing direct assessment techniques. faculty collaborating to define and assess the attainment of specific outcomes; to drive changes in instructional design. Although the Instructional Assessment Report is cited as an assessment of common outcomes; it is unclear how this is accomplished with a focus on program outcome attainment. Programs appear to be at varying levels of maturity in contribute to the assessment of General Education and processes.</p> |

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. These results might include:

| <p>Results</p> | <p>Evaluation of Results and Systems Improvement</p> |
|---|--|
| <p>Summary results of measures (including tables and figures when possible)</p> | <p>Systematic: Summary data from an annual graduate survey and the CCSSE survey are provided. Trend data is provided for the graduate survey, but only 2015 results are indicated for the CCSSE. It is unclear how the institution regularly uses the data from these assessments in institutional decision-making.</p> |
| <p>Comparison of results with internal targets and external benchmarks</p> | <p>Systematic: The CCSSE survey is offered as an external benchmark for General Education outcomes. The results of the common algebra exam are compared to internal targets and are useful for driving improvement efforts. The systematic measurement of skills via the algebra assessment provides an</p> |

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| | example of what the College can aim for in other common outcomes as it matures processes in his area. |
| Interpretation of results and insights gained | Systematic: MPCC provides interpretations for internal and external results with some insights and adjustments/strategies for process improvements. The College could grow in maturity by developing formal processes for creating benchmarks, creating comparison groups, and use of data for decision-making and by sharing lessons learned across all faculty. |

111 Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years?

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| Evaluation of Improvement Efforts |
| MPCC plans for General Education cycle with alignment to College Student Learning Outcomes will be in place by the end of the fall of 2018. Aligning the SLOs with the General Education outcomes would be an important improvement. |

1.2: Program Learning Outcomes

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.

1P2 Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|---|---|
| Aligning program learning outcomes to the mission, educational offerings and degree levels of the institution | Systematic: Program learning outcomes are aligned with MPCC’s mission and values with oversight by the Instructional Leadership Team (ILT) and faculty. MPCC reports an opportunity to develop stronger, more direct connections between program outcomes. A-matrix or mapping that shows the alignment and details on how the ALT and faculty periodically review the alignment could be a focus for improvement. |
| Determining program outcomes | Systematic: Faculty determine program-level learning outcomes in coordination with industry and specialized accreditation standards where these exist and the Nebraska Transfer Initiative (NTI). MPCC could advance in maturity by developing a more formal, documented, repeatable process; by mapping all program outcomes to the common outcomes and using that information to inform the upcoming review of the SLOs and/or assessment of General Education outcomes. |
| Articulating the purposes, content and level of achievement of these outcomes | Aligned: Outcomes and their achievement levels are articulated to various stakeholder groups as through meetings, the College Annual Report and other publications. Media, such as the 2014-2015 Graduates at Work report, and resources on the website reflect aligned efforts to articulate the nature of MPCC’s programs and their outcomes. The College could advance in maturity by evaluating its communication methods to determine effectiveness. |

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| Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs | Systematic: Career programs meet with advisory committees at least once per year, and an institutional advisory committee handbook guides these interactions. The College could grow in maturity by creating a process that operates on a yearly cycle and by describing how data collected is used at an institutional-leadership level to monitor viability and relevance across programs. |
| Designing, aligning and delivering cocurricular activities to support learning | Systematic: Cocurricular activities are aligned by design to support the learning goals of the curriculum. The policies or processes for designing and aligning these activities to current program learning outcomes are not described. By incorporating the information into review of the SLOs and/or assessment of key General Education outcomes that are challenging to attain or assess. |
| Selecting tools, methods and instruments used to assess attainment of program learning outcomes | Systematic: Faculty select tools that provide direct and indirect measures of achievement of student learning outcomes that when possible reflect industry standards. The process may benefit from the creation of explicit processes that include evaluation and sharing of lessons learned, possibly through program evaluation. |
| Assessing program learning outcomes | Systematic: Each academic program assesses program outcome via its own strategies with the support of the Assessment Coordinator and the Assessment Leadership Team (ALT). Maturity in this area could be advanced by expanding pilot projects and creating processes for sharing and communicating program assessment plans and techniques across all programs. |

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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|---|---|
| Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals) | Systematic: The College tracks participation in program review; all programs have an assessment plan and most have submitted data for the College Annual Report. Processes in this area are systematic but the maturity could be raised via institutional evaluation of each program’s maturity level with regards to its assessment practices. |
| Summary results of measures (including tables and figures when possible) | Systematic: Scores for Diesel Technology show that groups and site scores mostly fall below the state and national results. The NCLEX-LPN data indicate scores exceed national and state pass rates. There is no data provided related to internal program evaluation processes, which could help the College advance in maturity level. Attention to how programs can gather and aggregate summative program outcome data could advance maturity. |
| Comparison of results with internal targets and external benchmarks | Systematic: Comparison data is provided for the two examples of summary data offered however internal targets are not cited. The CCSSE exam is also used as an assessment tool for some programs; however, how these data connect to program outcomes is not described. |

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| | Generating results for more programs and ensuring all programs create and follow this kind of process will help move maturity to a more solidly systematic level. |
| Interpretation of assessment results and insights gained | Systematic: MPCC has plans to address NCLEX-LPN pass rates with national testing and has a new group test for the Diesel Technology program that could identify strength and gap areas within the program. Overall, the College acknowledges that assessment of program goals is siloed. This is an opportunity to create processes that will identify promising practices, such as the ones described, and implement them college-wide. |

1I2 Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years?

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| Evaluation of Improvement Efforts |
| The-College acknowledges that assessment of program goals is siloed. Efforts to achieve curricular mapping in all programs and the mapping of program outcomes to common learning outcomes could advance maturity in this area. Alignment in this area could become achievable once the means of aggregating and comparing key outcome information across programs and divisions is crafted. |

1.3: Academic Program Design

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.

1P3 Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|---|--|
| Identifying student stakeholder groups and determining their educational needs | Aligned: Student groups are identified through the strategic planning process, the strategic enrollment plan and academic master plan. Identifying stakeholder groups includes use of student surveys, placement testing, and cross-functional meetings with the research office and enrollment recruiters. The College-may increase maturity by providing details on the processes and criteria involved in Step 4 of Figure 1-16. |
| Identifying other key stakeholder groups and determining their needs | Systematic: MPCC has processes for identifying other key stakeholder groups and determining their needs. Community input sessions are utilized when creating the College’s strategic plan and are part of the current academic and facilities master planning process. Figure 1-17 provides the strategies used for other stakeholder groups such as other Nebraska community colleges and universities. |
| Developing and improving responsive programming to meet all stakeholders’ needs | Systematic: Faculty interact with advisory boards; the OIRP scans labor reports; the Outreach Team has industry contacts. Maturity could be enhanced with information about how the intelligence gathered by these groups is pooled and used by College leadership to make decisions about programs. |

| | |
|--|---|
| <p>Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs</p> | <p>Systematic: MPCC utilizes many different instruments to assess program currency and effectiveness. The College has an opportunity to describe institutional steps taken after data is collected and analyzed. Maturity for this process could be raised as processes are made more standard and capable of generating information that can be aggregated.</p> |
| <p>Reviewing the viability of courses and programs and changing or discontinuing when necessary</p> | <p>Systematic: An institutional process guides program changes and discontinuations, once they are identified. However, there does not appear to be an institutional process in place to ensure that such changes are initially identified in a consistent manner across the institution or that standard metrics are used to ensure consistency</p> |

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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|--|--|
| <p>Summary results of assessments (including tables and figures when possible)</p> | <p>Reacting: MPCC provides a program review schedule, the number of participants in advisory committees, and academic planning data such as FTE and awards conferred. There are no results provided that demonstrate how MPCC determines if programs are current and meet stakeholder needs. The CCSSE data offered in Figure 1-27 could provide effective measures if they can be segmented by academic program.</p> |
| <p>Comparison of results with internal targets and external benchmarks</p> | <p>Reacting: CCSSE data provides external benchmarks for some metrics, but it is unclear how such information is utilized to inform program design or identify how well stakeholder needs are being met. No internal targets are discussed. The College could increase in its maturity by creating comparison groups for external benchmarking and establishing targets for internal results.</p> |
| <p>Interpretation of results and insights gained</p> | <p>Reacting: No analysis or interpretation of data are offered</p> |

1I3 Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

| Evaluation of Improvement Efforts |
|---|
| <p>MPCC has processes in place for academic program design that include connections to strategic and master planning and input from internal and external stakeholders. Planned improvements-include the incorporation of the Academic Master Plan into the overall academic planning process, Sunday College, and offering General Education courses at different times and locations are described although they are not related to processes and results described here.</p> |

1.4: Academic Program Quality

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.

1P4 Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|--|--|
| Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue | Systematic: Faculty with support from the Instructional Leadership Team (ILT) set pre-requisites and placement scores. Communicating the levels of preparation needed for courses and programs is achieved via prerequisites, credential requirements, testing, and admission requirement for specific programs, the College catalog, enrollment coaches, advisors, and CampusWeb. |
| Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs | Systematic: MPCC ensures program rigor by utilizing information from processes related to program review, faculty evaluations and standards set by the Nebraska Transfer Initiative that relate to all modes of delivery and educational sites. Instructor evaluations are cited as a source of data in this area but how data are aggregated or analyzed and how they bear upon rigor are not described. |
| Awarding prior learning and transfer credits | Aligned: MPCC has standard policies that provide for awarding credit for prior learning, accepting and assessing transfer credit and advanced placement. The policies are described in the College Catalog, and managed by the Registration and Records Office. |
| Selecting, implementing and maintaining specialized accreditation(s) | Aligned: Joint decisions are made by program faculty and administration based on established criteria to determine specialized accreditation selection and maintenance, and Figure 1-28 lists the details for the four programs with external accreditation. |
| Assessing the level of outcomes attainment by graduates at all levels | Systematic: MPCC utilizes graduate and employer surveys, assessment data, and licensure requirements. Data is collected, analyzed by the OIRP, and shared with the ILT and division faculty. The College can align the College-wide SLOs and the General Education SLOs to this process and develop ways to generate data that can be aggregated across programs and analyzed by institutional leaders. |
| Selecting the tools, methods and instruments used to assess program rigor across all modalities | Systematic: Faculty and advisory committees select the tools, methods and instruments to assess objectives in instances where Nebraska Transfer Initiative (NTI) guidelines are not applicable. Additional data is collected around student success. |

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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|---------|---|
|---------|---|

| | |
|--|---|
| <p>Summary results of assessments (including tables and figures when possible)</p> | <p>Systematic: Data is tracked and trended for success rates, graduation and transfer-out rates and employment rates. While positive data is presented for first semester success and employment rates, overall rates of graduation and College success are less positive. Attention to success indicators including the use of licensure and certification pass rates, may increase student retention. The employer survey data reflects good levels of employer satisfaction and could be segmented by academic program to provide an effective assessment of program rigor.</p> |
| <p>Comparison of results with internal targets and external benchmarks</p> | <p>Reacting: While some trend data is provided, there are no targets for internal data or comparison data with external benchmarks around graduates. Maturing processes in this area could be achieved by gathering placement data and licensure pass rates from other colleges and using it to develop internal targets. The other system colleges could also be a source of strategies for increasing employer survey response rates and graduate tracking.</p> |
| <p>Interpretation of results and insights gained</p> | <p>Reacting: While MPCC provides a positive interpretation for its employer survey, it includes advisory committee attendance that is not directly linked to a process, and the College provides little insight into the graduation and overall success rates. The College has an opportunity to address these issues.</p> |

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

| <p>Comments</p> |
|--|
| <p>There is an opportunity to plan improvements in consistently setting internal targets and diving deeper into reported results that fall below expectations. Connecting College-wide and General Education SLOs to the program review process may help identify new improvement areas such as implementing campus-wide capstone or internship experiences. Systematically collecting performance-indicator data, such as capstone or internship experiences, could be used to guide institutional-level decision making.</p> |

1.5: Academic Integrity

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.

1P5 Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

| <p>Process</p> | <p>Comments on Process Maturity and Improvement</p> |
|--|--|
| <p>Ensuring freedom of expression and the integrity of research and scholarly practice</p> | <p>Systematic: The College has a policy (BOG 4201) covering Academic Freedom and Responsibility published in the Instructional Handbook, and has an Institutional Review Board (IRB). Describing processes for monitoring the achievement of these institutional attributes may increase the maturity level to ensure consistent practices.</p> |
| <p>Ensuring ethical learning and research practices of students</p> | <p>Systematic: The College includes an Academic Honesty Statement in the Instructional Handbook and on all college syllabi that lists actions that may lead to penalties. A Chain of Resolution guides steps for a breach of student ethical</p> |

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| | behavior. MPCC has an opportunity to describe institutional actions to follow up on instances of integrity violations, monitor for violations, and assess levels of integrity in the classroom. |
| Ensuring ethical teaching and research practices of faculty | Systematic: The employee evaluation process helps ensure ethical teaching while the Institutional Review Board assists with ensuring faculty ethical research practices. Describing how violations are managed, how the institution uses the information from evaluations, and the rulings of the IRB to monitor and enforce ethical standards may elevate the maturity level. |
| Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity | Systematic: MPCC reports using the Community College Student Survey of Engagement (CCSSE) and the Personal Assessment of the College Environment (PACE) as measures for integrity. The College could mature in this area by creating processes for how the measures are established and by whom. |

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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|--|---|
| Summary results of measures (including tables and figures when possible) | Reacting: MPCC survey results are more positive than the peer group. More direct measures of ethical behavior may provide additional information for decision-making. No results are provided on IRB rulings or Academic integrity enforcement, which were the examples provided. The College could mature by creating processes for identification, collection and analysis of additional data related to Academic Integrity. |
| Comparison of results with internal targets and external benchmarks | Systematic: Data could be made stronger by identifying internal targets, additional comparison groups, and by continuing to use the PACE across time to identify trends. Additionally, by collecting, analyzing, and monitoring data that is more objective and linked to student and faculty behaviors, the College could establish processes for assessing patterns of academic and research integrity. |
| Interpretation of results and insights gained | Reacting: The College provides positive interpretations of its CCSSE and PACE results, but does not articulate specific insights gained. A Chain of Resolution process is used, but instances of resolution do not appear to be tracked in a manner that generates patterns in student academic dishonesty incidents. Results could be shared with faculty to evaluate the current processes and improve outcomes. |

1I5 Based on 1R6, what process improvements have been implemented or will be implemented in the next one to three years?

| Evaluation of Improvement Efforts |
|---|
| MPCC describes improvements in the Learning Resource Center and may address an opportunity to explore potential improvements with new data sources for 1P5. The College may want to consider an evaluation of their Chain of Resolution process to include additional data collection and analysis of the data. |

Category 2: Meeting Student and Other Key Stakeholder Needs

Category 2 focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

2.1: Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the 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 Describe the processes for serving the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|---|--|
| Identifying underprepared and at-risk students, and determining their academic support needs | Systematic: MPCC has formal processes in place using standardized ACCUPLACER cut scores to identify underprepared students needing remediation. A recent initiative to identify ACCUPLACER benchmark scores for technical programs shows innovation and promise, and expanding this process may be beneficial. Informal processes exist around determining additional student support needs, largely at the time of admission. The College may move forward in maturity by tracking at-risk students throughout their tenure at MPCC and creating formal processes to address academic support needs. |
| Deploying academic support services to help students select and successfully complete courses and programs | Systematic: MPCC requires new students to meet with an advisor and may direct students to additional support services at that time. MPCC could grow in maturity by creating formal processes to communicate about and connect students to support services throughout their attendance at MPCC. The summer bridge program, focused on math and English, may prove useful in improving course-level success, while the creation of program-specific strategies to help students succeed may also increase maturity in this area. |
| Ensuring faculty are available for student inquiry | Reacting: Faculty maintain a minimum of five posted office hours each week. It is unclear how online and dual credit faculty and/or those who teach on multiple campuses are available to students or how adherence to office hours is ensured. An opportunity exists to describe other ways faculty are accessible (e.g. as advisors of student clubs, via Blackboard, tutoring, etc.) that could help move MPCC forward in maturity. |
| Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty | Aligned: MPCC has processes in place to determine the learning support needs of students and faculty, informed by data and observation. The College is planning to reevaluate the efficacy of their Early Alert program and are developing a common language around student success messaging. |
| Determining new student groups to target for educational offerings and services | Aligned: MPCC primarily uses advisory boards to determine new student groups, as in the example of identifying a need for services for the local Hispanic population. MPCC also utilizes additional data provided through community surveys and employee input, such as the partnering with a local church to offer ESL and ABE/GED classes. |
| Meeting changing student needs | Aligned: MPCC uses a variety of methods to determine changing student needs related to academic and non-academic services. A new effort entails the |

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| | use of the Council for the Advancement of Standards in Higher Education (CAS) standards for non-instructional program reviews intended to unite the student affairs division. MPCC could consider describing how the findings from these are communicated to implement change. |
| Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) | Systematic: MPCC identifies subgroups primarily through their retention summit and collects disaggregated retention rates in addition to providing additional services. Project HELP is an example of this process, but the College could grow in maturity by providing additional information about how subgroups are identified. |
| Deploying non-academic support services to help students be successful | Reactive: MPCC mentions non-academic support services and describes how and when the services are communicated to students. However, MPCC does not describe how services are deployed, if they are accessible to all students, and if they are available at one or more campus sites. The College may increase maturity by describing how services are determined, implemented, and utilized. |
| Ensuring staff members who provide academic and non-academic student support services are qualified, trained and supported | Systematic: MPCC uses a job analysis questionnaire (JAQ) to define the duties of all full-time staff and administrative positions. The College provides on-going training and professional development opportunities, and offers tuition reimbursement for full-time employees. The College has an opportunity to describe how part-time employees are qualified, trained, and supported, as well as how they ensure staff remain qualified. |
| Communicating the availability of non-academic support services | Aligned: Non-academic support services are introduced to students during campus tours, registration, and orientation. MPCC's student portal, Blackboard, and 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 to communicate availability of support services to students and community members. |
| Selecting tools, methods and instruments to assess student needs | Systematic: MPCC uses a variety of survey data to determine student needs. Targets are determined and strategies are discussed if targets are not met. Further clarity in how and who selects the assessment measures may be beneficial. |
| Assessing the degree to which student needs are met | Aligned: Cabinet is responsible for evaluating the yearly non-instructional assessment report, determining if targets have been met, and setting new goals. |

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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|--|---|
| Summary results of measures (including tables and figures when possible) | Systematic: MPCC provides CCSSE results for comparison in a variety of areas including advising, disability services, and tutoring; and also provides results from the Graduate Survey. Overall, results presented are positive. More effective use of data, including connection to processes, could strengthen results and improve the maturity level. |

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|---|---|
| Comparison of results with internal targets and external benchmarks | Systematic: Although the College notes lower scores than the internal target for job placement services on the CCSSE, other areas scoring below the national comparison could be reviewed for potential improvements such as advising, skills labs, career counseling and financial aid. |
| Interpretation of results and insights gained | Reacting: Other than noting that certain areas scored below target, no interpretation or analysis is provided. MPCC has an opportunity to identify trends and provide an in-depth analysis to determine best practices and specific areas for improvement. |

2I1 Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

| Evaluation of Improvement Efforts |
|--|
| MPCC plans to create a Learning Commons staffed by cross-trained employees for greater efficiency. The College also plans to evaluate the effectiveness of its survey measures. An opportunity exists to explore direct measures to assess student service areas such as tracking course grades to help evaluate the effectiveness of tutoring services. |

2.2: Retention, Persistence and Completion

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.

2P2 Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|--|--|
| Collecting student retention, persistence and completion data | Systematic: The Office of Institutional Research and Planning (OIRP) manages data on student retention, persistence, and completion. MPCC utilizes its data management system to obtain and report internal data supplemented by external data (National Student Clearinghouse). |
| Determining targets for student retention, persistence and completion | Aligned: The Student Services division, assisted by the OIRP, holds an annual retention summit to determine student retention, persistence, and completion goals. Additionally, the summit team selects a specific population to better understand student challenges to successfully completing their college plans. MPCC has an opportunity to describe how goals are determined, how historical data is analyzed and how comparison from similar institutions can be used. |
| Analyzing information on student retention, persistence and completion | Systematic: Information about retention, persistence, and completion rates is collected and the OIRP creates retention reports. Individual departments are encouraged to use this data in their planning processes. Maturing processes may involve using performance indicators in the yearly review of divisions and individual academic programs. |
| Meeting targets for retention, persistence and completion | Systematic: As retention data is reviewed, the retention summit team, student services personnel, and College Cabinet set targets that reflect the Strategic Plan, College mission, and Enrollment Management planning processes. |

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|--|--|
| | MPCC could mature by describing processes for setting targets and how they align to the various planning processes. |
| Selecting tools, methods and instruments to assess retention, persistence and completion | Systematic: MPCC offices support retention efforts in consultation with the OIRP to determine the best tools, methods, and instruments to assess retention efforts. Mapping of the process may increase the maturity level. |

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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|--|--|
| Summary results of measures (including tables and figures when possible) | Aligned: Seven years of fall-to-fall retention (IPEDS) data show that MPCC has met its targets of 60% retention for full-time students and 40% for part-time students. Five years of fall-to-spring retention data show that MPCC is slowly approaching the upper limits of its 75-80% retention and persistence target for degree-seeking students. Graduation and transfer-out rates appear to be holding steady or slightly declining. Trend and comparison data are included, and is measured against MPCC’s targets. |
| Comparison of results with internal targets and external benchmarks | Systematic: The College does well, in general, when compared to regional schools. All internal targets have been met in the most recent data except for the completion rate goal of 40%. The College could benefit from consistent use of trend and comparison data when presenting results. |
| Interpretation of results and insights gained | Systematic: MPCC has made significant improvement in fall-to-fall retention rates for full and part-time students. As part of the annual retention summit, key student services staff focus on specific components of retention, such as the early alert process, to maintain and improve retention-related processes. MPCC has an opportunity to identify potential causes for lower completion rates and identify areas for improvement. |

2I2 Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years?

| Evaluation of Improvement Efforts |
|--|
| MPCC is enhancing its early alert process and planning the enhancement of their student information system to improve advising and facilitate degree completion. Involvement of academic program faculty and staff is not described, and processes may mature with the closer involvement of academic leaders and faculty in setting targets and analyzing data. |

2.3: Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3 Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|--|--|
| Determining key external stakeholder groups (e.g., alumni, employers, community) | Systematic: Key external stakeholder groups are determined during the strategic planning process and surveys are used to determine needs and a course of action. Support is provided by the OIRP to ensure consistency across departments in determining these groups. The process could mature through identification and prioritization of key stakeholder groups, focusing on the analysis of feedback to enrich existing decision-making processes. |
| Determining new stakeholders to target for services or partnership | Systematic: Determining new external stakeholders originates with the strategic planning process. Greater clarity could be provided as to how and what internal and external meetings help identify new stakeholder groups and how initiatives and partners are determined and prioritized. |
| Meeting the changing needs of key stakeholders | Systematic: While no formal documented process is described, MPCC remains responsive to the needs of key stakeholders with active participation in the community as evidenced by expanded career training provided by the new agriculture facility. Maturing processes by prioritizing stakeholders and focusing on a strategic few may benefit the College. |
| Selecting tools, methods and instruments to assess key stakeholder needs | Systematic: Community input sessions are mentioned as a method for assessing stakeholder needs. This strategy for understanding and monitoring stakeholder needs could be expanded into a fully aligned process that feeds data and information back to institutional leaders for use in decision-making in a consistent and repeatable manner. |
| Assessing the degree to which key stakeholder needs are met | Reacting: Although MPCC states it uses regional, state and national data for determining the degree to which stakeholder needs are met, no discussion or examples are provided. |

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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|--|--|
| Summary results of measures (including tables and figures when possible) | Reacting: Summary results included budget costs for the new Valentine campus. However, the link between these funding figures and the institution's ability to determine how well stakeholders' needs are being met is not made clear. Maturing results could come from defining a strategic few external stakeholders and employing measures regarding the degree to which MPCC is effective in meeting their needs. |
| Comparison of results with internal targets and external benchmarks | Reacting: No comparative data or internal targets are identified. |
| Interpretation of results and insights gained | Reacting: No interpretation is given of the funding amounts presented. |

2I3 Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

| Evaluation of Improvement Efforts |
|---|
| MPCC plans an Action Project directed at alumni and community engagement as well as development of a partnership evaluation tool. These planned improvements reflect an awareness of the need to mature processes in this area by gaining a clearer understanding of the College’s key partnerships and creating processes for monitoring the health of those partnerships. |

2.4: Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4 Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|---|---|
| Collecting complaint information from students | Systematic: MPCC collects complaint information from students via a link on the College’s home page. The College describes a “Chain of Resolution” procedure for academic complaints from students, and reporting Title IX complaints is described in student and employee handbooks. It is not clear where complaints go or if complaints are tracked, trended and used for improvements. |
| Collecting complaint information from other key stakeholders | Systematic: MPCC has procedures for employees and external stakeholders to file a complaint. Board of Governors (BOG) policy 161 details complaint procedures including submission to the Open Forum during each board meeting. It is not clear where complaints go for review/resolution. |
| Learning from complaint information and determining actions | Systematic: MPCC appears to review complaint results to identify trends and determine if institutional actions are needed, but it is not clear who reviews them and how often this occurs. There is an opportunity to improve upon the maturity level of complaint processes with clarification about the processes that are consistently used to synthesize and learn from complaint information. |
| Communicating actions to students and other key stakeholders | Reacting: Formalized processes include communicating to larger groups when large-scale changes/improvements are made due to student or public feedback, with multiple approaches described based on the nature of the complaint. There is an opportunity to improve upon this maturity level with a formalized system for tracking and recording communications regarding complaints. |
| Selecting tools, methods and instruments to evaluate complaint resolution | Reacting: MPCC describes processes related to complaint resolution, but not how it selects tools to evaluate the actual process. Maturing processes for selecting the methods used to evaluate complaint resolution and for tracking related continuous improvement efforts may be beneficial. |

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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|--|--|
| Summary results of measures (including tables and figures when possible) | Reacting: While MPCC states that the College Cabinet or their designees track complaint information and share appropriately, no comprehensive data was provided. The degree to which complaint data is reviewed regularly and shared at Cabinet to make changes in college-wide processes and systems would be the next steps for MPCC in improving maturity. |
| Comparison of results with internal targets and external benchmarks | Reacting: No additional data, targets or benchmarks are provided. |
| Interpretation of results and insights gained | Reacting: No additional or summary data are provided. |

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

| Comments |
|---|
| MPCC adopted the ATIXA Equity Grievance Procedure for equity grievances, but it is unclear what information was utilized to identify this solution as an institutional need. A Sanctions Grid has been placed online in response to student concerns regarding consequences. A Concerns, Investigation, and Intervention Team was established to advance campus safety and support. |

2.5: Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5 Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|--|--|
| Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses) | Systematic MPCC identifies a variety of partners with which the College collaborates, and appears to have teams or units in place that serve as points of contact between these partners and the College. The maturity level could be strengthened by providing greater clarity about how these partners are selected, prioritized, and aligned to the college mission. |
| Building and maintaining relationships with partners | Systematic MPCC identifies student-receiving organizations, and processes by which these partnerships are maintained. Two units, Business and Community Education and Career Services, appear to provide leadership in coordinating and strategically defining steps the College could take to advance and mature processes in this area. |

| | |
|---|--|
| <p>Selecting tools, methods and instruments to assess partnership effectiveness</p> | <p>Systematic While input from advisory committees and community employers serve as the tools to assess effectiveness of partnerships, it is unclear what processes guide the selection of measures. Inclusion of measures such as attainment of contractual goals, employment rates with specific businesses or transfer rates to identified educational institutions may be useful.</p> |
| <p>Evaluating the degree to which collaborations and partnerships are effective</p> | <p>Systematic Goals are established at the beginning of each collaboration, with targets, benchmarks, and evaluation tools identified. Evaluation of such partnerships occurs in collaboration with the IR office. However, it is unclear what policies or practices guide evaluation efforts to ensure consistency across collaborations.</p> |

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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|---|--|
| <p>Summary results of measures (including tables and figures when possible)</p> | <p>Reacting MPCC only provides data related to monies received through grant funding. This was not described in 2P5 processes, and is unclear as to how this information guides the College in evaluating stakeholder partnerships.</p> |
| <p>Comparison of results with internal targets and external benchmarks</p> | <p>Reacting No comparison data or benchmarks are presented.</p> |
| <p>Interpretation of results and insights gained</p> | <p>Reacting No clear interpretation or insights of data are offered.</p> |

2I5 Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

| Evaluation of Improvement Efforts |
|--|
| <p>MPCC recognizes the need for and plans to develop a comprehensive partnership evaluation tool to better determine and prioritize initiatives and partners. Establishing these additional measures will help improve the maturity level of the processes described in 2P5.</p> |

Category 3: Valuing Employees

Category 3 explores the institution’s commitment to the hiring, development and evaluation of faculty, staff and administrators.

3.1: Hiring

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. The institution should provide evidence for Core Component 3.C. in this section.

3P1 Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
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| Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values | Systematic: The Job Analysis Questionnaire (JAQ) outlines the duties and requirements for every position, and human resources provides administrative oversight for every hire to ensure a consistent hiring process. New employees, including adjunct faculty, are provided an orientation, and new full-time faculty are assigned a mentor. The College has an opportunity to clarify if faculty positions follow the same processes as those for staff and administrators, as well as better differentiate recruitment processes for various areas across the institution. |
| Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs | Systematic: MPCC utilizes HLC's Assumed Practices and Nebraska state policies as guidelines for developing its Minimum Criteria for Hiring chart. This is used for all faculty regardless of modality. The College has an opportunity to identify how faculty who do not have the minimum criteria will be able to complete the required training. |
| Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities | Systematic: Cabinet and division chairs review enrollment and academic planning data to determine appropriate faculty counts. There is the potential to improve upon the maturity level of this process by establishing formal guidelines or common practices that could be used to ensure consistency in faculty staffing across divisions, as well as describing how staffing fluctuations are brought to the attention of institutional leaders. |
| Ensuring the acquisition of sufficient numbers of staff to provide student support services | Systematic: MPCC ensures that there are sufficient numbers of staff to provide student support services through review of enrollment and survey data and the utilization of a position matrix to help identify and prioritize personnel needs. Providing more detail on this matrix and how it is used in decision making could help MPCC advance in maturity. |
| Tracking outcomes/measures utilizing appropriate tools | Systematic: Longevity and the results of satisfaction surveys appear to be the primary means of tracking the effectiveness of hiring and orienting processes. Maturity in this area could be advanced by introducing additional measures, such as evaluations of the first-year faculty mentoring experiences or the orientation curriculum. |

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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
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| Summary results of measures (including tables and figures when possible) | Reacting: Longevity and turnover data only weakly reflect the quality of hiring processes, and rates of employee participation in retirement saving incentives are economic data and not necessarily attributes linked to hiring processes. Additionally, there is an opportunity to establish a more formalized link |

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| | between outcomes for effective hiring practices and the metrics used to measure those outcomes. |
| Comparison of results with internal targets and external benchmarks | Reacting: No internal targets, no comparison data, and no benchmarks were provided. |
| Interpretation of results and insights gained | Reacting: The hiring process is interpreted to be effective based on the average years of service and anecdotal employee feedback, although no examples of employee feedback are shared in the portfolio. While employee survey data is discussed as a necessary improvement for assessing hiring and orientation processes, MPCC has an opportunity to describe when/how such information will be collected and folded into the decision-making process. |

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

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| Evaluation of Improvement Efforts |
| Planned improvements cited, such as querying new hires on their experiences and leveraging digital platforms to consolidate candidate data and deliver orientation materials, may be beneficial and contribute to maturing processes in this area. However, it is unclear what information has led to these improvements. |

3.2: Evaluation and Recognition

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 Describe the processes that assess and recognize faculty, staff and administrators’ contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|---|--|
| Designing performance evaluation systems for all employees | Systematic: MPCC states a purpose and procedures for evaluation of faculty and staff, but no processes were described for the performance appraisal of the 47% of staff who are part-time, or administrators. Articulating a process for addressing performance of administrators and part-time staff may evidence a more robust and inclusive evaluation system. |
| Soliciting input from and communicating expectations to faculty, staff and administrators | Aligned: MPCC provides information on formal and informal processes utilized to solicit input from and communicating expectations to faculty, staff, and Cabinet level administrators. |
| Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services | Reacting: MPCC aligns its evaluation process for faculty with its mission of providing exceptional learning opportunities, but does not include part-time staff or administrators. There is an opportunity to discuss how strategic objectives are aligned to evaluation of faculty, staff, and administrators. |

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| Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators | Reacting: MPCC provides a policy in the employee handbook, provides details for the staff evaluation process, and a timeline for faculty. However, no processes were provided for performance appraisal of administrators. The College has an opportunity to describe the evaluation processes for all employees. |
| Establishing employee recognition, compensation and benefit systems to promote retention and high performance | Aligned: MPCC has a robust employee recognition system, and contractual compensation and benefit package. MPCC rewards employees through annual salary increases. College employees are also recognized through college-wide awards, years of service recognition and for serving on AQIP Action Project teams. |
| Promoting employee satisfaction and engagement | Systematic: MPCC offers many opportunities for employee engagement to promote employee satisfaction. Greater clarity is needed as to how the need for programs are determined and address employee satisfaction. |
| Tracking outcomes/measures utilizing appropriate tools | Reacting: MPCC relies on the PACE survey along with internal employee satisfaction surveys as indicators of the effectiveness of the evaluation and recognition process. It is not clear how these tools evaluate the effectiveness of the evaluation and recognition process. The College may benefit by more direct measures. |

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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|--|---|
| Summary results of measures (including tables and figures when possible) | Reacting: PACE survey results measuring supervisory relationships are positive. The College has an opportunity to report on the other tools noted in the process section such as personnel evaluations and internal satisfaction surveys. |
| Comparison of results with internal targets and external benchmarks | Reacting: Only one item from PACE survey results, for supervisory relationships, was provided which exceeded the benchmark and met the internal target. MPCC has an opportunity to directly assess its employee evaluation and recognition processes and determine other comparative data. |
| Interpretation of results and insights gained | Reacting: MPCC provides no detailed interpretation of results or no insights. |

3I2 Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

| Evaluation of Improvement Efforts |
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| MPCC made updates to the performance appraisal form to facilitate their calibration process across the campus. Data collected around the older and newer versions of the appraisal form may evaluate the effectiveness of this change. Employee recognition efforts have been enhanced by Human Resources partnering with marketing and media staff so stories about award recipients reach media outlets for further recognition. |

3.3: 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 Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|--|---|
| Providing and supporting regular professional development for all employees | Systematic: A yearly calendar of employee training and development events is created based on input solicited from employees regarding their needs and interests. Tuition reimbursement and tuition waiver benefits are extended to promote development. Faculty members are supported in teaching excellence and ongoing professional development through an instructional support center. The College could advance in maturity by clarifying what opportunities are available for adjunct faculty or part-time staff, or what opportunities are available for obtaining external professional development for any employee. |
| Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes | Reacting: Although MPCC provides support for teaching and learning, how the College ensures instructors remain current has not been described. The College could consider describing how training is aligned to faculty evaluations and budgets, and how training requests are prioritized. |
| Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) | Systematic: Professional memberships, and internal and external training opportunities for staff are supported within the departmental budget. MPCC has an opportunity to describe how training to employees is prioritized, and how training needs are determined. |
| Aligning employee professional development activities with institutional objectives | Reacting: Although MPCC connects employee development to the mission, a clear process was not described. There is an opportunity to better delineate this process as well as alignment to strategic objectives. |
| Tracking outcomes/measures utilizing appropriate tools | Reacting: Participation in training was provided as one measure, but how participation relates to achieving outcomes was not articulated. Tracking development in relation to strategic objectives may increase the level of maturity. |

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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
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| Summary results of measures (including tables and figures when possible) | Systematic: Results appear to be overall positive with increased attendance at training sessions and increased spending on tuition reimbursement. Information presented on the Jenzabar training is difficult to interpret without a meaningful discussion of the results. MPCC has an opportunity to consider other assessments that align to strategic objectives. |
| Comparison of results with internal targets and external benchmarks | Reacting: Only one item on the PACE survey was reported, opportunities for development, which indicated greater satisfaction than in the comparative group. MPCC has an opportunity to consider establishing training participation goals and other measures that better evaluate the effectiveness of trainings and their alignment to strategic goals. |
| Interpretation of results and insights gained | Reacting: The College offered little to no interpretation of results or insights gained from the data. |

3I3 Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

| Evaluation of Improvement Efforts |
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| Improvements noted by the College include enhanced training opportunities as the result of cooperation with Business and Community Education and the production of an audio library of training materials. It is unclear what the improvements were based on or what the intended outcomes are. |

Category 4: Planning and Leading

Category 4 focuses on how the institution achieves its mission and vision through direction setting, goal development, strategic actions, threat mitigation and capitalizing on opportunities.

4.1: Mission and Vision

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 Describe the processes for developing, communicating and reviewing the institution’s mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|---|---|
| Developing, deploying, and reviewing the institution’s mission, vision and values | Aligned: Development of the mission and values is the responsibility of the Board of Governors with input from the College’s president. Deployment includes presentations at Board meetings, updates of the Cabinet, and other unspecified communications. An infusion of new cabinet and board members prompted a review of College’s mission and values. This process employed an external facilitator and was inclusive in seeking input from the campus community. |
| Ensuring that institutional actions reflect a commitment to its values | Aligned: MPCC has established a formalized strategic planning process that helps ensure that institutional actions reflect its values. As part of this process, the Board reviews the Strategic Plan to ensure alignment with the College’s |

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| | mission. The Cabinet also helps ensure that institutional actions align to the College's mission by reviewing assessment reports and departmental presentations annually. |
| Communicating the mission, vision and values | Systematic: The institution's mission is displayed publicly throughout campus and shared with new employees as part of the orientation process. However, it is unclear if there are any formal processes in place to guide how the institution communicates its mission and values or to guide how such communications are evaluated for effectiveness. Identifying methods for evaluating these processes could move the College forward in maturity. |
| Ensuring that academic programs and services are consistent with the institution's mission | Systematic: MPCC relies on program review to regularly confirm the relevance of each academic program and the overall program array in terms of the mission. The process is formalized and strengthened by a mandated review processes of the State, but it is unclear how each of these processes work together. |
| Allocating resources to advance the institution's mission and vision, while upholding the institution's values | Aligned: The College's Board of Governors has designated a portion of the budget to support the execution of AQIP Action Projects which are aligned by the structure of the Strategic Plan and the annual planning process. Budget managers are also expected to prepare budgets that align with the College's vision. |
| Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys) | Systematic: The CCSSE, PACE and graduate follow-up surveys are administered on a regular basis to measure the College climate related to alignment of mission. Although such measures will allow for external benchmarking, it is unclear what processes are in place to describe how the results of these surveys map to the mission or how and by whom the results are analyzed in the context of the mission and values of the College. |

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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|--|---|
| Summary results of measures (including tables and figures when possible) | Systematic: Summary data show MPCC performing favorably on the PACE survey, Graduate Survey and CCSSE for campus climate measures related to mission. It is unclear, however, how such results are shared throughout the College, or how ratings from individual questions on such surveys are incorporated into the decision-making process related to the Strategic Plan and mission. There is an opportunity to clarify how these data are used in guiding decisions. |
| Comparison of results with internal targets and external benchmarks | Systematic: State and national comparisons are provided for the PACE and the CCSSE data. The results indicate that MPCC is generally outperforming its peers on the items presented in 4R1 summary tables. However, there is an opportunity to clarifying how benchmarks and targets are utilized to make institutional decisions regarding the mission and values. |
| Interpretation of results and insights gained | Systematic: The extent to which the institution's actions reflect the mission has been interpreted to have increased over the last six years, as has |

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| | employees' perceptions about the relevance of their positions to the mission. An Interpretation of results were provided however insights were not. Insights could strengthen MPCC's processes for selecting improvements. |
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411 Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

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| Evaluation of Improvement Efforts |
| Strategic planning and annual planning processes at MPCC are well established and strategically aligned with the AQIP framework. The College recently utilized an external consultant to facilitate discussions around revising the College's mission and values. There is an opportunity to consider how to create measures to help inform processes related to developing and deploying the Institution's mission and vision. |

4.2: Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2 Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|---|---|
| Engaging internal and external stakeholders in strategic planning | Aligned: MPCC follows a formalized strategic planning process that aligns to AQIP and incorporates processes for engaging internal and external stakeholders in planning processes to include input from multiple internal groups through forums, surveys and meetings. |
| Aligning operations with the institution's mission, vision and values | Aligned: Operations are directed by the Strategic Plan, which is aligned with the mission and implemented through AQIP Action Projects. Cross-functional teams identify and develop projects to improve institutional processes, which are overseen by the AQIP Core Team and reviewed by Cabinet. |
| Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency | Aligned: Processes were described that align budgets to shared physical resources. Cross-functional teams are used to implement Action Projects, departments collaborate and communicate across locations about academic and budget issues and Student Affairs uses KPIs to promote efficiency of operations. |
| Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats | Aligned: During the planning process, the College utilizes a SWOT analysis derived from environmental scanning, stakeholder input sessions and industry trends to prioritize goals. Academic areas assess strengths and weaknesses using academic program review and program accreditation processes, and non-academic departments do so annually using assessment matrices that are presented to the Cabinet. |
| Creating and implementing strategies and action plans that maximize current resources and meet future needs | Aligned: Current human resources are maximized through technology to allow employees at different geographic locations to collaborate on cross-functional teams. Action Projects have designated budget funds. Other strategic initiatives may receive criteria-linked funding from the AQIP Core Team, New Program Development Fund or Non-Instructional Enhancement Fund, each |

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| | with processes in place to ensure alignment to the Strategic Plan and College mission. |
| Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process) | Systematic: Indirect measures from the PACE survey are used to measure satisfaction with strategic planning processes and collaboration, as well as unique direct measures created around each Action Project. The College has an opportunity to link strategic initiatives that may not be associated with Action Projects to other measures. |

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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|--|--|
| Summary results of measures (including tables and figures when possible) | Systematic: MPCC notes key outcomes from the Strategic Plan that have been achieved as well as positive results on the PACE Survey on five items related to strategic planning. These ratings have steadily increased. There is an opportunity for improvement in the use of these results, to make interpretations and decisions that directly lead to improvements. |
| Comparison of results with internal targets and external benchmarks | Systematic: Comparison results indicate that MPCC exceeds national benchmarks on three PACE survey items related to strategic planning. Comparison data for the survey was used for measuring satisfaction, but only for the most recent year of administration. |
| Interpretation of results and insights gained | Reacting: While the College notes that it has begun to assign a Cabinet member as liaison to Action Project teams, it is unclear how this relates to the data presented. |

4I2 Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

| Evaluation of Improvement Efforts |
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| The evidence of progress described in the seven outcomes from the Strategic Plan covered improvements across departments and supported themes from the College’s mission and values. MPCC concludes that it is moving in a positive direction based on the PACE survey results and the key outcomes achieved. These key outcomes include adding a gap year to the planning process and right-sizing the number of annual Action Projects. The College also reports purchasing software (Izenda) to provide KPI data to teams and decision-makers, but it is unclear what data informed the decision to purchase the software and how the intended outcome will be measured. |

4.3: Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide

evidence for Core Components 2.C. and 5.B. in this section.

4P3 Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|---|---|
| Establishing appropriate relationship between the institution and its governing board to support leadership and governance | Aligned Day-to-day operations are left to faculty, administration and staff with the Board providing support. The Board sets policies in line with the mission and values of the College, and holds regular meetings with leadership to keep informed. |
| Establishing oversight responsibilities and policies of the governing board | Aligned: The Board of Governors Policy Manual establishes oversight responsibilities and policies of the Governing Board and a Nebraska state statute outlines the powers and duties for the governing boards for all Nebraska community colleges. Institutional policies are reviewed by the Board annually, with auditing committees involved with annual reviews of finances, enrollment and financial aid. |
| Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty | Aligned: Clear structures are in place to ensure effective Board oversight and are reinforced through training conducted by the Association of Community College Trustees. Management of personnel and budgetary responsibilities are delegated to a six-member College Cabinet, while cross-functional leadership teams serve to oversee most other operational matters. The five division chairs on the Instructional Leadership Team (ILT) and the VPAA oversee academic matters. |
| Ensuring open communication between and among all colleges, divisions and departments | Aligned: Consistency of division meeting agendas and cross-departmental communication are strengths in this area. Regularly scheduled communications are made by senior administration and other leadership groups across the College. MPCC also hosts an annual professional development event for all personnel to facilitate communication amongst different departments and locations. |
| Collaborating across all units to ensure the maintenance of high academic standards | Reacting: Cabinet and committee minutes are shared across the institution through the College’s internal portal. All employees are required to attend campus meetings prior to the start of each semester and an annual all-college professional development day. While these appear to be robust mechanisms for communication, how collaboration to ensure high academic standards occurs is unclear. |
| Providing effective leadership to all institutional stakeholders | Aligned: The Strategic Enrollment Plan, Facilities Master Plan and Academic Master Plan serve to facilitate and guide effective leadership for all institutional stakeholders. Several additional processes promoting effective leadership include monthly board meetings, board retreats, and communication training for 25 college leaders. |
| Developing leaders at all levels within the institution | Systematic: Action project teams are used to incubate leaders. Other processes related to developing leadership appear to be “periodic” in nature. Professional development funds are available but are not specifically earmarked for leadership development. Internal surveys collect 360-degree data on current leaders, but it is unclear how that data is utilized to further develop leaders. |

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| Ensuring the institution's ability to act in accordance with its mission and vision | Systematic: A code of ethics for college leaders ensures that no individual's actions are contrary to the mission and the best interests of the College. There is an opportunity to improve the maturity level of this process with clarification about how the institution ensures that all leadership acts in accordance with its mission and values. |
| Tracking outcomes/measure utilizing appropriate tools | Systematic: PACE survey results are used to indicate College climate related to leadership. Surveys are also conducted regularly at a departmental level to determine satisfaction of service across departments, but it is unclear what processes have been established to develop departmental surveys to ensure consistency in their development and usage across the institution. |

4R3 What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. 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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|--|---|
| Summary results of measures (including tables and figures when possible) | Systematic: PACE survey results are generally positive with regular improvement on items related to College communication and collaborative leadership between 2010 and 2016. Internal satisfaction surveys for student affairs areas indicate similarly positive trends in stakeholder satisfaction levels over the last three years. There is an opportunity to describe procedures that guide the use of such information in the institutional decision-making process. |
| Comparison of results with internal targets and external benchmarks | Systematic: Both trend and comparison data are provided for items related to leadership and communication on the PACE survey. The results indicate that MPCC is out-performing peer institutions on these metrics. Internal targets for student services departmental satisfaction surveys have also been established, although it is unclear what processes guide the development of such targets. |
| Interpretation of results and insights gained | Reacting: No interpretation of results and insights gained was provided. |

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

| Evaluation of Improvement Efforts |
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| A communication and leadership professional development series for 25 employees was recently developed to build upon the positive impact on communications from recent strategic planning initiatives. It is unclear, though, how such training was identified as an opportunity for improvement. An ad hoc Board committee has also been recently established to review the Institution's Board policies. |

4.4: Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4 Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|---|---|
| Developing and communicating standards | Systematic: MPCC values includes integrity, while Board policies, Human Resource procedures and bargaining agreements contain standards for integrity. Legal and ethical standards are communicated to employees through the Employee Handbook, Instructional Handbook and during the new employee orientation process. There is an opportunity to improve upon the maturity level by clarifying how such standards are developed. |
| Training employees for and modeling ethical and legal behavior across all levels of the institution | Aligned: Board members, Cabinet and employees are expected to model ethical and legal behaviors with a process in place for reporting violations. Employees have training opportunities such as Title IX and supervisory responsibilities. |
| 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. | Aligned: The Board Policy Manual, Employee Handbook and Instructional Handbook outline policies and procedures for ethical practices. The Board's subcommittee reviews documentation on annual financial, financial aid and enrollment audits for integrity, while academic departments follow written departmental objectives that are reviewed by Cabinet during the program review process. Non-instructional areas follow a similar, but informal process. |
| Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents | Systematic: MPCC uses its College website and program web pages to inform the public, along with printed brochures and the catalog. Current students have access to CampusWeb. A planned online catalog may provide information that is currently not as easily accessed. There is an opportunity to regularly evaluate these mechanisms to ensure that information is current, conveyed accurately and easily accessible to all constituents. |

4R4 What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. 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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|--|---|
| Summary results of measures (including tables and figures when possible) | Systematic: PACE survey results illustrate positive trends in each of four items related to integrity. It is unclear, though, how such information is used in the institutional decision-making process or how it relates directly to processes described in 4P. Identifying additional measures for evaluating processes related to integrity, such as incidences of reported ethical violations, may be helpful. |
| Comparison of results with internal targets and external benchmarks | Systematic: Survey results indicate that MPCC has met some of its internal targets on two of the four items, while exceeding peer benchmarks on the three reported items. There is an opportunity to determine how benchmark |

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| | information is utilized to make decisions regarding practices around institutional integrity. |
| Interpretation of results and insights gained | Reacting: While the College reports positive trends on the PACE survey, no other interpretation or insights are provided. |

414 Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

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| Evaluation of Improvement Efforts |
| Improvements noted by the College include placing the catalog online and increased direct communication from Cabinet members. It is unclear what information was utilized in the decision-making process regarding these improvements. |

Category 5: Knowledge Management and Resource Stewardship

Category 5 addresses management of the fiscal, physical, technological and information infrastructures designed to provide an environment in which learning can thrive.

5.1: Knowledge Management

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 Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|--|---|
| Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement, and decision making | Aligned: MPCC's departments select data that aligns to the mission and strategic goals of the College. Academic Affairs, Student Affairs and support services utilize KPIs and compile annual reports that are shared annually by departmental supervisors with administrative leadership. Use of the recently created Academic Affairs Master Plan may offer greater alignment. |
| Determining data, information, and performance results that units and departments need to plan and manage effectively | Aligned: Each department determines its data needs based on the assessment plan and the Institutional Effectiveness Team reviews all plans or matrices quarterly. A Data Governance team monitors data integrity. |
| 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 | Aligned: Teams, such as the Institutional Effectiveness and Assessment Leadership, are responsible for making data and results accessible to departments. Additionally, key staff can access Jenzabar for department-specific information. |

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| <p>Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes.</p> | <p>Systematic: The Director of Information Services and the Director of Institutional Effectiveness enforce policies and procedures to ensure accuracy, timeliness and security of a variety of knowledge managements systems. An opportunity exists for the College to develop processes around international and dual-credit students that will create electronic records in Jenzabar.</p> |
| <p>Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)</p> | <p>Systematic: Tools reflecting information access, network servers and software and electronic payments are used to monitor accessibility and usability of the data. It is unclear if/how these different groups work together on selecting tools and measuring the effectiveness of College Information Systems.</p> |

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? The results presented should be for the processes identified in 5P1. 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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|---|---|
| <p>Summary results of measures (including tables and figures when possible)</p> | <p>Systematic: While scores on items from the PACE survey reflect a trend of improvement, the internal target has not been reached. MPCC could grow in maturity by analyzing data on additional measures, such as the Helpdesk request system, logs of virus attacks or accounting audit results, to identify opportunities for improvement.</p> |
| <p>Comparison of results with internal targets and external benchmarks</p> | <p>Systematic: Results for the PACE survey indicate that MPCC scores higher than the peer group. Additional comparative data may inform areas in need of improvement.</p> |
| <p>Interpretation of results and insights gained</p> | <p>Reacting: Although the College notes overall positive results on the PACE survey, no interpretation or insights are provided. Maturity could be improved by analysis of additional results with identification of how results are used in decision-making.</p> |

5I1 Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

| Evaluation of Improvement Efforts |
|--|
| <p>The College cited multiple Action Projects to support knowledge management. A current Action Project pertaining to identification of key performance indicators and a new student experience report based on the CCSSE may add further strength to 5P1 processes. These efforts reflect the College's attention to developing the methods and measures needed for ongoing monitoring of effectiveness across all areas of the campus.</p> |

5.2: Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core

Component 5.A. in this section.

5P2 Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|--|---|
| Maintaining fiscal, physical and technological infrastructures sufficient to support operations. | Aligned: The Facility Master Plan, Academic Master Plan and the three-year Capital Improvement Plan are the result of comprehensive processes for planning and maintaining the fiscal, physical and technologic infrastructures. |
| Setting goals aligned with the institutional mission, resources, opportunities and emerging needs. | Aligned: The mission-driven Strategic Plan goals are the framework through which priorities are set and resource-allocation decisions are made. |
| Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected. | Aligned: Formal processes are described for budgeting fiscal, physical, and technological infrastructure needs, with a stated target of at least 50% of the budget going to instructional services/academic support. |
| Tracking outcomes/measures utilizing appropriate tools | Systematic: While MPCC lists the Pace and Graduate surveys along with allocation and spending on infrastructure as measures tracked, processes used to identify these measures are unclear. |

5R2 What are the results for resource management? The results presented should be for the processes identified in 5P2. 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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|--|--|
| Summary results of measures (including tables and figures when possible) | Systematic Employee and Graduate survey results indicate that both employees and students are generally satisfied with Mid-Plains' resource management. Adding direct measures and clarifying how the measures used inform decision-making may increase the maturity level. |
| Comparison of results with internal targets and external benchmarks | Systematic: Results of the PACE survey exceed the internal target and external benchmark on two items referring to infrastructure. Presenting results that clearly identifies the population studied, response rate and sample size may add greater validity to the findings. |
| Interpretation of results and insights gained | Reacting: Although MPCC briefly summarizes the results, no insights are provided. |

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

Evaluation of Improvement Efforts

The College describes the results of an Action Project that improved technology, the implementation of a new governance team structure and a new safety team. It's unclear what data led to decisions for purchasing the Jenzabar budget module or software to address the need for technology, maintenance, public information and marketing needs. Additionally, MPCC does not list any planned future improvements.

5.3: Operational Effectiveness

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. The institution should provide evidence for Core Component 5.A. in this section.

5P3 Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|---|---|
| Building budgets to accomplish institutional goals | Aligned: Cabinet ensures the annual budget is based on the mission and focused on accomplishing the 3-year Strategic Plan. Additional funds for departmental strategic initiatives may be obtained through the Board of Governors while funds for Action Projects are available from the AQIP Core Team. |
| Monitoring financial position and adjusting budgets | Systematic: The President and VPs are responsible for monitoring trends and funding levels. Variances, when they occur, are brought to Cabinet outside of the normal yearly review. Adjustments are communicated to the budget managers via the Cabinet's weekly updates or campus-wide meetings. The College may consider implementing a real-time dashboard to better monitor these trends. |
| Maintaining a technological infrastructure that is reliable, secure and user-friendly | Systematic: Operational stability is ensured by the Cabinet who continuously evaluate economic trends. MPCC has emergency preparedness procedures in place, including a campus safety team who conducts monthly drills and evaluates the need for improvements. However, it is less clear about how prepared the College is for risks related to fiscal operations (e.g., credit card theft) or technology (e.g. data breach, failure of on-campus servers). |
| Maintaining a physical infrastructure that is reliable, secure and user-friendly | Systematic: Facility and maintenance staff maintain the safety and security of its physical infrastructure, and campus safety teams for long-term planning. It is not clear, however, what the process is for ensuring daily operations, or how arising infrastructure issues are managed. |
| Managing risks to ensure operational stability, including emergency preparedness | Systematic: MPCC appears to have robust emergency preparedness procedures that include a campus safety team and operational stability is ensured by the Cabinet who continuously evaluates economic trends. However, it is less clear how risks related to fiscal operations (e.g., credit card theft) or technology (e.g., data system breach) are managed. |
| Tracking outcomes/measures utilizing appropriate tools | Systematic: Measures tracked by the College include the PACE survey, various audits and financial reserves and local tax levy. The College has an opportunity to describe how these measures are used |

5R3 What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. 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. These results might include:

| Results | Evaluation of Results and Systems Improvement |
|--|--|
| Summary results of measures (including tables and figures when possible) | Systematic: Results of the PACE survey show positive trends on three items, but indicates expectations were not met for the technology item. Results for the tax levy and the financial reserve appear to be positive. Audit results have not been included as mentioned in the process section. The College has an opportunity to use more direct measures to ensure operational effectiveness, and describe how that data is used to make improvements. |
| Comparison of results with internal targets and external benchmarks | Systematic: Internal targets have been established through Board policy for fund balance proportions, but it is unclear how these targets have been identified. Tax levy rates are compared to other Nebraska community colleges for external benchmarking. |
| Interpretation of results and insights gained | Reacting: MPCC provides no insights into the data beyond mentioning the positive results that reflect MPCC's commitment to affordability. |

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

| Evaluation of Improvement Efforts |
|--|
| MPCC has increased operational effectiveness by more fully implementing the Jenzabar applications and storing information on the cloud. A new keycard access system is being implemented for greater campus safety. However, it is not clear how these improvements were selected. |

Category 6: Quality Overview

Category 6 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: Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1 Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|--|--|
| Selecting, deploying and evaluating quality improvement initiatives. | Aligned: MPCC has explicit processes for selecting and deploying quality improvement initiatives that align with the Strategic Plan, mission, and the AQIP framework. |

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| Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums | Systematic: MPCC links AQIP efforts with the Institution’s strategic planning by reviewing portfolio feedback and incorporating lessons learned from subsequent Strategy Forums. However, little is provided to demonstrate how feedback from any step in the process is used to drive quality improvement initiatives. |
|---|--|

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.

| Results | Evaluation of Results and Systems Improvement |
|--|--|
| What are the results for continuous quality improvement initiatives? | Systematic: A summary table provides a list of all recently completed Action Projects and the major project outcome. It’s unclear from the information provided which outcomes were intended and which were achieved. |

6I1 Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

| Evaluation of Improvement Efforts |
|---|
| The connection between strategic plan implementation and the articulation of Action Projects helps reinforce a continuous quality improvement framework. Identifying the best leader for each Action Project helps cultivate institutional leaders, but it is unclear how this process unfolds or what evidence this determination is based on. This system could be improved by connecting the evaluation and interpretation of performance results and other data more closely with the selection and implementation of Action Projects. Undertaking fewer Action Projects in the future could set the stage for additional emphases on creating metrics to measure outcomes, which could move the College forward in maturity. |

6.2: Culture of Quality

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.

6P2 Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

| Process | Comments on Process Maturity and Improvement |
|--|---|
| Developing an infrastructure and providing resources to support a culture of quality | Aligned: MPCC has aligned AQIP processes with the budgeting and planning processes as the infrastructure to support new initiatives and Action Projects. |

| | |
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| <p>Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations</p> | <p>Aligned: MPCC discusses the strategic planning process as well as the Academic Master Plan and Facilities Master Plan as the primary means of ensuring CQI is making a wide impact on the College culture. These planning initiatives involve input from a broad base of faculty and staff.</p> |
| <p>Ensuring the institution learns from its experiences with CQI initiatives</p> | <p>Systematic: While the AQIP Core Team collects, analyzes and uses the results from Action Project Teams, there may be an opportunity to showcase the learning more broadly across the College from all AQIP events, including the Strategy Forum and Systems Portfolio Feedback, so other campus processes may benefit from successful results.</p> |
| <p>Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution</p> | <p>Aligned: The College has connected the Strategic Plan to the AQIP Categories and carries out its strategic initiatives using AQIP Action Projects, including an evaluative review and feedback mechanism.</p> |

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.

| Results | Evaluation of Results and Systems Improvement |
|--|--|
| <p>What are the results for continuous quality improvement to evidence a culture of quality?</p> | <p>Reacting: MPCC only provides the number of employees who have participated in its 18 AQIP projects. This information does not appear to provide adequate evidence that CQI has resulted in a culture of quality.</p> |

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?

| Evaluation of Improvement Efforts |
|---|
| <p>Recognition of work on Action Project teams has been enhanced and is noted as a strength. The AQIP Core Team is in the process of developing a schedule of meetings to ensure consistency in guiding AQIP project teams. Creation of a process to inform FT employees about quality improvement is underway.</p> |

APPENDIX C Criteria for Accreditation & Core Component Evidence Screening

Criterion 1. Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

| Core Component | Evidence | Screening Feedback |
|--|--|--|
| <p>1.A. The institution’s mission is broadly understood within the institution and guides its operations.</p> <p>1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</p> <p>2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.</p> <p>3. The institution’s planning and budgeting priorities align with and support the mission.</p> | <p>The mission and visions was revised in 2016 through a collaborative process between the Board and the Cabinet. Input from all employees resulted in refinement of the mission and values.</p> <p>The Board of Governors has oversight of the mission and the values, and works with the president to develop/refine the mission and values. The mission and values are reviewed and affirmed at an annual meeting of the Board.</p> <p>Internal and external program reviews ensure currency of academic program, consistency with the mission, and include enrollment and graduation data. Board Policy 6200 provides for the Board to receive program reviews for all programs. As part of this policy, the Board must review the program’s consistency with the institutional mission.</p> <p>The State of Nebraska Coordinating Commission provides external program review to ensure consistency of academic programs.</p> <p>Budget managers reflect the mission and vision of the College in their budget preparations to achieve institutional goals.</p> <p>The College maintains its infrastructure and operations through funding of necessary academic and support services that accomplishment and reflect its mission.</p> <p>The Strategic Plan aligns to the mission. Funding for strategic planning initiatives is earmarked in the budgeting process. Additional funds exist for new program development, instructional and non-instructional enhancement. An explanation of how the project relates to the institution’s mission must be provided.</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |
| <p>1.B. The mission is articulated publicly.</p> <p>1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals,</p> | <p>The mission, vision and values are deployed using multiple media venues to reach internal and external stakeholders including displays in public areas on all campuses, on the College website and in published materials. At each semester’s all-college update the president discusses the vision and plans for the College.</p> <p>The mission, vision, and values of MPCC were revisited, reviewed, and revised between 2012 and 2016 in an inclusive process that employed an external facilitator working with the</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |

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| <p>plans, or institutional priorities.</p> <p>2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.</p> <p>3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</p> | <p>Board of Governors and the Cabinet to incorporating input from the campus community.</p> <p>The mission statement is: <i>Transforming lives through access to exceptional learning opportunities for individual student success</i>". MPCC's values of <i>integrity, programs that enhance the quality of life for people and our region, accessibility and affordability, respect for our college, communities, and the people we serve, open and honest communication, safe, quality, and engaging environments and continuous collaboration among all campuses</i>, and address the "exceptional education" as stated in the mission.</p> <p>The mission is articulated through the values, common learning outcomes and strategic initiatives. The "Leading for Tomorrow" Strategic Plan outlines the goals and initiatives for MPCC for the current three-year period.</p> <p>The Leading for Tomorrow 2015-2018 strategic plan enumerated 10 broad goals that look across the breadth of college functions and are mapped to the AQIP Categories to reinforce their reach via alignment to that continuous quality improvement framework. The Strategic Plan clearly identifies the area served by the College and lists its constituents as students, community members, college employees, educational agency representatives, business and industry representatives, and the Higher Learning Commission.</p> <p>Top priorities at all seven MPCC campuses revolve around "Teaching and Learning" and "Students and Student Success." Through the Nebraska Transfer Initiative, our academic coursework will transfer toward your four-year degree. Our technical program training is built on a foundation of theory, coupled with "hands-on" experience.</p> <p>MPCC relies on program review to regularly confirm the relevance of each academic program and the overall program array in terms of the mission. The process is formalized and strengthened by mandated review processes of the State of Nebraska Coordinating Commission for Postsecondary Education.</p> | |
| <p>1.C. The institution understands the relationship between its mission and the diversity of society.</p> <p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution's processes and</p> | <p>MPCC addresses its role in a multicultural society through community outreach and student survey data collected to develop and maintains programming responsive to the needs of student and community stakeholders.</p> <p>Identifying diverse student stakeholder groups occurs through the strategic planning process, strategic enrollment plan, and the academic and facilities master plans. Key student stakeholders include constituents living within the College's service area and other constituents seeking opportunities at MPCC for online courses.</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |

| | | |
|--|---|--|
| <p>activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</p> | <p>Representatives from various key stakeholder groups participate in community input sessions that established Leading for Tomorrow, the College's 2015-18 Strategic Plan. These community input sessions are essential to the College's planning processes and help identify the diverse needs of each stakeholder group.</p> <p>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 institutions of higher learning outside the state of Nebraska.</p> <p>For student stakeholders, faculty, staff, and external stakeholders, the Office of Institutional Research and Planning (OIRP) gathers data with respect to the responsiveness of the College's academic programming. Business and Community Education in cooperation with the OIRP initiate data collection to develop programming based on demonstrated need. The Office of Institutional Advancement collects data on the needs of alumni and donors. Collectively, all entities collaborate to respond to stakeholder needs through the strategic planning process, academic and facilities master plans, and the strategic enrollment plan.</p> <p>Through its mission and values statements, MPCC has identified "Respect for our college, communities and the people we serve" as an institutional value guiding processes and activities. The College has further established a General Education outcome that students will "[understand] the values and traditions of other cultures in the world" to exemplify the institutional commitment to issues of diversity.</p> | |
| <p>1.D. The institution's mission demonstrates commitment to the public good.</p> <p>1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.</p> <p>2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a</p> | <p>MPCC serves an eighteen-county west-central core of Nebraska with programs it describes in its 'values' statements as "enhanc[ing] the quality of life for people and our region." The College's program array is consistent with this core value.</p> <p>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.</p> <p>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. A code of ethics for college leaders ensures the best interests of the College, and this code in tandem with the Strategic Plan, is the process by which the ability to act in accordance with the mission is ensured.</p> <p>AQIP Core Team and Cabinet examine local trends when addressing new initiatives. The Board approves funds for a separate budget to be used solely for strategic planning initiatives to allow teams to pilot, develop, and implement solutions.</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |

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|---|---|--|
| <p>related or parent organization, or supporting external interests.</p> <p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p> | <p>Budget managers are made aware of the mission and values and are expected to prepare budgets based upon the best allocations to achieve institutional goals.</p> <p>The goals of the Strategic Plan are consistent with the public mission and the service-oriented institutional values of the College.</p> <p>The programming model's core values exist to ensure good stewardship of resources and support for students to achieve their educational goals.</p> <p>Engagement of internal and external stakeholders includes students, faculty, staff, administration, various community members, and the board in the 3-year strategic planning cycle. Input from external stakeholders is collected through surveys, forums, process improvement suggestions, various committee reports, and team meetings.</p> | |
|---|---|--|

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

| Core Component | Evidence | Screening Feedback |
|--|---|--|
| <p>2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.</p> | <p>Current ethical/legal policies guide the work of the Board and all employees. Policies are contained in the Board Policy Manual, Employee Handbook, and Instructional Handbook. Human Resources has procedures and collective bargaining units have agreements around standards of integrity.</p> <p>Financial statements are presented to the Board for monthly review. A Board subcommittee reviews the annual financial, financial aid, and enrollment audits to maintain integrity.</p> <p>BOG members receive training in their oversight roles.</p> <p>The academic programs and non-academic units all have goals and objectives that are reviewed regularly and help guide the integrity of operations. Academic departments follow written departmental objectives that are reviewed during the program review process.</p> <p>Policies, handbooks, and specific modules included in orientation are used to clearly communicate standards. Employee review and the faculty mentoring program are used to help ensure adherence to standards.</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |
| <p>2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs,</p> | <p>Primarily electronic means are used by the College to present itself to students and the public. Materials on the college web site explicitly address the institution's mission, vision, and values and make planning documents, program information, accreditation relationships, and costs to students readily available in understandable form.</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> |

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| <p>requirements, faculty and staff, costs to students, control, and accreditation relationships.</p> | <p>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. CampusWeb is the primary online resource tool for currently registered students.</p> <p>Program webpages list requirements, accreditation relationships, and additional information useful to current and prospective students.</p> <p>Brochures are available with cost, accreditation, faculty, and course options information.</p> <p>The College is in the process of moving the catalog online for the 2017-18 academic year.</p> | <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |
| <p>2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.</p> <p>1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.</p> <p>2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.</p> <p>3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.</p> | <p>The Board of Governors is comprised of members elected by the public. The Board meets monthly, rotates meeting locations to ensure its presence at all campuses, and publishes its agendas and meeting minutes online. 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.</p> <p>Responsibilities of the governing board are referenced under section 1200 of Board of Governors Policy Manual and defined in Nebraska Revised State Statue Section 85-1511, whereby the board powers and duties are enumerated that govern all community colleges in Nebraska. The Board of Governors maintains an appropriate supporting yet delegating relationship to college leadership.</p> <p>Structures and statutes are in place to ensure effective Board oversight are reinforced through training conducted by a national organization, the Association of Community College Trustees.</p> <p>Policies are reviewed on an annual basis and updated or revised as necessary. The Board recently updated the College’s stated mission using a collaborative process.</p> <p>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.</p> <p>The Board of Governors acts in accordance with its established code of ethics (Policy 1700) pertaining to conflicts of interest and the good of the institution and the people it serves is not negatively impacted by personal friendships or relationships that might affect decision making.</p> <p>Academic decision-making occurs through faculty who determine program and discipline requirements. These faculty are represented by division chairs and the VPAA who make up the Instructional Leadership Team.</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |

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| <p>4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.</p> | <p>The Board of Governors provides support to the administrative leadership and faculty of the institution to assure that policies are in line with the mission, values, and vision of the College.</p> <p>The Board entrust the day-to-day management of the institution to the faculty, administration, and staff.</p> | |
| <p>2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p> | <p>A Board of Governor’s policy (4201) addresses faculty’s academic freedom and student, faculty and staff free expression and exploration of truth is contained in the Instructional Handbook.</p> <p>The protection of academic freedom and the requirements of academic responsibility apply to all MPCC full-time, adjunct, part-time, probationary, and permanent faculty.</p> <p>Faculty members are entitled to freedom in the classroom in discussing issues germane to their academic discipline with the method or manner of presentation using objective reasoning and rational discussion. Instructors shall be judicious in the use of materials and should introduce only materials that have clear relationships to the subject field.</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |
| <p>2.E. The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.</p> <p>1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.</p> <p>2. Students are offered guidance in the ethical use of information resources.</p> <p>3. The institution has and enforces policies on academic honesty and integrity.</p> | <p>MPCC has an Institutional Review Board and follows its guidelines based on federal regulation. MPCC follows guidelines as provided by its IRB and all research must comply with the Institutional Review Board Approval to Conduct Research procedures. Opportunities provided through required general education core coursework allow students and faculty to contribute to MPCC scholarship.</p> <p>MPCC’s Learning Resource Center provides, upon request from faculty, instruction about the ethical use of information.</p> <p>MPCC has an Academic Honesty statement contained in all 2016-17 syllabi and in the Instructional Handbook. Most academic dishonesty situations will follow the Chain of Resolution: instructor, division chair, VP for Academic Affairs. Penalties for students’ violation of the Academic Honesty Policy are cited also.</p> <p>MPCC’s Institutional Review Board guidelines encourages all types of research; and compliance with federal regulation:</p> <p>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 are expected to 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.</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

| Core Component | Evidence | Screening Feedback |
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| <p>3.A. The institution’s degree programs are appropriate to higher education.</p> <p>1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.</p> <p>2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.</p> <p>3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).</p> | <p>MPCC has nine College Student Learning Outcomes (SLOs) aligned with their mission. There are six General Education outcomes created by faculty, administrators and staff.</p> <p>MPCC participates in the Nebraska Transfer Initiative (NTI) and common course outcomes and syllabi are peer reviewed every three years by NECC faculty. Many General Education courses are part of the Academic Transfer Program, which has overlap with NTI to ensure that lower division courses are comparable in scope, quality and intellectual rigor. Courses not part of the NTI are subject to academic standards determined by faculty. 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.</p> <p>MPCC cites its program review process, participation in the NTI, and adjunct faculty evaluation process as the means of ensuring curricular rigor across all locations and modes of delivery, including dual credit.</p> <p>All MPCC Associate Degree programs require the successful completion of a core of Gen Ed courses. The number of credit hours for AA degrees varies with the award. Student achievement of learning outcomes is determined by a collection of external (CCSSE) and internal (graduate survey and General Education discipline-specific assessment data).</p> <p>Program learning outcomes are determined by faculty with guidance from industry standards. Achievement of program learning outcomes are determined through surveys, assessment data submitted by faculty, and by external tests such as National Occupational Testing Institute (NOCTI) and National Council Licensing Exam (NCLEX).</p> <p>The SLOs are communicated to students through the course catalog and course syllabi, as well as by enrollment coaches and advisors. Faculty and staff receive information around the level of performance expected by program reviews, annual reports and new employee orientation.</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |
| <p>3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are</p> | <p>The General Education outcomes were approved in 2013 and contain six areas to be attained by degree seeking students that are appropriate to the mission and community college setting. Each outcome is defined. General education outcomes are evaluated on an annual basis using student survey data.</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> |

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| <p>integral to its educational programs.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p> <p>2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.</p> <p>3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of the world in which</p> | <p>The General Education Charter Group establishes the process for general education courses to be added to this list of potential core courses and review the current list of courses each year.</p> <p>Faculty of degreed and certificate programs ensure program objectives align and meet industry and society needs, and external accreditation guidelines. Program faculty meet annually with their advisory committees and use an Advisory Committee Handbook with an agenda item that addresses review of program outcomes.</p> <p>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.</p> <p>The nine College Student Learning Outcomes (SLOs) 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.</p> <p>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.</p> <p>The 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.</p> <p>Two College reports, Graduates at Work and The Student Experience 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.</p> | <p><input type="checkbox"/> Unclear or incomplete</p> |
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| <p>students live and work.</p> <p>5.The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.</p> | | |
| <p>3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.</p> <p>1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.</p> <p>2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.</p> <p>3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.</p> <p>4. The institution has processes and</p> | <p>Credentialing guidelines for all full-time and adjunct faculty follow HLC’s Assumed Practices B. and Nebraska statewide initiatives. The College follows a Minimum Criteria for Hiring chart that guides the hiring full-time or adjunct faculty, including dual credit faculty. Current faculty credentials are checked against the hiring guidelines by the VPAA.</p> <p>Ongoing training opportunities are provided through an annual fall enrichment day and on and off-campus professional development opportunities. In addition to the general new employee orientation, full-time faculty are assigned a faculty mentor for their first year of employment. Adjunct faculty are invited to attend adjunct orientations each fall. Orientations are held at all campuses</p> <p>The Cabinet and division chairs consistently review enrollment and academic planning data to ensure academic and non-academic activities are appropriately staffed. Academic planning data guiding staffing decisions includes credit hours generated by a program, course capacity percentages, FTE data, and number of certificates, diplomas, and associate degrees. 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.</p> <p>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.</p> <p>General education outcomes are assessed through direct and indirect assessments utilized by faculty within the classroom. Oversight for program outcome alignment is the direct responsibility of the Instructional Leadership Team (ILT) and program faculty.</p> <p>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</p> | <p><input type="checkbox"/> Strong, clear and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |

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| <p>resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.</p> <p>5. Instructors are accessible for student inquiry.</p> <p>6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.</p> | <p>background and/or vocational experience required or preferred. Human Resources provides administrative oversight.</p> <p>As noted in the employee handbook, Section IV Human Resources/Performance Appraisals requires all staff to receive performance appraisals annually.</p> <p>Regularly scheduled training opportunities for all full and part-time employee are provided through human resources. Full-time employees are eligible to apply for tuition reimbursement. The Center for Teaching Excellence promotes and enhances faculty teaching effectiveness and student learning and provides a variety of development programs.</p> <p>Faculty members must schedule five office hours per week posted office hours per contractual arrangement.</p> | |
| <p>3.D. The institution provides support for student learning and effective teaching.</p> <p>1. The institution provides student support services suited to the needs of its student populations.</p> <p>2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.</p> <p>3. The institution provides academic advising suited to its</p> | <p>Through MPCC's retention summit, specific student subgroups are identified for monitoring to ensure their distinctive needs are being met.</p> <p>Data sources for determining student learning needs include admissions data, internal student satisfaction surveys, Community College Survey of Student Engagement (CCSSE), and the graduate survey. Faculty members, advisors, and Student Success Center personnel address students' learning support needs. Faculty keep the Student Success Centers (SSC) notified of students who fail to show up for class for an SSC follow-up.</p> <p>Student academic plans and goals are discussed with advisors and faculty in the desired discipline area. Students are encouraged to meet with an advisor to select classes. Advisors meet with all new students.</p> <p>Students are introduced during their first campus tour to various learning support services, such as the Learning Resource Center, Student Success Center, advising, financial aid, and housing. New students are encouraged to attend a new student orientation.</p> <p>MPCC evaluates placement scores to determine if developmental coursework is needed. The College utilizes benchmark scores for English and math. Advisors evaluate other factors, such as interests, needs, strengths and weaknesses, and behavioral traits to determine if other</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |

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| <p>programs and the needs of its students.</p> <p>4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).</p> <p>5. The institution provides to students guidance in the effective use of research and information resources.</p> | <p>academic support is needed including the College Success Course, tutoring, or disability services.</p> <p>MPCC utilizes mentors for new faculty, and the VPAA and division chairs work with faculty to determine support needs. The Center for Teaching and Excellence addresses different areas of teaching and offers support in the use of new technologies.</p> <p>MPCC's Learning Resource Center (library) provides 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.</p> <p>Plans are in place to create a Learning Commons where student needs can be met in a "one-stop" format by combining the Student Success and Learning Resource Centers.</p> <p>An Academic Honesty statement is included in all syllabi and the 2016-17 Instructional Handbook.</p> | |
| <p>3.E. The institution fulfills the claims it makes for an enriched educational environment.</p> <p>1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.</p> <p>2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</p> | <p>Co-curricular programs contribute to student learning and are appropriate to a community college. Three areas are addressed through co-curricular activities including social engagement; health, wellness and student activities; and, leadership, citizenship and multi-cultural awareness.</p> <p>Following a co-curricular programming model with the goal of creating a vibrant campus experience, co-curricular activities and programs promote social engagement, community building, and health and wellness for development of leadership skills, citizenship and multicultural awareness. Leadership and personal growth can be gained through a variety of activities including Gay Straight Student Alliance (GSA), International Student Organizations, Phi Theta Kappa, Resident Assistants, Student Ambassadors and Student Senate.</p> <p>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.</p> <p>The College promotes organizations in the academic areas which provide information that otherwise might be unavailable during limited classroom time such as MCC Campus Café (webzine) and NPCC Yard Rake (webzine) NPCC Court Jesters and MCC Not-Your-Average Theatre Group.</p> | <p><input type="checkbox"/> Strong, clear and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |

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| | <p>MPCC’s College Student Learning Outcomes and General Education outcomes are the focus for the Learning Resource Center (library) and Student Success Center in support of student persistence and support of educational goals through the programming model’s core values.</p> | |
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Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

| Core Component | Evidence | Screening Feedback |
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| <p>4.A. The institution demonstrates responsibility for the quality of its educational programs.</p> <p>1. The institution maintains a practice of regular program reviews.</p> <p>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.</p> <p>3. The institution has policies that assure the quality of the credit it accepts in transfer.</p> <p>4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its</p> | <p>MPCC has an internal program review and an external program review process coordinated by the Coordinating Commission for Postsecondary Education (CCPE). Each program has two internal reviews occurring three years apart, a CCPE review occurring the fourth year and review two years after the CCPE review.</p> <p>The purpose and content of outcomes are communicated through program review using data related to program objectives to assess currency and effectiveness. Decisions for changing/discontinuing programs/course are informed by the program reviews.</p> <p>Program review is used as one means to evaluate and ensure program rigor across modalities, assess graduate achievement level, and ensures that the programs/services are consistent with the mission and align to resource allocation. Figure 1-29 describes the process for determining if the College’s degree and certificate students have met its learning and development expectations.</p> <p>All transfer level courses have at least the same minimum faculty qualifications across the state.</p> <p>MPCC participates in the Nebraska Transfer Initiative (NTI) to safeguard course transferability. Faculty work with advisors to ensure transferability of courses. MPCC syllabi align with NTI syllabi. Many General Education courses are part of the Academic Transfer Program for comparison in scope, quality and intellectual rigor.</p> <p>Transfer credits are reviewed by Registration and Records using official transcripts, course descriptions, credit hours, and accreditation status of the granting institution. Only courses with grades of “C” and above are considered for transfer credit. The catalog contains policies regarding prior learning and transfer credit.</p> <p>MPCC has policies regarding credit for Advanced Placement. MPCC administers proficiency examinations for credit, and</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |

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| <p>programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.</p> <p>5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.</p> <p>6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).</p> | <p>accepts CLEP® exams as transfer credit. MPCC complies with federal law for evaluation of military service course work and grades.</p> <p>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.</p> <p>Specific admissions requirements for programs, courses, or student groups such as dual credit/early entry, are developed by program faculty. The Instructional Service Team (IST) develops specific admissions requirements for specific student groups including dual credit. Many dual credit students enroll in General Education courses which are part of the Academic Transfer Program to ensure that lower division courses are comparable in scope, quality and intellectual rigor.</p> <p>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.</p> <p>Program Review, NTI and adjunct faculty evaluation ensure rigor across modalities, location, consortia and in dual credit programs to ensure consistency of course objectives, SLOs and course content for NTI courses at MPCC and participating NTI colleges.</p> <p>MPCC has five external program accreditations. Faculty drive this process through discussions with advisory committees and administration based upon the perceived value of the accreditation, the necessity, and the cost.</p> <p>Assessing graduate achievement is part of the internal/external program review process that results in an overview report shared with the IST and their divisional faculty members.</p> <p>All preparation requirements are communicated in the College catalog and through communication with enrollment coaches and advisors. Preparation requirements are also coded in the College’s student information system and can be accessed by students through CampusWeb. For select admission programs, program faculty and advisors communicate specific admissions requirements to prospective students.</p> | |
| <p>4.B. The institution demonstrates a commitment to</p> | <p>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</p> | <p><input type="checkbox"/> Strong, clear and well presented</p> |

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| <p>educational achievement and improvement through ongoing assessment of student learning.</p> <p>1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.</p> <p>2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</p> <p>3. The institution uses the information gained from assessment to improve student learning.</p> <p>4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.</p> | <p>College Student Learning Outcomes and General Education outcomes.</p> <p>Program faculty, in consultation with the Assessment Coordinator and Assessment Leadership Team (ALT), identify the tools and methods to assess their program objectives. Tools used include surveys, direct assessments and occupation specific tests.</p> <p>Program faculty work with advisory committees to analyze each program goal, the availability of external assessment tools, and internal tools that can be developed.</p> <p>Program curricular changes reflects decision-making from assessments such as the development of curricular maps.</p> <p>The faculty led ALT and Area Assessment Director ensure that programs are assessed for General Education outcomes. The ALT, library and Student Success Center support assessment efforts.</p> <p>College SLOs and General Education assessment data is collected annually through the Community College Survey of Student Engagement (CCSSE) and program assessment measures that is shared across the College. General Education outcomes and assessment metrics are guided by the ILT and IST, with primary input from faculty.</p> <p>Program learning outcomes are determined and assessed by faculty using direct and indirect measures. Advisory committees work with the program faculty to develop internal tools and suggest third-party assessment tools. For some programs, the National Occupational Testing Institute (NOCTI) tests are used to assess program and course specific objectives. Industry standards are the primary drivers in the composition and updating of program objectives.</p> <p>Assessment data collected annually is compiled in the Instructional Assessment Report that is distributed in the fall to faculty, division chairs, College Cabinet and the ALT to inform decisions.</p> <p>For Academic Transfer disciplines, updates to learning objectives are initiated by faculty and reviewed by division chairs before implementation. The Nebraska Transfer Initiative (NTI) and course transfer to state and regional colleges and universities provide guidance.</p> | <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |
| <p>4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and</p> | <p>The Retention Summit Team student services personnel, and Cabinet set targets that align with the strategic plan, mission and Enrollment Management Plan. A segmented student group is selected for deeper analysis each year via measures used in addition to data extracts e.g., focus groups and surveys.</p> <p>The Office of Institutional Research and Planning (OIRP) extracts data from the student information system on retention,</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> |

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| <p>completion rates in its degree and certificate programs.</p> <p>1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.</p> <p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p> <p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student</p> | <p>persistence, and completion. MPCC uses external data resources, such as the National Student Clearinghouse Student Tracker to determine outcomes after students leave the institution.</p> <p>MPCC analyzes its retention and completion data in the context of other community colleges in the region. Data is segmented to reflect the various educational paths and goals of community college students.</p> <p>Standard retention measures used include fall-to-spring persistence, first-time full-time fall-to-fall retention, and completion rates. Yearly retention and completion reports are used as key performance indicators in monitoring the performance of student services units. Student services are encouraged to use retention data in their planning processes.</p> <p>The 2015-16 Retention Summit Team focused on students identified as non-traditional, part-time and distance learning that generated new strategies for retention including implementation of a student information system enhancement for advising and an Action Project to improve the early alert process.</p> | <p><input type="checkbox"/> Unclear or incomplete</p> |
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| <p>populations, but institutions are accountable for the validity of their measures.)</p> | | |
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Criterion 5. Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

| Core Component | Evidence | Screening Feedback |
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| <p>5.A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.</p> <p>1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.</p> <p>2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.</p> <p>3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of</p> | <p>Communication about the expected level of increase or decline in projected funds is shared with budget managers. The budget is prioritized based upon the mission and strategic goals. MPCC accomplishes its goals while maintaining a reserve balance that is in a healthy range. Monthly monitoring of the financial position involves three main revenue streams, local tax, state aid, and tuition revenues.</p> <p>The reported tax levy and fiscal reserve provide evidence of fiscal accountability.</p> <p>The College maintains a target of at least 50% of the budget going towards instructional services and academic support. Decisions affecting the allocation of resources always preserves the educational purposes and is accomplished by continually aligning to the mission, as well as having a VPAA present and weighing in on difficult budgetary decisions.</p> <p>Technological priorities are established through IS group meetings and budget planning, network team members meet to prioritize implementation of projects. Annual reports shared with the Cabinet detail the goals for the past 12 months and goals for the upcoming year. The information system is audited every three to five years by an outside vendor.</p> <p>Departmental supervisors consult with administrative leadership on alignment of the mission with strategic goals during the annual budget process.</p> <p>Cabinet and division chairs monitor enrollment and academic planning data to staff academic and non-academic activities. Survey data is used to determine needs for additional staff positions. A position matrix exists to identify and prioritize staffing needs.</p> <p>Resources are allocated to FT staff for tuition reimbursement and continuing education.</p> <p>The Training Team surveys employees annually for training needs. HR publishes a fall and spring course training calendar</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |

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| <p>the institution's organization, resources, and opportunities.</p> <p>4. The institution's staff in all areas are appropriately qualified and trained.</p> <p>5. The institution has a well-developed process in place for budgeting and for monitoring expenses.</p> | <p>based on employee input. Additional training opportunities include annual in-services, off-campus professional development opportunities, and faculty development days. The Training Team evaluates utilization of training and seeks feedback from employees while HR evaluates the level of need vs. support.</p> <p>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 during the budget process. If a need arises that has not been budgeted, Non-Instructional Enhancement Funds are available for groups or departments. A dollar amount allocated for Jenzabar consulting/training was provided.</p> | |
| <p>5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <p>1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.</p> <p>2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.</p> <p>3. Administration, faculty, staff, and</p> | <p>Reports are presented to the Board on an annual basis for review and consideration. An audit committee of the Board participates in the financial, enrollment, and financial aid audits that also occur annually.</p> <p>The Cabinet and the AQIP Core Team monitor the progress of the Action Project teams. Minor adjustments to the Strategic Plan require both the Cabinet and the AQIP Core Team's involvement in making the adjustments. Major adjustments to the strategic plan requires the involvement of the Board of Governors. MPCC follows a shared governance model. A team model is used to support ten additional leadership teams who report to the College Cabinet. These leadership teams, with Cabinet, decide on operational matters of the College. Standing teams operate interdependently within the organization. These teams are comprised of faculty and staff.</p> <p>The portal provides access to the college-wide distribution of Cabinet meeting notes, notes from meetings of the standing teams, and of governing board minutes.</p> <p>The strategic planning process includes collecting input from internal and external stakeholders through surveys, forums, process improvement suggestions, committee reports and team meetings.</p> <p>Academic decision-making is made by faculty who has five seats on the Instructional Leadership Team. Faculty are represented on the Cabinet by the VPAA position.</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |

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| <p>students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.</p> | | |
| <p>5.C. The institution engages in systematic and integrated planning.</p> <p>1. The institution allocates its resources in alignment with its mission and priorities.</p> <p>2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.</p> <p>3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.</p> <p>4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.</p> <p>5. Institutional planning anticipates</p> | <p>The Board aligned its strategic goals with the six AQIP categories.</p> <p>Cabinet and the AQIP Core Team developed a systematic planning process. The Board of Governors approves funds for a separate budget to be used solely for strategic planning initiatives to allow teams to pilot, develop, and implement solutions that meet the mission and planning goals.</p> <p>Budget managers reflect the mission and vision of the College in their budget preparations to achieve institutional goals.</p> <p>A portion of the institutional budget is set aside to fund annual strategic planning initiatives, which are required to align with the strategic plan and mission. All departmental budgets are also required to align to the Strategic Plan.</p> <p>The process for engagement of internal and external stakeholders includes opportunities to gather input from many stakeholders, including students, faculty, staff, administration, various community members, and the board in the planning process. Regular board meetings include time for comments from the public, employees, and students.</p> <p>The Strategic Plan outlines the goals and initiatives of the College for the current three-year period (2015-2018) and describes how goals are developed in alignment with the mission. Alignment of strategic goals is made concrete mainly through AQIP Action Projects. The strategic planning process includes an environmental scan and a SWOT analysis.</p> <p>Action project teams are made up of cross-functional process owners. 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.</p> <p>As Action Project teams are developed and trained, a strong focus is placed on measuring outcomes, benchmarking and staying focused. Each action project team posts all documentation, including meeting minutes, to the College's portal to which all MPCC employees have access.</p> <p>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</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |

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| <p>emerging factors, such as technology, demographic shifts, and globalization.</p> | <p>completed projects at the all-campus enrichment day to further infuse quality improvement into the culture of the institution.</p> <p>The AQIP Core Team and Cabinet examine local trends when addressing new initiatives. The Board approves funds for a separate budget to be used solely for strategic planning initiatives to allow teams to pilot, develop, and implement solutions.</p> <p>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.</p> <p>Program Review and accreditation processes include regular assessments of strengths and weaknesses.</p> | |
| <p>5.D. The institution works systematically to improve its performance.</p> <p>1. The institution develops and documents evidence of performance in its operations.</p> <p>2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.</p> | <p>Cabinet minutes, weekly communication from the President’s office of pertinent operational information, the collaborative planning process recognition events, publications, and quality improvement publicity items document and inform the campus of performance results.</p> <p>Development of the Academic Master Plan and Facilities Master Plan to improve operational effectiveness, included input opportunities for faculty and staff across multiple locations and input sessions for community members prior to Board consideration.</p> <p>The team structure aligns with a shared governance concept, where teams decide on most operational matters and Cabinet reviews annual or semi-annual reports on team progress and provides opportunity for teams to indicate their needs to remove obstacles and accomplish their goals.</p> <p>The measures utilized for determining performance on operational effectiveness include: selected items from the PACE survey, local tax lev, institutional reserves level, enrollment audit, financial audit, and student financial aid audit. The three PACE items selected to reflect operational effectiveness have all seen improvement since the 2010 administration of the survey and exceed benchmarks.</p> <p>MPCC recently developed a new Academic Master Plan and Facilities Master Plan utilizing focus groups and listening sessions.</p> <p>The AQIP Core Team evaluates project outcomes and QI processes to improve the Action Project implementation process. MPCC learns from CQI processes through evaluative discussions held by the AQIP Core Team and the Cabinet surrounding AQIP action projects. A 360 model of improvement includes feedback from project team leads at multiple stages of project development.</p> | <p><input checked="" type="checkbox"/> Strong, clear and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p> |