Growth

MID-PLAINS COMMUNITY COLLEGE...A YEAR OF GROWTH, RIBBON CUTTINGS, GROUNDBREAKINGS, RENOVATIONS, EVENTS AND ACTIVITIES

MPCC has had another exceptional year of providing quality lifelong learning opportunities and community service to its 18-county area. The College continues to pursue quality teaching and learning experiences, and has become involved in fundraising, groundbreaking, new construction, grand openings, facilities renovations, and countless other local community projects and events.

INTERNATIONAL PARTNERSHIPS - The spring student exchange from North Lindsey College in Scunthorpe, England involved a two-week learning experience between North Lindsey auto tech, auto body and sports/physical education students, faculty and staff.

PARTNERING WITH FT. HAYS STATE UNIVERSITY - MPCC finalized plans with Ft. Hays State University for an increased presence at MPCC with the main focus on transitioning MPCC students to FHSU programs in justice studies, nursing and teacher education program areas.

35 SCHOOLS IN 35 MONTHS - In order to strengthen relationships with school systems in the MPCC service area and those in close proximity in neighboring states, Dr. Chipps and senior administrators toured school systems to examine the impact and ways to improve services offered.

NOTABLE RECOGNITION - Dr. Michael Chipps has been appointed to serve on the Higher Learning Commission Board of Trustees and also elected to serve on the Board of Directors of the American Association of Community Colleges. In addition, he was appointed to serve on the Executive Committee of the American Association of Community Colleges’ Board of Directors and will chair the Committee of Community College Advancement. In effect, this means he will not only be serving on the HLC Board, whose primary mission is to insure the highest level of quality and excellence in teaching and learning at the nation's colleges and universities, but he will also be a national voice as a board member representing the more than 1,200 AACC institutions, whose primary mission is “building a nation of leaders by advancing America's community colleges”.

1972 CHEVY NOVA RAFFLED IN SEPTEMBER - Record setting ticket sales and increased program awareness for the Transportation Division's Raffle Car. Proceeds go to the next project and to student scholarships for the division.

COMMUNITY INVOLVEMENT - 2010 Buffalo Commons Storytelling Festival | Heritage Festival | NEBRASKAland DAYS | Kid's Discover - Kid's College | Paint-In | Inter-High Days | Art Tech Exhibit | Blood Drives | Chautauqua | Souper Bowl Cook Off Event | Countless parades, community festivals, county fairs and the Nebraska State Fair
Dear Friends,

What an exciting time we are experiencing here at the college! We are pleased to report that Mid-Plains Community College is growing by delivering quality training and educational opportunities for life-long learning in our 18-county service area. Mid-Plains Community College is growing both internally and externally and it often feels like we’re moving at the speed of light. Internally, we continue to expand offerings in business, applied technologies, and academic transfer subject areas and are delivering many courses using the latest on-line and distance learning technology. Externally, we are in the final stages of completing our fund drive which, when completed, will play a major role in underwriting the construction of our $19 million Health Complex and Events Center. Additionally, we recently completed a remodel and restructure of the Center for Applied Science and Technology at McCook Community College. And the momentum of growth has spread to our service area, as well. This past summer we cut the ribbon on our new $1.9 million Extended Campus in Broken Bow, and if all goes according to plans, the Ogallala Extended Campus will move into its new facilities in 2012.

This year, our annual report focuses on college financial information, enrollment trends and planning processes for continued future growth of the college.

Rural in Contrast to Urban

For almost a decade, the six community colleges in the state have been in discussion as to how the legislature should fund its community colleges. Last spring, Metropolitan Community College, who services the most heavily populated urban portion of the state elected to leave membership in the Nebraska Community College Association. While it remains a very complex issue, Metro left the association citing that their college needs were much different than those of us in the rural parts of the state. In contrast, the other five area community colleges believe that there should be a more equalized system of educational opportunities across Nebraska. Students living west of Omaha should not be penalized for living and working in those areas. The amount of time and resources required for resolution to Metro’s issues has been staggering as well as challenging for our Boards and Presidents. This matter is yet to be resolved.

College Financial Condition

First and foremost, Mid-Plains Community College is in excellent financial condition. For the fourth year in a row, MPCC has not changed our local property tax request. We are pleased that we are able to continue to grow the college without additional financial burden to our area taxpayers. The college continues to operate with prudent fiscal responsibility as proven by our recently completed annual audit. However, with potential adjustments in the funding formula, state appropriations, and the continued challenges between urban and rural community college learning environments, critical decisions will occur in the future concerning rural educational support. Please know that we will remain vigilant to ensure that locally-governed post-secondary educational opportunities remain strong across our great state, realizing that most of Nebraska is rural.

Enrollment Data and Trends

Our enrollments suggest that we are still growing in the number of students, but they are taking fewer classes. At nearly four times the national level of student-to-population saturation, we are pleased that so many area residents are taking advantage of your college and higher educational opportunities that we will continue to provide the service area.

Planning For the Future

Two years ago, the College implemented a planning process that is specifically focused on quality improvement principles and practices. The Academic Quality Improvement Program (AQIP) infuses continuous improvement into the culture of the College, while also sustaining our regional accreditation. The AQIP process is based on nine principles: 1) understanding student and stakeholder needs, 2) helping students learn, 3) leading and communicating, 4) valuing people, 5) supporting institutional operations, 6) measuring effectiveness, 7) planning and continuous improvement, 8) building collaborative relationships, and 9) accomplishing other distinctive objectives.

Now, after completing our second year of AQIP, I am pleased to report the results of our collective efforts. I believe that if MPCC focuses its future planning and development under the mast of AQIP’s principles, our service area constituency will benefit in continued quality teaching and learning outcomes, which will strengthen our economic future, and improve the stability and quality of life here in rural Nebraska.

In closing, these are exciting times at Mid-Plains Community College and with your continued support we pledge to deliver high quality and relevant learning opportunities all across our more than 20,000 mile service area.

Please remember that we are YOUR college in YOUR community, so your continued support, suggestions, ideas, and discussions are always welcome and encouraged.

College President
### 2011-2012 General Fund

#### Revenue by Source

<table>
<thead>
<tr>
<th>Source</th>
<th>2010-11 Budget</th>
<th>2011-12 Budget</th>
<th>Change</th>
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<tbody>
<tr>
<td>State Appropriations</td>
<td>$8,251,373</td>
<td>$7,851,373</td>
<td>($400,000)</td>
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<td>Property Taxes</td>
<td>$8,015,461</td>
<td>$8,542,732</td>
<td>$527,271</td>
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<td>Tuition and Fees</td>
<td>$4,452,400</td>
<td>$4,612,800</td>
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<td>Interest and Misc. Revenues</td>
<td>$190,252</td>
<td>$192,254</td>
<td>$2,002</td>
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<tr>
<td><strong>Total Revenues</strong></td>
<td>$20,909,486</td>
<td>$21,199,159</td>
<td>$289,673</td>
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</tbody>
</table>

#### Expenditures by Program Classification

<table>
<thead>
<tr>
<th>Program</th>
<th>2010-11 Budget</th>
<th>2011-12 Budget</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Services</td>
<td>$8,183,184</td>
<td>$8,279,717</td>
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<tr>
<td>Academic Support</td>
<td>$2,547,478</td>
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<tr>
<td>Student Services</td>
<td>$1,455,150</td>
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<td>Institutional Support</td>
<td>$5,744,073</td>
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<td>Physical Plant</td>
<td>$2,184,245</td>
<td>$2,160,013</td>
<td>($24,232)</td>
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<td>Institutional Tuition Waivers</td>
<td>$845,356</td>
<td>$845,310</td>
<td>($46)</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$20,959,486</td>
<td>$21,199,159</td>
<td>$239,673</td>
</tr>
</tbody>
</table>

Net Increase (Decrease) in Fund Balance: ($50,000) to $0
2010-11 Credit Students Residency

- 19% In-Area
- 81% Out-of-Area

Annual Credit Hour Trend


Number of Awards Conferred


Fall, First-Time, Full-Time, Degree Seeking Students

- 2006-07: 243
- 2007-08: 289
- 2008-09: 245
- 2009-10: 356
- 2010-11: 342

Graduation Rates for First-Time, Full-Time, Degree Seeking Students

- 2003-04: 41%
- 2004-05: 39%
- 2005-06: 39%
- 2006-07: 42%
- 2007-08: 40%

Credit Students by Term and Status

Full-Time Headcount

- Fall 2009: 1,129
- Fall 2010: 1,102
- Spring 2009: 981
- Spring 2010: 975

Part-Time Headcount

- Fall 2009: 2,175
- Fall 2010: 2,299
- Spring 2009: 2,702
- Spring 2010: 2,407

Note: Represents 4-year average completion rates for students who begin in the year indicated and then complete an award within 3 years.
We expect that most of the first year of the Action Project will be spent reviewing our current processes, determining our benchmarks, and researching best practices at other institutions.

2. Reasons for Project
Retention was the most frequently mentioned area that needed attention according to a recent internal college survey.

3. Organizational Areas Affected
The Student Success Center, all instructional departments representing General Education and Occupational Program areas, Enrollment Management (Recruiting, Advising, Admissions, Registration, Financial Aid), Distance Learning both online and ITV, Career Services, Student Life, Educational Services, and Institutional Research. It is recognized that student retention is the responsibility of all college employees.

4. Key Organizational Process(es)
Our college Action Project will affect almost all college processes. The development of a student retention plan and associated strategies may lead to important changes in the following processes: admissions, new student orientation, accommodations, academic assistance, academic advising, financial aid counseling, educational services, early intervention, institutional research, student activities, instructional schedules geared to student needs, diverse course delivery methods, opportunities to interact with faculty and staff in and outside the classroom.

5. Project Time Frame Rationale
Year 1 - Research: We expect that most of the first year of the Action Project will be spent reviewing our current processes, determining our benchmarks, and researching best practices at other institutions.

Year 2 - Implementation: The second year will consist mainly of implementation of our plan and associated strategies. Year two and onward will also include continuous evaluation of our strategies as a routine part of the AQIP process.

6. Project Success Monitoring
A quarterly progress report will be submitted to MPCC’s Core AQIP Team and a yearly report will be provided to the College Cabinet.

7. Project Outcome Measures
The following outcomes/indicators will document success in achieving the goals of this Action Project: Establishment of benchmarks pertaining to retention rates and practices.

Development of method(s) for identifying and tracking student goals; identification of current strategies [or best practices] for retaining students and tracking their attrition; identification of and recommendations for implementing new retention strategies suitable for our college; recommendations regarding the elimination of ineffective retention strategies.

Project Update
1. Project Accomplishments and Status
During the past year our action project team has reviewed the retention plans of other colleges of similar size, and researched retention issues and solutions through online searches, internal survey’s and reports of personal experience. We have found colleges who are HLC members and who have posted their own retention projects online for review. Our team has created a draft of action items that we feel our college should implement and consider for both immediate implementation and long term planning.

2. Institution Involvement
This action project was identified as the number one college priority through a college-wide survey conducted in 2009. An action project team was developed with members from the following areas: Student Success Center, Learning Resources, Full-time faculty, Adjunct faculty, Career Services, Associate Dean of Student Life, Advising, Area Director of Distance Learning, Area Director of Institutional Research and Planning, and the VP for Educational Services and Student Development.

3. Next Steps
The team is meeting before the end of September and we will have our final draft of action items we plan to implement. Once we have a chance to review our final draft, we will present the final plan to the College Cabinet, most likely before the end of November 2011.

4. Resulting Effective Practices
We have identified several practices that we can expand on or incorporate without seeking additional funding. Items such as: expanding the tutor services offered through the Student Success Centers; offer a faculty seminar on how they can watch for early signs of a struggling student and methods of getting that student some additional help; development of in-house or revision of existing entry and exit surveys.

5. Project Challenges
Time commitment from team members is always a concern. Our team feels this is a very important college effort, yet finding the time to do the research, and finding the time for the maximum number of team members to attend a meeting is always challenging. However, we are on track with respect to our original timeline and in our next two meetings we should have a plan well identified.
AQIP Action Project 2
INTERNAL CUSTOMER SERVICE

1. Project Goal
A key success factor in dealing with internal customers is communication. We want to create a process that leads to superior customer service by holding people accountable. We will create a protocol for a formal review process and the ability to praise and take corrective action, as needed. This will lead to better communication, support and a strong sense of harmony and synergy. If we create good internal customer service then we will provide excellent external customer service that will strengthen satisfaction, loyalty and retention among all of our stakeholders.

2. Reasons For Project
Internal customer service was proven to be an issue on the internal college survey that was conducted. We have all seen instances when poor customer service has been tolerated and good customer service has not been recognized. The time has come to address our internal customer service to strengthen satisfaction, loyalty and retention among all of our stakeholders.

3. Organizational Areas Affected
All of our stakeholders will be affected by this project. Human Resources, Information Technology, Institutional Research and Administration will be actively involved in the project, but all employees will be asked to participate.

4. Key Organizational Process(es)
Listed below are some areas that this project will change or improve and a couple of areas that will include implementation of a new process: formalize the procedure for the mentoring program to include all new employees, not just new faculty; expand the appraisal process to include the evaluation of internal customer service; develop a process for administration to create recommendations and accountability for internal customer service; increase our two-way communication process; add a section in the Employee Handbook that addresses customer service; and educate employees on dealing with conflict for healthy working relationships.

5. Project Time Frame Rationale
We will implement a timeline which begins in August of 2011 and ends in December of 2012. We will kick off the project in August of 2011 at the beginning of the academic year with weekly emailed customer service tips. This will build up to a college-wide survey that will be sent out in October once everyone is past their peak work load times. We will then take time to tabulate and communicate the survey results and then implement some changes and improvements based on these results. We want these changes and improvements to become lasting and permanent.

6. Project Success Monitoring
We will conduct an internal college survey to determine the perception of our internal customer service. This initial survey will also help us determine what the expectations are for good internal customer service. We will conduct another survey at the end of our project timeline to measure our progress with improving internal customer service. We will also use our comment cards and the results of those to monitor this project. We will monitor the number of comment cards from the beginning of the project to the end pertaining to both positive and negative customer service to help gauge the success of the project.

7. Project Outcome Measures
We will measure the success of this action project in the following ways: increased satisfaction with internal customer service as evidenced by the results of the survey that will be conducted at the end of the project; formalize procedures for a mentoring program for all new employees; the expansion of the appraisal process to include the evaluation of internal customer service; the development of a process for administration to create recommendations and accountability for internal customer service; and the addition of a section in the Employee Handbook that addresses customer service.

Project Update
1. Project Accomplishments and Status
This action project team was formed in January of 2011. A training session was held and the team began meeting in March of 2011. The team decided on the focus for the project and completed the project charter. Once all of the employees were back on campus for the fall semester, the team began emailing out weekly “Internal Customer Service Tips” to all employees in August. The action project is just in the beginning phase and there are still numerous things to come.

2. Institution Involvement
In October, the team is planning to send out a survey to all employees to give everyone a chance to comment on what their definition of good internal customer service is, how they perceive our internal customer service at this point, and what suggestions they have to improve it.

3. Next Steps
A survey will be administered in October regarding internal customer service. The team will continue to e-mail “Monday Customer Service Tips” and are looking at implementing a comment box process for feedback, as well as a possible mentoring program for new employees and expanding the appraisal process to include the evaluation of internal customer service to help increase accountability.

4. Resulting Effective Practices
At this point, the action project is in the very beginning stages so there have not been many effective practice results yet. However, the “Monday Customer Service Tips” have created an awareness that this team exists.

5. Project Challenges
Since we have just begun to interact with the college community on this Action project, we have not been met with any challenges to date.
1. Project Goal
Action Project #3 focuses on finding time and space to review student learning outcomes with colleagues while being respectful of faculty classroom and organizational commitments. This activity is designed to make effective use of student learning outcome assessments.

2. Reasons For Project
The college team that attended the Academy for Assessment of Student Learning Results Forum in June 2011 listed as an opportunity, “Continued development of a systematic attitude toward using assessment results to make changes and improvements at the departmental level.” It is critical to student and institutional success that student outcome measures be used in order to learn how to most effectively teach our students. Putting the design of a day that faculty use to review results in the faculty’s hands made sense in order to increase faculty participation in the systematic use of outcome measures.

3. Organizational Areas Affected
Action Project #3 involves all divisions of the Mid-Plains Community College Area and specifically faculty members.

4. Key Organizational Process(es)
Helping faculty implement and improve current assessment practices and using assessment data to utilize and improve student learning.

5. Project Time Frame Rationale
The project is scheduled over a short time to increase faculty willingness to participate and be respectful of faculty time commitments.

6. Project Success Monitoring
a. Number of participants
b. Department representation
c. A minimum of four scheduled meetings
d. Increase in number of faculty completing assessments

7. Project Outcome Measures
a. Increase in number of faculty members completing assessments
b. Measurement of use of faculty assessment data

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Project Update

1. Project Accomplishments and Status
Faculty leaders for this action project team volunteered in June 2011. A training session was held with the leadership in August 2011 and the project charter was developed in conjunction with team members that had attended the Results Forum for the Academy for Assessment of Student Learning. Once all of the faculty members were back on campus for the fall semester, the team leaders spoke at division meetings about the project. They are currently seeking out interested team members to participate.

2. Institution Involvement
Campus Vice-Presidents were approached to nominate possible faculty leaders to the project. The project was communicated to faculty during their division meetings upon returning to campus for the fall term. The faculty leaders are currently using e-mail, memos, and word of mouth to draw interest and volunteers to participate on the action project team.

3. Next Steps
After getting faculty members to commit to the project that represent all of the divisions, three to four meetings will be held in which tasks will be assigned, thoughts and ideas will be discussed, and a plan for using data from student learning outcomes assessment will be formalized.

4. Resulting Effective Practices
At this point, the action project is in the very beginning stages so there have not been many effective practice results yet.

5. Project Challenges
Deciding on the best way to get faculty participation that is representative has been the biggest challenge thus far.
“Establish a process to summarize evidence of learning for the college as a whole.”

Project’s Original Goal
The project goal is to decide upon one to two measures of success, key performance indicators (KPI), for each college-wide learning outcome. KPIs would serve as proof of graduates leaving with appropriate knowledge. This historical/benchmark data can then be used for further improvement and can be used to communicate actual learning to student recruits, current students, the Higher Learning Commission, and the community.

Actual Completion Date: 5/5/2011

1. What is the primary reason for closing this project?
Accomplishment of the goal of providing indicators of success for each college-wide learning outcome.

Measurement of the college-wide learning outcomes has been established through program level as well as course level outcomes. These outcomes are tracked via student learning outcome matrixes and summarized in a one-page overview of what areas are measuring which college-wide learning outcomes. A “Student Learning Outcomes Bulletin” was published in Spring 2011 and marked the end of this action project. This publication is planned for one to two times per academic year.

2. What aspects of this project would you categorize as successful?
   a. Systematic collection of metrics at the program level and course level that map onto the college-wide learning outcomes was accomplished in many areas. Student learning outcome matrixes are gathered into one location on the college’s Intranet portal allowing for access by all faculty.
   b. Program level and course level measures have been mapped to the college-wide learning outcomes for all areas submitting student learning outcomes.
   c. The production of an Assessment Bulletin for use in communicating key performance indicators information to both internal and external audiences.

3. What aspects of this project would you categorize as less than successful?
A number of areas have not yet submitted their student learning outcomes matrixes on a systematic basis.

The majority of Division Learning Outcomes Coordinators have yet to submit 1-2 sentence highpoints regarding what they learned from the learning outcomes data for inclusion in the Assessment Bulletin.
Construction PROGRESS

- **MCC Events Center**
  - In Progress
  - October 2011

- **MCC Center for Applied Science and Technology**
  - Completed
  - May 2011

- **NPCC Health Complex**
  - In Progress
  - October 2011

- **MPCC Broken Bow Extended Campus**
  - Completed
  - September 2011
Mission

The Mission of Mid-Plains Community College is to provide quality educational opportunities for lifelong student learning.