Integrating Facility and Academic Master Plans through Collaboration
How it all began

• MPCC identified the need for an updated Facility Master Plan (FMP).
• VP of Administrative Services consulted with Architect to start the process for creating the FMP.
• Process was to be focused on feedback from all areas of the College and communities based on previous Community Input Sessions conducted through the Strategic Planning process.
• Architect identified that the FMP could be enhanced by having direct conversations with faculty.
• Approached the process as working from the inside (college), out (community).
How the Integrated Process worked

- April 2016 - Facility Master Plan kick-off with facilities staff, campus executives, student life included a SWOT analysis of MPCC.
- Summer 2016 - Cabinet retreat conversation lead to a combined AMP and FMP as the thematic goal for the year.
- Fall 2016 - AMP meetings with faculty and architect.
- Winter 2017 - Cabinet retreat included a review of both AMP and FMP.
- Spring of 2017 – Community meetings in six locations and meetings with program advisory boards presented drafts of both documents to gain additional input.
- June 2017 - Final presentation of AMP and FMP to the Board of Governors.
- Fall 2017 – Presentation to the entire college.
Initial Facilities SWOT Analysis – April 2016

• Conversation included facilities staff, campus executives, student services, and architect.

• The question: What are the Strengths, Weaknesses, Opportunities, and Threats of MPCC?

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<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<tr>
<td>• Budget</td>
<td>• Geography – location, service area, low program enrollments</td>
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<td>• Affordable &amp; Accessible</td>
<td>• Size</td>
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<tr>
<td>• Facilities</td>
<td>• Aging Staff</td>
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<td>• Community Support</td>
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<td>• Strong Faculty</td>
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<td>• Good Employer</td>
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<th>Opportunities</th>
<th>Threats</th>
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<tr>
<td>• High School Partnerships</td>
<td>• Funding – State and property taxes</td>
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<td>• Business/Industry Partnerships</td>
<td>• Demographics</td>
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<td>• Athletics</td>
<td>• Large Employer Layoffs</td>
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<td>• Foundations</td>
<td>• State/Federal Regulations</td>
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Facilities SWOT cont.

- Analysis included a walking tour of all locations and all buildings within MPCC with architect and staff.
- Focused meetings in North Platte and McCook to dig deeper by location.
• Meetings scheduled with 18 different departments.

• One-hour conversations included departmental faculty, Academic Affairs staff, and Architect.

• Each conversation included program data for their programs and six very specific questions.

• Notes were taken at each meeting by two to three people to capture the conversations and then shared with each other.

• Architect in attendance to gain insight and feedback all at one time.
Each session started with guiding principles:

- Be Creative
- Be Honest
- Be Respectful
- Be Open-minded
- Be Participative

- If you choose not to say anything — then that is a lost opportunity!
Questions for Faculty Meetings

• What are the strengths in your program/discipline?

• What are the weaknesses in your program/discipline?

• What new programs could be developed over the next two to three years?

• How might we enhance dual credit to more degree offerings with local schools or how might we recruit more dual credit students to attend your program?

• What facility needs do you have for your program/discipline?

• Where do you want your program/discipline to be in 10 years?
Five Themes from Academic Side and Program Development:
- Academic Programs and Curriculum, Learning Environments, Meaningful Partnerships, Students, and Faculty Support
- Architect presented beginning drafts of graphics, projects and timelines for projects based on feedback from cabinet, faculty meetings and facility meetings.
- Cabinet spent the day reviewing materials with the Architect to determine the focus for the FMP document, presentations to the community for feedback, and implementation timeline.
• Included: faculty, staff, and community members. Included visits to all six locations and presented at the All Advisory Committee event.

• Presentation included:
  • Five themes and new program development ideas
  • Proposed changes of facilities at each location

• Time was spent with attendees gaining feedback on ideas that were presented.

• Drafts of AMP were sent to faculty for review and edits.
Pulling it all together

- After all input was collected and shared, final meetings were held in March and April to finalize both the FMP and AMP.
- Drafts were shared with Cabinet and Board of Governors in May and final presentations given in June of 2017.
- The final FMP and AMP was shared with the entire college during welcome back week activities and campus meetings in the Fall of 2017.
The Final Product

Pair and Share:

Who would you bring together on your campus to begin planning?
On-going Evaluation

• Update to the Board of Governors on the FMP is given quarterly.
  • Updated floorplans
  • Updated 10-year budget
  • Project status updates

• AMP is evaluated yearly and shared with College Cabinet and Board of Governors.
• Faculty meetings were helpful and would do again.
• Number of people that were involved in the process was great. 68 full-time faculty; 40 staff; 60 community members.
• Narrow down specific goals on the academic side. Some departments able to accomplish more than others.
• More intentional inclusion of the non-participators.
• Think about including student feedback in the process.
• Tour other facilities at similar community colleges.
• Some masterplan processes may benefit from a Utilization and Space Needs Analysis Study and/or a Physical Facilities Evaluation.
Questions?

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