

September 22, 2009

Gayle Hytrek
President
Moraine Park Technical College
235 N. National Avenue
PO Box 1940
Fond du Lac, WI 54936-1940

Dear President Hytrek:

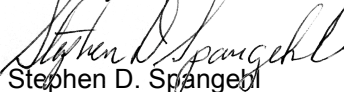
Enclosed is a copy of Moraine Park Technical College's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team of quality experts provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's AQIP Liaison a copy of this full *Systems Appraisal Feedback Report* and enclosures.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution. The enclosed *After Your Appraisal* details what lies ahead and how to use your Feedback Report most effectively, and explains when and how to register for your next Strategy Forum.

To comply with federal requirements, we need the CEO of the institution formally to acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Please read the enclosed *After Your Appraisal* suggestions *before* you decide how to respond. Limit your acknowledgement and comments to a maximum of two typewritten pages, and understand that your response will become part of your institution's permanent HLC file, to be shared with future peer reviewers who review your institution (including the next Systems Appraisal team, the next Quality Checkup visit team, and the next Reaffirmation of Accreditation panel). Email your response to AQIP@hlcommission.org; call me or Mary Green (at 800-621-7440 x130) if you have any questions about it.

We know you will gain real value from the Systems Appraisal Feedback and the activities it will stimulate within your institution, and we are proud to be working with you as you continue along the never-ending path to improvement.

Sincerely,



Stephen D. Spanghel
Vice President

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

MORAINÉ PARK TECHNICAL COLLEGE

September 17, 2009



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

**30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
www.AQIP.org
AQIP@hlcommission.org
800-621-7440**

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EXECUTIVE SUMMARY FOR MORAINE PARK TECHNICAL COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Moraine Park Technical College's** achievements and to identify challenges yet to be met.

Category 1: Moraine Park Technical College shows clear dedication to providing quality technical education to its students so that they might contribute successfully to their own lives and the lives of their communities by becoming skilled, readily employable workers. MPTC uses a variety of pedagogical approaches in order to meet student needs. Support for students seems particularly noteworthy. MPTC has an opportunity to understand the nature of its strengths and thereby improve upon those strengths as it explores means by which to effectively assess student learning and performance.

Category 2: MPTC offers a range of non-instructional and support resources for its stakeholders. Goals and resources for these programs are integrated and aligned with the College's mission and vision planning and budgeting processes. The College has collected some internal measures of quality improvement, and will have more insight into their effectiveness when those internal measures are compared with other institutions within the Wisconsin system.

Category 3: MPTC has developed and implemented processes for understanding student needs. The continued development of processes and measures to determine the satisfaction levels of other stakeholders will prove valuable to these stakeholders as well as to the College.

Category 4: MPTC demonstrates the value of all internal and external stakeholders through its consistent teamwork approach to such things as strategic planning, hiring and general decision making. In the College's pursuit of continuous quality education, comparative data and consistent collection of this data may provide better direction in pursuit of this end.

Category 5: Moraine Park Technical College's decision-making process is grounded in a team structure and a participatory style. It has made significant commitment to putting the tools in place necessary to develop a culture of quality in which decisions are

informed by data. Better decision-making and college-wide improvements will result as MPTC hones its tools to produce actionable data.

Category 6: MPTC takes in a large amount of data from a variety of sources providing the institution the potential for rich insights to be gleaned through analysis. The implementation of the Banner system should also prove to be a powerful tool to support the organizational structure. MPTC compares favorably to other institutions and while the cost of education per student is higher, MPTC is exploring ways to be fiscally responsible without sacrificing program quality.

Category 7: MPTC has committed resources to measuring effectiveness college-wide through a variety of means. Banner enterprise will allow for reliable and timely data gathering critical to the determination of its effectiveness. The College will benefit from identifying evidence collected in support of how its metrics align with the institution's mission and goals.

Category 8: Moraine Park Technical College has developed a comprehensive Strategic Planning process that strives to involve staff and stakeholders and there continues to be opportunity to raise the education of and the number of staff involved. The College uses a team structure to facilitate continuous quality improvement. It is to be commended for its efforts to communicate the results in short- and long-term planning for those it impacts.

Category 9: Moraine Park Technical College has processes in place for building collaborative relationships; however, the College has only included results from one leadership survey which is distributed to staff members. By employing the use of formal surveys designed to procure feedback from other (external) stakeholders, the College would gain valuable information about the success of its collaborative relationships. Joining the National Community College Benchmarking Project presents the College with an opportunity to see how it measures up to other institutions. Moraine Park's involvement in the Wisconsin Technical College System might also be seen as an opportunity to gain valuable comparative data. Finally, by implementing processes that are specifically designed to create, prioritize, and build relationships with the organizations that provide services, the College would ensure that student needs are being met on a continual basis.

Accreditation issues and Strategic challenges for **Moraine Park Technical College** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF Moraine Park Technical College's FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement.

Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These

are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Moraine Park Technical College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Moraine Park Technical College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Moraine Park Technical College will discuss these strategic

issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

Moraine Park Technical College has a significant opportunity to establish processes, measurement tools, and outcome tracking methods that will enable the College to ensure that the needs of all stakeholders are being addressed.

Moraine Park Technical College would benefit from seeking some assistance from an appropriate source in the area of assessing student learning. This would benefit the College in two important ways. First, the College would better understand the nature and source of its success in carrying out its mission. Second, areas for improvement would be more clearly revealed, which would allow the College to meet its stakeholders' needs that much more effectively.

Moraine Park Technical College compares itself with like institutions on a state level and is beginning to take opportunities that would allow for comparison on a national level. These opportunities will allow Moraine Park to understand how well it is meeting the needs of its stakeholders relative to a broad range of other institutions of higher education. Furthermore, as the College is a technical institution, it would also benefit from comparing itself to institutions that are not within the realm of higher education. Comparative data that are generated by such institutions would inform the College about how to better serve students who are going on to pursue careers.

Moraine Park has collected data and continues to amass and diversify its data collection. Data is also analyzed by and for various areas throughout the College that could be used to inform its processes; however, in many instances the College does not reference this information or use it as evidence to support statements made in the Portfolio. A systematic and central organization of data and analysis would permit the College a global perspective, thereby, clarifying what specific evidence it has to tie to the support of its processes. In addition, this organized use of data will help the College to better understand whether it is making the best use of that information.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Moraine Park Technical College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Moraine Park Technical College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item Critical Characteristic

- OV0 Moraine Park Technical College (MPTC) is a public, non-profit, non-residential two year College with a headcount of nearly 23,000. The College serves a predominately rural area in east-central Wisconsin with a population base of 309,519. The three main facilities are located in Beaver Dam, Fond du Lac, and West Bend with Regional Centers in Hartford and Ripon. MPTC is one of sixteen technical college districts in the Wisconsin Technical College System (WTCS). The College also offers programs at five Department of Corrections locations.
- OV1a MPTC's mission statement states that "MPTC builds and maintains a competitive workforce in collaboration with our communities through a future-focused learning environment." This statement very specifically articulates the College's role in providing employees for the workforce. In support of this statement, MPTC offers continuing education, custom training, technical assistance, and professional certification through the Economic and Workforce Development and Community Training division. In addition, Tech Prep and Youth Option are available to high school students, and high school equivalency diploma and GED certificate programs are offered. Key measures of performance are program admission, program capacity, program retention and completion, and job placement.
- OV1b MPTC integrates seven essential skills or core competencies, entitled Core Abilities, into all program courses.

- OV1c MPTC top programs include nursing, accounting, criminal justice-corrections, business management and related fields. In 2007/08, the institution offered 38 Associate of Applied Science degree program, 22 technical diploma programs, 13 apprenticeship programs, and 43 certificate programs. The majority of programs are in face-to-face classrooms or labs (as of 2007), although 19 programs or certificates are available either entirely online or through a blended format.
- OV2 The College provides numerous educational services and support systems to support learning including alternative means of course delivery; Adult Basic Education; English Language Learners programming; placement testing; developmental coursework; student success workshops; library system; computer labs; and counseling services.
- OV3a MPTC's stakeholders include prospective and current students, employers, and taxpayers. Prospective students are served through the Enrollment Management System. Current Students needs are identified and served through the Primary Learning System. An online New Student Orientation program was developed in 2008-09. Graduates and displaced workers have access to resources in the College's Career Center. The College uses a variety of tools to identify and understand the needs of students and other stakeholders—such as the new College Placement Design that tracks student progress and the Environmental Scanning Report that provides demographic, societal and workforce trends.
- OV3b Web presence is MPTC's opportunity to communicate information to students and others on a global level. In order to encourage communication, Talk2Us was added to the website in order to allow Web visitors to ask questions, make suggestions, or state complaints via user-friendly online form fields.
- OV4a MPTC has three categories of staff: Management/Confidential, Contract Faculty, and Support Professionals. Full- and part-time employees are hired and assigned according to institutional and geographic factors. MPTC makes significant use of part-time employees with many support positions scheduled for a shorter workday or a shortened calendar year.
- OV4b The MPTC structure is comprised of a series of interconnected teams. These teams engage in daily operations and decision-making supporting continuous improvement and strategic planning. The structure is organized to support the College's Primary Learning

System, and to accomplish the mission by focusing on customer requirements, effective and efficient processes, and cross-functional communication.

- OV5a The MPTC mission and guiding principles/values are defined during a 5-year strategic planning process, which involves internal and external stakeholders. Annually, the district board reviews the mission and guiding principles and provides feedback to the College Planning and Leadership Team (CPLT), which review the documents and recommends changes. Additionally, the CPLT annually reviews the College's goal statements and selects one breakthrough goal, and two wildly important goals, which become primary and secondary focuses for the College. MPTC has a Leadership Succession Plan designed to identify and prepare MPTC employees for key leadership roles now and in the future.
- OV5b The work team is the building block of communication and decision-making. Every MPTC employee is on at least one team.
- OV5c The electronic presidential update allows MPTC staff to participate in an interactive, real-time College update process via an online format. In addition to a brief video streamed update from the president, staff is able to text-message questions to the president in real time.
- OV6a The systems leaders review the goals outlined in the One Vision brochure and identifies critical issues affecting their areas. They create long-term objectives links to each goal which will address their needs. These objectives link the mission, values and support goals to the annual tactical requests.
- OV6b The Fond du Lac campus has specialized equipment needs for culinary arts, automotive, manufacturing, welding, cosmetology, HVAC, surgical technician, clinical lab technician, respiratory, and nursing programs. The Beaver Dam campus houses a national training center for Mercury Marine, and a training center for Wisconsin firefighters. The West Bend facility includes an Applied Manufacturing Technology Center and a community Workforce Development Center.
- OV7a System teams collect and measure data to sustain ongoing operations. The systems team leaders meet regularly with the President to discuss performance on KPIs and other measurements. Results for key performance indicators are collected and disseminated monthly to stakeholders via the College Goal Attainment Report Card.

Performance metrics for the College's annual focus strategies are communicated internally and externally twice a year. MPTC has moved and is moving further toward data-based decision-making through a variety of modalities.

- OV7b MPTC is implementing a Banner EPR solution as a single-source, reliable enterprise data management system which will facilitate integration of data collection, analysis, and dissemination of information necessary for strategic decision-making. The College utilizes system teams to identify data needs and request reports necessary for monitoring team specific program and services.
- OV8a The CPLT annually reviews, updates, and prioritizes long and short-term strategies taking into account numerous inputs including environmental scanning trends and each system's critical issues and system objectives, including an Appreciative Inquiry process. These inputs drive the annual goal selection, focus strategy planning, and funding priorities.
- OV8b Key challenges affecting the College's planning process include unfunded mandates, and new regulatory requirements. All budget items and focus strategies requiring funding must align with the direction provided by the District Board. All existing budget items and new strategies requiring funding must be approved by the District Board.
- OV9 MPTC's key partnerships include high schools, Chambers of Commerce, Economic Development Agencies, Workforce Development Boards, State of Wisconsin Agencies, Community-based organizations, Social service agencies, State of Wisconsin Technical Colleges and State system Office, and other public and private colleges. 48% of MPTC employees volunteer within their community. CPLT manages participation in these partnerships. The college is exploring the creation of a career academy with two school districts and another academy with a consortium of schools.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category

stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Moraine Park Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item Critical Characteristic

OV0 Moraine Park Technical College (MPTC) is a public, non-profit, non-residential two year college with a headcount of nearly 23,000. The College serves a predominately rural area in east-central Wisconsin with a population base of 309,519. The three main facilities are located in Beaver Dam, Fond du Lac, and West Bend with Regional Centers in Hartford and Ripon. MPTC is one of sixteen technical college districts in the Wisconsin Technical College System (WTCS). The College also offers programs at five Department of Corrections locations.

- OV1a MPTC integrates seven essential skills or core competencies, entitled Core Abilities, into all program courses. These Core Abilities include the ability to work productively; learn effectively; communicate clearly; work cooperatively; act responsibly; value self positively; and think critically and creatively. Moraine Park’s early adoption of essential skills and core competencies point to its focused approach to its mission.
- OV1b Educational offerings at Moraine Park include associate degree, certificates, technical and apprenticeship diplomas. MPTC top programs include nursing, accounting, criminal justice-corrections, business management and related fields. In 2007/08, the institution offered 38 Associate of Applied Science degree program, 22 technical diploma programs, 13 apprenticeship programs, and 43 certificate programs.
- OV2 The College provides numerous educational services and support systems to support learning including alternative means of course delivery; Adult Basic Education; English Language Learners programming; placement testing; developmental coursework; student success workshops; library system; computer labs; and counseling services.
- OV3a MPTC’s stakeholders include prospective and current students, employers, and taxpayers. Prospective students are served through the Enrollment Management System. Current Students needs are identified and served through the Primary Learning System. An online New Student Orientation program was developed in 2008-09. Graduates and displaced workers have access to resources in the College’s Career Center.

Here are what the Systems Appraisal Team identified as Moraine Park Technical College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1P1	O	MPTC realizes the comprehensive nature of technical education and provides tools for students to gain specific sets of <i>Core Abilities</i> . Moreover, students undertake self-assessment of their <i>Core Abilities</i> at the beginning and end of their programs. The need to review the selection and assess attainment of these Core Abilities has been chosen as an AQIP Action Project, but progress on this project is not included in the Systems Portfolio. Furthermore, although Moraine Park has objectives for

- learning and development in place, the process for determining these objectives is not clear.
- 1P2 S Dacum, WIDS, and Focus Sessions all provide appropriate data for development of specific program outcomes. Focus Sessions in particular involve a broad range of constituencies in this process. Specific program outcomes are updated through: (1) advisory committee input, (2) business and industry trends, (3) faculty input, (4) Institutional Research and Program and Design research, and (5) certifying agencies criteria.
- 1P3 SS MPTC uses the Academic Program Plan (APP) process to determine the need for a new program and the necessary resources and facilities for its implementation. Information used to develop the APP includes environmental scanning, Department of Labor statistics, state enrollment data, and other benchmarking data. The APP was developed as a result of a 2001 AQIP Action Project.
- 1P4 S MPTC's *Quality Review Program* examines program efficacy in respect to a thorough range of appropriate parameters. Additionally, college leaders review program viability twice a year, with specific emphasis on data.
- 1P5 S Each program has a defined set of requirements for admission, based on Accuplacer, internal data, and external input.
- 1P6 S MPTC offers a variety of information sources for admissions planning as well as a variety of admissions pathways that allow for individual emphasis on program planning decision-making.
- 1P7 OO MPTC has an important opportunity to provide undecided students with advising relationships of the sort available to program students.
- 1P8 S Student success centers offer support to students who need to improve their skill sets to make them eligible for program selection. These include GED and HSED programs as well as developmental course work. Support/Transition Services provide support for students with disabilities, including matching student abilities with programs suitable for those students.

- 1P9 SS MPTC pays attention to student learning styles throughout the admissions, advising, and instruction processes. Learning styles are addressed in the College's first-semester student success course. Course presentation modalities and class grading strategies take student learning styles into consideration.
- 1P10a S MPTC gives evidence of robust support for students with disabilities, as characterized above.
- 1P10b O MPTC has an opportunity to demonstrate a similar level of attention to the needs of other specialized constituencies, such as commuters, students with child care needs, senior citizens, and the like.
- 1P11a S MPTC seems to pay appropriate attention to communication of expectations for effective teaching and learning through its faculty evaluation and certification processes.
- 1P11b O MPTC has an opportunity to communicate its expectations for effective teaching and learning to all appropriate stakeholders. Employers, students, and community members would all profit from information concerning the attention paid by MPTC to these issues. Additionally, the College would benefit from input from a wide spectrum of stakeholders.
- 1P12 S MPTC uses the WIDS and DACUM data mentioned in 1P2 to help understand needs for course and program delivery. Additionally, teams of experts in specific employment areas participate in focus sessions, again as in 1P2. These data inform college leaders in course delivery decision-making. Leaders also take into account student preferences, especially with emphasis on delivery methods. The College offers programs online, in person, and at a variety of time frames in order to meet student needs.
- 1P13 SS Materials covered in 1P4, especially the QRP apply here. Additionally, indicators for "meeting needs and wants of employers" are reviewed in conjunction with employer follow-up reports.
- 1P14 S MPTC leaders evaluate program viability twice a year, as indicated in 1P4. Information so gathered informs decisions involving changes in

programs or discontinuance of programs. Additionally, college leaders monitor employment availability in the College's service area. Programs that lose relevance owing to changes in employment availability are dropped.

1P15 SS MPTC operates a Learning Support Network to ensure that students' learning support needs are met. In addition to the admissions assessments detailed above, instructors can activate an early warning system to help student services staff members to come into contact with students who need their help.

MPTC's Basic Education Program offers FREE instruction in Student Success Centers at five locations. This enables students with special needs to get help without exhausting their financial aid resources before they ever become eligible for programs.

MPTC maintains communication pathways that facilitate effective interaction among all providers who care for special needs students.

1P16 S Involving students at two-year colleges in student life projects is a difficulty experienced across the nation. MPTC provides extracurricular opportunities for students in programs along with a typical range of leadership, student government, honors, and cultural/student life activities.

1P17 S Since MPTC's goal is to train students for employment in the College's service area, data regarding the degree to which graduates meet college expectations is readily available, and MPTC tracks this information effectively. Input from employers, faculty members, certification boards, and community advisory panels all provides MPTC with extensive data. Additionally, when students are unable to secure employment after graduation, the College offers retraining in another area in order to enhance student success.

1P18 OO While MPTC demonstrates attention to entry and exit assessment, the College has a significant opportunity to engage in course and program assessment during students' presence at the institution. Classroom

Assessment Techniques (CATS,) normed examination of student work, primary trait analysis, and detailed student surveys are just a few of the many assessment activities available to MPTC in this area.

- 1R1 OO Moraine Park does not seem to have a centralized process for collecting and analyzing students' learning and development on all levels.
- 1R2 OO Formative objectives provide one measure of student learning. Effective assessment almost always involves multiple instruments and analyses. MPTC has a great opportunity to build a state-of-the-art assessment program that looks at student learning through an array of lenses and through consistency over time. Moraine Park acknowledges that procuring performance results has been problematic and only provides dated information. It is important to keep focusing on this issue as these results will inform the College about how well it is doing in the area of student achievement.
- 1R3 OO Moraine Park acknowledges that it falls short when it comes to procuring performance results for specific program learning objectives and does not provide data in this area. It is important to keep focusing on this issue as these results will inform the College about how well it is doing in the area of student success.
- 1R4 OO Although Moraine Park provides evidence that in 2007 external stakeholders and employers were generally satisfied with students' skill level, the College does not provide any current data. It is important to collect trend data to ensure that the College is continuing to succeed in this area.
- 1R5 OO Although the College provides evidence, through the use of satisfaction surveys, that students are satisfied with courses and programs, there is no reference to learning support services. Measuring satisfaction with these services provides the College with information about how well it is doing in this area.
- 1I1, 1I2 S MPTC has made genuine, meaningful improvement in the areas described in this item. These improvements give evidence of a real

concern with providing excellence in technical education to the students and the employers of its service area. Action projects that address assessment needs give evidence of promise for future growth and improvement.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Moraine Park Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

Item Critical Characteristic

- OV1a MPTC's mission statement states that "MPTC builds and maintains a competitive workforce in collaboration with our communities through a future-focused learning environment." This statement very specifically articulates the College's role in providing employees for the workforce. In support of this statement, MPTC offers continuing education, custom training, technical assistance, and professional certification through the Economic and Workforce Development and Community Training division. In addition, Tech Prep and Youth Option are available to high school students, and high school equivalency diploma and GED certificate programs are offered. Key measures of performance are program admission, program capacity, program retention and completion, and job placement.
- OV2 The College provides numerous educational services and support systems to support learning including alternative means of course delivery; Adult Basic Education; English

Language Learners programming; placement testing; developmental coursework; student success workshops; library system; computer labs; and counseling services.

OV3a MPTC's stakeholders include prospective and current students, employers, and taxpayers. Prospective students are served through the Enrollment Management System. Current Students needs are identified and served through the Primary Learning System. An online New Student Orientation program was developed in 2008-09. Graduates and displaced workers have access to resources in the College's Career Center. The College uses a variety of tools to identify and understand the needs of students and other stakeholders—such as the new College Placement Design that tracks student progress and the Environmental Scanning Report that provides demographic, societal and workforce trends.

Here are what the Systems Appraisal Team identified as Moraine Park Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1	S	MPTC uses feedback from businesses and the community combined with environmental scanning to design key non-instructional processes and to determine processes that are needed. The Economic and Workforce Development and Community Training staff also work directly with business clients to determine needs.
2P2	S	MPTC employs a cross functional team consisting of all college systems, union leaders, students and employees to determine strategic goals and annual objectives to be approved by the district board.
2P3	S	MPTC communicates its expectations regarding other distinctive objectives through the Institutional Plan and Budget, One Vision, and Fall District Updates which are reviewed and confirmed by the College Board and published on the College's Intranet and Internet sites.
2P4	S	The value and appropriateness of these objectives are assessed and reviewed through MPTC's Annual Plan Review and Mid-Year Progress Review.

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| 2P5a | S | Moraine Park has a process in place for creating action plans to meet strategic goals and operational objectives. This process incorporates input from all employees. |
| 2P5b | O | Although it is clear that all stakeholders have an opportunity to contribute to the process, the procedure for approval has not been disclosed. |
| 2P6 | S | System leaders use regular team meetings and informal channels to review strategies and feedback from stakeholders to establish or adjust objectives throughout the year. CPLT and the District Board review the results/discontinuation of the objectives. |
| 2R1a | S | Moraine Park collects measures related to a number of areas involved in accomplishing major non-instructional objectives and activities. The College might be able to expand its non-instructional objectives by investigating student clubs specifically related to individual programs. |
| 2R1b | O | The College does not include information about how this data is analyzed to understand whether it is accomplishing major non-instructional objectives and activities. |
| 2R2 | O | Moraine Park provides only limited, mostly dated results related to accomplishing other distinctive objectives. Mixed results in advisory committee memberships and in the percentage of graduates employed combined with a 55% decrease (over the past four years) in dollars invested in Training Curriculum might be an area to investigate. |
| 2R3 | O | Benchmarks and KPIs for comparisons were only developed in 2008-09 for Wisconsin technical colleges. Therefore, no comparisons are yet available to compare MPTC with other higher education organizations for building partnerships, promoting services, and responding to future training needs. |
| 2R4 | SS | The College's IR team department administers a variety of surveys within the community to assess student and employer satisfaction with the education and training provided. Student feedback results are |

positive, but show some slight signs of decline. Employer feedback is strongly positive with rankings of employee skills in high 80's and 90's.

- 211, 212 OO MPTC reports that it uses a two-step process to improve all its systems; however, it does not address what, if any improvements have been made for this category.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Moraine Park Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item Critical Characteristic

OV1a MPTC's mission statement states that "MPTC builds and maintains a competitive workforce in collaboration with our communities through a future-focused learning environment." This statement very specifically articulates the College's role in providing employees for the workforce. In support of this statement, MPTC offers continuing education, custom training, technical assistance, and professional certification through the Economic and Workforce Development and Community Training division. In addition, Tech Prep and Youth Option are available to high school students, and high school equivalency diploma and GED certificate programs are offered. Key measures of performance are program admission, program capacity, program retention and completion, and job placement.

OV2 The College provides numerous educational services and support systems to support learning including alternative means of course delivery; Adult Basic Education; English Language Learners programming; placement testing; developmental coursework; student success workshops; library system; computer labs; and counseling services.

OV3a MPTC's stakeholders include prospective and current students, employers, and taxpayers. Prospective students are served through the Enrollment Management System. Current Students needs are identified and served through the Primary Learning System. An online New Student Orientation program was developed in 2008-09. Graduates and displaced workers have access to resources in the College's Career Center. The College uses a variety of tools to identify and understand the needs of students and other stakeholders—such as the new College Placement Design that tracks student progress and the Environmental Scanning Report that provides demographic, societal and workforce trends.

OV3b Web presence is MPTC's opportunity to communicate information to students and others on a global level. In order to encourage communication, Talk2Us was added to the website in order to allow Web visitors to ask questions, make suggestions, or state complaints via user-friendly online form fields.

Here are what the Systems Appraisal Team identified as Moraine Park Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

<i>Item</i>	<i>S/O</i>	
3P1	S	Moraine Park identifies three student groups (potential, current, and inactive) in its Student Segments, Requirements and Expectations, and Relationship Building Tools. The College uses surveys, program-specific research requests, meetings between the President and student groups, and input from daily faculty-student interactions to collect data. This information is analyzed and used to assist in the identification and analysis of the needs of prospective and current students groups. Inactive (non-completing) students are surveyed to determine why they did not finish at MPTC. Academic readiness of entering students, as

- determined by the Accuplacer Assessment, directs students to the appropriate skill development level.
- 3P2 S MPTC has well-documented activities in regard to various needs for different stakeholder groups. For example, the College engages in a range of activities designed to build and maintain relationships with prospective students and current students.
- 3P3 S Moraine Park seeks feedback from graduates, employers, AMTC partners, students, and other stakeholders to track key trends and serve as the basis for responding to stakeholder needs. Additional information sources include advisory committees and secondary data from outside sources. Utilization of this information to select a course of action is illustrated by the creation and implementation of a new College Placement Design process and periodic review of the tracking instrument results to provide timely and ongoing information for analysis. On a broader, strategic scale, results of the environmental scanning process are shared with all work teams and planning assumptions are generated for use by the College Planning and Leadership Team's Annual Strategic Plan. Other stakeholder action includes creation of a pilot program to connect with alumni.
- 3P4 S The College builds and maintains relationships with 12 key stakeholder groups through a variety of activities that provide opportunities for active participation in college events, meetings, advisory boards, training offerings, college communications, and numerous other college activities.
- 3P5 S Moraine Park has formal processes – the Program Development Process and the Internal Development Process -- designed to determine new student and stakeholder groups to target with educational offerings. It begins with an Environmental Scanning Process, which forms the basis for the Program Development Process. Phases in the process are identified with steps in the process and the responsible agent. The process includes cost/benefit analyses, consultation with other school districts, needs assessment of employers, development of student

- outcomes, and concludes with a decision as to whether to present the program proposal to the state.
- 3P6 S Moraine Park uses a formal student and stakeholder complaint process that starts with the specific system and/or unit team involved in responding to the student. The process includes the opportunity for presentation to the Dean and Vice President, and appeal to the President. Complaint procedures are described in the Student Handbook, which is available in both print and online formats. In addition, the Talk2Us online feedback form allows stakeholders to ask questions, request information, and make a comment.
- 3R1a S Moraine Park uses a variety of formal measures and informal methods to determine student and stakeholder satisfaction. Data tables from the Student Satisfaction Inventory indicate areas in which the school is doing well (with ratings of 4 or 5 stars out of a maximum of 5).
- 3R1b O Areas of concern exist, especially where SSI ratings have declined. Furthermore, developing metrics to gauge the satisfaction levels of other stakeholders would give Moraine Park a better idea if it is serving a broad range of groups to the best of its ability.
- 3R2 S Moraine Park collects and analyzes several sources of student feedback, including the Noel-Levitz Student Satisfaction Inventory, the AMTC Student Survey, the Economic Work Force Development and Community Training Survey, and the Student Feedback Survey. Overall, students indicate healthy levels of satisfaction, with course satisfaction and satisfaction of student expectations trending upward. The trend for satisfaction with instructors has been more variable. The College also engages in more detailed Dual Importance Grid analyses for its SSI Report, which identifies areas of concern that need to be addressed if Moraine Park Technical College will be able to continue to thrive.
- 3R3 O The College compares favorably in persistence rates relative to its IPEDS cohort. However, in other areas of relationship building, Moraine Park has an opportunity to develop tracking systems that will allow it to more

- accurately assess the impact of various activities and endeavors, and to make data-driven decisions for modifying or amending its efforts if the desired results are not produced.
- 3R4 O Evidence of stakeholder satisfaction comes from the Graduate Follow-Up Report, employer surveys, and surveys of organizations contracting for workforce training. However, satisfactions levels of other stakeholders, including the District Board, community members, high school teachers/guidance counselors, parents, and others are not tracked. This gap could cause changes in stakeholder needs to be missed.
- 3R5 O Moraine Park utilizes the Employer Satisfaction Survey to assess stakeholder satisfaction. However, the College has an opportunity to track and monitor the activity of prospective students by employing the use of SunGard. In this way, the College will have the information pertaining to this group of stakeholders that will allow it to optimize its resource allocation. The College would also benefit from implementing similar measures to track other stakeholder groups.
- 3R6 S The use of several data-gathering approaches provides comparison data for Understanding Students' and Other Stakeholders' Needs. Moraine Park uses the Noel-Levitz Student Satisfaction Inventory which provides comparison group data. Trends on the SSI items are generally positive, with particularly noteworthy gains in Academic Services and Safety and Security. The College also developed an AQIP Action Project to internally develop a Student Success Survey focused on the specific needs of the College's students. Comparisons on measurable indicators, such as enrollment and retention, are made possible through the WTCS Quality Review Process. Moraine Park also subscribes to the National Community College Benchmark Project and the Consortium for Student Retention Data for external points of comparison.
- 3I1 S Process improvements in this category include development of a staff process improvement suggestion system, expansion of recruitment efforts

targeting minority populations, and creation and implementation of a One-Stop Student Services Model.

- 312 S Moraine Park has established committees and councils, surveys with periodic administration, and benchmarks to provide the infrastructure required to identify processes to improve and initiative appropriate responses.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Moraine Park Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item Critical Characteristic

- OV3b Web presence is MPTC's opportunity to communicate information to students and others on a global level. In order to encourage communication, Talk2Us was added to the website in order to allow Web visitors to ask questions, make suggestions, or state complaints via user-friendly online form fields.
- OV4a MPTC has three categories of staff: Management/Confidential, Contract Faculty, and Support Professionals. Full- and part-time employees are hired and assigned according to institutional and geographic factors. MPTC makes significant use of part-time employees with many support positions scheduled for a shorter workday or a shortened calendar year.

- OV4b The MPTC structure is comprised of a series of interconnected teams. These teams engage in daily operations and decision-making supporting continuous improvement and strategic planning. The structure is organized to support the College's Primary Learning System, and to accomplish the mission by focusing on customer requirements, effective and efficient processes, and cross-functional communication.
- OV5b The work team is the building block of communication and decision-making. Every MPTC employee is on at least one team.
- OV5c The electronic presidential update allows MPTC staff to participate in an interactive, real-time College update process via an online format. In addition to a brief video streamed update from the president, staff is able to text-message questions to the president in real time.

Here are what the Systems Appraisal Team identified as Moraine Park Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1a	S	Working with Human Resources, supervisors develop job descriptions to hire faculty, staff, and administrators with the skills and training that will support and improve student learning. Where applicable, outside accrediting agencies and certification requirements also help define personnel decisions.
4P1b	O	Although Moraine Park abides by requirements determined by outside organizations, the College does not seem to have a systematic means for identifying its own credentials, skills and values required of staff.
4P2	S	MPTC helps to ensure the best employees are hired by utilizing a team screening approach. The team is comprised of individuals with expertise or knowledge of the position to be filled, administrative or supervisory staff from the area, and Human Resource personnel. Criminal background checks are completed for all non-student personnel, and additional checks are performed as they relate to the specific position.

- 4P3a S MPTC indicates that it integrates recruitment with the team-based approach, budget and planning processes, and uses a variety of methods to find and recruit new employees. Strategies for employee retention include competitive wages and benefits, high-quality working conditions, and professional development, with employee participation and involvement in the College's team structure.
- 4P3b O By providing supporting details, like employment retention data, comparative wage and benefit data, the process and merit of MPTC's retention strategies would be more efficacious.
- 4P4 S All new hires attend an orientation session based on their job description within a month of their employment. In addition, all new employees are assigned a mentor.
- 4P5 S MPTC has implemented a Leadership Succession Plan to identify and prepare individuals for key leadership roles now and in the future.
- 4P6 O MPTC utilizes a team approach and team building as the overarching college procedure for decision-making, and common templates are used for consistency in language use within the College. College climate surveys, however, have not been completed within the last few years nor has the efficacy of the team model approach been reviewed.
- 4P7 S The MPTC team culture promotes ethical standards through ground rules, expectations, and cultural norms as developed and approved by the College.
- 4P8 O MPTC's employees can request training or professional development through a Training Request form. The MPTC Organizational Development team performed focus groups to assess college needs and provides training opportunities for all areas of the College. This training is evaluated through a feedback form. It is unclear how long-term planning for the future is determined. Determining a process for long-term planning will allow the College to assess how it will meet future needs of all stakeholders.

- 4P9 S Each employee has an individual development plan that is reviewed annually and updated when goals are met. Multiple opportunities for professional development are available such as technology pilots, conference travel, and seminars. Employees are encouraged to share their learning experiences with colleagues at specific times, i.e. in-service. Supervisors are encouraged to discuss their employees' professional development goals no less than once a year.
- 4P10 S Each category of employee has a customized performance evaluation instrument. The plan and the employee are evaluated by an appropriate supervisor and person-specific directions for future development are made.
- 4P11 S MPTC recognizes the value of their employees through its competitive wage and benefit packages, raises employees receive upon satisfactory performance reviews, and retirement and service recognition among other such events.
- 4P12 O It is clear that MPTC has made extensive use of the team approach to encourage collaboration and communication; however, it is unclear how key issues motivating faculty, staff or administrators are determined. Administering surveys such as PACE on a regular basis may identify indicators and trends in the area of employee motivation.
- 4P13 S MPTC's safety association develops and coordinates safety related training. A Wellness Committee surveys employees to determine health-related issues and concerns.
- 4R1 O MPTC collects training and event attendance and satisfaction data and minutes from team meetings. Furthermore, HR collects attrition and turnover rates and employee complaints are analyzed for patterns to resolve issues at the lowest level possible. The PACE culture survey was administered in 2006. These data provide MPTC information to improve college operations, but it is unclear due to the limited and somewhat dated nature of the data collection, whether improvement to communications and college operations will result.

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| 4R2a | S | MPTC's Culture Survey revealed a generally healthy climate. |
| 4R2b | O | However, MPTC's mean scores were consistently below the national base mean scores, and it is unclear what improvements have been taken in the past three years towards improving these results. Improving these results will allow the College to become more competitive with other institutions of higher learning. |
| 4R3 | S | MPTC measures productivity and effectiveness through graduate surveys, employer surveys, and the reviews of program advisory boards. |
| 4R4 | S | MPTC compares favorably to other similar schools within the state, historically placing more graduates in the workforce than its peer institutions. |
| 4I1 | O | MPTC is clearly asking for a vision of continuous quality education from and for all of its stakeholders. However, what is unclear is what improvement(s) beyond each person dreaming of improvements will become a reality. Incentives such as recognition for top quality improvement suggestions might encourage more participation and buy-in. |
| 4I2 | S | MPTC's One Vision strategic vision was the result of a college-wide effort. The AQIP project on technology impacts all employees. The college committee commitment to being on the cutting edge demonstrates the institutional desire to provide the best tools to enable the best quality of work to be accomplished. |

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership

development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Moraine Park Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item Critical Characteristic

OV4a MPTC has three categories of staff: Management/Confidential, Contract Faculty, and Support Professionals. Full- and part-time employees are hired and assigned according to institutional and geographic factors. MPTC makes significant use of part-time employees with many support positions scheduled for a shorter workday or a shortened calendar year.

OV4b The MPTC structure is comprised of a series of interconnected teams. These teams engage in daily operations and decision-making supporting continuous improvement and strategic planning. The structure is organized to support the College's Primary Learning System, and to accomplish the mission by focusing on customer requirements, effective and efficient processes, and cross-functional communication.

OV5a The MPTC mission and guiding principles/values are defined during a 5-year strategic planning process, which involves internal and external stakeholders. Annually, the District Board reviews the mission and guiding principles and provides feedback to the College Planning and Leadership Team (CPLT), which review the documents and recommends changes. Additionally, the CPLT annually reviews the College's goal statements and selects one breakthrough goal, and two wildly important goals, which become primary and secondary focuses for the College. MPTC has a Leadership Succession Plan designed to identify and prepare MPTC employees for key leadership roles now and in the future.

OV5b The work team is the building block of communication and decision-making. Every MPTC employee is on at least one team.

Here are what the Systems Appraisal Team identified as Moraine Park Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

Item	S/O	Comment
5P1	S	Moraine Park's mission and values are defined and reviewed by the College Planning and Leadership Team (CPLT), using a collaborative affinity process, during the 5-year strategic planning process. All stakeholders are provided with opportunities for input either through representation on the CPLT or from community listening sessions.
5P2	S	Leaders set directions at Moraine Park by participating throughout the planning process, collaborating with other college stakeholders through service on the College Planning and Leadership Team and the Planning and Budget Coordinating Committee.
5P3	SS	Active participation by representatives of the student government in the development of the strategic plan and student service on many cross-functional teams throughout the College ensure that strategic directions take into account student needs and expectations. Furthermore, community stakeholders serve on program advisory committees and have ample opportunity to contribute via a number of different venues.
5P4	S	Leaders guide Moraine Park in seeking future opportunities by encouraging all employees to participate in the environmental scanning process, by reviewing articles and reports and submitting key information to be included in a database that is shared with internal and external stakeholders.
5P5	S	Moraine Park uses a collaborative team approach to drive decision-making and continuous improvement with every employee serving on at least one team. Task forces, such as the cross-functional Enrollment Management task force, are used for short-term initiatives.
5P6	S	Moraine Park's investment in the Banner system, the Operational Data Store (a data warehouse), and the Executive Summary System provides access to data for informed decision-making. Examples of improved data use include the PACE survey, which provides externally benchmarking, the development of dashboard indicators for teams, and the Culture of Quality survey.

- 5P7 S Communication occurs between and among levels within Moraine Park Technical College as a result of its tiered team structure.
- 5P8a SS Moraine Park has sought to reinforce the characteristics of a high-performance organization by introducing a management evaluation process that integrates the characteristics of a high-performing leader into the evaluation process.
- 5P8b S Moraine Park's mission, vision, and values are communicated in several ways including an *Our Vision* brochure, a pocket-sized version of the brochure, information in the college catalog, course schedules, and program and cluster brochures, and through new-employee orientation.
- 5R2 O Other than the results of the Culture of Quality Survey, it is not clear what the results were from the measures of leading and communicating, such as the new performance management system, described in 5R1. It is clear from the Culture of Quality Survey that while the College is succeeding in certain areas, there is an opportunity for improvement in others. Addressing issues that warrant improvement will help the College to meet the needs of its stakeholders.
- 5R3 O Although 5R1 indicates that the PACE Climate Survey was selected because it provided external benchmarking, it is not clear how Moraine Park compares to colleges outside of the state. Collecting this comparative data will allow MPTC to understand where it stands relative to like institutions on a national basis.
- 5I1 S A new electronic presidential update and Talk2Us, an online feedback instrument, were created in order to increase communication among internal stakeholders.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's

processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Moraine Park Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item Critical Characteristic

- OV0 Moraine Park Technical College (MPTC) is a public, non-profit, non-residential two year college with a headcount of nearly 23,000. The College serves a predominately rural area in east-central Wisconsin with a population base of 309,519. The three main facilities are located in Beaver Dam, Fond du Lac, and West Bend with Regional Centers in Hartford and Ripon. MPTC is one of sixteen technical college districts in the Wisconsin Technical College System (WTCS). The College also offers programs at five Department of Correction's locations.
- OV2 The College provides numerous educational services and support systems to support learning including alternative means of course delivery; Adult Basic Education; English Language Learners programming; placement testing; developmental coursework; student success workshops; library system; computer labs; and counseling services.
- OV3b Web presence is MPTC's opportunity to communicate information to students and others on a global level. In order to encourage communication, Talk2Us was added to the website in order to allow Web visitors to ask questions, make suggestions, or state complaints via user-friendly online form fields.
- OV6 The systems leaders review the goals outlined in the One Vision brochure and identifies critical issues affecting their areas. They create long-term objectives links to each goal which will address their needs. These objectives link the mission, values and support goals to the annual tactical requests.
- OV6b The Fond du Lac campus has specialized equipment needs for culinary arts, automotive, manufacturing, welding, cosmetology, HVAC, surgical technician, clinical lab technician, respiratory, and nursing programs. The Beaver Dam campus houses a national training

center for Mercury Marine, and a training center for Wisconsin firefighters. The West Bend facility includes an Applied Manufacturing Technology Center and a community Workforce Development Center.

OV7 System teams collect and measure data to sustain ongoing operations. The systems team leaders meet regularly with the President to discuss performance on KPIs and other measurements. Results for key performance indicators are collected and disseminated monthly to stakeholders via the College Goal Attainment Report Card. Performance metrics for the College’s annual focus strategies are communicated internally and externally twice a year. MPTC has moved and is moving further toward data-based decision-making through a variety of modalities.

Here are what the Systems Appraisal Team identified as Moraine Park Technical College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1a	SS	MPTC determines the support services needs of students and other key stakeholders through a broad range of student and other key stakeholder data through face to face, multiple business and student surveys, a web-based communication tool that can be used anonymously if desired, a student government organization, and the CPLT.
6P1b	O	Although Moraine Park maintains processes that are designed to identify the support service needs of students, the College does not appear to focus the same kind of attention on the needs of other stakeholders.
6P2	S	MPTC uses a variety of methods to determine its support service needs. These methods include DACUM processes, advisory committee meetings, various college team suggestions and ideas driven from new facilities projects, as well as traditional communications methods such as email, Talk2Us, and periodic surveys.
6P3	S	MPTC has within the last two years, made significant progress related to safety and security. Multiple safety drills and procedures have been developed and practiced. In addition to these measures, new room

- locking and key system has been implemented as well as the installation of VOIP phone to alert staff and students of emergencies.
- 6P4 O The MPTC teams manage day to day business and minutes are kept of activities, emails are sent to communicate between areas and data is analyzed, but as the College does not appear to have a central process for managing key student, administrative and institutional support service processes, it is unclear how this process is managed or how it ensures smooth operations.
- 6P5 S The College relies on its team structure to foster innovation and empowerment. MPTC has implemented a new system software (Banner ERP) to improve business processes. In addition to the new business software, new imaging software was implemented. There are plans for information portals and intranets to allow for information sharing between campuses to further improve intercampus communications.
- 6R1 O While MPTC collects measures related to auxiliary services, finances, and facilities and housekeeping, the College also recognizes that it needs to collect and analyze data on a broader scale. Further, it is unclear how this data is to be analyzed and used to make decisions for the future.
- 6R2 S MPTC has generally favorable ratings derived from data collected from student support service processes and has identified areas for improvements. Net profit trends from auxiliary services, recently trending downward, have been turned around, and are being studied to devise methods to increase revenue. Online student retention rates are being tracked and other student data is captured through surveys, and the new Banner system.
- 6R3 SS MPTC's operational cost was more than the statewide average and ranked 6th in the state; however, the College strives to be fiscally responsible by pursuing methods to improve cash flow and reserves, and to improve energy consumption rates. The College has also recently used energy management and entered into a statewide purchasing consortium to save money and reduce debt, and has the 8th lowest mill levy.

- 6R4 S The team approach is used for approval of improvements, although MPTC does not specifically state how information and results are used in this process. Team size and strategy is dependent on the size of the improvement issue. If approved, the College funds the improvement project and communicates the progress of the project. The completion of task is reported in the next budget year.
- 6R5 S MPTC compares favorably to 16 state peers as well as on national level as indicated by the Noel-Levitz SII. However, there was some decline in 2008.
- 6I1 S MPTC has made many improvements to institutional operations, such as the one-stop student center on the West Bend Campus, safety initiatives, the start of the new library, implementation of the Banner business system, improved online orientation to increase online student retention, the implementation of an electronic work order for facilities to improve efficiencies, and many improvements to the college website.
- 6I2a S Data in the Plan, Do, Check, Act cycle is presented as part of the input sessions along with new information on critical issues, environment scanning data, and specific feedback from individual stakeholders. The goals are translated into action plans. These plans are communicated with college stakeholders. The Quality Council coordinates improvement initiatives.
- 6I2b O Although MPTC has described a process for implementing improvements, the extent to which this has permeated its culture is unknown. Results from the PACE survey suggest that more research into this area could yield insights and suggestions for improving continuous quality improvement in this area.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes

and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Moraine Park Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item Critical Characteristic

OV1a MPTC’s mission statement states that “MPTC builds and maintains a competitive workforce in collaboration with our communities through a future-focused learning environment.” This statement very specifically articulates the College’s role in providing employees for the workforce. In support of this statement, MPTC offers continuing education, custom training, technical assistance, and professional certification through the Economic and Workforce Development and Community Training division. In addition, Tech Prep and Youth Option are available to high school students, and high school equivalency diploma and GED certificate programs are offered. Key measures of performance are program admission, program capacity, program retention and completion, and job placement.

OV3a MPTC’s stakeholders include prospective and current students, employers, and taxpayers. Prospective students are served through the Enrollment Management System. Current Students needs are identified and served through the Primary Learning System. An online New Student Orientation program was developed in 2008-09. Graduates and displaced workers have access to resources in the College’s Career Center. The College uses a variety of tools to identify and understand the needs of students and other stakeholders—such as the new College Placement Design that tracks student progress and the Environmental Scanning Report that provides demographic, societal and workforce trends.

OV5a The MPTC mission and guiding principles/values are defined during a 5-year strategic planning process, which involves internal and external stakeholders. Annually, the District Board reviews the mission and guiding principles and provides feedback to the

College Planning and Leadership Team (CPLT), which review the documents and recommends changes. Additionally, the CPLT annually reviews the College's goal statements and selects one breakthrough goal, and two wildly important goals, which become primary and secondary focuses for the College. MPTC has a Leadership Succession Plan designed to identify and prepare MPTC employees for key leadership roles now and in the future.

- OV7a System teams collect and measure data to sustain ongoing operations. The systems team leaders meet regularly with the President to discuss performance on KPIs and other measurements. Results for key performance indicators are collected and disseminated monthly to stakeholders via the College Goal Attainment Report Card. Performance metrics for the College's annual focus strategies are communicated internally and externally twice a year. MPTC has moved and is moving further toward data-based decision-making through a variety of modalities.
- OV7b MPTC is implementing a Banner EPR solution as a single-source, reliable enterprise data management system which will facilitate integration of data collection, analysis, and dissemination of information necessary for strategic decision-making. The College utilizes system teams to identify data needs and request reports necessary for monitoring team specific program and services.
- OV8a The CPLT annually reviews, updates, and prioritizes long and short-term strategies taking into account numerous inputs including environmental scanning trends and each system's critical issues and system objectives, including an Appreciative Inquiry process. These inputs drive the annual goal selection, focus strategy planning, and funding priorities.

Here are what the Systems Appraisal Team identified as Moraine Park Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1a	SS	MPTC monitors its programs and services by collecting data necessary for the evaluation of progress made on the identified key performance indicators at institutional, unit, program and services levels. The various systems teams also meet on a regular basis to review the reports that are

- generated, and use the data for programs, services and processes for improvement. The President and other leaders are also involved in the systematic review of the institutional performance on the KPIs and other metrics.
- 7P1b O The College would enhance its data sharing and utilization by developing a process to prioritize data requests and to decide with whom the results and related reports will be shared.
- 7P2, 7P3 S The CPLT and the MPTC team structure determine information needs, and then select, manage, and distribute performance information which support planning and improvement efforts. The College utilizes surveys and other reporting tools to generate data that are needed by the departments and units to monitor their progress towards the attainment of the set performance goals and metrics. Departments also make data requests to the institution as needed. The College is switching to Banner ERP solution to facilitate data storage and accessibility.
- 7P4a SS MPTC monitors key performance indicators for each goal, publishes a monthly report card, and displays the report at campus locations and on the website to make it accessible. This leads to healthy debate about institutional progress.
- 7P4b O In addition to the collection of information, MPTC could also make clear how the information is analyzed.
- 7P5 O The institution has excellent utilization of peer comparisons using the Wisconsin Technical College System, State Education Office, National Community College Benchmark Project and others, but very limited scope of involvement with external bodies outside the higher education community. The College would benefit if the scope of using comparative data sources outside of higher education was increased.
- 7P6 O Teams and departments have established objectives and focuses that align with the College's mission and vision. The attainment of key performance metrics is monitored using the systems of checks (assessment of student learning, quality review process, program viability

metrics) instituted to enhance adequate progress monitoring and deficiency tracking. The results of these efforts are collected either at the end of a program, semester or annually. The system could be missing the opportunity to implement feedback in close to real-time mode. The College could benefit from system checks which would provide an on-going assessment of program deficiency and be used as part of the tracking models.

- 7P7 O Historically, the College has gathered a lot of data, in a lot of ways—the complete accuracy and timeliness of the data has been problematic. Through the implementation of the Banner system, data will be more secure, reliable and accurate.
- 7R1a SS The IT department sends users satisfaction surveys after each user information request and reviews the results to improve responsiveness and effectiveness. This is an excellent example of a process that could be implemented in other departments that provide services to users.
- 7R1b OO The institution needs to work out a formal measure of performance and effectiveness for information and knowledge management that could be documented and verified by all stakeholders. A formal measure of effectiveness will shed light on the success or otherwise of the enormous system MPTC has put in place for institutional development.
- 7R2 OO Establishing a schedule for responding to feedback from the earlier Systems Portfolio review is in the best interest of MPTC. This feedback concerns the need to gather evidence that the system for measuring effectiveness meets the institution’s needs in accomplishing its mission and goals. The College reports that great care is taken to develop metrics which align with the institution’s mission and goals, although no evidence is presented to support this. The Quality Council is working on improving these measures, but this continues to be a challenge for MPTC, as was documented in their first Systems Portfolio.
- 7R3a S The College compares favorably with other institutions within the higher education community on key institutional metrics such as FTE loss, full-

- time students returning, part-time students returning, and Graduate/Retention/Transfer rate. The data affirm the performance of the processes for measuring effectiveness.
- 7R3b O MPTC results are higher than state averages for course success, retention, graduation, and mill rate. However, the College falls below state averages in FTE growth, high school enrollments, and FTE in/out. Results for high school students who migrate out and for graduates employed in the district are below state averages and could be examined to determine if new programming opportunities exist.
- 7I1 SS MPTC has committed resources to implementing a new data management system, the Banner enterprise. The new system, single-source and reliable, has the potential to allow the College to improve its data management process as compared to the current multi-system mode.
- 7I2 S MPTC continues to place the cultures of team work and continuous quality improvement at the fore front of all the institutional efforts and goals. Thus, the measurement of effectiveness is moving towards a complete circle from input to assessment and assessment to improvement, then back to input.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Moraine Park Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:

Item Critical Characteristic

- OV4b The MPTC structure is comprised of a series of interconnected teams. These teams engage in daily operations and decision-making supporting continuous improvement and strategic planning. The structure is organized to support the College's Primary Learning System, and to accomplish the mission by focusing on customer requirements, effective and efficient processes, and cross-functional communication.
- OV5a The MPTC mission and guiding principles/values are defined during a 5-year strategic planning process, which involves internal and external stakeholders. Annually, the District Board reviews the mission and guiding principles and provides feedback to the College Planning and Leadership Team (CPLT), which review the documents and recommends changes. Additionally, the CPLT annually reviews the College's goal statements and selects one breakthrough goal, and two wildly important goals, which become primary and secondary focuses for the College. MPTC has a Leadership Succession Plan designed to identify and prepare MPTC employees for key leadership roles now and in the future.
- OV6a The systems leaders review the goals outlined in the One Vision brochure and identifies critical issues affecting their areas. They create long-term objectives links to each goal which will address their needs. These objectives link the mission, values and support goals to the annual tactical requests.
- OV7a System teams collect and measure data to sustain ongoing operations. The systems team leaders meet regularly with the President to discuss performance on KPIs and other measurements. Results for key performance indicators are collected and disseminated monthly to stakeholders via the College Goal Attainment Report Card. Performance metrics for the College's annual focus strategies are communicated internally and externally twice a year. MPTC has moved and is moving further toward data-based decision-making through a variety of modalities.
- OV7b MPTC is implementing a Banner EPR solution as a single-source, reliable enterprise data management system which will facilitate integration of data collection, analysis, and dissemination of information necessary for strategic decision-making. The College utilizes system teams to identify data needs and request reports necessary for monitoring team specific program and services.

OV8a The CPLT annually reviews, updates, and prioritizes long and short-term strategies taking into account numerous inputs including environmental scanning trends and each system's critical issues and system objectives, including an Appreciative Inquiry process. These inputs drive the annual goal selection, focus strategy planning, and funding priorities.

OV8b Key challenges affecting the College's planning process include unfunded mandates, and new regulatory requirements. All budget items and focus strategies requiring funding must align with the direction provided by the District Board. All existing budget items and new strategies requiring funding must be approved by the District Board.

Here are what the Systems Appraisal Team identified as Moraine Park Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1	SS	MPTC's key planning involves a four-phase process which includes Strategic and Operational Planning phases, followed by Budget Development and Implementation phases.
8P2	SS	The College selects short- and long-term strategies through a five-year strategic planning process. Strategies are identified based on input from administrators, community members, the CPLT, district board members, from community and business listening sessions, and environmental scanning. From this feedback, MPTC's five-year One Vision document is posted on the college website and is published and distributed to employees. Annually the CPLT reviews, updates, and prioritizes short- and long-term strategies and KPIs based on updated environmental scanning and inputs. From the goals, the CPLT annually identifies one Breakthrough Goal and two Wildly Important Goals (WIGS).
8P3	SS	The Planning and Budget Coordination Committee (PBCC) review the focus strategies which work teams bring forward. The PBCC, budget manager and team members create action plans designed to meeting those goals. Action plans include major tasks, time frame, person(s)

- responsible, budgets and outcomes. Semi-annual progress reports on these projects are posted on the College's intranet site.
- 8P4 S MPTC coordinates its planning processes, strategies and action plans through the CPLT, systems leads, team leaders, and work teams.
- 8P5, 8P6 S The CPLT sets KPIs for the five-year goals. During development of focus strategies/action plans, planning and budget managers identify measurable outcomes for the KPIs. These metrics are posted on the internet. They also identify and approve the highest priority strategies taking into account the College's funding limitations.
- 8P7 SS MPTC uses data and environmental scanning to address risk in their planning process. If situations warrant change, managers are able to intervene in the planning process in order to minimize risk. Annual and semi-annual progress reports to the Board and the CPLT offer opportunities to explain changes in strategy.
- 8P8a S The College uses the strategic planning and budget processes to plan for resources to meet the College's goals. MPTC also makes a substantial investment in leadership, professional development, and employee training programs. A leadership succession planning process has been implemented to offer direction and resources for professional development.
- 8P8b O MPTC has an opportunity to measure the effectiveness of its professional development investment and its contribution towards continuous improvement.
- 8R1 SS Effectiveness measures based on KPIs and tied to the College's goals and strategies are collected and shared with the Board, the CPLT, and the community. For the most recent Goal Attainment Report Card, these include KPIs on enrollment, student success (retention, course completion, and student satisfaction), and workforce education (revenues and market penetration).

8R2, 8R3	SS	MPTC Goal Attainment Report Card shows that while only one of eight goals was attained, incremental progress was made on all but one goal. The Mid-Year Progress Report indicates that most goals are progressing or meeting expectations.
8R4	OO	The College reports that it has done an adequate job in comparing their performance with other institutions. However, no actual results are provided. Collecting comparative results relating to performance of processes for Planning Continuous Improvement allows the College to gauge where it stands relative to other like institutions.
8R5a	S	MPTC states in their Portfolio in 2007-08 nearly 74% of focus strategies accomplished their objectives. The Culture of Quality Survey showed that 58% of employees reported they were actively involved in continuous quality improvement efforts.
8R5b	O	Only 54% of employees reported they were somewhat or very familiar with continuous improvement activities. MPTC has an opportunity to continue to educate and involve more employees in continuous quality improvement.
8I1	SS	MPTC added mid-year and annual progress reports to its planning process and makes those reports available both to internal and external stakeholders through its internet site. The College participated in a Strategy Forum and established a Quality Council and an online community feedback form (Talk2Us). Quality improvement initiatives were also implemented in the areas of advising, assessment, and one-stop service.
8I2	SS	MPTC uses teams to facilitate continuous quality improvement efforts within systems. For projects outside that sphere of influence, ideas are submitted to the Quality Council (QC). The QC reports the outcomes of its projects online.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Moraine Park Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item Critical Characteristic

- OV0 Moraine Park Technical College (MPTC) is a public, non-profit, non-residential two year college with a headcount of nearly 23,000. The College serves a predominately rural area in east-central Wisconsin with a population base of 309,519. The three main facilities are located in Beaver Dam, Fond du Lac, and West Bend with Regional Centers in Hartford and Ripon. MPTC is one of sixteen technical college districts in the Wisconsin Technical College System (WTCS). The College also offers programs at five Department of Corrections locations.
- OV1a MPTC's mission statement states that "MPTC builds and maintains a competitive workforce in collaboration with our communities through a future-focused learning environment." This statement very specifically articulates the College's role in providing employees for the workforce. In support of this statement, MPTC offers continuing education, custom training, technical assistance, and professional certification through the Economic and Workforce Development and Community Training division. In addition, Tech Prep and Youth Option are available to high school students, and high school equivalency diploma and GED certificate programs are offered. Key measures of performance are program admission, program capacity, program retention and completion, and job placement.
- OV3a MPTC's stakeholders include prospective and current students, employers, and taxpayers. Prospective students are served through the Enrollment Management

System. Current Students needs are identified and served through the Primary Learning System. An online New Student Orientation program was developed in 2008-09. Graduates and displaced workers have access to resources in the College's Career Center. The College uses a variety of tools to identify and understand the needs of students and other stakeholders—such as the new College Placement Design that tracks student progress and the Environmental Scanning Report that provides demographic, societal and workforce trends.

OV3b Web presence is MPTC's opportunity to communicate information to students and others on a global level. In order to encourage communication, Talk2Us was added to the website in order to allow Web visitors to ask questions, make suggestions, or state complaints via user-friendly online form fields.

OV4b The MPTC structure is comprised of a series of interconnected teams. These teams engage in daily operations and decision-making supporting continuous improvement and strategic planning. The structure is organized to support the College's Primary Learning System, and to accomplish the mission by focusing on customer requirements, effective and efficient processes, and cross-functional communication.

OV9 MPTC's key partnerships include high schools, Chambers of Commerce, Economic Development Agencies, Workforce Development Boards, State of Wisconsin Agencies, Community-based organizations, Social service agencies, State of Wisconsin Technical Colleges and State system Office, and other public and private colleges. 48% of MPTC employees volunteer within their community. CPLT manages participation in these partnerships. The college is exploring the creation of a career academy with two school districts and another academy with a consortium of school.

Here are what the Systems Appraisal Team identified as Moraine Park Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1	SS	Moraine Park has processes in place for creating, prioritizing and building relationships with high schools, private businesses, and social service agencies.

- 9P2 S Moraine Park is taking measures to create, prioritize, and build relationships with educational organizations and employers that rely on the supply of students and graduates for their requirements. In addition to creating a Dean position which will oversee transfer procedures and a website which provides students with information on articulation agreements, the College has processes in place for maintaining relationships with the Wisconsin Technical College System (WTCS), accrediting bodies, public and private universities and colleges, and businesses.
- 9P4 S Moraine Park follows district and state procurement rules in selecting vendors that provide materials and services for the College. Moraine Park also belongs to a legal purchasing consortium to strengthen its competitive buying power.
- 9P5 SS Moraine Park has numerous processes in place for creating, prioritizing, and building relationships with the educational associations, external agencies, consortia partners, and the general community. Many of these connections are maintained through faculty, staff, and the administration's involvement with outside organizations such as the local chapter (MPACTE) and the Wisconsin Association for Career & Technical Education.
- 9P6 S The College ensures that partnership relationships are meeting the needs of those involved through various means including visits to businesses, active participation in community projects, and collecting input from advisory committees.
- 9P7 S Moraine Park creates and builds relationships across the institution and assures integration and communication through Intranet use, all-staff meetings, in-service days, and team building. Communication is also facilitated by informal meetings between the President, faculty, and students which occur twice a semester. A monthly update is also communicated by the President to faculty via IP Video which is streamed into desktop computers.

- 9R1, 9R2 O Although Moraine Park states that it uses various means for collecting evidence of success in building collaborative relationships, the College does not provide data. Employing the use of the Culture of Quality Survey is a step in the right direction; however, this survey is only administered to staff and focuses on leadership. Obtaining feedback from a broad range of internal and external stakeholders would give the College more information about how well it is doing in terms of meeting needs.

- 9I1 O Moraine Park is working on collecting and analyzing results that provide evidence concerning collaborative relationships. The institution has joined the National Community College Benchmarking Project which will assist the school in measuring itself against other like institutions.