MORAINE PARK
TECHNICAL COLLEGE

} *Driven to do.*

2013
ACADEMIC QUALITY
IMPROVEMENT PROGRAM
SYSTEM PORTFOLIO

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INSTITUTIONAL OVERVIEW

Moraine Park Technical College (Moraine Park) is a public, non-profit, non-residential two-year college, accredited by the Higher Learning Commission. It is community-based, financed with local property tax, tuition, fees, and state and federal appropriations. Governed by an appointed nine-member District Board, the College is one of 16 technical college districts in Wisconsin, with oversight provided by the Wisconsin Technical College System Board (WTCS) and authority granted through Wisconsin statutes. Moraine Park developed its current mission, vision and goals through a collaborative process with its employees, District Board, students and community.

Mission Statement	**Vision Statement**
Innovative education for an evolving workforce and community	Moraine Park Technical College will be a respected and preferred educational leader

2011-2016 Goals
Achieve Performance Excellence
Enhance Student Success
Strengthen Community Connections

The Moraine Park Technical College District covers a predominately rural area of 2,450 square miles in east-central Wisconsin. In 2011-12, the district had an estimated population base of 307,389 people, and served over 20,000 credit and noncredit students.

Moraine Park employs 118 administrators, 154 staff, 141 full-time faculty and 145 part-time faculty. Over 70 percent of Moraine Park's 3,138 Full-Time Equivalent (FTE) students are generated by associate degree (AS) level programs and courses, while technical diplomas account for nearly 19 percent of the FTE. The remaining FTE are generated through apprenticeship, remedial and developmental coursework, GED/HSED and community training.

In addition to offering 41 associate degree programs, Moraine Park also offers 24 diplomas (short-term, one-year and two-year), seven apprenticeship programs and 53 local certificates from healthcare to information technology to manufacturing.

The College has three educational campuses: Beaver Dam, Fond du Lac and West Bend. Regional Centers are located in Hartford and Ripon, and a new Regional Center opens in Jackson in September 2013. Moraine Park offers evening classes at high schools and other facilities throughout the district. Additionally, diploma programs are offered at five correctional facilities as part of a contractual arrangement with the Wisconsin Department of Corrections. Correctional facilities served include Fox Lake, Kettle Moraine, Oshkosh, Taycheedah and Waupun.

Learning options for students are available through accelerated learning opportunities offered in the evenings, on weekends and online. For students not able to participate in traditional classroom offerings on one of its campuses or regional centers, Moraine Park offers courses via an online or blended format. Students can choose from 24 online program offerings, including nine associate degrees, three diplomas, nine local certificates, two apprenticeships and a liberal arts transfer option. In 2011-12 Moraine Park delivered 431 online and 505 blended course offerings to students across its district.

Moraine Park is unique in Wisconsin in that it provides a full range of services to students at each of its three campuses, such as bookstore, foodservice, student services center, library, student life, counseling and remedial and developmental education. Furthermore, the College offers support services to

underrepresented groups through its diversity relations office, disability services office, Federal TRIO Student Support Services grant and the nontraditional occupations office.

Moraine Park's quality journey began in 2006 as an outgrowth of an AQIP Strategy Forum. At that time, Moraine Park committed significant resources to quality improvement by hiring a part-time quality improvement manager, establishing a quality improvement webpage and forming a cross-functional Quality Council to begin identifying and addressing areas for continuous quality improvement.

Moraine Park made great strides in moving its quality improvement efforts forward over the first four years, accomplishing successful quality improvement projects in areas such as staff and student feedback, internal mail delivery, curriculum processing, textbook and module ordering and supply acquisition. These projects laid the foundation for a continuous quality improvement culture.

In 2008, the College introduced the Culture of Quality Survey based on Malcolm Baldrige criteria. Five key focus areas were identified and shared with all staff, and the Quality Council invited work teams to brainstorm strategies for improving any one of the five focus areas. The survey was re-administered in 2010 and data indicated slight improvements over the 2008 results for the five key areas, with roughly 50 percent of employees feeling the College had made some improvement in each of the categories.

As efforts to address quality improvement grew more ubiquitous and staff became more adept at quality improvement processes, Moraine Park found that fewer and fewer project requests were funneling through the Quality Council. In 2012, the College disbanded the Quality Council and decentralized quality improvement efforts, distributing quality efforts throughout College divisions.

Further embedding the College's quality improvement efforts into the AQIP process was an additional benefit of decentralization. Current AQIP Action Projects support continuous improvement at Moraine Park. The Business Intelligence Action Project addresses weaknesses with college level data for informed decision making as identified by the College and system portfolio reviewers in its previous portfolio submission. The ability to extract data from the College's Banner system is paramount to success.

An Action Project on academic advising has been in place since 2008. Initially, the project declaration emphasized a faculty-advising model, but the model did not progress as anticipated. In the spirit of continuous improvement, the project leaders identified resources for student advising using program advisors. The project is evolving in 2013-14 to include an integration of admissions specialists and academic support specialists (title changes to academic advisors effective July 2013). Integrating these roles provides students a single point of contact throughout their time at the College.

The current Action Project to develop and implement a process to track student progress and achievement will have a profound and direct impact on the College's ability to move to the next level of assessment. The process includes collection of assessment data on program outcomes and core abilities, expected level of achievement, actual level of achievement and strategies for improvement.

Although the College has made strides in continuous quality improvement since 2006, efforts over the last two years have slowed as general staff workload at the College has increased amidst funding cuts. Future challenges will surround balancing the need for formal continuous quality improvement processes with the informal improvements that occur on a daily basis at the departmental level. The impetus for future change will rely more heavily on outcome measures driving change.

Category 1: HELPING STUDENTS LEARN

Introduction

Moraine Park processes exhibit an *aligned* level of maturity in Category 1 with most processes being stable, consciously managed and regularly evaluated. The College seeks to ensure that what it learns is shared among all units within the College. In addition, the strategic goals are broadly communicated throughout the College via the website and in public entrances to the College, ensuring the community, the students and College employees have awareness of these strategic goals.

Processes related to common learning and developmental outcomes (1P1, 1R2) at Moraine Park exhibit an *aligned* level of maturity. The core abilities align all courses – whether program or general education courses – and use of common terminology across the College communicates to students the value of these abilities. Core ability skills were most recently updated in 2008-09 as part of an AQIP Action Project. Additionally, all general education courses in Wisconsin impart common core learning outcomes on students as part of learning-centered instruction. Academic program outcomes are expressly aligned with program-specific accrediting requirements where applicable. Use of the Worldwide Instructional Design System (WIDS) for curriculum development provides the framework to ensure integration and measurement of common learning and developmental outcomes in all programs.

Processes related to developing specific program learning outcomes (1P2, 1R3) operate on the high end of *alignment*. The use of Developing a Curriculum (DACUM) and focus sessions in the development and maintenance of curriculum ensures that industry need drives program competencies and outcomes. Where statewide curriculum exists, common program outcomes are developed, which enhances transfer opportunities. Overall, curriculum is developed to cater to multiple learning styles. Processes to evaluate performance are *aligned* and integrated throughout the WTCS via the Quality Review Process.

Processes for developing new academic programs (1P3, 1P4) and evaluating current programs are *aligned*. The College uses a comprehensive, multi-stage academic program development process, which is strategically aligned with the curriculum development and evaluation processes.

Processes for documenting College expectations of faculty for effective teaching and learning (1P11) are deeply *aligned* across the College and across the state. Required statewide faculty certification and internal training are embedded in the College culture. Currently, the WTCS President's Association is working with the state office to retool faculty certification requirements.

Processes for communicating required program preparation and learning objectives (1P6) exhibit a *systematic* level of maturity. Although the processes work adequately, a disconnect exists between admissions specialists who work with newly admitted students and academic support specialists (academic advisors) who work with existing students. The College has combined the aforementioned roles, providing comprehensive and targeted services and aligning those services by program clusters.

Processes for assessing student learning (1P17, 1P18, 1R1) exhibit a *systematic* level of maturity. The College's rigorous curriculum design processes include the development of performance assessment tasks (formative assessment) and summative assessment for each program. Despite these efforts, the College does not have adequate systems and processes in place to longitudinally track student progress and achievement. Based on reviewer feedback from the 2009 System Portfolio, the College embarked on an Action Project to develop and implement a process to track student progress and achievement.

1P1 **How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?** *Response Addresses Core Component 3B.*

Students acquire, apply and integrate broad learning and skills related to education programs within a core ability and a general education framework. Moraine Park assists students in developing employability skills and knowledge that are imperative for workplace success. Common student learning objectives or core abilities were first identified in 1989, based on feedback from a team of faculty, administrators and community members. Since 1989, the core abilities have been periodically reviewed using advisory committees comprised of deans, faculty and industry experts, in addition to feedback from employers, faculty and staff. Core abilities have been integrated into course curriculum using the Worldwide Instructional Design System. The core abilities are linked via the curriculum mapping process to course competencies, where they are assessed.

In 2008-2009, Moraine Park reviewed and revised the core abilities through an AQIP Action Project. The project team identified areas of focus: a review of relevancy of core abilities and an evaluation of student achievement of core abilities, with input provided by faculty, staff and advisory committee members. This project resulted in a revised list of core abilities. Faculty continuously incorporates core abilities in course assessment tools, and performance data is collected and assessed. Student mastery of core abilities are integrated throughout program courses in one or more performance assessment tasks. Annually, faculty review performance data of the core abilities and create a plan for continuous improvement by using the Program Outcome Assessment Plan Worksheet. This revised worksheet is being piloted as a result of a current AQIP project. Figure 1.1 illustrates a list of the current core abilities as determined by the AQIP Action Project. A detailed description of each core ability and the respective indicators are shared with faculty to ensure the core abilities are integrated into all course curriculums.

Figure 1.1 Core Abilities

Moraine Park's Core Abilities
Adapt to Change
Demonstrate Integrity
Communicate Clearly
Work Productively
Work Cooperatively
Act Responsibly
Think Critically and Creatively

A statewide manufacturing initiative, which began in 2003, included identification of critical core manufacturing skills. While similar to the core abilities, the critical core skills align with manufacturing competencies identified by statewide focus groups of employers. Some courses in the Moraine Park manufacturing programs incorporate both core abilities and critical core manufacturing skills; this supports the College's responsiveness to employer needs.

General education is appropriate to the mission, educational offerings and degree levels of the Wisconsin Technical College System. General education at Moraine Park provides a core of knowledge that imparts the common skills, intellectual concepts and attitudes that every educated person should possess. General education provides explicit instruction in the essential lifelong skills required for success in careers, at home, in a community and in society. The WTCS, with input from each technical

college district, developed a philosophical framework for general education requirements necessary to impart broad knowledge, critical thinking and cultural diversity concepts for all associate of applied science degree students. To varying degrees, general education provides comprehensive courses in the certificate, technical diploma and associate of applied science-level degree programs. Students gain communication and critical thinking skills that are applicable to their respective degree programs through occupational-specific experiences (such as occupational communications and occupational math) or transfer-level competencies (such as English composition, college mathematics or other transferable general education courses). These courses in general education serve a variety of program needs related to competencies, performance expectations and essential workplace or education skills. The framework is reviewed annually by the WTCS and college districts to ensure relevancy in developing student skills and aptitudes. Currently, associate of applied science degree students must earn a minimum of 21 credit hours in general education in Communications, Social Science, Behavioral Science, and Math and/or Science.

Specific course selections for each associate of applied science degree, technical diploma or certificate program are identified by advisory committees. Programs in which professionals from the field provide feedback on occupational competencies needed by program graduates use the DACUM (Figure 1.2) model to validate program offerings and formal research to predict sustainability. Associate of applied science-level programs currently incorporate three, one-credit institutional requirement courses: Student Success, Computer Literacy and Career Development. These courses are shared with students on the program pages at morainepark.edu, as well as within academic planners for each associate of applied science degree and technical diploma program.

Diversity experiences are available for students through global competencies infused within individual courses and through international travel opportunities and service learning. Examples in general education include the Introduction to Diversity Studies course, several communications courses, and the College's presence on both the WTCS International Education committee and 2012 membership in Wisconsin Campus Compact (WiCC), an organization committed to strengthening civic engagement among Wisconsin's higher education institutions and their respective communities. International experiences provide students access to European, Asian, African and Latin American cultures.

1P2 How do you determine your specific program learning objectives? Whom do you involve in setting these objectives? *Response Addresses Core Components 3B and 4B.*
College programs have specific learning objectives called "program outcomes", and courses have learning objectives called "course competencies" that represent occupational-specific abilities, which graduates need for occupational success. The program outcomes and course competencies articulate goals for student learning and assessment. Furthermore, select programs maintain specialized, industry-driven, program accreditation, examples of which include cosmetology, nursing and surgical technology. The specialized accrediting body dictates educational outcomes (for credentialing or certification purposes). Results of program accreditation processes affect strategies to improve student learning. For example, the Associate Degree in Nursing program received accreditation feedback related to program outcomes. Faculty and staff examined best practices and identified processes for improved student learning, which resulted in licensing examination results that exceeded the national pass rate average.

Moraine Park utilizes numerous sources for identifying new programming needs. These include the College's annual environmental scan, district employment projections data, business and advisory committee input and input from peer institutions. Once a new program idea has been targeted for

development, an occupational analysis is conducted. The occupational analysis includes a needs survey of local employers, labor market analysis, wage assessment, target market identification and competitive offerings across the state. In addition, the College identifies career pathway opportunities, career laddering, financial aid eligibility and transfer potential to other colleges.

After the need has been confirmed, the College conducts a DACUM. A DACUM analysis yields a skill profile chart that identifies major responsibilities and tasks of high performers in a target occupation or role. After the program curriculum is developed, program advisory committees meet twice per year to ensure the curriculum is meeting the needs of the workforce. In addition, the program advisory committee discusses industry trends and potential impacts on the program. This ensures continuous program curricula improvement that meets employers' needs and provides opportunities for student success. Figure 1.2 identifies the steps in the DACUM process.

Figure 1.2 Steps in the DACUM Process

| Pre-DACUM Preparation	DACUM Step 1	DACUM Step 2	DACUM Step 3	Post-DACUM Validation
Dean invites expert workers and prepares initial job description. Researches job outlook including job duties.	Expert workers review proposed job description and brainstorm areas of job responsibility (duties and tasks).	Expert workers identify and prioritize tasks based upon criticalness, frequency and training needed.	Expert workers identify required general knowledge and skills and necessary facilities, tools and equipment. Emerging technologies associated with the job are identified.	Final DACUM chart is designed and sent to participants for verification and final input.

To ensure existing program curriculum is kept current, it is recommended that programs host a focus session or DACUM with advisory committee members, industry content experts, deans and faculty a minimum of once every five years. After an initial DACUM is completed, focus sessions are used at least once every three to five years to validate the program competencies. This process is embedded in the Program Evaluation/Quality Review Process (QRP), which aligns state and college-level indicators (1P4). The focus sessions provide an interactive and engaging approach to program analysis and prove to be an effective method of research. Ideally, a group of 10-12 experts participates from the occupational area in a two- to three-hour focus session. The participants work through a variety of activities, including a discussion on occupational technology and skill set, an analysis of current occupational duties and tasks, and completion of a trend analysis to include organizational trends and potential impacts on the occupation. Specific program outcomes are updated through advisory committee input, business and industry trends, faculty input, internal research, the State Technical Skill Attainment (TSA) process, and the criteria identified by certification and accreditation agencies.

The TSA project is a major WTCS system-wide initiative required by the federal government under Carl Perkins IV legislation. Programs assess the attainment of program outcomes to ensure graduates have the technical skills needed by employers. The Wisconsin Technical College System Office approves the TSA assessments that are implemented by districts and linked to industry standards meeting state

criteria: validity, reliability and fairness. Consistent curriculum across the WTCS system has led to common program outcomes across colleges, resulting in enhanced transfer opportunities.
After a DACUM is performed, Moraine Park faculty use the Performance-Based Learning Model (Figure 1.3) which aligns with the WIDS software, the College's system used for curriculum development. Formative and summative assessment is used to assure integration of learning and skills that are integral to the educational program.

Faculty and staff professional development programming is revised annually to incorporate current business, industry and community initiatives. Recently the College sponsored tours and informational sessions at six key manufacturing companies within the Moraine Park District. Faculty and staff reported that they had a better understanding of current trends and challenges facing manufacturing, which subsequently affect students, program curriculum and core abilities (4P4).

Figure 1.3 Moraine Park Performance-Based Learning Model
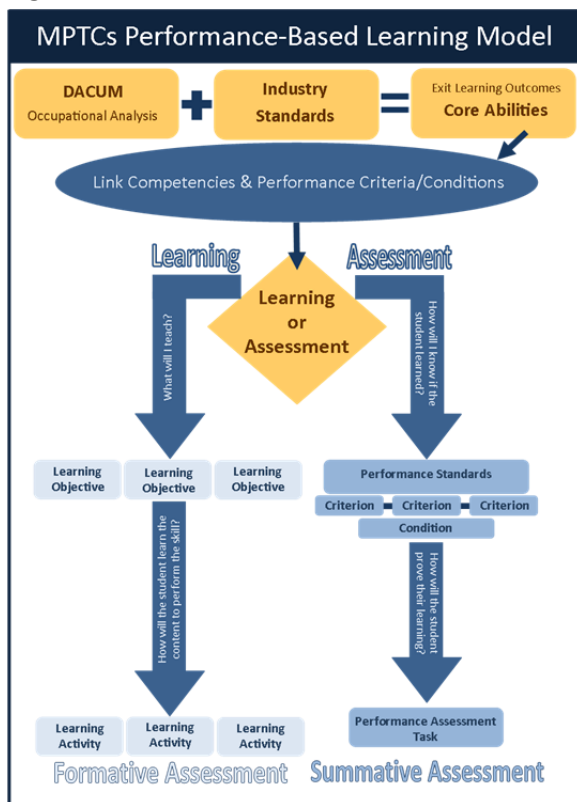
1P3 How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?
New course and program development follows procedures and processes established by Moraine Park and the WTCS Board. Data supporting program need and demand for graduates is required. The new Program Development Process (PDP) includes: proposal development, benchmarking of similar programs, labor market research, completion of a DACUM, curriculum development, cost analysis and formal approval from district and state boards. Figure 1.4 illustrates Moraine Park's program development process.

Figure 1.4 Moraine Park Program Development Process
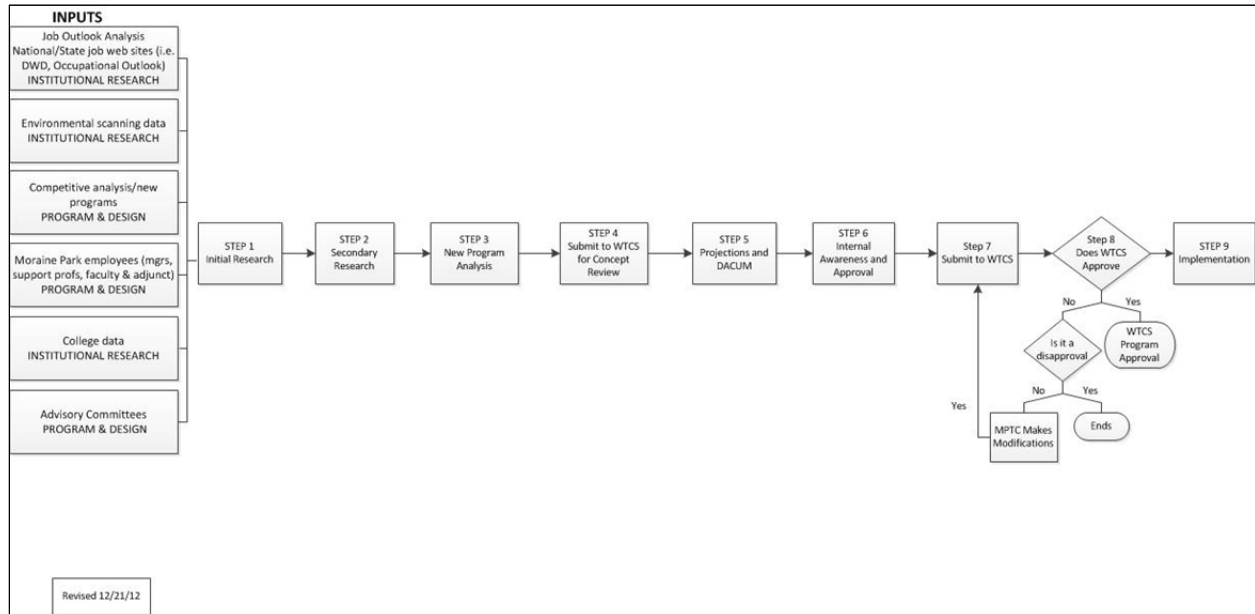
After a new program is designed, a full-time faculty instructional designer leads the development of individual courses using the Moraine Park Curriculum Project Quality Standards checklist (developed by the curriculum committee) and the DACUM chart. The checklist includes guidelines for development of courses using the Performance-Based Learning Model; this process allows for consistent course development, resulting in enhanced student success. Developed courses are posted through the Wisconsin Technical College System for review by peer institutions. After review of peer feedback by the WTCS education director, the course is recommended for approval. This methodology for program development and course design delivers cutting-edge, sustainable and competitive courses and programs.

1P4 **How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?** *Response Addresses Core Components 1C, 3A and 4A.*
Program quality is of primary concern to Moraine Park. Stakeholder feedback influences the College's development of responsive academic programming, which is consistent with its mission and the diversity of the constituencies served. Programming decisions occur through faculty feedback, advisory committee input, the Quality Review Process (program evaluation) and input from graduates and employers. Moraine Park recognizes that each student and every industry is unique. Students come to the College with specific learning and career goals, which may or may not change during their learning journey. Similarly, industry needs for skilled workers progress and transform as businesses and industries evolve. Environmental scanning is used by the College for planning long-term, strategic direction. The resulting trend information assists in designing responsive academic programming that addresses the reality of the employment market and diverse student demographic.

Annual programming updates occur in courses, certificates, short-term technical diplomas, one- and two-year technical diplomas and associate of applied science degrees designed for completion in two years. Recognizing that one size does not fit all, Moraine Park provides learning in different formats,

modes and timeframes (1P9). The College works to ensure that each offering provides as many academic and career laddering opportunities as possible to meet the dynamic goals of Moraine Park's students. These laddering opportunities are accessible via the transfer section located on the Moraine Park website. The College implements policies related to credit transfer to assure quality.

The design and implementation of most courses and certificates are at the discretion of the Moraine Park District. These offerings allow the College to respond to employee and employer needs within the communities it serves. The short-term nature of these offerings allows for swift design and implementation of curriculum that can provide entry-level or continued training. For example, coursework may include pathways to enhance technology skills, such as competence in the use of new software or development of a new technique or skill within the profession. Moraine Park continues to grow its offerings in the area of short-term certificates (53 certificates) as the demand for post-associate and bachelor's degree skills rises. These offerings allow students to enhance and update their knowledge and skills to meet the dynamic requirements of the workplace and help them demonstrate their unique skill set and capacity to influence the workplace.

Short-term, one- and two-year technical diploma and associate of applied science degree programs are designed to assist in the development of workforce skills that require hands-on acquisition of skills. In partnership with industry, the College strives to deliver academic content in a format that encourages the greatest achievement of competence in a short period. This recognizes not only the need of employers, but also the goals of students who wish to gain experience in a skilled trade that will quickly allow them to enter the workforce and also keep the investment in education relative to the earning potential of their career. Courses and programs are consistent with the level of performance appropriate to the degree or certificate awarded with clear prerequisites and career ladder options. Program quality is maintained across all campus locations, online and other distance delivery modalities. Specific quality standards for online delivery are being addressed by the Advancing Online Education committee, a subcommittee of the College's Curriculum committee.

Moraine Park evaluates programs through participation in a Quality Review Process and a Program Viability review to ensure that programs maintain quality, are current and meet employment needs of the district. The Quality Review Process aligns required state indicators with college-developed indicators in evaluating the quality of programs. In contrast, the Program Viability process reviews current and historical enrollment and FTE data, along with labor market demand data relevant to the sustainability of each program, from a business perspective.

Moraine Park has been responsive to employer needs. For example, Moraine Park is investigating enhanced manufacturing training opportunities as a means of responding to the regional employer demand for manufacturing workers. In addition, the Wisconsin Covenant grant and Trade Adjustment Assistance Community College and Career Training grant programs support a series of college and industry collaborative boot camps in manufacturing areas of study; including CNC and Welding.

1P5 How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?
The determination of preparation required of students is instructionally driven. Academic Affairs determines college and program admission requirements. Upon application, prospective students are asked to complete placement testing, if they have not previously completed any other higher education. In cases where students do not have adequate higher education experience, new students are required

to take a standardized placement exam, the ACCUPLACER, to assess student preparedness in reading, writing and mathematics. Benchmarks of student performance have been identified through an analysis of program rigor, general education requirements and course textbook reading level analysis. Students are required to meet minimum scores on placement exams in order to register for general education courses. Students who do not meet appropriate scores are required to remediate via either the Student Success Center or General College coursework (Intro to College Writing, Intro to College Reading, or Pre-Algebra). The Test of Adult Basic Education (TABE) provides additional data on student academic preparedness. English Language Learning students are pre-assessed through completion of the TABE Complete Language Assessment System-English.

Other ways to ensure adequate student preparedness include prerequisites on courses. For instance, courses such as Student Success, Computer Literacy or English Composition are required early in a student's academic experience with the College to establish the foundation for success. Some programs also have other entrance requirements, such as "pre-core" coursework and other requirements related to health and criminal background checks. Information on program requirements is available on academic planners and available to students both in hardcopy and on the College website.

Moraine Park evaluates course sequencing, prerequisite and co-requisite requirements within the curriculum using data (course completion rates, student feedback, etc.), advisory committee input and feedback from business and industry. Adjustments are made annually as needed.

1P6 **How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?** *Response Addresses Core Component 2B.*

Moraine Park communicates with prospective and current students in a variety of ways. Information about programs, courses, degrees and credentials is communicated via the Moraine Park website, the *my*MPTC student portal, the College Catalog, class schedules, academic planners, program brochures and course curriculum. A curriculum planner is available for each program in order to communicate the sequence of courses and other requirements. The planner provides a comprehensive list and schedule of the required courses to guide students in planning their education.

Admissions and Recruitment offices aid in the communication process by providing program information to students in individual and group meetings. Program advisors share requirements and college services through orientation sessions. Additionally, careers instructors provide tools to assist prospective students in career exploration and program selection. Faculty advisors and academic support specialists guide and advise students, while requirements are also included in course syllabi. In addition, functionality within Banner ensures students have met course prerequisites prior to registration. Figure 1.5 summarizes the Moraine Park Prospective and Current Student Communication Process.

Figure 1.5 Moraine Park Prospective and Current Student Communication Process

	Services	Printed	Technology-Based
Prospective Students	• Recruiters-high school visits • Admission specialists (walk-in or appt.) • Counseling services • Open houses (College or Program) • Career fairs • Information booths at education fairs • Career exploration	• College catalog • Program admission requirements, entry math and reading skills, course prerequisites • Program information	Moraine Park website morainepark.edu
Current Students	• Counseling services • Advising • Program orientation sessions • Student Program Planner/Degree audit	• Course syllabi • College catalog • Program-specific brochures • Student Academic Program Planner/Degree audit	Moraine Park website morainepark.edu Student portal, *my*MPTC

The Moraine Park K-12 Relations Associate serves as a liaison with high school staff and students, facilitating communications with the K-12 populations in the district. Communication of career pathways is an area of focus. One of the tools used is the Wisconsin Career Pathways Website Project. The www.WICareerPathways.org website, launched in September 2011, is a unique online platform that integrates secondary-to-postsecondary programs of study with student academic and career planning within the framework of the 16 Wisconsin career clusters.

Disability support services provide transition services to prospective and current students with disabilities. These students are provided specific program and course requirements as well as accommodation plans in response to student needs.

1P7 How do you help students select programs of study that match their needs, interests, and abilities? *Response Addresses Core Component 3D.*
Moraine Park allows students to self-select programs of study and has processes to assist students in career selection. The College hosts *Discover Moraine Park,* where prospective students and their families tour the campus, talk with College staff and learn about the admissions process. Admissions staff advises incoming students and refers new students to support services, such as recruitment, advising or career exploration in the Career Center if the student is unclear about a career direction. Career instructors administer interest and career assessments and assist students with career exploration options. A no-cost career assessment course is offered at the three campus Career Centers.

Assessment information refers students to counselors, disability service providers, and the Student Success Center should indicators identify a disability or lack of academic readiness. Assistance with program selection is also provided through individual counseling and advising, open house events and hands-on summer camps. Examples include:
• Wisconsin Education Fairs, College Fairs, and Career Fairs (High School Students)
• Classroom presentations (Middle School and High School Students)

- High School counselor meetings (High School Counselors)
- Post-Secondary Options Night (High School Students)

Undecided students may also be referred to the Moraine Park website and other state websites, such as Wisconsin Career Pathways, Wisconsin Health Careers, ONet (Career Net), Wisconsin Technical College System, or others based on program interests.

1P8 How do you deal with students who are underprepared for the academic programs and courses you offer?
Placement scores identify underprepared students, and they are referred to the Student Success Center for remedial skill building or recommended to enroll in General College developmental coursework (see 1P5). Remedial skill building includes available Adult Basic Education courses, English Language Learners courses, Study Skills courses and High School Equivalency coursework (GED and HSED).

The Adult Career Pathway Regional Industry Skills Education (RISE) model organizes occupational training as a series of credentials or certificates that students can earn. Each certificate brings students closer to earning a technical diploma or associate of applied science degree, creating additional career opportunities. The initiative supports a team-teaching approach where occupational and academic instructors work together in the classroom. Moraine Park offers RISE in five program areas: Culinary Arts, Welding, Instructional Assistant, Nursing Assistant and Automotive Technician.

In addition to basic academic skills preparation or the General College developmental coursework, students may need assistance with technology skills. Moraine Park offers no-cost orientations for students enrolled in online courses. Additionally, any student may use the computer labs, library and other student services for assistance.

1P9 How do you detect and address differences in students' learning styles?
Moraine Park acknowledges that individuals learn in different ways; therefore, faculty recognizes the importance of planning learning experiences that accommodate diverse learning styles. The College provides training for faculty in detecting and addressing various students' learning styles. These training sessions are available through required WTCS instructor certification courses in Teaching Methods and Educational Psychology, through the new faculty academy orientation program and through ongoing College professional development (4P4, 4P8).

Additionally, program students complete a Student Success course in the first semester. This one-credit course reviews basic study skills, college resource accessibility, exit assessment requirements, and the identification of students' preferred learning styles. Students also have the opportunity to take a Learning Styles Inventory in the Student Success Center. To address various learning styles, courses are offered in a variety of modalities, including online, blended, face-to-face and accelerated. In addition, faculty develops classroom assessment tools utilizing both traditional testing and practical demonstrations of learning achievement.

Moraine Park advocates that curriculum be designed to address the multiple learning styles in order to engage all learners. Each style is addressed in all course curricula through activities that incorporate right- and left-brained processing to integrate learning styles. In addition, the College's new faculty participates in a first-year teaching academy that covers topics relevant to student learning, such as student assessment, teaching methods and learning styles.

1P10 How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)? *Response Addresses Core Component 1C.*

The College has numerous systems in place to address the special needs of student subgroups, many of which are outlined in Figure 1.6.

Figure 1.6 Moraine Park Response to Student Subgroup Needs

Student Subgroup	Response to Special Needs
Disabled	Reasonable accommodations and support services in compliance with federal law, case management and sign language interpreters
High School Non-completers	Individualized and classroom instruction when preparing for the GED and the HSED examinations
High School At-Risk	Credits earned that will apply to graduation requirement or work toward GED/HSED
Adult High School	High school diplomas awarded from high school last attended by taking approved adult secondary education classes
Limited English Proficiency	English Language Learner (ELL) classes and labs teach proficient English skills in listening, speaking, reading and writing
Displaced Homemaker/Non-Traditional Occupation	Career exploration and assessment, college preparation, job readiness, mentoring, advising and financial assistance
Dislocated Worker	Assistance with admissions, paperwork and program and course selection
Incarcerated	Adult Basic Education (ABE) and GED/HSED instruction
Seniors	Noncredit classes for a reduced fee
General Population	Credit and noncredit classes
Professionals and Business	Additional training needed for improvement
Minorities	Services provided through Diversity Resource Center
Commuters	Courses offered on multiple campuses via Interactive Video Conferencing (IVC) and TelePresence to minimize driving time
Military/Veterans	Moraine Park Student Veterans Association club offering and financial aid specialist
Disadvantaged/First Generation	EDGE/Student Support Services (SSS) TRiO program

As evident with Figure 1.6, Moraine Park Technical College seeks to ensure all students have access to educational opportunities and dedicates resources to the special needs of these student subgroups. Career, counseling and tutoring services support all subgroups in reducing academic and personal barriers to education.

1P11 How do you define, document, and communicate across your organization your expectations for effective teaching and learning? *Response Addresses Core Component 2D and 2E.*

Moraine Park has expectations (4P9, 4I1) for effective teaching and learning throughout the teaching career of faculty. Initially, as part of the interview process, a scenario or question is posed to the faculty candidate and a 10-minute teaching demonstration is required. Additionally, job-specific requirements by which candidates are assessed ensure the most qualified candidates are being selected for an interview. Upon hire, new faculty members are matched with seasoned veteran faculty who serve as

mentors through the Moraine Park Federation of Teachers union. The mentor assists the new faculty with questions regarding College processes, procedures and best practices. In addition, all new faculty participate in the New Faculty Academy (seven half-day sessions occurring from Sept - May). Faculty onboarding and professional development expectations are currently under review and revision with the expectation that new faculty will require continued support moving into 2014-15 (4P4).

Expectations for effective teaching and learning are communicated with individuals via electronic professional development plans (4P4, 4P8). Annual professional development training, such as Reflections on Teaching and Learning for current faculty and flexible professional development day offerings are modified annually and reflect the needs of the organization. Faculty participates in scholarly development through application of best practices in teaching and learning and by using data for program improvement.

Annual performance evaluations occur for full-time faculty. Deans observe new faculty three times a year for four contract years and once a year thereafter. The dean and faculty member meet following each observation in a post-visit review meeting. Information collected on individual performance evaluations, specifically within the Faculty Continuous Improvement Plan section, is used for ongoing development and retention of qualified and competent employees. The performance evaluation includes the following categories: demonstrate delivery skills, fulfill assessment responsibilities, manage program and course information, provide support and guidance for learners, implement an individual professional plan, provide program support, participate in work team activities and support college mission through participation. Inclusion of these items in the faculty evaluation process defines areas of focus relating directly to teaching and learning at Moraine Park.

After hire, all faculty are given provisional certification until they complete the required full series of courses to obtain WTCS certification. Figure 1.7 includes the WTCS certification courses and the performance objectives for each course. Once the seven required courses are completed, instructors must complete minimum recertification training and development credits every five years.

Figure 1.7 WTCS Certification Courses and Outcome Expectations

WTCS Certification Course	Outcome Expectations
Teaching Methods	Identify appropriate teaching methods to effectively deliver classroom instruction
Educational Psychology	Apply educational and psychological principles to the teaching/learning process
Educational Evaluation	Construct, select and administer student evaluation measures
Guidance and Counseling	Apply basic counseling techniques to a classroom setting
Educational Diversity	Identify characteristics and methods to meet needs of diverse student populations
Curriculum and Course Construction	Plan, organize and construct curriculum
Technical and Adult Education in the WTCS	Describe mission/function of the WTCS

Moraine Park has curriculum expectations for faculty to enhance student learning. The curriculum development process uses a performance-based model (1P2), where authentic performance assessments demonstrate student knowledge and skills. Curriculum development and revision are central to teaching and learning as well as the assessment of student learning (Figure 1.3).

The Moraine Park District Board and staff believe that members of the College community have a responsibility to provide a positive environment that fosters and supports accomplishment of the district's academic mission. The College has outlined appropriate ethical student behavior in the Student Handbook. In cases where academic or non-academic misconduct becomes an issue, disciplinary actions are enforced as defined in the handbook.

1P12 **How do you build an effective and efficient course delivery system that addresses both students' needs and your organization's requirements?** *Response Addresses Core Component 3A.*
Program courses are consistent with the purpose of Moraine Park. Student learning preferences and organizational requirements are addressed by offering courses in a variety of delivery formats, locations and times. Students select the format that best fits their learning style, time and location preferences when they register for courses. Face-to-face courses are offered at the three college campuses, the two regional centers and the Department of Corrections facilities. In addition to traditional 16-week face-to-face courses, courses are offered in a variety of formats:

- Individualized and program lab courses
- Accelerated
- Blended/Hybrid
- Interactive Video Conferencing and TelePresence (held between multiple campuses)
- Online
- Self-Paced
- Clinical placements
- Internships and practicums

Feedback is gathered from students regarding delivery format preferences through the Student Feedback Survey. Student feedback and other student success data by modality is gathered and analyzed by the program areas to ensure student success in a variety of delivery methods. Specifically, a report depicting student success rates by course delivery method is analyzed, and adjustments are made based on the feedback related to delivery modality. This Program Detail Report - Delivery Method is a longitudinal report housed in the Program Excellence Pages on *my*MPTC.

Each course offered by the College is assigned its own online course shell in the eCollege learning management platform, regardless of the course's primary delivery format. eCollege provides a consistent and reliable delivery system for students and meets the College's need for a vehicle to collect data regarding student learning and achievement.

1P13 **How do you ensure that your programs and courses are up-to-date and effective?** *Response Addresses Core Component 4A.*
On an annual basis, all programs, certificates and general education courses participate in the curriculum update process. Curriculum is reviewed to ensure currency and relevancy, and changes are made to assure program improvement. State education directors recommend curriculum reviews for statewide curriculum, such as with the Nursing and Medical Laboratory Technician programs, while Deans are accountable for review of college-specific curriculum. Current data related to program performance and demand is housed in the College's Program Excellences pages and is available for faculty review in order to ensure currency and effectiveness of programs.

Several processes are in place to assure current and effective programs and courses. A statewide program review process called QRP, referenced in 1P4, examines quality indicator data on course

completion, retention, graduation, job placement, enrollment, FTEs and number of graduates. Programs also collect industry trends from advisory committees, which meet twice per year to review program curriculum and to discuss occupational trends. Employer, student and graduate survey feedback is collected to evaluate program currency.

Assessment data is used to evaluate program outcomes, and each program has an identified exit assessment. Exit assessment data is evaluated to assure student achievement of program outcomes. Curriculum maps ensure all program courses are linked to a program outcome(s). Courses are updated as they are offered to ensure content validity and fluidness in delivery. In the annual assessment plan process, data is reviewed by the program team and the advisory committee to determine the level of student success in technical and academic courses. Plans for continuous improvement are implemented and reviewed a year later; this process is being implemented through the AQIP project pilot. In addition, many of Moraine Park's programs receive occupation-specific accreditation, which validates student learning. Further, students have the opportunity to provide course and faculty feedback each semester, and data is compiled and reviewed to analyze course effectiveness and success rates.

1P14 How do you change or discontinue programs and courses?
Several feedback mechanisms help to identify the need for program or course changes. Advisory committees, QRP results, viability data, environmental scanning information and enrollment trending methods contribute information to assist the College with determining if a program needs to change or be discontinued. Program deans and faculty work with their advisory committees and focus groups to develop and implement changes in courses or programs. For programs with statewide curriculum, faculty is involved with biannual reviews. Course updates follow a review of practices in the industry.

The Program Viability process reviews current and historical enrollment and FTE data along with labor market demand data. Additional pertinent information is analyzed prior to recommending a program for discontinuance. In addition, the College's program evaluation process provides data on metrics including the status of curriculum, student persistence in a program, assessment of student learning, enrollment and graduate employment data. The Moraine Park District Board approves program modifications and/or program discontinuance.

Success trends and student value perception are metrics the College considers when reviewing courses for modification. For instance, the entry-level Student Success course is undergoing significant changes because of student focus group feedback, which suggested value for the course was not evident. An ethics course, a requirement for graduation with the associate of applied science degree, has undergone review and revision because of data that suggested students who completed 30+ credits had a significant chance of succeeding in the course over students who had completed fewer than 30 credits.

1P15 How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes? *Response Addresses Core Component 3D.*
At the time of admission, ACCUPLACER assessment is used to identify student needs for academic support. Throughout the student's enrollment at the College, advising and the Academic Alert are used to identify needs for support.

A range of services provide learning support to students:
- Student Success Center for basic skills development and general academic support

- ELL services to enhance English language skills
- Disability services
- Diversity services
- Student life services
- Counseling services for short-term non-academic needs that impact learning
- Tutoring
- EDGE/SSS TRiO support services
- Nontraditional occupation support
- Library for learning support materials and related orientations and services
- Technology support for help desk, troubleshooting services and online course support
- Admissions and advising support services
- Academic Alert System
- College orientation for incoming students
- Laboratory resources for student practice and support such as computer and human patient simulator labs
- Bookstore for ease in obtaining needed course materials
- Food service

An example of a successful initiative that was enhanced in 2012 was the Academic Alert System. When a current student's performance does not meet required skill levels in the classroom, instructors activate the electronic Academic Alert System and academic, time management, attendance, basic skills and/or behavior issues are identified. Faculty can choose any combination of the issues for which students will receive intervention from their academic advisor, counselor, tutor or other support service providers.

Another example of a College process that assists in identifying student support needs is the Behavior Intervention Team (BIT). The BIT, established in 2011, is a cross-functional team that determines an appropriate course of action or intervention for students who have been identified to exhibit behavior concerns on campus or in the classroom. The BIT coordinates college resources to support learning and behavior needs for both students and faculty.

Analysis of graduation and course completion rates, as required by Perkins legislation governing grant funding, guides the development of activities to develop additional supports for at-risk students.

Faculty support needs are met in several ways. Moraine Park provides learning opportunities to assist faculty in developing teaching methods and technologies, including online and face-to-face formats.
- Organizational Development sponsors training sessions on a range of topics related to student learning including the annual day-long Reflections on Learning for all faculty
- The Program Design and Evaluation department provides support with curriculum design, development and evaluation
- The Instructional Technology department does online training, support and multimedia services
- Faculty mentors provide guidance to newer faculty
- Teaching methods are addressed in Faculty Academy for newly hired faculty and in the required Teaching Methods, Counseling, Educational Evaluation and other certification courses
- Online course orientation is provided for new online faculty

1P16 How do you align your co-curricular development goals with your curricular learning objectives?
Response Addresses Core Component 3E.
The Student Life staff designs activities to enhance student personal and social development, supporting student development of the College's core abilities.

Student clubs are available to expand student learning opportunities at the College. Attending conferences, participating in competitions and working on service projects are some of the ways clubs can add to a student's overall proficiency. A list of the current student clubs is noted in Figure 1.8:

Figure 1.8 Moraine Park Student Clubs

Accounting	Instructional Assistant
Alcohol and Other Drug Awareness	International Association of Administrative Professionals
Auto Technician	Information Technology
Business Professionals of America	IT Web Developer
Business Professionals	Metal Fabrication
Civil Engineering Technology	Multicultural
Chiropractic Technician	Non-Traditional Occupations
Clinical Lab Technicians	Phi Theta Kappa
Corrections Science	Radiography
Collegiate DECA	Straight and Gay Alliance
Cosmetology Apprenticeship	Super-Motivated Adults Returning to School
Cosmetology	Society of Manufacturing Engineering
Culinary Arts	Student Nurses Association
Electricity	Science, Technology, Engineering and Math
Electrical Power Distribution	Student Veterans Association
Graphics	Welding

Student involvement specialists work with students on each campus and coordinate a variety of co-curricular activities such as special events, lectures and other educational and social offerings. These activities expose students to current events and purposeful co-curricular experiences.

Student Government provides students a venue to share their opinions on college issues and offers students opportunities to get involved in college life. Students are able to develop their leadership skills while working with each other, acting as liaisons and interacting with faculty and the administration in the promotion of student rights. Students can participate in District Student Government or one of the three Campus Senates. The District Student Government works directly with college administration to address student issues and tri-campus student activities. The Campus Senates address campus issues, coordinate campus student activities and forward concerns. Additionally, Student Life promotes and supports student representation and active participation in Wisconsin Student Government.

1P17 How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?
The College has two strategies to validate evidence of learning. First, summative assessment is used to determine if graduating students have achieved program outcomes. Graduates complete the exit assessment, or State Technical Skill Attainment assessment based on statewide program outcomes, as they near graduation. Each program outcome is addressed in the exit assessment or TSA and evaluated using an analytic rubric/checklist. Summative assessments include clinical evaluations, capstone projects, demonstrations, licensures or certifications and practicums.

In 2010, Moraine Park identified an Outcome Assessment initiative as an AQIP Action Project. The project includes a cross-functional team assigned to revise the assessment process to provide evidence of student learning. The work of the team is at the pilot stage whereby 10 programs are using the new Program Outcomes Assessment Plan worksheet to evaluate student learning of program outcomes and College core abilities. The plan evaluates formative and summative assessment results using direct and indirect (student feedback, job placement, retention, transfer, graduation, employer, etc.) evidence of learning from the Program Excellence Pages. Programs establish benchmarks and baselines and monitor and record results. A strategy to improve and maintain performance on several program outcomes and core abilities is documented. In 2013-14, all programs will participate in the revised assessment process.

The second strategy used by the College to evaluate graduate learning involves assessment of post-Moraine Park performance through graduate and employer surveys. The surveys are conducted six months after graduation. The 2011-2012 Graduate Follow-up Report found that 95 percent of respondents were satisfied or very satisfied with their education. The 2010-2011 Employer Follow-up Report found that 96.5 percent of employers were satisfied or very satisfied with the preparedness of the Moraine Park graduate.

1P18 **How do you design your processes for assessing student learning?** *Response addresses Core Component 4B.*

Moraine Park is a performance-based learning institution. At a course level, students complete ongoing formative assessments as well as summative performance assessment tasks that demonstrate their mastery of course competencies. General education outcomes are the College's core abilities (Figure 1.1). The general education outcomes are embedded within general education and course competencies. Formative assessments, with infused core abilities, are implemented throughout program courses to prepare students for summative assessments.

At the program level, students complete an exit or TSA (summative) assessment to demonstrate mastery of program outcomes prior to graduation. The assessment may be a national registry exam, a capstone project, a portfolio, an internship or a combination of major assessments.

The program and curriculum development processes determine the means for assessing student learning. The process to assess student learning at Moraine Park is depicted in Figure 1.9.

Figure 1.9 Process for Assessment of Student Learning at Moraine Park
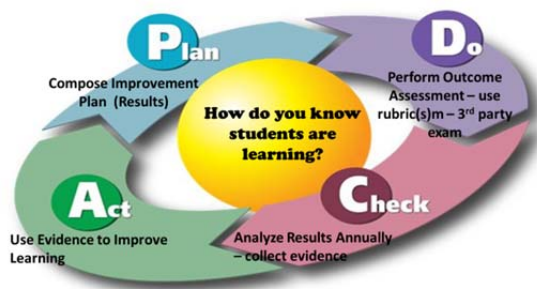
In 2012, a cross-functional team reviewed and revised the program outcome assessment plan, developing a written worksheet for data collection and program evaluation (1P17). A pilot of the new Program Outcome Assessment Plan Worksheet is currently underway.

1R1 What measures of your students' learning and development do you collect and analyze regularly?
Moraine Park collects and analyzes direct and indirect measures of student learning regularly. Direct measures of student learning include program exit assessments, such as licensure/certificate exam pass rates and scores (Figure 1.19). Summative assessment on program outcomes, competencies and core abilities is provided by feedback from employers. Moraine Park uses a variety of learning measures to determine how well students meet their educational goals. A sample of these measures follows:

- WTCS Quality Review Process and scorecard (Figure 1.10-1.11)
- Successful completion of course competencies/course completion rates (Figure 1.12-1.13)
- Moraine Park graduation rates (Figure 1.14)
- Technical Skill Attainment (Figure 1.15)
- Graduate Follow-up Survey results conducted six months after graduation (Figure 1.16)
- Community College survey of Student Engagement (CCSSE) Survey results (Figure 1.20)
- Employer Follow-up Survey (Figure 3.8)

1R2 What are your performance results for your common student learning and development objectives?
Moraine Park defines its common student learning and development objectives as its core abilities, program outcomes and competencies. Performance results are collected through employer and graduate surveys. A compilation of employer survey results for 2010-11 is in Figure 3.8 (3R4).

1R3 What are your performance results for specific program learning objectives?
Through the QRP evaluation, the College collects performance results for program learning outcomes, including course completion, graduation rates and placement data. Each program reviews this data annually either through a formal or informal quality review process. Moraine Park is a performance-based learning college, and course completion is used to evaluate student-learning outcomes. Following are examples of the QRP scorecards for the ADN program, including a single-program report (Figure 1.10) and a statewide comparison indicator (Figure 1.11).

Figure 1.10 Associate Degree Nursing QRP Scorecard, 2011

Indicator Type Name	Indicator Code Name	Threshold	Target	Actual
State	C200 Course Completion	48.13	84	67.97
	C400 Special Populations Course Completion	44.29	81.85	65.44
	C600 Minority Course Completion	37.53	80.6	60
	F200 Second Year Retention	56.05	78.19	67.82
	F400 Third Year Retention	40.89	75.6	58.94
	F600 Third Year Graduation	4.76	53.55	**4.53**
	F800 Fifth Year Graduation	18.98	61.87	59.5
	I300 Job Placement – All Employment	91.73	99.72	**94.12**
	I600 Job Placement – Related Employment	85.95	97.54	**88.24**
	J500 Non-Traditional Gender	7.38	13.9	**7.06**
	Z610 Nursing 3rd Year Graduation After Core Courses	41.96	69.75	50.78

Note: Actual value is highlighted if actual value is not greater than threshold multiplied by 1.2.

Figure 1.11 Example 2011 Associate Degree Nursing QRP Scorecard With Statewide Indicator Comparison

	State								
	C200 Course Completion			C400 Special Populations Course Completion			C600 Minority Course Completion		
	Target	Threshold	Actual	Target	Threshold	Actual	Target	Threshold	Actual
BTC	84	48.13	68.27	81.85	44.29	65.08	80.6	37.53	56
CVTC	84	48.13	87.41	81.85	44.29	86.71	80.6	37.53	79.49
FVTC	84	48.13	60.86	81.85	44.29	56.41	80.6	37.53	39.02
GTC	84	48.13	56.18	81.85	44.29	53.2	80.6	37.53	42.09
LTC	84	48.13	65.71	81.85	44.29	65.3	80.6	37.53	50
MADI	84	48.13	38.72	81.85	44.29	35.11	80.6	37.53	45.56
MILW	84	48.13	67.33	81.85	44.29	62.5	80.6	37.53	51.06
MPTC	84	48.13	67.97	81.85	44.29	65.44	80.6	37.53	60
MSTC	84	48.13	65.99	81.85	44.29	63.18	80.6	37.53	63.41
NATC	84	48.13	64.25	81.85	44.29	62.21	80.6	37.53	48.39
NTC	84	48.13	81.58	81.85	44.29	78.64	80.6	37.53	71.79
NWTC	84	48.13	83.3	81.85	44.29	79.25	80.6	37.53	71.11
SWTC	84	48.13	72.06	81.85	44.29	69.49	80.6	37.53	100
WCTC	84	48.13	56.71	81.85	44.29	50.24	80.6	37.53	40.63
WEST	84	48.13	40.9	81.85	44.29	38.62	80.6	37.53	28.36
WITC	84	48.13	83.69	81.85	44.29	82.8	80.6	37.53	58.62

Course completion rates are another means of measuring achievement of specific program learning objectives. Moraine Park tracks both technical course completion (Figure 1.12) and academic (general education) course completion (Figure 1.13). In 2007-08, Moraine Park students completed technical courses at a higher rate that the WTCS average. Over the subsequent years, Moraine Park fell below the state average in technical course completion. In contrast, Moraine Park has consistently remained above the WTCS average for academic course completion.

Figure 1.12 Moraine Park and WTCS Technical Course Completion Rates, 2007-2012

	2007-08	2008-09	2009-10	2010-11	2011-12
Moraine Park	82.70%	82.17%	80.77%	79.19%	78.12%
WTCS Average	78.69%	80.60%	80.68%	80.37%	79.48%

Figure 1.13 Moraine Park and WTCS Academic Course Completion Rates, 2007-2012

	2007-08	2008-09	2009-10	2010-11	2011-12
Moraine Park	77.94%	76.93%	78.73%	78.20%	77.86%
WTCS Average	75.69%	76.17%	76.06%	76.28%	74.53%

From 2009-2012, Moraine Park's student graduation rates have lagged behind the state average and are 5.6 percent lower than WTCS peers (Figure 1.14). According to the Integrated Postsecondary Education Data System (IPEDS), the percent of students graduating within 150 percent of their degree time has declined over the past three years, while peer group graduation rate has grown (Figure 1.14).

Figure 1.14 Moraine Park and WTCS Graduation Rates, 2007-2012

	2007-08	2008-09	2009-10	2010-11	2011-12
Moraine Park	45.79%	41.68%	41.72%	40.57%	37.27%
WTCS Average	43.54%	45.23%	43.86%	44.83%	42.83%
Moraine Park (IPEDS 150%)	N/A	N/A	46%	43%	36%
Peer Average (IPEDS 150%)	N/A	N/A	20%	22%	41%

From 2008 to the present, Moraine Park has seen its Technical Skill Attainment results decrease each of the years to below the WTCS average. Through a Wisconsin Technical College System initiative, new Technical Skill Attainments are being developed to objectively measure a student's attainment of industry-recognized skills upon graduation (Figure 1.15). The College is currently involved in implementation of the new TSA process and are hopeful to see student attainment numbers rise.

Figure 1.15 Moraine Park Technical Skill Attainment Results, 2007-12

	2007-08	2008-09	2009-10	2010-11	2011-12
Moraine Park	82.7%	82.17%	80.77%	79.19%	78.12%
WTCS Average	78.69%	80.60%	80.68%	80.37%	79.48%

The annual Graduate Follow-Up Survey collects information from students approximately six months after graduation (Figure 1.16). The most recent results indicate that Moraine Park graduates continue to be very satisfied with the College education they earned at Moraine Park, thus indicating the appropriate learning objectives are being taught.

Figure 1.16 Moraine Park Graduate Satisfaction, 2007-2012

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Moraine Park	95%	96%	94%	97%	95%	98%
WTCS Average	97%	97%	97%	97%	97%	TBD

Source: Moraine Park Published Graduate Follow-up Report and WTCS Publish Graduate Follow-up Report
Definition: Sum of respondents who reported "Very Satisfied" or "Satisfied" with the training they received

Student participants were asked to respond to 10 course-specific items. Of all 10 course-related items, the highest percentage of agreement (the sum of "Agree" and "Strongly Agree") was for the item "I was prepared (reading, writing and/or math skills) to take this course" at 98.3 percent (Figure 1.17). This finding demonstrates the success of placement testing and of material learned in General College developmental courses. The lowest percentage of agreement was for the item "Overall, I am satisfied with this course." Roughly, 9 in 10 respondents agreed they were satisfied with the course.

Figure 1.17 2011-12 Student Feedback Scores

Course Specific Student Feedback Items

Legend: Strongly Agree · Agree · Disagree · Strongy Disagree
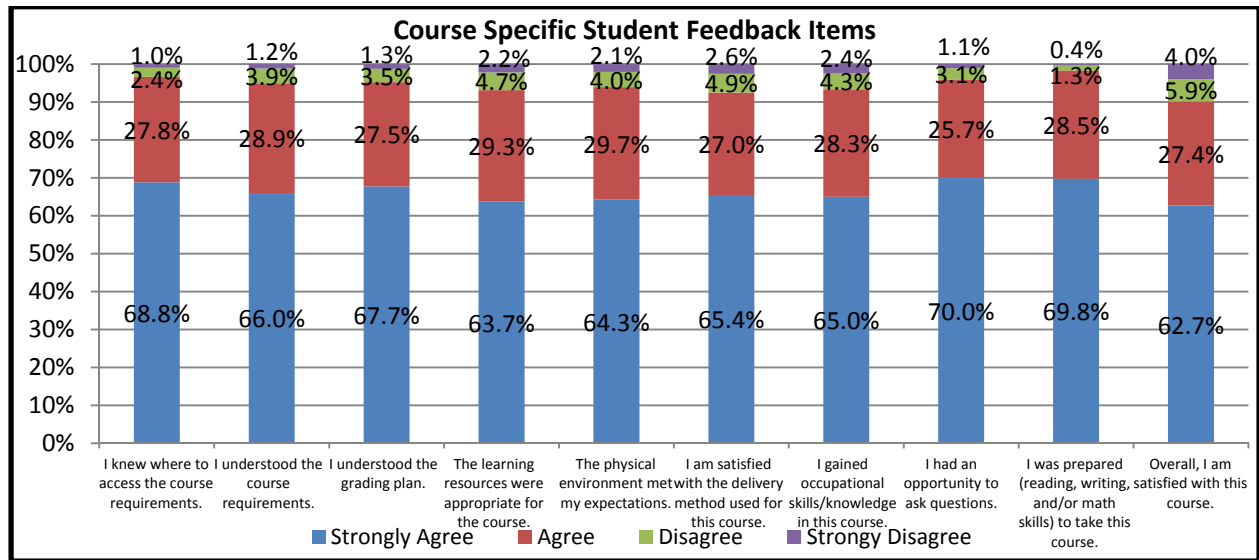
Student participants were asked to respond to 10 instructor-specific items (Figure 1.18). Of all 10 instructor-related items, the highest percentage of agreement (the sum of "Agree" and "Strongly Agree") was for the item "The instructor met with students at scheduled times" at 96.7 percent. The lowest percentage of agreement was for the item "Overall, I am satisfied with the instructor for this course." Similar to the course-related items, roughly 9 in 10 respondents were in agreement they were satisfied with the instructor of the course.

Figure 1.18 2011-12 Student Feedback Instructor-Specific Questions

Instructor Specific Student Feedback Items

Legend: Strongly Agree · Agree · Disagree · Strongy Disagree
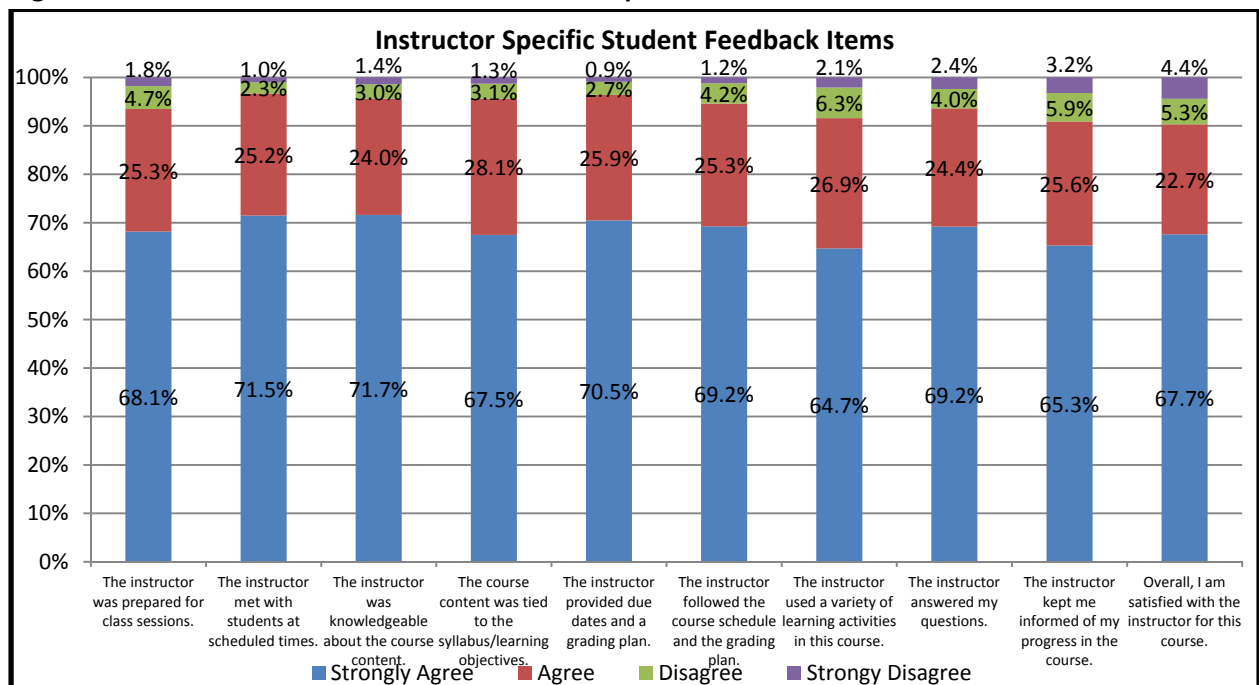
1R4 What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational organizations and employers)?

Moraine Park collects feedback from employers, via an Employer Follow-Up Survey (Figure 3.8), as evidence that students completing programs, degrees and certificates have acquired the required competencies, skills and knowledge.

Some programs have a third-party summative assessment as evidence that students completing these programs meet stakeholder expectations. Figure 1.19 lists Moraine Park's external assessment pass rates for various program areas. Percentages are based on first-time exam attempts.

Figure 1.19 Moraine Park's External Assessment Pass Rate, 2010-12
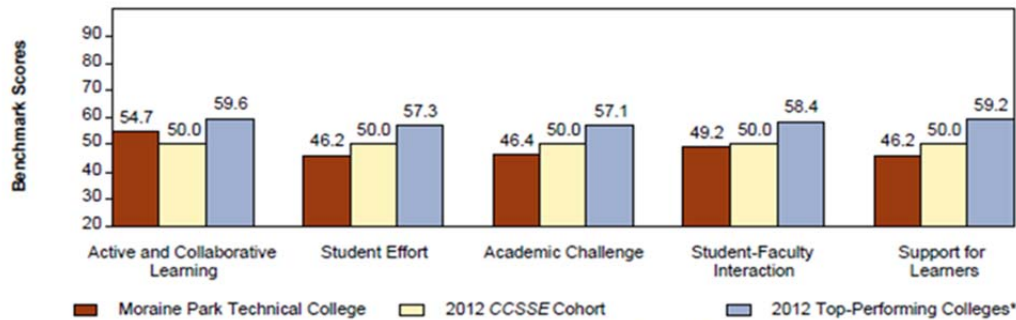
Moraine Park's and National External Assessment Pass Rate							
Program Name/Assessment	Year	Moraine Park Pass Rate	National Pass Rate	Program Name/Assessment	Year	Moraine Park Pass Rate	National Pass Rate
Nursing (NCLEX-RN)	2010	86%	87.41%	**EMT Basic** (NREMT Registry Exam)	2010	76%	76%
	2011	92%	87.89%		2011	69%	80%
	2012	95%	90.34%		2012	80%	83%
Radiography (ARRT Registry Exam)	2010	91%	92.4%	**Medical Assistant** [(CMA) (AAMA) and RMA (AMT) Exam]	2010	78%/NA	NA/77.9% (RMA)
	2011	100%	92.7%		2011	74%/100%	NA/81%
	2012	100%	93%		2012	68%/100%	67.5%/81.5%
Medical Lab Technician (BOC)	2010	90%	N/A	**Automotive Technician** (NAETF)	2010	88%	N/A
	2011	100%	74.19%		2011	87%	N/A
	2012	100%	73.52%		2012	95%	N/A
Surgical Technology	2010	**	**	**Paramedic**	2010	93%	84%
	2011	80%	55%		2011	91%	82%
	2012	87%%	65%		2012	94%	83%
Respiratory Therapist (Certified Respiratory Therapist Exam)	2010	100%	78.69%				
	2011	91%	78.69%				
	2012	100%	78.69%				

**The Certified Surgical Technologist exam began as a mandatory requirement for program students in 2011.

1R5 What are your performance results for learning support processes (advising, library and laboratory use, etc.)?

In 2011-12, Moraine Park initiated data collection to understand its performance in learning and learning support processes using the Community College Survey of Student Engagement. A summary of key findings is noted in Figure 1.20 and demonstrates that Moraine Park scored lower than peer colleges in the support for learner's category and significantly lower than top-performing colleges.

Figure 1.20 2012 CCSSE Results

Additional data regarding student satisfaction with Moraine Park learning support services can be found in Figure 3.5 (3R2). Moraine Park's learning support services have traditionally rated highly by students.

The Moraine Park libraries have a role in helping students learn. The library assists in research and access to a variety of instructional resources. Student access to electronic resources has expanded and training focused on access to library and technology resources has increased. Data on student usage is noted in Figure 1.21.

Figure 1.21 Moraine Park Library Electronic Database Usage, 2009-12

	2009-10	2010-11	2011-12
Number of visitors	159,913	146,042	125,777
Number of item checkouts	14,932	13,619	10,326
Research database searches	194,528	215,924	276,264
Reference questions	2,186	2,751	5,768
Library instruction sessions	97	90	41

Moraine Park Libraries provide a wide variety of resources and services to faculty and students. Electronic resources, such as streaming videos, full-text books and full-text articles, are accessible to faculty and students through the online catalog and links to over 30 research databases available through the library. Reference service is provided to students and faculty in person, over the phone and through chat and text messaging. Students rely on the libraries for both quiet study space and study rooms for group projects. Library staff collaborates with faculty to provide instruction in the use of library resources to students and faculty. Library staff also collaborates with faculty to recommend and purchase appropriate electronic and print resources to support program curriculum. Faculty use research services for curriculum development and other information needs. Other services include interlibrary loan (allowing faculty and students to borrow materials throughout the world), equipment checkout (laptops, digital cameras and other audiovisual materials needed for curriculum development and classroom instruction) and the development of research guides specific to program areas.

Moraine Park's support services work with academic programs to support student success and meet student goals. Course evaluations completed by students address perception of support services (Figure 1.22). Four years of student service related Student Feedback data was analyzed for trending

purposes. Overall, students are satisfied with support services; disability/special needs services, however, have remained above all other services in terms of satisfaction over the past four years. Satisfaction with registration services has been increasing over the past four years, with roughly 86 percent of respondents reporting satisfaction in fall 2008 and roughly 90 percent reporting satisfaction in spring 2012. Counseling and tutoring services have stayed relatively consistent throughout the years with minor fluctuations in satisfaction. Academic advising has hovered below 90 percent, demonstrating room for improvement, as it is the lowest ranked student service 9 out of the 11 reported semesters.

Figure 1.22 Student Feedback on College Support Services, 2009-12
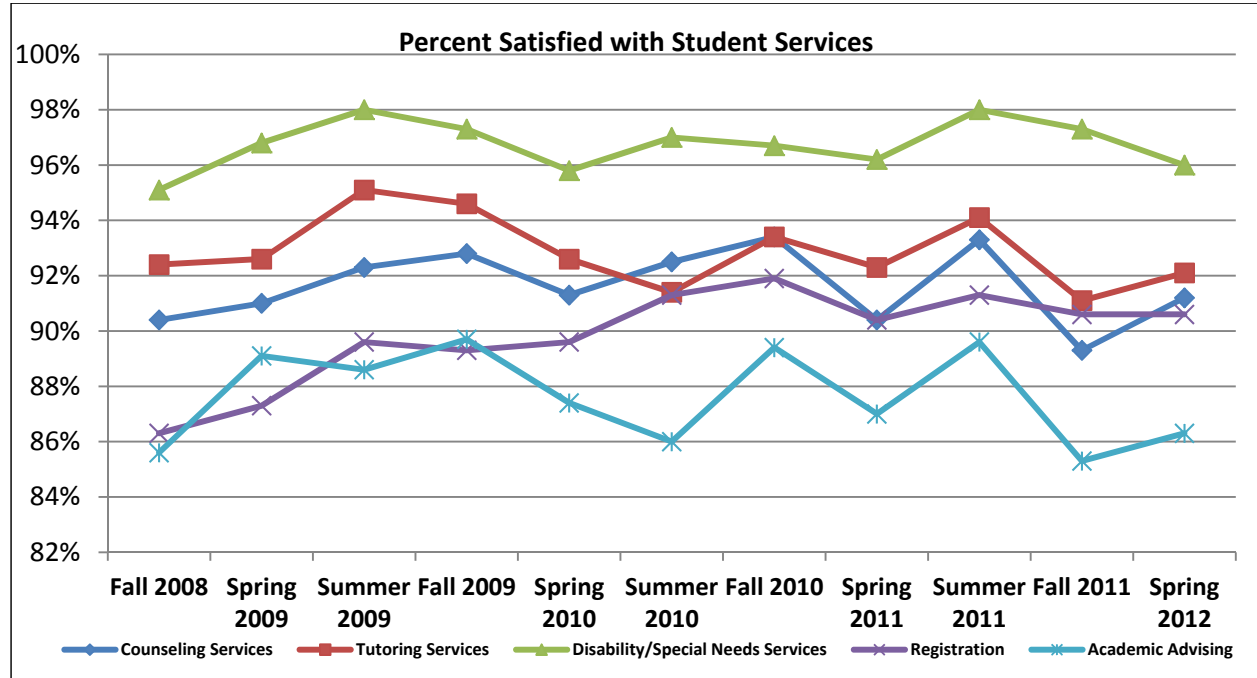
1R6 How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?
Comparisons of Moraine Park performance with state and national benchmarks are included throughout the portfolio and, specifically, the Category 1 results section. An important measure of comparative success is graduate placement rates. As evidenced in Figure 1.23, Moraine Park's overall placement has remained consistent with WTCS peer colleges over the past six years, with slightly higher overall placement rates in 2011-12. Moraine Park outperforms WTCS peers on training-related placement rates.

Figure 1.23 Graduate Placement, 2006-12

		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Moraine Park	Overall Placement	93%	89%	83%	94%	89%	88%
	Training Related Placement	81%	83%	79%	68%	74%	77%
WTCS	Overall Placement	93%	91%	86%	88%	88%	TBD
	Training Related Placement	77%	77%	73%	71%	71%	TBD

Source: Moraine Park Published Graduate Follow-up Report and WTCS Published Graduate Follow-up Report
Definition: Overall placement includes respondents who reported employment either related or unrelated; related placement is derived from the quotient of respondents who indicated related employment from employed respondents

Moraine Park does not utilize comparative benchmarks with non-educational institutions to monitor its performance of processes that help students learn.

1I1 **What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?**
During the past several years, Moraine Park has continued to ensure systematic and comprehensive processes to support student learning. Recent AQIP Action Projects surrounding Academic Advising and Assessment of Student Learning assist in continuously improving the progress of Category 1, Helping Students Learn. The College follows an advising model that utilizes academic support specialists (academic advisors) for many of the College's programs. Students are assigned an advisor that develops and directs program-specific orientation sessions, reviews program curriculum prerequisites and encourages the use of college resources. The Assessment of Student Learning project team has improved the Program Assessment Plan Worksheet, being piloted with several programs. Results of the assessment plan are reviewed annually with program faculty during the quality review process cycle and will aid in continuous improvement.

Moraine Park is dedicated to the persistence and retention of its students and this commitment is reflected in recent improvements. Given that Student Success is one of three strategic college goals, the Student Success course became the focus of a 2011 research project. A Student Success Task Force was formed the summer of 2011 and was charged with identifying an action plan to update the existing course. One part of the plan included conducting student focus groups with students near graduation to determine the impact of the course on student success. Effective June 1, 2013, Moraine Park will implement a College 101 course, based on student feedback through focus groups and surveys. This course replaces the current Student Success and Career Development courses.

The review of the requisite Ethics course for graduation with the associate of applied science degree suggested students would learn the curriculum more effectively if the course were included in the second year of their program rather than the first year. As a result, the program planners were updated to recommend the ethics course in the student's final semester.

Additional revisions to the academic program planners include identifying the requisite Student Success (soon to be College 101) and Computer Literacy in a student's first semester rather than integrated at any point of a student's academic career with the College. This modification ensures students have access to college resources and computer skills in their first semester with the College.

Improvements in standardization of course syllabi and changes in grades issued assure consistency across the College and facilitate student transfer. A previous grade of "No Credit" (NC) was eliminated in 2012 in favor of the more academically consistent and transferrable F and D grades. Grade report data indicated the NC grade was not being used consistently across the college by both credit and noncredit areas. Upon review, the president recommended this grading policy change.

Moraine Park has also been responsive to regional employment needs. Nursing assistant classrooms were established at two high schools and nursing assistant course offerings were increased to meet demand, especially in regard to course offerings for youth. The rise in contract requests to train workers to fill manufacturing positions and the recent acquisition of an additional manufacturing training location in Jackson, WI, are additional examples. The College also implemented short-term boot camps to train for manufacturing occupations.

Use of innovative technology in course delivery, including TelePresence, gotomeeting.com and online course offerings has increased in response to student demand. Establishment of a four-suite human patient simulator center at the West Bend campus in 2010 has provided learning experiences to hundreds of health science students annually. Mobile simulation capability was added for onsite paramedic and fire training as well. Specialty Mercury Marine (contract employer) training offerings on the Beaver Dam campus were expanded to address employer needs for engine repair technicians.

An example of education, government and non-profit organizations working together was modeled from 2009-2013 with the implementation of a $1.7 million Department of Labor Community Based Job Training (CBJT) grant, which was used to increase and enhance nursing student experiences and resources. A collaborative team was modeled with participation of workforce development, a local school district and university, two Boys and Girls Clubs and two health care agencies.

Access to Moraine Park data was enhanced through formation of online Program Excellence Pages, which include embedded information for use in program performance results review and analysis. The innovative Program Excellence page model provides one-stop access to data for program analysis.

1I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?
Planning for future improvements at Moraine Park begins with the identification of an opportunity through various processes in the College, including the QRP, Program Evaluation, Academic Alert, Behavior Intervention Team, Data and Reporting Team, continued data analysis, feedback results, etc. The next step involves submitting a college initiative to the unit vice president. The initiative is reviewed and potentially approved by the President's Cabinet (comprised of the College president and unit vice presidents). College initiatives are process improvement requests (dollar or non-dollar) defined during the budget development process and attached to the Strategic Plan with measurable outcomes. College initiatives approved by the President's Cabinet can move forward as departmental objectives, work team initiatives, AQIP Action Projects or cross-functional improvement projects.

A current AQIP Action Project that began under a Title III grant has continued to gain momentum and acceptance at the College. Initially, the project declaration included implementing a faculty advising model but, throughout the development of the project, the concept has also focused on services and processes that facilitate student success. Moraine Park continues to identify additional resources for student advising, ultimately allowing faculty more time to focus on teaching and learning. A Title III initiative prompted development and automation of an academic alert referral process for students with identified areas of need or concern. Use of a Web-based referral system enhanced ease of submission.

Ongoing implementation of the WTCS Technical Skill Attainment initiative is targeted for 2013 and beyond; this initiative includes specific reporting of program outcome targets. Eight programs, including Auto Technician, Auto Technology, Criminal Justice, Instructional Assistant, Welding, Early Childhood, Childcare Services and Paramedic, are approved for implementation in 2012-13, with more in progress.

Updates to the program planners included placing the College's Computer Literacy and Student Success courses (College 101) as required courses in a student's first semester. This update was incorporated to enhance program retention and completion.

Implementation of the Dreamkeepers scholarship program provides students with emergency financial support. A recently introduced Moraine Park student emergency fund to meet short-term student financial needs supplements the scholarship.

An area for focus includes the use of college-wide data, including sharing information with internal communities to improve applications across the College. Focus-group feedback collected from a cross-functional team to address program quality indicators will be used for program improvement. A plan for data collection to track student transfer and eventual program completion is an area for future work. Recognizing the success of the revised advising model, the College has identified the need to expand the number of academic support specialists in 2013-2014 by integrating academic advising and admissions roles. Expanding the advisor roles will allow the College to move all programs to the same advising model. It will also help reduce the advisee load and number of programs for which some advisors are currently responsible (approx. 500-600 per advisor). It will also provide a full-time advising presence at the Beaver Dam campus, which is serviced by a part-time advisor.

The College's Institutional Research team plays an integral role in providing the necessary data to areas throughout the College. Data becomes business intelligence and allows for staff to make decisions based on data and reports initiated from the Colleges' Banner ERP system. One such example can be identified through the analysis of a general education course. A report was created that compares the credit hours and success rate of students who enroll in an Ethics course. Data revealed that students who have completed 30 hours of college credit have almost four times higher chance of succeeding in the course. College English Composition I is now a prerequisite to the Ethics course, and the Ethics course has been placed in the second year of study on the academic program planners.

Additionally, the College identifies opportunities by working closely with the UW system of Colleges. Discussions across the Wisconsin Technical Colleges and the UW English department have identified that the WTCS offering for Written Communication is not allowing the majority of students to transfer those credits when continuing their education within the UW system. The discussion has identified that if the name was changed at the WTCS level from Written Communication to College English Composition I, which is a nationally recognized first semester composition course, it will enhance the student's potential transfer experience. The course offered within the WTCS contains similar competencies as the UW course and enables equivalent credit to be granted rather than elective credit. Moraine Park is active in these collaborations and continues to evaluate the need to adapt in order to provide students with successful transfers when furthering their education.

Category 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Introduction

Category 2 is an area where the College has achieved success (2R1, 2R2, 2R3 and 2R4) but still faces challenges. The processes in Category 2 are more *systematic* in nature. The College uses repeatable processes to achieve explicit goals related to accomplishing other distinct objectives but tends to operate in silos. While the communication and collaboration has improved between units in regards to Economic and Workforce Development and Community Training (EWDCT) offerings, this is an area requiring further process development (2P1). Most college employees are not adequately informed about EWDCT offerings. The training initiatives are well designed and accomplish many objectives. However, improved communication (2P3) and collaboration (2P5 and 2P6) across units of the College would serve to further promote activities and provide participants with better organized processes and services (2P2). Also, involving additional stakeholders across the College community would ensure non-instructional objectives are aligned across the institution (2P2 and 2P4).

Changes made in the past year indicate the College is committed to taking a proactive approach with seeking feedback from external stakeholders (2P2) and, therefore, is strengthening its stance as not only a service provider, but also a community partner. Because of this, the College is reviewing more strategically its internal processes (2P1) to identify ways it can collaborate more effectively within the College to accomplish what stakeholders are asking of it.

Category 2 processes are stable and consciously managed but still evolving as staff learns to use College technology resources, such as Banner, more effectively to garner data needed to determine stakeholder needs in accomplishing other distinct objectives. In addition, a change in leadership—along with changing expectations and priorities—has renewed the focus on processes. This shift creates additional change within the processes to which the institution is adjusting.

2P1   How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

The key non-instructional processes serve significant stakeholder groups, specifically students, community members, businesses and alumni. The College's Strategic Plan guides the design of these processes, and Academic Affairs, Student Affairs and the Moraine Park Foundation manage their operations.

Students have the opportunity to develop leadership skills and social responsibilities through Student Government and co-curricular organizations (Figure 1.8). Faculty members and Student Involvement Specialists facilitate these organizations. Each student group develops annual goals, which typically include skill development, leadership enrichment, fund-raising and community service.

Consistent with academic programs and departments of the College, EWDCT relies on information gathered through direct feedback from employers, program advisory committees, assessment surveys and feasibility studies, environmental scanning, feedback obtained from evaluations, and participation of faculty and staff on government and service committees and boards. During difficult economic times when businesses may reduce their workforce or close, a Rapid Response team from the EWDCT and Admissions staff collaborate with the local workforce development offices to inform and provide educational services to displaced workers.

Oversight for community education programming is also managed through EWDCT. Programming includes personal enrichment, state-mandated training and professional continuing education.

Personal enrichment courses are designed for the public, offered in an open enrollment format, and delivered in more than 20 locations across the Moraine Park district. Primary locations for class offerings are campus locations, area high schools, libraries and senior centers. Courses are noncredit in nature; however, credit course offerings are also delivered in outlying communities as an extension of the main campus locations. Course content for personal enrichment courses includes computer software, health and wellness, safety, sewing/quilting, woodworking, cooking, landscaping and crafts. New course ideas are generated from internal staff, instructors, research from state and national trends and feedback from participants. Each course is required to have at least two competencies per four-hour session. Evaluations of customer satisfaction are conducted upon course completion.

Continuing education courses are designed for professional enrichment and offered in open enrollment formats. Like personal enrichment, these courses are noncredit in nature and offered at locations throughout the district. Course content falls into areas of safety, computer software, interpersonal and communication skills, languages, real estate, insurance and small business development. These courses may lead to certification or licensure preparation and continuing education credits.

Scheduling of personal enrichment and continuing education classes are the primary responsibility of the EWDCT Community Outreach staff in Ripon, Hartford, Fond du Lac, Beaver Dam and the Jackson Regional Center (as of September 2013). Staff is responsible for scheduling classes on the campuses and in specific outreach territories. Consistency in class titles and length are coordinated district wide. Specific class offerings vary by region in an effort to serve local community needs. Registration and marketing of these classes are developed on a district basis, through campus registration and community class schedules. A separate community class schedule is generated and mailed to the general public within six weeks of class starts. Local advertising, flyers and press releases are also utilized to share opportunities available to the public. Fees for classes are determined annually by state and district approved tuition. Discounts are provided to participants 62-years-of-age and older.

Economic development activities are designed and intended to connect the business community to resources available through Moraine Park. The EWDCT sales staff works with business clients to determine their needs. As of July 2013, EWDCT staff will have offices on the West bend and Beaver Dam campuses. Working with academic staff, appropriate solutions are identified to meet the business challenge. Solutions may include open enrollment courses, program entrance opportunities, boot camps, short-term training and customized coursework. Online, blended and face-to-face formats are used to deliver course content. Outside consultants and adjunct faculty are utilized if capacity concerns exist or additional expertise is needed in addition to Moraine Park faculty and staff. Business training is facilitated through a 38.14 contract, which is required by the Wisconsin Technical College System for closed access courses. Registration of 38.14 contracts is closed to the public and delivered at a time and location determined by the business client. In addition, a state-approved survey is submitted to the responsible company contact for the training 3-6 months after completion of the training. The survey assesses customer satisfaction and overall business impact of the training conducted.

In addition to providing training solutions, EWDCT staff focuses on serving other needs of the business community. These include:

- Obtaining workforce training grants to provide assistance to employers for incumbent worker training. Moraine Park staff writes the grants and facilitates the completion of required activities, including financial management and reporting.
- Hosting job fairs for employers
- Providing seminars in partnership with local and state agencies
- Providing newsletters to connect the business community to the College resources and activities

While recent workforce development grants have increased EWDCT's visibility within the College, staff are still uncertain of EWDCT's role. Enhanced communication and collaboration across the College would provide participants with more appropriate processes and services, while aligning non-instructional objectives across the institution.

The College facilities are made available for businesses and civic organizations to use for meetings and activities. These are coordinated through the finance and facilities offices.

Over the past two years, the College has committed to engage alumni and develop the Moraine Park Foundation. Through the strategic planning process in 2010-11, a part-time Foundation Director was hired to grow these efforts. Success was immediate, and the position transitioned to full-time in 2011-12. In addition to developing networking and engagement opportunities for Moraine Park alumni, the Foundation retooled its governing board and developed a new strategic plan with a focus on Foundation brand development, growth of annual fund-raising, alumni relations and continuous board development.

2P2 How do you determine your institution's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?
The Moraine Park Foundation and EWDCT are divisions of the College with major non-instructional objectives. An additional example of a non-instructional objective includes the transcripted credit articulation agreements with district high schools. While EWDCT develops its objectives from regional labor demands and community-based needs, the Board of the Moraine Park Foundation guides its objectives. The K-12 Relations Associate, high school representatives, College deans and faculty meet to review articulation possibilities and options. Overall, Moraine Park uses a comprehensive environmental scanning process and reviews critical issues, long-term plans, survey input, outcome results, stakeholder input and accrediting body feedback to determine annual objectives for non-instructional areas. In addition, feedback is derived from community groups and organizations, labor market trends and information, advisory committees, regional workforce investment boards, chambers and economic development groups, and local employers.

The College's comprehensive team-based culture is critical to achieving involvement from key areas in setting the objectives related to non-instructional areas. As part of the College's strategic planning process, all non-instructional objectives, or initiatives, are submitted and reviewed through the planning process to ensure strategic fit with the College's overall direction.

2P3 How do you communicate your expectations regarding these objectives?
Expectations regarding non-instructional objectives are communicated through divisional and departmental work team meetings, retreats and advisory committee meetings. Depending on the

nature of the objectives, alternate forms of communication may be used, such as the College's public website, college portal (*my*MPTC), District Board meetings and public service announcements. Additionally, specific information regarding program objectives, expectations and opportunities are communicated via the class schedules, college website pages and *my*MPTC postings, business and industry newsletters and targeted marketing.

2P4 How do you assess and review the appropriateness and value of these objectives?
The non-instructional programs and EWDCT activities typically utilize participant feedback as the primary source of evaluation, in addition to using review processes similar to what are used in the academic units (1P13, 7P1). Participants of Moraine Park's training and enrichment programs complete feedback surveys at the end of the class or program to determine the participant's satisfaction level. The satisfaction level is measured in relation to the learning opportunity provided and is further used to validate whether learning objectives were met. In addition, program improvement initiatives are designed around the results of the assessments, class demand, participation rates and success rates.

Employers and supervisors of the workforce training participants are asked to complete evaluations to assess the impact of training on the employee's job performance and overall employee improvement. They are asked to observe the impact of the training on the knowledge, skill and application behaviors of the trainees. Ongoing modification to training is made based upon employer feedback. In addition, impact to company performance is assessed to ensure return on investment.

2P5 How do you determine faculty and staff needs relative to these objectives and operations?
College administrative staff conduct an annual review of strategic goals, academic program offerings, economic and workforce development training needs, personal enrichment offerings and non-instructional activities to determine priority level, resource requirements (e.g., hours of work, non-instructional costs) and impact on student success. Based on these attributes, priorities are developed and aligned with the annual institutional plan and budget processes. Staffing patterns are a significant part of the processes to ensure the College has the appropriate resources in place to meet the desired outcomes. In instances when internal capacity or expertise are unavailable, the College may invest in faculty to develop the competencies needed to deliver the employer-requested training or may recruit desired expertise from industry. For example, in the past year the College has hired a CNC instructor specifically to deliver training for incumbent workers and those attending the accelerated boot camps as part of the EWDCT offerings.

2P6 How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?
Budget and resource allocations are established and funding decisions are based upon alignment of needs with the strategic plan and delivery feasibility. Unit leaders (vice presidents) meet with their direct reports regularly to discuss and follow up on strategic plan goals and outcomes and budget allocations for each. Each of the unit leaders' direct reports meet with their work teams to identify and implement action plans to meet the annual goals and outcomes. This process continues throughout the fiscal year, and adjustments are made as required by changes in activity resource requirements, training needs due to environmental changes and budget level changes. As needs evolve throughout the year, budget reallocations are often necessary. When the resource needs are substantial and immediate, where reallocations are not possible, the District Board is approached for an October budget modification or to approve monies transferred from budget reserves.

2R1 What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?
The College measures other distinctive, non-instructional objectives. Data on business training contracts, including contract dollar value, numbers of businesses served and individuals impacted, are used to assess accomplishment of the College's objectives. Feedback from the corporate and community training surveys regarding customer satisfaction and business impact serve as additional measures of success in this area.

An additional measure used to gauge impact in accomplishing other distinct objectives is data on high school transcripted credit agreements, including the number of agreements, the number served and total credit value.

Finally, a recent focus on growing and developing the College's Foundation has necessitated reviewing measures associated with Foundation asset growth. The Foundation has begun using ETapestry, a donor and prospect tracking system, which allows for annual benchmark and trending reports.

2R2 What are your performance results in accomplishing your other distinctive objectives?
As noted in 2R1, the College specifically collects and reviews data on accomplishment of its other distinct objectives in multiple ways. Moraine Park's Institutional Research team conducts various surveys within the community to help assess satisfaction and to ensure that business and industry training results and future needs are being met. Moraine Park administers a statewide satisfaction survey for the contract-training participants to determine satisfaction levels with the training. Additionally, surveys are conducted to measure the benefit of incumbent worker training at the Advanced Manufacturing and Technology Center (AMTC) on the West Bend campus. As can be seen in Figure 2.1, participants expressed a high degree of satisfaction with the training, in addition to expressing a high degree of benefit.

Figure 2.1 Economic and Workforce Development and Community Training Survey Results, 2004-12

Item	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Overall, I am satisfied with this course (EWDCT)	3.14	3.47	3.49	3.53	3.66	3.77	3.53	3.40
Overall, I feel that I have benefited from the training (AMTC)	N/A	3.46	3.50	3.71	3.76	3.90	3.50	N/A

(4 point scale – 4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree)

In 2011-12, there were 7,057 enrollments in overall community and continuing education courses. Of those enrolled, 6,044 were under the age of 62 and 992 were over the age of 62 (21 unknown age). In total, 292 different course titles were used and over 980 sections offered to the community, evidence the College is meeting the objectives of the district residents.

In 2011-12, Moraine Park served over 9,400 incumbent workers and inmates through customized instruction contracts with employers and the Wisconsin Department of Corrections. The training generated $2.74 million in revenue and 393 FTE. Overall, 97 percent of recipients indicated the training met or exceeded expectations, and they would refer the College to a colleague or business constituent.

In 2011-12, Moraine Park offered 220 articulated credit agreements with its district high schools. The high number of agreements resulted in over 9,000 college credits generated for high school students, with a potential value of nearly $1.1 million in tuition savings. This represents a substantial benefit for students and their families and supports Moraine Park's accomplishment of other distinct objectives.

The Moraine Park Foundation has targeted annual giving as a goal. Annual Foundation donations increased by nearly 19 percent in the year following the hiring of a part-time Foundation Director. An emphasis on developing annual unrestricted gifts has made great strides. In 2011-12, 32 percent of the Foundation's annual fund-raising was directed to the Excellence Fund, the College's annual, unrestricted fund. In 2012-13, the year the director was moved to full-time, the Foundation is on pace to achieve its largest fund-raising year yet. Because of this growth, Moraine Park's awarding of scholarships and emergency aid increased from $108,000 in 2009-10 to $131,000 in 2011-12. Awards are anticipated to top $184,000 in 2012-13.

Another testament to the Foundation's success is staff engagement in the annual campaign. Staff participation in the annual campaign increased from 22 percent in 2009-10 to 55 percent in 2011-12. Additional comparative measures can be found in 2R3.

2R3 **How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?**
Comparisons on performance are tracked against other technical colleges in Wisconsin, but no comparisons are generated with organizations outside of Wisconsin, or outside of the educational sector. In most areas, Moraine Park compares favorably to the statewide averages.

An initiative to grow customized instruction and contracting led Moraine Park to be a leader in this area within the WTCS. In 2011-12, Moraine Park served the third highest number of incumbent workers in the state with its customized instruction contracts with area employers (Figure 2.2).

Figure 2.2 2011-2012 Customized Instruction/Contracting

College	Contract Revenue	FTEs	Number Served
NWTC	$ 3,222,369	219.58	15,221
FVTC	$ 3,445,826	255.63	14,515
Moraine Park	$ 2,740,020	393.03	9,401
SWTC	$ 1,028,742	267.32	9,204
WTC	$ 968,392	136.80	7,529
CVTC	$ 914,025	74.31	6,828
LTC	$ 787,294	51.31	6,327
NCTC	$ 1,308,408	105.82	5,912
WITC	$ 920,384	57.53	4,897
GTC	$ 1,579,697	183.71	3,769
MATC-Madison	$ 933,855	130.82	3,341
BTC	$ 523,945	21.83	3,232
WCTC	$ 2,526,547	62.27	2,789
MATC-Milwaukee	$ 1,318,375	132.79	2,440
NTC	$ 407,122	27.70	2,408
MSTC	$ 356,224	26.69	899

Additionally, Moraine Park offered more transcripted credit courses in 2011-12 than any other college in the Wisconsin Technical College System. As a result, Moraine Park served the second highest number of high school students in Wisconsin through transcripted credit agreements, both in terms of enrollments and unduplicated headcount (Figure 2.3).

Figure 2.3 2011-2012 Transcripted Credit

College	Transcripted Credit Agreements	Headcount	Enrollment	Credits
WCTC	172	4,184	4,914	13,932
Moraine Park	220	2,832	3,897	9,314
NWTC	126	1,379	2,047	5,198
NCTC	219	1,265	1,800	4,644
GTC	38	996	1,098	3,131
MATC - Madison	116	1,091	1,215	3,009
FVTC	132	1,034	1,471	2,711
WITC	111	883	1,514	2,562
MATC - Milwaukee	56	723	864	2,508
WTC	60	689	880	1,736
CVTC	32	470	483	1,271
MSTC	31	377	449	1,242
LTC	32	312	340	1,045
NTC	23	324	378	905
BTC	30	34	34	122

No comparative data is collected related to the Moraine Park Foundation. Accomplishment of growth in this area is only compared to prior year figures within Moraine Park.

2R4 How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?
The scope of services provided by the various support areas of the College help to increase the visibility and enhance relationships with businesses and the general community. The technical education programs remain relevant in their delivery of state-of-the-art training as a direct result of the involvement by business and industry on advisory committees and feedback from contract training. In addition, business leaders participate in needs surveys, assessments and feasibility studies designed to identify environmental changes, evolving training requirements, service opportunities and innovative instructional delivery modes.

Offering non-credit continuing education and personal enrichment classes has many benefits to the College and general community. Moraine Park has the opportunity to give back to the community and bring community members to the College campuses to showcase services, facilities and class offerings. The courses provide individuals who may need more remedial technical skills an opportunity to gain those skills prior to entering degree programs. Exposure to these courses provides increased opportunities for the College to promote its degree, diploma and certificate programs.

The relationships developed with business and industry through EWDCT have enabled Moraine Park to establish new program initiatives, implement program modifications, enhance delivery modes and update its equipment. These relationships have been leveraged to develop a funding mechanism for student scholarships through the Moraine Park Foundation. A recent example is the Moraine Park FACT campaign (manuFACTuring), aimed at raising $850,000 to specifically fund scholarships for manufacturing students. In the first four months of the campaign, the support from local businesses was overwhelming, generating in excess of $220,000 for scholarships. This campaign was created from the input collected through the College's feasibility study within the district. The Foundation Board worked closely with local business and industry, chambers of commerce, and economic and workforce development corporations to develop a strategy for addressing workforce training needs while also focusing on what students need to be successful. Not only does the program benefit students by assisting with the educational expenses, but it also broadens the supply of available skilled labor for the local businesses who hire Moraine Park graduates.

2I1 **What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Accomplishing Other Distinctive Objectives*?**
Moraine Park improves all of its systems and processes in several ways. Most importantly, it tends to the feedback from clients, staff and the communities the College serves. In addition, the College monitors strengths and weaknesses against trends and benchmark and identifies critical areas of concern or needs for improvement. Improvements requiring resources are generally included in the College strategic planning and initiative process. Notable improvements in accomplishing other distinct objectives over the past three years include the following:

- Economic and Workforce Development staff participated in LERN's Certified Program Planner (CPP) training for continuing education and contracting administration. Eight participants took the exam and successfully passed.
- Economic and Workforce Development launched the STRAT program (STRategy, Alignment, and Talent), aimed at mid- and upper-level managers to focus on strategic development and organizational alignment. The program incorporates classroom, experiential learning, best practice sharing, coaching and community engagement to help drive business growth and development in the district through strategy development. STRAT has been recognized as a national best practice in partnering by the National Council of Instructional Administrators (NCIA) and programming by LERN.
- Salesforce.com, the customer relationship management tool for tracking relationships and activities with businesses, was implemented by Economic and Workforce Development for use by account managers and product development participants.
- Moraine Park and Fond du Lac area partners cohosted the 2011 Fond du Lac Job Fair on the Moraine Park campus. Over 35 employer booths were presented to over 1,000 job seekers.
- Moraine Park oversaw the WI Career Pathways Website Project and was a key player in the development of the new www.wicareerpathways.org state website. High school students use the website to plan articulated credit courses to complete in high school to ensure transfer into their chosen career field.
- The College hosted the 2012 Veteran's Job Fair in conjunction with the Wisconsin Office of Veterans Employment Services. Another event is planned for 2013.
- Moraine Park began offering free ACCUPLACER testing to high school juniors in addition to hosting high school faculty and staff in-services on campus at no cost to the school district. These efforts promoted the benefit of technical education and the importance of taking

appropriate courses in high school in preparation for a technical career. The resulting conversations between Moraine Park and high school staff support additional collaborative initiatives.

- The College created an Alumni Advisory Committee with goals to cultivate and engage the College's alumni and identify ways to connect with current students and alumni.
- Continued development and growth of the Foundation through the hiring of a Foundation Director provides guidance to the Foundation Office.
- A comprehensive Foundation strategic plan aligns with the College's strategic plan.

2I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Accomplishing Other Distinctive Objectives*?
Moraine Park fosters a culture of input and data-driven decision-making, which necessitates stakeholder feedback be used in the selection and improvement of processes. The strategic planning process is an essential component to improving selected processes. The areas serving businesses through contracted training and high schools via transcripted credit follow the same comprehensive planning process as all other areas of the College. For example, development of the STRAT program (see 2I1), followed the same planning process as other areas of the College. Regardless of the objectives sought, the College culture is embedded in the use of college initiatives as part of the strategic planning process for process improvement in any area of the College.

Category 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Introduction

Processes for understanding students' and other stakeholders' needs are *systematic*, moving toward *aligned* at Moraine Park. Processes are mature, consciously managed and regularly evaluated for improvement. Student Affairs is utilizing data for process improvement and has begun planning and implementing changes to service delivery models. Process changes are in the early stages and communications across the College and among teams must continue to minimize duplication of efforts.

The College has processes in place to identify changing student needs (3P1) and has a broad focus on developing student relationships (3P2), with specific resources directed to support services such as academic advising, diversity services, non-traditional occupations, disability services, counseling and student life. Stakeholder group needs are monitored on an ongoing basis through community interactions and tools such as student feedback data (3P3). Satisfaction is monitored through collection of data from students on course evaluations and employer feedback via the Employer Survey, and via feedback tools such as Talk2Us and the College's *Contact Us* page (3P6). Data collection processes for students are *aligned* and stable, being consistently collected, consciously managed and regularly examined for potential areas of improvement (3R2). Stakeholder data collection processes are *systematic* in nature and designed to react to issues rather than proactively uncover issues. Analyzing complaint information and communicating action to students and stakeholders is *systematic* at Moraine Park. Although processes are in place to address complaints, the College's processes to disseminate actions to students and stakeholders are not regularly shared among institutional units (3P6 and 3R4).

Building relationships with key stakeholders at Moraine Park is *systematic* (3P4). Relationship building processes are clear with explicit goals but are not effectively deployed across the College (3R5). Because of this, the College is reviewing its internal processes for building relationships with key external stakeholders and identifying ways for units within the College to collaborate more effectively.

3P1 How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs? *Response Addresses Core Component 4C.*
Moraine Park has numerous formal tools and processes in place to identify and analyze changing student needs and actively develops courses of action to address these needs. Information collected is used throughout the College to improve students' educational experience. Examples of data collected and analyzed are listed below.
- Admissions test scores
- Course and instructor evaluations
- Course completion reports
- Enrollment funnel reports
- Financial aid reports and default rates
- Graduate Follow-Up Surveys
- Internal referrals for services reports (Counseling/Student Success/Diversity Services)
- Student retention reports (term-to term and year-to-year persistence)
- Transfer reports

Additionally, Moraine Park has many informal mechanisms in place to identify the changing needs of its student groups. The College collects and analyzes some information regularly. For example, the dean of students and student involvement specialists coordinate the operation of Student Life and advise Student Government. The dean of students is the liaison between the Student Government and college

administration, and the vice president - student affairs and the College president attend Student Senate and Student Government meetings on a regular basis. The president shares the comments or issues that the students identify with the appropriate college unit.

The College Diversity Relations Office works with programs and advisory committees, reviews end of course feedback results, collects retention data, assesses pre- and post-grades of students of color who utilize tutoring services and conducts the ongoing evaluation of the Minority/Student of Color grant project with assistance and support provided by the Institutional Research Office.

Academic advisors work with faculty to identify trends with students not completing specific courses. The advisors gather information through informal conversation with the students and by reviewing the WTCS Quality Review Process and Perkins information. As a result, some programs have added prerequisites such as test score requirements for core courses. As well, some programs have instituted program-specific orientations so prospective students understand the expectations of the program.

Two phone campaigns occur on a regular basis. One campaign focuses on students who have outstanding admissions items, while the second reaches out to students that have not registered for the next term. Instant messaging service was added during peak registration times to support student self-service functions. The College recently incorporated an automated calling system for follow-up and reminder calls, freeing the call center staff and advisors to focus on individual student needs.

Moraine Park collects data from students each year regarding satisfaction with student services offered at the College. The data from the Student Feedback Survey is distributed to each team for review. Each team utilizes the data to plan goals and objectives for improvements to the service delivery model.

3P2 How do you build and maintain a relationship with your students?
Building solid relationships with students is critical to student retention and a hallmark of Moraine Park's Student Affairs unit. All new students are encouraged to participate in the new student orientation, either in person or online. Several programs have piloted a mandatory new student orientation, such as the Electrical Power Distribution and Water Quality programs. In addition, each department focuses on relationship-building with students in ways applicable to its specific role as a department in Student Affairs.

Financial Aid: Moraine Park offers a variety of events and services to help students understand college finances. FAFSA (Free Application for Federal Student Aid) Fridays began in the 2010-11 school year and have continued as an annual event. These events are held on a series of Fridays in February or March. Designed as a time for new and current students to drop in and complete their FAFSA with the assistance of financial aid staff, students may also drop in to ask general questions about their financial aid. The events are scheduled concurrently on all three campuses. Although initial event attendance was low, attendance each year grows as other areas of the College, such as advising, admissions and counseling, promote the sessions' value to the student.

When needed, financial aid intervention strategies support a student's ability to complete a course or program. Students who no longer meet the institution's Satisfactory Academic Progress (SAP) policy for financial aid eligibility may submit an appeal. Those students with successful appeals participate in an Academic Planning course. In this free course, students work with campus service providers to develop a

plan for successful graduation. They maintain this plan and have regular contact with service providers through the remainder of their time at Moraine Park.

Student Life: Moraine Park's three student involvement specialists, one on each campus, interact with and communicate to instructors and academic deans regarding scheduling of events, lectures and other educational opportunities. They also work with College counselors, student clubs, diversity services, non-traditional occupations staff and many other service providers to collaborate on events such as lunch 'n learns and guest speakers/lecturers. These activities expose students to current events and often provide topics that faculty can integrate into their curriculum. Moraine Park's focus on student development and leadership is instilled in both curricular and co-curricular programs.

Getting involved in Student Life at Moraine Park gives students a chance to meet people, develop leadership skills and network with other students. Over 30 student clubs, the majority of which are advised by faculty, are available to expand students' learning opportunities. New clubs form regularly, including the Straight and Gay Alliance, Super-Motivated Adults Returning to School and Student Veterans Association, all of which were approved in 2012. Attending conferences, participating in competitions and working on service projects are some of the ways clubs can add to student proficiency. Student Government, clubs, state and national skills competitions and many activities and events on Moraine Park campuses allow students to gain even more from their college experience. Additionally, students have multiple opportunities for community service and service-learning opportunities.

Student Government: Participation with Student Government offers students a place to share their opinions on college issues, provides opportunities for students to get involved in college life and encourages the development of student leadership skills. Students collaborate with each other, act as liaisons for the student body and interact with faculty and the administration in the promotion of student rights. Students can participate in District Student Government (DSG) or on a Campus Senate at each of Moraine Park's three campuses. The Campus Senates address campus issues, coordinate campus student activities and forward concerns to DSG. Bylaws developed by these Student Government bodies guide their operation. Student Life promotes and supports student representation and active participation in Wisconsin Student Government (WSG). Through Student Government, opportunities exist for students to grow and expand their leadership skills.

Diversity Services: Diversity services at Moraine Park builds and maintains relationships with students in a variety of ways. Students of color are contacted each semester via e-mail and phone to welcome them to the campus community and to invite them to access the student support services available in the Diversity Resource Center. In addition, the diversity relations associate provides students of color with assistance with completing Personal Education Plans, minority scholarship/grant application forms, Summer Affirmative Action Internship application forms and assignment review/homework assistance.

The diversity relations associate also coordinates support services for students of color and makes the appropriate referral to respective service providers at the College. The Diversity Resource Center makes accessible to students information about cultural resources, community food banks, churches, ethnic personal care contacts, affordable housing and other community-based entities.

The diversity relations associate analyzes results of the Moraine Park Graduate Follow-up Report with respect to data related directly to students of color: employment in related field, number available for employment, number of respondents and employment placement/location. The Diversity Relations

Office works with employment services specialists to introduce students of color to the WTCS TechConnect job posting system and to assist with résumé and cover letter development.

Non-traditional Occupation Support: Moraine Park's non-traditional occupation (NTO) support specialist establishes relationships with students in select careers that employ 25 percent or less of one gender. Examples include civil engineering for women and nursing for men. Personal contact, support service referrals and educational programs on the occupations are examples of services provided NTO students.

Faculty: Faculty have ongoing contact with students either face-to-face or virtually depending on the course modality. In addition to contact during the course, faculty have five office hours per week over three days when they are available to students for one-on-one assistance. Faculty communicate their office hours to students the first week of the class. Some faculty also serve as club advisors.

Academic Advisors: In July 2013, academic support specialists will be retitled as academic advisors. An advisor's first connection with advisees varies based upon the program. Some advisors have their first connection during program-specific orientations, while others have their first connection during a second- or third-week class visit. Others have their first connection via e-mail based upon new student lists from admissions.

Advisors remain visible in the classrooms and labs throughout the semester for traditional students, and rely on interaction with online students via e-mail, phone meetings and sending myAlerts via *my*MPTC. Typically, advisors target the beginning of the semester, prior to and during registration and the end of the semester for student contact. Staff uses a variety of contact modes, including *my*Alert via *my*MPTC, e-mail, phone, small group discussions and individual, face-to-face meetings. Advisors believe part of building relationships includes meeting students on their own "turf." As an example, one advisor met students at a Building Trades work site and advised the students out of the trunk of his vehicle during registration time.

Student services areas employ intervention strategies through the Academic Alert System. Faculty submit an Academic Alert to notify an advisor or counselor if they feel a student is struggling. Student services attempts to contact the student, inviting the student to meet and discuss options or determine College resources that may help them be successful.

Counseling: Counselors are available to Moraine Park students on all three campuses. These campus professionals contact students referred through the College's Academic Alert System. Counselors also receive student referrals from faculty, students, staff and other student services providers at the College. In addition to individual counseling, counselors develop and implement lunch 'n learns, Counselor Conversations and support groups to provide services to enhance student development. Counselors advise two student clubs, enabling them with additional opportunities to reach students.

Admissions: Admissions staff has revised the automatic communication plan for pending students, decreasing time between application submission and the first acknowledgement letter, with initial contact letters generated upon receipt of the application. Moving this acknowledgement letter earlier has allowed the College to move the subsequent letters as well. Expediting this communication process is critical as the letters inform students of outstanding required admissions items.

Additionally, the College implemented document imaging for admissions. Admissions specialists are able to view pertinent documentation regardless of their campus location. This imaging process improved efficiencies in reviewing student files and reduced physical transfer of files between the three campuses. Students also receive a consistent message from the different admissions specialists.

Articulated Credit: While still in high school, Youth Options and Career Prep students may complete Moraine Park courses through articulated credit offerings. Ongoing communications are maintained with both students and their parents to ensure students establish a strong relationship with the College. This communication includes updates on their success, invitations to events and encouragement to continue their postsecondary education with the College.

Disability Services: Disability services are available on all three campuses, and the staff works closely with new students to ensure they experience a smooth transition to the College. Specialists consult with students and assist them with career exploration, College application and course enrollment processes. Once enrolled, students with disabilities see the specialists on a routine basis for accommodations, case management and follow-up services. These meetings provide further opportunities for Moraine Park staff to build relationships with students.

TRiO: The TRiO Student Support Services program (US Department of Education funded) provides specific and targeted services to those students who are either (1) low income, (2) first generation to college or (3) have a learning disability. The program must provide to the participants academic advising, financial education, FAFSA and scholarship application research, career exploration and college transfer assistance. The program also provides participants with several other services such as tutoring, test taking strategies and cultural activities. The TRiO program is designed to celebrate the individual while leveling the playing field for disadvantaged students at Moraine Park. Moraine Park is highly unique in that a significant portion of the program's funding originates from the institution and allows the program to provide services and activities that otherwise would not be fiscally possible.

3P3 How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs? *Response Addresses Core Component 1D.*
Moraine Park is committed to its mission in serving the public good. The College examines its processes and practices to streamline the delivery of services. Key areas of community feedback are derived from numerous sources. Community interactions and involvement with local chambers of commerce, economic development organizations and many other community groups provides ongoing dialogue and feedback on needs. In addition, formal surveys sent out to various community groups, including employer surveys and workforce surveys, provide an objective context for analyzing the changing needs of industry. As a result, the College devises appropriate courses of action for meeting stakeholder needs, in alignment with the College's strategic plan. For programmatic changes related to industry needs, Moraine Park relies on feedback from advisory committees. The working professionals who comprise the advisory committees provide insight into rapidly changing industry needs. Finally, networking with state legislators allows the College to monitor the broader trends nationally as well as within Wisconsin and the communities the College serves.

Responsible academic and student service areas review the feedback and create annual college initiatives to address these changing needs in alignment with the College's strategic plan.

3P4   How do you build and maintain relationships with your key stakeholders?
Besides our students, Moraine Park has many stakeholders, including alumni, industry partners, local chambers and economic development organizations, parents of MPTC students, the Board of Trustee members, legislators, donors, media, community members, high schools and other institutions of higher learning with which Moraine Park has articulation agreements. Means of developing relationships with key stakeholders can be found throughout the portfolio, but some specific examples follow.

Financial Aid staff provides a number of services to the local community. Each year, staff participates in planning and presenting the Fond du Lac High School Financial Aid Night. This annual event is open to local high school students and families. Staff also presents at other district high schools and facilitate classes on financial aid topics. Moraine Park is a supporter of the local College Goal Wisconsin event, in partnership with Marian University and the University of Wisconsin - Fond du Lac, where students and families can complete their FAFSA with the assistance of financial aid experts.

In addition, College Recruitment staff maintains a strong connection with the high schools by means of regular, personalized communication and contact. This includes monthly visits to district schools, monthly e-mail updates and updates via social media platforms.

The alumni of Moraine Park are stakeholders in further connecting with the community. A continued focus on enhancing and engaging alumni exists, and these efforts continue to grow through the planning and outreach of the Alumni Advisory Committee. This 15-member committee focuses on alumni branding and positioning within both the community and on campus. The committee has implemented quarterly e-communication tools, annual recognition of Distinguished Alumni, special events planning and a mentoring program to connect alumni with current students.

In addition, Disability Services staff maintains active membership in three county-wide Transition Advisory Councils. These councils consist of members from K-12 districts, adult services agencies and other postsecondary institutions. The purpose of the councils is to provide high school students with disabilities and their families information regarding postsecondary training and independent living options. These councils often collect feedback regarding services offered and provide additional opportunities for College staff to collaborate with the K-12 and agency staff.

Additionally, Student Affairs teams have targeted events and activities aimed at building and maintaining relationships with other key stakeholder groups within the district. Additional examples of key stakeholder groups and means of building and maintaining relationships can be found in Figure 3.1.

Figure 3.1 Sample Stakeholder Group Activities

Stakeholder Group	Sample Activities
K-12 Counselors	• Annual K-12 Counselor In-Service
Career Prep Instructors and Coordinators	• Classroom visits to assist Career Prep students with Moraine Park computer/resource access set up • Career Prep in-service events
High School Administrators	• Annual Administrators Breakfasts
Cooperative Educational Services Agency 6 (CESA 6)	• Monthly CESA 6 meetings of public school superintendents (includes 11 school districts)
Industry Partners	• Participation on advisory committees and EWDCT Private Sector Review committee • Collaborative grant development

3P5 **How do you determine if you should target new student and stakeholder groups with your educational offerings and services?** *Response Addresses Core Component 1D.*
Moraine Park tracks data from multiple sources in determining which new student and stakeholder groups to target. An extensive environmental scanning process allows the College to monitor high school population trends, evolving community and cultural trends (such as increasing minority populations in specific geographic areas), state economic trends (such as workforce layoffs and hiring needs), workforce skills gaps and government educational mandates. The College synthesizes and shares this data with managers to review opportunities to serve new student or stakeholder populations.

One such example of targeting new student groups is the Student Veterans group at Moraine Park. Research indicated that military students and veterans face obstacles in their path to attending college. These challenges range from a missing sense of camaraderie, to feeling like an outsider sitting with traditional students, to experiencing a lack of understanding of their situation by instructors and staff. When coupled with the visible and invisible wounds, a college degree can be a tenuous goal for men and women returning from military service. The College is striving to make that goal a reality.

3P6 **How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?**
Moraine Park utilizes a number of tools to collect complaint information from students and other stakeholders. The process relies on specific unit teams to evaluate, resolve and communicate any requirements, procedures or changes to various students and stakeholders. Talk2Us is an online means for students, community members or general stakeholders to submit feedback to the College, both positive and negative. Each submission is assigned to a specific area of the College and the appropriate follow-up action is taken. Once the issue is resolved, it is logged in the system as completed with a narrative on the resolution. The College's *Contact Us* page contains a staff directory that allows access to communication with all Moraine Park staff. The *Contact Us* page allows students and other stakeholders to ask questions, request information or make a comment.

Many service-providing units also have specific means for contact to address issues or concerns. For instance, the College library has implemented an instant chat feature to provide a vehicle for instantaneous student feedback, and the financial aid page of the Moraine Park website has been updated to include easier access to financial aid contact information.

The District Student Government advocates for students and addresses student issues and tri-campus student activities by working with administration. The vice president - student affairs and the College president are frequent guests at Student Government meetings and thus serve as direct lines of feedback through DSG.

Students are encouraged to communicate directly with staff and faculty regarding their concerns or complaints. Often, these concerns can be resolved informally through direct communication. When complaints are not easily resolved, Moraine Park has formal processes for student complaints related to grades, conduct, sexual harassment and affirmative action issues. The processes and related policies are published in the College catalog and the Student Handbook and on the College website. A student complaint proceeds through a series of steps that provide due process, protecting both the student and the College. When students have specific academic problems or complaints, they are referred to the Moraine Park Student Handbook, which clearly communicates a protocol for students to follow.

Employee complaints follow a defined five-step process outlined in the College's new Employee Handbook. Complaints received from the staff are appropriately moved through the process, with specific communication with the employee at each step.

3R1 **How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?**
Moraine Park utilizes many different tools to gauge student and stakeholder satisfaction across various areas of the College. Students share satisfaction levels via multiple surveys (Figure 7.2 in 7P2): the end of course Student Feedback Survey, the Graduate Follow-up Survey, the GED Academy Survey and the High School Alternative Program Survey. Additional surveys include the Student Success Center Survey, Community and Economic and Workforce Development Course Survey (Figure 2.1, in 2R2), Community College Survey of Student Engagement (Figure 1.20), Finance and Facilities Survey, Diversity Survey and the Technology Satisfaction Survey. Additionally, other stakeholders share satisfaction with Moraine Park through tools such as the Employer Follow-up Survey and Program Needs Assessment Surveys. These vehicles provide regular, actionable information to drive data-informed decision-making.

3R2 **What are your performance results for student satisfaction?**
A few key examples of performance results are worth noting. The end of course Student Feedback Survey gauges student satisfaction in a number of areas, including satisfaction with the course (Figure 3.2; 1R3), satisfaction with the instructor (Figure 3.3; 1R3), satisfaction with the program (Figure 3.4) and satisfaction with Moraine Park services (Figure 3.5). All students are given an opportunity to complete the online course feedback survey following course completion. As can be seen in the data, Moraine Park students have consistently rated Moraine Park high in all categories.

Figure 3.2 Course-Related Questions, 2011-12

(4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree)	Fall 2011	Spring 2012	Summer 2012	Fall 2012
I knew where to access the course requirements.	3.63	3.64	3.63	3.70
I understood the course requirements.	3.59	3.60	3.59	3.66
I understood the grading plan.	3.61	3.62	3.58	3.68
The learning resources were appropriate for the course (i.e., module, textbook, videos, handouts, PowerPoint, etc.).	3.55	3.55	3.55	3.61
The physical environment met my expectations.	3.58	3.56	3.58	3.63
I am satisfied with the delivery method used for this course (IVC, online, face to face, blended, accelerated and self-paced).	3.56	3.55	3.53	3.61
I gained occupational skills/knowledge in this course.	3.55	3.56	3.50	3.62
I had an opportunity to ask questions.	3.65	3.65	3.64	3.71
I was prepared (reading, writing, and/or math skills) to take this course.	3.67	3.68	3.67	3.73
The course content was tied to the syllabus/learning objectives.	3.61	3.62	3.62	3.69
Overall, I am satisfied with this course.	3.49	3.49	3.47	3.58

Figure 3.3 Instructor-Related Questions, 2011-12

(4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree)	Fall 2011	Spring 2012	Summer 2012	Fall 2012
The instructor was prepared for class sessions.	3.60	3.60	3.59	3.66
The instructor met with students at scheduled times.	3.67	3.67	3.63	3.71
The instructor was knowledgeable about the course content.	3.67	3.66	3.66	3.71
The instructor provided due dates and a grading plan.	3.66	3.66	3.68	3.71
The instructor followed the course schedule and the grading plan.	3.62	3.63	3.62	3.68
The instructor used a variety of learning activities in this course.	3.54	3.54	3.53	3.62
The instructor answered my questions.	3.61	3.60	3.61	3.67
The instructor kept me informed of my progress in the course.	3.52	3.53	3.50	3.60
Overall, I am satisfied with the instructor for this course.	3.54	3.54	3.52	3.61

Figure 3.4 Program-Related Questions, 2011-12

(4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree)	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Overall, I am satisfied with the instructors in my program.	3.45	3.44	3.51	3.50
Overall, I am satisfied with my program specific courses.	3.45	3.45	3.50	3.50
Overall, the program has met my expectations.	3.44	3.43	3.49	3.46

Figure 3.5 Moraine Park Service-Related Questions, 2011-12

(4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree)	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Overall, I am satisfied with the counseling services.	3.29	3.37	3.38	3.37
Overall, I am satisfied with the tutoring services.	3.38	3.42	3.39	3.40
Overall, I am satisfied with the disability/special needs services.	3.48	3.49	3.48	3.49
Overall, I am satisfied with my registration experience.	3.27	3.30	3.28	3.34
Overall, I am satisfied with academic advising.	3.20	3.24	3.24	3.25
Overall, the general education courses have met my expectations.	3.32	3.35	3.35	3.35

Additionally, an annual Graduate Follow-up Survey is conducted with graduates within six months of graduation. Satisfaction has remained high for the past eight years, as shown in Figure 3.6, with nearly 98 percent of 2011-12 graduates either satisfied or very satisfied with their Moraine Park training.

Figure 3.6 Graduate Follow-Up Questions, 2004-12

Item	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
How satisfied are you with the training you received at Moraine Park?	95.7%	94.7%	95%	95.6%	94.2%	96.8%	95.0%	97.6%

As Moraine Park's technology systems evolve, students become increasingly satisfied with technology services offered, moving from a mean satisfaction of score of 6.8 in 2007 to a mean of 7.5 in 2011 (9 point scale. 9 = Excellent, 7 = Very Good, 5 = Good, 3 = Fair, and 1 = Poor). As technology usage increases, it will play a more critical role in student satisfaction, making this an increasingly important satisfaction measure to monitor.

3R3 What are your performance results for building relationships with your students?
Moraine Park has made strides in building relationships with its students. A few notable accomplishments involve Moraine Park's development of its service to military veterans, academic advising and diversity services.

In 2012-13, Moraine Park was selected as a Military Friendly School for the third consecutive year. The College's emphasis has shifted from being Military Friendly to developing a Military Supportive Environment. With this in mind, Moraine Park formed a new student club, the Moraine Park Student Veterans Association. The club was approved by the Student Senate in spring 2012 and started meeting in fall 2012. Both of the club advisors are full-time instructors and are veterans themselves.

In 2011, the Student Affairs unit conducted an advising assessment survey for program students enrolled in the 22 programs served by the academic support specialists. The survey was distributed to 2,065 students, with an intention of gathering information to improve the overall quality of academic advising at Moraine Park. A total of 275 respondents completed the survey for a 13.3 percent response rate. Overall feedback from students was positive (Figure 3.7), with several noted areas for improvement related to the advisors taking a personal interest in each student's success.

Figure 3.7 2011 Academic Advising Survey

	Strongly Disagree		Disagree		Disagree Slightly		Agree Slightly		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
My advisor is knowledgeable about my program.	6	2.9%	12	5.8%	7	3.4%	11	5.3%	68	32.9%	**103**	**49.8%**
My advisor encourages me to come by for help.	19	9.2%	18	8.7%	5	2.4%	35	16.9%	59	28.5%	**71**	**34.3%**
My advisor takes a personal interest in me.	19	9.2%	27	13.0%	10	4.8%	42	20.3%	**56**	**27.1%**	53	25.6%
My advisor helps me make good decisions.	16	7.8%	18	8.8%	7	3.4%	37	18.0%	50	24.4%	**77**	**37.6%**
My advisor is a good listener.	14	6.7%	8	3.8%	12	5.8%	24	11.5%	**75**	**36.1%**	**75**	**36.1%**
I can trust that my advisor will be honest with me.	9	4.3%	10	4.8%	7	3.4%	22	10.6%	74	35.6%	**86**	**41.3%**
My advisor considers my personal abilities and talents when advising me.	19	9.2%	16	7.8%	16	7.8%	31	15.0%	**64**	**31.1%**	60	29.1%
My advisor gives me accurate information.	11	5.3%	13	6.3%	11	5.3%	22	10.6%	64	30.8%	**87**	**41.8%**
My advisor helped me learn to use the campus technology.	26	12.7%	32	15.7%	19	9.3%	30	14.7%	**49**	**24.0%**	48	23.5%
My advisor has helped me develop a plan for my education.	22	10.7%	21	10.2%	10	4.9%	29	14.1%	57	27.8%	**66**	**32.2%**
My advisor helped me connect with other campus services.	25	12.3%	35	17.2%	15	7.4%	29	14.3%	45	22.2%	**54**	**26.6%**

Additionally, academic advisors each serve between 500 and 600 students; and, in the fall 2012 term, the 5 academic advisors held 738 face-to-face student meetings, made 1,100 student phone calls, sent 1,477 individual student e-mails and visited 112 classes.

The annual Student Feedback Survey data (Figure 3.5) indicates an overall increase in student satisfaction since fall 2009 for Advising, Registration, Counseling and Disability Services. In addition, the number of students utilizing Transition Services offered by Disability Services has increased from 139 served in 2008-09 to 159 served in 2011-12. These students are referred for services by K-12 staff and adult service agencies that have developed relationships with Disability Services staff.

Diversity Services achieved significant results in 2011 with over 95 percent of the students it serves successfully referred to other support services within the College or throughout the community, such as careers, financial aid, counseling, admissions, student success center, ABE/ELL, disability services, non-traditional occupations services and community-based organizations.

The Diversity Services department continues to work on strategies to improve the 46 percent retention rate for minority students (compared with 65.2 percent for all students) and to increase the average GPA from 2.716. A positive success for Moraine Park's minority graduates is employment at 100 percent within 6 months of graduating, compared to 88 percent of all Moraine Park graduates.

3R4 What are your performance results for stakeholder satisfaction?
Moraine Park serves many stakeholder groups, but the most critical nonstudent stakeholders are the employers who hire the College's graduates. The 2010-11 employer feedback report (Figure 3.8) indicated a reduction in the percent of graduates meeting or exceeding the employers' expectations in areas related to communication and real-world application of skills compared to prior years.

Figure 3.8 Employer Follow-Up Report 2008-11
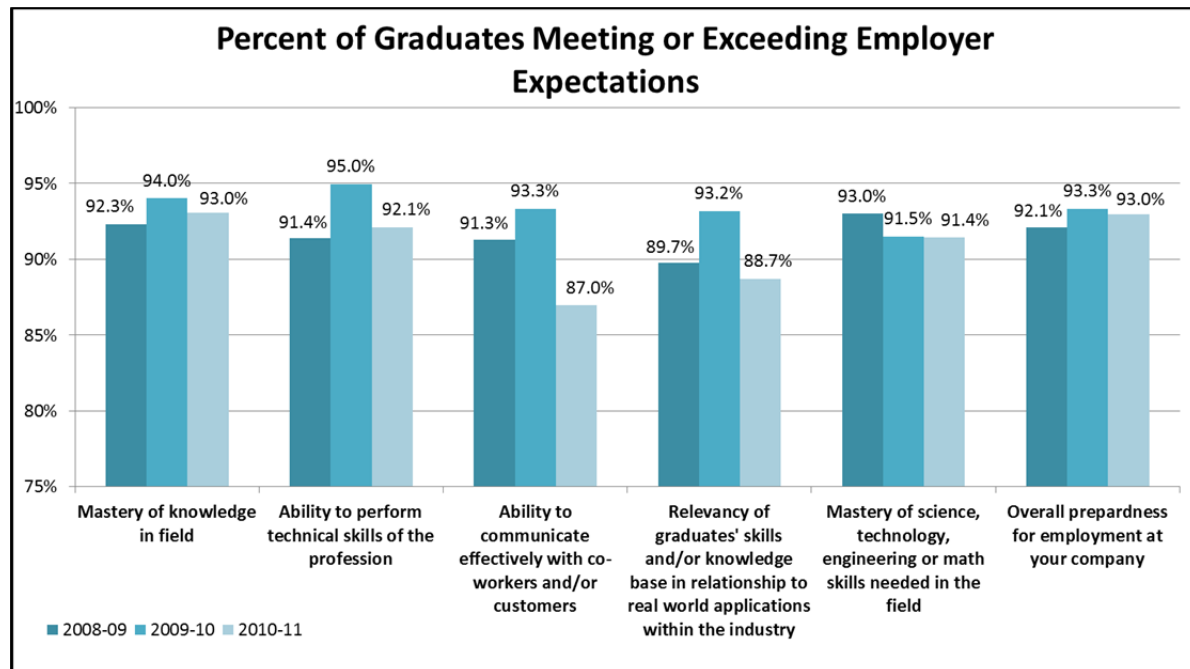
Nearly 97 percent of employers were satisfied or very satisfied with Moraine Park graduates, and 100 percent would consider recommending the graduate to another employer. Overall, 99.1 percent of employers had some level of positive perception toward Moraine Park's reputation.

3R5 What are your performance results for building relationships with your key stakeholders?
Moraine Park tracks performance results for building relationships with key stakeholders in several ways, although much of the performance tracking is anecdotal or involves data maintained in individual units. The types of data tracked include participation and attendance of key stakeholders at recruitment events such as the Counselor Appreciation Day and the high school Administrator Breakfast. In 2012, the College partnered with a local manufacturer to offer an inaugural Administrator Breakfast at the manufacturer's facility. The response from participants was positive. During "October as Manufacturing Month" in Wisconsin, 73 Moraine Park faculty and staff traveled to one of 6 manufacturing companies within the MPTC district to learn more about the manufacturing industry and how the College's graduates match the company's expectations for new employees (4P8).

The College values external partnerships. A measure of performance is the partnerships themselves, such as the Project Grill partnership with local chambers of commerce and high schools, the Community Based Job Training Grant with the Boys and Girls Clubs of Fond du Lac and Washington County, the Beaver Dam Collaboration group and the CNC and Welding boot camp partnerships with local manufacturers. A newly formed partnership in 2013 allows the College to collaborate with the Solutions Center of Fond du Lac, a homeless and poverty shelter, on community poverty issues.

Additionally, College employee presentations delivered to community and civic organizations combined with the number of employees involved on local committees and boards are a testament to the College's commitment to building relationships with key stakeholders.

In 2012, the College contracted with an outside service to track the return on investment of its public relations efforts and to gauge its performance on building relationships with key media stakeholders. In 2012, the College achieved a return on investment of over $1.5 million on its public relations efforts, indicating strong relations with the media stakeholders in its district.

3R6 How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?
A key instrument for understanding student and stakeholder needs is the Community College Survey of Student Engagement. The CCSSE summarizes data by five key benchmark areas (Figure 3.9 and Figure 1.20), including Active and Collaborative Learning, Student-Faculty Interaction, Student Effort, Academic Challenge and Support for Learners. Of greatest concern was the fact that Moraine Park scored noticeably below the CCSSE and WTCS cohort averages on three of the five key benchmark areas, including Student Effort, Academic Challenge and Support for Learners. Moraine Park scored significantly above the CCSSE cohort on the Active and Collaborative Learning benchmark and in line with the other cohorts on Student-Faculty Interaction.

Figure 3.9 2012 CCSSE Benchmark Weighted Means

Benchmark Area	Moraine Park	WTCS	National Norm
Active and Collaborative Learning	54.7	53.9	50.0
Student-Faculty Interaction	49.2	50.5	50.0
Student Effort	46.2	48.6	50.0
Academic Challenge	46.4	50.0	50.0
Support for Learners	46.2	49.8	50.0

Specific constructs in each of the five benchmark categories were assessed relative to the national CCSSE group and the WTCS peers (Figure 3.10).

Figure 3.10 CCSSE Benchmark Categories

CCSSE Category and Question	MPTC	WTCS Cohort	CCSSE Cohort
Active and Collaborative Learning: (percent often or very often)			
Asked questions in class or contributed to class discussions	77.0%	70.0%	65.7%
Made a class presentation	40.1%	42.0%	30.6%
Worked with other students on projects during class	67.3%	59.5%	48.2%
Discussed ideas from their readings or classes with others outside of class	43.2%	48.3%	50.1%
Student Faculty Interaction			
Used e-mail to communicate with an instructor	62.7%	67.0%	60.6%
Student Effort			
Never came to class without completing the readings or assignments	47.7%	35.1%	34.1%
Often or very often prepared two or more drafts of a paper or assignment before turning it in	41.1%	46.5%	50.9%
Used peer or other tutoring sometimes or often	13.6%	19.8%	28.5%
Academic Challenge			
Extent to which students feel they are encouraged by the College to spend significant amounts of time studying (percent quite a bit or very much)	60.7%	74.3%	74.4%
Coursework emphasized making judgments about the value or soundness of information, arguments or methods (quite a bit or very much)	44.3%	50.8%	53.5%
Support for Learners (percent quite a bit or very much)			
Providing the support you need to help you succeed in college	70.4%	77.5%	72.9.%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	43.0%	51.1%	51.2%
Providing the financial support you need to afford your education	46.5%	55.1%	52.3%

Active and Collaborative Learning: Moraine Park scored much higher than the CCSSE cohort for students stating "Often" or "Very Often" on questions related to asking questions in class or contributing to class discussions, making presentations and collaborative peer work on projects during class. This data indicates faculty actively engage students in the classroom experience through a variety of learning methods. Moraine Park scored lower than the CCSSE and WTCS cohorts for Students stating "Often" or "Very Often" that they discussed ideas from their readings or classes with others outside of class.

Student Faculty Interaction: Interestingly, Moraine Park students used e-mail to communicate with an instructor more than the CCSSE cohort but less than the WTCS cohort.

Student Effort: Moraine Park students are clearly more committed to their education than students at peer institutions, with nearly half of students stating they "Never" came to class without completing the

readings or assignments, compared to roughly one-third of students with both the CCSSE and WTCS cohorts stating the same. In addition, Moraine Park scored lower than the CCSSE and WTCS (46.5 cohorts for students stating they "Often" or "Very Often" prepared two or more drafts of a paper or assignment before turning it in. Finally, pointedly, fewer students at Moraine Park used peer or other tutoring "Sometimes" or "Often" compared to the CCSSE or WTCS cohorts.

Academic Challenge: Overall, Moraine Park scored lower than the CCSSE cohort did on most questions related to academic challenge. One item of concern was the extent to which students feel they are encouraged by the College to spend significant amounts of time studying. Those Moraine Park students responding "Quite a Bit" or "Very Much" to this question was significantly lower than the CCSSE and the WTCS cohorts. Additionally, fewer Moraine Park students felt their coursework emphasized making judgments about the value or soundness of information, arguments or methods than both the CCSSE and WTCS cohorts.

Support for Learners: Moraine Park scored decidedly lower than the CCSSE and WTCS cohorts for students stating "Quite a Bit" or "Very Much" in relation to how much the College emphasizes providing the support you need to help you succeed in college. Lower scores also emerged for encouraging contact among students from different economic, social and racial or ethnic backgrounds.

3I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Understanding Students' and Other Stakeholders' Needs*?
Financial Aid at Moraine Park improved a number of processes in 2011 and 2012. In an effort to make financial aid award letters more timely and accessible to students, the Financial Aid department implemented the Self Service feature for financial aid awards through *my*MPTC. Financial Aid staff improved customer service by implementing a communications form in Banner in 2011. This form allows staff to record key conversations or e-mails with students, enabling all Financial Aid staff to deliver a clear and consistent message to students working with multiple staff at one of the three campuses.

In 2010, an additional financial aid specialist was hired to assist in meeting the needs of students and to aid in implementation of the Direct Loan program. In addition, staff worked to implement clear priority dates for submitting necessary information and enhanced student expectations for communication. Students are now aware that the priority date for filing out the FAFSA is April 15 for the fall semester and October 15 for the spring semester. Financial Aid publishes these dates on the morainepark.edu site, makes them available on *my*MPTC and posts them throughout the three campuses each semester. Financial aid awards are also processed in the order files are completed.

In the 2012-2013 award year, Moraine Park Financial Aid implemented document imaging of student files. This change allowed for better customer service as staff answer student questions from their PC rather than retrieving a paper file and returning a phone call. Document imaging also improved the speed at which files are processed. During the peak processing months of May and June 2012, Financial Aid staff processed between 5 and 10 percent more files than during that same time in 2011.

In July 2009, the College began implementing a new professional advising model, using non-faculty academic support specialists (academic advisors) with specific program responsibilities. The advisors work closely with the faculty on determining student needs, sharing information and discussing program changes. Recently added advising positions brought more programs into the advising model, and the

future focus is on reducing the caseload, the number of programs advised and travel time for advisors. The College continues to transfer programs to the new advising model, with a goal of all programs transitioned by July 1, 2013.

In 2013, Moraine Park was selected to host an AmeriCorps VISTA volunteer. This volunteer will serve as a liaison between Moraine Park and the Solution Center of Fond du Lac, a homeless and poverty shelter for the community. A focus of the project includes providing daycare and transportation for Solution Center clients to allow them time to attend Moraine Park and partake in assessment testing, remediation and preparation for college entry.

College counselors remain a critical piece in student services, providing intervention and early at-risk counseling. In 2009-2010, Moraine Park added one full-time counselor in response to the demands for services to support the success of the increasing dislocated worker population at the College.

Additional improvements have enhanced the student services experience, including more expansive student payment options, upgraded Web course search functionality, use of behavior intervention software, development of an online application, use of Ifbyphone calling software to provide reminders to students and improved tutorials and support for online services.

3I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Understanding Students' and Other Stakeholders' Needs*? Moraine Park has established a culture of collaborative input and decision-making, which garners feedback from all stakeholders. The culture is built around Moraine Park's strategic planning and budgeting infrastructure, which assists the College in selecting specific processes to improve in understanding student and other stakeholder needs. Improvement processes begin with the collection and analysis of feedback and input from a variety of sources. Based on an analysis of the feedback and input received, units and work teams within the College develop annual initiatives to support student and stakeholder needs. Initiatives provide defined actions and interventions designed to advance the College goals and outcomes, while simultaneously promoting continuous quality improvement in the ways we address student and stakeholder needs.

Category 4: VALUING PEOPLE

Introduction
Moraine Park Technical College has a strong history of valuing people. Many of the Category 4 processes exhibit an *aligned* level of maturity. Processes outlined in this category are widely deployed throughout the College, have been in place for a long time and are stable and consistent. In seeking continuous quality improvement, the Human Resources staff reviews hiring and other employment processes through input from employees throughout the College (4P6, 4P8 and 4P12).

Moraine Park's personnel hiring process aligns with the College's strategic plan, its value statements and its needs for services and instructional programming (4P5). When the need arises for the College to hire an employee, the College is committed to hiring qualified individuals and to ensuring their ongoing professional development (4P9). Moraine Park's hiring process (4P3) operates with an *aligned* maturity level. This maturity in processes is evident from the determination of need (4P5) to the development of detailed job descriptions identifying specific credentials, skills and values required of employees (4P1); to the collaborative, team-based screening and interview committees who ensure candidates possess the credentials, skills and values the College requires (4P2). The College's succession planning process provides a means to prepare for future labor needs; the anticipated retirements over the next 15 years indicates the College should focus on determining future staffing needs and develop plans to meet those needs now and into the future. The effort to address this shortage must begin now with improved and flexible recruitment, expanded succession planning and employee retention initiatives.

The College's comprehensive two-year orientation process utilizes mentoring, required online and face-to-face training and on-the-job experiences to orient all new staff to the College's history, mission and values (4P4). The orientation process is integrated throughout the College. Supporting new employee orientation is the College's focus in ongoing employee training and development. A centralized Organizational Development department coordinates all individual employee and team training needs (4P8). Employees, supervisors and team leaders work collaboratively with Organizational Development as new training needs arise.

The College ensures that work processes and activities foster both organizational productivity and employee satisfaction. Teams are supported in transforming their work process in many ways, including the College providing a channel on *my*MPTC dedicated to team development, communication, support and successes (4P6). The PACE Climate Survey measures employee satisfaction and the extent of collaboration across College departments and systems. Although Moraine Park has seen steady increases in PACE scores (4R2), it continues to invest in initiatives that value employees and their contribution to the College. The College has made positive strides in improving its process for valuing people, including the addition of Emotional Intelligence training, Wellsteps rewards and annual health risk assessments (4I1); however, it has also faced unprecedented change, legislation and budget restrictions, which continue to challenge its ability to sustain aligned practices in valuing people.

4P1 How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?
A Human Resources representative assists the hiring supervisor in developing a job description that outlines the required training, experience and skills needed for each position. Faculty job descriptions reflect the College's focus on student learning and development by including two key requirements. First, faculty must demonstrate teaching excellence and employ diverse teaching methods and varied

learning strategies through planned and prepared instruction in a respectful and caring learning environment. Second, faculty members support students through additional roles as advisor, mentor and role model.

Management job descriptions emphasize the integration of the management principles of employee participation, teamwork/collaboration, customer focus and continuous improvement of processes into daily work. Support professional job descriptions emphasize student contact and customer service. The College also reviews the Wisconsin Technical College System certification requirements and the educational and work experience requirements of accrediting bodies, such as the Higher Learning Commission (HLC) and the National League of Nursing Accrediting Commission, when establishing credentials and skills needed for faculty and administrative positions. In addition, the College reviews comparable Moraine Park, WTCS and public and private sector positions to help identify qualifications, training and experience needed to perform the essential functions of the job.

4P2 **How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?** *Response Addresses Core Component 3C.*
The College regularly assesses the number and types of staff needed during both the annual planning process and as vacancies occur. The Human Resources staff work with supervisors to develop job descriptions and identify credentials needed to assure employees are appropriately credentialed and current in their discipline. The College also uses staffing metrics, along with position and department information, to make short- and long-term staffing decisions necessary to provide for sufficient numbers and continuity of faculty and staff. These efforts ensure the College has the faculty and staff needed for effective, high-quality programs and student services.

When engaging in the hiring process, Moraine Park incorporates the College's value statements; the skills and attitudes required for effective team participation and leadership; and job-specific qualifications, training and experience into the screening and selection criteria. To ensure the people Moraine Park hires possess the requisite characteristics and credentials, the College utilizes teams of employees to screen applications, develop interview criteria and conduct interviews. Teams are comprised of the supervisor of the position, a Human Resources representative and employees with expertise or experience associated with the job. The teams are structured to include employees who will provide a diverse perspective on candidates' knowledge, skills and abilities. The screening and interview criteria utilized in hiring aligns to the job posting and requirements for the position. The Human Resources staff conducts thorough reviews of employment references along with verification of education credentials, including documenting official transcripts. Criminal background checks are completed for all nonstudent employee positions. Additional background checks are also completed as required for particular positions, such as those in the health sciences and childcare instructors.

All faculty and staff are evaluated annually (see 4P10), with new employees being evaluated on a more frequent basis during their probationary period. For example, instructors are evaluated in accordance with institutional policies requiring they demonstrate delivery skills, fulfill assessment responsibilities, manage program and course information, implement an individual professional plan, provide program support, participate in work team activities and support the College mission through participation in activities that will improve teaching and learning. Additionally, instructors are required to be accessible to students with a minimum of five hours per week for informal student advising, phone or e-mail contacts, or to otherwise be accessible for addressing student needs.

4P3 How do you recruit, hire, and retain employees?
Moraine Park integrates the recruitment process for new and replacement positions into both its team-based practices and the planning and budgeting process of the College. Through the planning and budget process, work teams assist team leaders in developing College initiatives for new positions in support of the strategic plan of the College. Supervisors provide essential position information to Human Resources via the College's recently implemented applicant tracking software system, PeopleAdmin. This system helps to facilitate a customized recruitment process for each position. Multiple recruitment sources are used, and effectiveness of sources is assessed on an ongoing basis. Recruitment sources include Moraine Park District and other Wisconsin newspapers, Careerbuilder.com, Greatermilwaukeejobs.com, Gmtoday.com, Nationjob.com, Wisconsin Job Network, Indeed.com, Wisconsindiversity.com along with numerous other diversity sources, WI Jobs 4 WI Grads – UW Consortium, Higher Ed Jobs and industry- and position-specific sources. Human Resources staff adds and deletes recruitment sources based on effectiveness data, such as the number of qualified applicants referred by the source, the return on investment based on the cost of the source and the number of applicants referred. The posting form in PeopleAdmin initiates a sequence of activities designed to actively involve supervisors and work team members in the hiring process. Recruitment and hiring guides as well as tutorials provide hiring supervisors and search committee members with guidelines that facilitate an effective, efficient and fair hiring process. Various tools such as the hire report, recruitment source information, advertising strategies and recruitment metrics assist the College in measuring the success of its recruitment and hiring practices. Via the PeopleAdmin system, the College has developed Moraine Park-specific reports for tracking recruitment and hiring activities.

Employee retention strategies include a competitive wage and benefits package, high-quality working conditions (safe working environment, up-to-date facilities and current technology), extensive professional development opportunities, a team framework and a strategic planning and budgeting process that allows full participation and involvement of employees. The College is successful in retaining employees, evidenced by the 22 percent of staff who have been with the College between 5 and 10 years and the 43 percent of staff who have worked for the College for more than 10 years. The College routinely participates in local and statewide wage and benefit surveys. This participation allows Moraine Park to review and compare wage and benefit data of local and statewide comparables to assure it remains competitive for recruitment and retention of staff. Human Resources tracks employee turnover and compares turnover metrics internally and externally. Human Resources staff works closely with supervisors to address specific employee satisfaction issues.

4P4 How do you orient all employees to your institution's history, mission, and values?
New hires to Moraine Park are assimilated into the College through a series of professional development activities spread over their first two years of employment. Some activities, such as new staff orientation and mentoring, will begin in the first month of employment and cover items surrounding the history, mission and values of the College. The required new staff orientation includes both face-to-face training and a self-paced, online training module. Additional orientation activities, as illustrated in Figure 4.1, are determined by the employee's job and employee group. The sequence of orientation activities is prioritized so that employees receive first the most essential job knowledge, skills and aptitudes to complete their work. The supervisor, the President's Cabinet or WTCS certification requirements may determine courses and activities. Other elements of the professional development plan are based on the employee's self-assessment.

Figure 4.1 Orientation Activities

Adjunct	Faculty	Support	Mgmt.	Professional Development	Duration
	X	X	X	New Staff Orientation – Blended Format	6.5 hours
X				Adjunct Faculty Orientation	3 hours
	X	X	X	Assigned Mentor	6 – 12 months
X	X	X	X	On-the-job; Job Shadowing	Varies – 1 year
	X			Faculty Academy	22 hours
	X			Reflections on Teaching and Learning	6 hours
	X			Flexible Professional Development Day	6 – 7.5 hours
X	X	X	X	Job-Specific Training	1 – 12 months
X	X	X	X	Technology & Banner ERP	1 – 3 months
X	X	X	X	Customer Service	1 – 3 months
X	X	X	X	Etiquette / Professionalism	1 – 3 months
X	X	X	X	OSHA / Safety	Varies
X	X		X	Certification (WTCS)	30 hours each
			X	Leadership Development Series	24.5 – 49 hours
	X	X	X	Team Participation	Varies
	X	X	X	In-Service	1 – 2 days
X				Adjunct Faculty Seminar	2 Evenings per year
	X	X	X	Statewide Meetings and Networking	Varies
	X	X	X	External Conferences/Workshops	Varies
X	X	X	X	SkillSoft Courses/Simulations/Other	Varies

New and current employees have immediate access to their professional development plan through a customized channel on *my*MPTC. Plans are updated monthly to reflect real-time progress within the given month. Completed requirements are dropped from the plan and new requirements are added. Supervisors can view employee plans and progress, congratulate employees for achievement, or intervene and assist if progress is unsatisfactory. The new and comprehensive Employee Handbook, to be implemented July 2013, is designed to further orient employees to the values of the College.

4P5   How do you plan for changes in personnel?
As Moraine Park looks at its workforce needs in the upcoming years, it relies heavily on the College's instructional programming and strategic plan. Based on new or modified programs and initiatives, the College hires instructors, deans and support professionals to support these efforts. Moraine Park utilizes Human Resources metrics and data to prepare for faculty, staff and administrative retirements. It promotes the transfer of critical skills and knowledge through cross-training. The College implemented a Leadership Succession Plan to identify and prepare individuals for key leadership roles. It has developed a management-training program (the Leadership Development Series) to assist in the preparation of administrative staff and to ensure continued alignment with College objectives and accreditation guidelines. Moraine Park continues to identify new and enhanced recruitment sources to maintain a sufficient applicant pool for open positions. It is developing an employment branding strategy to enhance the College's ability to attract job candidates. College leadership staff has reviewed local surveys detailing the retirement and departure intentions of area employees and the subsequent workforce gaps. As a result, they are involved in community efforts to address this critical issue.

4P6 How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?
Employees and teams determine the methods and means for continuous improvement within their areas of expertise and under the direction and scope of the College's goals and strategic objectives. The College's Framework for Teams outlines the purpose and decision-making parameters associated with teams. The framework is used for cross-functional and project teams, which minimizes duplication of effort and conflicting outcomes. The College has also developed and uses templates for agendas and minutes, so progress is communicated and delivered in a common format and language. Templates for developing ground rules are available, as are opportunities to request facilitation assistance as needed. *MyMPTC* maintains a channel specifically targeted toward team development, communication, support and successes. Managers and team leaders participate in training to develop knowledge, skills and aptitudes associated with productive and successful teams.

While the College offers structures and practices to support teams, there is an expectation and understanding that the synergy of teams will result in innovation and practices in addition to those outlined; thus, teams are empowered to grow beyond their structures and existing practices to recommend new structures and provide a format for learning on an organizational level. Work, cross-functional and project teams have access to strategic plan information for use in aligning their objectives with the College's goals and to continuously improve. Teams review data to make decisions and institute continuous improvement. Sources of data include:
- Moraine Park's 2011 – 2016 Goals (annual)
- Environmental Scan and College Data (annual)
- Business and Community Feedback (ongoing)
- Community College Survey of Student Engagement (annual)
- 2011 Technology Data Gathering Survey (as needed)
- Teaching With Technology Needs Assessment (TTNA) (every 2 to 3 years)
- Student Graduation and Employment Data (annual)
- PACE Climate Survey Results (every 3 years)
- AQIP System Portfolio (every 4 years)

Feedback regarding employee satisfaction is collected from a number of sources and reviewed by work teams, supervisors and unit vice presidents as part of continuous improvement efforts. Satisfaction data includes:
- 2011 Technology Satisfaction Survey (every 2 years)
- Teaching With Technology Needs Assessment (every 2 years)
- Washington County, Fond du Lac County and the Fox Valley Healthcare Alliance retirement and departure intentions studies (every 3 years)
- Professional Development Days/In-Service Surveys (bi-annually)
- Self-Identification of Disabilities Survey (every 2 years)
- Professional Development Individual Course/Training Surveys (ongoing)
- 2010 Culture of Quality Survey (every 2 to 3 years)
- 2012 PACE Climate Survey (every 2 to 3 years)

Human Resources staff develops College initiatives and unit objectives designed to enhance employee satisfaction. Processes are developed and refined based on employee and supervisor feedback.

In 2006, 2009 and 2012, the College administered the Personal Assessment of the College Environment (PACE) survey through the National Initiative for Leadership & Institutional Effectiveness (NILIE). NILIE's mission is to assist institutions in developing strategies that improve student success through collaborative leadership. The purpose of the PACE instrument is to promote open and constructive communication and to establish priorities for change regarding the College culture. To that end, Moraine Park engages in an interactive dialogue with team leaders and work teams in order to further determine actions required for strategic and continuous improvement based on the PACE report. The President's Cabinet reviewed feedback from team leader and work team dialogue and two action items for 2013-14 were determined. These items include ways to involve stakeholder participation with the College's institutional planning efforts and ways to support a culture of evidence to increase awareness to the College's decision-making process.

4P7 **How do you ensure the ethical practices of all of your employees?** *Response Addresses Core Components 2A and 2E.*

The team culture fosters adherence to ethical standards via team ground rules, expectations and cultural norms. The College's value statements provide direction regarding organizational values and expected employee behavior. The College establishes fair and ethical policies, ongoing training for employees and supervisors reinforce expected behaviors. College procedures and policies outline ethical, lawful and professional practices and help to define the employee code of conduct. The College developed its first Employee Handbook in 2012-13 with input from employees across the College. The Moraine Park Employee Handbook guides employee work and delineates expected employee conduct. The handbook also explains the employee complaint process and steps to resolve complaints. The annual performance review process provides formal feedback regarding individual employee behavior. Supervisors meet regularly with individual employees to engage in ongoing discussion regarding attitudes and behaviors. The president and vice presidents complete an annual Statement of Economic Interest Form from the State of Wisconsin Ethics Board. These efforts ensure that all employees apply their knowledge and skills responsibly and ethically at the College.

4P8 **How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?**

Professional development needs assessment includes input and analysis of the following:
- Employee identified professional growth activities or training requests
- Employee and supervisor negotiated growth activities
- Team requests for professional development and/or training
- Skill gaps and growth activities identified by supervisors
- College-wide identified growth areas
- State and/or federal law changes and requirements
- Wisconsin Technical College System changes and requirements
- Moraine Park's 2011 – 2016 Goals
- Environmental scanning and trend data
- Teaching With Technology Needs Assessment
- Support for projects or unique initiatives
- Banner changes or new functionality, and associated reporting tools

Organizational Development coordinates, communicates and tracks employee professional development, including a review of the current list of training and professional development

requirements for every new or transferring employee. Discussion with the employee's supervisor ensures a return on investment for the professional development plan for that employee. The plan is evaluated and revised as needed, based on the requirements of the supervisor and job description.

Every employee's professional growth plan is reviewed annually using input from the employee, the employee's supervisor and the Organizational Development staff. The Organizational Development partner meets annually with each unit vice president to evaluate the professional growth plans for each unit. The evaluation includes reviewing employee performance, training grades and on-the-job transfer of knowledge and skills sets. The evaluations also seek to identify emerging or future training requirements for the next one to five years based on each unit's overall initiatives and outcomes. This information helps Organizational Development to customize solutions to each employee's, department's and unit's professional development needs. This process was followed in development of the recent Emotional Intelligence, StrengthsQuest and Resiliency trainings offered to employees of specific units within the College. The annual evaluation also brings the professional growth activities of the College into alignment with the short- and long-term strategic plan. Training and growth activities no longer in alignment with the College's strategic plan are removed.

The need for professional development surfaces anywhere in the College and may include events outside the College (i.e., conferences, workshops, occupational learning experiences, service-learning partnerships, volunteer and speaking activities and memberships to community organizations). Organizational Development works in collaboration with functional units to ensure efficient and effective use of training and professional development resources. Needs that surface throughout the year or outside of the strategic planning process are addressed individually and as resources allow.

Organizational Development planning includes the designation of training resources to support specific College projects and initiatives. In addition, Organizational Development provides oversight and grant management for the Faculty Development grant, which includes the delivery, tracking and assessment of annual faculty development outcomes. The intent of the grant activities is to develop and enhance key faculty skill and knowledge areas; technology skills are a particular area of focus. Opportunities were created in 2012-13 to align faculty (Academics) and Information Technology (IT) through professional development workshops to build collaboration surrounding security and emerging technology.

Organizational Development also identifies training areas to enhance employee skill sets and improve overall employee performance. Resources are allocated for individuals to receive certification for training, and the training is added to the College's professional development offerings. Two recent examples are Resiliency and Emotional Intelligence Training. One of the outcomes of the Emotional Intelligence (E.I.) training was that each instructor met with their dean and identified one professional growth objective that either leveraged an E.I. ability to serve their students or developed strategies to compensate for E.I. abilities in need of development. Training is offered to individual employees and work teams with the intent of fostering team building and team development.

Benchmark measures are predetermined for professional development activities and training. A performance level of 80 percent or higher on training assessments is required for successful completion. Efficiency measures, such as time for completion and number of learning hours per employee, are tracked along with return on investment information, such as training resources expended per employee. Employee satisfaction data is also collected and assessed.

4P9 **How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training?**
Each employee and team is guided in their professional development by a designated plan. The plan outlines a series of trainings and activities aimed at providing the knowledge, skills and attitudes required to be a successful employee and fully participate as a Moraine Park team member. Plans are tied to the College's goals and outcomes and are reviewed and revised regularly. Organizational Development maintains detailed and accurate professional development records and communicates expectations to employees and supervisors. Employee progress toward meeting those expectations is communicated on *my*MPTC and updated monthly.

Once employees meet the College's required training expectations, they are invited to develop an annual professional development plan. The plan includes internal and external opportunities aimed at building and expanding an employee's knowledge and skill sets and aligning attitudes with the College's value statements. Organizational Development tracks the plan and helps supervisors assess employee skill development. To broaden the College's intellectual capacities, employees share expertise and learning experiences with their colleagues during specific days throughout the year, such as in-service.

Examples of Moraine Park's professional development practices for faculty include the Faculty Academy, Faculty In-Service Days and Reflections on Teaching and Learning. Faculty who demonstrate best practices conduct each of these activities and events. Highlighting and valuing instructors who demonstrate best practices provides reinforcement for all faculty who strive for excellence. Faculty who demonstrate best practices and role model excellence have priority access to professional development resources. These practices ensure that other faculty are learning concepts and practices from the best. College resources, such as technology products that have been piloted and seminar/conference monies, are also used to reinforce employees' professional development efforts. College funds are allocated for employees to attend local, state and national conferences, seminars and workshops. Faculty and staff who participate in technology pilots receive the technology or software upon conclusion of the pilot, reinforcing the importance and value of the training. Recently, "best practice" faculty were given access, through the Faculty Development grant, to Camtasia Relay software, allowing them to record lessons that could be accessed later by students. Leadership development opportunities are also offered through College sponsorship of employee participation in local and state leadership programs.

Supervisors are expected to monitor employee professional development progress and engage in professional development discussions with employees on a regular basis, such as during performance evaluations. Annual performance evaluations allow for supervisors and employees to proactively and collaboratively discuss and plan for ongoing professional development. Moraine Park values lifelong learning and includes the concept as one of the College's value statements.

4P10 **How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?** *Response Addresses Core Component 3C.*
There is a customized performance evaluation instrument available for each employee group that aligns with the College's expectations for that group. Evaluation instruments were designed with input from each employee group and with support from the Hay group. Performance evaluations are completed annually for all employees. As part of the annual review, critical areas of performance are assessed and a plan for professional development and personal improvement is developed. If performance is not satisfactory, action plans are completed to identify performance deficiencies and outline steps for

improvement. Faculty evaluations emphasize key teaching and learning areas, including guidance and support provided to learners and active participation in college and program initiatives. Support professionals are evaluated on the quality of their work, their productivity and ability to work with internal and external customers. Managers are evaluated on accountability, collaboration, continuous improvement, decision-making, diversity, financial management and leadership.

4P11 How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?
Regional wage and benefit studies indicate Moraine Park offers a competitive wage and benefits package to ensure it is attracting and retaining a high caliber employee able to meet the College's expectations for the role. Educational level and professional development affect faculty advancement on the pay scale, while administrators and support professionals are eligible for a pay increase when their annual performance has been satisfactory. Moraine Park supports employees through additional benefits and services, including an Employee Assistance Program, a Wellness Program, professional and leadership development, and tuition reimbursement for continuing education.

The College hosts an annual Retirement and Service Recognition Event honoring recent retirees and employees for their contributions and five-year increments of service to the College. The College also recognizes and acknowledges the contributions of each employee group through unique employee appreciation days, such as support professional day and teacher appreciation day. Key College initiatives and accomplishments, such as completion of large College projects, are recognized by celebratory events within units or College-wide. Formal kudos are given during monthly President's Update sessions. The College is assessing overall employee recognition activities and conducting employee focus groups to gather input and feedback.

4P12 How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?
The College's strategic planning process identifies goals and outcomes for upcoming years and monitors progress on current initiatives and continuous improvement actions. The Human Resources unit completes annual initiatives specifically designed to improve employee satisfaction and well-being. Ongoing monitoring of Human Resources programs and practices produces feedback that is incorporated into continuous improvement of those programs and practices.

Human Resources metrics and benchmarks provide useful assessments of employee satisfaction and help to target areas where improvement is needed. Ongoing meetings with employees and supervisors provide insight into employee relations. Conversations with applicants and new employees provide information that is key to enhancing recruitment and new staff orientation processes. Monthly interactive President's Update meetings also provide information pertaining to employee morale and motivation. Examples of activities and data that relate to motivation of faculty, staff and administrators:
- Comparison data from employee PACE Climate Surveys (2006, 2009 and 2012)
- Comparison data from employee *Teaching With Technology Needs Assessment* Surveys (2008 and 2010)
- Statewide (WTCS) comparison data on professional development, training, employee services and best practices
- Statewide (WTCS) comparison data on compensation and benefits programs and best practices
- Statewide comparison data from SkillSoft on WTCS utilization
- Environmental scanning and trend data

- Employee requests for attendance at external conferences, workshops and seminars
- Examination of activities that employees engage in to meet certification renewal
- In-service feedback and feedback on professional development offerings
- Human Resources recruitment and retention metrics
- Employee focus sessions and surveys
- Quality of Culture Survey (2008 and 2010 administrations)

4P13 How do you provide for and evaluate employee satisfaction, health and safety, and well-being?
The PACE Climate Survey obtains employee feedback regarding how teams and the College are functioning. A College Safety Committee, overseen by the College's safety associate, examines safety issues and recommends safety programs. The College's Crisis Response Committee meets regularly to review and update college crisis procedures, plan key safety drills and assess college crisis and disaster readiness. Human Resources works closely with a committee of staff members to assess wellness initiatives and health insurance programs, plan activities designed to improve employee health and wellness and improve employee awareness and education about key health and wellness topics.

Every two years, the College provides each employee the opportunity to self-identify a disability. This allows the College to assist employees through reasonable accommodations. The College's team framework allows for continual communication and improvement of processes throughout the College. The College's Talk2Us system is a resource for employees to provide feedback regarding health and well-being issues. The Equal Opportunity Grievance Procedure provides a vehicle for resolving issues relating to the well-being of staff. The Human Resources department surveys employees to develop an understanding of their health-related issues and concerns and to plan wellness programs. Moraine Park contracts with an Employee Assistance Program (EAP) to provide employees and teams with training, confidential counseling and assistance. Human Resources staff and the College's insurance consultant review medical plan information, such as the Health Culture Analysis, to determine ways of addressing employee health and wellness issues. Employees are incentivized to complete an annual health risk assessment. Employees review the resulting personal health statement with a nurse to identify key health and wellness issues and opportunities for improvement. Aggregate health risk information is reviewed by the College to target effective health and wellness programs and communications for employees. Throughout the year, the College provides employees with wellness information and opportunities for participation in wellness campaigns and challenges.

4R1 What measures of valuing people do you collect and analyze regularly?
In an effort to measure the College's value for people, information relating to employee satisfaction is collected from a number of sources, including:
- 2011 Technology Satisfaction Survey
- Teaching With Technology Needs Assessment
- Professional Development Days/In-Service Surveys
- Self-Identification of Disabilities Survey
- Professional Development Individual Course/Training Surveys
- 2010 Culture of Quality Survey
- 2012 PACE Climate Survey

The College collects measures of valuing people and determines actions for improvement related to valuing people at both the College level and work team level. Moraine Park administers the PACE Climate Survey every three years. Results are reviewed by the unit vice presidents, focusing on the

College's strategic plan and organizational improvements. Survey results and an overall college response are posted on *my*MPTC for employee review and dialogue. Work teams and departments review survey results from the perspective of their roles and responsibilities. Their improvement actions are specific to their work and expertise and targeted toward their specific products, services and students/customers. Unit leaders engage work teams in discussions regarding the climate survey results, and resulting information is reviewed by the President's Cabinet to identify action steps.

Follow-up activities associated with the PACE Climate Survey results are determined after each survey administration in response to the needs of the organization at that particular time. For example, in 2006, the College used a detailed Appreciative Inquiry process to assess the impact of the PACE survey. The process engaged all employees in focusing on a time when the College performed very well with its culture and identified methods to renew, develop and build on the positive experiences. In 2010, unit vice presidents worked with their teams to identify areas for improvement within their particular unit related to the PACE results. The process used for assessing the 2012 results included unit leaders meeting with staff to discuss the results and seek additional feedback. The President's Cabinet reviewed feedback and developed two action items to address the feedback (4P6).

Various tools and methodologies are employed at the work team and department level (i.e., employee attrition data, employee complaints and grievances, service surveys and activities/program feedback) to measure the College's performance in valuing people. Results are regularly collected and analyzed and are used to determine annual initiatives along with actions for improvement throughout the year. Human Resources staff review metrics and ongoing performance measures and implement enhancements or adjustments as part of the annual planning process and as needed.

4R2 What are your performance results in valuing people?
In 2006, Moraine Park replaced the proprietary Culture Survey with the nationally administered PACE Climate Survey. Faculty and staff were surveyed again in 2009 and 2012. The Moraine Park PACE survey instrument includes 52 total items. Respondents are asked to rate items on a five-point satisfaction scale from a low of "1" to a high of "5." Overall scores have improved each time the survey has been administered. Results from the 2009 PACE Climate Survey indicated that employees perceived the composite climate of the College in the mid-range of the Consultative management style. The 2012 PACE Climate Survey results showed consistent improvement in employees' perception of climate with the overall score in the upper-range of the Consultative management style. The College's overall mean score of 3.77 is slightly higher than the norm base mean of 3.76. The PACE report outlines the most and least favorable aspects of Moraine Park and identifies priorities for change.

Other surveys are administered periodically to gauge the College's efforts at valuing people. The Facilities, Financial and Auxiliary Services Survey and the Capital Projects Design Survey provide comparison measures of satisfaction for specific areas of the College or projects. The President's Cabinet approves project teams to implement initiatives in response to identified priorities for change. Moraine Park Human Resources and professional development programs and activities are also compared with other WTCS districts to determine comprehensiveness of programming and employee engagement.

4R3 What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?
Each year, a survey goes out to recent Moraine Park graduates regarding job placement within six months of graduation. In recent years, the job placement rate for Moraine Park graduates has been

89 percent employed (Figure 1.23) within 6 months of graduation. The College also collects feedback from students regarding their satisfaction with Moraine Park and instruction upon the completion of each course (Figures 3.2 to 3.5) and upon graduation from the College (Figure 3.6). These metrics indicate students are generally satisfied with the preparation and service they have received from faculty, staff and administrators at Moraine Park. Advisory committees assist with establishing credentials for faculty positions, course and program competencies and job placement opportunities.

Each unit in the College develops initiatives for the upcoming fiscal year using input from unit employees and other stakeholders. Reports on initiative progress, including mid-year and annual progress reports, are shared with the Moraine Park District Board. Annual major accomplishments for each unit are reported in the College's Comprehensive Annual Financial Report (CAFR).

4R4 How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?
Moraine Park's PACE Climate Survey results are compared with the NILIE-PACE norm base, which includes approximately 92 Climate studies conducted at 2-year institutions since 2010. Results from the 2012 PACE survey administration showed improved scores in each Climate factor from the 2009 survey (1R5, 5R2). Moraine Park surpassed the National norm base mean score in two of the four Climate factors, and its overall score was slightly higher than the norm base score.

Partnerships associated with the Workforce Development Center and the Applied Manufacturing Technology Center provide evidence of Moraine Park's community outreach. Moraine Park provides a rapid response to community needs and economic development. A recent example of the College's rapid response to community and economic development needs is the launching of manufacturing skills academies in the form of CNC and Welding boot camps to address the skilled worker shortage.

Moraine Park receives zero to one discrimination grievances annually, which is lower than the WTCS average. In the area of professional and organizational development, Moraine Park offers variety and accessibility. The College's framework for teams is more sophisticated when compared to other educational institutions and business/industry. As well, the College places more graduates in careers related to their education (1R6) than the average WTCS college.

Figure 1.23 (1R6) displays the percent of Moraine Park and WTCS graduates employed and employed within a field related to their education, within six months of graduation. Moraine Park has consistently exceeded the state average for employment of graduates in both categories. In addition, every four years a study is conducted with graduates five years after completing their degree to determine the impact technical education had on their career. In 2011, 87 percent of respondents employed in a related field would definitely recommend technical education to others entering their field, which aligns with the WTCS average. Only one percent of graduates would not recommend Moraine Park. A full 92 percent of Moraine Park graduates employed in their field identified technical education as important or very important to beginning their career, slightly above the WTCS average of 91 percent. The positive data indicates Moraine Park's value for people carries over into the education and services it provides.

4I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Valuing People*?

As outlined throughout Category 4, processes and performance results for valuing people are systematic and comprehensive. The systematic nature fosters ongoing continuous improvement. Some of the recent continuous improvement actions taken by teams to address priorities for change, include:

- Major reorganization of units, teams, and employees (2012-13)
- Enhancements to ongoing training for newly hired managers as part of the Leadership Development Series (2012 and 2013)
- Redesign new employee orientation to provide immediate and self-paced learning for new hires
- Added new functionality to the employee professional development plans provided on the employee portal (2012-13)
- New training was created to address technology skill-gaps for faculty (2012-13)
- Provided Emotional Intelligence training for Moraine Park support professionals, managers and faculty (2012 and 2013)
- Implemented PeopleAdmin online applicant screening process for hiring teams (2011-12)
- Utilized new SkillSoft functionality to create and customize Moraine Park professional development offerings (2011-12)
- Implemented the WellSteps employee incentive program (2011-12)
- Offered annual health risk assessments to employees, retirees and spouses (2011-12)
- Provided leadership for the Fond du Lac Well City Initiative and pledged support (2012-13)
- Development of a new Employee Handbook (2012-13)
- Initiated an employment branding initiative with research and focus group feedback to identify characteristics of an applicant that would be attracted to Moraine Park, as well as characteristics of the type of employee that would fit well into its culture and working environment (2012-13)

4I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Valuing People*?

The College's value statements and strategic plan outline Moraine Park's philosophies, priorities and cultural values and practices. The strategic planning process reflects adjustments in College goals and initiatives due to changing needs and focused areas of improvement. The practices associated with the College's team structure and the annual employee performance review ensure every employee and team is actively engaged in continuous quality improvement initiatives in support of the strategic plan.

As part of the College's operational and strategic plan, the Human Resources unit submits and completes initiatives in support of College goals and AQIP Category 4, Valuing People. Implementing an online applicant screening process for hiring teams, offering a new comprehensive wellness program and redesigning the new employee orientation to provide more immediate and self-paced learning are recent examples of initiatives completed in support of AQIP Category 4, Valuing People.

All units of the College utilize *my*MPTC to communicate important information and unit priorities. A section devoted to college initiatives provides updates on continuous improvement projects such as Print Management and Business Continuity Management. Technology is a priority of the College and a comprehensive technology plan ensures the College will remain on the cutting edge of technology. Remaining on the cutting edge of technology supports and values staff in their roles. The College has provided extensive training to employees in the use of technology. The College has evolved to focus efforts on the transition of technology skills to the work environment. Programs such as the Faculty Development grant help Moraine Park to accomplish this.

Category 5: LEADING AND COMMUNICATING

Introduction

The longevity, ongoing management and continued enhancement of the processes related to leading and communicating demonstrate the College's activities are stable and *aligned*. The development process for the College's vision, mission, goals, value statements and outcomes (5P1, 5P2 and 5P3) suggests leading and communicating processes exist within and among units and departments at Moraine Park. Additionally, the decision-making processes in the College are stable, consciously managed and regularly evaluated. The extensive use of teams in decision-making supports the *aligned* level of maturity, as evidenced by the comprehensive cross-functional team structure at Moraine Park (5P5). The use of collaborative processes to guide opportunities, such as environmental scanning, DACUMs and service with community organizations, further supports the maturity of our processes.

The College's strategic direction is aligned with its mission, vision, goals and values (5P2). This direction considers the needs and expectations of students and stakeholders through the collection and dissemination of a variety of student and stakeholder feedback (5P3) instruments from Student Government, employers and graduates.

The College has made great strides in its use of data, information and performance results in its decision-making (5P6). The use of the PACE survey to monitor College culture and the implementation of a process for communicating survey results college-wide have begun to erode the walls surrounding College silos. The College, however, is still far from its desired state in the comprehensive and College-wide use of data. The Business Intelligence AQIP Action Project should move the College from a more *systematic* process of data and information usage to an *aligned* process of data usage.

Communication at Moraine Park has historically operated in the *systematic* level of maturity by being more reactive and unit specific, but a renewed focus on communication processes implemented by the new president (5P7) is moving Moraine Park closer to an *aligned* maturity level. Additional College update methods and more proactive communication on *my*MPTC are positive steps, but, as the PACE survey results indicated (5R2), communication continues to be a challenge.

Moraine Park is well *aligned* in its development of leadership abilities (5P9) and commitment to succession planning (5P10), having numerous leadership development and internal training opportunities available to staff at all levels of the College.

5P1 **How are your institution's mission and values defined and reviewed? When and by whom?**
Response Addresses Core Component 1A.
The College community is engaged in the strategic planning process to ensure a broad understanding of the mission within the institution. Historically, the College's mission, vision and value statements have been defined during the five-year strategic planning process. In spring 2010, Moraine Park embarked on a major planning initiative to set the direction the College would pursue from 2011 through 2016.

As the community's technical college, Moraine Park gathered feedback from key stakeholders to ensure its direction aligns with the community's needs. Listening sessions were held throughout the district with business and community leaders, students and staff. Business and community leader sessions were hosted in five locations, including Beaver Dam, Fond du Lac, Green Lake, New Holstein and West Bend. District Board members were invited to participate in the community listening sessions, and community leaders unable to attend were sent a brief survey to solicit additional feedback. In addition, staff sessions and both daytime and evening student sessions were held at all three Moraine Park campuses. The listening sessions resulted in the synthesis of key concepts by the College Planning and Leadership Team (CPLT), a 26 member cross-functional team comprised of management, faculty, support professionals and students. The CPLT synthesis was used to formulate the College's mission, vision, value statements and goals for 2011-2016. The proposed planning documents were shared with the District Board, which ultimately approved their adoption in September 2010.

The District Board annually reviews in April and approves in June the College's strategic plan, which includes a reaffirmation of the mission, vision, value statements and goals. The mission and goals of the organization guide all annual planning related to academic programs, student support services and related budget priorities. In August 2013, the District Board, President's Cabinet and other staff will engage in a discussion to review the College's current mission, vision and values in preparation for a new five-year college strategic planning process to begin with the 2014-15 academic year.

5P2 **How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?** *Response Addresses Core Components 1A, 2C and 5C.*
Moraine Park engages in a systematic and integrated planning process that involves staff, students and the community, as outlined in 5P1. An essential element in the President's Cabinet's ability to set a direction that aligns with the College's mission, vision, values and commitment to high performance is staff input into the planning process. With the welcoming of a new president in July 2011, the annual planning process was redefined to broaden staff participation in establishing the College's annual outcomes that align with the mission and goals. This widened focus provided direction for operational planning related to all College processes. The College Planning and Leadership Team was disbanded in 2012 and more inclusive, College-wide strategic planning input sessions were held on each campus to create a venue for all staff to provide input into the College's annual outcomes. During these sessions, a comprehensive environmental scanning report was shared to provide staff with an understanding of the emerging factors and trends impacting the College's future. In total, 91 Moraine Park staff members and 5 students participated in the sessions, along with 12 staff facilitators. Feedback from the sessions was categorized into themes, which were carefully reviewed by the President's Cabinet. Using the themes derived from the staff input, the President's Cabinet drafted a focused set of seven outcomes for 2013-14, which were broadly shared with the College community and the Board.

Upon approval of the annual outcomes, unit leaders (president and vice presidents) and their work teams outlined system level goals, key performance indicators (KPI) and initiatives that specifically align

with the College's annual outcomes. To ensure staff commitment to high performance, expectations are established for each unit level initiative, the progress of which is reviewed by the District Board twice per year. Unit vice presidents are held personally accountable for progress towards achievement of the initiatives. The active engagement of leaders and their work teams in the strategic planning process ensures system level buy-in and commitment to the College's direction.

To facilitate implementation of the annual plan, a detailed strategic planning timeline is developed, which outlines key steps and decision points. Each year, as part of the strategic planning cycle, the District Board reviews the annual strategic plan in April and affirms in June. The annual plan encompasses the College's mission, vision, values, goals, outcomes and initiatives – in addition to related budget expenditures.

The District Board guides the organization using the strategic plan as a foundation, while allowing daily administrative tasks to rest with college leadership. By approving the components of the College's strategic plan, the District Board states it will adhere to these guideposts in its deliberations and decision making, ensuring the College's and communities' best interests are considered rather than the potential undue influence of outside forces.

5P3 How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups? *Response Addresses Core Component 1B.*
Initial development of the College's 2011-16 strategic plan involved a series of six listening sessions with students on all three campuses and five business and community leader listening sessions spread across multiple counties. Input from students and these key stakeholder groups was instrumental in the development of the College's three goal statements. Two of the three goal statements align directly with student and stakeholder needs: Enhance Student Success and Strengthen Community Connections.

As the College updated its annual outcome statements for 2013-14, students and Student Government representatives were invited to participate in the strategic planning input sessions.

The College president and vice president - student affairs, who regularly attend Beaver Dam, West Bend and Fond du Lac Student Senate meetings and Student Government meetings, actively seek student input. Additionally, business and community stakeholders have ample input and influence over College direction via numerous points of contact such as program advisory committees (over 500 business and community members), community listening sessions and the program development process.

As College leadership develops annual system level plans in alignment with the College's strategic plan, they reflect on student and stakeholder data provided through the Environmental Scan and College Data Report and numerous other sources, examples of which can be found in Figure 5.1.

Figure 5.1 Examples of Student and Stakeholder Feedback

Feedback Source	Group	Input Received
Student Senate – campus level	Students	Student Senates provide a campus specific voice for the Moraine Park student body on important issues facing students from campus security to events. Meet regularly with the College president and vice president - student affairs.
District Student Government	Students	A College-wide student organization comprised of the president and two elected representatives from each Student Senate. They share feedback on College-wide student concerns from campus security to student fees. Meet regularly with the College president and vice president - student affairs.
End of Course Student Feedback Survey	Students	Students share feedback on their satisfaction with the course, the instructor and its services.
Community College Survey of Student Engagement (2012)	Students	Input received from students in five benchmark areas including: Student Effort, Academic Challenge, Support for Learners, Active and Collaborative Learning and Student-Faculty Interaction.
Graduate Follow-Up Survey (annually)	Students	Survey graduates as to employment status and satisfaction with education and support at Moraine Park.
Technology Satisfaction Survey (2011)	Students, Staff	Students share feedback on current technology and provide input on anticipated future use of technologies.
Program Investigation Surveys	Business Stakeholders	Businesses provide feedback on proposed programs including current employment figures, detailed future needs, wages, desired educational level and required knowledge and skills.
Economic and Workforce Development and Community Training Survey	Business & Community Stakeholders	Collect feedback from corporate training participants on change in skill level on course-specific outcomes resulting from the training and satisfaction with the course delivery and instructor.
Employer Follow-Up Survey (annually)	Business Stakeholders	Survey employers of recent graduates on how well the College prepares graduates compared to their expectations of an entry-level employee.
Program Advisory Committees	Business Stakeholders	Advisory committee members provide input on curriculum, marketing and trends specific to programs.

5P4 How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?
College leaders invite the College community to participate in several essential processes that assist in gathering information, analyzing the data and making recommendations for future opportunities that ensure a continued focus on students and learning, such as curriculum or program development and strategic planning and budgeting.

All employees are invited to participate in the College's environmental scanning process. As employees read journals, magazines, newspapers, reports, etc., they are encouraged to share essential pieces of information and trends identified in the readings with the Institutional Research department. The Institutional Research department compiles these trends in a database, synthesizes, and shares with internal and external stakeholders via an annual report published on *my*MPTC.

The Program Design and Evaluation department, in conjunction with Institutional Research and other college stakeholders, advances other academic programming considerations and innovations. Developing a curriculum and focus session events, project steering committees and program advisory committees allow the College to stay abreast of the future training needs of area business and industry. Any employee can submit an idea for new academic programming, which will be investigated to determine its feasibility.

Leaders from across the College are encouraged to serve on local business, civic and community committees and boards, such as the local economic development organizations and chambers of commerce, to ensure they are on the forefront of understanding the communities' needs. In addition, College leaders invite discussion and decision-making through employee participation on committees, teams, input sessions or at campus updates.

5P5 **How do you make decisions in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?** *Response Addresses Core Component 5B.*

Moraine Park practices participatory planning, problem solving and decision-making. Within the decision-making framework, the District Board and staff are guided by a clear set of policies and procedures, which are openly posted on *my*MPTC for all staff to review. Staff are given an opportunity to examine new policies and procedures prior to their implementation. Communication on policies and procedures flows through work teams to the President's Cabinet and back. Teams are the means by which Moraine Park continuously improves. Every unit within the College has an active support network of work teams, cross-functional teams and project teams. Teams provide for a high level of customer satisfaction, continuous improvement, quality, team learning, communication and staff morale. A formal framework for teams, outlining each team's purpose and membership, is published and made available to all staff on *my*MPTC. Teams are reviewed annually by the President's Cabinet who approve recommendations for new teams or modifications to existing teams. A recent example from fall 2012 involved the President's Cabinet dissolving the Banner Operational cross-functional team while implementing a Data and Reporting cross-functional team. With implementation of the Banner system complete, the Banner Operational team was no longer needed and efforts turned to managing the input and extraction of data, thus requiring a new Data and Reporting team.

Every employee is a member of at least one work team, but often many more. The work team is the building block of communication and decision-making. Communication and decision-making travels between the various teams and the work team. In addition, the College uses project teams for short-term initiatives, such as the current AQIP Outcome Assessment and Student Success project teams. Recommendations for College-wide decisions are often delegated to one of the many cross-functional teams within the College. Cross-functional teams include members from multiple systems within the College to assist in providing input and feedback for continuous improvement and strategic planning associated with College processes. Figure 5.2 identifies the various cross-functional teams at Moraine Park and their intended purpose. These cross-functional teams make decisions on issues within their sphere of control, or make recommendations to the president or the President's Cabinet for broad decisions within the College, such as curriculum, safety and Web content. Under the guidance of the District Board, the College president has final approval of cross-functional team decisions.

Figure 5.2 Cross-Functional Teams

Cross-Functional Team	Purpose
Accreditation	Examine and document current practices and monitor accreditation initiatives at Moraine Park.
Behavior Intervention	Provide a structured, positive method for addressing student behaviors that impact the College community and may involve mental health and/or safety issues.
Capital Project Planning and Design	Plan and design selected facility projects that support the training and retraining needs of Moraine Park customers through maximum space utilization and flexibility.
Certification	Review plan of activities for professional growth related to certification activities.
Crisis Management	Approve overall priorities and strategies related to any defined crisis situation.
Crisis Operations	Recommend overall priorities and strategies related to any defined crisis situation, and implement upon approval.
Curriculum	Set priorities for, and identify and encourage, best practices for curriculum development and delivery.
Data and Reporting	Ensure awareness and understanding of reporting requirements and impacts. Create and document definitions of data elements and processes to ensure comparability and consistency across the College.
Environmental Sustainability	Recommend policies and projects that will escalate social responsibility and increase commitment to the ideals of environmental sustainability.
Equal Opportunity	Prepare, make recommendations and monitor the district's Equal Opportunity / Affirmative Action Plan.
International Education	Facilitate participation in the international workplace by providing opportunities for global experiences for faculty, staff and students.
Marketing and Recruitment	Ensure alignment between the College's marketing and recruitment strategies and the direction of the Academic and Student Affairs units.
Organizational Development	Provide guidance and direction to organizational development activities.
Safety	Increase and maintain the interest of employees in promoting the College as a safe place to learn, work and visit.
Self-Funded Health Insurance	Execute the responsibilities of the self-funded health insurance program, including recommending changes in benefits and coverage.
Service Learning	Guide and mentor the service-learning project within the College to assist with the guidance, development, and delivery of an effective service-learning program.
Student Services and Support	Align student services and support activities, and identify areas for continuous improvement.
Web Content	Identify and make recommendations on the services that the websites should provide for students, faculty, staff and the College community.
WellTech	Provide leadership in creating and promoting activities that support overall wellness of Moraine Park staff and aid in controlling health care costs.

5P6 How do you use data, information, and your own performance results in your decision-making processes? *Response Addresses Core Component 5C.*
Moraine Park is committed to making informed, data-driven decisions, as is evidenced by its investment in the Banner system, the Operational Data Store (ODS) data warehouse and the Enterprise Data Warehouse (EDW). The College's investment in these products has improved ready access to reliable and accurate data for timely, informed and actionable decision-making.

In addition, within Moraine Park's framework for teams structure, each team has a specified purpose and designated outcomes. Teams are encouraged to review their processes and services yearly and develop initiatives that will result in continuous improvement efforts and better align the team with the College's mission, vision and goals.

Moraine Park collects information from students, staff and the community through various surveys and studies. In 2012, the College implemented an action-oriented operational procedure on internal college research. A follow-up plan is required for studies conducted with a broad audience of students or staff within the College. Upon completion of a study, the responsible vice president works with the President's Cabinet to review results, write a summary and formulate action items resulting from the study's conclusions. The summary and action items are posted for all staff to review on *my*MPTC, with follow-up meetings scheduled for the President's Cabinet to review progress. Using direct feedback from students and staff on the College's performance is invaluable to decision-making processes.

An emphasis on college culture drove Moraine Park to adopt the PACE Climate Survey in 2006, with administrations following in 2009 and 2012. The survey provides valuable external benchmark comparisons to peer institutions on the health of Moraine Park's internal culture. In administering the most recent survey in October 2012, the College requested feedback from every employee. A detailed report was shared with the College community on *my*MPTC, and team leaders were encouraged to discuss results with team members and provide feedback to the President's Cabinet. Feedback will drive institutional strategies necessary to maintain a positive and productive internal culture.

In addition, the College launched a comprehensive Culture of Quality Survey in the fall 2008, based in part on the Malcolm Baldrige "Are we making progress" questionnaire. The survey complemented the PACE survey, covering four primary areas of quality, including: leadership and planning; customer and market focus; measurement, analysis and knowledge management; and process management and results. Nearly three-quarters of staff provided feedback on the College's culture of quality. Uncensored results were shared on the College's intranet and a call to action on five identified focus areas was presented at the January 2009 district in-service. The 2008 survey served as a baseline, and results were later compared to the follow-up Culture of Quality Survey administered in 2010.

As part of the 2011-12 strategic plan, the College committed significant budget dollars to fund a major strategic initiative, an AQIP Action Project, surrounding business intelligence. The business intelligence initiative focuses on enhancing institutional planning and decision making by aligning institutional data and reporting with strategic planning, accreditation and college initiatives. Business intelligence will enhance the College's business system configuration and processes to ensure it meets essential requirements for effective data management, including development and management of data standards, reporting standards and audit processes. In addition, business intelligence will translate executive-level reporting requirements into strategic tools including predictive analytics, strategic dashboards and balanced scorecards. Now in its second year, this initiative has already greatly improved the College's ability to use internal performance data and information for informed decision-making.

5P7 How does communication occur between and among the levels and units of your institution?
Moraine Park's well-defined team structure provides for communication and decision making between and among institutional levels. Information sharing and decision making occurs regularly between and among teams and systems. Represented in the communication and decision-making process are

management/confidential staff, support professionals and faculty across all systems within the College. Moraine Park's team structure was designed to ensure open and frequent communication and to provide a venue for the right voices and expertise to be involved in decision making. The College's value statement of *collaboration* further identifies communication as important.

Other modes of communication exist in addition to the College's team structure. The College Introduced a Web-based student and staff portal in July 2010 called *my*MPTC. Identified as a primary means of communication, *my*MPTC (as well as the College's public Internet site) is used by the College to carefully and consistently deliver updates and to ensure students, staff and the community have access to current communication, issues and decisions. The president, during college updates, will reference communications that have been placed on *my*MPTC. The *my*MPTC portal is available to anyone with a Moraine Park-designated e-mail address and lists daily and weekly headings that help staff and students learn about current activities, events, issues and decision-making efforts.

Communication between and among units of the College has been an emphasis of the new College president since her hiring in July 2011. In addition to maintaining the College fall in-service with all staff, the president rotates campuses to host three college updates each semester, titled "conversations with Sheila." Although College updates are hosted on each campus once per term, the update is fed to the other campus locations via live broadcast. Those employees unable to participate in the live meeting or broadcast can access each update's PowerPoint presentation on *my*MPTC for later viewing.

In addition, the College has implemented mechanisms to communicate with full-time and adjunct faculty, including the addition of a faculty-specific tab on *my*MPTC. The vice president - academic affairs and the president host a faculty in-service each semester to address issues and changes influencing the College's programs and faculty. Adjunct faculty in-service is held in the evening to engage this important group of faculty and further ensure communication between all levels of the institution.
The new president has renewed the focus on posting timely updates of organizational and process changes to *my*MPTC so all staff have access to changes and updates. To foster employees' sense of connection with the College's goals, the new communication and update process aligns each update with one of the three college goals. Additionally, kudos are given to staff at each College update for their involvement with initiatives that positively impact any one of the College goals. Finally, President's Cabinet members are expected to communicate and share information with members of their unit and bring feedback back to the cabinet, thus ensuring communication takes place at all levels.

5P8 **How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?** *Response Addresses Core Component 1B.*
Moraine Park articulates its vision, mission and value statements publicly in several ways. A *One Vision* brochure is posted on the College's Internet site and *my*MPTC, which outlines the College's vision, mission and value statements. To communicate this information further to the community and students, the institutional mission, vision and values are shared in broad College publications, including the College catalog and course schedules. Posting of the College mission and goals on all public entrances further reinforces and deepens a shared sense of purpose with staff, students and any guest that passes through the College's doors. The information in the vision, mission and value statements is clear and concise with expectations for quality and standards outlined. The College's annual outcomes, which align with the five-year goals, are shared with staff, students and the community on both *my*MPTC and the College's public website. Making visible and public the College's organizational direction deepens and reinforces the characteristics of a high-performance organization at Moraine Park.

To ensure new employees are quickly assimilated into the organizational culture, Human Resources conducts monthly new employee orientations at which Moraine Park's vision, mission and value statements are introduced to new hires with dialogue that promotes understanding and practicing of these critical institutional expectations.

The College engages in yearly strategic planning efforts to update its annual College outcomes. The College Planning and Leadership Team was disbanded in 2012 in favor of a mechanism that invited participation from all staff and students into the strategic planning process. The process was a success, achieving College-wide participation in reducing the number of college outcomes from 22 to a focused 7 outcomes.

All employees engage in performance evaluation and assessment with managers developing yearly performance objectives with their supervisor. The objectives align with the strategic direction of the College and provide for continuous improvement in their areas of accountability and responsibility. In 2008, Moraine Park introduced an improved management evaluation process, which closely integrated the characteristics of a high-performing leader into the evaluation process, including: accountability; collaboration; continuous improvement; decision making, problem solving and judgment; diversity and respect; financial management; job-specific performance; and leadership. A leader's performance is evaluated on each criteria based on concrete rubrics, thus clarifying the expectations and reinforcing the characteristics of a high-performance organization.

In addition, all employees outline professional development plans as part of the annual evaluation process and may develop an action plan to address areas of identified deficiency if corrective action is required. A yearly training calendar provides all employees with professional development opportunities. Each employee participates in customized, required trainings and professional development activities. Yearly Reflections on Teaching and Learning opportunities for faculty are scheduled, and managers participate in Leadership Development Training. The College provides facilitation to teams and mentoring for employees. The efforts and programs outlined above help to emphasize and role-model the College's expectations for high performance and behaviors that support the mission, vision, value statements and strategic plan of the College. Professional development programming and mentoring are in the process of transformation with new and more comprehensive and customized growth opportunities scheduled for implementation in 2014-15.

5P9 How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your institution? *Response Addresses Core Component 5B.*
The College's team structure fosters leadership by encouraging employees to participate and become involved in projects and initiatives in which they have experience, skills and expertise. Best practices are shared within and between teams, resulting in continuous improvement. Work teams share best practices throughout their system via system team meetings. In addition, the various communication mechanisms outlined in section 5P7 foster a culture of communication and sharing of best practices throughout the College.

Best practices are also shared through numerous leadership development opportunities, examples of which are presented in Figure 5.3, including annual Reflections on Teaching and Learning training, in-service programs, and the College's new-hire orientation and mentoring programs.

Figure 5.3 Examples of Leadership Development Opportunities

Leadership Opportunity	Audience	Description
Banner Training	All Staff	New employees complete some level of Banner training. The amount and type of Banner training is tied to the employee's role at the College and the job responsibilities.
Certification	Faculty, Adjunct Faculty, and Managers holding certified positions	Required certification with the Wisconsin Technical College System. The schedule of certification courses is communicated through *my*MPTC and are scheduled at Moraine Park throughout the year and in various formats (i.e., traditional, online, blended, etc.). Graduate and undergraduate credit options are available through a partnership with Silver Lake College and UW Stout.
Community Leadership Programs	All Staff	The College funds staff member to participate in each of the community leadership development programs in Beaver Dam, Fond du Lac and West Bend.
Conference Attendance	All Staff	Staff are encouraged to attend conferences related to their role within the College. The college fully covers conference expenses.
Faculty Academy	New Faculty	The Faculty Academy is a required program for all new faculty to share Moraine Park best practices and develop their leadership abilities in line with the College's expectations. Sessions scheduled throughout the year cover seven major topical areas as follows: 1) immersion into Moraine Park, 2) teaching basics – part I, 3) difficult students and student issues, 4) classroom assessment, 5) programming and advising, 6) ethics and integrity, 7) teaching basics – part II.
Faculty Flexible Professional Development Days	All Faculty	Two days during each school year are targeted toward faculty professional development and pedagogy. Each Moraine Park instructor will select one of these dates and participate in 6 – 7.5 hours of workshops and activities that have the potential to enhance or advance their teaching skill-sets.
Leadership Development Series	Management	The Leadership Development Series (LDS) helps new managers develop essential managerial and leadership skills that are compatible and complimentary to the Moraine Park culture.
Moraine Park Association of Career and Technical Education	All Staff	All staff are eligible to participate in MPACTE, with the College paying a portion of employee dues.
New Staff Orientation	New Staff	All new Moraine Park staff are required to participate in new employee orientation, providing an opportunity to introduce them to the College, its processes and best practices.
New Employee Mentoring	New Staff	Each new employee is assigned a mentor to provide guidance for the first year of their experience at the College. Mentors are assigned from a similar employment class, but not within the same department. They assist the new employee in navigating the culture and processes of the College.
Professional Growth/Tuition Assistance	All Staff	Support professionals are allotted $850 per year for professional growth, while managers are offered $1,000. Additionally, managers are offered full funding for master's-level coursework and the opportunity for a sabbatical.
Reflections on Teaching and Learning	Faculty	An annual six-hour professional growth requirement for faculty, focused on building skill and capacity within the faculty category as an aggregate in order meet the needs of students and the College.
Wisconsin Leadership Development Institute	All Staff	Full-year institute sponsored by the WTCS and the Chair Academy. The goal of the Institute is to develop leaders in all areas of technical college administration based on ability, promotability, and personal goals.

Opportunities for leadership development manifest through professional development for all staff. Managers participate in the College's Leadership Development Series and tuition reimbursement is offered for continuing education, including special support for pursuing a master's degree. Continuing education is encouraged for support professionals through incentives and benefits such as tuition reimbursement. Opportunities exist for all employees to attend conferences, workshops and seminars. Employees may request sabbatical leave to allow time for continuing education. In addition, employees are involved in state leadership opportunities such as the Wisconsin Leadership Development Institute (WLDI) and community (Chamber of Commerce) leadership programs such as Leadership Greater West Bend, Leadership Beaver Dam and Leadership Fond du Lac. Leadership opportunities also exist in the local and state organizations, the Moraine Park Association for Career and Technical Education (MPACTE) and the Wisconsin Association for Career and Technical Education (WACTE).

The wealth of development opportunities available to staff encourage, develop and strengthen leadership abilities among the faculty, staff and administrators and provide a venue for communicating and sharing knowledge, skills and best practices throughout Moraine Park.

5P10 How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?
College leadership and the District Board carefully consider how culture (which embodies the mission, vision and value statements) is practiced, role-modeled and perpetuated throughout the College and sustained over time. Moraine Park's hiring practices set the stage for attracting and hiring employees with values that are in alignment with the College's mission, vision and values. The screening and interviewing process helps to identify candidates with qualifications and attitudes that more closely align with the College's culture. The College's hiring process is team-based, which provides for a comprehensive assessment of the candidate's fit with the Moraine Park culture.

The College requires employees to participate in trainings and professional development opportunities that build the essential employee knowledge, skills and abilities to support a high level of performance. Additionally, cross-training in key areas of the College assists staff in transferring critical knowledge and provides a foundation to learn about the functions of other departments within the College. Matching of new employees with a seasoned and trained mentor helps new employees adapt to the College culture. The College's leadership succession planning process, developed with assistance from the Hay Group, aligns with supporting processes such as performance appraisals, skill/competency assessments and professional development plans. When initially developing the process, consultants conducted staff interviews and reviewed College information in order to understand the organizational challenges and strategy and the impact of key roles on organizational success. This effort led to identification of leadership role profiles and a competency model that ensures commitment to high performance for key College leadership positions.

Since its implementation in 2007, key College leaders have completed assessments and individual development plans in accordance with the leadership succession plan.

**5R1 What performance measures of Leading and Communicating do you collect and analyze regularly?**
The College worked with the Hay Group to develop a performance management system, which has been in use since 2007. The system assesses detailed performance measures on all managers including items

related to accountability; collaboration; continuous improvement; decision making, problem solving and judgment; diversity and respect; financial management; and job-specific performance. This important measure of personal leadership and communication is critical for professional development.

In addition to personal performance measures, the College climate for leadership and communicating is also measured. The PACE survey addresses four areas: institutional structure, supervisory relationship, teamwork and student focus. The report, developed by NILIE from the survey results, provides a comparison to other colleges for benchmarking purposes. Results are published on *my*MPTC for all staff to review. Each unit leader reviews the results with their teams, garners additional feedback and thoughts and shares with the President's Cabinet. The President's Cabinet addresses key findings and identifies any areas for continuous improvement.

Additionally, in 2008 and 2010, the Quality Council administered to all staff a Culture of Quality Survey, based on Malcolm Baldrige criteria. The survey was designed to assess the College's framework and culture for quality improvement. Five key focus areas were identified for improvement in 2008. These areas were identified in the 2010 survey to gauge effectiveness of improvement initiatives. The 2010 data indicated slight improvements over the 2008 results for the 5 key areas, with roughly 50 percent of employees feeling the College had made some improvement in each of the 5 categories (Figure 5.4). The College continues to make improvements with the College's communication processes and identifies process improvement initiatives to advance its results moving forward.

Figure 5.4 Culture of Quality Survey Improvement Level in Five Key Areas, 2008-10
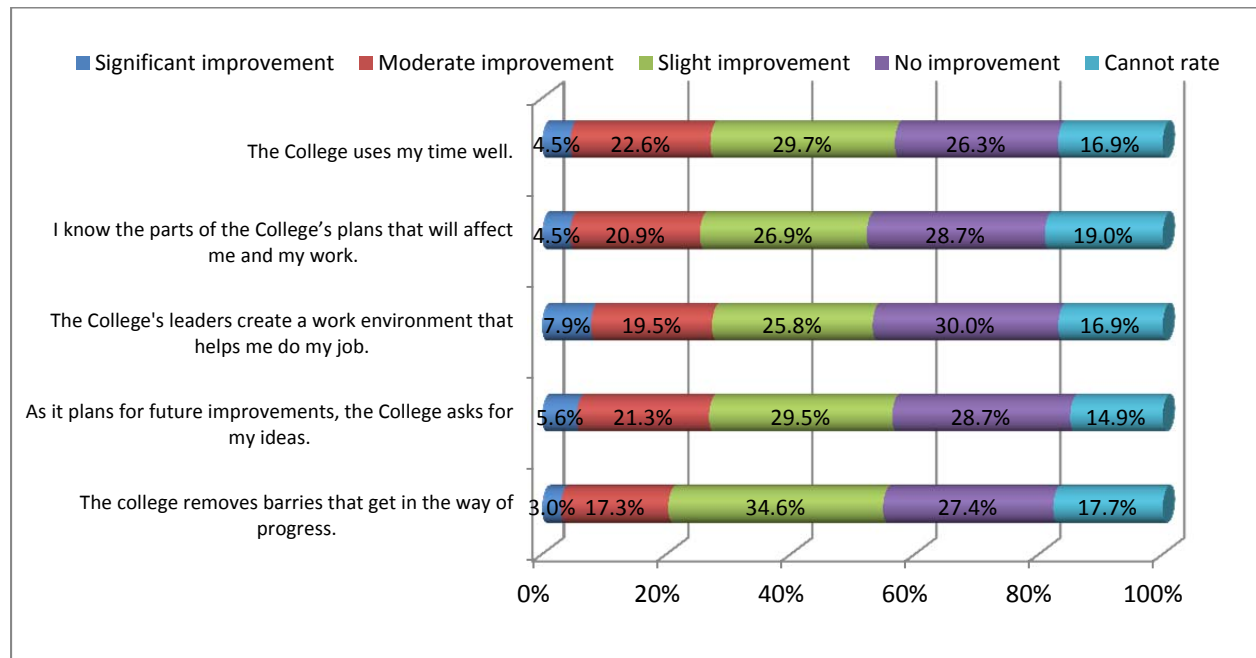
Performance monitoring for leading and communicating is additionally achieved via the semiannual performance reporting to the District Board on outcomes and initiatives, as outlined in Category 7.

5R2 What are your results for leading and communicating processes and systems?
The Personal Assessment of the College Environment survey is a vital tool used by the College to assess results for its leading and communicating processes and systems. Since 2006, when Moraine Park began

administering the PACE survey, it has seen an increase in mean response score on every leadership and communication related question with each survey iteration (Figure 5.5). In some cases, the mean response score increased significantly, while in others it has been a gradual increase. College staff views supervisors as having confidence in their work (4.34) and being open to the ideas and beliefs of everyone (4.24), both critical areas to successfully leading and communicating. There are several areas where the College's average mean scores are still below where it would like to be. Examples include the extent to which information is shared within the institution (3.08), the extent to which decisions are made at the appropriate level at this institution (3.09) and the extent to which I am able to appropriately influence the direction of this institution (3.01). Despite not achieving the levels desired, the mean scores have nonetheless increased noticeably over the past six years, indicating the College is improving on its leading and communicating processes and systems. The President's Cabinet is committed to improve PACE results related to leading and communicating, further engaging College units in a follow-up discussion of the results and subsequent action steps.

Figure 5.5 PACE Results – Leadership and Communication Questions, 2008-12

Leadership-Related Questions Five-point satisfaction scale from a low of "1" to a high of "5."	2006	2009	2012	Norm base
1. The extent to which the actions of this institution reflect its mission	3.36	3.51	3.80	3.88
2. The extent to which my supervisor expresses confidence in my work	4.00	4.27	4.34	4.18
4. The extent to which decisions are made at the appropriate level at this institution	2.53	2.73	3.09	3.30
5. The extent to which the institution effectively promotes diversity in the workplace	3.39	3.64	3.87	3.89
6. The extent to which administrative leadership is focused on meeting the needs of students	3.17	3.13	3.67	3.76
15. The extent to which I am able to appropriately influence the direction of this institution	2.65	2.88	3.01	3.15
22. The extent to which this institution has been successful in positively motivating my performance	2.98	3.22	3.41	3.46
29. The extent to which institution-wide policies guide my work	3.33	3.41	3.74	3.71
44. The extent to which my work is guided by clearly defined administrative processes	3.14	3.27	3.58	3.48
Communications-Related Questions Five-point satisfaction scale from a low of "1" to a high of "5."	2006	2009	2012	Norm base
9. The extent to which my supervisor is open to the ideas, opinions and beliefs of everyone	3.84	4.15	4.24	4.06
10. The extent to which information is shared within the institution	2.62	2.88	3.08	3.22
12. The extent to which positive work expectations are communicated to me	3.28	3.52	3.85	3.72
13. The extent to which unacceptable behaviors are identified and communicated to me	3.34	3.60	3.79	3.66
16. The extent to which open and ethical communication is practiced at this institution	2.71	2.93	3.27	3.35
20. The extent to which I receive timely feedback for my work	3.47	3.68	3.87	3.65
21. The extent to which I receive appropriate feedback for my work	3.46	3.68	3.90	3.69
24. The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.46	3.71	3.95	3.77
30. The extent to which work outcomes are clarified for me	3.39	3.50	3.79	3.66
33. The extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs	3.48	3.76	3.92	3.80
41. The extent to which I receive adequate information regarding important activities at this institution	3.47	3.57	3.42	3.65
45. The extent to which I have the opportunity to express my ideas in appropriate forums	3.36	3.52	3.70	3.65

5R3 How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The PACE survey is an important tool for the College in benchmarking its performance in leading and communicating against a national sample of peer institutions. Comparing the PACE survey results to a national sample of peer institutions for questions associated with leading and communicating processes and systems, Moraine Park fares very well. Moraine Park's mean score was higher than the base norm on 12 of the 21 questions associated with leading and communicating (Figure 5.5). In most cases, Moraine Park's mean score was within range of the norm. The comparative data indicates a higher level of performance at Moraine Park than at peer institutions relating to staff viewing supervisors as having confidence in their work and being open to the ideas and beliefs of everyone.

In addition, Moraine Park participates in numerous comparative benchmarking processes throughout Wisconsin with peer technical colleges. Statewide comparative data driving leading and communicating is derived from the WTCS Client Reporting, Staff Accounting, Contracting, Uniform Financial Fund Accounting System and numerous other data systems. Anecdotal performance results are gleaned through best-practice sharing at state-called meetings across the College's major processes and systems, revealing that Moraine Park is viewed by other technical colleges to be on the cutting edge, in addition to a leader in technology and innovation, personnel practices, team culture and professional development. Performance results and best practices garnered at state-called meetings are communicated throughout the College via work team meetings.

National comparisons are used, when available and applicable, to compare performance to national peers. In addition to comparison data on the PACE survey and CCSSE, the Integrated Postsecondary Educational Data System is used to provide comparative leading and communicating data with peer institutions on a national scale. Additionally, Moraine Park was recognized in 2011 and 2012 by the Aspen Institute as being in the top 120 community colleges in the nation, an honor exemplifying the College's commitment to leading and communicating.

Grant awards to Moraine Park such as the federally funded Title III, National Science Foundation STEM, Community Based Job Training, Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program and Perkins grants demonstrate a pattern of achieving and exceeding expected outcomes. Moraine Park is highly competitive within the state despite differences in population and district size. Mid-year and end-of-the-year reports to the state office also point to a pattern of achievement and excellence. The recent awarding of a Wisconsin Covenant Foundation Wisconsin Workforce Partnership grant is further evidence of Moraine Park's performance.

Currently, comparisons to organizations external to higher education are not undertaken. Past attempts to compare processes for leading and communicating were unsuccessful due to the various confounding variables inherent in comparisons between different organizational or industry types.

5I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for _Leading and Communicating_?

As a continuous quality improvement focused college, improvements in leading and communicating are continuous and pervasive. New college processes require that feedback from surveys and studies be shared with the College community and action items identified, providing a process for engaging in continuous improvement dialogue. If dialogue results in a priority level that warrants intervention, the

team and leader will determine the steps for improvement and request support from the President's Cabinet to implement. The College uses feedback from staff, faculty, District Student Government, advisory committees and community members during strategic planning and improvement efforts.

In 2012 Moraine Park dissolved its Quality Council and College Planning and Leadership Team as a result of staff feedback indicating they wanted a broader voice in setting the College's future direction. In its place, all staff were invited to participate in strategic planning input sessions, so that all voices had the opportunity to be heard. Input was compiled, synthesized and shared via *my*MPTC. The College's seven outcomes for 2013-14 were a direct result of this feedback. The development of Moraine Park's next five-year strategic plan is underway and staff, student and community input will be sought as part of the process. In addition, improvements to the new process further engage the District Board in establishing the vision and goals of the College.

Several methodologies exist to support college-wide continuous improvement efforts including development of annual college outcomes and associated initiatives, the holistic strategic planning process, October budget modifications and the mid-year and end-of-the-year performance reviews. In 2012 the College introduced a new strategic planning toolbox for planning and management of strategic planning initiatives. The toolbox was built with extensive input from staff to ensure its functionality aligned with the needs of users. The new toolbox offers a comprehensive and intuitive means for leadership to evaluate and assess initiatives, prior to extensive work in the budgeting process. In addition, an extensive review of college policies and procedures undertaken in 2012 seeks to clarify expectations and systematize the College's leading and communicating.

Beginning in 2011, with the hiring of a new College president, a renewed emphasis has been placed on College leadership being more visible within its communities and developing venues for leaders to listen and share with College staff. A new presidential update model was rolled out in which the president meets with staff on each campus at least once per semester. The sessions are broadcast to other campuses, and an opportunity is provided to dialogue with the president on any issue.

Considerable evidence of continuous improvement efforts exists within the College. Moraine Park made great strides in developing the infrastructure needed to enrich communication with external stakeholders. In 2012, the College retooled its annual breakfast with K-12 administrators. Previous events were held on campus and consisted of numerous presentations from staff to the administrators. The new structure places the event within a local business and focuses on dialogue between educators and business, with minimal presentations. In conjunction with its Centennial, Moraine Park hosted the "Connecting Communities for a Sustainable Workforce" summit facilitated by Jane Oates, Assistant Secretary of Employment and Training Administration for the United States Department of Labor. The focus of the summit was opening channels of communication and encouraging visionaries from business, education and policymakers to "think big" in devising a common agenda for collectively creating a sustainable and prosperous future.

Evidence exists to demonstrate the College's commitment to enhancing communication to internal stakeholders.
- Human Resources prepared a comprehensive assessment and response to Wisconsin Acts 10 and 32, including extensive communication with staff.

- The Technical, Reporting, Issues and Configuration System (TRIC) was implemented to provide a management and communication tool for internal staff to identify and track ERP, Web and *my*MPTC issues, as well as provide a means to request reports and access a report library.
- The PeopleAdmin online applicant screening process for hiring employees was implemented, creating efficiencies in the process and a clearer communication flow with hiring managers.
- The Academic Alert System was upgraded in 2012 to improve the ease of faculty submission, enhancing communication of student progress to service providers.

Additional evidence exists to demonstrate the College's commitment to improving performance for leading:
- The Economic and Workforce Development and Community Training department began offering a regional STRategy Alignment Talent (STRAT) program for leadership development. This program received national recognition in 2012.
- Led a successful version upgrade of the Banner Enterprise Resource Planning system, providing additional functionality.
- Successfully implemented a print management system as a cost-savings and sustainability project.
- College transitioned to a public service website for the purpose of selling surplus furniture and equipment as an alternative form of revenue generation.
- A comprehensive review of College policies and procedures has begun, to include revisions to existing policies and procedures and a schedule for regular review.

Review and revision of the processes mentioned above happens as needed, but many are reviewed annually. The College reviews and revises organizational structure on a regular basis and engages in an annual review/revision of the College's Framework for Teams.

5I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Leading and Communicating*?
The culture, built around Moraine Park's strategic planning and budgeting infrastructure, assists the College in selecting specific processes to improve and to set targets for improved performance results in both *leading and communicating.* The process begins with the collection and analysis of feedback from the College community, business and industry, students, advisory committees, the Moraine Park District Board, various survey results, the environmental scanning process and unit key accomplishments.

Annually, units and work teams within the College develop initiatives to support the College goals and annual outcomes. Initiatives are clearly defined actions and interventions designed to advance specific College goals and outcomes, while simultaneously promoting continuous quality improvement.

The new College president has made it a point to be visible in the community and engage community business leaders in conversations on the strategic direction of the College. The first ever hallmark summit on "Connecting Communities for a Sustainable Workforce" was held in August 2012 with business, community and legislative leaders on Moraine Park's campus. This level of engagement has extended to other college leaders who are encouraged to be active and engaged in the community. Feedback from the internal and external college community informs the planning processes and guides process improvement in a proactive way at Moraine Park.

Category 6: SUPPORTING INSTITUTIONAL OPERATIONS

Introduction

The College has undergone significant leadership changes in the past two years that have moved the College out of a *reactive* and into a *systematic* level of maturity. The new College president has placed a strong focus on academics and institutional processes. Student and key stakeholder service needs are identified through repeatable processes (6P1), such as the Talk2Us and CCSSE, but the processes are not fully deployed across the College. In some cases, it appears new processes and procedures derive from the response to immediate needs shared by students and stakeholders through these processes (6P1 and 6P2), which exhibit more of the *reacting* level of maturity. The College could benefit from further anticipation of student and stakeholder needs and developing proactive processes to address the needs, such as the case with the Behavior Intervention Team and Crisis Response Team (6P3).

Moraine Park is *aligned* with its processes for designing, maintaining and communicating safety and security (6P3). A diligent focus on facility planning, crisis management and safety and security guidelines supports the stable nature of these institutionally deployed processes.

Management of key student, administrative and institutional support processes in addressing student needs are *systematic* in nature (6P4). Most student support measures focused on individual units within the College (6R2 and 6R3) are not broadly deployed across the College. The majority of daily communication across units within the College is in reaction to student or stakeholder issues or problems rather than being proactive in developing systems to prevent issues from occurring. Use of information to improve services is addressed primarily at the work team level (6R4).

Moraine Park is *systematic* in benchmarking its performance against peer organizations, with adequate measures of comparison with WTCS peer colleges in areas such as FTE growth and student transfer (6R5). Although these measures are collected, they are not disseminated to all College employees for review. Additionally, the College has struggled with formally benchmarking itself against non-educational organizations.

6P1 **How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?**
Alumni support service needs are identified via the Alumni Advisory Committee (see 3P4), while the Board of Trustees works directly with the College president and the Wisconsin Technical College District Board Association to address its support service needs. The <u>Wisconsin Technical College District Boards Association</u> is a forum for trustees of locally-governed, community-based colleges to come together from around the state to learn, share, promote and create together.

The majority of student feedback related to student services, business, auxiliary, marketing and facility functions occurs in face-to-face interaction with students. General information, gathered through the end of course feedback; the Community College Survey of Student Engagement; the Talk2Us feedback system; and ongoing business, industry and community course feedback forms addresses direct student needs.

Student needs are further identified via the academic appeal and grievance processes, grant data analysis, needs analysis by the Financial Aid department and annual listening sessions during the strategic planning process. Needs are also identified by the tri-campus Student Government

organization. Comments from these meetings are forwarded to the appropriate manager or unit vice president for review and response. In some cases, the College president or a unit vice president attend these meetings to discuss process improvement projects or to share information.

Data collected through the student feedback process are shared with the faculty member and supervisor and are used for continuous improvement. Other program specific or service specific data collected from students through primary research is shared with the requesting department. The College continues to utilize an online communication tool called Talk2Us. This online system allows students, staff and community members to send comments or questions (anonymously if desired) to respective areas of the College. Managers are asked to confirm the inquiry within three business days and respond to issues or questions within a reasonable timeframe.

6P2 **How do you identify the administrative support service needs of your faculty, staff, and administrators?**
Direct communication tools such as team meetings, e-mail, telephone, *my*MPTC or direct mail processes assist in identifying faculty and staff support service needs. The College's team structure provides numerous opportunities for faculty and staff to communicate on any topic. In addition, a variety of survey instruments gather periodic feedback on specific topics including the College culture, management performance, organizational development offerings, facilities and financial management services offerings, Human Resources offerings and educational delivery systems. Administrators participate in biannual management meetings, faculty collaborate within their work teams and administrative assistants meet biannually, as additional examples of means to identify support service needs.

Business customers communicate through advisory committees, occasional strategic planning workshops or focus session and DACUM planning sessions. Board members communicate their needs through the policies and direction they provide at board meetings as well as through annual planning retreats.

How the institution utilizes the information garnered through these processes varies by team.
- New curricula ideas are submitted to the institutional PDP, which provides a systematic approach to examining new curricular ideas.
- Revised curricula ideas garnered through advisory committee meetings, focus sessions, DACUM processes or other means are implemented through curricular updates made by faculty through WIDS.
- Ideas for collaboration, process improvement, service improvement and course delivery systems are planned and implemented by the appropriate college system at the level closest to implementation.
- Implementation of new technologies is usually the joint responsibility of the department that owns the process and either the Instructional Technology division (within the Academic Affairs unit) or the Information Technology division (at the institutional level).
- Facility-related issues or ideas are typically driven by recommendations from other systems through the Facilities office. The existing basis for new facility projects is defined in the Master Facility Plan released in 2007 but updated annually by the President's Cabinet.
- Daily support needs are identified through informal communication and formal Help Desk options for technology issues or work order requests sent electronically to the Facilities office.
- Banner, Web, *my*MPTC and reporting needs are identified through staff TRIC submissions.

6P3 **How do you design, maintain, and communicate the key support processes that contribute to everyone's physical safety and security?**

The safety and security of students, staff and guests are a high priority for the College. Moraine Park has designed, maintained and invested in the following resources to improve physical safety and security:

- Moraine Park's three-year facilities plan ensures that campus buildings are kept in good repair, and safe and healthy environments are created and maintained. Parking lots, pedestrian walkways and building exteriors are lighted from dusk to dawn. College personnel monitor the campuses for irregularities and needed repairs of maintenance in facilities, grounds and lighting. Safety and security are major factors in all landscaping and lighting designs.

- Although Moraine Park does not have a security department, certain staff members are responsible for sharing crime awareness information at new student and staff orientations. Specific topics on security procedures and practices are also presented to current employees through in-service and disseminated using print or electronic communication. Currently, the College outsources security staffing to a local vendor for coverage during the weekday evenings. These individuals follow preventative patrol procedures, provide personal escorts, lock/unlock rooms upon request, and respond to incidents and case investigation. Evening supervisors located on each campus provide additional safety and security support.

- Moraine Park has a Crisis Management Team and a Crisis Operations Team made up of College vice presidents and other key staff. They are responsible for overseeing and implementing the College Crisis Response Plan in the event of an emergency or crisis. The College has implemented and tested a college-wide response to various scenarios through drills, tabletop exercises, team trainings and discussion. In the event of a threatening situation, the College has implemented a Voice Over Internet Protocol (VoIP) system that enhances emergency communication to all staff and students. For example, when a call is made to 911 on a College phone, an alert is sent to the campus incident commanders, the safety associate and the associate director of facilities indicating from which phone the 911 call was placed.

- Safety audits are conducted informally and formally at least semiannually by the College's insurance company. Findings are documented in written reports, and responses to findings are documented and addressed within a reasonable timeframe, depending on required resources.

- In 2010, Moraine Park created a Behavioral Intervention Team to provide a structured positive method for addressing student behaviors that affect the College community and may involve mental health or safety issues. This group meets weekly and is improving their process through implementation of a software product to track, monitor and communicate their findings in a timely manner.

- Moraine Park developed safety and security guidelines that are published in the Student Handbook on the College website and on *my*MPTC as a reference for students, staff and guests. The College posts reference response guides to emergencies in each office space and classroom.

- The safety committee meets to review incidents that occur and to review new procedures or communication to prevent future incidents. Recommendations from this committee are evaluated and implemented as necessary under the direction of the safety associate.

- All College facilities and grounds are tobacco-free; however, individuals are allowed to smoke in their personal vehicles. In addition, Moraine Park implemented a "no weapons on campus" procedure prohibiting the use, concealment or carrying of weapons on campus with the exception of licensed law enforcement personnel.

As documented in the College's 2011-12 Annual Campus Security Report, Moraine Park has had no Clery Act reportable crimes within the last three years.

6P4 How do you manage your key student, administrative and institutional support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?
Teams manage daily operations. Each team has a designated purpose dedicated to continuous improvement in a specific area. Team improvement activities are identified through the feedback tools shared in 6P1 and 6P2 and are connected to department and College goals or outcomes as part of the strategic planning process. Agendas and minutes document team activities and are often shared on *my*MPTC. The College uses the portal and e-mail communication tools to ensure staff have the information to carry out daily operations. Institutional Research analyzes specific data and sends reports to the appropriate stakeholders for action.

6P5 How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?
The College documents student support processes with students through the Student Handbook, the College catalog, new student orientation activities, via the College website and *my*MPTC and through blogs and social media. Additional methods include District Student Government, academic advisors, counselors and other staff members throughout the College. Faculty, staff and students facilitate "Lunch 'n Learn" topics to be presented monthly. These sessions provide a venue for internal or external experts to speak on a number of topics for both staff and students.

Staff information is primarily shared through College policies, procedures and guidelines available on the website or *my*MPTC. Additionally, information is shared at fall and spring in-services, bimonthly Presidential Updates and project specific updates on *my*MPTC. Processes are also shared through training manuals and documents offered by the Organizational Development department.

The team structure at Moraine Park encourages staff to share knowledge and embrace empowerment. Most teams have shared knowledge through process manuals, job sharing and cross training related to critical functions. Work team meetings allow employees to share knowledge, process continuous improvement and identify new College initiatives to enhance their services.

Cross-functional teams with members from several departments at the College are created to address ongoing processes (i.e., safety, Web content, marketing and recruitment, crisis management, data and reporting) or focus on time-specific projects such as the Outcome Assessment or the Student Success project. Embedded in all of these teams is a purpose statement to create an innovative, best solution for the College staff and students to succeed.

The College has implemented critical technology projects. These projects include a Voice over IP phone system, a college portal for students and staff, a new College website, the Banner Operational Data Store and Executive Data Warehouse and an online payment service for students. Other technological accomplishments include use of Cisco TelePresence videoconferencing technology, document imaging in the Financial Aid area, and the implementation of the first phase of Virtual Desktop Infrastructure (VDI) technology for staff. These projects encourage knowledge sharing, innovation and empowerment.

As new technology projects are implemented or functionality changes, appropriate training materials are created and shared with users.

6R1 What measures of student, administrative, and institutional support service processes do you collect and analyze regularly?

The College identifies annual goals, outcomes and initiatives in support of the strategic plan approved by the Moraine Park District Board. College staff provides semiannual updates of the strategic plan to the board. In addition, various departments within the College provide annual reports to the board on key services and programs. Departments also collect and analyze data in support of processes and activities within their areas of responsibility. Figure 5.1 (5P3) lists the methods used to collect and analyze multiple processes.

Key measures of student and administrative service processes, not described in other areas of this portfolio, are shown in Figure 6.1 and 6.2, respectively.

6R2 What are your performance results for student support service processes?

The results for key student support service processes are outlined in Figure 6.1. However, trend information is provided regarding certain areas of interest.

Figure 6.1 Key Student Support Services Measures, 2009-12

Process	Measure	2009-10	2010-11	2011-12
Admissions	• Matriculated students • Applicants	4,030 5,179	3,876 4,431	3,359 4,346
Advising	• Programs with an Advisor	23	23	34
Counseling	• Students served	1,759	2,139	1,612
Employment Services	• Students/alumni active on TechConnect job search site • Full- and part-time positions posted on TechConnect • Graduates employed six months after graduation	262 812 94%	280 1,405 89%	351 2,080 88%
Financial Aid	• Total aid disbursed • Pell grants disbursed • Students awarded Pell grants • Cohort default rate	$11,432,377 $4,100,631 1,473 1.8% (FY 2007 cohort – 2yr. rate)	$14,112,167 $5,194,629 1,886 2.8% (FY 2008 cohort - 2yr. rate)	$13,518,336 $4,617,527 1,675 8.2% (FY 2009 cohort – 3yr. rate
Foundation Support	• Scholarships awarded	$108,000	$119,343	$127,000
Library	• Circulation (items lent out) • Reference transactions • Database searches	14,932 2,186 194,528	13,619 2,751 215,924	10,326 5,768 276,264
Disability Services	• Students with disabilities receiving transition services • Students with disabilities provided an accommodation plan and case management services	108 101	139 162	159 165
Technology – Instructional	• IVC student satisfaction	89.10%	93.50%	N/A

Admissions: The 2009-2010 and 2010-2011 school years represented a peak for applicants at many of the Wisconsin Technical College System districts. During that time, the colleges saw a surge in enrollment as dislocated workers returned to school for retraining. As many of those students have returned to work, program applicants have since declined.

Advising: In July 2009, the College began implementing a new professional advising model, using non-faculty academic support specialists (academic advisors) with specific program responsibilities. The college added two advising positions in fall 2011, which brought more programs into the advising model. The future focus will be on reducing the caseload, the number of programs advised and travel time for advisors. The College continues moving more programs into the new advising model, with all programs on track to be transitioned by July 1, 2013.

Counseling: Student demands for counseling services during the 2009-2010 and 2010-2011 peaked as a result of the sharp increase in enrollments of dislocated workers. Similar increases were reported by many other technical colleges across the system. The large dislocated worker population required more interventions than a traditional student to ensure successful enrollment and program completion.

Employment Services: Wisconsin TechConnect is an exclusive service for WTCS students and graduates. The website provides job postings from employers who have contacted the colleges to recruit for their open positions. Students and graduates can receive program-related job postings via e-mail and can promote their résumés directly to employers. The number of Moraine Park-specific job openings has increased slowly but steadily over the past three academic years. The Employment Services department has collaborated with the Economic and Workforce Development and Community Training area of the College to ensure all district employers are aware of this recruitment resource.

Financial Aid: The 2010-2011 school year represented a peak for financial aid applicants at many of the Wisconsin Technical College System districts. During that time, the colleges saw a surge in enrollment as dislocated workers returned to school for retraining. As many of those students have since returned to work, enrollments and financial aid applicants have since declined.

Although the College's cohort default rate (CDR) has increased over the past three years, it reflects the Department of Education's recent change to a three-year measurement and is among the lowest in the WTCS. Each year a cohort of students who graduated, dropped below half time or stopped attending is measured as they enter federal loan repayment. The group is followed to determine who is repaying their loan and who has defaulted. The cohort default rate measures the percentage of those borrowers that go into default for each institution. Schools are required to keep their cohort default rates under certain thresholds to prevent sanctions from the Department of Education regarding Title IV financial aid eligibility. These sanctions can include temporary or permanent loss of institutional Title IV eligibility.

The Department of Education has been transitioning from following this group of borrowers for two years to moving to a three-year measurement. This change has increased the CDR for most institutions across the nation. Schools, including Moraine Park's comparable institutions in the WTCS, have seen a marked increase in the CDR due to this change and the recent economic conditions. Moraine Park's cohort default rate, although low, has also been increasing over the past three years. The most recent three-year cohort default rate for FY 2009 is 8.2 percent. Official cohort default rates for WTCS schools for FY 2009 range from a high of 21.7 percent to a low of 8.2 percent. Moraine Park's cohort default rate is the lowest in the WTCS and is very close to Wisconsin's average of 8.0.

Foundation Support: The Moraine Park Foundation continues to evolve and anticipates significant growth. With a highly engaged and dedicated Foundation board, the College has seen significant increase in not only the Foundation's annual revenues but also the total dollars awarded to students through scholarships. Within the WTCS, the Moraine Park Foundation scholarship awards are comparable to similarly sized institutions.

Library: The decline in circulation statistics is comparable to other college libraries and can be attributed to several factors, such as assessments that require articles but not book resources and a shift in behavior of students who rely on other formats for information. The large increase in reference transactions is attributed to a simpler method for library staff to record the transactions when a user asks for help with locating information. This more accurate figure will be monitored alongside larger trends in academic libraries. The significant gain in database searches is credited to greater reliance on article research encouraged by the faculty and the additional access to widely used databases.

Disability Services: The demand for disability services has increased. Many students with disabilities were leaving high school without being aware of their options for postsecondary education, while many of the increasing number of returning adult students with disabilities also required these services to successfully access technical education. Moraine Park's 1,147 students with disabilities (5.3 percent of total student population) identified in 2010-11 included individuals with various disabilities as defined in Section 3(2) of the Americans with Disabilities Act of 1990. Furthermore, data demonstrates a continued increase in the number of students with autism being served. Similar patterns of increased demand for disability services occurred at many of the technical colleges throughout the state.

6R3 What are your performance results for administrative support service processes?
The results for key administrative support service processes are outlined in Figure 6.2. Again, trend information is provided regarding key administrative support services.

Figure 6.2 Key Administrative Support Services Measures, 2009-12

Process	Measure	2009-10	2010-11	2011-12
Accounting	• Cost per FTE	$13,058	$13,890	$14,741
	• Operational Mill Rate	1.15715	1.21929	1.24206
	• General Fund Reserves as % of Expenditures	28.5%	31.8%	36.0%
	• Credit Rating	Aaa	Aaa	Aaa
Bookstore	• Profit Margin	9.1%	(0.75%)	(1.2%)
	• Sales per FTE	$786	$770	$742
	• % of Sales – Online	7.5%	10.0%	12.5%
Facilities	• Energy Consumption – BTU per SF	77,874	77,933	72,998
	• Work Order Satisfaction Scores Above Average	N/A	86.37%	87.5%
Resource Development	• WTCS grants submitted/funded	35/33	41/38	31/28
	• Federal/Other grants submitted/funded	16/13	16/11	16/14
	• Total grant funds received	$3,430,609	$3,425,395	$3,307,936
Information Technology	• Projects Completed	349	213	297
	• Help Desk Tickets Resolved	9,150	9,030	8,284
	• Network Availability	99.94%	99.87%	99.88%
Marketing	• # of Press Releases	180	202	175
	• # of Facebook Likes	N/A	735	1,030
	• # of Twitter Followers	N/A	455	668
	• # of YouTube Views	N/A	N/A	322,453
Procurement	• WTCS Purchasing Consortium Savings	$181,092	$227,270	$229,530
	• Purchasing Card Rebates	$22,983	$35,306	$26,137
Safety/Security	• Worker's Comp – Modification Factor	.76	.93	.93
	• Recordable Incident Rate	2.2	1.8	0.5
	• Campus Crimes per Clery Act	0	0	0
Student Finance	• Annual Bad Debt Expense	$25,078	$26,335	$31,479
	• % of Receivables Recovered	2.8%	3.4%	3.2%
	• % Online Payments Received as % of Total	9.21%	17.57%	24.61%
	• % e-Refunds Disbursed as % of Total	5.11%	28.22%	50.50%

Accounting: The operational cost per student FTE indicates cost efficiency and burden to the taxpayer. As noted in Figure 6.2, Moraine Park's costs per FTE continue to rise and the 2012 rate of $14,741 ranks 4th highest within the Wisconsin Technical College System. This trend continues to be an area of concern for the College, and it continues to search for opportunities to offer programs and services for less while still maintaining high quality. Some of the increase is attributed to a College effort to fund an Other Post-Employment Benefit (OPEB) Trust, created in June 2010. In 2 years, Moraine Park has accumulated almost $3.9 million in valuation assets or more than 42 percent of the College's actuarial accrued liability. However, some of the high cost per FTE is attributed to stagnant FTE growth, expansion of remedial and student service offerings and strategic investment in new technology. This trend is an area of attention for College leadership. In the same regard, the operational mill rate also measures the financial cost to the taxpayer. By statue, the College cannot exceed an operational mill rate of 1.500 mills. In 2012, Moraine Park certified a tax levy authorizing a 1.24206 mill rate, 5th lowest in the state. The College intends to demonstrate continuous fiscal responsibility by maintaining an operational mill rate far lower than the 1.50 capacity to provide operational flexibility during economic downturns. The College also maintains a strong financial reserve beyond the required 16.67 percent as defined by the District Board to sustain financial flexibility and stability.

Resource Development: Moraine Park's grant portfolio remained consistent over the past three years, with an annual average of $3,387,980 combined resources from both state and federal funding agencies. All 16 WTCS districts apply for and receive state discretionary and formula funding on an annual basis. In 2012, Moraine Park received more state grant funding than five other state technical schools, which is consistent with College size, enrollment, operational costs and district population.

Procurement and Student Finance: To offset dwindling state resources, the College reviews methods to improve cash inflow. The procurement savings related to participation in a statewide purchasing consortium continue to increase, reaching almost $300,000 in 2012. The College also explores ways to promote purchasing card use within a secure environment to enhance rebates from its banking partner. The statewide average in consortium savings totaled $230,000.

In addition, Moraine Park has focused on controlling bad debt expense. To assist with collections, the College has participated in the Wisconsin Tax Refund Interceptor Process since 2009. Since then, the district has collected almost $313,000 in uncollectible debt through the Wisconsin Department of Revenue. Moraine Park is also promoting student utilization of online financial services including e-refunds and electronic payment options. As noted in Figure 6.2, utilization has increased, but efforts are needed to educate and promote these less costly solutions. Also, the College has seen an increase in student default rates over the past several years, increasing from 2.8 percent in 2008 to 9.2 percent in 2010.

Safety and Security: As noted in Figure 6.2, the worker's compensation modification factor is .93 less than the statewide average of 1.00. The College has reinforced efforts to train, educate and promote safety through quarterly audits by independent vendors and addressing issues found by the auditors. In addition, staff notify the Safety office when an accident occurs, which prompts a timely investigation and complete follow-up to ensure a similar incident in the future is avoided or minimized. The College's safety committee meets regularly to discuss issues or concerns related to safety factors; staff education materials are shared on *my*MPTC.

6R4 How do your key student, administrative, and institutional support areas use information and results to improve their services?
Process improvement is addressed through the team-based organizational format. Work teams discuss and implement smaller improvement issues and may establish project teams. If the issue is comprehensive or demands significant resources, staff creates a College initiative as part of the strategic planning process requesting financial, facility or personnel resources. If approved, the College funds the initiative and communicates progress in the completion of the tasks during the next budget year.

6R5 How do your results for the performance of your processes for Supporting Institutional Operations compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?
As evidenced in Figure 7.5 and throughout the portfolio, Moraine Park compares favorably to peer institutions within the Wisconsin Technical College System on several indicators, including academic course pass rate, returning students and overall mill levy rate. Key end-goal indicators for performance of institutional operations are the graduation, retention and transfer rates for the College. Moraine Park's rate exceeds the WTCS average, which is indicative of strong processes.

The College continues to work on performance improvements in institutional operations aimed at increasing its lower than state average FTE growth (-11 percent in 2012), high school direct enrollment (10.4 percent in 2011) and net student transfer out of district (net loss of 434 FTE).

Moraine Park does not formally benchmark itself against organizations outside of higher education regarding processes for supporting institutional operations.

6I1 **What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Supporting Institutional Operations*?**
Student Support Services: As defined in a previous AQIP Action Project, the College recently transitioned from a faculty advising model to a nonfaculty academic advisor model. As resources became available, Moraine Park employed advisors with specific program responsibilities. Although faculty and counselors are still an integral part of the student's ongoing academic success, program and course planning efforts reside with the new advisors who are assigned to program clusters. Another component of this new advising model was the implementation of an Academic Alert System in 2011-12. This system was designed to allow faculty to issue alerts to both counselors and advisors regarding students in need of counselor intervention or advising assistance. As for the Admissions area, a significant improvement project for this department was the introduction of document imaging. Admission specialists are now able to view pertinent documentation regardless of their campus location. This resource improved efficiencies in student communication and delivered consistent messaging.

Additionally, the Employment Services department improved their student connections. During 2011 and 2012, Moraine Park was a pilot college working closely with Northeast Wisconsin Educational Resource Alliance, NEW ERA, to establish an internship website called Intern2work.com. NEW ERA is a consortium of 13 public higher education institutions within Northeast Wisconsin. The website allows current students to create a profile and upload their résumé. Employers can create an account to see the skills and potential student talent. As of January 30, 2013, Moraine Park had 60 approved students on the website and 65 companies have created accounts looking for interns.

In 2012, the Foundation made a decision to add a Student Emergency Fund to its list of available student resources. This additional financial support provides emergency aid to students experiencing a financial crisis threatening their success. This fund has made a notable difference in meeting the needs of students who face critical financial issues on a basic level.

Administrative Support Services: Since 2011, Moraine Park has made numerous improvements related to supporting institutional operations. In addition to the safety/security initiatives outlined in 6P3, the Facilities department has collaborated on the design and construction of several new building additions and remodeling to include:

- A 4,100 square foot remodeling project at the Beaver Dam campus converted vacated front office space into 2 new general classrooms, a TelePresence room, training space for organizational development and new faculty offices. This space was completed in August 2011.
- The construction of a 7,500 square foot addition at the West Bend campus expanded programming in Tool & Die, Graphics and Interactive Media. The two-story addition was completed in late 2011, and Moraine Park offered classes in the new space in January 2012.
- A new 6,800 square foot addition was built to house an expanded library at the Beaver Dam campus. This addition was combined with a significant 4,000 square foot renovation to enhance

opportunities for campus Student Life, cafeteria/kitchen options, lounge and gaming space as well as Student Government meeting space.

In addition to the above spaces, which greatly impacted student and staff learning or work environments, the Facilities staff are designing new construction trade learning spaces at West Bend and have recently updated the Master Facility Plan for all three campuses.

The Business Office continues to invest in online applications for business operations. Moraine Park invested in Touchnet as a third-party payment gateway to accept online payments in a safe, secure payment environment. Since inception in 2010, Touchnet has increased e-refunds, e-payments and the use of electronic payment plans. These types of projects mitigate waiting lines, decrease reimbursement timeframes and increase student satisfaction.

In 2011, the College introduced a print management solution to chargeback students and staff for all networked paper prints and copies. Not only did the College recognize significant reductions in paper utilization, but it also saw significant reductions in its carbon footprint by minimizing the number of print/copy devices and centralizing devices within larger work and study groups. Initial projections include a cost savings of $60,000 in the first year alone.

In 2011, the library added new high-definition video and digital cameras to replace outdated and aging equipment. Each campus library also received a new Scantron machine, and instructors were introduced to ParScore software, which provides analytical reports on exam questions. Extensive revisions were made to the process for acquiring and cataloguing materials, which simplified the work and resulted in most materials being catalogued within one day. A subscription to the streaming video service, *Films on Demand*, was added to the selection of online library services. All of these initiatives enhanced timely services to both students and staff.

Also in 2011-12, the College introduced a student accident insurance fee program. For $7.50 a semester, the College makes available to students a layer of insurance coverage while they are on campus, traveling to or from campus or participating in College-sponsored events and clinical experiences.

One area of improvement for the Marketing department included the exploration and implementation of new tools to promote the College. The team has expanded its traditional contacts and messaging channels. To that end, the College has now entered into marketing arrangements with Valassis (Red Plum Media) to do shared mail programs, display advertising (at 1.5 million impressions per campaign) and e-mail acquisition advertising. Moraine Park has also advertised on Hulu, partnered with Google for Google Maps and developed a presence on Pinterest. Finally, in partnership with Academics Affairs, the department has started to market specific programs of study in addition to general college branding in an effort to further distinguish and develop subgroups within its existing demographic base.

Over the past three years, the Grants department had a substantial increase in developing collaborative partnerships associated with their grant project initiatives. For example, the College partnered with Northeast Wisconsin and Gateway Technical Colleges on the I-BEST grant projects. These collaborations extended to the 16-college system to obtain the Department of Labor Trade Adjustments Assistance Community College and Career Training Grant. These collaborations allow Moraine Park to receive alternative revenue sources in assisting its employers and students to develop and sustain workplace learning and educational skills.

In addition, the Grants department revamped the entire grant development process with a central focus on systems integration and interdepartmental collaboration. Starting in 2012, this protocol increased awareness and communication among all stakeholders and helped minimize potential issues with costs, capacity, data gathering and impact on infrastructure.

The items listed above are a sample of improvement projects the College has undertaken in the past few years. Due to the system structure built on the framework for teams, Moraine Park has a comprehensive method to measure and improve processes and procedures. The College continues to identify and connect department and system objectives and measures with the College goals and key performance indicators. The College will revamp this measurement and reporting structure as it develops and implements a new operational data warehouse as well as executive reporting tools in future years.

6I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Supporting Institutional Operations*?
The College targets and addresses improvements during the strategic planning and budget development cycle, which includes AQIP Action Projects. The President's Cabinet developed College key performance indicators that connect to College goals and outcomes aligned with state and federal initiatives. Once developed, these indicators create the framework for enhanced departmental measures. Annually, the College assesses these goals, outcomes and measures through a feedback cycle and makes modifications to reflect challenges and initiatives presented via input sessions, environmental scanning or general feedback from stakeholders. This cycle of improvement is integrated into the culture and prompts each department to strive for excellence and student satisfaction throughout the College.

Category 7: MEASURING EFFECTIVENESS

Introduction

The processes for measuring effectiveness are consciously managed and regularly evaluated but lack stability. These processes exhibit a *systematic* maturity. Data and performance information are available (7P2) and appropriately analyzed (7P4), including a breadth of institutional surveys (Figure 7.2). Since July 2011, an increased emphasis has been placed on using data to drive decision making. Also, ample processes exist for determining needs and priorities for comparative data and information on a peer basis, as evidenced by the extensive use of state data such as the Client Reporting system and Quality Review Process (7P4, 7P5 and 7R3). The College has an opportunity to expand on relevant comparisons to other educational institutions outside of the WTCS and develop processes for comparison with nonacademic organizations.

The College follows typical role based Banner ERP system security practices that allow staff to have access to information required for their position. Access to the production Banner system is predicated on the completion of security and roles definitions for each staff member and staff taking the appropriate training for their position. Banner functionality has not been fully utilized and some shadow systems persist (7P3). Data pulled from non-official sources impacts the accuracy of data and frustrates users. The new TRIC report request and development process (7P1) in addition to the new Security and Roles process show promise for moving the College to a more *aligned* process. While improvements have been implemented and integrated into the processes for measuring effectiveness (7I1), those processes may not be adequately communicated to all stakeholders within the College. With the implementation of the TRIC system and the Business Intelligence AQIP Action Project, there is opportunity for stronger and more efficient data and processes and the eventual elimination of shadow databases. As processes are improved, the College is able to identify and correct issues with data input into Banner, which further enhance effectiveness.

The College's ability to adapt new processes in measuring effectiveness allows key personnel to be proactive in identifying strategies to address opportunities for improvement. The College is working on processes to improve on its ability to measure student and stakeholder touch points. Improvements in effective use of data and resources, such as the Data and Reporting Cross-Functional Team (7P3), suggest the College is transitioning from a *systematic* maturity level to an *aligned* maturity level concerning its ability to measure, communicate and review effectiveness and data management and distribution.

7P1 How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

Over the past two years, Moraine Park has strengthened its commitment to select, manage and distribute data and performance information. The College hired a business intelligence (BI) manager in July 2011 as part of a College-wide strategic initiative. In addition to hiring the BI manager, Moraine Park declared an AQIP Action Project titled, "Using Data to Enhance Decision Making Through Business Intelligence" to support development and distribution of performance information.

Development and implementation of a web-based TRIC database application was undertaken to enhance selection, management and distribution of data. TRIC was developed in response to portfolio feedback in 2009 in which reviewers identified the need to develop a process to prioritize data requests and to decide with whom the results and related requests would be shared. TRIC allowed the College to combine four applications in managing requests for development related to technical support or development, report requests, issues related to applications and configuration updates. TRIC provides a means to collect information on needed reports, develop and test reports and build an accessible report library allowing for broad distribution of consistent information and data to College staff (Figure 7.1).

Figure 7.1 Report Request and Development Process
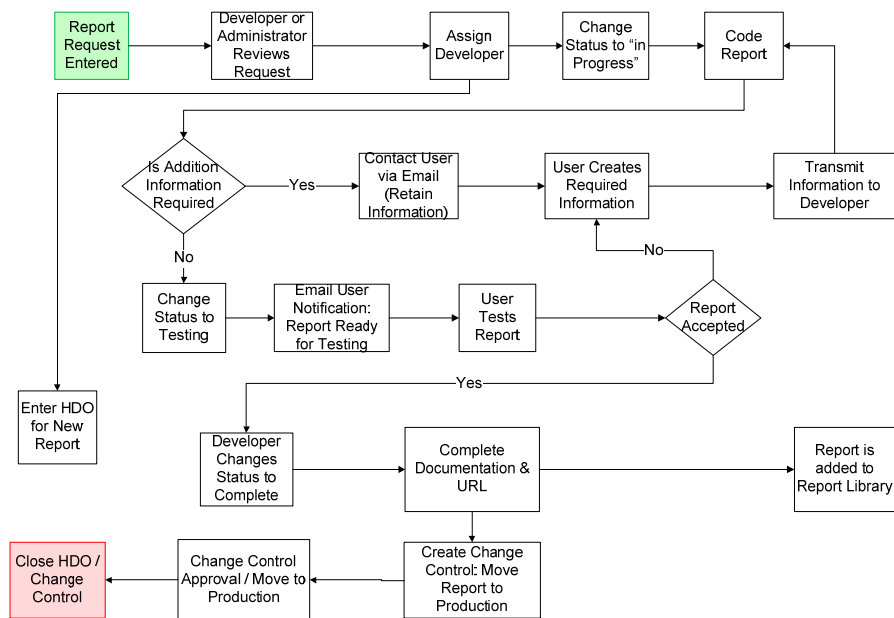
The College is working with the Information Technology department to develop business intelligence dashboards that provide drill-down capability into many strategic metrics. Focused business intelligence capabilities provide the necessary framework for informed strategic decision-making.

Internal reporting of college-level data developed through the TRIC system is shared via a Cognos reporting framework coupled with a Banner ODS/EDW. This framework allows the College to assign permission to staff to run and view reports on an as-needed basis. Critical college reports, such as monthly enrollment reports, are delivered to key staff within the College via e-mail to ensure they have timely and accurate information.

Moraine Park also submits state performance data via the Wisconsin Technical College System's data systems, such as client reporting, staff accounting, Quality Review Program, graduate follow-up studies and Perkins report cards. These tools provide a wealth of peer benchmarking information to support instructional and noninstructional programs and services. In addition to full-sets of general state comparative data being available to the general public from the WTCS website, specific comparative information is selected, managed and disseminated by the Institutional Research area to College staff via its Program Excellence Pages accessible on *my*MPTC, which contain labor market information, enrollment and FTE trend information, program demographic and course completion information.

The College also submits federal performance data information through IPEDS, which provides comparative data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices and student financial aid. Annual IPEDS data is made available to unit vice presidents within the College to share with their staff as needed.

Finally, as custom reports are written for specific college research projects, the information is shared with staff as appropriate through *my*MPTC. Report summaries for many studies, such as the Technology Satisfaction Survey and the Community College Survey of Student Engagement, contain specific follow-up action items in addition to an overall summary of the data.

7P2 How do you select, manage, and distribute data and performance information to support your planning and improvement efforts? *Response Addresses Core Component 5D.*
Moraine Park works systematically to improve its performance in a number of ways. Performance on annual College initiatives is collected and documented twice per year and shared with the District Board and College staff. In addition, key metrics are shared throughout the College at regular intervals, including a bimonthly FTE and headcount report and a weekly enrollment funnel report assessing matriculation of students from application to registration.

Performance measurement for team-specific goals and strategies is supported through ongoing surveys and reporting tools. Utilizing this data, Moraine Park teams monitor performance on their efforts, learn from the data and make adjustments as necessary to improve institutional effectiveness, capabilities and sustainability. Examples of how the College learns from its data and performance information can be found in the recent completion of the Technology Satisfaction Survey, the PACE survey and the CCSSE. In these cases, summaries of the data were shared with all College staff on *my*MPTC. As well, the College posted detailed action steps with timelines to remedy deficiencies uncovered by the research. The President's Cabinet monitors the action items and timelines to ensure outcome attainment.

A comprehensive Environmental Scan and College Data Report is shared annually with all staff in addition to survey data that supports planning and improvement efforts. Examples of key surveys supporting team specific goals and strategies can be found in Figure 7.2.

Figure 7.2 Samples of Surveys Supporting Planning and Improvements

Survey Name	Frequency	Department	Purpose
Adjunct In-Service Feedback Survey	Annually	Academics	Receive feedback that will enhance future events for adjunct faculty.
Capital Projects Design Survey	As Needed	Finance and Facilities	Allow the various capital project team members to evaluate the efficiency and effectiveness in which the team operated.
Community and Economic Development Course Feedback	Continuous	Economic & Workforce Dev.	Receive feedback from community and economic development courses, and areas the College can improve.
Community College Survey of Student Engagement	Annually	Academics	Provide feedback on students' college experience.
Employer Follow-Up Survey	Spring	Academics	Identify employer perceptions related to employed graduates meeting expectations within their organization.
GED Academy, High School Alternative Program and Student Success Center Student Surveys	Summer, fall, spring	Basic Education	Elicit student feedback regarding their satisfaction and success with the GED Academy program, HSAP and Student Success Center.
Graduate Follow-Up Survey	Annually	Academics	Identify recent graduate placement, satisfaction, wages, and employer information.
Fall In-Service	Annually	College-wide	Assess effectiveness of the college-wide fall in-service event.
Finance and Facilities Survey	Every two years	Finance and Facilities	Survey of staff and students evaluating various aspects of the Business Office, Bookstore, Food Service, Vending and Facilities.
Help Desk Satisfaction Survey	Continuous	Information Technology	Measures different aspects of how the case was handled to allow for process improvement.
Organizational Development Course Surveys	Continuous	Organizational Development	Collect staff feedback related to satisfaction and ways to improve professional development courses.
Personal Assessment of the College Environment	Every 3 years	College-wide	Promote open and constructive communication and to establish priorities for change by obtaining the satisfaction estimate of employees concerning the campus climate.
Student Feedback Survey	Summer, fall, spring	Academics	Gauge student satisfaction related to courses completed, course instructors, instructional methods and student services.
Teaching with Technology Needs Assessment	Every two years	Information Technology	Determines what technologies are being adopted by faculty and how they are used. Yearly comparative data determines progress in the use of technology in the teaching environment.
Technology Satisfaction Survey	Every two years	Information Technology	Questions about technology services provided by IT are asked and improvements sought.

7P3 How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

Over the past two years, Moraine Park has moved to a centralized reporting model where institutional data is owned by the Institutional Research team (IR). The IR team collects, stores and disseminates all official College data used for strategic planning and performance monitoring. In addition, the College's comprehensive team structure facilitates the data request and access process in a number of ways.

First, teams throughout the College frequently collaborate to determine data needs. Individuals, units or work teams who require data for decision making may submit a request using the Institutional Research Request Form for primary research requests or a TRIC system submission to mine currently available College data. Standardized or custom reports using Cognos, Argos, Toad Discoverer and SQL are generated to provide the necessary data. Reports generated in Cognos and Argos are cataloged in TRIC and made available to staff in an on-demand environment for future access and use.

Second, in 2011-12, Moraine Park instituted a new Data and Reporting cross-functional team comprised of data users and process owners from across units within the College. The team was tasked with promoting effective use of data consistent with a collaborative environment focused on quality and accurate results. In addition, the team documented definitions of data elements and processes to ensure comparability and consistency across the College. The intent is for process owners and data users to collaborate in refining business processes to capture and process needed data and to develop recommendations to improve results.

Despite the College's efforts to move toward a centralized reporting model, limited resources to develop processes to immediately store and retrieve all College-wide data means a significant amount of non-official College data is collected by work teams and units within the College related to goals, outcomes, initiatives or projects of that specific unit or work team. As the College becomes more efficient at developing standardized processes, creating specifications to implement modifications and utilizing Banner functionality, it will eliminate shadow databases and centralize college data into the ODS/EDW platform to enhance accessibility and improve consistency.

7P4 How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution? *Response Addresses Core Component 5D.*
Information on institutional-level goal and initiative performance is shared twice annually with the District Board through a mid-year and annual performance report, which is communicated to the College community via *my*MPTC.

Primary accountability for management and analysis of College-level data resides within the Institutional Research department. Other teams and units within the College collect, analyze and disseminate data specific to their body of work, such as Finance, Human Resources and Information Technology. Official college-level performance data is shared with staff via multiple methods, including *my*MPTC, electronically pushed reports and team meetings and through directly accessing the Cognos reports library. Additional institutional data elements and reports are shared with College stakeholders via the Moraine Park website, such as the District Fact Sheet and Annual Financial Report. Examples of specific, institutional-level performance data types are shared in Figure 7.3.

Figure 7.3 Institutional Level Performance Data Examples

Institutional Level Data	Purpose	How Data is Analyzed	How Data is Shared
Program Data - Quality Review Process and Program Viability	Annually monitor and assess the ongoing viability and quality of academic programs.	Key performance indicator data for each program is placed in dashboards, showing longitudinal trending.	Sensitive data is shared with Deans and academic managers, while general program data is shared on *my*MPTC via the Program Excellence Pages.
Enrollment Data – weekly enrollment funnel report and twice monthly FTE/Headcount report	Ongoing monitoring of enrollments.	Data is analyzed by campus, program, subject area and course number, and other ways as deemed appropriate.	Data is shared with Academic and Student Affairs managers, and staff via emailed reports.
Financial Data	Monitor the financial health of the College.	Data is analyzed by comparing prior years and current year actual expenditures and projections.	Financial data is regularly shared with budget managers and the District Board. Annual financial performance data is shared on the College's website.
Student Success Data	Monitor the success of student engagement efforts and impacts on student retention, completion and post-graduation employment.	Longitudinal trends surrounding course completion, retention, program graduation and placement are assessed.	Student success data is shared with all staff via the Program Excellence Pages of the *my*MPTC portal, and some with the general public on the College's website.
Wisconsin Technical College System comparative data	Monitor each college's performance on a variety of student, staff and financial indicators and provide a vehicle to evaluate each technical college against its peers.	Data is submitted to the WTCS via a statewide data system. Reports are generated per the WTCS guidelines	Data is shared with the general public via the reports section of the WTCS website. Additionally, much of the College level data is shared via the *my*MPTC portal and in the Environmental Scan and College Data Report.
Integrated Post-secondary Educational Data System	IPEDS data is used to analyze trends regarding student demographics and success, staffing and expenditures in comparison with peer institutions.	Analysis is conducted by IPEDS	Data is shared via the IPEDS website for general public consumption. IPEDS data is additionally shared with college leadership.

College system and departmental leaders regularly review indicators to monitor progress toward institutional goals. New Business Intelligence dashboards using Cognos allow for drill-down capabilities within the indicators, providing College leaders tighter control and more focused analysis of the data directly impacted by their departments. Coupled with a new, on-demand reporting process, the staff has access to more comprehensive sets of actionable data than have been available in the past. College- and system-level goal and initiative progress and key performance indicators are reviewed at various team meetings. These discussions surrounding the data result in direct action to adjust business processes.

Whenever possible, data are analyzed longitudinally to uncover trends and to review the implications of those trends on decision making. For example, longitudinal data are used to make institutional-level decisions regarding academic programs including the Quality Review Process, Program Viability and Program Development Process. These processes led to the development of new programs, such as

Interactive Media Design (2011-12); the revitalization of current programs, such as Digital Marketing; (2012-13) and the suspension of programs no longer in demand, such as Engine Research and Development (2013-14).

Additionally, institutional-level external benchmarking data is shared via *my*MPTC and often includes action steps to address opportunities uncovered in the data, such as with the Community College Survey of Student Engagement and the Personal Assessment of the College Environment.

7P5 **How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?**
The needs and priorities for comparative data and information are determined in multiple ways. A significant amount of comparative data is predefined by federal and state agency requirements. The Wisconsin Technical College System collects and disseminates comparative data via the Client Reporting, Staff Accounting, Contracting and Quality Review Process systems. In addition, Federal comparative data is collected and disseminated for College benchmarking through IPEDS.

The need for institutional-level comparative data is determined by the goals, outcomes and initiatives of the College, as well as the strategic directions set by the President's Cabinet. This type of high-level data measures Moraine Park's performance against peer institutions on key metrics. Some data provide an ongoing metric of comparison for College operations and include data elements such as Full-Time Equivalent students, headcount, retention rates and graduation rates. In addition, certain data elements are derived to compare specific initiatives. For example, an emphasis on developing a sound college culture motivated Moraine Park to participate in the nationally benchmarked Personal Assessment of the College Environment survey. Additionally, a focus on the student experience through a Title III grant motivated the College in 2011-12 to sign a five-year agreement to administer the Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement (CCFSSE).

Organizational units determine process-specific comparative data as needed for monitoring and assessing their processes. Generally, comparative data and information is identified and determined by the individual units. As new programs are developed, for example, data is collected and reviewed by Academic Affairs from peer institutions relating to enrollments, graduation rates, employment rates, etc. Project-specific data is defined and collected on an as-needed basis.

Through Moraine Park's relationship with the Wisconsin Technical College System, it regularly compares itself to the 15 peer colleges on key performance metrics related to staffing, facilities, finances and student success. Each WTCS college is required to report a full spectrum of student and operational data, which is compiled, analyzed and shared via various reporting mechanisms. The data provided by the WTCS is comprehensive and provides an excellent comparative source for assessing the work of various college units, such as financial metrics, student success data and personnel data.

Much of the comparative data used for performance measurement at Moraine Park comes from higher education, either via peer comparisons with other Wisconsin technical colleges or through comparison with other two- or four-year institutions. The College continues to make strides in using comparative data sources outside of higher education, but it remains a challenge. The College utilizes peer comparisons external to the education community in traditional business-related areas, specifically

relating to Human Resources (such as local and regional wage and benefit comparisons), Information Technology (such as system up-time comparisons), Finance (financial rating comparisons) and Facilities (such as energy usage comparisons). Comparisons external to education are much more difficult for the Academic and Student Affairs processes.

7P6 **How do you ensure department and unit analysis of data and information aligns with your institutional goals for instructional and non-instructional programs and services? How is this analysis shared?**

Data are connected with specific College-level goals and outcomes, and each team within the College establishes initiatives aligned with the College goals and their unit goals. Each team determines the measurement for their initiatives and, depending on the duration, these measurements may change annually. There are some systems in place to ensure data are used at the departmental level. For example, academic evaluation processes such as assessment of student learning, the Quality Review Process and Program Viability metrics utilize specific measures that serve as annual gauges of progress toward objectives. Assessment metrics are defined by each program and remain in place for a minimum of four years, depending on progress. Each program documents progress in achieving assessment goals via their defined metrics. Assessment metrics, goals and progress are tracked by the Outcome Assessment office. QRP metrics include state- and College-level metrics by which programs are evaluated. Programs deficient in any metric develop performance plans, which are entered into and tracked via the state QRP data system. Analysis of this data is shared with faculty and staff via the Program Excellence Pages on *my*MPTC. Faculty and deans use this data for program improvement.

In addition to Academic Affairs, other units of the College monitor key performance metrics related to their body of work, which are frequently shared via the team's channel on *my*MPTC. When new reports or data are available from units across the College, they are prominently placed on the employee tab of the portal, often along with a summary analysis and next steps, for several weeks. Reports are then moved to departmental channels on the portal for future employee reference.

7P7 **How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?**

Ensuring timeliness, accuracy, reliability and security of information systems and related processes occurs via a variety of methods. Much of the historical data required for measuring and monitoring processes is provided by the WTCS through the comprehensive statewide reporting process, for which security is managed by the WTCS. In 2012-13, the state office completed a review of user access to data systems at each of the 16 technical colleges, ensuring a key point of contact was identified at each college for managing their organization's security access to each system. The state data is generally accurate and reliable but far from timely, as reports typically present prior-year performance data. In 2009, Moraine Park completed the implementation of Banner, a comprehensive, single-source enterprise data system and eliminated its inefficient, multi-system information technology platform. Coupled with the new Operational Data Store and Enterprise Data Warehouse, Banner allows for real-time data extracts that are both reliable and accurate, with levels of data security not found in the old, multi-system platform. To further secure data, a defined security and roles process was researched in 2012-13 to ensure appropriate security access was assigned to each employee role at the College. Once defined, the process will identify role access in Banner and require documented need for access outside of defined roles. Prior to granting access, employees must complete the assigned training and successfully pass associated assessments. Access to the data housed within Banner is strictly controlled, and access is granted only to staff that have a valid need to use the data in the performance of their job.

The newly formed Data and Reporting team, comprised of functional users and process managers, meets regularly to review and remediate data reliability and accuracy issues.

In addition, the Information Technology team's infrastructure for securing physical access to data meets industry standards for data security. In 2012, the College revised and strengthened its Acceptable Use of Computing Resources policy, which provides specific guidelines for securing College data and outlines each employee's responsibility in working with data, specifically as it relates to protection of Personally Identifiable Information (PII). Information Technology applies non-security related hardware and software maintenance and upgrades as quickly as the schedules of IT and the College permit.

Information Technology follows a defined security methodology. The methodology utilizes an integrated approach to protect the network infrastructure and end-user systems, hardware and software, and all College data with firewalls and specialized software to identify and resolve unauthorized attempts to access these resources. Security issues and updates are monitored on a daily basis. Updates are deployed based upon the severity of the security issue. Those considered critical or high risk are deployed during the same business day, while noncritical and other risk category updates are deployed after hours or over the weekend depending upon the system, hardware and software involved.

7R1 What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?
The College has made strides in evaluating the performance of its knowledge management and information systems. On a functional level, the Information Technology department at the College uses multiple survey instruments to gather feedback from students, faculty and staff on the effectiveness and performance of the information technology function, including the Teaching With Technology Needs Assessment and the biannual Technology Satisfaction Survey. For 2011 the Technology Satisfaction Survey included questions for future technology planning. These tools provide a venue for staff to provide input into the effectiveness of the College's systems and to suggest areas for improvement and technological growth.

Data from the 2010 TTNA prompted three recommendations and subsequent actions: 1) gather information on the technology and training needs for both FT faculty and adjunct staff; 2) examine the IT resources, infrastructure and processes needed to support current and future technology, software and equipment; and 3) examine the course management system for its effectiveness.

The 2011 Technology Satisfaction Survey indicated marked improvements over the 2009 results in faculty, staff and student satisfaction with Information Technology systems at Moraine Park. Based upon a 9-point scale, where 9 = Excellent, 7 = Very Good, 5 = Good, 3 = Fair, and 1 = Poor, faculty's overall satisfaction with Information Technology increased by .30 to 6.97, while staff's overall satisfaction increased by .23 to 6.95. Students had the highest overall satisfaction level with Information Technology, indicating the greatest increase in satisfaction over 2009 numbers, with ratings increasing by .56 to 7.50.

The addition of questions relating to future technology needs addressed recommendations derived from the 2010 TTNA survey and yielded valuable information for planning projects that enhance the effectiveness of the College's system for information and knowledge management to benefit students, staff and faculty. Critical effectiveness items for faculty and staff involved a training communication plan for Personally Identifiable Information management and a staff mobile device access strategy. In

addition, critical effectiveness items for students centered on a mobile device access and information platform, use of ebooks and Moraine Park alerts via texting platform.

Additionally, as the College implemented the Banner ERP system, it learned of the importance of formal measurement of its information and knowledge management systems. The Data and Reporting cross-functional team was developed to provide that formal review mechanism and continually review the College's data systems, data definitions and reporting practices as the Banner system evolves. Regular review of TRIC system requests coupled with an ongoing review of operational processes ensures that the Banner system continually provides the most accurate and effective information necessary to make sound decisions. As teams work through new functionality and reports, feedback on business process improvements are shared with the Data and Reporting team. Since the inception of the data team in 2012, numerous process improvements have taken place, as evidenced in Figure 7.4.

Figure 7.4 Data and Reporting Team Process Improvements

Issue	Description	Resolution
Duplicate Cleanup	Resolve duplicate student records based on converted records from multiple systems or data entry errors.	Training staff, addition of name translations, and documented procedures for cleanup.
Program Cleanup	Students had program codes on their active records for which they graduated or were no longer active.	Remove inactive and graduated program codes from student records; redefine process to eliminate future errors.
Incomplete Grades/Grade Discrepancies	Manual process to change incomplete grades to a failing grade.	Implemented Banner functionality to automate the incomplete grading process.
Repeat Rule Functionality	Repeat rules did not align with current College policy.	Redefined the rules in Banner to align with the current College policy.
Address Entry Issues	Staff entering address updates incorrectly using the effective dating functionality as well as students/staff entering their own address changes via self-service.	Retrained staff for entry via Internet Native Banner; changed verbiage on self-service to improve entry by students/staff.
Earned credit for GPA of NC (No Credit grade)	Failing grades (NC – No Credit) and NS (No Show) grades were being treated as earned credit for the calculation of credits earned, in conflict with current policy.	Redefined the rules in Banner to align with the revised College grades (2012).
Confidentiality Indicator	All staff had the confidentiality indicator turned on which is used in submissions to National Student Clearinghouse, indicating the student does not want their records shared. Many staff are graduates of the College who need their record shared.	Defined the process for using the confidentiality indicator and not include staff with this indicator; fixed existing staff records to have it removed.
Evaluation of Transfer Credit (Equivalencies)	Initial entry of transfer information was inaccurate.	Removed transfer information from other institutions; rebuilt transfer courses from other institutions.

Moraine Park reviews processes and system data on a regular basis and makes adjustments as necessary. Each unit and team leader is accountable for reviewing processes on a regular basis to ensure efficiency. Generally, each time a new system for measuring effectiveness is implemented, it is piloted and the initial information is reviewed for improvements. By piloting new processes, the College evaluates the system and the respective data to determine success prior to a system launch.

7R2 What is the evidence that your system for Measuring Effectiveness meets your institution's needs in accomplishing its mission and goals?

Key performance indicators and metrics are identified when new processes are developed or existing processes are reviewed. Indicators are often measured via survey instruments (Figure 7.2). Historically, College-wide key performance indicators relate directly to the mission and goals of the organization. With the welcoming of a new College president in July 2011, an outcome-based model of planning was introduced to the College with key performance metrics aligned with outcomes as of 2013-14.

The accountable leader is tasked with ensuring metrics are a valid measure of effectiveness of the various processes, projects or teams. Employees also play a critical role in ensuring the effectiveness of processes and measurement systems. Employees are encouraged to take ownership in improving processes by working with their work team leader and unit vice president to develop and submit College initiatives in support of process improvement.

Implementation of Banner reporting and the Business Intelligence AQIP Action Project provide additional points of data and evidence, further enhancing the College's process for assessing the effectiveness of its measuring systems. Additional data and metrics will not only allow the College to improve processes and ensure continuous improvement but also allow Moraine Park to close the plan-do-check-act loop and provide additional feedback to the College community regarding performance.

7R3 How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The WTCS collects system-wide data from its 16 colleges through comprehensive electronic reporting systems. Collection and dissemination of the data allows for comparisons across institutions on student, financial, program, demographic and other key institutional metrics. Figure 7.5 provides detailed comparisons on selected institutional metrics.

Figure 7.5 Key Institutional Metrics

Indicator	Moraine Park	State Average	Comments
FTE growth	-11.0%	-6.2%	Fiscal years 2011 to 2012
High school direct enrollment	10.4%	14.6%	2011 high school graduates into aid codes 10, 30, 31, 32, and 50 at Moraine Park (VE216646P)
Full-time students returning	63%	65%	Based on fall 12 Retention Rates (IPEDS comparison with peer institutions)
Part-time students returning	55%	55%	Based on fall 12 Retention Rates (IPEDS comparison with peer institutions)
FTEs from Moraine Park district migrating out to other WTCS schools	739.3	Moraine Park ranks 16 out of 16 colleges for net FTE loss	Fiscal year 2011-12 (VE215580A)
FTEs from other WTCS districts attending Moraine Park	305.7		Fiscal year 2011-12 (VE215580A)
Graduation/Retention/Transfer rate	69.8%	68.9%	Based on 2012 Perkins IV Report Card 2011-12
Graduates employed	88%	88%	Based on 2011-12 graduate follow-up
Graduates employed in district	56%	63%	Based on 2011-12 graduate follow-up
Mill rate	1.243	1.319	Fiscal year 2011-12 (mill levy subject to 1.5 cap – 2011-12 WTCS Factbook)
Quality Review Process	N/A	N/A	Statewide, College-level, and program **level indicators** are monitored for each program.

Although Moraine Park performed lower than WTCS peer institutions on a number of metrics, the lower than average performance provided an incentive to research root causes. For instance, a higher than average drop in FTEs at Moraine Park is likely caused by a recent rebound in the significant district-wide manufacturing employment base, with students either leaving to pursue a job or reducing their course load to accommodate work schedules.

7I1 **What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Measuring Effectiveness*?**
As previously mentioned, the College has made significant improvements in this category, including the implementation of the Banner enterprise resource management system, establishment of a data warehouse with Argos and Cognos reporting, initiation of the Business Intelligence AQIP Action Project and development of the TRIC system. Banner allowed the College to move from using an ineffective, multi-system approach for managing processes and data to the use of a single-source resource management system. Banner usage has allowed processes, which were previously managed in shadow systems, to be integrated with the primary processes of the College. Efficient collection, analysis and dissemination of information ultimately results in savings of time and resources for the College and the communities it serves. Readily accessible data is available to many managers of the College through the Argos and Cognos reporting tools. New reports are added to the library to assist with decision making.

An additional improvement includes the opportunity for faculty and staff to participate in focus groups and strategic planning sessions, allowing the College to acquire feedback from several representatives within the institution.

7I2 **How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Measuring Effectiveness*?**
Given the College's focus on a team structure, a culture is fostered for work teams, system teams and various project and cross-functional teams. These teams collaborate on selecting processes to improve and on creating appropriate targets. Identifying specific priorities in planning goals and objectives for the fiscal year, project teams address targets or improvement priorities by executing the plan and using resources to achieve a project outcome that matches the improvement objective. In 2009-10, the College used community listening sessions with stakeholders to gather feedback for use in charting the College's future direction. Participants included students, faculty, support professionals, administrators, the board and community leaders. From these sessions emerged new College mission, vision, goals and value statements, ultimately setting the strategic direction for the College.

In 2011-12, the College moved to an outcome-based planning model. As part of this change, the College desired to create a more inclusive process for staff input into the planning and improvement process. The College's cross-functional College Planning and Leadership Team was dissolved in 2012, and all staff were invited to participate in strategic planning input sessions to share their thoughts on the College's direction and future outcomes. The process was a resounding success, assisting the College in reducing outcomes from 22 outcomes in the 2012-13 strategic plan to 7 focused outcomes for 2013-14.

In addition, the College's continuous quality improvement efforts migrated from a single accountable team within the College, the Quality Council, to dissemination of accountability for quality improvement to all teams within the College. The President's Cabinet's renewed emphasis on using survey data to create actionable improvements, coupled with the other recent change, indicates Moraine Park is making progress in expanding its culture of continuous quality improvement to measure effectiveness.

Category 8: PLANNING CONTINUOUS IMPROVEMENT

Introduction

Overall, the College's maturity level for Planning Continuous Improvement exhibits elements of both the *systematic* and *aligned* categories. The College's comprehensive team structure supports a stable, consciously managed and regularly evaluated action planning process (8P3, 8P4, 8P6). The process encourages not only departmental but also cross-functional groups to work on various scopes of process improvements or project implementations. This structure has served Moraine Park well by continually allowing the College to identify, prioritize and allocate resources and implement several projects in any given year. Specifically, the strategic planning process, including the budget toolbox, identifies College goals and outcomes and ensures alignment of any process or project improvement initiatives within defined resources needs. Departmental and unit plans are developed and aligned with the College plans.

The College's key planning processes (8P1, 8P2, 8P5) exhibit a *systematic* level of maturity, as they function well, but are less stable and have undergone significant changes over each of the past two years. Under the direction from the new College president, the College is seeking to change the overall strategic planning process with a stronger focus on short- and long-term strategies, definition and sharing of College benchmarks, securing more input and affirmation from all College employees and securing accountability for outcomes. Although the current process is clearly communicated to employees through *my*MPTC, and the budget toolbox has been updated to address budget manager concerns, all employees don't currently know how their jobs connect to the bigger picture, and some employees have expressed that they are not sufficiently included in the development of College initiatives. In addition, the College initiative development and entry process is not always properly followed by budget managers and can cause confusion and inefficiency in the planning and budget process. Until that process is fully defined and implemented, the College won't be fully integrated with focused direction and strategy. Even with challenges, the College is headed in the right direction.

Despite the efforts of the College's Quality Council over the past seven years, many of the College's improvement efforts remain informal with limited use of quality tools and measures to capture cost and effectiveness of true improvement (8P5, 8P7, 8R1, 8R2). The College needs to embrace ongoing quality efforts and commit resources to educating all staff on quality improvement tools. These changes or improvements must be consistently challenged for improvement to occur, especially in this ever-changing world of newer technologies, shifting demographics, individualized customer expectations and declining funding from state and federal agencies.

8P1 What are your key planning processes?

Moraine Park has planning processes in place to support continuous improvement. Major planning processes are associated with teams at the College (see 5P5) and are the means by which recommendations are given or decisions are made.

The most critical planning process at Moraine Park is its strategic planning process. The strategic planning process has been reviewed and revised over the past two years to provide a more collaborative and engaging means for all staff and students to be involved in setting the College-wide direction (see 5P1, 5P2 and 5P3). The process involves multiple phases including a strategic planning phase, an internal operational planning phase, a budget development phase, and an implementation phase. The annual planning and budget development timeline summarizes the College's planning process and the various

phases, including specific accountable dates throughout the year (Figure 8.1). This document is shared and reviewed annually with all budget managers and serves as the foundation for the planning process.

Figure 8.1 Annual Planning and Budget Development Timeline

Date	Activity
July 2012	Distribute appropriate planning input documents (e.g., Environmental Scanning Report)
August 28, 2012	President's Cabinet: Prior year budget closing update, enrollment update, initial review of 2012-13 budget modifications, discuss 2013-14 budget scenario, review 2013-14 Planning and Budget Development Guidelines
September 7-18, 2012	Annual planning input sessions - open to all staff and Student Government Association
September 25, 2012	President's Cabinet: Review draft 2013-14 Strategic Plan outcomes, confirm 2013-14 Planning and Budget Development Guidelines, recommend FTE projections for 2012-13 and 2013-14
October 9, 2012	President's Cabinet: Finalize 2013-14 Strategic Plan outcomes, discuss preliminary personnel requests for 2013-14
October 17, 2012	District Board reviews College's 2013-14 Strategic Plan - Goals and Outcomes
October 18, 2012	Present 2013-14 Planning and Budget Development Guidelines and Strategic Plan to Managers
October 18 – November 21, 2012	Staff, faculty work with managers to complete annual college initiative requests
November 26 – November 30, 2012	Unit leaders (VPs) review and advance initiative requests
December 3 – December 7, 2012	VPs review annual College initiative recommendations and/or Unit Team Summary with president
December 12, 2012 – January 11, 2013	Unit teams complete input for the base budget
December 18, 2012	President's Cabinet: Update 2013-14 budget scenario, update 2013-14 Strategic Plan President's Work Team Summary, review annual 2013-14 college initiative requests and prioritize, approve 2012-13 Mid-Year Performance Report
January 16, 2013	District Board reviews 2012-13 Mid-Year Performance Report
January 22, 2013	President's Cabinet: Review Master Facility Plan
March 19, 2013	President's Cabinet: Finalize decisions for 2013-14 – all budgets and all funds, Review FTE projections for 2012-13 and 2013-14, finalize new AQIP Action Projects (as needed) to align with strategic plan
April 17, 2013	District Board reviews 2013-14 Institutional Plan and Budget
April 24, 2013	President's Cabinet: Revise budget if changes proposed by the District Board
May 7, 2013	President's Update – share 2012-13 budget and 2013-14 budget scenario with all staff
May 15, 2013	Public Hearing 2013-14 budget
May 21, 2013	President's Cabinet: Finalize budget if changes by the District Board
June 19, 2013	District Board adopts 2013-14 Institutional Plan and Budget
July 23, 2013	President's Cabinet: Approve 2012-13 Final Performance Report
August 21, 2013	District Board reviews 2012-13 Final Performance Report
October 16, 2013	District Board reviews budget and certifies tax levy

Development of new key planning processes allows the College to proactively address issues that arise that require keen attention. Following years of difficulty with planning and implementing technology projects, a new IT project planning process was developed to better manage tight resources and increase the chances of project success. All new projects are assessed by the appropriate vice president and prioritized based on existing IT projects, resource usage and return on investment. College IT projects slated for completion were moved from a document several pages in length, to a concise and clear set of focused projects. As part of the new process, the College has budgeted resources for 2013-14 to hire a new IT system analyst to oversee project management.

Maintaining a focus on student success requires appropriate planning. The College has numerous long-range plans in place to support student success including the Information Technology Plan, Affirmative Action/Equal Opportunity Plan and Master Facility Plan. These plans are critical to ensuring an appropriate learning environment that fosters student success. For example, development and maintenance of the three-year Master Facility Plan is critical to facilities supporting the appropriate learning environment. A cross-functional team, including vice presidents and managers, meets regularly

to review and revise the Master facility Plan. The annual plan update is approved by the President's Cabinet in February, the College's District Board in June and, ultimately, the Wisconsin Technical College System Board in November.

8P2 How do you select short- and long-term strategies?
To develop the 2011-2016 strategic plan, Moraine Park embarked on a major planning initiative to gather feedback from constituents the College serves to ensure its long- and short-term direction aligns with the community's needs (see 5P1). The planning process resulted in the development of new vision, mission and value statements and long-term goals.

In 2012-13 the College added specific outcomes to the planning process. Outcomes for 2013-14 were updated with strategic planning input sessions held on each campus with staff and students (see 5P2). Metrics were identified with input from staff to measure success in achieving the outcomes (Figure 8.1).

A new Web-based budget toolbox was developed to support staff submission and evaluation of College initiatives. The submission process allows for any staff member to submit an initiative that aligns with an outcome and long-term goal. All new initiatives are submitted through the toolbox, whether they require funding or not. Using the toolbox, an initiative is developed by the staff members and submitted to the accountable supervisor for approval. Approved initiatives then move to the unit vice president, who forwards to the College president. Initiatives approved by the College president are reviewed by the President's Cabinet in alignment with the current budget planning process. The President's Cabinet reviews, discusses and prioritizes all new initiatives and selects those initiatives they believe will help the College achieve its long-term goals. Initiatives may be short-term in nature or require multiple years to achieve. With the 2013-14 budget process, initiatives requiring ongoing financial or human resources were noted and carried over into the following year's budgeting process.

8P3 How do you develop key action plans to support your organizational strategies?
As previously mentioned, the College conducts a comprehensive strategic planning process every five years, with updates taking place annually. The annual Environmental Scanning report provides supporting information for the plan updates. Throughout the year, the planning and budget managers meet with their work teams to review the College's goals, mission and outcomes. Through the work teams, all employees have the opportunity to submit a College initiative to bring forth to the unit vice president and the President's Cabinet. These initiatives are designed to assist the College in meeting its goals and achieving its outcomes. After initial approval of the initiative, the budget manager and team members create key action plans to support the initiatives that include identification of major tasks, timeframes, person(s) responsible, detailed budgets and measurable outcomes. Review and discussion of initiatives continue as the President's Cabinet finalizes the budget, and the approved initiatives become part of the budget. Unit vice presidents prepare progress reports of strategic initiatives with the District Board on a biannual basis.

8P4 How do you coordinate and align your planning processes, organizational strategies, and action plans across your institution's various levels?
Coordinating and aligning of planning processes, strategies and action plans are accomplished through the College's team structure. During the planning process, all budget managers participate in a meeting where the College's annual goals and outcomes are shared. Additionally, goals and outcomes are posted on *my*MPTC for all staff to view. Unit vice presidents engage their work teams in the development of the College initiatives focused on supporting a College-wide annual goal. Initiatives are submitted through

the Web-based strategic planning toolbox where they are reviewed by the unit vice president and his or her leadership team; these teams narrow down the list for submission to the College president for review. Although initiative development is a collaborative process within each unit, unit vice presidents are ultimately accountable for the completion of all initiatives within their unit. Various levels of the institution are informed of initiatives and action plans through the budget toolbox. Employees use the toolbox to complete detailed forms for resources needed in the following areas: Building Maintenance and Repair, Capital Projects, Curriculum Development, Personnel, Furniture, Library, Marketing, Printing, Student User Fees, Employee Professional Growth and Team Development, and Phone and Network Services. Additionally, major cross-functional teams facilitate the coordination of planning processes across the College (see 5P5). Teams submit initiatives through the accountable leader. Approved initiatives are shared College-wide as part of the planning and budgeting process.

8P5 How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?
College outcomes, or objectives, are defined with input from staff and students (see 5P1, 5P2 and 5P3). The President's Cabinet, with input from staff, establishes metrics that are used to measure each goal and outcome. Some metrics are monitored monthly while others may be monitored annually depending on availability of supporting data. With changes in the strategic planning process, metrics were not developed for 2011-12 or 2012-13. Metrics for 2013-14 can be found in Figure 8.2.

In April of each year, the College publishes its draft Institutional Plan and Budget outlining the details of its annual budget, outcomes and related initiatives. Final budget and initiatives are approved by the District Board in June. The approved initiatives are those that will assist the College in meeting its five-year goals, in addition to the defined outcomes. As part of the development of initiatives, planning and budget managers identify performance metrics. These initiatives and subsequent performance metrics are reviewed during two annual performance updates with the District Board (January and August board meetings). A new mid-year and annual performance report format was introduced in 2012-13, which provides detail on progress to determine the effectiveness of each initiative.

8P6 How do you link strategy selection and action plans, taking into account levels of current resources and future needs? *Response Addresses Core Component 5A.*
The aforementioned strategic planning and initiative development process (see 8P2, 8P3 and 8P4) requires budget managers to consider resources needed to support the College's educational programs and when these initiatives are created, to strengthen their quality and impact (qualified personnel, appropriate equipment and furniture, supplies, phone, IT resources, etc.). The new Web-based budget development toolbox provides workflow to ensure needed resources are accounted for in the initiative development process and departments impacted are contacted. Estimated resource requirements, beyond the current fiscal year, are requested to ensure the College has the necessary resources to sustain long-term initiatives when adopted. All initiative requests and associated resource requests are discussed by the President's Cabinet in December of each year. From January through April, the President's Cabinet reviews and discusses initiatives to ensure they align with the College goals, outcomes and budget. Initiatives are prioritized, with the highest priority initiatives generally being approved and funded within limitations of the College budget. When approved, the resources and costs needed to accomplish the initiative are included in the institution's operational or capital budgets. Budget leaders request modifications to the budget in October, as some costs related to approved initiatives may be unplanned, yet necessary. To date, Moraine Park has had the fiscal and human

resources as well as the physical and technological infrastructure to support operations. The College has an effective process for budgeting and expense monitoring.

8P7 **How do you assess and address risk in your planning processes?**
The planning process previously described is a staged process with multiple points of review that assist the College in assessing and addressing risk. A comprehensive Environmental Scan and College Data Report is shared annually with managers to assist them in their initiative development process. The report outlines College historical trends, as well as social, technological and political trends on a national, state and regional scale. As managers develop initiatives and resulting action plans, they are required to provide supporting information. These checks and balances help ensure the success of the planning process but don't guarantee success. To further manage the risk involved, the planning process is designed to allow managers the flexibility to change strategy should the environment and decision situation change. The mid-year and annual performance reports to the board and the greater College community provide an opportunity for unit vice presidents to describe changes in the situation and explain changes in strategy.

Additionally, the College uses data extensively in all of its decision-making processes to reduce risk in decision making. Each of the College's major teams (see 5P5) has a wealth of information available to minimize risk through data-driven decision making. The foundation of successful major college processes is the use of data. For example, the College's Program Development Process utilizes multiple points of data to ensure the potential success of a new program. Data used in the investigation includes regional labor market projections, primary survey data from regional employers, regional wage data, environmental scanning data and job postings from the WTCS TechConnect job posting system.

8P8 **How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?**
Moraine Park develops and nurtures faculty, staff and administrator capabilities to address changing requirements demanded by the College strategies and action plans in a number of ways. First, each position within the College has a detailed position description, which is reviewed and updated as needed as positions cycle within the College. Updates include changes to requisite qualifications, education, experience, knowledge, skills, or certifications or licenses. When a position becomes available, the unit vice president and the College president review the position to determine its continued fit with the direction of the College. Once a position is approved, a team screens and interviews candidates to determine which is the best-qualified candidate based on position and department needs. In addition to the supervisor of the position and a Human Resources professional, other employees with related job expertise comprise the hiring team. Additional information regarding these Human Resources processes is included in 4P1, 4P2 and 4P3.

The College's strategic planning and budget processes help each supervisor and employee to bring needed resources to the work environment so that employees can effectively perform their jobs. The College has a comprehensive organizational and individual professional growth planning process to nurture employee development. New and existing employees are provided numerous training opportunities annually (see 5P9, 4P5, 4P8, and 4P9), and employees work with their supervisors to establish yearly professional growth goals to ensure their skill set aligns with College strategies and action plans. Annually the College makes a substantial investment in the professional development of its

staff, as evidenced in Figures 4.1 and 5.3. Active investment in employee training and development ensures staff have the resources needed to address changing requirements at the College.

8R1 What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?
Moraine Park regularly analyzes a number of measures to determine the effectiveness of its planning processes and systems. As previously mentioned (see 8P5), effectiveness indicators are shared with the District Board and the College community based on key performance indicators tied to the College's goals and outcomes. These formal indicators are designed expressly to measure the success of the College's planning process and resulting actions (Figure 8.2).

In addition, the biannual performance report provides ongoing updates on the success of specific annual College outcomes and initiatives (8P5). The 2012-13 Mid-Year Performance Report can be found in Figure 8.3.

Planning and budget managers have input regarding the effectiveness of the planning process. Annually, the College makes changes to the planning process based on feedback received from the planning and budget managers. Seeking feedback from managers has resulted in a revised timeline for submitting initiative information, a new Web-based budget development toolbox with built-in workflow, and detailed planning and budget development guidelines to aid people in the process.

8R2 What are your performance results for accomplishing your organizational strategies and action plans?
Historically, the College Goal Attainment Report Card was posted monthly on the College's portal (*my*MPTC) and in a prominent location on each campus. The College's Goal Attainment Report Card outlined performance on each of its three goals including achieve performance excellence, enhance student success and strengthen community connections. During 2011-12 and 2012-13, the College revised its planning process to include College-wide input. This resulted in College-wide metrics not being reported, although unit initiatives aligned with the College goals and included metrics for reporting purposes. Performance metrics have been reinstated for 2013-14. The 2013-14 performance metrics can be seen in Figure 8.2.

Figure 8.2 2013-14 Performance Metrics

GOAL ONE - Achieve Performance Excellence
Outcome 1: Address regional labor needs and skill shortages through innovative, relevant, flexible and effective programs and services.
Incumbent workers served through Economic and Workforce Development (38.14 contracts excluding DOC)
The number of programs with industry-validated curriculum (DACUM or Focus session in past 5 years)
Number of degrees and certificates awarded in high-demand fields
Outcome 2: Improve operational efficiency and staff effectiveness through implementation of College and technology processes.
Customer survey on projects *(survey to be developed)*
Cost per FTE rank among four peer colleges (Schedule A-5: WTC, CVTC, NTC and WITC)
Outcome 3: Foster an engaging, sustainable, safe and healthy working and learning environment.
Staff participation in wellness activities
Student Feedback Survey, **"**Overall, the program has met my expectations"
GOAL TWO – Enhance Student Success
Outcome 1: Develop and implement a recruitment, enrollment and retention plan that fosters successful student completion and job placement.
Graduates employed within six months of graduation in related field (based on prior year graduates)
Certificate, Diploma and associate of applied science degree student combined retention and graduation/completion (up to and including graduation)
ABE/ELL and GED students transitioning to a program
Academic Course Completion
Technical Course Completion
Outcome 2: Increase charitable gifts made to the Foundation and College.
Total annual dollars raised (excluding all non-repeatable gifts and campaigns)
Number of donors
Sum of in-kind gifts made to the College
GOAL THREE – Strengthen Community Connections
Outcome 1: Operationalize a plan that nurtures and strengthens connections with business, K-12 and district-wide organizations.
Students enrolling with Career Prep credits
Number of unduplicated employers served through Economic and Workforce Development and Apprenticeships
Outcome 2: Enhance our communities' awareness and valued perception of the College.
Public relations Return on Investment (media + publicity value)
Presentations and participation in community organizations/events (Baseline 2013-14)

As mentioned throughout Category 8, the College provides a biannual performance report on goals, outcomes and initiatives to the District Board. An example of the 2012-13 Mid-Year Performance Report shared with the Board of Trustees is noted in Figure 8.3.

Figure 8.3 2012-13 Mid-Year Performance Report Summary Example

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Goal 1: Achieve Performance Excellence

Outcome 1: Develop and execute a recruitment and organizational development strategy to address the regional labor and skills shortage

We have increased our diversity recruitment reach through new advertising at WisconsinDiversity.com, a diversity extension through the CareerBuilder site and completion of a new diversity recruitment ad. A total of 102 managers and instructors participated in Emotional Intelligence training with 71 developing related professional growth plans.

Outcome 2: Increase direct high school enrollments

High school direct enrolls for summer and fall increased from 362 in 2011 to 366 in 2012.

Outcome 3: Increase effectiveness of teaching through application and utilization of program outcomes and assessment measures

35 programs have integrated the statewide Technical Skill Attainment (TSA) program outcomes into their 2013-14 program curriculum, with 10 programs piloting a revised assessment plan in 2012-13.

Outcome 4: Maintain accreditation

June 2013 AQIP System Portfolio submission is on track.

Outcome 5: Utilize data for effective decision making

Numerous operational reports were developed to assist with decision making including waitlist, enrollment funnel, FTE comparison, retention and course success rate. Data rich Program Excellence Pages went live on *my*MPTC and a comprehensive, data driven payment/purge process was implemented.

Outcome 6: Enhance utilization and effectiveness of TelePresence

Working with Madison Area Technical College on a math or social science option for the fall of 2013.

8R3 What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

At the beginning of the five-year planning process, while goals are being developed, metrics are identified to measure long-term goal accomplishment. With the introduction of a new College president at the College in July 2011, usage of previous performance metrics was halted as the strategic planning process was being revised. Metrics were developed for 2013-14, but the metrics are currently based on one year and do not provide projections or targets for performance over the next three years. A comprehensive planning process with the District Board and College leadership is scheduled for August 2013.

8R4 How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Historically, the College has benchmarked itself primarily with peer colleges. In addition to continually monitoring performance in relation to peer institutions within the Wisconsin Technical College System (see 7R3), the College also participates in national benchmarking opportunities such as the Community College Survey of Student Engagement (See 1R5, 3R6, 4R2, and 5R2), IPEDS (see 1R3 and 7R3) and the Consortium for Student Retention Data Exchange. Performance results from various studies, including comparisons with other institutions, are shared with managers throughout the College when received and are used in the planning of continuous improvement.

Due to the unique nature of higher education processes, the College has found it difficult to compare the performance of its processes to organizations outside of higher education in a systematic and

meaningful way. Through participation in national organizations, such as the Continuous Quality Improvement Network (CQIN), opportunities are provided for technical and community colleges to network with those in and outside of higher education for the sole purpose of sharing best practices and providing means for anecdotal benchmarking to business and industry. For the past five years, the College has supported teams of staff members to attend the CQIN Summer Institute and learn best practices from business and industry partners. Learning partners have included the Ritz Carlton, Henry Ford Museum, Poudre Valley Healthcare, Disney Institute and Partners in Leadership. These opportunities focused on customer service, organizational culture, innovation and quality management systems. The College reviews annually its decision to maintain CQIN membership.

8R5 What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?
Feedback is an important tool for the College to measure the effectiveness of its processes and allows for a mechanism to listen to students, staff, community member and business partner needs. Since 2008, the Talk2Us feedback system has allowed College staff to be responsive to suggestions from key stakeholders including students, staff and the community. Over the past five years, the College has received and responded to almost 800 Talk2Us submissions. Employees continue to be responsive to the needs of individuals the College serves and utilize the feedback tool for making improvements.

In addition, improvement in results from both the PACE Climate Survey (see 1R5, 3R6, 4R2, 5R2) and the Culture of Quality Survey (see 5R1) provide evidence of effectiveness of the College's planning processes for continuous improvement. Further evidence is provided in the positive feedback on processes resulting from the College's AQIP Action Projects and successful strategic planning initiative process. AQIP Action Project feedback is shared with stakeholders on the College's website, while updates on the strategic plan are communicated with the District Board on a biannual basis.

8I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Planning Continuous Improvement*?
Moraine Park's processes and performance results for planning continuous improvement are very systematic and comprehensive. Continuous improvement is integrated into the College's team culture, and ongoing improvement is an expectation of the various cross-functional teams (see 5P5). A review of continuous improvement is always available through discussion at work team and cross-functional team meetings, or through the creation of a specific project team to address a more specialized problem. Recent improvements include the new strategic plan and revised planning process, which provides a more streamlined means for all staff to engage in annual strategic planning (see 5P1, 5P2 and 5P3) and the biannual progress report.

The Culture of Quality Survey, created with the Malcolm Baldrige "Are We Making Progress as Leaders" survey as a foundation, was administered to staff in the fall 2008 and 2010. In 2012, to streamline administration of both the Culture of Quality Survey and the PACE survey, the College incorporated questions from the Culture of Quality Survey into the PACE Climate Survey. The revised PACE survey was administered to all staff and faculty in the fall 2012. Feedback on the survey was very positive and surpassed previous years in nearly every category (Figure 5.5).

Additionally, recent improvements in this category are visible in the progress made on the College's designated AQIP Action Projects. These projects were selected as relevant and visible projects necessary

to move the College forward. AQIP Action Project improvements for the 2012-13 academic year are as follows:

1. *Develop and implement a process to track student progress and achievement:* This project was selected based on previous AQIP Systems Portfolio feedback supporting Moraine Park's vision to improve how student assessment is tracked and monitored. This is an extension of a previously completed AQIP Action Project on updating core abilities. The team is developing a means to track student progress and achievement in alignment with the WTCS Technical Skill Attainment requirements.
2. *Faculty Advising:* College research indicated that faculty advisee loads were significant and faculty did not have time to meet with all students on their advisee lists. The project has allowed the College to employ academic support specialists (changing to academic advisors in July 2013) that are key players in developing and directing program curriculum, hosting program-specific orientations and advising students on course scheduling. Three new academic support specialists were hired in July 2012 in an effort to continually improve the advising process. Additionally, improvements for 2013 include combining all academic support specialist and admissions specialist positions to create a full-service academic advisor core. This will allow a student to work with a single advisor from the point of admission through his or her graduation.
3. *Using data to enhance decision making through Business Intelligence:* The genesis of this project was the College's need to enhance its data informed decision making by capitalizing on its new Banner ERP System. In 2012-13 the TRIC Web-based system was developed to improve the communication and tracking process for requests (see 7P1). Also, a Data and Reporting team was formed to discuss process changes and data integrity issues, ultimately improving the quality of decision making through more accurate and usable data (see 7R1). The Data and Reporting team consists of members from each functional area of the College.

8I2 **How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Planning Continuous Improvement*?**
As previously mentioned, Moraine Park's strong team-based culture and infrastructure serves as a vehicle to select and implement process improvement initiatives in pursuit of appropriately planning impactful continuous improvement. Work teams continually review data associated with their processes and are encouraged to improve processes within their purview. Cross-functional teams, whose work reaches across functional areas at the College, recommend process improvements to the President's Cabinet. The President's Cabinet has the ultimate responsibility to approve any improvements that may stretch across College units.

With the welcoming of a new College president in July 2011, the College has emphasized continuous improvement and the importance of utilizing the data it compiles for process improvement. For example, survey data in the past may or may not have been acted upon at the discretion of the survey owner. As the culture has evolved, results from major surveys of students and staff are shared with all College staff with action plans developed to address deficiencies and gaps. Action plans include a timeline to review the plans developed and discuss progress.

Category 9: BUILDING COLLABORATIVE RELATIONSHIPS

Introduction
Moraine Park's processes for building collaborative relationships are *systematic*. The College has a strong history of collaboration through stakeholder relationships with institutions from whom Moraine Park receives students (9P1), educational institutions and employers that depend on its graduates (9P2), organizations that provide services and supplies to students (9P3 and 9P4) and others stakeholders (9P5). Despite the College's strong relationships and systematic improvements in this Category (9I1), Moraine Park does not have a College-wide process for building collaborative relationships that is coordinated or aligned (9P7). Each unit of the College generally builds their own relationships to serve their particular purpose. This would indicate relationships are more task related versus strategic in nature and not fully deployed throughout the College. However, efforts underway suggest the College is responding to these challenges. These responses include increased College visibility with businesses through on-site manufacturing tours for College staff, attending community functions and company visits by the College president. Creating an integrated plan to manage and leverage its relationships more strategically should be a primary focus of the College.

Additionally, the College has not identified clear, explicit goals for use in evaluating and improving its relationships. For example, the College has identified measures for building collaborative relationships (9R1) but they are not aligned with overall performance metrics. Also, the College has struggled to fully benchmark itself against other educational institutions, and benchmarks with non-educational institutions is nonexistent (9R3). Strengthening benchmarks related to collaborative relationships are an area for future development at Moraine Park.

9P1 How do you create, prioritize, and build relationships with the educational institutions and other organizations from which you receive your students.
Moraine Park stands firmly behind its Mission Statement: *Innovative education for an evolving workforce and community.* Moraine Park builds partnerships that provide opportunities for high school students, graduates, business and industry partners, and local community members and organizations. One of three goal statements for 2011-16 is "Strengthen Community Connections: Seek and develop opportunities that positively impact our communities." These partnerships evolve through communication, innovation and goal attainment. The College builds relationships in many ways with key organizations and community partners within the district, such as K-12, businesses and social service agencies from whom it get its students:

Moraine Park K-12 School Districts: Moraine Park creates, prioritizes and builds relationships with K-12 school districts in a variety of ways.
- Youth Options: Public high school juniors and seniors who meet specified requirements are allowed to take postsecondary courses at Moraine Park. Approved courses count toward high school graduation and earn college credit. Moraine Park served 252 students in 2010-11.
- Career Prep: Moraine Park offers 65 associate of applied science degree and technical diploma transcripted credit courses and 6 courses offered for advanced standing. Moraine Park articulates over 380 courses through 220 agreements with 23 district high schools.
- Project Grill: Partnerships are established with local manufacturers and area high school technical education students and teachers to work on a year-long project to design and build a working charcoal grill from scratch; culminating in final project competitions among all schools. The Fond du Lac Area Association of Commerce, in cooperation with six manufacturing partners

and Moraine Park, started the program in 2008. Students tour work sites, learn current manufacturing technologies and real-world deadlines, and gain first-hand experience with careers in manufacturing. Moraine Park provides technical expertise, lab space and equipment, in addition to hosting the grill reveal event on its campus. Moraine Park awards high school students three credits of electives for successfully completing Project Grill.

- College Preview Days: High school students in grades 11-12 are invited to the campuses to preview college program offerings, tour classrooms and labs, and meet with the faculty.
- Career Tours: High school students grades 10-12 learn about programs, admissions, financial aid, college services and career exploration.
- ACCUPLACER Testing: Moraine Park provides free ACCUPLACER admissions testing for high school juniors on the high school campus.
- Counselor In-Service and Superintendent Workshops: Meetings are held for counselors and superintendents to preview course and program offerings, attend information sessions and enjoy a luncheon meeting with staff.
- High School Visits: Recruitment specialists deliver presentations to discuss career opportunities.
- Youth Apprentice Program: Sponsored by the Fond du Lac Area Association of Commerce where high school students have the opportunity to work as a youth apprentice at a job site while in high school. Moraine Park awards credit to students for their Youth Apprenticeship experience.
- Transition Advisory Councils: Disability specialists meet monthly with K-12 staff and agency representatives to plan transition activities for K-12 students with disabilities exploring Moraine Park as a postsecondary education option.

Business and Industry: The College's EWDCT department, along with academic deans, maintain close ties with local companies. In addition to regular visits and communication via e-mail and mail to inform employers about educational and training opportunities provided by the College, they also identify performance issues companies may be having and develop plans to help companies meet their educational and training needs. Service on boards of local chambers and economic development agencies further informs the College of private sector business needs.

Social Service Agencies: The College maintains a close relationship with the Workforce Investment Boards and Job Center staff. The College is co-located with the Washington County Job Center and serves on the oversight committees of the Berlin Job Center and the Fond du Lac Job Center. The College maintains ongoing relationships with numerous not-for-profits such as the Boys & Girls Clubs of Fond du Lac and Washington County on the Community Based Job Training grants.

9P2 How do you create, prioritize, and build relationships with the educational institutions and employers that depend on the supply of your students and graduates that meet those organizations' requirements?
Moraine Park places a strong emphasis on building relationships with companies that may hire its graduates. Each program at the College has an advisory committee made up of industry experts in the discipline who meet semiannually to ensure the College's programming and curriculum is relevant and provides state-of-the-art training to students. By using industry experts in the formulation and maintenance of the program, this ensures students who complete the program will have the necessary skill set required by local businesses.

In addition, Moraine Park builds strong relationships with the employers who hire its students. Student Affairs staff promote employer events and services, including the TechConnect statewide online job-

posting database tool. The free job posting service connects local employers with local graduates. The tool fosters development of new and continuous employer relationships and provides another point of engagement with employer needs. In addition, every year employers of Moraine Park graduates are surveyed to garner specific information on the graduates' knowledge level and success. Feedback is shared with programs for continuous improvement. The College has also adopted Intern2Work, software that facilitates the relationship of potential internship candidates with employers looking for interns. The system has adopted and is supported by the North East Wisconsin Educational Resource Alliance (NEW ERA) and the New North region of Wisconsin. Additionally, students are given the opportunity to engage in service learning activities with local non-profit employers to strengthen their academic experience. Students apply their curriculum to real-world service learning experiences.

Moraine Park seeks to build partnerships with four-year colleges and universities to provide Moraine Park graduates with opportunities to transfer to four-year colleges and universities by expanding current, or creating new, transfer agreements. Moraine Park has 76 articulation agreements with nearly 40 four-year colleges. Ensuring the College's students are prepared for both the world of work and furthering their education is of paramount importance. This focus on career laddering motivated the College to hire a transfer specialist in 2010, whose primary role is to develop, maintain and consult with students on their four-year transfer options. In addition, the College hired a coordinator to oversee current and new transfer agreements.

9P3 How do you create, prioritize, and build relationships with the organizations that provide services to your students?
The Moraine Park Foundation plays a vital role in supporting the students of Moraine Park. The Foundation board is committed to continually growing the financial resources available to students to ensure no student leaves the institution prior to completion due to lack of fiscal support. To this end, the Foundation has a focus on growing its annual unrestricted funds to be able to more quickly address the changing and growing needs of students.

The Foundation has been working closely with district manufacturers and community leaders with a new campaign called the FACT Initiative – Forming Alliances to Cultivate Talent. The goal of the FACT Initiative is to not only strengthen the appeal of manufacturing-related programs at Moraine Park, but also to offer financial support to students entering into those fields. The initiative aims to provide a $500 grant to every student entering into their first year and, with measured academic performance, a $1,000 grant for their second year. These grants serve as a wonderful opportunity to incentivize students to enroll and stay within manufacturing programs at the College.

In addition to scholarship support, the Moraine Park Foundation manages two separate emergency financial assistance funds available to students facing a crisis. The Student Emergency Fund (SEF) and the Dreamkeepers fund were awarded to Moraine Park in 2011—12 for three years. Scholarship America® Dreamkeepers® is designed to help students stay in college when faced with an unforeseen financial emergency. Through Dreamkeepers, students receive both financial assistance to get them through their emergency, as well as access to additional resources and student services, such as access to a financial literacy resource Web portal that was designed to help them build their long-term money management skills. These resources and tools help students reach their educational goals, ultimately helping to secure a better future for themselves and their families.

The College connects students to outside social service agencies through referrals from College counselors for students needing personal counseling, drug and alcohol abuse or other personal services. In addition, the College maintains ongoing dialog and communication with providers of service learning experiences, clinical site offerings, Workforce Investment Act (WIA) and Trade Adjustment Act (TAA) services providers. The College is currently co-located with the local Job Service at its West Bend campus and, during peak need, provides free office space to WIA and TAA caseworkers. The College also regularly contracts for services with hearing-impaired interpreter services when demand exceeds available College staff resources.

9P4 How do you create, prioritize, and build relationships with the organizations that supply materials and services to your institution?
Moraine Park follows all government statutes and regulations which direct the processes the College must use to solicit a contract and how it negotiates or awards a contract for materials or services. Because government contracting involves the expenditure of public funds, it requires a great deal of transparency and accountability. Four major concepts provide the foundation for College activities.

1. *Competition*: Contracts are awarded to the lowest responsible bidder or highest scoring proposer. Competition brings about lower prices and higher quality goods and services. To create a competitive environment, the College develops solicitations with clear specifications and timely access to those opportunities and encourages bidding by multiple vendors.
2. *Consistency*: Policies and procedures are applied equally to all vendors. Bids and proposals are compared and evaluated on an equal basis. The specifications presented in a solicitation must relate to the deliverables provided in any resulting contract. Consistency helps the College conduct transparent procurements as expected by the public and vendor community.
3. *Integrity*: All decisions and activities are built on consistency of actions, values, methods, measures, principles, expectations and outcomes measured against a standard of fairness that will withstand scrutiny.
4. *Openness*: Solicitations, notifications and award decisions are written in clear, understandable language. In addition, all records relating to procurement are open to public inspection and are maintained in a central location.

The College can maintain formal contracts up to seven years before a new competitive bid is required. Based on the quality of service to the College, the College is often able to continue its relationship with existing vendors (often district vendors) but demonstrates fiscal accountability to the taxpayers by confirming cost competitiveness at least every seven years. To further strengthen its competitive buying power, Moraine Park belongs to a purchasing consortium with the other 15 Wisconsin technical colleges. This consortium links to several state, government and regional discount buying pools for further cost reduction options. These relationships are often built and maintained for several years to assist with buying power and service primarily related to technology.

Moraine Park implemented a new procedure in 2012 for the foundation to accept and acknowledge all in-kind gifts of materials, equipment and service being gifted to the College. This process also allows for the College to more closely monitor the magnitude of support coming from external stakeholders and to acknowledge contributions.

9P5 How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?
The strong ties that developed over the years among College employees, area businesses and organizations help the College stay abreast of the current and future needs of its stakeholders. A recent survey of 425 College employees found that about 48 percent of employees are actively involved as members of an organization, are volunteers for a community effort or serve as a member of a board or committee. In addition, 87 employees are 2012-13 members of the Wisconsin Association for Career & Technical Education, local MPACTE chapter. These employees sponsor events on campus and are active in the state organization.

Numerous College staff participates in community involvement activities and are members of key local civic and professional boards and groups including organizations such as local chambers of commerce, economic development corporations, United Way, Fond du Lac Adult Literacy Council, Fox Valley Health Care Alliance and various public charter schools. Staff participation has also involved committees associated with the Fond du Lac and Washington County retirement and departure intentions studies, the Higher Education Diversity Initiative Taskforce (HEDIT) and the Fond du Lac Area Business on Health (FABOH) Wellness Committees. The College president encourages Moraine Park employees to attend community events and frequently extends invitations to join her.

In addition, Moraine Park is a participating employer in Well City Fond du Lac and serves as a sponsor for local chamber leadership programs, including sponsoring participants, hosting and providing speakers for their programs. The College actively supports participation in these organizations and is perpetually seeking means to collaborate when the opportunity arises. Prioritization is given to developing relationships that are mutually beneficial to Moraine Park and the partner organization.

9P6 How do you ensure that your partnership relationships are meeting the varying needs of those involved?
The College is constantly monitoring relationships to ensure the needs of various groups are met. This monitoring takes place through ongoing communication with the College's partners, training partner feedback surveys, personal visits to businesses to determine training needs, input from the members of the advisory committees, active participation of Moraine Park employees on various community projects, professional organization and state-sponsored meetings, and College-initiated meetings to foster new relationships as new needs emerge or are brought to the College's attention.

9P7 How do you create and build relationships between and among departments and units within your institution? How do you assure integration and communication across these relationships?
Moraine Park's systems and major processes orientation is represented by a major process relationship chart, which outlines the interrelated and interdependent processes that support the College's Primary Learning system (Academic Affairs unit) and support systems. The key to effective processes is relationships and communication within and between all units of the College. The College establishes and reviews annually cross-functional teams, which are teams with members who have been selected from more than one system to provide input and feedback for continuous improvement associated with College processes and services.

The College's Framework for Teams establishes a team structure that supports operational and strategic decision making and fosters open and frequent communication. Team agendas and minutes are posted on *my*MPTC so that communication and progress is shared on an ongoing basis.

The College's portal, *my*MPTC, is designed to facilitate comprehensive and timely employee communication. Employees receive customized alerts and announcements along with information on College news, events and initiatives. A special section of the portal, Group Studio, is used to organize and communicate information for specific College groups and teams. August and January in-service days provide a formal opportunity for sharing when all employees come together to communicate new initiatives. The College president provides College updates and shares information related to the College's three goals and other information related to organizational changes, facilities and kudos.

9R1 What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?
The measurement of key collaborative relationships varies by types of measurement tools, as well as effectiveness. Often, it is difficult to measure effectiveness of subjective areas, such as the benefits of increased communication. The College regularly collects and measures data on external relationships, as outlined in Figure 9.1.

Figure 9.1 Measures for Building Collaborative Relationships

Area	Measure
K-12 School Districts	• Transcripted credit (Career Prep) agreements • Transcripted credit student headcount and enrollments • Total transcripted credits earned
Social Service Agencies	• Verbal feedback from agencies
Economic and Workforce Development	• Customized Instruction and Technical Assistance Contracts and companies • Training partner feedback surveys
Four year colleges	• Number of articulation agreements • Students transferring to a four year college
Employers who hire graduates	• Number of TechConnect job postings • Employer follow-up survey (annual) • Employer visits, interviews and personal contact • Advisory committee feedback and input
Vendors	• Meetings with vendors and follow-up on service delivery • Public bidding process and resulting feedback
Other WTCS Districts	• Cost savings on consortium purchases
Partner Agencies	• Meetings with agencies, such as the local job service and workforce development office, and consortia partners (K-12) • Written feedback (when received) from partner agencies • Ad hoc surveys of partner agencies
Moraine Park Foundation	• Total, annual Foundation giving • Number of foundation donors –benchmarking of new and lapsed donors

Measures of building an internally collaborative institution have been noted throughout the portfolio and include the PACE survey results, framework for teams feedback, specific project feedback, participation in strategic planning and other measures. An important measure is the feedback received from the August and January staff in-services to guide the President's Cabinet planning of future in-service.

9R2 What are your performance results in building your key collaborative relationships, external and internal?

Moraine Park collects data to support its performance in building key collaborative relationships (see 9R1). Few formal mechanisms exist to track performance on collaborative relationships. Adherence to the bidding process and one-on-one feedback are primarily used to assess performance with vendor collaborations. Results for collaborations with external agencies and consortia partners are not tracked via formal mechanisms and are anecdotal at best. Feedback is received by the specific staff member or supervisor working with the agency or consortia partners and acted upon accordingly.

K-12 School Districts: Moraine Park has been a leader in Wisconsin with offering transcripted credit in conjunction with district high schools. Solid collaborative relationships developed with school district administrators, principals, career and technical education (CTE) instructors and counselors have allowed the College to flourish as a provider of transcripted credit. As evidenced in Figure 2.3 (see 2R3), Moraine Park offered more transcripted credit courses in 2011-12 than any other college in the WTCS, at 220 agreements. The high number of agreements resulted in the potential for over 9,000 college credits generated for high school students to apply towards Moraine Park degrees, resulting in an estimated $1.1 million in tuition savings. Nearly 15 percent of 2011 district high school graduates who earned transcripted credit courses while in high school enrolled in Moraine Park within 2 years of graduation.

Economic and Workforce Development: Another solid measure of Moraine Park's ability to collaborate with external partners is its work in providing customized instruction to district businesses (see 2R3). In 2011-12 Moraine Park served over 9,400 incumbent workers through customized instruction contracts with area employers and the Department of Corrections (Figure 2.2). Overall, the training generated $2.74 million in revenue and over 393 FTEs.

Four Year Colleges: Moraine Park provides opportunities for graduates to articulate into a four-year degree program. Currently the College offers 52 articulation agreements with private colleges and 34 with public colleges; a full list of articulation agreements is available for students and the public to view on Moraine Park's website. In the past several years, new transfer articulation agreements were developed with Marian University, Waldorf College, Herzing University, Bellevue University, National American University and Ottawa University. A future review of all articulation agreements to ensure they are providing value to graduates will become the responsibility of the Beaver Dam coordinator. Additionally, in 2011-12, Academic and Student Affairs held a two-day Transfer Fair at all three Moraine Park campuses, where over 20 four-year universities and colleges hosted booths.

Employers who hire graduates: Numerous metrics are tracked to determine if Moraine Park is meeting the collaborative needs of the employers who hire its graduates. In addition to the anecdotal feedback derived from advisory committee members and employer visits, the College has methods to longitudinally track more objective feedback. One measure of success involves the annual employer feedback survey, in which employers of Moraine Park graduates are surveyed to determine how well the College prepared the graduate for a career. In 2011-12, 96.5 percent of employers surveyed were satisfied with the graduate they hired (3R4). In addition, employers are provided the opportunity to post jobs with Moraine Park through TechConnect as a means of directly connecting with its graduates. As demonstrated in Figure 9.2, the number of full-time (FT) and part-time (PT) job postings from district employers has consistently increased over the past four years, indicating a high level of satisfaction with the skills of the graduates who complete Moraine Park programs or training opportunities.

Figure 9.2 TechConnect Job Postings, 2009-13

	2009-10	2010-11	2011-12	2012-13 (as of 3/18/13)	Change From 2009 to 2013
WTCS FT/PT Job Openings posted	25,174	32,577	45,681	53,358	100%
Moraine Park FT/PT District Job Openings posted	1,101	1,616	2,482	3,517	219%

9R3 How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Moraine Park compares very favorably to its peer institutions on its key performance results for building collaborative relationships. Leadership throughout Wisconsin in both transcripted credit agreements (2R3, Figure 2.3) and contracted instruction (2R3, Figure 2.2) speaks volumes for Moraine Park's abilities to develop collaborative relationships.

In addition, Moraine Park has grown the use of TechConnect among employers by nearly 220 percent over the past 4 years, while WTCS peer usage has doubled over the same period of time (Figure 9.3).

Unfortunately, Moraine Park has struggled to develop comparative performance metrics in general with organizations outside of the educational arena. Metrics surrounding building collaborative relationships is no exception.

9I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Building Collaborative Relationships*?

Moraine Park has made improvements in this category since its last portfolio submission. Several notable improvements are shared in Figure 9.3.

Figure 9.3 Examples of Improvements in Building Collaborative Relationships

Area	Improvements
K-12 School Districts	• President meeting with K-12 administration has increased collaboration and 2+2 relationships. • Certified recruiters as Career Counselors assisting CTE counselors in the high schools. • Collaborated with district high schools and higher education partners to host a financial aid night for parents and students. • Led development of the WTCS career pathways website, used by high schools throughout Wisconsin. • Established two on-site nursing assistant classrooms at high schools and offered classes during the school day. • Collaborated with district high schools to host a transition fair for K-12 students with disabilities and their families.
Social Service Agencies	• Appointed several managers to serve on the governance boards in the development of local K-12 STEM academies. • Collaborated with service and granting agencies, such as Great Lakes and the Women's Fund, to develop a Student Emergency Fund. • Partnered with the Fond du Lac and Washington County Boys and Girls Clubs on a Community Based Job Training grant. • Implemented service learning activities at several social service agencies.

Area	Improvements
Economic and Workforce Development	• A newly redesigned catalog and promotional material for EWDCT customers clarifies the benefits of the various training offerings. • Personal visits by the College president to partner businesses solidified the College's desire to continue collaborating. • Partnered with local business, WTCS colleges, US Department of Labor -TAACCCT and the Wisconsin Covenant Foundation to offer CNC and Welding boot camps to accelerated displaced worker transition back into the workforce.
Four-Year Colleges	• In 2010 a dedicated part-time academic and transfer support specialist was hired to manage transfer agreements with four-year colleges. • Increased the number of articulation agreements over the past five years.
Employers Who Hire Graduates	• Collaborated with the Office of Veterans Employment Service staff on the first Veteran's job fair on campus.
Vendors	• Formed a purchasing consortium with the 16 Wisconsin technical colleges.
Partner Agencies	• Conducted three regional retirement and departure intentions studies in partnership with local businesses, chambers, economic development and workforce development boards. Participating in developing and implementing follow-up strategies with partner organizations.
Moraine Park Foundation	• Revitalization of Foundation board to include rewritten bylaws, committee charters and new membership that includes a broad range of decision makers, influencers and supporters of career and technical education. • First ever Foundation strategic plan developed in 2012 with focus on strengthening of brand, alumni relations/development, increased community giving and closer alignment with College initiatives. • FACT campaign launched in 2013 specifically designated to provide scholarship dollars for manufacturing students. An active campaign is underway to solicit investments from local industry.

9I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Building Collaborative Relationships*?
A strong team culture and performance-based infrastructure at the College positively impacts Moraine Park's improvement in building collaborative relationships. An enhanced strategic planning process and structured grant development process ensure outcomes of the many collaborative relationships align with the goals and strategic direction of the institution. For instance, collaborative development of boot-camp style, accelerated training in welding and CNC aligned the direction of the College with the needs of business and industry. The President's Cabinet has the ultimate responsibility to recommend and approve any improvements that may cross College units.

List of Figures

Glossary of Abbreviations

Acronym	Term
AAMA	American Association of Medical Assistants
ARRT	American Registry of Radiologic Technologists
AMT	American Medical Technologists
AMTC	Advanced Manufacturing and Technology Center
AS	Associate degree
BI	Business Intelligence
BIT	Behavior Intervention Team
BOC	Board of Certification
CBJT	Community Based Job Training
CCFSSE	Community College Faculty Survey of Student Engagement
CCSSE	Community College Survey of Student Engagement
CDR	Cohort Default Rate
CESA 6	Cooperative Educational Services Agency 6
CMA	Certified Management Accountant
CPLT	College Planning and Leadership Team
CQIN	Continuous Quality Improvement Network
CTE	Career and Technical Education
DACUM	Developing a Curriculum
DSG	District Student Government
EAP	Employee Assistance Program
EDW	Enterprise Data Warehouse
EI	Emotional Intelligence
EWDCT	Economic and Workforce Development and Community Training
FABOH	Fond du Lac Area Business on Health
FAFSA	Free Application for Federal Student Aid
FT	Full-time
FTE	Full-time equivalent
HEDIT	Higher Education Diversity Initiative Taskforce
HLC	Higher Learning Commission
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
IT	Information Technology
IVC	Interactive Video Conferencing
KPI	Key Performance Indicators
LDS	Leadership Development Series
MPACTE	Moraine Park Association for Career and Technical Education
NC	No credit grade
NCIA	National Council of Instructional Administrators
NCLEX	National Council Licensure Examination for Registered Nurses
NEW ERA	North East Wisconsin Educational Resource Alliance

Acronym	Term
NILIE	National Initiative for Leadership & Institutional Effectiveness
NREMT	National Registry of Emergency Medical Technicians
NS	No show
NTO	Non-traditional occupation
ODS	Operational Data Store
OPEB	Other Post-Employment Benefit
PACE	Personal Assessment of the College Environment
PDP	Program Development Process
PII	Personally Identifiable Information
PT	Part-time
QRP	Quality Review Process
RMA	Registered Medical Assistant
SAP	Satisfactory Academic Progress
SEF	Student Emergency Fund
SSS	Student Support Services Federal TRiO program
STRAT	STRategy, Alignment, and Talent
TAA	Trade Adjustment Act
TAACCCT	Trade Adjustment Assistance Community College and Career Training
TRIC	Technical, Reporting, Issues and Configuration System
TSA	Technical Skill Attainment
TTNA	Teaching with Technology Needs Assessment
VDI	Virtual Desktop Infrastructure
VoIP	Voice Over Internet Protocol
WACTE	Wisconsin Association for Career and Technical Education
WIA	Workforce Investment Act
WiCC	Wisconsin Campus Compact
WIDS	Worldwide Instructional Design System
WLDI	Wisconsin Leadership Development Institute
WSG	Wisconsin Student Government
WTCS	Wisconsin Technical College System

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