



Welcome, and thank you for visiting Moraine Park Technical College where, since 1912, we have been meeting the educational and business needs of our communities. While much has changed over this time, our commitment to the students and communities we serve remains the same.

At Moraine Park, we are committed to the economic development of our district by providing a skilled workforce with the technical expertise required by today's employers. We are committed to providing our students with state-of-the-art facilities, technology and equipment to enhance their educational experience. We are committed to hiring and retaining highly-qualified, industry-trained faculty. And, we are committed to providing our students with an educational environment that focuses on student learning, student development and most importantly, student success.

Moraine Park truly has much to offer. Whether you are visiting us today to learn more about student life at our three campus locations in Beaver Dam, Fond du Lac and West Bend; our international learning opportunities; or our associate of applied science degrees, technical diplomas, apprenticeships, certificates or business training; I am confident you will find what you are looking for. We look forward to serving you.

Sincerely,

Sheila Ruhland, Ph.D.
President, Moraine Park Technical College

Moraine Park Technical College

AQIP Systems Portfolio

Moraine Park Technical College (MPTC) is a public, non-profit, non-residential two-year College. The Moraine Park Technical College District covers a predominately rural area of 2,450 square miles in east-central Wisconsin. In 2011, the District had an estimated population base of 309,113 people. The College has three main educational facilities: Beaver Dam, Fond du Lac (also where the District Office resides), and West Bend. Regional Centers are also located in Hartford and Ripon.



We offer evening classes at high schools and other facilities throughout the District. The College is a locally-governed, public higher education institution serving the education needs of the District's citizens. It is community-based, financed with local property tax, tuition, fees, and state and federal appropriations. The College is one of 16 technical college districts in Wisconsin, with overall guidance provided by the Wisconsin Technical College System (WTCS).

OVERVIEW

Helping Students Learn

What are your goals for student learning and shaping an academic climate? What are your key credit and non-credit instructional programs, and educational systems, services, and technologies that directly support them?

Our mission statement, *Moraine Park Technical College builds and maintains a competitive workforce in collaboration with our communities through a future-focused learning environment*, determines our educational goals, strategies, and activities. This mission statement drives the College's academic plan and initiatives. Key measurements of performance include program admission, program capacity, program retention and completion, job placement, enrollment growth, and graduation rates.

Since 1989, Moraine Park has integrated *essential skills* or *core competencies* into all program courses using the Worldwide Instructional Design System Software (WIDS). Along with program outcomes, course competencies and core abilities, this software documents the what, where, how of student learning. All courses are located on an all staff shared drive for reference and usability. Being performance-based, all course expectations are shared with students.

Currently, Moraine Park has approximately 96% of its courses documented in the WIDS format. Courses are then distributed using the bookstore, the eCollege platform, e-Reserve, and/or student shared drive. Since the WIDS format is documented and performance-based, faculty and students have a shared understanding of expectations.

Upon program completion, MPTC assess student mastery of program outcomes using an Exit Assessment. The Exit Assessment is final proof that students have completed all of the learning experiences (e.g. courses, laboratories, clinicals, independent research, capstone projects, and internships/externships) that make up a program, major, or discipline. This encourages students to integrate related competencies and perform at higher, more complex levels.

Modules assess workplace transferable skills entitled Core Abilities which the College defines as seven essential skills that are key to an individual's personal and employment success. The core abilities are: work productively, demonstrate integrity, communicate clearly, work cooperatively, act responsibly, adapt to change, and think critically and creatively. Tied closely to the core abilities are the critical core manufacturing skills which are listed in each course module; dependent on the program studied. Based on feedback during the college's last AQIP onsite review, the college identified a need to complete a review of these Core Abilities and the means utilized to assess student achievement of these Abilities as one of its AQIP projects. This was completed in 2009.

Because today's jobs demand that employees communicate well orally and in writing, solve problems, and work effectively in teams, Moraine Park's General Education courses give learners the tools to do all of these. General Education requirements vary slightly for each associate degree program. Specific requirements are on the curriculum page for each associate degree and technical diploma program. Most programs require the courses in Applied and/or Natural Sciences, Social Science, Math, and Communications. The college is actively involved in the development of a standardized General Education model for the Wisconsin Technical College System. In addition, program students complete credit courses in Student Success, Computer Literacy, and Career Development.

The highest degree authorized by the State of Wisconsin that the College offers is the Associate of Applied Science. Programs cluster in occupational areas including: agriculture, apprenticeship, automotive and engine technologies, building trades, business, marketing and publishing, computer and

web technologies, engineering and integrated manufacturing technologies, general studies, health science, and public and human services. Moraine Park offers associate degrees, certificates, apprenticeships and technical diplomas. In 2009-10, the college offered 39 Associate of Applied Science degree programs, 23 technical diploma programs, 10 apprenticeship programs, and 41 certificate programs. Our most popular programs are reflected in the following chart:

Top Programs for 2008-2009				
Rank	Program #	Program Name	Head Count	FTEs
1	10-543-1	AD Nursing - PN exit	860	350.40
2	10-101-1	Accounting	290	152.62
3	10-504-2	Criminal Justice – Corrections	191	106.55
4	10-102-3	Business Management	178	92.39
5	31-509-1	Medical Assistant	149	65.17
6	10-316-1	Culinary Arts	107	61.37
7	10-150-2	IT- Network Specialist	112	59.40
8	10-106-6	Administrative Assistant	123	56.29
9	10-154-4	IT-Technical Support Specialist	113	56.24
10	10-091-1	Veterinary Technician	125	51.03

WTCS Client Reporting Data (from Institutional Research)

Moraine Park offers programs and certificates at five Department of Corrections (DOC) locations. In addition, the College provides programs and certificates for the Wisconsin Department of Corrections at Fox Lake Correctional Institution, Kettle Moraine Correctional Institution, Oshkosh Correctional Institution, Taycheedah Correctional Institution, and Waupun Correctional Institution. In 2008-09, 1,212 students enrolled in training courses at DOC locations for a total of 383.5 FTEs.

Moraine Park uses a variety of course delivery formats that include Accelerated (ACCL), Blended (BLD), Classroom, Independent Study, Internet Video Conferencing (IVC), Job-Site Training (JST), Online (ONL), and Self-Paced Computer Software (SPCS). Currently, a majority of programs are face-to-face in classrooms or labs. However, in 2009-10, Moraine Park offered twenty-two programs or certificates in an online format. Additionally, a majority of programs were offered in a blended format where program courses provide a mixture of online and face to face formats.

In addition, IVC formatted program courses provide face-to-face teaching and learning to students on multiple networked campuses simultaneously. In 2008-09, we offered approximately 344 program courses annually in a completely online format; of these courses, we offer about 328 sections in the blended format (326 sections online).

Many of Moraine Park's courses use learning objects. Learning objects are learning activities accessible via the Internet at: wisconline.org. A consortium, involving all 16 technical colleges in Wisconsin, develops learning objects. Instructors are encouraged through internal training and through Instructional Design to utilize learning objects in their face-to-face, blended and online course curriculum. Many of the learning objects serve as formative and/or summative classroom assessment techniques.

To encourage the use of technology in the classroom, a computer, speakers, a document camera and LCD projector, are located in the majority of Moraine Park's classrooms. In addition, the college encourages innovation through the use of Faculty Development Grants which provide financial support for the acquisition and piloting of new instructional technology strategies.

Through the Economic and Workforce Development and Community and Education division, we offer continuing education, custom training, technical assistance and professional certification. We provide

programming for the high school equivalency diploma and the GED certificate. High school students can take college courses through Tech Prep (advanced standing) and Youth Options.

Accomplishing Other Distinctive Objectives

What key organizational services, other than instructional programs, do you provide for your students and other external stakeholders? What programs do you operate to achieve them?

In support of learning, the college provides numerous educational services and support systems including;

- Course delivery through alternative means including Interactive Video, online and blended using e-college platform.
- Adult Basic Education courses through the college's Student Success Centers
- English Language Learners programming
- Placement testing
- General College coursework for student developmental needs
- Workshops on student success needs such as test taking, note-taking, handling stress, etc.
- A comprehensive library system on three campuses with a collaborative system of other libraries
- Significant access to computer resources through dedicated computer labs, open computer kiosks and library access
- Personalized and group counseling services, career exploration services, financial aid services and advising.

Moraine Park Technical College Libraries provide a wide variety of resources and services to faculty. Staff collaborates with faculty to recommend and purchase appropriate electronic and print resources to support program curriculum. Staff also collaborates with faculty to provide bibliographic instruction to faculty and students in the use of library resources. Voyager, our online catalog, provides access to resources for ten other technical college libraries, the University of Wisconsin system libraries, WISCAT (the state online catalog of materials for all Wisconsin libraries), and Internet links to many other libraries' collections. The majority of electronic resources such as full-text books and full-text articles are accessible 24/7 to faculty wherever there is Internet access. Faculty use information/research services for curriculum development and other information needs. Other services include electronic/print reserves that allow faculty to set up a course page to provide materials necessary for class activities; interlibrary loan, allowing faculty to borrow materials throughout the world; checkout of equipment such as laptops, digital cameras, and other audiovisuals needed for curriculum development and classroom instruction; and collaboration to develop research guides specific to program areas.

Understanding Students' and Other Stakeholders' Needs

What are the short- and long-term requirements and expectations of the current student and other key stakeholder groups you serve? Who are your primary competitors in serving these groups?

Moraine Park has a variety of student and stakeholder groups. These include prospective students, current students, and outside stakeholders (employers and taxpayers). Assigned teams within the College determine requirements and satisfaction levels with specific elements of each stakeholder group's needs. Prior to matriculation, individuals are served by the Enrollment Management System whose major areas include Admissions, Careers, College Outreach, Counseling, Diversity Relations, Financial Aid, Non Traditional Occupations, Registration, Registrar, Special Services, Student Employment Services and Student Life. As illustrated in the College organizational structure, the Primary Learning System assumes the responsibility of identifying and serving student needs following matriculation. Primary learning

services include: corporate and community training through campus outreach, the library, Instructional Technology, Programming and Design, Outcome Assessment and academic support specialists (advisors). In 2007, planning began at Moraine Park to implement a One-Stop Service model. Later that year a team of individuals visited Johnson County Community College in Kansas City to take a first-hand look at their service model. A cross-functional project team was then organized across Moraine Park's campuses to develop the College's One-Stop Service model. This team consisted of members from Human Resources, Facilities, Finance, the Support Professional Union, Student Services Management staff (Dean of Students, Registrar, Student Financials Partner and Project Manager), support professional staff that would be impacted by this new model from each campus (West Bend, Beaver Dam, Fond du Lac) and current students. Once the formulation of the plan was complete and the communication and training had taken place for all individuals in these revised positions, the model went live in mid-year 2008. In addition, a new phone system was implemented in Spring 2009 to improve flow and communication with customers.

An on-line New Student Orientation program was developed and implemented in 2008-09. This program has enhanced our ability to meet the needs of students based on time and place.

A Banner ERP system has moved the College forward with technology and supports the needs of stakeholders for on-line access to services. Future enhancements will continue throughout 2009-10.

The College's Career Center is perfectly suited for seasoned professionals ready to make a change, displaced workers looking for new employment options, students deciding what to study and recent graduates exploring possible careers. The Center staff provides flexible scheduling for improved access.

Moraine Park libraries are high-tech and available at no cost to users. A library card provides free access to both physical and electronic resources. The staff support the needs of students by a variety of on-line resource options and an inter library loan program.

The Employment Services Office assists Moraine Park students and graduates seeking employment with job search assistance that includes:

- Salary and follow-up study information
- Networking opportunities through job fairs and on-campus recruitment
- Assistance with resumes and interviewing skills
- Access to an on-line job posting system – Tech Connect

As the college experiences and influx of dislocated workers, staff works with individuals to identify educational opportunities that meet their interests and goals. In addition, offerings and services have been expanded to ensure access for those in need.

In addition, Moraine Park's Institutional Research area conducts a variety of surveys throughout the year. Other areas conduct surveys to better understand the needs of students. For example: the Diversity Relations office conducted a survey with students of color. The results will be reviewed by a newly established advisory council consisting of students, internal staff and community members. The results will assist the committee in determining their focus annually.

Valuing People

What are your administrative, faculty, and staff human resources? What key factors determine how you organize and use them?

Moraine Park has three categories of staff: management/confidential (administrative), contract faculty and support professionals. In addition to full-time positions, the College's hiring and employment practices provide flexibility to accommodate a variety of part-time positions. Many support professional positions are designed to work a shorter workday or evening or a shortened calendar year. We employ part-time managers and instructors who have either a shortened workday or shortened calendar year based on the type of work they perform. We employ part-time clerical staff as needed or to work on a specific project. We employ students as tutors and work-study students in many departments throughout the College. Adjunct faculty is issued instructional agreements to teach courses and is an integral part of the College. In addition, we hire part-time clerical and instructional employees at Regional Centers. This allows us to offer complete and effective services at remote sites.

There are multiple institutional and geographic factors which influence how we staff. Some employees have District-wide responsibilities, while others have campus-specific or regional center responsibilities. Employees with District-wide responsibilities manage processes District-wide, which may include work at multiple sites. We develop and adapt processes to support centralized and decentralized decision-making to accommodate geographical factors. Additional staff oversight is addressed when supervisor and staff locations and shift assignments differ.

Employee tables and organizational charts serve as a representation of the organization's employee reporting relationship hierarchy and, therefore, note the staff responsible for performance appraisal and day-to-day supervision. The College is comprised of the following units: President's Unit, Academic Affairs Unit, Enrollment Management Unit, Financial Management Unit, Human Resources Unit, Information Technology Unit, and Marketing and College Advancement Unit.

Moraine Park's structure, organized so that each system supports our Primary Learning System, helps the College actualize our vision by focusing on customer requirements, effective and efficient processes and sufficient cross-functional communication. Interrelationships between systems are noted and cross-functional teams are established to provide the input and feedback necessary for continuous improvement and strategic planning associated with College processes or major processes. Project teams are also established to provide the expertise and support from employees as needed to achieve the end result of the project. Teams within systems are also formed to accomplish day-to-day operations and engage in decision-making associated with continuous improvement and strategic planning within systems. Through this team framework and team learning, team work, and the individual mastery of planning, decision-making and problem-solving methods, the College is able to focus on what is essential – customer satisfaction and student success.

As a result of attending a CQIN (Continuous Quality Improvement Network) Summer Institute in the summer of 2009, the conference team created a "Stressbuster" team to help find ways with staff members to be innovative on the job and be creative in all aspects of their work. The team's motto is to create a fun and inspiring work atmosphere. A few activities that have taken place are having popcorn days, hosting a visit from Santa during the holidays, in-service wellness handouts, and an upcoming Winter Office Olympics in March 2010.

The college's wellness committee is also hosting the January 2010 in-service centered around Health and Wellness. This comes after the college sponsored a year-long campaign with Virgin Health Miles that involved a large percentage of employees out exercising and making healthier food choices. This program led to the Biggest Loser Challenge that had 63 participants on all campuses which recently wrapped up before the 2009 holiday season.

Leading and Communicating

What strategies align your leadership, decision-making, and communication processes with your mission and values, the policies and requirements of your oversight entities, and your legal, ethical, and social responsibilities?

The College's mission and guiding principles/values are defined during the 5 year strategic planning process which takes into consideration the policies and requirements of oversight entities and the social responsibility it has to its district stakeholders. Feedback from community listening sessions and the district board is synthesized and shared with the College Planning and Leadership Team (CPLT) which is comprised of students, administration, union leadership, managers, deans, faculty, and support professionals. The CPLT develops the mission and guiding principles/values utilizing a collaborative affinity process. The completed documents are shared with the district board, which ultimately approves their adoption. Each year, during the annual strategic planning cycle, the district board reviews the mission and guiding principles and provides feedback to the CPLT who reviews the documents and recommends changes. In addition, the CPLT annually evaluates the College's goal statements and selects one as a breakthrough goal, which becomes the primary focus of the College, and two as wildly important goals, which become a secondary focus of the College. The District Board is annually presented with the CPLT recommended goal statement documents. When the strategic plan is annually approved by the District Board it becomes the responsibility system leaders to work with their staff to carry out the strategic direction. All system leaders are required to adhere to the State of Wisconsin's ethical guidelines which govern their conduct in implementing the strategic plan.

The annual strategic plan is placed into the One Vision brochure which is shared with all major stakeholders, and monthly updates on key performance indicators are posted in visible locations around the College for all visitors to view. In addition, major decisions are shared with internal and external stakeholders such as the district board, the Wisconsin Technical College System Board, AQIP/The Higher Learning Commission, the College community, students, staff, and employers through various methods. Methodologies for communicating decisions include the Moraine Park Intranet and Internet, team dialogues, agendas and minutes, the College's strategic plan, the College's academic plan, Moraine Park's *Annual Review* document, the advisory committee review, College catalog, the Quality webpage, the *One Vision* brochure, and annual AQIP System Portfolio updates.

A monthly Electronic Presidential Update hosted by the college President was implemented in 2009 based on feedback from the Culture of Quality Survey. Staff members can watch a live broadcast via the web or on the college's intranet at a later date. In these presentations, the President provides updates from all college systems including the status of the Budget Development.

As a result of a continuous improvement project, a group of college staff designed, developed and implemented a staff/student/community feedback tool "Talk2Us". This program was initiated in October 2008. In the first 14 months of the program, there have been 308 feedback items received and responded to. The feedback mechanism has given the college both positive feedback to share with the college in addition to addressing areas that we can make further improvements to aid in maintaining a high level of internal and external customer satisfaction.

Supporting Institutional Operations

What strategies align your key administrative support goals with your mission and values? What services, facilities, and equipment do you provide to achieve them?

The District is structured as a system, process-based institution. The goals, as outlined in the One Vision Brochure, are confirmed annual by the district board and CPLT. Early in the annual planning process, CPLT reviews the annual updates related to federal, state and local changes affecting the institution

through an environmental scanning process. Each of the eight system leaders then identifies critical issues affecting their areas and creates long-term objectives linked to each goal which will address their needs. These system objectives link the mission, values, and support goals to the annual tactical requests.

The student support services captured in criterion 6 and not identified elsewhere include auxiliary services, library and online support. Likewise, the administrative support services include business/finance, facilities, marketing and foundation support.

The facilities owned by the College are the Fond du Lac, West Bend and Beaver Dam Campuses. The Fond du Lac Campus consists of approximately 302,000 sq. ft. The district administrative offices are also located in an 8,600 sq. ft. building on the campus grounds. Campuses of approximately 132,000 sq. ft. and 54,000 sq. ft. are located in West Bend and Beaver Dam, respectively. The College owns these facilities. The West Bend campus includes an Applied Manufacturing Technology Center (AMTC) which is a joint public/private construction project completed in 2001. The center is a training facility for Computerized Numerical Control (CNC) and tool/die design training as well as other manufacturing trainings for students and community partners. The West Bend campus also includes a community Workforce Development Center. Moraine Park owns this space and leases office and meeting space to several governmental and not-for-profit partners.

The College has regional centers at the Ripon and Hartford high schools, which offer office space for staff and classrooms for college classes. Finally, MPTC leases property in Berlin, Hartford and the Fond du Lac job center for additional coursework and special services including community job activities.

The Fond du Lac campus has unique equipment requirements for specific instructional programming which includes culinary arts, automotive technology, integrated manufacturing, welding/metal fabrication, barber/cosmetology, heating/ventilating/air conditioning, surgical technician, clinical lab technician, respiratory, nursing and health laboratories. The science labs at all three campus sites have a cadaver for medical and other health science training. In addition, each site has human simulators that provide real-life medical experiences in a monitored, clinical-like setting.

The AMTC at the West Bend campus houses specialized manufacturing equipment donated by various CNC and Tool & Die community partners.

The Beaver Dam campus houses an engine technology training center for Mercury Marine, the largest corporate employer in the district. The campus is home to a national training facility for their technicians. Beaver Dam also offers an electrical power distribution program, housing a pole field, lift trucks and other equipment to train electrical power technicians. Finally, this campus stores a mobile, burn trailer. This state-of-the-art training lab provides specialized training throughout the district for Wisconsin firefighters.

Measuring Effectiveness

What determines the data and information you collect and distribute? What information resources and technologies govern how you manage and use data?

Moraine Park collects and disseminates information from a variety of sources on behalf of numerous audiences. First, the CPLT identifies and defines the key performance indicators (KPI's) utilized in measuring college goal attainment success, as identified in its strategic plan. Data supporting the indicators is collected monthly and disseminated to internal and external College stakeholders via the College Goal Attainment Report Card, providing the College a vehicle to make real-time adjustments in

strategy. In addition, performance metrics are established for each of the College's annual focus strategies. Performance on the focus strategies is communicated with the CPLT and District Board twice per year, in addition to being shared on the College's webpage.

Second, system teams identify data and information needed to measure and sustain ongoing operations. Reports are regularly generated in existing systems and shared with the appropriate team to monitor progress on System specific goals and make adjustments in strategies. System leaders meet with the President on a regular basis to discuss performance on KPIs and other departmental metrics.

Third, Moraine Park is required by the Wisconsin Technical College System to annually share a wealth of data via multiple reporting systems including client, staff accounting/costing and contract reporting. Specific data definitions and reporting framework allow for comparisons among the 16 Wisconsin technical colleges.

Finally, multiple stakeholders including The Higher Learning Commission/AQIP, program specific accrediting organizations and other external agencies drive the information collected and disseminated.

Management and use of data has played a critical role in Moraine Park's strategic direction over the past 4 years. In 2005 the decision was made to migrate away from the College's restrictive legacy systems to an integrated enterprise data management solution. The College is in the final stages of implementing a Banner ERP solution, which includes an organizational data store and enterprise data warehouse. Implementation of Banner will allow the College to move from an ineffective multi-system approach to managing processes and data to a single-source, reliable enterprise data management system. Banner will allow for many processes which were previously managed in multiple enterprise and shadow systems to be seamlessly integrated with the primary processes of the College. Efficient collection, analysis and dissemination of information in Banner will result in a savings of time and resources for the College and provide the information necessary for strategic decision making.

Planning Continuous Improvement

What are the key commitments, constraints, challenges, and opportunities with which you must align your institution's short- and long-term plans and strategies?

The president, district board members, community representatives, and members of the CPLT identify the long-term strategic direction for the College through various special strategic planning workshops and listening sessions in support of the long-term strategic planning process. The five-year planning process includes community and business listening sessions at each campus, in addition to sessions with Moraine Park staff.

On an annual basis, CPLT reviews, updates and prioritizes the long and short-term strategies with the assistance of numerous, relevant inputs including a complete overview of new environmental scanning trends and each system's critical issues and system objectives. Secondly, the CPLT members conduct an Appreciative Inquiry based Strengths Opportunities Aspirations and Results (SOAR) process to assess the current environment. These inputs drive the annual goal selection, focus strategy planning and funding priorities. Goals are selected annually by CPLT which are communicated with system leaders who then engage their work teams in the development of focus strategies aligned with the identified College goals. Focus strategies are reviewed by the system leader and his or her leadership team, who narrow down the list for submission to the Planning Budget Coordination Committee (PBCC) for financial review and recommendation to the District Board.

Numerous influences and challenges affect the College's planning process and its ability to balance limited resources with the need to continually improve services, while meeting student demands and business needs. Key challenges considered in the creation of goals and focus strategies are unfunded mandates and new regulatory requirements. As the planning process evolves dollars must be allocated through the budget maintenance process to support unfunded mandates such as the Wisconsin veterans' remission program, the commitment to fund faculty coming off of state and federal grant dollars, and unanticipated adjustments to operational expenses such as postage and fuel increases.

All budget maintenance items, and focus strategies requiring funding, must align with the direction provided by the District Board, who approves the district's tax levy. The PBCC reviews and prioritizes all focus strategies and budget requests to ensure the College operates within the parameters outlined by the Board, making adjustments to strategies and budgets as necessary.

The college's Quality Council has been a committee that for over the past 3 1/2 years meets on a regularly scheduled basis to review AQIP & QRP activities, CQIN action items, process improvement ideas, action project progress, and various other college strategic initiatives. Facilitators from the quality council have worked with 10 college project teams to utilize Quality and Lean tools with work teams to make improvements to their processes. A few of the projects completed in the past have been : Streamlining Curriculum updates and the textbook/module ordering systems, implementing a feedback system for anyone to bring forward suggestions to the college, and reviewing the college's Interactive Video Conferencing (IVC) system, just to name a few.

Building Collaborative Relationships

What key partnerships and collaborations, external and internal, contribute to your institution's effectiveness?

Moraine Park extensively uses collaboration and partnerships with external agencies and organizations to achieve its mission.

Partners include:

- Local high schools
- Chambers of Commerce
- Economic Development Agencies, including New North regional development
- Workforce Development Boards
- State of Wisconsin agencies, including Division of Natural Resources
- Community-based organizations
- Social service agencies
- State of Wisconsin Technical Colleges and State System Office
- Public and private colleges
- Private Employers

Examples include:

- MPTC leads the state of Wisconsin in the establishment of Tech. Prep. agreements with its 22 feeder high schools. These include both;
 - Articulated credits – high school courses which earn college credit in escrow utilizing “Credit for Prior Learning” and

- Youth Options is a dual-enrollment Wisconsin program where high school students enroll in Moraine Park and receive both college and high school credit for those classes. The high schools pay for tuition and fees for Youth Option classes.
- Recently, the college has begun investigation of a “career academy” model with two local school districts and another with consortia of schools
- Economic Development Agencies – MPTC currently houses the Washington County Economic Development Commission staff and works closely with that staff. The college actively supports and collaborates other economic development agencies in coursework, job fairs, and other activities
- Chambers of Commerce – the college partners with Chambers on various types of activities
- Department of Workforce Development – several college staff serve on a local Workforce Development Board and have regular contact with DWD staff. The college is the property renter for a Job Center in Berlin, serves a partner in the Fond du Lac Job Center, and both serves as a partner and houses the Job Center in West Bend
- Social Service Agencies – the college actively supports several social service agencies including United Way and the Salvation Army. Several student organizations support community service activities.
- The New North is a regional economic development agency that coordinates efforts across 18 counties in the Northeast part of Wisconsin. Under this initiative and the related , college staff regularly coordinate activities with three other Technical Colleges, two public universities, several private colleges
- The college works on student initiatives in collaboration with community based organizations such as the Dodge County Multicultural Coalition, Fond du Lac Hispanic Leadership, Fond du Lac Ebony Vision African American Advisory, Hmong community leadership, Washington County Hispanic Advisory. The Diversity Relations Associate serves as a liaison between the college and community based organizations.
- The College collaborates with the Fond du Lac Area Diversity Circles Project. The project is a proactive effort by concerned members to provide opportunity for community dialogue and enhanced cultural understanding among multiethnic groups. The Diversity Circles Project is coordinated through the University of Wisconsin-Fond du Lac Continuing Education and Cooperative Extension offices and managed by representatives from education, children services agencies, healthcare, city and county offices and concerned citizens.
- Numerous collaborative agreements exist within the Wisconsin Technical College System (WTCS). Collaborative working arrangements developed within the WTCS through periodic statewide meetings held between the presidents, instructional services administrators, financial officers, human resource officers, directors of marketing, student services administrators, and the deans of each major instructional area (State-called meetings).
- A WTCS purchasing consortium has decreased costs through joint purchases of software including Oracle, SBC, CISCO, Microsoft, AutoDesk, and the provision of academic discounts for students.
- A major collaborative effort is the offering of shared programs with other WI Technical Colleges. The current shared programs are:
 - Global Business Certificate
 - Pharmacy Technician
 - Paralegal
 - Judicial Reporting
 - Hotel/Hospitality Management

HELPING STUDENTS LEARN

AQIP Category One, HELPING STUDENTS LEARN, focuses on the design, deployment, and effectiveness of teaching-learning processes that underlie your institution's credit and non-credit programs and courses, and on the processes required to support them.

Processes (P)

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?

Today's jobs demand that employees communicate well orally and in writing, solve problems, and work effectively in teams. Moraine Park's General Education courses give learners the tools to do all of these. General Education requirements vary slightly for each associate degree program. Specific requirements are on the curriculum page and academic planner for each associate degree and technical diploma program. Most programs require the courses in Applied and/or Natural Sciences, Social Science, Math, and Communications. The college utilizes a standardized General Education model for the Wisconsin Technical College System.

All program students of one year or greater duration complete credit courses in Student Success, Computer Literacy, and Career Development. In the Student Success course, typically taken in the first semester, students learn about the Core Abilities. Since 1989, Moraine Park has integrated essential skills or core competencies into all program courses. These core competencies are entitled Core Abilities which the College defines as seven essential skills that are key to an individual's personal and employment success. The core abilities are further listed as: adapt to change, demonstrate integrity, communicate clearly, work productively, work cooperatively, act responsibly, and think critically and creatively.

Currently in the Student Success course, students complete a self-assessment in an online core ability inventory. Then, in the last semester of their program, most students again complete the inventory in the Career Development course. This assessment data analyzes evidence of learning. Students also document their growth and progress in the Core Ability behavioral indicators through self-assessments.

The college is planning on developing a means to assess student achievement of these Abilities on an institutional basis as one of its AQIP projects. The review and revision of Core Abilities was completed and the college is developing a system to collect aggregate college-wide data on student achievement.

1P2 How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

To assist in planning to meet the mission of the college, Academics utilize numerous sources for identifying new programming needs. These include the college's annual environmental scan, employment data, and benchmarking. Once a new program idea has been targeted for development the College conducts a DACUM (Developing A CurricuLUM), in which professionals from the field provide feedback on occupational competencies needed by program completers. A DACUM Occupational Analysis yields a skill profile chart that lays out duties and tasks that high performers in a target occupation or role accomplish on a regular basis. External standards and standard indicators ensure achievement by more clearly define course content and performance expectations. The college then completes regular reviews of these competencies, usually through practitioner feedback provided by Advisory Committees. This ensures continuous program curricula improvement that meets employers' needs and provides

opportunities for students' success. The College uses the WIDS® (Worldwide Instructional Design System) as its curriculum development model. All courses use the WIDS model, a performance-based curriculum model that emphasizes interactive teaching and learning strategies and criterion-referenced assessment.

For continuing validation of programs once an initial DACUM is completed, Focus Sessions are used. The use of focus sessions provides an interactive and engaging approach to program analysis. Focus sessions have proven to be a very sound and effective method of research. A carefully chosen group of 10-12 experts from the occupational area are asked to participate in the two to three-hour focus session. These participants are recruited directly from business, industry, or the professions. Because of their current occupational expertise participants do not need to prepare for the focus session. Through the use of a participant workbook and the guidance of a skilled facilitator, the participants work through a variety of individual, small group, and large group activities. The mixtures of individual and group tasks provide richness to the data, while reducing the effects of "group think" typically associated with a traditional focus session.

The facilitator uses the workbook to guide participants through each of these activities:

- Individual exercise on occupational technology, skill set, and organizational trends and potential impacts on the occupation.
- Large group discussion on occupational technology, skill set, and organizational trends and potential impacts on the occupation.
- Individual analysis of current occupational duties and tasks.
- Small group analysis of current occupational duties and tasks.
- Large group analysis of current occupational duties and tasks.
- Review of trends and the impact or inclusion into duties or tasks

The final outcome of a focus session is to provide for program enhancements based on the current and future trends and skill set requirements. Program Advisory Committees regularly review curriculum as well. To ensure currency of courses, each program advisory committee meets once or twice a year to review program outcomes and cite occupational trends. The chairperson of the program advisory committee facilitates the advisory committee in the discussion of the trends happening in the advisory committee's program discipline.

Specific program outcomes are updated through: (1) advisory committee input, (2) business and industry trends, (3) faculty input, (4) Institutional Research and Program and Design research, and (5) certifying agencies criteria.

1P3 How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

The *Academic Program Plan* delineates; a targeted generic program name; whether a need for new or remodeled facilities will be required to support this proposed program; what campus is expected to house this new program; whether the proposed program is likely to require an additional faculty position; and which program phase is likely to occur during each of the next four years. Those phases are; research, planning, and implementation. In some cases, a phase may be expected to take more than one year to complete. The *Academic Program Plan* was developed utilizing; environmental scan data; state enrollment data reflecting where MPTC students are leaving our district to obtain education that is not available through MPTC, and U.S. and/or state of Wisconsin Department of Labor data. Benchmarking against programming available at other colleges was also utilized. This Plan will be reviewed and updated twice a year.

The process to develop the Academic Program Plan resulted from an AQIP Action Project declared in 2001. Moraine Park uses the Program Development Process (PDP) to develop new programs. The program development process is ongoing, involves a variety of input sources, and is responsive to the needs of our district at all times. The inputs include national and state job Web sites, environmental scanning data, competitive analysis of new programs from other colleges, community focus groups, student input and feedback from Economic and Workforce Development surveys, Moraine Park employees, advisory committee feedback, graduate feedback surveys, classified ads, and job openings. Monthly, the Executive Dean of Instruction and program deans synthesize and review inputs to determine if ideas warrant additional research. Ideas meriting further research move to the next phase of research, including needs assessments and costing information. Program ideas that survive the research phases go to local board and state board for investigation and implementation decisions.

1P4 How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?

To ensure that programs are current and meet employment needs of our district, the College has implemented a Wisconsin Technical College System program review process called Quality Review Process (QRP). The new Quality Review aligns the state indicators (associate degree level listed below) with college level indicators in evaluating programs:

- Meeting needs and wants of students
- Meeting needs and wants of employers
- Quality of program personnel
- Course completion
- Special population course completion
- Minority population course completion
- Second year retention
- Third year retention
- Third year graduation
- Fifth year graduation
- Program job placement – All
- Program job placement – Related
- Program non-traditional gender

The College's academic leadership, with assistance from Institutional Research, also completes a program viability review twice a year. Multiple performance measures are analyzed to identify performance issues and to target programs needing either intervention or program suspension. These measures include:

- FTE per FTE instructor
- Cost per FTE
- Program cost
- Graduation rates
- Job demand on a local and statewide level
- Student Satisfaction

Discussions are held with program faculty, who are actively involved in the development of any formal or informal intervention strategies developed. Progress reports on the intervention strategies are reported to the Primary Learning System Work Team on an annual basis, who decides if intervention needs to be continued.

1P5 How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

Each program has a defined Program Plan Requirements that delineates college admission requirements and program admission requirements. In addition, new students are required to take an assessment in reading, writing and mathematics. The college currently uses Accuplacer from the College Board. Each program has required assessment scores based on faculty recommendation, program General Education requirements and in the case of reading, course textbook reading level analysis. Students not demonstrating appropriate competency levels are required to remediate via Adult Basic Education work or General College coursework (pre-college level reading, writing and math). Some programs also require "pre-core" course work necessary for program admission

The determination of preparation required of students is instructionally driven. Instruction uses various approaches to determine preparation requirements for each program, its curricula, and courses including:

1. DACUMS to determine program outcomes, in addition to focus sessions and outcome surveys to keep outcomes current.
2. Statewide curriculum projects
3. Advisory committees
4. Surveys of various stakeholders

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?

The college uses multiple means of informing students as to required preparation for specific programs. These include:

- A college web-site/student portal - MyMPTC
- The college catalog including program and course descriptions
- The printed and online course schedules
- Program brochures
- Master Program Plans available online
- Meetings with college staff

Each program has flyers or brochures to complement traditional ways of communicating expectations and degree requirements to prospective and current students. Student service areas, including Admissions, Registration, and Support Services are the conduit through which the information flows from the College to the student. Moraine Park's Web site/student portal, the College catalog, the course schedule, exit assessment criteria, and the Student Success course disseminate information.

Prospective students can enter the College at various points: through College Outreach/Tech Prep activities, Admissions, or Careers exploration. Outreach and Tech Prep target elementary, high school, and select adult populations with information on programs, processes, and services as indicated in Tech Prep.

The Recruitment and Admissions staff conducts individual and group informational meetings explaining expectations, program outcomes, and preparation. Once a program is declared, the student continues

through the admissions process until fully matriculated and registered for first semester courses. Students who are undecided can receive support from the Career Center for assistance with career direction. Then, when a student decides on a program, the student completes the admissions process. Career Instructors help students explore career paths and programs that match their needs, interests, and abilities based on:

- Interest assessments: COPS (Career Occupational Preference System), SDS (Self Directed Search), or CDM(Career Decision Making)
- Aptitude assessments: CareerScope, GATB(General Aptitude Test Battery), and CAPS(Comparative Career Ability Placement Survey)
- Personal style assessments: COPES (Career Orientation Placement and Evaluation Survey), Kiersey, and Myers-Briggs

Students use the Career Center resources to learn all aspects of jobs, including salary, labor market information, job and career ladders, and educational requirements. After students solidify an educational direction, they return to Admissions.

Current students continue to receive information concerning expectations and program outcomes through the academic advising process, registration, and degree audit systems. As part of the registration process, current degree-seeking students meet with academic advisors (Academic Support Specialists or faculty advisors) for course selection and in some cases exit assessment documentation of program outcomes. The degree audit system provides information about course progression toward degree completion. Students who have not declared a program can use the system to ascertain how their current sequence of courses applies to various degree/career offerings at the College.

Students who have not declared a program may continue to take courses in their desired area of interest while receiving similar services as students who have declared a program (they will not yet have an assigned academic advisor). Program students receive priority registration to ensure their ability to complete their program. Of the over 23,000 students, nearly 5,000 are program students. Students whose educational needs are not addressed by existing programs can create their own associate degree by using the **Individualized Technical Studies** Associate Degree option.

The following areas provide assistance to students in matching their needs, interests, and abilities in selecting programs of study: Admissions, Career Center/Instruction, Counseling Services, Student Success Center/Instruction, and Support/Transition Services. The Admissions staff provides detailed information regarding:

- Admission/registration processes
- Program requirements and prerequisites
- Skill-building/developmental needs
- Course delivery options, such as days, evenings, online, traditional, and accelerated

Individuals who begin the admissions process but have an undecided career path, special needs, disabilities, or low assessment test scores, or have interests and abilities that are notably incongruent with a specific program's requirements or course delivery options, are automatically referred to internal support services. The role of Admissions is to facilitate referrals as students begin entrance to the College.

1P7 How do you help students select programs of study that match their needs, interests, and abilities?

The Career Center administers a wide variety of interest, personality and aptitude tests to help prospective students identify their career options. Through self-assessment, career research and educational planning, potential students explore their options. After assessments and participation in classes, Career instructors offer personalized help with the career planning process. The Career Center has a wealth of resources such as labor market information, job-search books, videos, and Internet access to specialized Web sites.

The College strives to provide students with the tools and resources to make informed decisions to ensure success in program selection and academic readiness, thus reducing discrepancies. However, it is important to note that as an open-admission institution of adult learning, it is ultimately the students who make the final decision when selecting a program of study, regardless of recommendations from the various support services. Refer to MPTC's **Admissions Process**.

The Recruitment and Admissions staff conducts individual and group informational meetings explaining expectations, program outcomes, and preparation. Once a program is declared, the student continues through the admissions process until fully matriculated and registered for first semester courses.

Once a student has determined their course of study, they are assigned to an academic advisor. Certain faculty act as academic advisors to establish a student-advisor relationship intended to aid students in achieving their educational, career, and personal goals. In over half of our programs, Academic Support Specialists serve as advisors. The advising model is process-oriented and collaborative involving the student, Academic Support Specialists, faculty, counselors, and other helping services.

The purposes of the academic advising model are:

- to promote student learning and student goal achievement
- to apply a student-advisor relationship to advising of students
- to formulate and implement educational and career plans
- to apply academic advising resources beyond academics
- to deliver effective advising practices.

The roles of academic advisors include:

- Assisting matriculated students in developing their education plan, with their program's assessment plan and in selecting courses to support their goals
- Assisting students in evaluating progress toward their goals
- Making referrals to other College services and/or procedures based on student performance follow up on referrals with students
- Keeping personal academic advising progress records or notes
- Providing feedback to the academic advising process
- Attending training provided for academic advising
- Activating the early warning system
- Referring students to College services

The roles of all faculty include:

- Activating the academic alert system
- Referring students to College services

The new advising model was initiated in Spring, 2009 with the hiring of 3 Academic Support Specialists for the 2009-10 year. These Specialists were assigned to target programs and are considered active

members of the program's work team. Currently, the college has five full-time and one half-time Academic Support Specialists assigned to specific programs. As funding allows the College will continue to add additional Specialists for other College programs until we have met our goals of providing an adequate advising team to meet our students' needs.

In September of 2010, the college was awarded a TRIO/SSS grant to serve the needs of disadvantaged populations. Under this grant, an additional two (2) Academic Support Specialists will be hired to focus on those populations.

1P8 How do you deal with students who are underprepared for the academic programs and courses you offer?

An internal referral network is in place for students to obtain information and assistance in selecting an appropriate program of study. If discrepancies exist between the necessary and actual preparation for the chosen program, College support services collaborate to address the gaps.

Placement test results as well as self-disclosure as students begin the admissions process often identify discrepancies. It is not atypical for certain populations, such as graduating high school students with documented disabilities or dislocated workers, to choose to access support services prior to committing to a program.

Student Success Centers provide skill-building instruction to students whose entrance skills fall below placement assessment guidelines. Students can go to Student Success Centers to build academic skills in areas such as math, writing, and reading. This includes available Adult Basic Education courses, English Language Learners courses, study skills courses, High School equivalency course work (GED and HSED).

Student Success Center instructors use the TABE test to determine student learning needs. Instructors work individually with students to develop a plan of study that will best achieve the student's goal of program entry. This plan specifies the kinds of learning activities and resources the student prefers to use. If a preferred style hasn't been identified, they complete a learning styles inventory in the Student Success Center.

Students who score just below passing on the college's placement exam (Accuplacer) are required to pass a General College course (pre-college level) in reading, writing or math prior to enrolling in General Education courses.

Support/Transition Services provide for students who have disabilities to enable them to explore programs prior to admission. Learning specialists review vocational assessment information and disability documentation pertaining to each student and discuss the relationship of the student's needs, interests, and abilities to the demands and expectations of each program/career choice identified.

Vocational assessment data and disability documentation provided by many students with disabilities often reveals discrepancies between the necessary and actual preparation of students and their learning-style preferences. Careful consideration is made regarding the students' abilities to perform the essential functions both with and without appropriate accommodations. Students go to internal and external resources for further exploration of their career choice and skill building, if required. External resources may include the Division of Vocational Rehabilitation, county services, Social Security Administration, supported employment agencies, and other training institutions.

Counseling services provide options to students who present personal or academic issues that may create barriers in attending college and achieving goals. Counselors work individually with students to discuss their needs, interests, and abilities, as well as to discuss program requirements and prerequisites and skill-building recommendations. Students can go to the Career Center for formal career assessment, if necessary.

1P9 How do you detect and address differences in students' learning styles?

In addition to support services, program students are required to complete a Student Success course in the first semester. This one-credit course reviews basic study skills, College resources, program assessment and exit assessment requirements, and learning-style information. These elements help students gain the most from their educational experience.

To address various learning styles, the college offers courses in a variety of modalities including online, blended, face-to-face, and accelerated. In addition, faculty develop classroom assessment tools utilizing both traditional paper testing and practical demonstrations of learning achievement.

The WIDS® development model utilized by the college uses a criterion-referenced grading system. Scoring guides, also known as rubrics, accompany all performance assessment tasks. Scoring guides are tools for focusing an evaluator's judgment in assessing a student's performance. Scoring guides describe what an excellent performance looks like. Scoring guides have three components: criteria, rating scale, and scoring standard. The resulting score translates into the grade the student earns.

1P10 How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?

STUDENT DISABILITY SUPPORT SERVICES

A wide variety of services are available at all three Moraine Park campuses to assist students with disabilities or special circumstances. Services are available for students who are deaf/hard of hearing; blind/visually impaired; have learning disabilities; have physical, language, speech or other health impairments.

Moraine Park provides instructional and non-instructional support services for students with disabilities at all campus sites. The college makes every effort to match a student's interests and physical and academic abilities appropriately with vocational objectives. Staff includes specialists in transition, learning disabilities, hearing impaired and support services.

Transition Services assist individuals with disabilities in exploring Moraine Park's educational offerings and completing the enrollment process. Specific services include program/services information, individual/group presentations, admission process assistance, financial aid information, resource referral, and as a liaison with community agencies (DVR, Advocap, Social Services).

Learning Specialists assess learning needs and identify learning strategies, support services and accommodations. Individualized Accommodation Plans are used to define accommodations and support services. These may include alternative testing, E-Text, notetakers, interpreters, scribes, peer tutoring, support services tutoring, TTY phone access, and assistive devices.

Support Service Specialists provide academic support services to students as indicated in the individualized Accommodation Plan. Services may include assignment review and clarification, staff tutoring, and test preparation.

Lastly, the college attempts to offer as much programming as possible in varying modalities and with numerous scheduling models to meet the needs of our increasingly varied student population. This includes a new FLEX Degree program that utilizes an evening-cohort based scheduling model through accelerated and online learning modalities.

1P11 How do you define, document, and communicate across your institution your expectations for effective teaching and learning?

The courses and ongoing certification renewal activities required as part of WTCS certification foster teacher effectiveness. Annual certification summaries given to certified staff indicate their progress toward renewal of provisional or five-year WTCS certification. Certification course curriculum updates or revisions assure that competencies and performance standards fulfill the WTCS system guidelines. Other specific training, such as Reflections on Teaching and Learning, the New Faculty Academy and Summer Institute offerings are modified annually and reflect the needs of the organization. Organizational Development coordinates the training opportunities and communicates the schedule to all staff using the intranet and the Staff Development Opportunities Calendar.

Annual performance evaluations occur for all faculty, with probationary faculty receiving three evaluations over an academic year for a probationary term of two academic years. We use collected information on individual performance evaluations, specifically within the Faculty Continuous Improvement Plan section, for ongoing development and retention of qualified and competent employees. The performance evaluation categories include the following: 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 is important because they speak directly to teaching and learning at Moraine Park. Faculty completes a self-evaluation using the same criteria used by their dean/supervisor. Deans/supervisors observe faculty in their teaching role and then meet with them individually as part of the evaluation process. Discussion about the performance evaluation categories assists with continuous improvement for individuals and the College overall.

Upon hire, faculty participates in a Human Resources orientation review of the faculty evaluation process, timing, and purpose. Faculty receives an annual notice from Human Resources referencing the form, the process, the timing of the evaluation(s), and the purpose. Instructional deans/supervisors receive a separate notice, which encourages them to reference items the faculty member is doing well and to create a plan for items that need further enhancement.

The measuring of learning effectiveness takes place at various times throughout their courses (formative assessment), self-assessment (during their courses), and near the end of each course with student feedback surveys, and upon completion of their degrees (summative assessment).

Each team of program faculty has identified competencies on which their student performance will be tracked over a four-year period. The specific formative assessment tool used within the courses has been identified and faculty submits data collected by that tool on a semester basis. Strategies to improve performance have been identified and will be mapped directly to changes in performance on these

competencies. Data-driven improvement strategies will be made annually. Successful strategies will be shared with the college once longitudinal data is available.

Each team of program faculty has identified a summative assessment tool (**program worksheet**). In the recent past, all program students used portfolios to demonstrate competence for each of their program's outcomes. At this time, each team of program faculty identifies an appropriate exit assessment **tool** for a four-year period. In addition, the teams develop an analytic rubric to assess student performance on each program outcome. After our first implementation of the summative assessment process, a program improvement plan will be developed for the four-year cycle. This will also include indirect measures of learning, advisory committee member input, faculty observations, external stakeholder input and related input.

Student feedback surveys are distributed near the end of every course, regardless of the delivery format. These are tabulated and reports are shared with the state, faculty and their supervisors for discussion.

1P12 How do you build an effective and efficient course delivery system that addresses both students' needs and your institution's requirements?

Moraine Park's Program Design process uses the performance-based Worldwide Instructional Design System (WIDS) model and software to develop programs and courses. (A Curriculum Committee was established in early 2006 to review the curriculum development and update process. The Committee will be looking at improvements and overseeing those improvements as the school year moves along.)

This curriculum design process incorporates input from occupational analyses and external standards and professional certification criteria/exams to formulate statements of exit learning outcomes. The term **DACUM** is an acronym for **Developing A CurriculUM**. A DACUM Occupational Analysis yields a skill profile chart that lays out duties and tasks that high performers in a target occupation or role accomplish on a regular basis. External standards and standard indicators ensure achievement by more clearly define course content and performance expectations. Exit learning outcomes describe an eventual expectation for student learning at the institutional or programmatic level. They set expected learning results that go beyond individual courses. The WIDS® model accommodates three types of exit learning outcomes: program outcomes, general education outcomes, and Core Abilities. Program advisory committees verify exit learning outcomes to assure that the skills meet the expectations and needs of the occupation. Intended outcomes guide the writing of competencies, which provide an organizing framework for planning and implementing a learning experience.

For continuing validation of programs once an initial DACUM is completed, Focus Sessions and outcome validation surveys are used. The use of focus sessions provides an interactive and engaging approach to program analysis. Focus sessions and outcome validation surveys have proven to be a very sound and effective method of research.

A carefully chosen group of 10-12 experts from the occupational area are asked to participate in the two to three-hour focus session. These participants are recruited directly from business, industry, or the professions. Because of their current occupational expertise participants do not need to prepare for the focus session. Through the use of a participant workbook and the guidance of a skilled facilitator, the participants work through a variety of individual, small group, and large group activities. The mixtures of individual and group tasks provide richness to the data, while reducing the effects of "group think" typically associated with a traditional focus session.

The facilitator uses the workbook to guide participants through each of these activities:

1. Individual exercise on occupational technology, skill set, and organizational trends and potential impacts on the occupation.
2. Large group discussion on occupational technology, skill set, and organizational trends and potential impacts on the occupation.
3. Individual analysis of current occupational duties and tasks.
4. Small group analysis of current occupational duties and tasks.
5. Large group analysis of current occupational duties and tasks.
6. Review of trends and the impact or inclusion into duties or tasks

The final outcome of a focus session is to provide for program enhancements based on the current and future trends and skill set requirements. Additionally, program advisory committees regularly review curriculum.

Moraine Park follows a **Curriculum Project Checklist** when developing coursework.

Initially, Moraine Park's course delivery method was face-to-face classroom instruction. It then moved to modalities such as independent study and video-based courses upon request of the students. In 2000, the College offered a limited number of online courses. Today, we have over 350 online courses. We currently have 19 programs that we offer totally in an online format. We have also been trying to offer a limited number of weekend programs for students.

Today, we address student preferences by offering courses in a variety of delivery formats and times. Students select the format that best fits their learning style, time, and location preferences. Currently the formats of courses offered are:

- Accelerated (limited to courses in programs)
- Blended
- Classroom (face-to-face) (this option is available for all or most programs)
- IVC
- Online
- Self-Paced Computer Software

The College gathers feedback from students through our **Student Feedback Survey**, specifically questions 12 and 13, regarding their delivery format preferences. We then try to balance the requests with our goal to deliver consistent, quality education. Through Instructional Design, we assure that any delivery format retains the quality and instructional integrity that aligns with our College's mission. All curricula is reviewed and approved by an instructional designer and the Dean in the Program and Design area. Faculty content experts collaborate with an instructional designer to develop courses.

1P13 How do you ensure that your programs and courses are up-to-date and effective?

To ensure currency of courses, each program advisory committee meets once or twice a year to review program outcomes and cite occupational trends. The chairperson of the program advisory committee facilitates the advisory committee in the discussion of the trends happening in the advisory committee's program discipline.

To ensure that programs are current and meet employment needs of our district, the College has implemented a state-wide program review process called Quality Review Process (QRP). The new Quality Review aligns the state indicators (associate degree level listed below) with college level indicators in evaluating programs:

- Meeting needs and wants of students
- Meeting needs and wants of employers
- Quality of program personnel
- Course completion
- Special population course completion
- Minority population course completion
- Second year retention
- Third year retention
- Third year graduation
- Fifth year graduation
- Program job placement – All
- Program job placement – Related
- Program non-traditional gender

The indicators for "meeting needs and wants of employers" are derived from the employer follow-up **report**.

The College's academic leadership, with assistance from Institutional Research, completes a program viability review twice a year. Multiple performance measures are analyzed to identify performance issues and to target programs needing either intervention or program suspension. These measures include:

- FTE per FTE instructor
- Cost per FTE
- Graduation rates
- Enrollment
- Job demand on a local and statewide level
- Student satisfaction
- Job placement
- Employer satisfaction

Discussions are held with program faculty, who are actively involved in the development of any formal or informal intervention strategies developed. Progress reports on the intervention strategies are reported to the Primary Learning System Work Team on an annual basis, who decides if intervention needs to be continued.

1P14 How do you change or discontinue programs and courses?

On a micro-level, program deans and faculty, with the advice and consent of advisory committees, develop and implement changes in courses or, in the case of small changes, programs.

The Vice President of Academics & Student Affairs, with the advice of the Primary Learning Work Team, uses both current and historical enrollment and FTE data to determine discontinuance of a program. In addition, our program evaluation/viability process provides data regarding the status of curriculum, student persistence in a program, and assessment of student learning. This information is included in our process for changing or discontinuing programs and courses. Specific Program Viability indicators include the following:

- FTE per FTE instructor
- FTE growth

- Program persistence
- Course completion
- Placement
- Graduation rate for third and fifth year
- Average class size
- Wisconsin Technical College System TechConnect job demand
- State job demand

We will also discontinue programs that do not have employment possibilities for our graduates.

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?

The College determines learning support needs through a Learning Support Network and is involved in the student learning and development processes for incoming students, current students, students with remedial learning needs, and students with special needs. Incoming students' learning needs are determined through a screening tool such as ACCUPLACER, ACT, or SAT and may indicate broad areas of skill weakness. Follow-up testing with TABE clarifies specific skill deficiencies.

An instructor may refer a student for learning support based on his or her observation of the student's performance on course requirements. Follow-up assessment in the Student Success Center clarifies specific learning needs.

A student may self-refer, upon recognizing his or her inability to do well in post-secondary courses. Follow-up assessment diagnoses specific learning needs.

In the past the Noel Levitz College Student Inventory (CSI) has been used during new student orientation to help identify at-risk factors to assist us in providing intervention strategies to support student success. The college is currently reviewing use of this inventory and considering adoption of an alternative tool developed in-house.

When current students' performance does not meet required skill levels, instructors activate the Academic Alert System by selecting one or more of the performance indicators by the student's name in the electronic advising system. The performance indicators are behavior, academic, attendance, basic skills, and other. This will notify Student Services that the student is having difficulty, and the appropriate referral source will contact the student. Once the issue is resolved, Student Services will mark the student's record so that the faculty member knows that the issue is resolved. In addition, a faculty member may refer a student to the Student Success Center for assistance if a student is struggling with course material.

Through the Basic Education Program, students with remedial learning needs receive free instruction in Student Success Centers at five campus locations. Instruction includes:

- Review and refresh academic skills prior to taking College entrance assessment
- Develop/build basic academic skills deemed deficient for college success by the entrance assessment
- Strengthen academic skills needed to succeed in concurrent college enrollments.

Services include:

- Orientation to Student Success Center information, requirements, and procedures
- Assessment of specific academic skills

- Identification of student's learning goal(s)
- Development of Personal Education Plan (PEP) for achieving student's goals
- Individualized instruction in the academic area and level indicated by the PEP, utilizing print and electronic resources
- Frequent evaluation of student learning
- Evaluation results determine subsequent learning goal(s) and activities

Students with special needs, such as disabilities, are identified through transition activities. Students who intend to enroll must provide documentation of disability.

- The student, the learning specialist, and other interested parties, which may include counselors and secondary instructional staff develops an accommodation plan. This documentation ensures communication and provision of reasonable accommodations to students who request it and have recent documentation of disability.
- Students identified as academically disadvantaged may receive services in the form of a peer tutor. The College Support Services Office establishes services for tutoring as students communicate to their instructors the need for additional assistance. In many cases, instructors themselves are actively involved with the identification of a qualified peer tutor.

Moraine Park provides a variety of faculty support services through Student Success Centers. Admissions staff, counselors, or instructors refer students to Student Success Centers (SSC) for individualized remediation in skill areas indicated as deficient by self-report, entrance assessment, or course performance. Referrers complete a Student Success Center Academic Referral and Report, specifying the skill building needed. Other instructors use criteria sheets for their assignments to inform students of the standards and expectations; these are valuable as the bases of instructional activity in the SSC. Occasionally students arrive with no referral information. They feel they have a need, are aware of the service provided by the SSC, and access the Center through their own initiative. Then the instructor and the student use TABE tests and work samples to determine a remediation or improvement plan for the student. Support Services staff address faculty needs related to students with special needs in two ways. First, they conduct information sessions for faculty that give participants an opportunity to provide feedback; and, second, they assist instructors in implementing accommodation plans.

Organizational Development offers a variety of professional development opportunities and services that help employees build knowledge, skills, and attitudes to meet the needs of learners and move the organization toward its vision: mentoring, new staff and faculty orientation, yearly professional development opportunities calendar, required and optional training, Summer Institute, in-service, team framework, and facilitation services. Employees may request customized or specific professional growth resources and training by submitting a training request to Organizational Development. The College's strategic planning and budget development process provides opportunities to assess faculty and student need and develop goals, objectives and focus strategies that guide the College's organizational growth plan. Organizational development provides feedback to each employee on his/her progress toward meeting the College's expectations for professional development. There is regular technology assistance available to employees in each of three Organizational Development Centers (one on each instructional facility). The Centers contain current technology (hardware and software) for staff to access. Assistance in the use of technology is available to every employee from the Organizational Development technology specialist. The technology specialist reinforces the knowledge, skills, and attitudes from specific trainings, increasing the likelihood that employees will integrate newly acquired information and practices into the daily work in meeting the needs of learners.

Moraine Park Technical College Libraries provide a wide variety of resources and services to faculty. Staff collaborates with faculty to recommend and purchase appropriate electronic and print resources to support program curriculum. Staff also collaborates with faculty to provide bibliographic instruction to

faculty and students in the use of library resources. Voyager, our online catalog, provides access to resources for ten other technical college libraries, the University of Wisconsin system libraries, WISCAT (the state online catalog of materials for all Wisconsin libraries), and Internet links to many other libraries' collections. The majority of electronic resources such as full-text books and full-text articles are accessible 24/7 to faculty wherever there is Internet access. Faculty use information/research services for curriculum development and other information needs. Other services include electronic/print reserves that allow faculty to set up a course page to provide materials necessary for class activities; interlibrary loan, allowing faculty to borrow materials throughout the world; checkout of equipment such as laptops, digital cameras, and other audiovisuals needed for curriculum development and classroom instruction; and collaboration to develop research guides specific to program areas.

1P16 How do you align your co-curricular development goals with your curricular learning objectives?

It is our belief that active participation in Student Life/Student Activities assists in the development of leadership and team skills as well as enhances the student's personal and social development; thereby, supporting student development of the Core Abilities that are part of the Teaching and Learning process.

Students can participate in College wide District Student Government and a Campus Senate for each of our three campuses. The District Student Government (DSG) addresses College wide student issues and tri-campus student activities working directly with the Major System leaders. A member of DSG and the College Statewide Student Ambassador serve as student liaisons on the College Planning and Leadership Team. Additionally, student government members also serve on the Quality Council. The Campus Senates address campus issues, coordinate campus student activities, and forward College wide 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). The Dean of Students and Student Involvement Specialists coordinate the operation of Student Life and advise the student government. The STAR program (the College local student ambassador program) engages students in becoming more involved with activities and events that surround new students entering the College, community events on campus, special events such as PTK induction, graduation, etc. These activities provide additional opportunities for students to grow their leadership skills.

The Student Life/Student Activities area also includes the organization and administration of **Student Clubs/Organizations**. These clubs/organizations promote activities within technical and associate degree programs or College wide (i.e., Multi-Cultural Club). Program faculty or designated management staff and the respective campus Student Involvement Specialist advise Student clubs/organizations. Student organizations conduct fundraising activities, participate in program-related leadership activities, and collaborate with the Campus Senates

1P17 How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

Some of the processes we use to determine how well-prepared our graduates are for further education or employment include conducting surveys and focus group sessions among various stakeholder groups including both a graduate and employer follow-up survey. Refer to section 3I2, which identifies stakeholder groups and specific process measures.

As mentioned, specific program outcomes are determined through: (1) advisory committee input, (2) business and industry trends, (3) faculty input, (4) Institutional Research and Program and Design

research, and (5) certifying agencies criteria. Each program web page lists specific program outcomes which are addressed in their program's exit assessment. Program staff and advisory committees annually review all program outcomes. Assessment data is collected on a semester basis (formative) for all program students and on an annual basis (summative) for graduates.

Formative: A specific formative assessment tool used within courses has been identified to track performance on specific competencies. Faculty submits data collected by that tool on a semester basis. Summative: Graduates complete the **exit assessment** identified by their program faculty as they near graduation. Each program outcome is addressed in the exit assessment and evaluated using the analytic rubric unique to the program's outcomes. The analytic rubric has been developed by program faculty.

Some examples of external verification include:

- Graduates of the Associate Degree Nursing and Practical Nursing programs, along with graduates of the Nursing Assistant program, are required to write a state board exam and/or certification examination.
- Graduates of the Barber/Cosmetology and Nail Technician programs and Plumbing apprentices all need to pass a state licensing exam.

Program deans receive the results of these exams and use them to determine learner preparedness for further education and/or employment.

Further, the Guaranteed Retraining Procedure affirms that the education and training offered by the College enables eligible students to acquire the occupational skills training necessary for full employment in the workforce. In 1993, the College implemented a Guaranteed Retraining Procedure for graduates. Moraine Park guarantees up to six credits of additional instruction to graduates of programs of at least one year in length who have been unable to secure employment in their program or related area within six months after graduation. All program and materials fees are covered. The courses must be within the same occupational program. The procedure also allows for the graduate's employer to exercise this option for a recent graduate.

To be eligible, graduates must certify, in writing, to the Registrar that:

- They have not secured employment in the occupational field in which they received the degree or diploma.
- They have actively pursued employment in their occupational field.
- They have not refused employment in their occupational field or in a related field.
- They have actively sought the assistance of the College's Employment Services Office.
- After their initial employment, within 90 days, the graduate's employer certifies to the Registrar that the graduate lacks entry-level job skills and specifies in writing the specific areas in which the graduate's skills are deficient.

1P18 How do you design your processes for assessing student learning?

The principles of a learning college and the College mission guide the assessment of student learning. Initially, deans, instructors and program advisory committees formulate statements of intended program outcomes for each associate degree and technical diploma program. Next, deans and faculty develop, select and document assessment measures specific to the skills and abilities required of a program graduate. The exit assessment tool may include course artifacts, capstone projects or experiences, clinical evaluations, demonstrations, internships, and licensures/certifications. Then, our program and curriculum design professionals use the performance-based Worldwide Instructional Design System (WIDS®) to

create learning experiences (courses) that lead to the intended program outcomes.

The exit assessment process concludes, whenever possible, with a tool review conducted by faculty and outside reviewers such as advisory committee members and internship site advisors. Reviewers evaluate demonstration of program outcomes, entry-level occupational skills, and evidence of learning through students' self-assessment or reflection statements. Finally, faculty use assessment results to improve learning in a Program Assessment Plan, updated annually for continuous improvement.

D. Indirect Measure of Learning (due May 2007)

Circle at least one indirect measure of learning (or list another) that will be helpful to review during your program's annual review of this assessment plan.

Student, alumni or employer survey	Graduate follow-up studies	Retention & transfer studies	Job placement data
Student feedback surveys	Graduate focus groups	Length of time to degree or diploma	Graduation and/or transfer rates

Other _____

III. Annual Review Meeting

Contact the Assessment Office before your meeting so we can provide the data. Review the previous year's plan, the data listed below and update your program's plan. Include your advisory committee in the communication.

- A. Formative/competency assessment data
- B. Summative/exit assessment data
- C. Student self-assessment results (not submitted to Assessment Office)
- D. Core ability inventory results (program-specific)
- E. Indirect measure of learning data
- F. (Optional) Other relevant data sources - faculty observations, accreditation/certification requirements, external stakeholder input, or other.

Results (R)

1R1 What measures of your students' learning and development do you collect and analyze regularly?

The new Quality Review Process aligns the state indicators (associate degree level listed below) with college level indicators in evaluating programs:

- Meeting needs and wants of students
- Meeting needs and wants of employers
- Quality of program personnel
- Course completion

- Special population course completion
- Minority population course completion
- Second year retention
- Third year retention
- Third year graduation
- Fifth year graduation
- Program job placement – All
- Program job placement – Related
- Program non-traditional gender

The process to measure student achievement begins with the design of course curricula. In 2007-08, 96 percent of Moraine Park’s courses are designed using the Worldwide Instructional Design System - WIDS® software package. WIDS® designs performance-based curriculum that helps learners make the connection between course content and the skills learners will actually apply in their jobs or life roles. Performance assessment tasks linked to learning outcomes and occupational standards, measure occupational and core ability skills. Performance assessment tasks provide student feedback using rubrics in scoring guides. Scores from multiple course performance assessment tasks comprise a course grade. Course grades are assigned letter grades and grade points as follows:

Grade Letter Grade Points/Credit

A 4
B 3
C 2
N/C (No Credit) 0
P (Passing) No Effect

Regularly, we collect and analyze assessment of student learning data, which provides an additional measurement of student performance. Completing the exit assessment process is a graduation requirement to earn a technical diploma or associate degree. General education courses have formative assessment plans to measure effectiveness. Faculty will review the data collected and participate in data-driven decisions to effect continuous improvement. Programs’ assessment plans include both formative and summative assessment for data-driven decisions and continuous improvement. Data for their annual meeting includes student entry and exit core ability inventories. Advisory committee members are included in the communication.

Though an assessment plan for each program has been develop using the Program Worksheet, its implementation across campus has been inconsistent often due to use of various models i.e., a variety of centralized and decentralized approaches for the collection and evaluation of data. While **assessment measurements** at the program and course levels remain strengths of the institution, full implementation and data tracking continues to be highly variable across campus.

The data collection process at the summative level for program outcomes has been temporarily put on hold due to the implementation of a new statewide process. The WTCS, in conjunction with the Federal Perkins IV regulations, has implemented a new strategy to construct statewide program outcomes and exit assessments. The data from each program exit assessment is expected to be reported to WTCS by student starting in the spring of 2010 for selected programs. The state expects to have the majority of programs to have this completed by 2013. As MPTC implements a new ERP system (Banner), data collection and analysis will be performed using this new information technology. The state office is also working with third party assessors to have data transferred to the WTCS for tracking and analysis of program outcomes by student.

Currently, a cross functional team is working on the overall assessment process at the college. This is a formal AQIP action project which will strengthen noted opportunities affecting the Category “Helping Students Learn” from the AQIP feedback report. The team is currently researching various software programs to help faculty store and track the data. Additionally, other colleges around the state were collaborated with regarding software systems, best practices and partnership opportunities to share exiting practices and to develop new practices.

The College’s academic leadership, with assistance from Institutional Research, completes a **program viability review** twice a year. Multiple performance measures are analyzed to identify performance issues and to target programs needing either intervention or program suspension. These measures include:

- FTEs per FTE Instructor
- FTE Growth
- Program Persistence
- Course Completion
- Placement
- Third Year Graduation Rate
- Fifth Year Graduation Rate
- Average Class Size
- WTCS Demand
- State Demand
- Student Age

Discussions are held with program faculty, who are actively involved in the development of any formal or informal intervention strategies developed. Progress reports on the intervention strategies are reported to the Primary Learning Work Team on an annual basis, who decides if intervention needs to be continued.

1R2 What are your performance results for your common student learning and development objectives?

Common learning objectives have been identified by program faculty for both formative and summative assessment. Formative objectives are agreed-upon competencies that reflect the program’s teaching and learning objectives. They are consistently tracked for four years before any changes are made in objectives. Data-driven improvement decisions regarding teaching strategies are made annually, but the objectives do not change over this period. The summative objectives are identified by each program’s faculty after the first use of the analytic rubric. Based on performance, objectives are stated and tracked for a four-year period. These data-driven decisions are incorporated with the formative improvement decisions to become the program’s improvement plan (**program worksheet**).

In addition to assessing technical skills and performance, core abilities are also tracked. Students complete the self-assessment core ability tool in their introductory course, Student Success. They revisit it and complete it a second time in their final course, Career Development. Program students are tracked for growth and improvement in the core abilities. In addition to Moraine Park’s list of core abilities, the Wisconsin Technical College System has developed a list of Core Manufacturing Skills. These are similar

Steps to move MPTC closer to the collection of performance results can include:

1. Review of the Assessment strategy and data collection status during the college's Quality Review Process (QRP).
2. Development of a database for ease in collection and analysis.
3. Professional Development for all academic personnel involved in program outcome and core ability assessment.
4. Completion of the AQIP Core Abilities project to which includes performance results for common student learning and development objectives.
5. Continue working with the WTCS in the implementation of statewide program outcomes and exit assessments.

to the core abilities, but also include areas applicable to the manufacturing areas. These are assessed throughout the manufacturing courses (formative assessment) and are included in some of the programs' outcomes (summative assessment).

Additional **assessment reports** historically used at Moraine Park include Non-instructional Staff Survey, Call-Staff Assessment Survey, and Student Portfolio Survey, Faculty Assessment Survey and the Core Ability Inventory Report.

Although tremendous effort has been made to assess and improve student learning, MPTC has demonstrated uneven progress in this area as a result of using different models, i.e., a variety of centralized and decentralized approaches for the collection and evaluation of data. While assessment measurements at the program and course levels remain strengths of the institution, full implementation and data tracking continues to be highly variable across campus. A campus culture that fully embraces a structure to support assessment activities is lacking; thus, assessment processes lack viability.

In addition, since the new process was implemented in 2006-07, program areas have yet to fully collect outcome assessment data and apply it to the program worksheet plan. Again, lack of follow through is an issue. Further, the data collection process at the summative level for program outcomes has been temporarily put on hold due to a new statewide process. The WTCS, in conjunction with the Federal Perkins IV regulations, has implemented a new strategy to construct statewide program outcomes and exit assessments. The data from each program exit assessment is expected to be reported to WTCS by student starting in the spring of 2010 for selected programs. The state expects to have the majority of programs to have this completed by 2013. As MPTC implements a new ERP (Banner), data collection and analysis will be performed using this new information technology. The state office is also working with third party assessors to have data transferred to the WTCS for tracking and analysis of program outcomes by student. This would include such assessments for Nursing, Veterinary Technology, and Automotive Technology, for example.

Historical Assessment Reports [Link to MPTC's historical assessment reports.](#)

1R3 What are your performance results for specific program learning objectives?

Moraine Park instituted a portfolio process several years ago to track student learning specific to each program's outcomes. Portfolios became a graduation requirement and the standard content required an artifact and reflection statement for every outcome. Over the years, our college has not been able to acquire the data from portfolio reviews to make data-driven decisions related to improving the teaching and learning process. Program outcomes were broadened to include other activities such as certifying

Overall, I am satisfied with the instructors in my program.	3.53	3.55	3.55	3.57	3.50	3.48	3.45
Overall, I am satisfied with my program specific courses.	3.51	3.53	3.54	3.59	3.49	3.46	3.44
Overall, the program has met my expectations.	3.51	3.51	3.52	3.55	3.48	3.45	3.41

In addition, in 2010 the school piloted a Registration Satisfaction Survey to uncover unmet needs and satisfaction levels with the Student Services Center staff. Additional surveys are conducted annually, or semi-annually to uncover areas for improvement in Integrated Video Conferencing (IVC) classrooms, High School Alternative Program, Diversity services, the Student Success Center (basic skills lab), and general feedback on facilities and business services. Specific data related to these surveys can be found in the tables below.

Overall, how satisfied are you with the IVC system as an instructional tool?

	Spring 2007		Fall 2007		Spring 2008		Fall 2008		Fall 2009	
	Count	%	Count	%	Count	%	Count	%	Count	%
Very Satisfied	39	38.6%	50	37.0%	54	44.6%	53	50.0%	62	35.4%
Somewhat Satisfied	51	50.5%	54	40.0%	50	41.3%	45	42.5%	76	43.4%
Somewhat Dissatisfied	9	8.9%	19	14.1%	11	9.1%	7	6.6%	28	16.0%
Very Dissatisfied	2	2.0%	12	8.9%	6	5.0%	1	0.9%	9	5.1%

HSAP -Percent of students with an opinion who agree/strongly agree with the statement " HSAP is a good way for me to earn a high school credential."

Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
97.1%	94.3%	88.0%	94.7%	97.9%

Diversity Services - How satisfied are you with the College's efforts to promote and support diversity?

	2007	2009

	Count	%	Count	%
Very Satisfied	186	24.5%	251	28.4%
Somewhat Satisfied	169	22.2%	196	22.1%
Neither Satisfied or Dissatisfied	382	50.3%	426	48.1%
Somewhat Dissatisfied	14	1.8%	6	0.7%
Very Dissatisfied	9	1.2%	6	0.7%

Student Success Center - I am satisfied with my experience at the Student Success Center

Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
98.0%	95.4%	96.4%	98.4%	96.8%

Facilities survey - Percent of students with an opinion who are very satisfied or moderately satisfied

	2006	2008	2010
Staff provides a high quality of service.	N/A	94.3%	95.3%
Restrooms are maintained and cleaned at a high level.	N/A	N/A	98.1%
All other interior spaces at the campus are kept sufficiently clean - 2010. (Interior space at the campus is kept sufficiently clean - 2008.)	N/A	93.1%	99.3%
Campus grounds are kept sufficiently clean - 2010. (Exterior of the campus is kept sufficiently clean - 2008.)	96.9%	92.3%	99.9%

In addition, general feedback on learning support processes is uncovered in the annual Noel-Levitz **Student Satisfaction Survey** (SSI).

1R6 How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education institutions and, where appropriate, with results of organizations outside of higher education?

In 2003-04, the WTCS implemented the Quality Review Process (QRP), which provides comparative analysis on multiple indicators for similar programs across Wisconsin's 16 technical college districts. These indicators include course completion, special population course completion, minority student course completion, second-year retention, third-year retention, third-year graduation, fifth-year graduation, job placement – all employment, and nontraditional gender enrollment. We share comparative QRP results with faculty, staff and administrators as part of Moraine Park's QRP process. The results are

used for development of continuous improvement action plans and state grant funding opportunities. The QRP process was refined in 2007-2008 and provides more actionable information for the College. In addition, the data is available to WTCS stakeholders via an online portal.

Improvements (I)

111 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Helping Students Learn*?

The college has instituted many new improvements and plans for improvement of the criteria in this category. They include:

- Revision of faculty development activities
- Improved program viability processes
- New coordination of both Perkins grant and Quality Review Process (QRP) program review
- Implementation of a Student Success model funded through a Title III grant that includes -
- Newly defined assessment test score standards
- Implementation of a new General College-level of coursework in reading, writing and math for the under-prepared learner
- Development of a new "triage" model for student advisement
- Enhanced Academic Alert System
- Use of an at-risk Student Inventory for self-identification of students who may be at-risk
- Implementation of a new Educational Resource Planning system that includes the ability to block students who don't meet course prerequisites from enrolling

The College's shared vision states that "Moraine Park Technical College will be a preferred, respected and responsive leader in collaborative learning dedicated to meeting the current and emerging needs of business, industry and the communities we serve through excellent service, high-quality programs and advanced technologies." Teamwork and team learning will help us to focus our efforts upon what is required to fulfill our mission in an era of quality.

The Strategic Planning Process initiates continuous process improvement measures, using focus strategies and AQIP Action Projects. For each of the Goal Statements (Build Enrollments, Institutional Effectiveness, Innovation and Technology, Student Success, Workforce/Economic Development, Collaborative Environment and Community), there are key projects identified for each of the college's support systems. Accomplishing improvement measures is the work of various teams throughout Moraine Park. During the 2010-2011 academic year, our process improvement efforts will focus on:

- College-wide collection of data regarding the exit assessment process and self-assessment on learning (reflection statements)
- Student transcripts and degree audits
- Performance-based curriculum
- Data from student satisfaction surveys
- Quality Review Process
- The revised Program Development Process
- Faculty-outlined professional development plans
- Team-based organization for decision making
- Implementation of the strategic planning process
- Focus strategies used in the budget process
- AQIP Action Projects

- Process Improvement suggestions identified by the Quality Council
- Streamlining the Registration process within all 3 educational facilities
- Updated College Core Abilities

Improvement Strategies:

- Implement research strategies to collect information that will utilize student learning outputs to drive all College systems. (Institutional Research)
- Institute measures to improve collaboration and communication on the goals and objectives between the major systems of the College, and all systems of the College would work toward those clear goals.

All continuous improvement activities, including AQIP designated action projects, can be found in detail in Category 8, Planning Continuous Improvement. However, the college is reporting on the improvements made specifically for this category, Helping Students Learn. The Quality Council has facilitated the following process improvement projects related to this category:

- Moraine Park's registration process (Spring 2007)
- Student Success Center operations and operating hours (Summer 2007)
- Moraine Park's feedback mechanism by creating a college-wide feedback system, Talk2Us that began operation in October 2008.
- The process by which the college updates current curriculum (Spring 2009)
- Moraine Park's current system for how textbook and Modules are ordered on all campuses (Spring 2009)
- Revise the process by which the course schedule is created and improve the layout and distribution for easier access for students. (Summer 2010)
- Update the Student Feedback Survey and improve the administration and distribution of the survey to increase the completion rate. Improved processing will also lead to more timely and usable feedback for faculty to implement as part of continuously improving their courses. (Summer 2011).

Additionally, the college has identified an AQIP Action Project in 2010 to enhance Category 1, Helping Students Learn: Develop and implement a process to track student progress and achievement.

We will be continuing to monitor and evaluate the effectiveness of the model within the MPTC environment and make adjustments as needed and provide improved self-service for students.

112 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*?

Work teams formulate action plans as a way to identify targets for improvement.

- The new assessment process and a number of assessment surveys will drive improvements to help students learn. Assessment reports published on the Assessment Web-page are available to instructional managers for discussion and use in program review meetings. Through the QRP process, action plans address and suggest improvements in the assessment of student learning processes.
- Advisory committees, as outside examiners, review portfolios and provide feedback for improvement.
- Review teams evaluate skill-level assessments and match to the program outcomes.
- Web-based exit assessments incorporate an assessment data tracking/collection system.

- We use a variety of methods to measure improvement throughout the learning process; these include pre- and post-testing, benchmarks, etc.
- Environmental scanning is an input for the program development process.

Additional targeted processes for improvement include:

- A faculty evaluation instrument to address student learning
- The Student Exit Assessment process
- Course delivery with time, pace, and place considerations
- Student success through retention
- Academic advising
- Work with faculty to target improvement and hold them accountable
- Improve communication to call staff (adjunct faculty)

We will address these targeted improvement priorities through:

- Project teams, process improvement teams, subcommittees and other team meetings
- Reassessment and redesign of the faculty evaluation instrument
- Performance agreements
- Communication with call staff (adjunct faculty)
- Focus strategies (Strategic Planning Process)
- Staff development opportunities to help faculty assist learners with reflections on learning
- Analyses of student feedback
- Actualizing the principles of the Learning College

We communicate our current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders in these ways:

Students:

- Representation on CPLT
- Liaison efforts with Student Senate
- Luncheons with our President
- Internal marketing efforts, College bulletin boards, student newsletters, *Lavatory Links*, etc.
- The Student Handbook
- In-class communication
- The Moraine Park Technical College Web site
- Representation on Quality Council
- Representation on Outcome Assessment Major Process team

Faculty, Staff, and Administration:

- District updates
- Professional Development Days, *Reflections on Teaching and Learning*
- District board meetings
- Program advisory committee meetings
- Work team meetings
- All-staff e-mails
- *MyMPTC*
- (internal Web page)

- Institutional plan and budget

ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

AQIP Category Two, ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES, addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders — the processes that contribute to achieving your major objectives, fulfilling your mission, and distinguishing yours from other educational institutions.

Processes (P)

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?

There are many non-instructional processes that serve significant stakeholder groups, specifically students, community members, businesses, and alumni.

Students have the opportunity to develop leadership skills and social responsibilities through co-curricular and student government organizations. These organizations are facilitated by faculty members and student activity specialist. The students groups each develop their own goals to be accomplished during the year which include skill development, leadership enrichment, fund raising and community service.

The Economic and Workforce Development and Community Training (EWDCT) staff use feedback from businesses and community members as well as the data from the environmental scanning process to determine services that need to be provided. During difficult economic time periods 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 displaced workers of training opportunities and financial aid for education.

Oversight for community education programming is done through the office of Economic and Workforce Development and Community Training. This includes personal enrichment, state mandated training, and professional continuing education.

Personal enrichment courses designed for the general public are delivered in more than 20 different locations across the Moraine Park Technical College district. Primary locations are area high schools, libraries, and senior centers. Courses are non-credit in nature; however credit course offerings are also delivered in these outlying communities as extensions of the main campus locations. Content area for the personal enrichment courses includes computers, sewing/quilting, woodworking, cooking, landscaping, dancing, and crafts, to name a few. New courses 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 2 competencies per 4 hour session. Evaluations of participant learning and customer satisfaction are completed upon course completion.

Scheduling for personal enrichment courses are the primary responsibility of the EWD Community Outreach staff in Ripon, Hartford, Fond du Lac, and Beaver Dam. Staff is responsible for scheduling

courses on main campus and in specific outreach territories. Consistency in course titles and length, however, are coordinated district wide, while specific courses offered vary by region in an effort to serve local community needs. Registration and marketing of these courses are done on a district basis, through main campus registration and community course schedules. A separate community course schedule is generated, mailed within 6 weeks of course starts, to the general public. Local advertising, flyers, and press releases are also utilized to share opportunities available with the general public. Fees for courses are determined by yearly state and district approved tuition. Discounts are given for participants 62 years of age or greater.

In 2007-2008, there were 9,684 enrollments in overall community education. Of those enrolled, 7,343 were under the age of 62 and 2,341 were over the age of 62. Two hundred (200) different course titles were utilized and 1,360 sections offered.

Economic development activities are intended to connect the business community to the resources available through Moraine Park. A dedicated sales staff works directly with business clients to determine needs. Working with internal academic staff, appropriate solutions are identified to meet the business challenge. Solutions may include open enrollment courses, program entrance opportunities, and customized course work. On line, blended, and face to face formats are utilized for delivery. Dedicated faculty support business and industry needs in several areas - leadership, computers, quality/process improvement, health care/client based residential care facility (cbrf), EMT, firefighters, water quality. In addition, program faculty provide development and delivery assistance as needed. Outside consultants and call staff are utilized if capacity concerns exist or additional expertise is needed outside MPTC staff. Business training is facilitated through a 38.14 Contract Training relationship. Registration is closed to the general public, and delivered at a time and location determined by the business client. Courses can be conducted on a MPTC campus or at the business site. Pricing for courses is determined by yearly District Board approved pricing policies. Evaluations are conducted at the end of each course to determine learning and customer satisfaction by participants. In addition, a state approved survey is submitted to the responsible company party for the training 3 - 6 months after completion of the training. This survey is used to assess customer satisfaction and overall business impact of the training conducted.

In 2007-2008, there were 5,311 enrollments and 183 companies were served. In 2007-2008, 98% of recipients indicated they would refer Moraine Park Technical College to a colleague or business constituent.

In addition to providing training solutions, economic development staff focuses on serving the needs of the business community. This includes:

- Obtaining workforce training grants to provide assistance to employers for incumbent worker training. MPTC staff writes the grants and facilitate the activities.
- Host job fairs for employers
- Provide seminars in partnership with local and state agencies
- Provide newsletters to connect the business community to the college resources/activities

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.

There has been an effort over the past 4 years to connect with our alumni. Through the strategic planning process of the Marketing and College Advancement Support System, a plan to increase communications with the alumni was developed.

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?

Cross-functional members of the CPLT determine the strategic goals and annual objectives approved by the district board. Membership includes representation from all systems, union leaders, and students as well as all employee groups.

Moraine Park uses a comprehensive environmental scanning process and an overall system review of critical issues, long-term plans, survey input, outcome results and accrediting body feedback. Using this data, CPLT members complete a Strengths, Opportunities, Aspirations and Results (SOAR) analysis to determine the annual objectives required for subsequent-year planning and budget consideration.

In addition, when establishing the 5 year strategic plan, the college holds community listening sessions with business and community leaders to solicit feedback on Moraine Park's future direction. This information is integrated into the strategic planning process.

Advisory Committee involvement and input includes employers and focus strategies submitted by each system/unit of the college. The ideas for focus strategies come from a variety of sources including staff, students, prospective students, student organizations, service feedback via the new Talk2Us, etc.

College Board members, staff, students, prospective students, and the general public have opportunity for involvement.

2P3 How do you communicate your expectations regarding these objectives?

The defined and approved strategic goals and annual objectives are shared with all planning and budget managers and posted on Park Place, the College’s intranet site, for all staff to review. Planning and budget managers work with members of their work teams to create annual focus strategies and corresponding action plans that they would complete to support and complement the goals and objectives. Once finalized, the entire plan and budget is posted on the Internet site of the College.

The planning section of the **Institutional Plan and Budget** reflects the 2009-10 specific improvement priorities. College staff learns about the comprehensive document through formal team meetings and our Intranet. Various community members and other interested stakeholders of the College receive hard copies of the booklet.

The College utilizes a brochure, **One Vision**, to communicate the Mission, Vision, Guiding Principles/Values and goals for 2006-2011. Each year, the CPLT sets new and/or confirms the continuation of our Breakthrough Goal and at least two Wildly Important Goals (WIGS). Metrics are established for the Breakthrough Goal and the WIGS.

The One Vision is the official document for communicating our goals to our internal and external stakeholders. In addition, our goals are shared with the entire college staff during our fall District Updates. During the annual planning process any new initiatives brought forth as focus strategies by a department must link to one of the College’s goals, with emphasis being placed on projects that enhance the breakthrough goal or wildly important goals.

External Audiences: The One Vision document is reviewed and confirmed by our College Board at their June board meeting, is included in materials distributed to all advisory committee members, and is a link from our intranet and internet web pages.

2P4 How do you assess and review the appropriateness and value of these objectives, and

The 2008-09 Annual Plan Review, slated to be published in August 2009, is a complete listing of the 2008-09 goals and related focus strategies along with the results of each project and its current status. A **mid-year progress review** was conducted in January 2009, with a final review schedule for August 2009 with the CPLT and District Board.

Progress towards meeting the metrics identified for our Breakthrough Goal and WIGS is documented through a **Goal Attainment Report Card** posted electronically on Park Place and, posted on display boards located on each campus.

2P5 How do you determine faculty and staff needs relative to these objectives and operations?

Once the institutional plan is established, the budget process begins. During this phase, individual work teams of all employee groups including faculty work teams create annual focus strategies and action plans. As such, all employees have direct input into creating action plans to meet strategic goals and operational objectives. The process of approving a focus strategy and related action plans assures adequate funding is available to accomplish the strategy.

2P6 How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

System leaders work with their budget managers informally and at regular team meetings to review certain strategies to allow for feedback from stakeholders and make or adjustment to existing objectives throughout the year. CPLT and the district board reviews the results of implementation or reasons for discontinuation. Members of CPLT have the responsibility to share this information with their respective employee groups and work teams.

Results (R)

2R1 What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

The College collects several measures related to “other distinctive objectives.” These include, but are not limited to, business contracting, youth option/tech prep agreements, advisory committee member participation, high school visits, retention, graduation statistics, professional development trainings, survey results, help desk response times, fund balance reserves, energy consumption reports, default rates, and endowment balances. See tables in 2R2 to examine other details and results.

2R2 What are your performance results in accomplishing your other distinctive objectives?

In the 2008-09 planning document, 70 focus strategies were developed to address the College’s 5-year goals and objectives. In summary, these strategies were funded to enhance communication, build relationships and provide opportunities for learning and understanding. Additionally, the **Culture of Quality** Survey Results referenced in section 4P3 identify continuous improvement in the overall culture of the College.

In addition to the 5 year goals, there are several tables summarizing key indicators measured:

Building External Partnerships: In addition to providing an alternate revenue stream to the College, business contracts provide an external connection to the business leaders in our communities. The Youth Options program allows eligible juniors and seniors in public high school to earn high school and college credits by taking degree-level courses at Moraine Park, paid by the high school. Tech Prep is a grant-funded program that emphasizes articulation agreements with the district's public high schools to offer technical college courses taught in the high school by high school instructors. Students earn both high school and college credit at no cost.

Respond to Future Training Needs: Advisory committee members provide continual input to program and curriculum changes required to maintain employable skill sets for moraine park graduates. The College invests in these changes as represented in the budgetary resources allocated to curriculum updates.

Promote Our Services: Foundation assets represent a greater opportunity for more students to afford instructional training or career advancement within the district.

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?

As shown in 2R2, most of the comparisons are with the other technical colleges in Wisconsin. In most areas, Moraine Park compares favorably to the statewide averages. In 2007 a process was initiated to establish benchmarks for each college goal. Each benchmark is supported by a key performance indicator (KPI). KPIs for all goals were finalized during the 2008-09 academic year and baseline metrics established for most. Current goals for 2009-10 and associated metrics are presented below.

Build Enrollments (2009-10 Breakthrough Goals)

Increase enrollments and the number of skilled people in and entering the workforce.

2006-2011 Key Performance Indicators:

- Increase FTEs by 15% to 3,773
- Increase number of students by 15% to 27,255
- 97% of graduates will be employed within six months of graduation

Institutional Effectiveness (2009-10 Wildly Important Goals)

Foster a culture of continuous improvement and effective and efficient use of College resources.

2006-2011 Key Performance Indicators:

- Cost per FTE will be ranked amongst the lowest 25% in the Wisconsin Technical College System (WTCS)
- Cost per unduplicated headcount will be ranked amongst the lowest 25% in the WTCS
- Quality Improvement Survey 5 percentage point improvement on 5 key items
- 85% of annual focus strategies will be completed at a 100% level

Innovation and Technology (2009-10 Wildly Important Goals)

Empower Moraine Park faculty and staff to embrace innovative instructional and administrative technologies to improve and simplify delivery systems and processes, and to enrich learning experiences.

2006-2011 Key Performance Indicators:

- Technology for staff communication purposes - student communications from paper to electronic (*measurement to be defined in 2008-09*)
- Attain overall satisfaction score of 7.15 and 7.20 (on a scale of 1-9) for faculty and staff, respectively, on the Information Technology Satisfaction Survey
- Increase faculty usage of technology and expertise in technology, and increase call staff expertise to 91.5%, 45.7%, and 66.5% of categories increasing, respectively, on the Teaching with Technology Needs Assessment (TTNA) Survey

Student Success

Promote a student-centered culture of collective responsibility dedicated to the successful achievement of students' goals.

2006-2011 Key Performance Indicators:

- Retain 85% of students
- Ensure 90% of students complete desired courses
- Increase Student Satisfaction Inventory (SSI) ratings to 5.84 and 5.9 (on a scale of 1-7) for Question 8 – Classes are scheduled at times that are convenient for me and Question 52 – This school does whatever it can to help me reach my educational goals, respectively

Workforce/Economic Development

Enhance the economic vitality of our district through partnerships, coalitions and collaborations to build a highly skilled workforce capable of meeting the emerging needs of business and industry.

2006-2011 Key Performance Indicators:

- Increase net training revenue by 15% to \$201,210
- Increase market penetration with business and industry clients to 6.5% of district companies
- Economic Impact (*measurement to be defined in 2008-09*)

Collaborative Environment

Support a collaborative learning, working and decision-making environment.

2006-2011 Key Performance Indicators (*measurements to be defined in fiscal year 2008-09*):

- Business and industry partnerships – number of number of companies donating staff time, materials, equipment or software for the purpose of supporting shared goals or activities
- Collaboration with major changes that impact multiple areas/systems – number of focus strategies that are cross-functional.

Community

Develop and support linkages with educational partners and community organizations for mutual benefit.

2006-2011 Key Performance Indicators (*measurements to be defined in fiscal year 2008-09*):

- Moraine Park participation in community events
- Joint projects
- Representation on community organizations

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?

Moraine Park’s Institutional Research team conducts various surveys within the community to help assess satisfaction with students’ education and to ensure that business and industry training results and future needs are being met

- Moraine Park administers a satisfaction survey for the contract training participants to determine satisfaction levels with the training. As can be seen in the table below, participants express a high degree of satisfaction with the training.

Economic and Workforce Development and Community Training Survey results (4 point scale – 4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree)

Item	Fall 2003	Spring 2004	Fall 2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Overall, I am satisfied with this	3.64	3.64	3.68	3.14	3.47	3.49	3.53	3.66	3.77

- Additionally, surveys are conducted to measure satisfaction with contract training at the Applied Manufacturing Technology Center. AMTC participant survey results are presented in the table below, and indicate participants have benefited from the training.

AMTC Student Survey results

Item	Spring 2003	Fall 2003	Spring 2004	Fall 2004	2005-2006	2006-2007	2007-2008	2008-2009
Overall, I feel that I have benefited from the training	3.48	3.51	3.59	3.57	3.46	3.50	3.71	3.76

- An annual Graduate Follow-up Survey is conducted with graduates within 6 months of graduation. Satisfaction has remained high for the past 9 years, as shown in the chart below, with 97% of 2009-10 graduates either satisfied or very satisfied with their Moraine Park training. Percent of graduates *very satisfied* or *satisfied* with the training they received at Moraine Park.

Item	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
How satisfied are you with the training you received at Moraine Park?	97%	97%	97%	95.7%	94.7%	95%	95.6%	94.2%	96.8%

- A Five-year graduate Follow-up study is also conducted with graduates five years after completing their degree to determine the impact technical education has had on their career. This survey is conducted every four years. In 2007 nearly 80% of respondents definitely would recommend technical education to others entering their field, while only 2% would not. A full 88% of graduates identified technical education as important or very important to beginning their career, while over 72% viewed technical education as important or very important to their career advancement. The 5-year follow-up is next scheduled for administration in 2011.

In addition, a survey is conducted with employers of MPTC graduates to determine their satisfaction level with our graduates' training. The survey is required by the State office every four years but Moraine Park recently elected to conduct the survey on an annual basis. Follow-up with employers of 2009-10 graduates is currently underway.

Improvements (I)

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 primarily two steps. The first step is to pay attention to the feedback from clients, staff, and the general communities we serve. Secondly, we measure our strengths and weaknesses against trends and benchmarks and identify critical areas of concern or needs for improvement.

We pursue modifications for improvement through the creation of focus strategies, or action plans, as part of the strategic planning process. For example, in 2007-10, three top-priority focus strategies became new AQIP action projects.

- Core Abilities
- One Stop
- Faculty Advising

Each project is responded to in accordance with the criteria listed by AQIP and the Higher Learning Commission. Annual updates are provided in the fall for review by the AQIP team. Feedback received from the AQIP reviewer is then forwarded by the AQIP Associate to the Action Project Coordinators of the various projects for them to consider and incorporate where necessary into their action project plan. MPTC will be retiring the One Stop action project in the Fall of 2009 and initiating a new action project on Document Imaging to replace it.

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*?

The CPLT during the annual planning workshop creates the operational objectives and benchmarks. The targets created after a comprehensive review of the Master Academic Plan, staff and student input surveys, critical issue review by system leaders, and an overview of the environmental scanning data. Action plans to meet these benchmarks are forwarded by all staff members of the College through our planning/budgeting team structure.

The Quality council solicits ideas from the college for Process Improvement Projects. These suggestions are evaluated by the Quality Council, forwarded to Administrative Council for review, and then voted on by the Quality Council to determine which improvement projects will be facilitated by the Quality Council. CPLT and Administrative Council jointly decide which AQIP action projects ideas to consider

and ultimately CPLT votes on which action projects will be identified for the next AQIP cycle.

INTRODUCTION TO UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

AQIP Category Three, INTRODUCTION TO UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS examines how your institution works actively to understand student and other stakeholder needs.

Processes (P)

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?

Moraine Park uses a variety of tools and processes to assist in the identification and analysis of student needs. To ensure that the College meets the needs in an appropriate fashion, it conducts research with various student populations. Various tools are evident in the **Student Needs Identification and Action** table.

Strong relationships exist with each Student Senate and District Student Government group. Additionally, the College President meets with each Student Senate and District Student Government group each year to hear the needs of the students first hand. The comments or issues that the students identify are addressed by college staff.

The Accuplacer Assessment is used to assist in determining the academic readiness of the entering students. We have created a Placement Design which directs students into one of three levels of skill development:

- 1) Adult Basic Education - students are given individualized instruction to increase their basic skill (0-8th grade). When these students demonstrate that they have mastered this material and are ready for the next level, they are referred to Level 2.
- 2) General College courses - students at this level are given developmental instruction in the three basic skill areas: math, reading and writing. When students have successfully completed Level 2, they move to Level 3.
- 3) This level is our General Education level and skill building courses in this level are considered college-level courses.

The College Diversity Relations Office utilizes student feedback evaluations for continuous improvement and expanding services. A Diversity and Inclusion Advisory Committee is being developed in which members will analyze data and provide feedback regarding services for special populations. The Advisory Committee will meet at least once per year.

Feedback forms and verbal feedback are captured for analysis and decision making to ensure continued quality improvement.

3P2 How do you build and maintain a relationship with your students?

Moraine Park uses a variety of activities and events to build and maintain relationships with students. See Column 3, in the **Student Segments, Requirements and Expectations, and Relationship-Building Tools** table. Many student events are open to College staff to build and facilitate student relationships.

A variety of events, both on and off campus, are planned annually to inform students about the programs and services available to them at MPTC. Examples include Discover Moraine Park, Financial Aid Night, and campus tours.

A structured communications sequence plan has been developed to enhance communications with students from first point of contact through graduation. This is being formalized and will be automated in the near future.

The New Student Orientation Program helps students get acclimated to the college and connect with resources available to them.

The College Student Inventory is given to new students to identify each student's comfort level with the college environment. Each student receives a review of the results and follow-up communications. Those students that rate in the at-risk category are periodically contacted. Intervention strategies are implemented to increase student success.

Staff ensures that regular communication and meetings occur with student government and that open access to administrators remains an option. The college staff insures consistent application of all college policies and procedures.

Intervention strategies are utilized when needed to support a student's course and program completion. Relationships are developed with faculty members to ensure that early alerts are in place, that needed intervention is timely, and faculty and staff are informed of any issues and barriers.

Student focus groups and surveys (such as the SSI and Student Feedback) are regularly conducted to "listen" to issues and then work with staff to implement tangible solutions.

Additionally, student government members serve on several of the key planning teams within the College including the CPLT and the Quality Council. Student participation on these teams ensures that the students' voices are heard via their student government representatives.

3P3 How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

Moraine Park uses a variety of tools and processes to assist in the identification and analysis of stakeholder needs, ultimately allowing Moraine Park to meet those needs in a proactive manner as summarized in the **Stakeholder Needs Identification and Action** table.

The College Placement Design is new, as is the curriculum of Level 2 Skill Building courses. We are tracking the courses and the students enrolled to find out the following:

- Student persistence to end of course
- Student retention to next semester
- Student enrollment in skill building course at next higher level
- Student success in skill building course at next higher level

A Task Force group which designed the Placement process reviews the results of this tracking on a semester by semester basis to determine if adjustments need to be made to the cut scores or to the General College curriculum.

Enrollment patterns and trends are monitored to assist in the evaluation of course scheduling, program

expansion and new programming for consideration.

Employer needs, employment trends and jobs for the future are taken into consideration when identifying new program offerings.

Dislocated worker needs are considered in terms of the support that is needed for success as well as for the type of educational offerings and format that are needed.

Additionally, the various student surveys conducted on an annual basis provide a wealth of information regarding the changing needs of our student population. One such survey was a questionnaire e-mailed to a list of 3,700 Moraine Park program students. A total of 910 respondents completed the questionnaire for a 24% response rate. Survey respondents weighed in on everything from expressions of personal and religious beliefs to economic status. The report will be shared with the newly created Diversity and Inclusion Committee in the fall of 2011. The preliminary findings revealed that students tend to think Moraine Park should offer more programs and activities that promote an understanding of diversity. More than 80% of the respondents have not participated in any diversity related programs or events at the College and yet feel that cultural diversity contributes to everyone's success at the College. The Diversity Relations Associate will continue to work with the Dean of Students to articulate the following: purpose, duration, guidelines for membership (Diversity and Inclusion Committee).

3P4 How do you build and maintain relationships with your key stakeholders?

A summary of the tools used to build and maintain relationships with key stakeholders can be viewed in the **Stakeholder Segments, Requirements and Expectations, and Relationship-Building Tools** table.

College Outreach staff maintain a strong connection with the high schools. Both college exploration and success strategy articles are written for the school newsletters. For example:

Counselors:

Electronic Newsletter 2 times each semester

E-mail communications - ongoing updates, reminders and interactions

Annual Counselor In-service program

Tech Prep Instructors and Coordinators

Electronic Newsletter 2 times each semester

E-mail communications - ongoing updates, reminders and interactions

Annual Retreat

New Tech Prep Teacher Orientation

Specialty Workshops and Training

Three district-wide consortium meetings

Administrators

Electronic Newsletter 2 times each semester

E-mail communications - ongoing updates, reminders and interactions

Annual Administrators' Breakfast

In an effort to connect with alumni, a pilot program began in September 2005. The goal was to create a positive lifetime bond between Moraine Park Technical College and its alumni through enhanced direct communication, activities and services to meet the alumni needs. A new publication *Alumni Voice* is produced bi-annually and features alumni, current program activities, and college initiatives. Birthday cards are sent to alumni annually to continue a direct link and to maintain an up-to-date mailing list.

For a complete list of Alumni Services and Events, please refer to the **Alumni webpage**.

3P5 How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

The two primary vehicles used to determine new areas of focus are the **Program Development Process** (in addition to the **Internal Development Process** for program changes that do not require State office approval) and the **Environmental Scanning Process**. Environmental scanning provides the information on demographic, societal, and workforce changes and trends within our district. Each College work team helps in the collection of environmental scanning data. The **Environmental Scanning Report** is shared with the College community.

Step One: The Collection Process The work team decides how to collect and submit environmental data to Institutional Research. Team members scan and submit information individually, scan individually but submit as a team, or scan individually and submit information to a team coordinator who submits individual entries.

Step Two: The Compilation Process Once received by Institutional Research, each scanned information piece is sequentially numbered and filed. An Access database contains a summary of each information source for easy accessibility and report generation.

Step Three: Dissemination of Information Institutional Research maintains the data and publishes quarterly reports on the intranet, compiles an annual report electronically, prepares a summary of implications, and disseminates the reports to system leaders and members of the College Planning and Leadership Team.

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 uses a variety of methods to collect complaint information from students and other stakeholders. The process relies on specific system and/or unit team responsibility to solve, evaluate, answer, and communicate any requirements, procedures, and/or changes to students and stakeholders. The system and/or unit teams provide this analysis, correction, and communication on both a formative and summative level.

Moraine Park maintains a Student Complaint log in the Office of the Registrar. All complaints that are received in writing by a student are recorded on the log and monitored for appropriate and timely follow-up and resolution. The log records the following information:

- Date notified
- Name of individual filing complaint
- Complaint description
- Person/issue complaint filed against
- Action taken
- Individuals involved
- Complaint resolution (solved? Yes/no)
- Resolution action disposition

Information on complaint procedures is located in the **Student Handbook** and is available both in print and online format. Students are referred to the appropriate procedure(s) for more focused complaints for example: Final Grade Appeal procedure, Affirmative Action, Sexual Harassment Procedures.

The Moraine Park Web page provides an opportunity for students and other stakeholders to contact us by email and **Talk2Us** was launched in Fall 2008 as an online feedback form that is managed by the Quality Council. 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 as completed. The **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, and/or make a comment. Ninety percent of the information requested is collected in a centralized location and handled at that location. We forward the remaining 10 percent to the appropriate area for answers.

Students who have academic problems refer to the Moraine Park *Student Handbook*, page 4, *Procedures for Solving Academic Problems*.

If a student has a disagreement with an instructor over the material, instruction, grade, or other matters related to instruction that cannot be resolved in student-teacher discussions, the student is advised to contact the dean in charge of their program. The dean will evaluate the student's viewpoint and call the matter to the attention of the instructor. If the situation is not solved to the satisfaction of either the student or the instructor, each will be required to submit a written report to the Vice President – Academics & Economic Development. The decision of the Vice President - Academics and Economic Development will be final, subject to an appeal to the president.

Students have opportunities to give us their opinions on individual classes and instructors through the **Student Feedback Survey** conducted at the end of each course. In addition, the president holds information sessions with students. During the sessions, students are free to share their opinions, ideas, suggestions, and complaints. The president responds to all of the information received during the sessions.

Complaints and issues are directed to the Dean of Students or the Registrar. The Dean of Students conducts an investigation into complaints and works for resolution. The feedback is analyzed in qualitative form by the Dean and a course of action is determined. Students are communicated to directly by the Dean.

Results (R)

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?

To gauge student satisfaction, we use a variety of methods as shown. Primarily used for general College satisfaction are the Student Feedback Survey, the **Student Satisfaction Inventory**, **IPEDS** reports and the Student Success Survey.

We provide District employers ample opportunity to voice levels of satisfaction. There is a lack of formal metrics to measure satisfaction levels among other important stakeholder groups such as the district board, community members, high school teachers/guidance counselors, parents, special agencies, steering committee members, alumni, and governmental officials. There are, however, event evaluations completed that are used to adjust future events. In the spring of 2007, the college formed a team that began developing an online feedback system to forward suggestions to the AQIP Associate. The system was introduced to all staff at the August 2008 District Updates presentation. The **Talk2Us** link published in all College periodicals.

Numerous Student and stakeholder surveys are conducted by the College's Institutional Research Department.

Student satisfaction is measured on a semester basis concerning the courses, the program, placement process and the General College courses through a survey administered in the class and processed by Institutional Research.

3R2 What are your performance results for student satisfaction?

Presented in the Student Feedback Survey results below for three key questions (as reported for the past ten sessions for all programs combined).

Student Feedback Survey – Three Key Questions

Item	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008
Overall, I am satisfied with the instructors in my program.	3.44	3.42	3.45	3.48	3.53	3.54	3.53	3.55	3.55	3.57
Overall, I am satisfied with my program specific courses.	3.40	3.39	3.42	3.48	3.50	3.53	3.51	3.53	3.54	3.59
Overall, the program has met my expectations.	3.38	3.38	3.41	3.46	3.49	3.51	3.51	3.51	3.52	3.55

Results show individual programs in Moraine Park’s QRP process. Note that satisfaction levels are consistently high. Thirty-six additional questions related to instruction, materials, facilities, and services are asked in addition to the three specific questions.

From 2000 through 2002, we used the Noel-Levitz Student Satisfaction Inventory (SSI) annually to measure student satisfaction levels. After 2002 the SSI, scheduled bi-annually, was delayed until spring 2005 due to an AQIP Action Project pilot. It was again administered in the Spring of 2007, and annually thereafter. We now use a Dual Importance Grid to analyze the data gathered from the SSI. This method essentially compares what students say is important (direct importance) to what most affects their overall level of satisfaction with the College (motivational importance). Multiplying the mean satisfaction score by the mean GAP score provides the performance index. Each campus receives the data reports. These scores are an indication of the College meeting/ exceeding expectations in the areas of greatest importance to students.

The **2008 Student Satisfaction Inventory** represents items whereby the college receives Congratulations (Figure 1) where it represents items that were in the top 25% of scores on either motivational importance, direct importance or both which also had a correspondingly **high** Performance Index Rating. *In essence these are the areas that have a strong impact on the student that the College is doing well on.* In contrast,

Figure 2 shows the top 25 percent of scores on either motivational importance, direct importance or both which also had a correspondingly **low** Performance Index Rating. These scores are an indication of the College not meeting expectations in the areas of greatest importance to students.

The AMTC Student Survey and the Economic and Workforce Development and Community Training Surveys are used to measure business participant satisfaction with the college. The following tables present responses to key summary questions. AMTC students found their training experience to be beneficial. In addition, corporate and community students were also satisfied with the training provided by Moraine Park.

AMTC Student Survey results

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

Item	Spring 2003	Summer 2003	Fall 2003	Spring 2004	Fall 2005	Spring 2006	Fall 2006	2007-08
Overall, I feel that I have benefited from the training	3.45	3.67	3.52	3.48	3.51	3.59	3.57	3.46

Economic and Workforce Development and Community Training Survey results

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

Item	Fall 2003	Spring 2004	Summer 2004	Fall 2004	Spring 2005	Fall 2005	2005-06	2006-07	2007-08
Overall, I am satisfied	3.66	3.65	3.64	3.64	3.64	3.68	3.14	3.47	3.49

The 2006-2007 academic and technical course completion cohort data reflects a 58% retention rate among the total students of color population. Based on the 2002-2004 WTCS academic and technical course completion cohort data. The percent of graduates from the minority population has increased from 62% to 78% during the same timeframe. The reason for this is unclear; however it may be that many minority students do not complete the graduate follow-up survey that is utilized by the College. However, as the minority student population increases created through greater institutional outreach and ongoing retention, a larger need for services will be experienced.

Here is a summary of the results from the General College student survey completed in Summer 2008:

Student Opinion concerning Placement Process and General College courses and support:

- More prepared for college level courses (95%)
- Satisfied with grade (94.3%)
- Instructor available (88.7%)
- Placed appropriately (91.7%)
- Improved my chances to reach my goal (92.1%)
- Overall satisfaction (93.2%)
- In general, over 85% of students missed 2 classes or less
- Thought the course length was just right, but a fair number (20%) said was "too short"

- Preferred 5 hour/week split over 2 days rather than all on 1 day or split over 3 days
- 97.7% were satisfied with instructor (64.4% - very satisfied)
- Not so satisfied with meetings outside of classroom (57.8% satisfied)
- 51% satisfied with tutoring, but 40% did not participate in tutoring
- Of those who used tutoring in the Student Success Center, 34.7% were very satisfied, 27.7% satisfied, 34% did not use the Student Success Center.

3R3 What are your performance results for building relationships with your students?

Referring to prospective students, to date, the College has done very little to track results of the specific individual relationship-building activities listed in the **Student Segments chart** . New processes were developed in June 2002 and the implementation of these processes provide for more accurate assessment of efficacy of prospective student activities. Currently, broad gauges of changes in matriculated students determine results of relationship-building activities. As the percent change in matriculated student chart indicates, Moraine Park has had a decrease in applications to matriculations over the past three years. Due to admissions records and student records being stored on different systems, Moraine Park currently is not able to track students from matriculation to registration via automation. Implementation of an integrated Banner system will facilitate this as we move forward. Note that decreases were expected.

Moraine Park implemented application windows for wait listed programs. Applications were accepted for the Nursing program during application windows in both fall 2008 and spring 2009.

The percentage of first-time, full- and part-time students returning to Moraine Park (39%) is significantly higher than that of our IPEDS (Integrated Postsecondary Education Data System) comparison group (average of 25%), as reported in the **2008 IPEDS Data Feedback Report**. This illustrates the positive relationship we have with our student population. In addition, the above-average graduation rate further attests to the strength of the relationship.

To enhance the College's relationship with its students, each campus has a variety of **co-curricular clubs** that students can join. Specific instructional programs sponsor the clubs. The goals for the clubs are to: provide a variety of educational experiences that will encourage members to broaden their knowledge, gain leadership skills and increase their enthusiasm for their chosen occupation area and to promote community awareness and responsibility through professional conferences, chapter activities, and school and community improvement projects. There are currently 20 active clubs at Moraine Park. Clubs must have a minimum of ten members to remain active.

Informal measures of success have included looking at participation rates of students in various activities and only repeating those activities that received good attendance. Student organizations and activities undergo review for continuation based on achieving positive results. We are currently undertaking measures to build stronger relationships with our students to improve the ways that we track student needs. One of these such ways includes

The formation of a District Student Government, established in 2003-04. This is a way to proactively address the difficulty encountered with cross-campus student communications and the complexity of resolving student issues that are college-related versus individual campus-related.

3R4 What are your performance results for stakeholder satisfaction?

Moraine Park measures stakeholder satisfaction with several groups including graduates (alumni), AMTC partners, employers sending incumbent workers to AMTC training, and the employers hiring our graduates. Satisfaction levels with organizations contracting for workforce training at program completion is currently tracked, and in process of implementing a satisfaction survey for all contracts completed in

2006-07. The **Graduate Follow-Up Report** depicts graduates' satisfaction with the training they received at the College. Again, there is a high degree of satisfaction with the College's offerings.

Finally, 96% percent of employers who hired our 2006-07 graduates are satisfied with the technical college education their employees received. Currently, we do not track satisfaction levels of other stakeholders, such as the district board, community members, high school teachers/guidance counselors, parents, special agencies, event evaluations, steering committee members, and governmental officials.

3R5 What are your performance results for building relationships with your key stakeholders?

The College currently has few formal processes in place to track the results of our stakeholder relationship-building activities, although informal data is perpetually collected. Many of the results of stakeholder relationships referenced within the College are subjective in nature thus, few specific associations between a relationship-building activity and a given stakeholder action have been analyzed. The **Employer Satisfaction survey** is one of the few formal stakeholder feedback processes in the College.

In May 2009, SunGard has been contracted with, to move forward with implementation of the Customer Relationship Management product. With this product the College will be better able to track and monitor the relationship activities that staff has with prospective students. With this knowledge we will be better able to realize the impact we have on prospective students with a given activity (phone call, e-mail, etc). In addition, we will see improvement in obtaining accurate data for the enrollment funnel.

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?

Moraine Park utilizes the Noel-Levitz Student Satisfaction Inventory (SSI) to provide external benchmark points of comparison with other two-year institutions. As illustrated in Display 3h, Moraine Park remained relatively consistent in its levels of student satisfaction, improving in several areas. In addition, our satisfaction levels remained above the national average on many indicators.

Noel-Levitz Student Satisfaction Inventory (SSI) Moraine Park vs. Comparison Group

	2008		2007		2005		2002	
Satisfaction Level 1 = not satisfied at all 4 = neutral 7 = very satisfied	MPTC	Comp. Group	MPTC	Comp. Group	MPTC	Comp. Group	MPTC	Comp. Group
Academic Advising/Counseling	5.13	5.18	5.27	5.15	5.05	5.10	5.02	5.06
Academic Services	5.41	5.39	5.48	5.36	5.39	5.30	5.32	5.18
Admissions and Financial Aid	5.08	5.08	5.12	5.05	5.01	5.00	4.99	4.94
Campus Climate	5.29	5.25	5.39	5.22	5.25	5.19	5.28	5.13

Campus Support Services	4.90	4.93	4.96	4.89	4.90	4.85	4.83	4.80
Concern for the Individual	5.24	5.19	5.31	5.16	5.11	5.13	5.16	5.08
Instructional Effectiveness	5.35	5.36	5.46	5.34	5.31	5.31	5.39	5.26
Registration Effectiveness	5.37	5.37	5.37	5.33	5.22	5.31	5.37	5.25
Safety and Security	5.07	4.94	5.02	4.87	4.98	4.81	4.80	4.81
Service Excellence	5.30	5.21	5.36	5.18	5.26	5.13	5.25	5.07
Student Centeredness	5.35	5.32	5.47	5.29	5.30	5.26	5.37	5.19

Given that the methodologies and metrics used by the SSI do not specifically address the unique needs of our district's students, Moraine Park undertook an AQIP Action Project in 2002 to internally develop a Student Success Survey focused on the specific needs of our students. As a regional college with the vast majority of students coming from within the district, we thought it important to design metrics and tools specifically for Moraine Park. This survey was piloted during the 2003-04 academic year and re-administered in the Fall and early Spring semester of 2006-07. Additional administrations have not been undertaken.

Additionally, we make external comparisons on well-defined and measurable indicators such as enrollment, retention, persistence, graduation rates, nontraditional occupations (NTO), minority participation and completion rates with other state technical colleges through the WTCS Quality Review Process (QRP). We also subscribe to the National Community College Benchmark Project (NCCBP) and the Consortium for Student Retention Data for external points of comparison. In 2008 a **student retention study** was commissioned by Moraine Park to better understand the issues impacting our students' desires to remain at the College. We collect data on graduation rates and minority retention via IPEDS to use for future continuous improvement initiatives.

Improvements (I)

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*?

Process improvement occurs on a continual basis. We continually address processes, whose scope require limited financial resources and confined to one or several teams, through communication with the appropriate staff or creating project teams. Staff also discusses and creates process improvement solutions for their specific areas of accountability at team meetings. If a solution involves a significant financial or human resource commitment, or has a scope that will broadly impact multiple College systems, the issue moves forward to the College Planning and Leadership Team. This team addresses the issue as a part of the annual strategic planning and budgeting process.

The Quality Council developed a staff process improvement suggestion system that began in August 2007. The process allows employees to make process improvement suggestions and forward them to the council. The Quality Council will then prioritize the improvement ideas and determine which projects are valid and ultimately schedule a council sub-team to begin working on them. In addition to receiving staff feedback, a process for stakeholder suggestions was developed in 2008. Students and stakeholders are able to access a similar suggestion form online at the MPTC website where the suggestions are forwarded to the appropriate manager and resolution tracked in an electronic database.

The Diversity Associate works with Outreach Specialists to identify and recruit new minority students from high schools with significant minority populations, such as Fond du Lac High School. Transition support includes filling out appropriate paperwork, connecting with support services, monitoring the progress of current students, connecting with student multicultural clubs/support groups, etc. The Diversity Relations Associate visits target high schools a minimum of once per semester and students with interest in attending MPTC receive regular communications to provide college information, navigating systems, processes and invitations to current student events. Services include, but are not limited to:

- personal phone contact follow-up by Diversity Office
- skills/knowledge assessments
- advice and consultation
- case management
- career exploration on educational and training programs
- tutoring/mentoring
- support/focus group activities (Multicultural Club)
- monthly communication with students (electronic, standard mail, phone, face-to-face)
- job-seeking strategies
- assistance for job shadowing
- community resources awareness
- job development and placement assistance
- referrals to other student support services

Also, the Diversity Relations Associate participates in the Higher Education Diversity Initiative Task Force (HEDIT). The taskforce is comprised of student and staff representatives from Moraine Park Technical College, Marian University, Ripon College and UW-Fond du Lac. The group is working on a multi-campus effort to advance the appreciation of diversity in the County through both a celebration and a collaborative project.

To better meet the growing needs of students an additional ELL Specialist and Student Learning Specialist were added to the Beaver Dam campus.

The Creation and Implementation of a One-Stop Student Services Model on the three MPTC Campuses will provide integrated, streamlined services to enhance student success with a technologically advanced, customer-focused environment. Systems, processes, services, etc. were not consistent between the three campuses. The One-Stop Student Service model ensures a consistent level of quality service as students travel between campuses for coursework and support services. Benefits of the One-Stop Student Services area is streamlined services for students; improvement in processes and paperwork flow; customer-friendly environment; 24/7 management of student records, by the students; Student Services area is more cohesive and has a united front; and use of current technology to better serve our customers.

312 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 annually develops strategies for improvement through the strategic planning and budgeting process. Every five years the College Planning and Leadership Team (CPLT) develops College-wide goals. Annually CPLT reviews the goals and develops objectives related to goal accomplishment. Each system leader annually works with their respective system teams to develop focus strategies for improvement to achieve those objectives.

The Administrative Council carefully monitors the focus strategy progress and shares its evaluations semiannually with the CPLT and the district board. The CPLT, in turn, shares an annual report of focus strategy accomplishments with all stakeholders.

Moraine Park benchmarks against other institutions (WTCS, National via CSRDE and Noel Levitz data). In addition, best practices are consistently sought out.

Moraine Park is very attentive to **building and maintaining relationships** with our prospective and current students and community.

INTRODUCTION TO VALUING PEOPLE

AQIP Category Four, VALUING PEOPLE, explores your institution's commitment to the development of your faculty, staff, and administrators.

Processes (P)

4P1 How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

A Human Resources representative assists the supervisor in developing a job description that outlines the required training, experience, and skills needed for each position. Faculty job descriptions reflect our strong focus on student learning and development by including two key components: (1) Facilitate the learning process by demonstrating the teaching excellence standards and employing diverse teaching methods and varied learning strategies delivered through planned and prepared instruction in a respectful and caring learning environment and (2) Guide and support students as an advisor, mentor, and role model. Management job descriptions emphasize the integration of the management principles of employee participation, customer focus, and continuous improvement of systems into daily work. Support professional job descriptions emphasize student contact and customer service. We also utilize Wisconsin Technical College System (WTCS) certification requirements and accrediting bodies' requirements (i.e., the Higher Learning Commission (HLC), the National League for Nursing, and the Wisconsin Board of Nursing) to establish credentials and skills needed for faculty and administrative positions. In addition, the College uses multiple comparable positions to identify qualifications, training and experience needed to perform the essential functions of the position; this may include reviewing other MPTC, WTCS and local business comparable positions. In addition, the College uses multiple comparable positions to identify qualifications, training and experience needed to perform the essential functions of the position; this may include reviewing other MPTC, WTCS and local business comparable positions.

4P2 How do your hiring processes make certain that the people you employ possess the credentials,

skills, and values you require?

Moraine Park incorporates the College's guiding principles, learning college principles, concept of principle-centered leadership, and team-based culture into the job description, selection criteria, and the subsequent employment contract. To ensure that the people we employ possess our requisite characteristics, we utilize teams of employees for screening of the applications, developing interview criteria and interviewing of the applicants. Teams are comprised of Moraine Park employees with expertise or experience associated with the job, the supervisor of the position, and Human Resources personnel. Screening and interview criteria utilized in hiring correlate to the job description and/or the job posting. Criminal background checks are completed for all non-student positions. Additional background checks relate directly to the specific credentials, skills, and values required for the position. Moraine Park's formal hiring process is outlined and described in the following **flowchart**.

4P3 How do you recruit, hire, and retain employees?

Moraine Park integrates the recruitment process with our team-based practices and the planning and budgeting processes of the College. Through the planning and budget process, work teams assist team leaders in developing focus strategies for new positions in support of the strategic plan of the College. Team leaders (supervisors) provide essential position information to Human Resources via the College's newly implemented applicant tracking system, PeopleAdmin. This helps to facilitate a customized recruitment process for each position. The posting form in People Admin initiates a sequence of activities designed to actively involve team leaders and work team members in the hiring process. Various tools such as the hire report, recruitment source information, advertising strategies and recruitment metrics assist Human Resources and the College in measuring the success of our recruitment and hiring practices. In addition, the PeopleAdmin system has several delivered reports that will allow us to more closely develop and track recruitment and hiring metrics. Some of the delivered reports include: applicant information by position, average time to fill a position, EEO information and referral source information. The system also allows us to develop MPTC-specific, additional 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, along with a team framework and planning and budget processes that allow full participation and involvement of employees in the College's mission and vision. The College routinely participates in local and statewide wage and benefit surveys. This allows us to regularly review and compare wage and benefit data of local and statewide comparable to assure we remain competitive for recruitment and retention of staff.

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 year or two of employment. Some activities such as "New Hire Orientation" and "Mentoring" will begin on their first day or month of employment. The array of activities is determined by the employee's job, and their staff category. The sequence is prioritized so that employees receive the most essential job knowledge, skills and attitudes to complete their work and meet student/customer needs first. Courses and activities may be determined by the College's Administrative Council, the Wisconsin Technical College System (WTCS), or the employee's supervisor. Other elements of the professional development plan are determined by the employee based on their self-assessment.

Adjunct	Faculty	Support	Mgmt.	Professional Development	Duration
	X	X	X	New Staff Orientation	.5 – 1 day
X				Adjunct Faculty Orientation	3 hours
	X	X	X	Assigned Mentor	6 – 12 months
	X	X	X	On-the-job; Job Shadowing	Varies – 1 year
	X			Faculty Academy	6 hours
	X			Reflections on Teaching and Learning	6 hours
	X			Flexible – Professional Development	6 – 7.5 hours
		X	X	Job Specific training	1 – 12 months
X	X	X	X	Technology & Banner LMS	1 – 12 months
X	X	X	X	Customer Service	1 – 12 months
X	X	X	X	Etiquette / Professionalism	1 – 12 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

One of the new process improvements regarding communication of employee – professional development plans was instituted over the past year based on feedback from faculty and staff. The new process was created by the members of the *Organizational Development Work Team* and its *Cross-Functional Team*. New and current employees have immediate access to their professional development plan through a customized channel on the employee portal (MyMPTC). Plans are updated monthly reflecting real-time progress within the given month. Completed requirements are dropped from the plan and new requirements added. The employee’s supervisor is able to view their plan and progress, and can congratulate employee(s) for achievement, or intervene and assist if progress is unsatisfactory.

4P5 How do you plan for changes in personnel?

As we look at what our workforce needs are in the upcoming years, we rely heavily on the College's instructional programming and strategic plan. Based on new or modified programs and initiatives, we hire instructors, deans, and support professionals to support these efforts. We utilize human resources management system information to prepare for faculty, staff, and administrative retirements. We have implemented a Leadership Succession Plan to identify and prepare individuals for key leadership roles now and in the future. We have developed management training (Leadership Development Series) and a manager mentoring program to assist in the transition for administrative staff and to ensure continued alignment with accreditation guidelines and requirements. We continue to identify new and enhanced recruitment sources to maintain a sufficient applicant pool for open positions.

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 area of expertise. Several organizational structures and practices are available to assist. The College's Framework for Teams outlines the purpose and decision-making parameters associated with teams in general and for each cross-functional team, and project team specifically. The College developed and uses templates for agendas and minutes, so that communication and progress is communicated in a common language. Templates for developing ground rules are available with opportunities to request facilitation during development. The College's portal (MyMPTC) maintains a channel specifically targeted toward teams; their development, communication, support, and successes. Employees participate in training to develop knowledge, skills, and attitudes associated with teams and team practices. Managers and team leaders receive additional team training in the Leadership Development Series.

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 the structures and existing practices to recommend new structures and provide a format for learning on an organizational level. Work, system, cross-functional and project teams have access to all of the strategic planning inputs to assist members in long-term strategic continuous improvement and align their annual performance objectives with their and the College's long-term goals. Teams analyze data from the following inputs to make decisions and institute continuous improvement:

- District Board Input
- Environmental Scanning and Trend Data
- Vision / Mission / Guiding Principles
- System Critical Issues
- Business and Community Feedback
- Student Enrollment, Retention and Satisfaction on Data
- Student Graduation and Employment Data
- PACE Climate Survey Results
- Teaching with Technology Needs Assessment (TTNA) Findings Report
- AQIP
- Moraine Park's Strategic Plan 2011 – 2016

In 2006 and 2009, 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 by obtaining an estimate of employee satisfaction concerning the campus climate. To that end, Moraine Park also engaged in an "**Appreciative Inquiry**" process with each work team in order to further determine actions required for strategic and continuous improvement based on the **PACE report**.

Moraine Park's survey results can be compared to other colleges and other technical colleges because PACE is a standardized instrument with composite averages of more than 60 colleges.

4P7 How do you ensure the ethical practices of all of your employees?

The team culture fosters adherence to ethical standards via team ground rules, expectations, and cultural norms. Procedures and policies developed by teams and approved by the Administrative Council and the Moraine Park Board outline ethical practices and help to define the employee code of conduct (Code of Ethics, Equal Opportunity, Certification, Financial Audits, Fraud and Computer Use Policy). The president and vice presidents sign a Statement of Economic Interest Form from the State of Wisconsin Ethics Board. The College intranet supplements team communication regarding expectations by providing consistent and easily accessed information.


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 determined professional growth activities or training (**Request for Assistance**)
- Employee and supervisor negotiated growth activities (i.e., courses with **tuition reimbursement, application for attendance, request for professional growth**, etc.)
- Team requests for professional development and/or training
- Performance gaps and growth activities
- College wide identified growth areas
- State and/or federally identified changes and requirements
- Wisconsin Technical College System (WTCS) changes and requirements
- Moraine Park's long-term strategic and budget plan (2011 – 2016)
- Environmental scanning and trend data
- Teaching with Technology Needs Assessment (**TTNA**) **Finding Report (May 2010)**
- Unique initiatives
- Incentive-based opportunities


The College has a **centralized point of contact** for employee professional development activities and employee training. The Organizational Development Partner coordinates, communicates and tracks all employee professional development. The resource and responsibility for professional development is decentralized since need may surface 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). Budget dollars are available within and allocated from the organizational development office, but also within individual departments and systems. The Organizational Development Partner works in collaboration with functional units to ensure efficient and effective use of training and professional development resources, and that those efforts are in alignment with the College's immediate and long-term strategic plan.


Incentives and benchmark measures are predetermined for professional development activities and training. Efficiency and return-on-investment data is collected and reported as well as **employee satisfaction** information.


 **TTNA Finding Report - May 2010** Teaching with Technology Needs Assessment (TTNA) Finding Report from May 2010.


 **Training and/or Professional Development - Request for Assistance** Request for Assistance Form that is submitted to Organizational Development during the year as professional development or training needs are identified outside the long-term planning process.

 **Request for Tuition Reimbursement - Support Professionals** Used to request approval from supervisor and H.R. for professional development activities and activities.

 **Conferences, Institutes, Workshops, etc.** Form to be used to request professional development and growth activities that are external to Moraine Park and have budget associated with attendance.

 **Faculty Request for Professional Growth Activity/Course Approval.** Use to obtain approval for professional growth activities to be applied toward certification or advancement on the salary schedule.

 **Faculty Flexible Professional Development Day Form** This form includes that incentive statement toward the bottom of the request form. Faculty is awarded hours of preparation that will count toward their participation requirement for conducting a professional development session for colleagues.

 **College wide Coordination of Training procedure 07/2010** Board approved procedure for employee training and professional development.

 **Staff Development Evaluation v 2 Survey.pdf**

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 that outlines a series of trainings and activities selected to provide the knowledge, skills, and attitudes required to participate fully as a Moraine Park employee and a team member. We tie the plans to the College's strategic plan and review and revise them regularly. Organizational Development maintains detailed and accurate professional development records and communicates expectations to employees and to the employee's supervisor. Employee progress toward meeting those expectations communicated through the employee portal environment (MyMPTC) and updated monthly.

Once an employee has met the College's 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, skills and attitudes. Organizational Development tracks participation and helps supervisors assess skill development. To broaden the College's intellectual capacities, employees are provided opportunities to share their learning experiences and expertise with their colleagues during specific days and times throughout the year such as in-service.

Examples of Moraine Park's professional development practices for faculty include the Faculty Academy, Faculty Flexible Professional Development Days, and Reflections on Teaching and Learning. Each of these activities and events showcase best practices and provide reinforcement for faculty who strive for excellence. Invitations extended to faculty who demonstrate best practices and role model excellence are a subtle means of status and help to ensure that other teachers are learning concepts and practices from the

best. College resources are also allocated to reward employees who strive to improve and develop professionally. These employees attend local, state and national conferences, seminars and workshops funded by the College. Faculty and staff who participate in technology pilots, such as the podcast pilot or student remote pilot, are reinforced for their efforts by receiving the technology and software upon conclusion of the pilot. Leadership development opportunities are offered through College sponsorship of employees in local and state leadership programs.

Supervisors are encouraged to engage in professional development discussions with employees on a regular basis, but no less than once per year during performance evaluations. Each performance evaluation tool (developed by category of employee) allows for proactive and collaborative discussion and planning for professional development. Moraine Park values lifelong learning and includes the concept as one of our guiding principles.

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?

Team meeting management and practices allow the College to consistently review, revise, assess, and engage in continuous improvement efforts. Teams review and discuss various measurements of success (Student Satisfaction Inventory, PACE climate survey, Planning and Budget Process/Forms, etc.). Employees also have an opportunity to engage in detailed discussions of process and performance improvement in regular one-on-one meetings with their supervisor.

Each category of employee has a **customized performance evaluation instrument which is completed annually to assess critical areas of performance and develop a plan for professional development and personal improvement. If performance is not satisfactory, action plans are completed to identify performance deficiencies and outline steps for improvement. Faculty are evaluated on 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. Managers, also develop two to three performance objectives yearly in alignment with College strategic goals and key initiatives.**

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?

Moraine Park offers a competitive wage and benefits package to make sure we are attracting and retaining a high caliber of employee and are able to meet the organization's expectation for customer service/student support and accomplish College objectives and initiatives. Educational level and professional development impact faculty advancement on the pay scale. Administrators are only eligible for a pay increase when their annual performance has been determined to be satisfactory. We support our employees through additional benefits and services including an Employee Assistance Program, a Wellness Program, professional and leadership development, and financial benefits for continuing education.

The College hosts an annual Retirement and Service Recognition Event honoring retirees and employees for their contributions and years of service to the College. The event is part of the College's service recognition program which provides employee-selected service awards upon completion of five-year increments of service. The College also sponsors annual appreciation gifts for employees on employee appreciation day. The College has implemented a GAS (Giving Awesome Service) award as a way to

recognize employees who have gone the extra mile in support of our customers. Nominations are reviewed by Administrative Council and a monthly winner is selected. Key College initiatives and accomplishments are recognized by celebratory events such as the monthly Coffee with Colleagues activity.

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 has a strategic planning process which surfaces critical issues for upcoming years and monitors progress on current initiatives and continuous improvement actions. This process starts at the smallest level (work teams) and then moves College-wide and includes external input. The College Planning and Leadership Team (i.e., cross-functional and representative group of employees, leadership from unions and students) contemplates various critical issues raised through the planning process and focus on those areas that are most closely aligned with the short and long-term strategic plan. The following are examples of some of the processes and data that help surface key issues related to motivation of faculty, staff and administrators:

- Contract negotiations critical issues
- College – System critical issues
- Student Satisfaction Survey
- Student enrollment, retention and graduation data
- Comparison data from employee PACE Climate Surveys (2006 and 2009 administrations)
- Comparison data from employee *Teaching with Technology Needs Assessment* Surveys (2008 and 2010 administrations)
- Statewide (WTCS) comparison data on professional development, training, employee services and best practices
- Statewide comparison data from SkillSoft on WTCS utilization (comparison within a given Technical College from year to year, and comparisons between Colleges within WTCS)
- Environmental scanning and trend data
- Budget requests for mini-grants awarded to faculty for innovative teaching and technology efforts
- Advisory Committee input
- Attendance requests made by employees for attendance at external conferences, workshops and seminars
- Examination of activities that employees engage in to meet certification renewal
- Interactive electronic updates with the President
- Appreciative Inquiry data (2007)
- In-service feedback, employee focus sessions and surveys
- Quality of Culture Survey (2008 and 2010 administrations)

All teams throughout the College are tasked with the responsibility of monitoring and reporting progress associated with continuous improvement efforts. Outcomes are reported to the College Planning and Leadership team, Moraine Park's District Board, and in many cases the Wisconsin Technical College System and/or Board.

4P13 How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

As discussed above, we administer a PACE climate survey to obtain feedback regarding how our employees feel teams and the College are functioning. The College has a Safety Committee, which examines safety issues and recommends safety policies and programs which are enacted and monitored by the College's Safety Associate.

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.

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 and in cases of emergency. Our team framework allows for continual communication and improvement of processes throughout the College. The Equal Opportunity grievance procedure provides a vehicle for resolving issues relating to the well-being of staff. Our Wellness Committee surveys employees to develop an understanding of their health-related issues and concerns and to plan wellness programming. Moraine Park sponsors an Employee Assistance Program (EAP) to provide employees and teams with additional service and confidential assistance through the Employee Resource Center. HR staff and the College's Self-Funded Insurance Committee review medical plan information such as the health culture analysis to determine ways to address employee health and wellness issues. Employees on our insurance plan receive personal health statements to identify key health and wellness issues and opportunities for improvement.

Results (R)

4R1 What measures of valuing people do you collect and analyze regularly?

We collect measures of valuing people and determine actions for improvement related to valuing people at the College level and the work team level. Moraine Park administers the PACE climate survey every three years. Results will be reviewed at the College level by the College Planning and Leadership Team and Administrative Council. Their review will be focused on the College's strategic plan and organizational improvements. At the same time work teams and departments will review survey results from the perspective of their products and services. Their improvement actions will be specific to their work and expertise, and targeted toward their specific products, services and students/customers.

Analysis at both levels of the College will continue into the second year after survey administration and provide for thoughtful contemplation and return-on-investment discussions related to continuous improvements. Comparison data from the 2006 administration was available for the analysis as well as benchmark and comparison data from other colleges and universities. These analysis activities also help to validate or reveal discrepancies within the College's strategic plan (short-term and long-term focuses). An appreciative inquiry process was used to analyze the results from the 2009 PACE survey administration and the earlier 2006.

Actions selected to address performance results and to improve productivity and effectiveness are implemented and completed during the third year after the climate survey administration. For example, a new public website and internal portal were created to improve communication at the College level based on climate survey results. Examples of continuous improvements at the work team or department level include implementation of an Applicant Tracking System (ATS) by Human Resources work team, and instituting "Green" construction and building maintenance practices by the Facilities work team.

Various tools and methodologies are employed to measure performance at the work team and department level (i.e., employee attrition data, employee complaints and grievances, service surveys, and activities/program feedback). Results are regularly collected and analyzed and are used to determine actions for improvement throughout the year (i.e., short-term improvements).

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 a second time in 2009. Both PACE survey administrations at MPTC included 53 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of "1" to a high of "5." Results from the 2006 PACE climate survey indicated that employees perceived the composite climate of the College to fall toward the lower to mid-range of the Consultative management style. The 2009 PACE climate survey results showed consistent improvement in employees' perception of climate with composite scores consistently within the mid-range of the Consultative management style.

Priorities for change were also identified in the PACE report.

Several additional surveys were administered for a second time which resulted in comparison measure of satisfaction for more specific content such as technology, facilities, quality and service areas. Project Teams approved by Administrative Council to carry out new initiatives as a response to the priorities for change and were evaluated based on outcomes defined within their purpose statements and according to the timelines established therein. Each project establishes measures associated with the product and/or service that must be met in order to be considered successful. The measures established for example with the College's website and portal project were evaluated as "best of breed" according to internally and externally established characteristics. Moraine Park professional development activities are also compared with other WTCS districts to determine comprehensiveness of programming and employee engagement.

 [PACE All Employee Comparison Scores 2006-2009.pdf](#)

 [Priorities for Change.pdf](#)

 [Website Purpose Statement.pdf](#)

 [Professional Development - WTCS Comparison.pdf](#)

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 graduates regarding job placement within 6 months of graduation. In recent years, the job placement rate has exceeded 90 percent, but the figure dropped slightly for 2007-08 graduates to 89% employed within 6 months of graduation. A Student Satisfaction Inventory, compiled bi-annually, provides feedback and satisfaction data in various categories (i.e., facilities, parking, student services, registration, instruction, and programming). We collect feedback from students regarding their satisfaction with Moraine Park and instruction upon the completion of each class. We also use advisory committees to establish credentials for faculty positions, course and program competencies, and job placement opportunities. Each unit in the College develops focus strategies for the upcoming fiscal year through input from unit members and **other** stakeholders. Twice a year, reports on the measurement of focus strategy progress, including mid-year and annual progress reports, are shared with the community, the Moraine Park Board, and employees.

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 2006 and 2009 PACE Climate Survey results were compared with the NILIE-PACE Norm Base, which includes approximately 60 climate studies conducted at two-year institutions since 2003. Results from the 2009 PACE survey administration showed improved scores in each Climate factor from the 2006 administration. Moraine Park surpassed the National Norm Base mean score in two

of the four Climate factors. (**MPTC Climate compared with PACE norm base**).

The recent partnerships associated with the addition of the Workforce Development Center and the Applied Manufacturing Technology Center provides evidence of Moraine Park’s level of community outreach. Moraine Park has a rapid response to community needs and economic development. A good example of the rapid response to community and economic development is the creation of several allied health and nursing and welding program offerings to fill shortages in the workforce.

Moraine Park was the first technical college in Wisconsin to offer online programs. The variety of offerings and modes of delivery (IVC, weekend, interim, and online) meet or exceed the majority of educational institutions in Wisconsin.

In comparison to other technical colleges in Wisconsin, Moraine Park’s discrimination grievance level is lower. Also in the area of professional and organizational development, Moraine Park is a leader in the variety and **accessibility** of professional development offerings. The College’s framework for teams structure is more sophisticated when compared to other educational institutions and business/industry.

Moraine Park historically places more graduates than the average WTCS College into occupations related to their education.

The following chart displays the Percent of graduates employed and employed within a field related to their education within six months of graduation.

	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	% of graduates employed	% employed in related field	% of graduates employed	% employed in related field	% of graduates employed	% employed in related field	% of graduates employed	% employed in related field	% of graduates employed	% employed in related field	% of graduates employed	% employed in related field
MP TC	93.8 %	81.2 %	92.0 %	83.3 %	89.8 %	76.5 %	93.0 %	81.0 %	89.0 %	83.0 %	83.0 %	78.5 %
WT CS Ave	92.0 %	74.0 %	92.0 %	76.0 %	92.0 %	76.0 %	91.0 %	77.0 %	91.0 %	77.0 %	86.0 %	73.0 %

The College also collects employment information five years after graduation. The most recent publication is the **2008 - 09 Graduate Follow-up Report**.

 [graduate-followup.pdf](#)

 [MPTC Compared to Norm Base - PACE Climate Survey](#)

 [Accessibility through SkillSoft \(WTCS Comparative Data\)](#)

Improvements (I)

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

Review and revision of the College's mission, vision, and guiding principles is part of the strategic planning process. The College Planning and Leadership Team (CPLT) review data inputs and feedback from key stakeholders, and incorporate results into continuous improvement actions. Each System and team within the College refers to CPLT's short-term and long-term planning results to develop their actions for continuous improvement. The actions identified are monitored throughout the year and progress communicated to the College's District Board.

One of the inputs into strategic planning is the College's **PACE Climate Survey** results. This data is important to the College's strategic planning process because it measures employee perceptions of the College and provides comparison data for benchmarking (i.e., MPTC compared to over 60 two and four year colleges and universities). Results categorize the priorities for change based on employee input.

Below are some of the continuous improvement actions taken by teams to address priorities for change:

- Major reorganization of systems, teams, and employees (January 2010).
- Implementation of a succession management plan (2008) and subsequent and ongoing training for newly hired managers as part of the Leadership Development Series (2009).
- Designed and activated new communication tools for the College's public website and employee/student portal (June 2010).
- Provided budget and acknowledgment to employees and teams for innovative practices related to environmental sustainability (i.e., budget, recognition at College wide in-service for employees, satisfaction increases for products/services, etc.).
- Created and launched real-time professional development plans to employees with progress updated monthly, and supervisors having real-time access to all their employees' progress via their portal channel (April 2011).
- Initiated an Applicant Tracking System (ATS).
- Purchased and implemented a new VOIP telephone system.
- Created a new "Faculty Flexible – Professional Development Day" (2008).
- Produced student/customer success stories videos for all staff in-service (January 2011)
- Purchased new functionality from SkillSoft company (electronic and interactive employee training) that allows organizational development staff to create new courses or customized existing courses to better reflect Moraine Park's processes, practices and procedure (2010-11). Employees can access when convenient and needed according to their needs and work schedule.
- Migrated from Lotus Notes to Outlook (March 2011).
- Approved new teams to address some of the other actions and/or improvements needed: Print Management Solutions Project Team, AQIP Outcome Assessment Project Team, Behavior Intervention Cross-Functional Team, etc.
- Implemented a new faculty advising model to the College (2009)

In addition to the College's strategic and regular continuous improvement efforts, some of which have been outlined above, the Quality Council Cross-Functional Team reviews quality improvement suggestions submitted via electronic suggestion form. The results from these improvement efforts are communicated via Moraine Park's website (public and portal).

In 2010-11, the College purchased an applicant tracking system which allows current employees and applicants to save application and resume information in a personal account, allowing them to

continuously update employment materials and manage their accounts. In addition, they can review the status of their application and track their progress in the hiring process. This system will also provide current supervisors and hiring team members the ability to review applicant information online; giving them increased accessibility to application materials and saving them time and resources (paper).

Moraine Park Technical College - 2009 PACE Climate Survey Report

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 guiding principles and strategic plan outline Moraine Park's philosophies, priorities and cultural aspirations and practices. The strategic planning process allows for flexibility of changing needs and improvement of current processes. The practices associated with the team structure ensure that every employee, category of employee, and **team** is actively engaged in the strategic planning and budgeting processes of the College. The College develops an annual ***One Vision*** brochure that outlines the College's vision, mission, and guiding principles. The brochure outlines the long-term goals of the College and stipulates the measures via annual objectives for accomplishment of the goals. 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 Four, Valuing People. The Human Resource Self-Service (HRSS) Web-based Applications was completed in support of AQIP Category Four, Valuing People, as well as the College's new website and portal.

All units of the College utilize the portal (MyMPTC) to continually communicate important information and unit priorities. Technology is a priority of the College. A comprehensive technology plan ensures that the College will remain on the cutting edge of technology and supports existing technology. We have provided extensive training to employees in the use of technology. The College has evolved to focusing efforts on the transition of skill to the work environment. Facilitation and updates to the president and system leaders communicate current results and improvement priorities.

 **Framework for Teams 2010 -11.Hard Copy.pdf** Illustrations, descriptions, purposes and expected outcomes for each Moraine Park teams.

INTRODUCTION TO CRITERION FIVE: LEADING AND COMMUNICATING

AQIP Category Five, LEADING AND COMMUNICATING addresses how your leadership and communication processes, structures, and networks guide your institution in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders.

Processes (P)

5P1 How are your institution's mission and values defined and reviewed? When and by whom?

The College's mission and guiding principles/values are defined during the 5-year strategic planning process. Feedback from community, staff and student listening sessions, in addition to the district board, is synthesized and shared with the College Planning and Leadership Team (CPLT). CPLT's membership is comprised of students, administrative leadership, union leadership, managers, faculty, and support professionals. The CPLT develops the mission, vision, goals and value statements utilizing a collaborative affinity process. The completed documents are shared with the district board, which ultimately approves their adoption. Annually, during the strategic planning cycle, the district board reviews the mission, goals and value statements and provides feedback to the CPLT who reviews the

documents and recommends changes. In addition, the CPLT annually evaluates the College's goal statements and selects a strategic focus aligned with one goal, which becomes the primary focus for funding college-wide initiatives. Each year the mission, vision, goal statements and value statements are presented to the college community via the One Vision brochure. The District Board has final approval of the strategic plan and One Vision document prior to sharing with the public and the college community.

5P2 How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

An essential element in setting a direction that aligns with the college's mission, vision, values and commitment to high performance is leader participation throughout the planning process. The president, system leaders (Vice Presidents) and campus administrators all serve an active role on the College Planning and Leadership Team (CPLT) and the Planning and Budget Coordination Committee, allowing them to actively collaborate with other College stakeholders in the development of the college's strategic plan. The active engagement of leaders in the strategic planning process ensures system level buy-in and commitment to direction. Upon approval of the strategic plan, system leaders work with their leadership teams to outline system level goals, key performance indicators (KPIs), and annual strategic and operational initiatives that align with the college's strategic plan. Cross-system strategic initiatives aligning with the college's strategic focus are given priority for funding. To ensure commitment to high performance, expectations are established for each system level operational and strategic initiative, the progress of which is reviewed by the District Board and CPLT twice per year. System leaders are held personally accountable for progress towards achievement of the strategic and operational initiatives.

5P3 How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

Representatives of student government actively participate in developing the college's strategic plan as members of the College Planning and Leadership team. Student government members are in tune with student needs and adequately represent their needs on the CPLT. In addition, students serve on many strategic, cross-functional teams throughout the college. Students also provide input into the college's strategic direction through many feedback opportunities such as the end of course evaluations, program specific investigations, the Student Satisfaction Inventory and the Economic and Workforce Development and Community Training Survey. Feedback is also provided to the president who meets with the Beaver Dam, West Bend and Fond du Lac campus Student Senate's once each semester. Additionally, community stakeholders have ample input and influence over College direction via numerous points of contact such as program advisory committees (over 300 community members), community listening sessions, and the program development process, to name a few.

5P4 How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?

The college community is invited 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. Each of the college's support system teams and the primary learning system team develop system-critical issues that serve as inputs to the strategic planning process. The primary learning system also communicates a Master Academic Plan which then drives the institutional master plan. All planning documents follow a common institutional structure and format. The Master Academic Plan is developed through a review of institutional vision, mission, educational philosophy, value statements, and institutional goals.

All employees are encouraged to participate in the college's environmental scanning process, whereby each employee reviews journals, articles, reports, etc., and shares essential pieces of information and trends that may impact the College and its programming. These trends are compiled in a database, synthesized and shared with internal and external stakeholders via an annual report.

The Program Design and Evaluation department, in conjunction with other college stakeholders, advances other programming considerations and innovations. Community listening sessions, steering committees, employee visits to employers, program advisory committees, and managers' memberships in key business organizations, such as the local economic development organizations and chambers of commerce, allow the College to stay abreast of the future needs of area business and industry. Any employee can submit an idea for new programming which will be investigated to determine its feasibility. In an effort to enhance business collaboration, the Washington County Economic Development Corporation recently moved onto Moraine Park's West Bend campus. Institutional leaders invite discussion and decision-making through employee participation on committees, teams or at campus forums.

Additionally, results from administering the [Culture of Quality Survey](#) to staff in 2008 and 2010 have been reviewed by the Administrative Council and Quality Council to analyze trends. The Quality Council has selected a continuous improvement project to further improve the end of course feedback process as a result of reviewing this feedback. The project will review the survey questions that are asked to students along with identifying a more efficient process for disseminating the data and performing trend analysis.

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?

Moraine Park Technical College practices participatory planning, problem solving, and decision making. Teams are the means by which we continuously improve. Accountable and responsible managers use these means to transform our organization. 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.

Every employee is a member of at least one team, a 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 task forces for short-term initiatives. In 2007-08 Moraine Park formed a cross-functional Enrollment Management task force to address modest declines in enrollments. The task force developed strategies surrounding scheduling, non-returning students, and recruitment. Committees are frequently used and are often comprised of individuals from outside of Moraine Park, such as the program advisory committees.

5P6 How do you use data, information, and your own performance results in your decision-making processes?

Moraine Park is committed to making informed, data driven decisions, as is evidenced by its investment in the Banner system, the Operational Data Store (data warehouse) and Executive Data System. The College's investment in these products will ensure ready access to necessary data for timely, informed and actionable decision making. In addition, each Moraine Park team has a specified purpose and designated outcomes. Teams are encouraged to review their products 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.

Several improvements in data use have arisen over the past several years at the institutional level. In 2006, as a result of an identified need to provide external and internal benchmarks data on the College's

culture, the College replaced the proprietary Moraine Park Culture Survey with the Personal Assessment of the College Environment (PACE) Climate Survey administered by the National Initiative for Leadership & Institutional Effectiveness (NILIE). The PACE survey provided the external benchmark comparisons not available through the Moraine Park Culture Survey. In administering the survey, the College requested feedback from every team and each member of the team. Team leaders received results from the Climate Survey to share with all team members. Team aggregate scores provided to each team, assisted with developing strategies for continuous improvement. In 2007, a comprehensive, College-wide Appreciative Inquiry process followed the PACE survey results, providing a framework for staff to reflect on the PACE survey and provide a vision for their ideal institution. The PACE survey was again administered in 2010 to monitor progress against the baseline results.

In addition, the College launched a comprehensive Culture of Quality survey in the Fall of 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. Quality Council members facilitated discussions with work teams surrounding the five focus areas and developed strategies for each work team to improve the College’s culture, within their sphere of influence. The 2008 survey served as a baseline and results were later compared to the follow-up Culture of Quality survey administered in 2010. The college plans to continue using this survey in conjunction with the PACE survey to monitor continuous improvement.

As part of the 2011-12 strategic plan the college committed significant budget dollars to fund a major strategic initiative, and 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.

5P7 How does communication occur between and among the levels and units of your institution?

Moraine Park’s team structure is a tiered structure providing for communication and decision making between and among institutional levels. Information sharing and decision making is between and among teams and systems. Represented in the communication and decision-making are students, union leadership, all categories of employees throughout the district, and all systems. Moraine Park has a team structure designed to ensure open and frequent communication and to ensure that the right voices and expertise are in the room for a given decision. The College’s value statement of *Collaboration* further identifies communication as important.

Several other modes of communication exist in addition to the College’s team structure. The College was excited to introduce a new electronic portal in July 2010 for staff and students called myMPTC. Identified as a primary means of communication, the College carefully and consistently updates myMPTC and its public internet site to ensure that students, staff, and the community have access to current communication, issues, and decisions. Moraine Park's portal is available to anyone with a Moraine Park designated email address and lists daily and weekly headings that help staff and students learn about current activities, events, issues, and decision-making efforts.

In addition, the college president hosts monthly electronic presidential updates in which she shares kudos, decisions, events and current issues with staff via a live video conference. In addition to sharing items, she addresses questions on any of the topics of issues. Each update is recorded and placed on the portal for those unable to attend the live broadcast.

Additional communication of major initiatives and critical issues to employees happens via in-service, ongoing dialogue with union leadership, mentoring programs, and the flow of information among and between teams and systems via the College's Framework for Teams.

5P8 How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

Moraine Park communicates its vision, mission, and guiding principles in several ways. A *One Vision* brochure, developed annually and found on the College's Intranet and Internet sites, outlines its vision, mission, and value statements. In 2008-09 a pocket sized version of the One Vision brochure was distributed to all staff for them to carry and reference while on campus. Sections in the College catalog, course schedules, and program and cluster brochures communicate this information to the community and students. The information in the vision, mission, and value statements is clear and concise with expectations for quality and standards outlined. Human Resources conducts monthly new employee orientations at which Moraine Park's vision 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 with the CPLT that provide College-wide representation and input into the strategic planning process, including revisiting and potentially revising the vision, mission, and value statements. All employees engage in performance evaluation and assessment with managers developing yearly performance objectives with their supervisor. The objectives align with the strategic plan of the College and provide for continuous improvement in their areas of accountability/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. Leaders are evaluated on each criteria based on concrete rubrics identifying performance, thus clarifying the expectations.

The College engages in corrective action when expectations are not being met. All employees outline professional development plans, and an action plan to address areas of identified deficiency may also be developed at the time of performance evaluation 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.

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?

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 shared in teams results in continuous improvement. Deans and Executive Deans share best practices with one another on their work team. Work teams will share best practices throughout the system via system teams, and the system best practices shared with the College Planning and Leadership Team (CPLT). Best practices are also shared through annual Reflections on Teaching and Learning training, in-service programs, and the College's new-hire orientation and mentoring programs.

Opportunities for increased leadership development happen through professional development for all staff. Managers are encouraged to participate in the college's Leadership Development Series and tuition reimbursement is offered for continuous education, including special support for pursuing a Masters Degree or Doctorate. 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. Employees are involved in state leadership opportunities such as the Wisconsin Leadership Development Institute (WLDI), Community (Chamber) 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).

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?

The College carefully considers 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 criteria help to identify candidates with qualifications and attitudes that more closely align with the College's culture. There is a strong emphasis for internal candidates, which helps to perpetuate culture. Actual hiring practices and processes are team-based. The team hiring processes and practices provide for multiple 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 that support its culture. During the 2007-08 academic year, the College worked with managers to reassess the required trainings in relation to the changing employee skills needed. Additionally, matching of new employees with a seasoned and trained mentor helps new employees adapt to the College culture. The College had focus strategies for 2006-07 and 2007-08 to address the development of a leadership succession plan and the alignment of necessary supporting processes such as performance appraisal, skill/personality assessments and professional development plans. MPTC hired the Hay Group in April 2007 to assist in the development of a succession management plan to include the development of a leadership succession plan, integrated HR systems, and communication and training materials. As part of the strategic analysis, the 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. Leadership roles were identified and a competency model finalized. Since 2007 numerous key managers at the College have completed their assessments and developed professional growth plans aligned with their succession plan.

Results (R)

5R1 What performance measures of Leading and Communicating do you collect and analyze

regularly?

The college worked with the Hay Group to develop a new performance management system, which was implemented in 2007-08. This replaced the 360-degree feedback system used previously by Moraine Park's management staff.

Historically, Moraine Park conducted a team-based "Culture Survey". Each team would determine the areas for continuous improvement and communicate the plan for improvement using action plan templates. In October 2006, Moraine Park administered the Personal Assessment of the College Environment (PACE) Climate Survey through the National Initiative for Leadership & Institutional Effectiveness (NILIE). The survey addresses four areas: institutional structure, supervisory relationship, teamwork, and student focus. The report developed by NILIE from the survey results provided a comparison to other colleges for benchmarking purposes. Key leadership groups reviewed the results and, utilizing a college-wide Appreciative Inquiry process, addressed key findings and identified areas for continuous improvement. The survey was re-administered in 2010 to provide performance data relative to the baseline year.

Additionally, in 2008 and 2010, the Quality Council administered a [Culture of Quality survey](#), based on Malcolm Baldrige criteria, to all staff. Five key focus areas were identified for improvement in 2008 and those same areas were compared to 2010 data to gauge effectiveness of improvement initiatives. While the college did not see any major shift in the results for the 5 key areas identified in 2008, we will continue to make improvements with the college's communication processes and identify process improvement initiatives to advance our results in 2012.

5R2 What are your results for leading and communicating processes and systems?

Survey feedback from professional development activities and trainings in general indicate that employees are satisfied with the experiences and believe their knowledge, skills, and abilities improve as a result of their participation. Specific interventions, such as Teams Today, result in an overall College profile that indicates employees, teams and team leaders are practicing the College's cultural expectations. The College continuously improves its means for leading and communicating processes and systems. Based on feedback provided in the 2008 [Culture of Quality Survey](#), and validated in the 2010 survey, regarding how staff value existing communication modalities, a new electronic presidential update was launched in February of 2009 and continues to be well attended by staff in 2011. The electronic presidential update allows staff to participate in an interactive, real-time college update process via an online video format from the comfort of their personal workspace. In addition to a brief update from the president, staff are able to text-message questions to the president in real-time. A recording of the update session is placed on the college's intranet for viewing by staff unable to participate in real-time.

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?

Best-practice sharing at state-called meetings across the College's major processes and systems reveals 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.

Grant awards to Moraine Park such as the federally funded Title III, National Science Foundation STEM, Community Based Job Training, 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 board office also point to a pattern of

achievement and excellence. The PACE Survey results demonstrate that employee satisfaction is higher than most educational and non-educational organizations.

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 various organizational or industry types.

Improvements (I)

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

Improvements in this category are continuous and pervasive. Not only have improvements been implemented in the measurement instruments used (as previously mentioned) but for each feedback instrument and its results there is a vehicle and 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 College to do so. The College uses feedback for faculty, district student government, advisory committee, Culture Survey, and community members during strategic planning and improvement efforts. In 2008 the College implemented the [“Talk2Us”](#) feedback system whereby students, staff, and guests of the college can provide electronic feedback on how effectively their needs are being met. To-date, over 550 cases has been received via Talk2Us. Incoming cases are automatically forwarded to the appropriate system leader who either delegates the case to a manager or personally follows-up. The goal is to provide initial contact when requested within 3 business days.

Several methodologies exist to support college-wide continuous improvement efforts including development of operational and strategic initiatives, the holistic strategic planning process, October budget modifications, and the mid-year and end-of-the-year progress reviews.

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*?

Moraine Park engages in a thorough strategic planning and budget process. The process begins with the collection and analysis of feedback from the college community, business and industry, students, advisory boards, the Moraine Park Board, academic strategic plan, aggregate culture survey results, environmental scanning, system critical issues, and system and team key accomplishments.

CPLT develops College goals and strategic focus areas, to which each work team within the College reviews and develops initiatives which are actions and interventions designed to advance the College’s goals, while simultaneously promoting continuous quality improvement.

Efforts recently initiated within the College aimed at improvement include:

- Enhance culture of continuous quality improvement.
 - Joined the Continuous Quality Improvement Network (CQIN) in 2008-09 and participated in each of the annual conferences since with a cross functional team of staff.
- Increase communications to internal stakeholders.

- Share uncensored Culture of Quality survey results with all staff via Park Place.
- Implemented the Talk2Us online feedback instrument.
- New electronic presidential update.
- Ongoing and regular discussions between College leaders and the faculty and support professional union leadership.
- Quality Council webpage communicating quality improvement activities.
- Formation of several new cross-functional teams surrounding marketing and recruitment and student services.

Increase communications to external stakeholders.

- Share College expertise through various community presentations.
- Create and distribute a president's newsletter to external stakeholders on a monthly basis.
- Focus on staff participation in community based organizations.
- Campus partner columns in local newspapers.
- Increase public relations and branding efforts.
- Enhance recruitment efforts.

Create strategies and programming to address succession planning.

- Make available to mid-level managers' self-assessment and career development opportunities.
- Provide training to managers in the utilization of employee self-assessment and career development.
- Implement Leadership Development program/training
- Adapt organizational and team framework to address succession.
- Adapt hiring practices to accommodate the changing workforce.

Internal and external customers such as the district board, the Wisconsin Technical College System Board, the college community, students, staff, and employers receive information through various methods on all of the processes that target improvements. Methodologies for communicating results and improvement priorities include the Moraine Park myMPTC portal and Internet web site, team dialogues, agendas and minutes, the college's strategic plan, the college's academic plan, Moraine Park's *Annual Review* document, the advisory committee review, college catalog, the Quality webpage and the *One Vision* brochure.

Considerable evidence of continuous improvement efforts exist within the College. A more recent initiative is to expand qualitative indicators of continuous improvement using quantitative measurement and benchmark indicators. Additionally, staff is actively engaged in quality improvement efforts via the improvement idea submission process. The Quality Council works on process improvement projects stemming from employee submission process and AQIP action projects. All results are communicated through postings on myMPTC and the Quality webpage.

SUPPORTING INSTITUTIONAL OPERATIONS

AQIP Category Six, SUPPORTING INSTITUTIONAL OPERATIONS, addresses the institutional support processes that help to provide an environment in which learning can thrive.

Processes (P)

6P1 How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?

The majority of student feedback related to student services, business, auxiliary, marketing, and facility

functions occur in face-to-face interaction with students. General information, gathered through the biannual Student Success Survey, Noel-Levitz Student Satisfaction Inventory, or ongoing business and industry feedback forms, addresses direct student needs.

Needs are also identified by the tri-campus student government organization and, finally, discussed at the CPLT sessions. CPLT members, including two student representatives, create the long-range (or five-year) plan and annual strategic plan of the district.

In addition, the College president conducts student listening sessions on an on-going basis. 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. In 2008, the College created a new 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 3 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 face-to-face, e-mail, telephone, intranet or direct mail communicate staff needs. The College's team structure provides numerous opportunities for staff to communicate on any topic. In addition, a variety of survey instruments are also used to gather periodic feedback from staff 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 to name a few. Business customers communicate through advisory committees, occasional strategic planning workshops, or focus session/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 and usually through WIDS.
- Ideas for collaboration, process improvement (suggestions submitted to the Quality Council), service improvement, course delivery systems are often planned and implemented by the appropriate college system; usually at the level closest to implementation.
- Implementation of new technologies is usually the responsibility of either the Educational Technology division (within the Academic department) or the Information Technology division (at the institutional level).
- Facility-related issues/ideas are typically driven by recommendations from other systems through the Facilities Department. The existing basis for new facility projects is defined in the Master Facility Plan released in 2007 after significant input from students, staff and the community.

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

All of the College's support processes are designed within the system structure of supporting the primary

learning function. Within each system, there is a designed level of major processes and procedures managed by specific managers. Depending on the process, managers have work teams, project teams or standing committees to address ongoing or specific needs of students and staff. This team structure is the framework for decision-making and process improvement.

Agendas and minutes document team activities which are communicated on the intranet, email, district in-service updates, or through manager updates at team meetings. Student and employee handbooks (published annually) document the many processes, including changes, as well as in the College's policies and procedures. When processes are changed, notification takes place via e-mail and the intranet, through staff forums, management-confidential meetings, board meetings, staff in-services and student forums including president discussions, student newsletters or district student government meetings.

This same structure is used to support the key processes related to safety and security.

Within the last two years, we have made significant progress related to the support of safety and security. Under the direction of the Building and Grounds Associate, we activated the Crisis Response policy and operational groups which involve membership from all systems within the College. During 2007-08, the MPTC reconfigured the emergency groups utilizing the NIMS emergency response systems, and the groups implemented and trained staff on lockdown, workplace violence, bomb threats and Code Adam alert procedures. The group coordinated three separate active shooter drills with local emergency and police personnel at each campus community in August, 2008. Through continuous tabletop and drill procedures, we continue to make continuous improvements to procedure and communication. Emergency procedure handbooks were created and shared with all staff. In August 2008, we contracted with an outside agency to provide a campus safety presence at each campus. This contract provides not only a security presence, but also incident assistance and follow-up for safety recommendations to management. Annually, the College invests resources in card access readers and security camera systems to prevent and monitor threatening situations.

The Safety Committee, another cross-functional membership group, reviews procedural updates and safety audit information to determine required changes. Based on a safety audit provided by outside consultants, MPTC implemented a new room locking and key inventory system in late 2007.

Finally, we continue to explore new ways to communicate with students in the event of a threatening situation. In May 2009, we will have a new Voice Over Internet Protocol system that would enhance emergency communication to all staff and students. Moraine Park continues to explore opportunities to utilize text messaging for comprehensive communication. By 2010, we expect to have a new portal communication structure to further enhance emergency response time and coverage.

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. Agendas and minutes document team activities. Our intranet publishes cross-functional team minutes. We also use the intranet and e-mail communication tools to ensure staff have the information to carry out daily operations. Institutional Advancement/Research analyzes the 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?

Continuous improvement is encouraged through the team structure at regular meetings. Departments within the college have established work team backups through documentation and job shadowing related to critical functions. The new Banner ERP implementation has focused on the re-engineering and future development of new business processes. Staff documented new processes to help staff learn Banner and the new integrated system will encourage staff to work collaboratively on process solutions.

Innovation and empowerment come from active participation within the team structure. Staffs discuss/create process improvement solutions at team meetings. Volunteers with the College apply for membership on the Quality Council which empowers staff to review process improvement ideas submitted and determine priorities for taking action. Results from the decisions made by the Quality Council are posted online for stakeholder review. If a solution involves a significant financial, human, or other College resource, staff can submit documentation to support a new initiative through the annual strategic planning and budgeting processes.

On a strategic level, the annual planning process challenges teams to think creatively and critically at all processes for improvement. Ultimately, it is up to the administrative and managerial staff to finalize and implement all institutional plans specific within the purview of their area of responsibility.

The college has taken on a number of critical projects this year including the implementation of Banner, reorganizing the West Bend campus Enrollment Management staff to support a One-Stop environment (which also includes having both the Fond du Lac and Beaver Dam campuses trained as well, with physical relocations taking place in the next few years), implementing a Document Imaging system, planning for a new portal system, and an upgrade to the public and intranet web sites. These projects go a long way to encouraging knowledge sharing, innovation and empowerment.

Results (R)

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

As defined by CPLT, MPTC has defined College Key Performance Indicators to measure progress on College goals as presented in section 2R3.

Several system process measurements and results are shared within other criteria documentation. The [Key Support Processes table](#) identifies supportive institutional measures for a number of key processes not identified elsewhere.

The college is still working on finalizing the collective data and need to formalize the college and departmental measurements into integrated analyses through trending, the full development of Banner, implementation of the Operating Data Store and Executive Data Warehouse.

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

The results for [student support service processes](#) are outlined. However, trend information is provided below regarding certain areas of interest.

The net profit margin trends for the [auxiliary service](#) areas are displayed. As new revenues are required to offset decreasing state aid support, the District is devising strategies to increase profit margins to a minimum of 2% to use for operational resources.

The number of students taking online classes was up 13.6% from the previous year; the number of courses increased 4%. However, the retention rate for online classes for 2008 lagged the 2007 rate by 5%. We believe that large numbers of dislocated workers tried online courses this past year and many did not understand the time commitment needed for online learning. According to our online learning partner, eCollege, there is no consistent way to evaluate retention rates for online classes on a broader scale because of multiple ways to calculate retention. However, they believe any retention rate above 80% is considered very good.

The college has captured student data related to Noel Levitz and certain student surveys, but the transition into a fully integrated Banner system, Luminis portal, new website, enhanced bookstore websites, etc. with complete access to trending analysis and data to review retention, marketing, and technology enhancements still can be improved.

6R3 What are your performance results for administrative support service processes?

As mentioned earlier, the student support service process results are documented in 6R2. However, trend information and additional analysis is provided in this section.

In the [Optimize Resources chart](#), the operational cost per student full-time equivalent (FTE) indicates cost efficiency and burden to the taxpayer. As noted in 2008, MPTC's cost of \$13,747/FTE was more than the statewide average and ranked 6th highest in the state. The College uses this cost relationship in considering program mix. For example, programs that require low faculty to student ratios and a high investment in facilities and equipment (i.e. nursing) must be balanced with other programs that offer high faculty to student ratios with little investment in special equipment (i.e. accounting). The increasing cost per FTE since 2006 is a factor of lower than average FTE growth and a considerable increase in technology expenditures in new and expanding services and infrastructure.

In the same regard, the operational mill rate also measures the financial cost to the taxpayer. By Statute, the College cannot exceed an operational mill rate of 1.500 mills. In 2008, MPTC certified a tax levy authorizing a 1.09180 mill rate or 8th 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 these economic hard times. MPTC has also maintained a [strong financial reserve](#) beyond the required 16.67% as defined by the District Board to sustain financial flexibility and stability.

To offset dwindling state resources, the College is continuously reviewing methods to improve cash inflow. The [procurement savings](#) related to participation in a statewide purchasing consortium continue to increase. In addition, MPTC has focused on controlling bad debt expense. To assist with collections, MPTC participated in the Wisconsin TRIP program in January, 2009. Through February 2009, the District has collected over \$30,000 in uncollectible debt through the Wisconsin tax receptor program.

The main focus of the facilities department is to improve energy consumption. [Energy consumption](#) reports are summarized for the sixteen technical colleges in the state system. Through concerted efforts related to energy management, the College has demonstrated marked improvement in consumption rates earning state awards in 2006, 2007 and 2008 for managing consumption less than 85,000 BTUs.

The Foundation does not support any operational activities. The funds that are generated go directly to student scholarships. The only donation that comes in that offsets operational expenses is in the Berlin area--we receive a donation from the owner of the center that is for the support of Basic Education and the College has indicated that the best use is to offset the cost of the operational expenses of this facility in Berlin.

6R4 How do your key student, administrative, and institutional support areas use information and results to improve their services?

Process improvement is addressed primarily 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, we create a focus strategy as part of the strategic planning process requesting financial, facility, or personnel resources. If approved, the college funds the strategy and communicates progress in the completion of the tasks during the next budget year.

Improvements are also addressed through the coordination of the Quality Council and corresponding process improvement teams.

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?

When available MPTC compares [fiscal and other support service data](#) to the other sixteen state technical colleges. As shown in this comparison table and through discussions in 6R2 and 6R3, MPTC often compares favorably to its state peers. On a national level, the College uses comparison data from the Noel-Levitz Student Satisfaction Inventory (SSI) report to identify improvement opportunities. Comparison data can be found in the table below.

	2008		2007		2005		2002	
Satisfaction Level 1 = not satisfied at all 4 = neutral 7 = very satisfied	MPTC	Comp. Group	MPTC	Comp. Group	MPTC	Comp. Group	MPTC	Comp. Group
Academic Advising/Counseling	5.13	5.18	5.27	5.15	5.05	5.10	5.02	5.06
Academic Services	5.41	5.39	5.48	5.36	5.39	5.30	5.32	5.18
Admissions and Financial Aid	5.08	5.08	5.12	5.05	5.01	5.00	4.99	4.94
Campus Climate	5.29	5.25	5.39	5.22	5.25	5.19	5.28	5.13
Campus Support Services	4.90	4.93	4.96	4.89	4.90	4.85	4.83	4.80
Concern for the Individual	5.24	5.19	5.31	5.16	5.11	5.13	5.16	5.08
Instructional Effectiveness	5.35	5.36	5.46	5.34	5.31	5.31	5.39	5.26
Registration	5.37	5.37	5.37	5.33	5.22	5.31	5.37	5.25

Effectiveness								
Safety and Security	5.07	4.94	5.02	4.87	4.98	4.81	4.80	4.81
Service Excellence	5.30	5.21	5.36	5.18	5.26	5.13	5.25	5.07
Student Centeredness	5.35	5.32	5.47	5.29	5.30	5.26	5.37	5.19

Improvements (I)

6I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Supporting Institutional Operations*?

Since 2007, MPTC 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 a new one-stop student center at the West Bend campus. This center opened in September, 2008 and provides a comfortable, centralized area for students to receive their services in a streamlined, efficient manner. In March, 2009, the college will break ground in West Bend on a newly designed library and remodeled student life and cafeteria. These spaces are planned to be functional for the start of the fall, 2009 semester and will meet the student service needs at that campus for research, technology assistance, student life and food service opportunities that were identified in the master facility plan and student surveys.

Also in 2007, the College expanded and remodeled the cosmetology lab and related program options. Faculty and staff continue to promote and provide salon services to the community and while building auxiliary profits. To further enhance profit margins, the bookstore team worked on a new strategic plan for 2009-10. Action plans include efforts to revamp staff, enhance the bookstore website, and remodel bookstore areas to improve traffic flow and visibility. In February 2009, the bookstore was involved in a process improvement project to revamp the entire curriculum process which resulted in a more efficient, outsourcing option. In April, 2009, the bookstore sponsored another process improvement project reviewing the textbook ordering process. Action plans from this project expect to save the college several thousand dollars in bookstore and departmental chargebacks for non-returnable and unused books and modules.

In 2008, the facilities department also implemented a new electronic work order system that provides electronic requests with real-time notification to the facilities staff. Facilities staff can prioritize and communicate with each requestor and a follow-up feedback service is provided to monitor customer satisfaction.

Since early 2008, the entire college has devoted significant resources to the implementation of a new Banner ERP software solution. Once the system is fully developed, the College will have integrated, real-time information available for decision-making and trend comparison. Full development including the reporting components will continue to be developed through 2009-10.

To more effectively reach a wider geographic market, radio and print media placements have expanded outside the Moraine Park District. An increase in using electronic web media (e.g. banner ads and site sponsorship) has reached a more technology-oriented target market.

To improve online retention, the college continues to offer face to face orientation sessions for potential

online students. We offer the sessions in the evenings to accommodate adult learners. In addition, the online team is also assessing another eLearning platform to evaluate whether significant enhancements exist to improve student success.

Due to the system structure built on the framework for teams, we believe the college has a comprehensive method to measure and improve processes and procedures. We continue to identify and connect department and system objectives and measures with the College goals and key performance indicators. We will revamp this measurement and reporting structure as the College develops and implements a new operational data warehouse as well as executive reporting tools in 2009-10.

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*?

Targets for improvement are addressed and set during the strategic planning and budget development cycle to include AQIP Action Projects. The Framework for Planning model, described in (ADD Planning Cycle), depicts a planning cycle that begins in June and continues to October. Data in the Plan, Do, Check, Act cycle is presented as part of the input sessions along with new information on critical issues, environmental scanning data and specific feedback from individual stakeholders. This data becomes the foundation of the annual goals as created by CPLT. These goals are then translated to action plans called focus strategies that include process improvement projects for each student and administrative process.

These plans are communicated with College stakeholders through the intranet site from January – May as the budget is developed and the details become finalized.

Finally, the Quality Council coordinates quality process improvement initiatives to address areas of concern and frustration as identified by the faculty and staff.

MEASURING EFFECTIVENESS

AQIP Category Seven, MEASURING EFFECTIVENESS, examines how your institution collects, analyzes, distributes, and uses data, information, and knowledge to manage itself and to drive performance improvement

Processes (P)

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

In May of 2009 the College hired a Data and Reporting manager to work with information technology and other stakeholders in the design and implementation of a Banner reporting process for statewide and college wide data needs. Additionally, a Data Warehouse manager was hired to develop an Executive Data warehouse and Operational Data Store. A cross-functional reporting team was established which worked throughout 2008, 2009 and 2010 to implement COGNOS and ARGOS Banner ERP reporting. The team developed a process for managing data requests, report development and report access. System teams identify data needs and request the reports necessary for monitoring team specific programs and services. When a request is received the reporting team assesses and prioritizes the request and disseminates as needed to a trained report writer. When the report has been written it is cataloged and access to run the report is granted to pertinent staff. The new reporting standards and guidelines have decentralized the reporting process, allowing staff to run their own pertinent reports on demand when needed, eliminating the need for request to be funneled through information technology.

In addition, the college contracted with Sungard higher education to develop business intelligence dashboards, providing drill down capability into many strategic metrics. The College has also agreed to participate in the Sungard Business Intelligence Center of Excellence Project in conjunction with state-wide and national community colleges. Focused business intelligence capabilities will provide the necessary framework and information for informed strategic decision making.

7P2 How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

The CPLT identifies and defines the key performance indicators utilized in measuring college goal attainment success, as identified in its strategic plan. The identified indicators are tracked and monthly reports disseminated to internal and external College stakeholders, providing the College a vehicle to make real-time adjustments in strategy. In addition, performance metrics are established for each of the College's annual focus strategies. Performance on the focus strategies is communicated with the CPLT and District Board twice per year, in addition to being shared on the College's webpage. Through the various surveys and reporting tools a great deal of data is collected to support team specific goals and strategies. Utilizing this data, MPTC teams monitor performance on improvement efforts and make adjustments as necessary.

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

Moraine Park's comprehensive team structure facilitates the data needs of the College. From the lowest level of a work team to the highest executive team group, staff members determine data needs for monitoring progress of decisions and make a data request. Teams use this data to monitor improvement. College level key performance indicators are updated monthly and shared with the College community.

Systems workgroups collect and store specific data related to goals, objectives, focus strategies or projects of that specific system or work team. Currently, the Office of Institutional Research and the Student Records area collect and store institutional data. Data analyses generate various reports available to staff via College wide meetings, presentations, print media, our Intranet and web home-page. Individuals, systems or work teams who require data for decision making may request a query or special report from the Information Technology area or submit specific research requests to Institutional Research. The College is in the process of implementing a Banner ERP solution, which includes an organizational data store and enterprise data warehouse. In developing the ODS/EDW, meetings were held with system leaders and their leadership staff to identify data reports necessary for tracking both tactical and strategic decisions. Identified reports will soon be available through the ODS/EDW system via an on-demand central repository, removing the need for recurring requests of IT and IR. As custom data requests are received the resulting report will also be formatted in the central repository for on-demand access to [historical and current information](#).

7P4 How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?

Information on institutional level goal performance is regularly shared with the College community through a Moraine Park monthly goal attainment report card posted in multiple locations on each campus and on the website. The CPLT has identified key performance indicators for each of the College's goals. One critical key performance indicator is Full Time Equivalent (FTE) students. These KPIs are used to spawn dialog about overall College performance and provide a means for making adjustments to

individual business processes when required. The dashboard indicators and monthly report cards are viewable by all employees of the College. College system and departmental leaders regularly review the indicators to see progress toward business goals. New Business Intelligence dashboards allow for electronic drill downs 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 have access to more comprehensive sets of actionable data than have been available in the past. College and system level goal progress and key performance indicators are reviewed at various team meetings, CPLT and with the District Board. These discussions result in direct action to adjust business activities and processes when needed.

Whenever possible data is analyzed longitudinally to uncover trends and the implications of those trends. For example, longitudinal data is used to make institutional level decisions regarding academic functions such as the Quality review Program (QRP), Assessment of Student Learning, Program Viability and Program Development Process, to name a few.

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 need for comparative information is required to judge our ability to serve our district and sources of information are selected to align with the specific measurement goal. Through our relationship with the Wisconsin Technical College system, we regularly compare ourselves on key performance metrics with our 15 peer institutions. The goal in comparison to peer institutions is to ensure that resource expenditures for students served is in line with other institutions of our size and makeup.

The College is required to report a full spectrum of student and operational data to the WTCS office, along with the 15 other colleges that make up the state system. This data is compiled, analyzed, and provided back to the College's by the State office. The data provided by the WTCS is comprehensive and provides an excellent comparative source. Utilizing the Wisconsin Technical College System data collection and reporting process, Moraine Park collects and analyzes comparative data to support its operations. Essentially, two types of data are collected from peer institutions and utilized for planning. The first type of data is repetitive data utilized to continually measure our performance against peer institutions. This data is predefined as a valuable metric of comparison for given College objectives or operations and would include data elements such as facility operating expenditures, FTEs, headcount, retention rates, graduation rates, etc. The second type of data collected is project specific data. As new programs are developed, for example, data is collected and reviewed from peer institutions relating to enrollments, graduation rates, employment rates, etc. Project specific data is defined and collected on an as-needed basis. Faculty, staff and the board receive this information.

Additionally, the College has participated in, and utilized several peer comparison assessments outside of the Wisconsin Technical College System including the National Community College Benchmark Project, the Noel-Levitz Student Satisfaction Inventory, and the IPEDS peer comparison tools, to name a few. Currently, the College utilizes peer comparisons external to the education community in only a few areas, specifically relating to human resources (such as local and regional wage and benefit comparisons) and facilities.

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 is currently connected with specific College level goals, but each team within the College establishes

annual objectives and focus strategies aligned with the College goals and their system goals. Each team determines the measurement for their objectives and, depending on the duration of the objective, these measurements may change annually. There are some systems in place to ensure that data are used at the departmental level. For example, academic evaluation processes such as assessment of student learning, the Quality Review Process (QRP) 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 all programs are evaluated. Programs deficient in any metric are required to develop performance plans which are entered into and tracked via the state QRP data system. In addition to the Academic Affairs system, key performance metrics are in place in most systems within the College. Metrics are continually monitored at the requisite level from the work team to the system leader.

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

Much of the historical data required for measuring and monitoring processes is provided by the WTCS through the comprehensive reporting process. The data is generally accurate and reliable but far from timely, as reports present prior year performance data. Moraine Park has operated on a real-time, multi-system information technology platform which provided timely data but, due to the nature of collecting data in multiple systems, has suffered from inadequate accuracy and reliability. In 2005, the College identified the need for timely, accurate, and reliable data and began implementation of a new enterprise data system. In 2009, the College completed the implementation of Banner, a comprehensive, single-source enterprise data system. Banner allows for real-time data extracts that are reliable and accurate, with levels of data security not found in the old, multi-system platform. To ensure a comprehensive and coordinated reporting process, a cross-functional reporting team was established in 2008 to implement COGNOS and ARGOS Banner ERP reporting. The team developed a process for managing data requests, prioritizing report development and granting report access. In the Fall of 2010, with the assistance of SunGard Higher Education, the first wave of reports were rolled out to the staff. Access to reliable, on-demand reporting will be invaluable in moving the College forward in its efforts to make data-driven decisions.

Results (R)

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 has launched two surveys to gather feedback on the effectiveness and performance of the information technology function, the annual Teaching with Technology Needs Assessment (TTNA) and the bi-annual Information Technology Satisfaction Survey. The tools provide a venue for staff to provide input into the effectiveness of our systems, and suggest areas for improvement and technological growth.

On an institutional level, the College implemented its Culture Of Quality survey in 2008, a tool designed after the Malcolm Balridge quality survey. The instrument provides a venue for all staff to provide feedback on the College's performance and effectiveness. In 2008, work teams were asked to develop strategies to address the five most critical themes which rose to the top. These themes included:

1. The College removes barriers that get in the way of progress.

2. As it plans for future improvements, the College asks for my ideas.
3. The College's leaders create a work environment that helps me do my job.
4. I know the parts of the College's plans that will affect me and my work.
5. The College uses my time well.

Additionally, as the College implemented the Banner ERP system it learned a great deal about the importance of measuring the performance of its information and knowledge management systems. An extensive review of the College's data systems was undertaken, including reviewing data definitions and reporting practices. The review was conducted to ensure that the new Banner enterprise data system provides the most accurate and effective information necessary to make sound decisions. As functional teams worked through implementation of the various modules, feedback for business process improvements were shared with the Banner Leadership team. Banner Leadership would recommend process changes based on the feedback and would work with project teams to outline and implement the changes.

It is Moraine Park's practice to review processes and system data on a regular basis and make adjustments as necessary. Each system and team leader is accountable for reviewing process on a regular basis to ensure efficiency. Leaders who are not comfortable with process review may tap the resources of the College's Quality Council to assist with value stream mapping of processes, and identification of potential changes.

Generally, each time a new system for measuring effectiveness is implemented it is first piloted and the initial information reviewed for improvements. By piloting new processes it allows the College time to evaluate the system and the metric data utilized to assess success, prior to a full scale College-wide launch.

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

Great care is taken to identify appropriate metrics, or key performance indicators, when new processes are developed, or existing processes are reviewed. The fact that great care is taken in the development process to identify useful metrics for assessing effectiveness is evidence that the systems meet the College's needs in accomplishing its mission and goals. Overall College-wide key performance indicators are developed collaboratively by the cross-functional College Planning and Leadership Team and relate directly to the mission and goals of the organization. Key performance indicators are shared in the College's monthly **Goal Attainment Report Card**, available online and posted-in hallways at all campuses.

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 our processes and measurement systems. Employees are encouraged to take ownership in improving processes by completing a Process Improvement Suggestion form which allows the employee to identify a process needing improvement and include suggestions for improvement. Forms are reviewed and prioritized by the Quality Council, and improvement events scheduled where necessary.

Based on prior system portfolio review feedback, MPTC's Quality Council is has been working with each system leader to identify annual key performance indicators to ensure each system's effectiveness in meeting established organizational and system level goals. Recent implementation of Banner reporting will provide additional points of data and evidence which will enhance our existing process for assessing the effectiveness of our measuring systems. Additional data and metrics will not only allow the College to improve processes and ensure continuous improvement, but will also allow us to close the plan-do-check-act loop and provide additional feedback to the College community on our 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 a comprehensive Client Reporting process. Collection and dissemination of the data allows for comparisons across institutions on student, financial, program, demographic, and other key institutional metrics. Refer to the table below for detailed comparisons on a few key institutional metrics.

Indicator:	Moraine Park	State Average	Comments:
FTE growth	12.8%	+12.4%	Fiscal years 2009 to 2010
Unduplicated Headcount growth	1.6%	2.0%	Fiscal years 2009 to 2010
High school direct enrollment	10.46%	15.21%	2008 High school graduates into aid codes 10, 30, 31, 32, and 50 at MPTC) VE216646P
High school migrated out	6.37%	3.55%	2008 district High school graduates into aid codes 10, 30, 31, 32, and 50 at another WTCS school) VE216646P
Total passed academic course	69%	67%	Based on course completion 2008 (VE211513A)
Full-time students returning*	71%	64%	Based on Fall 09 Retention Rates (IPEDS comparison with peer institutions)
Part-time students returning*	63%	61%	Based on Fall 09 Retention Rates (IPEDS comparison with peer institutions)
FTEs from MPTC district migrating out to other WTCS schools	805.84	MPTC ranks 15 out of 16 colleges for net FTE loss	Fiscal year 2009-10 (VE215580A)
FTEs from other WTCS districts attending MPTC	396.38		Fiscal year 2009-10 (VE215580A)
Graduation/Retention/Transfer rate	72.33%	70.77%	Based on 2009 Perkins IV Report Card 2008-09
Graduates employed	83.0%	86.0%	Based on 2008-09 graduate follow-up
Graduates employed in district	50.0%	60.0%	Based on 2008-09 graduate follow-up

Mill rate	1.1571	1.2476	Fiscal year 2009-10. (mill levy subject to 1.5 cap)
Quality Review Process	N/A	N/A	Statewide, College-level, and program level indicators are monitored for each program through the state.

Improvements (I)

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, one significant improvement the College has made in this category is the implementation of the Banner enterprise data management system. Implementation of Banner will allow the College to move from an ineffective multi-system approach to managing processes and data to a single-source, reliable enterprise data management system. Banner will allow for many processes which were previously managed in shadow systems to be seamlessly integrated with the primary processes of the College. Efficient collection, analysis and dissemination of information will ultimately result in tremendous savings of time and resources for the College and the communities we serve.

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 teams, a culture is fostered for work teams, system teams and the College Planning and Leadership Team to collaborate on selecting processes to improve and creating appropriate targets. We address specific improvement priorities in planning goals and objectives for the fiscal year. Project Teams and work groups address the targets or improvement priorities by executing the plan and utilizing resources to achieve a project outcome that matches the improvement objective. In setting the strategic direction for the College, the CPLT receives input from students, faculty, administrators, the board, and community members. CPLT arrives at a set of goals and key performance indicators that match the directions of the community. The 2008-09 Breakthrough Goal is to Build Enrollments and the 2008-09 Wildly Important Goals are Institutional Effectiveness and Innovation and Technology.

The Quality Council was formed in 2006 as a sub-committee of the CPLT, with a primary charge of systemically addressing continuous quality improvement throughout the College and working to create a culture of continuous quality improvement. Using the [Quality Improvement Recommendation form](#) posted on the College's intranet, all staff are invited to submit quality improvement ideas for any area of the College. The Fall 2008 [Culture of Quality survey](#) results indicate that

Moraine Park is making progress in developing a culture of continuous quality improvement, but there is certainly room for growth.

PLANNING CONTINUOUS IMPROVEMENT

AQIP Category Eight, PLANNING CONTINUOUS IMPROVEMENT, examines your institution’s planning processes and how your strategies and action plans help you achieve your mission and vision.

Processes (P)

8P1 What are your key planning processes?

Moraine Park's [key planning process](#) involves multiple phases including a strategic planning phase, an operational planning phase, a budget development phase, and an implementation phase. The key planning process document summarizes the College's planning process and the various phases, including general dates and responsible party. Specific dates and times vary by calendar year and are shared in the [annual planning and budget development timeline](#) document shared with all budget managers.

8P2 How do you select short- and long-term strategies?

In the spring of 2010, Moraine Park Technical College embarked on a major planning initiative to set the direction the College will pursue from 2011 to 2016. As the community's technical college, it was important to gather feedback from those the College serves to ensure its direction aligns with the community's needs.

As part of the five-year long-term strategic planning process, 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 throughout the district including Beaver Dam, Fond du Lac, Green Lake, New Holstein, and West Bend. In addition, staff sessions and both daytime and evening student sessions were held at all three Moraine Park campuses. Upon completion of the community and business leader listening sessions, a brief survey was sent to those unable to participate to solicit additional feedback. Results of the listening sessions and survey was shared with College leadership and comments were used by the CPLT and the Administrative Council to create the College's mission, vision, goal statements, key performance indicators (metrics) and value statements. The College's five year strategic plan is published in the One Vision document which drives the College's strategic direction for the 2011-2016 periods. A pocket sized one vision brochure is distributed to all staff for quick and easy reference.

Each year the college selects an overarching, college-wide strategic focus to ensure resource alignment across systems with a critical priority area associated with one of the five-year goals. The 2011-12 strategic focus is to *enhance productivity and learning opportunities via technology* which aligns with the five-year goal of *Achieve Performance Excellence*. On an annual basis, CPLT and the Administrative Council reviews and updates the College's strategic focus. For the 2011-16 planning cycle Moraine Park moved its planning process from general system level focus strategies and budget maintenance items, to a College initiative based planning process. The premise of the initiative based system is for the college to separate strategies and activities that support the ongoing operation of each system (operational initiatives), to include funding for ongoing, new or expanded activities, from the more strategic, college-wide and cross-system strategies and activities (strategic initiatives) that promotes the current strategic focus.

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. Annually, the planning and budget managers meet with their work teams to review the College's goals, mission, and annual strategic focus. Through the work teams all employees have the opportunity to bring forth to the Planning and Budget Coordination Committee (PBCC) strategic and operational initiatives designed to assist the College in meeting its goals. After

initial approval of the initiative by PBCC, the budget manager and team members create action plans identifying major tasks, timeframes, person(s) responsible, detailed budgets, and measurable outcomes. Review and discussion of initiatives continue as PBCC finalizes the budget and narrows the final approval. Once final, these approved initiatives become part of the formal budget. System leaders review progress reports of strategic initiatives with CPLT and the District Board on a semiannual and annual basis. Moraine Park posts these reports on the College's MyMPTC portal for all employees to review.

8P4 How do you coordinate and align your planning processes, organizational strategies, and action plans across your institution's various levels?

CPLT membership is comprised of staff from all systems of the College, and from each campus. Each system identifies critical issues that enter into the input phases of the annual planning process. Likewise, system leaders share the College's annual goals, key performance metrics and strategic focus with the team leaders in their system, who then engage their work teams in the development of either operational or strategic initiatives. Initiatives are reviewed by the system leader and his or her leadership team, who narrow down the list for submission to the PBCC. Although initiative development is a collaborative process within each system, system leaders are ultimately accountable for the completion of all initiatives within their responsible areas.

8P5 How you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

The CPLT, in collaboration with Administrative Council, establishes Key Performance Indicators (KPIs) for which each goal will be measured over its five year period. Some metrics are monitored monthly while others may be annually depending on availability of supporting data. Performance on KPIs is shared monthly via College dashboards on each campus.

In April of each year, the College publishes its draft Institutional Plan and Budget outlining the details of its annual budget 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 its annual strategic focus. As part of the development of strategic initiatives, planning and budget managers identify measurable outcomes. The system leader approves outcomes which are reviewed during two annual progress updates with CPLT (November and June CPLT meetings) and the district board (January and August board meetings). A new mid-year and annual progress report format was introduced in 2008-09 which provides sufficient detail on progress to determine effectiveness of each strategy or initiative.

8P6 How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

The aforementioned initiative development process requires budget managers to consider all forms of resources needed (personnel, equipment, furniture, supplies, phone, etc.) when initiatives are created. Additionally, estimated ongoing resource requirements are requested for to ensure the College has the necessary resources to sustain long-term initiatives when adopted. The College summarizes all action plan requests and associated resource requests for discussion by PBCC in December of each year. The PBCC identifies and approves the highest priority initiatives within the funding limitations of the College. When approved, the resources and costs needed to accomplish that initiative are included in the institution's budget. Unplanned, but necessary, additional costs to carry out an operational or strategic initiative are requested as a budget modification in October.

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 during plan development. 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 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 progress reports to the Board, CPLT and the greater College community provide an opportunity for system leaders to describe changes in the decision 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. For instance, 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 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?

Each employee and every job within the College has a detailed job description, which is reviewed and updated with requisite qualifications, education, experience, knowledge, skills, and/or certification and licensure as needs within the College change. When a job position becomes available, a team screens and interviews the potential employee. In addition to the supervisor of the position and a human resource professional, other employees with related job expertise comprise the hiring team.

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 organizational professional growth and individual professional growth plans and employees work with their supervisors to establish yearly professional growth goals. Annually the college makes a substantial investment in the professional development of its staff including:

- The College provides funding for participation in community leadership development programs such as Leadership Beaver Dam and Leadership Fond du Lac, allowing one person per community program annually.
- The College provides funding for up to two employees to attend the Wisconsin Technical College System's Wisconsin Leadership Development Institute or WLDI.
- Funding for professional development, including degree completion is offered. 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 course work and the opportunity for a sabbatical. An enhanced commitment to doctoral coursework in 2007 increased the reimbursement for doctorate degree coursework from \$1,000 annually to \$2,000.
- Funding for travel and registration for staff to attend professional development meetings and workshops/seminars is provided.

In 2007, to address changing requirements within the College, a leadership succession planning process was implemented outlining the skills and characteristics required of managers for various leadership positions. The College provided direction for professional development for the managers participating in the leadership succession planning process, and resources needed for professional development opportunities.

Results (R)

8R1 What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

As previously stated, we share effectiveness indicators with the District Board, CPLT and the College Community based on key performance indicators tied to the College's goals and strategic initiatives. These formal indicators are designed expressly to measure the success of the College's planning process. Also, system teams outline key performance indicators aligned with their primary system functions. The system level KPIs indicates progress in achieving system level goals. Additionally, the formal and informal feedback the College receives from various stakeholders helps to measures continuous improvement.

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 online process with drop-down screens for inputting the information, and the development of 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?

The College Goal Attainment Report Card is posted monthly on the College's MyMPTC portal and on each campus. The Goal Attainment Report Card outlines the College's performance on each of its goals. The College also shares performance on its initiatives with the district board, CPLT, and the broader College community via the mid-year and annual progress report. Changes in the progress report in 2008-09 enhanced the College's ability to communicate the status of its strategic plan.

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, as goals are developed, metrics are concurrently identified to measure long-term goal accomplishment. Each goal is assigned a five year performance target. The metrics are reviewed annually and goal levels established for the following year. The College report card outlines accomplishment of the goals.

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 with peer colleges or other organizations outside of the educational system when the opportunity has arisen. In addition to continually monitoring performance in relation to peer institutions within the Wisconsin Technical College System, the College also participates in many national initiatives such as the National Community College Benchmark Project, the Noel-Levitz Student Satisfaction Inventory, IPEDS, and the Consortium for Student Retention Data Exchange, to name a few. Performance results from various studies, including comparisons with other institutions, are shared with leaders throughout the College when received and are used in the planning continuous improvement.

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?

MPTC is an organization where service efforts and accomplishments flow from its vision and result-oriented planning processes. Our system for planning continuous improvement is effective as evidenced by the continuous change that occurs. In 2009-10 over 64% of focus strategies accomplished their objectives on time, indicating a high level of effectiveness with the process. An additional 16% of projects completed within one month of the scheduled due date. Annually, the College creates continuous improvement ideas represented as operational and strategic initiatives tied to college-level goals. At this time, 26 employees from the CPLT provide direction for the annual operational plan on a two-year rotational schedule. Over time, the rotation of members on the CPLT has allowed many employees to become fully engaged in the planning process.

Additionally, the College provides multiple venues for employees to be involved with continuous quality improvement projects through the Quality Council or offering feedback and suggestions by utilizing the submission process in [Talk2Us](#).

In addition, results from both the [PACE climate survey](#) and the [Culture of Quality survey](#) provide evidence of effectiveness, or ineffectiveness, in our planning process.

Improvements (I)

8I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Planning Continuous Improvement*?

A review of continuous improvement is always available through discussion at team meetings or the creation of project teams to revise or address a more comprehensive problem. Recent improvements include the new [mid-year](#) and annual progress report which provides a more user friendly reporting format involving graphical indicators of performance, goal performance snap-shots, and a comprehensive performance description.

In 2008-09 the College introduced the new [Talk2Us](#) online staff & community feedback form. From October 2008 - May 2011 the college has received 593 feedback cases. College staff makes an initial response to the person submitting the feedback within 3 business days. Trends are analyzed by the department managers and the college's executive council on a bi-annual basis. Results are also posted on the college's intranet to share the reasons that the feedback is being submitted.

Additionally, the [Culture of Quality survey](#) was administered to staff in Fall of 2008 and 2010. The Culture of Quality survey was created based on the Malcolm Baldrige "Are we making progress as leaders" survey. Moraine Park had also inquired about the college's continuous improvement activities to see what level staff were familiar with the projects at the college and to see how many staff feel they are involved with continuous improvement activities. While the 2010 results were very similar to the baseline results measured back in 2008, the college has identified projects to begin in the summer of 2011 to further enhance our Lean initiatives.

A team of individuals attended an AQIP Strategy Forum in February 2010 and devoted a significant amount of time to developing an action plan for the declaration of the Assessment of Student Learning AQIP action project and brainstorming methods to improve the quality culture at the college. The college's Strategy Forum team saw that embedding quality improvement at the college was a strategic direction and not just an additional program. With that, the College Planning and Leadership Team later approved "Performance Excellence" as one of the college's goals moving forward.

The 2009-2011 Quality Council has facilitated process improvement teams working on improving:

- Curriculum Updates: Project focused on curriculum updates (not new curriculum) and the processing time and efficiency.
- Contract Registration: The Economic and Workforce Development team expressed a need for streamlining the registration process for Business and Industry customers.
- Textbook and Module Ordering: Coordinated the efforts of several departments and faculty placing orders for textbooks and class modules. The bookstore was needed to place several orders for modules and textbooks for the same course offerings resulting in many extra steps and downtime with the process. This resulted in at times having an abundance of books on the shelf that were later not used and becoming obsolete.
- IVC Database Tracking: Project included monitoring of IVC downtime data and identified if the majority of the issues were technology related or caused by operator error. In-room controllers were installed to reduce and almost eliminate the operator errors seen with the technology.
- Course Scheduling: The course schedule creation involves multiple units of the College: IT, Academics and Marketing. These departments need to efficiently work together to create the course schedule in a timely basis with no errors.
- Health Science Supply Acquisition: Several departments in the college order Health Supplies without checking prior inventory. Additionally, there is no central database for monitoring and recording current inventory levels, nor is there a central ordering and distribution point.
- Capital Equipment: An existing database (SHMPI) was created for tracking the software and hardware usage at the college. This database and process was then adopted to use for all major capital purchases, but was never modified to properly maintain accurate, real-time data for quotes and actual cost of purchases for the Purchasing department.
- Human Resource Employee Change Form: Human Resources identified a need to update an employee change form that was only currently being used by ½ of the HR staff members. The team needed to understand how their internal customers within their department used the form and the necessity for having accurate information to pass from Human Resources to hiring managers via the change form.
- Bookstore process flowcharting: Several processes will be flowcharted to see how efficiencies can be made in order to integrate the Nebraska bookstore database and the college's Banner system. Processes to be focused on initially are: Receiving and Invoicing, Bookstore deposits, Financial Aid Bookstore purchases, Book Buy-Back, and Rental textbooks.

Currently designated AQIP action projects and summaries for the 2010-2011 academic year:

1. *Student progress and Achievement:* This project was selected based on AQIP Systems Portfolio feedback supporting Moraine Park's vision to improve how student assessment is tracked and monitored. A college team of twelve was formed to begin investigations into Assessment software options for the college to track student progress and achievement. This project was a continuance of a recently retired AQIP action project on updating core abilities and will also include the state's Technical Skill Attainment (TSA) requirements.
2. *Faculty Advising:* This project began as a 5-year Title 3 grant. College research showed that faculty advisee loads were very heavy and faculty did not have enough time to meet with all students on their advisee lists. Three Academic Support Specialists positions were created to initially work with close to 1,100 students covering 24 programs of study. Academic Support Specialists in the first year made over 4,700 student contacts and were the driving force for communication when Early Alerts were submitted from faculty and adjunct staff regarding students in potential trouble with completing their courses.
3. *One-Stop Service Model:* This project was selected so that the college could offer improved

services and communication to students. The college wanted to create an environment where students could call or stop by the front office and anyone talking with that student would be able to answer all of their questions and not need to refer them to other staff members. Renovations to front office areas were redesigned and renovated on the West Bend and Beaver Dam campuses to show a more prominent and accessible front entrance for the college. Staff is trained on all 3 campuses to properly allow for them to address students' needs regardless of the questions asked. Additionally, the college incorporated document imaging for communication and sharing of documents as well as reducing storage needs and improved document security. (This project will retire in Fall 2011 and be replaced with Business Intelligence).

In order to enhance the college's commitment to continuous improvement, Moraine Park joined the Continuous Quality Improvement Network (CQIN) to network with those in and outside of Higher Education. Typically a team of 10 leaders from MPTC have attended this conference which partners with major organizations noted as leaders in customer service, organizational culture, innovation and winners of the Malcolm Baldrige National Quality Award.

Highlights of those conferences are included below:

2008 CQIN Summer Institute (Guest member)
THEME: Legendary Service, Engaged Employees, and
Relentless Improvement
Major Partner: Ritz Carlton

Major outcomes:

- Jeff Hargett from the Ritz speaks at MPTC's 2009 In-service
- Culture of Quality survey administered at MPTC
- Increased customer service training for One-Stop staff
- Park Place intranet sharing campus daily news and activities
- GAS (Giving Awesome Service) Awards at MPTC

2009 CQIN Summer Institute
THEME: "How to Increase Innovation in Challenging Economic Times:
Thinking Like an Innovator, Working Like an Innovator,
Teaming Like an Innovator & Playing Like an Innovator"
Major Partner: Thomas Edison and Henry Ford study w/ Henry Ford Museum

Major outcomes:

- Following oninnovation.com website from Ford Museum
- Creation of the MPTC Stressbuster (work hard/play hard) team and monthly staff events
- Encourage staff innovation and empowering employees
- Institute an MPTC presence using social media and technology

2010 CQIN Summer Institute
THEME: "Achieving Performance Excellence:
Accountability, Alignment and Integration"
Major Partner: Poudre Valley Healthcare System

Major outcomes:

- Integrate new mission and vision in 2010-2011
- Focus on performance excellence in 2011-2012
- January 2011 In-service that focuses on our customers - the students and highlights their success
- Develop an employee appreciation program.
- Hire for culture/personality tools into the hiring process? Create a behavior standards form and have all employees sign it
- Quality Council and CPLT to further investigate Hoshin Planning to help the college tie improvement projects directly to college goals and objectives

2011 CQIN Summer Institute

DRAFT THEME: "“Strengthening and Sustaining Leadership Excellence and Organizational Creativity “

Major Partners: Disney Institute, City of Coral Springs, NASA/Kennedy Space Center

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*?

The team structure at Moraine Park facilitates continuous quality improvement. Teams are perpetually reviewing processes within their sphere of influence and seeking out ways to improve. For items outside of each work team’s sphere of influence the College has developed a continuous quality improvement suggestion form, which is administered by the Quality Council. Ideas are reviewed and prioritized on an ongoing basis, and improvement events undertaken by the Quality Council. The Quality Council records the outcomes of quality improvement projects and posts results within the college and on-line to communicate process improvements and successes.

College work teams identify process improvement targets and submit them as strategic initiatives with action plans that address the annual objectives. The most recent Culture of Quality survey assisted the College in identifying barriers to a culture of continuous quality improvement. By continually monitoring the culture of continuous improvement, the College is able to adapt to the changing needs of the staff and our communities.

BUILDING COLLABORATIVE RELATIONSHIPS

AQIP Category Nine, BUILDING COLLABORATIVE RELATIONSHIPS, examines your institution’s relationships – current and potential – to analyze how they contribute to the institution’s accomplishing its mission.

Processes (P)

9P1 How do you create, prioritize, and build relationships with the educational institutions and other organizations from which you receive your students?

The College supports our faculty, staff, and administration in building collaborative relationships. The College developed these relationships to fulfill an unmet need or provide extended services to the people served by the relationship. Many of the College staff continues to be actively involved in these relationships as they are members of committees established as a result of these collaborations. The

priority for establishing the relationship varies with the type of agreement. This is outlined below:

- High Schools – Two major collaborations are the Tech Prep and Youth Options programs. The first priority is to establish collaborative Tech Prep and Youth Options relationships with high schools located in our service area. The second priority is schools located outside of our service area. Other collaborations include the College Preview Days, where high school students are invited to the campuses to preview our offerings; the area high school counselor in-service and superintendent workshops, where the counselors and superintendents are invited on campus to see firsthand our offerings, attend information sessions, and enjoy a luncheon meeting with the student service staff, faculty and the president; the high school visits by our outreach specialists, where students can meet with our staff in their school to learn more about the College; faculty and outreach specialists who provide presentations at area high schools to tell students about programs and to discuss future career opportunities; and the successful Youth Apprentice program, which is sponsored by the Association of Commerce, where high school students have the opportunity to work as a youth apprentice at a job site while in high school and then transfer the work experience credits into one of our programs of study.
- Private business - The college's Economic and Workforce Development Team, along with Academic management staff, maintain close ties with local companies. They have responsibility to informing employers and their employees as to educational and training opportunities provided by the college. They also identify performance issues companies may be having and develop and implement plans to help companies meet their educational and training needs.
- Social Service Agencies - the college maintains a close relationship with the Workforce Investment Board and Job Center staff. The college is co-located with the Washington County Job Center, the Berlin Job Center and the Fond du Lac Job Center. In addition, the college maintains ongoing relationships with numerous non-for-profits such as the Boys & Girls Club, the Salvation Army, and others.

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?

Education

Unlike community colleges, Moraine Park Technical College does not have transfer as part of its mission. With that said, many students do transfer to other colleges to complete Bachelor's degrees. The college has a significant number of articulation agreements with both public and private 4-year colleges to facilitate transfer. A new website has been established to provide our students with up-to-date information on those agreements. In 2010, the college committed resources to fund a half-time Transfer Coordinator whose responsibilities include maintaining relationships with four-year colleges.

Specific examples of our relationship with other educational institutions include:

- WTCS Interactions – A high priority are the numerous associations sponsored by the Wisconsin Technical College System that provide opportunities for administrators and faculty to meet and share ideas and challenges and to plan and develop statewide initiatives. In order for the College to be included in statewide initiatives and to have input into the decisions that will impact its future, it is critical that members of the faculty and administration are in attendance at these statewide meetings.
- Accrediting Bodies – Moraine Park has a deep commitment in providing the highest quality education possible. We are also dedicated to assuring that our graduates hold industry-recognized

certifications. To this end, institutional and programmatic accreditation has high priority. The College is accredited by the Higher Learning Commission and 17 of our programs hold specialized programmatic accreditation or are in the process of seeking that accreditation.

- Public Universities and Colleges – Because of the close working relationship within the state and the taxpayers concern about a wise use of their tax dollars; a high priority has recently been placed on relationships with the University of Wisconsin system of colleges and universities. Examples of this collaboration are the NEWERA, COBE, and JAACAP collaborative agreements, the statewide articulation agreement between the UW System and technical colleges for the associate degree in nursing into their BSN programs, and, most recently, the a 1+3 and 2+2 articulation agreement between the technical colleges in Northeast Wisconsin, including Moraine Park and the University of Green Bay and the University of Oshkosh.
- Private Universities and Colleges – In order to provide increased educational opportunities for our students, the College has numerous articulation agreements with private colleges whereby credits and degrees earned at Moraine Park transfer directly into those colleges. Examples are Chadron State College, Hamilton College, Lakeland College, Franklin University, and Milwaukee School of Engineering.

Businesses

- Direct faculty-employer contacts
- Strong connections to Chambers of Commerce
- Employer surveys
- Job Fairs and Career Days
- Strong connections to Job Centers, including the co-location with the West Bend Job Center
- The College currently has two unique programs with area businesses. Through a close working relationship with the largest employer in Fond du Lac, Mercury Marine, the Beaver Dam Campus runs their premiere training facility for dealerships throughout the Midwest who sell the Mercury outboard motors. Another successful partnership is the John Deere Apprenticeship program, unique to us, specifically designed for two of their divisions. These programs have high priority in that they meet a critical need for area businesses that support the College and provide career opportunities for our graduates.
- Another business partnership is through Quad/Graphics with other area printing businesses. Quad/Graphics is a large publications and commercial printer with a network of print-production facilities on three continents. In 2003, Quad/Graphics hosted Moraine Park's associate degree Printing and Publishing program on-site. In May 2005, 12 students graduated from the program. This endeavor met the specialized needs for district printing companies and has continued again.
- A major focus of our mission and a high priority is short-term training. Thus, our campus outreach partners are constantly contacting area businesses to offer our services for short-term training and upgrading of their workforce. The urgency of the need for the training determines the priority of that relationship. One of the strengths of the technical college is its ability to respond quickly to the needs of its business partners. An example was the College's quick response in training more welders for area businesses through the development of short-term boot camps.
- Business owners and employees serve on our program advisory and DACUM committees and provide valuable input into the content of the curriculum and the skills needed by graduates of these programs. Since the College cannot operate without advisory committees, these have a high priority.

9P3 How do you create, prioritize, and build relationships with the organizations that provide services to your students?

The college primarily connects students to out-side service providers 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 Workforce Investment Act and Trade Adjustment Act service providers. The college is currently co-located with the local Job Service at our West Bend campus and, during peak need, provided free office space to WIA & TAA caseworkers. The college also regularly contracts for services with hearing-impaired interpreter services when demand exceeds available college staff resources.

Dialog also occurs with non-profits and social service agencies who work with our students. Ideas for collaboration are continually explored including grant opportunities and expansion of services to students.

9P4 How do you create, prioritize, and build relationships with the organizations that supply materials and services to your institution?

MPTC follows state and district procurement rules in the selection of vendors that provide materials and services to the College. Depending on annual costs, MPTC will collect two or three cost quotations or competitively bid each procurement. In most cases, the selection of a vendor is based on criteria that include cost, warranty, training, past history/references, quality of work, location of vendor, etc. Once this relationship is formed, the college can maintain this formal contract up to seven years before a new competitive bid is required. Based on the quality of service to the college, we are often able to continue our relationship with existing vendors (often district vendors), but demonstrate fiscal accountability to the taxpayers by confirming cost competitiveness at least every seven years.

To further strengthen our competitive buying power, MPTC belongs to a legal purchasing consortium with the other fifteen Wisconsin technical colleges. The purchasing agents from all sixteen schools link to several state, government and regional discount buying pools to 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.

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 become aware of the current and future needs of our stakeholders. A recent survey to 425 college employees found that about 48 percent of our 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, 112 employees are members of the local chapter (MPACTE) and the Wisconsin Association for Career & Technical Education. These employees sponsor events on campus and are active in the state organization. Of these, 73 employees are also members of the Association for Career & Technical Education. Our breakthrough goal is to "develop and maintain external partnerships to support our community and further our mission." Therefore, the College supports and encourages the faculty, staff, and administration's membership and service to various community and professional groups.

- Another high priority is to provide increased educational opportunities for our students.

Scholarship support from the professional/community organizations, area foundations, businesses, and families is highly needed to accomplish this goal.

- The college maintains a relationship with Manufacturing Alliance.
- NEWERA - The college actively supports through staff time and effort, this regional economic development entity.
- FDL Association of Commerce, School to Work and Education Committees have representation from Moraine Park and other P-16 educational institutions. Mention Project Grill collaboration with high schools and businesses with support from MPTC.
- In order to meet the needs of the current and future workforce, the College places a high priority on collaboration with the economic development and workforce development entities within our district.
- This past year, a high priority of the four area technical colleges was to sign a partnership agreement with the Wisconsin Manufacturing Extension Partnership (WMEP). This goal was accomplished and the initiative continues to have the support of area manufacturers, the governor, and several large original equipment manufacturers in the state.
- In collaboration with the Workforce Development Board, we participate as part of the Rapid Response team that works with groups of dislocated workers. These meetings provide a starting point to ensure individuals have information about funding, employment, and educational resources available to them as their employer downsizes or closes. This initial contact is designed to inform workers about training options to transition back into the workforce.

9P6 How do you ensure that your partnership relationships are meeting the varying needs of those involved?

The College is constantly monitoring these relationships to ensure that the needs of the various groups are met. This monitoring takes place through ongoing communication with the partners, personal visits to businesses to determine the current and future training needs of our area businesses, input from the members of the advisory committee members, 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 and/or are brought to our attention. Currently, potential capital projects are being investigated with community partners on all 3 of the College's campuses.

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?

The college primarily uses its Intranet for communication, along with limited direct email. There are two all-staff meetings held just before the beginning of the fall and spring semesters. Most direct communication happens through Teams at various levels and, in many cases, with cross-department membership to facilitate communication and integration. Examples include:

- Administrative Council - functions as the President's Cabinet and include all Vice Presidents and Campus Partners
- College Planning and Leadership Team - made up of representatives of all System Teams and all employment categories and students
- System Teams - typically made up of representatives from all employment categories
- Program Teams (known as Work Teams) are organized into Cluster Teams that meet a minimum of twice a year.
- Task Forces - usually short-term in nature and narrowly focused
- Cross Functional Teams - broadly focused teams that recognizes the inter-relationships between

Work Teams

The College's Framework for Teams is the vehicle most often used to facilitate the creation and building of internal relationships. Each team takes minutes of their meetings and these are posted on the intranet for perusal by the College community. In addition, the Fall and Spring Semester in-service days provide a formal opportunity for sharing when all college employees come together to communicate new initiatives. The president presents a monthly update to the college community via IP Video which is mainstreamed into each staff member's desk computer.

Results (R)

9R1 What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

The measurement of the effectiveness of these [key collaborative relationships](#) varies in types of measurement tools as well as effectiveness. Often, it is difficult to measure effectiveness as the measurement is subjective when determining the benefits of increased communication.

The College regularly collects and measure data on:

- Tech Prep
- Youth Options
- Training and Technical Assistance Contracts
- Community involvement
- Articulation agreements
- Advisory Committee memberships
- Program Accreditations

The college finds it very important to listen to the voice of the staff members and for the first year had developed a [Culture of Quality Survey](#) to administer to all staff. The survey, a modified version of the Leadership survey as part of the Malcolm Baldrige National Quality Award process, was a tool for staff to rate the college on how well leadership communicates goals and objectives and facilitates continuous improvement; building it into the culture of the work being done every day. The survey results were communicated at the January 2009 in-service to all staff and it was asked that work-team leaders work jointly with Quality Council members to select 1 of the 5 focus areas to improve upon that were selected by the Quality Council. At this time, the results of the work team meetings are being compiled and will be shared on the college's intranet where action plans and goal selection will be shared.

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

The College is just beginning to collect data on the success of these relationships so some of the data is incomplete. The results are stated in 9R1.

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?

No previous comparisons made.

