

## **INSTITUTIONAL OVERVIEW**

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

### **Mission Statement**

Innovative education for an evolving workforce and community.

### **Vision Statement**

Moraine Park Technical College will be a respected and preferred educational leader.

### **2011-2016 Goals**

Achieve Performance Excellence  
Enhance Student Success  
Strengthen Community Connections

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

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

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

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

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

Moraine Park is unique in Wisconsin in that it provides a full range of services to students at each of its three campuses, such as bookstore, foodservice, student services center, library, student life, counseling and

remedial and developmental education. Furthermore, the College offers support services to underrepresented groups through its diversity relations office, disability services office, Federal TRIO Student Support Services grant and the nontraditional occupations office.

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

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

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

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

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

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

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

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