

Multi-Campus Visit Peer Reviewer Template

Reviewers should complete this template for each campus evaluated as part of a Multi-campus Visit. The reports from these campus visits should be forwarded to all members of the comprehensive evaluation or Checkup visit team and should be included with the submission of the final comprehensive evaluation or Checkup visit report.

Name of Institution: Moraine Park Technical College

Name/Address of Branch Campus: Beaver Dam Campus, 700 Gould Street, Beaver Dam, WI 53916

Date and Duration of Visit: October 23-25, 2013

Reviewer(s): Catherine Kinyon, Oklahoma City Community College, Director of Curriculum and Assessment

INSTRUCTIONS

The final report should be no more than five pages. The report begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2-3 evidentiary statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

The Multi-Campus Visit Report Form does not request a recommendation from the reviewer(s) as the report(s). Instead, the comprehensive or AQIP Checkup visit team is expected to include a discussion of the evidence related to the multi-campus visits; i.e., the evidence provided on the Multi-Campus Visit Reports, in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The Comprehensive or Checkup team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single or more than one campus and may result in a recommendation for additional monitoring or sanction.

REPORT TEMPLATE

Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Moraine Park Technical College (MPTC) has three campuses; the main campus is in Fond du Lac and its two branch campuses are in West Bend and Beaver Dam. In addition, the College offers college classes in three regional centers, high schools, and other facilities. The College also has a diploma program with five correctional facilities. The college president is officed at the main campus and there is a Dean located at each branch campus. These Deans report to the Vice President of Academic Affairs. The College operates under a centralized budgeting system. Each campus has its own culture while retaining the connected culture of MPTC.

Opened in 1968, the Beaver Dam campus has the feel of tightly knit family community. The campus is located adjacent to the Beaver Dam high school. As with the main campus and West Bend, Beaver Dam has experienced a decline in enrollment over the past three years from 1517 (in 2011) to 1080 (in 2013). The city of Beaver Dam has a population of just over 16,000 residents and is located about 90 minutes northwest Milwaukee. The Dean of the Beaver Dam campus has additional responsibilities in the areas of online education (course quality and faculty training) as well as curriculum and assessment.

History, Planning, and Oversight

Provide 2-3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution.

Evidentiary Statements:

Moraine Park Technical College operates under a centralized system of administrative processes (budgeting, allocation of funds, operational decisions, etc). The College included 21 Beaver Dam participants in the Strategic Planning input sessions. This planning process developed 7 outcomes in 3 areas: "Achieve Performance Excellence: Promote an environment of continuous improvement and sustainability; Enhance Student Success: Promote a learning environment dedicated to student achievement (Cat.1); and Strengthen Community Connections: Seek and develop opportunities that positively impact our communities (Cat. 9)." Each campus has aligned their individual identities with the overarching MPTC vision.

The Beaver Dam campus currently houses a national training center for Mercury Marine, the world's leading manufacturer of recreational marine propulsion engines. Within the Beaver Dam campus, this Mercury Marine-MPTC partnership resulted in the transformation of a vacated space into an additional wet lab and general classroom dedicated for expanded Mercury Marine training. Working with community partners helps MPTC develop *collaborative relationships* while providing *students learning* unique experiences leading to enhanced quality of life.

In addition, the budget planning process has included Beaver Dam campus' three year project to transition to a new digital surveillance security system. The outdated existing system will be replaced with a new system that will integrate with access control systems and will have the ability to be monitored and controlled with mobile devices. This priority communicates the College's concern for the safety and well-being of its stakeholders (Cat. 4, 5, & 6).

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Facilities and Technology

Provide 2-3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

Each branch campus is designed to meet the needs of a specific community and the surrounding area. These campuses are thirty or more miles away from a larger city and as such, have no bus lines. Students at both campuses do have access to a local taxi service. Wisconsin has an extensive bike trail system. The West Bend Campus is currently working towards connecting to the Eisenbahn Bike Trail. Fond du lac is located near/on the Wild Goose State Trail that extends relatively close to the Beaver Dam campus. While the three campuses are not connected by bike trails to-date, conceivably they could be. Moreover, while this does not directly speak to transportation issues, this does speak to the commitment of the state to encourage physical fitness and to provide safe bike trails for students and community members to travel.

Students are welcomed at the front desk by a Beaver Dam Campus employee with broad college knowledge. The campus is well-maintained with contemporary furnishing and multimedia. The Beaver Dam campus recently was remodeled to include a new library. The Student Life and Cafeteria area have been made with students in mind. There seemed to be adequate parking and as with the West Bend Campus, while faculty may have office space, adjunct faculty must utilize the designated small study/meeting rooms. Space is used efficiently and technology is current (Cat 3).

Students have access to all support services as they would at the main campus. Students were satisfied with the facilities and felt safe while on the Beaver Dam Campus. Students were observed gathered in groups in study areas, relaxing in the cafeteria area, and busy at computers stations in the library (Cat.3).

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Human Resources

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Evidentiary Statements:

Wisconsin is currently transitioning from a "Union" to an "at will" state. Full-time faculty expressed having a good "onboarding experience" and professional development opportunities. Adjunct mentoring appears to be less consistent. The State of Wisconsin sets standards for teaching within the technical fields to guide and ensure faculty and staff hires are of the best quality. The sample check of the adjunct revealed no hires that did not meet the established guidelines for appropriate hires. Full-time faculty and staff not having the requisite degree for a position must submit documentation to certify the requisite alternative experience or certificates are in place.

Human Resources (HR) is centralized and located on the main campus. Job descriptions are evaluated and a consistent procedure is followed for hires. New faculty are evaluated three times within the first year. After this, faculty are evaluated annually or as needed. Supervisors discuss the content of their evaluation with the faculty and the signed form is sent to HR. Teaching faculty are evaluated based on their ability to "Demonstrate delivery skills, Fulfill assessment responsibilities, Manage program and course information, and Provide support and guidance for learners." All faculty are required to have a professional development plan and to "provide program support, work as a team member and support the College Mission." Staff are evaluated similarly. Staff are evaluated annually, except new hires which are evaluated at the three and six months points of employment. Staff are evaluated for the quality, ability, productivity levels of their work as well as their ability to follow policies and procedures (Cat.4).

MPTC has been careful to establish consistency with its faculty and staff in order to build community on the Beaver Dam. Twenty-four of the College's full-time faculty as well as 45 adjuncts have their permanent assignment to this campus (Cat.3).

Judgment of reviewer(s) (check one):

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- The evidence indicates that there are concerns related to the expectations of the category.

Student and Faculty Resources and Support

Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Evidentiary Statements:

In addition to permanently locating full-time faculty to the Beaver Dam campus, the College has established a full range of student services including: admissions, advising, accommodation services, education, student support, student involvement services, and counseling services. In the Student Success center, students can receive assistance in test preparation, basic learning, and ELL services, and GED/HSED. Moreover, the beautiful college library employs helpful staff and a research librarian. In addition, the library has limited traditional holdings, as well as computer stations, digital databases, interlibrary loan services and a careers services station (Cat 3).

The branch campuses communicate with students via the *myMPTC*, the college's portal. Important dates, financial aid, news items, and resources are among the communiques listed there. In addition, the college website, campus brochures, college planners, news releases, and course curriculum all provide students with current, accurate, and useful information on courses,

programs, and student activities. Flat screen monitors display college, community, and other news. The welcome center at the entrance has an individual who possesses broad knowledge of each of the branch campuses and can provide students and visitors' information and directions to meet need for further services or coursework (Cat.1).

Judgment of reviewer(s) (check one):

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Educational Programs and Instructional Oversight

Provide 2-3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Evidentiary Statements:

The Beaver Dam Campus (like the other campuses) has its own unique programming. Onsite and mobile simulation capability at the Beaver Dam campus provides paramedic and fire training students direct learning experiences. The world headquarters for Specialty Mercury Marine are located in Fond du Lac. The Beaver Dam campus, by contract with Mercury Marine, provides their specialized training. The high dollar equipment used in the training is provided by Mercury Marine making the high quality educational partnership successful. Another unique program at the Beaver Dam campus is the Electrical Power Distribution program (Cat.2)

Course schedules are listed on the webpage, through *myMPTC*, from advisors, and are in print media. Organized brochures provide information by program are readily available to student at each branch. These appear consistent with advertised programs and degrees. The College makes extensive use of social media (Facebook, Twitter, and YouTube, etc.) through a highly structured process to ensure accuracy, effectiveness, and appropriateness of the communicated MPTC message (Cat1).

All syllabus used in any course taught at MPTC begins with the course syllabus template. Some information may be customized but critical abilities or skills are consistent and drawn from information accessed through *myMPTC*. Faculty have options to set attendance, class participation, and other policies within their individualized syllabus. Syllabus are reviewed by faculty with students and are generally posted on the portal rather than printed for eco-friendly reasons.

Regardless of the location of the class, students are asked to fill out a feedback survey within the last weeks of the course. In addition to a specific course, the survey asks the student for input on other areas of the college that support student learning. The first section is course specific. The questions are stated in the form "I understood..." and the student was asked to choose from a scale of strongly agree to strongly disagree. There was a column for not applicable. Students are then asked to evaluate overall the support systems (Counseling, Tutoring, Disability, Registration, Academic advising, General education course) on the same scale. There is an opportunity the student to suggest areas for improvement in support services. The survey collects information on the student's perception of the College's reputation and whether the student has a specific major. This survey has an open ended follow-up question inviting the

student to leave their name and contact person to be forwarded to a Careers Instructor with the assurance that this is the only piece of the survey information to be forwarded. This section is followed by an open-ended question for students to add comments about the course or its instructor. This completes the survey and the student is assured that their identity is kept private (Cat. 5).

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evaluation and Assessment

Provide 2-3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.

Evidentiary Statements

There is no differentiation between assessment processes by location. MPTC assesses student learning through a variety of ways. The College is dedicated to system of performance-based learning and competency mastery of identified program outcomes. The College has mapped its curriculum to its competencies that are then assessed by scoring guides or rubrics. Moreover, the College has a common understanding of what performance-based learning is and has determined a vocabulary to identify what constitutes Competencies, Learning Objectives, and Learning Activities. Programs are evaluated on a regular cycle and many programs benefit from the input of advisory committees (Individuals with expertise from within the field which help guide curriculum to remain aligned with active practices in the "real world").

All students graduating from MPTC, regardless of the degree type or location, are expected to be competent in core abilities. These core abilities are: communicate clearly, demonstrate integrity, act responsibly, think critically and creatively, adapt to change, work productively, and work cooperatively. All core abilities are assessed at least once throughout a program and are mapped to individual courses within a program.

In the 2011-2012 Graduate Survey, 895 respondents (out of 1,110 total) indicated nearly 90% were employed and nearly 80% of those employed were employed in their chosen field of study (Cat. 5).

Judgment of reviewer(s) (check one)

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Continuous Improvement

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements

MPTC relies on data to govern their decisions. The College's outcomes-based model of planning is used to align key performance metrics with outcomes. MPTC reports performance data, compares themselves with like institutions, and utilizes extensive surveys, business reporting tools. Each branch campus surveys their specific stakeholder needs to better prepare to serve the unique needs of their individual businesses and community members. The advisory committees from each branch provide additional input.

The College has highly structured organization teams whose compositions are drawn from across departments with membership from the Beaver Dam campus. These teams have a purpose and a consistent process of operation. Moreover, when the college outcome statements are updated, input is sought from administration, faculty, staff and students at the Beaver Dam campus (Cat.9).

Judgment of reviewer(s) (check one)

- X The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.