

## **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:** West Bend Campus, 2151 N. Main St., West Bend, WI 53090

**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.

Created around 1966, the West Bend campus has the smallest student population of 429 (2013). Following national trends, West Bend has experienced a small decline in enrollment. Located a half hour north of Milwaukee, the community of West Bend is comprised of over 30,000 residents. The Dean of the West Bend campus is heavily involved in Economic Development Washington County and President Elect of the local Rotary Club. These relationships and other relationships developed by his faculty and staff create the requisite conditions to appropriately serve the needs of the local businesses and community stakeholders there and in the surrounding area.

### **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 18 West Bend 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.

For example, West Bend hosted cross-departmental events designed to enhance student success by providing opportunities for students to explore program and career choices and meet with the staff who could help them achieve their goals. Another student success initiative was a CNC bootcamp created through a grant. Ninety four participants tested to apply for admission and fifteen were selected for participation and awarded internships with area companies.

#### **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.

The West Bend Campus is a beautiful campus. In the last few years the College has completed remodeling resulting in the addition of 7,500 more sq footage, including a new and improved Bookstore. Students have a cafeteria area as well as areas for study and group meetings. The classrooms are modern and equipped with multimedia or equipment appropriate to the program. Students indicated there was adequate parking for both traditional and handicapped individuals. While faculty had offices, part-time faculty did not have a specific designated location. The college has mitigated the lack of office space by providing multiple areas for meeting with students in private.

Students on this campus took classes via *TelePresence* and the older version of linked classrooms. Students who experience this new higher dollar classroom technology seem inclined to compare *TelePresence* with the older technology and feel slightly less happy with their technology in the classroom due to the small time delay. The computer labs had the programs they needed to get their work accomplished. *TelePresence* was indeed quite the amazing experience and the comparison was understandable.

Students indicated they felt that they were supported through all phases of their academic journey and they had all the resources or knew where they needed to go to get additional support. Students said they felt safe. The West Bend Campus has emergency procedures on the walls of the classrooms, VOIP phones in each class, and various emergency procedures are in the student syllabi. In addition, safety drills take place on site (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.

**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).

The West Bend Campus establishes its culture through its 41 faculty and 4 administrators which are permanently assigned to this campus. In addition, other staff and as many as 99 adjunct faculty meet the many needs of the students and community members(Cat.3).

**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.

**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:**

West Bend has a wonderful library, support staff, and a reference librarian to support faculty and student research needs. The West Bend Campus has a full range of services available for students. These include the Success center; Recruitment, Admissions, and Advising; Accommodation Services, Student Support, Student Involvement, Counseling, and Careers Services(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.

**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.

**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 West Bend Campus is home to MPTC's four-suite human patient simulator center. Nursing students from the other two campuses will travel to the West Bend campus for this facet of their educational training. In addition, the West Bend campus has expanded programming in Tool & Die, Graphics and Interactive Media. Other programs of notes at the West Bend campus are Chiropractic Technician; Interactive Media Design; Electricity; Heating, Ventilation and Air Conditioning; and Computer Numeric Control. Program retention data and course success data are reviewed by both dean and program faculty. Courses not meeting the program's plan success threshold are reviewed for possible success initiatives.

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.

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 West Bend 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 West Bend campus (Cat.9).

**Judgment of reviewer(s)** (check one)

- The evidence indicates that the institution fulfills the expectations of the category.
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