

# **AQIP Quality Checkup Multi-Location Report**

Moraine Park Technical College

Submitted in Fulfillment of the Multi-Location Site Visit

Oct. 23-25, 2013

## **OVERVIEW – GOVERNANCE AND OVERSIGHT OF EXTENDED OPERATIONS**

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.

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.

The Moraine Park Technical College District has a centralized planning model; therefore, administrative operations, allocation of resources, budgeting, instructional delivery methods, and means of access to services and resources at the three different campuses are determined through the College's overall strategic planning processes. Managers make recommendations based on the evidentiary trends and programs at the campuses. In addition, the West Bend and Beaver Dam campus deans provide recommendations to college-wide planning teams based on community and campus needs.

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. 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.

Moraine Park employs 118 administrators, 154 staff, 141 full-time faculty and 145 part-time faculty at its three campuses. 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.

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

at a campus or regional center, 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.

Some programming is unique to the extended campuses. The West Bend campus has a strong industrial base on Washington County, and the College serves the needs of that region through the programs available through the West Bend campus. With the Associate Dean of Manufacturing, the Associate Dean of Health and the Associate Dean of Nursing housed at this campus, the programs include CNC/Tool & Die Technologies, Fabrication Technologies and Metal Fabrication. Additional trades-related programs include Building Trades Construction Worker and Electricity. Health programs available through the West Bend campus include Medical Coding Specialist and Chiropractic Specialist. Interactive Media Design is also housed through this campus as well as Nursing.

The Beaver Dam campus hosts programs unique to the College, such as Electric Power Distribution and Fire Service Training. Leadership Development is also available at the Beaver Dam campus.

In support of all programs, the General Education, Basic Education and Careers faculty are assigned to the three campuses of the College to ensure all program students have support and access to additional program degree requirements regardless of campus affiliation.

### **ASSURING AND IMPROVING EDUCATIONAL QUALITY**

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

Faculty, students and community members at the Beaver Dam campus have access to a specialized classroom dedicated to technological advancements and non-traditional learning environments. The implementation of the Active Learning Classroom allowed the College to pilot technology resources and offered to students a non-traditional physical layout in the structure of mobile chairs and tables. This structure allows for learning pods and a classroom in constant transition, as traditional classroom tables and chairs are replaced by overstuffed chairs with desktops, a SMART board, multiple display screens and mobile flip charts for easy access and in-room transition.

Economic development activities are designed and intended to connect the business community to resources available through Moraine Park. The Economic, Workforce Development and Customized Training (EWDCT) sales staff works with business clients to determine their needs. As of July 2013, EWDCT staff will have offices on the West Bend and Beaver Dam campuses. Working with academic

staff, appropriate solutions are identified to meet the business challenge. Solutions may include open enrollment courses, program entrance opportunities, boot camps, short-term training and customized coursework. Online, blended and face-to-face formats are used to deliver course content. Outside consultants and adjunct faculty are utilized if capacity concerns exist or additional expertise is needed in addition to Moraine Park faculty and staff. Business training is facilitated through a 38.14 contract, which is required by the Wisconsin Technical College System for closed access courses. Registration of 38.14 contracts is closed to the public and delivered at a time and location determined by the business client. In addition, a state-approved survey is submitted to the responsible company contact for the training 3-6 months after completion of the training. The survey assesses customer satisfaction and overall business impact of the training conducted.

## **RESOURCE ALLOCATION**

The District has a centralized budgeting model for all campus locations; therefore, budgets are not created or maintained by campus locations. Budget managers are responsible for maintaining adequate financial, staff and capital resources at all District locations based on growth and direction outlined in the strategic plan.

The Budget Planning policy of the Moraine Park Technical College District Board of Trustees states that the budget will be developed: (page 5 of the 2012-13 institutional plan and budget)

- with staff involved in the development process;
- that complements the vision, mission and goals of the College;
- that addresses the needs of students, business and industry and other external agencies;
- that contains tax levy increases which are in keeping with economic trends; increases greater than these trends need to be justified; and
- that is sensitive to public concerns

Within the strategic planning process is a budget development phase which is completed after the strategic and internal operational planning phases (8P1, pg. 107 of portfolio). Budget managers collect input from environmental trends and updates, information from work team meetings, academic or service trends/data, and advisory committee members to complete college initiatives during the budget development phase. Through a web-based budget toolbox, college staff submit initiatives that align with a strategic planning outcome and long-term strategic goal. Approved initiatives then move to the vice president, who forwards approved requests to the President. The President's Cabinet reviews, discusses and prioritizes all new initiatives and selects those initiatives they believe will help the College achieve its strategic plan (paraphrase 8P2 on page 109 of portfolio). This process considers all resource allocations for the entire District for both operational and equipment resources.

In addition, the District annually prepares a three-year facilities plan. In 2006-07, the District retained the services of an independent consultant to complete a Master Facility Plan. The process included separate listening sessions at all three campus locations with community members, staff and students.

Based on campus needs and anticipated growth, the order of campus prioritization for capital improvements was West Bend, Beaver Dam and Fond du Lac. Overall, the plan is a product of staff, students and community members and provides a roadmap of future projects. It also includes an inventory of tri-campus maintenance needs to include parking lot, roofs, chillers, boilers, and other mechanical equipment based on estimated service life. The District does not have deferred maintenance facility projects for any campus based on these planning tools. Annually, the President's Cabinet provides updates to the plan in conjunction with architectural planning meetings and alignment with the most recent strategic plan (pg. 2 of the 2013-16 three-year facilities plan).

From 2010-11 through 2012-13, the District invested almost \$6.1 million in campus facility improvements primarily at the West Bend and Beaver Dam campus locations.

## **EVALUATION AND PLANNING**

### **Using Data to Enhance Evaluation and Improvement:**

Moraine Park is committed to making informed, data-driven decisions, as is evidenced by its investment in the Banner system, the Operational Data Store (ODS) data warehouse, the Enterprise Data Warehouse (EDW), an internal reporting system (TRICs), and business intelligence reporting tools to include Cognos. The College's investment in these products has improved access to reliable and accurate data for timely, informed and actionable decision-making to enhance evaluation and improvement.

Moraine Park submits state performance data via the Wisconsin Technical College System's data systems, such as client reporting, staff accounting, Quality Review Program, graduate follow-up studies and Perkins report cards. These tools provide peer-benchmarking information to support instructional and noninstructional program and service evaluation and improvement. In addition to full-sets of state comparative data available to the public through the WTCS web site, specific comparative information is selected, managed and disseminated via the Program Excellence Pages on *myMPTC*. These pages contain labor market information, enrollment and FTE trend information, program demographic and course completion information. The College also submits federal performance data information through IPEDS, which provides comparative data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices and student financial aid. In addition, key metrics are shared throughout the College at regular intervals, including a bimonthly FTE and headcount report and a weekly enrollment funnel report, assessing matriculation of students from application to registration.

Performance measurement for team-specific goals and strategies is supported through ongoing surveys and business intelligence reporting tools including Cognos to track metrics like course completion rates, semester-to-semester retention, and course enrollment. Utilizing this data, Moraine Park teams monitor performance on their efforts, learn from the data and make adjustments as necessary to improve institutional effectiveness, capabilities and sustainability.

**Moraine Park Offering Development, Evaluation, and Improvement:**

Program quality is of primary concern to Moraine Park. Stakeholder feedback influences the College's development of responsive academic programming, which is consistent with its mission and the diversity of the constituencies served. Programming decisions occur through faculty feedback, advisory committee input, the Quality Review Process, and input from graduates and employers.

College programs have learning objectives called "program outcomes", and courses have learning objectives called "course competencies" that represent occupational-specific abilities, which graduates need for occupational success. The program outcomes and course competencies articulate goals for student learning and assessment. Furthermore, select programs maintain specialized, industry-driven, program accreditation, examples of which include medical assisting, nursing and surgical technology. The specialized accrediting body dictates educational outcomes (for credentialing or certification purposes). Results of program accreditation processes affect strategies to improve student learning.

Moraine Park utilizes numerous sources for identifying new programming needs. These include the College's annual environmental scan report, district employment projections data, and business and advisory committee input. Once a new program idea has been identified for development, an occupational analysis is conducted. The occupational analysis includes a needs survey of local employers, labor market analysis, wage assessment, target market identification and competitive offerings across the state. In addition, the College identifies career pathway opportunities, career laddering, financial aid eligibility and transfer potential to other colleges.

After the need has been confirmed, the College conducts a DACUM. A DACUM analysis yields a skill profile chart that identifies major responsibilities and tasks of high performers in a target occupation or role. After the program curriculum is developed, program advisory committees meet twice per year to ensure the curriculum is meeting the needs of the workforce. In addition, the program advisory committee discusses industry trends and potential impacts on the program. This ensures continuous program curricula improvement that meets employers' needs and provides opportunities for student success. Developed courses are posted through the Wisconsin Technical College System for review by peer institutions. After review of peer feedback by the WTCS education director, the course is recommended for approval. This methodology for program development and course design delivers cutting-edge, sustainable and competitive courses and programs.

In addition to program advisory committee meetings, several steps are taken to ensure the highest quality of program offerings. After an initial DACUM is completed, focus sessions are conducted at least once every three to five years to validate the program competencies with advisory committee members, industry content experts, deans and faculty feedback. This process is embedded in the Program Evaluation/Quality Review Process, which aligns state and college-level indicators. The focus sessions provide an interactive and engaging approach to program analysis and prove to be an effective method of research. Ideally, a group of 10-12 experts participates from the occupational area in a two- to three-hour focus session. The participants work through a variety of activities, including a discussion on

occupational technology and skill set, an analysis of current occupational duties and tasks, and completion of a trend analysis to include organizational trends and potential impacts on the occupation.

Moraine Park evaluates programs through participation in a Quality Review Process and a Program Viability review to ensure that programs maintain quality, are current and meet employment needs of the district. The Quality Review Process aligns required state indicators with college-developed indicators in evaluating the quality of programs. Through the QRP evaluation, the College collects performance results for program learning outcomes, including course completion, graduation rates and placement data. Each program reviews this data annually either through a formal or informal quality review process. In contrast, the Program Viability process reviews current and historical enrollment and FTE data, along with labor market demand data relevant to the sustainability of each program, from a business perspective.

#### **Improving College Processes and Services Using Student Input:**

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

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

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

The semester Student Feedback Survey is distributed to students registered in undergraduate level coursework. Students are given the opportunity to provide feedback that is to be used by instructors to improve the learning experience of their students. Deans are also provided a report of their instructor's student feedback to assist in facilitating the improvement process. Within the survey, students are given the opportunity to provide their contact information to connect with a Careers Instructor for self-assessment to assist in the program selection process.

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

**Assessment of Stakeholder Satisfaction:**

Moraine Park utilizes many different tools to gauge student and stakeholder satisfaction across various areas of the College. Students share satisfaction levels via multiple surveys including the end of course Student Feedback Survey, the Graduate Follow-Up Survey, the GED Academy Survey, and the High School Alternative Program Survey. Additional surveys include the Student Success Center Survey, Advising Assessment Survey, Community and Economic and Workforce Development Course Survey, Community College Survey of Student Engagement, Finance and Facilities Survey, Diversity Survey and the Technology Satisfaction Survey. Additionally, other stakeholders share satisfaction with Moraine Park through tools such as the Employer Follow-up Survey and Program Needs Assessment Surveys. These vehicles provide regular, actionable information to drive data-informed decision-making to enhance college process and offering improvements.

Feedback regarding employee satisfaction is collected from a number of sources and reviewed by work teams, supervisors and unit vice presidents as part of continuous improvement efforts. Employee satisfaction data includes:

- 2011 Technology Satisfaction Survey (every 2 years)
- Teaching With Technology Needs Assessment (every 2 years)
- Washington County, Fond du Lac County and the Fox Valley Healthcare Alliance retirement and departure intentions studies (every 3 years)
- Professional Development Days/In-Service Surveys (bi-annually)
- Self-Identification of Disabilities Survey (every 2 years)
- Professional Development Individual Course/Training Surveys (ongoing)
- 2010 Culture of Quality Survey (every 2 to 3 years)
- 2012 PACE Climate Survey (every 2 to 3 years)

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

**STAFFING**

As Moraine Park has full campus services available to students at the Beaver Dam and West Bend campuses, the College's systems are represented through staffing. With campus deans providing oversight and leadership, additional management positions provide coverage during hours of operation.

Additionally, program faculty are assigned to the Beaver Dam and West Bend locations as their home campus, as some programs are housed specifically at select campuses (for instance, Electrical Power Distribution is at the Beaver Dam campus; CNC/Tool & Die and Fabrication Technologies are housed at the West Bend campus). General Education faculty are assigned to all three campuses. Staff from Facilities and Grounds, Student Affairs, Informational Technology, and Academic Affairs are assigned to these campuses as well, with the sites designated as their home campus. A directory of all staff and faculty and their home campus is available on the College's home page: <http://www.morainepark.edu/staff-directory/>. By clicking on "campus" on this page, one can identify the staffing resources available at each of the campuses.

## **SERVICES**

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. Personnel in these various positions often travel among the campuses to ensure student needs are met within the students' geographic locale.

At both the West Bend and Beaver Dam campuses, admissions and recruitment staff provide program information to students in individual and group meetings. Academic advisors share requirements and college services through orientation sessions. The advisors guide and advise students, while requirements are also included in course syllabi and on academic planners. Additionally, careers instructors provide tools to assist prospective students in career exploration and program selection.

## **BUDGET AND REVENUE**

As noted in the resource allocation section above, the District does not budget or monitor revenue by campus location, but rather as an entire District. However, the District does track student FTEs by campus location to assist with academic and service decision-making.

The most recent general fund summary for the District's years ended June 30, 2010-11 through June 30, 2011-12 is depicted below.





Overall, the District has a relatively strong financial position with capacity for growth at any of the campus locations. In June 2013, Moody's Investors Service confirmed the existing Aaa rating to Moraine Park Technical College due to its large and diverse tax base with favorable locations near major employment centers as well as maintaining a stable financial position despite recent reductions in state aid (*Moody's Investors Service report dated June 25, 2013*).

The District has a track record of healthy reserves due to strong financial operations. As noted above, the District has recorded financial surpluses for the past three years. The District maintains the ability to levy taxes and has consistently levied well below the existing statutory cap of 1.5 mills (2013 operational mill rate \$1.28), so it can maintain fiscal flexibility.

In addition, the District's debt position remains manageable due to rapid principal amortization (5 years for equipment and 10 years on building projects). The District does not borrow for operational purposes and has never defaulted on long-term debt repayment obligations.

For the past three years, the District has been addressing the financial obligation of the Other Post-Employment Benefit liability. Since June 2010, Moraine Park has invested \$3,625,000 in an irrevocable OPEB Trust. As of June 30, 2013, the market value of the trust is valued at \$4,540,406. Due to recent Wisconsin legislative changes including Act 10, District leaders continue to explore opportunities to minimize or eliminate the OPEB liability (unfunded balance of \$5.3 million as of June 30, 2012) within the foreseeable future.

All of these efforts are pursued to provide additional dollars for district-wide investment in campus upgrades, new programming, or staffing to allow continued growth and success of the District.

## WEST BEND CAMPUS DATA REPORT

- a. **Inception:** The first courses offered in the West Bend Vocational School were woodworking, drafting and blueprint reading, foods, clothing, typing and shorthand, elementary and advanced bookkeeping and accounting, physical education for women, art and salesmanship. Classes were held in a wing of the high school.  
During the 1940's, enrollments soared, programs expanded and the need for larger facilities became apparent. During 1966 and 1967, detailed plans for a separate vocational school were developed. The city purchased land on the northwest city limits to be used for the new location on North Main Street – this is where the campus stands today.
- b. [Programs offered](#)
- c. [Actual enrollments for each program at each location](#)
- d. **Projected enrollments for the next three years:** Like other technical colleges and the Wisconsin Technical College System as a whole, unduplicated headcount has negatively trended for Moraine Park Technical College over the past ten years. While headcount has decreased, Moraine Park has been dedicated to delivering relevant, quality programs that meet district employer needs and provide student services that support student success. The colleges FTE numbers have experienced ups and downs over the past ten years with an increased spike during the 2010 academic year. This spike was largely driven by economic factors. As the economy improves, the College has seen a drop in FTE followed by a leveling off. Despite this, Moraine Park is dedicated to growth and is projecting an increase in FTE over the next three years. The college's focus to drive FTE is to enhance connections within the community, share the viability of a technical college education, and continue to offer relevant, quality programs that meet district needs. The college will also actively identify and assess economic and market factors that impact growth patterns, and develop factor management strategies that cultivate growth.
- e. **Number of full-time and part-time faculty who teach at the facility:** While the number of both full-time and part-time faculty who teach at West Bend fluctuates per semester because of course offerings and needs, 41 faculty are assigned to West Bend as their home campus and 99 adjuncts teach at the campus.
- f. **Number of administrators on-site:** Four administrators are at the West Bend campus. These include the Campus Dean, the Campus Coordinator, the Associate Dean of Manufacturing, the Associate Dean of Health and the Associate Dean of Nursing.
- g. **Student service available at the campus:** Admissions, Advising, Accommodation Services, Basic Education services, ELL services, Learning Resources, Student Support, Recruitment, Student Involvement, Counseling, and Careers services are available at the West Bend campus.
- h. **Additional locations linked to the campus:** Jackson
- i. **Campus-specific information for any campus that might function differently than the standard branch campus practices:** N/A

## BEAVER DAM CAMPUS DATA REPORT

- a. **Date of inception:** The Vocational School Board for Beaver Dam was appointed in 1912 and offered classes in home economics, shop and drafting. The vocational school was forced to move its classes almost continuously. In 1935, the school rented classroom space in the Wisconsin Power and Light Company building on Front and Center streets and the following year classes were held in a foundry. Finally, after more than 40 years of discussion and negotiation, the present location on Gould Street was established and opened its doors for classes in 1968.
- b. [Programs offered](#)
- c. [Actual enrollments for each program by location](#)
- d. **Projected enrollments for the next three years:** Like other technical colleges and the Wisconsin Technical College System as a whole, unduplicated headcount has negatively trended for Moraine Park Technical College over the past ten years. While headcount has decreased, Moraine Park has been dedicated to delivering relevant, quality programs that meet district employer needs and provide student services that support student success. The college's FTE numbers have experienced ups and downs over the past 10 years, with an increased spike during the 2010 academic year. This spike was largely driven by economic factors. As the economy improves, the college has seen a drop in FTE followed by a leveling off. Despite this, Moraine Park is dedicated to growth and is projecting an increase in FTE over the next three years. The college's focus to drive FTE is to enhance connections within the community, share the viability of a technical college education, and continue to offer relevant, quality programs that meet district needs. The college will also actively identify and assess economic and market factors that impact growth patterns, and develop factor management strategies that cultivate growth.
- e. **Number of full-time and part-time faculty who teach at the facility:** While the number of both full-time and part-time faculty who teach at Beaver Dam fluctuates per semester because of course offerings and needs, 24 faculty are assigned to Beaver Dam as their home campus and 45 adjuncts teach at the campus.
- f. **Number of administrators on-site:** Three administrators are at the Beaver Dam campus. These include the Beaver Dam Campus Dean, the Campus Coordinator, and the Associate Dean of Economic and Workforce Development.
- j. **Student service available at the campus:** Admissions, Advising, Accommodation Services, Basic Education, ELL services, Learning Resources, Student Support, Student Involvement services, Counseling services, and Careers services are available at the Beaver Dam campus.
- g. **Additional locations linked to the campus:** N/A
- h. **Campus-specific information for any campus that might function differently than the standard branch campus practices:** N/A