September 18, 2013

Sheila Ruhland
President
Moraine Park Technical College
235 N. National Ave.
Fond du Lac, WI 54936-1940

Dear President Ruhland:

Enclosed is a copy of Moraine Park Technical College's *Systems Appraisal Feedback Report*. We ask that you formally acknowledge receipt of this report within the next two weeks, and provide us with any comments you wish to make about it. Your response will become part of your institution's permanent HLC file. Please email your response to AQIP@hlcommission.org.
Sincerely,

Mary L. Green
AQIP Process Administrator

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

MORAINE PARK TECHNICAL COLLEGE

September 10, 2013

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Academic Quality Improvement Program

The Higher Learning Commission NCA

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ELEMENTS OF **Moraine Park Technical College's** FEEDBACK REPORT

Welcome to the *Systems Appraisal Feedback Report*. This report provides AQIP's official response to an institution's *Systems Portfolio* by a team of peer reviewers (the Systems Appraisal Team). After the team independently reviews the institution's portfolio, it reaches consensus on essential elements of the institutional profile, strengths and opportunities for improvement by AQIP Category, and any significant issues related to accreditation. These are then presented in three sections of the *Systems Appraisal Feedback Report*: "Strategic Challenges Analysis," "AQIP Category Feedback," and "Accreditation Issues Analysis.*"* These components are interrelated in defining context, evaluating institutional performance, surfacing critical issues or accreditation concerns, and assessing institutional performance. Ahead of these three areas, the team provides a "Reflective Introduction" followed closely by an "Executive Summary." The appraisal concludes with commentary on the overall quality of the report and advice on using the report. Each of these areas is overviewed below.

It is important to remember that the Systems Appraisal Team has only the institution's *Systems Portfolio* to guide its analysis of the institution's strengths and opportunities for improvement. Consequently the team's report may omit important strengths, particularly if the institution were too modest to stress them or if discussion or documentation of these areas in the *Systems Portfolio* were presented minimally. Similarly the team may point out areas of potential improvement that are already receiving wide-spread institutional attention. Indeed it is possible that some areas recommended for potential improvement have since become strengths rather than opportunities through the institution's ongoing efforts. Recall that the overarching goal of the Systems Appraisal Team is to provide an institution with the best possible advice for ongoing improvement.

The various sections of the *Systems Appraisal Feedback Report* can be described as follows:

> **Reflective Introduction & Executive Summary**: In this first section of the *System's Appraisal Feedback Report*, the team provides a summative statement that reflects its broad understanding of the institution and the constituents served (Reflective Introduction), and also the team's overall judgment regarding the institution's current performance in relation to the nine AQIP Categories (Executive Summary). In the Executive Summary, the team considers such factors as: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback; and systematic processes for improvement of

the activities that each AQIP Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic Challenges Analysis: Strategic challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Teams formulate judgments related to strategic challenges and accreditation issues (discussed below) through careful analysis of the Organizational Overview included in the institution's Systems Portfolio and through the team's own feedback provided for each AQIP Category. These collected findings offer a framework for future improvement of processes and systems.

AQIP Category Feedback: The *Systems Appraisal Feedback Report* addresses each AQIP Category by identifying (and also coding) strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Through comments, which are keyed to the institution's Systems Portfolio, the team offers brief analysis of each strength and opportunity. Organized by AQIP Category, and presenting the team's findings in detail, this section is often considered the heart of the *Feedback Report*.

Accreditation Issues Analysis: Accreditation issues are areas where an institution may have not yet provided sufficient evidence that it meets the Commission's *Criteria for Accreditation*. It is also possible that the evidence provided suggests to the team that the institution may have difficulties, whether at present or in the future, in satisfying the *Criteria*. As with strategic challenges, teams formulate judgments related to accreditation issues through close analysis of the entire Systems Portfolio with particular attention given to the evidence that the institution provides for satisfying the various core components of the *Criteria*. For purposes of consistency, AQIP instructs appraisal teams to identify any accreditation issue as a strategic challenge as well.

Quality of Report & Its Use: As with any institutional report, the *Systems Portfolio* should work to enhance the integrity and credibility of the organization by celebrating successes while also stating honestly those opportunities for improvement. The *Systems Portfolio* should therefore be transformational, and it should provide external peer reviewers insight as to how such transformation may occur through processes of continuous improvement. The AQIP Categories and the Criteria for Accreditation serve as the overarching measures for the institution's current state as well as its proposed future state. As such, it is imperative that the *Portfolio* be fully developed, that it adhere to

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the prescribed format, and that it be thoroughly vetted for clarity and correctness. Though decisions about specific actions rest with each institution following this review, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

REFLECTIVE INTRODUCTION AND EXECUTIVE SUMMARY FOR MORAINE PARK TECHNICAL COLLEGE

The following consensus statement is from the System Appraisal Team's review of the institution's *Systems Portfolio Overview* and its introductions to the nine AQIP Categories. The purpose of this reflective introduction is to highlight the team's broad understanding of the institution, its mission, and the constituents that is serves.

Overall: Moraine Park Technical College is a public, non-profit, non-residential two-year college located in east-central Wisconsin with a total population of approximately 3,100. The College has three campuses, as well as additional diploma programs at five correctional facilities, serving students through online and on-ground modalities; the College's on-ground courses are offered during the day and evenings, as well as weekend offerings, and there are also accelerated learning opportunities. All three of the College's campuses offer students the same services and many of these have been improved based on the output of an AQIP Strategy Forum; this lead to the creation of a position for a part-time quality improvement manager, a quality improvement website, and an institutional Quality Council. Although these initiatives are not all still in place, based primarily on budgetary resources, the College has decentralized this work into their specific division.

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Moraine Park Technical College's** achievements and to identify challenges yet to be met.

- MPTC has established key processes for helping students learn and has utilized a curriculum design and assessment process at the course, program, and institutional levels (assessing core abilities). The College assessment culture appears to be emerging and the need for a comprehensive structured process that integrates and aligns all the different areas of student learning and development may be an important next step for MPTC to transform into a continuous, self-sustaining, evidence-based decision making institution.

- MPTC has addressed many of the elements of Category 2, Accomplishing Other Distinctive

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Objectives; however, there remain some systematic challenges in the area of consistency of processes and applications across the College that should be addressed.

- MPTC indicates that building relationships with key stakeholders is systematic. Although processes are in place to collect data and other information, that information is not regularly shared among institutional units. Similarly, relationship building processes are clear and most include explicit goals but are not effectively deployed across the College.

- Within this category, Moraine Park Technical College shows a consistent history of Valuing People. Processes and procedures presented in this category are widely deployed throughout the College; they have been in place for a sufficient length of time to be considered stable and consistent. The College has an opportunity to develop more formal and systematic processes and systems to collect and analyze current data; there is an opportunity to share information consistently across the institution.

- MPTC has made progress in its use of data, information and performance results in its decision-making. By its own assessment, the College "is still far from its desired state in the comprehensive and College-wide use of data." Communication at MPTC has been more reactive and unit specific; although progress is being made in this area as the PACE survey results indicate, communication continues to be a challenge. The AQIP initiatives and the accomplishments may provide the opportunity for the college to use gains in this category to support a sustainable quality improvement process overall. One of MPTC's strengths is its planning procedure that includes teams, committees, and processes at all levels of the institution. However, processes to use information provided, particularly

- The College has several systems and processes in place to support its institutional operations. The AQIP projects have helped in developing the emerging quality culture and assisted the College in measuring and improving institutional support processes that address the needs of students and other stakeholders. However, some key processes are aligned with individual units and are reactive rather than proactive. The College would benefit from formalizing the student support measures that would help in centralizing data collection and analysis and facilitate the establishment of clearly defined short term and long term goals.

- The processes for measuring effectiveness are consciously managed and regularly evaluated; the College indicates correctly that these lack stability. Data and performance information are

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collected from individual departments and analyzed. Since July 2011, an increased emphasis has been placed on using data to drive decision making. However, there are some significant holes in the collection and interpretation of information. For example, the fact that MPTC ranks 16 out of 16 colleges in the WTCS system in net FTE loss should prompt data analysis to develop an understanding of the underlying issues prompting this phenomenon. The resulting information will help the Institution better understand how well its own processes are working and should result in the opportunity to effectively address this and several other issues.

- The College is in a transitional phase with new leadership beginning in 2011. As the new President begins her third year, there is an opportunity to build upon and solidify the new initiatives and processes and to collect, analyze and use data to make quality decisions for MPTC. MPTC's team-based focus and its cross-functional approach to identifying areas for improvement and operationalizing them, along with alignment with the Institution's strategic plan and identification of AQIP action projects to systematize positive initiatives provide a good platform for continued improvements. In this category, there are some good initiatives, but some significant gaps, particularly in setting goals for results, tracking results and feeding that information into the annual planning process.

- MPTC has a strong history of collaborations with a long list of stakeholders, including institutions from which the College receives students, educational institutions, employers that depend on its graduates and organizations that provide services and supplies. Each unit of the College generally builds its own relationships to serve its specific needs; this process reflects collaboration that is more task-related and is not deployed in a systematic manner throughout the College. MPTC has an opportunity to develop an institution-wide, coordinated, aligned, and assessed process for building collaborative relationships.

Note: Strategic challenges and accreditation issues are discussed in detail in subsequent sections of the *Systems Appraisal Feedback Report*.

STRATEGIC CHALLENGES FOR MORAINE PARK TECHNICAL COLLEGE

In conducting the Systems Appraisal, the Systems Appraisal Team attempted to identify the broader issues that would seem to present the greatest challenges and opportunities for the institution in the coming years. These areas are ones that the institution should address as it seeks to become the institution

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it wants to be. From these the institution may discover its immediate priorities as well as shaping strategies for long-term performance improvement. These items may also serve as the basis for future activities and projects that satisfy other AQIP requirements. The team also considered whether any of these challenges put the institution at risk of not meeting the Commission's *Criteria for Accreditation*. That portion of the team's work is presented later in this report.

Knowing that Moraine Park Technical College will discuss these strategic challenges, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified the following:

- The College has an opportunity to integrate the current systems and create a comprehensive process that will involve the entire campus in the processes of data collection, analysis, and sharing for effective decision-making.

- Several initiatives exist; however, some gaps are apparent as it relates to setting of goals, tracking results, and providing that information for the annual planning process.

AQIP CATEGORY FEEDBACK

In the following section, the Systems Appraisal Team delineates institutional strengths along with opportunities for improvement within the nine AQIP Categories. As explained above, the symbols used in this section are **SS** for outstanding strength, **S** for strength, **O** for opportunity for improvement, and **OO** for outstanding opportunity for improvement. The choice of symbol for each item represents the consensus evaluation of the team members and deserves the institution's thoughtful consideration. Comments marked **SS** or **OO** may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP Category 1: Helping Students Learn: This category identifies the shared purpose of all higher education organizations and is accordingly the pivot of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet it also addresses how the entire institution contributes to helping students learn and overall student development. It examines the institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as

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technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Moraine Park Technical College for Category one.

MPTC has a clearly articulated set of learning processes, as well as an intentional process for measuring results in this area. The College articulates an aligned and detailed process for creating new academic programs within which the identified stakeholder roles of institutional personnel are clearly demonstrated.

1P1, S. MPTC first identified common student learning objectives or core abilities in 1989, and they have been periodically reviewed using advisory committees comprised of deans, faculty, and industry experts. In 2008-2009, the College revised its core abilities through an AQIP Project. Core abilities have been integrated into the curriculum using the Worldwide Instructional Design System, and they are linked via the curriculum mapping process to course competencies where they are assessed. Faculty continues to review performance data on core abilities and to make improvements by using the Program Outcome Assessment Plan.

1P2, S. Because MPTC maintains specialized, industry-driven programs, the relevant accrediting bodies dictate educational outcomes; these outcomes affect strategies to improve student learning. New programming needs are determined through environmental scans, district employment projections, business and advisory committees, and input from peer institutions; a new program then undergoes an occupational and a DACUM analysis. Updates are developed using advisory committee and faculty input, business and industry trends, internal research, the State Technical Skill Attainment process, and criteria identified by certification and accreditation agencies.

1P3, S. New course and program development follows procedures and processes established by MPTC and the WTCS Board. Data supporting program need and demand for graduates is required. The new Program Development Process (PDP) includes: proposal development, benchmarking of similar programs, labor market research, and completion of a DACUM, curriculum development, cost analysis, and formal approval from district and state boards. Figure 1.4 illustrates the College's program development process.

1P4a, S. MPTC programming decisions occur through faculty feedback, advisory committee

input, the Quality Review Process, and input from graduates and employers. Environmental scanning is used to develop trend information in designing academic programming that responds to employment market needs and diverse student needs. Diploma and certificate program development processes incorporate market analysis into institutional review.

1P4b, O. MPTC reports that programming decisions occur through faculty feedback, advisory committee input, the Quality Review Process, and input from graduates and employers. The actual process, by which College courses are designed, however, is unclear. The College also states that program quality is maintained across all locations and delivery methods, yet no evidence of this is presented.

1P5, S. MPTC uses various tools to determine the preparation required of students for specific curricula, programs, courses, and learning. Benchmarks of student performance in each case are identified, which are measured in each student's case by use of the placement exam, ACCUPLACER. Students who fail to meet the minimum scores in particular areas are required to remediate via either the Student Success Center or General College coursework (Introduction to College Writing, Introduction to College Reading, or Pre-Algebra).

1P6, S. MPTC communicates with current and prospective students through pre-college general program information and career sessions as well as print materials and the morainepark.edu website. Current students receive communication through services that supply general as well as program-specific information, printed program and course materials, and their individual web portals.

1P7, S. MPTC allows students to self-select programs of study and has processes to assist students in career selection. Assessment information refers students to counselors, disability service providers, and the Student Success Center should indicators identify a disability or lack of academic readiness. Assistance with program selection is also provided through individual counseling and advising, open house events, and hands-on summer camps.

1P8a, S. Placement scores identify underprepared students; these students are referred to the Student Success Center or they may enroll in developmental courses. Those who need assistance with technology may take free orientations in preparation for online courses or receive assistance in computer labs, the library, and other student service areas.

1P8b, O. MPTC identifies underprepared students at the time of placement testing. An

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opportunity may exist for the College to identify prospective student skill gaps and provide remediation earlier through collaboration with regional high schools and early outreach methods to adult learners. Although the College offers remedial and GED courses, it does not indicate how many GED students transition to College programs and obtain a certificate or a degree.

1P9, S. MPTC faculty members are trained in detecting and addressing students' learning styles; new faculty members participate in a first-year teaching academy covering relevant topics. Program students complete a Student Success Course to review basic skills, learning styles, and resource access information. Courses are offered in online, blended, face-to-face, and accelerated formats.

1P10, O. MPTC's portfolio included the numerous activities that are in place to address the special needs of student subgroups (Figure 1.6). However, it is not clear how the College measures the success of these programs or if the data collected is utilized by faculty to assess the current methods and set targets for improvement to better serve the different student populations.

1P11a, S. The College has an expansive set of procedures it uses to communicate its expectations for teaching and learning that begin with interviewing techniques for new faculty hires, to protocols for evaluating faculty performance, to offering various professional development courses faculty can use to improve their skills.

1P11b, O. The College indicates defining, documenting, and communicating expectations for effective teaching and learning. It is unclear from the information provided how the College defines or documents those expectations or accomplishes this in a formal, systematic manner across the College. It is also unclear whether adjunct faculty members are included in this process or have a program specifically geared towards their needs and expectations.

1P12, S. MPTC offers courses in a variety of delivery formats including accelerated, blended/hybrid, interactive video and TelePresence, online, self-paced internships, and practicums. The College collects data on student success rates by course delivery method, provide a longitudinal report housed in the Program Excellence Pages on *my*MPTC, and adjusts its delivery modality accordingly.

1P13, S. Several processes are in place to assure current and effective programs and courses. A statewide program review process called QRP, referenced in 1P4, examines quality indicator data on course completion, retention, graduation, job placement, enrollment, FTEs, and number of

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graduates. Programs also collect industry trends from advisory committees, which meet twice per year to review program curriculum and to discuss occupational trends. Employer, student, and graduate survey feedback is collected to evaluate program currency.

1P14, S. Advisory committees, a statewide review process, environmental scanning, and enrollment trending provide information to program deans and faculty advisory committees. A Program Viability process reviews current and historical data, FTE data, and labor market demand information. The Program Viability group may recommend a program for discontinuance; program modifications and/or discontinuance is approved by the Moraine Park District Board.

1P15, S. College utilizes the entrance assessment data obtained via ACCUPLACER to provide supports for students identified with needs and provided services and supports for varied needs. The Academic Alert System is identified as one of its successful initiatives. This system is activated by instructors who identify the needs of a particular student and is followed up by advisors, counselors, tutors, or other service providers. A cross functional Behavioral Intervention Team provides support for students who have behavioral issues and faculty who have to deal with the students behavioral issues in class. Faculty is provided supports and learning opportunities in several formats.

1P16, O. The College employs student involvement specialists who assist the student body to create an active co-curricular experience including many clubs, organizations, and a Student Government. However, it is not evident how the College aligns these experiences with curricular learning objectives.

1P17a, S. MPTC has graduates complete an exit assessment or State Technical Skill Attainment assessment; these are then analyzed using an analytic rubric/checklist. Outcome assessment was the focus of an AQIP Action Project in which a cross-functional team developed a plan to evaluate formative and summative assessment results using direct and indirect evidence of learning. Additionally, MPTC evaluates graduate learning assessment through graduate and employer surveys.

1P17b, O. The survey data indicate that 95% of the graduated students expressed satisfaction with their educational experience at MPTC and 96.5% of employers of these graduates expressing their satisfaction. However, the College did not report the percentage of students or the

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employers who actually returned the survey in order to clearly indicate the true accuracy of the satisfaction levels.

1P18a, S. MPTC uses program and curriculum development processes to determine assessment of student learning. The process involves developing performance outcome assessment, analyzing results, using evidence to improve learning, and developing a course improvement plan.

1P18b, O. As noted in 1P17, in 2010 the College identified an Outcome Assessment Initiative as an AQIP project. The results are at the pilot stage. MPTC has an opportunity to monitor the success of this plan and to make further refinements as needed in enhancing is assessment process. The College describes a process for assessment of student learning at the program and general education outcomes based on the Colleges' identified core abilities. It is not clear if there is process to capture course level assessments that are utilized to make improvements in current course contents and teaching formats.

1R1, S. MPTC collects and analyzes direct and indirect measures of student learning including program exit assessments; licensure/certificate exam pass rates and scores; and summative assessment of program outcomes, competencies, and core abilities is provided by employers.

1R2a, S. Performance results are collected through employer and graduate surveys. Results indicate a reduction in the percent of graduates meeting or exceeding employers' expectations in communication and real-world application of skills. Ninety-seven percent of employers were satisfied or very satisfied with MPTC graduates and 100% would consider recommending the graduate to another employer. Overall, 99.1% of employers had some level of positive perception toward MPTC's reputation.

1R2b, O. MPTC's existing processes are reported to utilize direct and indirect student learning assessment data regularly from program outcomes summative data. It would be beneficial for the College to collect/monitor formative data in order to address issues as they develop at the course and program levels and proactively address student learning issues as they emerge. Such a process has the potential to reliably impact student learning and academic excellence. The College has an opportunity to identify other measures of performance results, which might provide valuable comparison date. Although performance results are collected through employer and graduate surveys, the College did not provide current data in response to this question.

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1R3,OO. Although MPTC in previous years had scores above Wisconsin Technical College System WTCS) average for academic course completion rates, MPTC scores fell below the state average in technical course completion rates, graduation rates, and skill attainment results. The College does not provide an explanation of MPTC's Technical Skill Attainment results reflecting a decrease each year since 2008 to below the WTCS average. The College has an opportunity to analyze these and provide an explanation.

1R4a, S. MPTC collects employer feedback to determine that students have acquired competency, knowledge, and skills required for employment. Additionally, MPTC uses some third-party summative assessments to determine that their programs meet stakeholder expectations. Pass rates for various programs are benchmarked against national pass rates; MPTC program pass rates information shows that the institution competes quite favorably.

1R4b, O. The evidence presented that MPTC students have acquired the skills and knowledge required by stakeholders is inconsistent. The College reports that it collects feedback from employers, via an Employer Follow-Up-Survey, as evidence that graduates have acquired required competencies, skills, and knowledge. Figure 3.8 includes 2010 data which indicate a reduction in the percent of graduates meeting or exceeding employers' expectation in areas related to communication and real-world application compared to previous years.

1R5, O. CCSSE scores demonstrate an opportunity for improvement in support for learners with MPTC scoring lower than the CCSSE cohort and significantly lower than the top performing colleges. The student feedback data on support services shows a high satisfaction rate although the number of respondents was unclear.

1R6, S. As compared to other schools in the WTCS system, the College placement rates out-perform peers on training-related placement and are consistent with WTCS peer institutions in overall placement. Non-educational institution benchmarks are not utilized.

1I1a, S. Several recent improvements include an AQIP Academic Advising and an Assessment of Student Learning action projects, development of a Student Success course (including the use of student focus groups), moving a course later into students' programs based on input from students, standardization of course syllabi, changes in grades, and innovative technology in course delivery.

1I1b, O. Although the College provided an impressive list of recent improvements in several

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areas that support student learning, a more comprehensive and structured approach would be useful in systematically tracking and developing a formalized system to strategically plan, track, and assess improvements. There is an opportunity for the College to identify a systematic process of assessment that would be self-sustaining and linked with other areas such as program review process, student development, and community activities as well.

1I2a, S. Planning for future improvements at MPTC begins with the identification of an opportunity through various processes in the College, including the QRP, Program Evaluation, Academic Alert, Behavior Intervention Team, Data and Reporting Team, continued data analysis, feedback results, etc.

1I2b, O. MPTC describes the process by which improvements are made at MPTC, which reflects a maturing culture of continuous quality improvement. In particular, it references its current AQIP Action Project which was initially intended to develop a faculty advising model. While the focus has shifted, the College does not clarify what the new process is. Ongoing implementation of the WTCS Technical Skill Attainment Initiative is targeted for 2013 and beyond, including eight new programs, which should be benchmarked and monitored so as to gauge its success in terms of value added to student learning.

AQIP Category 2: Accomplishing Other Distinctive Objectives: This category addresses the processes that contribute to the achievement of the institution's major objectives that complement student learning and fulfill other portions of its mission. Depending on the institution's character, it examines the institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Moraine Park Technical College** *for Category 2.*

Moraine Park Technical College provides evidence of a maturing organization in formalizing processes and systems that allow the institution to accomplish other distinctive objectives. Numerous examples provided indicate that the College is data-driven, as it utilizes new technologies across the College, and is moving towards a culture that values stakeholder input.

2P1a, S. MPTC's strategic plan guides the design of key non-instructional processes that serve significant stakeholders. The Economic Workforce Development and Community Training

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(EWDCT) program acquires feedback from employers, program advisory committees, assessment surveys, feasibility studies, environmental scanning, government and service committees, and boards to develop economic development activities in various formats.

2P1b, O. It would appear that non-instructional objectives could be better aligned across the college to improve communication and collaboration, thereby better providing an opportunity for staff to recognize the EWDCT program's role.

2P2, S. MPTC uses a comprehensive environmental scanning process and reviews critical issues, long-term plans, survey input, outcome results, stakeholder input, and accrediting body feedback to determine annual objectives for non-instructional areas.

2P3, O. MPTC indicates that expectations regarding non-instructional objectives are communicated through divisional and departmental work team meetings, retreats, and advisory committee meetings. It is unclear, however, what formal processes are used to accomplish this.

2P4, O. MPTC reviews participant feedback surveys, class demand, participation and success rates, and assessment provided by employers and supervisors of workforce training participants to determine the appropriateness and value of non-instructional objectives. It is unclear, however, how the College assesses and reviews objectives on a consistent basis across the institution.

2P5, S. Needs relative to non-instructional objectives and operations are determined through an annual review of strategic goals, program offerings, economic and workforce development training needs, personal enrichment offerings, and non-instructional activities. Priority levels and required resources are identified and aligned with annual institutional planning and budgeting.

2P6, O. MPTC appears to have an ongoing process that involves interactions between unit leaders and their direct reports to identify the evolving needs of staff and faculty and to determine if the annual goals and outcomes are met at the unit levels. It is unclear, however, how the College incorporates information on faculty and staff needs in readjusting objectives and the processes that support them.

2R1, O. MPTC reports that it collects and analyzes three primary measures of accomplishing non-instructional objectives and activities, including: information on business training contracts, including feedback from the corporate community; data on high school transcript credit agreements; and measures associated with the College's Foundation asset growth. It is not clear, however, how this information/data is aggregated for the purposes of decision making and setting

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targets for improvement.

2R2a, S. MPTC's Institutional Research team conducts various surveys within the community to help assess satisfaction and to ensure that business and industry training needs are being met. Results from its statewide satisfaction surveys of contract-training participants and of those participating in incumbent worker training indicate a high degree of satisfaction. Increased staffing and new processes to build Annual Foundation donations has increased giving and resulted in a significant increase in scholarships for MPTC students.

2R2b, O. MPTC offers no explanation for the decrease in satisfactory scores for the EWDCT and AMTC (figure 2.1) from the years 2009-10 to 2011-12.

2R3a, S. In most areas, MPTC results for the performance of these processes compare favorably to statewide averages. Customized instruction and contracting results indicate that MPTC is the largest provider of students served by the Wisconsin Technical College System. Additionally, MPTC was the leader in awarding transcript course credits (enrollments and unduplicated headcount) in 2011-12 as compared to all other colleges in the WTCS.

2R3b O. MPTC has an opportunity to benchmark and compare the results of its efforts with organizations outside of Wisconsin and outside the education sector, as is appropriate.

2R4, SS. Through MPTC initiatives, relationships have developed and benefits have evolved for MPTC, associated businesses and industries, the community, and under-prepared as well as college-ready students. As a result, MPTC has been able to grow programs and extend outreach; meet the training needs of, and develop programs for, businesses and industries; provide courses to prepare students for college; and improve funding for equipment and other resources which will enhance its efforts in these areas.

2I1, S. Recent improvements in Category 2 include launching of the Strategy, Alignment and Talent program; overseeing and planning for the WI Career Pathways Website Project; adding salesforce.com, the customer relationship management tool for tracking relationships and activities with businesses; offering a Veteran's Job Fair; and providing free ACCUPLACER testing to high school juniors.

2I1, O. The projects described in Category 2 align with institutional priorities and appear to be the result of continued communication and feedback from constituencies. However, it is not clear

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how they are systematic and comprehensive.

2I2, S. Initiatives in Category 2 involving College staff or key constituents follow the same processes as improvements in all areas of the College. They are aligned with the strategic planning process and are examined in light of relevant data and input from key stakeholders.

AQIP Category 3: Understanding Students' and Other Stakeholders' Needs: This category examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Moraine Park Technical College** for Category 3.

Moraine Park Technical College understands stakeholder needs and utilizes data and performance results for strategic planning and targeting improvements. Stakeholder's needs are analyzed often to ensure that strong relationships are maintained.

3P1, a, S. MPTC has numerous formal tools and informal processes to identify and analyze changing student needs and actively develops courses of action to address these needs.

3P1, b, O. MPTC appears to recognize the need to move toward better data sharing to reduce duplications of efforts. Dissemination of information across the institution, with appropriate review and discussion of information identified, could also help the institution understand the student experience from different perspectives, providing MPTC a more comprehensive understanding of their student body.

3P2, S. MPTC provides new-student orientations (some programs piloting mandatory orientations), events, and services to help students understand and manage financial options, student clubs, lectures, student-connection events, conference participation, student government connections, disability services, non-traditional student support, and a breadth of services to assist those with diverse backgrounds as well as first-generation college students, students with learning disabilities, and low income students.

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3P3, O. MPTC employs processes, mostly informal, to acquire feedback from key stakeholders.
The apparent lack of clear and formal processes in collecting data, procedures for analysis, and
decision-making for addressing changing needs of key stakeholders presents challenges for the
College.

3P4, O. Faculty and staff regularly interact with key stakeholders through formal and informal
means. Efforts include Financial Aid, Admission, and Disability staff outreach to high schools,
as well as outreach by the Alumni Advisory Committee. It is unclear how the College builds and
maintains relationships with key stakeholders; there is a lack of clear and formal processes in
place to monitor key stakeholder relationships.

3P5, S. MPTC engages in extensive environmental scanning, which identifies information such
as high school population trends, community and cultural trends, state economic trends,
workforce skills gaps, governmental educational mandates, and an emerging recognition of the
needs of student veterans. The College shares this data with managers to identify new
opportunities to serve these populations.

3P6, O. MPTC has many ways for students to ask questions, share concerns, and provide other
feedback, including web-based *Talk2Us* and *Contact Us*, a chat feature implemented by the
College library, as well as other less formal opportunities. It is unclear how the College
consistently and formally collects and addresses complaints from student and other stakeholders.

3R1, O. MPTC employs several student satisfaction and key stakeholder surveys to obtain
information for use in decision-making; however, it is unclear how these are assessed formally
and in consistent procedures which can be reviewed by the college administration.

3R2a, S. Performance results indicate that students surveyed between Fall 2011 and Fall 2012
were satisfied with courses, instructors, programs and services. Graduate follow-up surveys from
2004-2012 indicated close to "excellent" scores regarding satisfaction with MPTC training.

3R2b, O. The College has an opportunity for sustaining the data gathering efforts and conducting
longitudinal studies that have the potential to provide the college with valuable information in
tracking patterns in student satisfaction variables.

3R3a, S. MPTC has moved from "Military Friendly" to becoming a "Military Supportive"
institution and advising surveys show a high level of student satisfaction with the work of
MPTC's five veteran academic advisors. Student satisfaction with MPTC's Counseling and

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Disability services has increased since 2009. Diversity Services has experienced successful referrals and notes that MPTC's minority graduate employment is at 100% within 6 months of graduating (compared to 88 percent of all MPTC graduates).

3R3b, O. The College has an opportunity to increase the respondents to its surveys from a lower than average return rates of 13.3 % to MPTC's suggested average range of 25-35%. This may help the College make decisions based on more accurate data than the ones based on current rates.

3R4, O. Data collected by MPTC from 2008-2009 to 2010-2011 concerned with satisfaction levels of its most important external stakeholder group -- employers of MPTC graduates -- indicate a reduction in the percent of graduates meeting or exceeding employers' expectations in 2010-2011.

3R5, O. MPTC's faculty and staff significantly interact with key stakeholders by serving on various community committees and boards and by participating in many different area events. The College's performance results with key stakeholders, however, are not significantly linked into communication streams within the campus, one result of which is that much performance data are anecdotal or retained in individual units.

3R6, OO. MPTC results on five key areas of the CCSSE indicate that the College performed above the CCSSE group on Active and Collaborative Learning, but its scores were below the CCSSE and WTCS cohort averages in Student Effort, Academic Challenge and Support for learners.

3I1a, S. MPTC has made several improvements in financial aid processes, including the Self-Service feature for financial aid awards through *my*MPTC, added academic support specialists who work closely with faculty, added an AmeriCorps VISTA volunteer, expanded student payment options, upgraded Web course search functionality, employed behavior intervention software, developed an online application, added Ifbyphone calling software (for reminders to students), and improved tutorials and support for online services.

3I1b, O. There does not appear to be systematic and comprehensive processes and performance results for Understanding Students' and Other Stakeholders' needs. Developing and implementing formal, centralized processes to plan, budget, track, and assess performance results may help utilize scarce resources more effectively and allow for strategic, coordinated

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improvements college-wide. It would seem that if MPTC were to better share information across the campus on key stakeholders' processes and feedback, additional improvements could be made that would better align key constituent needs with the College's strategic planning and improvement.

3I2, O. MPTC is developing a culture and infrastructure that seeks collaborative input and decision making which garners feedback from stakeholders. The College has an opportunity to develop a systematic process of identifying all stakeholders' needs, tracking trends, setting targets, and establishing a sustainable continuous quality improvement process.

AQIP Category 4: Valuing People: This category explores the institution's commitment to the development of its employees since the efforts of all faculty, staff, and administrators are required for institutional success. It examines the institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Moraine Park Technical College** for Category 4.

Moraine Park Technical College has provided many examples of processes and systems that support and enhance a culture of Valuing People that is based on assessment and data-based decision-making. The College is committed to key goals that inform decisions and align with the institution's mission and goals. The multiple areas identified for improvement indicate that the College is dedicated to continuous quality improvement and increased employee effectiveness.

4P1, S. Hiring processes at MPTC reflect the institution's student focus. Human Resources assists in hiring supervisors in identifying the appropriate skills needed for each new hire. Faculty job descriptors emphasize excellence in teaching, advising, and mentoring. Management descriptors emphasize the integration of management principles of employee participation, teamwork/collaboration, customer focus, and continuous improvement. Support staff job descriptors emphasize student contact and customer service.

4P2, S. The MPTC Human Resources department processes appear to be structured and

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effective with staffing metrics and background checks for all employees and applicant tracking software in place.

4P3, S. Recruitment processes are integrated into team-based practices as well as planning and budgeting processes of the College. Multiple recruitment sources are used; effectiveness of these sources is tracked by the Human Resources staff. Processes are in place to assure effective, efficient, and fair hiring processes. Competitive wages, benefits, working conditions, and professional development opportunities are among the retention strategies used by the College. MPTC participates in a local and statewide wage and benefits surveys to help assure it remains competitive in recruitment and retention of staff.

4P4, SS. MPTC utilizes a comprehensive two-year orientation process for all employees. The process includes mentoring, online and face-to-face training, and on-the-job experience to orient all new staff to the College's history, mission, and values. Individual professional development plans are available through a customized channel on *my*MPTC. A new employee handbook will be implemented by July 2013.

4P5, SS. MPTC's hiring is aligned with the institution's instructional programming and strategic plan; these processes anticipate upcoming retirements. Cross-training promotes the transfer of critical skills and knowledge. A leadership succession plan and a management-training program help prepare employees to advance to higher positions. New and enhanced recruitment sources are used to help assure a sufficient applicant pool.

4P6, S. MPTC has in place frameworks and templates for teams to use in aligning their work with strategic objectives, utilizing cross-functional and project teams. Teams are expected and empowered to go beyond initial structures and practices to recommend new structures which can make an impact at the organization level. Satisfaction data is collected from many sources and processes are developed to respond to employee and supervisor feedback.

4P7, S. MPTC has established policies and procedures regarding ethical, lawful, and professional practices for employees and has developed ongoing training for staff; processes to resolve complaints are explained in the 2012-13 Employee Handbook. Annual employee performance reviews provide feedback on an individual basis.

4P8, SS. MPTC has developed a professional development needs assessment. Every employee's professional growth plan is reviewed annually; these have input from the employee, supervisor,

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and the Organizational Development staff. Professional growth plans and employee skills are evaluated and customized plans address employee, departments' and units' professional development needs. Benchmark measures are employed for professional development and training activities.

4P9, S. Each employee and team is guided by a professional development plan, which is reviewed regularly and is tied to the institution's goals and outcomes. Once training is completed, each employee is invited to develop an annual professional development plan, which helps align individual skill sets and attitudes with College value statements. Employees share expertise and learning through in-services and other opportunities. Best practices are rewarded with priority access to professional development resources. Professional development progress is reviewed and discussed regularly.

4P10, S. A customized performance evaluation instrument is available for each employee group; these instruments were designed with input from employee groups as well as from professional support. When performance needs improvement, action plans are developed to identify deficiencies and outline needed changes.

4P11, S. MPTC employs regional wage and benefit studies; pay increases support professional development and educational level attained. MPTC offers employees an Employee Assistance Program, a Wellness Program, professional leadership development, and tuition reimbursement. An annual Retirement and Service Recognition event honors retirees and employees, recognizing their work; all employee groups have unique appreciation days.

4P12a, S. MPTC determines and addresses key issues related to motivation of faculty, staff, and administrators through its Human Resources' annual initiatives, yearly reviews and development of benchmark information on employee satisfaction. These data are used in institutional planning.

4P12b, O. The college portfolio indicates that Human Resources metrics and benchmarks appear to provide the data on employee satisfaction and help target areas that need improvement for the College. It is not clear how the College analyzes the data to set the course for action to increase the motivation of faculty, staff, and administrators.

4P13a, S. Through the PACE survey, information on MPTC campus climate is determined. A College Safety Committee, Crisis Response Committee, and Human Resources all address issues

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related to safety and well-being. Web resources, the Employee Assistance Program, and wellness initiatives help identify and address issues. A Grievance Procedure is in place for resolution of issues.

4P13b, O. The crisis response and emergency management processes were unclear in regards to safety drills, tabletop events, and other trainings for employees and students.

4R1, S. MPTC employs a number of sources to determine employee satisfaction. Results are reviewed at the unit vice-president level and are posted on *my*MPTC for employee review and dialogue. Feedback is considered at the President's Cabinet and action items can be developed in response. Human Resources staff review metrics and performance measures; these are addressed in the institutions' annual planning process.

4R2, O. The PACE employee survey provides the College administration valuable data on making quality improvements in this category. Although two areas were identified encompassing open communication and employee inclusion, it was unclear as to how the College plans to address these identified gaps.

4R3, O. The data collected from students after graduation (Figure 3.6), and feedback from students after the completion of courses (Figures 3.2 and 3.5) indicate a general level of satisfaction with the educational experiences at MPTC. Faculty, staff, and administrators provide input in developing College initiatives and the progress on these which are reported in the College annual financial report. However, there is an opportunity to develop formalized processes for collecting, measuring, and assessing performance results that clearly identify productivity and effectiveness in achieving the College's overall goals.

4R4, S. MPTC's PACE Climate survey results showed improvement in each climate factor and surpassed the National norm base mean score in half the climate factors; overall score was slightly higher than the norm base score. The institution's discrimination grievances were lower than the WTCS average. MPTC's graduates' employed in their field identified technical education as important or very important to beginning their career, slightly above the WTCS average of 91%.

4I1, O. Although MPTC lists an impressive list of recent improvements in Valuing People, the College may consider developing formal and systematic processes and systems to collect, understand, and continuously improve performance.

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4I2, S. The MPTC human resources team has implemented several new initiatives designed to demonstrate their commitment to employee satisfaction including wellness initiatives, technology training, a comprehensive College orientation, and an online talent management system.

AQIP Category 5: Leading and Communicating: This category addresses how the institution's leadership and communication structures, networks, and processes guide planning, decision-making, seeking future opportunities, and building and sustaining a learning environment. It examines the institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction-setting, use of data, analysis of results, leadership development and sharing, succession planning, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Moraine Park technical College** for Category 5.

Decisions at Moraine Park Technical College are driven by collaboration; a cross-section of employees from various areas within the institution makes many of the College's decisions and communicates them to their departments or units. The College is also working on using specific data to select process to improve.

5P1, S. MPTC encourages widespread participation from internal and external stakeholders in their strategic planning process. Listening sessions and surveys are utilized at varying locations and times to allow for comprehensive input in the process. A broad-based team, College Planning and Leadership Team (CPLT), uses the feedback to develop key goals and strategies.

5P2, S. The College engages in a systematic strategic planning process which involves faculty and staff, students, and community. The Institution has an annual plan in place to garner input, set goals and gain approval of their strategic plan. The feedback obtained from the various sessions was categorized into themes which were reviewed by the President's Cabinet and were broadly shared with the College community and the Board. The Board of Trustees reviewed unit's progress twice per year; each of the unit vice presidents were held personally accountable for progress made on individual initiatives.

5P3a, S. A series of listening sessions are held for students and business and community leaders. Input from these stakeholder groups is instrumental in developing the College's goal statements. Information developed through environmental scans also helps provide input on needs and

expectations.

5P3b, O. MPTC addresses several methods for collecting data on the needs and expectations of students and business leaders via surveys and listening sessions. There is an opportunity for the College to broaden those methods to include College staff and arrange for additional outreach to community members. The Institution makes reference to an annual environmental scan; however, this is not listed in figure 5.1 as a method for collecting feedback.

5P4, O. Although MPTC employees are encouraged to stay abreast of future opportunities via various media sources and share these with the Institutional Research department, it is unclear how these are collected, synthesized, and shared across the Institution.

5P5a, S. Within MPTC's decision-making framework, the District Board and staff are guided by a set of policies and procedures, which are openly posted on *my*MPTC for all staff to review. MPTC practices participatory planning, problem solving and decision making, and it relies on its teams to make recommendations or decisions within their sphere of control, thereby facilitating continuous quality improvement. Every unit within the College has an active support network of work teams, cross-functional teams and project teams, and every employee is a member of at least one work team, but often more. Various cross-functional teams (Figure 5.2) make decisions within their sphere of control or make recommendations which are reviewed by the president and the President's Cabinet which determine on what, if any, actions will be taken.

5P5b, O. MPTC stated that communication continues to be an issue at the College. The College reports that "work teams are the building block for communication and decision-making" and that "communication and decision making travels between various teams and the work team." It is unclear whether this is a designed communication plan or if it is a chance occurrence. Additionally, it appears the work team structure could be simplified.

5P6, S. MPTC's access to data improved through acquisition of the Banner system. Information collected from students, staff and the community flows into a follow-up series of studies; upon completion of each study, the appropriate vice president works with the President's Cabinet to review results, write a summary, and formulate action items. An AQIP action project on business intelligence aligns institutional data with strategic planning, accreditation and College initiatives.

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5P7a, S. The implementation of the *My*MPTC portal has allowed for greater transparency in the communication at the College; with the hire of the new president in July 2011, there has been an even greater focus on improved communication.

5P7b, O. It is unclear how the communication and decision-making takes place among teams. The College states that the team structure was designed to ensure open and frequent communication; however, there are no examples presented on how this occurs.

5P8, S. The College mission and vision are communicated electronically on *my*MPTC the public website as well as personally through orientations and performance evaluations. *my*MPTC maintains a well-developed structure of opportunities for employee training and professional development.

5P9, S. MPTC develops, strengthens, and encourages leadership development through participation in projects and initiatives, various leadership, skill-building and professional development opportunities, tuition reimbursement to encourage professional growth and pursuit of master's-level coursework, and various state leadership opportunities. MPTC teams share best practices to foster continuous improvement.

5P10, S. The Screening and Interviewing Committee identifies candidates with qualifications and attitudes that align closely to the College's mission, vision, and values. The College has a leadership succession plan in place which aligns with supporting processes such as performance appraisals, skills, competency assignments, and professional development plans.

5R1a, S. MPTC worked with the Hay Group to develop a performance management system, which has been in use since 2007. The system assesses detailed performance measures on all managers including items related to accountability; collaboration; continuous improvement; decision making, problem solving and judgment; diversity and respect; financial management; and job-specific performance. The PACE survey addresses institutional structure, supervisory relationship, teamwork and student focus. The report, developed by the National Initiative for Leadership and Institutional Effectiveness (NILIE) from the survey results, provides a comparison to other colleges for benchmarking purposes. Each unit leader reviews the results with the team, solicits additional feedback and shares that information with the President's Cabinet, which addresses key findings and identifies areas for improvement.

5R1b, O. In 2008 and 2010, MPTC's Quality Council administered to all staff a Culture of

Quality Survey, based on Malcolm Baldrige criteria. The survey was designed to assess the College's framework and culture for quality improvement. Five key focus areas were identified for improvement in 2008. Those areas were identified in the 2010 survey to gauge the effectiveness of improvement initiatives, the results of which showed only slight improvement over the 2008 results for the five key areas. See Figure 5.4. There is an opportunity to monitor the effectiveness of the improvement initiatives.

5R2a, S. MPTC considers its PACE survey the vital tool by which it can assess results for leading and communication processes and systems. Since 2006, when the College began administering the survey, it has seen an increase in mean response scores on every leadership and communication related question with each survey iteration -- in some cases seeing significant increases.

5R2b, O. The results noted in 5R2 notwithstanding, there are several areas where MPTC's average mean scores are still below where the College would like them to be, thereby providing the College with an opportunity for improvement. Examples where this is the case include the extent to which information is shared within the institution, the extent to which decisions are made at the appropriate level, and the extent to which staff are able to appropriately influence the direction of the College.

5R3a, S. Comparing the PACE survey results to a national sample of peer institutions for questions associated with leading and communicating processes and systems, MPTC fared well. The College's mean score was higher than the base norm on 12 of the 21 questions associated with leading and communicating.

5R3b, O. In addition to the PACE survey, MPTC participates in numerous comparative benchmarking processes throughout Wisconsin with peer technical colleges, including the WTCS Client Reporting, Staff Accounting, Contracting, Uniform Financial Fund Accounting System and numerous other data systems. The College has an opportunity to report the results on these comparative benchmarking processes.

5I1, S. The strategic planning process is inclusive of all faculty and staff, as well as other key stakeholders and includes a process for engaging in continuous improvement dialogue. Various initiatives were described which support continuous improvement efforts. Presidential leadership and communication with key stakeholders is a priority. Several improvement initiatives were

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described to demonstrate the College's commitment to improvement performance for communicating and leading.

5I2, S. The MPTC culture is built around their strategic planning and budgeting infrastructure to create an environment that utilizes feedback to develop key initiatives.

5I1/5I2, O. MPTC reports indicate retooling efforts beginning in 2011 that appear to focus on increased visibility and communication between the College leadership and both its internal and external stakeholders. The College has an opportunity to evaluate its efforts in this area and set targets for improvement.

AQIP Category 6: Supporting Institutional Operations: This category addresses the variety of institutional support processes that help to provide an environment in which learning can thrive. It examines the institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Moraine Park technical College** for Category 6.

Although Moraine Park Technical College has made improvements with supporting institutional operations, because of recent, significant leadership changes, the College is working on improving their benchmarking and lessening their reactive approaches to various processes.

6P1a, S. MPTC identifies students' support service needs via academic appeal and grievance processes, grant data analyses, financial aid analyses, Alumni Advisory Committee, the Community College Survey of Student Engagement, Talk2US feedback survey, and annual listening sessions during strategic planning processes.

6P1b, O. While data collected for student needs appear to follow the continuous quality improvement process, it is not clear if a comparable process is in place for other stakeholders' needs.

6P2, S. Direct communication tools such as team meetings, e-mail, telephone, *my*MPTC or direct mail processes assist in identifying faculty and staff support service needs. The College's team structure provides numerous opportunities for faculty and staff to effectively communicate.

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6P3, S. The College has at least three teams focused on College safety and security. The College utilizes drills, tabletop exercises, as well as other exercises to prepare for a campus crisis. Procedures are posted in multiple locations and several new policies have been implemented to address safety and security.

6P4a, S. MPTC utilizes its various teams that address daily operations for managing and tracking key student and administrative support service processes. Institutional Research staff analyzes data obtained on a day-to-day basis and send specific data and reports to the appropriate stakeholders for action.

6P4b, O. It is unclear how information is shared, how decision-making is coordinated across the institution, and how the Institution documents information.

6P5, S. MPTC lists several ways by which it documents its student support services, including the Student Handbook, the College catalog, the College website and *my*MPTC. Staff information is primarily shared through College policies, procedures and guidelines available on *my*MPTC, as well as at fall and spring in-services. MPTC's team structure encourages staff to share knowledge and develop innovative solutions.

6R1, S. MPTC represents key measures of student and administrative service processes in Figure 6.1 and 6.2. Figure 5.1 lists the methods used to collect and analyze multiple processes.

6R2, S. MPTC provides data in Figures 6.1 and 6.2 to demonstrate the processes, measures and results collected and analyzed, and include narrative on several of the processes. The College acknowledges several areas that require attention including the student loan default rate, academic advising, and operational costs per FTE.

6R3, O. MPTC lists its performance results for administrative support service processes in Figure 6.2. An area of concern for the College is its increased cost per FTE, which now ranks 4th highest within the Wisconsin Technical College System. Although it cites possible reasons for this, such as stagnant FTE growth, expanded remedial and student service offerings and investments in new technology, it also realizes that it has an opportunity to search for ways by which to offer its programs and services for less while maintaining quality.

6R4, O. It is unclear how MPTC administrative and institutional support areas use information and results to improve their services.

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6R5, O. MPTC has an opportunity to improve its lower than state average FTE growth, high school direct enrollment and net student transfer out of district. Additionally, it is unclear why the College did not provide data from its use of the Community College Survey of Student Engagement (CCSSE) which provides comparison for support service functions with national and like-institution cohort groups.

6I1, S. MPTC has demonstrated improvements in many support service functional areas that have the potential to build the College's service quality and make support processes more systematic and comprehensive for all stakeholders. Noteworthy improvements include: a professional academic advising model, Academic Alert System, document imaging, internship website, student emergency fund, and expanded and enhanced support services and classroom spaces.

6I2a, S. The College targets and addresses improvements during the strategic planning and budget development cycle, which includes AQIP Action Projects.

6I2b, O. MPTC has undergone significant leadership changes over the past two years that appear to be moving the College out of a reactive culture to one wherein student, staff, and stakeholder service needs are more systematically identified, provided and assessed. However, these changes have not been fully deployed across the College nor their success demonstrated.

*AQIP Category 7: Measuring Effectiveness: This category e*xamines how the institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines the institution's processes and systems related to collection, storage, management, and use of information and data both at the institutional and departmental/unit levels. It considers institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Moraine Park Technical College** for Category 7.

Moraine Park Technical College is working on the stability of their processes to increase continuous improvement, and inclusive, data-based decision-making.

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7P1, S. MPTC hired a business intelligence manager and has implemented a report request and development process. The process provides a means to collect information on needed reports, develop and test reports, and build an accessible report library for broad distribution of consistent information and data.

7P2, S. Performance information on annual initiatives is collected and documented twice per year and shared with the District Board and College staff. Key metrics are shared throughout the College at regular intervals. Ongoing surveys and reporting tools are used to measure team-specific goals and strategies, thus adjustments can be made as needed to improve institutional efforts.

7P3a, S. MPTC has a centralized Institutional Research (IR) team that collects, stores, and disseminates all data for strategic planning and performance monitoring. Individuals, departments, teams may request for data using an Institutional Request form and the data can be generated using standardized reports such as Cognos, Argos, Toad Discover, and SQL. Additionally, a cross-functional team of data users and process owners is engaged in promoting accuracy as well as effective data use. Due to limited resources, much non-official College data is collected by work teams and units.

7P3b, O. Over the past two years, MPTC has moved toward a centralized reporting model where institutional data is owned by the Institutional Research team. The IR team collects, stores, and disseminates all official College data used for strategic planning and performance monitoring. However, MPTC reports that despite its efforts limited resources to develop processes to immediately store and retrieve all College-wide data has resulted in a significant amount of non-official College data being collected by work teams and units in the College. MPTC has the opportunity to become more efficient at developing standardized processes, creating specifications to implement modifications and utilizing Banner functionality, which will eliminate shadow databases, enhance accessibility, and improve consistency.

7P4, O. Primary accountability for management and analysis of College-level data resides within the Institutional Research Department. Other teams and units within the College, such as Finance, Human Resources, and Information Technology, collect, analyze and disseminate data specific to their work. The College reports, however, that as processes improve it has an opportunity to better communicate data to all stakeholders within the College.

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7P5a, S. The Wisconsin Technical College System drives many of the data and information decisions of MPTC. Other drivers are strategic goals and outcomes set by the President's cabinet. Although noted as a challenge, the College compares itself to non-educational institutions in several ways such as wage and benefits, financial rating, energy usage and technology response time.

7P5b, O. The College indicates that institutional-level comparative data is determined by the goals, outcomes and initiatives of the College, as well as the strategic directions set by the President's Cabinet. It is unclear, how the Institution determines needs and priorities for comparative data and information. It is unclear what criteria and methods for selecting comparative data and information within and outside of the Institution. The College has an opportunity to establish, monitor, collect, analyze and distribute data across the entire Institution.

7P6, S. Each team within the College establishes initiatives which align with the College goals and the department goals. Analysis of data is shared with faculty and staff via Program Excellence pages on myMPTC. The data collected is used by faculty and the dean for continuous improvement.

7P7, S. Historical information is managed and secured through the WTCS (statewide, comprehensive) reporting processes, which are accurate but not timely. Banner system and processes associated with it provide MPTC with the ability to assure data security, access and reliability, training and assessments to acquire data system access, and a defined security and roles process (in implementation). Information Technology follows a defined security access structure that meets industry standards.

7R1, S. The College Information Technology Department uses several survey instruments to gather feedback from students, faculty and staff to gauge its effectiveness in providing services to support their needs. The college indicates that review of the processes takes place on a regular basis and provides some examples of using the survey results to make changes (Figure 7.4).

7R2a, S. MPTC reports that historically, College-wide key performance indicators relate directly to the mission and goals of the College. With the arrival of a new president in July 2011, an outcome-based model of planning was introduced to the College with key performance metrics aligned with outcomes as of 2013-14.

7R2b, O. The College has an opportunity to address clearly the evidence that the system for

Measuring Effectiveness meets Moraine Park Technical College's needs in accomplishing its mission and goals.

7R3, OO. MPTC is at or below the state average of key institutional metrics and while they note that this prompts incentive to research root causes, they appear not to have conducted this research or begun to address cause.

7I1, S. The College has made significant improvements in this category, including the implementation of the Banner enterprise resource management system, establishment of a data warehouse with Argos and Cognos reporting, initiation of the Business Intelligence AQIP Action Project and development of the TRIC system.

7I2a, S. The most promising developments in this area were MPTC's moving to an outcome-based planning model, to a more inclusive process for staff input, and migration of quality improvement efforts from a single accountable team within the College to dissemination of accountability to all teams within the College.

7I2b, O. The institution has yet to capitalize on its emerging culture and processes and may benefit from selecting specific processes to improve and setting targets for performance results.

AQIP Category 8: Planning Continuous Improvement: This category examines the institution's planning processes and how strategies and action plans are helping to achieve the institution's mission and vision. It examines coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; analysis of performance projections and results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Moraine Park Community College]** for Category 8.

The College continues to study and assess its processes, its systems and performance results to set targets and execute planned improvement strategies. While data collection and analysis has been ongoing, these have been mostly informal without a necessary focus on cost-saving measures.

8P1a, S. The most critical planning process at Moraine Park is its strategic planning process. The strategic planning process has been reviewed and revised over the past two years to provide a more collaborative and engaging means for all staff and students to be involved in setting the College-wide direction (Figure 8.1).

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8P2, S. Annual Planning and Budget Development processes include feedback from faculty and staff, with requests made by unit leaders and vice presidents; the President's Cabinet reviews annual initiative requests, aligning those with the strategic plan.

8P3, S. MPTC conducts a comprehensive strategic planning process every five years with updates taking place annually. The annual Environmental Scanning report provides supporting information for the plan updates. The College's work teams have the opportunity to submit a College initiative to the unit vice president and the President's Cabinet. After initial approval of the initiative, the budget manager and team members create key action plans to support the initiative, which are reviewed by the President's Cabinet. If the initiative meets with the Cabinet's final approval, it is included in the budget.

8P4, S. MPTC employees at all levels have the opportunity to contribute to the planning and budgeting process through department level teams and/or cross-functional team planning. Initiatives are aligned with the College mission and goals and ascend to the President's cabinet through a formal process.

8P5, O. College outcomes, or objectives, are defined with input from staff and students, as outlined in 5P1, 2, and 3. The President's Cabinet establishes metrics that are used to measure each goal and outcome. Due to changes in the planning process, metrics were not developed for 2011-12 or 2012-13, but they have been developed for 2013-14 (see Figure 8.2). The College has the opportunity to improve on both the processes and results of previous metrics.

8P6, S. The President's Cabinet evaluates all initiatives to ensure they align with College's goals, outcomes, and budget. Initiatives are ranked and the highest priority initiatives are approved and funded within limitations of the College's budget.

8P7, S. To minimize risk, MPTC uses data extensively in decision-making. Data used in investigation includes regional labor market projections, primary survey data from regional employers, regional wage data, and environmental scan data. The MPTC planning process requires multiple checkpoints and supporting information for new initiatives moving forward for Cabinet approval. Employees have a wealth of information available to them through environmental scanning and regional and national data to be able to minimize risk.

8P8, S. The College has a comprehensive organizational and individual professional development planning process in order to nurture its employee development. All employees are provided with

annual training opportunities, and supervisors establish professional growth for their staff to ensure that their skill sets align with the College's strategies and action plans.

8R1a, S. Effectiveness indicators are shared with the District Board and the College community based on key performance indicators tied to the College's goals and outcomes. These formal indicators are designed expressly to measure the success of the College's planning process and resulting actions (Figure 8.2). Annually, the College makes changes to the planning process based on feedback received from the planning and budget managers.

8R1b,O./R2, O. Although MPTC utilized a goal attainment report card in the past, it is unclear why the change in the planning process eliminated the report card. The College has the opportunity to solidify a new reporting process such as a dashboard that will give stakeholders a clear and concise view of the College's progress and success**.**

8R3, OO. MPTC acknowledges that the leadership change in 2011 has stalled the process for long-term planning. The College leadership has the opportunity to create a long-term vision for the College and to make this a top priority during FY 2013-2014**.** In July 2011, use of previous performance metrics was halted; new metrics now have just one year of information. This will be addressed in an August 2013 District Board and College leadership planning process. Development of these targets for performance of strategies and action plans is a critical rudder in steering the Institution; it is very important that this initiative proceed successfully and integrate with College planning processes.

8R4, O. The College did not compare the performance of its processes to organizations outside of higher education. MPTC performed lower than WTCS in a number of performance metrics as shown in Figure 7.5. For the past five years, the College has supported teams of staff members to attend the CQIN Summer Institute and learn best practices from business and industry partners.

8R5, O. There is some evidence within the PACE and the Culture of Quality Surveys that Institution lacks a systematic method of measuring and evaluating planning processes and activities.

8I1, S. Recent improvements include the new strategic plan and revised planning process, which provides a more streamlined means for all staff to engage in annual strategic planning and the biannual progress report. Additionally, recent improvements in this category are visible in the progress made on the College's designated AQIP Action Projects.

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8I2, S. Moraine Park's strong team-based culture and infrastructure serve as a vehicle to select and implement process improvement initiatives in pursuit of appropriately planning and continuous improvement. Work teams continually review data associated with their processes and are encouraged to improve processes within their purview. Cross-functional teams, whose work reaches across functional areas at the College, recommend process improvements to the President's Cabinet. The President's Cabinet has the ultimate responsibility to approve any improvements reaching across the College. Survey data that previously was shared only at the discretion of the survey owner is now identified and shared broadly. Action plans include a timeline to review plans and progress.

8I2b, O. The College has an opportunity to use its current culture and infrastructure to select specific processes to set targets for improved performance results inn planning for continuous improvement.

AQIP Category 9: Building Collaborative Relationships: This category examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Moraine Park Community College** for Category 9.

Moraine Park Technical College has processes and systems in place to create and build collaborative relationships that bring great value to students and other stakeholders. The College recognizes that many of these are task-driven, rather than strategic in nature, and the opportunity involved in determining how to target and evaluate potential partners by standardizing methods of evaluating.

9P1, S. MPTC creates, prioritizes, and builds relationships in a variety of ways with educational organizations from which it receives students through processes that are systematic and mission-driven. The College also reports building and maintaining key partnerships with local business, industry partners, local community members, and organizations that provide opportunities for its students and graduates.

9P2, S. MPTC indicates that it builds strong relationships with the employers who hire its

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graduates. Each program at the College has an advisory committee made up of industry experts in the discipline who meet semiannually to ensure the College's programming and curriculum provides relevant, state-of-the-art training to students.

9P3, S. MPTC creates, prioritizes, and builds relationships with organizations that provide services to its students through a formalized process that involves the College Foundation and referral services. The College refers students who need counseling for various personal issues to outside social services agencies. The Foundation works closely with district manufacturers and community leaders and has initiatives such as the establishment of FACT to cultivate talent and the SEF to provide supports to students who may be facing financial crises.

9P4, S. MPTC follows government statutes and regulations which direct College processes to solicit, negotiate, or award a contract for materials or services.

9P5a, S. MPTC reports having a significant number of partnerships with specific outside agencies and the general community; these are addressed so that the needs of the various groups are met. This is achieved with employee participation in specific activities that are important in building mutually beneficial relationships for the College and the partner organization.

9P5b, O. It is not clear how the College identifies the organizations with which it builds relationships or how it prioritizes those relationships.

9P6, S. The College addresses the needs of its stakeholders via ongoing communication with the College's partners, training partner feedback surveys, personal visits to businesses to determine training needs, input from members of the advisory committees, active participation of Moraine Park employees on various community projects, professional organizations, state-sponsored meetings, and College-initiated discussions to foster new relationships.

9P7, O. MPTC acknowledges that it does not have a coordinated, aligned College-wide process for building collaborative relationships. MPTC's systems and significant processes are represented by a major process relationship chart which outlines the interrelated and interdependent processes that support the College's Primary Learning and support systems.

9R1, O. The College notes several measures for building collaborative relationships, but recognizes that most data is anecdotal and informal. The College has the opportunity to develop measurable targets and outcomes for this area and to analyze and incorporate their results into future goal setting.

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9R2, O. Few formal mechanisms exist to track performance on collaborative relationships; MPTC has an opportunity to systematically address needs and incorporate that knowledge into its planning cycle.

9R3, O. MPTC compares favorably to its peer institutions on its key performance results for building collaborative relationships. But, as recognized by MPTC, it is important for a technical College to develop comparative performance metrics in general with organizations outside of the educational arena.

9I1, O. The College has made numerous improvements, including the addition of an articulation and transfer specialist, the development of a new catalog of workforce development offerings, and the revitalization of the Moraine Park Foundation Board, which led to the development of a first ever strategic plan for the Foundation. MPTC has an opportunity to specifically address the systematic and comprehensive processes results in building collaborative relationships.

9I2, O. MPTC has an opportunity to build on its current team culture and performance based improvements in building collaborative relationships by addressing the various activities in an integrated manner, aiding in the development of short- and long-term goals including development of specific, data-based targets for improvement.

ACCREDITATION ISSUES MORAINE PARK COMMUNITY COLLEGE

The following section identifies any areas in the judgment of the Systems Appraisal Team where the institution either has not provided sufficient evidence that it currently meets the Commission's *Criteria for Accreditation* (and the core components therein) or that it may face difficulty in meeting the *Criteria* and core components in the future. Identification of any such deficiencies as part of the Systems Appraisal process affords the institution the opportunity to remedy the problem prior to Reaffirmation of Accreditation.

There were no accreditation issues noted by the team.

Criterion 1: Evidence found in the Systems Portfolio	Core Component				
	1A	1B	1C	1D	
Strong, clear, and well-presented.	X		X	X	
Adequate but could be improved.		X			
Unclear or incomplete.					
Criterion 2: Evidence found in the Systems Portfolio	Core Component				
	2A	2B	2C	2D	2E

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Strong, clear, and well-presented.	X	X	X	X	X
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 3: Evidence found in the Systems Portfolio	Core Component				
	3A	3B	3C	3D	3E
Strong, clear, and well-presented.	X	X	X	X	X
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 4: Evidence found in the Systems Portfolio	Core Component				
	4A	4B	4C		
Strong, clear, and well-presented.	X		X		
Adequate but could be improved.		X			
Unclear or incomplete.					
Criterion 5: Evidence found in the Systems Portfolio	Core Component				
	5A	5B	5C	5D	
Strong, clear, and well-presented.	X	X	X	X	
Adequate but could be improved.					
Unclear or incomplete.					

1P1 & 1P2.

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. Common student learning objectives or "core abilities" where first identified in 1989 and are periodically reviewed. Core abilities are integrated in course curriculum using the Worldwide Instructional Design System. Core abilities are linked via the curriculum mapping process to core competencies.

2. The Wisconsin Technical College System (WTCS), in collaboration with the state technical colleges, developed a philosophical framework for general education requirements necessary to impart broad knowledge, critical thinking, and cultural diversity concepts for all AAS students. This framework is reviewed annually to ensure relevance.

3. Faculty incorporates core abilities in course assessment tools and performance data is collected and analyzed. Student mastery of core abilities are integrated throughout program courses in one or more performance assessment tasks. A Program Outcome Assessment Plan is used by faculty to review outcomes and plan for improvement.

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4. The State Technical Skill Attainment (TSA) process is a mandated WTCS state-wide initiative that assesses the attainment of program outcomes to ensure graduates have the technical skills needed by employers. This assessment is completed prior to graduation and may be a national registry exam, a capstone project, a portfolio, an internship, or a combination of major assessments.

1P2 & 1P18.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

> **1.** College programs have specific learning objectives called program outcomes and courses have learning objectives called course competencies that represent occupational-specific abilities need for success. The program outcomes and course competencies articulate goals for student learning and assessment.

> **2.** Consistent curriculum across the WTCS has led to common program outcomes across colleges, resulting in enhanced transfer opportunities.

> **3.** Formative and summative assessment is used to assure integration of learning and skills that are integral to the education program.

> **4.** At the course level, students complete ongoing formative and summative performance assessment tasks that demonstrate their mastery of course competencies. General education outcomes are embedded within general education course competencies.

1P4 & 1P10.

1.C. The institution understands the relationship between its mission and the diversity of society.

> **1.** MPTC recognizes that each student and every industry is unique. Students come to

> the College with specific learning and career goals, which may or may not change during their learning journey. Similarly, industry needs for skilled workers progress and transform as businesses and industries evolve. Environmental scanning is used by the College for planning long-term, strategic direction. The resulting trend information assists in designing responsive academic programming that addresses the reality of the employment market and diverse student demographic.

> **2.** The College works to ensure that each offering provides as many academic and career laddering opportunities as possible to meet the dynamic goals of MPTC's students.

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3. MPTC continues to grow its offerings in the area of short-term certificates (53 certificates) as the demand for post-associate and bachelor's degree skills rises. These offerings allow students to enhance and update their knowledge and skills to meet the dynamic requirements of the workplace and help them demonstrate their unique skill set and capacity to influence the workplace. The short-term nature of these offerings allows for swift design and implementation of curriculum that can provide entry-level or continued training.

1P4 & 1P12.

3.A. The institution's degree programs are appropriate to higher education.

1. Stakeholder feedback influences the College's development of responsive academic programming, which is consistent with its mission and the diversity of the constituencies served.

2. Annual programming updates occur in courses, certificates, short-term technical diplomas, one- and two-year technical diplomas, and associate of applied science degrees designed for completion in two years. Recognizing that one size does not fit all, Moraine Park provides learning in different formats, modes, and timeframes.

3. In addition to traditional 16-week face-to face courses, courses are offered in a variety of formats: Individualized and program lab courses, accelerated, blended/hybrid, interactive video conferencing and tele-presence (held between multiple campuses), online, self-paced, clinical placements, internships, and practicums.

1P4 & 1P13.

4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. MPTC 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. 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.

2. On an annual basis, all programs, certificates and general education courses participate in the curriculum updates process. Curriculum is reviewed to ensure currency and relevancy, and changes are made to assure program improvement. A statewide program review process called QRP, referenced in 1P4, examines quality indicator data on course completion, retention,

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graduation, job placement, enrollment, FTEs and number of graduates. Programs also collect industry trends from advisory committees, which meet twice per year to review program curriculum and to discuss occupational trends. Employer, student and, graduate survey feedback is collected to evaluate program currency.

3. Assessment data is used to evaluate program outcomes, and each program has an identified exit assessment. Exit assessment data is evaluated to assure student achievement of program outcomes. Curriculum maps ensure all program courses are linked to a program outcome(s). Plans for continuous improvement are implemented and reviewed a year later; this process is being implemented through the AQIP project pilot.

1P6.

2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

1. Information about programs, courses, degrees, and credentials is communicated via the Moraine Park website, the *my*MPTC student portal, the College Catalog, class schedules, academic planners, program brochures, and course curriculum. A curriculum planner is available for each program in order to communicate the sequence of courses and other requirements. The planner provides a comprehensive list and schedule of the required courses to guide students in planning their education.

2. The www.WICareerPathways.org website, launched in September 2011, is a unique online platform that integrates secondary-to-postsecondary programs of study with student academic and career planning within the framework of the 16 Wisconsin career clusters.

3. Admissions and Recruitment offices aid in the communication process by providing program information to students in individual and group meetings. Program advisors share requirements and college services through orientation sessions.

1P7 & 1P15.

3.D. The institution provides support for student learning and effective teaching.

1. An example of a successful initiative that was enhanced in 2012 was the Academic Alert System. When a current student's performance does not meet required skill levels in the classroom, instructors activate the electronic Academic Alert System and academic, time management, attendance, basic skills, and/or behavior issues are identified. Faculty can choose

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any combination of the issues for which students will receive intervention from their academic advisor, counselor, tutor or other support service providers.

2. Assessment information refers students to counselors, disability service providers, and the Student Success Center should indicators identify a disability or lack of academic readiness. Assistance with program selection is also provided through individual counseling and advising, open house events and, hands-on summer camps.

3. Another example of a College process that assists in identifying student support needs is the Behavior Intervention Team (BIT). The BIT, established in 2011, is a cross-functional team that determines an appropriate course of action or intervention for students who have been identified to exhibit behavior concerns on campus or in the classroom.

1P11.

2D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

1. Expectations for effective teaching and learning are communicated with individuals via electronic professional development plans.

2. Annual professional development training, such as Reflections on Teaching and Learning for current faculty and flexible professional development day offerings, are modified annually and reflect the needs of the organization.

3. Faculty participates in scholarly development through application of best practices in teaching and learning and by using data for program improvement.

1P11.

2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

1. A mentor assists the new faculty with questions regarding College processes, procedures and best practices. In addition, all new faculty participate in the New Faculty Academy.

2. All faculty are given provisional certification until they complete the required full series of courses to obtain WTCS certification. Once the seven required courses are completed, instructors must complete minimum recertification training and development credits every five years.

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3. The Moraine Park District Board and staff believe that members of the College community have a responsibility to provide a positive environment that fosters and supports accomplishment of the district's academic mission.

1P16.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

1. The Student Life staff designs activities to enhance student personal and social development, supporting student development of the College's core abilities.

2. Student clubs are available to expand student learning opportunities at the College. Attending conferences, participating in competitions, and working on service projects are some of the ways clubs can add to a student's overall proficiency.

3. Student Government provides students a venue to share their opinions on college issues and offers students opportunities to get involved in college life. Students are able to develop their leadership skills while working with each other, acting as liaisons and, interacting with faculty and the administration in the promotion of student rights.

3P1.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. Moraine Park Technical College demonstrates its commitment to educational improvement through ongoing attention to retention, persistence, and completion rates by collecting data from various sources, some of which include admissions test scores, course and instructor evaluations, course completion reports, financial aid reports and default rates, graduate follow-up surveys, and student retention reports.

2. College offices and individual staff examine this data as it relates to their areas of responsibility, including the dean of students, student involvement specialists, the College Diversity Relations Office, and academic advisors, all of whom report their findings and recommended actions to the president.

3. Two phone campaigns occur on a regular basis, the second of which reaches out to students who have not registered for the next term. The College added instant messaging service during

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peak registration times to support student self-service functions, as well as an automated calling system for follow-up and reminder calls.

3P3 & 3P5.

1.D. The institution's mission demonstrates commitment to the public good.

1. MPTC demonstrates its commitment to the public good by continually seeking community feedback from numerous stakeholders including community interactions and involvement with local chambers of commerce, economic development organizations, and may other community groups. It uses employer surveys and workforce surveys, which provide an objective context for analyzing the changing needs of industry. From that data the College devises appropriate courses of action for meeting the needs of the community it serves.

2. For programmatic changes related to industry needs, MPTC relies on feedback from advisory committees. The working professionals who comprise the advisory committees provide insight into rapidly changing industry needs.

3. An extensive environmental scanning process allows MPTC to monitor high school population trends, evolving community and cultural trends, state economic trends, workforce skills gaps and, government education mandates. The college synthesizes and shares this data with managers to review opportunities to service new student or stakeholder populations.

4P2 & 4P10

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The College regularly assesses the number and types of staff needed during both the annual planning process and as vacancies occur. The Human Resources staff work with supervisors to develop job descriptions and identify credentials needed to assure employees are appropriately credentialed and current in their discipline.

2. To ensure the people Moraine Park hires possess the requisite characteristics and credentials, the College utilizes teams of employees to screen applications, develop interview criteria and conduct interviews. Teams are comprised of the supervisor of the position, a Human Resources representative, and employees with expertise or experience associated with the job.

3. There is a customized performance evaluation instrument available for each employee group that aligns with the College's expectations for that group. Evaluation instruments were designed

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with input from each employee group and with support from the Hay group. Performance evaluations are completed annually for all employees.

4P7

2.A The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

> **1.** The College's value statements provide direction regarding organizational values and expected employee behavior.

> **2.** The College establishes fair and ethical policies, ongoing training for employees, and supervisors reinforce expected behaviors. College procedures and policies outline ethical, lawful and, professional practices and help to define the employee code of conduct.

> **3.** Supervisors meet regularly with individual employees to engage in ongoing discussion regarding attitudes and behaviors. The president and vice presidents complete an annual Statement of Economic Interest Form from the State of Wisconsin Ethics Board. These efforts ensure that all employees apply their knowledge and skills responsibly and ethically at the College.

4P7

2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

> **1.** The College developed its first Employee Handbook in 2012-13 with input from employees across the College. The Moraine Park Employee Handbook guides employee work and delineates expected employee conduct.

> **2.** The annual performance review process provides formal feedback regarding individual employee behavior. Supervisors meet regularly with individual employees to engage in ongoing discussion regarding attitudes and behaviors.

> **3.** The president and vice presidents complete an annual Statement of Economic Interest Form from the State of Wisconsin Ethics Board. These efforts ensure that all employees apply their knowledge and skills responsibly and ethically at the College.

5P1 & 5P2.

1.A The institution's mission is broadly understood within the institution and guides its operations.

1. As the community's technical college, Moraine Park gathered feedback from key stakeholders to ensure its direction aligns with the community's needs. Listening sessions were held throughout the district with business and community leaders, students and staff.

2. The District Board annually reviews in April and approves in June the College's strategic plan, which includes a reaffirmation of the mission, vision, value statements and, goals. The mission and goals of the organization guide all annual planning related to academic programs, student support services and related budget priorities.

3. Upon approval of the annual outcomes, unit leaders (president and vice presidents) and their work teams outlined system level goals, key performance indicators (KPI) and initiatives that specifically align Moraine Park Technical College – June 2013 with the College's annual outcomes.

5P2 & 5P6.

5.C. The institution engages in systematic and integrated planning.

1. MPTC engages in a systematic and integrated planning process that involves staff, students and the community (5P1).

2. To facilitate implementation of the annual plan, a detailed strategic planning timeline is developed, which outlines key steps and decision points. Each year, as part of the strategic planning cycle, the District Board reviews the annual strategic plan in April and affirms in June.

3. The District Board guides the organization using the strategic plan as a foundation, while allowing daily administrative tasks to rest with college leadership. By approving the components of the College's strategic plan, the District Board states it will adhere to these guideposts in its deliberations and decision making, ensuring the College's and communities' best interests are considered rather than the potential undue influence of outside forces.

5P2.

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. Using the themes derived from the staff input, the President's Cabinet drafted a focused set of seven outcomes for 2013-14, which were broadly shared with the College community and the Board. Upon approval of the annual outcomes, unit leaders (president and vice presidents) and

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their work teams outlined system level goals, key performance indicators (KPI), and initiatives that specifically align with the College's annual outcomes.

2. The District Board guides the organization using the strategic plan as a foundation, while allowing daily administrative tasks to rest with college leadership.

3. By approving the components of the College's strategic plan, the District Board states it will adhere to these guideposts in its deliberations and decision making, ensuring the College's and communities' best interests are considered rather than the potential undue influence of outside forces.

5P3 & 5P8.

1.B. The mission is articulated publicly.

1. Initial development of the College's 2011-16 strategic plan involved a series of six listening sessions with students on all three campuses and five business and community leader listening sessions spread across multiple counties. Input from students and these key stakeholder groups was instrumental in the development of the College's three goal statements.

2. The College president and vice president - student affairs, who regularly attend Beaver Dam, West Bend and Fond du Lac Student Senate meetings and Student Government meetings, actively seek student input. Additionally, business and community stakeholders have ample input and influence over College direction via numerous points of contact such as program advisory committees (over 500 business and community members), community listening sessions and the program development process.

3. To ensure new employees are quickly assimilated into the organizational culture, Human Resources conducts monthly new employee orientations at which Moraine Park's vision, mission and value statements are introduced to new hires with dialogue that promotes understanding and practicing of these critical institutional expectations.

5P5 & 5P9.

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. MPTC practices participatory planning, problem solving and decision-making. Within the decision-making framework, the District Board and staff are guided by a clear set of policies and

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procedures, which are openly posted on myMPTC for all staff to review.   Staff is given an opportunity to examine new policies and procedures prior to their implementation.

2. All employees engage in performance evaluation and assessment with managers developing yearly performance objectives with their supervisor. The objectives align with the strategic direction of the College and provide for continuous improvement in their areas of accountability and responsibility.

3. 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.

7P1, 7P3 & 7P7

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. MPTC has a centralized Institutional Research (IR) team that collects, stores, and disseminates all data for strategic planning and performance monitoring. Individuals, departments, and teams may request for data using an Institutional Request form and the data can be generated using standardized reports such as Cognos, Argos, Toad Discover, and SQL. Additionally, a cross-functional team of data users and process owners is engaged in promoting accuracy as well as effective data use. Much non-official College data is collected by work teams and units.

2. Historical information is managed and secured through the WTCS (statewide, comprehensive) reporting processes, which are accurate, but not timely. Banner system and processes associated with it provide MPTC with the ability to assure data security, access and reliability, training, and assessments to acquire data system access, and a defined security and roles process. Information Technology follows a defined security access structure that meets industry standards.

3. MPTC selects, manages, and distribute data and performance information through AQIP Action Project and IPEDS. Additionally, MPTC hired a Business Intelligent Manager, and has implemented a report request and development process. This provides a means to collect information on needed reports, develop and test reports as well as to build an accessible report library for broad distribution of consistent information and reporting of data.

7P2, 7P3 & 7P6.

1.B. The mission is articulated publicly.

> **1.** Each team within the College establishes initiatives which align with the College goals and the department goals. Analysis of data is shared with faculty and staff via Program Excellence pages on myMPTC. The data collected is used by faculty and the dean for continuous improvement.

> **2.** MPTC has a centralized Institutional Research (IR) team that collects, stores, and disseminates all data for strategic planning and performance monitoring. Individuals, departments, and teams may request for data using an Institutional Request form and the data can be generated using standardized reports such as Cognos, Argos, Toad Discover, and SQL.

> **3.** The College shares annually its environmental scan and College data report with faculty and staff. Also, the performance on annual College initiative is collected and documented twice per year and shared with the District Board as well as with faculty and staff, and this is communicated via myMPTC portal.

8P1, 8P2, & 8P3.

5.C. The institution engages in systematic and integrated planning.

> **1.** MPTC uses its strategic planning process and Facility Plan to move the College forward. The strategic planning process has been reviewed and revised over the past two years to provide a more collaborative and engaging means for all staff and students to be involved in setting the College-wide decision.

> **2.** The College collects all new initiatives through the toolbox, which are later submitted to respective supervisors for approval and must be aligned with the College's strategic plan.

> **3.** MPTC conducts a comprehensive strategic plan every five years, and this is updated annually using environmental scan data. The College's work teams have the opportunity to submit a College initiative to the unit vice president and the President's Cabinet for approval

8P2, 8P4 & 8P8.

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

> **1.** The College has a comprehensive organizational and individual professional development planning process in order to nurture its employee development. All employees are provided with annual training opportunities, and supervisors establish professional growth for their staff to ensure that their skill sets align with the College's strategies and action plans.

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2. MPTC employees at all levels have the opportunity to contribute to the planning and budgeting process through department level teams and/or cross-functional team planning. Initiatives are aligned with the College mission and goals and ascend to the President's cabinet through a formal process.

3. Annual Planning and Budget Development processes include feedback from faculty and staff, with requests made by unit leaders and vice presidents. In addition, the President's Cabinet reviews annual initiative requests, aligning those with the strategic plan.

QUALITY MORAINE PARK TECHNICAL COLLEGE'S SYSTEMS PORTFOLIO

Because it stands as a reflection of the institution, the *Systems Portfolio* should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the organization. In this section, the Systems Appraisal Team provides Moraine Park Technical College with constructive feedback on the overall quality of the portfolio, along with suggestions for improvement of future portfolio submissions.

Overall the team members felt that the portfolio was well written, open, and honest. It also included a self-analysis of the challenges facing the organization. No major areas of concerns were noted. However, in some areas, the College could have included a more detailed data presentation, and one item that was mentioned that was not included in the portfolio was with reference to the number of people responding to a survey or opinion poll and the total number of individuals representing that particular area of survey or receiving the survey (sample size). Additionally, some members also indicated that MPTC could have been more direct in addressing the criteria for the evidentiary statements.

USING THE FEEDBACK REPORT

AQIP reminds institutions that the Systems Appraisal process is intended to initiate action for institutional improvement. Though decisions about specific actions rest with each institution, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Some key questions that may arise in careful examination of this report may include: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should

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we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned? How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration, and integrity.

AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities in ways that will make a difference in institutional performance.

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