



MORaine PARK  
TECHNICAL COLLEGE

# Interim Report

August 2020

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<b>Institution:</b>	Moraine Park Technical College (MPTC)
<b>Chief Executive Officer:</b>	Bonnie Baerwald, President
<b>Date Submitted:</b>	<b>8/3/2020</b>
<b>Action:</b>	Unclear
<b>Core Components:</b>	Core Component 4B
<b>Areas of Focus:</b>	<b>Creation of a clear and comprehensive assessment plan</b>

The helpful feedback received in the AQIP System Appraisal provided a call to action and impetus for the College to reexamine college-wide assessment, curriculum review process, college-wide assessment plan, and redefine college outcome measures to include reinventing the College's Core Abilities and General Education outcomes into one college-wide system. The College acknowledges that revision, updating, and enhancements were necessary. In addition, the focus for our Quality Initiative (QI) has been solidified to incorporate comprehensive program quality review across the college. The College incorporated a system for enhanced data collection of learning outcomes assessment and created a revitalized college-wide system of evidence collection to sustain and ensure action and impact.

## PROCESS OF EXAMINATION AND REVISION

The College began the process of examination, revision, and enhancement shortly after receiving the AQIP System Appraisal feedback in October of 2018. At that time, the Accreditation Cross-Functional team reviewed the feedback and determined a plan of action. The College transitioned the Accreditation Liaison Officer (ALO) responsibilities from Dr. Jim Eden, Vice President of Academic Affairs, to Brenda Raad, Dean of General Education.

The transition was an incremental process over the fall semester, resulting in the spring of 2019, with Dr. Eden and Brenda Raad collaborating to form an accreditation work team as an extension of the College's existing Accreditation Cross Functional team. The newly formed work team was comprised of individuals across the college with prior experience and knowledge of accreditation on a college-wide and/or programmatic level. In May of 2019, an accreditation work team retreat was held with the goal of thoroughly reviewing the system appraisal feedback, identifying a Quality Initiative focus, providing an update on the process to revise Core Abilities, aligning college-wide plans, and identifying accreditation goals and timelines for activities and projects.

[Accreditation Cross-Functional Team Agendas](#)

[Accreditation Cross-Functional Team Minutes](#)

[Accreditation Work Team Agendas](#)

[Accreditation Work Team Minutes](#)

[Accreditation Work Team PowerPoints](#)

[2017-2018 General Education Assessment Report](#)

The work team continued its work on the following dates throughout the summer and fall, convening on July 30, September 10, October 28, and December 18, 2019. During this timeframe, work was occurring to gain support and funding to establish an Assessment Coordinator position and included the culmination of a committee to revise and revitalize Core Abilities including a title change to Career & Life Skills.

## ASSESSMENT COORDINATOR POSITION

A cultural shift at MPTC, placing an increased value on assessment, resulted in college leadership supporting and funding an Assessment Coordinator position. The position was created, approved, and hired in January 2020. A renewed focus on assessment created increased accountability for the college-wide assessment plan.

The Assessment Coordinator leads the Assessment Cross-functional team and is responsible for the organization of professional development focusing on improved college-wide assessment and serves as a resource to faculty and staff on all matters relating to assessment. The Assessment Coordinator works closely with the ALO, curriculum and institutional research departments. As part of the role, the Assessment Coordinator is also responsible for the communication and publication of assessment results to ensure awareness and usage by College staff and district communities.

### [Assessment Coordinator Job Description](#)

## COLLEGE-WIDE ASSESSMENT PLAN

The Assessment Coordinator began documenting processes and collecting artifacts that will assist in creating the new college-wide assessment plan. This includes current projects, as well as items from previous college-wide assessment plans.

The continuous improvement and enhancements to the assessment plan will be a major project undertaken by the Assessment Cross-Functional Team. The new plan will include, college-wide initiatives, such as Career and Life Skills (common learning outcomes), Program Quality Review (Quality Initiative), Curriculum Review, and a plan for increased use of assessment data in decision making.

Attached is a draft of the MPTC College-Wide Assessment Plan that will be revised and enhanced with the support of the Assessment Cross Functional Team in the 2020-2021 academic year.

### [College-Wide Assessment Plan](#)

## TRANSITION FROM CORE ABILITIES TO CAREER & LIFE SKILLS

In response to feedback from the Higher Learning Commission, a sub-team of the Accreditation Cross-Functional team conducted research and worked to revise the College's common learning outcomes titled Core Abilities.

### [Core Abilities](#)

The effort was undertaken to modernize and make the Core Abilities more relevant, understandable, and meaningful to students and future employers. The team, which met from April 2019-May 2020, worked diligently to align the College's seven Core Abilities and fourteen General Education Outcomes.

In order to reflect the collective vision for common student learning outcomes, feedback was solicited from students, faculty, staff, advisory committees, and business partners. The committee researched district employers', other technical colleges' values and competencies, as well as reflected upon what the College desires for students. Through the diligent efforts of the committee, and to align the title with the updated skills the new title, Career & Life Skills (CLS) draft was derived, as it best represents the new College mission and vision (adopted in the 2025 Strategic Plan).

Feedback was solicited on the committee's draft of Career and Life Skills from all college employees in the form of a survey, all program advisory committees, College Council, President's cabinet, and the Board of Trustees. Accreditation updates and introduction of the proposed Career & Life Skills, were shared at all campus convocations, faculty in-service, student services staff divisional meeting and the MPTC Board workshop.

#### [Vision, Mission and Values](#)

#### [College Strategic Plan – Innovation 2025](#)

#### [Career and Life Skills Visual](#)

Career and Life Skills will replace the general education outcomes, Core Ability outcomes, and will be utilized to measure co-curricular outcomes. This unified set of outcomes reflect what, as a college, we believe students should learn and know to be successful in their chosen career. These skills as a whole, also represent a foundation for students' success in life and their future careers.

#### [Career and Life Skills Survey Results Report](#)

#### [Advisory Committee Feedback](#)

### **CAREER AND LIFE SKILLS ASSESSMENT**

The five Career and Life Skills encompass common learning outcomes to be measured across all programs at the college (student learning, program learning, co-curricular and experiential learning activities). A rubric for use in all programs was created by the Career and Life Skills Committee for use in the Learning Management System (Canvas). Canvas was selected due to an ability to extract assessment data for reporting purposes. Linking the scoring rubric and learning outcomes in Canvas, provide an ability to extract the assessment results and generate reports of assessment data utilized as part of the Program Quality Review process. This will assist with data driven changes, resulting in program enhancements, increased student success, and career readiness. A single assignment pilot was conducted in spring 2020, with a full-course pilot planned for summer 2020, and the creation of a full implementation plan.

#### [Career and Life Skills Rubric](#)

#### [Career and Life Skills Spring 2020 Pilot Data](#)

College 101, first year experience course, will serve as the fall 2020 course pilot for this project. The curriculum for College 101, was revised, replacing Core Abilities with Career and Life Skills outcomes. This will

provide an opportunity to gather feedback and data, while introducing the process to students and faculty. An example curriculum change, is the inclusion of a short animated video describing the transition from Core Abilities to Career and Life Skills designed to aid students understanding of the transition and updates to common learning outcomes.



*Please click image to view video*

The Information Technology and Online team are working on an integration solution with Canvas to collect and organize the Career and Life Skills outcome scoring data. This the ability to track students' progress in achieving the outcomes as well as determining how well students are prepared. This data will also be utilized for data driven decision in curriculum modifications and Program Quality Review.

#### [Career and Life Skills Implementation Plan](#)

### **CURRICULUM DEPARTMENT ENHANCEMENTS AND PROCESS CHANGES**

A new Curriculum Coordinator and two new Instructional Design Specialists were hired in early 2020. To better understand current state of the curriculum, the new team, initiated a Process Improvement Focus session comprised of a cross-functional group of stakeholders. The facilitated session resulted in a thorough review of current curriculum development practices, evaluation of current protocols and formation of a new process. The results were shared with the Deans and Associate Deans to gather feedback on the proposal and process changes.

#### [Curriculum Process Improvement Focus Session Agenda](#)

#### [Curriculum Process Improvement Focus Session Minutes](#)

#### [Curriculum Process Improvement and WIDS Curriculum Construction PowerPoint](#)

Current-state curriculum development involved utilizing a Content Expert/Writer model. The Content Expert was responsible for providing content, resources, and expert testimony; consulting with the Writer on all curriculum development matters; and verifying the accuracy of all curricular materials. The Writer was responsible for consulting with the Content Expert and Instructional Design Specialist to identify course-level competencies, performance standards, and learning objectives. The Instructional Design Specialist reviewed the curriculum project twice: initial draft and final draft. For the initial draft, the Instructional Design Specialist

reviewed the course competencies and one learning plan. Upon completion of the project, the Instructional Design Specialist would perform another review when the entire course was completed.

Beginning in spring 2020, as a result of the Process Improvement Focus, the curriculum development process was modified to encompass a more traditional Content Developer/Instructional Design Specialist model. In the new model, the Content Developer (faculty) provides content, resources, and expert testimony; consults with the Instructional Design Specialist to identify course-level competencies, performance standards, and learning objectives; and consults with the Instructional Design Specialist to develop lesson-level learning plans with their associated learning and assessment activities; maintains working knowledge of Worldwide Instructional Design System (WIDS) functionality and its implications for curricular development; and verifies accuracy of all curricular materials. In addition, the process has become an iterative process.

In addition, as programs enter into the Curriculum Review process they will begin utilizing the WIDS syllabus tool. This tool will allow standard syllabus language to be added at institutional, program, or course level and will be utilized universally for the course regardless of the instructor. The syllabi will be submitted by the faculty members and maintained within WIDS as the official syllabus of record. Implementation of the new syllabus tool will follow the Curriculum Review timeline.

Due to the process refinement, rather than having just a first and final draft, curriculum projects will have multiple due dates throughout the development process at which time the Instructional Design Specialist provides detailed consultation, feedback, and recommendations following the Backward Design model.

The process change results in the curriculum department reviewing and revising all curricula for the next three years. Part of that process will involve mapping the Career and Life Skills (common learning outcomes) and program outcomes for each program. This will ensure that every student is educated and assessed on each skill during their college experience. While an approach like this extends the process timeline, it will result in a more uniform, coordinated and institutionalized process across the college.

## CURRICULUM REVIEW PROCESS

To further support the regular review of program, course, and common learning outcomes, a three-year curriculum review process was implemented. Each semester multiple programs will participate in the curriculum review process. The initial first three-year cycle will include a curriculum department focus on mapping courses to program outcomes and verifying the curriculum management system, WIDS, and learning management system, (Canvas) are in alignment. As part of the review process, data will be reviewed and analyzed to provide data driven decisions on change and enhancement. Attached are samples from the spring pilot curriculum reviews.

Through the process of curriculum outcome mapping, strengths, gaps, and redundancies within each program will be identified. In addition, the mapping process provides identification of courses that need revision and places them in the project development process.

[Curriculum Review Plan](#)[Surgical Technology – Curriculum Review PowerPoint](#)[Surgical Technology – Curriculum Data](#)

## CURRICULUM DEPARTMENT TIMELINE

**Spring 2020** – Career and Life Skills (common learning outcomes) created in the LMS. IT begins work on data reporting tool.

**Summer 2020** – Career and Life Skills (common learning outcomes) are used in College 101. Data reporting tool is tested and refined.

**Fall 2020 through spring 2023** – Curriculum review process begins and program learning outcomes and Career and Life Skills are mapped. Outcomes are added to assignments and assessed by instructors and data is collected.

**Fall 2023** – All courses have Career and Life Skills (common learning outcomes) embedded. Data provides a complete picture of Career and Life Skills assessment at the college. Data is used to make decisions and revise courses/curriculum.

## QUALITY INITIATIVE FOCUS DETERMINATION

In accordance with recommendations in the appraisal feedback, the accreditation work team initially identified comprehensive program review as the focus of the Quality Initiative. At the September meeting, a facilitated discussion commenced in which the committee was divided into three groups to narrow the focus and delineate the various required elements of the Quality Initiative. The accreditation work team members studied other assessment plans and tools from other colleges both locally and nationally. This information was garnered by attending HLC conferences, visiting other campus accreditation teams who are experts at assessment, and attending the Assessment Institute in October 2019. The Accreditation Work Team, further refined the focus and arrived at Program Quality Review as the Quality Initiative in November 2019.

[Accreditation Work Team Agendas](#)[Accreditation Work Team Minutes](#)[Accreditation Work Team PowerPoints](#)

## QUALITY INITIATIVE - PROGRAM QUALITY REVIEW

The Quality Initiative proposal was submitted to the Higher Learning Commission in March, 2020 and received favorable feedback from the Peer Reviewers. The proposal and feedback are attached. Below, is an outline for the project, consisting of the implementation process (timeline), review tool, and data report.

[Quality Initiative Proposal](#)[Quality Initiative Feedback](#)

The Assessment Coordinator and Institutional Research team built a reporting tool in the Qualtrix software system. Qualtrix was selected as the College already owned a software license, had operational knowledge,



and ease of use for faculty and staff. A draft of the reporting tool was shared with the academic leadership team to gather feedback, and was incorporated into the tool, which is currently implemented in Qualtrix.

The Assessment Coordinator, Institutional Research team and other stakeholders created an additional data report for use during the Program Quality Review process. The data report included data from multiple sources, (i.e. individual course success rate, success by modality, and gender and ethnicity) in an easily understood format. Additional reports will be created to address data needs for other areas (e.g. Curriculum and Student Services).

## QUALITY INITIATIVE TIMELINE

**Summer 2020** – Complete Qualtrix review tool version 1.0. and finalize data report.

**Fall 2020 through Spring 2021** – Finalize Program Quality Review schedule. Begin training college staff that will participate in Program Quality Review process.

**Fall 2021** – Full implementation of the Program Quality Review process.

[Detailed Program Quality Review Timeline Graphic](#)

## DEVELOPMENT OF ASSESSMENT CROSS-FUNCTIONAL TEAM

To ensure continuous improvement and enhancement of the college-wide assessment processes, an Assessment Cross-Functional (ACF) team was established. The purpose of the ACF team is to create and evaluate (on a regular basis) the college-wide assessment plan. In addition, the team will:

- Develop projects related to assessment
- Evaluate assessment strategies
- Review the results of assessment activities
- Provide input for decisions at the college related to assessment

ACF membership consists of the following roles: Assessment Coordinator, Curriculum Coordinator, (1) Associate Dean, (3) Faculty, (1) Student Services Representative, (1) Advising team member, (1) Curriculum and Online Delivery Manager or team member, (1) Institutional Research team member, (1) Customer Relationship Management Expert, (1) Student

The propose and goals of the ACF team will be reviewed and modified, as all college cross-functional teams, on an annual basis to ensure relevance and alignment with the mission and vision.

[Assessment Cross-Functional Team Purpose Statement and Membership](#)

## CO-CURRICULAR ASSESSMENT PILOT

Beginning in the 2020-2021 academic year, the Student Services Manager and Assessment Coordinator will begin a pilot addressing the assessment of co-curricular activities. They identified two service areas to

participate in the pilot, which are, Student Life and Counseling. Students will be assessed utilizing the college-wide common learning outcomes, Career and Life Skills. Specifically, the assessment will focus on the engagement skill and associated indicators. Student Life Specialists will employ end of semester surveys to collect students' self-assessments, and a service provider assessment. Counselors will also use the Career and Life Skills to evaluate student growth over the academic year. These assessment data would contribute to, and be evaluated with, the collective Career and Life Skills achievements of students.

In addition to student assessment of progress on common learning outcomes (Career and Life Skills) through co-curricular participation, assessment to evaluate the effect/s of a student participating in co-curricular activities on student academic achievement. Co-curricular assessment will also be evaluated during Program Quality Review. As part of the review, reviewers will be asked to evaluate any co-curricular activities in which students in a given program participated. This will include student groups, associations, or even activities such as field trips. After gathering these data sets in the Program Quality Review, it will be utilized to best determine which activities are considered co-curricular, and which activities are extra-curricular. Data and assessment reports will be made accessible and publicized for review by college personnel on the accreditation channel of the College communication portal, to ensure college support and shared accountability.

**Summer 2020:**

- Assessment Coordinator will meet with Student Life Specialist to add Career and Life Skills to the end of semester surveys.
- Assessment Coordinator will meet with Counselors to determine what skills will be assessed and how they will be assessed.
- Training will take place with Student Life Specialist and Counselors.

**2020-2021 School Year:**

- Counselors will begin assessing students using the Career and Life Skills.
- End of semester surveys are completed.

**Summer 2021:**

- Results are reviewed and the process is improved/revised based on results of assessments.

**EVIDENCE COLLECTION**

The College is preparing for the upcoming writing of the Assurance Argument and Comprehensive Visit scheduled for 2023-2024 academic year. To be prepared for that large endeavor, the College is creating a project management plan to guide the work and provide deadlines, parties responsible, and activities to obtain the goals.

A large part of this task will involve evidence collection. In order to properly collect evidence to demonstrate quality, a document naming convention was developed, a team is working to configure the best system to store all of the evidentiary documents, making decisions regarding who will organize the

documents, and identify who will perform the writing of the Assurance Argument. This project will involve all departments of the College, including additional focus from the members of the Accreditation Cross-Functional team and its various subgroups. Training for all staff and faculty regarding evidence collection will take place to support a college-wide approach and to educate on what is considered best practice evidence by the Higher Learning Commission.

## SUMMARY

In summary, in response to the feedback provided in our last System Appraisal, Moraine Park Technical College has revitalized its college-wide assessment plan, program review, and common learning outcomes. The College is hopeful that you will find our comprehensive and enhanced approach to be positive and impactful. The College cross-functional teams are excited for the future as they carry out this systemic and mission-driven plan and as they embrace all-college engagement in assessment of student learning as a part of our common culture. Finally, by implementing a strong, coordinated plan and process for organizing documentation, evidence collection, and utilizing data and results, we will make the best informed decisions to insure quality and improvement for our students.

## Supporting Documents

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**Development of Assessment Cross-Functional Team**

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**Evidence Collection**

**Summary**





## AGENDA

Meeting No. 1/2018-19

TEAM NAME: Accreditation Cross-Functional Team

ACCOUNTABLE MANAGER/SPONSOR: Jim Eden

TEAM LEADER: Jim Eden

FACILITATOR: Jim Eden

RECORDER / TIMEKEEPER: Rhea Behlke

MEMBERS: Bonnie Baerwald, Julie Dilling, Melissa Ewoldt, Kristen Finnel, Kimberly Hess, Scott Lieburn, Jim Neumann, Fred Rice, Peter Snyder, Paula Stettbacher, Julie Waldvogel-Leitner

GUEST:

DATE: Friday, October 26, 2018

TIME: 11:00 a.m. – 12:00 p.m.

ROOM: Fond du Lac O-103

Time:	a.m. p.m.	Item:	Person Responsible:	Purpose:
11:00 – 11:05	a.m.	1. Check-in Review Agenda	Team Eden	Decision
11:05 – 11:20	a.m.	2. Introductions	Team	Information
11:20 – 11:25	a.m.	3. Review of Membership and Terms	Eden	Information
11:25 – 11:30	a.m.	4. AQIP Status	Eden	Information
11:30 – 11:50	a.m.	5. System Portfolio <ul style="list-style-type: none"> <li>Review Feedback</li> <li>Determine Next Steps</li> </ul>	Eden	Discussion
11:50 – 11:55	a.m.	6. Schedule Next Meeting	Team	Decision
11:55 – 12:00	p.m.	7. Other Business	Team	Discussion
		Design Agenda for Next Meeting	Team	Decision
		Evaluate Meeting	Team	Process Improvement

**Adjourn**

**Next Meeting** To be determined

**Mission:** *Preparing students for success in a diverse and globally connected world.*

**Vision:** *A college of choice for students, and a strategic partner for business and industry.*



## MEETING ACTION PLANNING

Meeting No. 1/2018-19

**DATE:** October 26, 2018

**TEAM:** Accreditation Cross-Functional Team

**RECORDER:** Rhea Behlke

**MEMBERS PRESENT:** Julie Dilling, Melissa Ewoldt, Kristen Finnel, Kimberly Hess, Scott Lieburn, Fred Rice, Peter Snyder, Paula Stettbacher

**EXCUSED:** Bonnie Baerwald, Jim Neumann, Julie Waldvogel-Leitner

**CHECK-IN:** Members introduced themselves, their role at the College, and their knowledge of accreditation.

**ITEM/CONCERN:** Review of Membership and Terms

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:**

The Accreditation Committee Purpose Statement was reviewed and explained.

**INFORMATION:** [Accreditation Committee Purpose Statement](#)

**DECISIONS MADE:** None

**FUTURE ACTION & ASSIGNMENTS:** None

**ITEM/CONCERN:** AQIP Status

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:**

The ending of AQIP and HLC's transition process was discussed. Jim Eden provided an overview of the accreditation process and explained the remaining two accreditation pathways.

**INFORMATION:** [AQIP Suspension Notification](#)  
[AQIP Reaffirmation Letter 2023-2024](#)  
[AQIP Transition Map](#)

**DECISIONS MADE:**

All members will look at the transition map and materials prior to the next meeting and be prepared to make a pathway recommendation.

**FUTURE ACTION & ASSIGNMENTS:**

ACTIONS and ASSIGNMENTS	WHO IS RESPONSIBLE	COMPLETION DATE
1. Review Pathway documents	Team Members	12/05/18

[Accreditation Pathways Overview](#)

[Open Pathway Overview](#)

[Standard Pathway Overview](#)

**MPTC VALUES:** *Student Success, Collaboration, Lifelong Learning, Innovation, Integrity, Inclusiveness, Accountability, Continuous Improvement, Flexibility*

[Quality Initiative Proposal Process](#)  
[Choosing a Pathway](#)

**ITEM/CONCERN:** System Portfolio

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:**

- Review Feedback  
Jim Eden provided a brief summation of the Systems Portfolio feedback and solicited comments from those who had read the document. Discussion of the elements that we will need to work on for the interim report due in 2020.
- Determine Next Steps  
The following steps will need thought and discussion:
  - Pathway – Team members will make a recommendation as to which pathway the College should choose.
  - Evidence – We need to establish processes for collecting evidence to support our assertions in the next report. Team members will begin ascertaining what evidence will be needed, assist in the development of appropriate processes and workflows, and make recommendations on the presentation of evidence.
  - Storage – Evidence will need to be stored and collected. A process and workflow will need to be defined and developed as to the collection and primary storage location of evidence.
  - Report in 2020 – After review of the feedback, team members will recommend which topics are most essential to be addressed in the report in 2020. Current recommendations include:
    - Core abilities
    - TSA

**INFORMATION:** [System Portfolio Feedback](#)  
[Criteria for Accreditation](#)  
[Providing Evidence](#)

**DECISIONS MADE:** None

**FUTURE ACTION & ASSIGNMENTS:** None

**ITEM/CONCERN:** Schedule Next Meeting

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:**

Team members wish to meet prior to winter break.

**DECISIONS MADE:** Team will meet before the end of the semester.

<b>FUTURE ACTION &amp; ASSIGNMENTS: ACTIONS and ASSIGNMENTS</b>	<b>WHO IS RESPONSIBLE</b>	<b>COMPLETION DATE</b>
1. Schedule next meeting	Rhea Behlke	11/01/18

**MPTC VALUES:** *Student Success, Collaboration, Lifelong Learning, Innovation, Integrity, Inclusiveness, Accountability, Continuous Improvement, Flexibility*

**DESIGN AGENDA FOR NEXT MEETING:**

- Items:
1. Information on Specific Program Accreditations
  2. Pathway Recommendation
  3. Preliminary Evidence Recommendations
  4. Preliminary 2020 Report Inclusions
  5. HLC Conference in April

**EVALUATE MEETING**

**NEXT MEETING**

Date: Wednesday, December 5, 2018

Time: 10:30 a.m. – 12:00 p.m.

Location: Fond du Lac A-112

**ADJOURN**

# Accreditation Retreat Agenda

Camelot Golf Course, Lomira, WI 9AM-3PM

Arrive/Light Breakfast	8:30-9:00AM
Warm-Up/Energizer (Facilitators)	9:00-9:30AM
Rules & Identify Important Tasks and Timeline (Facilitators)	9:30- 10:30AM
<b>Break</b>	10:30-10:45AM
Career and Life Skills Proposal Activity (Julie & Wendy)	10:45-11:30PM
Lunch	11:30-12:30PM
Brainstorm Quality Initiative Ideas (Facilitators)	12:30-1:30PM
<b>-Break-</b>	1:30-1:45PM
Identify AQIP Systems Appraisal Response Tasks (Brenda)	1:45-2:45PM
Reflections & Next Steps	2:45-3:00PM



## GROUP ACTION PLANNING

Meeting No. 1 / 2018-19

**DATE:** May 31, 2019

**GROUP:** Accreditation Retreat

**RECORDER:** Shannon Zupke

**ATTENDEES:** Brenda Raad, Julie Dilling, Jim Eden, Barb Jascor, Wendy Herrmann, Julie Waldvogel-Leitner, Lane Holte, Fred Rice, Eric Ludwig, Rhea Behlke

**GUESTS:** Jackie Vincent and Triena Bodart (Facilitators)

**WARM-UP / ENERGIZER:** J. Vincent & T. Bodart led the group in an activity to start the meeting.

### REVIEW AGENDA

**ITEM/CONCERN:** Rules

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** T. Bodart & J. Vincent started by leading the group in a discussion regarding rules for the day. All members of the group agreed to the rules. The rules will also be used to guide future meetings.

Rules
Minimal use of technology
Be ok with discussion
Curb side conversations
Be flexible with agenda
Opportunity to add rules
No interrupting
Tag in
Buddy system to correct/catch
Respect
There are no dumb questions
Create definitive actions
Be self-aware/self-govern
End on time
Stay on task/bell or bazinga to bring back

**ITEM/CONCERN:** Identify Important Tasks & Timelines

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** The first task is to consider an attractive visual and organizational tool to store all accreditation information. This tool should be easy to use and clearly lay out information allowing access to not only this group, but also the accreditation cross-functional team, and other key stakeholders across the college. Additionally, the tool needs to clearly show how the plans throughout the college line up with evidence and show proof of what the college is doing, when it is due



by, and what the important tasks are.

The group agreed that an Excel document could be a good tool to start with while considering using Microsoft Teams.

***FUTURE ACTION & ASSIGNMENT: B. Raad, S. Zupke, and W. Herrmann will dig deeper on a specific tool and report back to the team in July 2019.***

The team listed what college plans are currently employed and/or being looked at college wide. The list is below.

Current Plans Across the College
Communication Plan
Diversity Plan
Equal Opportunity Plan
Strategic Plan
Strategic Enrollment Plan
Talent Management Plan
Unit System Plans
Budget Plan
Facilities Plan
Guided Pathways
Board Communication Plan
Technology Plan (nothing as of now but will be established in future)

As part of the response for HLC, a clear plan of what we will do to address the portfolio is expected. The below image shows the Open Pathway timeline set forth by HLC.

### OPEN



J. Vincent and T. Bodart led the group in a discussion to map out a tentative timeline.

2019
Read systems response and the systems portfolio.
Create definitions of 4B to lead our work. In mid-July, tackle goals and definitions and talk about benchmarks and cross walking metrics. Additionally, identify student learning measurements.
In June, identify someone in IR to join the team and cross-functional team.
Over summer, work on the organizational tool and report out in July.
Meet with WCTC to see their visual organizational tool.
Set measurable and objective goals. Start at top with goals for student learning and define these goals.
Set external benchmarks against an external outside of our system.
Define – for HLC this will have to align with IPEDS. IR should be included in this.
Affective process of assessment of student learning. This could be a part of the response.
Timelines
Create a college initiative for October of 2019 to support our Quality Initiative.
2020
Data elements
Quality Initiative – Submit by September 2020
May 2020 final draft/response for 4B
Develop timeline/plan moving for 2021-2024
2021 - 20204
TBD

Notes from timeline/task discussion:

- Response to “unclear” comments from 4B are due in September of 2020.
- This team will pull together terms to define and identify which cross-functional teams these are delegated too and who will be the liaison for each.
- Cross-functional team will shift to become a working team and advisory.
- Compile a list of what other cross-functional teams each member sits on besides the accreditation team.
- Start proposal in 2020 so it is ready by 2023 and be worked on side-by-side with the 4B response.

***FUTURE ACTION & ASSIGNMENT: In June, identify a team member from Institutional Research for this team and the cross-functional team.***

**ITEM/CONCERN:** Career & Life Skills Proposal Activity

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** B. Raad, W. Herrmann, and J. Dilling worked as a team to draft changes to the current Core Abilities, Critical Core Manufacturing Skills, and General Education learning outcomes. Each of these are measured, but only one of them reports data. Even with reporting out, the data hasn’t been fully utilized. Additionally, the team would like to consider using Canvas to create an institutional rubric and then push to all the programs and course level. Full implementation is

expected in 2021.

<b>Current Core Abilities</b>
Communicate Clearly
Act Responsibly
Work Productively
Think Critically and Creatively
Adapt to Change
Demonstrate Integrity
Work Cooperatively

<b>Proposed Career &amp; Life Skills</b>
<b>Communication Skills</b> <ul style="list-style-type: none"><li>• Oral and Written Communication</li><li>• Effective Listening Skills</li><li>• Digital Professionalism</li><li>• Presentation Skills</li></ul>
<b>Analytical Reasoning</b> <ul style="list-style-type: none"><li>• Quantitative Logic</li><li>• Problem Solving</li><li>• Creativity</li><li>• Critical Thinking</li></ul>
<b>Professionalism</b> <ul style="list-style-type: none"><li>• Work Cooperatively</li><li>• Act With Civility</li><li>• Meet Deadlines</li><li>• Follow Directions</li></ul>
<b>Community Engagement</b> <ul style="list-style-type: none"><li>• Participate in Student Life or College Teams</li><li>• Service Learning</li><li>• Volunteerism</li><li>• Networking</li></ul>
<b>Cultural Awareness</b> <ul style="list-style-type: none"><li>• Acknowledge Personal Prejudice and Biases</li><li>• Appreciate Perspectives of People Outside Your Own Background/Culture</li><li>• Value Individual Differences and Abilities</li><li>• Demonstrate Local and Global Awareness</li></ul>

The team looked over the proposed core-abilities and had this initial feedback:

- Clear instructions/expectations for students to meet each criteria, especially because some of them will be co-curricular activities instead of being included in coursework.
- Change the name from Career and Life Skills to Skills for Career and Society.
- Consider changing Community Engagement to Community and Professional Engagement. This would then include networking/stewardship.

- Look for inconsistencies in phrasing. Such as, under Communication Skills there are Effective Listening Skills and Presentation Skills. The work *skills* should be removed as it is already in the title.
- Definitions will be very important because this will create the scoring guide. Definitions provide guidance of what meets and not meets.
- The team agreed the five main skills were good to move forward.
- Work team will make edits as directed and present at Convocation/Faculty In-Service and put out a survey for more input before finalizing.
- Draft also needs to be taken to Advisory Committees for feedback based on external stakeholders.
- J. Dilling volunteered to do a pilot with the Accounting program in the Fall/when we are ready to implement.

**FUTURE ACTION & ASSIGNMENT:** B. Raad, J. Dilling, and W. Herrmann will update and bring back to the July 2019 meeting to allow enough time for Associate Dean's to look over and give feedback so the pilot can be for Fall. Additionally, J. Eden will bring to Presidents Cabinet in connection to the 2025 Initiative.

**ITEM/CONCERN:** Brainstorm Quality Initiative

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** The brainstorm activity asked the team to look for opportunities the college is not doing, but should be. Look for the holes/gaps in our systems or processes we want to fill, or things we are doing but need improvements on. Ideally, this should be linked to 4B.

The first idea, was the creation of an Assessment Plan that would start from the bottom up – curriculum design and assessment design at the course level. How are we designing assessment and are we designing in a way that is authentic, meaningful, and rigorous. After Assessment design would come instructional evaluation and faculty preparedness. How are we evaluating classroom instruction (both physical and virtual classrooms)?

Summary of additional ideas/discussion:

- Must include/start new process for program review
- Student Orientation and entire student life cycle
- Consistency of definitions (data dictionary)
- Online courses/programs (why we have them and what research is showing that fits the course/program best?)
- Create assessment plan
- Quality culture where outcomes are assessed and we collect input from everyone to get feedback before decisions are made.
- Allow for a voice by all throughout the process.
- Communicating and educating.

Themes and topics to focus initiative around:

- 1.) Assessment Consistency
- 2.) Collecting Input
- 3.) Faculty Preparedness
- 4.) Consistency to use assessments throughout, not just end loaded
- 5.) Online, Communicate, Educate

## 6.) Comprehensive Program Reviews

After much discussion, Assessment continued to rise to the top. However, culture also continued to come up. It was decided to ensure culture is included in Assessment and should be focused college wide, and not just student focused.

**FUTURE ACTION & ASSIGNMENT:** B. Raad will place further identification of the Quality Initiative on the agenda of the July 2019 meeting to allow time for reflection and reading of system feedback.

**ITEM/CONCERN:** AQIP Systems Appraisal Response Highlights and Discussion Activity

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** B. Raad led a small group activity, The Good, The Bad, and The Ugly, to read the five sections of the response and to list feedback and actions suggested. Please look in Microsoft Teams site to read the full report.

### *Category 1: J. Eden & J. Dilling*

- More direct measures regarding program quality and rigor.
- A lot of mention of TSAs. Lacking narrative of how those assessments are used to measure student achievement of program outcomes.
- Common and or different outcomes.
- How are Core Ability/CCMS/Gen Ed outcomes aligned and measured?
- Process for review? Process to help students attain? We should define the process with core abilities, so we can include in 4B response.
- We need to document.

### *Category 2: B. Jascor & S. Zupke*

- Opportunity to improve assessment of at risk students.
- Look at how do we assess our stakeholders? Who are our current stakeholders? How do we define our community stakeholders?
- Lack of process and benchmarking.

### *Category 3: B. Raad, W. Herrmann, & R. Behlke*

- Utilize examples
- Training for support staff to have data that we are increasing their skillset.
- No connection between benchmarking.
- Budgeting and hiring decisions based on needs/data because we have a vacancy. Are we filling to fill or do we need it?
- Collecting data and we are not doing anything with it.
- Use of data and analysis to drive decisions.
- Identify sources of data – not just participation numbers.

### *Category 4: L. Holte & J. Waldvogel-Leitner*

- Data – we sometimes collect, seldom share, rarely if ever use the data
- Non-use of data

- Need to improve benchmarking and in most cases actually start using it.

*Category 5: E. Ludwig & F. Rice*

- Process orientated around data.
- How do we get it to people so it's easily consumable and looking at the same data? Then how does that inform decision making? How are we ensuring that the data we are looking at is actually data that is being used to make decisions? We can't just take it and say we are using, and then discard and do what we want instead.
  - Example: IE we have all kinds of reports we can get. Someone may ask for a report that will pull data from cubes, but something similar may be asked to be pulled from IPEDS data. This leads to a problem where we are not using consistent data from the same location. How do we make that easily accessible and consumable? Not everyone is dealing with the same level of consumability.
- Technology plan – We need some sort of academic technology plan. What is a software that all of our faculty use so we know when someone wants to use it? Or renewal – are we paying \$5,000 and only 3 people use it? Academic tech plan is a part of a larger tech plan.

**ITEM/CONCERN:** Wrap-Up

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:**

- Would have been great to do this a few years earlier, but great that we had the day to jump start the process.
- Definitely document as we go from this point on.
- We are really doing a lot of great things. We just have to do a better job to document, refine, and tighten up the processes.
- Don't become overly obsessed with data as a solution to every problem.
- Good step towards re-grouping.
- There were no surprises in here – we knew this was coming.
- Data is just another component and not the answer.
- Much more concrete to move forward because of this meeting.
- No matter what we pick for our Quality Initiative, it will be impactful for the institution.
- Important to be honest.
- For next steps – important to keep dates and deadlines going to stay on task.
- Good task to do to go over entire and not just focus on 4B.
- There is NO perfect college – so don't aim for perfection. That is noble but not realistic.
- Consider ability to get this done with our day to day work. Must schedule time in calendars.
- Intuitively we do this, we just don't do a great job documenting how, why, etc.
- We need to find areas people are passionate about, and this will help to accomplish the greater good and keep it moving while doing our daily responsibilities.
- Try to keep it simple and pure so we can complete accreditation tasks and our daily work.
- Keep it in chunked tasks so it doesn't seem so daunting so we keep moving forward.

**DESIGN AGENDA FOR NEXT MEETING:**

- Items:
1. Review Rules and Plan the Day (B. Raad)
  2. Revisit and Determine Quality Initiative (B. Raad)



3. Assessment Plan and Assessment Coordinator Job Description (P. Rettler)
4. What do we need to define? (4B) (B. Raad)
5. Skills for Career and Society Update (J. Dilling, W. Herrmann, and B. Raad)
6. Review Organizational Tool (B. Raad & S. Zupke)
7. Microsoft Teams Site Overview (S. Zupke)

## **EVALUATE MEETING**

### **NEXT MEETING**

Date: Tuesday, July 30, 2019

Time: 1:00 – 4:00pm

Location: O103

### **ADJOURN**

# ACCREDITATION PLANNING RETREAT



# Agenda

1.	Arrive/Light Breakfast	8:30-9:00AM	
2.	Warm-Up/Energizer	9:00-9:30AM	Facilitators
3.	Identify Important Tasks & Timeline Creation	9:30-10:30AM	
4.	BREAK		
5.	Career & Life Skills Proposal Activity	10:45-11:30AM	J. Dilling & W. Hermann
6.	Lunch	11:30-12:30PM	
7.	Brainstorm Quality Initiative Ideas	12:30-1:30PM	Facilitators
8.	BREAK		
9.	Identify AQIP Systems Appraisal Response Tasks	1:30-2:30PM	
10.	Reflections & Next Steps	2:30-3:00PM	



# Warm-Up / Energizer

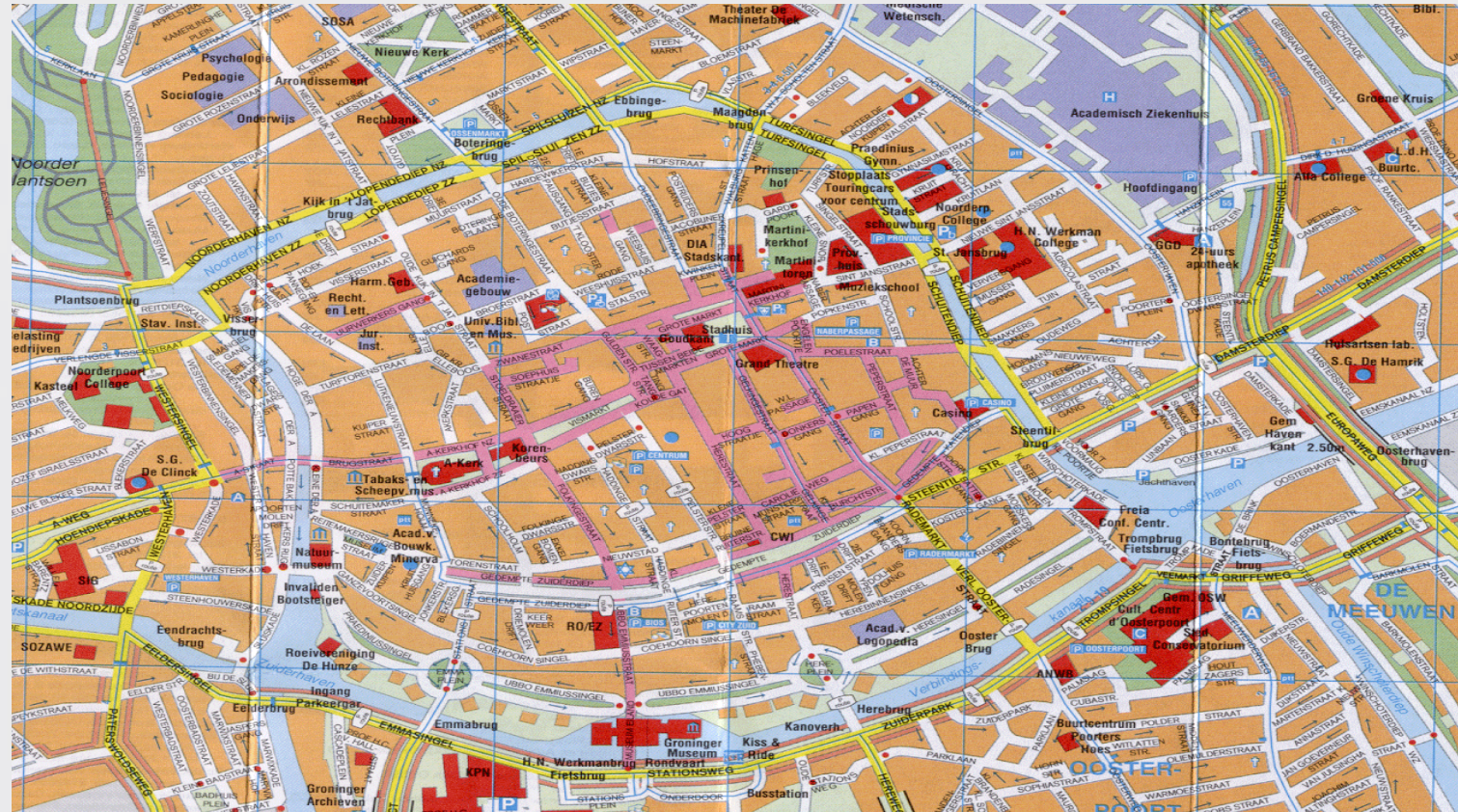


Triena Bodart and Jackie Vincent





# AQIP Pathway Transition Map





# Moraine Park Technical College

## AQIP Pathway Transition Map

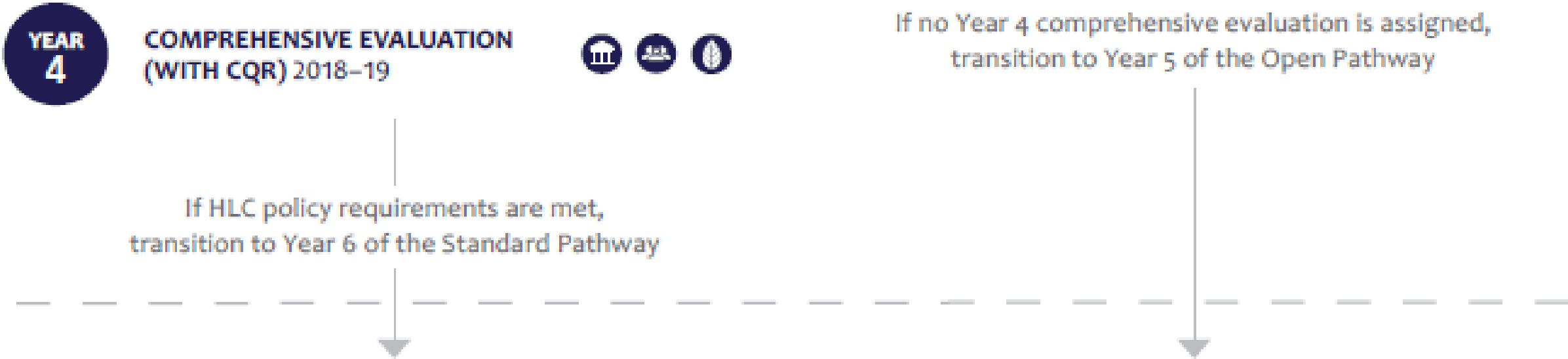


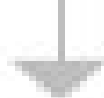
### NOTES

Institutions currently in Year 3 of the AQIP Pathway that have not completed the Systems Appraisal process will transition to the Standard or Open Pathway based on the outcome of that review. If an institution's Systems Appraisal does not result in a Year 4 comprehensive evaluation, the institution will transition to Year 5 of the Open Pathway in academic year 2018–19. If an institution is assigned a Year 4 comprehensive evaluation, it will remain on the AQIP Pathway to complete that review in 2018–19 and, unless an adverse action occurs, will transition to Year 6 of the Standard Pathway in 2019–20.

# Moraine Park Technical College

## AQIP Pathway Transition Map





## STANDARD

YEARS  
6-9

### PREPARE ASSURANCE FILING 2019-23

**Institution:** May contribute documents to Evidence File and begin writing Assurance Argument for Year 10 comprehensive evaluation.



YEAR  
10

### COMPREHENSIVE EVALUATION 2023-24

**Institution:** Submit comprehensive evaluation materials. **Peer Review:** Conduct comprehensive evaluation (with visit). **HLC Decision Making:** Take action on comprehensive evaluation and Reaffirmation of Accreditation.





## OPEN

YEARS  
5-7

### QUALITY INITIATIVE PROPOSAL 2018-21

**Institution:** Submit Quality Initiative Proposal no later than August 31 of Year 7. May also begin preparing Assurance Filing for Year 10 comprehensive evaluation. **Peer Review:** Review Quality Initiative Proposal.



YEARS  
7-9

### QUALITY INITIATIVE REPORT 2020-23

**Institution:** Submit Quality Initiative Report no later than August 31 of Year 9. May also continue preparing Assuring Filing for Year 10 comprehensive evaluation. **Peer Review:** Review Quality Initiative Report.



YEAR  
10

### COMPREHENSIVE EVALUATION 2023-24

**Institution:** Submit comprehensive evaluation materials. **Peer Review:** Conduct comprehensive evaluation (with visit). **HLC Decision Making:** Take action on comprehensive evaluation and Reaffirmation of Accreditation.



# Rules & Identify Important Tasks & Timeline

- Attractive visual organizational tool
- Integrate all College “plans”
- Show how all plans are interconnected
- Creates a graphic organizer for all teams across the college
- Can be used as evidence with HLC of a strategic effort of our work



# What Are Our Current Plans Across the College?

- Strategic Plan
- Guided Pathways
- HLC Criteria
- Strategic Enrollment Plan
- Program Goals
- How can we align them all with HLC Criteria?



A person wearing a grey suit, white shirt, and dark tie is holding a large white rectangular sign. The sign has the text "time for a break!" written in a black, casual script font. The letter "b" in "break!" is colored red. The person's hands are visible at the edges of the sign. The background is a plain, light grey.

time for  
a break!

# Career & Life Skills Proposal Activity



Julie Dilling and Wendy Hermann





# Current Core Abilities

- Communicate clearly
- Act responsibly
- Work productively
- Think critically and creatively
- Adapt to change
- Demonstrate integrity
- Work cooperatively



# Proposed MPTC Career And Life Skills

- Below are five **Career and Life Skills** that are exemplified by Moraine Park Technical College (MPTC) faculty and staff and valued by local employers. These skills are essential to getting hired and keeping a job. As you take courses at MPTC, you will work towards obtaining, improving, and enhancing these skills.
- MPTC's **Career and Life Skills** will offer an advantage; employers prefer to hire and promote individuals who demonstrate these skills.

1. Communication Skills
2. Professionalism
3. Analytical Reasoning
4. Community Engagement
5. Cultural Awareness



# Career & Life Skills

## Communication Skills

- Oral and Written Communication
- Effective Listening Skills
- Digital Professionalism
- Presentation Skills

## Analytical Reasoning

- Quantitative Logic
- Problem Solving
- Creativity
- Critical Thinking

## Professionalism

- Work Cooperatively
- Act With Civility
- Meet Deadlines
- Follow Directions

## Community Engagement

- Participate in Student Life or College Teams
- Service Learning
- Volunteerism
- Networking

## Cultural Awareness

- Acknowledge Personal Prejudice and Biases
- Appreciate Perspectives of People Outside Your Own Background/Culture
- Value Individual Differences and Abilities
- Demonstrate Local and Global Awareness



TIME FOR

LUNCH



# Goals & Ambitions of the Quality Initiative Process

- Demonstrate that institutions regularly pursue independent projects to improve their campuses by focusing on:
  - Student outcomes
  - Faculty performance
  - Campus utilization
  - Operations
  - Curriculum innovation
  - Review
  - Assessment
  - Strategic planning
  - Allocation of resources



- Make these quality improvement projects visible and recognized as part of the accreditation process.
- Provide a record of evidence that institutions of higher education regularly pursue independent projects designed to improve quality.



# Quality Initiative

- Open Pathway requires an institution to designate one major improvement effort it has undertaken as its Quality Initiative.
- The Quality Initiative should address a present concern or aspiration and connect to the campus strategic plan.
- It may continue an initiative already in progress or achieve a key milestone in the work of a longer initiative.
- The Quality Initiative takes place between years 5 and 9 of the Open Pathway Cycle. (2018-2023)





# Quality Initiative

- It should...
  - Take risks
  - Innovate
  - Take on a tough challenge
  - Or pursue a yet unproven strategy or hypothesis
- Genuine effort must be given, and if so, failure of an initiative to achieve it's goals is acceptable.
- The proposal is accepted beginning September 1 of year 5 (2018) and is due no later than end of August 31 of year 7 (2021?)



# Quality Initiative – Common Topics

- Assessment
- Student Success projects (advising, mentorship, ePortfolios)
- Developing a “Quality Culture” across Campus
- Academic Unit or Program Review
- Online and Mobile Learning Platforms
- Faculty Professional Development
- Organizational Improvement
- Strategic Planning
- New Curriculum Design



# Quality Initiative – Civic Engagement

- It is encouraged to select projects that promote civic learning and civic engagement.
- Projects that have these components will be recognized for their commitment by the Commission. At future conferences will share experiences and success stories.



# Quality Initiative – Proposal & Submission

## 2 Options

### 1.) Design our Own Initiative

Submit a Quality Initiative Proposal to HLC for approval to include:

- The provided template
- No longer than 4,500 words
- Signed submission form

### 2.) HLC's Academies:

Complete an Academy application





# Quality Initiative – Approval



- HLC staff screens the proposal.
- Discusses with the institution only if necessary.
- Forwards to a peer review panel.
  - Peer review and approval based on 4 areas:
    - Sufficiency of the Initiative's Scope and Significance
    - Clarity of the Initiative's Purpose
    - Evidence of Commitment to and Capacity for Accomplishing the Initiative
    - Appropriateness of the Timeline for the Initiative
- Review process will be completed in 8-12 weeks.



# Quality Initiative – Review Categories

- Sufficiency of the Initiative's **Scope and Significance**
- **Alignment** with the institution's mission and vision.
- **Connection** with the institution's planning processes.
- **Evidence** of significance and relevance at this time.



# Quality Initiative – Review Categories

- **Clarity of the Initiative's Purpose**
  - **Clear purposes and goals** reflective of the scope and significance of the initiative.
  - **Defined milestones** and intended **goals**.
  - **Clear processes** for evaluating progress.

purpose



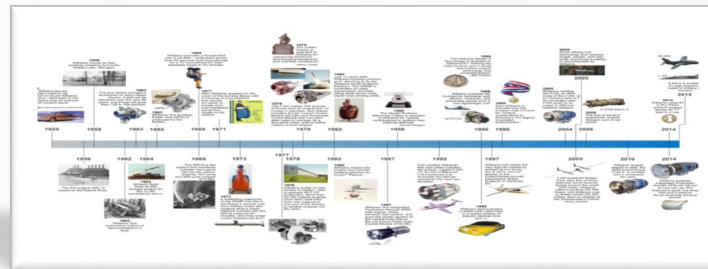
# Quality Initiative – Review Categories

- Evidence of Commitment to and Capacity for Accomplishing the Initiative
  - Commitment of senior leadership.
  - Commitment and involvement of key people and groups.
  - Sufficiency of the human, financial, technological and other resources to the plan and timeline.
  - Defined plan for integrating the initiative into the ongoing work of the institution and sustaining its results.
  - Clear understanding of and capacity to address potential obstacles.



# Quality Initiative – Review Categories

- Appropriateness of the Timeline for the Initiative
  - Consistency with intended purposes and goals.
  - Alignment with the implementation of other institutional priorities.
  - Reasonable implementation plan for the time period.



# Brainstorm Quality Initiative Ideas

## Facilitators: Triena and Jackie





A person wearing a grey suit, white shirt, and dark tie is holding a large white rectangular sign. The sign has the text "time for a break!" written in a black, casual script font. The letter "b" in "break!" is colored red. The person's hands are visible at the edges of the sign. The background is a plain, light grey.

time for  
a break!

# Identify AQIP Systems Appraisal Response Tasks

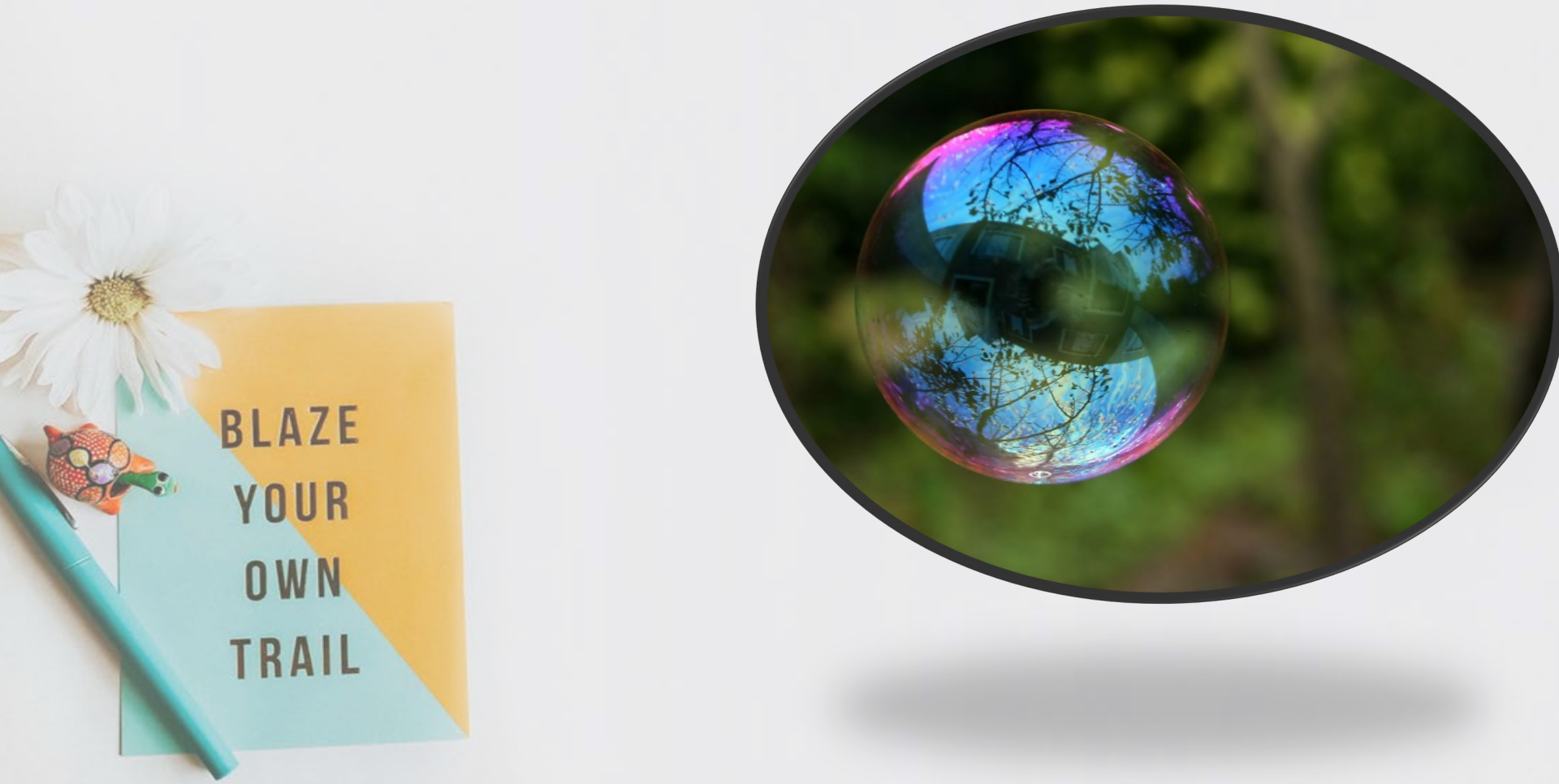


- Divide into five groups
- Review Packets of Feedback
- Identify action items from your section of feedback
- Include Individual/Team Responsible/Deadline





# Reflection & Next Steps



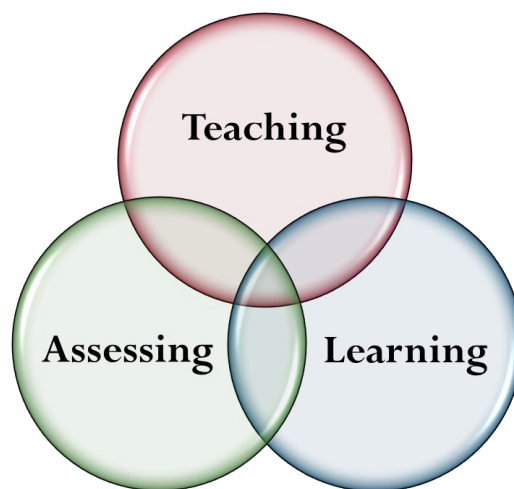
# Next Meeting

- Is there a pain in your Ass-essment?
- Rettler/Raad
- July





**General Education**  
**Student Learning Outcomes**  
**Assessment Report**  
**2017-2018**



# Student Learning Outcome Statements

## **Analytical Skills**

- ◇ Solve problems using critical and creative thinking.
- ◇ Formulate strategies to locate, evaluate, and apply information that can be used to fulfill personal, professional, or civic responsibilities
- ◇ Demonstrate knowledge of ethical thinking and its application to issues in society.
- ◇ Recognize and describe the impact of humans on the environment.
- ◇ Demonstrate knowledge of how natural systems function.
- ◇ Demonstrate an understanding of the impact of the human lifespan experience (e.g., age, culture) to an analysis or interpretation of course content.

## **Communication Skills**

- ◇ Communicate effectively using listening and speaking skills.
- ◇ Communicate effectively using reading and writing skills.
- ◇ Communicate clearly, precisely, and in a well-organized manner using proper standard English grammar and mechanics.
- ◇ Communicate effectively among diverse populations (gender, cultural, socioeconomic, generational, etc.)

## **Quantitative Reasoning Skills**

- ◇ Use quantitative skills to evaluate and process numerical data.
- ◇ Solve quantitative and mathematical problems.
- ◇ Use statistics appropriately and accurately.
- ◇ Work with and present data using mathematical forms (words, tables, graphs, diagrams, mathematical equations, etc.).

## Assessment Cycle

The assessment process runs on a twelve year cycle, with the proficiency categories and courses rotating on an annual basis. The highest enrolling Gen Ed courses (listed below) will be reassessed for the same outcome on a two year interval to compare results.

Faculty teams identify a common assessment instrument to be used in all sections of the class and define standards for “Meeting Expectations.” This assessment tool is implemented in all sections of the course, including adjunct sections.

	Group 1	Group 2
Analytic	2015-2016 2017-2018	2020-2021 2022-2023
Communication	2023-2024 2025-2026	2016-2017 2018-2019
Quantitative	2019-2020 2021-2022	2024-2025 2026-2027

### Group 1

- 890-101 College 101
- 801-136 English Composition
- 804-107 College Math
- 806-177 Gen A&P
- 809-166 Ethics
- 809-198 Intro to Psychology

### Group 2

- 801-196 Oral Interpersonal Communication
- 804-113 Tech Math 1A and 804-114 Tech Math 1B
- 806-179 Advanced A&P
- 806-197 Microbiology
- 809-199 Psych of HR
- 809-196 Intro to Sociology
- 809-195 Economics

## Understanding Assessment Data

### Assessment Summary:

Shows totals and percentages of sections/students assessed.

### Met Expectations:

Use this value to compare to goal (80%).

### Assessment Analysis:

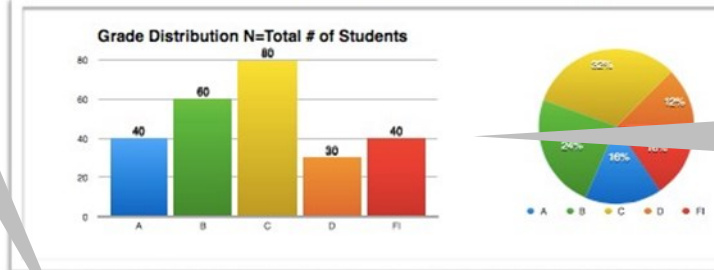
Shows results of pairwise comparison of assessment results and final grades.

### Assessed Students:

Pie of Assessment Analysis data. Includes students who were offered the assessment but did not complete it.

#### Class Name (Catalog Number)

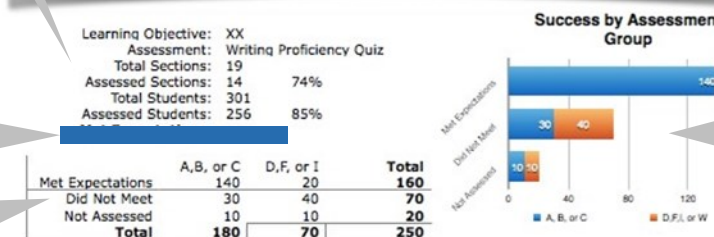
Fall 2015 General Education Assessment - Moraine Park Technical College



### Grade Distribution:

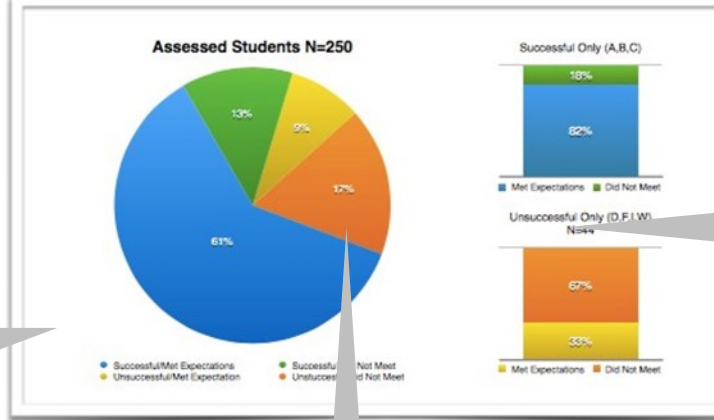
Shown as bar graph and pie. "F/I" category includes Incomplete grades.

Withdrawals are excluded.



### Success by Group:

Shows course success for students grouped by assessment performance.



### Assessment Performance by Group:

Shows assessment performance for students grouped by success in the course.

### Note:

The colored regions in the bar graphs correspond to the matching areas in the pie.



## RESULTS

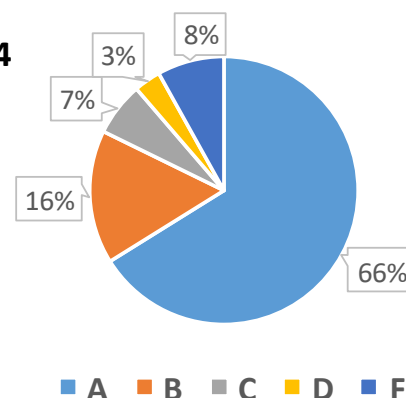
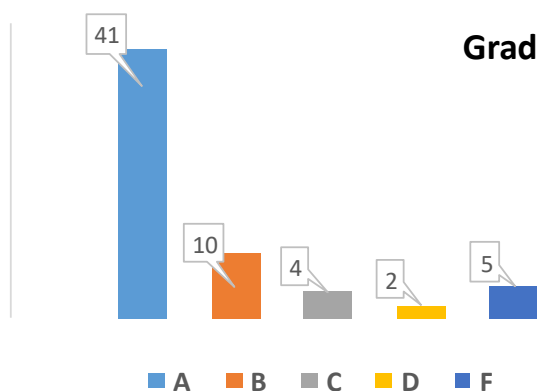
The goal is to have 80% of students meet expectations for the designated learning outcome. The General Education courses that were assessed superseded this goal by an average of 7.5%. Exceeding the goal has been a continuing trend with General Education courses in the past few years.

### % Met Expectations

	Fall 2017	Spring 2018
<b>General Education</b>	<b>87%</b>	<b>86%</b>
English Composition 1	88%	76%
College Math	84%	97%
General A&P	94%	86%
Introduction to Ethics	83%	78%
Introduction to Psychology	94%	87%
College 101	85%	92%

## English Composition (801-136)

Fall 2017 General Education Assessment—Moraine Park Technical College

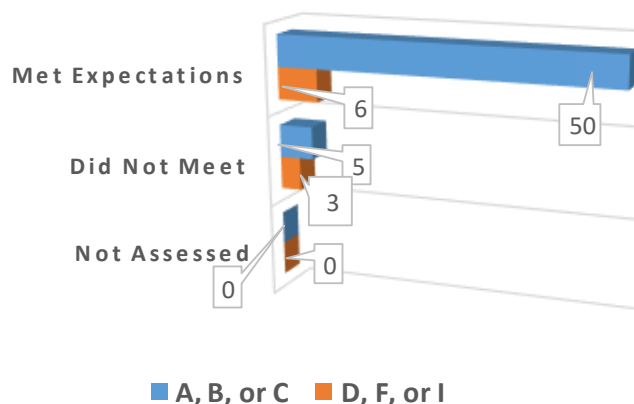


### Success by Assessment Group

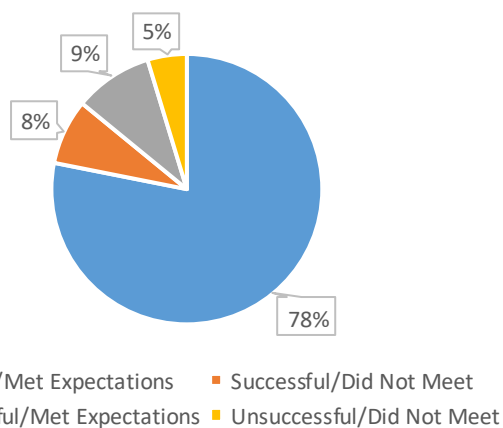
Selected Sections:	6	
Assessed Sections:	5	83%
Total Students:	69	
Assessed Students:	64	93%

	A, B, or C	D, F, or I	Total
Met Expectations	50	6	56
Did Not Meet	5	3	8
Not Assessed	0	0	0
<b>Total</b>	<b>55</b>	<b>9</b>	<b>64</b>

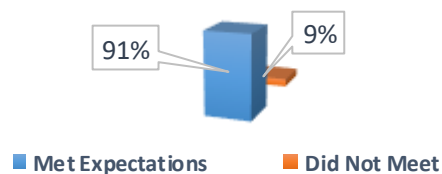
**87.5% Met Expectations**



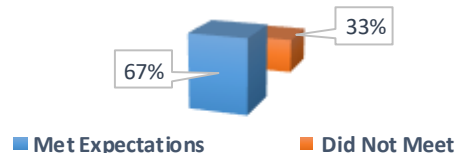
### Assessed Students N=64



### Successful Only (A, B, C) N=55



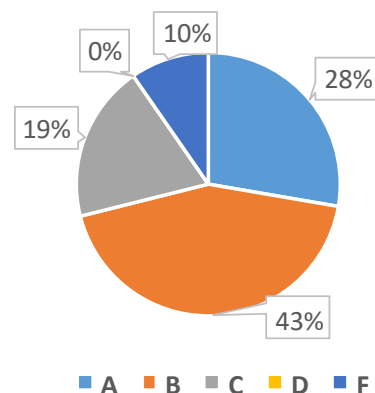
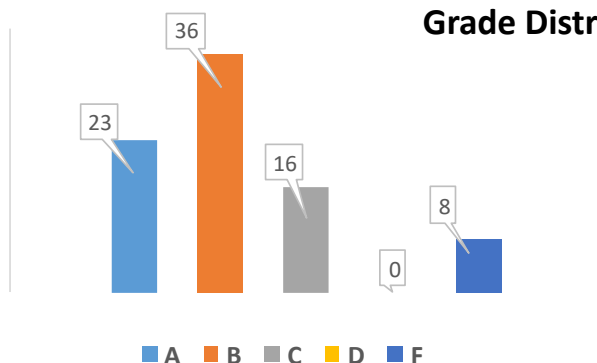
### Unsuccessful Only (D, F, I) N=9



## College Math (804-107)

Fall 2017 General Education Assessment—Moraine Park Technical College

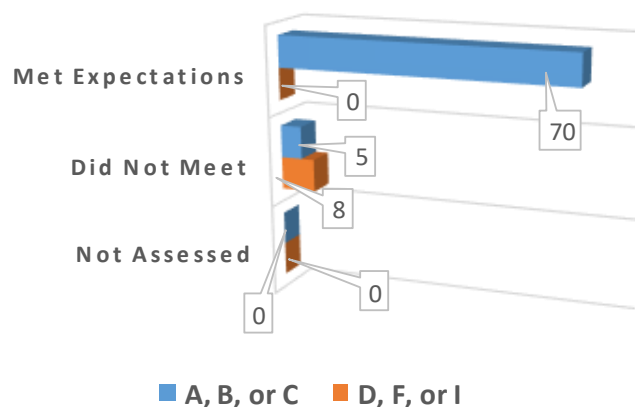
Grade Distribution N=83



Success by Assessment Group

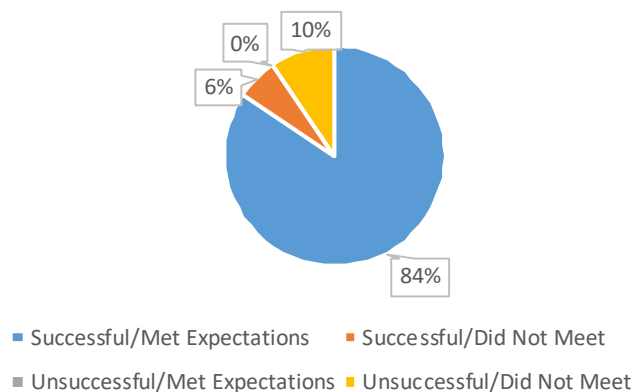
Selected Sections:	6	
Assessed Sections:	6	100%
Total Students:	83	
Assessed Students:	83	100%

	A, B, or C	D, F, or I	Total
Met Expectations	70	0	70
Did Not Meet	5	8	13
Not Assessed	0	0	0
<b>Total</b>	<b>75</b>	<b>8</b>	<b>83</b>

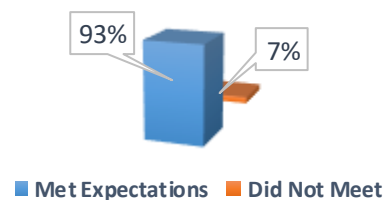


**84.3% Met Expectations**

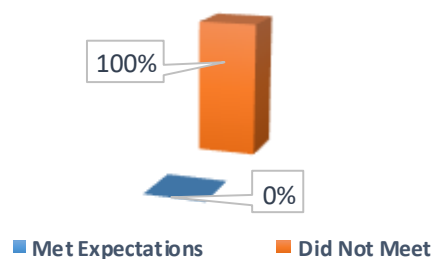
Assessed Students N=83



Successful Only (A, B, C) N=75

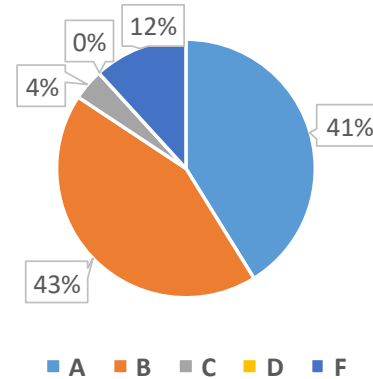
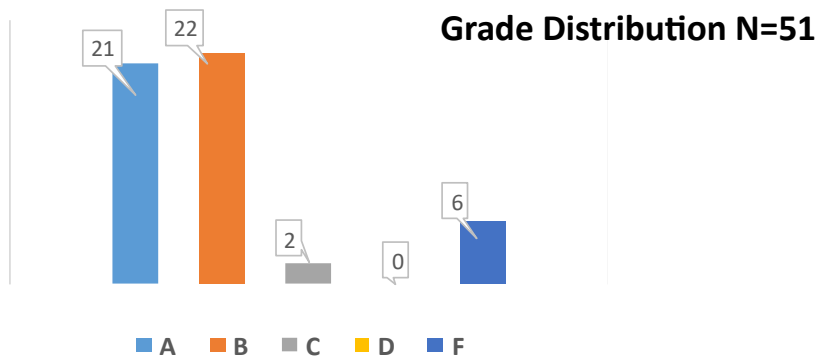


Unsuccessful Only (D, F, I) N=8



## General A&P (806-177)

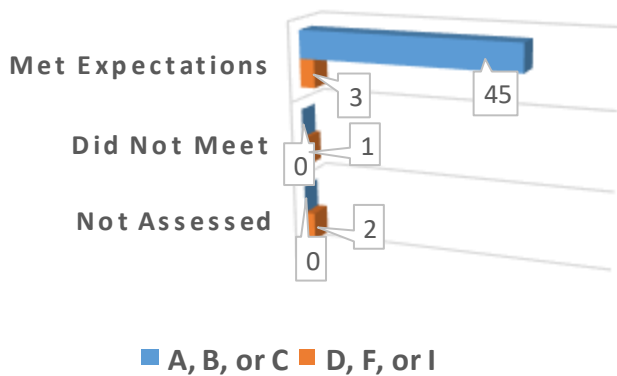
Fall 2017 General Education Assessment—Moraine Park Technical College



### Success by Assessment Group

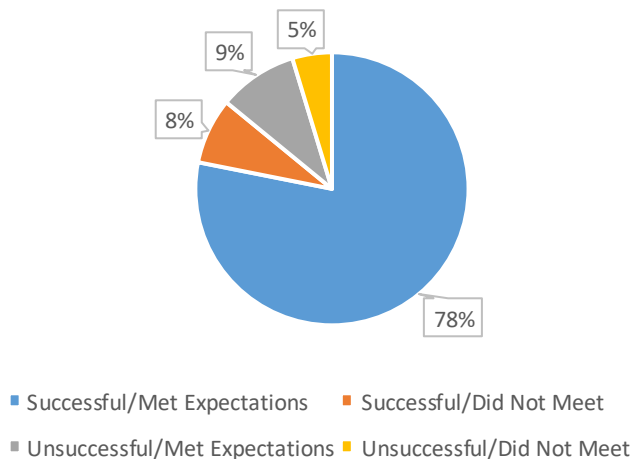
Selected Sections:	5	
Assessed Sections:	3	60%
Total Students:	87	
Assessed Students:	49	56%

	A, B, or C	D, F, or I	Total
Met Expectations	45	3	48
Did Not Meet	0	1	1
Not Assessed	0	2	2
<b>Total</b>	<b>45</b>	<b>6</b>	<b>51</b>

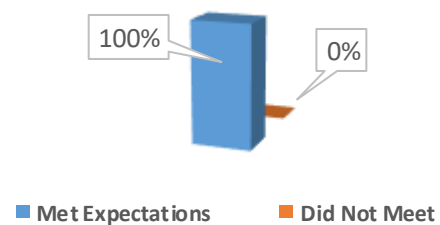


**94.1% Met Expectations**

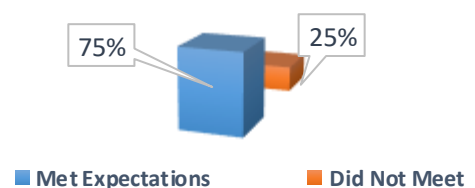
### Assessed Students N=49



### Successful Only (A,B,C) N=45



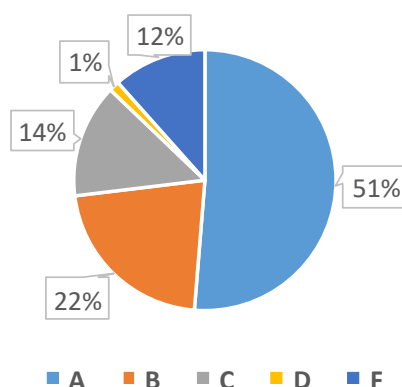
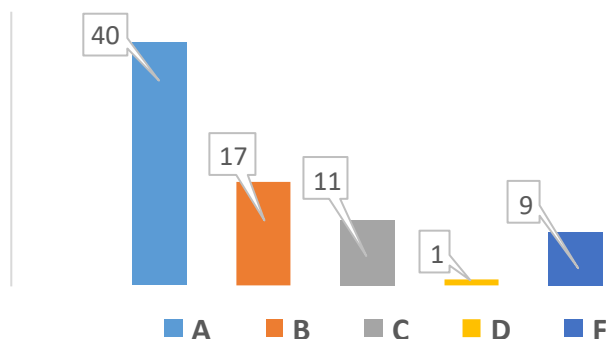
### Unsuccessful Only (D, F, I) N=4



## Introduction to Ethics (809-166)

Fall 2017 General Education Assessment—Moraine Park Technical College

**Grade Distribution N=78**

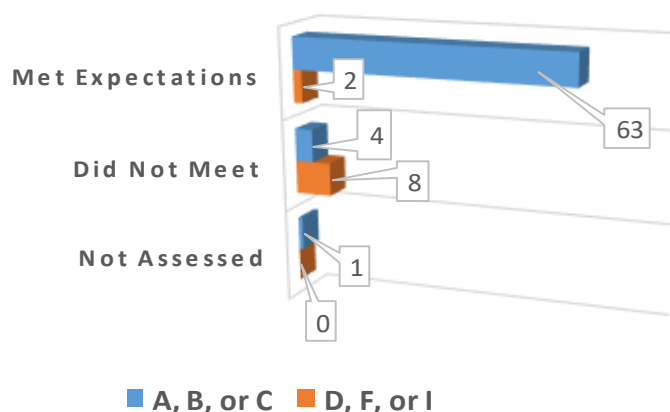


**Success by Assessment Group**

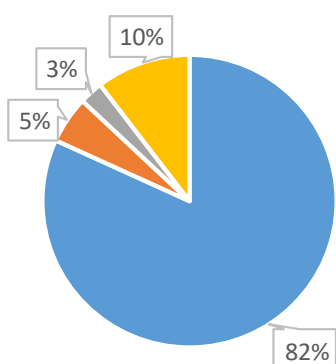
Selected Sections:	7	
Assessed Sections:	5	71%
Total Students:	111	
Assessed Students:	77	69%

	A, B, or C	D, F, or I	Total
Met Expectations	63	2	65
Did Not Meet	4	8	12
Not Assessed	1	0	1
<b>Total</b>	<b>68</b>	<b>10</b>	<b>78</b>

**83.3% Met Expectations**

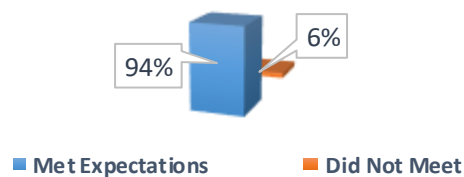


**Assessed Students N=77**

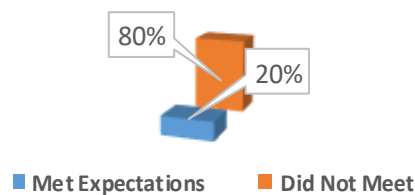


■ Successful/Met Expectations 
 ■ Successful/Did Not Meet  
■ Unsuccessful/Met Expectations 
 ■ Unsuccessful/Did Not Meet

**Successful Only (A, B, C) N=67**

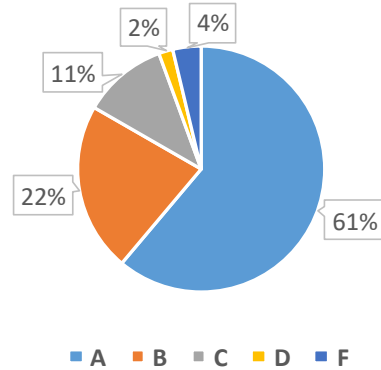
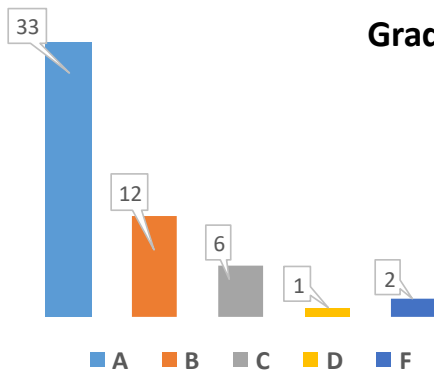


**Unsuccessful Only (D, F, I) N=10**



## Introduction to Psychology (809-198)

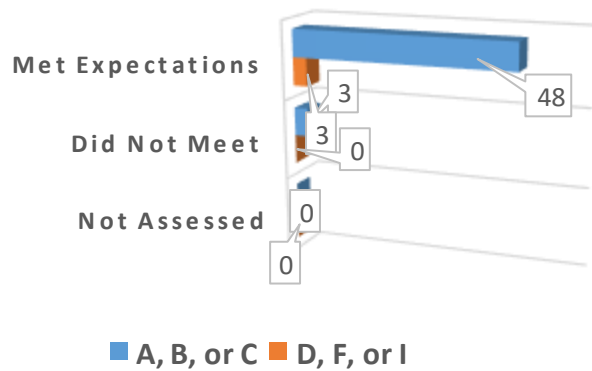
Fall 2017 General Education Assessment—Moraine Park Technical College



### Success by Assessment Group

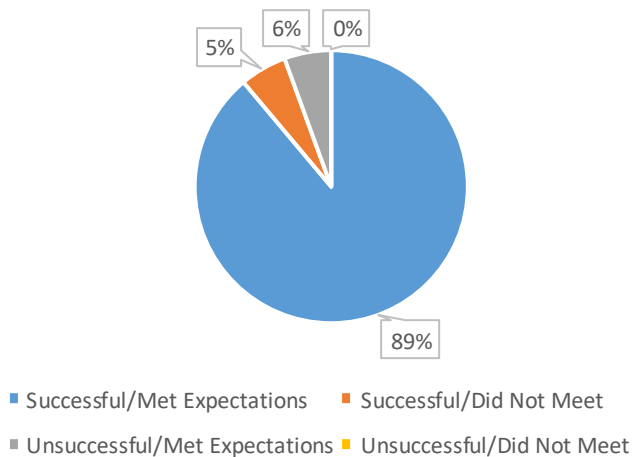
Selected Sections:	5	
Assessed Sections:	3	60%
Total Students:	82	
Assessed Students:	54	66%

	A, B, or C	D, F, or I	Total
Met Expectations	48	3	51
Did Not Meet	3	0	3
Not Assessed	0	0	0
<b>Total</b>	<b>51</b>	<b>3</b>	<b>54</b>

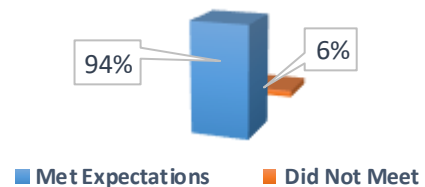


**94.4% Met Expectations**

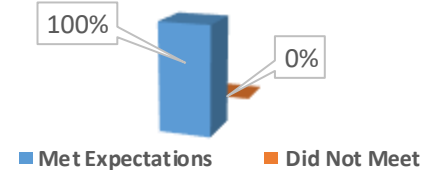
### Assessed Students N=83



### Successful Only (A, B, C) N=51



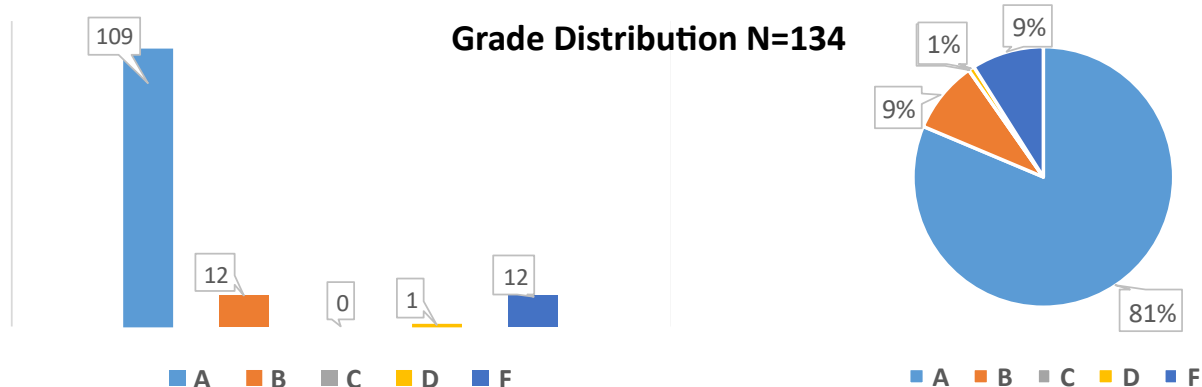
### Unsuccessful Only (D, F, I) N=3





## College 101 (890-101)

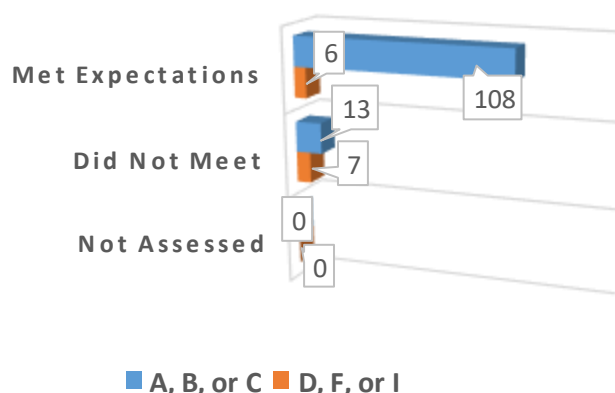
Fall 2017 General Education Assessment—Moraine Park Technical College



### Success by Assessment Group

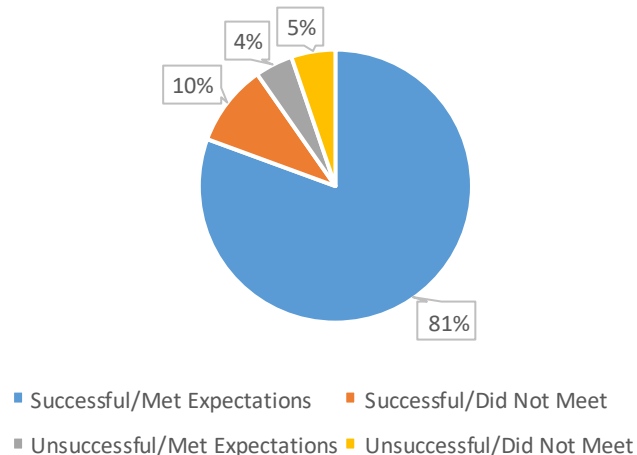
Selected Sections:	9	
Assessed Sections:	8	89%
Total Students:	147	
Assessed Students:	134	91%

	A, B, or C	D, F, or I	Total
Met Expectations	108	6	114
Did Not Meet	13	7	20
Not Assessed	0	0	0
<b>Total</b>	<b>121</b>	<b>13</b>	<b>134</b>

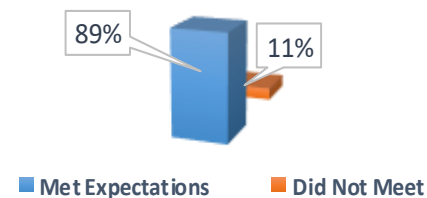


**85.0% Met Expectations**

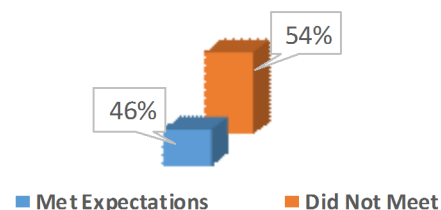
### Assessed Students N=134



### Successful Only (A, B, C) N=121



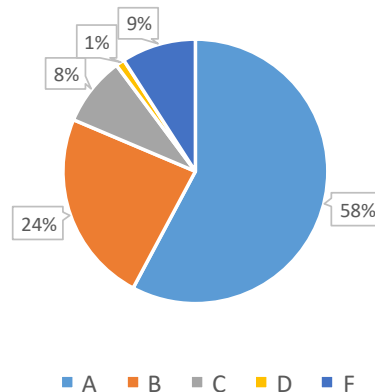
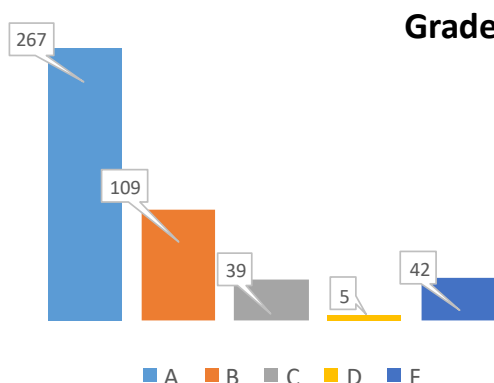
### Unsuccessful Only (D, F, I) N=13



## All Assessed General Education Courses

### Fall 2017 General Education Assessment—Moraine Park Technical College

**Grade Distribution N=462**

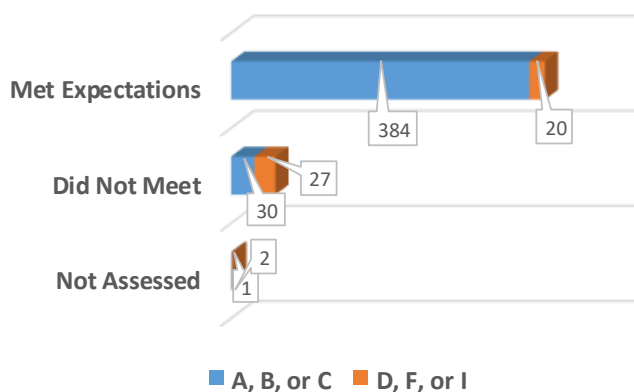


**Success by Assessment Group**

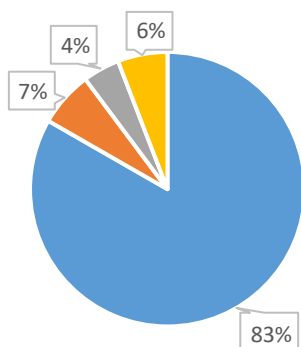
Selected Sections:	38	
Assessed Sections:	30	79%
Total Students:	579	
Assessed Students:	461	80%

	A, B, or C	D, F, or I	Total
Met Expectations	384	20	<b>404</b>
Did Not Meet	30	27	<b>57</b>
Not Assessed	1	2	<b>3</b>
<b>Total</b>	<b>415</b>	<b>49</b>	<b>464</b>

**87.6% Met Expectations**

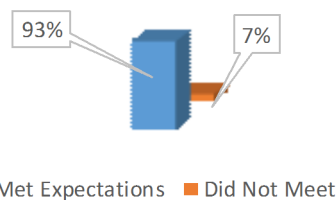


**Assessed Students N=461**



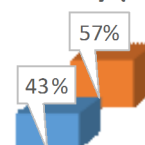
■ Successful/Met Expectations
 ■ Successful/Did Not Meet
 ■ Unsuccessful/Met Expectations
 ■ Unsuccessful/Did Not Meet

**Successful Only (A,B,C) N=414**



■ Met Expectations
 ■ Did Not Meet

**Unsuccessful Only (D, F, I) N = 47**

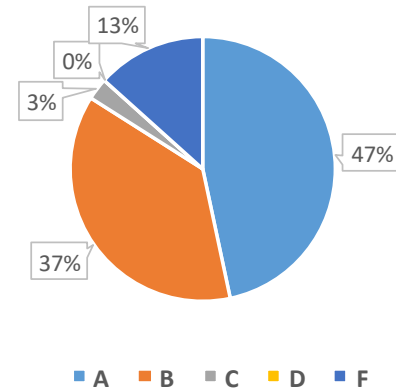
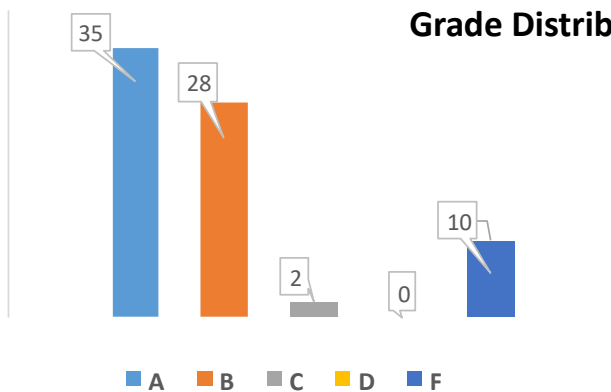


■ Met Expectations
 ■ Did Not Meet

## English Composition (801-136)

Spring 2018 General Education Assessment—Moraine Park Technical College

Grade Distribution N=82



Success by Assessment Group

Selected Sections:	8	
Assessed Sections:	7	88%
Total Students:	92	
Assessed Students:	64	70%

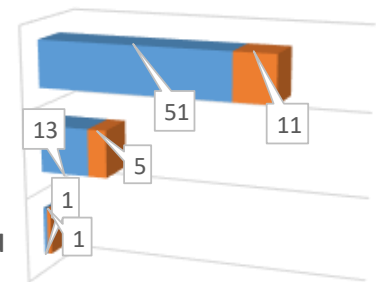
	A, B, or C	D, F, or I	Total
Met Expectations	51	11	62
Did Not Meet	13	5	18
Not Assessed	1	1	2
<b>Total</b>	<b>65</b>	<b>17</b>	<b>82</b>

**75.6% Met Expectations**

Met Expectations

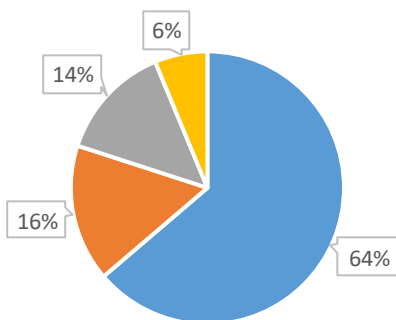
Did Not Meet

Not Assessed



A, B, or C D, F, or I

Assessed Students N=80



■ Successful/Met Expectations ■ Successful/Did Not Meet  
 ■ Unsuccessful/Met Expectations ■ Unsuccessful/Did Not Meet

Successful Only (A,B,C) N=64



Met Expectations

Did Not Meet

Unsuccessful Only (D, F, I) N=16



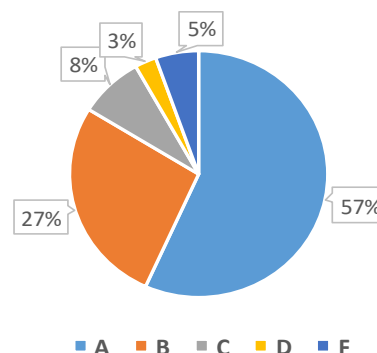
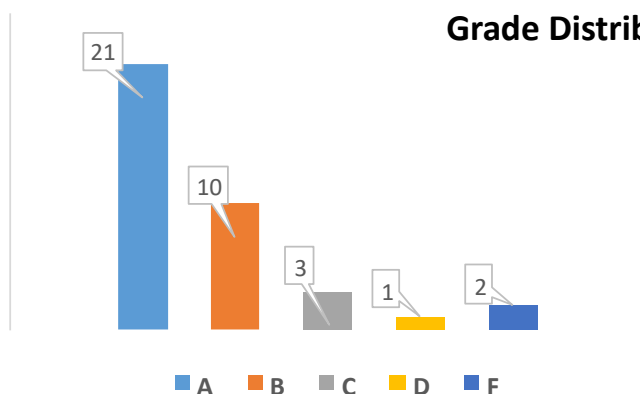
Met Expectations

Did Not Meet

## College Math (804-107)

Spring 2018 General Education Assessment—Moraine Park Technical College

Grade Distribution N=37



Success by Assessment Group

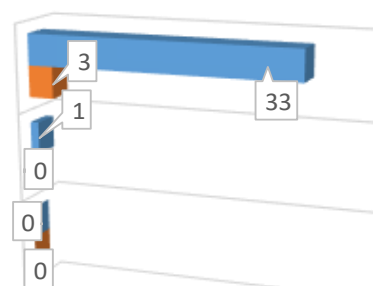
Selected Sections:	3	
Assessed Sections:	3	100%
Total Students:	37	
Assessed Students:	37	100%

	A, B, or C	D, F, or I	Total
Met Expectations	33	3	36
Did Not Meet	1	0	1
Not Assessed	0	0	0
<b>Total</b>	<b>34</b>	<b>3</b>	<b>37</b>

Met Expectations

Did Not Meet

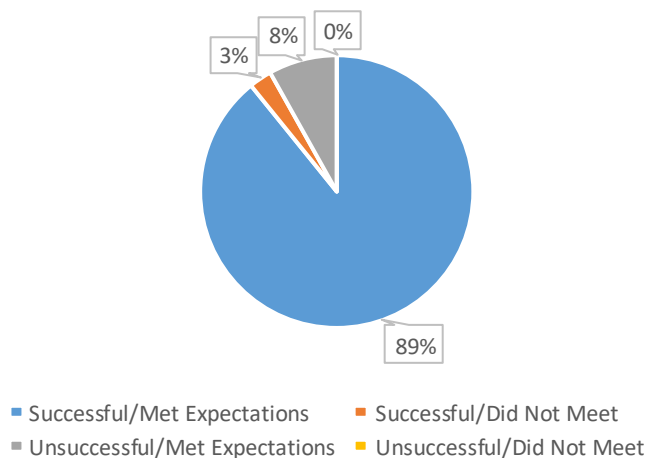
Not Assessed



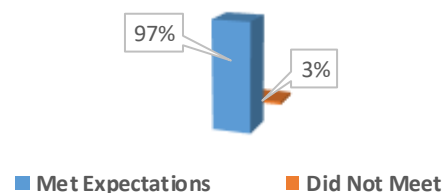
A, B, or C D, F, or I

**97.2% Met Expectations**

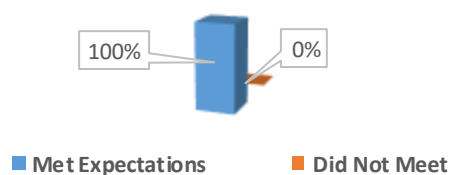
Assessed Students N=37



Successful Only (A, B, C) N=34

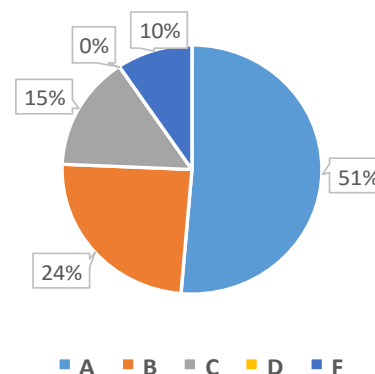
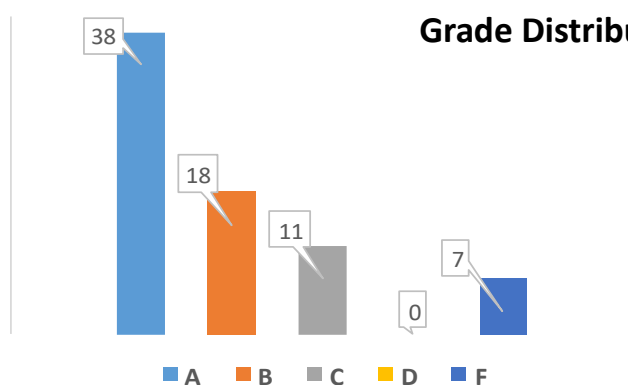


Unsuccessful Only (D, F, I) N=3



## Introduction to Ethics (809-166)

Spring 2018 General Education Assessment—Moraine Park Technical College



### Success by Assessment Group

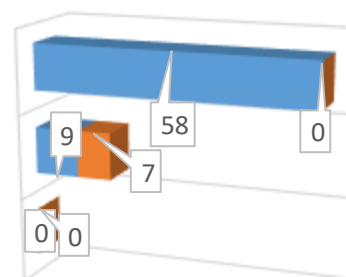
Selected Sections:	5	
Assessed Sections:	5	100%
Total Students:	74	
Assessed Students:	58	78%

	A, B, or C	D, F, or I	Total
Met Expectations	58	0	58
Did Not Meet	9	7	16
Not Assessed	0	0	0
<b>Total</b>	<b>67</b>	<b>7</b>	<b>74</b>

Met Expectations

Did Not Meet

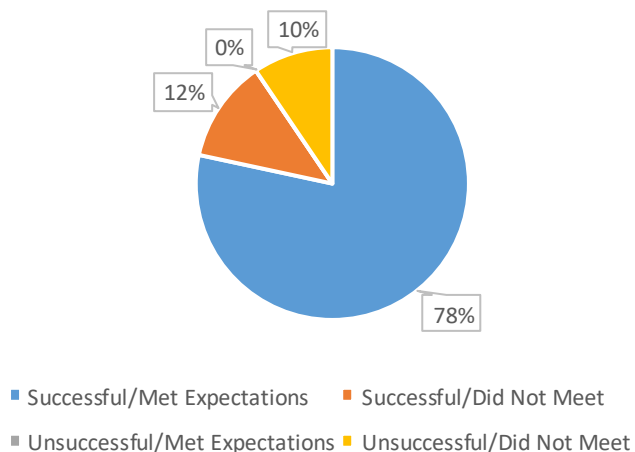
Not Assessed



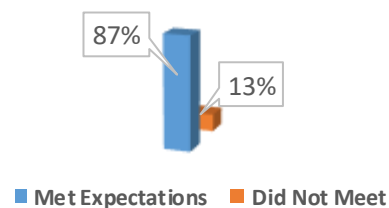
■ A, B, or C ■ D, F, or I

**78.4% Met Expectations**

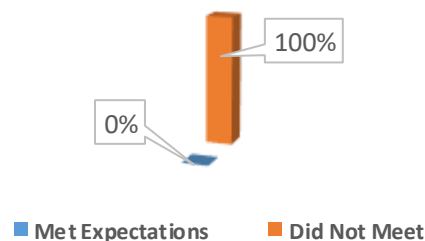
### Assessed Students N=74



### Successful Only (A, B, C) N=67



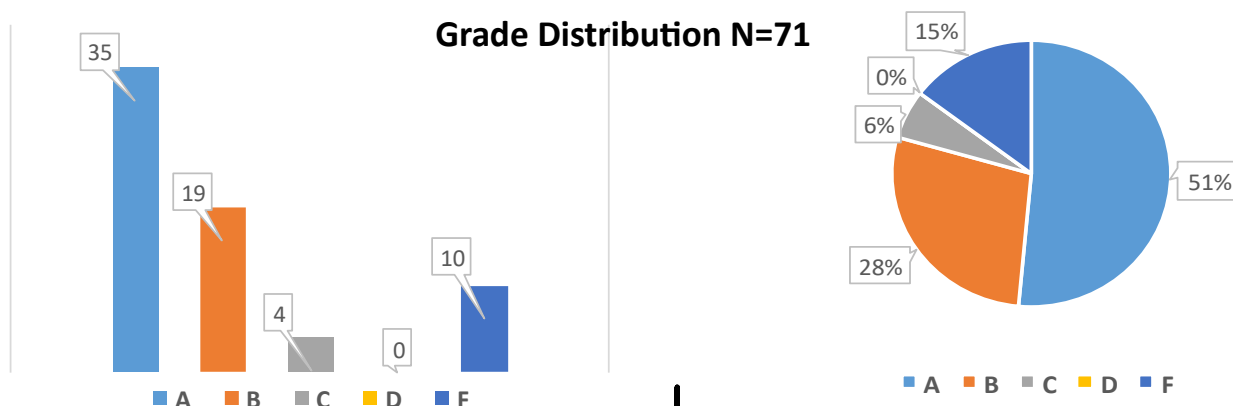
### Unsuccessful Only (D, F, I) N=7



# Introduction to Psychology (809-198)

Spring 2018 General Education Assessment—Moraine Park Technical College

**Grade Distribution N=71**

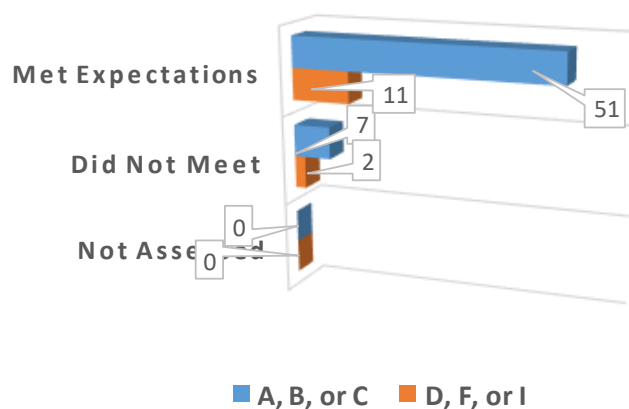


**Success by Assessment Group**

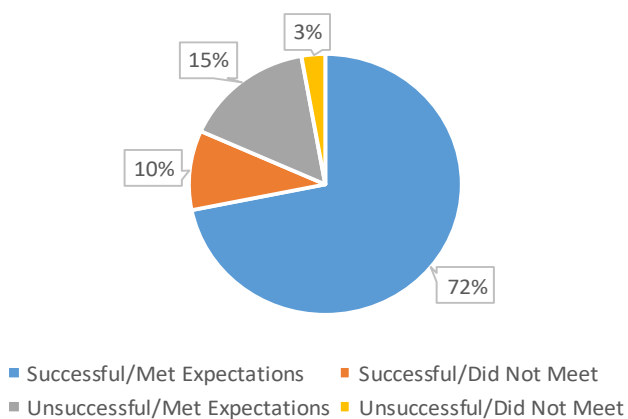
Selected Sections:	4	
Assessed Sections:	4	100%
Total Students:	71	
Assessed Students:	71	100%

	A, B, or C	D, F, or I	Total
Met Expectations	51	11	62
Did Not Meet	7	2	9
Not Assessed	0	0	0
<b>Total</b>	<b>58</b>	<b>13</b>	<b>71</b>

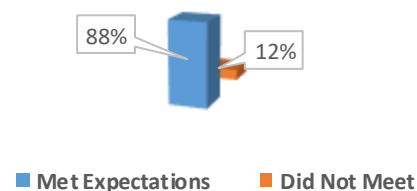
**87.3% Met Expectations**



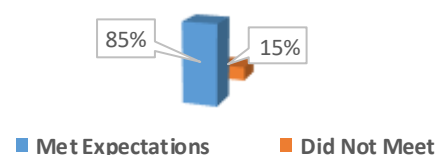
**Assessed Students N=71**



**Successful Only (A, B, C) N=58**



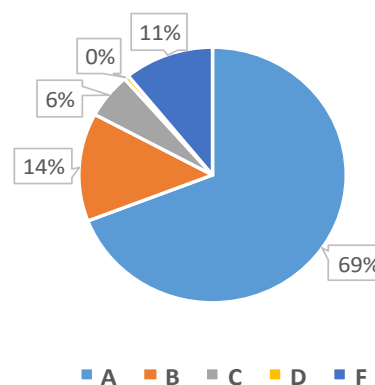
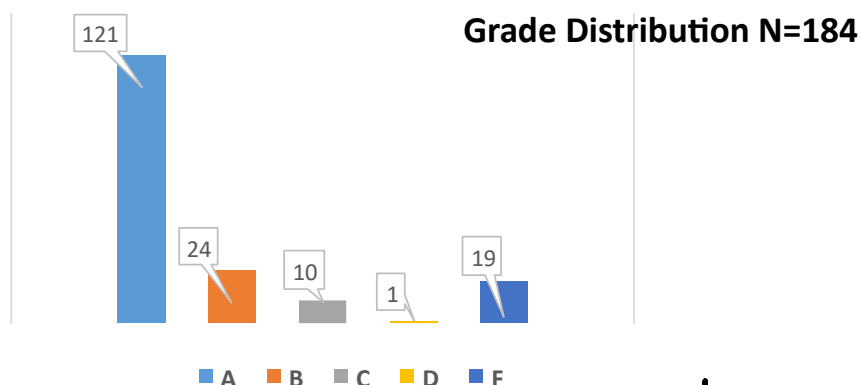
**Unsuccessful Only (D, F, I) N=13**





## College 101 (890-101)

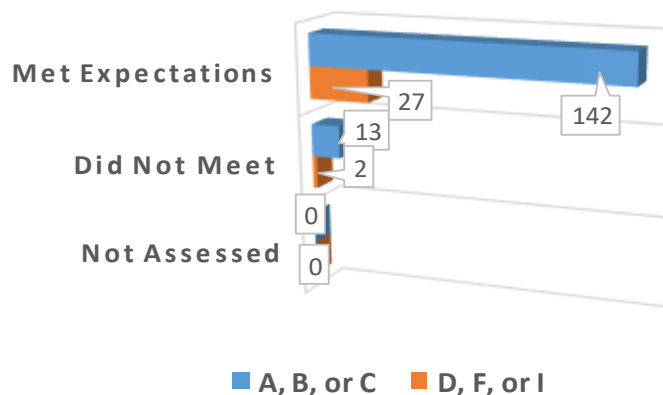
Spring 2018 General Education Assessment—Moraine Park Technical College



### Success by Assessment Group

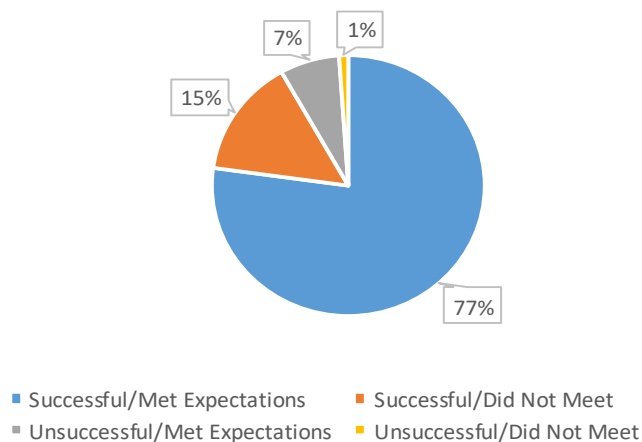
Selected Sections:	14	
Assessed Sections:	12	86%
Total Students:	211	
Assessed Students:	184	87%

	A, B, or C	D, F, or I	Total
Met Expectations	142	27	169
Did Not Meet	13	2	15
Not Assessed	0	0	0
<b>Total</b>	<b>155</b>	<b>29</b>	<b>184</b>

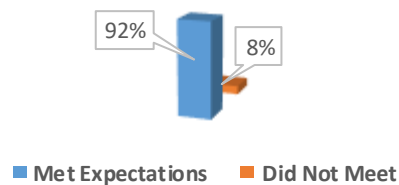


**91.8% Met Expectations**

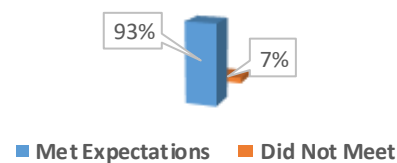
### Assessed Students N=184



### Successful Only (A, B, C) N=155



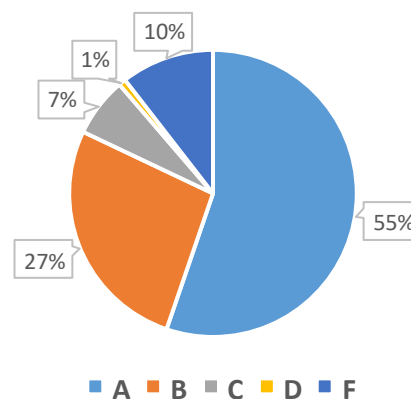
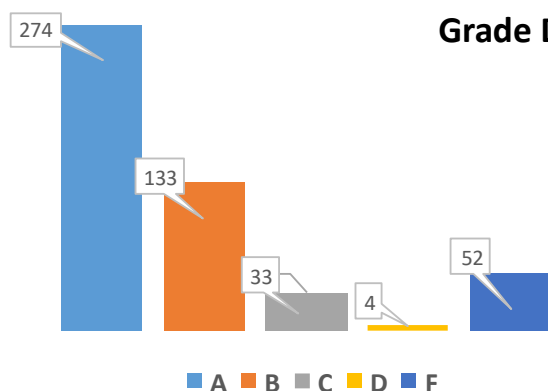
### Unsuccessful Only (D, F, I) N=29



## All Assessed General Education Coursers

### Spring 2018 General Education Assessment—Moraine Park Technical College

**Grade Distribution N=517**

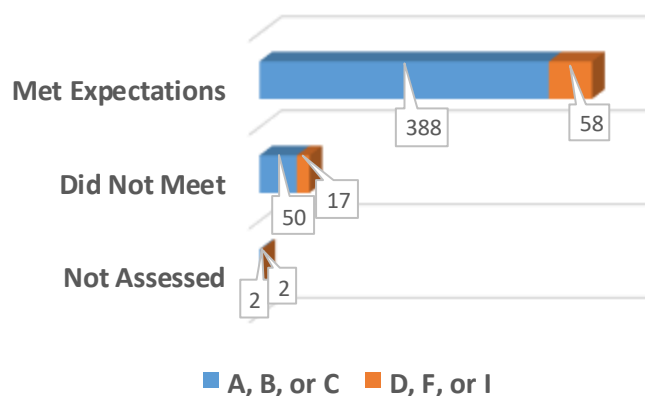


### Success by Assessment Group

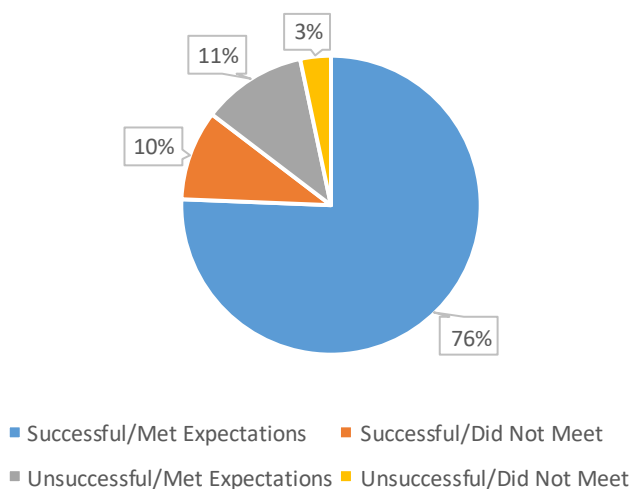
Selected Sections:	38	
Assessed Sections:	35	92%
Total Students:	517	
Assessed Students:	513	99%

	A, B, or C	D, F, or I	Total
Met Expectations	388	58	446
Did Not Meet	50	17	67
Not Assessed	2	2	4
Total	440	77	517

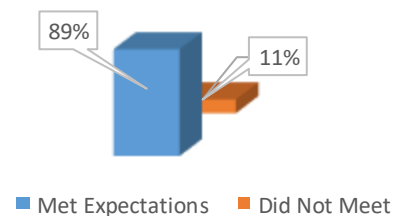
**86.9% Met Expectations**



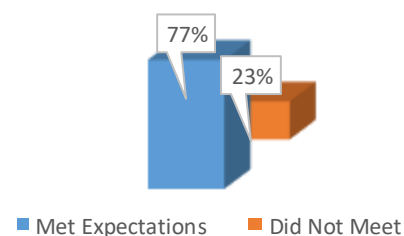
### Assessed Students N=513



### Successful Only (A, B,C) N=438



### Unsuccessful Only (D, F, I) N=75



## BAND D JOB DESCRIPTION

### SECTION 1

<b>1. POSITION TITLE:</b>	Assessment Coordinator
<b>2. OCCUPANT:</b>	Vacant
<b>3. SUPERVISOR:</b>	Pete Rettler
<b>4. EFFECTIVE DATE:</b>	12/1/2019
<b>5. BAND CLASSIFICATION:</b>	D
<b>6. ACCOUNTABILITY/RESPONSIBILITY:</b>	Level 2

### SECTION 2

**1. POSITION ACCOUNTABILITY/RESPONSIBILITY:**

This position is responsible for the formation or adjustment of processes of the Outcome Assessment and Facilitate Teaching and Learning major processes of the Primary Learning System subject to the constraints imposed by the Dean of the West Bend campus, MPTC District Board policy, State Board rules, law, federal regulations and professional ethical behavior.

**2. ROLE/FUNCTION:**

The Assessment Coordinator, by modeling trustworthiness and practicing the College's values, will lead, participate and support teams and individuals within his/her area of responsibility. The management principles of employee participation, customer focus and continuous improvement of systems will be utilized in the daily work of the Department.

### SECTION 3

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

1. Work with key stakeholders and the Accreditation and Assessment Cross-Functional Teams to create a College-wide assessment plan and implement and complete College-wide assessment plan activities.
2. Manage the development and maintenance of assessment processes to reflect consistent quality standards and ensure integrity, rigor and currency reflective of Higher Learning Commission (HLC) accreditation expectations.
3. Serve as a standing member of the MPTC Accreditation Cross-Functional team and lead the Assessment Cross-Functional Team. In collaboration with both teams, develop/update the annual assessment plan, direct and support assessment activities and communicate results to the College community.
4. Work with Talent Development to organize and facilitate faculty/staff learning opportunities and assessment events related to best practices in assessment, supporting the College-wide assessment plan and accreditation activities.
5. Work with other Institutional Effectiveness staff to inform stakeholders of available data, support creation of tools to acquire needed data and automate collection methods in collaboration with the Center for Online & Digital Learning (CODL) to provide evidence of continuous improvement.

6. Educate the College community on the significance of assessment in the accreditation process. Promote assessment and provide communication updates to Deans, Associate Deans, faculty and the rest of the College community.
7. Work with other Institutional Effectiveness staff to produce reports related to assessment and other department processes/activities.
8. Serve as a College-wide resource to answer questions related to assessment methods and techniques.

#### SECTION 4

- |  |   |
|--|---|
| <b>1. Accountable to:</b><br>Dean of the West Bend Campus,<br>Band C | <b>2. Responsible for:</b><br>N/A   |
| <b>3. Team Role(s):</b><br>Team Leader<br>Team Member                | <b>4. Guidance and Support Received from:</b><br>Accreditation Liaison Officer<br>Accreditation Cross-Functional Team<br>Assessment Cross-Functional Team<br>Institutional Effectiveness Work Team<br>Instructional Resources Work Team |

#### SECTION 5

##### QUALIFICATIONS:

1. Bachelor's Degree in Curriculum and Instruction, Education or a related field or an equivalent combination of education and experience from which comparable knowledge and abilities can be acquired. Master's Degree preferred.
2. Two years of related experience in an educational setting; post-secondary experience preferred.
3. Demonstrated experience with effective teaching strategies, outcome assessment and academic program evaluation, data analysis, and assessment of student support services.
4. Knowledge of accreditation within higher education such as Higher Learning Commissions (HLC) and program accrediting standards.
5. Knowledge of assessment techniques; experience in assessment of higher education processes and outcomes preferred.
6. Knowledge of curriculum writing and standards preferred.
7. Strong organizational, planning, time management, analytical and problem solving skills.
8. Excellent written and verbal communication skills including the ability to interact with all levels of internal and external customers.
9. Ability to work effectively in a team-based, quality environment to include leading teams and committees.

10. Knowledge of computer hardware and software applications including Microsoft Office 365 Suite (Office Suite, Exchange Online, SharePoint Online, etc.). Experience with ERP and LMS systems preferred.
11. Demonstrated ability to work effectively with diverse populations by promoting and maintaining an inclusive work environment and culture that is respectful and accepting of diversity.

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of positions that will be given this title and shall not be so construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct, and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of a similar kind or level of difficulty.



**MORaine PARK**  
**TECHNICAL COLLEGE**

# College-Wide Assessment Plan





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# GUIDING PRINCIPLES OF ASSESSMENT AT MPTC

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Moraine Park Technical College adheres to a set of guiding values. These values are consistent with the college's mission and vision.

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## Mission Statement

Growing minds, businesses and communities through innovative learning experiences.

---

## Vision Statement

Your home for lifelong learning to achieve lifelong dreams.

---

# VALUES

Innovation 2025

## COLLABORATION

Join forces to build the best path forward.



## CONTINUOUS IMPROVEMENT

Always strive to be better.

## IMPACTFUL LEARNING

Create meaningful experiences inside and outside the classroom.



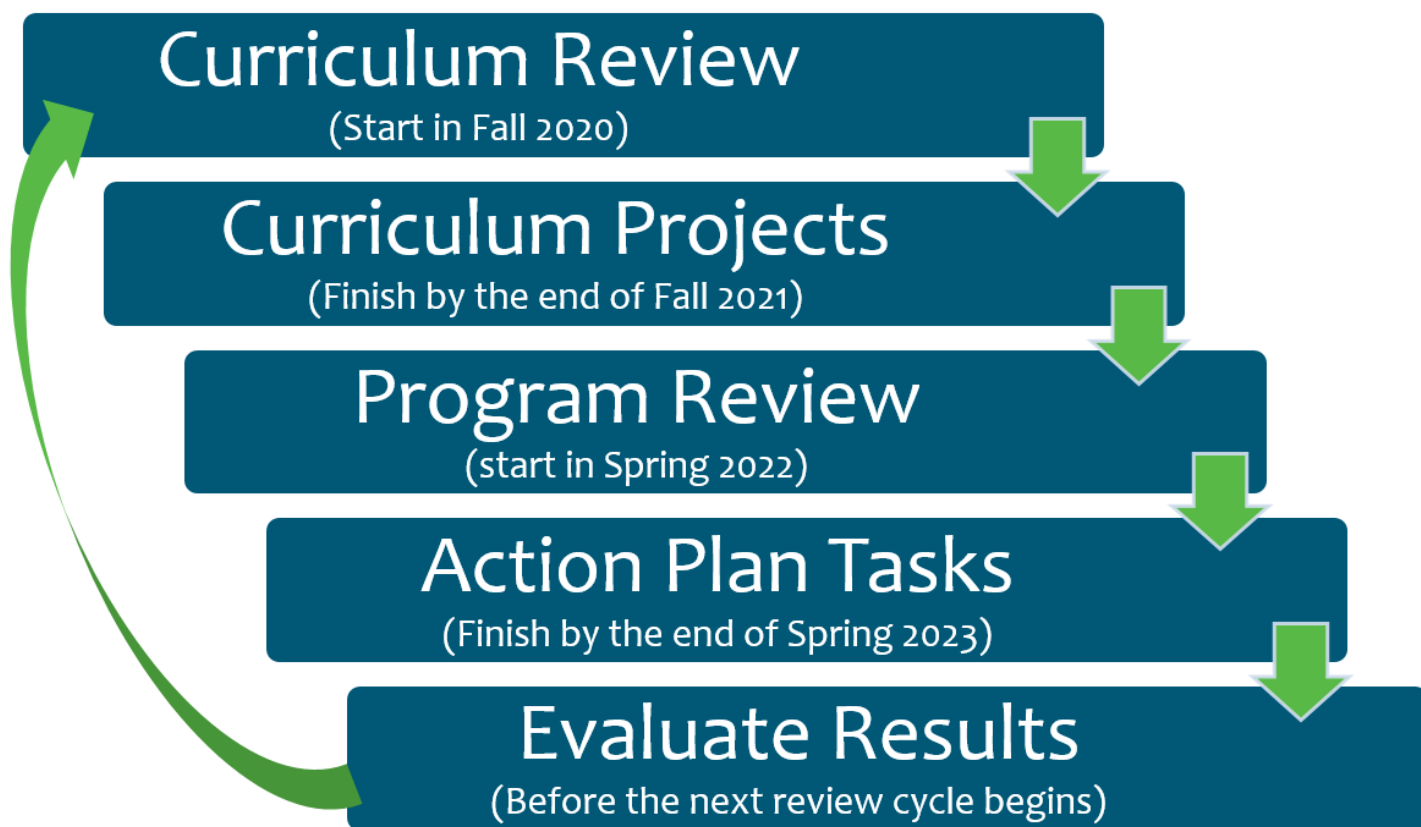
## INCLUSIVITY

Value diversity and build a sense of belonging.

# STRUCTURE AND PROCESS OF ASSESSMENT AT MPTC

Assessment at the college happens at the course, program, and institutional level. The assessment activities, listed and explained in this document, provide the college with data used to evaluate student achievement, quality of instruction, program viability, and value of support services.

In addition to the regular assessment practices at the college, academic programs will also participate in curriculum and program quality review. These processes are staggered to allow sufficient time for participants to devote their attention properly. Every academic program will complete curriculum and program quality review over a 3 year period. View the graphic below for an example of the review timeline for an academic program:



## Performance Assessment Tasks (PAT's)

Assessment begins in our courses with Performance Assessment Tasks (PAT). PAT's are the assignments that students must complete to demonstrate achievement of one or more competencies. A majority of a student's grade is based on points they earn from PAT's.

PAT's must meet certain criteria when they are developed at MPTC. As a rule, Performance Assessment Tasks:

- measure student performance of competencies and/or career and life skills.
- include detailed directions.
- include a scoring guide containing performance standards (criteria) for evaluation.
- vary in format and type.
- are developed for every graded assessment (including exams).
- include course and program outcomes.
- assess Career and Life Skills.
- do not provide options for extra credit.

## Technical Skill Attainment (T.S.A.) / Exit Assessment

Technical Skill Attainment (TSA) is a system-wide initiative required by the federal government under Carl Perkins IV legislation. The Wisconsin Technical College System's (WTCS) role is to implement and manage this requirement for all programs impacted. WTCS programs assess the attainment of major program outcomes by students to ensure graduates have the technical skills needed by employers. The assessments are approved by the WTCS System Office and implemented by districts. They will be linked to industry standards and meet state criteria including validity, reliability, and fairness.

### **WTCS TSA Process:**

Information regarding TSA and its processes can be found on the [WTCS website](#). This information includes current reporting of WTCS programs, guidelines, and directions.

## Career and Life Skills

Moraine Park Technical College has established 5 Career and Life Skills that encompass common learning outcomes that are measured across all programs and co-curricular activities at the college. Each of these skills include four indicators which are assessed individually. The skills, indicators, and an explanation of mastery are listed below:

### Communication

- **Written Communication** - You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage and sentence structure.
- **Interpersonal Skills** - You demonstrate active listening and feedback skills and communicate verbally demonstrating appropriate non-verbal actions to include eye contact and body language.
- **Digital Literacy** - You demonstrate professionalism and etiquette in all digital communications.
- **Presentation Skills** - You organize and deliver communication according to the purpose and audience.

### Reasoning

- **Evidence** - You provide evidence and explain your reasoning to support information presented (for example: quantitative evidence - computations and qualitative evidence – peer reviewed sources and APA formatting).
- **Problem Solving** - You evaluate pertinent information to reach an informed conclusion.
- **Creativity** - You identify various solutions.
- **Critical Thinking** - You distinguish between unique approaches and views considering the human, interpersonal, and factual dimensions.

### Professionalism

- **Work Collaboratively** - You meet standards for participation.
- **Act with Respect** - You demonstrate respect for policies, procedures, and others.
- **Meet Deadlines** - You prioritize responsibilities to meet deadlines.
- **Follow Directions** - You adhere to instructions.



## Career and Life Skills (Continued)

### Engagement

- **Student Life or College Committees** - You actively participate in student life or on a college work team or committee.
- **Service Learning** - You actively participate in a service learning project.
- **Volunteerism** - You engage in volunteer activities on campus or in the community.
- **Networking** - You network with other individuals in your program/chosen career field.

### Awareness

- **Acknowledge Personal Prejudice and Biases** - You demonstrate positivity through words and actions accepting that your personal beliefs and attitudes may be different from others.
- **Appreciate Others' Perspectives** - You demonstrate consideration for other individuals regardless of differences.
- **Value Individual Strengths and Differences** - You include strengths and opinions of others to complete projects.
- **Demonstrate Local and Global Awareness** - You demonstrate an understanding of and curiosity for local and world events and views.

Instructional Designers, Instructors, and content experts will determine the best method to incorporate all necessary skills into existing performance assessment tasks, as well as creating new performance assessment tasks. This is made possible due to the curriculum departments efforts to map Career and Life Skills at the program level.

Career and Life Skills data will be measured through rubrics in our Learning Management System, Canvas. The Career and Life Skills will appear as their own category in rubrics and students will be appropriately assessed on one or more of the Skills in the chosen key assignment(s) in their courses. Skills will be incorporated into the assessment to ensure that demonstrating the skill is necessary to achieve a passing grade. In other words, if a student does not demonstrate all necessary skills, they will not pass.

The Career and Life skills data that is collected from Canvas will allow the College to assess student achievement of skills. Individual student growth will be tracked during their time at the college. This will ensure that each student has practiced and been assessed on every necessary skill. If curriculum or program quality reviews determine that certain skills are not being introduced, practiced, or assessed adequately, necessary changes to curriculum and assessment methods will be made.

---

## Curriculum Review

To further support the regular review of outcomes, we have implemented a Curriculum Review process based on a three-year review cycle. Each semester multiple programs will participate in the Curriculum Review process. For the first three-year cycle, the curriculum department will focus on mapping courses to program outcomes and verifying that our curriculum management system, WIDS, and our learning management system, Canvas, are in alignment with one another.

The review will result in curriculum revision projects that will begin within one semester of the review being completed. The goal is for completion of the process within one year of the beginning of the review. Instructional designers will work in coordination with instructors and content experts to revise and improve the curriculum.

All changes will be tracked and assessed by the curriculum department to determine the effect they have on student learning. This information will be used in future reviews in order to refine curriculum development methods.

---

## Program Quality Review

### **What is Program Quality Review?**

Program quality review is an evaluation process in which stakeholders will examine data, assess instructional activities, evaluate support services, and create action tasks based on the findings. The main goal of program quality review is to have a replicable process across all programs that results in meaningful and actionable outcomes.

## Program Quality Review (Continued)

### Who is involved in Program Quality Review?

Program quality review will incorporate input from all stakeholders in a program as well as representatives from all departments across the college. This includes but is not limited to:

- Cross Functional Teams
  - Accreditation Cross-Functional Team
  - Assessment Cross-Functional Team
  - Curriculum Cross-Functional Team
- Assessment Coordinator
- Curriculum Coordinator
- Accreditation Liaison Officer
- Academic staff
  - Program Deans
  - Associate Deans
  - Advisors
  - Faculty/Staff
- Representatives from other Support Departments
  - IT
  - Human Resources
  - Marketing
  - Recruitment
  - Facilities
  - Budget/Finance
  - Equipment
  - Institutional Research
  - Student Services

In addition to the active participants in the process, all areas of the college will be evaluated based on their impact on the program being reviewed. Representatives from impacted departments may be asked to participate in the review or tasks that result.

## Program Quality Review (Continued)

### What will happen during Program Quality Review?

The program quality review process starts with data review. The Assessment Coordinator and the Institutional Research team will provide all reviewers with a program specific data sheet including quantitative and qualitative data. This will include data in the following categories:

- Demographic
- Success rate
- Strategic Priorities
- Enrollment
- Course success rate
- Instructor evaluation
- Graduation rate
- Admission rate
- Retention
- Time to completion
- Program Demand report

After the reviewers have looked at the data, they will complete the program quality review using the program quality review tool. Reviewers are asked to explain or elaborate any irregularities that came up during the data review.

The tool will also provide reviewers with the opportunity to address the Career and Life Skills assessment results of students in the program. Much like the data review portion of program quality review, reviewers will be asked to elaborate on these results. This elaboration provides context that data alone can't provide.

The next section of the program quality review tool will ask reviewers to address the results of the Program Demand report provided by Institutional Research. Once again, reviewers are able to elaborate on the basic data they are provided.

Programs will go through the curriculum review the year before program quality review. If there are any issues that are discovered during the Curriculum Review that fall outside the scope of that process, reviewers will be able to address them in this section of the program quality review.

The final section of the program quality review tool will ask reviewers to evaluate how well their needs are being met by each department at the college. If reviewers determine that a certain department could improve their support of the program, they are asked to explain why and what could be done to improve.

## Program Quality Review (Continued)

### **Example:**

*On a scale of 1 – 4 (1 = Not at all, 2 = Some but not all needs are met, 3 = Most needs are met, 4 = All needs are met), rate each department at the college based on how well they are meeting your needs. If you give a department a rating of 1 or 2 you will be asked to explain why and how that department could better meet your needs.*

*Instructional Technology*

*1-----2-----3-----4*

*Please explain why you chose this rating?*

### **What about Co-curricular activities?**

Reviewers are able to determine what activities are co-curricular (activities that are connected to and enhance the academic curriculum), and which activities are extra-curricular (activities which are pursued in addition to the normal course of study and are unrelated to the academic curriculum).

Reviewers will be asked to evaluate any co-curricular activities in which students in their program participate. This will include student groups, associations, or even activities such as field trips. Alternatively, students may be assessed on relevant Career and Life Skills during their participation in co-curricular activities. This assessment data would contribute to, and be evaluated with, the rest of the students Career and Life Skills achievements.

### **Where will the data used in program quality review be stored?**

The Assessment Coordinator and the Institutional Effectiveness team will work together to create the data that is used for program quality review. The data used for program quality review comes from many sources. Some, but not all, of these sources are:

- Internal outcome data
- Internal Student Services resources
- Internal enrollment data
- Wisconsin Technical College System-wide data
- National Benchmark Data

This will create the need to organize and store this data. Microsoft teams will be used to store and distribute the data and other resources for program quality review. Microsoft Teams is widely used at the college and reviewers have been trained to use it effectively.

## Program Quality Review (Continued)

### What will happen after Program Quality Review?

After each reviewer has finished filling out the program quality review tool, the reviewers will analyze the results and develop a list of items that should be addressed. This will include items that arise from the data review, issues that are mentioned by the reviewers, and issues identified by other internal and external stakeholders.

The reviewers will meet to create an action plan. This will address all items that have been identified during the program quality review process. The action plan will list assigned tasks, responsible parties, check-in and due dates, and a progress report. The timeframe will be based on the schedule for annual curriculum updates. (Further information is detailed in the section *Using our Results to Improve Learning*)

### What is the timeline for Program Quality Review?

The Data Review, completion of the program quality review tool, and creation of the Action Plan will take place over the course of one month in order to maintain reviewer focus. The Tasks that are created as a result of the program quality review should be completed within 2 years.



# USING OUR RESULTS TO IMPROVE LEARNING

---

Great effort has been made to complete assessment activities and collect relevant data. The following is how we plan to utilize our results to improve student learning.

---

## Career and Life Skills Data

Collecting Career and Life Skills data will allow the College to evaluate instruction of the skills at the course, program, and institutional level. The College will be able to look at the average scores for each skill in every course and separate it by student, program, or at an institutional level. This will show where the Career and Life Skills are being taught and where there remains an opportunity for them to be more fully integrated. The College will also use the data to determine which skills are our strengths and weaknesses, and make enhancements for continuous improvement.

Career and Life Skills will be assessed using rubrics in the Learning Management System, Canvas. The Career and Life Skills data will be extracted from Canvas and processed into useable data by Information Technology staff, the Institutional Research team, and the Assessment Coordinator. This data will then be used in the curriculum and program quality review processes, as well as any other evaluation being done at the college where this information would be relevant. If reviews determine that certain skills are not being introduced, practiced, or assessed adequately, necessary changes to curriculum and assessment methods will be made.



## Curriculum Mapping / Curriculum Projects

Through the outcome mapping process we will be able to identify strengths, gaps, and redundancies within each program. In addition, the mapping process will provide a means for identifying courses that are in need of revision; therefore, identifying curriculum projects that are placed into the development pipeline.

As programs enter into the Curriculum Review process they will begin using the WIDS syllabus tool. This tool will allow standard syllabus language to be added at institutional, program, or course level. This will automatically populate the syllabi in Canvas for the course regardless of the instructor. The syllabi will be submitted by the faculty members and maintained within WIDS as the official syllabus of record. Implementation of the new syllabus tool will follow the Curriculum Review timeline. A blank Word template of the syllabus will be used for those programs that have not yet entered into the three-year review cycle. All programs will be using the new WIDS syllabus tool by the start of the fall 2023 semester.

The review will result in curriculum revision projects that will begin within one semester of the review being completed. The goal is for completion of the process within one year of the beginning of the review. Instructional designers will work in coordination with instructors and content experts to revise and improve the curriculum.

All changes will be tracked and assessed by the curriculum department to determine the effect they have on student learning. This information will be used in future reviews in order to refine curriculum development methods.

## Program Quality Review Action Plan

After each reviewer has finished filling out the program quality review tool, the reviewers will analyze the results and develop a list of items that should be addressed. The reviewers will meet with the Assessment Coordinator to create an Action Plan. Every Action Plan will include the following elements:

- **Opportunities for Improvement**
  - A successful program quality review should reveal opportunities for improvement that need to be addressed. Each opportunity should be stated plainly and clearly so that a plan can be implemented.

## Program Quality Review Action Plan (Continued)

- **Responsible Stakeholder**
  - An action plan will most likely require input and effort from a variety of individuals and departments, however, every task will have one responsible stakeholder that is accountable for completion.
- **Task/Project**
  - Every opportunity should have at least one task or project that that is targeted for completion in order to address the root cause.
- **Check in date**
  - Every task will have a timeline for completion. All stakeholders will agree on a date when the Assessment Coordinator will check in to make sure that progress is being made on the plan.
- **Completion date**
  - All stakeholders should agree on a targeted completion date. Care should be taken to ensure ample time is given to complete the task while being cognizant of the overall review timeline.
- **Evidence**
  - Reviewers and the Assessment Coordinator will determine what will be considered evidence. The responsible stakeholder will provide evidence that the task has been completed.

Upon completion of each task, an evaluation plan will be created to track the effect it has on program effectiveness. By tracking the results of each task, the Assessment Coordinator will be able to create a list of best practices that can be utilized across all academic programs to address common challenges and refine current processes.

# Institutional Assessment

The Assessment Coordinator will act as a quality control agent for non-academic departments at the college, utilizing data collected from program quality reviews. After every program has completed their program quality review, the college will have a complete set of data with which to analyze the college as a whole. Having a completed review of every program at the college will allow us to evaluate the impact every department of the college has on student success.

Reviewers are asked to rate every area of the college, and how it impacts their program. They are also asked to explain that rating if possible. For the purposes of the program quality review, reviewers and the assessment coordinator will look for trends in the ratings to determine if there is an opportunity for the relationship between a program and another department to improve. This data will also be combined with ratings from every other program to determine if there are trends, not just within a program, but across the college. The program quality review tool will also capture a reviewer's role at the college, as well as the campus that they normally work on. Departments will be able to address any challenges and hone in on the issue based on the location and role of the reviewers that are identifying the problem.

**Sample Departmental Report Card:**

Campus	Dean	Associate Dean	Instructor	Support	Overall
Fond du Lac	3.5	3.0	3.5	3.0	3.3
West Bend	2.5	3.0	3.5	3.0	3.0
Beaver Dam	2.0	3.0	2.5	3.0	2.6
Overall	2.7	3.0	3.2	3.0	

Department Rating: 2.9 out of 4 

## Institutional Assessment (Continued)

In this report card, a department can see their overall rating, how they were rated by reviewers based on role at the college, and how they were rated based on location. In this example, the department scored 2.9 out of 4 overall, with the Fond du Lac campus rating highest, and instructors being the most satisfied with their service. They can also see that they may need to address their service on the Beaver Dam campus and how they work with Deans in particular. Comments from reviewers will also be shared in addition to the report card in order to elaborate on ratings and add context to numerical scores.

Departments will work with the Assessment Coordinator to create an Action Plan, similar to the program quality review Action Plan. Every Action Plan will include the following elements:

- **Opportunities for Improvement**
  - Each opportunity should be stated plainly and clearly so that a plan can be implemented.
- **Responsible Stakeholder**
  - An action plan will most likely require input and effort from a variety of individuals and departments, however, every task will have one responsible stakeholder that is accountable for completion.
- **Task/Project**
  - Every opportunity should have at least one task or project that that is targeted for completion in order to address the root cause.
- **Check in date**
  - Every task will have a timeline for completion. All stakeholders will agree on a date when the Assessment Coordinator will check in to make sure that progress is being made on the plan.
- **Completion date**
  - All stakeholders should agree on a targeted completion date. Care should be taken to ensure ample time is given to complete the task while being cognizant of the overall review timeline.
- **Evidence**
  - Reviewers and the Assessment Coordinator will determine what will be considered evidence. The responsible stakeholder will provide evidence that the task has been completed.

## Institutional Assessment (Continued)

Upon completion of each task, an evaluation plan will be created in order to track the effect it has on program effectiveness. By tracking the results of each task, the Assessment Coordinator will be able to create a list of best practices that can be used to correct common issues and refine current processes.

Departments will be provided with a report card on an annual basis, however, projects will be completed in a reasonable timeframe and are not beholden to the annual cycle.



created by: Brittany Garfoot

Core Abilities are the transferable skills essential to an individual's success regardless of occupation or community setting. These skills complement specific occupational skills, broaden one's ability to function outside a given occupation and connect occupational, personal and community roles and perspectives.



**MORaine**  
**PARK**  
TECHNICAL COLLEGE  
AA/EOE

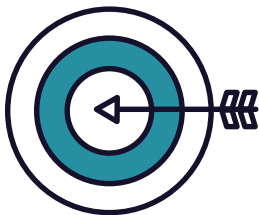
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# VISION, MISSION & VALUES

## Innovation 2025

### VISION

Your home for lifelong learning  
to achieve lifelong dreams



### MISSION

Growing minds, businesses and  
communities through innovative  
learning experiences.

### VALUES

#### Collaboration

Join forces to build the best  
path forward.

#### Continuous Improvement

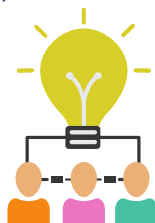
Always strive to be better.

#### Impactful Learning

Create meaningful experiences  
inside and outside the classroom

#### Inclusivity

Value diversity and build a sense  
of belonging.







**MORaine PARK**  
**TECHNICAL COLLEGE**



# **INNOVATION 2025 STRATEGIC PLAN**





# IMAGINE WHAT'S NEXT

**It is Graduation Day 2025.** As the Moraine Park Technical College graduates take to the stage to accept their diplomas and degrees, hope fills the room. The reasons for the optimistic mood and celebratory tone are clear from opening remarks.



The number of credential recipients has **increased by 3%** over the last 5 years.



Of those graduating **58% say they'd choose Moraine Park Technical College again**, 41% higher than the national average.



For the first time, **60%** of residents in the district now **hold a post-secondary credential**.

Collaborating to continuously improve what Moraine Park Technical College has to offer is working. Revamped student schedules, a focus on impactful learning and innovative teaching modalities - paired with instructor and staff support - are helping both attract and retain recent high school graduates and non-traditional students. Employees say the focus on work/life balance and personal and professional development has played a big part in their sense of engagement. Employees and students from a wide variety of backgrounds say they feel a sense of belonging at the college - a testament to the college-wide inclusion efforts.



Moraine Park Technical College is now in the **75<sup>th</sup> percentile for employee satisfaction and engagement**.

The college's commitment to growing individual students, local businesses and the communities it serves is reaping rewards.



GOO  
DWD

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## INNOVATION 2025 STRATEGIC PLAN

# METHODOLOGY

From January 2018-July 2019, Moraine Park Technical College undertook the process for developing a five-year strategic plan.

PLANNING

ASSESSMENT

SUMMIT

ENGAGEMENT

DEVELOPMENT

FINALIZATION



### PLANNING

Identify project deliverables and charge Innovation 2025 team members (a cross-functional group of faculty and staff) with developing them.



### ASSESSMENT

Gain a comprehensive view of the changing environment in which Moraine Park Technical College operates through an environmental scan of demographic, population, enrollment, recruitment and retention trends.



### SUMMIT

Bring together approximately 100 business/industry, government, non-profit leaders with faculty and staff to understand key stakeholder needs and identify additional research questions.

*(See Summit Agenda – Exhibit A)*



### ENGAGEMENT

Conduct focus group and/or phone interviews with more than 150 faculty members, 44 management and support staff members, 44 high school students, 12 parents and 49 current and prospective adult learners.



### DEVELOPMENT

Synthesize the environmental scan and research findings and create a vision, mission, values and strategic objectives that help Moraine Park Technical College meet stakeholders' changing needs.



### FINALIZATION

Introduce the Innovation 2025 plan to key stakeholders as the first step toward implementation.

# OUR TEAM



**Bonnie Baerwald**  
PRESIDENT



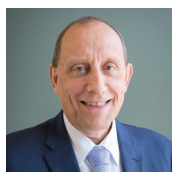
**Jim Barrett**  
VICE PRESIDENT –  
STUDENT SERVICES



**Kathy Broske**  
VICE PRESIDENT –  
HUMAN RESOURCES



**Barb Brown**  
NURSING  
INSTRUCTOR



**Jim Eden**  
VICE PRESIDENT –  
ACADEMIC AFFAIRS



**Melissa Ewoldt**  
COMMUNICATIONS  
INSTRUCTOR



**Angela Gerlach**  
ECONOMIC AND  
WORKFORCE  
DEVELOPMENT  
CONTRACT SPECIALIST



**Carrie Kasubaski**  
VICE PRESIDENT –  
FINANCE AND  
ADMINISTRATION



**Anne Lemke**  
STUDENT COMMUNITY  
IMPACT COORDINATOR



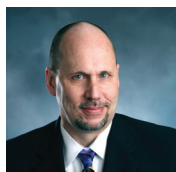
**Kim Olson**  
MECHANICAL DESIGN  
TECHNOLOGY  
INSTRUCTOR



**Lisa Pollard**  
DEAN OF THE  
BEAVER DAM CAMPUS



**Pete Rettler**  
DEAN OF THE WEST  
BEND CAMPUS



**Jerry Richards**  
CHIEF INFORMATION  
OFFICER



**Jaclyn Jelinek**  
EXECUTIVE ASSISTANT –  
PRESIDENT'S OFFICE  
(Beginning Dec. 2018)



**Jodie Schneider**  
EXECUTIVE ASSISTANT –  
PRESIDENT'S OFFICE  
(Through Oct. 2018)



**Melanie Schroeder**  
STUDENT  
INVOLVEMENT  
SPECIALIST  
(Through Mar. 2019)



**Laurice Snyder**  
DIVERSITY RELATIONS  
MANAGER



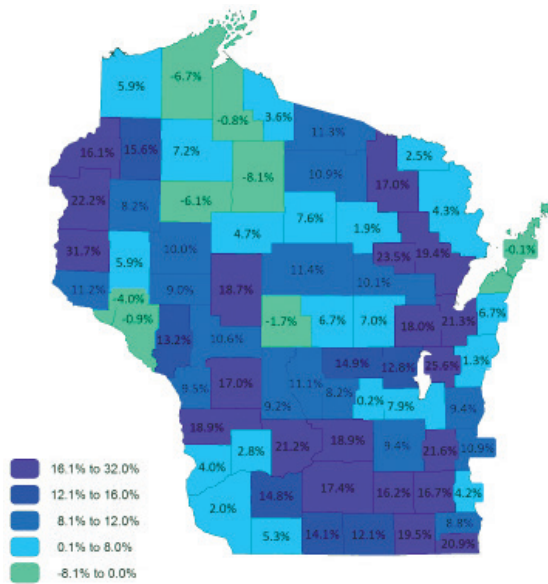
**Nicole Stecker**  
RESEARCH SPECIALIST

# TRENDS

## Demographic Shifts

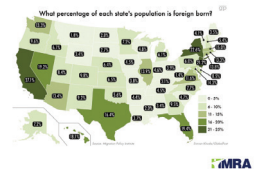
Wisconsin's population is projected to grow modestly (14.2%) in the next 30 years. However, 94.7% of the growth is expected to be among those 65+ as immigration, domestic migration and births lag behind other states. Young people, particularly those who have completed at least a bachelor's degree, are routinely fleeing the state.

### PROJECTED POPULATION CHANGE 2015 - 2035



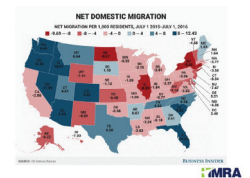
Source: WI Dept. of Administration Demographic Services Center and U.W.-Madison Applied Population Lab

**4.8%**  
of Wisconsin's population  
is foreign born



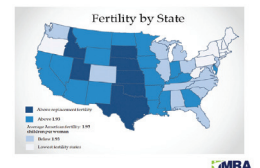
Source: Migration Policy Institute | Simon Khosla/GlobalPost

**-4 - 0**  
Net migration per 1000  
residents in Wisconsin  
July 1 2015 - July 1, 2016



Source: US Census Bureau | Business Insider

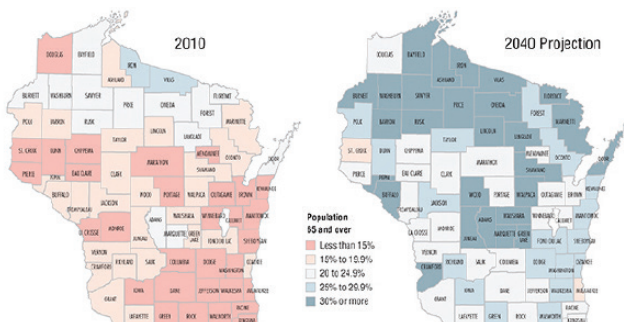
**Below 1.93**  
Fertility rate in Wisconsin



Source: Bending the Talent Curve  
Jim Morgan, MRA | October 19, 2018

### THE GRAYING OF WISCONSIN

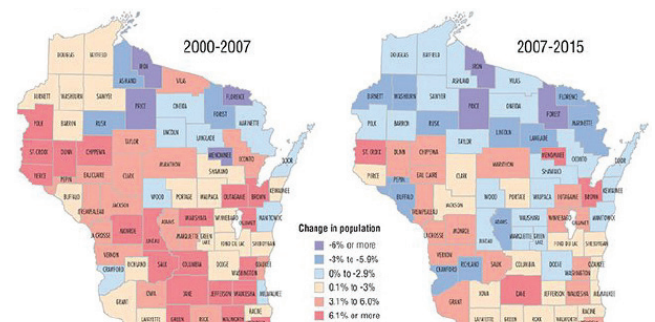
More than 40 counties are projected to have **25% senior populations by 2040.**



Source: Bending the Talent Curve | Jim Morgan, MRA | October 19, 2018

### THE FLEEING OF WISCONSIN

Young adults are leaving Milwaukee and the northern counties.



Source: Bending the Talent Curve | Jim Morgan, MRA | October 19, 2018

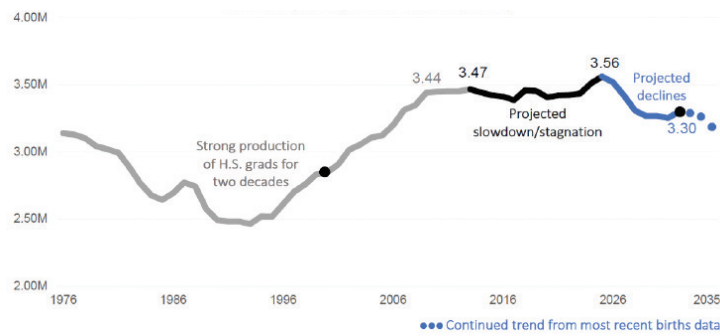
# TRENDS

## DEMOGRAPHIC SHIFTS (CONTINUED)

The demographic shifts mean traditional-age students are likely to represent a smaller portion of overall enrollment. Those who enroll are expected to be increasingly older, more diverse and a significant number living in poverty.

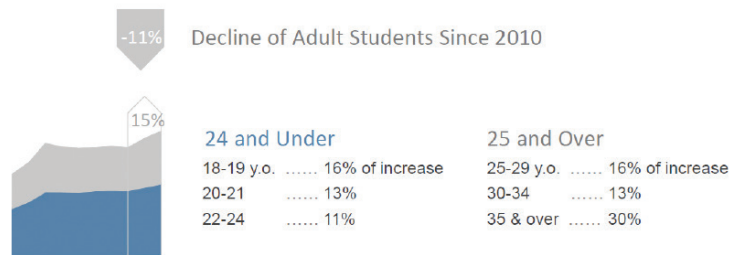
### SLOWDOWN & DECLINE OF TRADITIONAL-AGE STUDENTS

Public & Nonpublic High School Graduates (Millions)



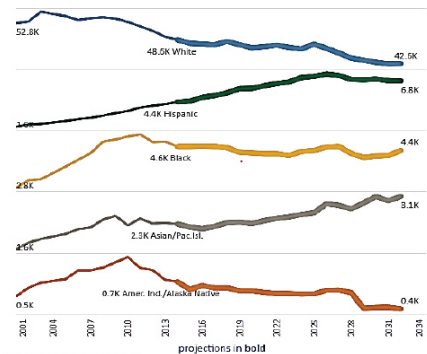
Source: *The Future Framework of a Student-Focused Culture* | October 19, 2018

### ADULTS ARE THE MAJORITY OF THE PROJECTED INCREASE FOR COLLEGE STUDENTS FROM 2015 -2025



Source: *The Future Framework of a Student-Focused Culture* | October 19, 2018

### PUBLIC SCHOOL TRENDS



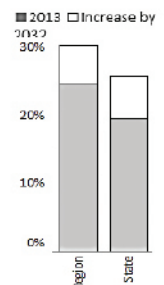
#### WHITE GRADUATES

White graduates will change from 80% to 74% of public school graduates, around 6,800 fewer in 2031-32 than 2012-13.

#### NON-WHITE GRADUATES

Wisconsin high school graduates are less diverse than the Midwest overall.

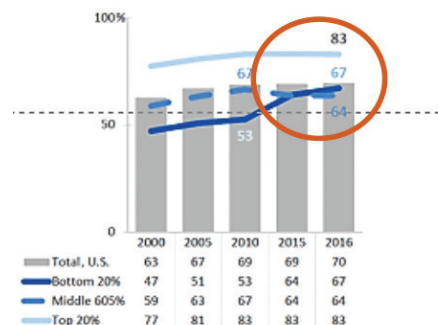
Non-white graduates in Wisconsin will increase in number by around 2,800 from 2012-13 to 2031-32.



Source: *The Future Framework of a Student-Focused Culture* | October 19, 2018

### COLLEGE ENROLLMENT

18-24 year olds within 12 months of H.S. Diploma or equivalent, by income



NCES 2016 Digest of Education Statistics, Table 303.20.

Source: *The Future Framework of a Student-Focused Culture* | October 19, 2018

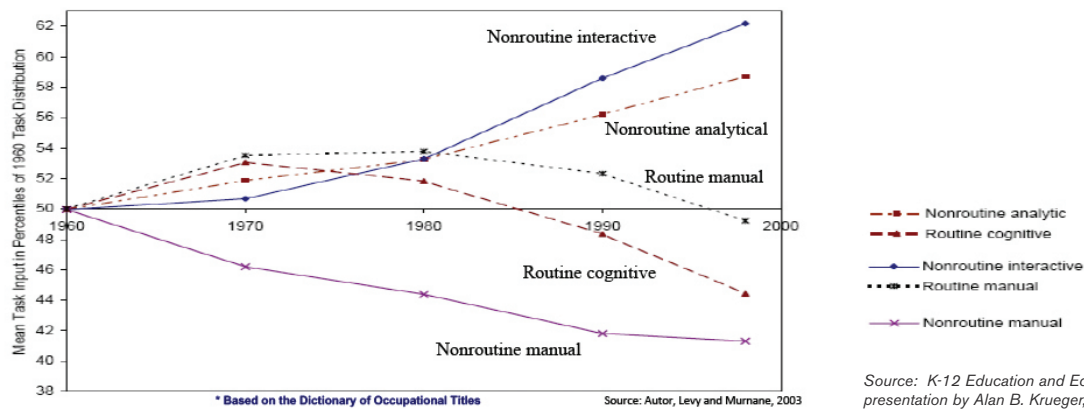


# TRENDS

## Need for Interactive Skills

The need for non-routine, interactive skills – communication, negotiation, problem-solving – is increasing.

### WORKPLACE REQUIREMENTS CHANGES IN SKILLS USED AT WORK



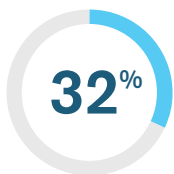
## Student Mental Health

Student mental health needs are growing.

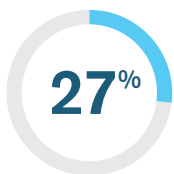
### HEALTH MINDS STUDY - 2016



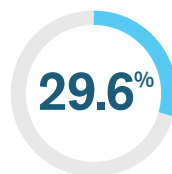
of students report any **level of anxiety** (9.4% severe anxiety).



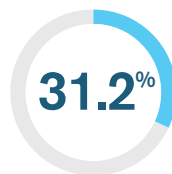
have been **diagnosed with anxiety** by a health professional.



of students report any **level of depression** (14% severe depression).



of students have been **diagnosed with a mood disorder** by a health professional.



of students are **taking psychiatric medications**.

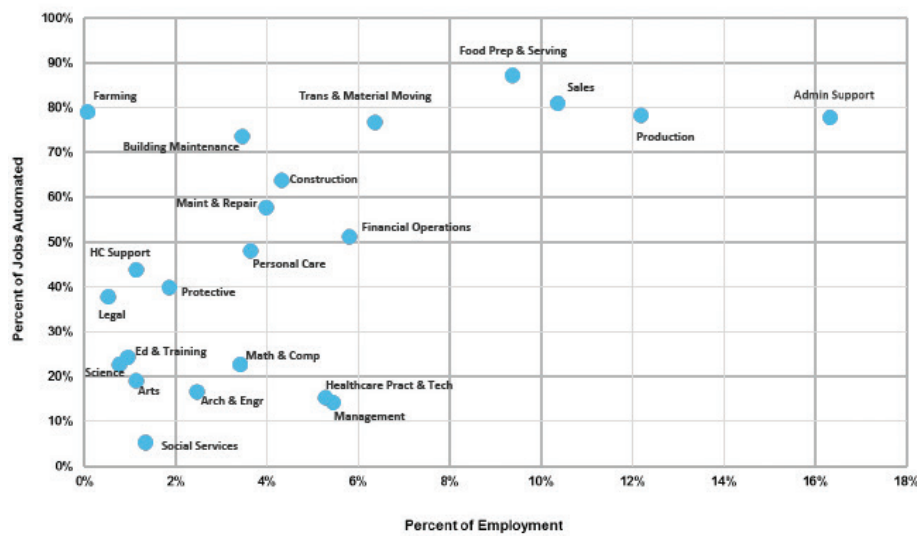
Source: The Future Framework of a Student-Focused Culture | October 19, 2018

# TRENDS

## Automation Technology

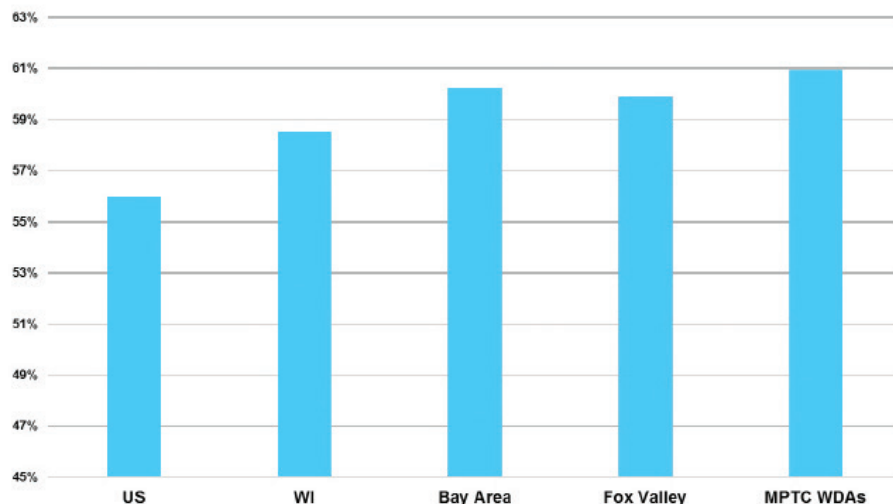
Tight labor markets and improvements in technology are projected to drive dramatic increases in automation, affecting a broad range of fields. Those without an Associate's degree or higher are most likely to be affected.

### PROPENSITY FOR AUTOMATION BY OCCUPATIONAL GROUP



Source: *The Future of Employment: How Susceptible are Jobs to Computerization*, C.B. Frey and M.A. Osborne, September 17, 2013, Oxford Martin School, University of Oxford; OES.

### PROPENSITY FOR AUTOMATION BY REGION



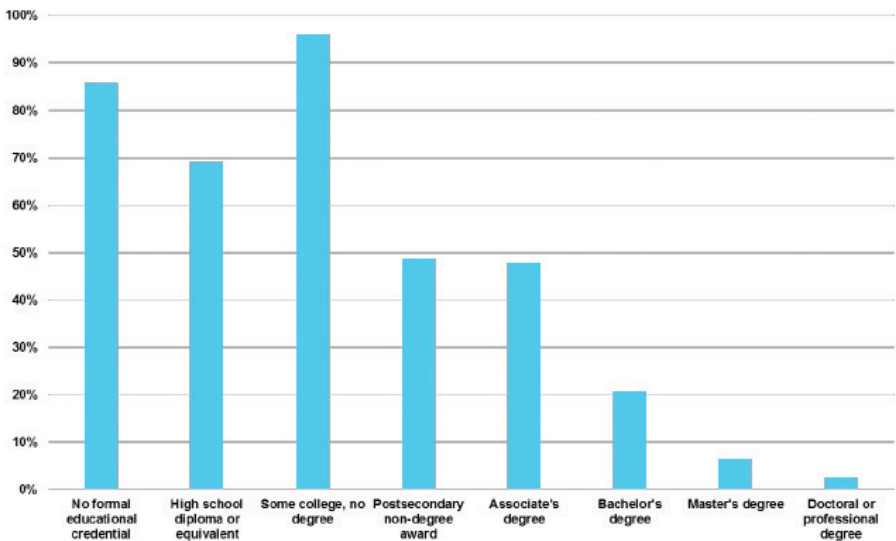
WDA = Workforce Development Areas

Source: *The Future of Employment: How Susceptible are Jobs to Computerization*, C.B. Frey and M.A. Osborne, September 17, 2013, Oxford Martin School, University of Oxford; OES.

# TRENDS

## AUTOMATION TECHNOLOGY (CONTINUED)

### PROPENSITY FOR AUTOMATION BY TYPICAL EDUCATIONAL REQUIREMENTS



Source: *The Future of Employment: How Susceptible are Jobs to Computerization*, C.B. Frey and M.A. Osborne, September 17, 2013, Oxford Martin School, University of Oxford; OES.



#### Partnerships (PreK-12/4-year Colleges/Universities)

Summit participants expressed the need for Pre-K-12 school districts, technical colleges and 4-year colleges/universities to partner to meet the fast-changing needs of business/industry and students in the district.

## Talent Management

Talent is projected to be increasingly mobile, requiring organizations to have systems in place for both talent attraction, retention and knowledge management.

	WAS	IS
Offering:	Education	Experience
On the job:	30 years	2-5 years
Commitment:	Job	Belief
Recruitment:	Few weeks	Few Days
Application:	Resume	Snapchat/Text
Benefits:	Set	Flexible
Mobility:	Job > Move	Move > Job
Workplace:	Rules	Flexibility
Philosophy:	Live to work	Work to live

Source: *Bending the Talent Curve* | Jim Morgan, MRA | October 19, 2018



# PERSONAS



## BUSINESS/INDUSTRY

### JOB ROLE

CEO, Human Resources, Plant Manager

### PRIMARY MOTIVATION

Achieve business growth goals

### NEEDS

Employees with strong technical and interactive skills

### WANTS

On-going training

### CHALLENGE

Vacant positions



## HIGH SCHOOL STUDENT

### JOB ROLE

Student

### PRIMARY MOTIVATION

Secure a job that allows them to attain financial independence

### NEEDS

Support to overcome anxiety, financial barriers

### WANTS

To know what jobs will be around in 5 years, what jobs pay well

### CHALLENGE

Not knowing the steps to take



## HIGH SCHOOL PARENT

### JOB ROLE

Parent

### PRIMARY MOTIVATION

Child's success

### NEEDS

Financial aid, support (for first-generation students)

### WANTS

Find the right fit for child, family

### CHALLENGE

Complexity of process



## ADULT LEARNERS

### JOB ROLE

Adult Learner + Full-time or Part-time Employee

### PRIMARY MOTIVATION

Work in the field, increase earning potential

### NEEDS

Financial and emotional support

### WANTS

Convenient, predictable schedule

### CHALLENGE

Self-doubt "Do I belong here?"



## STUDENTS FROM DIVERSE BACKGROUNDS

### JOB ROLE

Student + Full-time or Part-time Employee

### PRIMARY MOTIVATION

Career opportunities

### NEEDS

Child care, English-language classes

### WANTS

Bi-lingual staff

### CHALLENGE

Inaccessible processes



## FACULTY

### JOB ROLE

Instructor

### PRIMARY MOTIVATION

Student success

### NEEDS

Training, support in adopting new technology

### WANTS

Immediate help for students in need of emotional support

### CHALLENGE

Low enrollment, poor communication



## STAFF

### JOB ROLE

Administration, Support

### PRIMARY MOTIVATION

Organizational success

### NEEDS

Change management support

### WANTS

To respond to changing environment

### CHALLENGE

Turnover and loss of knowledge

# VISION, MISSION & VALUES

## VISION

Your home for **lifelong learning** to achieve lifelong dreams.



## MISSION

Growing minds, businesses and communities through **innovative learning experiences**.



## VALUES

### Collaboration

Join forces to build the best path forward.

### Continuous Improvement

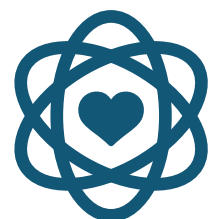
Always strive to be better.

### Impactful learning

Create meaningful experiences inside and outside the classroom.

### Inclusivity

Value diversity and build a sense of belonging.



# 2025 STRATEGIC PLAN OBJECTIVES

## Enrollment

Attract and retain high-school graduates and adult learners seeking to build skills and earn a degree. To do this, Moraine Park Technical College will pilot new recruitment strategies, engaging high school students, their parents and adult learners, particularly evaluating entrance pathways for those from diverse backgrounds. A similar iterative process will be applied to student retention strategies - focusing on the students most likely to exit before earning a credential. In addition, the Moraine Park Technical College team will create compelling, relevant academic experiences - delivered using a blend of face-to-face instruction, emerging technologies and state-of-the-art equipment and infrastructure to support student learning. Finally, Moraine Park Technical College will revise program schedules to meet student needs for on-demand learning and predictable schedules.

### SUCCESS MEASURES

**Increase degree-track enrollment by 3% - from 2,510 to 2,585.**

#### ADDITIONAL MEASURES:

- ✓ Disaggregated enrollment
- ✓ ELL enrollment
- ✓ Persistence
- ✓ Retention

### 2020-21 OBJECTIVES

- 1 Develop** creative, alternative and flexible delivery methods, schedules and credentials to increase enrollment and retention.
- 2 Cultivate** innovative teaching and learning practices to improve student success through the use of emerging technology, equipment, and teaching methodologies.
- 3 Utilize** technology to create a seamless and intuitive learning experience.
- 4 Provide** integrated, targeted support services that promote individual student success, holistic growth and wellness.
- 5 Expand** attraction and retention efforts for both high school and working age adults while increasing community ownership.
- 6 Enhance** learning environments to promote educational quality and learning outcomes.



# 2025 STRATEGIC PLAN OBJECTIVES

## Workplace Culture

Attract and retain talent who demonstrate our values and both anticipate and address student and organizational needs to create meaningful learning experiences. To accomplish this, Moraine Park Technical College will make leadership development and succession planning a priority focus. We will pursue talent retention strategies (ranging from compensation and benefits to total rewards), to ensure talented individuals who demonstrate our values and position us for success - are rewarded. Finally - and perhaps most importantly - we must be a leader in responding to changing employee expectations, recognizing that doing so may also require us to change the way we do business. We envision a culture where healthy lifestyles and community engagement are among the ways we demonstrate our commitment to attracting and retaining top talent.

### SUCCESS MEASURES

**Increase employee engagement to the 75th percentile among organizations nationally, as measured by TalentWatch.**

#### ADDITIONAL MEASURES:

- ✓ Employee retention
- ✓ Climate (as measured by PACE tri-annually)

### 2020-21 OBJECTIVES

- 1 **Increase** recruitment and retention of engaged, talented employees who embrace our values.
- 2 **Increase** risk-taking, creativity and innovative leadership throughout the college.
- 3 **Build** an exceptional faculty model of excellence which embraces academic integrity, relevance, innovation, technology, and rigor.
- 4 **Focus** efforts on advancing diversity, equity and belonging for all students and employees.



# 2025 STRATEGIC PLAN OBJECTIVES

## Economic Driver/Community Impact

Support business/industry in the transition to automation and a more diverse workforce. As employers and workers make this transition, Moraine Park Technical College must both lead and respond - evolving its programs and curriculum to prepare students and workplaces for the new demands and technologies. This includes developing in students both the technical skills required to lead and support automation as well as the career and life skills needed to communicate, problem-solve and negotiate in the workplace of the future. Moraine Park Technical College likewise sees a role for aiding those displaced by automation in developing new skills to achieve financial independence.

### SUCCESS MEASURES

**Increase in-district residents with post-secondary degrees or credentials to 60%.**

**Increase the employer satisfaction rating related to the importance of MPTC in our community to 70%.**

#### ADDITIONAL MEASURES:

- ✓ Number of employer partnerships
- ✓ Employer investments in Moraine Park Technical College

### 2020-21 OBJECTIVES

- 1 **Engage** employers and community stakeholders to ensure job placements and learned skills meet workforce needs.
- 2 **Develop** and promote seamless pathways for K-16 and adult career opportunities.
- 3 **Engage** stakeholder partners in developing effective and efficient credential solutions.
- 4 **Leverage** economic disruption and automation to expand value to our regional employers and employees.

## Acknowledgments

The following individuals and organizations provided essential insights to Moraine Park Technical College during the strategic planning process:

**Jim Barrett** VICE PRESIDENT STUDENT SERVICES,  
MORAINES PARK TECHNICAL COLLEGE

**Beaver Dam School District**

**Casa Guadalupe**

**Mel Bruins** CHIEF TALENT OFFICER, BEAVER DAM COMMUNITY HOSPITAL

**Tami Christian** SENIOR VICE PRESIDENT – HUMAN RESOURCES,  
NATIONAL EXCHANGE BANK

**Rebecca Droessler Mersch** COUNSELOR, BEAVER DAM HIGH SCHOOL

**Fond du Lac School District**

**Rebeca Glewen** MAYOR, CITY OF BEAVER DAM

**Latinos Unidos**

**Dr. Andrew Leavitt** CHANCELLOR, UNIVERSITY OF WISCONSIN – OSHKOSH

**Scott Lieburn** DEAN OF STUDENTS, MORAINES PARK TECHNICAL COLLEGE

**Steve Little** FORMER REGIONAL COO, SSM HEALTH – WISCONSIN

**Dr. Morna Foy** PRESIDENT, WISCONSIN TECHNICAL COLLEGE SYSTEM

**Ashley Martin** ADULT LEARNER, MORAINES PARK TECHNICAL COLLEGE

**Kim Mueller** FOND DU LAC COUNTY HEALTH OFFICER

**Phil Ourada** PRINCIPAL, SLINGER HIGH SCHOOL

**John Pfeiffer** MERCURY MARINE

**Jason Presto** EXECUTIVE DIRECTOR, TRI-COUNTY BOYS AND GIRLS CLUB

**Sue Roettger** VICE PRESIDENT – HUMAN RESOURCES (NOW RETIRED), MID-STATES ALUMINUM

**Christian Tscheschlock** EXECUTIVE DIRECTOR,  
ECONOMIC DEVELOPMENT WASHINGTON COUNTY

**Waupun School District**

**Chris Wenzel** CEO, ALEXSSA TECHNOLOGY SOLUTIONS

**West Bend School District**

**Dennis Winters** STATE ECONOMIST, WISCONSIN DEPARTMENT  
OF WORKFORCE DEVELOPMENT



**MORAINES PARK  
TECHNICAL COLLEGE**

# Career and Life Skills

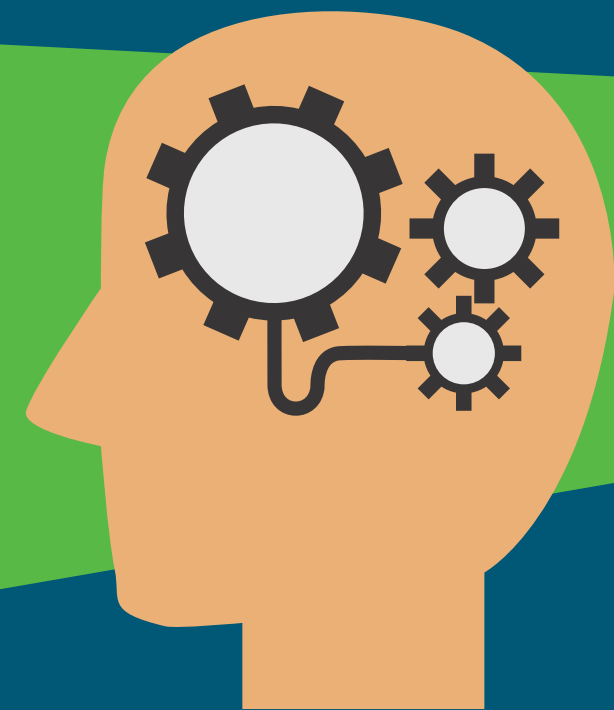
## Communication

Written Communication  
Interpersonal Skills  
Digital Literacy  
Presentation Skills



## Reasoning

Evidence  
Problem Solving Skills  
Creativity  
Critical Thinking



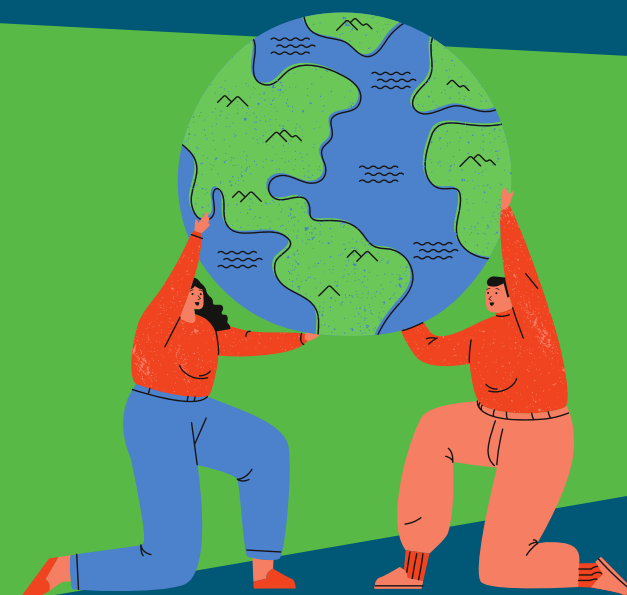
## Professionalism

Work Collaboratively  
Act with Respect  
Meet Deadlines  
Follow Directions



## Engagement

Student Life or College Committee  
Service Learning  
Volunteerism  
Networking



## Awareness

Acknowledge Personal Prejudice and Biases  
Appreciate Others' Perspectives  
Value Individual Strengths and Differences  
Demonstrate Local and Global Awareness



# Career & Life Skills Report - All Other College Staff

Career & Life Skills Assessment

June 24, 2020 11:49 AM CDT

Q1 - Communication: Please indicate the level of importance these indicators are in encompassing the proficiency of Communication.

#	Field	Not at all Important		Unimportant		Neither Important or Unimportant		Important		Very Important		Total
1	Written Communication You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage and sentence structure.	0.00%	0	0.00%	0	1.83%	2	33.03%	36	65.14%	71	109
2	Effective Listening You demonstrate active listening and feedback skills.	0.00%	0	0.00%	0	0.00%	0	23.85%	26	76.15%	83	109
3	Digital Literacy You demonstrate professionalism and etiquette in all digital communications.	0.00%	0	0.00%	0	1.83%	2	46.79%	51	51.38%	56	109
4	Oral Communication You organize and deliver presentations according to the purpose and audience.	0.00%	0	0.00%	0	2.75%	3	36.70%	40	60.55%	66	109

Showing rows 1 - 4 of 4

Q2 - Please indicate why you find this indicator(s) not important:

Written Communication

Effective Listening

Digital Literacy

Oral Communication

---

## Q3 - Please provide any comments regarding Communication.

Please provide any comments regarding Communication.

It is important to convey that texting language is not acceptable in a professional work setting. Also that it is important to use full sentence structure with capital letters and correct punctuation.

Interacting with people and face-to-face communication is still an important skill (even in this digital age)!

Times have changed and so has how we communicate. I'm old school and feel grammar, punctuation, etc. is very important but also recognize that's my opinion. For younger people having a good grasp of things are important but not at such a high level as 10-15 years ago. The digital side of things is very key and in the workplace, email is still a strong communication tool. Knowing how to communicate effectively digitally is very important.

I think it is critical to have well developed communication skills in order to be an effective contributor to our society.

Interpersonal communication is the most important

I appreciate that our digital age presents new hurdles to communication but feel we need to stress to and expect all types of effective communication from our students. Their capacity to use these different modes of communication will always give them a step up in life and work.

It is very important in the health field to have people skills.

In this age of electronic communication please have become lazy. Many people are not very good with grammar and style of written communications. They also do not think about the individual/audience of their communication and therefore do not consider if their word chose or style will be received with the same meaning as they intended.

I wonder if we could add something about body language and eye contact for communication?

Learning to proper ways to communicate face to face

Communication is usually thought of the individuals response. Listening is just as and sometimes more important.

Alonzo Kelly stated life decisions are made from grammar. In order to lead your learning, we have to be clear, using precision, accuracy, and clarity in our communication.

In the near and distant future, younger students will bring strong and sophisticated digital skills with them to college. While that does not diminish the need for these skills it does mean we should expect that this is an area we won't need to stress.

NA

Integral to the concept of "Core Abilities" in my humble opinion.

Proper communication during conflict situations is a skill that is not used often enough. Conflict is a tool to solve problems.

Transparency

All aspects of communication is important but the most valuable is the listening part and being able to demonstrate what you heard.

Q4 - Reasoning Please indicate the level of importance these indicators are in encompassing the proficiency of Reasoning.

#	Field	Not at all Important		Unimportant		Neither Important or Unimportant		Important		Very Important		Total
1	Quantitative/Qualitative Logic You provide evidence to support information presented (computations, APA/MLA formatting).	0.00%	0	1.83%	2	10.09%	11	56.88%	62	31.19%	34	109
2	Problem Solving You evaluate pertinent information to reach an informed conclusion.	0.00%	0	0.00%	0	2.75%	3	35.78%	39	61.47%	67	109
3	Creativity You explore various solutions.	0.00%	0	0.00%	0	5.50%	6	62.39%	68	32.11%	35	109
4	Critical Thinking You distinguish between fact and opinion considering the human, interpersonal, and factual dimensions.	0.00%	0	0.00%	0	5.50%	6	25.69%	28	68.81%	75	109

Showing rows 1 - 4 of 4



Q5 - Please indicate why you find this indicator(s) not important:

Quantitative/Qualitative Logic	Problem Solving	Creativity	Critical Thinking
Do not use it in my day to day life.	N/A	N/A	N/A

## Q6 - Please provide any comments regarding Reasoning.

Please provide any comments regarding Reasoning.

---

Technology cannot do all of our "thinking" for us - reasoning and problem solving skills are necessary in all situations/all types of work. This is especially important as we are barraged with opinions, data and information via social media - it is important to be able to sort through all of that effectively/accurately.

In order to develop your own informed opinions on a given topic, it is important to be able to work through the various elements through reasoning skills.

We should stress generous information gathering for our students to become knowledgeable, thoughtful, and productive participants in society.

Maybe it is part of critical thinking but many times I feel like many students and employees too! Don't always have the skills to accurately identify what is the problem.....before trying to be creative and come up with solutions

the level of reasoning, and what it encompasses, is different for each individual. Strategic planning requires a different level of reasoning than say doing a process oriented task

Showing our work is important.

Critical thinking and problem solving remain highly important competencies and the curriculum continues to fall short in building these competencies. We have a large contingency of citizens that think they can learn anything they need to via Google!

NA

Critical thinking is the key component of logic and reason.

Tools to break bias are needed to coincide with reasoning.

I believe problem solving is critical in any field and being able to problem solve is essential in life-long learning.

Q7 - Professionalism Please indicate the level of importance these indicators are in encompassing the proficiency of Professionalism.

#	Field	Not at all Important		Unimportant		Neither Important or Unimportant		Important		Very Important		Total
1	Work Collaboratively You meet standards for participation.	0.00%	0	0.00%	0	2.75%	3	36.70%	40	60.55%	66	109
2	Act With Respect You demonstrate respect for policies, procedures, and others.	0.00%	0	0.00%	0	0.92%	1	33.03%	36	66.06%	72	109
3	Meet Deadlines You prioritize responsibilities to meet deadlines.	0.00%	0	0.00%	0	0.92%	1	38.53%	42	60.55%	66	109
4	Follow Directions You adhere to instructions.	0.00%	0	0.00%	0	0.92%	1	44.04%	48	55.05%	60	109

Showing rows 1 - 4 of 4

Q8 - Please indicate why you find this indicator(s) not important:

Work Collaboratively

Act With Respect

Meet Deadlines

Follow Directions

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## Q9 - Please provide any comments regarding Professionalism.

Please provide any comments regarding Professionalism.

Integrity and respect and civility are all themes we hear from agencies that are lacking the most. Luckily not our students most of time but other schools in districts struggling with this.

Following deadlines and instructions seems to be a lost art and it is important that they are followed to show accountability. Accountability seems to be falling to the way-side also.

These behaviors comprise one's integrity/reputation - having integrity and being someone others can count on to be responsible/accountable is everything in the workplace.

The ability to work well with others is so important. If you are unable to contribute as a team member and be respectful and appreciate of others within your team and other teams, you generally will not be successful.

Being able to work collaboratively, show others respect, meeting deadlines, and closely following directions are all important elements of demonstrating that you are a professional.

Instructions should not be rigid. Some flexible should be allowed as long as outcomes are the same.

Very important!

Under act with respect I would like to change "others" to people

Being professional in your actions allows you to have more credibility with those you interact with.

Follow directions is important however, how you address suggestions for process improvements, alternatives, etc. when you don't follow the directions is also important.

NA

Would like to see willing to take risks in this area.

All of these skills are essential in the workplace.

Q10 - Engagement Please indicate the level of importance these indicators are in encompassing the proficiency of Engagment.

#	Field	Not at all Important		Unimportant		Neither Important or Unimportant		Important		Very Important		Total
1	Student Life or College Committees You actively participate in student life or on a college work team or committee.	0.92%	1	5.50%	6	27.52%	30	54.13%	59	11.93%	13	109
2	Service Learning You actively participate in a service-learning project.	0.92%	1	2.75%	3	42.20%	46	46.79%	51	7.34%	8	109
3	Volunteerism You engage in volunteer activities on campus or in the community.	0.92%	1	3.67%	4	37.61%	41	48.62%	53	9.17%	10	109
4	Networking You network with other individuals in your program/chosen career field.	0.00%	0	0.92%	1	16.51%	18	60.55%	66	22.02%	24	109

Showing rows 1 - 4 of 4



Q11 - Please indicate why you find this indicator(s) not important:

Student Life or College Committees	Service Learning	Volunteerism	Networking
I don't feel you need to do these things to be or feel engaged	N/A	I don't feel you need to volunteer to be or feel engaged	N/A
Some students are single parents struggling for cover age for children. Also have disability or other MH issue that makes these situations highly stressful.	N/A	N/A	N/A
While this may be nice, it it not essential for a student to do well in both school and the workforce	N/A	While this may be nice, it it not essential for a student to do well in both school and the workforce	While this may be nice, it it not essential for a student to do well in both school and the workforce
At the tech college level, student life is not as emphasized as at the university level. Students are here for a relatively short time. They're career-minded, not socially-minded.	N/A	N/A	N/A
N/A	Students find it difficult juggling work, school, and then finding time to non-paid hours.	Time is an issue for students. Especially single parents, who must head off to work and take care of their family. Then add more time away from this becomes problematic for them.	N/A

## Q12 - Please provide any comments regarding Engagement.

Please provide any comments regarding Engagement.

Considering the some employees of MPTC travel from campus to campus and other sites in the community the district serves, being engaged on committees and teams can be very challenging.

Students currently do this throughout nursing courses. CNA is such a short course for technical diploma they would never be able to achieve all of those items. Many students come from other schools just to take CNA and I wouldnt expect them to engage with our student life activities or even volunteer in our community. I appreciate the idea but I dont think this is applicable to all programs.

I believe it is important in the community and am actively involved but don't feel the need for my employer to be aware of that knowledge nor require it as part of my job. (Not meaning this in a mean way-just my opinion).

While engagement is important - I put it lower than the other categories because some people like to be more involved in those activities and some can't or already have enough things they are dealing with to participate in student life, service learning or volunteering. In my opinion, they are good activities but should always be optional.

Participation/social involvement and engagement are not the same thing in my opinion. For a student, I define engagement as how committed to and involved with their learning/coursework they are (how do they participate and contribute in their courses/in the "classroom").

Engagement with others and within your community and place of education/work offers opportunities to expand who you know and what you know. You may think you understand a particular group of people or an organization but until you are engaged with those people or organization you really do not have a true sense of what they are all about.

Research volunteerism and the under privileged

Being part of a larger community can eliminate isolation, create a sense of belonging and enhanced self-worth through outreach and stewardship.

While engagement is highly important, I think our college puts to much emphasis on it. Different people engage differently. We will run off some quality people if we REQUIRE then to be engaged with others. I think we just need to make sure that people have the availability to be engaged if they want and that their job allows the flexibility to do it as well.

Would networking also include internships, apprentice ships, job shadow, etc.? Is there a different word to use that more encompasses it all instead of networking?

Engagement is hard to track. Just because you are on multiple committees or volunteer for everything doesn't necessarily mean you are engaged. First priority is to you what you were hired to do.

The College needs to define/clarify what actively participating means. From my experience, there are a vast array of differences in what that looks like.

A large part of our student population may not have enough time to add these types of activities while going to school. It may be difficult to maintain school/work/life balance if these are required.

While I personally think working collaboratively, service learning, and volunteerism are important I do not think we are set up to promote them given the current make up of our student body. We remain a largely part-time-enrollment institution and that means we must redefine engagement.

NA

These will be difficult to meet for our incarcerated students enrolled in technical diploma programs in our prisons.

Engagement to get a "check" for doing something good is more of a necessary activity to complete a grade and/or requirement.

Please provide any comments regarding Engagement.

I feel it is very important for all staff to be allowed to volunteer in community projects or service organization.

This is a challenging area but if our community has no idea what MPTC does for the community we will have problems retaining students.

Q13 - Cultural Awareness Please indicate the level of importance these indicators are in encompassing the proficiency of Cultural Awareness.

#	Field	Not at all Important		Unimportant		Neither Important or Unimportant		Important		Very Important		Total
1	Acknowledge Personal Prejudice & Biases You demonstrate a positive attitude acknowledging that personal beliefs and attitudes are different from others.	0.00%	0	0.92%	1	3.67%	4	44.04%	48	51.38%	56	109
2	Appreciate Perspectives of People Outside of Your Own Culture/Background You demonstrate consideration for perspectives of individuals with different cultures, ethnicities, beliefs, and socioeconomic backgrounds.	0.00%	0	0.00%	0	3.67%	4	44.04%	48	52.29%	57	109
3	Value Individual Differences and Abilities You apply strengths and opinions of others to complete projects.	0.00%	0	0.00%	0	5.50%	6	43.12%	47	51.38%	56	109
4	Demonstrate Local and Global Awareness You demonstrate an understanding of and curiosity for local and world views.	0.00%	0	0.92%	1	13.76%	15	59.63%	65	25.69%	28	109

Showing rows 1 - 4 of 4

Q14 - Please indicate why you find this indicator(s) not important:

Acknowledge Personal Prejudice & Biases	Appreciate Perspectives of People Outside of Your Own Culture/Background	Value Individual Differences and Abilities	Demonstrate Local and Global Awareness
The wording sounds accusatory more so than constructive	N/A	N/A	N/A

## Q15 - Please provide any comments regarding Cultural Awareness.

Please provide any comments regarding Cultural Awareness.

While I can appreciate the differences of others, be it in opinions, cultural background, age, etc., it does not mean that I accept those beliefs/teachings as my own. Our students should be open to hearing those view points but then make their own choice for what they choose to believe in or put into their work/school.

Not certain hiw to assess local and global awareness. I dont think this may fit every program.

I would perhaps note differences of sexual orientation and religious beliefs?

I feel the College takes into account the different diversity levels of our students and staff-where we lack is the acknowledgement that not all religions support all cultural beliefs of the world. Staff can respect the diverse population of the College without agreeing to all beliefs and practices of staff and students. In turn the College Community should support and not criticize those with religious beliefs that do not adhere to everyone's way of living or thinking or else they are doing to those what they believe should not be happening to them (calling out and criticizing you for not having same thoughts.) My point is being respectful of everyone!

Cultural awareness is very important, especially in this age where differences often result in conflict. It's important that we support students in understanding differences and cultures so we have a more inclusive workforce in the future.

This can be taught, but if your demographic area is not strong with diversity can be hard to relate into actual society. Showing a video may not always be the answer.

I think cultural awareness falls under the larger umbrella of valuing diversity and being inclusive in general - if one values diversity (in people, in thinking, etc.) and demonstrates inclusive behaviors, one's cultural awareness would typically be high as well.

Once again Cultural Awareness is very important but once again I think we (our country) stress it to much. We are all individuals and our beliefs and culture should be given due respect. Yet many times when two peoples beliefs conflict we are told we need to bend our own beliefs to respect the other persons. Instead of agreeing to disagree and working together as people.

I think under global awareness it's just not about local and world "views" but maybe also happenings? If you don't know what's going on in the world around you, it's hard to learn about and try to understand the many views people have about each situation

You need to be culturally aware of others. You don't want to offend others with your actions or words.

As with Engagement I do not think we are set up to develop and measure these competencies.

NA

Diversity is strength.

In the communities we live in this should be a high priority for the college. This is not the view of the majority of the communities where the colleges are located. I mentioned this topic to one of my employees. The comment from them ... The EPD students could use this type of training.

I believe this is vital to build awareness and to encourage cultural awareness.

## Q16 - Please provide any skills or indicators you feel are missing or should be added to the Career and Life Skills.

Please provide any skills or indicators you feel are missing or should be a...

Understanding where to find resources. You will not be hand-held and are in an adult learning atmosphere where one may have to ask questions and get outside their comfort zone to find what they need. One can provide direction where to find it, but the student must then follow through.

See previous comment about diversity and inclusion (under cultural awareness).

I think this is a strong mix.

Working as a team.

I love these all! I do feel like we are missing adapt to change and demonstrate integrity though.....but I know we are trying to shorten/condense the skills. Could we fit adapting to change and integrity into some of the words/descriptions in the new categories?

Acting with integrity and honesty should be included in Professionalism.

Mental Health/Balance

More out-of-classroom opportunities, more paid internships that support the curriculum, more web-based access to career and life skill information. In other words, more of everything.

NA

These are very thorough and well thought out.

Cognitive bias mitigation.

Taking Risks. Conflict for creativity and solutions. Persona or Person.



Q17 - Below is a proposed grading scale to assess career & life skills. Please indicate your level of agreement for this scale: 5: Meets expectations 4: Partially meets expectations 2: Needs Improvement 0: Does not meet

#	Field	Choice Count	
20	Strongly Disagree	1.83%	2
21	Disagree	10.09%	11
22	Neither Agree nor Disagree	22.94%	25
23	Agree	50.46%	55
24	Strongly Agree	14.68%	16
			109

Showing rows 1 - 6 of 6

## Q18 - Please provide any comments regarding the proposed grading scale.

Please provide any comments regarding the proposed grading scale.

I feel there should be a point for exceeds expectations so add: 6: Exceeds expectations

I wonder about meeting expectations being the highest one can achieve. Is there room for an exceeds, meaning that they demonstrate proficiency and guide others.

The skills you wish to "grade" are subjective to different perspectives and opinion. As with anything like that, grading is tricky and open to debate. Defense of that grading scale should be ready in a case when a student brings it into question.

Will faculty be required to allow students who earn a score of 4 or 2 an opportunity to earn extra points? Needs Improvement, for example, may lead students to think that they will have an opportunity to improve on this specific score of a learning plan.

The numbers are not sequential, and therefore could be confusing.

Just like a performance rating scale, if there is a does not meet, and a meets, there should be an exceeds as well.

Stick with the conventional A, B, C, D, F grading scale. This is very confusing. Our children's school uses this and many parents/adults do not like this type of grading scale.

How is does not meet different from needs improvement? How is needs improvement different from partially meets?

I feel there should be a fifth addition to include exceeds expectations because there can be a great variance between meets and exceeds.

What determines whether someone is a 4 or a 2? Partially meeting expectations could also mean Needs Improvement.

No opinion

I don't understand the rationale for the inconsistent leveling. I would feel this would bias our results in providing a higher average overall score. Why not 0, 1, 2 and 3?

I believe we can help people with their career skills but LIFE skills are another matter. If you are going to talk about Diversity and Inclusion then those with LIFE skills that don't coincide with our should not be felt that they Do Not Meet expectations.

This scale is not even. Unless there is specific reasoning behind the scale (i.e. weighting), it should be an even scale (i.e. 0, 1, 2, 3).

I think the scale sounds fine. Will instructors have some type of rubric to help them assess each student?

If you are partially meeting expectations you still need to improve. I understand what you are trying to say with the "Needs Improvement" rating. But it may need to be better defined or the title changed. We can all improve.

There does not appear to be any rhyme or reason for the number assigned to the level of accomplishment. It has been my experience that people need to see a logical progression such as 1, 2, 3, 4. Is there a qualitative assignment to 1 and 3 in the scale above?

What is the difference between "Partially meets expectations" and "Needs improvement" ? Is the difference spelled out somewhere else? Thanks

I feel an easier scale would be 4, 3, 2,1 in my opinion.

Please provide any comments regarding the proposed grading scale.

The scale must also address where a students are in the process. A beginning student is not going to meet the expectations of career and life skills of their program, but they could be doing fine for where they are in the program.

NA

Complete/Incomplete

Who will be evaluating if these skills are met? And how will the evaluation take place? Without more detail cannot evaluate this area.

Should "Exceeds Expectations" be an option?

Perhaps 5 should be meets or exceeds expectations as some students will have superior skills above all others.

None

Brenda--there is an underlying research problem with this scale. Please feel free to contact me, Jim Huycke.

Q19 - Please indicate the staff category you are associated with:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate the staff category you are associated with:	3.00	3.00	3.00	0.00	0.00	109

#	Field	Choice Count
3	All other college staff	100.00% 109

Showing rows 1 - 1 of 1

End of Report

CAREER AND LIFE SKILLS ADVISORY COMMITTEE FEEDBACK FORM - Arndt

		Date: 10/1/19 Program: Mech Design	Date: 10/7/19 Program: Cosmetology	Date: 10/8/19 Program: Welding/Fab	Date: 10/17/19 Program: CNC/Tool & Die	Date: 10/29/19 Program: Process Eng	Date: 11/1/19 Program: Civil Eng
<b>Communication</b>			Digital Literacy is new and will be a good thing to incorporate (ie: communication via email)				
Written Communication	You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage and sentence structure.						
Effective Listening	You demonstrate active listening and feedback skills.						
Digital Literacy	You demonstrate professionalism and etiquette in all digital communications.						
Oral Communication	You organize and deliver presentations according to the purpose and audience.						
<b>Reasoning</b>							
Quantitative/Qualitative Logic	You provide evidence to support information presented (computations, APA/MLA formatting).						
Problem Solving	You evaluate pertinent information to reach an informed conclusion.						
Creativity	You explore various solutions.						
Critical Thinking	You distinguish between fact and opinion considering the human, interpersonal, and factual dimensions.						
<b>Professionalism</b>		Have more emphasis on taking responsibility.					Possibly consider adding an internship in the program to focus on professionalism. Concerns about adding this requirement when many students are already working part-time. We already offer an Engineering Internship as an elective, which no one has registered for in a number of years.
Work Collaboratively	You meet standards for participation.						
Act with Respect	You demonstrate respect for policies, procedures, and others.						
Meet Deadlines	You prioritize responsibilities to meet deadlines.						
Follow Directions	You adhere to instructions.						
<b>Engagement</b>		Shows how well rounded a student/potential employee may be, but not sure how that can be incorporated into the program courses.	There are a lot of opportunities for the Cosmetology students to be engaged. Not always feasible to require students to do outside of school. They will need to learn how to manage their time when in a salon. Agree it should be part of the curriculum. They do participate in field trips that incorporate networking.	A lot of this is a focus of the student club, and will need to be incorporated in the program courses.  Employers feel this would help a lot. People are tending to keep more to themselves. Helps build character.	Students participate in the CNC club activities. Students attend the tool shows for networking.  Important students have an understanding of relationships in team settings. Value of being a team member.  Tie it into business decisions. The more they understand cost, they might be engaged in lower cost. How does a business make a decision to	Students participate in SME club activities.  Suggested students attend a professional organization meeting.  Service work is beneficial. FDL offers opportunities through ENVISION. Group meets monthly about various topics and for networking.  Are students encouraged to sign into a Linked In account; Lots of groups to join.	
Student Life or College Committees	You actively participate in student life or on a college work team or committee.						
Service Learning	You actively participate in a service learning project.						
Volunteerism	You engage in volunteer activities on campus or in the community.						
Networking	You network with other individuals in your program/chosen career field.						

## CAREER AND LIFE SKILLS ADVISORY COMMITTEE FEEDBACK FORM - Arndt

					purchase equipment; business investments.		
					Reach out to people in the career to help understand there is a lot to be learned from others.		
<b>Awareness</b>			Danielle noted that over the last 3-5 years there seems to be more acceptance of differences.	Skills competitions hits on many of these points. Student club activities hit on these, and will also need to be incorporated.  Employers feel this is tougher, hard to change attitudes.	Not sure how to teach it, but would be nice if they understood it.  Collaboration of the group; no one left in a silo; acceptance of others' strengths and weaknesses; how different people interpret and digest information.  DISC training should be encouraged. Jim noted it is incorporated into the current curriculum.  Educating people on generational differences. Part of the student's job is learning how to get information and learn from those in a different generation. It's a 2-way street.	Consider offering Strength/Weakness surveys; DISC survey; students could learn a little more about themselves.	This makes sense to teach people how to make a better working environment. Learning how to adapt to others is key today. Emphasizing respect for others.  Attend cultural events.  Real-life scenarios from employers that could be presented to students to work through.
Acknowledge Personal Prejudice and Biases	You demonstrate a positive attitude acknowledging that personal beliefs and attitudes are different from others.						
Appreciate Perspectives of People Outside Your Own Background/Culture	You demonstrate consideration for perspectives of individuals with different cultures, ethnicities, beliefs, and socioeconomic backgrounds.						
Value Individual Differences and Abilities	You apply strengths and opinions of others to complete projects.						
Demonstrate Local and Global Awareness	You demonstrate an understanding of and curiosity for local and world views.						

CAREER AND LIFE SKILLS ADVISORY COMMITTEE FEEDBACK FORM - Fields

		Date: Fall 2019 Semester Web & Mobile	Date: Fall 2019 Semester Accounting	Date: Fall 2019 Semester Business Management	Date: Fall 2019 Semester Graphics	Date: Fall 2019 Semester Marketing
Communication		Vince Wondra shared he thought these four were exactly what students should be taught. These are all skills they need to have in today’s tech-savvy world.	The two we had honed a little bit was oral and written communication and helping the students communicate online as well as in person.  We added digital Literacy as we felt it was important that students know how to communicate other than via text messages and languages.  Laurie Kuehn shared she wished advisors could give input as well with digital communication. Julie Dilling stated there was discussion about this and we want advisors and student senate etc. to help with these. One of the things we did discuss was as they start the program, perhaps they should write up a plan to help them be successful, and then in their capstone course write a reflection that details how they changed, what skills they need to work on, etc.  Important to help students understand how to write an email, etc.  Joan Falter asked if they are supposed to meet with an advisor and talk about how they have grown, how do we handle that via staffing? There is a possibility that by the time they graduate they may not have the same	Ken Manninen shared he thought the digital literacy is a great additional. Honestly I communicate with presidents of companies via text – sometimes it is 3 words and that is it so it is important to know how to be precise. If you are making decisions and need to execute something quickly you need to have those skills.  Amanda Fryman stated the bank is currently working through this type of process as well as emotional intelligence.	No suggestions	No suggestions
Written Communication	You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage and sentence structure.					
Effective Listening	You demonstrate active listening and feedback skills.					
Digital Literacy	You demonstrate professionalism and etiquette in all digital communications.					
Oral Communication	You organize and deliver presentations according to the purpose and audience.					



CAREER AND LIFE SKILLS ADVISORY COMMITTEE FEEDBACK FORM - Fields

			<p>advisor. She could foresee a problem with that also as you may have a student who is supposed to meet with someone else on campus but they work full-time and have no other contact with anyone on campus. Tom Zimdahl shared possibly in Accounting 3 they could connect with someone as they have to do a career module in that course that could help connect them with other people on campus.</p> <p>Bobbi added that possibly in College 101 which students should be taking in the first semester of their program it might be a good idea to tell them right up front what are services are and that they will be required to work with different individuals at the end of their program.</p> <p>Approved Communication</p>			
Reasoning			<p>This was trying to bring together our critical thinking and core abilities previously. We had to take a cross walk for our general students core abilities. How does the student show what they are learning and provide evidence as to what they are saying. The quantitative and qualitative is very important in our digital age – formerly holding the students accountable as they are going through the program is very important.</p>	<p>Using evidence to support research – problem solving, creativity, qualitative/quantitative. Ken M shared he thought these looked good as well.</p>	<p>No suggestions</p>	<p>No suggestions</p>
Quantitative/Qualitative Logic	You provide evidence to support information presented (computations, APA/MLA formatting).					
Problem Solving	You evaluate pertinent information to reach an informed conclusion.					
Creativity	You explore various solutions.					
Critical Thinking	You distinguish between fact and opinion considering the human, interpersonal, and factual dimensions.					

CAREER AND LIFE SKILLS ADVISORY COMMITTEE FEEDBACK FORM - Fields

Professionalism		All of these skills listed here are important. It is crucial for students to learn to do all of these things (meet deadlines, work collaboratively, act with respect, follow directions). Jason and Vince both shared that employees need to learn to work together on projects, meet standards for participation.  Vince said absolutely; particularly in IT. You are all working in our “silos” but we all have to work together to make the project a success. The typical IT employee wants to work alone, but it is a field that you have to be able to work as a team with others.	Work collaboratively- we can assess those things in the classroom and online. Acting with respect again can be both – students need to realize they need to listen, raise their hand, not come to class late, not being over emotional. Those things are in addition to meeting deadlines as well as following directions.	These all seem pretty cut and dry but these are all issues we work on with our students currently. There is something to be said as being able to accept failure as being able to contribute to grow, but there are limits as to how much should be allowed also.	No suggestions	No suggestions
Work Collaboratively	You meet standards for participation.					
Act with Respect	You demonstrate respect for policies, procedures, and others.					
Meet Deadlines	You prioritize responsibilities to meet deadlines.					
Follow Directions	You adhere to instructions.					
Engagement			There was some emphasis on diversity in the previous core abilities – these two are newer and really offer an opportunity for engagement. We wanted students to be given an opportunity to be engaged. An example of service learning previously is our VITA program, and example Joan discussed would be a single parent – we would allow a parent to for example volunteer in their child’s classroom, teach Sunday school, etc. We just want them to be involved.	We focus on community and the human element between students and service learning. We are looking to incorporate service learning opportunities to certain courses. We also have requirements of volunteerism for our promise program students.	No suggestions	No suggestions
Student Life or College Committees	You actively participate in student life or on a college work team or committee.					
Service Learning	You actively participate in a service learning project.					
Volunteerism	You engage in volunteer activities on campus or in the community.					
Networking	You network with other individuals in your program/chosen career field.					
Awareness		This component is new to Moraine Park’s Career and Life skills. Moraine	You can have a boss, coworker, etc. that has a different opinion than	We encourage students to become members of professional organizations	No suggestions	No suggestions
Acknowledge Personal Prejudice and Biases	You demonstrate a positive attitude acknowledging that personal beliefs and attitudes are different from others.					

CAREER AND LIFE SKILLS ADVISORY COMMITTEE FEEDBACK FORM - Fields

Appreciate Perspectives of People Outside Your Own Background/Culture	You demonstrate consideration for perspectives of individuals with different cultures, ethnicities, beliefs, and socioeconomic backgrounds.	Park is in the process of releasing a new strategic plan. One of the primary focuses is diversity and inclusion. Are your organizations focusing on this also? The committee members shared they are all working toward this type of awareness.	you do and still get along and be friendly. It is important to recognize that if we appreciate the differences and be respectful of them that is important. This weaves in that thread of diversity. We are working on revising this one as it is pretty wordy.	as well as network and get themselves out there. This helps to make them more prepared for the workforce.  We would like students to do at least one of these things while at MPTC – we know they cannot do all of them.  We want to ensure individuals are acknowledging their own personal biases and appreciate diversity and work with others who are different than them.  Diversity and inclusion are huge buzzwords right now. Do you put them in their right now only have them outdated in a few years?  In bids they do at Michels – there are many times a Diversity and Inclusion standard that has to be met.  Amanda stated they just redid their performance evaluations to include team building, integrity, and self-development. Bobbi - Team Building and Team work came through at our last Advisory Committee Meetings as well.		
Value Individual Differences and Abilities	You apply strengths and opinions of others to complete projects.					
Demonstrate Local and Global Awareness	You demonstrate an understanding of and curiosity for local and world views.					

## CAREER AND LIFE SKILLS ADVISORY COMMITTEE FEEDBACK FORM - Horvath

		Date: 8-19-19 Program: Electricity	Date: 9-25-19 Program: Auto	Date: 10-7-19 Program: HVAC	Date: 10-8-19 Program: Culinary	Date: 10-10-19 Program: Electromech	Date: 10-17-19 Program: EPD	Date: 10-18-19 Program: Water	Date: 10-25-19 Program: Gas Utility
<b>Communication</b>		Glad to see proper spelling and grammar, lacking in younger generation – more fluent in texting acronyms, etc.	See comments below.	See comments below.	See comments below.	See comments below.	See comments below.	Some students struggle with communication and digital literacy. An example was given of a student email stating help was needed with a class, yet the student did not include their name in the email and their personal email gave no clue as to who they were. Others try to sound impressive using words in the wrong context. Employers are having to deal with communication breakdowns more than in previous years. Proper, professional communication is critical even among staff. It is easy to take written communication the wrong way.	See comments below.
Written Communication	You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage and sentence structure.								
Effective Listening	You demonstrate active listening and feedback skills.								
Digital Literacy	You demonstrate professionalism and etiquette in all digital communications.								
Oral Communication	You organize and deliver presentations according to the purpose and audience.								
<b>Reasoning</b>									
Quantitative/Qualitative Logic	You provide evidence to support information presented (computations, APA/MLA formatting).								
Problem Solving	You evaluate pertinent information to reach an informed conclusion.								
Creativity	You explore various solutions.								
Critical Thinking	You distinguish between fact and opinion considering the human, interpersonal, and factual dimensions.								

CAREER AND LIFE SKILLS ADVISORY COMMITTEE FEEDBACK FORM - Horvath

Professionalism									
Work Collaboratively	You meet standards for participation.								
Act with Respect	You demonstrate respect for policies, procedures, and others.								
Meet Deadlines	You prioritize responsibilities to meet deadlines.								
Follow Directions	You adhere to instructions.								
Engagement		Appreciated engagement through volunteerism as an inclusion.							
Student Life or College Committees	You actively participate in student life or on a college work team or committee.								
Service Learning	You actively participate in a service learning project.								
Volunteerism	You engage in volunteer activities on campus or in the community.								
Networking	You network with other individuals in your program/chosen career field.								
Awareness									
Acknowledge Personal Prejudice and Biases	You demonstrate a positive attitude acknowledging that personal beliefs and attitudes are different from others.								
Appreciate Perspectives of People Outside Your Own Background/Culture	You demonstrate consideration for perspectives of individuals with different cultures, ethnicities, beliefs, and								

CAREER AND LIFE SKILLS ADVISORY COMMITTEE FEEDBACK FORM - Horvath

	socioeconomic backgrounds.								
Value Individual Differences and Abilities	You apply strengths and opinions of others to complete projects.								
Demonstrate Local and Global Awareness	You demonstrate an understanding of and curiosity for local and world views.								

OTHER COMMENTS: Supported change of name from Core Abilities to Career and Life Skills, good reflection of soft skills needed to be successful in workplace, encourages best practices in every aspect of life, nice improvement over previous core abilities, inspired discussion over student use of cell phones while in class or at work site, full support of desired outcomes, application of soft skills and remaining teachable are lacking, easier to understand than previous core abilities, outcomes desirable for hiring, local high schools also incorporate similar academic components to soft skill achievement, solid employable standards, trying to apply same skills in prison system, instructors should be held to the same standard, essential principles, skills listed are as important as trade skills, companies are seeking well rounded employees with a healthy perspective on facing customers and representing the company as listed in the rubric, knowing and implementing a process for handling upset customers is valuable, high quality employable students will have the good communication and people skills, students will go farther if they are diligent to apply the principles lined out in the rubric, would also be beneficial to teach students how to exemplify skills during job interviews especially when answering problem solving questions, show up wanting to work, additional soft skills mentioned were showing respect, being mature, showing empathy, and positive interaction with clientele.

At every Advisory Committee meeting, the question was asked on how skills would be scored and measured. Most (if not all) felt it would be difficult to measure consistently across programs.

Submitted by: Cathy Brendemihl, Administrative Assistant – Trades

11-11-2019

CAREER AND LIFE SKILLS ADVISORY COMMITTEE FEEDBACK FORM - McKenzie

		Date: Fall 2019 Semester All programs
Communication		Approved all
Written Communication	You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage and sentence structure.	
Effective Listening	You demonstrate active listening and feedback skills.	
Digital Literacy	You demonstrate professionalism and etiquette in all digital communications.	
Oral Communication	You organize and deliver presentations according to the purpose and audience.	
Reasoning		Approved all
Quantitative/Qualitative Logic	You provide evidence to support information presented (computations, APA/MLA formatting).	
Problem Solving	You evaluate pertinent information to reach an informed conclusion.	
Creativity	You explore various solutions.	
Critical Thinking	You distinguish between fact and opinion considering the human, interpersonal, and factual dimensions.	
Professionalism		Approved all
Work Collaboratively	You meet standards for participation.	
Act with Respect	You demonstrate respect for policies, procedures, and others.	
Meet Deadlines	You prioritize responsibilities to meet deadlines.	
Follow Directions	You adhere to instructions.	
Engagement		Approved all
Student Life or College Committees	You actively participate in student life or on a college work team or committee.	
Service Learning	You actively participate in a service learning project.	
Volunteerism	You engage in volunteer activities on campus or in the community.	
Networking	You network with other individuals in your program/chosen career field.	
Awareness		Approved all
Acknowledge Personal Prejudice and Biases	You demonstrate a positive attitude acknowledging that personal beliefs and attitudes are different from others.	
Appreciate Perspectives of People Outside Your Own Background/Culture	You demonstrate consideration for perspectives of individuals with different cultures, ethnicities, beliefs, and socioeconomic backgrounds.	
Value Individual Differences and Abilities	You apply strengths and opinions of others to complete projects.	
Demonstrate Local and Global Awareness	You demonstrate an understanding of and curiosity for local and world views.	



CAREER AND LIFE SKILLS ADVISORY COMMITTEE FEEDBACK FORM - Shafaie

		Date: Fall 2019 Semester All programs
<b>Communication</b>		Approved all
Written Communication	You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage and sentence structure.	
Effective Listening	You demonstrate active listening and feedback skills.	
Digital Literacy	You demonstrate professionalism and etiquette in all digital communications.	
Oral Communication	You organize and deliver presentations according to the purpose and audience.	
<b>Reasoning</b>		Approved all
Quantitative/Qualitative Logic	You provide evidence to support information presented (computations, APA/MLA formatting).	
Problem Solving	You evaluate pertinent information to reach an informed conclusion.	
Creativity	You explore various solutions.	
Critical Thinking	You distinguish between fact and opinion considering the human, interpersonal, and factual dimensions.	
<b>Professionalism</b>		Approved all
Work Collaboratively	You meet standards for participation.	
Act with Respect	You demonstrate respect for policies, procedures, and others.	
Meet Deadlines	You prioritize responsibilities to meet deadlines.	
Follow Directions	You adhere to instructions.	
<b>Engagement</b>		Approved all
Student Life or College Committees	You actively participate in student life or on a college work team or committee.	
Service Learning	You actively participate in a service learning project.	
Volunteerism	You engage in volunteer activities on campus or in the community.	
Networking	You network with other individuals in your program/chosen career field.	
<b>Awareness</b>		Approved all
Acknowledge Personal Prejudice and Biases	You demonstrate a positive attitude acknowledging that personal beliefs and attitudes are different from others.	
Appreciate Perspectives of People Outside Your Own Background/Culture	You demonstrate consideration for perspectives of individuals with different cultures, ethnicities, beliefs, and socioeconomic backgrounds.	
Value Individual Differences and Abilities	You apply strengths and opinions of others to complete projects.	
Demonstrate Local and Global Awareness	You demonstrate an understanding of and curiosity for local and world views.	

CAREER AND LIFE SKILLS ADVISORY COMMITTEE FEEDBACK FORM – Spence Brookens

		Date: Fall 2019 Semester All programs
Communication		Approved all
Written Communication	You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage and sentence structure.	
Effective Listening	You demonstrate active listening and feedback skills.	
Digital Literacy	You demonstrate professionalism and etiquette in all digital communications.	
Oral Communication	You organize and deliver presentations according to the purpose and audience.	
Reasoning		Approved all
Quantitative/Qualitative Logic	You provide evidence to support information presented (computations, APA/MLA formatting).	
Problem Solving	You evaluate pertinent information to reach an informed conclusion.	
Creativity	You explore various solutions.	
Critical Thinking	You distinguish between fact and opinion considering the human, interpersonal, and factual dimensions.	
Professionalism		Approved all
Work Collaboratively	You meet standards for participation.	
Act with Respect	You demonstrate respect for policies, procedures, and others.	
Meet Deadlines	You prioritize responsibilities to meet deadlines.	
Follow Directions	You adhere to instructions.	
Engagement		Approved all
Student Life or College Committees	You actively participate in student life or on a college work team or committee.	
Service Learning	You actively participate in a service learning project.	
Volunteerism	You engage in volunteer activities on campus or in the community.	
Networking	You network with other individuals in your program/chosen career field.	
Awareness		Approved all
Acknowledge Personal Prejudice and Biases	You demonstrate a positive attitude acknowledging that personal beliefs and attitudes are different from others.	
Appreciate Perspectives of People Outside Your Own Background/Culture	You demonstrate consideration for perspectives of individuals with different cultures, ethnicities, beliefs, and socioeconomic backgrounds.	
Value Individual Differences and Abilities	You apply strengths and opinions of others to complete projects.	
Demonstrate Local and Global Awareness	You demonstrate an understanding of and curiosity for local and world views.	



# MORAINE PARK TECHNICAL COLLEGE

## Career & Life Skills Rubric

Communication	
Written Communication	You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage and sentence structure.
Interpersonal Skills	You demonstrate active listening and feedback skills and communicate verbally demonstrating appropriate non-verbal actions to include eye contact and body language.
Digital Literacy	You demonstrate professionalism and etiquette in all digital communications.
Presentation Skills	You organize and deliver communication according to the purpose and audience.
Reasoning	
Evidence	You provide evidence and explain your reasoning to support information presented (for example: quantitative evidence - computations and qualitative evidence – peer reviewed sources and, APA formatting).
Problem Solving	You evaluate pertinent information to reach an informed conclusion.
Creativity	You identify various solutions.
Critical Thinking	You distinguish between unique approaches and views considering the human, interpersonal, and factual dimensions.
Professionalism	
Work Collaboratively	You meet standards for participation.
Act with Respect	You demonstrate respect for policies, procedures, and others.
Meet Deadlines	You prioritize responsibilities to meet deadlines.
Follow Directions	You adhere to instructions.
Engagement	
Student Life or College Committees	You actively participate in student life or on a college work team or committee.
Service Learning	You actively participate in a service learning project.
Volunteerism	You engage in volunteer activities on campus or in the community.
Networking	You network with other individuals in your program/chosen career field.
Awareness	
Acknowledge Personal Prejudice and Biases	You demonstrate positivity through words and actions accepting that your personal beliefs and attitudes may be different from others.
Appreciate Others' Perspectives	You demonstrate consideration for other individuals regardless of differences.
Value Individual Strengths and Differences	You include strengths and opinions of others to complete projects.
Demonstrate Local and Global Awareness	You demonstrate an understanding of and curiosity for local and world events and views.



## Career and Life Skills Pilot

### Accounting Program - Spring 2020

Analyzing the data, during the spring 2020 Accounting program pilot, students demonstrated the Career and Life Skills in an acceptable manner.

Average of outcomes score							
Row Labels	Evidence	Follow Directions	Meet Deadlines	Presentation Skills	Problem Solving	Written Communication	Grand Total
Accounting 1 (30009)	4.3					4.6	4.4
Accounting 2 (30037)	5.0	4.8	5.0			5.0	5.0
Accounting 2 (30579)	4.0	4.0	5.0			5.0	4.5
Accounting 3 (30006)	4.0	4.0	5.0	5.0	5.0	5.0	4.7
Accounting 3 (30580)	3.0	3.5	2.5	4.5	4.5	4.5	3.8
<b>Grand Total</b>	<b>4.5</b>	<b>4.5</b>	<b>4.7</b>	<b>4.7</b>	<b>4.7</b>	<b>4.8</b>	<b>4.6</b>

Informal feedback collected from the students by their instructors suggested that students distinctly understood the criteria and expectations for each of the skills. The assessment that was piloted was a book review in three different core accounting classes. The books were Question Behind the Question, Flipping the Switch, and Who Moved my Cheese. Each of the books deal with personal accountability and adaptability.

The purpose of the assessment was to introduce core values, key to students' success in their educational endeavors and future careers. Students were required to read the book and correlate the concepts presented to four different Career and Life Skills (Written Communication, Evidence, Follow Directions, and Meet Deadlines) using real world examples.

Through this assessment, students demonstrated evidence of a clear comprehension regarding the significance of the Career and Life Skills and were able to correlate the skills to concrete personal or professional examples. The transition from Core Abilities to Career and Life Skills was positive for instructors. The previous Core Abilities required updating and had some duplication, which made it difficult to convey meaning to students. The Career and Life Skills are current, relevant and provide a solid framework for educating students and preparing them for the workforce.

**Career & Life Skills Implementation Plan**  
**May 2020**

**Contents**

Career and Life Skills Review..... 2

Integration Plan..... 3

Implementation Timeline ..... 4

Assessment of Career and Life Skills..... 5

## **Career and Life Skills Review**

### **Communication**

- Written Communication - You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage and sentence structure.
- Interpersonal Skills - You demonstrate active listening and feedback skills and communicate verbally demonstrating appropriate non-verbal actions to include eye contact and body language.
- Digital Literacy - You demonstrate professionalism and etiquette in all digital communications.
- Presentation Skills - You organize and deliver communication according to the purpose and audience.

### **Reasoning**

- Evidence - You provide evidence and explain your reasoning to support information presented (for example: quantitative evidence - computations and qualitative evidence – peer reviewed sources and APA formatting).
- Problem Solving - You evaluate pertinent information to reach an informed conclusion.
- Creativity - You identify various solutions.
- Critical Thinking - You distinguish between unique approaches and views considering the human, interpersonal, and factual dimensions.

### **Professionalism**

- Work Collaboratively - You meet standards for participation.
- Act with Respect - You demonstrate respect for policies, procedures, and others.
- Meet Deadlines - You prioritize responsibilities to meet deadlines.
- Follow Directions - You adhere to instructions.

### **Engagement**

- Student Life or College Committees - You actively participate in student life or on a college work team or committee.
- Service Learning - You actively participate in a service learning project.
- Volunteerism - You engage in volunteer activities on campus or in the community.
- Networking - You network with other individuals in your program/chosen career field.

### **Awareness**

- Acknowledge Personal Prejudice and Biases - You demonstrate positivity through words and actions accepting that your personal beliefs and attitudes may be different from others.
- Appreciate Others' Perspectives - You demonstrate consideration for other individuals regardless of differences.
- Value Individual Strengths and Differences - You include strengths and opinions of others to complete projects.
- Demonstrate Local and Global Awareness - You demonstrate an understanding of and curiosity for local and world events and views.

## **Integration Plan**

For the purposes of integrating Career and Life Skills across the institution, three groups were formed with slightly differing steps for implementation. Each group (Program Faculty, General Education Faculty, and lead Faculty for Institutional-Requirement courses) will undergo the steps outlined below according to the implementation timeline provided that begins on page 4.

### **Programmatic Review and Integration**

#### Step 1. Programmatic Level Review (Exercise sent via email)

Faculty will undergo an exercise that includes reviewing their program outcomes and brainstorming how the five Career & Life Skills overarching categories may align.

#### Step 2. Course Level Review (Guided activity)

- A. High-level review: Faculty will review their program courses and draft ideas on how Career & Life Skills could be assessed in various courses.
- B. Low-level review: Faculty will take their results from their high-level review and review each course's competencies, how the competencies are assessed, and see where Career & Life Skills are already being assessed.

#### Step 3. Assessment Review and Career & Life Skills Assignment (Guided activity)

- C. Faculty will determine what assessment(s) are appropriately assessing one or more Career & Life Skills and assign the Career & Life Skill(s) to the rubric using Outcomes in Canvas. *Notes:* Emphasis is placed on significant formative and summative assessments in the course. Emphasis is also placed on selectivity and appropriate number of aligned assessments (i.e., not every graded assignment will be connected to a Career & Life Skill).

### **General Education Review and Integration**

#### Step 1. Course Level Review (Information sent via email)

- A. High-level review: Faculty will review their program courses and draft ideas on how Career & Life Skills could be assessed in various courses.
- B. Low-level review: Faculty will take their results from their high-level review and review each course's competencies, how the competencies are assessed, and see where Career & Life Skills are already being assessed.

#### Step 2. Assessment Review and Career & Life Skills Assignment (Guided activity)

- C. Faculty will determine what assessment(s) are appropriately assessing one or more Career & Life Skills and assign the Career & Life Skill(s) to the rubric using Outcomes in Canvas. *Notes:* Emphasis is placed on significant formative and summative assessments in the course. Emphasis is also placed on selectivity and appropriate number of aligned assessments (i.e., not every graded assignment will be connected to a Career & Life Skill).



## Computer Literacy/Digital Literacy for Healthcare and College 101 (Institutional Requirements) Review and Integration

As these two courses are institutional requirements, they are seen as two of the key courses for teaching Career & Life Skills. Faculty will determine what assessment(s) are appropriately teaching one or more Career & Life Skills and assign the Career & Life Skill(s) to the rubric using Outcomes in Canvas. *Notes:* Emphasis is placed on significant formative and summative assessments in the course. Emphasis is also placed on selectivity and appropriate number of aligned assessments (i.e., not every graded assignment will be connected to a Career & Life Skill). This will be a guided activity.

### Implementation Timeline

Review	Parent Program (embedded technical diploma or certificates will be reviewed at the same time)	Program Code
Fall 2020	Human Resources	10-116-1
Fall 2020	Medical Office Management	10-160-3
Fall 2020	Leadership and Organizational Development	10-196-1
Fall 2020	Graphic Communications	10-204-3
Fall 2020	Interactive Media Design	10-206-4
Fall 2020	Radiography	10-526-1
Fall 2020	Water Quality Technology	10-527-2
Fall 2020	Electrical Power Distribution	31-413-2
Fall 2020	CNC/Tool & Die Technologies	32-444-2
Fall 2020	Mathematics	
Fall 2020	Surgical Technology	10-512-1
Spring 2021	Accounting	10-101-1
Spring 2021	Information Technology - Network Specialist	10-150-2
Spring 2021	Information Technology - Technical Support Specialist	10-154-4
Spring 2021	Health Information Technology	10-530-1
Spring 2021	Substance Abuse Counseling	10-550-1
Spring 2021	Automotive Technology	10-602-3
Spring 2021	Civil Engineering Technician-Structural	10-607-5
Spring 2021	Nursing Assistant	30-543-1
Spring 2021	Automotive Technician	32-404-2
Spring 2021	Communications	
Fall 2021	Business Management	10-102-3
Fall 2021	Marketing and Social Media Management	10-104-3
Fall 2021	Small Business Entrepreneurship	10-145-1
Fall 2021	Early Childhood Education	10-307-1
Fall 2021	Culinary Arts	10-316-1
Fall 2021	Social Sciences	
Fall 2021	Medical Laboratory Technician	10-513-1
Fall 2021	Electromechanical Technology (formerly Mechatronics)	10-620-1
Fall 2021	Welding	31-442-1
Fall 2021	Cosmetology	31-502-1
Fall 2021	Medical Assistant	31-509-1

Spring 2022	Information Technology - Web Development and Design Specialist	10-152-2
Spring 2022	Information Technology - Mobile Applications Developer	10-152-8
Spring 2022	Fabrication Technologies	10-457-1
Spring 2022	Respiratory Therapist	10-515-1
Spring 2022	Health and Wellness	10-546-3
Spring 2022	Behavioral Sciences	
Spring 2022	Metal Fabrication	31-457-2
Spring 2022	Gas Utility Construction and Service	31-469-2
Fall 2022	Administrative Professional	10-106-6
Fall 2022	Paralegal	10-110-1
Fall 2022	Industrial Mechanical Technician	10-462-1
Fall 2022	Criminal Justice	10-504-2
Fall 2022	Nursing - Associate Degree w/ a Practical Nursing Exit Point	10-543-1
Fall 2022	Nursing - LPN to ADN Progression	10-543-1
Fall 2022	Electricity	31-413-1
Fall 2022	Sciences	
Spring 2023	Business Analyst	10-102-1
Spring 2023	Information Technology - Software Developer	10-152-1
Spring 2023	Information Technology - Cybersecurity Specialist	10-151-2
Spring 2023	Paramedic Technician	10-531-1
Spring 2023	Mechanical Design Technology	10-606-1
Spring 2023	Process Engineering Technology	10-623-8
Spring 2023	Advanced Emergency Medical Technician	30-531-6
Spring 2023	Emergency Medical Technician - Paramedic	31-531-1

*\*Computer Literacy and College 101 courses will be reviewed Summer 2020.*

### **Assessment of Career and Life Skills**

Career and Life Skills data will be measured through rubrics in our Learning Management System, Canvas. The Career and Life Skills will appear as their own category in rubrics and students will be appropriately assessed on one or more of the Skills in the chosen key assignment(s) in their courses. The Career and Life skills data that is collected from Canvas will allow the College to assess student achievement of skills. Individual student growth will be tracked during their time at the college. This will ensure that each student has practiced and been assessed on every necessary skill.

Collecting this data will also allow the College to evaluate instruction of the skills at the course, program, and institutional level. The College will be able to look at the average scores for each skill in every course and separate it out by program or look at the college as a whole. This will show where the Career and Life Skills are being taught and where they can be better implemented. The College will also use the data to be able to determine which skills are our strengths, which skills are our weaknesses, and make changes accordingly for continuous improvement.



## AGENDA

MEETING PURPOSE: Curriculum Process Improvement Focus Session

FACILITATORS: Tim Keenan and Anne Lemke

RECORDER / TIMEKEEPER:

DATE: 1-15-19

TIME: 8:30-11:30 AM

ROOM: FDL Campus O102

Time:	a.m. p.m.	Item:	Person Responsible:	Purpose:
8:30	am	1. Check-in	Anne	Information
8:45	am	2. Review Agenda and Purpose	Tim	Information
8:50	am	3. Ground Rules	Tim	Decision
9:05	am	4. Current state process map	Anne	Activity
9:35	am	5. Break		
9:50	am	6. Future state process map	Tim	Activity
11:00	am	7. Debrief	Tim	Information
11:20	am	8. Questions?	Tim	Information

\*coffee and breakfast snacks will be provided

**Mission:** *Preparing students for success in a diverse and globally connected world.*  
**Vision:** *A college of choice for students, and a strategic partner for business and industry.*



TEAM NAME: Process Improvement Focus Session- Curriculum

FACILITATOR: Anne Lemke and Tim Keenan

RECORDER / TIMEKEEPER: Terri Kollmann

TEAM: Jennifer Hendryx; Marcia Arndt; Benjamin McKenzie; Bobbi Fields; Brenda Raad; Barb Jascor; Tammy Freund; Rebecca Mullane; Gloria Madison; Julie Dilling; JoAnn Giese-Kent; Gregory Reed; Eric Ludwig; Kimberly Mueller; Kelvin Schlagel

DATE: January 15, 2020 TIME: 8:30 -11:30 AM ROOM: O-102

- Review agenda and purpose
  - The Good, Bad and the Ugly of the Curriculum
  - No right or wrong answers and questions when doing the Current State Process Mapping
- Basic rules for the meeting
  - Group reviewed rules of the meeting and agreed on them
- Current State Process Map
  - Roles and Processes – were placed on cards on a table. Group had to decided what they think is the process is now and if it is the Dean/Associate Dean, Developer, Writer, Content Expert or/and Instructional Designer’s role and responsibilities
    - Group can write additional roles and responsibilities on blank cards for the process map
  - The Curriculum Team will be getting together in the near future to look at what the group thought the roles and process are
  - While the group was putting together they were discusses how some programs are different than other programs – depends on what is in WIDS and who is the Writer and Designer
  - Pictures of how the group thought the role and responsibilities for curriculum development laid out are located at the end of this document
- The group was confused with the term “Developer” and the role a developers has in curriculum.
  - They are the writer and the content expert.
- The group discussed that the curriculum team needs a flow chart on who is reasonable for what
- What is also not captioned is the differences between a new project and a rewrite
  - Jennifer stated that in the curriculum handbook the differences are captioned
  - The group would like this information more accessible
- There is confusion on how does WIDS gets updated and how we use WIDS. WIDS is not what we should use to build a program. The software is a tool to help hold the curriculum writing.
  - The group agreed that WIDS is being under used at MPTC as a tool. Some instructors are updating course information in WIDS and some are updating in LMS
    - The word “consistency” was brought up a lot when discussing how courses are being updated and the information being stored
    - Need a better work flow
    - Instructors are getting upset that they have to update in both WIDS and Canvas
      - Takes too much time
      - Not everyone is updating both
      - Not everyone knows WIDS or has it available (adjunct)

- Canvas looks different for our students depending on which instructor updates Canvas.
    - Students are complaining that it is hard on them and takes more of their time because courses are set-up so different in Canvas depending on which instructor updated the shell
    - Some instructors thought that when E-College was moved to Canvas that is the format they were supposed to use
  - Some instructors are putting information in Canvas, but hiding it to the students. So that adjunct instructors and new instructors have the information
  - The group discussed the importance of having different shells depending on how the class is being taught - online vs in person
  - The group was reminded that the goal of this meeting is not to fix Canvas, but what is the process of curriculum should look like in the future. The group would like to come back together in a later date to discuss Canvas
- What should be the process going forward? Please see the pictures at the end of this document for flow chart the group came with. They did not complete the discussion and would like to get together at least every semester to keep this discussion going.
    - The changes/new process will not be changed right away. Changes will be ongoing.
    - The Above the Line Curriculum Development document is not the WIDS process, it is a MPTC process which will be changing in the future
    - The need of a better timeline/due dates was discussed on when things are due to get a program approved timely
      - State due date vs MPTC due dates
      - Having a project management tool to help track what has been done, what still needs to be done, by whom and due dates
    - The group kept talking about “we use to do that”. Jennifer asked the question when did things change and why did it change. Also if we could work with a blank slate, not what we are currently doing and not what we have done in the past
    - Jennifer talked to the group about a new form that the curriculum group developed. The form is to get a project started. Jennifer requests that if something needs to be added or changed on the form to make the process go better to let her know
    - Group discussed how there use to be a 40 hour training for new Writer and how that training really helped them understand what their duties are
    - The group talked about if the Instructional Designer should work closer with the program expert to develop the curriculum, like other schools do, so courses would be more consisted.
      - If we did this we would need more Instructional Designers
      - Having writers in some programs are working, because there are some very strong writers.
      - The group discussed if we could have a blend way of doing things. Keep our current strong writers and have Instructional Designers work on other areas.
    - There is lack of WIDS training, so there is a lack of instructors that understand WIDS
    - The Instructional Designers will be managing projects more. If deadlines are not being meet or things are not being done correctly they will be getting more involved.
    - The writers would like to meet with the Instructional Designers every semester to learn from each other. This should not be a one and done meeting after today. They would like a report back on what happens at the curriculum meeting that is schedule for tomorrow (1/16/20)
    - Everyone would like a policy and procedures from the curriculum team



## Current State Process Map – What the group believes who has what roles and responsibilities



**Continued: Current State Process Map – What the group believes who has what roles and responsibilities**

Instructional Designer

Enters into WIDS  
- course description  
- course hours  
- external standards

\* Review Competencies  
First learning plan

- \* oversees & coordinates project
- \* mentors curriculum developers, writers, and content experts
- \* provides feedback & coaching in development & revisions process
- \* provides instructional design expertise
- \* provides software expertise

Incorporate Universal Design

\* Review Written Curriculum

KNOWS WIDS Software

\* CODL

Renew online  
courses -  
learning activities  
PATS

\* course descriptions  
currently not updated  
in WIDS with annual  
review

Deans /  
Associate Deans

Identify individuals  
to be considered as  
curriculum developers / writers/  
content experts, with  
final approval to be determined  
by curriculum coordinator

\* Review  
Written Curriculum

Developer

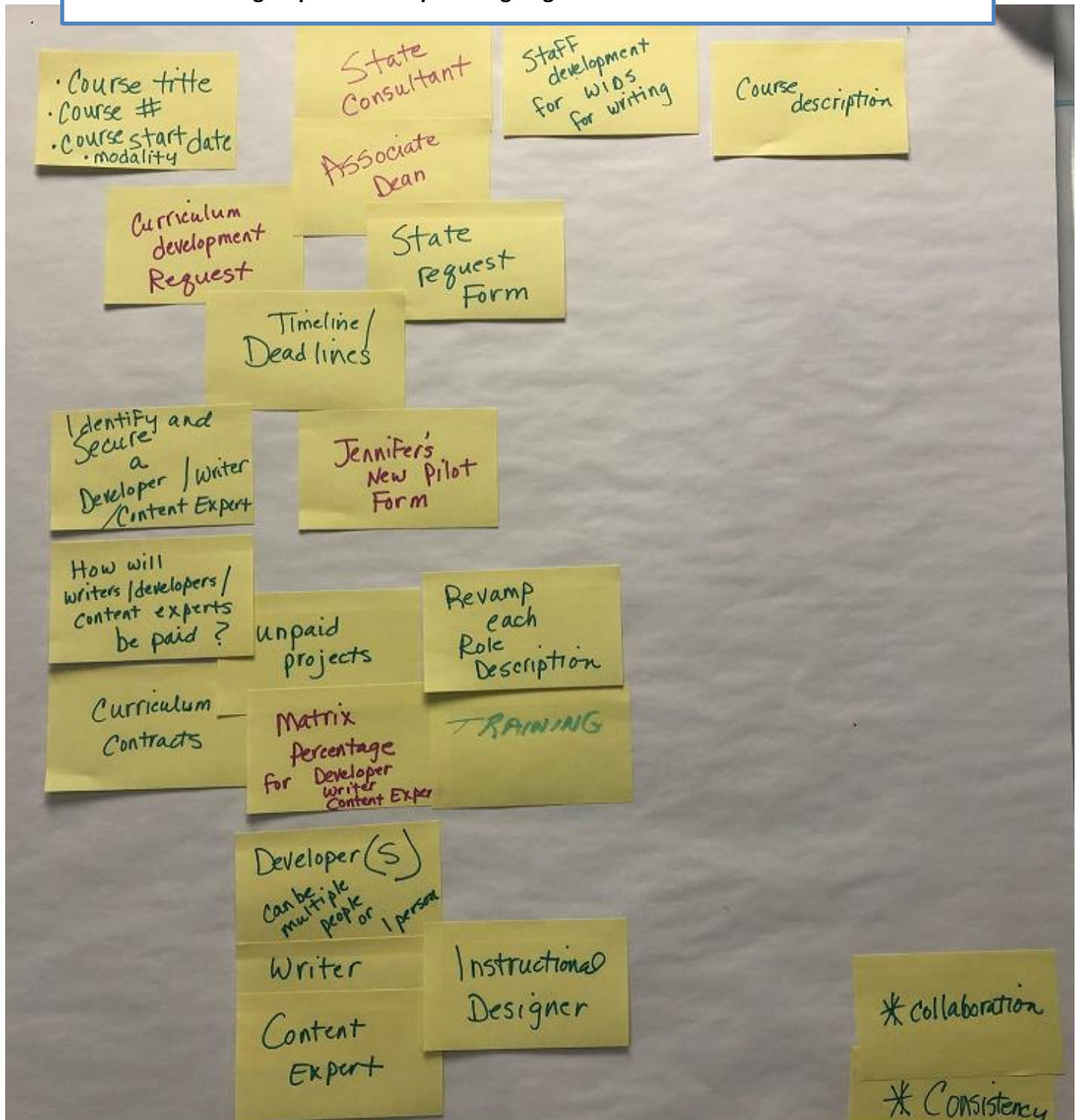
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**Tabled:**

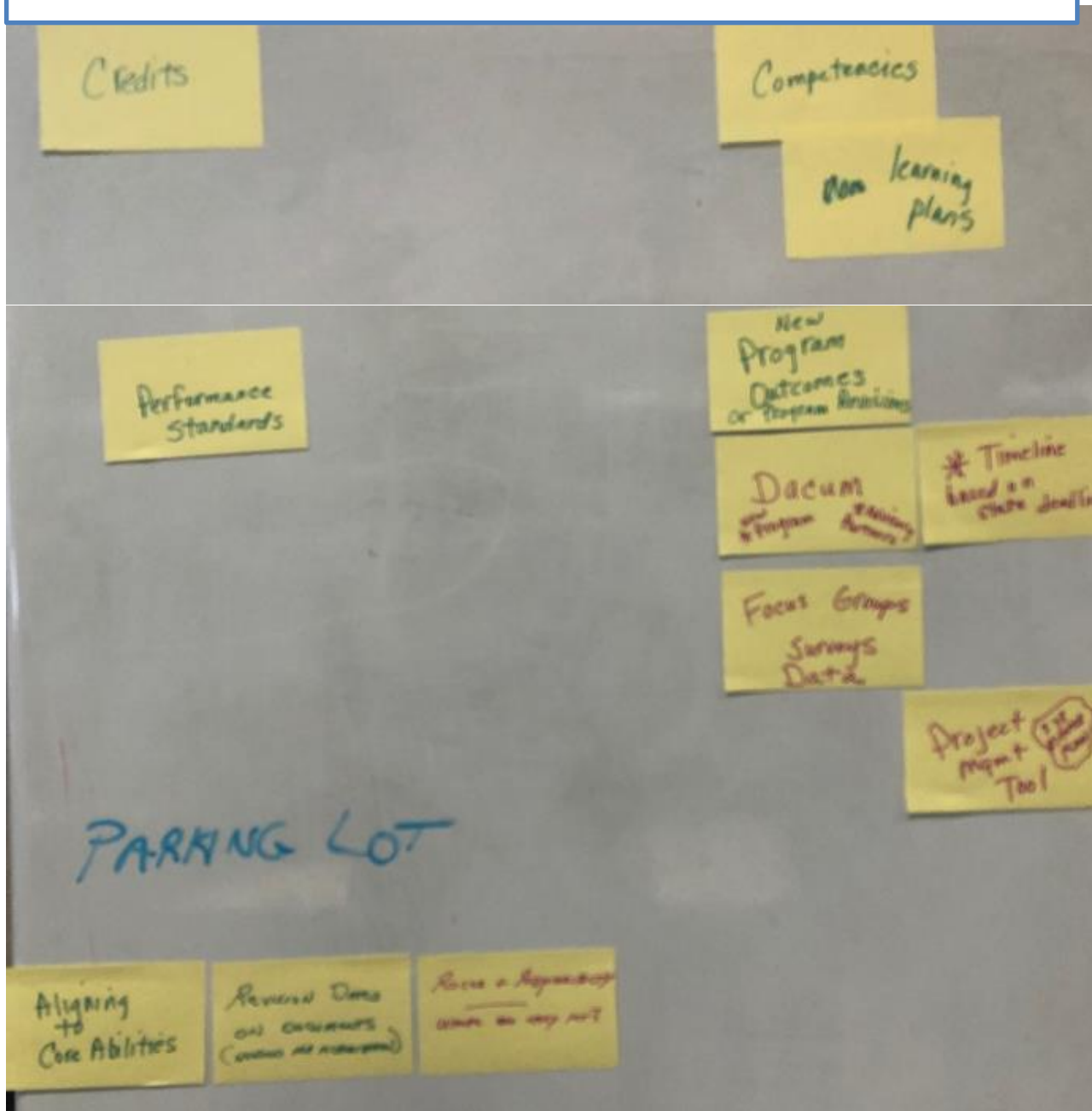
- \* State Aligned vs. Not State Aligned?
- \* Draft State? Flow chart?
- \* New Project vs. Revision Project
- \* What goes in WIDS? What is in Canvas?
- \* Linking Core abilities?
- \* dual credit links with high schools?
- \* Linking with Accreditation Standards?
- \* What is performance based education?
- \* Everyone else's Not know & understand WIDS



What the group thinks the process going forward should look like



Continued: What the group thinks the process going forward should look like





# **CURRICULUM PROCESS IMPROVEMENT & WIDS CURRICULUM CONSTRUCTION**



**MORaine PARK**  
TECHNICAL COLLEGE



## WTCS ALIGNMENT GUIDELINES (ESM, P. 76-77)

**Variations at the district level may exist as outlined below provided program/course outcomes and credit values remain the same:**

- Configuration of instructional hours (A-lecture, B-Lab and C-Clinical);
- Modes of instructional delivery (i.e. online, face-to-face, different session length, etc.);
- Order of course delivery with consideration given to the program/course pre- and/or co-requisites.
- Program/Course Materials and Related Instructional Materials
- Instructional content and resources may be created by the college(s), be sourced from another program, or come from an approved publisher; no specific instructional materials are required unless otherwise mandated.
- Strong consideration should be given to the use of Open Educational Resources (OER).

## WTCS ALIGNMENT MODIFICATION (ESM, P. 80)

Modifications (i.e. periodic review/revision, changes in aligned program aid code, outcomes, aligned courses, and partial or complete unalignment) **must be completed formally through the WTCS**. A reference chart that identifies modification actions and their related forms and processes is provided on the following page. Modifications may occur in response to changes in legislation, industry, accreditation, local employer needs, district needs, etc.

An aligned program must be delivered at least once in its entirety prior to requesting a modification, excepting special circumstances (i.e. changes in accreditation standards, inability to deliver program or course, etc.).

Minor adjustments in **non-core courses** (e.g. course competencies, credits, title, number, etc.) can be made at any time.

# COURSE COMPARISON I: 307-199 ECE: ADVANCED PRACTICUM

## WTCS, Current in WIDS

### Competencies (Course Level)

1. **Analyze children's growth and development based on assessment.** (4 criteria)
2. Integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives. (4 criteria)
3. Demonstrate ethical and professional behaviors and practices. (4 criteria)
4. Implement developmentally appropriate integrated learning experiences that promote child development and meet WI Model Early Learning Standards. (6 criteria)
5. Foster positive relationships with children and adults. (4 criteria)
6. Evaluate early childhood education program for quality. (2 criteria)
7. Develop a career plan for your transition from student to professional. (4 criteria)

### Competency Criteria (Course Level)

1. you utilize assessment tools to evaluate growth and development of the children in the group
2. you complete goal setting and planning forms for the children in the group
3. you use differentiated planning that reflects individual needs of the children in the group
4. you include appropriate methods to measure and document each child's progress towards identified goals

## MPTC, Current in WIDS

### Competencies (Course Level)

1. **Analyze children's growth and development based on assessment.** (20 criteria)
2. Integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives. (8 criteria)
3. Demonstrate ethical and professional behaviors and practices. (67 criteria)
4. Implement developmentally appropriate integrated learning experiences that promote child development and meet WI Model Early Learning Standards. (22 criteria)
5. Foster positive relationships with children and adults. (39 criteria)
6. Evaluate early childhood education program for quality. (5 criteria)
7. Develop a career plan for your transition from student to professional. (13 criteria)

### Competency Criteria (Course Level)

1. You utilize assessment tools to evaluate growth and development of the children in the group
2. You complete goal setting and planning forms for the children in the group
3. You use differentiated planning that reflects individual needs of the children in the group
4. You include appropriate methods to measure and document each child's progress towards identified goals
5. You select two children in your classroom and secure written permission from both the center personnel and the child's parents using the Parent Permission form.
6. You use the Developmental Checklist and complete it at the beginning of the semester and at the end of the semester using two columns to represent both assessment dates.
7. You use the Preschool Ongoing Assessment Tracking Sheet and the Individual Assessment Form or one that is approved that the program uses and complete them throughout the semester.
8. You complete the Child Goals Sheet provided by your instructor and conduct classroom activities to support the children in achieving their goals.
9. You write two anecdotal notes per week (one per child) and categorize them by the 5 WMELS domains using the address label/sticky note system with title pages for each WMELS domain.
10. You complete the Work Sample Tracking Chart for your two focus children, including samples of work the children complete in the classroom.
11. You create an Activity Chart that can be used for the whole class and observe your children for 1 day to track their choice of activities.
12. You complete a Narrative Summary of each child's growth and development to include; the 5 early learning standard domains of WMELS, progress in each learning area, identification of drawing and writing stages.
13. You include information to back your analysis with examples, an assessment of the child's strengths, and a plan for the child to work on to further their development.
14. You plan and implement activities that address the needs of the focus child for the whole semester.
15. You manage time effectively to meet the needs of the children.
16. You use proper hand washing for self and children (Wash 20 seconds, use towel to turn off faucet)
17. You are developmentally appropriate to the age group in your interactions and planning learning experiences.
18. You use positive child guidance techniques in the classroom.
19. You communicate concerns or ideas with cooperating teacher.
20. You contact site 30 minutes before start time when absent.

# COURSE COMPARISON III: 515-174 RESPIRATORY AND CARDIAC PHYSIOLOGY

## WTCS, Current in WIDS

## MPTC, Current in WIDS

### 515-174 Respiratory and Cardiac Physiology (WTCS Current WIDS)

#### Competencies (Course Level)

1. Analyze how components of the pulmonary system function in the body (6 criteria)
2. Analyze control of breathing (4 criteria)
3. Apply principles of gas transport (7 criteria)
4. Apply principles of ventilatory mechanics (5 criteria)
5. Analyze how components of the cardiovascular system function in the body (4 criteria)
6. Interpret blood gas data (6 criteria)
7. Identify normal hemodynamic values of the cardiopulmonary system (4 criteria-mismatched)
8. Identify normal fluid and electrolyte balance values (7 criteria-mismatched)
9. Recognize basic single lead rhythm strips (3 criteria)

#### Competency Criteria (Course Level)

1. identification includes cardiac output
2. identification includes stroke volume
3. identification includes SVR, PVR, CVP, PCWP, and PAP
4. identification includes factors that affect blood pressure

### 515-174 Respiratory and Cardiac Physiology (MPTC Current WIDS)

#### Competencies (Course Level)

1. Analyze how components of the pulmonary system function in the body. (7 criteria)
2. Apply principles of ventilatory mechanics. (13 criteria)
3. Analyze control of breathing. (6 criteria)
4. Apply principles of gas transport. (8 criteria)
5. Interpret blood gas data. (6 criteria)
6. Analyze how components of the cardiovascular system function in the body. (16 criteria)
7. Interpret hemodynamics of the cardiopulmonary system. (7 criteria)
8. Evaluate fluid and electrolyte balance. (7 criteria)
9. Recognize basic single lead rhythm strips (3 criteria)

#### Competency Criteria (Course Level)

1. Evaluation includes cardiac output.
2. Evaluation includes stroke volume.
3. Evaluation includes SVR, PVR, CVP, PCWP, and PAP.
4. Evaluation includes calculations associated with hemodynamic values.
5. Evaluation includes factors that affect blood pressure.
6. Evaluation includes a differentiation between normal and abnormal values.
7. Evaluation includes a correlation to the disease.



# PERFORMANCE STANDARDS ISSUES: 152-142 SOFTWARE DEVELOPER CAPSTONE

MPTC, Current in WIDS

A Competency (Course Level):

Develop career materials for employment search.

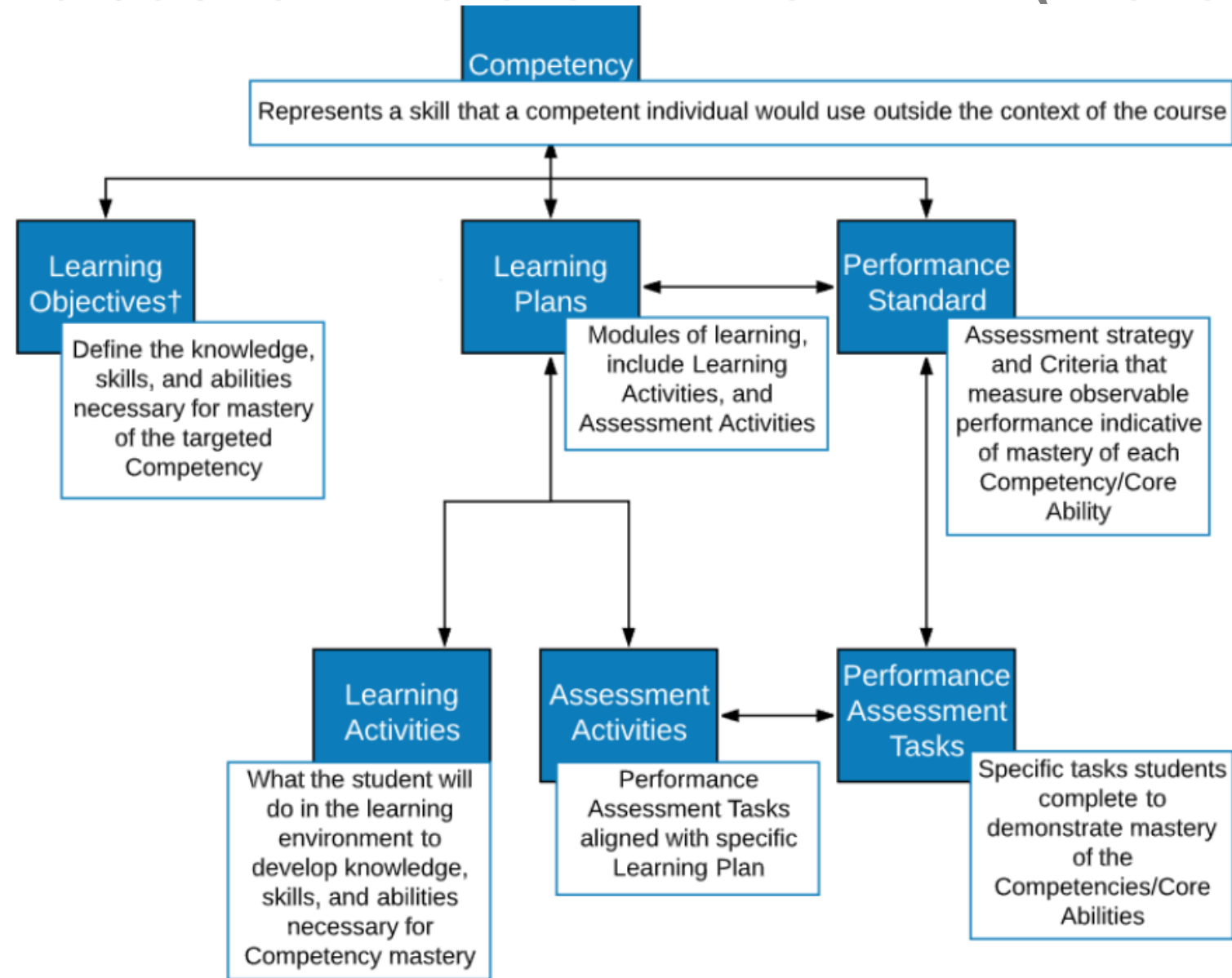
Its Competency Criteria (Course Level):

1. Your resume includes your name, address, phone, and e-mail address.
2. Your resume includes a job objective.
3. Your resume outlines the skills/training gained through your educational program.
4. Your resume documents your work history.
5. Your resume presents information in a professional format.
6. Your resume is less than two pages.
7. You submit a resume in both Word and PDF formats.
8. You submit a resume in a physical format using high-quality professional bond paper.
9. You obtain feedback on your resume from the Moraine Park Technical College's Employment Specialist.
10. You implement feedback from the Moraine Park Technical College's Employment Specialist to improve your resume.
11. Your cover letter employs standard business-letter format.
12. Your cover letter hooks the reader in the first paragraph.
13. Your cover letter sells the reader on your abilities in the first paragraph.
14. Your cover letter specifies the job for which you are applying including information on how you learned of the opening.
15. Your cover letter indicates why you are interested in the position.
16. Your cover letter outlines the highlights of your qualifications.
17. Your cover letter refers to the enclosed resume.
18. Your cover letter indicates your desire to schedule an interview.
19. Your cover letter indicates your plan to follow-up with contact within a specific time frame.
20. Your cover letter encourages the potential employer to contact you.
21. Your cover letter indicates how to contact you during what business hours.
22. Your cover letter is printed on the same professional bond paper.
23. Your cover letter is submitted in paper copy.
24. You obtain feedback on your cover letter from the Moraine Park Technical College's Employment Specialist.
25. You implement feedback from the Moraine Park Technical College's Employment Specialist to improve your cover letter.
26. Your email cover letter employs standard business-letter format.
27. Your email cover letter contains all the same information that the written cover required.
28. Your email cover letter includes a business signature block at the end of the email.
29. Your email cover letter uses the subject line to entice the reader.
30. Your email cover letter is submitted via E-mail to your instructor.
31. Your LinkedIn Profile includes a high-quality photo of you alone in professional dress attire.
32. Your LinkedIn Profile headline is written to stand out and highlight what you do or what type of position you're looking for.
33. Your LinkedIn Profile Summary statement demonstrates concise and confident information about your qualifications and goals including relevant work and extracurricular activities.
34. Your LinkedIn Profile is written in first-person point of view.
35. Your LinkedIn Profile has 100% of the Career Interests section filled out.
36. Your LinkedIn Profile emphasizes your skills rather than your job titles.
37. Your LinkedIn Profile is comprehensive with current skills and objectives.
38. Your LinkedIn Profile has 100% of the sections completed.
39. Your LinkedIn Profile has job alerts set to notify you of new positions as soon as they are posted.
40. You employ your LinkedIn account to follow the pages of at least 5 companies that you are interested in being employed at in order to be the first to see hiring announcements.
41. You employ your LinkedIn account to connect with at least 3 of your current college peers.
42. You employ your LinkedIn account to connect with at least 2 alumni associated with your college or university.
43. You employ your LinkedIn account to connect with at least 1 professional group in your area.
44. Your LinkedIn profile is set to "public" which creates a unique URL. You meet each discussion requirement in the learning plan at 100%.

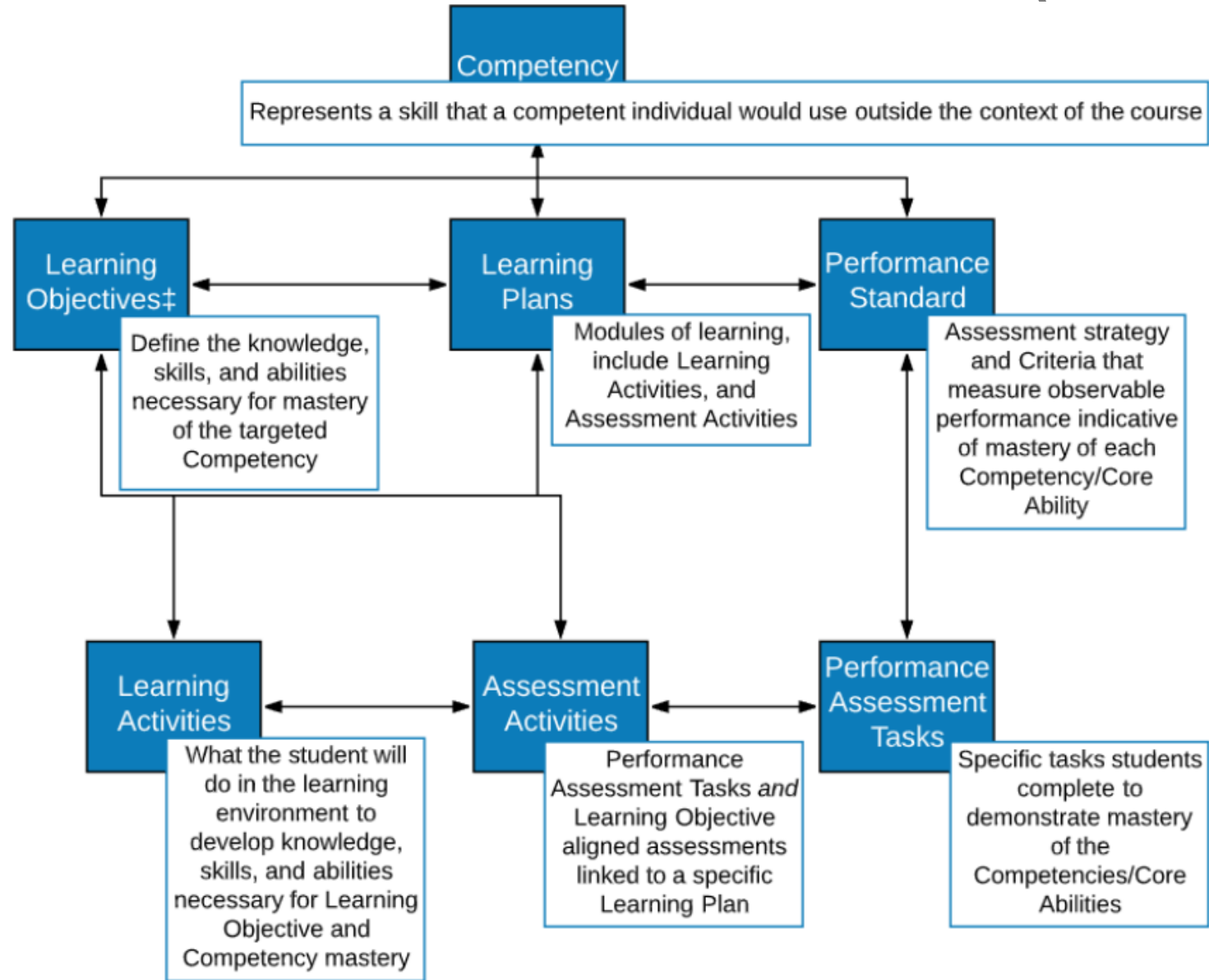
# WIDS “ABOVE-THE-LINE” & “BELOW-THE-LINE”

<b>WIDS (for System-Aligned Courses*) – Above-the-Line</b>	<b>MPTC – Above-the-Line†</b>
Course Title	Write Course Information
Course Description	Select Core Abilities/Critical Core Skills
Credits	Incorporate External Standards
Competencies	Write Competencies
Performance Standards	Write Learning Objectives
<b>WIDS (for System-Aligned Courses**) – Below-the-Line</b>	Write Performance Standards – Criteria for Each Competency
Learning Plans	Develop Performance Assessment Tasks
Learning Objectives	Develop Scoring Guides for Each Performance Assessment Task
Learning Activities	Incorporate Universal Design
Performance Assessment Tasks	Develop a Grading Plan/Rationale
Scoring Guide	<b>MPTC – Below-the-Line†</b>
Scoring (Rating Scale)	Develop Learning Plans
	Develop Learning Activities
	Develop Course Guidelines/Policies
	Create Student Learning Materials/Instructional Materials

# TAXONOMY OF WIDS COURSE DESIGN/DEVELOPMENT (HISTORICAL)



# TAXONOMY OF WIDS COURSE DESIGN/DEVELOPMENT (UPDATED)



# ROLES & RESPONSIBILITIES FOR CURRICULUM DEVELOPMENT

Current

Role	Responsibilities
<b>Content Expert</b>	<ul style="list-style-type: none"><li>• Provides content, resources, and expert testimony</li><li>• Consults with Writer on all curriculum development matters</li><li>• Verifies accuracy of all curricular materials</li></ul>
<b>Writer</b>	<ul style="list-style-type: none"><li>• Consults with Content Expert and Instructional Designer to identify course-level Competencies, Performance Standards, and Learning Objectives</li><li>• Consults with Content Expert and Instructional Designer to develop lesson-level Learning Plans and associated Learning &amp; Assessment Activities</li><li>• Enters curriculum information into WIDS</li></ul>
<b>Instructional Designer</b>	<ul style="list-style-type: none"><li>• Serves as project manager</li><li>• Provides expert consultation on curriculum development and instructional strategies &amp; techniques</li><li>• Reviews, provides feedback on, and manages revisions of materials entered in WIDS to ensure overall quality of curriculum</li></ul>

# ROLES & RESPONSIBILITIES FOR CURRICULUM DEVELOPMENT

Opportunity



Role	Responsibilities
<b>Content Expert</b>	<ul style="list-style-type: none"><li>• Provides content, resources, and expert testimony</li><li>• Consults with Instructional Designer to identify course-level Competencies, Performance Standards, and Learning Objectives</li><li>• Consults with Instructional Designer to develop lesson-level Learning Plans and associated Learning &amp; Assessment Activities</li><li>• Maintains working knowledge of WIDS functionality and its implications for curricular development</li><li>• Verifies accuracy of all curricular materials</li></ul>
<b>Instructional Designer</b>	<ul style="list-style-type: none"><li>• Serves as project manager</li><li>• Provides expert consultation on curriculum development and instructional strategies &amp; techniques</li><li>• Reviews, provides feedback on, and manages revisions of curriculum development materials to ensure overall quality of curriculum</li><li>• Enters curriculum information into WIDS</li></ul>

# ROLES & RESPONSIBILITIES FOR CURRICULUM DEVELOPMENT

## Opportunity



Role	Responsibilities
<b>Content Expert</b>	<ul style="list-style-type: none"><li>• Provides content, resources, and expert testimony</li><li>• Consults with Instructional Designer to identify course-level Competencies, Performance Standards, and Learning Objectives</li><li>• Consults with Instructional Designer to develop lesson-level Learning Plans and associated Learning &amp; Assessment Activities</li><li>• Maintains working knowledge of WIDS functionality and its implications for curricular development</li><li>• Verifies accuracy of all curricular materials</li></ul>
<b>Instructional Designer</b>	<ul style="list-style-type: none"><li>• Serves as project manager</li><li>• Provides expert consultation on curriculum development and instructional strategies &amp; techniques</li><li>• Reviews, provides feedback on, and manages revisions of curriculum development materials to ensure overall quality of curriculum</li></ul>
<b>Administrative Aide</b>	<ul style="list-style-type: none"><li>• Enters curriculum information into WIDS</li></ul>



## **Review Plan:**

### ***1. Define and Differentiate Assessment Activities***

**Curriculum Audit** – Map program, course, and Career & Life Skills outcomes

**Program Review**- Comprehensive program quality review (HLC Quality Initiative)

**Annual Curriculum Updates**- will also do the annual Program Review report (reporting out goals progress and data metrics)

**Career & Life Skills** – Common Learning Outcomes shared by Academics and Student Services that will be assessed throughout a student’s program experience at MPTC.

### ***2. Implementation Plan (Three Year Cycle) – Start with a pilot for Radiography and Surgical Technology or All Programs in Curriculum Audit Cycle (see below)***

- ***Complete Both in Tandem*** – the Curriculum Audit *is a piece of* the Program Review.
- Review both the Curriculum Audit tool Program Review tool - Take note of overlap/redundancy
- Utilize the Curriculum Audit program rotation list as the timeline for Program Review, but consider insert in to General Education courses all at once.
- New Projects – Utilize new Career and Life Skills

### ***3. Training Plan***

- **May Professional Development Day** – Introduction of the new team, overview of the “State of Curriculum” curriculum contracts, and changes to processes
- **Faculty In-service**
  - **HLC Activity Updates** (Quality Initiative (Program Quality Review), Interim Report Update, and Career & Life Skills Project Update. Introduce Scope of Work for Program Review and Career & Life Skills project update. (High level)
  - **Introduce Assessment Coordinator** and Share plan for Assessment Cross-Functional Team and College-Wide Assessment Plan.
- **Professional Development Days** (1 or 2 days) – Pilot Training with programs identified for Curriculum Audit:

**Timeline:**

**Fall 2020/2023/2026**

**10-196-1: Leadership and Organizational Development**

**10-116-1: Human Resources**

**10-204-3: Graphic Communication**

**10-206-4: Interactive Media Design**

**10-160-3: Medical Office Management**

**10-550-1: Substance Use Disorders Counseling**

**32-444-2: CNC/Tool and Die Technologies**

**10-527-2: Water Quality Technology**

**31-413-2: Electrical Power Distribution**

**General Education: Math**

**For Example:**

1. **Surgical Technology** Team/Kelly Shafaie/Patrick/Instructional Designer/ /Faculty Expert
2. **Radiography** Team/Ben McKenzie/Jennifer/Instructional Designer/Faculty Expert



# **CURRICULUM PROGRAM REVIEW**



**MORaine PARK**  
TECHNICAL COLLEGE

# AGENDA

1. Curriculum Program Review Goals (Jennifer)
2. Data Review (Jennifer)
3. Program Design Report (Jennifer)
4. Program Mapping (Jennifer)
  - Program Outcomes / TSAs
  - External Standards
  - Career and Life Skills Introduction
5. Syllabi Reports (Liz)
6. Course Design Reports (Liz)
7. Questions
8. Action Items (Jennifer)

# CURRICULUM PROGRAM REVIEW GOALS

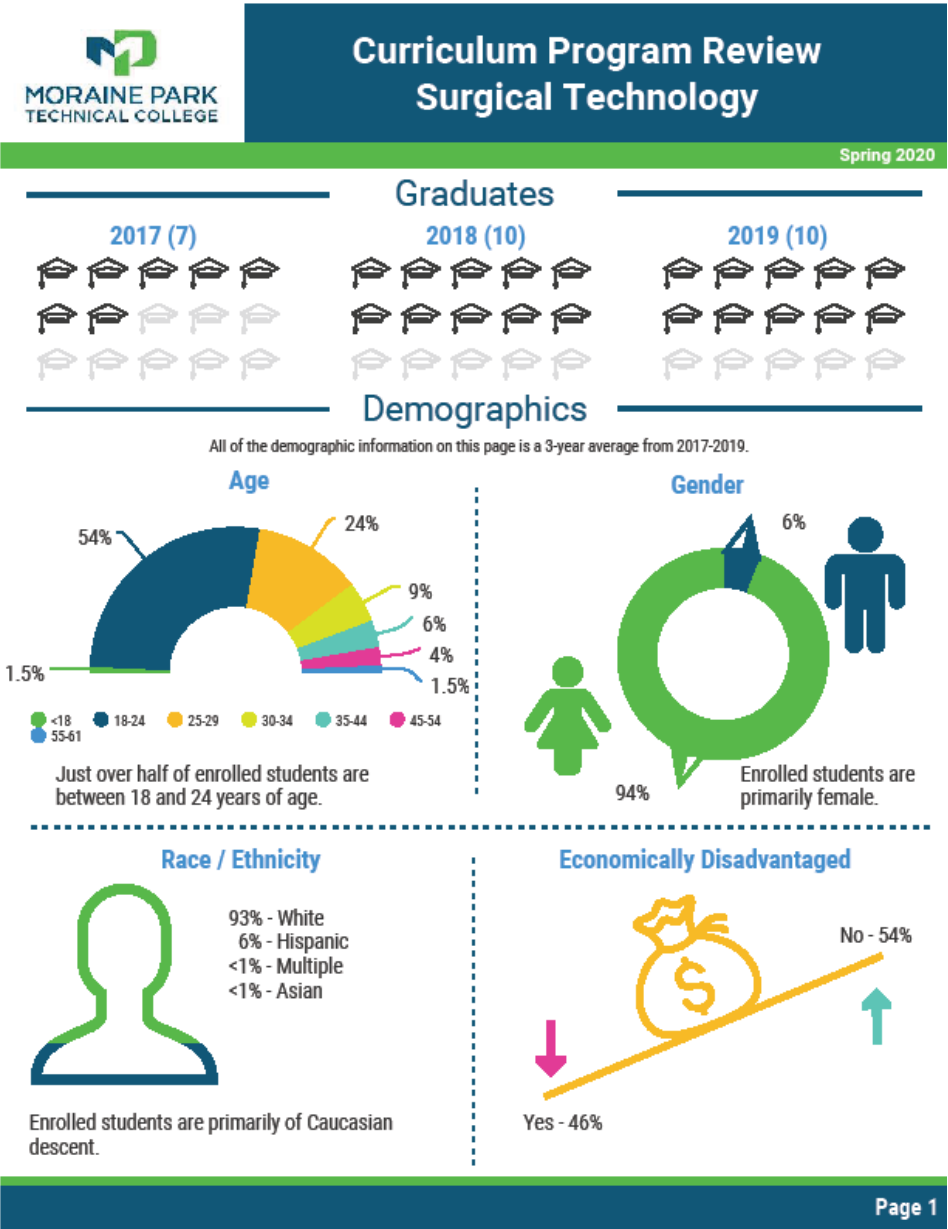
Short-term goal:

- create a baseline for the program and ensuring WIDS is up-to date.

Long-term goal:

- Use various data components to make data driven decisions to improve student learning.

# DATA REVIEW



# PROGRAM OUTCOME MAPPING

Visual representation of course to program alignment

- Where are TSAs being introduced, practiced, and assessed.

Purpose:

- Reveals strengths, gaps, and redundancies across the program.
- Assists with continual alignment from annual summer program planning



# SYLLABI REPORTS



**10-512-125 Intro to Surgical Technology**

MORAINES PARK TECHNICAL COLLEGE

## COURSE INFORMATION

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Provides the foundational knowledge of the occupational environment. Principles of sterilization and disinfection are learned. Surgical instruments are introduced. Preoperative patient care concepts are simulated. Lab practice is included.

Credits: 4

Pre/Corequisites:

- Prerequisite: General Anatomy and Physiology
- Pre/Corequisite: Medical Terminology

## CLASS INFORMATION

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Section Number:

Term: Spring    Year: 2020    Start Date: 1/20/2020    End Date: 5/15/2020

## INSTRUCTOR

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Jennifer Hendryx

Email: [jhendryx@morainepark.edu](mailto:jhendryx@morainepark.edu)

Office Phone: (920) 887-4427

Office Location: J101.1 - Beaver Dam Campus

## TEXTBOOKS

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Association of Surgical Technologist, Inc. Surgical Technology for the Surgical Technologist: A Positive Care Approach. Delmar Learning. 2018. Edition: 5th. Pages: 1242. ISBN: 97-1-305-95641-4. Required.

Association of Surgical Technologist, Inc. Study Guide and Lab Manual to Accompany Surgical Technology for the Surgical Technologist. Delmar Learning. 2018. Edition: 5th. ISBN: 9781305956438. Required.

Nancy N. Dankanich. Operating Room Skills: Fundamentals for the Surgical Technologist. Pearson Education, Inc. 2020. Edition: 2. ISBN: 9780135204030. Required.

Joanna Kotcher Fuller. Surgical Technology Principles and Practices. Elsevier/Saunders. 2018. Edition: 7th. ISBN: 978-0-323-39473-4. Required.

Colleen J. Rutherford. Differentiating Surgical Equipment and Supplies. F.A. Davis Company. 2016. Edition: 2. ISBN: 9780803645714. Required.

## SUPPLIES

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# COURSE DESIGN REPORTS



**Moraine Park Technical College**  
**10-512-125 Intro to Surgical Technology**  
**Course Design Report**

**Course Information**

<b>Description</b>	Provides the foundational knowledge of the occupational environment. Principles of sterilization and disinfection are learned. Surgical instruments are introduced. Preoperative patient care concepts are simulated. Lab practice is included.
<b>Instructional Level</b>	Associate Degree
<b>Total Credits</b>	4
<b>Total Hours</b>	90

**Pre/Corequisites**

Prerequisite	General Anatomy and Physiology
Pre/Corequisite	Medical Terminology

**Textbooks**

- Association of Surgical Technologist, Inc. Surgical Technology for the Surgical Technologist: A Positive Care Approach. Delmar Learning. 2018. Edition: 5th. Pages: 1242. ISBN: 97-1-305-95641-4. Required.
- Association of Surgical Technologist, Inc. Study Guide and Lab Manual to Accompany Surgical Technology for the Surgical Technologist. Delmar Learning. 2018. Edition: 5th. ISBN: 9781305956438. Required.
- Nancy N. Dankanich. Operating Room Skills: Fundamentals for the Surgical Technologist. Pearson Education, Inc. 2020. Edition: 2. ISBN: 9780135204030. Required.
- Joanna Kotcher Fuller. Surgical Technology Principles and Practices. Elsevier/Saunders. 2018. Edition: 7th. ISBN: 978-0-323-39473-4. Required.
- Colleen J. Rutherford. Differentiating Surgical Equipment and Supplies. F.A. Davis Company. 2016. Edition: 2. ISBN: 9780803645714. Required.

**Learner Supplies**

- Name Badge. Quantity: 1. Source: MPTC Bookstore. Description: Line 1: MPTC Logo Design Line 2: Student First Name Line 3: Surgical Technologist Student. Required.

# Questions

# **ACTION ITEMS – PROGRAM VALIDATION**

1. Review and update Program Design Report document
2. Review and update Program Outcomes Matrices document

# **ACTION ITEMS – TECHNICAL COURSE VALIDATION**

Each technical course has its own course design document and will need to be validated for accuracy.

Do the courses exist in WIDS?

Do the courses exist as Canvas Master?

Do the two environments match??

A solid green horizontal bar at the bottom of the slide, featuring a diagonal notch on the right side.

## Review and update course information (WIDS and Canvas Master course must match)

- syllabus document
  - Course description
  - Number of credits
  - Number and split of hours
  - Pre/Co-requisites
  - Textbook (cost of textbooks needs to be evaluated)
  - Student supplies
  - Grading information
  - Program specific policies
  - Course specific policies
  - Standard language that should appear on all syllabi within the program
- Competencies
- Performance Assessment Tasks
- Criteria
- Scoring guides
- Learning Activities
- Assessment Activities

### Graduates

2017 (7)



2018 (10)



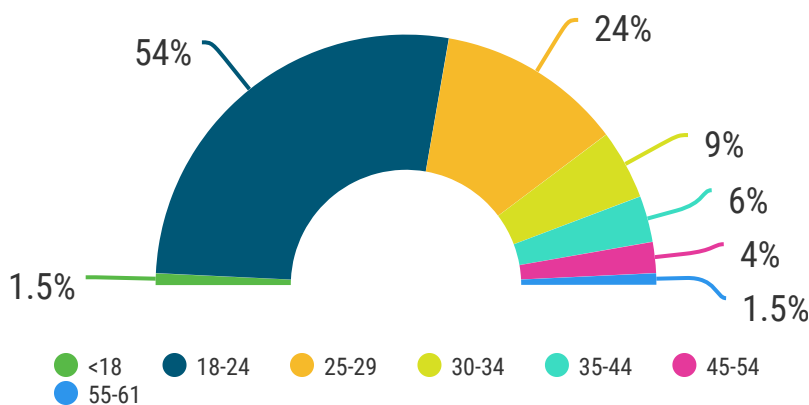
2019 (10)



### Demographics

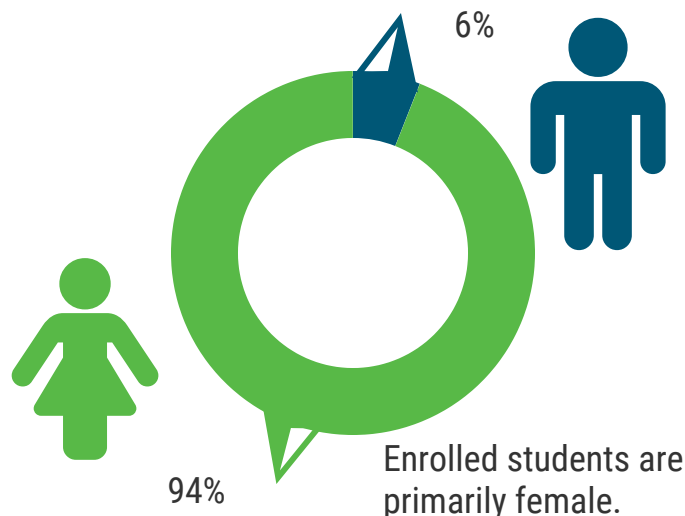
All of the demographic information on this page is a 3-year average from 2017-2019.

#### Age



Just over half of enrolled students are between 18 and 24 years of age.

#### Gender



Enrolled students are primarily female.

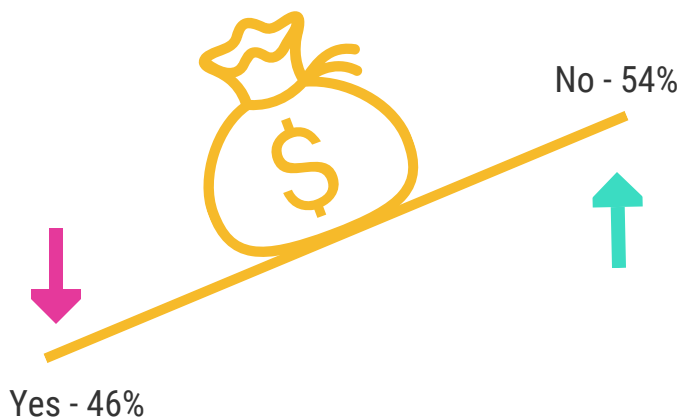
#### Race / Ethnicity



93% - White  
6% - Hispanic  
<1% - Multiple  
<1% - Asian

Enrolled students are primarily of Caucasian descent.

#### Economically Disadvantaged

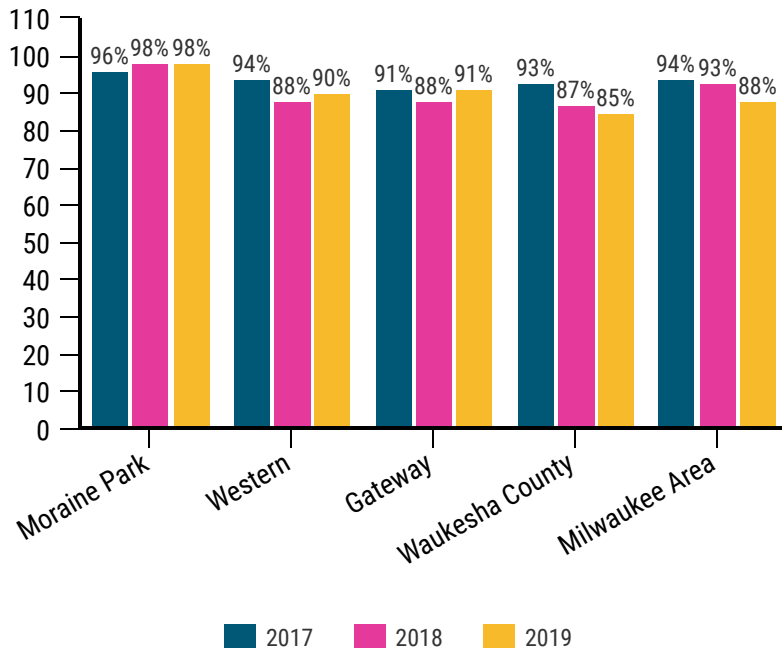




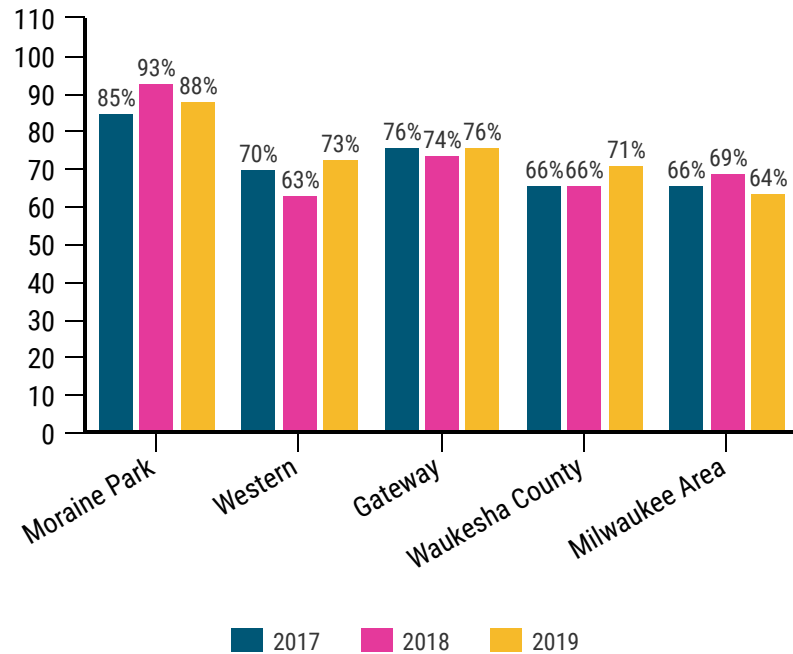
## WTCS Success Rates

Student Success Rate Comparison in Technical and Academic

Student Success Rates in Technical Courses



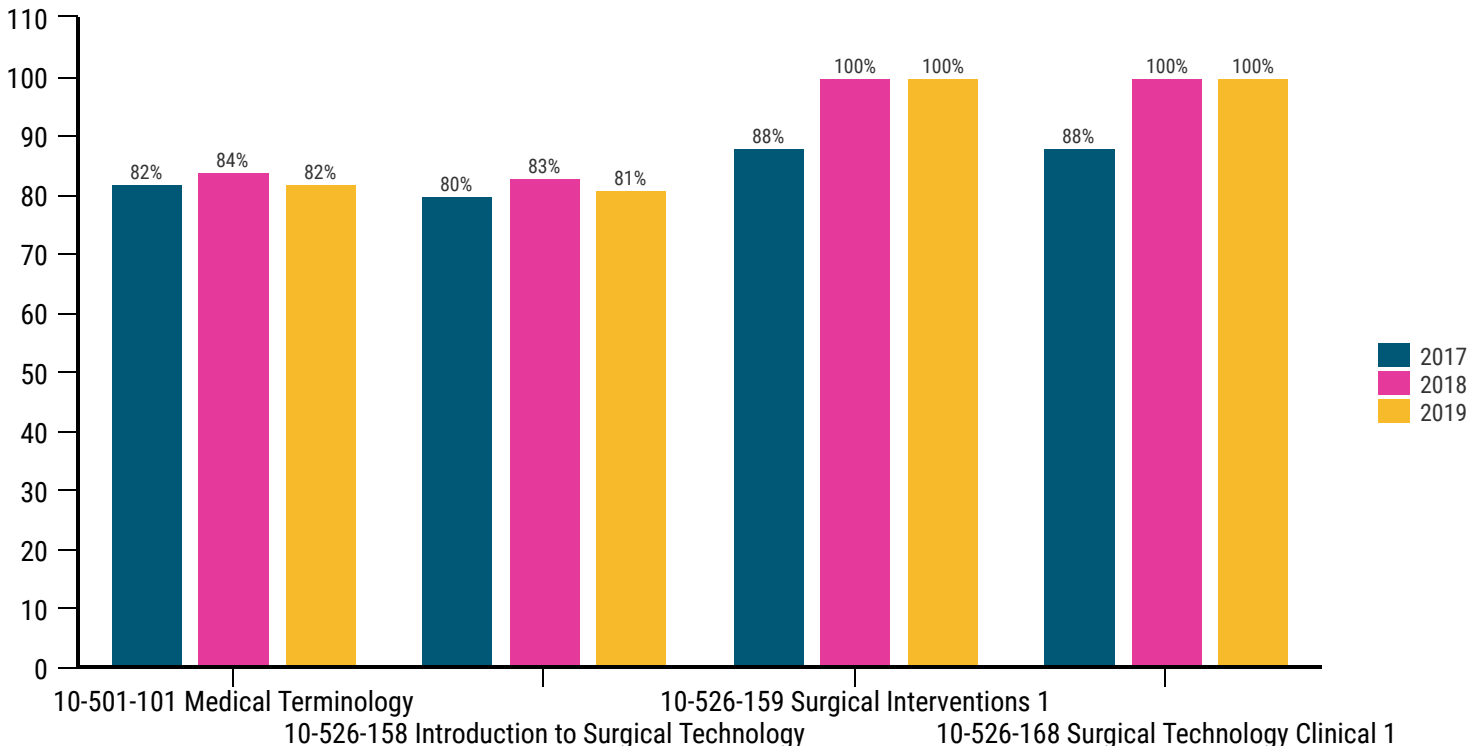
Student Success Rates in Academic Courses



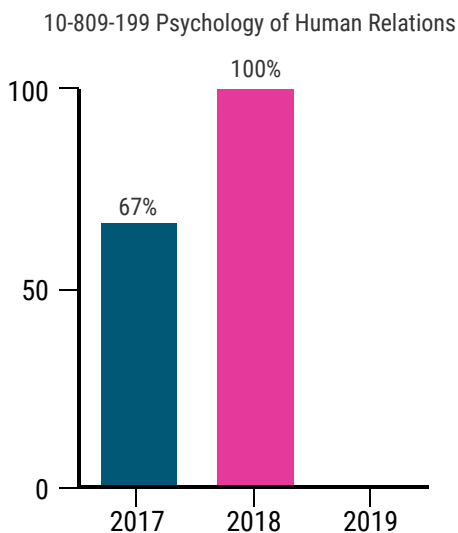
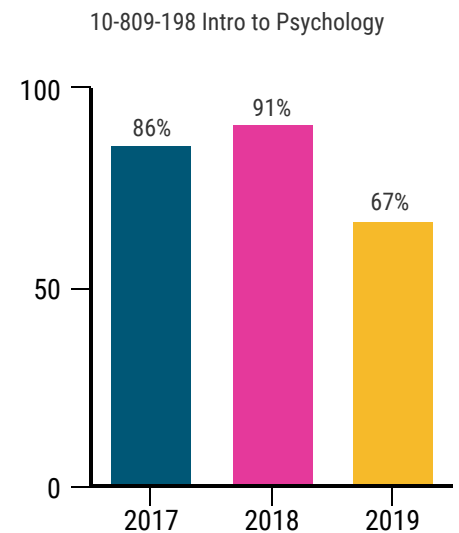
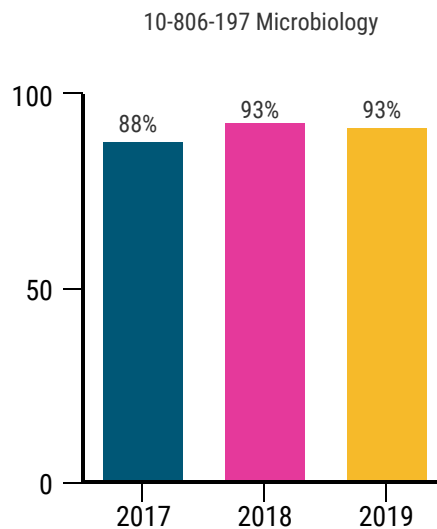
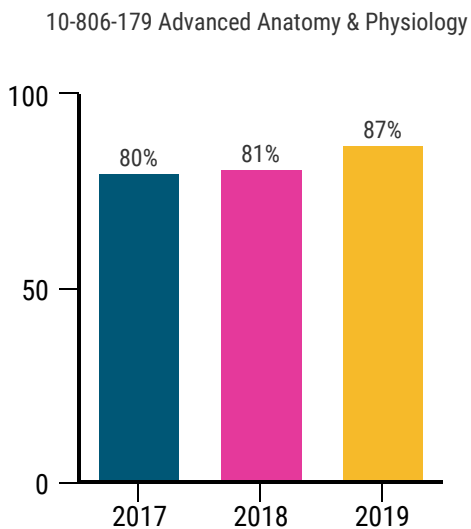
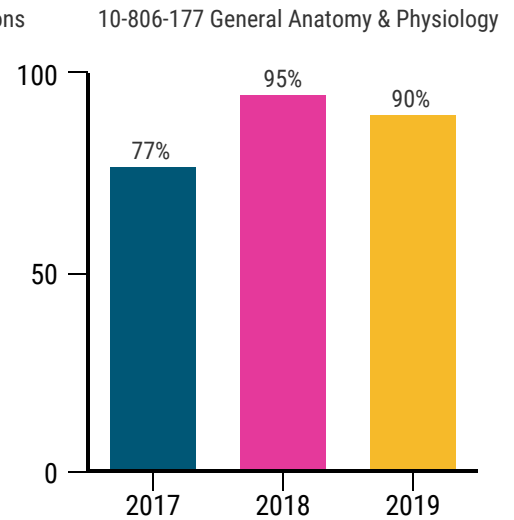
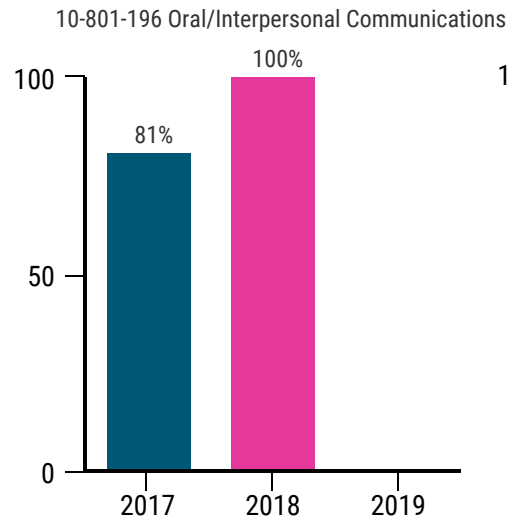
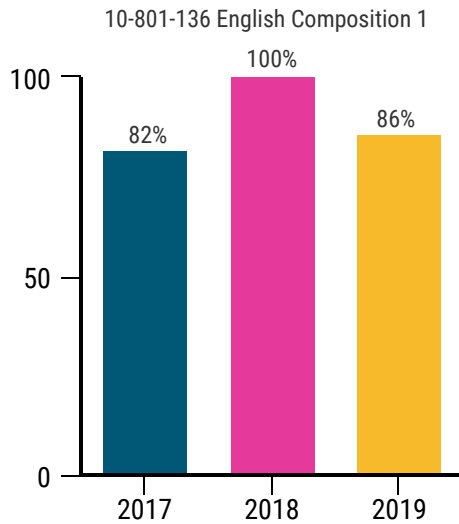
## MPTC Success Rates

All but four of the 13 technical courses had a 100% student success rate over the past three years. The four courses that had less than 100% student success rate, as indicated below, were above the C or better threshold for student success. Medical Terminology had 86 students successfully complete the course, while the remaining three courses had 50, 47, and 47 respectively over the three-year span. The success rate in each of these courses has either improved or remained the steady since 2017.

Technical Courses with less than 100% Student Success Rate



## Academic Courses with less than 100% Student Success Rate



# Accreditation Retreat Agenda

Camelot Golf Course, Lomira, WI 9AM-3PM

Arrive/Light Breakfast	8:30-9:00AM
Warm-Up/Energizer (Facilitators)	9:00-9:30AM
Rules & Identify Important Tasks and Timeline (Facilitators)	9:30- 10:30AM
<b>Break</b>	10:30-10:45AM
Career and Life Skills Proposal Activity (Julie & Wendy)	10:45-11:30PM
Lunch	11:30-12:30PM
Brainstorm Quality Initiative Ideas (Facilitators)	12:30-1:30PM
<b>-Break-</b>	1:30-1:45PM
Identify AQIP Systems Appraisal Response Tasks (Brenda)	1:45-2:45PM
Reflections & Next Steps	2:45-3:00PM



## AGENDA

Meeting No. 1 / 2019-20

GROUP: Accreditation Work Team

PERSON LEADING THE MEETING: B. Raad

FACILITATOR: B. Raad

RECORDER / TIMEKEEPER: S. Zupke

ATTENDEES: Brenda Raad, Julie Dilling, Jim Eden, Bark Jascor, Julie Waldvogel-Leitner, Lane Holte, Fred Rice, Eric Ludwig, Rhea Behlke, Pete Rettler, Jennifer Sabel, Lisa Pollard

DATE: 7/30/19

TIME: 1:00 – 4:00 p.m. ROOM(s): O103

Suggested Time:	Item:	Person Responsible:
1:00-1:05pm	1. Review Rules and Plan the Day	Group
1:05-1:25pm	2. Career & Life Skills feedback update	J. Dilling
1:25-2:55pm	3. Narrow Focus for Quality Initiative (Workteam?)	Facilitator
2:55-3:15pm	4. HLC Liaison & WTCS ALO Updates	B. Raad
3:15-3:35pm	5. Assessment Coordinator Position Updates	P. Retler
3:35-3:50pm	6. Future Plans for WorkTeam	B. Raad
3:50-4:00pm	7. Check In Design Agenda for Next Meeting	Group
<b>Adjourn</b>	<b>Next Meeting:</b> Date: Time: Location:	



## AGENDA

Meeting No. 2 / 2019-20

GROUP: Accreditation Work Team

PERSON LEADING THE MEETING: B. Raad

FACILITATOR: B. Raad

RECORDER / TIMEKEEPER: S. Zupke

ATTENDEES: Brenda Raad, Julie Dilling, Jim Eden, Barb Jascor, Julie Waldvogel-Leitner, Lane Holte, Fred Rice, Eric Ludwig, Rhea Behlke, Pete Rettler, Jennifer Sabel, Lisa Pollard

DATE: 9/10/19

TIME: 1:00 – 4:00 p.m.

ROOM(s): C002.1

Suggested Time:	Item:	Person Responsible:
1:00-1:05pm	1. Review Rules and Plan the Day	Group
1:05-1:20pm	2. Career & Life Skills feedback update	J. Dilling
1:20-2:40pm	3. Narrow Focus for Quality Initiative (Work team?)	Facilitator
2:40-2:55pm	4. HLC Liaison & WTCS ALO Updates	B. Raad
2:55-3:05pm	5. Assessment Coordinator Position Updates	P. Rettler
3:05-3:20pm	6. Future Plans for Work Team	B. Raad
3:20-3:30pm	7. Check In Design Agenda for Next Meeting	Group
<b>Adjourn</b>	<b>Next Meeting:</b> Date: October 28, 2019 Time: 2:00 – 4:00pm Location: C002.1	



## AGENDA

Meeting No. 5 / 2019-20

GROUP: Accreditation Work Team

PERSON LEADING THE MEETING: B. Raad

FACILITATOR: B. Raad

RECORDER / TIMEKEEPER: S. Zupke

ATTENDEES: Brenda Raad, Julie Dilling, Jim Eden, Barb Jascor, Julie Waldvogel-Leitner, Lane Holte, Fred Rice, Eric Ludwig, Rhea Behlke, Pete Rettler, Jennifer Sabel, Lisa Pollard

DATE: 12/18/19

TIME: 2:30 – 4:00 p.m.

ROOM(s): C002.1

Suggested Time:	Item:	Person Responsible:
2:30-2:35pm	1. Review Rules and Plan the Day	Group
2:35-2:50pm	2. ALO Updates	B. Raad
2:50-3:45pm	3. Review Quality Initiative thus far – fill in the gaps	B. Raad
3:45-3:55pm	4. Assessment Coordinator Update	P. Rettler
3:55-4:00pm	5. Check In Design Agenda for Next Meeting	Group
<b>Adjourn</b>	<b>Next Meeting:</b> Date: TBD Time: TBD Location: TBD	



## AGENDA

Meeting No. 2 / 2019-20

TEAM NAME: Accreditation Cross-Functional Team

ACCOUNTABLE MANAGER/SPONSOR: Jim Eden

TEAM LEADER: Jim Eden, Brenda Raad

FACILITATOR: Jim Eden

RECORDER / TIMEKEEPER: Rhea Behlke

MEMBERS: Bonnie Baerwald, Jim Eden, Melissa Ewoldt, Jennifer Hendryx, Lane Holte, Barb Jascor, Bojan Ljubenko, Gloria Madison, Patrick McCain, Jim Neumann, Brenda Raad, Fred Rice, Paula Stettbacher, Julie Waldvogel-Leitner

EXCUSED: Kimberly Hess, Scott Lieburn

GUESTS: Jim Barrett, Ronaldo Cordeiro, Julie Dilling, JoAnne Henken, Carrie Kasubaski, Eric Ludwig, Becky Mullane, Julie Pieper, Lisa Pollard, Mandy Potts, Pete Rettler, Jennifer Sabel, Tara Wendt, Shannon Zupke

DATE: February 11, 2020      TIME: 2:00 p.m. – 4:00 p.m.      ROOM: Fond du Lac A-112

GOALS/MEETING OUTCOMES: Updates on Current Projects, HLC Criteria and Assumed Practices

Time:	a.m. p.m.	Item:	Person Responsible:	Purpose:
2:00 – 2:03	p.m.	1. Check-in	Team	Information
2:03 – 2:05	p.m.	2. Review Agenda	Leader	Decision
2:05 – 2:10	p.m.	3. Introductions, Opening Remarks	Eden	Information
2:10 – 2:20	p.m.	Career and Life Skills Video	Raad	Information
		4.		
2:20 – 2:30	p.m.	5. Accreditation Updates	Raad	Information
2:30 – 2:55	p.m.	6. HLC Criteria and Assumed Practices <a href="#">Small Groups</a> <a href="#">Accreditation Organizational Spreadsheet</a>	Team	Activity
2:55 – 3:05	p.m.	7. Break		

**Mission:** *Preparing students for success in a diverse and globally connected world.*

**Vision:** *A college of choice for students, and a strategic partner for business and industry.*



3:05 – 3:50	p.m.	8.	HLC Criteria and Assumed Practices	Team	Activity
3:50 – 4:00	p.m.	6.	Check-in and Wrap-up	Team	Discussion
			Schedule Next Meeting	Team	Decision
			Design Agenda for Next Meeting	Team	Decision
			Evaluate Meeting	Team	Process Improvement
Adjourn		Next Meeting		TBD	



## GROUP ACTION PLANNING

Meeting No. 1 / 2018-19

**DATE:** May 31, 2019

**GROUP:** Accreditation Retreat

**RECORDER:** Shannon Zupke

**ATTENDEES:** Brenda Raad, Julie Dilling, Jim Eden, Barb Jascor, Wendy Herrmann, Julie Waldvogel-Leitner, Lane Holte, Fred Rice, Eric Ludwig, Rhea Behlke

**GUESTS:** Jackie Vincent and Triena Bodart (Facilitators)

**WARM-UP / ENERGIZER:** J. Vincent & T. Bodart led the group in an activity to start the meeting.

### REVIEW AGENDA

**ITEM/CONCERN:** Rules

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** T. Bodart & J. Vincent started by leading the group in a discussion regarding rules for the day. All members of the group agreed to the rules. The rules will also be used to guide future meetings.

Rules
Minimal use of technology
Be ok with discussion
Curb side conversations
Be flexible with agenda
Opportunity to add rules
No interrupting
Tag in
Buddy system to correct/catch
Respect
There are no dumb questions
Create definitive actions
Be self-aware/self-govern
End on time
Stay on task/bell or bazinga to bring back

**ITEM/CONCERN:** Identify Important Tasks & Timelines

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** The first task is to consider an attractive visual and organizational tool to store all accreditation information. This tool should be easy to use and clearly lay out information allowing access to not only this group, but also the accreditation cross-functional team, and other key stakeholders across the college. Additionally, the tool needs to clearly show how the plans throughout the college line up with evidence and show proof of what the college is doing, when it is due

by, and what the important tasks are.

The group agreed that an Excel document could be a good tool to start with while considering using Microsoft Teams.

***FUTURE ACTION & ASSIGNMENT: B. Raad, S. Zupke, and W. Herrmann will dig deeper on a specific tool and report back to the team in July 2019.***

The team listed what college plans are currently employed and/or being looked at college wide. The list is below.

Current Plans Across the College
Communication Plan
Diversity Plan
Equal Opportunity Plan
Strategic Plan
Strategic Enrollment Plan
Talent Management Plan
Unit System Plans
Budget Plan
Facilities Plan
Guided Pathways
Board Communication Plan
Technology Plan (nothing as of now but will be established in future)

As part of the response for HLC, a clear plan of what we will do to address the portfolio is expected. The below image shows the Open Pathway timeline set forth by HLC.

### OPEN



J. Vincent and T. Bodart led the group in a discussion to map out a tentative timeline.

2019
Read systems response and the systems portfolio.
Create definitions of 4B to lead our work. In mid-July, tackle goals and definitions and talk about benchmarks and cross walking metrics. Additionally, identify student learning measurements.
In June, identify someone in IR to join the team and cross-functional team.
Over summer, work on the organizational tool and report out in July.
Meet with WCTC to see their visual organizational tool.
Set measurable and objective goals. Start at top with goals for student learning and define these goals.
Set external benchmarks against an external outside of our system.
Define – for HLC this will have to align with IPEDS. IR should be included in this.
Affective process of assessment of student learning. This could be a part of the response.
Timelines
Create a college initiative for October of 2019 to support our Quality Initiative.
2020
Data elements
Quality Initiative – Submit by September 2020
May 2020 final draft/response for 4B
Develop timeline/plan moving for 2021-2024
2021 - 20204
TBD

Notes from timeline/task discussion:

- Response to “unclear” comments from 4B are due in September of 2020.
- This team will pull together terms to define and identify which cross-functional teams these are delegated too and who will be the liaison for each.
- Cross-functional team will shift to become a working team and advisory.
- Compile a list of what other cross-functional teams each member sits on besides the accreditation team.
- Start proposal in 2020 so it is ready by 2023 and be worked on side-by-side with the 4B response.

**FUTURE ACTION & ASSIGNMENT:** *In June, identify a team member from Institutional Research for this team and the cross-functional team.*

**ITEM/CONCERN:** Career & Life Skills Proposal Activity

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** B. Raad, W. Herrmann, and J. Dilling worked as a team to draft changes to the current Core Abilities, Critical Core Manufacturing Skills, and General Education learning outcomes. Each of these are measured, but only one of them reports data. Even with reporting out, the data hasn’t been fully utilized. Additionally, the team would like to consider using Canvas to create an institutional rubric and then push to all the programs and course level. Full implementation is

expected in 2021.

<b>Current Core Abilities</b>
Communicate Clearly
Act Responsibly
Work Productively
Think Critically and Creatively
Adapt to Change
Demonstrate Integrity
Work Cooperatively

<b>Proposed Career &amp; Life Skills</b>
<b>Communication Skills</b> <ul style="list-style-type: none"><li>• Oral and Written Communication</li><li>• Effective Listening Skills</li><li>• Digital Professionalism</li><li>• Presentation Skills</li></ul>
<b>Analytical Reasoning</b> <ul style="list-style-type: none"><li>• Quantitative Logic</li><li>• Problem Solving</li><li>• Creativity</li><li>• Critical Thinking</li></ul>
<b>Professionalism</b> <ul style="list-style-type: none"><li>• Work Cooperatively</li><li>• Act With Civility</li><li>• Meet Deadlines</li><li>• Follow Directions</li></ul>
<b>Community Engagement</b> <ul style="list-style-type: none"><li>• Participate in Student Life or College Teams</li><li>• Service Learning</li><li>• Volunteerism</li><li>• Networking</li></ul>
<b>Cultural Awareness</b> <ul style="list-style-type: none"><li>• Acknowledge Personal Prejudice and Biases</li><li>• Appreciate Perspectives of People Outside Your Own Background/Culture</li><li>• Value Individual Differences and Abilities</li><li>• Demonstrate Local and Global Awareness</li></ul>

The team looked over the proposed core-abilities and had this initial feedback:

- Clear instructions/expectations for students to meet each criteria, especially because some of them will be co-curricular activities instead of being included in coursework.
- Change the name from Career and Life Skills to Skills for Career and Society.
- Consider changing Community Engagement to Community and Professional Engagement. This would then include networking/stewardship.

- Look for inconsistencies in phrasing. Such as, under Communication Skills there are Effective Listening Skills and Presentation Skills. The work *skills* should be removed as it is already in the title.
- Definitions will be very important because this will create the scoring guide. Definitions provide guidance of what meets and not meets.
- The team agreed the five main skills were good to move forward.
- Work team will make edits as directed and present at Convocation/Faculty In-Service and put out a survey for more input before finalizing.
- Draft also needs to be taken to Advisory Committees for feedback based on external stakeholders.
- J. Dilling volunteered to do a pilot with the Accounting program in the Fall/when we are ready to implement.

**FUTURE ACTION & ASSIGNMENT:** B. Raad, J. Dilling, and W. Herrmann will update and bring back to the July 2019 meeting to allow enough time for Associate Dean's to look over and give feedback so the pilot can be for Fall. Additionally, J. Eden will bring to Presidents Cabinet in connection to the 2025 Initiative.

**ITEM/CONCERN:** Brainstorm Quality Initiative

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** The brainstorm activity asked the team to look for opportunities the college is not doing, but should be. Look for the holes/gaps in our systems or processes we want to fill, or things we are doing but need improvements on. Ideally, this should be linked to 4B.

The first idea, was the creation of an Assessment Plan that would start from the bottom up – curriculum design and assessment design at the course level. How are we designing assessment and are we designing in a way that is authentic, meaningful, and rigorous. After Assessment design would come instructional evaluation and faculty preparedness. How are we evaluating classroom instruction (both physical and virtual classrooms)?

Summary of additional ideas/discussion:

- Must include/start new process for program review
- Student Orientation and entire student life cycle
- Consistency of definitions (data dictionary)
- Online courses/programs (why we have them and what research is showing that fits the course/program best?)
- Create assessment plan
- Quality culture where outcomes are assessed and we collect input from everyone to get feedback before decisions are made.
- Allow for a voice by all throughout the process.
- Communicating and educating.

Themes and topics to focus initiative around:

- 1.) Assessment Consistency
- 2.) Collecting Input
- 3.) Faculty Preparedness
- 4.) Consistency to use assessments throughout, not just end loaded
- 5.) Online, Communicate, Educate

## 6.) Comprehensive Program Reviews

After much discussion, Assessment continued to rise to the top. However, culture also continued to come up. It was decided to ensure culture is included in Assessment and should be focused college wide, and not just student focused.

**FUTURE ACTION & ASSIGNMENT:** B. Raad will place further identification of the Quality Initiative on the agenda of the July 2019 meeting to allow time for reflection and reading of system feedback.

**ITEM/CONCERN:** AQIP Systems Appraisal Response Highlights and Discussion Activity

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** B. Raad led a small group activity, The Good, The Bad, and The Ugly, to read the five sections of the response and to list feedback and actions suggested. Please look in Microsoft Teams site to read the full report.

### *Category 1: J. Eden & J. Dilling*

- More direct measures regarding program quality and rigor.
- A lot of mention of TSAs. Lacking narrative of how those assessments are used to measure student achievement of program outcomes.
- Common and or different outcomes.
- How are Core Ability/CCMS/Gen Ed outcomes aligned and measured?
- Process for review? Process to help students attain? We should define the process with core abilities, so we can include in 4B response.
- We need to document.

### *Category 2: B. Jascor & S. Zupke*

- Opportunity to improve assessment of at risk students.
- Look at how do we assess our stakeholders? Who are our current stakeholders? How do we define our community stakeholders?
- Lack of process and benchmarking.

### *Category 3: B. Raad, W. Herrmann, & R. Behlke*

- Utilize examples
- Training for support staff to have data that we are increasing their skillset.
- No connection between benchmarking.
- Budgeting and hiring decisions based on needs/data because we have a vacancy. Are we filling to fill or do we need it?
- Collecting data and we are not doing anything with it.
- Use of data and analysis to drive decisions.
- Identify sources of data – not just participation numbers.

### *Category 4: L. Holte & J. Waldvogel-Leitner*

- Data – we sometimes collect, seldom share, rarely if ever use the data
- Non-use of data



- Need to improve benchmarking and in most cases actually start using it.

*Category 5: E. Ludwig & F. Rice*

- Process orientated around data.
- How do we get it to people so it's easily consumable and looking at the same data? Then how does that inform decision making? How are we ensuring that the data we are looking at is actually data that is being used to make decisions? We can't just take it and say we are using, and then discard and do what we want instead.
  - Example: IE we have all kinds of reports we can get. Someone may ask for a report that will pull data from cubes, but something similar may be asked to be pulled from IPEDS data. This leads to a problem where we are not using consistent data from the same location. How do we make that easily accessible and consumable? Not everyone is dealing with the same level of consumability.
- Technology plan – We need some sort of academic technology plan. What is a software that all of our faculty use so we know when someone wants to use it? Or renewal – are we paying \$5,000 and only 3 people use it? Academic tech plan is a part of a larger tech plan.

**ITEM/CONCERN:** Wrap-Up

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:**

- Would have been great to do this a few years earlier, but great that we had the day to jump start the process.
- Definitely document as we go from this point on.
- We are really doing a lot of great things. We just have to do a better job to document, refine, and tighten up the processes.
- Don't become overly obsessed with data as a solution to every problem.
- Good step towards re-grouping.
- There were no surprises in here – we knew this was coming.
- Data is just another component and not the answer.
- Much more concrete to move forward because of this meeting.
- No matter what we pick for our Quality Initiative, it will be impactful for the institution.
- Important to be honest.
- For next steps – important to keep dates and deadlines going to stay on task.
- Good task to do to go over entire and not just focus on 4B.
- There is NO perfect college – so don't aim for perfection. That is noble but not realistic.
- Consider ability to get this done with our day to day work. Must schedule time in calendars.
- Intuitively we do this, we just don't do a great job documenting how, why, etc.
- We need to find areas people are passionate about, and this will help to accomplish the greater good and keep it moving while doing our daily responsibilities.
- Try to keep it simple and pure so we can complete accreditation tasks and our daily work.
- Keep it in chunked tasks so it doesn't seem so daunting so we keep moving forward.

**DESIGN AGENDA FOR NEXT MEETING:**

- Items:
1. Review Rules and Plan the Day (B. Raad)
  2. Revisit and Determine Quality Initiative (B. Raad)

3. Assessment Plan and Assessment Coordinator Job Description (P. Rettler)
4. What do we need to define? (4B) (B. Raad)
5. Skills for Career and Society Update (J. Dilling, W. Herrmann, and B. Raad)
6. Review Organizational Tool (B. Raad & S. Zupke)
7. Microsoft Teams Site Overview (S. Zupke)

## **EVALUATE MEETING**

### **NEXT MEETING**

Date: Tuesday, July 30, 2019

Time: 1:00 – 4:00pm

Location: O103

### **ADJOURN**



## GROUP ACTION PLANNING

Meeting No. 1 / 2019-20

**DATE:** July 30, 2019

**GROUP:** Accreditation Work Team

**RECORDER:** Shannon Zupke

**ATTENDEES:** Brenda Raad, Jim Eden, Barb Jascor, Wendy Herrmann, Julie Waldvogel-Leitner, Lane Holte, Fred Rice, Eric Ludwig, Rhea Behlke, Pete Rettler, Jennifer Sabel

**GUESTS:**

**CHECK-IN:** What skills do you bring to your workplace that are currently underutilized?

Each member of the work team went around to share. Responses mentioned were:

Underutilized Skills	
Proficiency in MS Teams	W. Herrmann, J. Sabel, R. Behlke, S. Zupke
Previous years binders with information	W. Herrmann, J. Sabel
QRP and Assessment history	J. Sabel, P. Rettler
Experience in data and research	J. Sabel
Adept in proof-reading	B. Jascor, R. Behlke
Data governance, extraction, and reporting	L. Holte
Past experience as Librarian	J. Waldvogel-Leitner
Patience	F. Rice
Experience conducting and synthesizing academic research/writing	E. Ludwig
Background with creative design	S. Zupke
Former Accreditation Liaison Officer/Accreditation History	J. Eden, F. Rice, P. Rettler
Background in coaching and motivating	B. Raad

**ITEM/CONCERN:** Review Rules and Plan the Day

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** B. Raad went over the rules created at the May meeting. The work team agreed to the rules for this meeting as well.

Rules
Minimal use of technology
Be ok with discussion
Curb side conversations
Be flexible with agenda
Opportunity to add rules

No interrupting
Tag in
Buddy system to correct/catch
Respect
There are no dumb questions
Create definitive actions
Be self-aware/self-govern
End on time
Stay on task/bell or bazinga to bring back

**ITEM/CONCERN:** ALO Updates

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** B. Raad went over slide 5 on the PowerPoint. The next WTCS State-wide meeting will meet on October 2, 2019.

Purpose/Goal
Transition to Open Pathway Assistance
Gather state-wide data for assurance arguments
Share best practices
Read each other's Assurance Arguments and Quality Initiatives
How you set-up and organize evidence
HLC academies feedback
Plan interaction with liaisons
Assessment, especially of co-curriculars
Peer reviewers best practices (professional development)
Faculty qualifications
Standardize WTCS information for Assurance Arguments
Share communication strategy
How to accomplish all of the work

**ITEM/CONCERN:** Revisit and Determine Quality Initiative

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** B. Raad went over slides 6-8 in the PowerPoint.

Slide 6

- Open Pathway requires an institution to designate one major improvement effort it has undertaken as its Quality Initiative.
- The Quality Initiative should address a present concern or aspiration and connect to the campus strategic plan.
- It may continue an initiative already in progress or achieve a key milestone in the work of a longer initiative.
- The Quality Initiative takes place between years 5 and 9 of the Open Pathway Cycle. (2018-2023)
- At the Accreditation Retreat, narrowed our focus to: Creating an all-college assessment plan (course level, program level, General Education, Student Services, and Student Life/extra-curricular)

Slide 7

- Must include/start new process for program review
- Student Orientation and entire student life cycle
- Consistency of definitions (data dictionary)
- Online courses/programs (why we have them and what research is showing that fits the course/program best?)
- Create assessment plan
- Quality culture where outcomes are assessed and we collect input from everyone to get feedback before decisions are made.
- Allow for a voice by all throughout the process.
- Communicating and educating.

The work team discussed the idea of having Assessment Plan be the Quality Initiative. Multiple concerns were raised regarding the Assessment Plan being too broad/large of an initiative. The team agreed that a Quality Initiative that focused on **Comprehensive Program Review** would encompass all of the elements of an assessment plan and would be a project that all areas of the college could feel energized about.

Slide 8 – Themes and Topics to Focus on in Quality initiative

Assessment Consistency

Collecting Input

Faculty Preparedness

Consistency to use assessments throughout, not just end loaded

Online, Communicate, Educate – How to's

Comprehensive Program Reviews

B. Raad briefed the team on the expectations and guidelines set forth by HLC for the Quality Initiative. More information and specifics can be found at the following link:

<https://www.hlcommission.org/Accreditation/quality-initiative.html>

B. Raad went over the Open Pathway Quality Initiative Proposal in depth. The proposal can be found at the link above/Documents and Forms/Institutional Templates/Proposal Template.

The Quality Initiative topic discussion continued. The team discussed what HLC would qualify as an approved topic and how we can meet their requirements while ensuring it is value adding for Moraine Park. B. Jascor found the following topic on HLC's website that seemed to fit what we were looking to accomplish. "The institution undertakes multi-year process to create systemic, comprehensive assessment and improvement of student learning." The team agreed this fit what the college needed and would fit HLC standards.

W. Herrmann forwarded three examples of program review reports. The reports will be included in the MS Teams Files and Minutes and Agenda's tab.

**ITEM/CONCERN:** Assessment Plan and Assessment Coordinator Job Description

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** P. Rettler and L. Holte reported about their visit to Lower Columbia College, WA. The visit solidified we are on the right path and working on the correct pieces we

should be. As we move forward, we can keep doing what we are doing and look to improve each step of the process to ensure we are not just checking boxes, but using value added processes.

P. Rettler explained what the draft job description looks like for the Assessment Coordinator position. Key information is below.

Assessment Coordinator Position Needs
Teach faculty groups assessment practices and what to look for
Better inform our Associate Deans of available data
Offer assessment learning opportunities multiple times a year
Plan portfolio review days
Motivate faculty to participate in review days, become excited and aware of assessment process
Facilitate a cross-functional team and create agendas to include areas such as curriculum, online, IR, etc.
Member of MPTC Accreditation Team
Be visible on all campuses
Work closely with the Canvas Group
Serve as a help desk for Faculty
Create best practices
Work closely with Curriculum Coordinator for program review process

**ITEM/CONCERN:** What do we need to define? (4B)

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** B. Raad went over slide 12 of the PowerPoint.

What Do We Need To Define? (4B)

- Assessment of student learning remains an area to which MPTC should devote further attention.
- There is a lack of clarity around the aims and outcomes of assessment of student learning which warrants further review.
- MPTC should identify if there is appropriate assessment of the general education curriculum, including co-curricular programming. There is a lack of comprehensiveness in assessment using a 12-year cycle.
- The team also identified at least two streams of assessment with unclear alignment or crosswalks between the: one for learning outcomes and the other for WTCS “skills”/TSA process. Clarifying this alignment may significant aid MPTC in its assessment journey.
- MPTC may need to dedicate time to assessment process and use of assessment data related to program learning outcomes. As opposed to general education and WTCS skill assessment, the team found relative silence in the portfolio about program learning outcomes.

As you read through 4B in the feedback report, watch for other key needs not addressed above. If you find any to add, please forward to B. Raad.

**ITEM/CONCERN:** Career and Life Skills

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** W. Herrmann went over updates regarding the Career and Life Skill project. After discussion with multiple key stakeholders (including this team) it was decided to change the name from Core Abilities to Career and Life Skills. Career first, then life fits with the mission and purpose of the college. Research from sibling colleges who have recently updated their respective Core Abilities, helped to narrow to the five main skills proposed. B. Raad, W. Herrmann, and J. Dilling worked to create definitions to aid in assessment under each skill that will not only work for all program areas and courses, but departments in the college as well. The most recent draft is below.

Communication	
Written Communication	You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage and sentence structure.
Effective Listening	You demonstrate active listening and feedback skills.
Digital Literacy	You demonstrate professionalism and etiquette in all digital communications.
Oral Communication	You organize and deliver presentations according to the purpose and audience.
Reasoning	
Quantitative/Qualitative Logic	You provide evidence to support information presented (computations, APA/MLA formatting).
Problem Solving	You evaluate pertinent information to reach an informed conclusion.
Creativity	You explore various solutions.
Critical Thinking	You distinguish between fact and opinion considering the human, interpersonal, and factual dimensions.
Professionalism	
Work Collaboratively	You meet standards for participation.
Act with Respect	You demonstrate respect for policies, procedures, and others.
Meet Deadlines	You prioritize work to meet deadlines.
Follow Directions	You adhere to instructions.



Engagement	
Student Life or College Committees	You actively participate in student life or on a college work team or committee.
Service Learning	You actively participate in a service learning project.
Volunteerism	You engage in volunteer activities on campus or in the community.
Networking	You network with other individuals in your program/chosen career field.

Cultural Awareness	
Acknowledge Personal Prejudice and Biases	You demonstrate a positive attitude acknowledging that personal beliefs and attitudes are different from others.
Appreciate Perspectives of People Outside Your Own Background/Culture	You demonstrate consideration for perspectives of individuals with different cultures, ethnicities, beliefs, and socioeconomic backgrounds.
Value Individual Differences and Abilities	You apply strengths and opinions of others to complete projects.
Demonstrate Local and Global Awareness	You demonstrate an understanding of and curiosity for local and world views.

Additionally, the team created a rubric as well as defined a qualitative grading scale. All of the changes will be announced at Faculty In-Service in mid-August and to Student Services staff at the end of August. J. Warnecke is creating a Qualtrix survey to gather feedback and data from all staff on the changes. Feedback will also be solicited from advisory committees.

*This work team suggested for the new skills to have a standard or baseline for programs. J. Dilling, B. Raad, and W. Herrmann will add this as a topic of discussion for their next meeting.*

Moving forward, the Career and Life Skills will replace Core Abilities and Critical Core Manufacturing Skills with a tentative implementation date of Fall 2020.

**ITEM/CONCERN:** Review Organizational Tool

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** S. Zupke presented the Excel organizational document B. Raad and S. Zupke created. This document will be a working document used as a road map of our process for the entire accreditation process. The document can be found in MS Teams.

The team suggested to break the document into separate tabs for each category. It was decided that the document will stay as is to decrease entry errors and encourage stakeholders to see the entire project as opposed to just their portion. Additionally, it was suggested to ask for three types of evidence and label the evidence. This will clearly show if there is enough evidence or not.

**ITEM/CONCERN:** Microsoft Teams Site Overview

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** S. Zupke walked the team through the Accreditation Work Team Microsoft Teams site.

*S. Zupke will continue to develop the site with the help from W. Herrmann and J. Sabel and invite team members to join once it is finished.*

**DESIGN AGENDA FOR NEXT MEETING:**

- Items:
1. Review Rules and Plan the Day (B. Raad)
  2. Career & Life Skills feedback update (J. Dilling, W. Herrmann, B. Raad)
  3. Work Team for Quality Initiative
  4. HLC Liaison Updates
  5. WTCS ALO Updates
  6. Lower Columbia next steps and Guided Pathways Information Sharing
  7. Assessment Coordinator Position

**EVALUATE MEETING**

**NEXT MEETING**

Date: Tuesday, September 10, 2019

Time: 1:00 – 3:30pm

Location: C002.1

**ADJOURN**



## GROUP ACTION PLANNING

Meeting No. 2 / 2019-20

**DATE:** September 10, 2019

**GROUP:** Accreditation Work Team

**RECORDER:** Shannon Zupke

**ATTENDEES:** Brenda Raad, Jim Eden, Barb Jascor, Julie Waldvogel-Leitner, Lane Holte, Fred Rice, Eric Ludwig, Rhea Behlke, Pete Rettler, Jennifer Sabel

**GUESTS:** Triena Bodart

**ITEM/CONCERN:** Review Rules and Plan the Day

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** Work Team started the meeting by playing an HLC Accreditation Kahoot Game. Then, B. Raad went over the rules created at the May meeting. The work team agreed to the rules for this meeting as well.

Rules
Minimal use of technology
Be ok with discussion
Curb side conversations
Be flexible with agenda
Opportunity to add rules
No interrupting
Tag in
Buddy system to correct/catch
Respect
There are no dumb questions
Create definitive actions
Be self-aware/self-govern
End on time
Stay on task/bell or bazinga to bring back

**ITEM/CONCERN:** Career & Life Skills

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** B. Raad updated team regarding the Career and Life Skills project. Presentations were held at convocation and faculty in-service and followed up with a survey to all staff. As of 9/10/19 there were 278 responses. On 9/20/19 B. Raad received the result report and on 9/23/19 the Career & Life Skills subcommittee is meeting to revise/enhance based on the feedback. The feedback process is still underway as program Associate Deans have added the updated C&L Skills to advisory committee agenda's as well as B. Raad presenting to the Student Services team on 9/27/19.

Additional information seeking will be coming from President's Council, College Council, Piloting in Spring, and Assessment.

Career and Life Skills Report is included as an attachment to the minutes.

**ITEM/CONCERN:** Narrow Focus for Quality Initiative

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** T. Bodart facilitated a discussion to help narrow the focus for the quality initiative. Current topic – College Wide Comprehensive Program Review

After breaking into three groups, each group was asked to answer two questions. Report outs from each group are below. (Group A, B, C)

<b>1.) How is this relevant and significant for the institution?</b>		
<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
Involves every unit of the college	Documentation in each unit of work that contributes to student success	Program review is pertinent for IR and research to make data informed decisions
Creates a model/framework for continuous improvement by tying to budgeting, talent management, IT, etc.	Culture shift – program review encompasses more than academics	Create greater alignment of our priorities such as budget/philosophical decisions
Identifies weakness and opportunities	Retention and student experience	Bring together talent management
	Strategies to keep students	
	Understanding of our work and how it impacts quality	
	Currently have fragmented processes where we do not close the loops	

<b>2.) Explain the intended impact of the initiative on the institution and on its academic quality.</b>		
<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
New practices (or modified)	Help change the culture and improve retention along way	Being responsive to stakeholder needs
Better and more robust program support	Better gage of how we are allocating resources	Adding or removing programs as appropriate
Better Leverage existing resources	Help focus on what is important and values	By continuing review the college will ensure stable enrollments- Grads leave with top education
Improve student learning and success	Strong reminders and having career and life skills on campus	Program review takes away personal decision making by utilizing data
Improve student experience		Focus on measurable outcomes across campus and how we use them

Themes	
1.) How is this relevant and significant for the institution?	2.) Explain the intended impact of the initiative on the institution and on its academic quality.
IR and Research	Create new practices
Programs operating on top level	Better more robust program support
Bringing together talent management, staff, faculty – retention of our own	Leveraging existing resources
Working Together in a culture shift	Improved student learning success, and experience
	Current and create new resources
	Resources continue to come up – what we need and what we have – we need to make our decision on this review
	Measurable outcomes across campus and using them
	Culture Shift
Goals	
Every unit of the college engaged in this process.	
Shift culture by shifting thought. Shift culture by shifting the title.	
Questions to consider moving forward:	
Could the program depend on how often you want to improve?	
What is our plan and how do we accomplish it?	
Will we review it?	
Who should be involved?	
Who carries out the work?	

**ITEM/CONCERN:** HLC Liaison & WTCS ALO Update

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** NWTC is hosting the next gathering for all ALO's and IR is on October 2, 2019.

B. Raad went over the introductory call with Linnea Stenson to update on our accreditation activities and plans. Specific details can be found on slide 8.

**ITEM/CONCERN:** Assessment Coordinator Position Updates

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** P. Rettler briefly went over the proposed job description for the Assessment Coordinator position. Any suggested changes to be sent to P. Rettler.

Assessment Institute – The work-team agreed a few employees should attend the Assessment Institute. The website is: [Assessmentinstitute.iupui.edu/program/presentations.html](http://Assessmentinstitute.iupui.edu/program/presentations.html)

**ITEM/CONCERN:** Future Plans and Check-In Questions: How do you feel about today? And, How do you envision the future of this team and your role in accreditation activities?

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:**

Future Plans	
B. Jascor	Doesn't feel this team is done, however is unsure of the difference between the work-team and the cross-functional team.
R. Behlke	Feels we have reached the original goal and that it is time to start working on the QI.
J. Sabel	Agrees with R. Behlke. Feels that our work-team needs to work out a bit more with this team before moving forward with the cross-functional team.
E. Ludwig	As a work-team, he feels we need to put the vision on paper and collaborate until we feel comfortable. E. Ludwig is willing to help in whatever role that can utilize his skills.
F. Rice	Feels that this work-team is close to wrapping up, but should not disband and can stay as the over-arching group to help the cross-functional team.
L. Holte	The work-team has run it's course but as the cross-functional team works, this group can help support.
P. Rettler	P. Rettler agrees with both F. Rice and L. Holte about being the backup/support for the cross-functional team.
J. Eden	Feels that this group should not disband and this work-team can help to be a part of the cross-functional team to get things done.
J. Waldvogel-Leitner	At this point, does not think this work-team is ready to disband as we are not 100% complete. The point of transition will come when the heavy thinking is done and it is time to move on to the action steps.
B. Raad	Agrees with the overall consensus of the work-team. This team is not 100% finished and needs at least one more meeting to work out the remaining questions. Moving forward the cross-functional team will have sub-committees to ensure we have representation from this work-team and other members from the college involved.
Check-In	
B. Jascor	Appreciated T. Bodart for facilitating the QI conversation and adds that we need to keep in mind that we do not want to go back to where program assessment was.
R. Behlke	While it is easy to see the large picture and want to jump in, R. Behlke feels we need to take a piece that is robust enough and inclusive enough to begin the process, develop, and then decide how we roll it out across the entire college.
J. Sabel	Enjoyed the ideas that were generated about bringing back assessment because the importance this holds for the college. Along with hearing how practices will be updated to go along with it.
E. Ludwig	Agrees with P. Rettler. This group cannot have a "world changing" vision to accomplish what we actually need to do combined with what we have in place.
F. Rice	While we have made great progress, keeping the scope of the project manageable is important. Additionally, there is a perception that some of our project is already in place, so we need to keep this in mind as we move forward.

L. Holte	After this meeting (and the others), it is noticeable that we are heading in the right direction and making great progress.
P. Rettler	The entire process is overwhelming in regards to all that we need to do and how we get there, however, we have a great start. P. Rettler wants to make sure we do not take on too large of a project – keep it manageable.
J. Eden	Appreciated T. Bodart for facilitating and keeping the work-team moving forward. The next step seems to be that we need a project plan and assigning tasks/timeline.
J. Waldvogel-Leitner	The conversation jumpstarted a great brainstorming session to propel the group and college forward for not only this team, but other areas of the college.
B. Raad	Appreciated that T. Bodart came to facilitate and lead conversation and the work of the team. Will plan the next meeting to keep the QI discussion and planning moving forward.

#### **DESIGN AGENDA FOR NEXT MEETING:**

- Items:
1. Review Rules and Plan the Day
  2. ALO Updates
  3. Lower Columbia College Update
  4. Assessment Update
  5. Career & Life Skill Process Update
  6. QI: Program Review Process Refinement
  7. Check In – Design Agenda for Next Meeting

#### **EVALUATE MEETING**

#### **NEXT MEETING**

Date: Monday, October 28, 2019

Time: 2:00 – 4:00pm

Location: C002.1

#### **ADJOURN**





## GROUP ACTION PLANNING

Meeting No. 5 / 2019-20

**DATE:** December 18, 2019

**GROUP:** Accreditation Work Team

**RECORDER:** Shannon Zupke

**ATTENDEES:** Brenda Raad, Barb Jascor, Julie Waldvogel-Leitner, Fred Rice, Lisa Pollard, Rhea Behlke, Pete Rettler, Julie Dilling, Eric Ludwig, Jennifer Hendryx, Jim Eden, Lane Holte.

**ABSENT:** Jennifer Sabel

**ITEM/CONCERN:** Review Rules, Plan the Day, Activity

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** Work Team started the meeting by reviewing the rules and planning the day. Then the team shared about what they are looking forward to during break.

Rules
Minimal use of technology
Be ok with discussion
Curb side conversations
Be flexible with agenda
Opportunity to add rules
No interrupting
Tag in
Buddy system to correct/catch
Respect
There are no dumb questions
Create definitive actions
Be self-aware/self-govern
End on time
Stay on task/bell or bazinga to bring back

**ITEM/CONCERN:** ALO Updates

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** B. Raad met with Heather Schmidt and Chris Daood from Waukesha Tech on 12/17/19 to share information with each other and consult regarding on going projects. They both serve on a task group for the WTCS ALO group, regarding leveraging/sharing existing work to help prepare for site visits and assurance arguments.

B. Raad went over the WI ALO Updates slide.

WI ALO Updates
Access to each other's Assurance Systems
3 projects Identified <ul style="list-style-type: none"><li>- Align Common Evidence</li><li>- Leveraging Sharing</li></ul>

<ul style="list-style-type: none"> <li>- Resources/Training (we are going to table this category for now, actions may come up as we work)</li> <li>- Process for notifying/reporting new technical diplomas (Certificates, per HLC) and new associate degrees which have unique CIP codes.</li> <li>- Additional locations – WCTC, MSTC</li> </ul>
50% or more of a program at the location – must do a location form
Look at the MOU – what does it state regarding faculty evaluation or asking someone else to teach if we are not pleased with their performance.
How do we maintain control of the quality of curriculum and instruction?

After a phone call to review concerns that were raised about proper paperwork being submitted for DOC and High School course/programs, Linnea Stenson verified the need for additional accreditation paperwork to be completed. B. Raad shared details from the phone call on the following slide:

<b>Department of Corrections – Phone Meeting with Linnea Stenson</b>
Need new location paperwork – if they are in different geographical areas – are 5 different locations
Must follow FQAS for faculty qualifications
50% or more of a program at the location – must do a location form
Look at the MOU – what does it state regarding faculty evaluation or asking someone else to teach if we are not pleased with their performance.
How do we maintain control of the quality of curriculum and instruction?

<b>High Schools – Phone Meeting with Linnea Stenson</b>
Need the paperwork for 50% or more of certificate, TD, or AD
Submit them as a batch all at once, better for fees.
Utilize Notification Notice System portal in the future - go directly to the IAC (Institutional Action Council – Peer Reviewers) for approval.
An additional location confirmation visit will need to occur
Likely would be one reviewer for the DOC's and one for the HS's

To start the process, start with just technical diplomas and associate degrees. If the need for certificates arises, we can add those later.

<b>New Programs – Phone Meeting with Linnea Stenson</b>
HLC doesn't have a complete listing of our programs
If they are the same CIP code, no need for paperwork. 5202 – 5 programs in business – 5202 – new, just include in the institutional count on our annual report. But, for example if it is a significant departure, such as Aviation training, they will want to know if it is properly set up, with a launch pad, flight simulator, etc...
Call her/e-mail to say and ask when we are launching a new program – if part of 52 or 5202 CIP code (known code with programs already). If it is a significant departure ask her.

## Feedback Continued...QI and CLO's – Phone Meeting with Linnea Stenson

QI – Program Quality Review - Sounded good to her, after the AWT feedback/meeting and adding timelines, etc., send the QI proposal to Linnea to review. (After the Holidays)

CLO's – Career and Life Skills Project - Systematic and intentional – good!

**ITEM/CONCERN:** Review Quality Initiative thus far – fill in the gaps

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** F. Rice suggested that we review all program areas, but only at the highest credential. So everything should be embedded in that highest credential.

**IDENTIFY THE TASKS:** Is there anything missing?

- 1.) Create the Tool/template that addresses quality in programming.
- 2.) Determine data parameters and establish metrics to be utilized.

Adding something with:

**#4** – Some programs are very large with multiple faculty spread across all campuses vs. one faculty programs with just a technical program. We need to make sure there is a mixture of varying amounts of time needed programs.

**Timeline question** – was the thought to have this all running at the same time? OR to stagger throughout the year? Faculty will be working on just their program. It would be nice to launch in August and report in January. Annual reviews are due in May before faculty leave at Waukesha. Consider doing the first year as a pilot with 3 or so programs. This way we can vet out the troubles and issues. Suggested – if we do a pilot year that we have a program in each Associate Dean area. If we do that it will help to pinpoint what kind of data points we will need for each area. For consistency, we need every area to have the same data points. There needs to be a standard base set – otherwise we won't be able to compare.

Action steps – make sure the team plans to have action steps - an information timeline with Action Steps  
*Consider adding Courtney Gaynor would be a good addition to help with work. If she should be a guest to our meetings, we should invite her.*

### **ITEM/CONCERN: Quality Initiative Draft Feedback**

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** B. Raad took all the information discussed and tried to pare it down to show the main points that we had discussed. The work team read over the Quality Initiative draft to familiarize themselves with what B. Raad has written.

Feedback:

F. Rice – yes – The information encompasses all of the areas of the college.

L. Pollard – yes – Connected with C. Braskamp to better understand timelines for programs and courses, and connected with AD's in the health programs for accreditations.

Is 3 years doable? Or should it be 5? Pollard feels that 5 is too long. Eden is concerned there are too many

programs to get it done in 3 years. Do we have enough labor to make it work? It is important to have substance vs. checking boxes. Maybe if we do it every 5 years, you get more substantive information. If we do curriculum reviews in the summer, could the annual program review be completed at the same meeting? When you are tying decision making to this information, five years is not giving relevant information. We are currently doing this work, we just don't capture it. This is something we have to do moving forward. Perhaps an annual form could be completed at the annual curriculum review meeting?

It was decided that until we have a track record of success, we need to start with three years. Once we show success, we can move to five if we feel this is a good plan. Additionally, you can start with a 3 year review and make tweaks from there.

**ITEM/CONCERN:** Assessment Coordinator Update

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** The second-first round of interviews had some great candidates. Three out of four candidates are returning for a second interview in early January.

**ITEM/CONCERN:** Career & Life Skills Process Update

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:** The work team met the week of 12/9 and made some slight revisions based off of college wide and advisory committee feedback. Overall, the advisory committee feedback was very positive with little changes suggested. Moving forward, J. Dilling will meet with E. Ludwig to work with the LMS structure and ensure it is designed for success for faculty. B. Raad met with J. Henken to offer faculty champions to help work with other faculty for professional development days.

As a reminder, J. Dilling will pilot in Spring of 2020 in one course.

Next, the work team plans to work with B. Mullane to add Career and Life Skills to the College 101 curriculum so students become familiar with them as well as become aware of the expectations. Brenda has set a meeting with B. Mullane in January.

F. Rice asked if we are able to add assessment questions to the employment survey to finish the cycle and review? B. Raad will add this to the work team's next meeting to discuss. It would be nice to have IR input, perhaps J. Sabel can advise? Additionally, it was suggested that information must be shared with adjunct in the fall about the changes.

#### **DESIGN AGENDA FOR NEXT MEETING:**

Items:

1. ALO Updates
2. Career & Life Skills Update
3. Assessment Q's to Employment Survey – J. Sabel
- 4.
5. Check In – Design Agenda

#### **EVALUATE MEETING**



## MEETING ACTION PLANNING

Meeting No. 2/2018-19

**DATE:** February 11, 2020

**TEAM:** Accreditation Cross-Functional Team

**RECORDER:** Rhea Behlke

**MEMBERS:** Bonnie Baerwald, Jim Eden, Jennifer Hendryx, Barb Jascor, Carrie Kasubaski, Bojan Ljubenko, Gloria Madison, Jim Neumann, Brenda Raad, Fred Rice, Paula Stettbacher, Julie Waldvogel-Leitner

**EXCUSED:** Melissa Ewoldt, Kimberly Hess, Scott Lieburn, Julie Pieper, Pete Rettler,

**GUESTS:** Jim Barrett, Ronaldo Cordeiro, Julie Dilling, Courtney Gaynor, JoAnne Henken, Lane Holte, Eric Ludwig, Patrick McCain, Becky Mullane, Lisa Pollard, Mandy Potts, Jennifer Sabel, Tara Wendt, Shannon Zupke

**CHECK-IN:**

**ITEM/CONCERN:** Career and Life Skills Update and Video

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:**

Brenda Raad gave an overview of the current status of the Career and Life Skills initiative. A video by Shannon Zupke was shown to highlight the changes in technology and society since the current Core Abilities were established.

**INFORMATION:** [2.11.20 AccreditationCrossFunctionalTeam.pptx](#)

**DECISIONS MADE:** None

**FUTURE ACTION & ASSIGNMENTS:** None

**ITEM/CONCERN:** Accreditation Updates

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:**

Brenda Raad gave an update on the current status of the major projects for Accreditation and shared at timeline of work toward the projects so far.

**INFORMATION:** [2.11.20 AccreditationCrossFunctionalTeam.pptx](#)

**DECISIONS MADE:** None

**FUTURE ACTION & ASSIGNMENTS:** None

**ITEM/CONCERN:** HLC Criteria and Assumed Practices

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:**

**MPTC VALUES:** *Student Success, Collaboration, Lifelong Learning, Innovation, Integrity, Inclusiveness, Accountability, Continuous Improvement, Flexibility*

Those present broke into four groups to begin working on identifying sources of evidence and responsible parties for the 5 HLC criteria and assumed practices.

**INFORMATION:** [Small Groups](#)

[Accreditation Organizational Spreadsheet](#)

[Accreditation Organizational Spreadsheet - all groups.xlsx](#)

**DECISIONS MADE:** The groups completed a great deal of the worksheets. Next steps will be to complete the worksheet and begin looking at collection and storage of evidence.

**FUTURE ACTION & ASSIGNMENTS:** None

**ITEM/CONCERN:** Other Business

**ESSENTIAL ELEMENTS OF TOPIC & DISCUSSION:**

**INFORMATION:** None

**DECISIONS MADE:** None

**FUTURE ACTION & ASSIGNMENTS:** None

**DESIGN AGENDA FOR NEXT MEETING:**

**EVALUATE MEETING**

**NEXT MEETING**

Date: TBA

**ADJOURN**

**MPTC VALUES:** *Student Success, Collaboration, Lifelong Learning, Innovation, Integrity, Inclusiveness, Accountability, Continuous Improvement, Flexibility*



# ACCREDITATION PLANNING RETREAT





# Agenda

1.	Arrive/Light Breakfast	8:30-9:00AM	
2.	Warm-Up/Energizer	9:00-9:30AM	Facilitators
3.	Identify Important Tasks & Timeline Creation	9:30-10:30AM	
4.	BREAK		
5.	Career & Life Skills Proposal Activity	10:45-11:30AM	J. Dilling & W. Hermann
6.	Lunch	11:30-12:30PM	
7.	Brainstorm Quality Initiative Ideas	12:30-1:30PM	Facilitators
8.	BREAK		
9.	Identify AQIP Systems Appraisal Response Tasks	1:30-2:30PM	
10.	Reflections & Next Steps	2:30-3:00PM	



# Warm-Up / Energizer

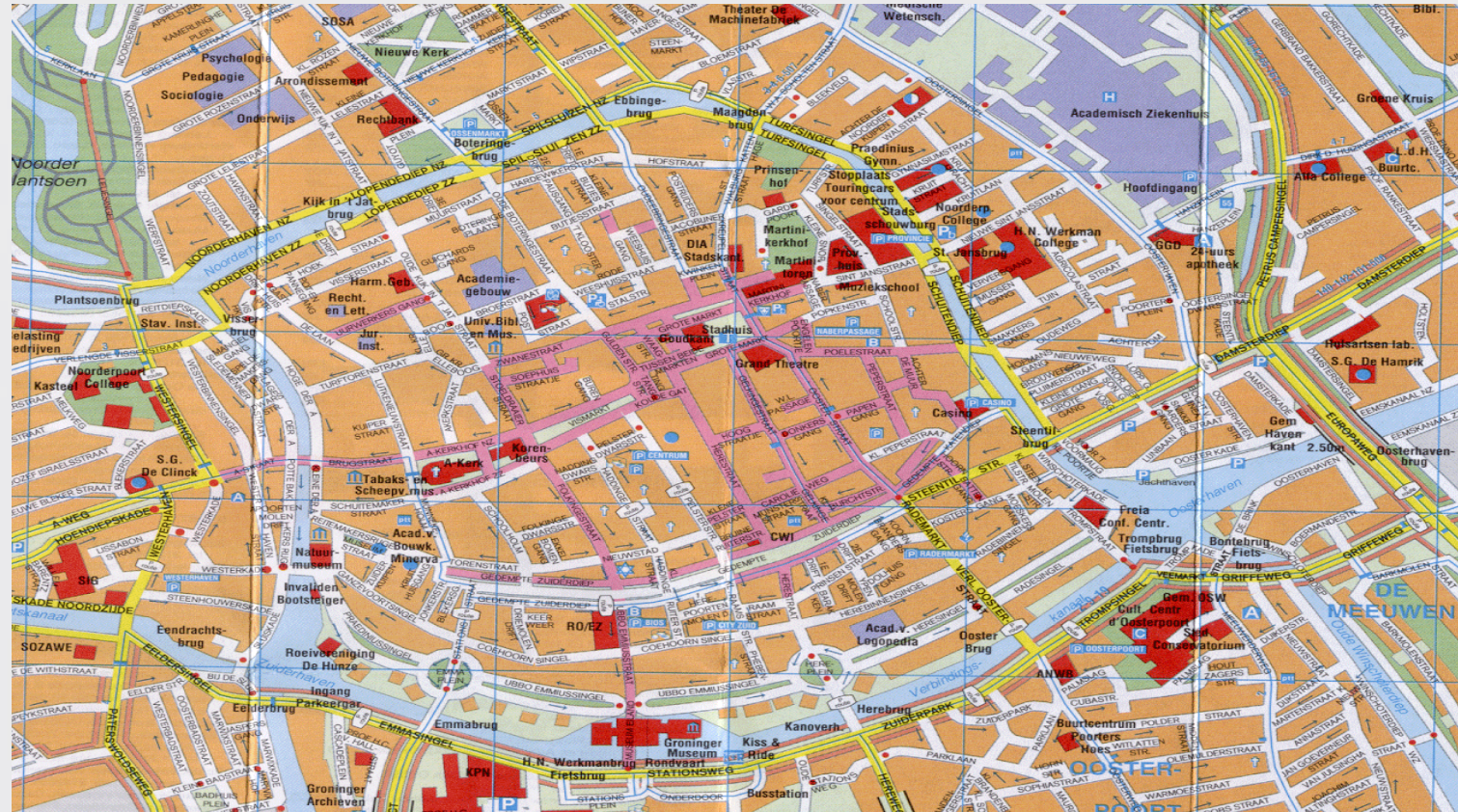


Triena Bodart and Jackie Vincent





# AQIP Pathway Transition Map





# Moraine Park Technical College

## AQIP Pathway Transition Map

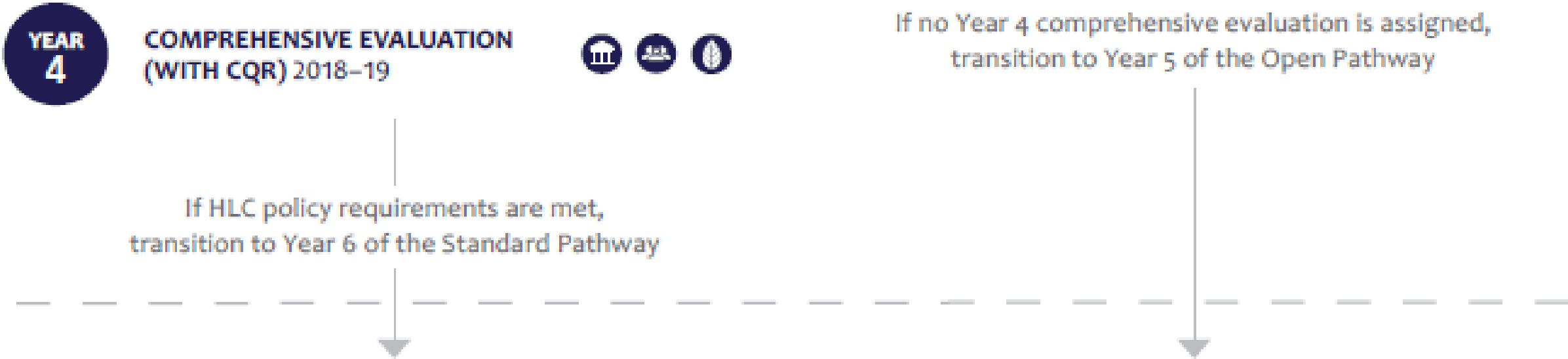


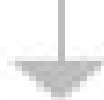
### NOTES

Institutions currently in Year 3 of the AQIP Pathway that have not completed the Systems Appraisal process will transition to the Standard or Open Pathway based on the outcome of that review. If an institution's Systems Appraisal does not result in a Year 4 comprehensive evaluation, the institution will transition to Year 5 of the Open Pathway in academic year 2018–19. If an institution is assigned a Year 4 comprehensive evaluation, it will remain on the AQIP Pathway to complete that review in 2018–19 and, unless an adverse action occurs, will transition to Year 6 of the Standard Pathway in 2019–20.

# Moraine Park Technical College

## AQIP Pathway Transition Map





## STANDARD

YEARS  
6-9

### PREPARE ASSURANCE FILING 2019-23

**Institution:** May contribute documents to Evidence File and begin writing Assurance Argument for Year 10 comprehensive evaluation.



YEAR  
10

### COMPREHENSIVE EVALUATION 2023-24

**Institution:** Submit comprehensive evaluation materials. **Peer Review:** Conduct comprehensive evaluation (with visit). **HLC Decision Making:** Take action on comprehensive evaluation and Reaffirmation of Accreditation.



## OPEN

YEARS  
5-7

### QUALITY INITIATIVE PROPOSAL 2018-21

**Institution:** Submit Quality Initiative Proposal no later than August 31 of Year 7. May also begin preparing Assurance Filing for Year 10 comprehensive evaluation. **Peer Review:** Review Quality Initiative Proposal.



YEARS  
7-9

### QUALITY INITIATIVE REPORT 2020-23

**Institution:** Submit Quality Initiative Report no later than August 31 of Year 9. May also continue preparing Assuring Filing for Year 10 comprehensive evaluation. **Peer Review:** Review Quality Initiative Report.



YEAR  
10

### COMPREHENSIVE EVALUATION 2023-24

**Institution:** Submit comprehensive evaluation materials. **Peer Review:** Conduct comprehensive evaluation (with visit). **HLC Decision Making:** Take action on comprehensive evaluation and Reaffirmation of Accreditation.





# Rules & Identify Important Tasks & Timeline

- Attractive visual organizational tool
- Integrate all College “plans”
- Show how all plans are interconnected
- Creates a graphic organizer for all teams across the college
- Can be used as evidence with HLC of a strategic effort of our work



# What Are Our Current Plans Across the College?

- Strategic Plan
- Guided Pathways
- HLC Criteria
- Strategic Enrollment Plan
- Program Goals
- How can we align them all with HLC Criteria?



A person wearing a grey suit, white shirt, and dark tie is holding a large white rectangular sign. The sign has the text "time for a break!" written in a black, cursive-style font. The letter "b" in "break!" is colored red. The person's hands are visible at the edges of the sign. The background is a plain, light grey.

time for  
a break!

# Career & Life Skills Proposal Activity



Julie Dilling and Wendy Hermann



# Current Core Abilities

- Communicate clearly
- Act responsibly
- Work productively
- Think critically and creatively
- Adapt to change
- Demonstrate integrity
- Work cooperatively





# Proposed MPTC Career And Life Skills

- Below are five **Career and Life Skills** that are exemplified by Moraine Park Technical College (MPTC) faculty and staff and valued by local employers. These skills are essential to getting hired and keeping a job. As you take courses at MPTC, you will work towards obtaining, improving, and enhancing these skills.
- MPTC's **Career and Life Skills** will offer an advantage; employers prefer to hire and promote individuals who demonstrate these skills.

1. Communication Skills
2. Professionalism
3. Analytical Reasoning
4. Community Engagement
5. Cultural Awareness



# Career & Life Skills

## Communication Skills

- Oral and Written Communication
- Effective Listening Skills
- Digital Professionalism
- Presentation Skills

## Analytical Reasoning

- Quantitative Logic
- Problem Solving
- Creativity
- Critical Thinking

## Professionalism

- Work Cooperatively
- Act With Civility
- Meet Deadlines
- Follow Directions

## Community Engagement

- Participate in Student Life or College Teams
- Service Learning
- Volunteerism
- Networking

## Cultural Awareness

- Acknowledge Personal Prejudice and Biases
- Appreciate Perspectives of People Outside Your Own Background/Culture
- Value Individual Differences and Abilities
- Demonstrate Local and Global Awareness



TIME FOR

LUNCH



# Goals & Ambitions of the Quality Initiative Process

- Demonstrate that institutions regularly pursue independent projects to improve their campuses by focusing on:
  - Student outcomes
  - Faculty performance
  - Campus utilization
  - Operations
  - Curriculum innovation
  - Review
  - Assessment
  - Strategic planning
  - Allocation of resources



# Goals & Ambitions of the Quality Initiative Process

- Make these quality improvement projects visible and recognized as part of the accreditation process.
- Provide a record of evidence that institutions of higher education regularly pursue independent projects designed to improve quality.



# Quality Initiative

- Open Pathway requires an institution to designate one major improvement effort it has undertaken as its Quality Initiative.
- The Quality Initiative should address a present concern or aspiration and connect to the campus strategic plan.
- It may continue an initiative already in progress or achieve a key milestone in the work of a longer initiative.
- The Quality Initiative takes place between years 5 and 9 of the Open Pathway Cycle. (2018-2023)





# Quality Initiative

- It should...
  - Take risks
  - Innovate
  - Take on a tough challenge
  - Or pursue a yet unproven strategy or hypothesis
- Genuine effort must be given, and if so, failure of an initiative to achieve it's goals is acceptable.
- The proposal is accepted beginning September 1 of year 5 (2018) and is due no later than end of August 31 of year 7 (2021?)



# Quality Initiative – Common Topics

- Assessment
- Student Success projects (advising, mentorship, ePortfolios)
- Developing a “Quality Culture” across Campus
- Academic Unit or Program Review
- Online and Mobile Learning Platforms
- Faculty Professional Development
- Organizational Improvement
- Strategic Planning
- New Curriculum Design



# Quality Initiative – Civic Engagement

- It is encouraged to select projects that promote civic learning and civic engagement.
- Projects that have these components will be recognized for their commitment by the Commission. At future conferences will share experiences and success stories.





# Quality Initiative – Proposal & Submission

## 2 Options

### 1.) Design our Own Initiative

Submit a Quality Initiative Proposal to HLC for approval to include:

- The provided template
- No longer than 4,500 words
- Signed submission form

### 2.) HLC's Academies:

Complete an Academy application



# Quality Initiative – Approval



- HLC staff screens the proposal.
- Discusses with the institution only if necessary.
- Forwards to a peer review panel.
  - Peer review and approval based on 4 areas:
    - Sufficiency of the Initiative's Scope and Significance
    - Clarity of the Initiative's Purpose
    - Evidence of Commitment to and Capacity for Accomplishing the Initiative
    - Appropriateness of the Timeline for the Initiative
- Review process will be completed in 8-12 weeks.



# Quality Initiative – Review Categories

- Sufficiency of the Initiative's **Scope and Significance**
- **Alignment** with the institution's mission and vision.
- **Connection** with the institution's planning processes.
- **Evidence** of significance and relevance at this time.



# Quality Initiative – Review Categories

- **Clarity of the Initiative's Purpose**
  - **Clear purposes and goals** reflective of the scope and significance of the initiative.
  - **Defined milestones** and intended **goals**.
  - **Clear processes** for evaluating progress.

purpose



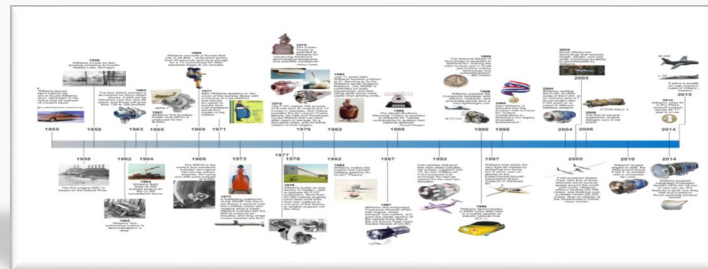
# Quality Initiative – Review Categories

- Evidence of Commitment to and Capacity for Accomplishing the Initiative
  - Commitment of senior leadership.
  - Commitment and involvement of key people and groups.
  - Sufficiency of the human, financial, technological and other resources to the plan and timeline.
  - Defined plan for integrating the initiative into the ongoing work of the institution and sustaining its results.
  - Clear understanding of and capacity to address potential obstacles.



# Quality Initiative – Review Categories

- Appropriateness of the Timeline for the Initiative
  - Consistency with intended purposes and goals.
  - Alignment with the implementation of other institutional priorities.
  - Reasonable implementation plan for the time period.





# Brainstorm Quality Initiative Ideas

## Facilitators: Triena and Jackie





A person wearing a grey suit, white shirt, and dark tie is holding a large white rectangular sign. The sign has the text "time for a break!" written in a black, casual script font. The letter "b" in "break!" is colored red. The person's hands are visible at the edges of the sign. The background is a plain, light grey.

time for  
a break!

# Identify AQIP Systems Appraisal Response Tasks



- Divide into five groups
- Review Packets of Feedback
- Identify action items from your section of feedback
- Include Individual/Team Responsible/Deadline



# Reflection & Next Steps



# Next Meeting

- Is there a pain in your Ass-essment?
- Rettler/Raad
- July



# ACCREDITATION WORK TEAM

	Item:	Person Responsible	Timeframe
1.	Check-In	Group	1:00-1:20PM
2.	Review Rules and Plan the Day	B. Raad	
3.	Revisit and Determine Quality Initiative	B. Raad	1:20-1:40PM
4.	Assessment Plan and Assessment Coordinator Job Description	P. Rettler & Team	1:40-2:15PM
5.	What do we need to define? (4B)	B. Raad	2:15-2:45PM
6.	Life and Career Skills Update	J. Dilling, W. Herrmann, B. Raad	2:45-3:15PM
7.	Review Organizational Tool	B. Raad & S. Zupke	3:15-3:30PM
8.	Microsoft Teams Site Overview	S. Zupke	3:30-3:45PM
9.	Check –in & Design Agenda for Next Meeting	Group	3:45-4:00PM



**MORaine PARK**  
TECHNICAL COLLEGE



# THANK YOU FOR TRAVELING WITH ME

It's Smarter to Travel in Groups



# REVIEW RULES & PLAN THE DAY

**KNOW THE RULES!**

Rules
Minimal use of technology
Be ok with discussion
Curb side conversations
Be flexible with agenda
Opportunity to add rules
No interrupting
Tag in
Buddy system to correct/catch
Respect
There are no dumb questions
Create definitive actions
Be self-aware/self-govern
End on time
Stay on task/bell or bazinga to bring back





# CHECK-IN QUESTION

**What skills do you bring to your workplace that are currently underutilized?**



# ALO UPDATES

- ❖ October 2<sup>nd</sup>, 2019 WTCS State-wide group convening
- ❖ All but two were on a state-wide call yesterday (5PR's and 3 WLDI)
- ❖ Purpose/Goal:
  - Transition to Open Pathway Assistance
  - Gather State-wide Data for Assurance Arguments
  - Share Best Practices
  - Read Each Others Assurance Arguments and Quality Initiatives
  - How you Set-Up and Organize Evidence
  - HLC Academies Feedback
  - Plan Interaction With Liaisons
  - Assessment, Especially of Co-Curriculars
  - Peer Reviewers Best Practices (Professional Development)
  - Faculty Qualifications
  - Standardize WTCS information for Assurance Arguments
  - Share Communication Strategy
  - How To Accomplish All of the Work





# REVISIT AND DETERMINE QUALITY INITIATIVE

- Open Pathway requires an institution to designate one major improvement effort it has undertaken as it's Quality Initiative.
- The Quality Initiative should address a present concern or aspiration and connect to the campus strategic plan.
- It may continue an initiative already in progress or achieve a key milestone in the work of a longer initiative.
- The Quality Initiative takes place between years 5 and 9 of the Open Pathway Cycle. (2018-2023)
- At the Accreditation Retreat, narrowed our focus to: Creating an all-college assessment plan (course level, program level, General Education, Student Services, and Student Life/extra-curricular)

# Summary of additional ideas/discussion:



- Must include/start new process for **program review**
- Student Orientation and **entire student life cycle**
- Consistency of **definitions** (data dictionary)
- **Online** courses/programs (why we have them and what research is showing that fits the course/program best?)
- Create **assessment plan**
- **Quality culture** where outcomes are assessed and we collect input from everyone to get feedback before decisions are made.
- Allow for a **voice by all** throughout the process.
- Communicating and educating.

# THEMES AND TOPICS TO FOCUS ON IN **QUALITY INITIATIVE:**

## **Assessment Consistency**

Collecting Input

Faculty Preparedness

Consistency to use assessments throughout, not just end loaded

Online, Communicate, Educate – How to's

Comprehensive Program Reviews



# QI APPLICATION REVIEW

[Display QI application questions](#)

# ASSESSMENT PLAN AND ASSESSMENT COORDINATOR JOB DESCRIPTION

**Report out on Team Visit to Lower Columbia College, WA**  
- Pete Rettler and Team





# JOB DESCRIPTION – LCC & SHARING OF DRAFT



## LCC DUTIES AND RESPONSIBILITIES

- Collaboratively develop agenda for Instructional Assessment Committee Meetings
- Run Instructional Assessment Committee Meetings
- Help facilitate faculty artifact collection
- Plan, run, and facilitate quarterly assessment days and activities
- Help with the summer assessment institute
- Answer faculty assessment questions and work with faculty to help improve assessment methods and techniques
- Be available to meet with accreditors during accreditation visits
- Participates in the collection and analysis of various assessment data to support departmental accreditation and program reviews, including assisting others with understanding and appropriately using them.
- Supports academic program assessment and improvement of student learning through consultation and mentoring.

# WHAT DO WE NEED TO DEFINE? (4B)



- Assessment of student learning remains an area to which MPTC should devote further attention.
- There is a lack of clarity around the aims and outcomes of assessment of student learning which warrants further review.
- MPTC should identify if there is appropriate assessment of the general education curriculum, including co-curricular programming. There is a lack of comprehensiveness in assessment using a 12-year cycle.
- The team also identified at least two streams of assessment with unclear alignment or crosswalks between the: one for learning outcomes and the other for WTCS “skills”/TSA process. Clarifying this alignment may significantly aid MPTC in its assessment journey.
- MPTC may need to dedicate time to assessment process and use of assessment data related to program learning outcomes. As opposed to general education and WTCS skill assessment, the team found relative silence in the portfolio about program learning outcomes.

## 4.B - Core Component 4.B

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

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Rating

Unclear

ASSESSMENT



# LIFE AND CAREER SKILLS UPDATE

## DILLING, HERRMANN, RAAD

Communication	
Written Communication	You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage and sentence structure.
Effective Listening	You demonstrate active listening and feedback skills.
Digital Literacy	You demonstrate professionalism and etiquette in all digital communications.
Oral Communication	You organize and deliver presentations according to the purpose and audience.



Reasoning	
Quantitative/Qualitative Logic	You provide evidence to support information presented (computations, APA/MLA formatting).
Problem Solving	You evaluate pertinent information to reach an informed conclusion.
Creativity	You explore various solutions.
Critical Thinking	You distinguish between fact and opinion considering the human, interpersonal, and factual dimensions.

# LIFE AND CAREER SKILLS UPDATE CONT.

Professionalism	
Work Collaboratively	You meet standards for participation.
Act with Respect	You demonstrate respect for policies, procedures, and others.
Meet Deadlines	You prioritize work to meet deadlines.
Follow Directions	You adhere to instructions.



Engagement	
Student Life or College Committees	You actively participate in student life or on a college work team or committee.
Service Learning	You actively participate in a service learning project.
Volunteerism	You engage in volunteer activities on campus or in the community.
Networking	You network with other individuals in your program/chosen career field.

# LIFE AND CAREER SKILLS UPDATE CONT.

Cultural Awareness	
Acknowledge Personal Prejudice and Biases	You demonstrate a positive attitude acknowledging that personal beliefs and attitudes are different from others.
Appreciate Perspectives of People Outside Your Own Background/Culture	You demonstrate consideration for perspectives of individuals with different cultures, ethnicities, beliefs, and socioeconomic backgrounds.
Value Individual Differences and Abilities	You apply strengths and opinions of others to complete projects.
Demonstrate Local and Global Awareness	You demonstrate an understanding of and curiosity for local and world views.



# REVIEW ORGANIZATIONAL TOOL

## SHANNON ZUPKE





# MICROSOFT TEAMS SITE OVERVIEW

[MS Office Teams - Accreditation Work Team](#)



# HLC Accreditation Updates



**Brenda Raad**  
Dean of General Studies  
Accreditation Liaison Officer

# New (Additional) Role - HLC Accreditation Liaison Officer

- ▶ President appoints the ALO
- ▶ President continues to be the primary contact between HLC and the institution regarding HLC policies, practices and other matters related to accreditation
- ▶ ALO is a second line of communication
- ▶ Serve as an intermediary between MPTC and HLC
- ▶ ALO receives communications from HLC regarding policies, procedures and professional development opportunities, and are responsible for coordinating efforts to ensure their institution meets its obligations of HLC affiliation.
- ▶ Disseminate HLC information throughout the college
- ▶ Ensure MPTC stays current with the most up-to-date HLC information, policies and deadlines
- ▶ Develop an on-going relationship with our HLC liaison

# Moraine Park Technical College

## AQIP Pathway Transition Map

YEARS  
1-2

STRATEGY FORUM 2015–17





YEAR  
3

SYSTEMS PORTFOLIO AND APPRAISAL 2017–18





YEAR  
4

COMPREHENSIVE EVALUATION  
(WITH CQR) 2018–19



If no Year 4 comprehensive evaluation is assigned,  
transition to Year 5 of the Open Pathway

If HLC policy requirements are met,  
transition to Year 6 of the Standard Pathway



## STANDARD

**YEARS  
6-9**

### PREPARE ASSURANCE FILING 2019-23

**Institution:** May contribute documents to Evidence File and begin writing Assurance Argument for Year 10 comprehensive evaluation.



**YEAR  
10**

### COMPREHENSIVE EVALUATION 2023-24

**Institution:** Submit comprehensive evaluation materials. **Peer Review:** Conduct comprehensive evaluation (with visit). **HLC Decision Making:** Take action on comprehensive evaluation and Reaffirmation of Accreditation.



## NOTES

Institutions currently in Year 3 of the AQIP Pathway that have not completed the Systems Appraisal process will transition to the Standard or Open Pathway based on the outcome of that review. If an institution's Systems Appraisal does not result in a Year 4 comprehensive evaluation, the institution will transition to Year 5 of the Open Pathway in academic year 2018-19. If an institution is assigned a Year 4 comprehensive evaluation, it will remain on the AQIP Pathway to complete that review in 2018-19 and, unless an adverse action occurs, will transition to Year 6 of the Standard Pathway in 2019-20.

## OPEN

**YEARS  
5-7**

### QUALITY INITIATIVE PROPOSAL 2018-21

**Institution:** Submit Quality Initiative Proposal no later than August 31 of Year 7. May also begin preparing Assurance Filing for Year 10 comprehensive evaluation. **Peer Review:** Review Quality Initiative Proposal.



**YEARS  
7-9**

### QUALITY INITIATIVE REPORT 2020-23

**Institution:** Submit Quality Initiative Report no later than August 31 of Year 9. May also continue preparing Assuring Filing for Year 10 comprehensive evaluation. **Peer Review:** Review Quality Initiative Report.



**YEAR  
10**

### COMPREHENSIVE EVALUATION 2023-24

**Institution:** Submit comprehensive evaluation materials. **Peer Review:** Conduct comprehensive evaluation (with visit). **HLC Decision Making:** Take action on comprehensive evaluation and Reaffirmation of Accreditation.





## Identify Important Tasks & Timeline

1. Create Visual Organizational Tool
2. Reinvent Core Abilities
3. Respond to AQIP System Appraisal Feedback – 4B
4. Identify and Create Quality Initiative Proposal
5. Hire Assessment Coordinator - Create College-Wide Assessment Plan

## Identify AQIP Systems Appraisal Response Tasks and Feedback

- Criteria 4B Response needed by September 2020.
- Feedback reflected lack of process and use of data to drive decisions
- MPTC would benefit from further clarification and/or alignment of its various assessment frameworks into a cohesive, easily understandable assessment framework.





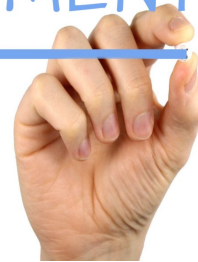
# Feedback on Assessment

- The **assessment of student learning** remains an area to which MPTC should devote further attention.
- Identify if there is **appropriate assessment of the general education curriculum**, including **co-curricular programming**.
- Lack of comprehensiveness in assessment using a **12-year cycle**.
- Unclear **crosswalk/alignment between learning outcomes** and the other for WTCS/**TSA** process.
- Found relative **silence** in the portfolio about **program learning outcomes**.
- Lack of **internal and external benchmarking** evident in the portfolio.

## ► What is Core Component 4.B?

- The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
- 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
- 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
- 3. The institution uses the information gained from assessment to improve student learning.
- 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.
- **Rating**
- Unclear

ASSESSMENT



## Current Core Abilities

- ▶ Communicate clearly
- ▶ Act responsibly
- ▶ Work productively
- ▶ Think critically and creatively
- ▶ Adapt to change
- ▶ Demonstrate integrity
- ▶ Work cooperatively



# Proposed MPTC Career And Life Skills

- ▶ **Career and Life Skills** are exemplified by Moraine Park Technical College (MPTC) faculty and staff and valued by local employers. These skills are essential to getting hired and keeping a job. As you take courses at MPTC, you will work towards obtaining, improving, and enhancing these skills.
- ▶ MPTC's **Career and Life Skills** will offer an advantage; employers prefer to hire and promote individuals who demonstrate these skills.

1. Communication
2. Professionalism
3. Reasoning
4. Engagement
5. Awareness





# Quality Initiative

- Open Pathway requires one major improvement effort it has undertaken as it's Quality Initiative.
- The QI should address a present concern or aspiration and connect to the campus strategic plan.
- May continue an initiative already in progress or achieve a key milestone in the work of a longer initiative.
- The QI takes place between years 5 and 9 of the Open Pathway Cycle. (2018-2023)
- **MPTC Focus:** Create a **comprehensive Program Review process**, including an all-college assessment plan (course level, program level, General Education, Student Services, and Student Life/extra-curricular)

# ACCREDITATION WORK TEAM

Timeframe		Item:	Person Responsible
1:00-1:15PM	1.	Review Rules, Plan the Day, Activity	B. Raad/Group
1:15-1:20PM	2.	Career & Life Skills Feedback Update	J. Dilling/B. Raad
1:20-2:40PM	3.	Narrow Focus for Quality initiative	Facilitator – T. Bodart
2:40-2:50	4.	Break	Group
2:50-3:00PM	4.	HLC Liaison & WTCS ALO Updates	B. Raad
3:00-3:10PM	5.	Assessment Coordinator Position Updates	P. Rettler
3:10-3:30PM	6.	Future Plans for Work Team/Check In	B. Raad/Group

# THE HLC GAME

**[HTTPS://CREATE.KAHOOT.IT/DETAILS/1E9D58AA-9B3B-4495-B8E1-E4AADC742AD0](https://create.kahoot.it/details/1E9D58AA-9B3B-4495-B8E1-E4AADC742AD0)**



# REVIEW RULES & PLAN THE DAY

**KNOW THE RULES!**

Rules
Minimal use of technology
Be ok with discussion
Curb side conversations
Be flexible with agenda
Opportunity to add rules
No interrupting
Tag in
Buddy system to correct/catch
Respect
There are no dumb questions
Create definitive actions
Be self-aware/self-govern
End on time
Stay on task/bell or bazinga to bring back



# CAREER & LIFE SKILLS UPDATES

- Presentations Held at Convocation and Faculty In-Service
- Presenting to Student Services Team 9/27
- Survey (all staff) is live, result report 9/20
- Meeting to revise/enhance 9/23
- Advisory Committees – soliciting input – e-mail sent with supplemental information
- President's Council
- College Council
- Pilot in Spring
- Assessment



# CAREER & LIFE SKILLS FEEDBACK

- 276 Respondents thus far
- Great response rate and quality, insightful feedback
- Meeting on 9/27/19 to review feedback report and incorporate feedback
- Summary of feedback



# NARROW FOCUS FOR QUALITY INITIATIVE

- Triena Bodart to assist with facilitation

## ----Program Review----

1. What Is Our Process Currently? - Guest Speaker, Fred Rice ☺

2. Review Quality Initiative Elements

3. Process Questions

- What is our process currently?
- What are the components in the ideal review?
- What does that/should that look like at MPTC?
- What is our plan or how do we accomplish this?
- Who should be involved?



# HLC LIAISON & WTCS ALO UPDATES



## **WTCS Accreditation Liaison Officers (ALOs) Meeting:**

- Wednesday, October 2: 9am-12:00 Noon (NWTC)

**Both ALO/IRC Shared Interest Topic: National  
Community College Benchmark Project  
Presentation- NEW Reports for Accreditation  
and/Board Reports**

## Introductory call with Linnea Stenson to update on our accreditation activities and plans

- ❖ Discussed the Work Team, Retreat, and meetings held to update Core Abilities, address the feedback on 4B, and brainstorm Quality Initiative. LS shared that it sounds very good and that we are on the right track.
- ❖ The Interim Report has a process that she showed me how to access from the HLC webpage. It is a word document, 7-10 pages, plus appendices that we e-mail.
- ❖ Shared our plan for QI and she thought it was great and all-encompassing and that by focusing on Program Review, would definitely assist in gaining college wide buy-in as well as address the 4B concerns.
- ❖ Reviewed the form and process. She feels that it is a good idea to do both the response to feedback and QI in tandem.
- ❖ Both are sent to her for review and she recommends any “tweaks,” most common is lack of timeline.
- ❖ Then, on to Peer Reviewers for their review. They evaluate and respond with meets requirements and that it displays genuine effort if given a green light. This is a 4,500 word document (7-10 Pages) with appendices.
- ❖ Shared WTCS state-wide ALO group formation
- ❖ She provided me with our Systems Portfolio and Systems Appraisal Feedback Report
- ❖ On-line trainings for ALO’s should be coming soon.

# ASSESSMENT COORDINATOR POSITION UPDATES PETE RETTLER

- Position Update
- Review of Draft by Team
- Posting Draft Soon
- Assessment Institute - <http://assessmentinstitute.iupui.edu>





# FUTURE PLANS FOR WORK TEAM



# CHECK IN QUESTIONS –

**1. HOW DO YOU FEEL ABOUT TODAY?**

**2. HOW DO YOU ENVISION THE FUTURE OF THIS TEAM AND YOUR ROLE IN ACCREDITATION ACTIVITIES?**



# ACCREDITATION WORK TEAM

Timeframe		Item:	Person Responsible
2:30-2:35PM	1.	Review Rules, Plan the Day	Group
2:35-2:50PM	2.	ALO Updates	B. Raad
2:50-3:45PM	3.	Review Quality Initiative thus far – fill in the gaps	B. Raad
3:45-3:55PM	4.	Assessment Coordinator Update	P. Rettler
3:55-4:00PM	5.	Check In – Design Agenda for Next Meeting	Group

# REVIEW RULES & PLAN THE DAY

**KNOW THE RULES!**

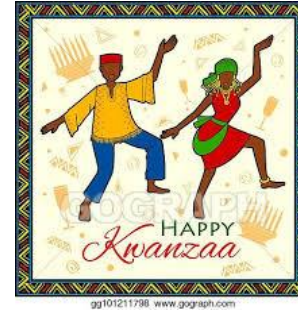
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There are no dumb questions
Create definitive actions
Be self-aware/self-govern
End on time
Stay on task/bell or bazinga to bring back



# WHAT ARE YOU LOOKING MOST FORWARD TO OVER BREAK?



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# WI ALSO UPDATES

- Access to each other's Assurance Systems
- 3 projects identified
  - Align Common Evidence
  - Leveraging/Sharing
  - Resources/Training (we are going to table this category for now, actions may come up as we work)
- Process for notifying/reporting new technical diplomas (Certificates, per HLC) and new associate degrees which have unique CIP codes.
- Additional locations – WCTC, MSTC

# PHONE METING WITH HLC LIAISON LINNEA STENSON 12/3/19



- ***Department of Corrections***
- ***Need new location paperwork – if they are in different geographical areas – are 5 different locations***
  - ***Must follow FQAS for faculty qualifications***
  - ***50% or more of a program at the location – must do a location form***
  - ***Look at the MOU – what does it state regarding faculty evaluation or asking someone else to teach if we are not pleased with their performance.***
  - ***How do we maintain control of the quality of curriculum and instruction?***



# ***HIGH SCHOOLS:***

- ***Need the paperwork for 50% or more of certificate, TD, or AD***
- ***Submit them as a batch all at once, better for fees.***
- ***Utilize Notification Notice System portal in the future - go directly to the IAC (Institutional Action Council – Peer Reviewers) for approval.***
- ***An additional location confirmation visit will need to occur***
- ***Likely would be one reviewer for the DOC's and one for the HS's***



# ***NEW PROGRAMS***

- HLC doesn't have a complete listing of our programs
- If they are the same CIP code, no need for paperwork. 5202 – 5 programs in business – 5202 – new, just include in the institutional count on our annual report. But, for example if it is a significant departure, such as Aviation training, they will want to know if it is properly set up, with a launch pad, flight simulator, etc...
- Call her/e-mail to say and ask when we are launching a new program – if part of 52 or 5202 CIP code (known code with programs already). If it is a significant departure ask her.



# FEEDBACK CONTINUED...

## QI AND CLO'S

QI – Program Quality Review - Sounded good to her, after the AWT feedback/meeting and adding timelines, etc., send the QI proposal to Linnea to review. (After the Holidays)

CLO's – Career and Life Skills Project - Systematic and intentional – good!

Career & Life Skills Update – Julie Dilling



# REVIEW QUALITY INITIATIVE

## FILL IN THE GAPS!

- Review draft QI proposal (10-15 Minutes)
- Identify tasks – were any missed? (10 Minutes)
- Discuss and create timeline (40 Minutes)



# ASSESSMENT COORDINATOR UPDATES

## PETE RETTLER



- 2 Rounds of First Interviews
- 11/1/19 and 12/9/19
- 2<sup>nd</sup> Interviews, Scenario and Training based - 1/8/20

# CHECK IN QUESTIONS

1. How do you feel about today?
2. What was your biggest A-ha moment?



# ACCREDITATION WORK TEAM

Timeframe		Item:	Person Responsible
2:00-2:10PM	1.	Check-in, Review Agenda, Introductions	J. Eden
2:10-2:20PM	2.	Career & Life Skills Video	B. Raad
2:20-2:30PM	3.	Accreditation Updates	B. Raad
2:30-2:55PM	4.	HLC Criteria and Assumed Practices Activity	Group
2:55-3:05PM	5.	Break	
3:05-3:50PM	6.	HLC Criteria and Assumed Practices Activity Cont.	Group
3:50-4:00PM	7.	Check-in and Wrap-up	B. Raad



# INTRODUCTIONS



# CAREER & LIFE SKILLS VIDEO



# ACCREDITATION UPDATES

- Interim Report – September 2020 (Focus on Assessment)
- Annual Update – April 2020
- Submit Additional Location Forms – December 2020 (K12 & DOC)
- Quality Initiative Proposal – December 2021 (Program Review)
- Quality Initiative Report – December 2023
- Comprehensive Evaluation – December 2024



# ACCREDITATION UPDATES

	Career and Life Skills Project		Quality Initiative		Interim Report		Substantive Change, Additional Location Forms		Assurance Argument
12/5/2018	Accreditation Cross Functional Team assignment given to W. Hermann, J. Dilling and B. Raad to organize a Core Abilities Work Team to look at the appraisal feedback and come up with an action plan.	5/31/2019	Accreditation Work Team Retreat - Initiated brainstorming regarding potential Quality Initiative topics.	12/1/2018	MPTC received System Appraisal Feedback.	12/3/2019	Phone meeting with L. Stenson	Fall 2019	Created an organizational spreadsheet to aid in planning and data collection.
12/5/18 - 4/15/19	Core Abilities Work Team assembled	7/30/2019	Accreditation Work Team Meeting - Revisited and determined Quality Initiative.	12/5/2018	Accreditation Cross Functional Team meeting discussion regarding feedback provided on the Systme Appraisal.	12/19/2019	Department of Corrections (DOC) - Additional Location Form discussion and planning.	1/10/2020	Planning meeting to prepare for accreditation cross-functional team.
4/17/2019	Core Abilities Work Team meeting	9/10/2019	Accreditation Work Team Meeting - Facilitated discussion to narrow the focus for the Quality Initiative.	5/31/2019	Accreditation Cross Functional Team Retreat -	2/13/2020	K-12 Additional Location Form discussion and planning.	2/11/2020	Accreditation Cross-Functional Team meeting - small group activity completion of project management spreadsheet for the HLC Criteria and Assumed Practices

# HLC CRITERIA AND ASSUMED PRACTICES ACTIVITY

- ☐ Review Activity Purpose
- ☐ Meet with assigned group (see group lists)
- ☐ Appoint a recorder
- ☐ Enter responses directly into spreadsheet (Separated by group 1-4)
- ☐ Ask questions as they arise – Brenda, Jim, Rhea, Shannon are here to help!



# SMALL GROUPS

Group 1	Group 2	Group 3	Group 4	
<i>1. Mission &amp; 5. Resources, Planning, and Institutional Effectiveness</i>	<i>2. Integrity: Ethical and Responsible Conduct</i>	<i>3. Teaching and Learning: Quality, Resources, and Support</i>	<i>4. Teaching and Learning: Evaluation and Improvement</i>	
Bojan Ljubenko	Fred Rice	Julie Waldvogel-Leitner	Pete Rettler	
Tara Wendt	Julie Pieper	Jim Barrett	Barb Jascor	
Carrie Kasubaski	Mandy Potts	Eric Ludwig	JoAnne Henken	
Jennifer Sabel	Paula Stettbacher	Becky Mullane	Patrick McCain	
Bonnie Baerwald	Jim Eden	Ronaldo Cordeiro	Brenda Raad	
Gloria Madison		Lane Holte	Lisa Pollard	
Jim Neumann		Melissa Ewoldt	Jennifer Hendryx	
			Julie Dilling	

# HLC CRITERIA AND ASSUMED PRACTICES ACTIVITY

**25:00**

**Stop**



# BREAK

**10:00**

**Stop**

# HLC CRITERIA AND ASSUMED PRACTICES ACTIVITY

**45:00**

# CHECK-IN AND WRAP-UP



*Thank  
you!*



**MORaine PARK**  
**TECHNICAL COLLEGE**

# **QUALITY INITIATIVE PROPOSAL**

## **PROGRAM QUALITY REVIEW**

# OPEN PATHWAY QUALITY INITIATIVE PROPOSAL

The enclosed Quality Initiative Proposal represents the work that the institution will undertake to fulfill the quality improvement requirements of the Open Pathway.



*Signature of the Institution's President*

Bonnie Baerwald, President

*Printed/Typed Name and Title*

Fond du Lac, Wisconsin

*City and State*

03/18/2020

*Date*

Moraine Park Technical College

*Name of Institution*

The institution completes the Quality Initiative Proposal by responding to the questions in each category of the template. Proposals should be no more than 4,500 words. The institution may choose to submit a brief implementation plan or supplemental charts or graphs as appendices to the template. The Quality Initiative Proposal will be accepted beginning September 1 of Year 5. It is due no later than June 1 of Year 7.

Submit the proposal as a PDF file to [hlcommission.org/upload](http://hlcommission.org/upload). Select "Pathways/Quality Initiative" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. Submission file names should utilize the following format: QIProposal{InstitutionName}{State}.pdf (e.g., QIProposalNoNameUniversityMN.pdf). The file name must include the institution's name (or an identifiable portion thereof) and state.



# OVERVIEW OF THE QUALITY INITIATIVE

**1. Provide a title and brief description of the Quality Initiative. Explain whether the initiative will begin and be completed during the qualitative period or if it is part of the work already in progress or will achieve a key milestone in the work of a longer initiative.**

Reflecting on Moraine Park Technical College's (MPTC) mission, vision, and values of collaboration, impactful learning, and continuous improvement, assisted us in creating our Quality Initiative (QI). Our QI, Program Quality Review, will provide a consistent process and tool to conduct a quality review of our current academic programs at the college. It will enhance our review, analyze the health and vitality of our academic programs, and include supportive service departments.

The impetus for selection of Program Quality Review for our QI was in part due to feedback in our systems appraisal stating, "Throughout the portfolio, MPTC did not clearly demonstrate that it has thorough and linked processes and results and whether analyses lead to decision-making." By focusing on academic program quality, analyzing the results garnered in the review process, and basing institutional decisions on the data collected throughout this review, we will be addressing the voiced concern. For purpose of this proposal, program will be defined as an associate degree academic program. Reviews will also be conducted on Technical Diplomas and General Education departments (Communication, Math, Science, and Social Science).

The QI will begin during the Quality Initiative period (2020-2023) and encompass the process to determine the report formatting and information, a timeline for implementation including an annual schedule for programs to undergo the process, and specific program related goals which will examine the evidence gathered, monitor results to assess impact, and create action tasks based on the findings. The new Program Quality Review process will allow administrators and staff accountable for the programs to utilize the data gathered in the review process to drive improvements and decisions that will improve program success. This process will create a formative evaluation framework that is replicable across all programs and results that have meaningful and actionable outcomes. The results of the QI will be assessed after the Program Quality Review process is completed for all programs. Assessment of the review, for our purposes, will be defined: Evaluation (direct and indirect measures) of outcome goals determined by the program officials, analyzing the impact garnered by implementation of targeted improvement strategies on student success, program success, and program enhancement.

The key milestone of the QI will occur when we have a vetted review report template, concrete data, and narrative information garnered from the completed process, all of which will be used to inform funding, staffing, equipment, and other decisions based on the metrics gathered during the Program Quality Review Process.

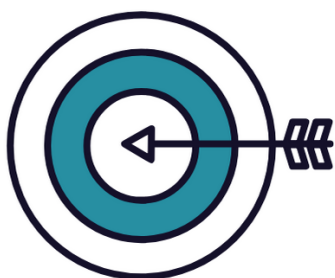


# VISION, MISSION & VALUES

Innovation 2025

## VISION

Your home for lifelong learning  
to achieve lifelong dreams



## MISSION

Growing minds, businesses and  
communities through innovative  
learning experiences.

## VALUES

### Collaboration

Join forces to build the best  
path forward.

### Impactful Learning

Create meaningful experiences  
inside and outside the classroom

### Continuous Improvement

Always strive to be better.

### Inclusivity

Value diversity and build a sense  
of belonging.



# SUFFICIENCY OF THE INITIATIVE'S SCOPE AND SIGNIFICANCE FOR THE INSTITUTION

## 2. Explain why the proposed initiative is relevant and significant for the institution.

The proposed initiative is relevant and significant as we at Moraine Park Technical College currently have a process for program review, however, it focuses primarily on a curriculum review and to date has been piloted with minimal action steps at the end of the process. The current process has not been institutionalized and the results have not formulated any discernable change in quality or processes. Due to changes in leadership, staffing, and priorities, the current program review process was placed on hold. Upon review of the AQIP Pathway Systems Appraisal in October 2018, we became keenly aware of both the need for improvement and the need to develop a comprehensive process that includes all departments in the college working together to support our programs and student learning. We also realized the need for a structured, consistent report template, a facilitated process, staff training, and a timeline for review process.

## 3. Explain the intended impact of the initiative on the institution and its academic quality.

The impact of the Program Quality Review will include a direct impact on the quality of our academic program success indicators and the quality of the services/departments whose work supports our academic programs.

The Program Quality Review process will gather information and perspectives from individuals at the college that are not typically involved in curriculum review. This will be used to provide a clearer picture of each program, as well as actionable tasks that would not otherwise be identified. Support services and other college resources will also be evaluated during the program review process, which will allow us to address reviewer concerns that would not normally be collected.

Having a new, comprehensive Program Quality Review will allow the college to be able to “close the circle,” have actionable goals and metrics to insure results, and accountability for program enhancements/improvements.

A goal of the QI is for our college to embrace ongoing process improvement. By including all service departments of the college, we will help enrich college insight as to departmental roles in program health and quality. An intended positive effect of the Program Quality Review process will be the investment of every department in learning more about our “business” which is quality instruction and career attainment for our students.

# CLARITY OF THE INITIATIVE’S PURPOSE

## 4. Describe the purposes and goals for the initiative.

The purpose of the initiative is to provide a consistent process and tool to conduct a Program Quality Review.

The goals are:

- 1. Involve all support departments in the college, Information Technology, Talent Management, Curriculum, Marketing, Recruitment, Facilities, Budget/Finance, Equipment, Institutional Effectiveness, and Student Services in the individual Program Quality Review meetings.
- 2. Create a report format or tool that will be consistently applied across all programs to identify the strengths, challenges, needs, results, and impact of all programs.
- 3. Develop and implement a process for the Program Quality Review to insure action on recommendations and quality enhancements.
- 4. Create a timeline to be adhered to, insuring all programs are evaluated in a defined timeframe. (See timeline graphic on page 9.)

## 5. Select up to three main topics that will be addressed by the initiative.

<input type="checkbox"/> ADVISING	<input type="checkbox"/> LEADERSHIP	<input type="checkbox"/> STRATEGIC PLANNING
<input type="checkbox"/> ASSESSMENT	<input type="checkbox"/> LEARNING ENVIRONMENT	<input type="checkbox"/> STUDENT LEARNING
<input type="checkbox"/> CIVIC ENGAGEMENT	<input type="checkbox"/> ONLINE LEARNING	<input checked="" type="checkbox"/> STUDENT SUCCESS
<input type="checkbox"/> CURRICULUM	<input type="checkbox"/> PERSISTENCE & COMPLETION	<input type="checkbox"/> TEACHING/PEDAGOGY
<input type="checkbox"/> DIVERSITY	<input type="checkbox"/> PROFESSIONAL DEVELOPMENT	<input type="checkbox"/> UNDERSERVED POPULATIONS
<input type="checkbox"/> ENGAGEMENT	<input type="checkbox"/> PROGRAM DEVELOPMENT	<input type="checkbox"/> WORKFORCE
<input type="checkbox"/> FACULTY DEVELOPMENT	<input checked="" type="checkbox"/> PROGRAM EVALUATION	<input type="checkbox"/> OTHER <input type="text"/>
<input type="checkbox"/> FIRST-YEAR PROGRAMS	<input checked="" type="checkbox"/> QUALITY IMPROVEMENT	
<input type="checkbox"/> GENERAL EDUCATION	<input type="checkbox"/> RETENTION	

## 6. Describe how the institution will evaluate progress, make adjustments and determine what has been accomplished.

MPTC will evaluate progress on the QI at regular intervals in accordance to our established timeline document. All programs will be reviewed on a 3 year (triennial) cycle, with an annual update report required. We will begin by prioritizing programs that have the most critical need for a comprehensive review (upcoming program accreditation, quality issues within the program, state curriculum revisions, etc.) Metrics will be utilized to tabulate the number of programs piloting the review, the number of programs completing a review in a given year, and the data used to determine program health (e.g. course completion, program retention, program completion, employability, and licensure/certification examination results.)

Within the Program Quality Review process, annual reports, stated goals, and metrics will be analyzed by the Assessment Coordinator to insure accountability for actions identified in the program teams' goals. Communication with the program team will be accomplished by the Assessment Coordinator through e-mail updates, team meetings, annual curriculum review and triennial program review meetings.

A survey will be administered after the pilot to gain feedback from stakeholders on the process, functionality, and results. The Assessment Coordinator and the Accreditation Cross-Functional team will review the pilot process, Program Quality Review report results, and survey findings and make recommendations for adjustments. The recommendations will be utilized to improve the process prior to the full implementation.

## EVIDENCE OF COMMITMENT TO AND CAPACITY FOR ACCOMPLISHING THE INITIATIVE

### 7. Describe the level of support for the initiative by internal or external stakeholders.

The level of support for the QI at the college is high. The concept came from diligent discussions and research conducted by the Accreditation Work Team and the Accreditation Cross-Functional Team. (See listing of team members and college-wide representation on page 7)

Strong consideration was given to the feedback received on our latest system appraisal which suggested enhancements to assess student learning and program outcomes. The review team took the feedback seriously and took action to address areas in need of enhancement. They began by tackling revision of current Core Abilities (common learning outcomes) and to revise the systems used to assess student learning outcomes. Throughout this process, the teams came to the realization that revision of Core Abilities and Program Quality Review would be best addressed in tandem. In addition to the efforts of the Accreditation Work Team and the Accreditation Cross Functional Team, the entire college staff was surveyed, program advisory committees were solicited for feedback, and presentations/discussions were held with various stakeholders (College Council, Student Services team, faculty team, President's Cabinet, and the MPTC District Board of Trustees) to gather input and agreement on the initiatives.

As a sign of support, the College President requested that the MPTC District Board receive a presentation updating them on the Quality Initiative proposal and Career and Life Skills project.



### Accreditation Work Team

#### Membership

Brenda Raad - <i>Team Leader (ALO)</i>	Dean of General Studies
Rhea Behlke	Assistant to Vice President - Academic Affairs
Jim Eden	Vice President - Academic Affairs
Julie Dilling	Accounting Instructor
Jennifer Hendryx	Curriculum Coordinator
Lane Holte	Associate Dean of General Education
Barb Jascor	Dean of Health & Human Services
Eric Ludwig	Online & Digital Learning Manager
Patrick McCain	Assessment Coordinator
Lisa Pollard	Dean of Beaver Dam Campus
Peter Rettler	Dean of the West Bend Campus
Fred Rice	Dean of Applied Technology & Trades
Jennifer Sabel	Research Specialist
Shannon Zupke	Administrative Assistant - General Studies

### Accreditation Cross-Functional Team

#### Membership

Jim Eden - <i>Accountable Manager</i>	Vice President - Academic Affairs
Brenda Raad - <i>Team Leader (ALO)</i>	Dean of General Studies
Bonnie Baerwald	President
Melissa Ewoldt	Communications Instructor
Jennifer Hendryx	Curriculum Coordinator
Kimberly Hess	Accounts Receivable Specialist
Lane Holte	Associate Dean of General Education
Barb Jascor	Dean of Health & Human Services
Bojan Ljubenko	Director of Institutional Effectiveness
James Neumann	Director of Enterprise Systems
Fred Rice	Dean of Applied Technology & Trades
Kim Schwamn	Interim Dean of Students
Paula Stettbacher	Director of Talent Management
Julie Waldvogel-Leitner	Director of Enrollment Management

#### Adhoc Membership

James Barrett	Vice President - Student Services
Rhea Behlke	Assistant to Vice President - Academic Affairs
Ronaldo Cordeiro	Academic Advisor
Julie Dilling	Accounting Instructor
JoAnne Henken	Director of Talent Development
Carrie Kasubaski	Vice President - Finance & Administration
Eric Ludwig	Online & Digital Learning Manager
Gloria Madison	Health Information Technology Instructor
Patrick McCain	Assessment Coordinator
Rebecca Mullane	Communications Instructor
Julie Pieper	Finance Manager
Lisa Pollard	Dean of Beaver Dam Campus
Mandy Potts	Director of Marketing & Communications
Peter Rettler	Dean of the West Bend Campus
Jennifer Sabel	Research Specialist
Tara Wendt	Director of Finance
Shannon Zupke	Administrative Assistant - General Studies

## 8. Identify the groups and individuals that will lead or be directly involved in implementing the initiative.

The Accreditation Cross-Functional Team, Assessment Coordinator, Curriculum Coordinator, and Accreditation Liaison Officer will provide leadership for the initiative. All program deans, associate deans, advisors, faculty/staff, and representatives from other support departments across the college (IT, Human Resources, Marketing, Recruitment, Facilities, Budget/Finance, Equipment, Institutional Research, and Student Services) will also participate.

## 9. List the human, financial, technological and other resources that the institution has committed to this initiative.

The Quality initiative will require staff/faculty time to collect data, review curriculum, and reflect upon resources, equipment needs, and staffing implications. College Leadership displayed strong commitment to this project by funding the new assessment coordinator position. The resource of time will be allocated for the assessment coordinator and the curriculum coordinator to plan and facilitate training and meet individually with program departments. Professional development time and resources will be allocated to complete the Program Quality Review reports and meetings to discuss progress on goals and outcomes.

# Appropriateness of the Timeline for the Initiative

## 10. Describe the primary activities of the initiative and timeline for implementing them.

The primary activities on the initiative are (See timeline graphic on page 9):

1. Create a tool/template that addresses quality in programming. (August 2020)
2. Determine data parameters and establish metrics to be utilized in the Program Quality Review process. (September 2020)
3. Develop, schedule, and launch a training program to assist college staff in understanding the project and their involvement in the Program Quality Review process. (October 2020)
4. Create Program Quality Review schedule, identifying all programs and dates that review activities will be scheduled to include deadlines for submissions and decisions. (November 2020 – May 2021)
5. Implementation of the Program Quality Review process. (Fall 2021)
6. Review of reports, goals, actions/results, and recommendations for process improvement. (Fall 2022)

# QUALITY INITIATIVE

## Program Quality Review



### PLANNING YEAR 2019/2020

#### May

Accreditation Work Team created. Retreat held brainstorming Quality Initiative (QI) topics.

#### July - October

Three meetings held to narrow the focus for the QI and determine process, title, components, sources of evidence, and potential obstacles.

#### October - November

Draft of QI Proposal written.

#### December

Accreditation Work Team reviewed draft and provided feedback.

#### January

Assessment Coordinator hired. Job responsibilities to include Program Quality Review process.

#### March

Meeting held with Deans to receive feedback on draft tool/process.

Send proposal draft to HLC Liaison for feedback.

#### June

Anticipated feedback or approval from HLC reviewers.



### YEAR 1 2020/2021

#### August

Create tool/template addressing quality in programs.

#### September

Determine data parameters and establish metrics to be utilized in the Program Quality Review process.

#### October

Create Program Quality Review schedule, identifying all programs and dates that review activities will be scheduled to include deadlines for submissions and decisions.

#### November - May

Launch a pilot training program to assist college staff in understanding the project and their involvement in the Program Quality Review process.



### YEAR 2 2021/2022

#### Fall Semester

Full implementation of the Program Quality Review process.

#### Summer Semester

Program teams meet for curriculum updates and submission of annual Program Quality Review reports.

Review of reports and recommendations for improvement.



### YEAR 3 2022/2023

#### Fall Semester

Reflect on success of project and opportunities for process improvement.

Complete and submit the Quality Initiative Report.



# Institutional Contact for Quality Initiative Proposal

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Include the name(s) of the primary contact(s) for the Quality Initiative.

Name and Title: **Brenda Raad, Dean of General Education (Accreditation Liaison Officer)**

Phone: **920-924-3163** Email: **[braad@morainepark.edu](mailto:braad@morainepark.edu)**



# HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1411  
312.263.0456 | 800.621.7440  
Fax: 312.263.7462 | [hlcommission.org](http://hlcommission.org)

June 9, 2020

Ms. Bonnie Baerwald  
President  
Moraine Park Technical College  
235 N. National Avenue  
Fond du Lac, WI 54936-1940

Dear President Baerwald:

This letter is accompanied by the Quality Initiative Proposal (QIP) Review form completed by a peer review panel. Moraine Park Technical College's QIP is approved.

Within the QIP Review form, you will find comments from the panel for your consideration as you proceed with your Quality Initiative. The panel reviewed the QIP for four areas:

- Sufficiency of initiative's scope and significance
- Clarity of initiative's purpose
- Evidence of commitment to and capacity for accomplishing the initiative
- Appropriateness of the timeline for the initiative

If you have questions about the panel's review, please contact either Kathy Bijak ([kbijak@hlcommission.org](mailto:kbijak@hlcommission.org)) or Pat Newton-Curran ([pnewton@hlcommission.org](mailto:pnewton@hlcommission.org)). For any questions about your Quality Initiative, contact Linnea Stenson, at [lstenson@hlcommission.org](mailto:lstenson@hlcommission.org).

***The Higher Learning Commission***

# Open Pathway Quality Initiative Proposal Review Form

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Date of Review: 6/1/2020

Name of Institution: Moraine Park Technical College      State: WI

Institutional ID: 1700

Reviewers (names, titles, institutions): Rodney L. Custer, Professor Emeritus, Black Hills State University; Dr. Brian Dille, Faculty, Mesa Community College

## Review Categories and Findings

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### 1. Sufficiency of the Initiative's Scope and Significance

- Potential for significant impact on the institution and its academic quality.
- Alignment with the institution's mission and vision.
- Connection with the institution's planning processes.
- Evidence of significance and relevance at this time.

#### Finding:

- ☒ The Quality Initiative Proposal demonstrates acceptable scope and significance.
- ☐ The Quality Initiative Proposal does not demonstrate acceptable scope and significance.

**Rationale and Comments:** (Provide 2–3 statements justifying the finding and recommending minor modifications, if applicable. Provide any comments, such as highlighting strong points, raising minor concerns or cautions, or identifying questions.)

The QIP will fill a gap in MPTC's planning process by creating a workable program quality review tool and process. There is no institution-wide program evaluation process currently in place, and MPTC's earlier pilot attempt was halted. The QIP seeks to implement a quality review process across all academic programs, and student support programs are included in the development and evaluation of the program reviews. If successful, the initiative will enhance the institutional mission and further its values of collaboration, continuous learning, and impactful learning.

### 2. Clarity of the Initiative's Purpose

- Clear purposes and goals reflective of the scope and significance of the initiative.
- Defined milestones and intended goals.
- Clear processes for evaluating progress.

#### Finding:

- ☒ The Quality Initiative Proposal demonstrates clarity of purpose.
- ☐ The Quality Initiative Proposal does not demonstrate clarity of purpose.

**Rationale and Comments:**

The QIP includes a clear statement of the program goals, which are to include academic support departments in the process, create a program review tool for all academic programs, develop the review process, and keep to an aggressive timeline. The primary milestones for the project are the creation of the review template by August 2020, the implementation of the review process by the academic programs in Fall of 2021, and use of the gathered information in funding, staffing, and equipment decisions in Fall of 2022. The Program Review Process will be evaluated by the assessment coordinator, aided by a survey of stakeholders. The QIP states that all stakeholders will participate in the initiative, but does not specify what that participation will be beyond taking a survey. MPTC may consider giving its assessment committee a larger role in the evaluation of the review tool and process to enable evaluative feedback from a group other than the Accreditation Work Team, which will be the same people developing the tool.

**3. Evidence of Commitment to and Capacity for Accomplishing the Initiative**

- Commitment of senior leadership.
- Commitment and involvement of key people and groups.
- Sufficiency of the human, financial, technological, and other resources.
- Defined plan for integrating the initiative into the ongoing work of the institution and sustaining its results.
- Clear understanding of and capacity to address potential obstacles.

**Finding:**

- ☒ The Quality Initiative Proposal demonstrates evidence of commitment and capacity.
- ☐ The Quality Initiative Proposal does not demonstrate evidence of commitment and capacity.

**Rationale and Comments:**

The QIP does demonstrate commitment across the institution. High level leadership is present on the Accreditation Work Team as well as the Cross-Functional Team. The college has already demonstrated the willingness to commit resources to the issue by hiring an Assessment Coordinator, who will play a key role in the initiative. The QIP indicates that sufficient staff time will be allocated to develop, implement, and evaluate the new Program Review tool and process. There does not appear to be a role for faculty to have input on the tool or the process. Increasing their role may ensure compliance with the process.

#### 4. Appropriateness of the Timeline for the Initiative

- Consistency with intended purposes and goals.
- Alignment with the implementation of other institutional priorities.
- Reasonable implementation plan for the time period.

##### Finding:

- ☒ The Quality Initiative Proposal demonstrates an appropriate timeline.
- ☐ The Quality Initiative Proposal does not demonstrate an appropriate timeline.

##### Rationale and Comments:

The proposed timeline is aggressive, but doable. If the tool is developed on time, there should be sufficient time to develop the process and add it to the planning cycle. The QIP is unclear whether academic programs will be trained in the new process Fall of 2020 or Spring of 2021. The key indicator with the timeline will be that training, which must be completed if the Program Review is to be utilized by the academic programs in the Fall of 2021 as planned.

### General Observations and Recommended Modifications

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Panel members may provide considerations and suggested modifications that the institution should note related to its proposed Quality Initiative.

Program Review is an essential part of continuous quality improvement. MPTC lacks this process currently, so this initiative is significant and will greatly contribute to student learning and success. Keeping to the proposed timeline will require focus and full administrative support. Increasing the role of the faculty in the development and evaluation of the Program Review tool and process might also reduce barriers to participation that might prevent the timeline from being met.

### Conclusion

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- ☒ Approve the proposed Quality Initiative with or without recommended minor modifications. No further review required.
- ☐ Request resubmission of the proposed Quality Initiative.

### Rationale and Expectations if Requesting Resubmission

#### Timeline and Process for Resubmission

*(HLC staff will add this section if the recommendation is for resubmission.)*

# QUALITY INITIATIVE

## Program Quality Review



### PLANNING YEAR AY 2019/2020

#### May

Accreditation Work Team created. Retreat held brainstorming Quality Initiative (QI) topics.

#### July - October

Three meetings held to narrow the focus for the QI and determine process, title, components, sources of evidence, and potential obstacles.

#### October - November

Draft of QI Proposal written.

#### December

Accreditation Work Team reviewed draft and provided feedback.

#### January

Assessment Coordinator hired. Job responsibilities to include Program Quality Review process.

#### March

Meeting held with Deans to receive feedback on draft tool/process.

Send proposal draft to HLC Liaison for feedback.

#### June

Anticipated feedback or approval from HLC reviewers.



### YEAR 1 AY 2020/2021

#### August

Create tool/template addressing quality in programs. Utilize Qualtrix review tool version 1.0 and finalize data report

#### September

Determine data parameters and establish metrics to be utilized in the Program Quality Review process.

#### October

Create Program Quality Review schedule, identifying all programs and dates that review activities will be scheduled to include deadlines for submissions and decisions.

#### November - May

Launch a pilot training program to assist college staff in understanding the project and their involvement in the Program Quality Review process.



### YEAR 2 AY 2021/2022

#### Fall Semester

Full implementation of the Program Quality Review process.

#### Summer Semester

Program teams meet for curriculum updates and submission of annual Program Quality Review reports.

Review of reports and recommendations for improvement.



### YEAR 3 AY 2022/2023

#### Fall Semester

Reflect on success of project and opportunities for process improvement.

Complete and submit the Quality Initiative Report.



CROSS-FUNCTIONAL TEAM PURPOSE STATEMENT		
ASSESSMENT CROSS-FUNCTIONAL TEAM		

ACCOUNTABLE MANAGER(s)	TEAM LEADER(s)	FACILITATOR(s)
Jim Eden - VP Academic Affairs	Patrick McCain – Assessment Coordinator	Assigned as Needed

TEAM PURPOSE
<p>The purpose of this team is to create and regularly evaluate the college-wide assessment plan. In addition, the team will:</p> <ul style="list-style-type: none"> <li>• Develop projects related to assessment</li> <li>• Evaluate assessment strategies</li> <li>• Review the results of assessment activities</li> <li>• Provide input for decisions at the college related to assessment</li> </ul>

MEMBERSHIP PARAMETERS
<p>Membership is comprised of:</p> <ul style="list-style-type: none"> <li>• Assessment Coordinator</li> <li>• Curriculum Coordinator</li> <li>• (1) Associate Dean</li> <li>• (3) Faculty</li> <li>• (1) Student services representative</li> <li>• (1) Advising Team Member</li> <li>• (1) CODL Manager or team member</li> <li>• (1) IR team member</li> <li>• (1) CRM expert</li> <li>• (1) Student</li> </ul>

MEMBERSHIP LIST			
NAME	TITLE	CAMPUS	MEMBERSHIP EXPIRATION
Patrick McCain	Assessment Coordinator	WB	Ongoing
Jennifer Hendryx	Curriculum Coordinator	BD	Ongoing
Kelly Shafaie	Associate Dean of Nursing	WB	5/22
Andrew Baus	Paramedic Instructor	FDL	5/23
Jeff Ternes	CNC/Tool & Die Technologies Instructor	WB	5/22
Carrie Kutz	Paralegal Instructor	BD	5/23





Kim Schwamm	Student Development Manager	WB	5/22
Amy Clark	Advising Manager	FDL	5/23
Cathy Werner	Online & Digital Learning Specialist	WB	5/22
Jacquelyne Warnecke	Research Analyst	FDL	5/23
Robin Russell	CRM Specialist – Recruitment	FDL	TBD
TBD	Student	Any	5/21

#### TERM OF APPOINTMENT

Ongoing for the assessment coordinator and the curriculum coordinator. Other members will serve 3 year terms, however terms will be staggered to start in order to have regular turnover.

#### MEETING DATES

DATE	TIME	CAMPUS & ROOM	FORMAT
9/4/2020	10:00 am	TBD	TBD
10/9/2020	10:00 am	TBD	TBD
11/13/2020	10:00 am	TBD	TBD
12/11/2020	10:00 am	TBD	TBD
1/29/2021	10:00 am	TBD	TBD
2/26/2021	10:00 am	TBD	TBD
3/26/2021	10:00 am	TBD	TBD
4/23/2021	10:00 am	TBD	TBD
5/21/2021	10:00 am	TBD	TBD

#### HOW PROGRESS WILL BE COMMUNICATED

Minutes will be posted on the Cross-Functional Team minutes page.