



HIGHER LEARNING COMMISSION

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November 3, 2020

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

Dear President Baerwald:

The interim report you submitted to our office has now been reviewed. The staff analysis of the report is attached.

On behalf of the Higher Learning Commission staff received the report on Assessment of General Education, Core Abilities, Program Learning, and Co-Curricular Outcomes. No further reports are required.

The institution's next reaffirmation of accreditation is scheduled for 2023– 2024.

Please note: Revisions to HLC's Criteria for Accreditation will go into effect on September 1, 2020. Institutions will be evaluated against the revised Criteria for all reviews conducted after that date, including reviews related to previously assigned monitoring. Institutional reports submitted after September 1, 2020, that reference the Criteria should be written to the revised version. More information about the revised Criteria, including a crosswalk between the current and revised versions, is available on HLC's website at <https://www.hlcommission.org/criteria>.

For more information on the interim report process contact Lil Nakutis, Accreditation Processes Manager, at lnakutis@hlcommission.org. Your HLC staff liaison is Linnea Stenson (lstenon@hlcommission.org); (800) 621-7440 x 107.

Thank you.

HIGHER LEARNING COMMISSION



STAFF ANALYSIS OF INSTITUTIONAL REPORT

DATE: November 3, 2020

STAFF LIAISON: Linnea Stenson

REVIEWED BY: Steven Kapelke

INSTITUTION: Moraine Park Technical College, Fond du Lac, WI

EXECUTIVE OFFICER: Bonnie Baerwald, President

PREVIOUS COMMISSION ACTION AND SOURCES: An interim report is required by 9/30/2020 on Assessment of General Education, Core Abilities, Program Learning, and Co-Curricular Outcomes.

This interim report derives from the Team Report of the institution's 2018 AQIP Systems Appraisal which includes the following observation: The Report should include "a comprehensive and clear plan which shows best practice processes for selecting outcomes, aligning the 7 core abilities and 14 general education outcomes, and analyzing results of measuring the outcomes to produce usable, realistic data.

The Team believes that the impetus of documenting processes for institutional, program, and course level assessment of student learning outcomes to include showing who analyzes results and how the results impact student learning would ensure that MPTC has robust assessment which serves its mission."

REPORT PRESENTATION AND QUALITY: The Moraine Park Technical College interim report is presented in a multi-part narrative, supported with a range of supplementary materials provided through links embedded in the narrative. These include, but are not limited to, the following: Agendas for the Cross-Functional Team meetings and minutes to these meetings; Accreditation Work Team agendas and minutes to these meetings; the Assessment Coordinator job description; and the "College-Wide Assessment Plan," among others. Evidence provided in the report indicates that the document is thorough and candid.

REPORT SUMMARY: The College's report is structured around a series of succinctly presented sections/parts, each addressing one aspect of the interim report requirements set forth in the Team Report of the institution's 2018 AQIP Systems Appraisal. This Summary follows the organizational pattern laid out in the interim report.

Process of Examination and Revision: In this section of the report, the document describes the institution's response to the Systems Appraisal Feedback, noting that the College shifted the Accreditation Liaison Officer (ALO) responsibilities to the Dean of General Education, and forming an accreditation work team "*as an extension of the College's existing Accreditation Cross-Functional Team.*" Subsequently, the institution convened an accreditation work retreat to review the system appraisal feedback and develop a Quality Initiative (QI) that would provide a focus for accreditation activities and procedures.

The report then notes the funding of the position of Assessment Coordinator, which was filled in January 2020. According to the report, this individual leads the Assessment Cross-Functional team, oversees other assessment related activities, such as professional development, and has responsibility for the communication and publication of assessment results.

College-Wide Assessment Plan: Here the report states that the Assessment Coordinator has begun "*documenting processes and collecting artifacts that will assist in creating the new college-wide assessment plan.*" The revised plan, a project undertaken by the Assessment Cross-Functional Team, will include a range of college-wide initiatives, including Career and Life Skills and Curriculum Review.

Transition from Core Abilities to Career & Life Skills: The report indicates that a sub-team of the Accreditation Cross-Functional Team has taken on the task of revising Core Abilities, the College's common learning outcomes. The document goes on to describe the actions of the institution in effecting this transition, noting in particular the efforts of the Cross-Functional Committee in developing the new outcomes. The institution sought feedback on the Committee's draft of Career & Life Skills, which will replace the general education and Core Ability outcomes and employed to measure co-curricular learning.

Career and Life Skills Assessment: The report indicates that 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.*" The Career and Life Skills Committee created a rubric for use by all program in the College's LMS (Canvas), which was selected for specific features, including its ability to provide easy access to assessment data.

The report then notes that the College has designated College 101--the institution's first year experience course--for implementation of the new outcomes; this pilot course project is to take place in Fall 2020, using the Career and Life Skills outcomes, replacing Core Abilities. According to the report, "*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.*"

Curriculum Department Enhancements and Process Changes: This section of the report centers on changes to the curriculum development process, beginning with the hiring of a new Curriculum Coordinator and two Instructional Design Specialists. The report goes

on to describe the various stages of curriculum development and the individuals or offices involved in the process, noting for example the roles of the Content Expert (the faculty member) and the Instructional Design Specialist. The report indicates that, as programs enter the Curriculum Review process, they will be expected to use the Worldwide Instructional Design System (WIDS) syllabus model, which will enable a standardization of syllabus language at all levels and for all courses across the College.

At this point the report notes that all curricula will be reviewed and revised over the next three years, which will include, among other activities, mapping the Career and Life Skills (common learning outcomes) to program outcomes for each program. This will ensure that all students are assessed on the new outcomes during their time at the institution.

Curriculum Review Process: With regard to curriculum review, the report indicates that all programs will participate in a three-year curriculum review process, with a number of programs engaged in the process each semester. According to the report, the “*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.*” The report notes the value of the mapping process in terms of identifying strengths and concerns within the respective instructional programs.

Curriculum Department Timeline: This section of the report outlines the schedule for the inculcation of the Career and Life Skills outcomes into the curriculum, and notes the starting point of curriculum review, as shown below.

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: This section of the report provides an overview of the internal College discussions regarding the institution’s Quality Initiative. The result of these discussions and additional research undertaken by the institution was to identify “Program Quality Review” as the focus of its Quality Initiative. This focus is continued in the next section of the report, where the document describes some of the data creation

and reporting mechanisms pertaining to the Program Quality Initiative. The data that will be derived from the report created by the Assessment Coordinator, the Institutional Research team “*and other stakeholders*,” includes data from a range of sources (e.g. individual course success rate). The document indicates that additional reports “*will be created to address data needs for other areas (e.g. Curriculum and Student Services)*.”

Quality Initiative Timeline: The report notes the following schedule for implementation of the Quality Initiative:

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.

Development of Assessment Cross-Functional Team: According to the report, the College formed an Assessment Cross-Functional (ACF) team to analyze the institution’s assessment plan “(on a regular basis)”. The team’s functions include the following:

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

The report identifies the team’s membership, which is broadly representative of College constituent groups, including the faculty. The report states that the ACF goals and purposes will be studied and revised where appropriate, as is the case with all the institution’s cross-functional teams.

Co-Curricular Assessment Pilot: The report indicates that the institution will begin a co-curricular assessment pilot in AY2020-2021, with the Assessment Coordinator and the Student Services Manager having identified two areas—Student Life and Counseling—as the focus of the pilot. The report describes the process by which this will take place, noting for example that the institution will administer end of semester surveys “to collect students’ self-assessments, and a service provider assessment.”

The report states that co-curricular learning will also play a part in the Program Quality Review process, with information sought from reviewers pertaining to co-curricular activities in which students participated in a given program. Data from these procedures will be accessible on the accreditation channel of the institution’s communication portal. The report also includes a schedule for these activities, beginning with Summer 2020 and extending through AY2020-2021 and the Summer of 2021, when the results of the assessments are reviewed and the process evaluated for the purposes of improvement.

Evidence Collection: This last section of the body of the report provides an overview of the means by which the institution will assemble, analyze and present evidence in its next Assurance Argument. The report indicates that this is an endeavor that will involve *“training all staff and faculty regarding evidence collection...to support a college-wide approach and to educate on what is considered best practice evidence...”*

In its “Summary” the report notes that the College has “*revitalized*” its institutional assessment plan, as well as its program review system and its common learning outcomes. The report states that *“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...”*

REPORT ANALYSIS: Materials presented in the Moraine Park Technical College report analysis provide evidence that the institution has revised a number of its procedures and systems with the goal of assuring that its curriculum and its review apparatus are current and effective.

More specifically, the College has completely reworked its common learning goals, moving from “Core Abilities” to “Career & Life Skills.” As a part of this process, the institution has undertaken a comprehensive curriculum review, which includes a standardization of the way curriculum moves through the approval process. To provide an “infrastructure” for this process, the institution has appointed a Curriculum Coordinator and two Instructional Design specialists,

Every instructional program is required to undertake curriculum review, with a given number of departments going through the process each semester. The institution’s plan is to have this review completed within three years, at which point all programs will have incorporated the new common learning goals into their curricula. The review process includes curriculum mapping and making determinations as to the alignment of the Canvas LMS and the Worldwide Instructional Design System (WIDS). This process should be effective in assuring that all programs have brought the new outcomes effectively into their curricula and that courses are being mapped to program-level learning outcomes.

With regard to learning outcomes assessment, the report notes that formation of the institution’s Assessment Cross-Functional (ACF) Team, which will have a wide-range of responsibilities relative to assessment. Further, the institution has created a pilot program for co-curricular assessment, which is to take place in AY2020-2021, with the results of this pilot being reviewed in Summer 2021. The process, as described in the report, suggests that it has been well-considered and carefully implemented.

Analysis Concluding Statement: Moraine Park Technical College has, in general, complied with the interim report requirements derived from the institution’s 2018 AQIP Systems Appraisal. The institution has created new common learning outcomes and crafted a system for reviewing all program curricula and has worked to improve its

assessment procedures. The Higher Learning Commission recognizes the College's efforts to date and will not require additional reporting on these topics.

However, given the fairly dramatic changes in the common learning outcomes, the inauguration of a curriculum review system, and additions to its assessment committee structure, the organization will need to give continuing attention to these matters. (Please see the Staff Finding section below.)

The College should assume that the HLC Peer Review Team conducting the institution's AY2023-2024 Comprehensive Evaluation will examine carefully its continued progress with regard to learning outcomes assessment and the incorporation of the new common outcomes into the College's curricula.

STAFF FINDING:

Note the relevant Criterion, Core Component(s) or Assumed Practice(s): Core Component 4.B pertaining to learning outcomes assessment.

Statements of Analysis (check one below)

☐ Evidence demonstrates adequate progress in the area of focus.

☒ Evidence demonstrates that further organizational attention is required in the area of focus.

☐ Evidence demonstrates that further organizational attention and HLC follow-up are required.

☐ Evidence is insufficient and a HLC focused visit is warranted.

STAFF ACTION: Receive the report on Assessment of General Education, Core Abilities, Program Learning, and Co-Curricular Outcomes. No further reports are required.

The institution's next reaffirmation of accreditation is scheduled for 2023– 2024.