Systems Portfolio

Moraine Park Technical College

6/4/2018

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

Aligning common outcomes to the mission, educational offerings, and degree levels of the institution (3.B.1, 3.E.2)

The Wisconsin Technical College System (WTCS) dictates the elements of Associate in Applied Science degrees and Technical Diplomas in terms of the number of General Education and Technical Studies course credits. The WTCS requires a minimum of 15 General Education course credits; Moraine Park Technical College requires a minimum of 18. Students enrolled in programs that are one year or more in duration complete Institutional Requirement courses in Computer Literacy and College 101. (3.B.1)

In the required College 101 course, typically taken in the first semester, students learn about the Moraine Park Technical College Core Abilities and how they are integrated into the learning outcomes of General Education and Technical Studies courses. Since 1989, Moraine Park has assimilated these common learning outcomes into all program courses. The Core Abilities define seven essential skills that employers have been identified as being key to an individual's personal and employment success. Most recently reviewed and revised in 2009, the Core Abilities include: adapt to change, demonstrate integrity, communicate clearly, work productively, work cooperatively, act responsibly, and think critically and creatively. All graduates from an associate degree or technical diploma program will have demonstrated competence in the Core Abilities. To reinforce their significance to the College community are exhibited on posters displayed around the campuses. (3.E.2)

Determining common outcomes (3.B.2, 4.B.4)

The mission of the College is "preparing students for success in a diverse and globally connected world." Teaching and measuring student success of the Core Abilities is an essential component to fulfilling the College's mission. The continuing value of the individual Core Abilities is a consistent topic of conversation within the College and with our Advisory Committees. The most recent revision of the Core Abilities took place in 2009. This process utilized a cross-functional committee and took place over several months. Moraine Park also created Critical Core Manufacturing Skills, a set of transferable skills incorporated into all Manufacturing courses (3.B.2)

By ensuring that Core Abilities and Critical Core Manufacturing Skills are integrated and assessed alongside of other outcomes in General Education and Technical Studies courses, the College is meeting employer expectations of graduate preparedness in what is often referred to as soft or employability skills. (4.B.4)

Articulating the purposes, content, and level of achievement of the outcomes (3.B.2, 4.B.1)

All faculty at MPTC utilize a standardized syllabus for every college course. The standardized syllabus is found on the College intranet along with directions on how each faculty can personalize sections of the document. Each syllabus must include the Core Abilities or Critical Core Manufacturing Skills. When the syllabus is discussed in class, students are made aware that they

must achieve the common outcomes (Core Abilities or Critical Core Manufacturing Skills) to be successful in the course. (3.B.2, 4.B.1)

Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

All programs and courses incorporate Core Abilities that are specifically linked to assessments within the courses. Required General Education courses are linked to each specific program of study. (3.B.3, 3.B.5)

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)

The emphasis on respect is assessed through curriculum and Core Abilities, specifically in the "work cooperatively" and "communicate clearly" categories.

These values are in line with the mission statement, which states that Moraine Park is "Preparing students for success in a globally connected world".

Respect for diversity is valued throughout the curriculum process and the development of faculty. All curriculum developed is reviewed by an instructional design specialist and the associate dean prior to the curriculum being offered. Faculty are required to complete the FQAS "Embracing Diversity" competency and Associate Degree programs require General Education courses that have in-depth coverage on respect and diversity, for example, our Introduction to Sociology and Introduction to Ethics courses.

In 2016, the college hosted a state-wide [workshop "Internationalizing Curriculum"](#) that was developed and facilitated by Moraine Park's General Education Department. The College also support faculty who wish to attend a [two day workshop on curriculum development on international human rights](#), social justice and global security. (3.B.4)

Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Moraine Park Technical College currently has 29 student clubs. Many of these clubs align directly with occupational program areas while others are non-program related, such as the Students Veterans Association, the Diversity Club, the Donut Club, and the Straight and Gay Alliance. MPTC student organizations provide opportunities for students to expand their learning outside of the classroom. Club members organize events, coordinate fundraisers, complete community service activities, and attend conferences and competitions. (3.E.1)

MPTC students have opportunities and are encouraged to become engaged both within their occupational field of study and within their communities.

Experiential learning projects occur through the Student Life department, student clubs, international travel, and as an activity in a class. For example:

- Students spent January 2014 participating with the Blue Mountain Project (BMP) in rural Jamaica. BMP partners with the people of Hagley Gap, Jamaica, to improve the community's health, education, and economy. Moraine Park students completed projects in renewable and solar energy, health, and education. Nursing students conducted blood pressure clinics and home visits, while other students installed solar panels and worked with children on literacy projects. Before traveling to Jamaica, students collected donations through the Multicultural

Club to help support Blue Mountain Project.
- International Education partnered with Culinary Arts and the Moraine Park Foundation to host Taste of Ireland and Taste of Wisconsin in the spring of 2014. These events promoted the new partnership between the Wisconsin Technical College System and the Institutes of Technology in Ireland. Attendees enjoyed regional cuisine as well as cultural displays and games. Funds raised at the event were used to support student scholarships abroad.
- In 2017, the Beaver Dam Student Senate sponsored Habitat for Humanity of Dodge County Build Days. On May 6, May 9, and May 10, more than 40 of its Senate members, as well as student club representatives volunteered, to help build homes for area families in need.
- Thirty-five members of the Electrical Power Distribution Club rang bells for the Salvation Army at Rechek's Food Pride and Shopko stores in Beaver Dam on December 6, 2017.
- In Fall 2017, the Beaver Dam Student Senate, Student Veterans Association, and Bright Futures of Beaver Dam sponsored Christmas in a Shoebox, a drive for U.S. Military members serving overseas during the holiday season. Members of the Beaver Dam Student Senate sorted and counted thousands of donations collected from students, staff, and community members. On November 8, 2017, club members and advisors, other students, staff, and community members packed donations and shipped a record-breaking 175 boxes overseas.
- The Corrections Club attended and participated in the Mock Prison Riot in West Virginia. Seven students attended the Riot at the end of the 2017 spring semester.
- The Fond du Lac Student Senate raised over $700 to donate to hurricane relief efforts. Over 20 clubs participated in the effort to collect funds.
- The IT Club attended a trip to California in June 2017, to tour companies such as Facebook, Google, and Intel.
- The West Bend Campus Nursing Program Students hosted a six-week long lecture series, that was open to the public, entitled, "Heroin Highway" to raise awareness of the serious heroin epidemic within the district. The group also showcased a bedroom display, "Hidden in Plain Sight". The interactive display was a replica of a teenager's bedroom with 30 different items hidden or in plain view that may help identify areas where teens may hide drugs, alcohol, or other paraphernalia. It also pointed out household items that can either cover up drug and alcohol use or can be used to facilitate drug and alcohol use. The display gave parents, family, and caregivers a tangible glimpse of warning signs that their child might be using drugs. (3.E.1, 4.B.2)

Selecting tools, methods, and instruments used to assess attainment of common learning outcomes (4.B.2)

Common learning outcomes are assessed in all courses at Moraine Park. All Associate Degree program students are assessed on Core Abilities or Critical Core Manufacturing Skills in specific assessments in the courses. This can be seen in assessment rubrics from our Mechanical Drives, Team Building and Problem Solving, Welding 2, and Respiratory Survey courses. (4.B.2)

Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

Common learning outcomes are assessed in all Associate Degree level courses through Core Abilities and Critical Core Manufacturing Skills. As noted above, the General Education Department faculty assesses specific Analytical Skills, Communication Skills, and Quantitative Reasoning Skills in selected courses each semester. (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

Improving student success is a strategic priority for Moraine Park Technical College and supports our mission of preparing students for success in a diverse and globally connected world. Moraine Park maintains a strong commitment to educational achievement and continuous improvement. To these ends, the General Education Department has developed and implemented a plan for ongoing assessment of student learning. A set of fourteen student learning outcomes provide the basis for the assessment process. The outcome statements define the analytical, communication, and quantitative reasoning skills foundational to the General Education curriculum and necessary for the success of our students in the workforce.

Data was collected from one section per instructor per course for eight different courses across two semesters. All courses assessed outcomes in the Communication proficiency category for 2016-2017. Results data were collected in binary categories [Met Expectations; Did Not Meet Expectations], and matched in a pairwise comparison with a binary categorization of final grades [Successful (A,B,C); Unsuccessful (D,F,I)]. Spring sampling included adjunct instructors in addition to full-time faculty. Sections with high enrollments were selected pseudo randomly to include a representative proportion of online, accelerated, and blended courses.

Comparison of results with internal targets and external benchmarks

Moraine Park tracks student success by specific courses. For each course, the benchmark goal is that 80% of students meet expectations for the designated learning outcome. Actual percentages ranged between 75-95% with seven of eight courses exceeding the internal benchmark. As seen in the MPTC General Education Student Statistics Report and the WTCS General Education Student Statistics Report, Moraine Park's general education courses boast a high success rate, surpassing both internal targets and external benchmarks.

Interpretation of results and insights gained

Based on data received from WTCS and MPTC's General Education research, the College can clearly see that goals are currently being met. It is also clear that the College must continue to monitor and work for continuous quality improvement in learning outcomes to ultimately ensure student success.

1I1 Based on 1R1, what improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Moraine Park Technical College works diligently to ensure common learning outcomes are clearly defined and met by all enrolled students. To ensure continued success in our program and general education courses and ultimately, our students, the College will continue to monitor all classes to reach both internal targets and external benchmarks. With the implementation of the new ERP System, C'Nexus, the College will be able to gather more complete and effective data and be better equipped to set and meet learning outcome goals.

Sources

- 2018-2019-standardized-syllabus-template
- Assessment Cycly
- AssessmentSkills
- AssociateAppliedScienceDegree
- Core Ability
- Critical Core Manufacturing Skill
- Gen Ed Student Characteristics1.pdf
- Gen Ed Student Characteristics2.pdf
- GenEdsSurpassGoals
- International-Curriculum
- Mechanical Drives Rubrics_.pdf
- Respiratory Survey Rubric.pdf
- Team Building and Problem Solving Rubric.pdf
- TechnicalDiploma
- Understanding Assessment Data
- Welding 2 Rubric_.pdf
- Workshop-International-Studies

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (3.E.2)

The underlying mission of all technical colleges in Wisconsin is to prepare students for employment. To that end, program learning outcomes reflect the requisite knowledge, skills, and ability to qualify a degree or diploma graduate for entry-level employment related to a particular program area. Program learning outcomes are aligned with these common expectations across the spectrum of potential employers and work settings graduates may experience. The student's education experience is designed to help him or her master the competencies needed to perform in the workplace.

Each academic discipline sets its own program outcomes aligned with MPTC's mission, vision, and core values. Deans, associate deans, and faculty review program curriculum, including related certificates, and other courses in their subject area annually to ensure that the curriculum is up-to-date and meeting district employer needs. Each program's advisory committee discusses and supports any changes to a program's curriculum. Program updates often have the potential to impact multiple programs, such as course title and credit changes. The curriculum team coordinates meetings with each dean or associate dean to review all proposed updates. The dean or associate dean is responsible for ensuring final program documents are accurate. Program updates need to follow State guidelines of credit requirements for general studies, technical studies, and elective credits for associate degree programs. Technical diploma programs must follow the requirements for occupation specific, occupation supportive, and general education credit requirements. Many programs also have external accrediting agencies providing objectives for graduates. (3.E.2)

Determining program outcomes (4.B.4)

Program learning outcomes are initially identified through the New Program Development process, which includes a survey or focus group session with regional employers to determine the most common needs for skill development over a range of occupational settings. In the focus group process, eight to 10 industry representatives provide guidance regarding the skills needed for regional employment in the proposed new program area. Next, faculty members, in collaboration with an MPTC instructional designer, finalize the program outcomes based upon the focus group guidance. Often, some focus group members transition to become members of the Program Advisory Committee which communicates ongoing industry trends and expectations to the department faculty and leadership. Program Advisory Committees meet at least twice each year.

Upon implementation of a new program, the Program Advisory Committee reviews the program learning outcomes to ensure alignment with workplace skill requirements. When applicable, program faculty members revise the outcomes based upon input from the advisory committees. Any recommended changes are effective in the next academic year, along with related curriculum modifications.

Identifying and monitoring Program Learning Outcomes is a standard component of new program development ongoing annual review is the responsibility of program advisory committees. This review is a requirement of the Wisconsin Technical College System (WTCS) and helps ensure that programs remain relevant to industry and aligned with the contemporary workplace qualities essential to technical education. The WTCS also requires colleges to assess program outcomes, known as the Technical Skill Attainment (TSA) process. MPTC is advancing this systematically in collecting

results across College programs and making good progress. (4.B.4)

Articulating the purposes, content, and level of achievement of the outcomes (4.B.1)

All faculty at MPTC utilize a standardized syllabus for every college course. The standardized syllabus is found on the College intranet along with directions on how each faculty can personalize sections of the document. Each syllabus must include the core abilities or critical core manufacturing skills. Students are made aware when the syllabus is discussed that they must achieve he common outcomes (core abilities or critical core manufacturing skills) to be successful in the course. (4.B.1)

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)

To keep pace with changes in industry practice and to maintain relevancy, each of the degree programs has a practitioner-led advisory committee that provides oversight to the structure and content of the program. The advisory committee members review course materials and program outcomes to ensure they are aligned with current and predicted industry practices. If an advisory committee recommends changes in the program outcomes, program faculty members review the courses and curriculum and make modifications as needed to meet the new outcomes. If the program outcomes have changed considerably, or if the advisory committee members or the associate dean believes that the program curriculum requires a full re-evaluation, a focus group may be convened. The focus group is comprised of industry practitioners who will identify the technical duties, tasks, knowledge, skills, traits, and tools used on the job. The results of the focus group then inform the faculty regarding needed program changes. Program outcomes are not limited to technical skills only; they may also reflect other needed skills and attitudes to be effective in the workplace such as communication, behavioral and social sciences, math, and other essential knowledge and skill areas as provided in General Education courses. The program outcomes may reflect these facets as well. (3.B.4)

Some programs have curriculum that is aligned statewide across multiple WTCS colleges. For these programs, colleges agree on a set of common program outcomes that serve as a minimum and are required of all colleges. Individual colleges may add to those common program outcomes but cannot individually remove any. (3.B.4)

Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

The Student Life Department at MPTC designs and delivers a wide variety of co-curricular activities for students that are intended to increase their level of engagement in the educational experience at the College. Some opportunities include development as a student leader through student government, student clubs, and organizations, as well as the ability for students to use what they learned in classes in real-world scenarios. This application of knowledge and skill is designed to enhance the employability of students and to make their student experience even more valuable. (4.B.2)

Service learning is another co-curricular activity for students at MPTC. The College is committed to community engagement and student success and supports these commitments through the opportunity for students to participate in service learning and apply their classroom knowledge to an applicable, real world environment. Service learning can take place through class activities or student clubs. For example, Accounting students provide income tax assistance for the public and Electrical Power Distribution students volunteer to ring bells for the Salvation Army Red Kettle donation drive. Service learning may also occur through Student Life and Student Government activities. For example, the Beaver Dam Campus Student Senate, Student Veterans Association, and Bright Futures

of Beaver Dam sponsored Christmas in a Shoebox, a drive for U.S. Military members serving overseas during the holiday season.

In 2017-18, MPTC started a new awards program where students can track their service learning hours, submit a written reflection, and earn a Silver Award for 50 hours of service learning or a Gold Award for 100 hours. More than 1800 total service hours were completed by MPTC students in 2017-18. (3.E.1)

Selecting tools/methods/instruments used to assess attainment of program learning outcomes (4.B.2)

Technical Skill Attainment (TSA) is a process that evaluates student learning by assessing their completion of the program outcomes. The program outcomes are determined in a WTCS system-wide process. Students complete the TSA process during their final semesters at MPTC. As part of that process, they are evaluated using a WTCS-approved rubric to ensure competence in the performance of program outcomes. The TSA assessments include clinical evaluations, capstone projects, internships, demonstrations, licensures or certifications, practicums, and comprehensive exams. These assessment strategies are also used as summative assessments in programs that are not currently in the TSA process or do not have national credentialing exams. Completion of a course that is tied to the TSA assessment is used to determine results. TSA results are reported to WTCS through Client Reporting.

Through the Degree Audit process, the Registrar reviews the academic files to ensure that each potential graduate has completed the program course requirements, has completed at least 25% of his or her program credits at MPTC, and has a program cumulative GPA of 2.0 or better (on a 4-point scale). The College collects graduate and employer satisfaction data to ensure that MPTC graduates have met the learning and development expectations. (4.B.2)

Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

To develop and determine the program outcomes and common assessment plans for the TSA, faculty and administration representatives from WTCS colleges collaborate and create drafts for review. Before they are finalized, proposed outcomes and assessment plans are presented to each college and their program advisory committees for input and feedback. Colleges that sponsor unique WTCS programs also develop TSA outcomes and assessment plans and rely heavily upon their faculty and advisory committees for guidance in the development process. (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Overall levels of deployment of assessment processes within the institution

The WTCS introduced the TSA process to Wisconsin Technical Colleges in 2011. The creation of TSA outcome rubrics is a multi-stage process that requires significant and collaborative efforts by

staff from all technical colleges that offer the same or similar degree. Phase 1 involves creating the outcome rubric. Phase 2 is the identification by each individual college as to how and where in the program curriculum outcomes will be assessed. Phase 3 involves each individual college actually assessing student success with the TSA outcomes and reporting those results to the WTCS. MPTC, as with most other WTCS Colleges, are in the early stages of collecting and assessing TSA data. As more programs create TSA outcome rubrics and more colleges move to Phase 3 and collect data, external benchmarks can be established. To date, at MPTC, 33 programs are approved at the Phase 1 level, another 38 programs are approved at the Phase 2 and 3 level and reporting are TSA success data to the WTCS. MPTC still has four programs waiting for collaboration with the WTCS to initiate the TSA process.

Summary results of assessments (include tables and figures when possible)

In aggregate as a college, the pass rate of the 440 students attempting TSA in 2016 was 96% in 2017 the pass rate of the 995 students attempting TSA was 97%. As more TSA outcome rubrics are created, more program students will be measured and included in the results.

Comparison of results with internal targets and external benchmarks

Beginning in August 2018, three additional TSA tracked programs at MPTC will begin to measure TSA data for students. Moving forward, other programs will develop TSA outcome rubrics but this process is initiated and led by WTCS staff and is coordinated to include all WTCS Colleges that have the same or similar programs.

Interpretation of assessment results and insights gained

Deans, associate deans, and faculty have begun to analyzing data obtained from TSA assessment reporting and discussing the results in work team meetings. The data is further a consideration in the program review process at MPTC and is used to make data-informed modifications on curriculum design, course schedules, and instructional delivery methods. One of the collective improvements that faculty made has been to increase understanding of the connection between course competencies and program outcomes.

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

One of the improvements that has resulted is collaborative communication among the various colleges during the TSA outcome development process. Colleges that offer the same or similar programs must to come to consensus on what a student should specifically know before program completion. This broader perspective on learning among faculty and managers has allowed for a more informed re-evaluation of program curriculum from outcomes all the way back to course competencies. Faculty interacting with their peers from other colleges has allowed for more thoughtful design of program curriculum so as to adequately prepare students to successfully meet TSA outcome expectations.

One significant improvement in the General Education Department has been the move from program-prescribed general education courses to a more student-centered general education selection process. Previously, each program dictated which general education course in each category would be

completed by their students. Now, in many programs, students can select which general education courses they would like to take based on factors such as: area student most needs to grow, general student interest, relevance to their program, and transferability.

Another significant improvement is the establishment of General Education Learning Outcomes. Each learning outcome has a specific assessment process. The assessment process runs on a 12-year cycle, with the proficiency categories and courses rotating on an annual basis. The 13 highest enrolling General Education courses 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. (4.B.3)

Sources

- 13 Highest Enrolling GenEds
- AssessmentGenEd
- External Accrediting Agencies
- FocusGroupSession
- Service Learning Awards
- TSA Development Plan
- TSAPassRates

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

MPTC is governed by state statutes that outline the key purposes and student stakeholder groups served by technical colleges in the State of Wisconsin. Statutory purposes outline the relationship between technical colleges and their role in a multicultural, diverse society as reflected in the following MPTC Mission Statement: "Preparing students for success in a diverse and globally connected world." The statutory definition specifically identifies the need to assist the student stakeholder groups of minorities, women, disabled, and disadvantaged individuals to participate in the full range of technical college programs and services.

In serving the needs of our district, the College's primary educational programming offerings include Associate in Applied Science degree programs, Technical Diploma programs, and Certificates defined as follows:

Associate in Applied Science (AAS) degree programs – An AAS degree assists individuals in preparing for, or advancing in, a particular occupation or field. AAS degree completion requires a minimum of 60 credits in the program and consists of technical and general education courses. AAS degree programs are designed for completion in two years for a full-time attendee.

Technical Diploma programs – Technical diplomas are based on local needs of business and industry and are designed to help individuals prepare for a targeted occupation or field. Technical diplomas may be designed as one or two-year programs. Therefore, the credit requirements vary widely, involving anywhere from three to 70 credits.

Certificates – A certificate involves a focused set of courses for skills needed in the workplace. Completed certificates can serve as enhancements to an individual's resume or as targeted training beyond a degree or diploma. Credit courses from certificates may also be applied to a related technical diploma or associate degree program, encouraging people to continue their educations in these programs. Some certificates may serve to draw people into programs (e.g., Career Pathways).

As an open-access institution, MPTC has diverse student groups that reflect the district it serves. These demographics include age, racial and cultural background, socio-economic status, education attainment, life situation, parenthood status, employment status, veteran status, and many others. These needs are considered as programs are designed with the understanding that many students face multiple barriers to becoming successful students on a full- or part-time basis. The state statutes stipulate the need to collaborate with secondary school districts as a stakeholder in the adequate academic preparation of students for programs. The intent is to facilitate the transition of secondary school students into postsecondary technical college education through curriculum articulation and partnerships. (1.C.1, 1.C.2)

Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

MPTC programming is developed and maintained within WTCS guidelines and in collaboration with district business and industry stakeholders to effectively meet skill and employment demands. Every AAS and technical diploma program has an employer advisory committee that meets at least twice each year (per WTCS requirements). The committees meet to monitor the program curriculum and outcomes based upon the skills needs of the specific occupational area**.** (1.C.1, 1.C.2)

Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

New program development is part of the strategic plan for each program area of the College. Ideas for new programs come from employers, advisory committees, labor market research, grant

opportunities, or student requests. The program development process includes a feasibility study component at the beginning to assess the need for particular programming and the availability of jobs for graduates. Unless a reasonable level of unmet need can be shown, a program proposal will not proceed to further development. (1.C.1, 1.C.2)

Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs

MPTC has developed an annual review process referred to as Program Updates. Each program is reviewed for curricular changes in accordance to industry advances, feedback from advisory committees, or statewide changes. These updates include changes to prerequisite requirements, course order within the program, or major program modifications.

During the Program Update process, it is also determined if programs will continue based on industry need, employment availability, and enrollment.

Course completion in general education and technical courses is monitored for each program. Course completion rate is one measure that may indicate the need to improve course or program design. Student Success, Learning Agility, Advisory Committee Effectiveness, Curriculum Documentation, and TSA Status or Results are all elements of process.

As noted, advisory committees are vital to ensuring that MPTC programs are responsive to district employer needs. Every program works with advisory committees who provide input and insight regarding employment requirements for graduates of the program in addition to appropriate curriculum updates.

Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

Program deans and associate deans, using student and employment data provided by Institutional Research, monitor program applications, course enrollment, course completion rates, student success data, program graduation rates, graduate employment, and employment projections. A declining trend in numerous areas will prompt a more detailed examination of the various data elements, along with student course and program feedback data, and input from the program advisory committee members. If the result of the deeper examination warrants minor changes in order to enhance the viability of a program, the associate dean and faculty will work with the advisory committee to take actions such as to change course or program titles, modify course content, add or delete courses, and change the delivery modality.

If after the deeper examination it is determined that a program is no longer viable as an offering, the program dean has the discretion to recommend to the District Board of Directors that a program be discontinued. If this happens, the program will no longer be advertised and no new applications will be accepted. The associate dean will determine the course needs of the remaining program students and they are notified of the program discontinuation and the length of time courses in that program will still be offered by the College. Students work with their advisor to develop a plan to finish their remaining coursework in the timeframe provided. (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of assessments (include tables and figures when possible)

The program demand model was developed and implemented to measure the strength of each program. It is based on three major components: student interest, program completion, and available jobs. These three components were selected as a result of the research as to why programs were launched and suspended at the College. There are thirteen weighted elements within the model that provide a score for each program. The final score reflects the health of the program. The score will range from 1 (weak health- major program review required) to 4 (strong health - top performer).

Comparison of results with internal targets and external benchmarks

Program deans and associate deans examine three years of data in an effort to identify trends. For example, the analysis of scores from 2015-2017 show two programs, Accounting and Business Management as healthy programs. Two other programs, Marketing and Legal Administrative Professional, demonstrated the need for targeted program reviews.

Interpretation of results and insights gained

Based on the targeted program review for Marketing and discussion between the program dean, associate dean, faculty, and the program advisory committee, it was decided that the program was in need of a major curriculum and title change. The program has been retitled Marketing and Social Media Management in an effort to better attract students and the curriculum is in the midst of a redevelopment and rollout to keep pace with industry practices and to better meet the needs of employers.

Based on the results of the target program review for the Legal Administrative Professional program, it was decided that the program should be significantly modified to become a Paralegal program. This change should provide much more value to students in terms of employable skillset and it will also bring the program into better alignment with the hiring needs of employers.

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

The College will continue the process of reviewing the viability of courses and programs utilizing the MPTC Program Demand Model. Based on the results and trends from the model, MPTC will identify programs for review and/or revisions to address the health and need for the program.

MPTC is currently implementing a new five-year program review cycle to address the currency of curriculum and coursework in each program, student success in each program course (technical and general education), and program identified goals. This review will work in tandem with the results of the MPTC Program Demand Model to ensure the programs that need immediate action receive that attention in a timely manner.

Sources

- Comparison Analysis Scores 2015-2017
- New Program Development
- Program Demand Model
- Results Program Demand Model

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (4.A.4)

MPTC faculty and academic administration maintain authority over prerequisites, rigor, and expectations for student learning. Program curriculum is reviewed annually for currency, relevance, rigor, and flexibility. Further in-depth review of curriculum occurs at least every five years. Student success is monitored annually through review of course completion. The goal is for all courses to have a documented curriculum in WIDS that can be updated and shared for all faculty to use as a framework for teaching the courses. It is intended that all courses that are offered for dual enrollment credit with high schools adhere to the same standards of quality.

MPTC Marketing, Admissions, Registration, Student Services, program faculty, and academic administration work together to ensure clear, consistent communication about the preparation required of students for the specific curricula, program, courses, and learning they will pursue. There are several areas that inform prospective students about programs of study, including: the MPTC website, which contains detailed information about each program; MPTC recruiters and faculty visits to K-12 schools for presentations; tours of the MPTC campuses for high school students; booths at education fairs, community and industry events, and conferences; publications such as the college catalog and brochures; and social media feeds.

MPTC programs also appear in WTCS publications, including the marketing website, Annual Statewide Guidebook, Annual Graduate Follow-Up Report, Annual Wall Chart for High Schools, and social media. (4.A.4)

Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs (3.A.1, 3.A.3, 4.A.4)

Comprehensive curriculum is an essential component of high quality educational programs at MPTC. Faculty participate in the development, implementation and oversight of the curriculum, its academic substance, currency, and relevance for internal and external constituencies. The curriculum for each degree, diploma, certificate, and apprenticeship course is initially developed and continually upgraded and improved to ensure occupational currency and relevance.

Regardless of location or mode of delivery, all MPTC courses directly address the approved course competencies as documented in WIDS or other pre-approved location. Dual-credit courses or programs for high school students use the same approved competencies and documented curricula as MPTC's higher learning courses. Learning resources are available at all MPTC Campuses.

MPTC maintains and enforces a curriculum policy which includes the documentation of course curriculum and use of certified instructors. All instructors, including dual-credit high school instructors, must meet the certification requirements to teach MPTC courses. (3.A.1, 3.A.3, 4.A.4)

Awarding prior learning and transfer credits (4.A.2, 4.A.3)

MPTC has a rigorous process to review all credits that it transcripts, including transfer credit and credit awarded for experiential or other forms of prior learning. By policy, transfer credit may be granted to students transferring from other regionally accredited institutions, provided that the course is identified on an official college transcript, the course is generally equivalent in content and meets or exceeds the credit value of the MPTC course, the credits accepted in transfer do not exceed the value assigned to the MPTC course, the course is directly applicable to the degree or diploma, and the student attained a minimum 2.0 grade (on a 4.0 scale) in the course.

Moraine Park Technical College has established processes in place to evaluate all credits on its transcripts including those credits awarded for transfer coursework, experiential learning, and other

forms of prior learning. Wisconsin Technical College System (WTCS) Board Policy 323 sets forth principles governing the awarding of credit for prior learning. These principles, along with industry standards provided by the American Council on Education (ACE) and Council for Adult and Experiential Learning (CAEL), are reflected in the processes followed by MPTC.

MPTC accepts transfer credits from regionally-accredited institutions. Transfer coursework must be documented on an official transcript provided by the institution of record, requires a minimum grade of 3.0 on a 4.0 scale, and must be directly applicable to a program of study. Transfer course equivalencies are determined by Academic Affairs based on an assessment of course outcomes.

MPTC recognizes that learning activities can take place outside of educational institutions. MPTC has prior learning assessment (PLA) options including credit by examination, skills demonstration, and portfolio submissions. The PLA activities fall under the oversight of Academic Affairs and utilize full-time faculty as subject matter experts for skills demonstration and portfolio submissions. National exams (AP, CLEP, Dantes) are accepted by the College. MPTC has created a Credit for Prior Learning Specialist positon to coordinate these activities. (4.A.2, 4.A.3)

Selecting, implementing, and maintaining specialized accreditation(s) (4.A.5)

A program seeks specialized accreditation because it is required for graduates to be employed in the field or because it enhances the employability of program graduates. Many programs enable students to earn third-party credentials or certifications. Some MPTC programs must meet external (third-party) credentialing requirements based on program curriculum requirements rather than on a licensing exam. (4.A.5)

Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

The program outcomes for Associate Degree and Technical Diplomas are distinct for each program and are assessed by the TSA process (as noted earlier).

MPTC surveys its graduates at six months and five years after graduation to monitor graduate employment success in jobs related or unrelated to their fields of study. Extensive efforts are made to ensure adequate responses for each program area. In addition to employment status, the graduate follow up survey report includes job titles, average wages, and satisfaction with the College. (3.A.2, 4.A.6)

Selecting the tools, methods, and instruments used to assess program rigor across all modalities

All programs are competency based regardless of delivery mode. The primary tool to assess program rigor across all modalities is successful course completion based on grading. A detailed course completion scorecard for every course in the program provides a deeper analysis of the completion rates in each course, which program teams can use for more rigorous analysis of specific course modules or topics that are challenges to student success.

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

Summary results of assessments (include tables and figures when possible)

MPTC is very interested in the satisfaction and success of its graduates and tracks this success using several methods, including the annual Graduate Follow-up Report and reviewing graduation rate data submitted to the Integrated Postsecondary Education Data System (IPEDS).

Comparison of results with internal targets and external benchmarks

Employer satisfaction is measured annually and reported on a five-year cycle to the Wisconsin Technical College System. The most recent full submission occurred in 2013. Across all divisions and programs, 99% of employer respondents reported they would hire another MPTC graduate in the future.

Interpretation of results and insights gained

In the results of the 2016-17 Graduate Follow-up Report, MPTC Associate Degree graduates report 94% employment since graduation, with 88% employed within their field of study. Respondents who completed a two-year technical diploma report 100% employment within their field of study.

Student satisfaction is also measured through graduate follow up surveying. For the 2016-17 year, 98.8% of MPTC graduates were very satisfied or satisfied with their experience at MPTC.

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

To ensure overall student success and completion and to follow the MPTC Program Demand Model, graduation rates are reviewed annually to monitor continuous improvement. This will continue to be a focus of the College over the next three years.

MPTC will also continue to monitor the results of the Graduate Follow-up Report and Employer surveys. Student satisfaction and employer satisfaction rates are a point of pride at the College. Through continued student and employer involvement, MPTC is confident in maintaining these rates over the next three years.

Sources

- Credit Prior Learning Web Page
- Graduate Follow Up Survey 2017
- Graduate Satisfaction 2017
- Graduation Rates
- policy_manual 35
- Prior Learning Assessment
- WTCS Employer Satisfaction Survey

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

All associate degrees have a requirement to include at least 6 credits of communication courses. A foundational component in MPTC's communication courses is a commitment to academic freedom, integrity, as well as responsibility. Students learn how to perform ethical and responsible topical

investigation and research, properly evaluate and citation of source content, and to express themselves in a mature manner. In addition to class instruction, MPTC has library resources and staff available to provide guidance to students and staff.

In terms of faculty, MPTC also allows for and provides guidance on the scholarly pursuit of knowledge. From the MPTC Academic Administrative Guidelines document - Moraine Park Technical College encourages the teaching, investigating and publishing of findings in an atmosphere of freedom. Greater knowledge and maturity of judgment may occur when students are exposed to a variety of ideas and facts. When faculty members speak or write as a citizen outside of the college, the e faculty member shall be free from administrative and institutional censorship and discipline. However, the faculty member has the responsibility to clarify the fact that he/she speaks as an individual and not as an employee of the College. 2017-2018 Academic Administrative Guidelines (2.E.3)

Additionally, MPTC has an Institutional review Board (IRB) that examines research proposals by faculty, staff, and researchers external to the College. All research requests are reviewed in terms of their protection of the rights of individuals and human subjects. (2.E.1) (2.D)

Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

The MPTC Student Handbook details the Student Conduct Code that addresses cheating, plagiarism, Unfair Advantage, Collusion, Falsification of Records and Official Documents. Further, the Code of Conduct is referenced in all course syllabi and is discussed by faculty in the classroom. Students found violating the Code of Conduct will be subject to an Academic Sanction that may vary based on the severity of conduct from an oral reprimand to requiring a redo of an assignment to the lowering of a grade to dismissal from the class. All MPTC faculty are expected to enforce the Code of Conduct. (2.E.2, 2.E.3)

Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

In an effort to ensure the ethical use of information and that appropriate guidelines are followed for research that safeguards the rights of participants, the MPTC IRB reviews research proposals that are to be conducted at the College by faculty, staff, students, or external requestors. The review is intended to prevent or limit the negative consequences to research subjects and to minimize potential liability experienced by the researcher and the College. Research studies are expected to be attentive to the rights of individuals and be carried out in accordance with criteria set forth by the U.S. Department of Health and Human Services in 45 CFR 46.

Individuals who want to conduct research at or on MPTC and its students, faculty, or staff are required to submit a request to the chair of the IRB, the Director of Institutional Effectiveness using a form that outlines the required information with details using questions such as the following:

- Does this research involve human subjects?
- Does your project involve the use of existing data or specimens?
- Is this FDA-Regulated research?

In terms of the ethical teaching by faculty, MPTC addresses expectations in the Faculty Quality Essentials FQAS course. All faculty are required to complete this course in their first year or hire. The course address content related to assessment, behavioral management, student success, and teaching methods and technology. A component of this learning experience for faculty includes a face-to-face sessions where they can share their experiences, learn from each other, and identify best practices.

(2.E.2, 2.E.3)

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

When curriculum is being written by faculty, it is done so under the guidance of an Instructional Designer. When a curriculum is complete, it is reviewed by both the Curriculum Coordinator and the supervising associate dean. Among the relevant and appropriate academic items, the review ensures that the curriculum allows for academic freedom but is also bias free and shows respect for diversity and others. The MPTC Student Handbook details the Student Conduct Code that addresses cheating, plagiarism, Unfair Advantage, Collusion, Falsification of Records and Official Documents. Violations are identified by faculty and faculty also apply their own sanctions on students. Before any sanctions are directed towards students, the appropriate associate dean and the Dean of Students is consulted.

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures where appropriate)

The 2016-2017 school year was the first year that MPTC used the Advocate software for tracking student incidents. In that year, MPTC tracked and managed 212 student incidents. As of April 18, 2018 in the 2017-2018 school year, MPTC tracked and managed 148 student incidents.

Comparison of results with internal targets and external benchmarks

The use of Advocate as a documented means of tracking student issues is relatively new. The software is in its second year of use at MPTC. All student conduct data, including academic integrity will be continued to be entered, managed, and tracked through Advocate. The results will be used to set benchmarks and to devise improved strategies to help all students succeed.

Interpretation of results and insights gained

Using data reports from the Advocate software, the results indicate that the College is addressing student issues but the results also indicate that there are definitely opportunities to prevent or minimize issues as well as improve how students found in violation are managed. The deans and associate deans are working to ensure that faculty report all student issues so that they can be entered and tracked in Advocate. This will give a truer and more consistent picture of the type of student issues that manifest at MPTC and will allow for the creation of proactive practices to help prevent or minimize issues.

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in

the next one to three years?

In an effort to bring more inclusive awareness to student issues related to academic integrity, MPTC will expand what student issues are to be formally noted and tracked. The College will also increase the access of managers to enter student situations into the Advocate software system. This should allow for an enhanced reporting capability as well as bring a more accurate and actionable awareness of issues. A better understanding of student issues related to academic integrity should lead to steps by the College to prevent or minimize students getting into these types of situaitons.

Sources

- 2017-2018 Academic Administrative Guidelines
- Academic-Integrity-Managed-Incidents
- Faculty Quality Essentials flyer
- irb-form-determination
- Student-Handbook-2017-18
- Student-Handbook-2017-18 (page number 45)
- Student-Handbook-2017-18 (page number 49)

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, labratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the

next one to three years?

Responses

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

During the 2017 calendar year, College leadership worked alongside the Community College Resource Center (CCRC) and MDRC through a Great Lakes Higher Education Corporation and Affiliates Grant to examine a multiple measures course placement process for our general education courses. Beginning in late 2017, students with a cumulative high school grade point average (GPA) of 3.25 or higher were placed into college-level coursework without the need for test scores. Students with GPAs lower than 3.25 now combine test scores with a non-cognitive assessment, ACT Engage, to determine course placement, as test scores alone are often not the most predictive indicator when it comes to student success in college. (3.D.1)

Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

Generally speaking, the advisor and student discuss course placement and if a student is not college-ready due to math, reading, or writing scores, he or she has several options. The student can work in the student success center on skill building or complete general college level courses (tuition required). (3.D.2)

Ensuring faculty are available for student inquiry (3.C.5)

All full-time faculty members are required to hold office hours for each week. According to the Academic Administrative Guidelines:

Faculty need to maintain an up-to-date electronic calendar that shows the dates and times of classes and other work-related meetings and functions. Although faculty members are subject to open campus, they are required to maintain a minimum of five (5) posted office hours approved by their supervisor. A maximum of two (2) office hours per week may be online; faculty are expected to make themselves available to answer questions from students during this time.

All faculty calendars must be up to date so students can schedule meetings with them on campus. Faculty can be contacted by phone or email. (3.C.5)

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

MPTC supports a library at each of its three campuses. The libraries provide a wide variety of

resources and services to students, faculty, and staff. Electronic resources, such as streaming videos and e-books, are accessible through the catalog in addition to traditional print holdings. The library web page presents over 30 research databases grouped by program or interest area. Library staff collaborate with faculty to recommend and purchase appropriate electronic and print resources to support program curriculum. Reference service is provided in person, over the phone, and through chat and text messaging. Library staff coordinate with faculty to provide instruction in the use of library resources to students. Faculty can also refer students to library staff for individual assistance with basic software skills and file management. Students rely on the libraries for both quiet study space and updated study rooms for group projects. The libraries provide equipment, such as laptops and audiovisual devices, needed for classroom instruction or for student use in the library. Interlibrary loan service is provided to allow faculty and students to borrow materials from around the world.

Another way in which the College supports student learning is through the use of tutoring services. Students can request free tutoring services in order to help them with their understanding of course topics.

Academic advisors are assigned and available to students to help with academic planning and related issues, program specific requirements, and goal setting. Advisors can assist students with planning and problem-solving to help them get the most from their education. Advisors are assigned to students according to their program of study and are a part of program meetings with faculty as well as program advisory committee meetings.

Each MPTC campus has a Career Center, each of which is staffed by a full-time faculty member. These faculty members provide career instructional courses as well as scheduled and walk-in learning opportunities for students to help with job application skills. Specifically, the faculty provide career instruction in employability skills, career assessment, and academic planning.

In 2016, Moraine Park began a program called Teaching Fellows designed to allow selected faculty to have an opportunity to share experiences, gain knowledge related to learner-center teaching approaches, foster innovative teaching practices in a collaborative environment, and to have a supportive environment in which to explore new teaching strategies. In this program, up to eight faculty are selected each year from across teaching areas and campuses through an application process. Fellows meet face-to-face once each month throughout the academic year to discuss selected readings or books and classroom experiences related to teaching and learning. Fellows participate in a formative peer-review of their teaching. Fellows are also asked to explore a teaching-related question related to their own experiences in the classroom. These questions are framed in terms of the Scholarship of Teaching and Learning (SoTL) literature and fellows complete a project related to their question. At the end of the year the fellows share their projects and findings with the campus community during a celebration luncheon and presentation. (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Determining new student groups to target for educational offerings and services

Moraine Park routinely works with industry in the district to meet the area's educational needs. In early 2012, a group of regional employers and the local Association of Commerce met to discuss a CNC operator shortage in the College's district. After examining the tremendous need in the area and securing grant funding, MPTC launched its first Welding and CNC Bootcamps. Funded by grants, bootcamps allows the College to offer the programs tuition free to students. Under these programs, approximately 300 individuals received training in CNC or welding, with an 85% completion rate. Of those completing training, 90% were offered employment within three months of completion of the training. Several opted to return to school to complete their degree programs.

Based on the success of this model, incumbent worker bootcamps were started in 2017, in the areas of Industrial Maintenance and Programmable Logic Controller. These areas were discussed with the regional consortiums as the next most difficult-to-fill positions. These individuals are sponsored by their employer for participation.

Moraine Park has been a partner with the Department of Corrections (DOC) since the 1970's, providing vocational programming to incarcerated individuals at five local institutions. In 2016, Moraine Park began working with the Department of Corrections to standardize their regional offering of adult basic education (ABE), training teachers, and sharing curriculum for consistency for the inmate. All students, vocational and ABE, are registered with the College and progress is monitored toward credential attainment. In 2017, the DOC began a strong emphasis on training for individuals who were close to release from minimum security institutions. Again, the focus of reducing recidivism is the primary driver.

Moving forward, the DOC continues to look for new, creative ways to expand offerings to this population. A mobile welding trailer is being purchased to provide additional welding education opportunities at two local institutions starting in 2019. Moraine Park has been a partner in the trailer design and curriculum development.

Meeting changing student needs

Student Services directors and managers meet on a monthly basis at one of the campuses in the district. Each meeting is focused on topics related to students and the services we provide. The meetings are rotated among the campuses, as is manager supervision, to ensure staff and student engagement at all district campuses.

Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

MPTC strives to meet the needs of all of our students. There are some student subgroups that stand out with slightly different needs and the College works diligently to provide students in the subgroups all necessary services. Several key factors of any new student service offering or student service change are analyzed by the management team, with staff input, prior to a decision being rendered. It must be clear how a new program fits within the College's mission and supporting students. A second consideration is centered on the viability of any new program; the institution must be able to support the service effectively once it is implemented. Any new student service must be provisioned at all three College campuses. While this is not yet a formal process, this year, a student food pantry and expansion of clinical mental health services were evaluated utilizing this methodology. In both cases, it was agreed that the College would facilitate a basic level of service at the College, while assisting the student with accessing the already existing community services for both of these functions.

Student Veterans Services actively markets their support function both as part of the recruitment and admitted student process. Military veterans seeking to utilize benefits are requested to submit their military transcripts and complete the online Veterans Certification Form. The veterans certifying official and the Veterans Specialist work closely to provide the necessary academic and economic support to veterans. Students who indicate on their application they are a veteran receive an email from the Veterans Specialist upon registering for a class to inform the student of all the additional support available to them as veterans.

Disability Services offerings are highlighted in a brochure that is mailed to all accepted students. In

addition, Disability Services staff reaches out to high school guidance offices in order to proactively offer services to students who are enrolling at Moraine Park in a future term. Students with disabilities typically self-identify as a result of the above communication. Students who self-identify are referred to a disability specialist at any one of the three locations to be evaluated for needed accommodations.

The Edge/TRIO Program meets the needs of another student subgroup. The average age of a student in the Edge/TRIO Program is 29 and many commute 30 or more miles. Over 85% of the College's students qualify for the program. To be eligible, a student must be low-income, first in their family to attend college, or have a disability. The program has also begun to target online learners, providing services to students who, in the past, were unable or unwilling to ask for help. The program provides services such as academic advising, financial literacy, transfer assistance, and information on how to access student financial aid. Finally, as required by the U.S. Department of Education, the program requires new participants to meet with existing participants to help raise their non-cognitive skill levels.

Because many of the current processes for identifying student needs are reactive rather than proactive, the College is initiating the implementation of Guided Pathways practices over the next year. MPTC recently performed a Scale of Adoption Assessment with the WTCS to identify institutional gaps in Guided Pathways practices and will be applying for a WTCS grant to enhance professional knowledge around the areas of need. The evaluation process being followed is based on the Community College Research Center's Student Success Center model. It is part of the College's strategic goals for the next academic year to address items that emerge as defined needs from the Scale of Adoption Assessment.

The initial focus identified by this process is the need to improve the consistency and proactive nature of academic advising for all students. This effort will initially be focused on the student intake process and the upfront career advising process students engage in. To that end, Student Services will make this a strategic initiative for the next academic year both for the unit and the College. (3.D.1)

Deploying non-academic support services to help students be successful (3.D.2)

Moraine Park Technical College works diligently to support students. The Early Alert Process involves faculty alerting the program advisors and counselors of students they deem at risk for not completing the course due to attendance, academic, or personal concerns. The referral is triggered from the class roster and is sent to the appropriate service provider, based upon type and campus, for follow up. Faculty teaching an online course have the option of issuing an alert through a feature called Dropout Detective. These alerts route directly to the advisor for follow up. Alerts are accepted throughout the entire semester, with the understanding that later alert follow up includes focus on help for future semesters.

MPTC has a high number of student veterans and is an official Military Friendly School. The College provides several specialized services for veterans including assistance accessing federal and state educational benefits and personal, academic, and financial advice specific to former service members.

Moraine Park also provides students the necessary tutoring support to be successful in a variety of coursework. Tutoring services are provided by students and adjunct faculty depending on the difficulty of the coursework. The services are supported through a variety of WTCS administered grants.

A key service provided to students is academic advising. Most academic advisors provide a wide-

variety of program support focused on providing sound academic advice to keep the student enrolled and moving toward their educational goal. Advising is largely measured and compared against other WTCS Colleges' advising efforts. The advisor to student load is approximately 300:1 for program students and about 50:1 for TRIO Edge students.

Over the next year, a large part of the College's improvement efforts related to Guided Pathways will be focused on evaluating and expanding advising efforts to make them more intrusive and proactive. Currently, there is no required advising for program students outside of closed enrollment programs. As part of the Student Success Center initiative, our plan is to evaluate advising and the potential requirement of registration advising for program students. (3.D.2)

Ensuring staff members who provide non-academic student support services are qualified, trained, and supported (3.C.6)

As part of our annual staff evaluation process, job duties and descriptions are reviewed to ensure accuracy. When vacancies occur within the unit, each of these is reviewed and changes may be made to the position as needed. This consistent level of evaluation is needed to ensure staff are qualified and doing an effective job to support students.

During the hiring process, Human Resources and the search committee review applicants against key skills, abilities, licensing, and credential requirements. Any applicant that does not match the baseline hiring requirements will not be interviewed. Staff that fail to maintain licensure or credential requirements for their position may not be retained in their role. (3.C.6)

Communicating the availability of non-academic support services (3.D.2)

From initial contact with the College, prospective students are informed of the various support services that exist to enhance their college experience. Initially, this is communicated in emails sent to students via our CRM system. In addition, representatives from Student Services departments are available at a variety of open house events that are done to support Admissions.

Student Services has long required program orientations (which include a general orientation) as part of the admissions process. Effective Spring 2018, these orientations are being moved to a registration requirement rather than being a component of admissions. The general orientation component of these orientations is being reviewed by Student Services and an online orientation is a designated college initiative for next year which will allow us to improve services to in-person and distance education students.

In addition to orientations, all students are required to complete either the College 101 or MPTC 101 course which outlines all available non-academic services and promotes their use to students.

Most recently, the College implemented New Student Visit Days in August at each campus. It is an opportunity for new students to get a tour of the college and to visit with student services prior to starting classes. This past fall, attendance exceeded 300 students. (3.D.2)

Selecting tools, methods, and instruments to assess student needs

Students enrolled in College 101 or MPTC 101 are required to complete the Student Success Quotient (SSQ). The questionnaire asks students about study habits and academic and personal concerns. This feedback tool is used with Student Services to develop programming and outreach efforts for the upcoming term. The SSQ, while worthwhile, does not assess student satisfaction and interaction with

non-academic services. Student Services investigate using a tool such as Ruffalo Levitz's Student Satisfaction tool within the next two years.

The College is currently evaluating the use of ACT Engage for course placement. In 2017, the ACT Engage was piloted by the College's General Education Department. Over the next year, Student Services will study how to use the data from the test to identify at risk students. This will allow the College to move toward a more effective and supportive method of academic and personal advising for at-risk and first generation students.

Assessing the degree to which student needs are met

Every other academic year, the College utilizes the Community College Survey of Student Engagement to assess student engagement in their educational pursuits. The Institutional Effectiveness unit shares that data with the President's Cabinet. Going forward, Student Services will plan an annual meeting where this survey instrument and one additional survey, related to benchmarking the quality of Student Services to peers, will be reviewed and discussed.

In addition to these tools, Institutional Effectiveness performs an annual Graduate Follow-up Survey of those students who graduated in the year prior. The survey analyzes job placement, educational satisfaction, and earnings for graduates. Every five years a longitudinal survey is done for the graduate population as well.

Most recently, a cross-functional team from the College met with WTCS staff to perform a Scale of Adoption Assessment measuring the College's effectiveness against recommended Guided Pathways practices. The resulting report will focus improvement efforts within Academic Affairs and Student Services for the next couple of years.

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

As part of the WTCS Student Success Grant, MPTC measures the effectiveness of at risk student services. Moraine Park monitors the Perkins Performance Indicators on several subgroups of students as well.

Comparison of results with internal targets and external benchmarks

Moraine Park utilizes multiple methods for measuring the effectiveness of Student Services. The Community College Survey of Student Engagement (CCSSE) CCSSE CHART is an excellent tool which has been utilized every two years for the last five years as an external benchmark for the College. The 2017 effort was put on hold due to the ERP Project, but it is planned to resume within a year.

The College is also able to benchmark against peer performance using the WTCS Cognos data

cubes for analysis. The most common area we use for bench-marking is enrollment and WTCS grant performance.

Interpretation of results and insights gained

The College recognizes that the scores for Career Counseling need to continue to improve. It has responded by providing a dedicated space and making the use of our Careers Center essential to the intake and completion process. Beginning in summer 2018 the College will engage an outside assessment of the overall advising process including careers advising. This is part of the national Student Success Center effort focused on Guided Pathways. The College expects to address this deficiency in a more systemic manner, through more careers information integrated with advising throughout the student lifecycle. The new Campus Nexus ERP that will be installed between 2018 and 2020, will contain an occupational assessment tool that utilizes Burning Glass careers data to provide a student with a solid understanding of job opportunities and demand by county within the State of Wisconsin. These tools can also be utilized by advisors for initial career advising efforts.

The CCSSE also shows that peer tutoring at MPTC needs to improve significantly. The College is struggling to hire tutors at the current rate of pay. Essentially, the College is competing with area businesses that are paying higher wages to student tutors. The peer tutoring pay structure is being researched and will be reviewed for further changes at a future date in an effort to improve and hire more tutors for areas of high demand.

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Moraine Park Technical College has made significant physical improvements to the Information Desk and the Careers and Enrollment Services areas at all locations. In addition, the College added Title IX minimum federally mandated requirements offering Not Anymore student training. MPTC embedded this training within the College 101 course for all entering program students. As of March 2016, 902 students had completed the training and 100 students were in progress. The average pre-test score was 63.3% and the average post-test score was 87.8%.

The College also manages the Student Emergency Fund to assist students with personal emergencies that could cause them to stop attending courses and potentially leave the college.

Moraine Park began the Promise Program in 2017, as a last dollar scholarship to assist students with significant economic need. Economic needs significantly impact MPTC students, so much so, that a group was recently formed to look at emergency food needs for students. The group is proposing emergency food services for students and an integrated approach with Student Life to connect students with area services that can assist them with their regular food or other living needs.

The College has several plans to improve processes in Student Services. Moving forward, the College will complete the renovation of the Student Engagement Center. Counseling, Advising, TRIO, Student Life, and Diversity Services will share this space on the Fond du Lac campus, effective summer 2018. At the other campuses, these roles are already co-located within a shared Student Services office space.

The College will also enhance the case management model for intake and improved retention of at-risk students, pilot ACT Engage to identify at-risk students to better understand their support needs, develop and implement a Diversity and Equity Plan for the College, increase professional

development activities around diversity and cultural competencies, and implement quarterly meetings for all Student Services staff with a dedicated agenda item to discuss and review institutional data and progress. Other improvements include reorganization of Student Services to address recommendations in the AACRAO SEM Report (2015) and to prepare for a more integrated approach to student support services. The Promise Program will add wrap-around services including mentoring, experiential learning, community involvement, and specialized advising. The College will also implement the WTCS Student Success Center program based on Guided Pathways.

Sources

- Academic Advising Webpage
- AtRiskStudentServices
- Career Center WebPage
- CCSSE Chart
- CCSSE-2015
- College Prep Chart
- MilitaryFriendlySchool
- PerkinsPerformanceIndicators
- Student Veterans Enrolled
- Teaching Fellows Program Topics
- Tutoring Resources Webpage
- WTCS Cognos Data
- WTCS Grant Performance

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

Collecting student retention, persistence, and completion data (4.C.2, 4.C.4)

In Advising, the focus is on the semester-to-semester retention, in an effort to connect with students before they stop attending. Advising staff use individual phone calls and emails to reach out to each student and personalize the process. This process is focused on students who do not re-register for the next semester and are then tracked as "non-returning" students. A Congos report is run each term to determine the progress of this effort.

Next year, the College plans to enhance this process by taking a snapshot at the end of pre-registration and an end of add/drop snapshot to compare data and overall progress. The data snapshots will be merged and sent to the National Student Clearinghouse to provide data regarding students who transferred out and students who stopped out. Students who stopped out will be communicated with and offered an opportunity to return.

The overall collection of student persistence and retention data is focused on WTCS program completion and IPEDS data (as displayed in College Navigator). (4.C.2, 4.C.4)

Determining targets for student retention, persistence, and completion

In March 2018, the College conducted a Scale of Adoption Assessment for a Guided Pathways implementation. Data from that effort will be used to inform the construction of a new Enrollment Management plan which will address retention, persistence, and completion goals.

In the 2015-16 academic year, the College developed a Strategic Enrollment Management plan for the 2016 through 2018 period.   In that process, the College used a SWOT Analysis to develop enrollment targets and comparisons to other WTCS colleges. The annual enrollment goals are evaluated during the College budgeting process and are shared with the management team. The President, as part of Convocation, updates the faculty and staff on the state of enrollment at that time. Enrollment goals are aligned with retention and graduation targets that are part of the Innovation 2020 Strategic Plan. Each year during the fall semester, the President's Cabinet discusses Innovation 2020 goals to ensure that budgeting and College priorities are aligned with enrollment and retention data.

As part of the Strategic Enrollment Planning Process, the goals and progress of the plan are managed by a cross-functional team that evaluates and annually reports progress to the College. Beginning in 2018, this team will be reconfigured to incorporate more operational personnel. The new enrollment management plan for 2019 through 2021 will be written by a specific project team.

Analyzing information on student retention, persistence, and completion

The College maintains an Academic Alert dashboard which displays activity by semester and week. This information includes the assigned advisor, data regarding completed follow-up meetings with students, and student course completion. The data also disaggregates academic alerts by student major, ethnicity, and gender.

Analysis of retention, persistence and completion data is largely compiled by Institutional Effectiveness. The President's Cabinet is briefed on the data, which is shared with the College and community on the College Data & Demographics website. In addition to the website, the College produces a Graduate Follow-up Report, as a means to further share the successes of our students. The report provides information related to employment opportunities, salaries/wages, and graduates employed.

Meeting targets for retention, persistence, and completion (4.C.1)

Many Student Services functions are offered using WTCS grants. Each year, the Student Services Grant Coordinator and the manager for the responsible function review retention and persistence accomplishments for the specific offering. During this process, new goals for the following year are established and a discussion within the team focuses on how to accomplish the new goals. The goals are then approved by the Vice President for Student Services and the President of the College before they are formally submitted to the WTCS. All Vice-Presidents are copied on all grant submissions, progress reports, and final data reports to review any data or progress that directly impacts their operations. (4.C.1)

Selecting tools, methods, and instruments to assess retention, persistence, and completion (4.C.4)

At present, the College uses IPEDS data to analyze retention and completion rates. Persistence is reported by semester in one of the College's data cubes within Cognos.   The President's Cabinet supports the use of national and state metrics so as to ensure our ability to benchmark against other institutions using the key performance indicators within Vision 2020.

Data provided for the IPEDS reports and WTCS grant data are sourced from registration and enrollment data maintained within the Banner ERP. This data is sent to WTCS on a monthly basis to ensure accurate ongoing reporting. The grant data includes an additional worksheet with questions that provide us the ability to assess the student's needs and effectively measure outcomes. IPEDS data is submitted based on the schedule established by the National Center for Education Statistics. (4.C.4)

2R2 What are the results for student retention, persistence, and completion?

Summary results of measures (include tables and figures when possible)

IPEDS graduation rates can be found on the College website and retention and persistence rates are shown on the National Center for Education Statistics website. Deans and associate deans use Semester to Semester Persistence reports to determine term to term persistence in their respective programs.

Comparison of results with internal targets and external benchmarks

The Innovation 2020 Strategic Priority for Student Success shows MPTC actuals and benchmarks against WTCS averages.

Interpretation of results and insights gained

Innovation 2020 is discussed several times a year at a President's Cabinet meeting. However, within Students Services, the data is not systematically reviewed at this time. There are plans for performing a regular review of this data and other Institutional Effectiveness reports beginning next year.

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

The College began this academic year with valuable efforts to attract and retain students. The Promise Program is designed to enroll direct from high school students who possess strong academic skills, but lack the financial resources to attend college. While final enrollment data is not available, it is estimated that approximately 100 new students will be eligible for this last dollar scholarship. The College is designing support services and providing staff development opportunities within the Student Services unit in preparation for these students.

With the development of a new Enrollment Management plan, Student Services leadership plans to incorporate enrollment and retention metrics that can be used to externally benchmark the College with other WTCS institutions. This data will be shared with the College community.

Going forward, Student Services will schedule several annual sessions with Institutional Effectiveness to disseminate and discuss key findings from IPEDS, WTCS reports, Environmental Scans, and Innovation 2020. With the advent of a new ERP, C'Nexus, and its associated reporting system, it is expected that dashboards will be constructed around the key institutional metrics and operational enrollment and retention goals.

The operational subsets of the data such as non-returning students, admitted but not enrolled, and students with balances reports will be shared with operational departments so that academic advisors can take actions to improve college retention and persistence.

Sources

- 18-19 Vision 2020 Metrics with Actuals
- College Data&Demographics
- GraduateFollowupReport2015-16
- Graduation Rates
- IPEDS-College NavigatorData
- MPTC Retention Data
- Semester-SemesterPersistenceReport

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

Determining key external stakeholder groups (e.g., alumni, employers, community)

The College's Strategic priority 3.2 addresses and sets specific annual outcomes. Activities to meet that outcome are determined as a part of the strategic planning process, College Initiatives submissions, and budgeting processes to ensure the activities are aligned and supported. These

carefully planned priorities and initiatives assist the College in identifying key external stakeholder groups.

Determining new stakeholders to target for services or partnership

When discussions are held regarding various community stakeholders, it is within the framework of supporting students and interfacing with the organization within the terms of the College's mission. Whenever the College adds a service, evaluates a community relationship, or looks at new stakeholders, it is focused on the scope of the activity within the College's mission.

Meeting the changing needs of key stakeholders

The Institutional Effectiveness department conducts an annual environmental scan which is shared with senior leadership, deans, and managers to assist in their initiative development process. The report outlines population trends, social, technological, and economic trends on a national, state, and regional scale. Engagement with external stakeholders is focused on supporting students and building a solid working relationship with the external partner. Staff and managers are responsible for building and maintaining external relationships so the College is viewed as an engaged and valued community member. Information is also gathered from the bi-annual program advisory committee meetings.

Selecting tools/methods/instruments to assess key stakeholder needs

The College annually assess the volume of partnerships and sets an expectation to seek new and nurture existing partnerships. Additionally, staff collect stakeholder feedback from surveys, personal business visits, and community interaction.

Assessing the degree to which key stakeholder needs are met

Moraine Park monitors and strives to meet the needs of key stakeholders. For example, district high schools are valued partners in the recruitment and educational process. College senior leadership meets twice a year with senior leaders from the high schools to provide important updates. The VP of Student Affairs and the College Recruitment Manager schedule meetings with area high school guidance staff to assess perception of the College and what can be done to improve outcomes and increase interest and, ultimately, enrollment at the Moraine Park.

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

The College's strategic priorities includes three metrics which are reviewed and updated annually. As seen in the update on strategic priority 3.2, College partnerships increased from 266 in the 2013-14 academic year to 346 in 2015-16. Additionally, the College modified one academic program and launched three new programs and three new certificates in 2016-17. The College also saw growth in the Economic and Workforce Development department of the College as it generated $1,784,453 in

contract revenue, with a 97% client satisfaction rate among the 766 served, and received $506,725 in Workforce Advancement Training grants.

Comparison of results with internal targets and external benchmarks

Program deans and associate deans examine three years of data in an effort to identify trends (as described in 1R3) as a methodology to determine program modifications and new program launches. Anecdotally, the College updates curricula, modifies programs, and launches new programs similar to the other WTCS colleges. The College has struggled to fully benchmark itself against other educational institutions, and benchmarks with non-educational institutions is nonexistent. Strengthening benchmarks related to collaborative relationships are an area for future development at Moraine Park.

Interpretation of results and insights gained

The College is meeting the strategic priority goal and continues to review local, regional, state, and national measures to ensure we are meeting stakeholder needs. The College investigates and responds to stakeholder requests for additional services and monitors population, social, technological, and economic trends on a local, state, regional, and national level. Building collaborations and partnerships focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

The College will continue to monitor economic and technological trends to ensure programs and services are aligned and meet stakeholder needs. The implementation C'Nexus will improve data quality, and therefore enhance and control data accessibility, providing greater opportunity to identify and react to emerging trends.

Sources

- 18-19 Vision 2020 Metrics with Actuals
- Environmental Scan Report 2016-2017 FINAL
- Final-EWD annual report 2016-17

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

Collecting complaint information from students

Moraine Park has several clearly defined processes for students to file complaints and report dangerous situations to the College. If a student has a complaint or concern that does not fall within

any of the specified areas, the student can submit information in the "Talk to Us" feature on the College website. Questions will be escalated up to the responsible unit's vice president if necessary. Students and key stakeholders can report general complaints, Title IX and Sexual Harassment Concerns, and Criminal Actions or Emergencies to the College through the website. Complaints can also me made directly to the WTCS Office as well.

Collecting complaint information from other key stakeholders

Other key stakeholders can submit complaint information through the "Talk to Us" feature on the College website. Stakeholders can also contact the College directly. All questions and concerns are addressed and will be escalated up to the responsible unit's vice president if necessary.

Learning from complaint information and determining actions

Complaints are routed to the appropriate office for resolution through the Dean of Students Office. MPTC collects data on all student complaints and then does an annual analysis within the Dean of Students and Student Services teams to determine needed improvement.

Communicating actions to students and other key stakeholders

The Dean of Students Office communicates resolution or referral actions and feedback and response to both the student and the functional area to which the complaint was directed. This allows for all persons involved to learn from the incident. If it is a larger issue that needs to be communicated to a large portion of the student population, it may be shared across the College.

Selecting tools, methods, and instruments to evaluate complaint resolution

The College uses Advocate Software by Symplicity to track and evaluate complaint data and trends. MPTC also utilizes the software to track Behavioral Intervention Team (BIT) work, security, and student conduct issues. We also track student complaints for AA/EO that are reported to the WTCS State Office on an annual basis and for the Federal DOE Clery Reporting. This tracking is performed in a system called "Talk to Us" available through the student portal.

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

The Dean of Students tracks all student complaints.

Comparison of results with internal targets and external benchmarks

Currently, the College does not have an official process to compare results of complaint resolutions among internal departments or external benchmarks.

Interpretation of results and insights gained

The compiled Dean of Students' complaint data is reviewed by the Dean of Students management team and shared with the Student Services management team on an annual basis.

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

After reviewing and interpreting the data, a new position that focuses on student conduct was recommended. The new position, Student Conduct Manager, was approved and will be implemented in July 2018. In addition, the Dean of Students has collaborated with the Academic Deans to streamline student issues and complaints. The Dean of Students and one of the Academic Deans did a training video for adjunct faculty in-service. The new Student Conduct Manager will continue to collaborate with an Academic Dean, present classroom management strategies, and share how to utilize the Student Behavior Referral form on the College intranet.

Sources

- All Student Complaints
- ReportCriminalActions
- SexualMisconductPoliciesResources
- Student-Complaints
- Talk2Us.pdf

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

Collaborative partnerships are selected and nurtured based on alignment with College's mission and

purpose to statutorily address the following:

- Deliver Associate Degree, Diploma, and certificate-level educational programs which provide the skills and knowledge necessary to address occupational competencies from initial job-entry to advanced certification.
- Provide training and education to upgrade the occupational skills of individuals and the business and industry work force.
- Offer related academic and technical support courses for joint labor/management apprenticeship programs.
- Design and deliver customized training, consulting services, and technical assistance in partnership with public and private sector employers to further economic development.
- Provide community services and avocational or self-enrichment activities.
- Collaborate with secondary schools, colleges, and universities to enable students' smooth passage between educational systems.
- Provide basic skills programming and counseling services necessary to enhance the success of students.
- Offer educational programming and supportive services for special populations to address barriers prohibiting participation in education and employments.

As such, the College collaborates/partners with major employers and businesses; workforce development boards; State agencies (i.e. Department of Corrections and the Department of Workforce Development); Federal agencies (i.e. Department of Education); private organizations (i.e. Lumina Foundation or Great Lakes Higher Education); local and regional public and private colleges and universities; and, several community agencies that support special populations (i.e. United Way, Boys and Girls Clubs, and other diversity-supporting organizations).

Building and maintaining relationships with partners

Moraine Park Technical College has many partnerships and collaborations across the District. Those partnerships and collaborations include credit and program transfer agreements, student scholarship support, co-sponsored grant activities, equipment donations, program supply donations, co-sponsored community events, and resource sharing when appropriate. Those relationships are nurtured by College leadership, faculty, and staff through activity communication, activity review and evaluation sessions, and activity success celebrations.

Selecting tools, methods, and instruments to assess partnership effectiveness

The College annually assess the volume of partnerships and sets an expectation to seek new and nurture existing partnerships. Additionally, staff collect stakeholder feedback from surveys, personal business visits, and community interaction.

Evaluating the degree to which collaborations and partnerships are effective

As part of the annual strategic planning and budget process, the College will evaluate all collaborations and partnerships to ensure alignment with and meeting of appropriate strategic priority metrics.

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

Strategic priority 3.2 reflects an increase in partnership from 266 in the 2013-14 academic year to 346 in 2015-16. Additionally, the College has set increases in partnerships with a goal of 360 partnerships in 2019-20.

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

Strategic priority 3.2 reflects an increase in partnership from 266 in the 2013-2014 to 346 in 2015-2016. Additionally, the College has set increases in partnerships with a goal of 360 partnerships in 2019-2020.

The College has several exemplary examples of collaboration and partnerships:

The Moraine Park Technical College Foundation has been working with district manufacturers and community leaders on the Forming Alliances to Cultivate Talent - FACT Program - for the last six years. To date, 24 donors have contributed $423,075 to the FACT Program. The goal of the FACT program is to strengthen the appeal of manufacturing-related programs at Moraine Park and offer financial support to students entering those fields. The program is designed to provide a scholarship to every student entering into their first year and, with measured academic performance, a scholarship for their second year. These scholarships serve as an opportunity to incentivise students to enroll and stay within manufacturing programs at the College. In 2017-2018, 36 students received FACT scholarships.

The College announced the Promise Program in April 2017. It is open to more than 25 area high schools and home-schooled residents and aspires to give students who are struggling with financial limitations an opportunity to start their career debt-free. It is a unique local program offering five consecutive semesters of free college tuition to low-income students. In addition to financial assistance, the program will aid these students by guiding them through their college education by providing each student with a mentor and associated wrap-around services to ensure success. To date, the College has received approximately $830,000 toward the $1,500,000, from over 40 individuals and businesses.

In February 2012, a group of four regional employers and the local Association of Commerce met to discuss the shortage of CNC operators in the area. Business was growing yet unemployment was

high (approximately 9%) and employers were having difficulty identifying potential candidates with these skills. Interest in technical diploma programs was growing and showed increased program enrollments, however employers were not able to wait two years for individuals to complete. This was the genesis of the boot camp program.

Wisconsin Fast Forward, a program focused on public and private partnerships, with the business as a fiscal agent, helped the College provide customized instruction to support employee hiring and growth needs. Welding and CNC boot camps were both continued under this funding stream. The students were still able to participate for at no cost to them.

Under these programs, approximately 300 individuals received training in CNC or welding, with an 85% completion rate. Of those completing training, 90% were offered employment within three months of completion the training and others opted to return to school to complete their degree programs.

Moraine Park has been a partner with the Wisconsin Department of Corrections since the 1970's, providing vocational programming to incarcerated individuals at five local institutions. Vocational programs range from carpentry, welding, food service, masonry, barber and cosmetology, custodial, and auto detailing, to name a few. The focus of education in these medium and maximum security facilities is to provide skills that can be used upon release, in an effort to reduce recidivism. In 2016, Moraine Park began working with the Department of Corrections to standardize their regional offering of adult basic education, training teachers, and sharing curriculum for consistency for the inmate. In 2017, the DOC began a strong emphasis on training for individuals at minimum security institutions who were close to release. Again, the focus of reducing recidivism is the primary driver. Moraine Park created a dairy management certificate to be offered in conjunction with the farm program supported by our local minimum security facility. In total, approximately 250 FTE's are generated from this partnership each year.

The District Equity Leadership committee is a partnership with the Fond du Lac School District. This committee consists of school district leadership (including superintendent), parents, and community members. The purpose of the group is to reduce the racial disparities in achievement within the Fond du Lac School District by strengthening relationships with parents and community partners. Moraine Park representatives assist in preparing students of color for post-secondary education through relationship building, early exposure, and support.

College leadership also collaborates with Ebony Vision, an area African American advocacy group. The Moraine Park representative participates in monthly meetings and events such as Juneteenth and Black History Month programs. The College promotes the organization's supportive services to our MPTC students. MPTC job postings are also sent to be posted on the Ebony Vision website in order to encourage a diverse pool of applicants.

Latinos Unidos is a Latino advocacy group that Moraine Park has partnered with in our community. Three staff members participate in the monthly meetings and activities. An educational night for this organization was held in Spanish to showcase opportunities available to students including English classes and programs to earn a high school credential.

Moraine Park has also partnered with Casa Guadalupe, a Latino-serving educational center and advocacy group. A college representative has served on the organization's board of directors for the past six years. Moraine Park has been actively involved in the organization's *Dream to Succeed Program* at West Bend and Kewaskum High Schools. The College also arranges campus tours and presentations and participates in the annual Fiesta Latina event in May.

Comparison of results with internal targets and external benchmarks

The College has struggled to fully benchmark itself against other educational institutions, and benchmarks with non-educational institutions is nonexistent. Strengthening benchmarks related to collaborative relationships is an area for future development. With the implementation of C'Nexus the College hopes to identify procedures and processes to enhance collection and analysis of collaboration and partnership data.

Interpretation of results and insights gained

The College is meeting or exceeding the related strategic priorities for collaboration and partnerships. The College will continue to investigate and respond to stakeholder collaboration and partnership requests. Building collaborations and partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

The College will continue to monitor and evaluate collaborations and partnerships to ensure the activities align with the associate Strategic Priorities and College Mission. Additionally, with the implementation of C'Nexus, the College hopes to identify procedures and processes to enhance collection and analysis of collaboration and partnership data.

Sources

- 18-19 Vision 2020 Metrics with Actuals
- Foundation Facts
- MPTC Promise
- Promise Program

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

Moraine Park has built a distinct employment brand, designed to create an identifiable, positive impression in the recruitment market so that we can attract qualified, skilled, and experienced professionals and key talent.

The College use innovative, effective, and fair employment and hiring processes that promote the College as an employer of choice during recruitment and onboarding of new employees.

Hiring managers provide essential position information to Human Resources via the College's applicant tracking system (iCIMS). This initiates a sequence of activities designed to create a customized recruitment process for each position and actively involve hiring managers and other key staff in the hiring process.

iCIMS is also used for initial onboarding of employees during the time between an accepted offer and the employee's start date. Via iCIMS, the College provides the new employee with key information such as the Employee Handbook and the Information Technology Acceptable Use Procedure. The new employee also completes and submits employment eligibility, tax withholding, and payroll forms using this system.

Human Resources staff also prompt hiring managers to begin the orientation process via the New Employee Orientation Checklist for Supervisors.

New Moraine Park employees are assimilated into the College through a series of professional development and training activities planned over their initial year(s) of employment. As new employees are hired, Organizational Development creates their orientation and training plan based on both college-wide requirements and specific position requirements. These requirements are then assigned to the employee in SumTotal, the College's employee learning and performance management system. Plans and completion timelines are differentiated by employee category.

An onboarding program has also been specifically created for adjunct faculty since they have unique needs as temporary teaching employees hired through course instructional agreements.

In addition to professional development and training, all new employees take part in the College's mentor program consisting of both team and topic mentors to provide support in the assimilation into the organization. Team mentors are colleagues identified by the supervisor to help a new employee with operational or day-to-day questions and practices. Team mentors are readily accessible to the new employee and encourage interaction between the new employee and their supervisor and work team. Topic mentors help new (and current) employees by sharing skills, talents, and expertise within a specific content area. Assistance can be in the form of best practice sharing, technology help, job shadowing, or observation. Employees throughout the College share their expertise as team and topic mentors. (3.C.6)

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs (3.C.1, 3.C.2)

The Faculty Quality Assurance System (FQAS) replaced the previous Personnel Certification process

in 2015 and is the result of revisions made to Chapter TCS 3 of the Wisconsin Administrative Code. It establishes minimum hiring and professional development standards to ensure high-quality faculty members are hired and supported with ongoing professional development. All part-time and full-time District faculty members teaching courses that meet for more than 15 hours of one course section and apply to a degree or adult basic education are subject to FQAS requirements.

FQAS requires that District faculty create annual professional development plans to complete System Board-approved performance standards and maintain currency in their assigned content area.

The College is responsible for tracking the completion of the seven FQAS competency areas for full-time and active adjunct faculty members in Cultivate U, an online information management system. Upon hire, a due date is assigned in Cultivate U for all competency areas to be completed no later than December 31, three years after the date of hire for full-time faculty and no later than December 31, five years after the date of hire for adjunct faculty.

If a break in service occurs, the due date remains the same. After the seven FQAS competency areas have been completed, ongoing professional development plans are developed for all full-time and adjunct district faculty members included under FQAS.

Faculty members work with their supervisors to design annual professional development plans that include activities focused on development in the areas of Instructor Excellence, Student Success and Occupational Mastery. Activities and processes related to the Faculty Quality Assurance System must be reported annually to the WTCS.

Through the recent purchase of SumTotal Systems, Moraine Park is now able to tie an employee's learning and development to the performance management process. This is especially helpful in the tracking of the FQAS requirements for both full-time and adjunct faculty. Faculty can work with their supervisors to determine which of the FQAS competency areas they wish to work on over the next year and add those activities to their development plan as part of the annual performance evaluation process.

In addition to the ability to tie FQAS to performance, by creating and assigning the FQAS Competency Areas to new faculty, we are able to quickly and easily run reports on the number of completions and those who still need to complete the competencies and when. Supervisors can also view this information in an easy to use dashboard through the SumTotal site. (3.C.1, 3.C.2)

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

The College's academic and strategic plans, along with human resources data regarding faculty retirement eligibility, guide our workforce analysis. Through the annual budget and planning process, supervisors identify new and expanded faculty positions needed to support instructional programming and the College's strategic plan. The College's strategic plan is also used to guide and prioritize the allocation of faculty resources. (3.C.1)

Ensuring the acquisition of sufficient numbers of staff to provide student support services

Similar to the process used to ensure sufficient numbers of faculty members, the College's academic and strategic plans along with human resources data guide the workforce analysis. During the annual budget and planning process, supervisors identify new and expanded support staff and management positions needed to support the College's strategic plan to include enrollment management and

student success.

Tracking outcomes/measures utilizing appropriate tools

Various tools such as the hire report, recruitment source information, advertising strategies, and recruitment metrics assist Human Resources in measuring the success of our recruitment and hiring practices. Delivered reports from iCIMS allow us to closely develop and track recruitment and hiring metrics. Delivered reports include applicant information by position, average time to fill positions, EEO information and referral source information. Additional custom reports can also be developed to track recruitment and hiring activities.

A Recruitment Satisfaction survey has been developed for implementation in 2018-19. The survey will collect feedback from new hires, hiring managers, and internal transfers regarding hiring, onboarding, and the recruitment process.

Organizational Development staff routinely gather and review feedback on the employee orientation and on-boarding process and incorporate that feedback into process improvement.

The College tracks completion of orientation and training requirements and has a 100% completion rate.

The College tracks FQAS compliance and documents FQAS status and activities each year by submitting an FQAS Annual Plan and Report to the WTCS State Office.

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

Moraine Park's 2017 FQAS Annual Plan and Report included an overview of the College's proposed adjunct faculty performance evaluation process. It also provided the number of full-time and adjunct faculty working on completing the FQAS Competencies as well as those who completed the FQAS Competencies. The District also tracks voluntary employee turnover.

Using SumTotal and the assignment of the FQAS Competency Areas to full-time and adjunct faculty, Organizational Development can quickly run reports showing the number of faculty who have completed the competency area and those who still need to complete them. By having access to this data, we can easily see progress made to date, which competency areas faculty still need to complete, as well as the number of faculty who are approaching their due date.

Other information submitted as part of the 2017 FQAS Annual Plan and Report included updates on activities and processes in the following areas: recruitment and hiring process, ensuring faculty meet HLC Requirements, onboarding for new employees, existing faculty outstanding competency evaluations/plans, initial professional development plans, ongoing professional development plans,

peer coaching and/or mentoring, performance evaluation system, adjunct faculty performance evaluation process.

Comparison of results with internal targets and external benchmarks

The College's 6% voluntary turnover rate is an aggressive rate based on other public and private sector comparables. The metric is reviewed annually and we will continue to assess if 6% is an appropriate benchmark.

To ensure that full-time and part-time faculty successfully complete the seven FQAS competency areas by their due dates (5 years for full-time and 3 years for part-time), Moraine Park has created three custom online learning experiences that have helped faculty complete many of their FQAS competency areas well in advance of the expectations outlined by the Wisconsin Technical College System's Faculty Quality Assurance System. Successful progress and completion of the online learning experiences can be seen through the reports run in SumTotal.

Moraine Park received positive feedback from the WTCS in response to its 2017 FQAS Annual Plan and Report. Areas of strength for the College included its plans to ensure faculty meet HLC requirements, the College's new adjunct orientation program, and the student feedback tool that addresses FQAS competencies and can be used to develop faculty goals. An area the College noted as needing further development was the adjunct faculty evaluation tool.

Interpretation of results and insights gained

Human Resources staff verify reason(s) for leaving and conduct exit interviews as appropriate. Exit interview information is shared with supervisory staff and College leadership as needed. Information from annual Stay Conversations along with employee engagement survey data is also used to address turnover issues and improve retention.

Recruitment metrics are used to make key decisions on items such as recruitment sources, competitiveness in the market and recruitment budget expenditures to ensure an effective recruitment strategy.

Survey results from the Recruitment Satisfaction Survey will be implemented in 2018-19 and will be analyzed to improve the recruitment process overall and to more effectively use iCIMS.

By providing faculty access to our custom online learning experiences as well as a final group coaching session, we have seen many FQAS competency completions at an accelerated pace. This is evidenced through the reports run in SumTotal of overall progress to date. The dashboard reports that are available to supervisors also help them determine which competency areas their faculty need to work on to complete all seven competency areas by the due date.

In addition to the reporting data, Organizational Development has collected feedback through both online surveys and the face-to-face group coaching session that is a part of the FQAS learning experience. The feedback is incorporated into our continuous improvement efforts for our current and future programming and overall processes. Between the feedback and the number of completions, we have found the self-paced, online nature of the courses helpful in providing faculty the opportunity to complete the courses at an accelerated pace that still fits within their schedule.

Under the direction of the WTCS, the District will continually audit and assess our FQAS activities and compliance. Each FQAS Annual Plan and Report will include goals, challenges, and areas of

innovation for subsequent years based on internal and external (WTCS) benchmarks.

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

One of the most recent process improvements has been the inclusion of adjunct faculty within SumTotal. By providing them access to our learning management system, we can assign and track orientation and FQAS requirements, deliver these courses online for them to complete in a convenient and timely manner, and offer them additional offerings for their ongoing professional development. Adjunct faculty can log into SumTotal and view a customized homepage that provides access to their assignments, learning transcripts, and the course catalog with both traditional and online course offerings. The homepage can also be used to provide customized announcements about upcoming professional development opportunities specifically for adjunct faculty.

The College is committed to assisting in the professional development and growth of employees. An employee's professional growth is a shared responsibility of the employee, the supervisor, and the College. In order to ensure the effective and efficient use of training resources, professional growth, and other employee training activities are coordinated, communicated, and tracked through Organizational Development in collaboration with functional units. The annual full-time faculty calendar includes eight in-service days and three non-instructional student contact days. In-service days are paid professional development contract days, which are non-student contact days. Faculty members are expected to be on campus for in-service days or at a documented off-campus activity pre-approved by their supervisor. Organizational Development schedules a variety of training and workshops for faculty on in-services days and is able to bring speakers and learning opportunities to faculty as the return-on-investment is high given that all faculty are accessible on these days and able to participate in professional development activities. On non-instructional student contact days, faculty are expected to be on campus participating in department or College meetings, preparing for classes, grading, and available for students. Organizational Development supports faculty supervisors by assisting with the scheduling, communication, and tracking of learning experiences and training that may take place during instructional work team meetings and specifically targeted toward learning in the faculty program-specific content areas. Faculty members will meet with their supervisor to develop professional goals for the upcoming year, and it is the faculty member's responsibility to keep their transcript current in Cultivate U (i.e. employee learning management system) and resolve any concerns with their supervisor and Organizational Development in a timely fashion.

Adjunct faculty are offered in-service opportunities throughout the year via online and self-paced offerings. There are also designated in-service events in August and January of each year where part-time faculty may attend various workshop either in a traditional format or online. Opportunities to meet with their associate dean are also made available during the August in-service.

Several custom courses have been created over the past two-years for full-time and adjunct faculty to address some of the initial FQAS Competency Areas. The online *Faculty Quality Essentials* for full-time faculty and the *Adjunct Online Academy* for adjunct faculty is an eight-week offering that takes about 12 to 18 hours to complete. Once faculty successfully completed the course, they attend a face-to-face coaching session with two best practice faculty. When the coaching session has also been completed, the faculty will receive credit for four FQAS competencies: Assessment, Behavioral Management, Student Success, and Teaching Methods & Technology.

An online Data and Evidence Analysis course was created and made available to adjunct faculty in January 2018. Sixty-seven adjunct faculty completed that online FQAS competency by the end of January (over a 50% completion rate within the first month of rollout).

Sources

- 1. EmploymentBranding
- 10. RecruitmentSourceInformation
- 11. New Hire Training Completion Report
- 13. ExitInterview
- 14. Adjunct Online Academy Coaching Session Cumulative Feedback
- 14.1 January 2018 Online In-Service Feedback
- 2. PublicationsToInterviewTeam
- 3. EssentialPositionInformation
- 4. OnboardingDashboardStatus
- 5. NewEmployeeChecklistForSupervisors.pdf
- 6. Training Plan
- 7. Adjunct Transcript
- 7. AQIP Supervisor email - New Employee Mentor Matches
- 7.1 New Employee Mentor Matches - Google Forms
- 9. MorainePark_2017_FQAS_Annual_Report_Final_2
- Adjunct Faculty FQAS Progress
- Adjunct-Faculty-FQAS-Competency-Areas
- Faculty Completing FQAS Competencies
- Faculty Development Plans
- FT-Faculty-FQAS-Competency Areas
- FulltimeFacultyFQASProgress
- Learning Dashboard
- Onboarding of Adjunct Faculty
- OrientationandTraining
- Voluntary employee turnover

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

Designing performance evaluation systems for all employees

Each employee group, support staff, faculty, and management, has a customized performance evaluation instrument which is completed annually to assess critical areas of performance and communicate or clarify performance expectations.

Management, support staff and faculty all have an evaluation process tied to specific performance competencies for each category of employee. The electronic evaluation process is housed within SumTotal and includes the creation of a yearly development plan to address performance and professional growth goals. For full-time and adjunct faculty, the development plan can include any outstanding Faculty Quality Assurance System requirements as well as any continued education or occupational mastery.

Soliciting input from and communicating expectations to faculty, staff, and administrators

Annual performance reviews are completed for all employees to assess critical areas of performance and communicate/clarify performance expectations. The annual performance review process includes at least one face-to-face meeting and an interactive and collaborative process for professional growth plan development.

Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

The annual performance evaluation process includes annual goal setting for all employee groups; support staff, faculty, and management work with their supervisors to establish a professional growth plan aligned with the College's strategic plan, functional and instructional area objectives and training, and FQAS requirements. Faculty and management are also encouraged to update and edit their goals as needed.

Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators (3.C.3)

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, regular basis. Formal performance evaluations are also conducted to provide both supervisors and employees the opportunity to discuss job tasks, goals and performance. Formal performance evaluations are completed annually. Newly hired employees may receive a formal evaluation after six months of employment.

Human Resources staff track evaluation status to ensure that annual evaluations are completed for all staff. Performance evaluation information is provided during new staff orientation and communicated annually. Performance management training is provided for all supervisors upon hire and refresher training is provided by Human Resources staff as needed. (3.C.3)

Establishing employee recognition, compensation, and benefit systems to promote retention and high performance

Moraine Park has updated our compensation programs for all staff recently (managers and faculty in July 2016 and support staff in July 2017). Our compensation programs focus on maintaining a competitive total compensation position reflecting external labor markets, internal equity, and performance. Moraine Park's compensation programs are designed to support our ability to attract, retain, and reward a qualified, competent, and productive workforce whose results align with the

College's strategic plan and contribute to our success. Pay ranges reflect external labor markets and internal position benchmarking. Wage progression for all staff is based on market data, internal comparables, and performance. Pay ranges are reviewed for adjustment annually based on general labor market conditions, and an extensive market review of management, faculty, and support staff pay is conducted every three years.

The College also pays close attention to benefits that, together with salary, comprise our total compensation package. Our comprehensive benefits include the Wisconsin Retirement System, group life, health, dental, vision, and long-term disability insurance, paid vacation, paid holidays, accumulative sick leave, flexible spending accounts, deferred tax voluntary retirement savings programs, educational assistance, an employee assistance program, and a wellness program.

The College identified an opportunity to join with five other technical colleges to establish the Wisconsin Technical College Employee Benefit Consortium in 2015. Through this strategic collaboration, we are able to provide long term value and high quality benefits. Additionally, the consortium can implement cost control initiatives for member colleges and their employees.

The College is committed to employee health and wellness. In addition to annual wellness programming, the college implemented a comprehensive wellness program for employees in 2016-17 called Go365. Go365 allows our employees to earn monetary rewards for achieving wellness benchmarks. The College earned the Gold Well Workplace designation from WELCOA in 2016 and joined other Fond du Lac area employers to earn the Well City designation for Fond du Lac.

MPTC supports the use of workplace flexibility arrangements that allow our employees to balance their family, work, and personal commitments while supporting our mission and the operational needs of the College. In the academic year 2016-17, the College implemented a workplace flexibility program which offers employees the following options: flextime, compressed workweek, reduced summer hours, open campus, and telework.

The College encourages regular and ongoing formal and informal recognition of employees who are providing exemplary service in support of the College's mission and vision.

Quarterly, the Maximus Wolf Pack Award is given to an employee based on peer to peer recognition. This award is given out for performance that goes above and beyond normal job duties. Annually, the College recognizes years of service and commitment to the College through a Service Recognition program. Awards are given to employees beginning at five years and at increments of five years thereafter.

Promoting employee satisfaction and engagement

Higher employee engagement has been proven to positively affect productivity, customer service, and retention. According to the Talentkeepers 11th Annual Report on Employee Engagement and Retention Trends, poor engagement negatively impacts morale and culture, productivity, team performance, stress, and service quality. These factors are tied to MPTC's vision, mission and strategic priorities and are directly correlated with one of our 2017-18 strategic objectives for building a supportive culture to make us an employer of choice: Enhance an environment that fosters greater collaboration, employee satisfaction and engagement and develop effective strategies, opportunities and resources to engage employees. MPTC's Employee Engagement and Talent Management Plan includes strategies and resources that all employees can leverage to increase their own engagement or the engagement level of those they supervise.

In 2015, MPTC provided employees the opportunity to provide feedback on what makes them feel engaged in the work environment and 83% of our employees participated in the voluntary, face-to-face feedback opportunity. The two main reasons voluntary, face-to-face feedback sessions were chosen was to create an engaging work environment defined by our employees and to stay focused on what will create an engaging environment, rather than trying to "fix disengagement."

After obtaining the feedback, it was categorized and reviewed by MPTC's College Council to determine priorities. The College then created a Five-Year Employee Engagement and Talent Management Plan as a direct result of the feedback categories identified from the employee feedback. The Employee Engagement and Talent Management Plan has three main categories of focus: Collaboration/Relationships/Teams, Communication/Clarity, and Talent Management. The three categories each contain priorities, objectives, action steps, accountability identification, timetable, and methods of evaluations.

In September, 2015, the President's Cabinet provided engagement direction and key parameters. The Engagement and Talent Management Plan should:

Align with the College's Strategic Plan, positively impact metrics related to the College culture, including HLC action projects, PACE, the engagement survey, and attrition rates; include metrics for measurement of success; utilize appropriate resources and allocate reasonable resources as necessary; be comprised of short- and long-term actions; encompass a broad reach of employees; leverage cross-functional teams and the work these teams are doing; recognize supervisors as an integral part of increasing employee engagement; be inclusive; recognize how other College Initiatives and projects are tied to the Engagement Plan; and include regular communication regarding progress on the Engagement Plan to the College.

Moraine Park Technical College administers an employee engagement survey annually in February. The first annual engagement survey was administered in 2016.

The TalentWatch process includes three major components: TalentWatch survey administration, sharing and discussion of group results, and group action planning.

MPTC utilizes TalentWatch by TalentKeepers to administer the engagement survey. TalentWatch is a research-based employee engagement system that includes an engagement survey, detailed analysis, comprehensive reporting, an executive dashboard and online action planning. The survey measures Leader, Organization, Job and Co-Worker factors that promote employee engagement and boost retention. The primary engagement drivers and outcomes can be seen in the TalentWatch Survey results.

TalentWatch survey administration happens annually in February. The survey is sent to employees from TalentKeepers to assure anonymity. It has 64 questions and is reported by the four major engagement drivers outlined in the picture above: Leader Engagement Index (LEI), CoWorker Engagement Index (CEI), Job and Career Engagement Index (JEI) and Organizational Engagement Index (OEI).

After the results are compiled by TalentKeepers, each team leader receives a report of their results and attends a meeting to understand their team's and the College's overall results. Each team leader holds a meeting with their team to discuss the results and determine action steps to help increase engagement of their team and team members. These action plans are tracked in the TalentWatch online system. Leaders can update the action plan throughout the year and provide quarterly check-ins.

In 2017, MPTC introduced a new employee engagement and satisfaction initiative, CLEAR Connections. CLEAR Connections is a stay conversation process that helps build trusting relationships, increase employee and supervisor communication, and improve employee retention. This process includes for major components: FirstFit Survey, Handshake Connection training, Handshake Connection meetings, and Action Planning.

The FirstFit survey is a non-anonymous survey completed by an employee outlining their preferences in the following areas: career, leader, engagement, and recognition. In 2017, the FirstFit survey was administered for the first time beginning in October. The CLEAR Connections process is continuously available and open to existing employees. New employees complete the survey within their first two weeks of employment. The CLEAR Connections process occurs every two years, with the survey being re-administered, as employee preferences may change over time.

While employees are taking the survey, supervisors are provided an online training on how to conduct the follow-up (stay) conversation with the employees. This training provides supervisors with an overview of the process and guidance on how to hold stay conversations with employees. It contains scenarios and assessments.

After the survey is completed by the employee, the employee's supervisor conducts a handshake meeting with their employee. The handshake meeting is intended to give the employee and supervisor an opportunity to discuss the employee's preferences for career, leader, engagement, and recognition. At the end of this meeting, the employee and supervisor summarize the discussion and commitments. These commitments are identified by actions steps which are included in an online action plan. This online action plan is developed, implemented and tracked by the employee and supervisor.

Tracking outcomes/measures utilizing appropriate tools

Each year, the College completes an annual review and update of the Engagement and Talent Management Plan's progress. This annual update includes review and assessment using the methods of evaluation established in the plan. The plan's annual updates are communicated to the College community through the College's intranet, myMPTC.

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

In 2016, MPTC had an 83% voluntary engagement survey participation rate. In 2017, that participation rate increased to 86%. Both rates are above the national best practice of 80%.

In 2016 and 2017 respectively, MPTC had 100% and 98% leader participation in engagement survey action planning with their teams.

MPTC had excellent participation in the first year of CLEAR Connections. While this was administered as a voluntary process for employees, 73% of employees chose to take the survey in the first two weeks of administration.

Comparison of results with internal targets and external benchmarks

In 2017, the College was able to compare year-to-year employee engagement results. MPTC's year one action planning was a success, as evident in our TalentWatch Employee Engagement Survey year-to-year annual results. In the attached chart, we can see the percentage engaged in 2017, the national benchmark, and the percentage increased from 2016 for each of the four engagement indices. MPTC had large increases in most of the indices. Another accomplishment to note is that MPTC increased in all 64 questions. According to TalentKeepers, this is the first time this has happened with an organization using TalentWatch.

Another notable increase occurred in employee's satisfaction at work. The TalentWatch charts note the overall current satisfaction, the percentage increase from 2016, and the national benchmark (noted as "Goal" in the middle of the chart). The charts also indicate the percentage improvement of satisfaction over the six months preceding the survey administration. Again, included is the improvement in satisfaction change from 2016 and the national benchmark (noted as "Goal" in the middle of the chart).

The College is able to review CLEAR Connections results based on a variety of attributes, including employee group, campus location, generation, tenure, and unit. We are also able to see overall college-wide preferences.

Interpretation of results and insights gained

As seen in the TalentWatch Survey results, MPTC has seen an increase in employee satisfaction over the past three years. This knowledge allows the College to know that employee retention efforts are making a positive difference in employee satisfaction.

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

The College is in the second year of our five-year Engagement and Talent Management Plan. Activities are outlined in each year of the plan to advance the College in the employee engagement priority areas of colaboration/rlationships/teams, communication/clarity, and talent management.

Implementing an electronic performance process for managers, faculty, and support staff has greatly enhanced the performance management process.

By moving to an electronic performance process, employees and supervisors have access to their development plans all year long, which means they can be updated and revised in real time, as needed. Employees and supervisors also have quick and easy access to their previous evaluations and can review them whenever needed. Supervisors have a specific view of all direct report's development plans.

Sources

- 20. support evaluation process
- 20.1 management evaluation process
- 20.2 faculty evaluation process
- 21. Development Plan Quick Guide
- 22. InstructionsForReviewProcesses-Faculty-Mgmt-Support
- 23. How to add Management Goals
- 23.1 How to add Support Goals to Development Plan
- 23.2 How to add Faculty Goals to Development Plan
- 23.4 Editing Management Goals
- 24. TrackEvaluationStatus
- 25. Employee Compensation Overview 4-13-17
- 26. Total Compensation Summary (Faculty-Support Professional-Management)
- 27. WTCEBC Consortium Upate
- 28. WELCOA Letter
- 29. MPTC Health and Wellness Update
- 30. Workplace Felxability Program
- 31. Recognition
- 32. TW info for AQIP 2018
- Clear Connection Results
- Development Plan-Supervisor View
- EmployeeEngagementIndices
- Performance History
- Primary Engagement Drivers
- Satisfaction At Work

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

Moraine Park offers opportunities to all employees (i.e. management, full and part-time faculty, and support professionals). Programming for each employee category and their onboarding, initial training and development, and ongoing and unique development needs are given consideration. The Organizational Development work team (operational team) and its companion cross-functional team regularly review data related to professional development. This team, comprised of faculty and staff throughout the district and from each campus, helps evaluate programming, suggest new programming, and ensure that there is equity in opportunity for all employees and processes in place to address unique, emerging, and unanticipated needs.

The Wisconsin Technical College System awards funds to Wisconsin Technical Colleges whose grant proposal submissions align with the programs and priorities identified by WTCS, the Legislature, and the Governor. Moraine Park submits a professional development grant proposal each year as funding is essential to the College and helps meets the ever expanding employee demand for professional development. (3.C.4, 5.A.4)

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

The WTCS – Faculty Quality Assurance System (FQAS) includes occupational criteria and standards to be assessed during the hiring process. One of those criteria is recency of experience; recency is defined as within the past five-years. The ongoing professional development areas of instructor excellence, student success, and occupational mastery are addressed with faculty by their supervisors as part of the annual professional growth plan process. Organizational Development creates an annual, strategic professional development schedule that includes learning opportunities that meet the definition of instructor excellence and student success. Strategically scheduled faculty in-service (eight days each year) helps in planning appropriate learning experiences for full and part-time faculty when they are not scheduled to teach (non-student contact days).

In addition to the tracking of the Faculty Quality Assurance System Requirements, we have recently implemented a process within SumTotal to manage and track full-time faculty who are working toward degree completions. As faculty complete college-level courses, they are able to upload the course information and completion documentation to receive credit towards their annual requirement each year. This information is easily tracked on each faculty's Learning homepage in SumTotal. The Faculty Degree Completion Progress Meter in SumTotal shows the status of faculty's completion efforts. (3.C.4)

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

During the annual evaluation process, employees work with their supervisor to create a professional development plan for the upcoming year, which is recorded in SumTotal. The employee and supervisor have access to view and update this plan throughout the year as needed. When creating their development plans, employees can add either external activities or internal learning opportunities (traditional or online). We also provide all full- and part-time employees with access to the complete SkillSoft library of over 4,200 learning activities in areas such as business, communication, diversity, desktop skills, IT, HR, safety, and personal development.

Within SumTotal, each employee category has access to a unique homepage that allows them quick access to the items such as the course catalog, timeline (shows all assigned courses and performance tasks), learning transcript, performance log, and development plan.

Within SumTotal, each employee category has access to a main homepage that includes customized icons that allow them quick access to areas such as the course catalog, learning transcript, performance history, development plan, and forms for submitting external learning activities. Screenshots show the main homepage as well as the customized icons for each employee category. The faculty icons, adjunct faculty icons, support staff icons, and manager icons allow all College employees to easily access their necessary information.

We have also created a more robust page for supervisors with additional buttons. These provide easy access for the supervisors to not only view their own learning and development, but also to oversee and track employee training progress and performance. (3.C.6)

Aligning employee professional development activities with institutional objectives

The Organizational Development work team and cross-functional team work together to strategically plan themes and in-service offerings that align with the College's goals and initiatives. Employees throughout the College share their suggestions for topics and presenters whom they feel will help employees develop in ways that support the College's strategic plan, goals and initiatives. Recommendations are shared with President's Cabinet (President and unit Vice Presidents) for approval and guidance. The 2018-2019 theme for in-service is "Health/Wellness//Vitality" in all its various forms (emotional, physical, financial, etc.). Wellness is one of the College's initiatives, thus aligning employee professional development with the College's strategic plan. The following year's theme is "Diversity and Inclusion" and workshops, speakers and learning experiences will be developed that support the College's strategic plan and help employees to achieve outcomes related to those plans.

Moraine Park Technical College is committed to attracting and developing a talented workforce for today and into our future. College leadership has developed programs to assure that talent is maximized and a challenging and engaging work environment is maintained for employees. To assure that talent is being utilized appropriately, employee talent is assessed and special development programs for high potential and high performing employees is developed. The following is an overview of the purpose, criteria, and process for assessing and reviewing talent.

Purpose of Talent Assessment and Review at MPTC:

Be proactive in addressing College-wide leadership needs and outlining a strategy for sustained College leadership for the future.

- Evaluate and plan for the projected departure in positions identified as critical for reasons of retirement or otherwise.
- Identify successor candidates for critical roles.
- Attain a broad view of talent and readiness of leaders to meet our current and future workforce needs.
- Provide a process for discussion and analysis of credible data on performance and potential of MPTC employees; provide a complete picture of individual and collective leadership abilities within the College.
- Provide an individual talent review, and targeted and rewarding career development for employees.
- Prepare high potentials for accelerated development for more senior level positions.
- Provide an assessment of how employee is viewed organizationally in current role and future potential roles.
- Enhance the recruitment and hiring process by identifying high potential candidates.

- Provide positive recognition for high potential and high performing employees.
- Maintain a challenging and engaging work environment.

Criteria for Assessing Talent:

Performance – Performance is an employee's demonstration of success in the competencies of their current and past roles. Performance is measured and tracked in our SumTotal performance management system. All employees are assessed on performance at least annually.

Potential - Potential is the likelihood that an individual can develop into a successful leader in a significantly expanded, higher-level leadership role. MPTC utilizes the Korn Ferry Hay Group Learning Agility assessment tools to determine an employee's potential to take on greater levels of responsibility in a higher level and more complex role.

Willingness – Willingness is the degree to which the employee is prepared and willing to assume a new, higher-level leadership role, as well as the College's capacity to accommodate the employee. MPTC works with employees to determine their willingness to assume higher-level roles and or responsibilities.

Readiness – Readiness is the degree to which an employee's competencies, experiences, knowledge and personal attributes meet the requirements for a higher-level leadership role. MPTC utilizes job profiling to determine essential factors and dimensions of positions. Job profiling assists in determining readiness of an individual for a higher-level leadership role or specific position.

Employees who will be assessed:

- During initial implementation, supervisors will take the viaEdge assessment to determine if the employee is a learning agile, high potential employee and understands the assessment process. Understanding the assessment process will help supervisors determine who they should nominate for the process and assist their employees through the development process.
- Faculty, managers, and support professionals are nominated by their manager to be assessed.

Nomination process for faculty, managers and support professionals:

- Supervisors can identify employees that they have determined to be high performing employees or those they believe to be high potential employees. However, just because someone is a high performing employee does not automatically mean they are a high potential employee.
- Employees who exceed expectations in their performance reviews will also be reviewed with supervisors to determine if they should be considered for assessment.
- To nominate an employee, the supervisor will need to complete the Talent Assessment and Review Nomination form and submit it to the Director of Talent Management.
- The Director of Talent Management will work with the supervisor and Unit Leader to determine if the employee nominated is eligible to be assessed.
- Eligibility requirements:
  - The nominated employee should be employed by MPTC as a faculty, management or support professional employee for at least two consecutive years.
  - The nominated employee must be in good employment standing.
- Talent Review:
- MPTC will use a 9-box development plan to outline where an employee's talent and development are focused.
- The employee will be reviewed by President's Cabinet, or other appropriate leadership groups,

for identification in the 9-box structure.
- Any employees outlined as Strategic Leaders or Pipeline (see definitions below) will work with the Director of Talent Management and their supervisor to discuss career and development possibilities. This may include:
  - Review of current role and possible expansions
  - Review of potential leadership roles that are open or will open in the next three to five years
  - Review of other career goals
  - Review of development opportunities
- If the employee is interested in a leadership career, a career goal will be determined based on the above discussion. The employee's performance, potential, readiness and willingness will be reviewed, as well as the College's leadership needs.
- Development resources will be explored and an Agile Leader Development Plan will be developed.
- Once an Agile Leader Development Plan has been developed, the employee will begin participation in collaborative learning.

Proactive Leadership Planning

Critical roles

To be proactive in addressing College-wide leadership needs, we must evaluate and plan for the projected departure in positions identified as critical for reasons of retirement or otherwise. MPTC will assess a number of factors when defining whether a position is critical for job profiling and/or succession planning. These may include:

- Organizational impact – the position plays an instrumental role in the overall organization and the impact of a vacancy would cause serious difficulty in delivering our mission and successfully completing our strategic goals.
- Potential for vacancy – the position is at-risk due to a near future retirement of the incumbent, is vulnerable due to skills shortage or competition in the market, or may be vacated due to our talent management initiatives.
- Difficult to fill – the position requires specialized or unique expertise that is not readily available.

Organizational Talent assessment and review

The College works to identify successor candidates for these critical roles. MPTC provides a process for discussion and analysis of credible data on performance and potential of MPTC employees. We combine performance, potential, willingness and readiness to provide a complete picture of individual and collective leadership abilities within the College.

All employees who are identified to be assessed for potential will be recognized in our talent assessment and review. Each employee will be recognized based on their level of performance and level of potential. This will help the College to differentiate talent and determine the best way to motivate, develop, engage, and utilize our talent. The College will utilize a standard 9-box structure to identify I – High Professionals, II – Knowledge/Expertise, III – Pipeline, and IV – Strategic Leaders, V – Potential Performers and VI – Under-performers. MPTC's 9-box structure is outlined in Appendix B. Recommendations on general areas of focus for development are outlined in Appendix C.

I – High Professionals (box A)

II – Knowledge/Expertise (box D)

III – Pipeline (boxes B, E, F)

IV – Strategic Leaders (box C)

V – Potential Performers (box I)

VI – Underperformers (boxes G, H)

Unit-specific talent assessment and review

It may be appropriate to have talent assessment and review discussions within specific units of the College, in addition to discussion with President's Cabinet. If a Unit Vice President is interested in Unit-specific talent assessment and review, they should notify the Director of Talent Management who will assist with development and implementation of a talent assessment and review process for the Unit. The Unit-specific talent assessment and review process should be integrated and aligned with the organizational talent assessment and review process.

Timeline

Data on employee performance and potential will be reviewed by President's Cabinet two times per year, in September and January. Employees will be included in the 9-box as outlined above. Employees can utilize their performance and potential information to assist in developing personal and professional growth goals, in accordance with their performance evaluation. After review and input from President's Cabinet, employees will be identified at a place in the leadership pipeline, if applicable and/or will be identified for appropriate organizational talent management.

The following general timeline will be used:

April – June	Administer Assessments
September	PC 9 box review
October	Outline of talent development
Oct/November	Communication of the process with employees and supervisors
December	Collaborative learning opportunity
January	Supervisor check in
	PC 9 box review
March	Collaborative learning opportunity
April	Supervisor check in
May	Director of Talent Management and supervisor check in
June	Collaborative learning opportunity

July   Supervisor check in

Talent Development

MPTC will use a combination of individual and group learning for development purposes. Development expectations of employees in the Leadership Pipeline (Pipeline and Strategic Leaders; possible inclusion of high professional with a high desire to advance) include a combination of the following:

- Development and completion of an Agile Leader Development Plan (or Professional Growth plan if more appropriate).
- Active participation in at least three group meetings throughout the year.
- Active participation in quarterly meetings with the supervisor to check in on learning agility growth and development.
- Active participation in two meetings per year with the supervisor and the Director of Talent Management to assess progress, share resources and determine next steps.

Other key components to development may include:

Person card sort: person card sorts may be used to get 360-degree feedback. The supervisor, Director of Talent Management and employees within the College who are working on initiatives with the employee (who is in development) will participate in the person card sort. The Learning Agility Architect 27 dimensions will be used for the sort. Feedback will be provided to the employee by the supervisor and the Director of Talent Management. The feedback will be used in the 9-box assessment process and the development planning process.

- Coaching: internal and/or external coaching may be provided based on the development plan.
- Self-reflection: This will be a key component of every development plan and will be shared with the supervisor, coach, collaborative learning group and/or Director of Talent Management, where appropriate.

High Professionals and Knowledge/Expertise employees should work with their supervisors, human resources staff, and organizational development staff to develop appropriate professional growth plans.

Under-performers and Potential Performer employees will work with their supervisor and human resources staff to increase performance to meet expectations.

This process creates an opportunity for employees and the College to discuss an employee's career path and needed contribution to the College. It helps to intentionally focus efforts on their capability to move into higher, lateral and or other growth roles. Open and honest conversations lead to the best results for the employee and the College. An overview of development activities is included in our 9-box development chart.

Tracking outcomes/measures utilizing appropriate tools

The talent review process implementation will begin in January, 2018. Results will be measured in future years.

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

Within SumTotal, Organizational Development is able to track all course offerings throughout the fiscal year as well as overall numbers of completion, broken down by employee category.

Comparison of results with internal targets and external benchmarks

Internal targets and external benchmarks are measured in the TalentWatch Survey results.

Interpretation of results and insights gained

The TalentWatch Survey identifies development and growth opportunities at the College.

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

With the recent implementation of the degree completion functionality within SumTotal, we can provide the faculty with a quick and easy way to track their progress towards their educational requirements. In addition, by providing the faculty with an online method for submitting their course completions through SumTotal, Human Resources can review the documentation online, approve it for credit, and automatically apply it to the employee's degree completion achievement meter.

To provide timely and relevant professional development to both our full-time and adjunct faculty, we will continue to explore new online course content specifically tied to higher education that we can add to our online catalog through SumTotal. By providing these courses through SumTotal, the faculty can search the catalog and view the course content that is relevant to them as it fits into their schedule.

In February 2018, Organizational Development rolled out a new training tool called Whatfix to help employees navigate and utilize our SumTotal site. Using Whatfix, we can provide guided instructions to employees that walk them through specific processes, such as creating their development plan for the upcoming year, filling out the annual performance evaluation form, or searching and registering for a training. The department can also create popup reminders, call attention to new functionality, and assign specific walkthroughs or tasks to new employees.

MPTC will examine implementing a few enhancements to the talent assessment, review, and development process in upcoming years, including revamping our Leadership Development Series and implementing a technology solution for managing our talent information to assure transparency

and appropriate talent matches.

Sources

- 33. TalentWatch Pres Update 2018
- 34. TalentWatch III_MPTC 03.22.18
- 35. TalentWatch - developmentgrowthopportunity
- CultiUSupervisor Home Page
- Cultivate U Customized Icons
- Cultivate U Home Page
- OrgDevCourseOfferingResults
- Talent Assessment Chart

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

Developing, deploying, and reviewing the institution's mission, vision, and values (1.A.1, 1.D.2, 1.D.3)

Moraine Park Technical College's (MPTC) mission is derived from historic State of Wisconsin Statutes (Chapter 18) authorizing the formation of the Wisconsin Technical College System (WTCS). The State Legislature created the WTCS to enable eligible persons to acquire occupational skills training necessary to participate in the workforce, provide job training and retraining, keep current with the demands of the workplace through course offerings and facilities, foster economic development, provide education below the baccalaureate level, function cooperatively with other educational institutions and governmental bodies, and provide services to all members of the public. In alignment with the statutory mission, MPTC's mission is "Preparing students for success in a diverse and globally connected world". (1.A.1, 1.D.2, 1.D.3)

Ensuring that institutional actions reflect a commitment to its values

Moraine Park Technical College's values include; student success, collaboration, lifelong learning, innovation, integrity, inclusiveness, accountability, continuous improvement, and flexibility. Many of these values are built into our strategic priorities, leadership profiles, and our annual performance evaluation tools to ensure alignment with behaviors and actions of all employees. In addition, our systematic and team-based structure and organization allows all staff to work in a culture that embraces collaboration, team thinking, and cross-functional efforts that specifically embrace inclusiveness, accountability, continuous improvement, and flexibility. In addition, administrative policies and procedures ensure that actions are consistent and standardized in alignment with our value statements. Handbooks, policies, and procedures are reviewed at least annually to ensure compliance and alignment with practice and federal or state requirements. The MPTC Student and Employee Handbooks can be found on our intranet.

Communicating the mission, vision, and values (1.B.1, 1.B.2, 1.B.3)

The College uses a variety of processes to communicate the mission, vision, and values both internally and externally. They are communicated daily through the operations and work of the faculty and staff in and outside of the classroom. The mission, vision, and values are shared with all employee member groups and the District Board, at least annually, during the strategic planning process. In addition, team leaders are to provide an overview to their teams, at least annually, on the comprehensive strategic plan at departmental team meetings. Annual strategic priorities progress reports are discussed monthly at the President's College Updates which are attended, live-streamed, or viewed later by all staff. The entire strategic plan including the mission, vision, and values is posted on the employee portal. In addition, these are covered during convocation before each semester and other presentation days for internal staff.

For outside groups and students, the strategic plan is posted on the public website and external documents including the course catalog, student handbook, and portions are included on all letterhead. We utilize blogging efforts and social media platforms to visualize and share student and employer success stories on a regular basis. We send community newsletters to our constituents at least three times per year sharing success stories, updates, and highlights. An annual report

highlighting success for the College and Foundation is sent to our key stakeholders. The College also includes this information in program brochures and press releases. Finally, staff presentations to external groups often include reference to the mission, vision and values of the College. (1.B.1, 1.B.2, 1.B.3)

Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

Academic leadership conducts a Program Viability Review of each academic program annually to ensure there are adequate enrollments, academic success, and job placement opportunities for graduates. If any of these three are missing, the program is closely monitored for improvement or, in some cases, is suspended or terminated. MPTC relies on each program's advisory committee members to ensure our programs and services are in alignment with the regional workforce needs. Student and employer surveys ensure that we are meeting or exceeding the expectations of our customers in alignment with our mission. The College also creates an environmental scanning report that identifies trends within our district and the State of Wisconsin. The MPTC College Council reviews the data and critical issues to frame the annual objectives to be addressed. The budget development and strategic planning processes are closely aligned to ensure that all programs and services are reviewed by multiple groups including the President's Cabinet, the College Council, all college faculty and staff, as well as the District Board. This also ensures all programs and services are in alignment with our statutory mission, as well as the College's vision and mission. To fully ensure alignment, all academic programs must be approved by the Wisconsin Technical College System Board and the Moraine Park Technical College District Board. (1.A.2)

Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

The College's strategic planning is conducted from March through September for the upcoming year. Starting in October, all team leaders are given an opportunity to advance college success through the creation of college initiatives which require new or reallocated resources. These initiatives are entered in an internal budgeting tool which aligns all initiatives to the strategic plan with input from several departments to ensure all costs and alignments are captured. Final initiatives are approved by the President's Cabinet in continuous efforts to improve student success and administrative efficiency and effectiveness within a balanced budget.

All functional areas are represented on the President's Cabinet. The Cabinet meets regularly to discuss new and existing budget allocations that make sense for the entire College – not necessarily a particular unit or department. The exchange is collaborative with a focus on all the values of the College, but centralized on student success. (1.D.1, 1.A.3)

Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies, and employee satisfaction surveys)

Moraine Park Technical College works to ensure its mission, vision, and values are driving forces in the efforts of all staff. In the 2012 Personal Assessment of the College Environment (PACE) Survey in which 81.9% of staff participated, the College earned a mean score of 4.45 on a scale of one to five, on the question, "The extent to which I feel my job is relevant to this institution's mission." When the PACE Survey was administered in 2015, with 76.9% staff participation, the College received a mean score of 4.34 on the same question. Finally, in the 2016 TalentWatch Employee Engagement Survey, the College received a score of 3.42 out of five on the question "The organization's vision/mission/goals inspire me and help me be more productive." The College received a score of

3.55 and 3.62 on the same question in the 2017 and 2018 TalentWatch Survey.

4R1 What are the results for developing, communicating, and reviewing the institution's mission, vision, and values?

Summary results of measures (include tables and figures when possible)

The 2017-18 outcome-based funding (OBF) results report is a summary of how Moraine Park Technical College compares to peers within the Wisconsin Technical College System. Each of the Colleges are allowed to select seven of nine OBF criteria to use for funding. Based on our peers, we receive favorable funding in comparison to the other 15 colleges.

Comparison of results with internal targets and external benchmarks

Benchmarks and trends are shown in the above reports.

Interpretation of results and insights gained

Results are reviewed regularly to monitor trends and to identify gaps and areas for continuous improvement. Mid-year and end of year progress reports of the strategic plan as well as the College Metrics Report are shared with College employees and the District Board for education, clarification, and feedback.

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Moraine Park Technical College will continue to make annual updates for the remainder of the existing five-year plan, under the existing process and format. However, in 2018, the College will begin the process of developing a new five-year strategic plan. As in the past, this effort will include conducting focus group discussions with various stakeholder groups and final confirmation by all staff before formal District Board approval. The new plan will be completed in 2019 and will be implemented beginning in Fall 2020.

The College continually works to improve programs, services, and enrollment. One current project being led by new Vice President of Student Services, Jim Barrett, includes a comprehensive review of all Student Services staff to restructure and better align all student service areas to enhance staff responsibilities, communication, and accountability. In addition, the WTCS recently received a grant from Great Lakes Higher Education Corporation to create a Student Success Center for the Technical College System. Under leadership from the State Office, MPTC will participate in initial efforts to define our current student success framework and will utilize best practice standards to improve in all areas of student success that are fiscally sustainable. In alignment with new programming ideas, a seven-year master facility plan is annually updated to build or remodel existing space at all three campuses to improve student success and employee productivity. Finally, all major functions of the College conducted a business process reimagine and redesign review in Fall 2017. Future design efforts were conducted to select and implement a new enterprise resource planning solution to enhance student and staff experiences. All of this is being done to better align programming and

services to meet the vision, mission, and values of the College.

The College's current budgeting process ensures college mission and priorities are fully aligned with budget requests. With an annual operating budget of $51.2 million (FY17) and capital budget of $7.2 million, the College must plan effectively to support operations. The College is a prudent steward of public resources and is careful in exercising its tax levy authority. Resource planning is a component of our strategic planning and budget development process. Resources are allocated based on the priorities identified as part of this process.   All employees are provided an opportunity for input into the planning and budget development process. State and federal statutes and administrative rules govern our financial policies and processes. MPTC accounting procedures meet or exceed all requirements, as confirmed by independent auditor reviews of our records and reporting practices.

MPTC articulates its current mission through various public documents. The mission can be seen on the College website, in the strategic plan, and in College promotional and informational materials. Enhancements will likely be needed not only with the annual updates, but with the development of the new five-year strategic plan. Within the next one to three years, the College will likely invest in a new public website and internal portal, so we can educate our teams to ensure the mission and strategic plan are current within all our public forums. Other ongoing publications will be reviewed annually to ensure we reach our target audiences through new or improved print, web, social media, and radio and television ads.

The development of the new five-year strategic plan will include community and business input to ensure that our planning and resources are properly aligned with the mission to serve the College's regional district. Leadership staff and the District Board will review the strategic plan to ensure it is fiscally prudent.

Moraine Park Technical College's statutory mission has always been, and will continue to be, invested in developing the workforce for our specific region including business and educational training to their incumbent workforce. We have no intent or desire to support other external interests. This will again be confirmed with the creation and validation of a new strategic plan.

Sources

- Innovation 2020 Mission Vision
- Outcome Based Funding Report
- TW_Report_Group_MPTC

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not

limited to, descriptions of key processes for the following:

Engaging internal and external stakeholders in strategic planning (5.C.3)

Moraine Park Technical College's planning process involves multiple phases including a long-term strategic planning phase, an annual operational planning phase, a budget development phase, and an implementation phase. The long-term phase was described previously, however the achievement of these priorities is described in our annual operational planning phase. Annually, President's Cabinet members work with their teams to define critical issues that will impact their work areas in addressing college success for the next two to three years. In addition, the Institutional Research Office creates an Environmental Scanning Report. These documents are shared and discussed at an annual planning retreat with the newly created College Council. The Council was created in 2015-16 as part of an AQIP project to enhance communication efforts between College leadership and all employee groups, in addition to communication within College teams and departments. The Council develops the future year objectives which are shared with all college staff for review and feedback. The President reviews the comments with the Cabinet before finalizing the operational plan. The final plan is approved by the Council before sharing with the Board for formal approval. External engagement for the annual plan is provided by team feedback from surveys, Board input, community leader discussions, and collaborative efforts within the technical college system or with a specific business need. (5.C.3)

Aligning operations with the institution's mission, vision, values (5.C.2)

MPTC's Framework for Planning Diagram shows how the College aligns operations with the institution's mission, vision, and values. (5.C.2)

Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency (5.B.3)

The budget development process aligns the annual operational plan with the mission, vision, values, and long-term strategic plan. Using an internally developed budgeting tool, all employees can introduce college initiatives with new or reallocated resources to address gaps, opportunities, or improvements to ensure the success of the College. The College leadership investigates and validates requests to determine those efforts that are most effective in reaching the strategic priorities. (5.B.3)

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

During the development of the strategic plan, unit leaders review current critical issues and potential future issues that may prevent or hinder unit and College success. In addition, Institutional Research conducts an environmental scan which is also reviewed during the development of the strategic plan. Through group discussion and review of benchmarks, the environmental scan, and other inputs, the College Council focuses on addressing those objectives that capitalize on opportunities and strengths while minimizing the impact of weaknesses and threats. (5.C.4, 5.C.5)

Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

All employees are eligible to submit new strategies and action plans through their work teams. Through the team-based approach, staff work together to determine what the most cost-effective approach is to implementation. In some cases, leaders will recommend grant proposals, reallocation

of existing programs or services, or a formal request for new dollars. Most the requests flow through the budget development process, while some are approved by a department leader. The College has substantial reserves to address potential plans that require a responsive, flexible allocation of resources throughout the fiscal year based on review and approval by the Board. (5.C.1, 5.C.4)

Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

The College shares a mid-year and end of year progress report with the District Board and staff a minimum of twice per year.

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

College-wide results are measured in the Year-End Progress Reports.

Comparison of results with internal targets and external benchmarks

Moraine Park Technical College tracks and measures its strategic objectives annually as seen in the previous Year-End Report. The College also monitors its performance compared to other institutions in the WTCS in order to make outcomes based budgeting decisions.

Interpretation of results and insights gained

College Leadership reviews metrics report and Outcomes Based Funding trends reviewed periodically to analyze results and make changes as needed.

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

The development of a new five-year strategic plan will include a comprehensive model to utilize input from many internal and external stakeholders from within our regional district.

Beginning in 2018-19, administrative policies will include a 10-day feedback period so employees can provide feedback on new or major revisions to policies. The same will be offered to student leadership groups for student policies.

Within the next three years, the College will be implementing a new ERP, C'NEXUS, that will enhance data reporting for decision making. In addition, the State initiative to develop a Student

Success Center will include a new statewide scorecard on Student Success. These tools will be used to better align initiatives to move the student success efforts forward.

Sources

- CNexus Brochure
- mid-year-progress-College Strategic Plan Final
- MPTC Framework Planning diagram
- Outcome Based Funding Report
- ProgressReports-YearEnd

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and

identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

Establishing appropriate board-institutional relationships to support leadership and governance (2.C.4)

The Moraine Park Technical College District Board composition, organization, and duties are prescribed by Wisconsin State Statutes (Chapter 38). The nine-member Board of Trustees represents the district citizens in determining and monitoring organizational performance and effectiveness in a fiscally responsible manner. Board membership consists of district representatives including employers (2), employees (2), school district administrator (1), elected official (1), and at-large members (3). Prospective board members apply for Board appointment, with applicants interviewed and recommended by the ten County Chairpersons within Moraine Park's District. (2.C.4)

Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

Under the existing Board Policy Governance model, the District Board has existing responsibilities to monitor College performance through monthly board reports. This is in addition to their other responsibilities that focus on future visioning, being a liaison between the community and the College, employing and supervising the College President, and approving certain contracts including audit, legal, lease, and land purchase. (2.C.3, 5.B.1, 5.B.2)

Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty (2.C.4)

Each year, the annual reporting matrix is presented to and approved by the District Board to ensure its members effectively understand a particular topic as well as metrics surrounding it. Faculty and staff decision-making is based on the level of complexity, impact, and regulatory impact, but decision-making at the employee level is structured within the team-based culture of the College. Department level decisions are made at work team meetings. Decisions that impact several areas of the College are often made by cross-functional standing committees or project teams. (2.C.4)

Ensuring open communication between and among all colleges, divisions, and departments

There are numerous formal and informal communication efforts across levels and functional areas of the College. Email and portal communication strategies are complemented by meetings. Monthly College Update presentations are shared via interactive video conference to all campuses on a variety of topics by members from all employee groups. The relatively new College Council solicits topics of concern or questions that are funneled to various staff for formal response. All cross-functional and project team minutes are posted on the portal for all employees to review. Finally, convocation events and weekly meetings of President's Cabinet members and academic leaders ensure consistency of messaging once decisions are made.

Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

Standing cross-functional teams update membership annually and address complex issues, concerns, processes, or standards on an ongoing basis. In addition, cross-functional project teams are created that are limited in time and purpose to fulfill a college need. These teams ensure that collaboration occurs across many departments to ensure decisions are made to maintain high academic standards.

Moraine Park's team structure is a tiered structure providing for communication and decision making

between and among institutional levels. Information sharing and decision making is between and among teams and systems. Represented in the communication and decision-making are students, union leadership, all categories of employees throughout the district, and all systems. Moraine Park has a team structure designed to ensure open and frequent communication and to ensure that the right voices and expertise are in the room for a given decision. The College's value statement of *Collaboration* further identifies communication as important.

Several other modes of communication exist in addition to the College's team structure. In July 2010 the College was excited to introduce a new electronic portal for staff and students called myMPTC. Identified as a primary means of communication, the College carefully and consistently updates myMPTC and its public internet site to ensure that students, staff, and the community have access to current communication, issues, and decisions. Moraine Park's portal is available to anyone with a Moraine Park designated email address and lists daily and weekly headings that help staff and students learn about current activities, events, issues, and decision-making efforts.

In addition, the College president hosts monthly electronic presidential updates in which she shares kudos, decisions, events, and current issues with staff via a live video conference. In addition to sharing items, she addresses questions on any of the topics of issues. Each update is recorded and placed on the portal for those unable to attend the live broadcast.

Additional communication of major initiatives and critical issues to employees happens via in-service, ongoing dialogue with union leadership, mentoring programs, and the flow of information among and between teams and systems via the College's Framework for Teams. (5.B.3)

Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

All employees engage in performance evaluation and assessment in which all staff develop yearly performance objectives with their supervisor. The objectives align with the strategic direction of the College and provide for continuous improvement in their areas of accountability, responsibility, and expertise. Managers are assessed according to measures of high-performing leaders which include evaluation on accountability, collaboration, continuous improvement, decision making, problem solving and judgment, diversity and respect, financial management, job-specific performance, and leadership. In addition, supervisors address employee engagement through action development plans created through discussion with their employees. If corrective action is needed, an action plan is created and employees work with supervisors to address a deficiency in a clearly defined plan and timeline. (2.C.1, 2.C.2)

Developing leaders at all levels within the institution

To ensure new employees are quickly assimilated into the organizational culture, Human Resources conducts monthly new employee orientations at which the College's mission, vision, values, and culture are explained. Professional development plans are created annually and the Organizational Development Department creates a calendar of development training opportunities that take place throughout the year. Each employee works with their supervisor to customize their agreed-upon learning plan which may include required training, professional training, mentorships and coaching opportunities, or external training offerings.

Staff are provided opportunities to attend leadership development courses available through the Technical College System (facilitated by the Chair Academy), community leadership programs, or internal leadership programs. In addition, staff may be assigned as leaders or members of special projects to enhance leadership skills. If retirement notices are given in advance, new hires are hired

several weeks or months in advance to allow for cross-training and knowledge transfer.

Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

Many elements help to ensure the College's ability to fulfill its mission and vision. For example, Board and administrative policies and procedures provide oversight for proper governance by clearly identifying roles and responsibilities. The College has adequate financial reserves to maintain operations in the event of funding declines from federal or state entities. Business continuity plans are defined in the event of a casualty or disaster. Through our relationship with District Mutual Insurance Company (DMI), security and safety protocols and efforts are ongoing with an approach on prevention as opposed to reaction. Recruitment, orientation, employee engagement, and talent development efforts are in place, but will soon be increased to assist with longevity and competency of top talent.

These examples ensure that the Board and the President's Cabinet can focus on the mission of preparing students for success in a globally connected world. In addition, the structure embedded in our strategic planning and budget development process ensures that staff are working on initiatives to improve student success and the financial viability of the College for the future. (2.C.3)

Tracking outcomes/measures utilizing appropriate tools

Moraine Park Technical College works to ensure its mission, vision, and values are driving forces in the efforts of all staff. In the 2012 Personal Assessment of the College Environment (PACE) Survey in which 81.9% of staff participated, the College earned a mean score of 4.45 on a scale of one to five, on the question, "The extent to which I feel my job is relevant to this institution's mission." When the PACE Survey was administered in 2015, with 76.9% staff participation, the College received a mean score of 4.34 on the same question. Finally, in the 2016 TalentWatch Employee Engagement Survey, the College received a score of 3.42 out of five on the question "The organization's vision/mission/goals inspire me and help me be more productive." The College received a score of 3.55 and 3.62 on the same question in the 2017 and 2018 TalentWatch Survey.

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

MPTC measures progress on annual Strategic Priorities in the Innovation 2020 report. The College also uses the 2017-18 outcome-based funding (OBF) results report, a summary of how Moraine Park Technical College compares to peers within the Wisconsin Technical College System. Each of the Colleges are allowed to select seven of nine OBF criteria to use for funding. Based on our peers, we receive favorable funding in comparison to the other 15 colleges.

Comparison of results with internal targets and external benchmarks

Moraine Park compares results with the Innovation 2020 report and the 2017-18 outcome-based

funding results report.

Interpretation of results and insights gained

Results are reviewed regularly to monitor trends and to identify gaps and areas for continuous improvement. Mid-year and end of year progress reports of the strategic plan as well as the College Metrics Report are shared with College employees and the District Board for education, clarification, and feedback.

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

During 2017-18, the Board is embarking on two significant leadership projects; revamping the entire Board Policy Governance Manual and creating a Board self-evaluation instrument with a focus on completing defined goals and meeting participation criteria.

During 2017-18, the Board spent time at a retreat to create new themes for the END policy statements to be included in the new manual. In addition, they will be invited to be engaged in the upcoming process to create a new five-year strategic plan. Part of the new Board policy governance model includes the creation and use of a 'conflict of interest' statement. Those statements will be reviewed as part of the policy during Board orientations and annual review of policies. The new policy governance manual and self-evaluation instrument explicitly reviews the level of decision making by the Board and the President. Policy reviews will occur at regular Board meetings and Board performance will be reviewed on an annual basis at the spring Board workshop. Clearly defined in the new Board policy manual and implemented in the Board reporting matrix, topics of which are defined and approved by the Board. In addition, Board members have created new participation criteria to attend ACCT events as well as State District Board Association meetings to become knowledgeable on higher education policy and practices. The Board Policy Manual will be completed by July 1, 2018. Upon its completion, existing administrative policies and procedures will be revamped in the next two years with a new format and alignment with the new manual. New policies and procedures will also be required as the College has defined through the Business Process Redesign Project.

Sources

- 201718 Board goals
- Board selfevaluation tool final
- Innovation 2020 Mission Vision
- Outcome Based Funding Report
- TW_Report_Group_MPTC

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

Developing and communicating standards

Standards related to legal and ethical behavior are developed within administrative policy, procedures, and handbooks – owned by unit leaders, such as President's Cabinet members. Standards that include legal impact are reviewed with Board legal counsel. Communication includes posting of all on the employee portal, initial employee orientation, and the Employee Handbook. Staff review the various Code of Conduct sections with new employees as stated in the Employee Handbook.

Training employees and modeling for ethical and legal behavior across all levels of the institution

Required training via Organizational Development Department offerings are tracked and monitored by their staff and progress is shared with each employee and supervisor. Courses related to harassment and FERPA are included. Refresher training is offered as needed during all-manager training meetings, convocation, or other professional training activities. Many trainings are offered online.

At the highest level, the District Board models ethical and legal behaviors through adherence to the new Board Policy Manual which includes a conflict of interest statement. Certain policies establish legal and ethical obligations of the Board. For the President and administrative staff, the conflict of interest is included in the Employee Handbook. In addition, all Board members and the President's Cabinet executive members must complete and file a conflict of interest report with the State of Wisconsin Ethics Commission.

Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff (2.A.)

Policies exist for all units including finance, primary learning, human resources, student services and College leadership. Unit leaders monitor compliance with their policies. In some cases, financial audits, program audits, EEOC, OSHA, and ADA compliance audits are done by partnership with contracted vendors or consortium partners such as District Mutual Insurance Company (DMI). Through DMI, staff professionals provide internal audit functions to monitor system and practical compliance with outside agencies. Corrective action plans are recommended and implemented based on required resources.(2.A.)

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

The College website is the official repository for information about programs, program requirements, faculty and staff credentials, student costs, financial aid, and accreditation. In addition, a Student Handbook is distributed and reviewed with students at orientation and within the required College 101 course. All course syllabi cover information on appropriate and unacceptable student behavior. (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response

rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible) Results of each complaint or disciplinary action

Moraine Park Technical College tracks outcomes and measures through several methods including EEOC Complaints, Grievances, OCR Complaints, and Student Discipline Summaries.

Comparison of results with internal targets and external benchmarks

Internally, the College expects no violations of institutional integrity or ethical standards. As noted in the summary, the College has had few violations of compliance standards in the last three years. Any report of an issue is immediately investigated and resolved in an ethical, fair, and timely manner. If a gap or weakness is discovered, appropriate staff are trained or teams created to ensure the risk of a future issue is mitigated. The College does not measure external benchmarks related to compliance standards for integrity and ethics.

Interpretation of results and insights gained

College staff work closely with compliance partners such as legal counsel, State office experts, auditors, insurance representatives, and others to ensure standards are high and risk is low. As noted in the summary, any violations are immediately investigated and resolved to ensure the issue is not repeated. In addition, compliance standards, policy/procedure review, handbook updates, risk mitigation efforts, and staff training are completed annually to ensure high standards are maintained.

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Administrative policies and procedures will be revamped after 2017-18, in alignment with new Board Policy Governance Manual. In addition, the new Business Process Redesign and Reimagine Project will introduce new policy work or rework what needs to be accomplished. The OCR violation letter will mandate that we introduce new web governance standards and protocol to ensure compliance is maintained.

A new web governance committee is currently under development. The committee's purpose will include monitoring clear, concise, and compliant information on the College's website. A small group will then maintain standardization, accuracy, and timeliness of the content in alignment with print and other digital and social communication platforms.

Sources

- Academic-Integrity-Managed-Incidents
- DemonstrateIntegrityEthicalStandards.pdf
- EEOC Policy Statement
- Employee Handbook Conduct Codes.pdf
- Grievance Procedure

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P1 Processes:

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making

Moraine Park Technical College uses an enterprise system with a centralized warehouse store containing consistent, correct, current, and detailed data from the Academics, Student, Human Resources, and Finance databases. The data warehouse is updated both daily and bi-monthly. The data warehouse can be accessed from staff's desktop through local software or a web-based application. Business Intelligence software and Wisconsin Technical College System (WTCS) Data cubes allow the office of Institutional Effectiveness staff to analyze data for decision-making purposes without needing intervention from Information Technology Department staff for each data request.

Determining data, information, and performance results that units and departments need to plan and manage effectively

The College's Office of Institutional Effectiveness (IE) was established to manage data requests and provide all data reports. The IE Office is responsible for collecting data and submitting all state and federal reports. Additionally, IE provides data to the senior leadership team for the purpose of establishing annual College metrics, benchmarks, and data for each success indicator.

Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements

The IE Office has created data reports using Cognos software, which are accessible via myMPTC, the College's internal portal. Those reports are divided by College Units (i.e. Academic Affairs, Student Services, HR, and Finance) and then by report name (i.e. enrollment, budget, grants, and personnel). myMPTC also has a dashboard feature which provides easy access to data related to enrollment, budget management, contracting activity, and high school dual enrollment to name a few. The dashboard was designed and built with end-user input to determine what data points were needed in real time to make data-driven decisions. The College hopes to improve this type of data analysis and access using Power BI in the new system; C'Nexus.

Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes

The IE Office works in conjunction with Information Technology (IT) on a daily basis to monitor and validate data. The validation is accomplished utilizing the Operational Data Store, Data Warehouse, and Cognos. The IE Office provides data access via the Cognos software reports extracted from the data warehouse. Those data and reports are accessed via myMPTC employee tab. The data and reports are organized by organizational unit or departments.

Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

Report writing is the responsibility of the IE Office with assistance from report writers in IT. Reports

are written according to education industry standards. Data is organized as strategic, tactical, and operational. Strategic data is designed to provide a high overview of general student enrollment direction. Tactical reports address short range planning. And operational data is designed to provide drill down reports that link strategic and tactical goals.

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

Annual FTE targets are determined based on Headcount or FTE comparison reports and bimonthly point in time Headcount or FTE reports. The point in time reports are utilized to determine program targeted marketing and drill down reports to review course section enrollments and help in course schedule planning.

In the 2014-2015 fiscal year, the WTCS moved to a distributed state funding model. Consequently, the College began to monitor and benchmark to the nine categories defined by the outcomes-based funding model. Colleges within the WTCS are required to select seven of the nine categories used to determine the amount allocated for the fiscal year. The WTCS publishes an annual report of the Outcomes-Based Funding for all 16 colleges in the system.

Budget monitoring and planning is also accessed via myMPTC. Each budget manager can review their budget activities through live budget reports, specific department or activity reports, and program supplies reports. These reports are used to monitor expenditure during the fiscal year and determine funding requirements for the future fiscal year during the budget planning process. Currently, supporting data and reports are decentralized, existing in department spreadsheets, and anecdotal reports. As stated earlier, the College will address this with the implementation of C'Nexus creating centralized data structure and reporting process utilizing Power BI.

Comparison of results with internal targets and external benchmarks

The College utilizes the Vision 2020 Metrics document to benchmark the four college strategic priorities to external sources and annual benchmarks. The College also utilizes state-wide data to assess and benchmarks performance based on the experiences of the other 15 colleges.

Interpretation of results and insights gained

Currently, each unit of the College utilizes Excel spreadsheets to track progress, (i.e. budget to actual, spend rates,) and Cognos reports for tracking purposes. The intent, with the implementation of C'Nexus, is to build those reports, account activities, and benchmarks into a system-wide reporting structure. The report structure and access levels will be based on security and roles.

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Over the next three years, Moraine Park Technical College is embarking on an enterprise-scale initiative to improve data quality, enhance and control accessibility, and modernize all core ERP functionality with the implementation of a C'Nexus. The primary goal of this project is to ultimately improve the student experience through modern, process-driven operations, timely data for key decision-makers, and predictive analytics to aid in proactive intervention, as well as strategic plan development. A secondary goal is to increase staff efficiency and effectiveness to serve students and stakeholders.

Sources

- 18-19 Vision 2020 Metrics with Actuals
- BudgetReportSample
- CNexus Brochure
- Example Budget Reports
- Example Supply Report
- Example Unit Folders
- FTE Projections 2012 to 2017
- FTE01-15-17vs01-15-18
- Outcomes-Funding-REPORT-2017-18
- WTCS-Factbook-2017

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

Maintaining fiscal, physical, and technological infrastructures sufficient to support operations (5.A.1)

With an annual operating budget of $51.2 million (FY17) and capital budget of $7.2 million, Moraine Park Technical College (MPTC) must plan effectively to support operations. The College is a prudent steward of public resources and is careful in exercising its tax levy authority. Resource planning is a component of our strategic planning and budget development process. Resources are allocated based on the priorities identified as part of this process. All employees are provided an opportunity for input into the planning and budget development process. State and federal statutes and administrative rules govern our financial policies and processes. MPTC accounting procedures meet or exceed all requirements, as confirmed by independent auditor reviews of our records and reporting practices. (5.A.1)

Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs (5.A.3)

Strategic goals, or priorities, are determined during the strategic planning process. These priorities are used to determine appropriate resource allocation. Mid-year progress reports are provided to the District Board to monitor the completion of the priorities. Related budgets are actively managed with formal budget modifications completed at least annually or more if a need is determined. (5.A.3)

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

Budget development ensures the allocation and assignment of resources is aligned with achieving the organizational strategic goals or priorities. This is completed using an iterative process to gather input from all areas of the College. In addition, the College annually completes a three-year master facility plan outlining all capital projects driven by the academic programming needs. (5.A.2)

Tracking Outcomes/measures utilizing appropriate tools

Budget versus actual performance is monitored on a regular basis using custom developed reporting tools. Formal budget modifications are done annually or more if needed to balance the revenue and expenditures at the end of the fiscal year according to state statute.

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

The Three Year Facilities Plan, Toolbox-Timeline, and Comprehensive Annual Financial Report documents are evidence of a strong, effective management process.

Comparison of results with internal targets and external benchmarks

The College also utilizes state-wide data to assess and benchmark revenue and expenditures based on the experiences of the other 15 colleges.

Interpretation of results and insights gained

Currently, each unit of the College utilizes Excel spreadsheets to track progress, (i.e. budget to actual, spend rates,) and Cognos reports for tracking purposes. The intent, with the implementation of C'Nexus, is to build those reports, account activities, and benchmarks into a system-wide reporting structure. The report structure and access levels will be based on security and roles.

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Over the next three years, Moraine Park Technical College is embarking on an enterprise-scale initiative to improve data quality, enhance and control accessibility, and modernize all core ERP functionality with the implementation of a new software solution. The primary goal of this project is to ultimately improve the student experience through modern, process-driven operations, timely data for key decision-makers, and predictive analytics to aid in proactive intervention, as well as strategic plan development. A secondary goal is to increase staff efficiency and effectiveness to serve students and stakeholders.

Sources

- CAFR FY16-17 optimized
- CNexus Brochure
- mid-year-progress-College Strategic Plan Final
- Three Year Facilities Plan 2017-20.pdf
- Toolbox-Timeline-2018-19
- WTCS-Factbook-2017

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

Building budgets to accomplish institutional goals

The budget is adopted on an annual fiscal year beginning July 1 ending June 30. The budget allocates financial resources for instruction, instructional resources, student services, general institution, and physical plant expenditures. Budgeting is conducted in accordance with Wisconsin Statutes, Wisconsin Technical College System (WTCS) Administrative Rules, and local District policy, prepared in the format required by the WTCS, and submitted to the WTCS by July 1. Expenditures must be accommodated within the authorized tax levy and other funding sources. The budget development process is iterative and input is provided in various ways. The process begins with a preliminary budget scenario based on trends and projections for the upcoming year. Budget managers work with staff to discuss initial budgets and ideas for funding consideration. Tools, such as a custom budget toolbox system have been developed to provide a way for staff to submit budget related information and ideas. Resources are estimated by reviewing enrollment predictions, reviewing trend information, and assessing the political environment. Some revenues are constrained by statutory rules. Budgets are consolidated, reviewed and finalized by Accounting / Financial Services, budget managers, and the executive team. The preliminary financial plan is shared with the Board in March, who ensures the plan is consistent with the strategic direction. A proposed budget is presented to the Board in April, with a public hearing in May. The Board will take final action to approve in June for a July 1 budget.

Monitoring financial position and adjusting budgets (5.A.2)

Monitoring of the financial position and budgets is conducted in accordance with Wisconsin Statutes, Wisconsin Technical College System (WTCS) Administrative Rules, and local District policy. Budget managers are responsible and accountable to the efficient and effective use of financial resources which is demonstrated as part of the performance evaluation process. The budget is based on certain information and assumptions made during the planning process, these change with time and further information. Therefore, budgets are adjusted as needed and follows the District policy as set forth. (5.A.2)

Maintaining a technological infrastructure that is reliable, secure, and user-friendly

Moraine Park Technical College has significantly enhanced, strengthened, and hardened its technical infrastructure and security infrastructure to ensure both system and data integrity, and to meet the current and growing needs of its expanding educational programs. While access to core data and systems is strictly controlled and highly secure, the capability of key decision support systems and its associated data have presented a material challenge for Moraine Park as a whole.

Over the next three years, Moraine Park Technical College is embarking on an enterprise-scale initiative to improve data quality, enhance and control accessibility, and modernize all core ERP functionality with the implementation of a new software solution. The primary goal of this project is to ultimately improve the student experience through modern, process-driven operations, timely data for key decision-makers, and predictive analytics to aid in proactive intervention as well as strategic plan development. A secondary goal is to increase staff efficiency and effectiveness to serve students and stakeholders.

Maintaining a physical infrastructure that is reliable, secure, and user-friendly

A three-year master facility plan integrates new construction, remodeling, and other capital improvements with the mission, vision, and strategic direction of the College. This plan is reviewed annually with key academic and other stakeholders to update based on the needs of the related areas. The master plan is updated based on the input, shared, and approved with the Board, and is submitted to the WTCS as required. The plan is used in the budget development process. The estimated

financial impact of planned new construction, remodeling, and other capital improvements is reviewed as part of the long-range debt plan. The financial plan is managed by the Accounting / Financial Services Department who works very closely with bond counsel and financial advisory services to develop a debt service plan. The Director of Facilities leads and coordinates the detailed planning of each project. When necessary, the College uses outside architects, engineers, and consultants. Procurement processes and required WTCS approvals are incorporated as needed for a particular project. Detailed planning of each project includes key individuals and is monitored to ensure all projects are completed within scope, on time, and within budget to meet the goals of the project.

Managing risks to ensure operational stability, including emergency preparedness

The College has implemented a number of measures to manage risks related to operational stability. Formalized crisis response and safety teams are in place to provide input to managing these risks and are led by managers responsible for various safety and security functions. A comprehensive crisis response and business continuity plan, updated in 2015, was developed to provide a framework for managing crisis situations through coordination between the College and other governmental and emergency units. Training opportunities are provided to College staff and students to educate all on the plan and other tools available to them. Emergency procedure quick reference guides are also posted in all classrooms. The College has a dedicated Safety Manager and Security Manager. Dedicated College security staff are present on each campus Monday through Thursday. In 2016-17, an active threat activity, with a weapon demonstration, was conducted College-wide, serving as a training tool and providing feedback to improve the process.

Tracking outcomes/measures utilizing appropriate Tools

Moraine Park is part of a purchasing consortium with other WTCS colleges. The consortium purchasing process saved the College $318,782 in the 2016-2017 fiscal year.

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

Summary results of measures (include tables and figures when possible)

The District Board and College administration have been effective in the budget management process as demonstrated by the strong financial position the College maintains as represented by the FY 2017-18 Budget Book. The College has been able to maintain and remodel facilities and support new construction while staying within statutory budgeting guidelines, and retaining a strong budget reserve. This has been and will continue to be a focus of the District Board and College administration. As a part of strong a fiscal management philosophy, the College leverages the WTCS consortium purchasing process. The consortium uses the purchasing power of the combined sixteen technical colleges in the system. Each year the WTCS publishes a summary of purchase activities reflect the annual savings.

The Budget Book FY 2017-18, 2017-18 College Initiatives, Three Year Facilities Plan, Toolbox-Timeline, and Institutional Plan and Budget documents are evidence of a strong, effective

management process.

Comparison of results with internal targets and external benchmarks

The College also utilizes state-wide data to assess and benchmark revenue and expenditures based on the experiences of the other 15 colleges.

Interpretation of results and insights gained

The District Board and College administration will continue a focus on maintaining a balanced budget, strong budget reserve, and continue to follow the budget planning processes that ensure the College effectively serves its stakeholders.

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

The C'Nexus implementation will help improve the budget development process and monitoring.

In September of 2017, MPTC invested in a three-year subscription to KnowBe4 for security awareness training and testing. This subscription enables the College to test employees' ability to recognize phishing email red flags and how to properly report them. Since November of 2017, we have sent six phishing test campaigns to all staff and College Board members. The initial test results indicated a phish prone percentage of 18.7%. After a number of training videos which all employees were required to complete, our phish prone percentage dropped to 7.5% in the May 2018 Report. Each person who fails to recognize the email as a phishing email and clicks on the embedded link is automatically enrolled in a short training course. This course reinforces points to educate our end users on how to recognize suspicious email. It is acceptable for the end users to either delete the email, or report it via a phish alert button which is embedded in every email message within our system.   The phish alert button reports the message as suspicious to both our postmaster and KnowBe4 in addition to removing the message from the end users inbox.

Other training which is included in KnowBe4 is the weekly "Scam of the Week" email. All employees receive this message which is a topical message reporting on a recently exposed security scam which is active. This message is sent on Wednesday. Additionally, on Monday morning, each employee receives a security hints and tips email. This is a general information message designed to keep security awareness at the forefront for each employee.

In addition, all staff, faculty, adjunct faculty, and students are eligible to use the KnowBe4 Home Security training course which is optional and free for this audience to use. This training module is also available for this audience to share with their own families in an effort to increase the last line of defense, the human firewall.

In the 2018-19 academic year, we anticipate several changes in the security management and education area. The College plans to appoint a person to the role of Security Officer. This person will be empowered to make decisions regarding the implementation of all technology hardware and software from a security perspective and will have complete responsibility and authority over this area of technology. In addition, a Security Policy will be published and adopted by the College. Included within will be a Security Incident Response Plan, along with a revised and simplified Acceptable

Usage Procedure (AUP).   Adoption of the AUP along with completion of mandatory security awareness training will be supported by the College, to include suspension of network access for non-compliance.

Sources

- 2016-2017 MPTC Annual Procurement Report
- 2017-18 College Initiatives
- Budget Book FY2017-18 FINAL
- Budget Book FY2017-18 FINAL (page number 22)
- Budget Management Policy.pdf
- Budget Planning Policy.pdf
- BudgetToolBoxSystem
- CNexus Brochure
- Crisis Response and Business Continuity
- Emergency Procedures Quick Reference
- KnowBE4 Email
- Phish-Prone_Report
- Purchasing Consortium report
- Three Year Facilities Plan 2017-20.pdf
- Toolbox-Timeline-2018-19
- WTCS-Factbook-2017

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

Selecting, deploying, and evaluating quality improvement initiative

The College's structure, organized so that each system supports the Primary Learning System (Academic Affairs), helps actualize its vision by focusing on customer requirements, effective and efficient processes, and sufficient cross-functional communication. Interrelationships between systems are noted and cross-functional teams are established to provide the input and feedback

necessary for continuous improvement and strategic planning associated with College processes. Project teams are also established to provide the expertise and support from employees as needed to achieve the end result of each project. Work teams are established within systems to accomplish day-to-day operations and engage in decision-making associated with continuous improvement and strategic planning. Through this team framework, learning, team work, and the individual mastery of planning, decision-making, and problem-solving methods, the College is able to focus on what is essential – customer satisfaction and student success.

Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums

The College Accreditation Cross-Functional team's purpose is to give oversight to the College's Accreditation process, including: the development of the Systems Portfolio; preparation for Higher Learning Commission (HLC) site visits; selection for Strategy Forum representation; review and assignment of Action Projects; recommendations to the President's Cabinet (PC) for accreditation; development of timelines and representatives to ensure the College complies with Title IV requirements; and other compliance-related HLC AQIP accreditation needs.

Action projects are developed and selected based on feedback from the Systems Portfolio, Quality Check-up, Strategy Forums, and the strategic planning process. The Action Projects must align with the College's strategic plan and be integral to College initiatives. Recent and current projects have followed that methodology, with project activities including faculty credentials, strategic enrollment, and data management.

Charting a Course for Success (Launched 6/5/17) - This action project is designed to address the College's data issues. Poor implementation of the current ERP has led to data validity and reliability issues. Data issues have created an environment of inefficiencies, staff frustration, and ultimately impairs our ability to service stakeholders. The project will deliver a best practice process mapping solution including definition of key data elements, best practice future state, identification of required resources, and the selection and implementation of a new ERP solution. The project will include all major units of the College, administrative managers, and a majority support staff.

Strategic Enrollment Management (SEM) Plan (Launched 6/30/16) - This action project is building a long-range strategic enrollment management plan focused on three broad areas: recruitment, admissions, and academic programs. The project is based on a multifaceted approach to advance student success by increasing enrollment, retention, completion rates, the level of student satisfaction experience throughout the student life cycle, and responding to changing demographic and economic conditions. The project comprehensively and purposefully engages all units, departments, and campuses of the College, which will ensure involvement of the entire College community.

Faculty Credentials and Professional Development Criterion (Completed) - All adjunct and full-time faculty teaching courses that meet for more than 15 hours in one course section and apply to a degree or adult basic education were subject to the Wisconsin Administrative Code changes and the Faculty Quality Assurance System (FQAS). FQAS requires instructors meet minimum hiring requirements established by the Wisconsin Technical College System (WTCS), Higher Learning Commission (HLC), and applicable federal and state licensing requirements. All District faculty in positions that fall under FQAS must create annual professional development plans to complete WTCS competencies and maintain currency in their assigned content area.

College Council Cross-Functional Team (Completed) - The College Council cross-functional team was established as part of an on-going process to create open, honest, and productive communication within the Moraine Park Technical College community. In 2014, the College initiated the College

Council: Transformation of a Culture Action Project. The project was created as a result of the PACE survey review, Systems Appraisal feedback, strategic planning discussions, and Quality Check-up Visit feedback with the intent of confronting and developing strategies to improve the College culture, strengthen communications, and empower all employees. The conclusion of that year long project was to establish the College Council cross-functional team.

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

The continuous quality improvement projects have helped the College focus on specific College-wide initiatives that change the culture and move the college forward.

The Faculty Credential and Professional Development Criterion Action Project changed how the College evaluates faculty credentials, assesses professional development, and tracks those activities. The College also purchased and implemented a software product to track those activities to make it easier for supervisors and employees to monitor activities.

College Council has helped the College community have an equal voice in College decisions, strengthened communication across the College, and strengthened the sense of teamwork. The College Council will continue to build that sense of community as it evolves over the next decade.

6I1: IMPROVEMENT

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Moraine Park is currently engaged in the Charting a Course for Success and Strategic Enrollment Management Action Plans. Both are expected to continue for the next few years. The ERP C'Nexus implementation (included within Charting a Course for Success) is anticipated to continue through 2020. The level of resources (labor and financial) required to support this project will limit the College's ability to undertake additional projects in the same timeframe. The College is also committed to supporting the Strategic Enrollment Plan to ensure a continued focus on student enrollment, retention, and completion.

Sources

- FrameworkforTeams

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

Developing an infrastructure and providing resources to support a culture of quality

The culture of quality is built on a framework of teams. Today, work teams, project teams, and standing committees engage a diversity of people, experiences, and backgrounds. This creates a culture to work on cross-functional solutions to projects. For example, College Council, strategic enrollment, and data re-engineering project teams were formally created to build on process and culture improvement. Moving forward, teams will have more accountability with structured

templates, communication channels, and rotation of staff, as appropriate.

Although the College doesn't have resources for a formal quality department or staff, the framework for teams' structure, tools, and trainings allow team leaders, facilitators, and members to engage in quality improvement changes through their concerted efforts and work. In addition, financial resources are available for employees to attend state, regional, and national meetings or conferences to ensure awareness and understanding of best practices. Additionally, budget dollars are allocated annually to fund quality improvement initiatives which align with the College's strategic plan.

Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

The College ensures an understanding of impact by communicating the progress and decisions of teams via minutes. Minutes of teams are posted on the myMPTC for review by all employees. Additionally, progress on significant projects are often presented in monthly college update presentations or at convocation, to ensures broad employee awareness. In addition, all cross-functional team membership is rotated annually to give all employees an opportunity to be engaged in continuous improvement efforts within a particular team. (5.D.1)

Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

The College relies on feedback from employees and students regarding the impact of new quality improvement efforts. In addition, systems portfolio reviews, outcomes based funding reports, culture surveys, employee engagement surveys, and the Innovation 2020 metrics reports provide a gauge for progress, success, or rework required. If metrics lapse, the leadership team utilizes the feedback to reengineer or implement plan changes. (5.D.2)

Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution

Under the leadership of the accreditation liaison officer (ALO), the accreditation cross-functional team meets to review, discuss, and provide recommendations on AQIP projects, portfolio work, site visits, strategy forums, and formal integration with executive leadership and College teams. Based on the topic and decisions, the ALO communicates with the College's internal and external stakeholders as appropriate.

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

The College has always followed a methodology of continuous improvement, however, not in a true systematic way. Based on the 2013 Systems Appraisal Feedback report comment "the College assessment culture appears to be emerging and the need for a comprehensive structured process that integrates and aligns all the different areas of student learning and development may be an important next step for MPTC to transform into a continuous, self-sustaining, evidence-based decision making

institution," the College has taken steps to become more systematic. We have witnessed set-backs in that process due to senior level leadership changes, challenges accessing data, and organizational changes. Progress has been made via action projects, new senior level leadership, and the decision to implement C'Nexus.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

The College will implement C'Nexus, which will provide the foundation of data, accountability, and measurement. The C'Nexus system will be built based on the process redesign efforts that occurred in 2017-18. In addition, we are embarking on a new five-year strategic plan, Innovation 2025, which will be based on input and direction from many internal and external stakeholders including Board members, business leaders, K-16 partners, community organizations, students, faculty, staff, and others. To enhance our transition to a systematic, innovative culture, the College Council has introduced an Innovation Program that allows staff to "Consider, Create, and Celebrate" innovative ideas and projects in alignment with our current strategic plan. The program is still in a developmental phase, and is intended to encourage and reward innovative, integrated decision-making and efforts. Finally, the WTCS is leading the state technical colleges in the creation of a Student Success Model. Funded by a Great Lakes Higher Education Grant, the 16 Wisconsin Technical Colleges are assessing their practices based on research-supported recommendations on Guided Pathways. Ideas to move these efforts forward will be integrated into the new ERP system. Ultimately, the College will be introducing best practices identified by mature 'Achieving the Dream' colleges, moving MPTC closer to success. This success is measured by the achievement of each and every Moraine Park student.

The College will also finalize a new Board Policy Manual by June, 2018. Under direction of the Board of Trustees, the President has created a new board policy governance model which is a hybrid between a traditional format and a Carver business model. Beginning in 2018, and continuing through 2020, management staff will transition the existing policies and procedures into a simplified, structured model that now includes administrative policies and procedures. The model includes a review of all substantial changes with all employees prior to implementation.

Sources

There are no sources.