



Action Project #1: Create and offer options for learning based on customer requirements/goals.

Institution: Moraine Park Technical College

Declaration: 9-2002

Description

This project will identify and frame issues and problems related to the College's program development process and the methods used to determine new programming. Current practices for new program development will be reviewed, and a structure will be developed and implemented to identify options for learning and educational experiences to serve the best interests of the College and its communities.

Related AQIP Criteria

Primary	1-Helping Students Learn
Related	3-Understanding Students' and Other Stakeholders' Needs
Related	7-Measuring Effectiveness
Related	None
Related	None

Related AQIP Principles

Principle	
Principle	
Principle	
Principle	

Rationale for Action

The College is aware of changing needs and expectations of students. By enhancing the viability of the program development process, MPTC will provide cutting edge programming that will lead to employment for learners while at the same time be responsive to local employers' needs for well-trained employees. As a learning college, the focus needs to be on the learner and providing as many options for learning as possible. This project will allow the College to investigate new programming as well as determine learner's preferences for delivery method. As a result, MPTC will improve program efficiency (programs and classes will be full and thus more efficient to run). Learners will be satisfied and will return for additional training. As a result of increased FTEs, the College will receive additional state aids that can be used to improve curriculum and provide additional options for learning.

Areas Affected

- 1) Primary Learning System;
- 2) Instructional Design and Development;
- 3) Institutional Research/Customer Requirements Major Process Team

Processes Affected

- 1) New program development including environmental scanning and program needs assessment;
- 2) Program approval process;
- 3) Elements of Quality Programs (EQP) (program review process);
- 4) Academic advising;
- 5) Program/course enrollment;
- 6) Retention;
- 7) Course Scheduling

Process Measures

- 1) Number/type of new programs discussed and implemented;
- 2) Program review data (course efficiencies, FTEs);
- 3) Program enrollments processed;
- 4) Course withdrawals processed;
- 5) Drop/Add forms processed;
- 6) Program change forms processed

Outcome Measures

Annual tracking of the following measures would provide information on goal achievement:

- 1) Assessment of Student Learning;
- 2) Learner satisfaction;
- 3) Course completion rates;
- 4) Retention/withdrawal rates;
- 5) Graduate Follow-up Study;
- 6) Employer Satisfaction Survey

Performance Targets

Year	Quantitative and Qualitative Stretch Targets
One	Develop model for new program development that includes needs assessments that provide clear evidence of need for program and scheduling preferences.
Two	Develop and implement new program(s) utilizing needs assessments and state program development process.
Three	Track student satisfaction for new programs and delivery methods, and continuing in year four, to track student satisfaction and programmatic results, determine trends, and draw comparisons by benchmarking with similar colleges in the State WTCS System.

Keeping Focus

As work at MPTC is accomplished through use of the existing team structure, teams would be charged with assuring that the energy of the College remains focused on this project and its goals, and achieves the desired outcomes. Progress can be reported to all staff on the Intranet website.

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