



Action Project #2: Obtain feedback from learners to determine the extent to which needs and goals are/are not being met.

Institution: Moraine Park Technical College

Declaration: 9-2002

Description

This project will establish an annual Student Success dashboard measurement and monitoring program for continuous improvement at Moraine Park. The dashboard process will focus on defining Student Success at the program or contact level. By defining Student Success at the program or contact level, we will glean more focused and actionable information than a general college wide measure could provide. The dashboard will provide a platform from which Moraine Park can work to proactively respond to various student segments needs and expectations. Accountable individuals will be responsible for the development and monitoring of annual goals and action plans to address Student Success issues.

Related AQIP Criteria

Primary	3-Understanding Students' and Other Stakeholders' Needs
Related	1-Helping Students Learn
Related	7-Measuring Effectiveness
Related	8-Planning Continuous Improvement
Related	None

Related AQIP Principles

Principle	A - A mission and vision that focus on serving students and other stakeholders
Principle	D - A learning-centered environment
Principle	H - Planning for innovation and improvement
Principle	I - Fact-based information-gathering and thinking to support analysis and decision-making

Rationale for Action

With an increasingly competitive educational marketplace, and tightening of public financial support, it is critical for Moraine Park to differentiate itself through a focus on Student Success. Continued success of the College requires commitment to the various segments of current learners we serve, in addition to recruitment of new learners. Successful retention focuses on meeting or exceeding student expectations and enhancing the quality of their educational experience. In addition, a Student Success dashboard will aide the MPTC Elements of Quality Programs process by providing program specific information to incorporate in its measure.

Areas Affected

- 1) Primary Learning System, and
- 2) Marketing Support System

Processes Affected

- 1) Learning Support, Retention, and Student Enrollment;
- 2) Teaching and Learning, Outcome Assessment, Planning Learning Opportunities;
- 3) Institutional Planning and Effectiveness;
- 4) Institutional Advancement

Process Measures

- 1) Specific measures will be developed as we progress. Identification of process measures is part of the year one project definition.
- 2) Milestones for task completion will be established to ensure that the project remains on schedule.

Outcome Measures

PRIMARY MEASURES:

- 1) Year-to-year changes in student success metric scores and
- 2) Feedback from stakeholders.

SECONDARY MEASURES:

- 1) Retention percentages;
- 2) Graduation rates; and
- 3) Reduced number of complaints from students

Performance Targets

Year	Quantitative and Qualitative Stretch Targets
One	Define what Student Success means to students in each of the pilot program areas including Business, Manufacturing, Trades, and Nursing. This will be accomplished as follows: Phase 1: Internal brainstorming sessions - Brainstorming sessions with program Deans, VP of Teaching and Learning, VP of Marketing, program faculty, internal service providers, and other accountable staff to outline what Student Success means for program students. Where applicable, external benchmarking for program or service excellence will be conducted. In addition, Program Deans will be encouraged to seek opinions on Student Success from advisory committee members. Phase 2: Focus group sessions - Focus group sessions with program students to outline what Student Success means to them in terms of program/course and service

	offering. Phase 3: Quantitative test of Student Success definition - Conduct quantitative postal survey with defined student segments to validate Student Success definitions and establish a baseline.
Two	Complete pilot implementation of measurement process. Establish dashboard and identify critical areas for initial continuous improvement effort for year three. Conduct survey with various student segments and review largest performance gaps with baseline as the critical areas for continuous improvement in year three.
Three	Complete second annual measurement process. Review variations in scores between years two and three, gauging progress and identifying additional critical areas for improvement. Analyze and evaluate change as a result of goals and action plans established during year two to assure that processes and improvements are achieving the desired results. Choose two to three critical items in each accountable area as target for continuous improvement for year four.

Keeping Focus

All work at MPTC is accomplished through use of the existing team structure. A project team will be charged with the responsibility of assuring that the energy of the College remains focused on this project and its goals, and achieves the desired outcomes. In addition, Deans will be held accountable for developing goals and action plans for addressing program/course related areas of Student Success. Likewise, service-providing areas of the College will also have similar accountability in relation to service design. Internal brainstorming sessions, student focus groups, and postal surveys will be utilized. Internal communication tools will keep staff informed of project progress. Project goals will be included as part of management performance evaluation procedure.

Contact Person Information:

First Name	Mary
Middle Initial	K.
Last Name	Hietpas
Title	Resource Development/NCA Partner
Email:	mhietpas@morainepark.edu
Phone:	920-929-2479