



**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

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**Annual Update:** 2003-09-19

### 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

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

### Related AQIP Principles

<b>Principle</b>	A - A mission and vision that focus on serving students and other stakeholders
<b>Principle</b>	D - A learning-centered environment
<b>Principle</b>	H - Planning for innovation and improvement
<b>Principle</b>	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	<p>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</p>

	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:

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### Annual Update: 2003-09-19

A. Describe the past year's accomplishments and the current status of this Action Project.

In the past year a great deal has been accomplished on this action project. In October and November of 2002 focus groups were held with College faculty and staff. A focus group was held with faculty members from each of the four program cluster areas (Business, Trades, Manufacturing, and Allied Health/Nursing). Using the Colleges Core Abilities as the starting block, the groups were asked to brainstorm the required skills that make for a successful student in their program areas. The groups focused on broad skill sets versus specific program competencies, which are already measured through the assessment process. The skill sets were narrowed down to the critical few using an affinity process. In addition, a focus session was conducted with College support services staff to identify support issues related to student success. Finally, a cross sectional group of College faculty and staff were brought together to discuss the impact of the general college experience on student success. In the Spring of 2003 a focus session was held with a cross-section of students in each of the four program cluster areas. With the information gleaned from the faculty and staff focus sessions serving as a catalyst, students were asked to identify what a successful college experience means to them, both on a program specific and college-wide level. Given the apparent scope of what was undertaken, it was decided as the project progressed that the focus would remain on program students and research with non-program students would be postponed. Information was compiled and analyzed and draft surveys are under development for each of the program clusters. The surveys will be piloted during the fall semester of 2003 from which benchmark dashboard metrics will be established.

***Review (01-30-04):***

Clearly this Action Project was carefully thought through from the start. The qualitative and quantitative stretch targets, in particular, were especially well chosen in the opinion of this reviewer. Focus group sessions appeared to be of great value and produced much information that was actionable and which could inform near-term strategic planning in support of the goal of heightened student success. The incorporation of student insight was critical and has, apparently, been valued. The gathering of a cross-sectional group of faculty, representing various disciplines and programs, was also of some significance. While unclear from this report as to the demographics of this faculty conversation group, it might be suggested that future faculty groups include both senior faculty who are well-regarded on campus as "champions" and more junior faculty who may be relatively new to the institution. It is often useful to include a few senior support staff even in faculty constituent conversation groups given the impact that these folks (especially department administrative assistants) have on students and as "carriers of tradition" on a campus. All evidence reported here, taken together, would suggest that the college is making reasonable progress toward the development and deployment of an institution-wide continuous quality improvement initiative that will result in enhanced student academic success. Celebrate your vigorous and energetic start as well as the early successes you've enjoyed! Begin, now, to bring some new faces and ideas into the equation. Those who have been part of this initiative from the start should now "adopt" and mentor a faculty or staff member who has not been part of the earlier process.

**B. Describe how the institution involved people in work on this Action Project.**

"Buy-in" to the process is critical for the projects success. Thus, faculty and staff were

heavily involved in this recent phase of the project. Faculty members from each program cluster were recruited to participate in program specific focus groups. Upon completion of the focus groups the results were analyzed, summarized, and again shared with all program faculty members to ensure that the information was properly represented. In addition, faculty members were notified of the program student focus groups. The final survey instrument drafts will be shared with program cluster faculty for feedback prior to piloting the survey. College staff members were also involved in the process. One focus session involved various managers and support staff from the student services area of the College. In addition, a second focus session involved a cross-section of staff from various areas of the College. Project updates have been shared with the College Planning and Leadership Team as well as the Academic Affairs Guidance and Support Team and the Marketing Guidance and Support Team.

**Review (01-30-04):**

Your response demonstrates your commitment to involving employees (faculty, staff, other partners) from throughout your college in addressing the issues of student success. Collaboration of this sort will lead to enhanced and strengthened student support operations and will, in time, strengthen the overall college's appreciation for the value of a high visibility quality assurance process that has been driven throughout the organization. Sharing project updates with the College Planning and Leadership Team, the Academic Affairs Guidance and Support Team, and the Marketing Guidance and Support Team is highly commendable. Cross-unit sharing of learning and the collaborative building upon such learners is key to project success.

**C. Describe your planned next steps for this Action Project.**

Draft surveys for each of the four program clusters will be finalized and piloted in the Fall semester of 2003. Benchmark dashboard indicators will be established from this information to establish the metrics that encompass "student success" both at a programmatic level and at a college-wide level.

**Review (01-30-04):**

Arriving at a shared group of dashboard indicators and metrics may require considerable time and energy. This is the place in such projects like this one where some folks start to fall by the wayside and enthusiasm begins to quell. Don't let this happen simply because this is where much of the hard work has to occur. It is unclear as to whether your benchmark indicators will all be internal or will you develop benchmark institutions to which to compare yourself. Because so much behind-the-scenes work needs to go on in this phase of the project, be especially careful that you continue some level of good outward publicity. People should not feel that the initiative is "done with" or has stagnated and languished simply because folks are working quietly behind the scenes to develop indicators and metrics. And remember that once released in more public fashion, indicators and metrics must be readily understandable by multiple constituencies.

**D. Describe any "effective practice(s)" that resulted from your work on this Action Project.**

As progress continues on the project we are increasingly aware that an "effective practice"

is developing. The projects warm reception by faculty and staff thus far indicates that we are making successful progress at the present time. A clearer picture of success should develop as we analyze the pilot survey results and begin developing a comprehensive set of metrics for use as a strategic measure for planning by the College.

**Review (01-30-04):**

While you are correct in assuming that the projects "warm reception" by faculty and staff is an early indicator of early acceptance of the range of new student success initiatives, the real indicators of success will come when success measures are concrete and recognizable. Success measures must always be real measures of success and not fuzzy notions that give us a warm feeling. You are, however, clearly headed in the right direction and everyone who has been involved up to this point are to be commended.

E. What challenges, if any, are you still facing in regards to this Action Project?

Thus far the College has embraced the Action Project and has provided full support.

**Review (01-30-04):**

Assuming a broad embrace of the worthiness of this initiative as well as solid financial support, your challenges ahead should not be insurmountable; rather they should be expected challenges where resources and strategies have already emerged. You are moving in the right direction.

F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project, explain your need(s) here and tell us who to contact and when?

No assistance needed at this point.

**Review (01-30-04):**