

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

**Institution:** Moraine Park Technical College

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**Annual Update:** 2004-09-01

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### 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

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

### Related AQIP Principles

<b>Principle</b>	
<b>Principle</b>	
<b>Principle</b>	
<b>Principle</b>	

### 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.

## Annual Update: 2004-09-01

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

The 2003-04 Performance Target was revised to: Pilot the process for identifying new program offerings. The 2004-05 Performance Target was also modified to: Evaluate the piloted process and formally implement the new program development process. As new ideas flowed from Phases 1 and 2 into the survey research and analysis steps of Phases 3 and 4, the college recognized the need for a checks-and-balance step within the process. Now, prior to expending time and resources conducting a mini needs assessment survey of district employers (Phase 3), the College Guidance and Support Team (CGST) will now review all Phase 2 ideas that were moved into Phase 3 by the Academic Affairs Guidance and Support Team (AAGST). If the facility, capital or equipment costs appear to be too high, the idea will be suspended and returned to the Idea Vault. Phase 5 was also modified and clarified. Curriculum development occurs after the state needs assessment and concept development includes preliminary research of the knowledge and skills required in the occupation. At the end of Phase 5, CGST will conduct a final resource review. During the pilot year, 61 new program ideas were identified. Forty-three ideas went through Phase 1 only. Ten ideas went through both Phase 1 and Phase 2. Seven ideas went through to Phases 3 and 4. One idea has gone through all the phases and is currently in Phase 5 for conceptual development.

#### **Review (09-18-04):**

It is obvious that you have put a lot of time and energy into this action project during the past year. It is also noteworthy that the process you are using, has allowed you to recognize and incorporate modifications as you recognize (need) them, and that these modifications have benefited you. However, one concern is that during your pilot year you had 61 new program ideas, but only one idea made it to Phase 5 for conceptual development. Is there a target number (or approximate number) of new program ideas that you would like to create into new programs? In other words, is there an expectation regarding what ideas should make it through when they enter your process? Are you confident with a process that will stop 60-out-of-61 ideas from making through to the end (implementation)? Likewise, how many new schools (disciplines) anticipate new programs? Do you have curriculum that doesn't need new ideas or programs? You state in section B that the Institutional Advancement/Research team managed the Idea Vault (Access database) which is used to capture information for each new learning opportunity. However, what ultimately happens to the ideas that are placed in the idea vault? Do you have periodic review and prioritizing of the idea vault? Or, do the ideas in the idea vault die a natural death of old age or are they shelved and forgotten?

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

The Academic Affairs Guidance and Support Team (AAGST) is still responsible for this project and makes the decisions as to whether a new learning opportunity should move forward to the next phase within the process. However, as indicated previously, we have added the College Guidance and Support Team (CGST) as the team that completes the resource reviews. Institutional Advancement/Research still facilitates the process and provides extensive research support. This team also manages the Idea Vault or the Access database that is used to capture information for each new learning opportunity/need. College instructional partners, deans and associate deans share information from AAGST meetings with their unit and work teams. Institutional Advancement also will work very closely with the Programming and Design team for those ideas that move from Phase 5 to the state agency for a formal needs assessment process. After the pilot is completed, staff at Moraine Park will have the opportunity to submit new program or training ideas by filling out an Idea Vault worksheet (sheet can be requested from Moraine Park). This worksheet will be available on Moraine Park's Intranet site. In addition, students, business leaders, advisory committee members, economic development groups/Workforce Development, and community members will also be sources of inputs for new program/training ideas. Staff who work directly with these outside sources can simply submit a worksheet addressing the needs or learning opportunities gathered from these inputs.

#### **Review (09-18-04):**

It is indeed impressive that you have involved many key people with this process. However, could there be a slow down with the timeliness of the process if too many people become involved; and, in particular if there are

too many committees or teams involved giving their individual stamp of approval or rejection? How do you keep the acceptance and rejection process moving along from one phase to another in a timely fashion and finally into implementation? This would be information that other colleges and universities would be interested knowing.

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

In 2004-05, Institutional Advancement/Research will evaluate the piloted process by analyzing and measuring the following: the format or flow of the process; number of programs reviewed and forwarded through the various stages of the Program Development Process; the number of programs ready for development and implementation; the value of information provided by the process; and the timeline of the process (how quickly ideas flowed through the process). Modifications to the process will be completed, if needed. Then the college will formally implement the new process: Implementing the new ideas that have successfully moved through all the phases of the model (as associate degree or diploma programs), and implementing those ideas in the internal development stage as advanced technical certificates or program modifications. During the college's professional development week in August 2004, the Institutional Advancement/Research team and the Programming & Design team will officially introduce the process and initiate staff training.

#### **Review (09-18-04):**

You have a lot of work ahead of you, including the usage of significant evaluation procedures (measures). How much administration involvement, and campus-wide participation, do you expect regarding the decisions to implement or modify your process; and/or the ideas sent through your system? How do you measure success and/or lack of satisfaction with your product? What is the desired (expected) period of time for completing your timeline from start to finish? Sharing information about your experiences with such things as evaluating the "value of information provided by the process," would be helpful to other institutions.

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

After a successful pilot of the new process in 2003-04, several new cutting-edge programs or certificate/short-term training options have been thoroughly researched and approved for further investigation or implementation. One benefit of the new process is improvement in program design, which is more responsive to the needs of our stakeholders, district employers and community members. Moraine Park's mission is to offer programs that result from understanding students' and other stakeholders' needs. We aim to conduct solid, quality research as program ideas flow through the five phase process to assure that we implement programs that are projected to be financially viable and meet job market demand. For example, prior to the new Program Development Process, one program was implemented only to be suspended two years later. The college expended about one year's worth of time researching and developing the program at a cost of about \$70-80k per year. In the new Program Development Process, the idea would have been rejected long before it ever reached the Wisconsin state needs assessment and implementation stage. The key is better researched information upfront about the job outlook, competitive marketplace, preliminary district support/need, preliminary costs, and so on. This new effective practice can save the college time and money by avoiding implementing programs that will fail within a few years due to lack of local need. A flow chart is available for review.

#### **Review (09-18-04):**

Your check and balance system, along with process (continuous) evaluation regarding what you are doing; is indeed noteworthy. This is a significant process that would be helpful if you shared it with others. In particular, others would be interested hearing about how your current system eliminates significant amounts of expense implementing a curriculum that might not work out or may be rejected after a couple of years. For example, you said that your former system of doing program implementation, could cost as much as \$80,000.00; and, this would indeed be a waste of resources if a new curriculum was rejected or stopped a couple of years after it was created!

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

During the pilot of the process, new program or training ideas primarily came from inputs that Institutional Advancement/Research Services reviewed: environmental scanning data, national/state job websites, competitive analyses, and classified/job openings. As the process moves from an Action Project to a formal

college process, we will need to incorporate the other sources of input such as Business Leader Roundtables, Community Call to Action, student input, advisory committees, Economic Development Corp, employment services, and Moraine Park employees. The greatest challenge will be getting support from the college community to assist Institutional Advancement/Research in gathering ideas from business and industry, students and the community. The staff training in August 2004 should help promote the awareness and benefits of this new process.

**Review (09-18-04):**

You have good momentum and incorporating this action project into a formal college process should be further rewarding once this action project is completed.

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 (09-18-04):**

You have come a long way and this journey should become more rewarding for you as you further implement this action project. Others can learn from the experiences you have encountered. You are encouraged to share your experiences at the Annual Higher Learning Commission Conference held in Chicago each spring (late winter).

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