

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

Institution: Moraine Park Technical College

Contact: Josh Bullock -- jbullock@morainepark.edu -- 920-924-3229

Annual Update: 2004-09-01

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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.

Annual Update: 2004-09-01

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

The 2003-04 academic year has shown great accomplishment on this action project. During the development of the Student Success Inventory instruments it was decided that the depth and breadth of information required warranted breaking the survey into two parts. It was also decided that, since neither of the two parts were exclusively dependant on the other, we would administer each part of the survey bi-annually. In fall 2003, part one of the survey instrument was mailed to a random, representative sample of students in all four of the program clusters. A follow-up mailing was conducted and the overall response rate hovered around 30%. Data analysis began in February to establish dashboard indicators. A dual importance grid methodology of using stated versus motivational importance was utilized, in addition to multiple cross-correlations. Initial data were shared with the AQIP/NCA Liaison responsible for the overall AQIP project administration and protocol for results distribution was established. In May 2004, data analysis was complete and we shared results with the responsible program deans in summer 2004. Communication with the remainder of the college community and responsible Instructional Excellence Teams (IETs) will follow when all staff returns in August 2004. We believe that this project now has an assured focus and direction for continuous improvement in Helping Students Learn (AQIP Criterion 1).

Review (11-05-04):

The development of the Student Success Inventory instrument is an important step toward establishing an annual Student Success dashboard measurement and monitoring program for continuous improvement at Moraine Park. A broad-based collaborative approach, as outlined in your Performance Targets, can help to obtain campus wide support. Data collection methods in addition to mailings might be considered help increase the breath of your data base. Distribution of surveys during orientations, or particular courses can be used to reach a different sampling group. If possible, it can be insightful, as well as empowering to quantify indicators that measure the focus and direction of the project.

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

Faculty and staff were involved in the development of the survey instrument. All faculty members and deans from each of the four program clusters were sent draft copies of the survey instrument and asked to comment on scales, indicators, and other content issues. Many of the faculty and dean's comments and suggestions were incorporated into the revised survey instrument. The revised instrument was again shared with faculty and staff before administration. Valuable input was received from faculty and deans including the suggestion to ultimately split the survey into two distinct instruments. Due to the nature of the detailed and laborious

mathematics involved, there was much less faculty and staff involvement during the data analysis phase of the project. In 2003-04, project updates have been shared with the College Planning and Leadership Team at three meetings. Quarterly updates were shared with the Academic Affairs Guidance and Support Team and the Marketing Guidance and Support Team. Our goal is to personally present the results at the various program cluster team meetings in fall 2004. This will allow us to assist in the interpretation of the data, address next steps, and formulate focused strategies with each team.

Review (11-05-04):

The process as outlined demonstrates broad-based faculty, staff and administrative involvement, which is an important principle to be observed for any high performance organization. Providing those not directly involved with the mathematical analysis of the data a general overview of how the analysis was accomplished can be an opportunity to instill further ownership in the project, as well as a chance to demonstrate a learning centered environment.

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

The Student Success Inventory will continue to be administered and in 2005-2006 part one of the surveys will expand beyond the four pilot clusters. In addition, part two of the survey will be administered to the four pilot program areas in 2004-2005. This accomplishment will establish the survey's baseline metrics for continuous improvement.

Review (11-05-04):

The collection of baseline data is of the utmost importance for developing a system of continuous improvement. These data will serve your organization as it moves into fact-based information gathering and thinking to support analysis and decision-making. Using your measured data (baseline data) as the starting point for any alterations or changes for the next round of measurements closes the assessment loop.

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

As we began analyzing the data it became clear that an effective practice had been developed. Our original hypothesis, and reason for developing a personalized instrument, was that students from different program areas have distinct needs. Indeed we learned that the most critical driving needs of students were different between program clusters. This program specific data will allow our program deans and Instructional Excellence Teams to focus on the needs most critical to the students in their program clusters; something that was not possible using the standardized survey instruments that many outside vendors sponsor.

Review (11-05-04):

Analysis of the data obtained from the survey instrument has provided beneficial insight into the varying needs of your students. Program deans and Instructional Excellence Teams will utilize this information to better address the critical needs of students in their program clusters. This is a nice example of demonstrating flexibility and responsiveness to new information.

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

The College has embraced the Action Project and has provided full support.

Review (11-05-04):

The Student Success Dashboard has full institutional support.

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 (11-05-04):

Not requested

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