# Systems Portfolio
# Mid-State Technical College

**3/11/2019**

## Introduction

Mid-State Technical College is a rural multi-campus technical college located in central Wisconsin proudly serving the district for more than 100 years. Mid-State's 2,500 square mile district serves a resident population of 171,382 and includes all or parts of eight counties: Adams, Clark, Jackson, Juneau, Marathon, Portage, Waushara, and Wood. The Mid-State district is primarily located in three counties: Adams, Portage, and Wood County. The College embraces its mission, "transforming lives through the power of teaching and learning." Mid-State is student-focused, community-based, and an active leader in the development of central Wisconsin's workforce. Mid-State is a publicly-supported regional two-year college in the Wisconsin Technical College System (WTCS), which is comprised of 16 colleges serving more than 325,000 students.

Mid-State describes itself as one College in four locations whose vision is to be "the educational provider of first choice for its communities." It has three campuses located in Marshfield, Stevens Point, and Wisconsin Rapids and an additional location in Adams. Stevens Point is the district's largest community at nearly 26,000 and is home to the district's only public four-year institution. The distance between Mid-State campuses ranges between 23 and 32 miles.

The College is locally governed by an experienced nine-person board. Board members are appointed by a special committee of County Board Supervisors and serve three-year terms. The Mid-State District Board of Directors (BOD) establishes College strategic directions, which guide instruction and operations, establish priorities for the College, and help ensure fulfillment of the mission. The BOD identified the following strategic directions (2018-2020):

Through the pursuit of excellence and continuous improvement the College will...

- Provide responsive, flexible, high quality education to foster student achievement through career pathways and life-long learning to the communities we serve.

- Deliver dynamic, innovative solutions to provide a skilled workforce and enhance economic viability within the district as a community partner.

- Strengthen K-12 partnerships to maximize student access and student success.

  The College's employees are guided by a set of core values that are key to creating a great learning organization. Mid-State's core values of Student Centeredness, Integrity, Exceptional

Service, Commitment, Accountability, and Respect collectively influence and inspire student success.

The College is a vital resource for our rural communities. Academic programs are created in response to current and anticipated workforce needs. Nearly 350 employers and employees, representing 225 organizations, serve on our academic program advisory committees to help ensure that graduates have the skills employers need. Guided by the Educational Master Plan, the College continuously improves its program mix to respond to employer need and student demand using the 5 Rights: Right Program, Right Curriculum, Right Format, Right Location and Right Time. Mid-State offers more than 60 associate degrees, technical diplomas, and certificates to meet varied educational needs. Mid-State also offers 16 apprenticeship programs.

Mid-State student life experiences and circumstances are diverse. The College has a student body of 7,600 students, including more than 3,100 program students. The primary reason students attend Mid-State is to obtain employment. Students receive financial assistance and juggle the demands of family, work, and school; 83% of program students attend part-time. Mid-State students generally live close to an Mid-State campus, often working full-time. The College provides access to programs over a large geographic area through online, hybrid, and TelePresence technology. Small classes and instructor involvement foster success and contribute to the fact that 93% of Mid-State graduates are employed within six months of graduation.

The Educational Master Plan (EMP), created in February 2017, provides the blueprint for planning in academics. It is aligned with the College's strategic plan to establish dynamic programs, flexible scheduling, and delivery modes that respond to current and emerging workforce and student needs. It focuses on the "5 Rights" to address the decline of population in some areas of Mid-State's district, the decline in enrollment, and an increased percentage of part-time students. One of the changes resulting from the EMP is the investment in two new support functions – Education Services and Workforce & Economic Development. To provide curriculum, assessment, and program review support, Educational Services added a Curriculum and Assessment Specialist in addition to an Institutional Effectiveness & Quality department. The College is addressing the opportunity to strengthen the institution's position as an economic and workforce development partner within the district by creating a Workforce & Economic Development (WED) department. WED provides customized training to employers, offers continuing education courses to the community, and submits Workforce Advancement Training grants.

To support our part-time, resource-challenged students, the College invests in up-front student services. Since March of 2016, students are required to meet with an academic advisor prior to registering for courses. Mid-State advisors use Civitas predictive analytics to target high risk students through nudge campaigns and communication sent from academic advisors to intentionally reach out to students. The GPS for Student Success course provides students an opportunity to meet with their advisor and design their academic plan from first semester until degree completion. More than 500 Mid-State students have created an academic plan.

### *Continuous Improvement Journey*

The BOD hired Mid-State's sixth president in June 2017. With the arrival of Dr. Shelly Mondeik, Mid-State has embraced a number of major continuous improvement strategies. To understand employee concerns, Dr. Mondeik held one-on-one sessions with every College employee. Within six months of assuming office, the president interviewed every College employee using a set of structured questions. Based on employee feedback, the President announced the end of the "Culture of Accountability" initiative. The President also sprearheaded the formation of campus advisory committees and a Student Advisory Council  to provide the College with campus-specific feedback. This feedback also helped form Vision 2020, a strategy for fulfilling the mission and strategic directions of the College by focusing on four Pillars of Opportunity: Programs, K-12, Workforce, and Continuing Education. By focusing efforts into the pillars, the College will meet its Key Results in Student Success, Organizational Effectiveness, and Organizational Health. Mid-State's Key Results address improving Organizational Effectiveness (FTE/Headcount), Student Success (course completion, retention/persistence, completion/graduation, and job placement), and Organizational Health (employee engagement).

## 2020 Vision

Mid-State Technical College is the educational provider of first choice for its communities.

### Mission

Mid-State Technical College transforms lives through the power of teaching and learning.

### Strategic Directions

Through the pursuit of excellence and continuous improvement the college will...

- Provide responsive, flexible, high quality education to foster student achievement through career pathways and life-long learning to the communities we serve.
- Deliver dynamic, innovative solutions to provide a skilled workforce and enhance economic viability within the district as a community partner.
- Strengthen K-12 partnerships to maximize student access and student success.

### Pillars of Opportunity

MID-STATE · EMPLOYEES

PROGRAMS · K-12 · WORKFORCE · CONTINUING EDUCATION

### CORE VALUES

Student Centeredness · Commitment · Accountability
Respect · Integrity · Exceptional Service

### Key Results

Student Success · Organizational Effectiveness · Organizational Health

**Category 1 Helping Students Learn Overview**

Mid-State is making incremental gains in assessing common learning outcomes known as *employability skills* through an Action Project. To more comprehensively measure common learning outcomes, the General Education disciplines identified general education outcomes that will be assessed in general education and program courses in Fall 2019. The processes and results for assessing common learning outcomes in 1.1 are systematic. Mid-State's processes and results for determining, communicating and ensuring the stated program learning outcomes are systematic. The Mid-State Assessment Model, based on the ADDIE model (Assessment, Design, Development, Implementation, and Evaluation), provides the College with an assessment framework. Mid-State's processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders (1.3) are aligned. The College assesses the 5 Rights through program/general education review in additional to evaluation rubrics for focused curricular changes. The annual review process assesses the currency and effectiveness of academic programs and general education disciplines. 1.3 results are aligned. The processes and

results for ensuring quality academic programming (1.4) are systematic, with improvements supporting quality including dual credit mentors and a standardized syllabus template. Mid-State's processes and results for supporting ethical practices while pursuing knowledge (1.5) are systematic.

| | |
|---|---|
| **1.1: Common Learning Outcomes-Process** | **Systematic** |
| **1.1: Common Learning Outcomes-Results** | **Systematic** |
| **1.2: Program Learning Outcomes-Process** | **Systematic** |
| **1.2: Program Learning Outcomes-Results** | **Systematic** |
| **1.3: Academic Program Design-Process** | **Aligned** |
| **1.3: Academic Program Design-Results** | **Aligned** |
| **1.4: Academic Program Quality-Process** | **Systematic** |
| **1.4: Academic Program Quality-Results** | **Systematic** |
| **1.5: Academic Integrity-Process** | **Systematic** |
| **1.5: Academic Integrity-Results** | **Systematic** |

**Category 2 Meeting Student and Other Key Stakeholders Needs Overview**

In 2015 the College initiated an Action Project to execute an intentional, integrated enrollment model to address prospective student needs. The project defined the prospective student experience through a new admission and enrollment process. Through this project, Mid-State implemented a new advising model, and developed and implemented a student success course, college orientation, and program orientation. Faculty and staff utilize Civitas, a software product that supports advising and retention analysis, to support at-risk students in targeted advising efforts. A second Action Project supported the creation of an appreciative advising model which included a restructuring of advising. A third Action Project focused on improving retention by utilizing new student retention measures to monitor student success. 2.1 processes and results are aligned. Mid-State's processes for meeting current and prospective student need and for promoting student retention, persistence, and completion (2.2) are aligned. Mandatory advising, utilization of Civitas software, and the GPS for Success course all support retention, persistence, and completion. The College identifies key stakeholder needs and has become more intentional in building relationships with stakeholders. The processes and results in 2.3 are systematic.

College complaint (2.4) processes and results are also systematic, with Title IX training and reporting procedures being a frequent professional development topic. Mid-State's processes and results for building collaborations and partnerships (2.5) are systematic. Mid-State is focusing on building partnerships with K-12 districts and 4-year partners to provide students with educational pathways. During campus strategic planning sessions, each campus identified key partnerships with local entities (K-12, workforce, or philanthropic) to support campus initiatives.

| | |
|---|---|
| **2.1: Current and Prospective Student Need-Process** | **Aligned** |
| **2.1: Current and Prospective Student Need-Results** | **Aligned** |
| **2.2: Retention, Persistence and Completion-Process** | **Aligned** |
| **2.2: Retention, Persistence and Completion-Results** | **Systematic** |
| **2.3: Key Stakeholder Needs-Process** | **Systematic** |
| **2.3: Key Stakeholder Needs-Results** | **Systematic** |
| **2.4: Complaint Processes-Process** | **Systematic** |
| **2.4: Complaint Processes-Results** | **Systematic** |
| **2.5: Building Collaborations and Partnerships-Processes** | **Systematic** |
| **2.5: Building Collaborations and Partnerships-Results** | **Systematic** |

**Category 3 Valuing Employees Overview**

Mid-State has made focused and intentional changes in the Valuing Employees category. Mid-State's new president held one-on-one listening sessions with employees. Many of the changes in processes were adopted from these sessions. Processes for hiring, specifically the interview format, have become streamlined for efficiency. This new process was fully implemented across the institution. Another emphasis has been centralizing the faculty qualifications within Human Resources and standardizing the practices across campuses and across schools. Employee development has experienced renewed focus, with increased investments in an additional all college in-service and employee training. With the hire of a new president, Mid-State has retooled some of its evaluation processes, specifically eliminating all practices related to the Culture of Accountability.

Mid-State's recruitment, hiring, and orienting processes (3.1) are aligned. Regular employee orientations introduce new hires to Mid-State through a comprehensive and consistent

onboarding process. The faculty hiring process ensures that all instructors are qualified (full-time, part-time, and dual credit) through consistent credentialing standards and/or tested experience (when applicable). Results in 3.1 are aligned.

The employee evaluation process has remained mostly unchanged, with criteria related to the Culture of Accountability removed. The evaluation process is linked to the hiring process in that all hiring criteria are integrated into performance reviews. In November 2018 the College implemented a new MindSet employee engagement survey to better understand employee engagement and satisfaction. Both processes and results in 3.2 are systematic.

Employee professional development has remained strong, with increased connection among the College's strategic focus areas, individual employee goals, and professional development training opportunities. The College consolidated professional development funding in HR to ensure strategic and consistent use of funds across the College. The College has added opportunities for development with an updated tuition reimbursement policy (in process), a new Teaching Fellows Program, and revitalized Faculty In-Service. Processes and results in 3.3 are also systematic. Mid-State will continue to pursue opportunities for ongoing improvement in this category.

| 3.1: Hiring-Process | Aligned |
|---|---|
| 3.1: Hiring-Results | Aligned |
| 3.2: Evaluation and Recognition-Process | Systematic |
| 3.2: Evaluation and Recognition-Results | Systematic |
| 3.3: Development-Process | Systematic |
| 3.3: Development-Results | Systematic |

**Category 4 Planning and Leading Overview**

The hiring of a new president in summer 2017 impacted many processes related to Planning and Leading and has resulted in the realignment of results in Category 4. Most process and results are systematic. College leadership has intentionally focused on being "one College with four locations." Through the careful collection of feedback and data, the president and Executive Leadership Team evolved the current strategic plan to Vision 2020 and continues to evolve the existing plan by adding four individual campus strategic plans to support the mission and vision

while providing localized value for individual communities. Upon completion, the strategic plan will further align College support functions such as budgeting, marketing, information technology and facilities within the planning process.

Leadership (4.3) is the one process that is aligned. The President held 209 one-to-one conversations within her first six months of presidency to speak with all full and part-time employees about the College. The President's Office uses an Office of the President email to communicate pertinent information to all staff as well as gather feedback before decisions are made. One announcement was the dissolution of the Culture of Accountability and the implementation of a professional, collaborative environment. To promote collaboration, Mid-State's BOD conducted its first joint Board Advance that included members of the District and College Foundation boards.

| 4.1 Mission and Vision-Process | Systematic |
|---|---|
| 4.1 Mission and Vision-Results | Systematic |
| 4.2 Strategic Planning-Process | Systematic |
| 4.2 Strategic Planning-Results | Systematic |
| 4.3 Leadership-Process | Aligned |
| 4.3 Leadership-Results | Systematic |
| 4.4 Integrity-Process | Systematic |
| 4.4 Integrity-Results | Systematic |

**Category 5 Knowledge Management and Resource Stewardship Overview**

Mid-State has been making positive, incremental progress in knowledge management. Because of the newly formed Institutional Effectiveness & Quality department, many processes related to data, information, and performance results for decision-making (5.1) processes and results are new and therefore systematic. With a new president many of processes and results for Resource Management (5.2) are new and also systematic. Processes related to operational effectiveness (5.3) such as the budget planning process, monitoring of energy consumption, and safety processes are more mature, making them aligned. Also the addition of an on-site Security Director will provide additional processes in place to ensure the safety of all students, staff and

visitors. Results relating to operational effectiveness (5.3), especially in energy consumption analysis and budget monitoring, are aligned.

| | |
|---|---|
| **5.1: Knowledge Management-Process** | **Systematic** |
| **5.1: Knowledge Management-Results** | **Systematic** |
| **5.2: Resource Management-Process** | **Systematic** |
| **5.2: Resource Management-Results** | **Systematic** |
| **5.3 Operational Effectiveness-Process** | **Aligned** |
| **5.3 Operational Effectiveness-Results** | **Aligned** |

## Category 6  Quality Overview

Mid-State's Quality Improvement Initiatives and Culture of Quality processes and results are systematic. With the change in leadership, the College has re-focused its quality efforts to focus on an evidenced-based culture where the gathering of data and feedback drive decision-making. To that end, the College has reinvigorated its assessment efforts and program review efforts, as well as the more intentional and systematic collection of feedback from campus advisory committees (new), program advisory committees, Student Advisory Council, employee surveys and feedback sessions, and student surveys.

| | |
|---|---|
| **6.1: Quality Improvement Initiatives-Process** | **Systematic** |
| **6.1: Quality Improvement Initiatives-Results** | **Systematic** |
| **6.2: Culture of Quality-Process** | **Systematic** |
| **6.2: Culture of Quality-Results** | **Systematic** |

# 1 - Helping Students Learn

## 1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

**1P1: PROCESSES**

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

**1R1: RESULTS**

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**1I1: IMPROVEMENT**

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

## Responses

**Aligning common outcomes to the mission, educational offerings and degree levels of the institution**

Mid-State five institution-wide outcomes, "Employability Skills," are embedded into every associate degree program and technical diploma. They are:

- Behave responsibly - individually and cooperatively
- Communicate effectively
- Demonstrate effective critical and creative thinking
- Demonstrate cultural, social and global awareness
- Use appropriate technology

The 2014 Systems Appraisal stated the College "has an opportunity to more fully describe the process by which these core abilities were defined, and the plan for updating the indicators as needed." At the AQIP Strategy Forum in April 2015, the College initiated an Action Project and later integrated it into its five-year strategic plan as the Institutional Objective: "Engage faculty in the development and measurement of student learning outcomes that ensures Mid-State graduates demonstrate the knowledge, skills, and attributes reflected in the Core Abilities."

During the 2016-17 school year, an assessment committee convened a cross section of program and general education faculty and educational services personnel to revamp the original four core abilities to make them more student-focused and measurable. The committee renamed the core abilities as "employability skills" to define where these skills would provide future success for students. This initiative was incorporated into the Educational Master Plan (p. 3).

Twelve employers provided employability skills feedback via focus groups or an electronic survey. All twelve affirmed Employability Skills were appropriate. A community partner survey to 253 employers in August 2017 gathered further feedback on each skill. After receiving feedback from 122 area employers with 80-95% favorable responses on each skill, the committee ratified these skills as college-wide outcomes. The new employability skills were rolled out for the 2017-18 school year, including a fifth skill—using appropriate technology. The addition is in response to area business partners and employers who wanted to ensure that graduates would know how to use industry-specific technology, personal communication technology, and social media appropriately. While industry-specific technology differs from program to program, all graduates should demonstrate the proper, safe, and secure usage of industry and personal technology in the workforce. Other skills were rewritten to include language reflecting workplace terminology.

Each employability skill has criteria formatted as scoring guides available to all instructors. The employability skills are mapped by program and general education instructors. Each course

within a program is listed and the indicators of "introduced," "practiced," or "assessed" are identified. For example, this is how the employability skills look in Mid-State's Renewable Energy program. Once the level of the employability skill is assigned, it is then linked to each competency within a course. Within WIDS (Worldwide Instructional Design System), instructors can link the employability skills to any learning and assessment plans built. The skills are listed on all syllabi.

Mid-State is documenting how employability skills are assessed in each corresponding course. These skills are also mapped in the general education classes. Through fall 2018, all syllabi referred to the employability skills in the "Policies and Procedures" section. Starting in the spring of 2019, all syllabi now reference the employability skills as an integrated part of their course competencies.

As part of the Wisconsin Technical College System (WTCS), the College offers state-aligned general education courses. In April of 2018, Student Services implemented a "multiple measures" approach to provide more accurate course placement. General education course descriptions include the appropriate multiple measures. Mid-State is determining general education outcomes for all communications, science, math, behavioral science, and social science disciplines. The Dean of General Education, along with the Curriculum and Assessment Specialist, are leading instructors through the process of developing these outcomes in 2018-19, with implementation scheduled for fall 2019. The general education faculty presented these outcomes to Mid-State program faculty at the January 2019 Faculty In-Service. The College Curriculum and Assessment Specialist ensures employability skills and general education discipline outcomes are mapped in each program with direction from faculty. The Curriculum and Assessment Specialist is a position that was created in 2017 to centralize and standardize the processes of curriculum development, modification, and classroom assessment. (3B1, 3E2)

**Determining common outcomes**

Mid-State values input from students, community partners, and faculty stakeholders when making decisions about common outcomes. Based on Systems Appraisal feedback, a validation survey of students, community, and faculty was developed. The results from that survey led to the creation of the employability skills described above. The survey results showed that area employers were 98% in favor of the skills, except for the global and social awareness skill where 91% of respondents agreed with the importance of that skill.

Students, community, and faculty all had a stake in the process of creating the skills. Graduate surveys sent about six months after graduation include questions related to the effectiveness of the employability skill outcomes. Feedback on common outcomes was obtained during semiannual faculty in-services. Faculty collaborated across the College to develop common outcomes and ideas were presented to advisory committees for support. Area employers were invited to focus groups for input and the Employability Skills Survey was created as a validation tool. The College hosts an annual breakfast with K-12 educational partners with an agenda item of discussing employability skills. (3B2, 4B4)

**Articulating the purposes, content and level of achievement of the outcomes**

Although the content of the employability skills was universally agreed upon, the purpose and level of achievement came from the focus of each program. Technology in Accounting is utilized differently than in Diesel. Instructors and advisory committee members define how these skills apply to industry. Advisory committee members are invited to speak about employability skills in the industry. Students can hear from industry professionals, which reinforces the importance of the skills. Advisors, along with the Dean of Student Support, emphasize the connection between classroom behaviors, personal attitudes, and employability skills. The intentionality the College places on employability skills creates awareness and instills importance for students, as these skills are embedded throughout the curricular and co-curricular activities. (3B2, 4B1)

**Incorporating into the curriculum opportunities for all students to achieve the outcomes**

WIDS includes a module for building common assessments and indicators of level of attainment such as employability skills. Instructors can choose pre-made assessment rating scales or tailor those assessments to meet the program goals. These rating scales can be used in courses where the employability skills are assessed. During Divisional Planning Days, faculty were provided with work time to review employability skills assessments.

Students enrolled in an internship, field experience, or clinical situation are given opportunities to practice and be assessed on the employability skills in an industry-specific setting. In the Cosmetology program, the employability skills are incorporated into the salon floor experience and assessed alongside the technical skills required for licensure. Through practical experiences, students connect employability skills with expectations for knowledge and conduct in the workforce. (3B3, 3B5) In fall 2019 general education outcomes will be embedded in general education and program courses.

**Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs**

The advisory committee for each program meets biannually to discuss the relevancy of the programs offered. When curriculum changes are discussed, the advisory committee is asked to support changes that align with changes in industry standards or practices. A basic review of the employability skills along with program and course technical outcomes is conducted with industry partners to ensure the outcomes are relevant to changing needs. Industry partners indicated an overwhelming need for the workforce to understand the acceptable use of social media, personal devices, and industry-specific technology with care and confidentiality. This need led to the creation of the fifth employability skill, "Use Appropriate Technology."

When a new program is being developed, a focus group of industry partners is invited to participate in the DACUM (Developing a Curriculum) process. One of the items for discussion and development during this process centers on connecting the employability skills to program outcomes for the credential students can earn. From development to post-graduation surveys, the employability skills are incorporated into daily practice at Mid-State. (3B4)

**Designing, aligning and delivering co-curricular activities to support learning**

The College has co-curricular activities that support the designing, aligning and delivering of employability skills. Programming organized by Career Services addresses student preparedness for employment. Students practices these skills by participating in tax preparation clinics or computer repair clinics. When involved in co-curricular activities such as Skills USA, personal, workplace, and technical skills are reinforced. Student Leadership BoardStudent Life and the Student Leadership Board and Lead the Way series reinforce employability skills. Career services, academic counselors, and advising staff utilize the employability skills when addressing academic or social struggles in the classroom. The German Exchange program gives Mid-State students the opportunity to develop cultural, social and global awareness.  (3E1, 4B2)

**Selecting the tools, methods and instruments used to assess attainment of common learning outcomes**

Employability skills are intentionally assessed within curriculum. The employability skills have indicators for success embedded in each skill. Faculty embed individual criteria into technical assessments to assess certain knowledge, skills, and attitudes holistically. Ultimately, employability skills are assessed through graduate surveys, employer surveys, and feedback from program advisory committees. Mid-State is in the process of more holistically assessing attainment of common learning outcomes by identifying General Education Outcomes and collecting student attainment data. (4B2)

**Assessing common learning outcomes**

Mid-State's Assessment Team coordinates the College Assessment Plan which includes the assessment of common learning outcomes. Figure 1P1-1 shows the Mid-State Assessment Model. Program instructors assess common learning outcomes in clinical or capstone courses. Cosmetology, IT Systems courses, Administrative Professional, nursing simulations and other programs with clinical/experiential components have integrated employability skills in these experiences. In the School of Transportation, Agriculture, Natural Resources, and Construction (TANRC), students sign professional development contracts each semester which lay out expectations for success in both technical skills and employability skills. For programs and courses in a classroom setting, the employability skills are assessed in smaller pieces throughout the program, as mapped in WIDS. When designing programs and mapping the outcomes and employability skills, instructors and Educational Services work to make sure that each skill is assessed in each program.  (4B1, 4B2, 4B4)

Figure 1P1-1 Mid-State Assessment Model
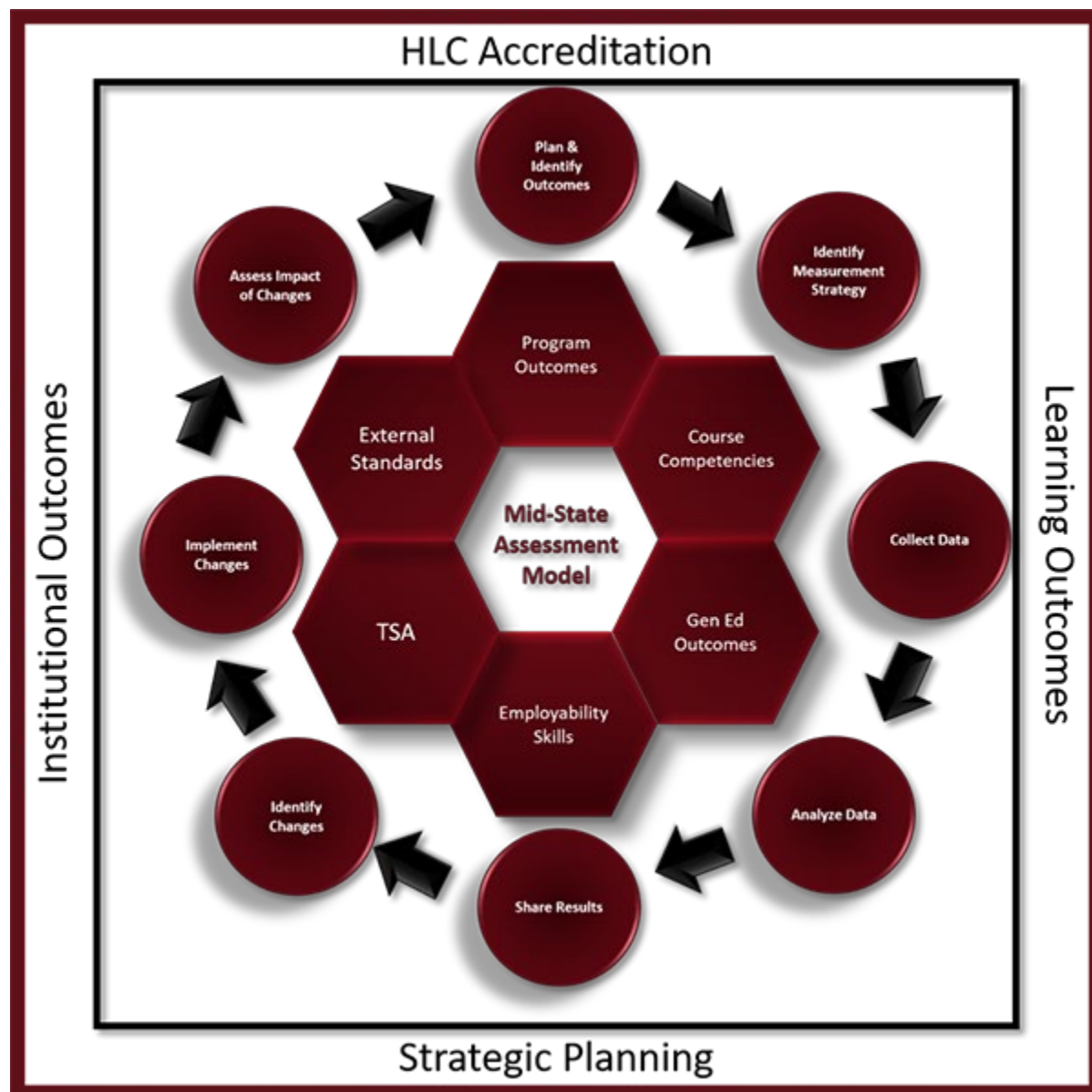
**Summary results of measures**

One measure of employability skill attainment is employer ratings of graduate skills.  Surveys occur every four years, with results reported to the WTCS. Table 1R1-1 lists Mid-State's 2017 Employer Survey Results. Mid-State had 72 survey responses. Two key employability skill attainment indicators were: 100% (n=71) of employers would hire a Mid-State graduate again and 90% (n=64) of employers indicated graduates met or exceeded their expectations for overall preparedness for employment. Additionally, 97% (n=67) of employers would recommend a graduate to another employer.

Communication faculty assessed the employability skill "Communicate Effectively" within Written Communication, English Composition I, and Speech using a common rubric to measure the skill "Devise Thesis Statements." The team set a target of 75% of students attaining

a score of 3 or 4 on the grading rubric. The team performed a comprehensive analysis of results by semester and identified improvements and interventions.

Social science faculty assessed the Employability Skill "Demonstrate effective critical and creative thinking" with an assessment in Introduction to Ethics: Theory and Application. The team utilized a common grading scale to perform an analysis of results by semester and instructor to determine individual improvements and interventions.

In fall 2018, the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) survey (Form B) was deployed both online and in-person to Mid-State students at all campuses (N=898 responses). The survey recorded students' overall importance and satisfaction levels on a scale of 1-7. Survey results identified gaps between importance and actual satisfaction regarding 50 statements (10 customized). Statements were categorized into the scale items and individual questions.

Table 1R1-2 is a comparison of questions including 2014 Mid-State results (N=805), WTCS cohort (N=14,235), and national community college cohort (N=68,690). Table 1R1-2 shows Ruffalo Noel-Levitz SSI results relating to Criterion 3B4, with increases between 2014 and 2018 showing significant improvement in the statement "Most classes deal with practical experiences and applications."

**Comparison of results with internal targets and external benchmarks**

Table 1R1-2 shows a favorable comparisons between WTCS and national community college benchmarks regarding the statement "Most classes deal with practical experiences and applications." (3B4)

Table 1R1-3 compares Mid-State 2017 Employer Survey results to the 2017 WTCS mean rating. Half of Mid-State's items were above the WTCS mean rating and half were below. Overall Mid-State's employers had a slightly higher percentages for *willingness to recommend a graduate to another employer* and *to hire the graduate again.*

**Interpretation of results and insights gained**

Employer survey data demonstrates employers have comparable satisfaction with graduate skills to the state satisfaction means. This survey is an overall assessment of graduate employability skills, but only provides specific outcome data for communicate effectively and less direct measures of other employability skills.

The communication faculty anticipated the addition of the English Composition I and Speech courses to their assessment plan in 2018 may cause a drop in scores. Instead, results were higher than the previous semester's scores. The score average was 3.404, compared to 3.256 previously. As the team expanded its assessment to additional courses, they saw an increase in scores. This signified that students are "communicating effectively" when constructing thesis statements. Since this is the case, the team chose a different competency to measure and analyze in the future to identify if students are "communicating effectively."

**Improvements**

The Action Project *Validate and Revise Core Abilities* initiated the improvements related to measuring and assessing employability skills. The following Action Project activities were successful:

1. Input was requested and received from faculty, staff and advisory committee members on the relevance of employability skills. As a result, one additional employability skill was added and the name of these skills was changed from core abilities to employability skills.
2. The syllabus template was updated.
3. Employability skills were added to WIDS for curriculum mapping and linked to courses to ensure they are introduced, practiced, and assessed throughout each program.

To further advance employability skill assessment, Mid-State completed the following:

1. Employability skills are listed in syllabi, with a review process ensuring inclusion.
2. August 2018: Provide education and support to faculty during Faculty Inservice and Faculty Teaching and Learning Days on employability skills and integrating them in syllabi and classes.
3. January 2019: Provide faculty education and support to integrate employability skills in syllabi and classes.
4. 2018-19: Provide leadership and support to the Assessment Team to create college-wide Assessment Plan including strategies for assessing employability skills.
5. Summer 2018 and 2019: Review materials to ensure employability skills are accurately described.

Work on Employability Skills continues with advisory committees holding annual reviews of Employability Skills; WIDS will be extensively used to track outcomes in co-curricular and student services activities; and in the next employer survey questions will directly assess employability skill attainment.

One major improvement currently in development is a set of general education outcomes attached to the general education and program-specific courses. This initiative is coordinated by the General Education Dean in collaboration with General Education faculty. In August 2018, the instructors identified general education outcomes and have developed them throughout the semester. Outcomes were shared and validated with all faculty during the January 2019 faculty in-service. In spring 2019, General Education Faculty are creating indicators and assessments in general education courses. In spring and fall 2019, these outcomes will be mapped to program courses. General Education outcomes will go into effect fall 2019 semester.

## Sources

- 2015-2020 Mid-State Strategic Plan with Three Levels of Goals
- 2017 Employability Skills Survey Results

- Assessment Team Agendas Minutes Plans
- Career Services-Employability Skills
- Communication General Education Assessment Results
- Course Syllabus Design Checklist
- Demonstrate Effective Critical and Creative Thinking Assessment Results
- Divisional Planning Days Schedule
- Educational Master Plan
- Employability Skills with Indicators
- Employer Survey Questions
- ES Behave Responsibly Checklist
- ES Communicate Effectively Checklist
- ES Critical and Creative Thinking Checklist
- ES Demonstrate Cultural Awareness Checklist
- ES Demonstrate Cultural Awareness Checklist Rubric
- ES Uses Appropriate Technology Checklist
- Example of a Course Outcome Summary with Program Course and Employability Skill Outcomes Documented
- Faculty Teaching and Learning Weeks - Inservice and Workshop Options for 2017-2018
- General Education Outcomes
- German Exchange Program
- GPS for Success Syallabi
- Hospitality Management DACUM Report
- Lead The Way Series
- Mid-State DACUM Process
- Multiple Measures for Mid-State
- Renewable Energy Employability Skill Assessment -Program and Course Matrix
- Student Clubs and Organizations
- Student Life and the Student Leadership Board
- Table 1R1-1 2017 Mid-State Employer Survey Results
- Table 1R1-2 Ruffalo Noel-Levitz SSI Data relating to Criterion 3B4
- Table 1R1-3 2017 Mid-State Employer Survey Results Comparison
- WTCS General Education Course List

# 1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

**1P2: PROCESSES**

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

**1R2: RESULTS**

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

**1I2: IMPROVEMENT**

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

## Responses

**Aligning learning outcomes for programs to the mission, educational offerings and degree levels of the institution**

Mid-State is part of the Wisconsin Technical College System and program offerings align with the system's mission. The WTCS Educational Services Manual (ESM) provides guidelines for aligning educational offerings and program degree levels with learning outcomes. Programs align with the College's Strategic Plan and Educational Master Plan, with program learning outcomes supporting workforce need in the district and state. These outcomes ensure Mid-State's programs meet the workforce and community needs. Outcomes are stored in WIDS, listed in course syllabi, and included in program information guides on the College's website along with any marketing resources available to the public. (3E2)

**Determining program outcomes and articulating the purposes, content and level of achievement of the outcomes**

Based on ESM guidelines, program learning outcomes are determined through a process of validation from industry and community partners, which includes pre-development meetings, post outcome development meetings, and a partner survey. After determining a program is necessary due to job market and community industry demands, the program-level learning outcomes are developed through a DACUM. At various stages of the DACUM, College instructors, the department dean, and a cross-section of local employers and industry experts are brought together to articulate the knowledge, skills, and attitudes that incoming workers should possess.

When the outcomes are established, they are sent to a wider audience of employers and community business partners for review and validation by survey. The results of this survey validate the new program outcomes. Twice a year, an advisory committee convenes, in part, to revisit these outcomes and compare course offerings and competencies to ensure that the outcomes remain relevant, attainable, and realistic for students receiving an associate degree or technical diploma. If changes are to be made to program outcomes, the changes are sent to a broader group of stakeholders who again ratify. Meeting minutes are stored on *The Source*.

All associate degree and technical diploma programs are submitted to the WTCS for approval before they are marketed or offered. In coordination with the WTCS program directors, deans and associate deans assure program quality.

If a program is state-aligned or has an external accrediting body, the program outcomes are determined and validated at a higher level. Table 1P2-1 lists external program accreditors. Mid-State deans, associate deans, curriculum leaders, and instructors are active participants in state-called curriculum meetings where program outcomes and alignment strategies are discussed. Discussions ensure curriculum remains current with industry trends and employer needs. Students are notified of program outcomes through the website, program guides, class discussions, and course syllabi. If the program is aligned with an external set of standards, students become aware of that through instructor/class interactions and course syllabi.

Table 1P2-1 Program Accrediting Bodies

| Program Name | Accreditation Body |
|---|---|
| Automotive | National Automotive Technicians Education Foundation (NATEF) Accreditation by the National Institute for Automotive Service Excellence (ASE) |
| EMT-Paramedic | Commission on Accreditation of Allied Health Education Programs (CAAHEP) |
| Health Information Management | Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) |
| Medical Assistant | Commission on Accreditation of Allied Health Education Programs upon recommendation of Medical Assisting Education Review Board (MAERB) |
| Nursing | Accreditation Commission for Education In Nursing (ACEN) |
| Paramedic Technician | Committee on Accreditation of Educational Programs for EMS Professions (CoAEMSP) |
| Phlebotomy Technician | National Accrediting Agency for Clinical Laboratory Sciences |
| Respiratory Therapist | Commission on Accreditation for Respiratory Care (CoARC) |
| Surgical Technologist | Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) under the auspices of Commission on Accreditation of Allied Health Education Programs |

Once program outcomes are developed and ratified, the Technical Skills Assessment (TSA) process of building common assessments and rubrics occurs. TSA results from these assessments are reported to WTCS annually for data analysis. The TSA process involves two phases of determining the tools and reporting measures for assessing program outcomes. A representative from WIDS, along with the WTCS education directors, have annual review meetings to revise a certain number of TSA projects. (4B1, 4B4)

**Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs**

Mid-State's annual curriculum modification process begins during August faculty in-service and extends through March. The process includes reviewing current curriculum, proposing modifications to that curriculum based on advisory committee recommendation/minutes and instructor insight, sending high-level modifications to the WTCS, and writing and revising course curriculum to meet program outcomes and industry relevance. Competencies and objectives, TSA criteria, and state alignment documents are stored in WIDS. Learning plans and performance assessment tasks are stored in Blackboard, along with updated syllabi, grading information, and course materials. (3B4)

**Designing, aligning and delivering co-curricular activities to support learning**

Co-curricular activities support learning outcomes across the College. There are four ways the College achieves co-curricular support for program outcomes. First is the development and offering of student clubs and organizations such as Phi Theta Kappa, Skills USA, Nursing Student Council, Technology Club, Business Professionals of America, Mid-State Nursing Association. Clubs foster critical thinking, skill development, and community relationship building. Some programs have study groups and tutors available. The nursing program has open lab and simulation time for students to hone their skills in preparation to meet program outcomes before graduation. Second, some programs hold onboarding orientations at the semester start, setting expectations for meeting outcomes and program standards. Cosmetology and many of the allied health programs hold half to full day orientation sessions to aid in student acclimation to the program. The College's Career Services Coordinator assists students with resume building and interview skills. Students are encouraged to list program outcomes, highlighting their abilities for future jobs. (3E1, 4B2)

**Selecting the tools, methods and instruments used to assess attainment of program learning outcomes**

Members of the Educational Services team hold professional development trainings related to curriculum, assessment, and course design. They are available to instructors on all campuses. The team manages WIDS and Blackboard platforms to ensure program outcomes are visible and incorporated at all levels. Recent workshops include evaluating assessments for validity and reliability, increasing rigor, and balancing (formative/summative) assessments.

The creation of assessment tools, rubrics, and checklists outside of TSA requirements are the responsibility of faculty who design and teach the curriculum. Each faculty member works on aligning outcomes with assessment tasks that best match the style of learning their students are completing. Assessments and rubrics are stored in Blackboard. Clinicals, capstone courses, and internships are increasingly utilized methods for assessing program outcomes and employability skills. Course completion and pass rates for capstone and internship courses are one validation for meeting program outcomes. The College also analyzes placement rates and feedback from employer surveys to determine that students met expectations for program outcomes. (4B2)

**Assessing program learning outcomes**

Mid-State's Assessment Team coordinates the Assessment Plan. Assessment of program learning outcomes is continuous and involves both the assessment of students as they strive to achieve outcomes and the assessment of the quality and effectiveness of the outcomes and competencies in programs.

Students are assessed through classroom and third-party state/national regulatory exams. In clinical and capstone courses, program outcomes, course competencies, and employability skills are assessed to ensure students entering the workforce are prepared according to the standards the advisory committees envisioned. The Educational Services holds voluntary faculty workshops on building quality assessments to supplement what instructors learn in the Faculty Quality Assurance (FQAS) Assessment course and in the faculty onboarding process.

Some of the College's programs are participate in the Technical Skills Attainment (TSA) process whereby student scores are sent to WTCS to report whether program learning outcomes. TSA assessments measure student achievement of industry relevant program outcomes using WTCS Internal Assessment (scoring guide) or an industry-validated 3rd-party assessment. It is a college-wide expectation that all applicable programs undergo Phase I and Phase II approval. Data on student completion and pass rates on the TSA scoring guide are reported to the WTCS annually.

The annual program review process looks at course and program completion rates along with job placement rates and employer survey results to determine the effectiveness of the learning outcomes as they relate to student success. Instructors review program and course success data patterns to inform them of areas for future improvement and development. (4B1, 4B2, 4B4)

**Overall levels of deployment of the program assessment processes within the institution**

All programs engage in program assessment. The primary tool for assessing the attainment of program outcomes is the TSA. Most are participating in TSA either in Phase I or Phase II. State-aligned programs must come to consensus to ratify an assessment tool before moving on to Phase II. Between 2014 and 2018, Mid-State conducted 1,203 TSA assessments.

In addition to TSA data, the College collects program assessment data from graduates and employers. Survey data is collected annually for all programs and apprenticeships through the Graduate Follow-up/Apprenticeship Completer survey. Every four years, the College collects longitudinal graduate outcome data and conducts a survey of all employers of our graduates.

**Summary results of assessments**

Between 2014 and 2018, Mid-State conducted 1,203 TSA assessments, with 1,156 students or 96% successfully demonstrating the program outcomes.

The annual Graduate Follow-up Survey is conducted six months after graduation. Table 1R2-1 lists the 2015-2018 Graduate Follow-up Survey results with WTCS comparison data. Results are shared annually with program faculty.

The annual Apprenticeship Completers Survey is conducted after apprentices complete coursework and paid related employer training. Table 1R2-2 lists the 2015-2018 Apprenticeship Completer Survey results with WTCS comparison data. Graduate Follow-up and Apprenticeship Completer results are shared annually with program and apprenticeship faculty during program review.

The Five-Year Graduate Follow-up Survey is a longitudinal follow-up survey conducted once every four years. The last longitudinal survey was conducted in 2015-16. Table 1R2-3 lists the 2009-10 Five-Year Graduate Follow-up Survey results with WTCS comparison data.

2017 Employer Follow-up Survey results are listed in Tables 1R1-1. Mid-State's employers gave graduates highest ratings in the categories of *satisfaction with graduate education* and *importance of a technical college.* In addition, 100% of employers stated they would hire the graduate again and 97% would recommend a graduate to another employer. These ratings affirm that program content is valued by the local workforce and that graduates meet workplace training requirements.

Programs licensure exam results are listed in Table 1R2-4 with state and national results when available. Exam results are reviewed by program faculty and the dean. These results are also incorporated in program TSA findings. In the case of Barber and Cosmetology state exams, the College is utilizing a new test service and results prior to 2017 are unavailable.

Mid-State captures capstone course success rates. Between 2015-2018 students took 3,258 capstones courses, successfully completing 89% of courses (n=2,907). Successful completion is defined as earning a C or higher in the course.

**Comparison of results with internal targets and external benchmarks**

Table1R2-1 lists 2015-2018 Graduate Follow-up Survey results and shows Mid-State and WTCS placement rates are similar, with Mid-State placing 2-5% more graduates in a related field of employment the last two years.

Table1R2-2 shows 2015-2018 Apprenticeship Completers Survey results, with Mid-State mirroring the WTCS outcomes.

Table1R2-3 shows Five-Year Graduate Follow-up Survey results from 2015-16. Mid-State graduates experienced high levels of employment, but 5% fewer graduates were employed in related fields of study. Also, the average hourly wage and annual earnings of graduates was lower than the WTCS average.

2017 Employer Follow-up Survey results are listed in Tables 1R1-1 and 1R1-2. Mid-State's employers gave graduates higher ratings than WTCS employers in the categories of *mastery of knowledge in the field* and *relevancy of graduate's skill/knowledge.* In addition, 100% of employers stated they would hire graduates again, compared to 96% of WTCS employers.

The 2015-2018 Mid-State licensure exam results Table 1R2-4 showed the following results as compared to state or national benchmarks:

- Cosmetology theory and practice licensure exam pass rates were similar to the state pass rates.
- Health Information Management student pass rates on the Registered Health Information Technician (RHIT) Exam were above the national average. Additionally, scores were above the national average in 2015-2017 and slightly below the national average in 2018.
- Medical Assistant CMA (AAMA) Exam & RMA (AMT) Exam scores had a higher pass rate than the national average. Exam scores were above the national average.
- Nursing Associate Degree National Council Licensure Examination (NCLEX-RN) pass rates are consistently higher than national average by 9-14%.
- Paramedic Technician National Registry Exam-Cognitive pass rates were lagging behind the national average from 2015-17. In 2018 the pass rate increased 19%, reaching 93%.
- Phlebotomy Technician ASCP Board Certification Exam pass rates are higher than the national average. The exam scores are higher than the national average.
- Respiratory Therapist Certified Respiratory Therapist Exam and Registered Respiratory Therapist Exam pass rates are higher than the national pass rates.

**Interpretation of assessment results and insights gained**

Mid-State continues to advance in its assessment journey, utilizing program assessment data to assure a quality learning experience and quality graduates for employers. To improve programs, the College continues to analyze assessment data--both formative and summative data. The College Assessment Plan serves as a framework to guide program assessment. Annual program review provides additional assessment data points such as program Graduate Follow-up/Apprenticeship Completer survey results, Ruffalo Noel-Levitz SSI survey results, and a full complement of program student success data. These data, in addition to TSA results, provide faculty with a holistic picture of student learning outcome attainment.

Assessment results and insights gained by individual programs include:

The Health Information Management program developed an RHIT Test Prep course that was first offered Spring 2018. This course targeted all domains as a final review before the student graduates. The program director performs an annual analysis of clinical evaluations by site supervisors to determine gaps in knowledge and skill levels to ensure program quality and graduate employability. Through analysis of assessment results, the program director identified a significant drop in the students' scores in the test domain related to Revenue Cycle. A potential reason for the drop in scores was due to lack of repetition of reimbursement methodologies in curriculum. This was addressed when the HIM curriculum was updated in 2017.

To sustain strong student outcomes, the Nursing Associate Degree program has enacted the following program changes:

- Providing an MSN nursing faculty tutor for high-risk courses (1st and 2nd semester) and all theory courses.
- Added a requirement that all LPN to ADN bridge students complete the GPS for Success course prior to enrollment in core nursing classes.
- Removed first semester online courses in 2018.
- Added access to ATI skills modules and math tutorials to promote consistency in information delivery.

In response to Surgical Technologist Certification Test results, the program enacted the following changes through program review: move from a 2 credit A&P course to a 4 credit General A&P course to raise anatomy scores; modified lecture format for sterilization/disinfection; used a test bank for continuous review of previous semester content; scheduled a CST practice test to be taken in the program to help test review; and scheduled an instructor formal review session.

**Improvements**

Recent improvements include the addition of the Institutional Effectiveness & Quality Manager and Curriculum & Assessment Specialist to the Education Services team to assist with program development and assessment. These positions have led to yearly program reviews, explained above, and the increased intentionality in course syllabi and program and course outcome design. Mid-State is working to improve its own TSA data collection processes, as these data have not been consistently stored within College data systems.

Outcomes for programs and syllabi for all courses are added to Blackboard learning plans students access for each program course. Within Blackboard, instructors can map assessments back to outcomes to track student performance. During the 2018-19 academic year, faculty started holding weekly team meetings that include curriculum topics. The Curriculum & Assessment Specialist is working with faculty team leads to resolve issues and lead departments to a deeper understanding of curriculum standards and practices. Advisory committee meetings will soon follow a prescribed format to include reviewing current program outcomes. The goal is to provide a template for the agenda and discussion that occurs during these meetings to be more consistent from meeting to meeting. In the summer of 2019, WIDS is scheduled to roll out a new syllabus creation platform, which will make it easier to add outcomes and competencies to a more accessible spot on the syllabus. The College is investigating using WIDS as the repository for all TSA information, including any outcome assessment plans for areas outside of academics. The Assessment Committee has been tasked with the creation of an updated institutional assessment plan, with a draft plan in place.

## Sources

- 2015-2018 HLC Capstone Courses Results
- 2015-2020 Mid-State Strategic Plan with Three Levels of Goals
- 2017 Employer Follow-up Survey
- 2018 Automotive NATEF Accreditation

- 2018 Ruffalo Noel Levitz SSI Results with National Compares
- 3 Years of Program Graduate and Apprenticeshhip Completer Survey Results
- Advisory Committee Appointment Form
- Advisory Committee Handbook
- Assessment Team Agendas Minutes Plans
- Blackboard Instructor Handbook
- Career Services-Employability Skills
- Course Syllabus Design Checklist
- Curriculum Sign Off Meeting Agenda
- Divisional Planning Days Schedule
- Educational Master Plan
- Example of a Course Outcome Summary with Program Course and Employability Skill Outcomes Documented
- Faculty Framework DRAFT
- Faculty Quality Assurance System (FQAS) Coursework
- Health Information Management Accreditation Document
- Hospitality Management DACUM Report
- Medical Assistant Reaccreditation Letter 2015
- Mid-State DACUM Process
- Nursing ACEN Reaccreditation Letter 5.6.2015 til 2022
- Paramedic Accreditation Letter
- Program Review Process Overview
- Respiratory Therapist Accreditation document 2012
- Sample Advisory Committee Agenda and Meeting Minutes
- Sample Program Guide for Business Management
- Sample Program Review Data Set
- Sample TSA Rubric for Surgical Technician Program
- Self Student Approval Letter - Phlebotomy
- Student Clubs and Organizations
- Summer Professional Development
- Surgical Technologist Accreditation Letter 2014
- Table 1R1-1 2017 Mid-State Employer Survey Results
- Table 1R1-2 Ruffalo Noel-Levitz SSI Data relating to Criterion 3B4
- Table 1R2-1 2015-2018 Graduate Follow-up Survey Results
- Table 1R2-2 2015-2018 Apprenticeship Completer Survey Results
- Table 1R2-3 2015-2016 Five-Year Graduate Follow-up Survey results for the Class of 2009-10
- Table 1R2-4 Mid-State 2015-2018 Licensure Exam Results
- WTCS Educational Services Manual
- WTCS System-Aligned Curriculum Process and List of Programs

# 1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

**1P3: PROCESSES**

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

**1R3: RESULTS**

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**1I3: IMPROVEMENT**

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Identifying student stakeholder groups and determining their educational needs**

Mid-State intentionally collects student stakeholder feedback throughout their educational journey. Mid-State formally gathers student feedback through the Ruffalo Noel-Levitz Student

Satisfaction Inventory survey and CCSSE/SENSE survey rotating every two years. This feedback provides the College with data on academic programming, student support offerings, and the needs of students. In April 2018, the President convened a Student Advisory Council to gather student feedback directly each semester. The Student Advisory Council represents the diversity of the student population by campus, program, age, and gender.

One key stakeholder group identified is economically distressed students. Approximately 62% of students utilize financial aid to support their education, with 43% qualifying for Pell Grants. Many students work full-time and attend part-time due to economic challenges. To promote the success of these students, the College provides a structured registration session and new student orientation featuring academic, financial, and ancillary support services. These upfront strategies benefit new students. A second inter-related stakeholder group is new students. Mid-State initiated an Action Project to revise reporting to include new student retention measures. These measures are reported on the BOD Dashboard. New students provided feedback regarding Mid-State's new student orientation, Skills Tools Empower Prepare Success (STEPS), via a survey.

Another key stakeholder group is program students. Program students often share common academic challenges that are identified during the annual program review process. The review includes analysis of the following data: program student enrollment/demographics, successful course completion, retention rates, graduation rates, graduate placement/transfer rates, labor market projections, and student satisfaction data. Teams review data, discuss student achievement barriers and highlights, explore program gaps, and set goals for the academic year ahead. Changes to existing programs are discussed at the fall and spring program advisory committee meetings, with committee member approval sought for changes requiring College and/or WTCS approval.  (1C1, 1C2)

**Identifying other key stakeholder groups and determining their needs**

Prospective K-12 students are provided the opportunity to share feedback after events such as Program Showcase, Explore Tours, and Discovery Days. K-12 educational partners also extend feedback on recruitment events and other collaborations, such as dual credit offerings. This occurs during high school counselor breakfast gatherings and dual credit organizational meetings. To assure dual credit faculty understand course rigor and requirements, Mid-State faculty members provide mentoring and course support.

Graduates of Mid-State are a vital stakeholder group. Graduate feedback, including graduate satisfaction, is reviewed during program review. Graduates rate the value of skills attained, career readiness, preparedness for more advanced education, and the overall student experience.

Community partners provide guidance in program content through participation on advisory committees and DACUM processes. Program, DACUM, and ad-hoc advisory committee members emphasize interest in the program and hold either employee or employer roles in industries related to a program. Advisory committee member applications are approved by the Vice President of Academics. Mid-State collaborates with employers, organizations, and agencies in events to support community educational needs. Partners also provide opportunities for students through job shadowing, internships, and scholarships.

The Workforce & Economic Development (WED) team, formed in 2017, is integral in identifying and working with stakeholders to determine workforce training needs. Team members attend program advisory meetings as well as business and industry events to identify continuing education and customized training needs of graduates, community members, and business partners. Some businesses participate in Workforce Advancement Training (WAT) Grants. Workforce training and continuing education courses are assessed through participant and employer surveys.

Educational partners are identified as stakeholders in the academic offerings, particularly including K-12 schools within Mid-State's district and 4-year post-secondary institutions of higher learning. Mid-State coordinates many events bringing elementary, middle, and high school students to Mid-State campus locations (e.g., Program Showcase, Discovery Days, and Career View). Instructors and staff attend the high school counselor breakfast meetings and meetings with dual credit instructors and Mid-State mentors. A guide is provided to high school partners detailing courses offerings via dual credit. It lists courses and required instructor qualifications. This manual and course listings, along with instructor resources, are updated annually. Mid-State is actively establishing articulation agreements with 4-year educational partners to provide additional career pathways. Mid-State communicates with these partners when changes are made to programs possibly impacting current articulation agreements, when articulation agreements are in need of renewal, and to explore new articulation opportunities.  (1C1, 1C2)

**Developing and improving responsive programming to meet all stakeholders' needs**

Mid-State's program review process analyzes student outcome and labor market data to determine strengths and improvements related to student success, student satisfaction, career preparedness, dual credit opportunities, and 4-year articulations. In 2016, Mid-State initiated an Action Project to implement an institutional curriculum process. Curriculum development processes were centralized, a project form was developed, faculty load calculations were standardized, a three-year Product Development Plan was established, and an annual curriculum modification timeline was implemented. The curriculum modification process follows a cycle of reviewing current program data, analyzing industry trends and student needs, proposal and approval of curriculum changes with administrative leaders and advisory committee support, revising competencies and learning plans, and then reassessing the effectiveness of the curriculum. The Advisory Committee Handbook requires members district-wide representation to ensure curriculum fulfills the training needs of the entire district.

The College continues to grow scholarship offerings. The Mid-State Foundation administers 275 different scholarships, awarding over $250,000 to students annually. Additional funding opportunities are provided through Sponsor-A-Scholar, which coordinates financial support from business partners.

The WED Division gathers feedback on workforce and community needs and creating opportunities for contracted training and continuing education in coordination with faculty and staff. This involves the exploration and submission of grants yearly to assist in developing new programs and strengthening the impact of existing programs on student success and career

preparedness. Mid-State was awarded an Occupational Competency Grant allowing faculty to reenter the workforce and pursue professional development through learning industry techniques and experiencing current industry trends firsthand. The faculty bring information and experience back to the College to inform the continued development of curriculum and coursework for students, customized training with business partners and skill-building with community partners.  (1C1, 1C2)

**Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs**

Mid-State utilizes an annual review process where faculty, educational services staff, and deans/associate deans review student success data, graduate surveys, and EMSI labor market data. In 2018, Ruffalo Noel-Levitz SSI data will be included in the data set. Review data informs changes made to improve programs and identify new program offerings. Results are shared with business, educational, and community partners attending program advisory committees each semester. Advisory Committees are the primary vehicle for ensuring program currency. Besides program advisory member feedback on curriculum, Mid-State conducts an Employer Follow-up Survey every four years. In coordination with the Graduate Follow-up Survey, these provide feedback on program effectiveness. Pass rates on industry certification examinations are another indicator of program effectiveness.

Civitas software allows the College to view student success and persistence in coursework through predictive analytics. It provides retention and graduation predictions and identifies barriers to student success within general education and program courses.

**Reviewing the viability of courses and programs and changing or discontinuing when necessary**

Through program review, annual curriculum modifications, discussions about courses and programs during advisory committees, and DACUM meetings, Mid-State explores the viability of programs and pursues changes to course and program offerings for the academic year ahead. The College monitors and updates the job placement status of graduates annually. EMSI labor market projections identify the number of job openings for graduates in the district and state. These data inform the College's product development plan. (4A1)

**Summary results of assessments**

Ruffalo Noel-Levitz SSI survey statements were categorized into the scale items. Table 1R3-1 is a comparison of scale items including 2014 Mid-State, WTCS, and national community college results.

Table 1R3-2 shows Ruffalo Noel-Levitz SSI custom questions. Most questions aligned with the 2014 questions, providing some institutional comparison data.

Table 1R3-3 shows Ruffalo Noel-Levitz SSI results relating to Criterion 1C1 and 1C2, with both items increasing between 2014 and 2018. To further explore student's perceptions regarding the

climate for diverse students, in 2018 Mid-State included the custom question: "People on this campus respect and are supportive of each other regardless of their background." This question was on the 2014 survey, providing comparison data.

In August 2018, Mid-State initiated annual program reviews. Program faculty review program-level student success metrics, including: EMSI labor market projections, enrollment trends, student demographics, course completion, program completion, retention/persistence, and job placement. Table 1R3-4 lists program and general education review measures. Each program, apprenticeship, and general education discipline receives performance data.

As a result of the Action Project, new program student retention and persistence is monitored on the BOD Dashboard as shown in Table 1R3-5.

The Graduate Follow-up Survey collects placement and program satisfaction data. Program satisfaction data is available at the institutional and program level, with WTCS comparison data. Table 1R3-6 lists the cumulative program satisfaction.

Table 1R3-7 lists WED's contracted training, continuing education, and WAT grant outcomes, also listed on the BOD Dashboard. Contracted training courses evaluation results show overall satisfaction with training.

- 2017 Employer Follow-up Survey data is listed in 1R1-1 and 1R1-3.
- Graduate Follow-up Survey, Apprenticeship Completer Survey, and Five-Year Longitudinal Survey Results are listed in 1R2.
- 2019 STEPS orientation survey results indicated 100% (n=45) of survey respondents found the orientation valuable. Many students indicated the event should be mandatory.

**Comparison of results with internal targets and external benchmark**

When comparing the 2018 Ruffalo Noel-Levitz SSI surveys to the 2014 Mid-State results, satisfaction increased in every scale item category at a statistically significant level. When comparing 2018 data to both the WTCS and national community college benchmarks, seven scale items were higher than the state and national averages. The item Campus Services fell below both benchmarks. Figure 1R3-1 lists statements had significantly higher satisfaction than both the National Community College and WTCS benchmarks

Table 1R3-4 lists Mid-State institutional outcomes for course completion, graduation, retention, persistence, and job placement in comparison to College targets and WTCS benchmarks. After the first semester, the following measures are at or above the College target: Completion after three years and job placement in a related field.

To address general education course completion challenges, the College is including an hour of instruction in College Math and English Composition I. Additionally, Civitas is proactive tool to address student retention and persistence. Both job placement measures are above the WTCS benchmark.

Table 1R3-5 lists new program student retention and persistence rates, which are lower than national averages. Mid-State has utilized many upfront advising and support strategies to address new student retention and persistence rates and will continue to evaluate.

2017 Employer Follow-up Survey comparison data is listed in 1R1-2.

Graduate Follow-up Survey, Apprenticeship Completer Survey, and Five-Year Longitudinal Survey results with comparison data are listed in 1R2.

**Interpretation of results and insights gained**

Ruffalo Noel-Levitz SSI data reaffirmed changes in the advising and onboarding model for new students. As the College further examines the data, it will be disaggregating the data by program students (during August 2019 program review) and campus to determine specific areas of high or low satisfaction of student groups. These data will be accessible to all employees via Tableau data visualizations. The College is providing customer service training as one initial strategy to improve Campus Services.

**Improvements**

Mid-State focus is on continuous quality improvement of academic program design and developing and revising programs to meet stakeholders' needs. College leaders supported efforts through structural changes to support Vision 2020. Each pillar is driven by Mid-State's academic programs, with an emphasis on strengthening and expanding program offerings through each of the pillars. The College transitioned from three academic divisions to six career clusters: School of Business & Technology, School of General Education and Learning Services, School of Health, School of Protective & Human Services; School of Advanced Manufacturing & Engineering; and School of Transportation, Agriculture, Natural Resources & Construction. This transition allowed for recognizable branding aligned with K-12 and other workforce initiatives.

Mid-State engaged in new processes regarding academic program review and development. The Academic Leadership Team explores new programs through a product development plan. This provides a vision for possible new or discontinued programs over a three-year span based on high demand occupations reported throughout the state, employment needs emphasized by district business partners, program review results, and the feasibility of program offerings based on resources. For new programs approved, Mid-State has celebrated with a program launch event. This has included invitations to College staff, as well as district business, educational, and community partners, coming together for new program information and to express feedback and support as the program offerings begin. Starting in 2018-19, the program review process is included in faculty in-service activities and continues each fall in-service for all programs.

A new assessment plan and curriculum development process are utilized with all programs. Part of the curriculum development process involves the organization of curriculum sign-off meetings, including several College academic and student support staff coming together to discuss program curriculum, review modifications for the next academic year, and explore improvement of Mid-State's offerings.

Main on-ramps for program pathways help prospective students transition from high school to postsecondary education. This applies to industry workers desiring to advance skills or change careers. Mid-State created an Enrollment Management team including leaders and staff focused on K-12 and adult recruitment. Staff dedicate time to organizing dual credit offerings and helping high school students begin post-secondary education and transition into program pathways. The College created the Dean of Basic Education & Learning Resources, who leads efforts particularly focused on bridging and supporting students in programs through expanded pre-college offerings. Attention is placed on assisting HSED and GED students as they transition to associate or technical diploma level programs. This includes a more dedicated approach to offering program curriculum for incarcerated individuals.

Major off-ramps for program pathways include job attainment and/or further education. The College expanded the role of the Dean of General Education to be the designated point person for organization and building of articulation agreements with 4-year educational partners. Additionally, Mid-State hired a Grant & Contract Administrator within the newly formed WED Division to oversee the College's entire grant management process. This person investigates grant opportunities, crafts new grants, tracks existing grants, and creates and leads grant cross-functional teams. Many of these grants are proposed to help grow program pathways, strengthening and expanding academic program offerings.

Mid-State faculty are content experts who are positioned to deliver coursework to students, and develop and revise programs to meet stakeholders' needs. To continually assist faculty in preparing students appropriately for success in the workforce, the College has created a GPS for Faculty Success course. Additionally created is a part-time faculty orientation and Blackboard resource. Faculty are provided with opportunities to share feedback on program development. Special feedback sessions with College leadership have been extended to part-time faculty.

## Sources

- 2015-2017 Program Graduate Satisfaction
- 2017 Employer Follow-up Survey
- 2018 Ruffalo Noel Levitz Results with 2014 Compares
- 2018 Ruffalo Noel Levitz SSI Results with National Compares
- 2018 Ruffalo Noel Levitz SSI Results-WTCS Compares
- 3 Years of Program Graduate and Apprenticeshhip Completer Survey Results
- Advisory Committee Appointment Form
- Advisory Committee Handbook
- CCSSE 2017 Executive Summary
- Curriculum Sign Off Meeting Agenda
- Detailed Instructions for Curriculum Modification 2019
- Dual Credit Instructor Resources
- Dual Credit Manual
- Educational Master Plan
- Figure 1R3-1 Ruffalo Noel-Levitz SSI Statements with Significantly Higher Satisfaction
- Integrated Enrollment Management Processes

- K-12 Annual Report FY18
- Mid-State DACUM Process
- Program Review Process Overview
- Sample Apprenticeship Review Handout
- Sample General Education Review Data Set
- Sample Labor Market Outlook for Health Information Management Program Review
- Sample Program Review Data Set
- Sample Program Review Template
- Skills Tools Empower Prepare Success (STEPS) Surveys
- Sponsor a Scholar
- STAR
- STEPS 18 WR Agenda
- Survey of Entering Student Engagement 2016 Key Findings 2016
- Table 1R1-1 2017 Mid-State Employer Survey Results
- Table 1R1-3 2017 Mid-State Employer Survey Results Comparison
- Table 1R2-1 2015-2018 Graduate Follow-up Survey Results
- Table 1R2-2 2015-2018 Apprenticeship Completer Survey Results
- Table 1R2-3 2015-2016 Five-Year Graduate Follow-up Survey results for the Class of 2009-10
- Table 1R3-1 Ruffalo Noel-Levitz SSI Scale Items Comparison
- Table 1R3-2 Ruffalo Noel-Levitz SSI Custom Questions
- Table 1R3-3 Ruffalo Noel-Levitz SSI Data relating to Criterion 1C1 and 1C2
- Table 1R3-4 Institutional Review Measures with Overall Performance
- Table 1R3-5 New Program Student Retention and Persistence
- Table 1R3-6 2015-2018 Program Satisfaction Data
- Table 1R3-7 Workforce and Economic Development Outcomes
- Telepresence Handbook
- Vision 2020 Image
- Workforce and Economic Development Training Evaluations
- WTCS Occupational Competency Grant

# 1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

**1P4: PROCESSES**

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

**1R4: RESULTS**

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**1I4: IMPROVEMENT**

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Determining and communicating the preparation required of students**

[Curriculum sign-off meetings](#) occur after the Deans and program faculty have reviewed programs. Proposed changes and accompanying data are forwarded to the Academic Specialist. A meeting reviews the proposed changes in curriculum. The Registrar, Financial Aid Manager,

Academic Advisors, Deans, Academic Assistants, Curriculum & Assessment Team, and Vice President of Academics discuss the impact of the curriculum changes on each facet of student success. Specific attention is given to the preparation students need to be successful in each course, including prerequisites, Accuplacer® scores, multiple measures, sequence of courses, and pathways throughout programs. Mid-State offers Adult Basic Education (ABE) courses for students not meeting program entrance requirements.

Program preparation requirements are communicated to students in several ways including program information guides, orientations, and syllabi. Program information guides include academic and physical requirements, pre or co-requisites for specific courses, program-level outcomes, and the number of courses and credits needed for program completion. Program orientations and GPS for Student Success provide information about expectations for student success and assist students in developing a plan for time, stress and resource management, along with academic goal setting. Course syllabi communicate program outcomes, employability skills, and course competencies. (4A4)

**Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs**

Program rigor across all modalities and locations is based on the Educational Master Plan "5 Rights" to determine if programs offered are the right programs, the right location, the right modality, the right time, with the right curriculum. To objectively determine if programming fulfills the 5 Rights, rubrics were created to evaluate each area. Rubrics are utilized prior to curriculum modification meetings or new program creation to facilitate discussions to determine the optimal choice. Depending on the situation, one or more rubrics may be utilized to discuss potential program changes. The rubrics were created fall 2018. Faculty and deans utilizing the rubrics to provide feedback on the efficacy. By focusing on the 5 Rights during the development phase and through the program review process, Mid-State intentionally ensures programs are designed utilizing an appropriate level of rigor.

The curriculum development process begins when a need is identified to modify or implement courses and programs due to a shift in industry standards. Advisory committees, program review process, and student success rates influence the curriculum updates. Course success rates, graduation rates, Technical Skills Attainment (TSA) data, and industry specifications are reviewed to determine needed modifications. Modifications are presented to the program advisory committee for approval. The process follows the curriculum approval guide.

Mid-State has four locations across three largely rural counties in Wisconsin. To ensure programs offered at each campus maintain rigor, the Curriculum & Assessment Specialist and the Instructional Technology & Virtual Learning Specialist coach instructors in multiple forums. Guidelines have been developed for WIDS and Blackboard which help instructors engage in best practice throughout all modalities. Online courses are audited to assure quality. Technology at each campus is standardized for consistency in teaching and learning. Regardless of location, the rigor and expectations align with College and HLC standards. The Ruffalo Noel-Levitz SSI survey sample included 250 students (86 responses) enrolled in online courses to ensure feedback from online course takers. The survey also included a distribution of students

across all campuses and locations as well as programs. Satisfaction data can be analyzed by location.

The Manager, K-12 & Adult Recruitment and Enrollment Management collaborates with high schools to offer dual credit courses. The Dual Credit Guide outlines the processes and policies related to dual credit, including instructor qualifications. High school instructors teaching dual credit meet HLC qualifications as verified by Human Resources. Mid-State assigns a mentor to qualified instructors and provides curriculum resources and support during the academic year. High school students taking dual credit courses are given a Mid-State syllabus with course competencies and have access to student support services.

The College's library, called the LiNK, is open on all four campuses and is the primary location for all ABE and tutoring services. Instructors and tutors support students in meeting the level of course rigor. Instructors work to raise the level of competence for students to be successful in an academically challenging environment. (3A1, 3A3, 4A4)

**Awarding prior learning and transfer credits**

Credit for prior learning options are determined as part of the curriculum development process. The College has a Credit for Prior Learning Coordinator who collaborates with academic leadership and faculty to review transcripts and military experience. Through a portfolio, test, or skill demonstration, students must meet at least 80% of the course competencies to be awarded credit. As part of WTCS, there is transferability of the general education courses and other state-aligned programs and courses. Courses may be transferred if competencies match Mid-State offerings. General education offerings were realigned to be accepted by most schools in the University of Wisconsin System, listed on Transfer Wisconsin. Mid-State maintains articulation agreements with many of the 4-year colleges. Academic advisors review incoming student transcripts to make recommendations for transfer credit and credit for prior learning options.  (4A2, 4A3)

**Selecting, implementing and maintaining specialized accreditations**

Specialized accreditations are pursued by faculty and staff when licensure standards for the profession require graduates to have a credential from an accredited program. Table 1P2-1 Program Accrediting Bodies lists the nine programs holding specialized accreditations that reflect industry standards. Holding these accreditations acknowledges higher standards of rigor and quality. Program directors/faculty team leads and deans are responsible for ensuring specialized accreditation partnerships with external regulatory agencies. Through the program review process, external accreditation meetings, and external reviews, Mid-State maintains program quality standards ascribed by these agencies. (4A5)

**Assessing the level of outcomes attainment by graduates at all levels**

Mid-State participates in the Technical Skills Attainment (TSA) process of gathering pass/fail data on students at the end of their programs. The TSA process involves two phases approved through WTCS. Phase I identifies the industry relevance of articulated outcomes and the tool

used to assess student achievement. This phase also identifies colleges participating and indicates advisory committee support for the outcomes. Phase II identifies how students will be notified of the TSA reporting and results and how the college will use the data collected. Once Phase II has been approved, instructors gather pass/fail data on students. A licensure exam may be used as evidence of completing the TSA for programs with external licensing organizations. Results are reported to the WTCS annually. These results are used to drive future Mid-State curriculum and program revisions. Employer surveys, licensure exam pass rates (Table 1R2-4), and retention and graduation rates are used to validate the level of outcomes attained. (3A2, 4A6)

**Selecting the tools, methods and instruments used to assess program rigor across all modalities**

The Mid-State Assessment Model provides a framework to assess the level of rigor for all programs in all modalities. Curriculum design under the guidance of the Curriculum and Assessment Specialist assures the outcomes and competencies for program courses are at an appropriate level for associate degree instruction. Instructors work with the Instructional Design & Virtual Learning Specialist to develop Blackboard learning plans providing a variety of discussions and activities for all learning modalities including a TelePresence Handbook and Blackboard Handbook. Program quality is supported by the qualifications and experiences of instructors, results of capstone course completions and licensure exam pass rates (Table 1R2-4). Within the review data, every program and general education discipline receives course completion data by mode of delivery to monitor student performance within each learning modality. Course evaluations serve as another important source of feedback for both instructors and deans that can indicate course quality issues by location or mode of delivery.

**Summary results of assessments**

Mid-State serves many district students through ABE. Mid-State assesses the success of these students using Adult Education and Family Literacy Act (AEFLA) measures. AEFLA measures were revised, so no comparison data is available prior to 2017. Table 1R4-1 lists the 2017 and 2018 Mid-State AEFLA educational gains with WTCS comparisons. Overall Mid-State has equaled or bested the WTCS average percentage of students gaining an educational level with 80% overall in 2017 and 70% in 2018. Table 1R4-2 lists the Core Follow-up Outcomes measures for 2017 and 2018. These measures reveal ABE Mid-State students have employment as a primary goal more often than post-secondary transition.

The K-12 team evaluated dual credit course completion rates in comparison to campus course takers. The analysis revealed dual credit student success rates were comparable to the on-campus course takers. K-12 also evaluates the number of dual credits granted, the value of those credits, as well as high school transition rates to Mid-State as shown in Table 1R4-3. K-12 also analyzes the transition rates by district high school graduates as shown in Table 1R4-4 to determine student enrollment patterns. The 2017-2018 K-12 Annual Report contains all K-12 performance data.

Program and general education review data on successful course completion is disaggregated by mode of delivery. Data is reviewed annually. Table 1R4-5 displays Mid-State's overall course completion rates by mode of delivery with WTCS comparison data.

Mid-State analyzes course completion rates by location. Mid-State began assigning all online courses to the Virtual Campus starting in 2017. Table 1R4-6 shows course completion averages as well the overall College and WTCS average.

In addition to program review data, Mid-State evaluates institutional and program effectiveness utilizing Perkins indicators. Table 1R4-7 displays Mid-State's 2015-2018 Perkins results with WTCS comparison data. Mid-State's academic skill attainment shows incremental gains in general education course success totaling 5%.

Table 1R4-8 lists Ruffalo Noel-Levitz SSI results for Instructional Effectiveness. All items relating to instructional effectiveness increased significantly between 2014 and 2018 at Mid-State.

Another measure of program quality is capstone course completions and licensure exam pass rates (Table 1R2-4). During yearly program reviews, data from the TSA reports along with graduate and employer surveys create the foundation for reviews. Additionally, every program and general education discipline receives course completion data by mode of delivery to monitor student performance within each learning modality.

**Comparison of results with internal targets and external benchmarks**

Tables 1R4-1 and 1R4-2 list The Core Follow-up Outcomes measures for 2017 and 2018. These measures reveal Mid-State ABE students have employment as a primary goal more often than post-secondary transition.

Table 1R4-6 Mid-State Course Completion by campus shows the Marshfield campus, home to numerous allied health programs, has higher course completion than the Mid-State average. The Adams campus, which has limited course enrollments, has made positive progress.

Mid-State's results for instructional effectiveness in Table 1R4-8 were on par with the WTCS averages and above the national community college averages for all items.

Utilizing Tableau, Mid-State can analyze both program and campus Ruffalo Noel-Levitz SSI survey metrics. Overall data was shared during the February 2019 College In-Service. Campus data will be distributed in spring 2019. Program data will be distributed during the August 2019 program reviews.

Other results shared in previous responses include 2017 Employer Survey Results, Graduate Follow-up Survey, Apprenticeship Completer Survey, Graduate Satisfaction, and Five-Year Longitudinal Survey Results.

**Interpretation of results and insights gained**

K-12 staff reviewed the dual credit student success rates and found rates were comparable to the on-campus course takers. The analysis had one limitation: The College course drop policy process may vary from high schools; therefore, fewer high school students who drop may be recorded, impacting success rates. Dual credit course success rates will continue to be analyzed. K-12 also analyzes the transition rates by district high school graduates as shown in Table 1R4-4 to determine which high schools are directing their students to Mid-State and to identify which high schools need additional outreach to increase transition rates.

**Improvements**

The College has reconstructed and documented the career pathways associated with each program over the last two years. All entry points are in the process of being defined, including students working through ABE, HSED, or GED courses. These pathways are located on the Mid-State website in each program's information guide. Articulation agreements with 4-year institutions are managed by the Dean of General Education, who reviews documentation and identifies new transfer partnerships. The Dean of General Education is reviewing all transfer and articulation agreements with four-year partners and is making steps toward securing current documentation of those agreements along with developing additional articulation agreements.

One major improvement is the annual review process for all programs (including apprenticeships) and general education disciplines. This allows faculty and deans to reflect on program changes and make incremental yearly adjustments.

Rubrics were created in fall 2018 to objectively analyze the Five Rights and determine potential changes. The rubrics, along with corresponding data, are utilized prior to curriculum modification meetings or new program creation to facilitate a discussion to determine the optimal choice. Depending on the situation, one or more rubrics may be utilized to discuss potential program changes. Faculty and deans utilizing the rubrics provide feedback on the efficacy, and changes to the rubric are made based on feedback.

Another improvement is a standardized syllabus template to be used by all instructors across all campuses and modes of delivery, including our dual credit high school instructors. All syllabi will have the same format, and will be housed in the same location for each course in Blackboard, ensure students have an easier time locating the syllabi. The College clearly defines expectations for dual credit course rigor in the Dual Credit Guide. To meet those expectations, Mid-State faculty are assigned as dual credit mentors to serve all dual credit instructors teaching similar courses.

The College has created program director, program/accreditation director, or faculty team lead positions depending on program requirements. These positions provide faculty with release time to fulfill program accreditation requirements, communicate with part-time faculty, and/or serve as a dual credit mentor.

One result of campus strategic planning in spring 2019 is the creation of campus dashboards to include the student success metrics: course completion, retention, graduation, and job placement. The scorecard will allow each campus to target student supports based on student success data.

## Sources

- 2015-2017 Program Graduate Satisfaction
- 2015-2018 HLC Capstone Courses Results
- 2017 Employer Follow-up Survey
- 3 Years of Program Graduate and Apprenticeshhip Completer Survey Results
- Assessment Model Image
- Blackboard Course Standards
- Blackboard Instructor Handbook
- Blackboard Orientation for Students
- Course Syllabus Design Checklist
- Credit for Prior Learning
- Curriculum Sign Off Meeting Agenda
- Cynap Classroom Technology
- Detailed Instructions for Curriculum Modification 2019
- Dual Credit Course Completion Data with College Comparison
- Dual Credit Instructor Resources
- Dual Credit Manual
- Educational Master Plan
- Five Rights Rubrics
- GPS for Success Syallabi
- Integrated Enrollment Model
- K-12 Annual Report FY18
- LiNK
- Mid-State Full-Time Faculty Instructional Assignment Model and Calculation Worksheet
- Mid-Wisconsin School-to-Work Partnership-Career Prep Consortium
- Multiple Measures for Mid-State
- New Faculty Mentor Monthly Meeting Schedule
- Non-Evaluative Peer Reflection Form
- Online Course Review Results
- Review Order of Facilitation for Facilitators
- Ruffalo Noel Levitz In-Service 2019 Presentation
- Sample Program Guide for Business Management
- STEPS 18 WR Agenda
- Student Code of Conduct
- Student Policy Review Assignment
- Table 1R2-3 2015-2016 Five-Year Graduate Follow-up Survey results for the Class of 2009-10
- Table 1R2-4 Mid-State 2015-2018 Licensure Exam Results
- Table 1R4-1 2017 2018 Mid-State AEFLA Educational Gains and WTCS Comparisons
- Table 1R4-2 Table 5 NRS Core Follow-up Outcomes Measures 2017 2018
- Table 1R4-3 High School Transition Rates and Dual Credit Results
- Table 1R4-4 Transition Rates by District High School Graduates
- Table 1R4-5 Mid-State Course Completion by Mode of Delivery
- Table 1R4-6 Mid-State Course Completion by Location
- Table 1R4-7 Mid-State Perkins Indicators 2015-2018 with WTCS Comparison Data

- Table 1R4-8 Ruffalo Noel-Levitz SSI Instructional Effectiveness Results
- Tableau Ruffalo Noel Levitz Data by Stevens Point Campus vs. National Norms
- Telepresence Handbook
- Transfer Website
- TSA Phase 1 and 2 Documentation
- Tutoring Guidelines
- WTCS General Education Course List
- WTCS System-Aligned Curriculum Process and List of Programs

# 1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

**1P5: PROCESSES**

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

**1R5: RESULTS**

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**1I5: IMPROVEMENT**

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Ensuring freedom of expression and the integrity of research and scholarly practice**

Mid-State is committed to upholding and preserving academic freedom. The College affirms the vital role of diverse perspectives in its mission to transform lives through the power of teaching and learning. Employees and students share responsibility for fostering a climate favorable to the free exchange of ideas. Freedom of speech and expression extends to all members of the academic community. The principles protect freedom of inquiry and research, freedom of teaching, and freedom of expression and publication. Faculty employees are entitled to freedom

in discussing their subject, but they should be careful not to introduce into their teaching controversial topics which have no relation to their academic assignment or subject.

The College has published administrative guidelines on intellectual property, which are partially printed at the bottom of the curriculum project agreement forms. The guidelines state all curriculum projects created with the use of Mid-State resources are the property of the College. The full language for the policy is located on the College's website and intranet. The College also has an administrative guideline on curriculum documentation standards.

The College assigns mentors for new full-time faculty. Throughout the first year, mentors check in monthly with new faculty to assist them in understanding College policies and procedures. Mentors may provide new faculty with non-evaluative peer feedback. The new faculty cohort also meets with the Education Services team during New Faculty Orientation to learn information relevant to their faculty role. They also have monthly meetings with the curriculum and instructional design staff to review designing assessments with academic integrity to keeping student information protected through FERPA policies.  (2D, 2E1, 2E3)

**Ensuring ethical learning and research practices of students**

Ethical and scholarly practices are ensured for both faculty and students through the College's Academic Integrity and Code of Conduct policies, the use of subscription services and open educational resources (OER), and secure testing practices. The College has an overall Code of Conduct, and programs such as Nursing, Criminal Justice Studies, and Cosmetology have additional codes with program-specific language. When students take the GPS for Student Success course, one of the learning plans addresses the Code of Conduct and explains the process. The Code of Conduct and student handbook are on the College's website. The Academic Integrity policy is printed in every syllabus and highlighted for students at the beginning of each semester in the form of class discussions both online and face to face. Students are granted access to open, unbiased research materials through the campus library, called the LiNK. The library has a Confidentiality of Library Records policy to safeguard the privacy of individuals using the library. To support the ethical learning and research practices of students, the library provides a Library Research Quick Guide. To help students identify reputable sources of information, the library has created program research guides. The employability skill Behave Responsibly also reinforces ethical behavior.

Tutors are available to assist students in their academic pursuits. Grant funds have been awarded to strengthen the tutoring program at all locations and online. Tutors are made aware of the College's insistence students are responsible for doing their own work and these guidelines are posted on the College's website. Tutors and tutees must agree to the terms before tutoring can commence.

The College uses the Respondus Lockdown Browser with Monitor tool to encourage academic honesty in online testing environments. Students show identification, have a web camera, use a mirror to reflect a 360 degree snapshot of their environment, and must remain on screen for the duration of their test. There are procedures in place for ensuring students don't use unapproved

devices to search the internet during tests. Students who have accommodations can have exams proctored through the College's Testing Center.

Within the College's Blackboard learning management system (LMS), certain areas are restricted so students cannot access teaching plans or tests outside of what the instructor allows. Instructors can set windows of time where content is visible. Blackboard has built-in analytics to track mouse clicks and the amount of time a student spends in every section of the LMS.

Faculty and students can formally report academic integrity incidents. After an incident report has been submitted, Student Services staff are available to work with students to strengthen their understanding of academic integrity and the College's Code of Conduct.  (2E2, 2E3)

**Ensuring ethical teaching and research practices of faculty**

Mid-State's hiring process for faculty includes a reference check and background check. This preemployment screening establishes Mid-State's commitment to integrity as an expectation of employment. The process for ethical and scholarly practices is outlined in the employee handbook and on *The Source*, the College's intranet. Faculty have access to Board and Administrative policies through the intranet to allow for transparency in College expectations.

Faculty are considered part of a "professional collaborative environment" and have some flexibility in work schedule to work remotely as long as all professional responsibilities are being met. Within this environment, faculty team leads or program directors are given time in their schedules to work with newer faculty to assist them in understanding teaching practices and expectations of the College. New full-time faculty have built-in time during their first year to work on Faculty Quality Assurance System (FQAS) courses, ensuring they are equipped to address issues ranging from classroom behavior to data analysis. By providing training time, the College is showing its dedication to developing ethical faculty practices.

The Employee Development Center (EDC) holds Faculty Teaching and Learning Days and other intermittent trainings to assist faculty in the pursuit of ethical practices. Some trainings are centered on how to use the technology involved in the Respondus and Blackboard security features for testing. Other trainings include topics such as building a syllabus, using open educational resources, FERPA regulations, using royalty free vs. copyright protected material in class and creating assignments and assessments that encourage academic honesty. Effective rubric implementation supports academic integrity, and the emphasis to use royalty-free open resources encourages honesty in presenting course material. The EDC also assists with the onboarding and orientation of full-time and part-time faculty by providing training and reference documents outlining FQAS courses, GPS for Faculty Success program, and course and syllabus development standards in WIDS and Blackboard.

In 2018, the faculty were introduced to a Faculty Framework which provides concrete terminology to describe the quality standards expected of instructors. Twelve Indicators with descriptions were created through a faculty-driven process. Indicators such as professionalism, content knowledge, problem solving, and ethical teaching practices are at the forefront of this

framework. Human Resources staff is in the process of creating a faculty evaluation tool based on this framework. It is expected to be used in faculty performance reviews in 2019-20.

For program faculty participating in grants, the Grant and Contract Administrator provides guidance to assure ethical management of grant resources and reporting. (2E2, 2E3)

**Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity**

Evaluating the effectiveness and comprehensiveness of academic integrity support is a multi-faceted approach between the Academics and Student Services divisions of the College. Mid-State has a policy review and update process for the Employee Handbook that are used to evaluate the policies and procedures that support academic integrity. In Academics, instructors use the Respondus Lockdown Browser with Monitor for testing, SafeAssign as a plagiarism checker, and are encouraged to create original performance-based assessments to promote academic honesty. In the Student Support division, incident reporting and intervention along with tutoring and the appropriate deployment of accommodation plans create a comprehensive supportive academic environment for faculty and students.

**Summary results of measures**

Tables 1R5-1 and 1R5-2 show Ruffalo Noel-Levitz SSI results relating to Criterion 2E2, showing increases in satisfaction between 2014 and 2018 for library resources and guidance in the ethical use of information resources.

Table 1R5-3 shows Ruffalo Noel-Levitz SSI results relating to Criterion 2E3, with significant increases in satisfaction between 2014 and 2018 regarding faculty treating students in a fair and unbiased manner. This measure relates to 2E3 regarding ethical treatment of students by faculty.

In support of academic integrity, faculty utilize Respondus Monitor within courses. Between August 2017 and August 2018, 194 Mid-State courses utilized this tool, with 6,343 sessions completed by 1,018 students.

To ensure online course integrity, an online course quality assurance checklist provides a review framework for faculty. Mid-State conducts audits of online courses, with results of online course audits documented since May 2018.

Between 2015 and 2019, there were no formal student complaints regarding academic integrity.

**Comparison of results with internal targets and external benchmarks**

Table 1R5-1 shows Ruffalo Noel-Levitz SSI results relating to Criterion 2E2, with ratings lagging behind both WTCS and national community college averages. The result was statistically significantly lower at the .001 level.

Table 1R5-3 shows Ruffalo Noel-Levitz SSI results relating to Criterion 2E3, with ratings significantly higher than both WTCS and national community college averages.

**Interpretation of results and insights gained**

While the library services have shown increased satisfaction between 2014 and 2018, Mid-State has the opportunity to build on current improvements to offer students even better library services. Students reported increased satisfaction with faculty treating students in a fair and unbiased manner. This reinforces the importance of continued faculty development efforts through FQAS courses, in-service and mentoring to promote equitable treatment of students and also support academic honesty policies through effective assessment practices.

**Improvements**

Mid-State has made several improvements to its published ethical statements and practices. Consistency in message is achieved through the centralized documentation of staff policies. Student policies on academic integrity and ethics can be viewed on the website with ease. Policies such as intellectual freedom of expression and ethical practices in education for instructors and staff will be more prominent on the redesigned College website. A centralized handbook with all of the policies relating to privacy, ethical practices, intellectual freedom and responsibility, open and fair use of resources and impartiality in the classroom will be created and implemented starting with the 2019 new faculty mentoring program. An additional session will be developed within the GPS for Faculty Success program to focus specifically on academic honesty and ethical practices in education. This session will include the outcomes of making assessments more secure, checking for plagiarism, allowing for differing schools of thought in classroom discussions, and using copyrighted material in a fair way. Instructors will have the option to receive further training on the Respondus Lockdown Browser with Monitor and SafeAssign plagiarism checker.

The Dean, Basic Education & Learning Resources is conducting an audit of the library's current collection by asking faculty and deans to review collections relevant to their program. An ongoing review cycle of the library collection will occur to ensure holdings serve student need. The library is in the process of creating library guides by program. Guides are created with instructor feedback on the textbooks that they want highlighted as available resources. The library is designing a new website where all LiNK resources are on one page and easier to find. Library guides will be posted on the site. In spring 2019, a representative from the library is visiting classes to talk about tutoring and pass out the program guides. Faculty have also agreed to hand them out and include them in their Blackboard shells.

The curriculum development process is under continued revision and review to ensure the consistency of message for documenting, mapping, and assessing the quality of competencies and assessments in each course. The Faculty Framework is under development between Education Services and Human Resources and is expected to roll out in the fall of 2019. Once fully implemented, this framework will provide the foundation for continued ethical teaching practices across the College.

## Sources

- Academic Freedom Administrative Policy
- Academic Integrity Policy
- Confidentiality of Library Records-Library Bill of Rights-LiNK Code of Behavior
- Copyright
- Course Syllabus Design Checklist
- Curriculum Documentation Administrative Guideline
- Employee Handbook
- ES Behave Responsibly Checklist
- Faculty Framework DRAFT
- Faculty Quality Assurance System (FQAS) Coursework
- Faculty Teaching and Learning Weeks - Inservice and Workshop Options for 2017-2018
- GPS for Success Syallabi
- Intellectual Property Policy
- Mid-State Library Research Quick Guide
- New Faculty Mentor Monthly Meeting Schedule
- New Faculty Orientation Agenda July 2018
- Non-Evaluative Peer Reflection Form
- Online Course Review Results
- Respondus Monitor Usage Statistics
- Sample Program Library Guides
- Student Code of Conduct
- Table 1R5-1 and Table 1R5-2 Ruffalo Noel-Levitz SSI Questions on Library and LiNK
- Table 1R5-3 Ruffalo Noel-Levitz SSI Data relating to Criterion 2E3
- Tutoring Guidelines

# 2 - Meeting Student and Other Key Stakeholder Needs

## 2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

**2P1: PROCESSES**

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, labratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

**2R1: RESULTS**

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**2I1: IMPROVEMENT**

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

To better serve current and prospective students, the College initiated three inter-related Action Projects. The first resulted in new admission and enrollment processes. A second created measures for new student retention. The third implemented an appreciative advising model.

**Identifying underprepared and at-risk students, and determining their academic support needs**

Since March 2016, students are required to meet with an academic advisor prior to registering for courses. Academic Advisors contact all new students and schedule transcript review meetings or Accuplacer testing. Academic Advisors utilize a syllabus to guide discussions. Based on Accuplacer or interview findings, referrals are made prior to the semester. Students take a placement exam if needed. After the exam, advisors help students select courses and register. Students not meeting enrollment requirements for general education courses or with lower placement scores are encouraged to enroll in GPS+ and utilize LiNK services. Students enrolled in GPS+ take the required GPS course and receive intensive tutoring in subjects such as math, reading, and writing. All students register for Program Orientations prior to the start of the semester. Advisors are assigned to specific programs and campuses. One academic advisor is dedicated to two online health programs, Medical Coder and Health Information Management. This advisor works closely with online instructors to monitor student progress. A mandatory Online College Orientation was instituted during the spring 2019 semester. This orientation provides an overview of resources such as tutoring, LiNK, Career Services, academic advising, counseling, financial resources, and more.

A link to Table 2P1-1 lists Mid-State student support services and descriptions.

**Deploying academic support services to help students select and successfully complete courses and programs**

Mid-State utilizes multiple measures for course placement. Having information such as high school GPA, transcripts, and ACT and Accuplacer® scores give a better picture of a student's academic ability and supports needed. Students with transfer credit are encouraged to bring their transcripts to their initial advising meetings. Advisors identify potential course credits through credit for prior learning.

GPS+ and LiNK referrals occur prior to semester start so students can begin working on skills as soon as possible. Advisors bring students to the LiNK to familiarize them with services. Some develop plans to start working immediately, while others sign up for LiNK courses during the academic year.

Tutoring referrals are done online, by phone, or in-person at any campus LiNK location. The goal is to get students connected to individual or group tutoring before they are in jeopardy of not completing the course. Additionally, Brainfuse online tutoring is always available and free to any Mid-State student. Access for Brainfuse is in the Blackboard portal.

Disability Services works with prospective and enrolled students to meet the needs of those who identify with disabilities. Disabilities Services facilitates supplemental orientation sessions geared to acclimate students to available services. Mid-State locations are also physically accessible under ADA guidelines.

**Ensuring faculty are available for student inquiry**

Faculty are required to list office hours in the syllabus. Part-time faculty are required to inform students how to communicate with them. STEPS program orientation is offered the week before courses begin every semester at all campuses. This program started in January of 2016 and allows faculty time with students to answer program-related questions. Students are surveyed at the end of every STEPS session. Of those surveyed, 99% responded that STEPS was worth their time. The most frequent comment is that they appreciate meeting program faculty. (3C5)

**Determining and addressing the learning support needs of students and faculty**

Mid-State proactively seeks student and faculty feedback to determine learning support needs. Student feedback is collected through course evaluations and surveys such as the Ruffalo Noel-Levitz SSI survey. Deployed November 2018, the survey was sent to online and in person students. Additionally, students from every program and every location were surveyed. Each semester, the President meets with the Student Advisory Council to gather feedback on learning support needs and issues that bolster or hinder their success.

Mid-State offers several approaches to tutoring, ensuring students have options to fit learning needs. Mid-State offers drop-in, one-on-one, and small group tutoring. Brainfuse provides online options. Tutoring is free to current students. Staff utilize Civitas, a software product that supports advising and retention analysis, to target advising and tutoring efforts for at-risk students.

**Determining new student groups to target for educational offerings and services**

The WTCS evaluates success of student subgroups such as Pell grant recipients, veterans, incarcerated, dislocated workers, persons with disabilities, and minority students. Mid-State and other WTCS schools are evaluated on services subgroups receive. Additional support for subgroups is found in COGNOS data. One example is the Academic Success pilot occurring January 2019 for students with a 2.0 semester or cumulative GPA in Accounting. This program is a best practice and involves an Academic Success course and visits to the LiNK to improve student performance. Support for subgroups is also provided through other focused initiatives in grant proposals. In these grants, employees are dedicated to serve specific populations. The 2018-19 grant year is focused on academic advisors serving high-risk students. Civitas software allows academic advisors to intentionally target high-risk students for outreach, including nudge campaigns and additional communications between advisor and student.

Data showed nursing assistant students were not enrolling in courses early enough to complete required health work for clinical sites. Based on data, Nursing Assistant Orientation nights were offered weeks before registration opened to review the required health work. As a result, more students have been retained in nursing assistant than three years ago.

**Meeting changing student needs**

Monday night continues to be the evening when most new students are served in advising. Advisors continue to offer evenings as an option. As nearly 80% of the student population is working at least part-time, events such as New Student Advising, on-going advising, and Nursing Assistant Orientation are offered in the evening. Additionally, with enrolling mostly part-time students who travel to campus, Mid-State continues to remodel and refresh soft lounges for study between classes.

Due to student poverty, hunger, and homelessness, the College created food pantries at all campuses. Additionally, Mid-State provides emergency grants and loans through the WTCS as well as the Mid-State Foundation.

**Identifying and supporting student subgroups with distinctive needs**

WTCS identifies student subgroups such as Pell Grant recipients, veterans, incarcerated, dislocated workers, persons with disabilities, and minority students.

Military veterans have priority registration one day prior to the rest of the student population. Financial Aid has a staff member dedicated to serving veterans due to veteran aid packages as well as their distinctive needs.

Disability Services supports students who have identified disabilities or those looking for assistance in diagnosis of a disability. To increase access and efficiency, Disability Services offers students an on-line version to submit accommodations requests or to renew accommodations requests.

Online learners can be targeted through the Civitas software platform. Additionally, Mid-State can track the predicted persistence of individual online learners to craft specific and intentional interventions.

Students who are economically disadvantaged are referred to community resources such as FSET, WIOA, and DVR. Additionally, students are encouraged to apply for scholarships and emergency grants/loans and to utilize the school food pantry.

Financial Aid staff spend time before the start of the academic year encouraging students with incomplete FASFAs to submit them to be awarded before the academic year to allow books to be included in funding.

Due to a large portion of students working part-time, Mid-State seeks ways to offer programs that are accessible to part-time learners. In fall 2018, Mid-State offered a part-time Cosmetology track.

**Deploying non-academic support services to help students be successful**

Counselors provide personal counseling to our students. Each campus houses a counselor. WTCS grant funding also provides mental health counseling free of charge from community providers. This allows the College to assist students with mental health issues such as eating disorders, major mental health diagnosis, or severe trauma.

Academic Advising has grown from five staff members to ten professional advisors in the last three years. Because advisors serve specific programs, they work closely with faculty within the programs. Additionally, the incorporation of the CRM allows advisors to take notes on student meetings which can be utilized during walk-in advising.

The Mid-State Foundation provides students with emergency grants and loans. Students can fill out an online application or meet with their academic advisor or counselor. The Foundation provides no interest loans until a student's financial aid is in place for the semester.

**Ensuring staff members who provide non-academic student support services are qualified, trained and supported**

Requirements for individuals providing student support are listed in Table 2P1-2. Many individuals have education and training that exceed the minimum qualifications. Of the ten academic advisors, eight have master's degrees and one is completing a doctoral degree.

Professional development is available to all student support staff through local and national conferences, journals, webinars and professional organizations. All advisors are members of the Wisconsin Academic Advising Association (WACADA). Mid-State presented on its academic advising model at the WACADA conference. Mid-State presented on its academic advising model at the 2018 Civitas Summit and Innovations National Conference on the First Year Experience.

Professional development is available to all LiNK staff through local and national conferences, journals, webinars, and professional organizations. LiNK staff annually attend the Common Grounds, Correctional Education Association, Wisconsin Library Association, and Wisconsin College Learning Center Association conferences. Training is required of all student tutors online in the following areas: Tutoring Roles, Tutoring Dos and Don'ts, Beginning and Ending Tutoring Sessions, and Metacognitive Learning Strategies. Additionally, in-person training sessions are offered each semester on all campuses by the full-time Academic Coach. Tutoring sessions are conducted in the LiNK so instructor support is available if needed.

**Communicating the availability of non-academic support services**

Communication occurs through a variety of mediums. Each support area has marketing materials that are given to students when seeking information about the College, after enrollment, during presentations, or as needed. Web pages are kept updated with staff names, numbers, and emails. All students have a MyMSTC portal utilized to check final grades, pay bills, request unofficial transcripts, and register for courses. On this portal, a student can find their advisor. Blackboard also contains information on academic advisors, counselors, career services, and tutoring. Staff conduct classroom visits.

The GPS for Students Success course invites all support staff to introduce themselves and present on various topics. Many referrals for counseling, student employment, and career services are generated through these interactions. The first GPS course also has a scavenger hunt based on student support services.

STEPS program orientation invites all support staff to introduce themselves and meet new students. There is also a trivia game highlighting support services.

**Selecting the tools, methods and instruments to assess student needs**

The required student success course, GPS, has a final assignment called Letter to the Next Class. This assignment requires that current GPS students write a letter about what they learned to be shared to the next incoming course.

In fall 2018, the Academic Advising Manager conducted focus groups on all campuses regarding advising. It was discovered that some of the terminology used was not relatable to students. Students also wanted to meet with their advisor from the beginning and preferred one-on-one advising to group advising. Based upon this feedback, changes were made.

In fall 2017, the Academic Advising Manager sent a survey to all students who utilized advising within the last six months. Seventy-three students participated. Results showed students felt their advisor allotted enough time for them, took personal interest in their success, gave accurate information, and aided in developing a long-term plan.

**Assessing the degree to which student needs are met**

The Ruffalo Noel-Levitz SSI and the CCSSE/SENSE results are reviewed by the Academic Leadership Team, the BOD, Student Services, and other departments. Surveys and focus groups have been conducted on STEPS, GPS for Student Success, and academic advising. With these data comes discussion on how to better meet student needs as well as changes to impact the physical layout of campus and processes.

**Summary results of measures**

Mid-State originally partnered with Great Lakes to provide the Dash Emergency Grant. Since then, Mid-State has created their own sustainable emergency funding through the Mid-State Foundation and emergency funding through the WTCS. The Mid-State Foundation awarded 40 emergency grants totaling nearly $21,000. Data from 2016 through 2018 shows that Mid-State

administered 111 emergency loans. Out of that group, 39 completed, 43 are still attending, and 29 are no longer attending.

Table 2R1-1 shows Ruffalo Noel-Levitz SSI results for student centeredness, with increases in every item between 2014 and 2018. Nearly every statement showed improvement statistically significant at the .001 level. These statements affirm students at Mid-State are treated with respect and integrity.

Table 2R1-2 shows Ruffalo Noel-Levitz SSI results relating to Academic Advising Effectiveness, with significant increases in satisfaction between 2014 and 2018 in items regarding advisor knowledge.

Table 2R1-3 shows Ruffalo Noel-Levitz SSI results relating to Admissions and Financial Aid Effectiveness, with significant increases in satisfaction between 2014 and 2018 in items regarding financial aid awards and admissions counselor accuracy.

Table 2R1-4 shows Ruffalo Noel-Levitz SSI results relating to Campus Services, with significant increases in satisfaction between 2014 and 2018 in most campus services items.

To provide accessible tutoring support to all students, the College utilizes Brainfuse. In the last three years, student utilization increased 281%. Table 2R1-5 shows Brainfuse usage trends from 2015-2018. Table 2R1-6 lists Mid-State Brainfuse tutoring sessions by subject.

Mid-State measures tutoring effectiveness through term to term retention (86-88%), one-year retention (61-67%), and course success (73-82%). Tutoring results by year: 2015, 2016, and 2017 (partial). The 2018 results reflect participation only.

**Comparison of results with internal targets and external benchmarks**

Table 2R1-1 shows Ruffalo Noel-Levitz SSI results for student centeredness show that all ratings are higher than the WTCS and national community college average. Four of the five statements were statistically significantly at the .001 level higher than the national community college average.

Table 2R1-2 shows Ruffalo Noel-Levitz SSI results relating to Academic Advising Effectiveness, with significantly higher satisfaction than WTCS and national comparison groups in almost every item.

Table 2R1-3 shows Ruffalo Noel-Levitz SSI results relating to Admissions and Financial Aid Effectiveness, with improvements in admissions items and helping identify financial resources. While the financial aid questions improved in satisfaction from 2014 data, they fell below WTCS satisfaction levels and were even with national levels.

Table 2R1-4 shows Ruffalo Noel-Levitz SSI results relating to Campus Services, with slightly lower satisfaction than WTCS and national comparison groups in almost every item. Items relating to counseling, computer labs, and career services were slightly above WTCS and

national averages, while assessment and course placement was near both means. Items relating to tutoring, library, course placement assessment processes, and online access to services were below WTCS and national averages.

The College uses the Graduate Follow-up Survey, CCSSE/SENSE, and Ruffalo Noel-Levitz SSI with 2014, WTCS and national comparisons, as well as focus groups, to measure student satisfaction with support services.

**Interpretation of results and insights gained**

In 2015, consultants from College Brain Trust mapped the student experience from application to course registration. The "5 easy steps" resulted in over 20 steps with students shuttling from office to office across campus. This feedback from secret shoppers resulted in changing processes and implementation of integrated enrollment. Students can now apply and enroll in one day. Additionally, physical changes were made to the Wisconsin Rapids and Marshfield campus layouts to have services related to enrollment and support be located in one area.

Through this process, advising and counseling were split into professional academic advisors and student success counselors. Data was collected through a variety of forms. Advising was analyzed in the Achieving Student Success Grant in 2017-18. The grant supported an estimated 750 students meeting with an academic advisor. In the first triannual report from July through October, advisors served 1,250 students. November through February, advisors served 654 students. From March until June, advisors served 898 students. Ruffalo Noel-Levitz SSI data affirms College investments in advising.

A goal of the GPS for Student Success course was for students to meet with advisors and design academic plans from first semester until degree completion. Between June-February 2018, 498 students created academic plans.

A focus group was held to get feedback on the new advising process. Students shared their thoughts on STEPS Program Orientation, GPS for Student Success, and advising. This helped the College realize the acronyms used are confusing students, and the name STAR for advising was dropped. STEPS was expanded and renamed STEPS Program Orientation. Students also expressed a desire to meet with their academic advisor from the beginning, and the process was changed from group to individual new student advising to meet that need.

Through WTCS Student Success Center data analysis on declining student retention, the College launched a student retention committee that began convening in July 2018. This group focuses on current retention strategies, student engagement over the summer, academic progress policies, and academic standards policies. This group is working on the Accounting Student Academic Probation pilot to see if a mixture of advising interventions, success course, and time in the LiNK can help students move into good standing. This committee is exploring student engagement opportunities over the summer to prevent "melt." The large project is development of an academic standards and progress policy.

**Improvements**

Data showed 80% of students were working at least part-time. In response, expanded hours in the LiNK and Student Service and Information Center (SSIC) were offered to better meet student needs. With evening courses growing in popularity, the decision was made to make the campus more accessible to evening learners. Academic advising and other support services extended their hours. As mentioned preciously, Monday evening was the most attended night for new student registration.

The LiNK remodel created a more welcoming space for students to study and receive academic support. Brainfuse online tutoring continues to grow in usage and received increased funding. The library is designing a new website where all LiNK resources are on one page. In spring 2019, a library representative is visiting classes to discuss tutoring opportunities.

Civitas software was purchased to target students for data informed outreach. The feature of Degree Map is in the implementation stage. Degree Map will help students manage their degree plan and see course options based on program selection and transferability. Students will see what courses they completed in their program and determine course load fit to reach their goals. Students access this information in MyMSTC portal. Degree Map aids student in plotting course selection independently.

Implementation of STAR (Student, Technology, Advising, and Registration) allows students to move through the enrollment process in a single day. The model allows students to apply, take necessary placement exams, and meet with academic advisors to talk about scores, review transcripts, discuss career goals, and register. This process proactively identifies student needs before the semester begins. Based on student and advisor feedback through focus groups and surveys, the STAR name and group advising process has evolved to individual New Student Advising.

GPS for Student Success is a one credit required course for program students with the exception of nursing assistant, stainless steel welding, and paramedic. This class was implemented to help students connect to resources early on in their academic career and empower them with tools on how to study, manage time, take tests, and manage financial resources. A primary activity is creating academic plans by meeting with their advisor and placing all the courses needed semester-by-semester in a map that is given to the student and stored in the CRM for advisor reference.

Multiple measures was implemented based on national research showing a high school GPA is the best indicator of future success, not necessarily a stand-alone placement exam. Based on these data, Mid-State implemented multiple measures to place students in their courses.

Financial supports have proven to be successful in maintaining enrollment. The DASH grant sponsored by Great Lakes showed students who utilized grants continued to be enrolled. When DASH phased out, the College continued with the Wisconsin Technical College Emergency Grant program and created a Mid-State program through the Foundation. Data shows that 73% of students utilizing emergency grants continue to complete their education. Data on college student hunger prompted the opening of the Emergency Food Shelf at the Wisconsin Rapids

campus location, followed by the Stevens Point, Marshfield, and Adams sites. Best practices were utilized in that these areas are unstaffed to prevent users from feeling judged.

## Sources

- 2018 Ruffalo Noel Levitz Results with 2014 Compares
- 2018 Ruffalo Noel Levitz SSI Results with National Compares
- 2018 Ruffalo Noel Levitz SSI Results-WTCS Compares
- 3 Years of Program Graduate and Apprenticeshhip Completer Survey Results
- Academic Advisor Job Description
- Advising Survey
- Advising Syllabus
- Career Services-Employability Skills
- CCSSE 2017 Executive Summary
- Course Syllabus Design Checklist
- Credit for Prior Learning
- DASH Grant Recap - 2016-2018
- Focus Group Feedback on Advising
- GPS for Success Syallabi
- Integrated Enrollment Model
- LiNK
- List of Advisor Assignments
- MAP Fillable GPS course
- Multiple Measures for Mid-State
- Perkins Grant for Expanding Mental Health Services
- Sample Letters to Next GPS Class
- STEPS 18 WR Agenda
- Survey of Entering Student Engagement 2016 Key Findings 2016
- Survey of Entering Student Engagement 2016 Key Findings 2016
- Table 2P1-1 Student Support Services
- Table 2P1-2 Student Support Service Qualifications
- Table 2R1-1 Ruffalo Noel-Levitz SSI Data for Student Centeredness
- Table 2R1-2 Ruffalo Noel-Levitz SSI Data for Academic Advising Effectiveness
- Table 2R1-3 Ruffalo Noel-Levitz SSI Data for Admissions and Financial Aid Effectiveness
- Table 2R1-4 Ruffalo Noel-Levitz SSI Data for Campus Services
- Table 2R1-5 Mid-State Brainfuse Usage Statistics
- Table 2R1-6 Mid-State Brainfuse Tutoring Session by Subject
- Tutoring Guidelines
- Tutoring Statistics FY15
- Tutoring Statistics FY16
- Tutoring Statistics FY17 - Partial
- Tutoring Statistics FY18
- WACADA Presentation on GPS Course May 2018

# 2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

**2P2: PROCESSES**

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

**2R2: RESULTS**

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**2I2: IMPROVEMENT**

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

## Responses

**Collecting student retention, persistence and completion data**

In the 2014 Systems Appraisal (SA), one of the challenges identified was: "MSTC has an opportunity to be systematic in its approaches to using information to make improvements." The SA also stated: "It is not clearly demonstrated how data/results are directly related to student support service processes." In response to this feedback, Mid-State initiated an Action Project to "Revise student retention reporting to increase data-driven decision-making." Through the

Action Project, Mid-State was more intentional in the way data is collected, analyzed, and reported on for student retention, persistence, and completion by creating common definitions of student retention. These have been communicated throughout the College through the Key Results and program review processes. Retention data has been integrated into the College's BOD Dashboard.

Student data related to persistence, retention, and completion is collected in PeopleSoft. This data is reported for IPEDS and within WTCS client reporting. The student life cycle (applied, admitted, accepted, registered) is tracked through PeopleSoft and Cognos, a data warehouse. Semester in progress information is tracked using PeopleSoft, CRM, and Civitas. The information submitted to client reporting is utilized by WTCS and Mid-State. The WTCS uses data for program review, Perkins, AEFL, Student Success, and grant outcomes. Recently, the WTCS used this data in the Student Success initiative directly related to student transition and completion. Mid-State's has a retention committee that utilizes this data to develop initiatives for improvement. Retention and completion data is also tracked on the BOD Dashboard.

Civitas software was purchased primarily as way for academic advisors to monitor persistence for their assigned students. Data generates predictive analytics, with program, credits completed, inancial aid, GPA, and activity in Blackboard. Each factor moves a student up or down in persistence. The reasons for movements are given, such as increased GPA, increased credits completed, and other factors. A feature shows current semester students who have not registered for the next semester with their prediction indicator. This information allows for advisors to target communications to students individually or work with specific programs to ensure a student is registering in time for the next semester, paying off any previous tuition, and completing financial aid. Persistence can be monitored by looking at an individual course and the impact it has on a student completing. For example, a student who is successful in Introduction to Business by receiving a C or better is 73.1% more likely to persist compared to a student who receives a D or an F. This allows for targeted interventions in specific courses to increase completion.

As discussed in 1P3, all academic programs, apprenticeships, and general education disciplines are reviewed annually. General education, program and apprenticeship faculty identify strategies to improve retention, persistence, and completion results. These findings are shared with academic advisors. The Perkins FAUPL scores provide another student success perspective and are monitored by Perkins grant managers. Grant outcomes frequently focus on the areas of completion and retention. ABE retention and transition is measured and monitored by the Dean of Basic Education & Learning Resources and the Outcomes-Based Funding Committee. Two metrics included in the funding formula are ABE Transition and ABE Success.

Institutional retention, persistence, and completion data are reviewed through the WTCS Student Success Center. These data allow institutional analysis of demographic factors and impact on grade point average, credit accrual, retention, and graduation. WTCS colleges review Guided Pathways data, share best practices, and develop a scale of adoption. Colleges are in the process of scaling all guided pathways best practices. A cross-functional team has met to assess institutional progress and identify strategies to bring practices to scale. Information from these

meetings is shared to the academic and student services leadership with the goal of improving areas that are not yet at scale.  (4C2, 4C4)

**Determining targets for student retention, persistence and completion**

The BOD Dashboard shows year-end goals, as well as benchmarks set by the WTCS and national benchmarks related to persistence and retention. The targets established were determined by the Executive Leadership Team based on the prior year's results. These metrics are reported to the BOD at mid-year and year-end. Results are shared at college-wide meetings and in-services. FAUPL scores (Table 1R4-7) related to grants also show College progress in specific areas related to student retention as well as WTCS goals. When a College begins to fall behind in Perkins indicators, the WTCS requires an improvement plan as part of the grant proposal. (4C1, 4C4) Table 2P2-1 lists Institutional Measures with Overall Performance, Targets, and Benchmarks.

**Analyzing information on student retention, persistence and completion**

The Enrollment Committee and Student Retention Taskforce each analyze student retention, persistence, and completion issues. The Enrollment team is cross-functional. The Vice President of Academics regularly reviews program retention, persistence, and completion with the Deans of the schools to identify improvements, seek collaboration, and determine program viability.

In August 2018, Mid-State initiated an annual program review process. Program faculty review program-level student success metrics including course completion, program completion, retention/persistence and job placement. Table 1R3-4 lists College program and general education review measures.

Mid-State institutionally assesses student pathway progression using the WTCS Student Success Center. The site provides institutional pathway progression data that can be disaggregated by student characteristics to improve completion rates and student outcomes. Data from these interactive data dashboards informs student-focused decisions, policies, and practices.

**Meeting targets for retention, persistence and completion**

The College incorporated a variety of strategies to meet the targets for retention, persistence, and completion. The annual distribution and analysis of review data proactively provides faculty with the prior year's outcomes before the fall semester, allowing faculty to determine strategies prior to the start of another academic year. Data compiled from Civitas is utilized to identify high risk students, which resulted in a retention grant to support 596 students. Additionally, data on students needing remediation resulted grants to support intensive tutoring prior to the start of an academic semester. College committees meet weekly to analyze retention data, work on initiatives, and ensure collaboration between all departments. (4C1)

**Selecting the tools, methods and instruments to assess retention, persistence and completion**

Mid-State assesses retention, persistence, and completion annually on the BOD Dashboard. Program, apprenticeship, and general education faculty assess measures during the annual review process. Benchmarking from the WTCS allows Mid-State to compare retention data to that of all WTCS colleges. Institutional metrics supporting guided pathways are reviewed through the WTCS Student Success Center Tableau dashboards that provide institutional outcome data relating to retention, persistence, and completion that can be disaggregated by ethnicity, gender, economic status, disability status, and other key characteristics to identify gaps in student success. Additionally, Civitas provides predictive analytics data allowing advisors to address student retention and completion issues proactively. (4C4)

**Summary results of measures.**

Internal results show that Mid-State has met the fall-to-fall retention goals.

Advisors primary use Civitas retention and graduation prediction data. Below are examples of data accessible through Civitas regarding courses and their relation to graduation (top) and persistence (bottom).

Explore courses where:

## A student's course grade strongly signals graduation likelihood ⌄

These are courses where a single letter-grade difference creates the biggest boost in graduation likelihood for an individual student. Advising students to prioritize these courses could increase their graduation likelihood.
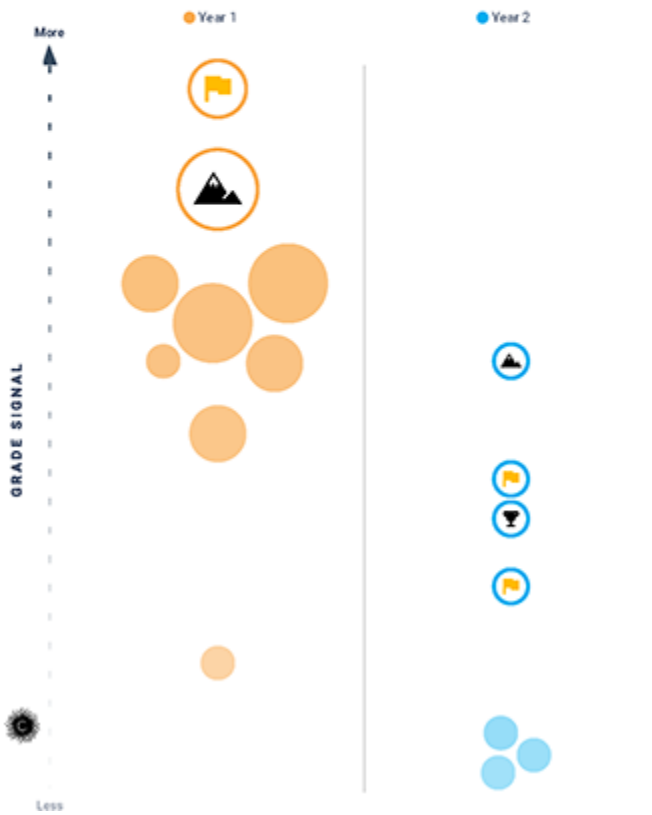
🔍
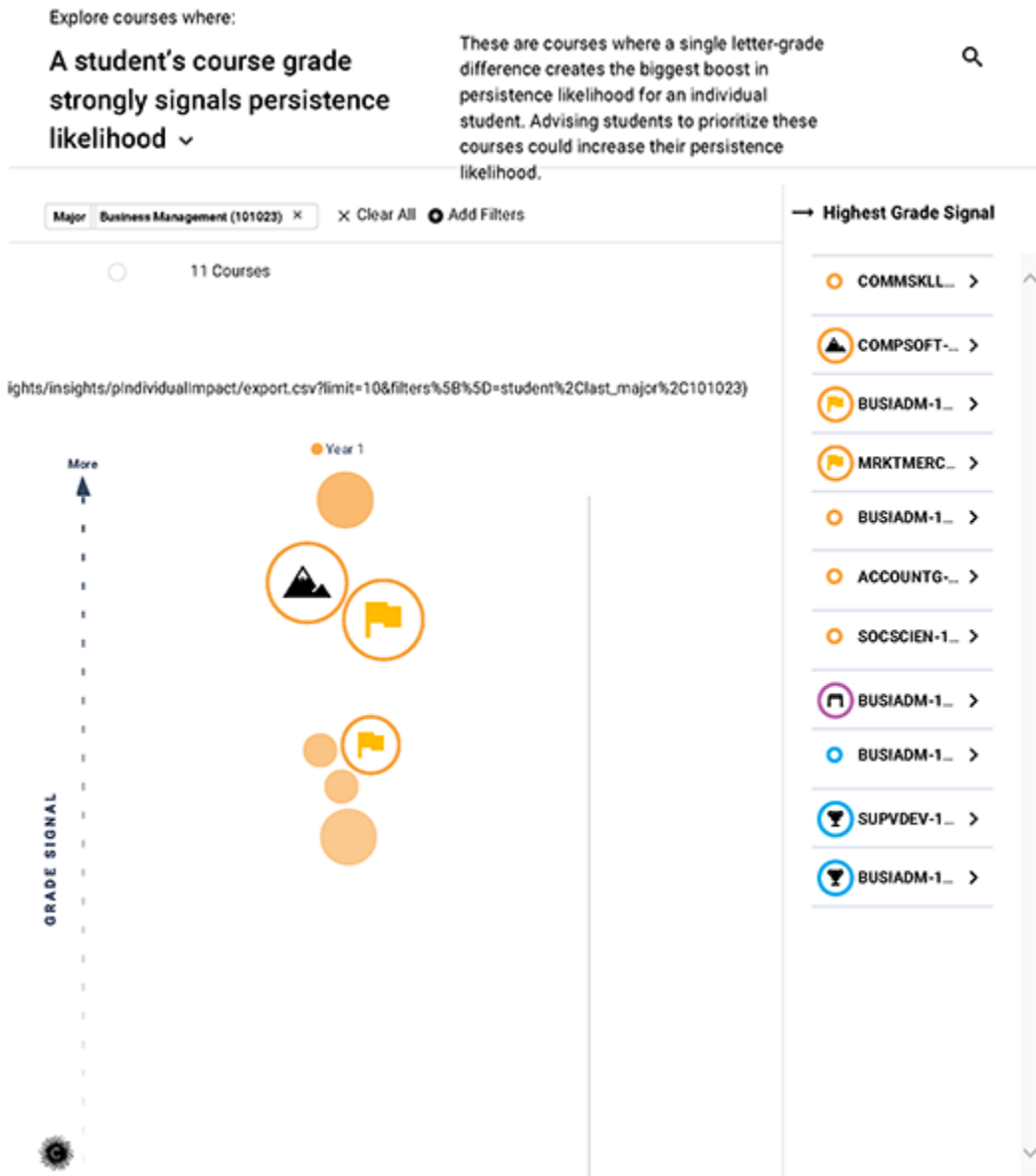
You have no active filters  ⊕ Add Filters

○  26 Courses

⚬ Bubble Size ⌄

⬇ Export Courses (/api/course-insights/insights/gIndividualImpact/export.csv?limit=10)

● Year 1  ● Year 2

**More**

GRADE SIGNAL

**Less**

→ **Highest Grade Signal**

| | |
|---|---|
| ⚑ BUSIADM-1... | > |
| ⛰ COMPSOFT-... | > |
| ○ COMMSKLL... | > |
| ○ SOCSCIEN-1... | > |
| ○ SOCSCIEN-1... | > |
| �🏆 NURSING-1... | > |
| ○ SOCSCIEN-1... | > |
| ○ COMMSKLL... | > |
| ⛰ BUSIADM-1... | > |
| ○ MED TERM-... | > |
| ⚑ BUSIADM-1... | > |
| 🏆 BUSIADM-1... | > |
| ⊓ NURSING-1... | > |
| ⚑ SUPVDEV-1... | > |
| ⊓ NURSING-1... | > |
| ⊓ BUSIADM-1... | > |

Explore courses where:

## A student's course grade strongly signals persistence likelihood ⌄

These are courses where a single letter-grade difference creates the biggest boost in persistence likelihood for an individual student. Advising students to prioritize these courses could increase their persistence likelihood.

🔍

Major   Business Management (101023)   ✕      ✕ Clear All   ⊕ Add Filters

⟶ **Highest Grade Signal**

○   11 Courses

ights/insights/pIndividualImpact/export.csv?limit=10&filters%5B%5D=student%2Clast_major%2C101023)

● Year 1

More

GRADE SIGNAL

○  COMMSKLL... >

▲ COMPSOFT-... >

🚩 BUSIADM-1... >

🚩 MRKTMERC... >

○  BUSIADM-1... >

○  ACCOUNTG-... >

○  SOCSCIEN-1... >

⊓ BUSIADM-1... >

○  BUSIADM-1... >

🏆 SUPVDEV-1... >

🏆 BUSIADM-1... >

Civitas can assess if participation in an activity, such as the GPS for Student Success course, promotes student retention. Below shows a 25% impact on persistence by enrollment in GPS in 2017.
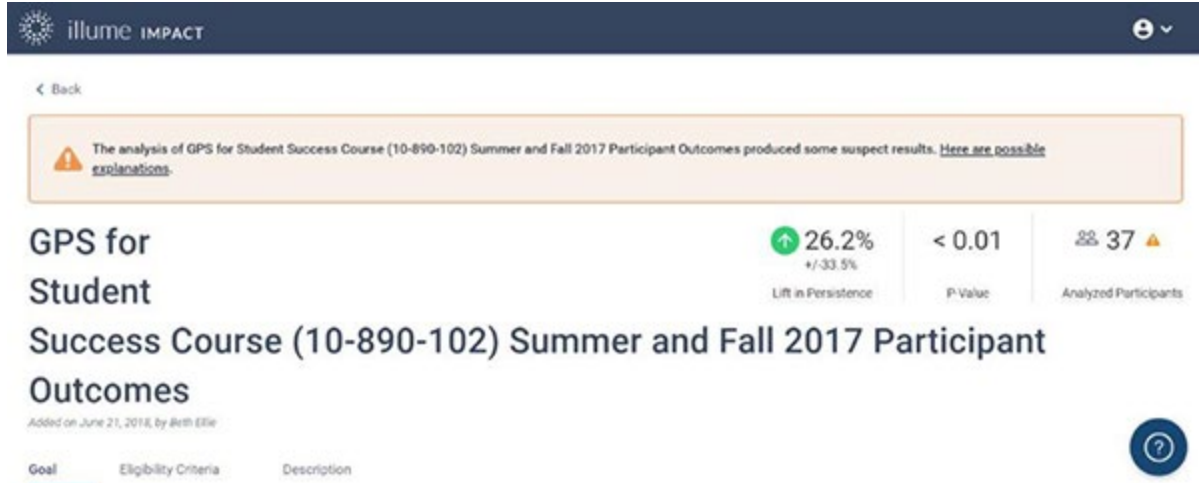
IPEDS data provides comparison for fall to fall retention and 150% graduation rates. 2015-2018 IPEDS retention and completion data, along with national comparison data, is listed in Table 2R2-1. In the last four years, Mid-State's fall to fall retention rate for full-time students has ranged from 46% to 70%, while part-time retention has ranged from 44% to 59%. In the last four years, Mid-State's 150% graduation rate has steadily increased from 30% to 42%, according to the 2015, 2016, 2017, 2018 IPEDS Feedback Reports.

WTCS Student Success Center dashboards provide institutional outcome data in the following areas:

- Program Completion Institutional Comparison
- Program Completion by Student Demographic
- 2.0 GPA or Greater Institutional Comparison
- 2.0 GPA or Greater by Student Demographic
- Fall to Spring Retention Institutional Comparison
- Fall to Spring Retention by Student Demographic
- General Education Course Completion Institutional Comparison
- General Education Course Completion by Student Demographic
- New Program Student Post-Secondary Credit Completion Trend Data
- New Program Student Post-Secondary Credit Completion by Student Demographic

**Comparison of results with internal targets and external benchmarks**

The 2015-2018 IPEDS fall to fall retention and 150% graduation rates listed in Table 2R2-1 provide the following results:

- Part-time fall to fall retention rates are similar to the national cohort rate.
- Full-time fall to fall retention rates tend to be lower than the national cohort rate.
- The 150% graduation rate is similar to the national cohort rate, but in 2018 the rate was 12% higher than the national cohort.

WTCS Student Success Center dashboards provide rich comparison of completion and retention metrics. The 3-Year Completion of Any Credential Scorecard shows Mid-State has completion levels in the middle quartiles of WTCS colleges, with rates between 41% and 46%. The fall to spring retention comparison shows Mid-State has consistent rates between 71% and 76%, with levels in the middle quartiles of WTCS colleges.

The Mid-State graduation-any credential rates ranged from 41% and 46% the last four years compared to the 2018 National Student Clearinghouse Research Center 6-year graduation rate for two-year college students of 26.7% and the 8-year graduation rate of 28.6% for two-year college students.

Retention, persistence, and completion data with targets and external benchmarks previously listed includes:

- Tables 1R3-4 and 1R3-5 BOD Dashboard
- Program and General Education Review data provides faculty and deans with yearly course completion, retention, persistence, and completion data with WTCS and IPEDs benchmarks.
- Table 1R4-1 2017, 2018 Mid-State AEFLA Educational Gains and WTCS Comparisons
- Table 1R4-2 Table 5 NRS Core Follow-up Outcomes Measures 2017, 2018
- Table 1R4-7 Mid-State Perkins Indicators 2015-2018 with WTCS Comparison Data

**Interpretation of results and insights gained**

IPEDS data does not provide a representative sample of the College student body, with the number in the first time/full-time cohort decreasing from 264 students in 2015 to 144 in 2018 (-45%). The first-time/part-time cohort has remained steady over the last four years, increasing by 4 students to 231 in 2018. In 2018 actual program student enrollment was 24% (n=648) full time students and 76% (n=2,026) part-time. This is an important consideration when analyzing IPEDS data.

Review of the data indicates Mid-State needs to continue to assess activities related to student retention to ensure they are impactful. The WTCS provides rich retention, persistence, and completion data shared annually during program review. Prior to 2018, program review was completed on the cyclical basis and not all faculty were aware of drops or increases in student performance. This data is shared proactively at the start of each semester to provide faculty with the information needed to make data-informed improvements to improve student outcomes. The Student Success Center metrics provide an institutional perspective on student pathway progress. This data is valuable in helping the College understand barriers to student progress.

Using program review data in fall 2018, the Criminal Justice Studies and Corrections and Community Advocacy programs identified student retention and completion issues. The programs have closely been monitoring student attrition in the program and implemented tutoring and other student support interventions.

**Improvements**

The Action Project revised student retention reporting to increase data-driven decision-making. Mid-State now has common definitions of student retention. The project identified multiple ways to measure student retention (cohort-based, term to term, and new students). Results have been communicated throughout the College through the Key Results. The BOD monitors this data on the dashboard. Faculty Team Leads have direct access to WTCS Program Performance data via an online Tableau site supported by the WTCS. Mid-State provided access to one faculty from each program, apprenticeship, and general education disciplines to assure direct access to student outcomes data. In addition, retention data and analysis have been integrated into the Civitas retention system to identify students at risk of not being successful. Civitas software has been implemented and will continue to grow and develop in usage for the purposes of identifying high-risk students for not completing, identifying courses that are critical to a student's academic progress, and to help students develop their degree map. The retention grant is aiding 596 high-risk students identified in Civitas for targeted services.

In academic advising, the next step is implementing software where students can schedule appointments with advisor online to avoid having to call campus. This is based on feedback from students and generational information. Mid-State purchased a Client Relations Management System (CRM) that has been implemented and is used to track individual student academic plans by academic advisors. This also helps track special circumstances regarding students and ensures follow-up.

## Sources

- 2018 National Student Clearinghouse Research Center Graduation Data Research
- 2018-19 Mid-Year Dashboard FINAL
- Enrollment Committee Structure
- GPR Grant Enhancing Student Persistence and Completion
- Integrated Enrollment Model
- IPEDS Feedback Report 2015
- IPEDS Feedback Report 2016
- IPEDS Feedback Report 2017
- IPEDS Feedback Report 2018
- MAP Fillable GPS course
- Mid-State Technical College Discovery Inventory
- Program Review Process Overview
- Sample Apprenticeship Program Review
- Sample General Education Review Data Set
- Sample Program Review Data Set
- Skills Tools Empower Prepare Success (STEPS) Surveys
- Table 1R3-4 Institutional Review Measures with Overall Performance
- Table 1R3-5 New Program Student Retention and Persistence
- Table 1R4-1 2017 2018 Mid-State AEFLA Educational Gains and WTCS Comparisons
- Table 1R4-2 Table 5 NRS Core Follow-up Outcomes Measures 2017 2018
- Table 1R4-7 Mid-State Perkins Indicators 2015-2018 with WTCS Comparison Data
- Table 2P2-1 Institutional Measures with Overall Performance Targets and Benchmarks

- Table 2R2-1 Mid-State IPEDS Fall to Fall Retention and 150 Percent Graduation Rates
- WTCS Student Success Center 2.0 GPA or Greater Institutional Comparison
- WTCS Student Success Center Fall to Spring Retention by Student Demographic(2)
- WTCS Student Success Center Fall to Spring Retention Institutional Comparison
- WTCS Student Success Center New Program Student Post-Secondary Credit Completion Trend Data and Student Demographics
- WTCS Student Success Center -Program Completion by demographic
- WTCS Student Success Center-2.0 GPA or Greater by Student Demographic
- WTCS Student Success Center-General Education Course Completion by Student Demographic
- WTCS Student Success Center-General Education Course Completion Institutional Comparison
- WTCS Student Success Dashboard-Completion

# 2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

**2P3: PROCESSES**

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

**2R3: RESULTS**

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**2I3: IMPROVEMENT**

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Determining key external stakeholder groups and new stakeholders to target for services or partnership**

Key processes for determining stakeholders include multiple opportunities to connect with key community groups. Utilizing the contacts, meetings, and surveys, Mid-State identifies methods to meet student, staff, employer, and community needs; these are listed in Table 2P3-1. Mid-State connects with stakeholders to determine key stakeholders to target for partnerships and identify populations to target for services, including academic programming and workforce training.

New stakeholders are determined through the strategic planning process and the development of new programs and initiatives, which is based on environmental scans, focus groups, and feedback from surveys or events.

**Meeting the changing needs of key stakeholders**

To meet the changing needs of key external stakeholders, Mid-State systematically collects feedback from stakeholders. Below is a list of venues the College utilizes to understand the changing needs of key stakeholders:

**Advisory committees:** *Program advisory committees* are utilized by all academic departments to oversee each occupational program or multiple related programs. Mid-State utilizes information gathered through advisory committee meetings to assess the key stakeholder needs in the occupational area, make changes to curriculum, and expand occupational programming in an effort to meet those needs. *Regional campus advisory committees* provide community-based feedback on campus educational offerings and community services. The goal of meetings is to determine Mid-State's role in strengthening the stakeholder's organization through educational opportunities and economic development partnerships.

**Workforce and Economic Development Employer Outreach:** In 2017, the College created the WED department to work with area employers and develop customized training to meet their needs. WED identifies employer training needs; provides outreach to employers and employees to ensure professional development needs are met; and works collaboratively with employers to craft applications for Workforce Advancement Training (WAT) and Wisconsin Fast Forward (WFF) grants to offset the cost for employers.

**Foundation Outreach:** The Mid-State Foundation communicates with stakeholders through multiple channels. The Foundation Director makes personal connections with donors and works to update donor agreements and scholarship criteria. The Foundation creates Constant Contact messaging to donors, alumni, and community members to raise awareness of events and updates. The Foundation also sends out an annual report and annual appeal.

**Continuing Education Outreach:** The Continuing Education Manager connects with stakeholders throughout the district through program advisory committees. The manager also connects with community members who have an interest in attending and developing continuing education offerings for the community. Additionally, the manager connects with Mid-State faculty to develop and offer both professional development and enrichment courses to meet stakeholder needs.

**K-12 District Administrator Meetings:** The members of the Executive Leadership Team at Mid-State, along with members of the K-12 Department, meet with District K-12 District Administrators. Mid-State's President shares the College's commitment to K-12 partnerships. The Vice President of Academics solicits feedback from the K-12 Administrators on the needs of their student populations. The Vice President of Academics shares opportunities for on-going partnerships.

**K-12 Counselor Communication:** Annually, the Foundation Director reaches out to high school counselors to share the scholarship opportunities and aid applicants. The Director then awards scholarships and communicates with high school counselors whose students receive a scholarship. The Director attends scholarship events to award scholarships.

**Graduate Follow-Up and Apprenticeship Completer Surveys:**  See 1P2.

**Employer survey:** See 1P1.

**Selecting the tools, methods and instruments to assess key stakeholder needs**

The College collects qualitative feedback from K-12 districts, foundation donors, and workplaces seeking training opportunities. Additionally, Mid-State utilizes customized training contract satisfaction surveys, dual credit enrollment/courses, graduate placement surveys, and employer surveys. The College utilizes a combination of environmental scanning data and feedback from regional and program advisory committees to determine if current or emerging community workforce training needs are being met.

**Assessing the degree to which key stakeholder needs are met**

Table 2P3-2 lists the tools are used to demonstrate effectiveness of programming and services offered to key stakeholders.

**Summary results of measures**

**Employers:**

Table 1R1-1 lists Mid-State's 2017 Employer Survey Results. One key result is 91% of employers cite the importance of local technical college to the success of their business.

Table 1R2-1 lists 2015-2018 Graduate Follow-up Survey results. Table 1R2-2 lists 2015-2018 Apprenticeship Completer Survey results. Table 1R2-3 2015-2016 lists Five-Year Graduate Follow-up Survey results for the Class of 2009-10.

The results of employment projections, employer surveys, and listening sessions shows that Central Wisconsin needs skilled employees within the area of hospitality. This program started in Fall 2018.

**Community:**

The BOD Dashboard measures community outreach through a service ratio measure listed in Table 2R3-1. In 2017-18 the service ratio was measured for the first time to collect baseline data. In 2018-19 the target was set to 1:25.

Table 1R3-7 lists Workforce & Economic Development Outcomes.

**K-12:**

Table 1R4-3 High School Transition Rates and Dual Credit Results and Table 1R4-4 lists K-12 Transition Rates by District High School.

The Mid-State Foundation awards scholarships to K-12 students enrolling in College programs. In FY 2018, the foundation awarded 76 scholarships to high schools students for a total of $71,150.

**Comparison of results with internal targets and external benchmarks**

Mid-State is making positive progress in lowering its service ratio, meaning more of the district population is served. Increases are due to increases in workforce and continuing education offerings as well as sharp increases in Adult Basic Education enrollment.

Previously discussed: BOD Dashboard lists targets and benchmarks for K-12, workforce initiatives, and graduate job placement.

**Interpretation of results and insights gained**

District stakeholders are concerned about the labor shortage, but more specifically the shortage of skilled labor. Table 2R3-2 lists new initiatives and stakeholders identifying issues.

**Improvements**

**Mid-State Foundation Sponsor a Scholar Program:** The innovative "Sponsor a Scholar" program matches motivated students interested in skilled hands-on careers with businesses willing to invest in their education and employ them immediately after graduation. If selected, students receive up to $10,000 toward the cost of their program.

**Mid-State Foundation Outreach to K-12:** The Foundation Director visits K-12s during admission days and assists applicants applying for scholarships. During Program Showcase, the Foundation offers scholarships for students enrolling at Mid-State.

**Academic Works:** The Mid-State Foundation purchased a scholarship management system to  simplify the application and award process. The online system allows students to fill out one application. The system automatically matches application criteria to available scholarships. With the new system, the Foundation realized an increase of 170 to over 300 applications. High school applications grew from 32 to 87.

**Formation of WED Department:** Due to its commitment to help central Wisconsin businesses recruit, develop and retain a highly skilled workforce with on- or off-site employee training programs, Mid-State formed the WED Department. WED addresses district workforce challenges through customized training, apprenticeship opportunities, and continuing education offerings.

**New Academic Program Launch:** Mid-State provides outreach to the community and employers through the new program launch events. Mid-State has hosted program launch events for Hospitality and IT-Security Specialist, inviting key community members, along with business leaders and employers from related industries.

Plans to be implemented in the next 3 years:

- Strategies for engaging parents
- Formation of campus partnerships aligned with campus strategic planning initiatives

## Sources

- 2015-2017 Program Graduate Satisfaction
- 2017 Employer Follow-up Survey
- 3 Years of Program Graduate and Apprenticeshhip Completer Survey Results
- Adams Campus Advisory Committee Documents
- Advisory Committee Handbook
- K-12 Annual Report FY18
- Marshfield Campus Advisory Meeting Minutes
- Mid-State DACUM Process
- Mid-State Year End Dashboard 2017-2018
- Sample Labor Market Outlook for Health Information Management Program Review
- Simulation Center White Paper
- Stevens Point Campus Advisory Committee Documents
- Table 1R1-1 2017 Mid-State Employer Survey Results
- Table 1R1-3 2017 Mid-State Employer Survey Results Comparison
- Table 1R2-1 2015-2018 Graduate Follow-up Survey Results
- Table 1R2-2 2015-2018 Apprenticeship Completer Survey Results
- Table 1R2-3 2015-2016 Five-Year Graduate Follow-up Survey results for the Class of 2009-10
- Table 1R3-7 Workforce and Economic Development Outcomes
- Table 1R4-3 High School Transition Rates and Dual Credit Results
- Table 1R4-4 Transition Rates by District High School Graduates
- Table 2P3 Key External Stakeholders
- Table 2P3-2 Assessing Key Stakeholder Needs
- Table 2R3-1 Service Ratio
- Table 2R3-2 Lists New Initiatives and Stakeholders Identifying Issues

# 2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

**2P4: PROCESSES**

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

**2R4: RESULTS**

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**2I4: IMPROVEMENT**

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Collecting complaint information from students**

The [student handbook](#) and website direct students to the appropriate mechanisms and/or contact people for complaints. The Dean of Student Support serves as the central point for collecting and disseminating student complaints. This allows for consistency. Complaint information is entered into a database, compiled, reviewed, and analyzed by Student Services and Human Resources.

Students can find information regarding grade appeals and the [Student Code of Conduct](#) in the [Student Handbook](#). The process for Title IX complaints is listed on every webpage. Detailed

information about harassment complaints is listed on the Student and Employee Right to Know link. The Dean of Student Support directs students to appropriate complaint mechanisms.

Students can submit formal or informal complaints online or while meeting with a staff member. A formal complaint can be submitted online by following the complaint procedures policy or submitting an incident report. Students can file a complaint with the WTCS as described on the website.

**Collecting complaint information from other key stakeholders**

Mid-State proactively collects feedback from key stakeholders. Complaint information from key stakeholders is collected through focus groups, advisory committee meetings, and meetings with external groups such as the Workforce Development Board, K-12 administrators, and other groups. These complaints are discussed by the Executive Leadership Team and shared with appropriate departments. The Dean of Student Support sends reminders about incident reports to staff and attends new employee orientation to share the complaint procedure and incident report form.

**Learning from complaint information and determining actions**

Student complaint information is analyzed by Student Services and Human Resources. Each individual complaint is first responded to and analyzed at both the individual level and the aggregate level to identify potential patterns. Analysis of complaints at Mid-State shows no patterns exist to indicate pervasive issues related to student satisfaction.

Depending on the nature of the complaint, information can be learned about technology concerns, instructional concerns, or policies. Individuals are followed up with and solutions are identified (typically mutually agreeable).

Students and staff have the right to appeal the outcome of a complaint decision. The process is outlined on the website.

The Vice President of HR serves as the Title IX Coordinator and oversees compliance with federal and state statutory requirements related to equal employment and equal educational opportunities. The Vice President handles inquiries and investigations and resolves complaints regarding the College's equal opportunity and non-discrimination policies for students, employees, and student/employee applicants.

**Communicating actions to students and other key stakeholders**

The College has a documented process and procedure for responding to and communicating action for complaints related to the Student Code of Conduct, harassment, or sexual violence. Communication is sent via email, regular mail, and certified mail to ensure students are aware. The Dean of Student Support or a staff member involved in the situation follows up with the complainant and those involved to determine if the outcome met their needs. Students are notified of the appeal process and how to begin that process.

**Selecting the tools, methods and instruments to evaluate complaint resolution**

All complaints are compiled in an Excel spreadsheet for analysis and evaluation. This spreadsheet shows date, nature of the complaint, and summary of action taken to a resolution. This information is shared with the Vice President of Student Services and Human Resources. Annually, the WTCS requires the College submit all complaints generated throughout the year and the outcomes. This process allows evaluation of patterns and quantities of complaints as well as typical outcomes for certain complaints.

**Results**

Complaint data is collected through incident reports, the feedback form, emails, and phone calls. Each situation is treated as unique. The goal is to resolve the complaint within 2-4 business days.

If a student starts the complaint through a phone call or meeting, but the situation is determined to be more serious, a staff member will submit an incident report for tracking and documentation purposes. Complaint data is listed in Table 2R4-1.

Most complaints are resolved informally through direct communication with a student and a staff member that is facilitated by the Dean of Student Support or an Academic Dean.

Due to the limited number of complaints, a spreadsheet is used to monitor and evaluate the process. When comparing the number of students served by the College annually and the number of complaints received, it is determined the College receives very few complaints. Complaints are analyzed annually and reported to the WTCS.

Table 2R4-1 shows Ruffalo Noel-Levitz SSI results relating to complaints, with increases in satisfaction in both items between 2014 and 2018. Students affirmed faculty treated them in a fair and unbiased manner and that administrators were available to hear student concerns. Each statement was rated above the state and national means.

**Improvements**

Mid-State receives few complaints compared to the number of students served. Analysis of complaints indicates no specific issue needing attention. Complaints can serve as the impetus for process improvement or increased community outreach. In a situation of a complaint regarding technology, a change might be made for instructors to better communicate the type of operating system a laptop needs in order to work successfully.

Mid-State provides College-wide Title IX training, including incident reporting. HR provides ongoing Title IX training to increase employee awareness and encourage the reporting of potential Title IX offenses.

# Sources

- Academic Integrity Policy
- Additional Information Incident Reports
- Appeal Process _ Mid-State Technical College
- Complaint Procedure _ Mid-State Technical College
- Complaint Procedure on Website
- Equal Opportunity Non-Discrimination Policy
- Incident Report Information on Website
- Student - Employee Right to Know
- Student Code of Conduct
- Table 2R4-1 College Complaint Data

# 2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

**2P5: PROCESSES**

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

**2R5: RESULTS**

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**2I5: IMPROVEMENT**

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Selecting partners for collaboration**

The College selects partners for collaboration based on alignment with mission, vision, strategic directions, and values. The partnerships are developed in an effort to meet student needs through programming, support services, and alignment with workforce.

**Building and maintaining relationships with partners**

Mid-State maintains relationships through on-going communication, continuing collaboration on initiatives, and providing mutual support of organizational needs.

Mid-State collaborates with other educational institutions including the K-12 school districts, WTCS colleges, state-funded universities, and private colleges to develop the following: shared program agreements; state and federal grant funding; transfer guides and articulation agreements; dual credit enrollments and agreements; and shared services agreements such as the WILM consortium.

Mid-State also collaborates with partners to provide academic support, including employers and employees from industry who provide the following: clinical sites for students in the field, preceptors who provide guidance and support at the clinical and internship sites, and work-based learning partners who apply classroom learning through on-the-job training; as well as apprenticeship sponsors, and Sponsor a Scholar partners who give students opportunities to earn while they learn.

To develop and grow economic development in the communities the College serves, the College partners with civic and economic development organizations to advance area growth initiatives. These include the North Central Wisconsin Workforce Development Board (NCWWDB) and its employer led sector associations, Central Wisconsin Information Technology Alliance (CWITA) and Central Wisconsin Metal Manufacturing Alliance (CWIMMA). The College also partners with Central Wisconsin Regional Economic Growth Initiative (CWREGI), Central Wisconsin Alliance for Economic Development (Centergy), Adams County Economic Development, area Chambers of Commerce and business councils, and area Community Foundations to strengthen community development by meeting educational needs. The College additionally partners with government organizations including cities, counties, and state agencies to further these strategic initiatives.

**Selecting the tools, methods and instruments to assess partnership effectiveness**

The College has adopted a product development plan that leverages partner relationships for developing new programming to meet employer needs. The College has also recently purchased the Salesforce CRM to manage partner relationships.

**Evaluating the degree to which collaborations and partnerships are effective**

The BOD Dashboard measures the success and effectiveness of overall initiatives, programs, and partnerships. Others are listed in individual reports. Key parternships and collaborations are listed in Table 2P5-1.

**Summary results of measures**

- K-12 Annual Report 2018
- Collaborative Grant Outcomes
- Articulation List/WTCS Transfer Data
- Foundation Donations
- Workforce Training

**Comparison of results with internal targets and external benchmarks**

<u>K-12 Data</u>

K-12 data shared includes: <u>K-12 Annual Report 2018</u>, <u>Table 1R4-3</u> High School Transition Rates and Dual Credit Results and <u>Table 1R4-4</u> Transition Rates by District High School Graduates.

<u>Collaborative Grants</u>

In 2018-19. the WED's mid-year WAT grant outcomes were $23,785 in revenue with 57 workers served (<u>Table 1R3-7</u>).

Mid-State participates in <u>collaborative grants</u> with other WTCS institutions. From 2015-2019, 6 collaborative grants serving 483 students brought $3,567,623 in grant funding to the College.

<u>Perkins Retention-Transfer Data/WTCS Program Transfer Data</u>

<u>Table 2R5-1</u> Mid-State Perkins Retention/Transfer Data 2015-2018 with WTCS Comparison Data includes retention/transfer rates.

During the annual program review WTCS <u>transfer data</u> is provided in the comprehensive data set.

<u>Foundation Donations</u>

According to the <u>Foundation Annual Report  FY 2018</u>, the Foundation awarded 399 scholarships totaling nearly $240,000. The Foundation disbursed 15 no-interest student emergency loans totaling nearly $11,000 and 40 student emergency grants totaling nearly $21,000.

<u>Workforce Training</u>

<u>Table 1R3-7</u> lists WED's contracted training and continuing education outcomes.

**Interpretation of results and insights gained**

Mid-State reviews K-12, grants, transfer, foundation and workforce data. Many metrics are listed on the BOD Dashboard. Through campus strategic planning, the K-12 area analyzed dual credit outcomes by high school to determine the strength of partnerships and where opportunities to build K-12 relationships exist. The College is focusing on aligning campus programming and dual credit offerings so there is a greater intentionality between program location and nearby course offerings. The College is utilizing WTCS program transfer data to prioritize new articulation agreements. The Mid-State Foundation is in the process of creating a dashboard with targets and benchmarks to measure its effectiveness.

**Improvements**

**Purchase of Salesforce CRM:** Use of Salesforce is in the implementation stages. Mid-State will continue to increase the use of this product to further enhance partnerships that support student success. CRM data elements need to be identified.

Plans to be implemented in the next three years:

- Alumni involvement
- Foundation Dashboard

## Sources

- Adams Campus Advisory Committee Documents
- Adams Campus Strategic Planning Session Documents
- Dual Credit Course Completion Data with College Comparison
- Foundation Annual Report FY18
- K-12 Annual Report FY18
- Marshfield Campus Advisory Meeting Minutes
- Marshfield Campus Strategic Planning Session Document
- Mid-State Collaborative Grants 2015-2019
- Mid-State Year End Dashboard 2017-2018
- Nursing Transfer Rates
- Simulation Center White Paper
- Sponsor a Scholar
- Stevens Point Campus Advisory Committee Documents
- Stevens Point Campus Strategic Planning Session Documents
- Table 1R3-7 Workforce and Economic Development Outcomes
- Table 1R4-3 High School Transition Rates and Dual Credit Results
- Table 1R4-4 Transition Rates by District High School Graduates
- Table 2P5-1 Key Partnerships and Collaborations
- Table 2R5-1 Mid-State Perkins Retention-Transfer Data 2015-2018
- Transfer Website
- Wisconsin Rapids Campus Strategic Planning Session Documents

# 3 - Valuing Employees

## 3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

**3P1: PROCESSES**

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

**3R1: RESULTS**

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**3I1: IMPROVEMENT**

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values**

Mid-State strives to attract, retain, and develop individuals with the appropriate credentials, skills, and values that achieve College's Strategic Directions and Key Results. Hiring managers identify the credentials, skills, and values necessary within position descriptions to define requirements. Position descriptions are updated annually. The hiring manager reviews position description prior to re-hiring. Qualifications for positions include occupational experience, academic preparation, and affective traits. Human Resources, together with hiring managers, ensure that faculty and staff meet criteria consistent with the external credentialing standards and HLC expectations. Accrediting agencies may dictate requirements for specific positions, such as those within contractual and consortia programs. Requirements are outlined in the position description to ensure credentialing standards are met.

Since 2010, position descriptions have been developed for all jobs. Position descriptions outline the job summary, duties and responsibilities, qualifications (e.g., competencies, HLC qualifications, and Core Values), mental requirements, working conditions, and physical demands. Current position descriptions for are available on *The Source* and maintained by HR. Each year during the performance appraisal process, managers and employees review position descriptions to ensure accuracy.

As positions open, the hiring manager and HR review the position description prior to posting to ensure it accurately reflects the nature of the position's credentials, skills, and values. Taleo is the tracking system for recruitment. Additionally, Taleo provides applicant tracking for Affirmative Action purposes and houses performance evaluations, making it a centralized source for electronic employee files.

Recruitment occurs through HR. Mid-State uses a variety of recruitment sources to attract a qualified and diverse applicant pool. Sources include local and regional newspapers, Mid-State's website, Wisconsin JobNet and other Wisconsin-based employment sites, online job boards and educational, minority, and occupation-specific journals, and websites. The College periodically runs generic ads in minority publications to create awareness and generate interest in Mid-State as an equal opportunity employer. The College's recruitment typically includes an internal job posting to provide opportunities to current staff.

Selection occurs with HR reviewing candidate materials to ensure they meet the minimum qualifications related to education and work experience. Unqualified candidates are eliminated from the pool. Hiring managers review application materials and select candidates for further consideration. Interview teams are a functional panel consisting of the hiring manager, an HR representative and another manager or peer with expertise or knowledge of the position's duties. During the interview process, interviewers gather information about the candidate, using behavioral-based interview guides. Data gathered includes work, educational history, certifications/skills, specific experiences, values, and interests/desires. Every position has performance dimensions that job interview questions are based on. Mid-State's core performance dimensions for employees are adaptability, initiating action, work standards, and positive approach. Additional performance dimensions are selected based on position. The

College maintains a question bank for each dimension. Questions can be customized to the scope of the position. Upon hire, HR utilizes Career Builder to verify the background, education, and employment history of all regular employees hired. For part-time faculty, HR verifies degrees via transcripts, conducts a criminal background check, and completes a past employer check.

Mid-State recognizes the importance of onboarding to employee retention. All new employees participate in a two-day orientation scheduled during the employee's first month. The program is designed to give new employees an understanding of the College, including the history, mission, and vision. The orientation includes foundational IT knowledge and payroll functions. The orientation provides an opportunity to meet Mid-State leadership, learn more about departments throughout the College, and tour campuses. Executive Leadership Team members pick a value to discuss during a luncheon during the orientation. HR also provides an introduction to employee compensation and benefits for new team members. A new standardized supervisor checklist was created to guide managers orienting new staff to processes and procedures. In addition to New Employee Orientation, faculty have an additional New Faculty Orientation that provides a framework for teaching best practices.  (3C6)

**Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs**

The College utilizes identical credentialing standards set by HLC and WTCS Faculty Qualifications Assurance System (FQAS). These credentialing standards are integrated into all faculty job postings. Human Resources reviews credentialing at the faculty level. In accordance with WTCS standards, faculty members teaching general education courses must hold a master's degree in the discipline or a master's degree and at least 18 credits of graduate course work relevant to the discipline. HR maintains a record of transcripts. In the rare case that qualified faculty cannot be hired, HR will document a remediation plan requiring the faculty to earn a degree within a specific time frame. HR evaluates prospective dual credit faculty qualifications. Dual credit faculty credentials are verified against the dual credit course guide. Dual credit faculty are held to the same qualifications as full-time and part-time faculty; however, dual credit faculty are not subject to FQAS. Mid-State utilizes a tested experience form. (3C1, 3C2)

**Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities**

Mid-State ensures the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities. Mid-State defines faculty class load and class size, overload pay, and when to open a new section. Faculty teaching assignments/special assignments are assigned by their dean. Online classes have a new section opened after more than 30 students. Teaching assignment can be reduced by special assignments such as program director, faculty team lead, clinical coordinator, and dual credit mentor. New faculty loads are automatically reduced the first two semesters to participate in a professional development program (new faculty cohort-3 hours a week). Mid-State monitors the faculty to student ratio via the HLC Annual Institutional Update. In 2018-19, the faculty to student ratio was 1:13. (3C1)

**Ensuring the acquisition of sufficient numbers of staff to provide student support services**

The process for ensuring sufficient numbers of support service staff begins with campus leadership. The College relies on campus leaders to identify opportunities to add student support services. Each December, during the annual budget preparation process, departments have an opportunity to review current positions and request new positions. Campus leaders can make a business case to Executive Leadership Team for new positions. These additional requests can be made based on enrollment numbers, process changes, or personnel changes.

**Tracking outcomes/measures utilizing appropriate tools**

Mid-State uses several qualitative and quantitative measures for hiring, development and evaluation of faculty, staff and administrators that are collected and analyzed regularly. One outcomes includes the departmental tracking of the vacancy list by HR. Additionally, individual employee performance is assessed using customized evaluations based on performance dimensions.

- New Employee Orientation Evaluation
- IPEDS Staffing Data
- HLC Annual Update Staffing Data

**Summary results of measures**

The quantitative analysis process includes several measures for hiring, development and evaluation of faculty, staff and administrators, including:

- New Employee Orientation Evaluation
- IPEDS Staffing Data

Table 3R1-1 lists staffing data as reported in the HLC Annual Institutional Update. Due to the decline in enrollment, the Faculty-to-Student Ratio lowered while the amount of full-time faculty remained steady. Due to changes in reporting classifications within the College, employees previously reported as staff now are classified as administration. The classification changes do not reflect major changes in structure or employee pool.

Table 3R1-1 HLC Annual Institutional Update Staffing Data

| HLC Annual Institutional Update Staffing Data | | | | |
|---|---|---|---|---|
| | **2018-19** | **2017-18** | **2016-17** | **2015-16** |
| Full-time Faculty | 81 | 82 | 81 | 81 |
| Part-time Faculty | 101 | 87 | 104 | 97 |

| | | | | |
|---|---|---|---|---|
| Full-time Administration | 85 | 84 | 32 | 36 |
| Part-time Administration | 24 | 12 | 0 | 0 |
| Full-time Staff | 38 | 42 | 89 | 86 |
| Part-time Staff | 11 | 4 | 20 | 27 |
| Student-to-Faculty Ratio | 1:13 | 1:12 | 1:13 | 1:14 |

**Comparison of results with internal targets and external benchmarks**

2015-18 IPEDS cohort comparison data for staffing shows Mid-State's post-secondary teachers and staff levels were steady the last three years, slightly above the IPEDS national cohort average. The number in management declined slightly from 35 to 32 in the last four years. This is more than 10 FTE higher than IPEDS national cohort averages. Instructional support and business and finance areas have lower staffing levels than national averages. In 2016 and 2017, the community service, legal, arts and media area increased significantly. These employees may have been categorized as "other" in the past. This increase does reflect the College's investment in marketing and workforce and economic development.

Mid-State conducted a credentials audit of all full-time, part-time, and dual credit faculty. The audit ensured full-time, part-time, and dual credit faculty were in compliance with HLC faculty qualifications.

**Interpretation of results and insights gained**

The New Employee Orientation was improved based on survey feedback. HR added enhanced technology training and included a session on payroll. Other areas added included Continuous Improvement (accreditation, program review, and strategic planning) and grants.

The faculty qualifications audit found all full- and part-time faculty were in compliance with qualifications, but certain general education courses were being assigned to faculty who were not appropriately qualified for a specific course. Each general education course now has a list of acceptable degrees faculty must possess. The audit of dual credit faculty revealed a portion of those faculty were not qualified. In response, each high school has received notification letters outlining required qualifications. Each high school has the opportunity for dual credit faculty to participate in a grant paying for the educational expenses of faculty who do not meet qualifications. Applicants provide a timeline for attainment of qualifications aligning to the Dual Credit Extension deadline.

**Improvements**

Faculty qualifications became a centralized process housed in HR. This process ensures consistency in faculty hires between full-time, part-time, and dual credit faculty. In the past, faculty qualifications were determined by deans. While the College had common faculty qualification standards, those standards were not interpreted consistently. To ensure the College maintains full compliance with HLC standards, HR performed audits of all faculty: full-time, part-time, and dual credit. To support faculty qualifications, HR has improved the documentation and communication of faculty qualifications with staff to support a common understanding of the faculty qualifications. To support dual credit faculty who do not currently meet qualifications, the College applied for a State of Wisconsin Department of Workforce Development grant to help faculty become qualified to teach dual credit.

The Faculty Quality Assurance System (FQAS) promotes quality education by establishing minimum system-wide standards in the WTCS. In July 2015, Wisconsin State Statute (Chapter TCS 3) and Administrative Code established minimum academic, occupational, and teaching requirements for technical college education personnel. The FQAS system is an all-encompassing program beginning with position creation and working to continually develop faculty throughout their career. The FQAS process begins with identifying the minimum academic and occupational requirements for faculty as established by accreditors and federal and state licensing requirements. Colleges maintain FQAS through professional development plans that include approved educational competencies, ongoing development of occupational experience, mentoring, and faculty evaluation.

Mid-State has revitalized efforts to provide upfront and ongoing faculty support through a New Faculty Orientation, New Faculty Academy, FQAS courses, and Teaching and Learning Days. Additionally, seasoned faculty were invited to attend a Teaching Fellows year-long professional development experience.

## Sources

- 2015-18 IPEDS Comparison Report-HR Only
- 2018-19 Dual Credit Faculty Qualifications Grant
- Dual Credit Course Credentialing Requirements
- Employee Handbook
- Faculty Teaching and Learning Weeks - Inservice and Workshop Options for 2017-2018
- Manager Checklist for New Employees
- Manager Guide to Performance Management
- Mid-State Core Values
- Mid-State Dual Credit Faculty Qualifications
- Mid-State Faculty Quality Assurance Brochure
- Mid-State Full-Time Faculty Instructional Assignment Model and Calculation Worksheet
- New Employee Orientation Agenda
- New Employee Orientation Survey
- New Faculty Orientation Agenda July 2018
- Performance Dimension Examples
- Performance Dimensions List

- Sample Interview Questions
- Sample Position Descriptions by Role
- Teaching Fellows
- Tested Experience Faculty Approval Form
- Verification - Employment Form
- Wisconsin State Statute TCS3 Certification of Personnel
- WTCS FQAS Competency Framework

# 3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

**3P2: PROCESSES**

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

**3R2: RESULTS**

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**3I2: IMPROVEMENT**

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Designing performance evaluation systems for all employees**

Mid-State's ability to achieve Key Results depends on employee performance which ultimately drives department/division and College success. To ensure success, a performance management system was designed to:

- Build a high performance workforce and recognize performance excellence
- Provide ongoing performance management rather than a one-time event
- Lay the foundation for a relationship based on mutual respect and trust between an employee and manager
- Establish two-way communication that results in a genuine performance dialogue
- Involve both the manager and the employee in planning and measuring performance
- Define clear expectations for performance, standards, and measures

Mid-State's performance evaluation system uses Taleo to document goal setting and evaluation.The supervisor identifies performance dimensions during interview/position description process. Employees are evaluated on these core attributes. Evaluations are customized to positions based on the performance dimension identified in the position descriptions. Position descriptions are posted on *The Source*. Table 3P2-1 outlines the Performance Review Process.

An Employee Guide and a Manager Guide to Performance Management were developed to help employees and managers understand the process. Employees participate in the process with the guidance of their supervisor. New employees joining Mid-State review their position description and the performance review template, discuss expectations with their supervisor, and set individual goals within the first 60 days of hire.

**Soliciting input from and communicating expectations to faculty, staff and administrators**

Before changes were made to the evaluation process, HR proactively requested input from all staff. In summer 2018 the Vice President of HR held two listening sessions with staff and collected feedback on how Mid-State assesses performance evaluation. Takeaways from the performance management feedback sessions included the need for:

- a definition of exceptional performance
- a specific definition of a "solid" rating as it seems overly broad
- updated wording on forms--it was confusing and redundant
- a consistent message regarding how much documentation should be included
- better systems for self-assessment and professional development plans

Following the listening sessions, an email was sent to all personnel listing what was learned and what processes would change due to feedback. The email listed what employees should expect this year. HR posts information relating to the evaluation process on *The Source.*

**Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services**

Mid-State's ability to achieve institutional objectives depends on every employee's performance. Each evaluation has customized performance dimensions based on position, core values, and Key Results. The annual review of position descriptions listing performance dimensions is foundational in ensuring evaluations align with institutional objectives and reflect actual job duties. Faculty are encouraged to integrate program review improvement goals with faculty evaluation goals.

**Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3C3)**

The Employee Handbook outlines the annual evaluation process and overall expectations of employees. The evaluation process is outlined through manager and employee evaluation handbooks where a year-long evaluation timeline is communicated, with fall goal setting, regular check-ins on goals, and end of year evaluations documented in Taleo.

**Establishing employee recognition, compensation and benefit systems to promote retention and high performance**

Mid-State strives to attract, retain, and develop individuals with the appropriate skills to support the strategic directions and achieve the Key Results. A recent compensation study of administrative, professional, technical, management, and facilities positions confirmed that compensation is competitive with other educational institutions and is above average for Mid-State's geographic location.

Mid-State offers a comprehensive benefits package. Employees are eligible for health, dental, vision, long-term and short-term disability, and life insurance; a flexible spending account; a health savings account; a tax-deferred savings option; participation in the Wisconsin Retirement System; holidays; paid leave; opportunities for professional growth and development; educational assistance; Employee Assistance Program (EAP); and a wellness program. Within the past few years, the College managed benefit costs by providing incentives for employees to choose lower-cost, high-quality health insurance plans. One new benefit for employees in 2018-19 was the closure of the campus between Christmas and New Year. All year round employees were granted additional paid leave days during this closure. Professional development funding is offered for all employees which is administered through HR. Mid-States has a tuition reimbursement program for employees.

Employee performance is formally reviewed at least once each year. The focus of the review is to determine at what level employees meet performance expectations and goals for their positions. Merit pay rewards exceptional performance. Employees who receive an overall rating of "solid" on reviews are eligible for an increase. Increases are not granted to employees whose performance received an overall rating of "unsatisfactory." Employees who receive an overall rating of "exceptional" are eligible for an additional increase. Employees new to their position will have a developing category rather than unsatisfactory – to help with the transition phase in a new position. If they receive this rating, they would get the "solid" increase.

Mid-State participates in a number of compensation and benefits surveys and receives comparative data from the local market and WTCS. This information is analyzed to ensure Mid-State continues to offer competitive wage and benefit packages. When new positions are created, the compensation analysis company, Carlson-Dettman. They provide an evaluation of each position to determine if the position is exempt or non-exempt and also determines or updates the salary structure of the position.

Mid-State recognizes the accomplishments of employees through the performance review process. Employees are also formally recognized for their contribution to Mid-State through a Years of Service pin and departmental recognition. The Mid-State Faculty Association also recognizes faculty and staff contributions to student success. The Red Apple Award can be awarded to any Mid-State instructor, whereas, the Gold Star Award is awarded to any Mid-State employee. In addition, staff are recognized through nominations to external groups. Examples include academic advisors nominated for WTCS Advisor of the Year awards. In 2017 and 2018 Mid-State Academic Advisors Kay Grundhoffer and Shawn Zee were honored for their work by the WTCS. Additionally, Respiratory Therapy faculty member Bill Rosandick received the Wisconsin Society for Respiratory Care's (WSRC) Ann Flaten President's Award in May 2018.

**Promoting employee satisfaction and engagement**

Promoting employee satisfaction and engagement is a high priority for the new president. To better understand employee satisfaction and engagement, President Mondeik individually interviewed all regular employees one-on-one during her first six months. She conducted structured interviews over a 6-month period to understand employee concerns. Many of the new initiatives established were based on feedback from these sessions: Open campus, removing the Culture of Accountability, and College priorities. To measure employee engagement, the College administered the MindSet Survey in November 2018. The survey is a 49-question survey reporting 14 cultural health factors with national benchmark comparison data. The BOD dashboard measures MindSet employee engagement results. Prior to 2018, the College administered the Q12 Employee Engagement Survey in spring and fall. The overall results of the employee engagement survey were published to all employees and workgroup results were distributed to managers. Managers and teams reviewed the results, discussed the meaning of the results, and planned goals for improving employee engagement. It was discontinued in fall 2017 due to concerns voiced by staff about data veracity. HR collects and analyzes employee turnover data.

**Tracking outcomes/measures utilizing appropriate tools**

Mid-State uses several measures of evaluation and recognition including:

- Employee Engagement: MindSet Survey/Q12 Employee Engagement Survey
- Turnover
- IPEDS faculty compensation data

**Summary results of evaluation and recognition measures**

MindSet Survey has individuals rate questions on a scale of 1-9, with 9 being the most desirable rating. All Mid-State regular employees (219) were invited to complete the survey in November 2018, with N=205 or 94% completing the survey. Results included national comparison data of all workplaces and national higher education workplace comparison data by individual questions and overall factor scores. Results were disaggregated by department, gender, age, length of tenure, compensation type, and full-time or part-time status. The comparison to all workplaces showed Mid-State lagged behind the national average in 9 of 14 factors, equaled the national average in the growth and advancement factor, and registered higher average scores in four factors: team chemistry, direct supervision, compensation, and feeling appreciated. When comparing the factor scores against participating higher education institutions, Mid-State scored higher than the average in all 14 factors. Each of the 49 questions had overall average comparison and higher education average comparison data. When comparing question by question, Mid-State had 25 of 49 questions listed below the average of all participating workplaces and had 4 of 49 questions listed below the average of participating higher education institutions. Overall survey results are on the BOD Dashboard. To provide a single measure for the BOD Dashboard, the results of the 14 factors were averaged along with the national higher education cohort to provide the BOD with an overall employee engagement measure and national benchmark.

For two and a half years--2015, 2016 and fall 2017--Mid-State administered the Q12 Employee Engagement Survey in February and October. The key result of the Q12 Employee Engagement Survey was a decrease in actively disengaged employees from 14% to 5%.

2015-2018 IPEDS faculty compensation data shows salaries for all ranks have remained steady.

**Comparison of results with internal targets and external benchmarks**

Employee engagement is listed on the BOD Dashboard. The MindSet survey includes national comparison data specific to higher education institutions as listed in Table 3R2-1.

Table 3R2-1 MindSet Board Measure

| Board Quality Factor | FY 2019 | Benchmark | FY 2018 | FY 2017 | FY 2016 |
|---|---|---|---|---|---|
| Employee Engagement: MindSet Survey Average | 6.65 | 6.17/N HE | * | $Q^{12}$ | $Q^{12}$ |

Human Resources is in the process determining measures and benchmarks related to employee turnover listing overall turnover and leaver turnover (not retirees). The draft employee turnover benchmark in Table 3R2-2 is derived from the Bureau of Labor Statistics annual total separations rate for state and local education. One weakness of this measure is that most turnover Mid-State is experiencing is in part-time employees.

Table 3R2-3 is an item analysis of MindSet response totals compared to national college cohort. Questions with an asterisk had ratings inverted.

2015-2018 IPEDS faculty compensation data shows salaries for all ranks of faculty are nearly $20,000 above the national average. Technical college faculty pay must be competitive with private sector pay to retain qualified faculty.

**Interpretation of results and insights gained**

The MindSet survey provided Mid-State with valuable baseline data on employee engagement. The comparison to all workplaces provides Mid-State with a a better understanding of competitiveness when recruiting employees from outside of higher education. The higher education average allows Mid-State to gauge employee engagement as compared to other institutions. Disaggregated data provides leadership the opportunity to better understand specific gaps in employee engagement at the departmental level. Since the data is baseline, the College will be utilizing the data to help individual managers understand current employee engagement, but will not mandate improvement plans.

An Office of the President email to all regular employees outlined survey results and reported the following qualitative survey themes from the open-ended question asking for other feedback. Table 3R2-4 lists MindSet themes.

**Improvements**

Collecting input from all employees has been a focus of Dr. Mondeik's presidency. Employee feedback overwhelmingly supported the elimination of Culture of Accountability evaluation components. This component of employee evaluations has ceased. In summer 2018 the new Vice President of HR held two open sessions with employees to gather feedback on how Mid-State assessed employee performance. Based on an analysis of qualitative feedback, she sent out an email about what the College learned from employees, what the College will change and what to expect during the upcoming year. In 2018-19 the College re-established evaluating employees on College Core Values. All other evaluation changes will be instituted in 2019-2020 to provide additional time to reconfigure the evaluation process.

In order to better evaluate faculty, the College developed a new faculty framework with 12 indicators of faculty excellence. The indicators were identified by a faculty group and then defined by all faculty during the fall 2018 faculty in-service. Drafts of faculty excellence indicators and definitions were distributed to all faculty for further comments during the fall 2018 semester. The indicators, still in draft form at the time of publication, will be built into the faculty evaluations as performance dimensions in 2019-20.

In 2019-2020, Mid-State will be adopting Pay Factors as a compensation analysis system. Pay Factors provides comparative data from the 16 WTCS institutions and outside markets. It provides a robust comparison by similar market size, Midwest region, or similar geographic locations. This system assures accurate compensation data.

To more comprehensively understand employee engagement and satisfaction, Mid-State deployed the MindSet survey in fall 2018. Overall results are part of the BOD dashboard to

measure organizational health. Human Resources is working to develop employee turnover metric with benchmarks to more accurately capture employee turnover.

## Sources

- 2015-18 IPEDS Comparison Report-HR Only
- Educational Assistance Request Form and Request Procedure
- Employee Engagement Presentations 2015
- Employee Guide to Performance Management
- Employee Handbook
- Employee Handbook-Employee Evaluation Section
- Faculty Framework DRAFT
- Making Sense of the Q12 Results
- Manager Guide to Performance Management
- Mid-State Core Values
- MindSet Results
- Office of the President Email on MindSet Results
- One-on-One Questions
- Performance Dimensions List
- Performance Management Update Email
- Professional Growth Funds Application and Process
- Q12 Employee Engagement Survey Data 2015-2017
- Red Apple - Gold Star Award Nomination Information
- Table 3P2-1 Performance Review Process
- Table 3R2-2 Draft Turnover Measure
- Table 3R2-3 MindSet Item Analysis
- Table 3R2-4 MindSet Survey Themes for Mid-State
- Wisconsin Society for Respiratory Care's (WSRC) Ann Flaten President's Award

# 3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

**3P3: PROCESSES**

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

**3R3: RESULTS**

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**3I3: IMPROVEMENT**

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Providing and supporting regular professional development for all employees**

Our Mission, transforming lives through the power of teaching and learning, is inclusive of all key stakeholders including employees. Training and staff development are essential to continuous improvement of individual employees and the organization as a whole. Mid-State

provides ongoing in-house training to employees on established priorities. Employees set individual and professional development goals as part of the performance review process, which determines priorities for training participation. In addition to ongoing training conducted throughout the year, in-service is held twice a year. In addition, training opportunities are aligned to support long-range plans by focusing on topics related to organizational development and continuous improvement.

Mid-State provides employees with access to professional development funding and educational stipends. This centralized resource is distributed to applicants who demonstrate that the training or learning activity is tied to attainment of Key Results or other Mid-State priorities. Compass 2020, a monthly 2-3 hour HR management training meeting, was developed to help prepare and support managers in change management. Mid-State invests in training faculty and administrative leaders by funding participation in the Wisconsin Leadership Development Institute (WLDI) program.

To ensure a safe work environment, Lezage for safety training (Blood borne pathogen, hazard communication) is assigned to relevant employees. Completion of safety training is tracked by the Safety Coordinator. Mid-State has been making gains in security training, with active shooter training drills conducted 3 years ago. Mid-State added a part-time security director position in November 2018 to provide specific focus on campus security issues. This role will complement the Safety Coordinator, who handled both safety and security previously.

Sexual harassment, discrimination, workplace harassment, IT security, and PCI compliance are delivered through Everfi. Completion of training modules is tracked through Everfi. HR is able to track completion of training modules to ensure 100% completion of modules by regular employees. This training began in 2017. All modules are assigned to regular employees, except PCI, which is only for employees handling credit cards.

**Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes**

As discussed in 3.1, faculty participate in the Faculty Quality Assurance System (FQAS). Faculty receive training and mentoring upon entering the teaching profession and complete ongoing professional development in a variety of areas associated with quality teaching. FQAS requirements for instructional staff, along with external program accreditation standards, assist with determining training needs. Instructional employees participate in In-Service, Faculty In-Service, and other staff development opportunities that are aligned with short-term goals, such as use of technology and learning assessment, while also fulfilling requirements. Four to five days per year are set aside for Faculty In-Service, Faculty Teaching and Learning Days, and Division Planning Days, featuring training for instructors and instructional supervisors. Seasoned faculty can apply to join the Teaching Fellows program, a year-long professional development experience. As mentioned in 1.3, Mid-State is awarded an Occupational Competency Grant allowing faculty to reenter the workforce and pursue professional development.

Faculty identify development goals with supervisors during the annual evaluation process to identify learning opportunities that align with job responsibilities and to promote personal and

professional growth. Individual faculty development goals supporting occupational licensure or program accreditation requirements are funded by professional development, tuition reimbursement, or department budgets.

The Employee Development Center (EDC) features three full-time employees who provide instructors and staff with software, instructional technology, curriculum, and related training. In addition to group training opportunities, learning is reinforced through individual interactions with the EDC team, who provide onsite support at all campuses. (3C4)

**Supporting student support staff members to increase their skills and knowledge in their areas of expertise**

Mid-State student support staff participate in annual performance reviews. During this process employees identify developmental goals that align with their job responsibilities and promote personal and professional growth (3C6). Support staff are provided with professional growth funding to address training needs specific to the position (2P2). See Tables 2P1-1 and 2P2-2. Training needs are often specific to employee role. For example, the Data Reporting Analyst participated in IPEDS key holder training. Within the WTCS, many support staff attend semi-annual or annual meetings with their college counterparts to discuss current trends in regulations, student success or technology, and exchange best practices. Program deans, student services staff, institutional research staff, curriculum/assessment staff, and grant staff all attend state-called meetings. During the summer all staff can participate in technology training sessions offered by the EDC. (3C6)

**Aligning employee professional development activities with institutional objectives**

Several sources of data are used to determine training needs for both instructional and non-instructional staff. Employee performance reviews and individual goals, in-service and training evaluations, environmental scanning, employee feedback, student success data, and emerging topics/technology all drive plans for employee training. Additionally, our Key Results provide opportunities to help prioritize training topics and resources. Ongoing training for employees is conducted by both internal and external facilitators, depending on the topic.

Key Results aids in formally identify training needs of employees in both instructional and non-instructional departments. The development of a Strategic Plan will further establish the process for determining, aligning, and prioritizing training needs, since it forms the foundation for our Academic, Recruitment, Technology, Facilities and other long-range plans. Two recent examples of aligning training needs with results were 2018 internal courses on sales and customer service. Courses were designed to address drops in enrollment by providing training on skills related to program recruitment and meeting enrollment goals. Training was supported using professional growth funds. The professional development growth application requires employees to identify what key result the training aligns to and how it impacts the key result.

**Tracking outcomes/measures utilizing appropriate tools**

- Professional Growth Funding

- New Employee Orientation Survey
- College In-Service Survey
- Faculty In-Service Survey
- Tuition Reimbursement
- Completion of Everfi training modules

**Summary results of measures**

Professional Growth Funding: Amount Budgeted: $56,000

Listed in 3.1, New Employee Orientation Survey cumulative results show 100% of new employee orientation participants (n=76) rated the orientation excellent or good.

In-Service surveys were customized to setting.The 2018 Fall College In-Service Survey Results had the following key takeaway: 90% of employees said in-service gave them a clear vision of future directions of Mid-State.

Table 3R3-1 shows the 2017-2019 Faculty In-Service Survey results show the percentage of faculty that agreed or strongly agreed with the statement the training event is well organized.

Table 3R3-1 2017-2019 Faculty In-Service Survey Results

| Statement/%Strongly Agree or Agree | Jan. 19 | Fall 18 | Jan. 18 |
|---|---|---|---|
| Event was well organized | 83% | 88% | 87% |

Table 3R3-2 lists tuition reimbursement by number of employees and amount of funding. FY 2019 data is not final.

Employees must complete all assigned Everfi training modules. HR tracks completion of required modules.

**Comparison of results with internal targets and external benchmarks**

Target for in-service: overall satisfaction rating of 90%. Fall 2018 result: 98%

The target for Everfi training module completion is 100% (met).

**Interpretation of results and insights gained**

Based on in-service survey feedback, affirmed format changes were good. Mid-State updated communication regarding food served at training events.

**Improvements**

To provide additional training support, Mid-State added a third full-time employee within the EDC that focuses on curriculum development. The other two EDC positions now focuses on technology training for faculty and staff to provide additional professional development resources to instructors.

Mid-State centralized funding of professional growth in HR. The purpose was to be able to track professional growth activities supported, assess how much was spent, and evaluate the effectiveness of the funding. Results will be utilized to identify internal training opportunities needed throughout the college. Recent optional sessions for staff included: sales and customer service training. This training was supported by professional growth funding.

Mid-State is updating the tuition reimbursement process, which is currently awarded through an annual lottery drawing of 13 non-faculty employees. In the future, HR will define the award criteria for awarding tuition reimbursement. Employees selected for the program will be guaranteed funding for the length of their studies. Participants will provide a degree completion time frame to allow for long-term planning.

To provide additional communication and professional development, a second all-college in-service day was added to the academic calendar in 2018-19. Mid-State now holds two in-service days.

## Sources

- 2017-2019 Faculty In-Service Survey Results
- College-Wide In-Service Survey Fall 2018
- Compass 2020 Agendas
- Educational Assistance Request Form and Request Procedure
- Employee Handbook-Employee Development Section
- Employee Handbook-Employee Evaluation Section
- Faculty Teaching and Learning Weeks - Inservice and Workshop Options for 2017-2018
- FQAS Correspondence for Faculty Including PD Plan
- Mid-State Faculty Quality Assurance Brochure
- New Employee Orientation Survey
- Professional Development Funding Log
- Table 2P1-1 Student Support Services
- Table 2P1-2 Student Support Service Qualifications
- Table 3R3-2 Tuition Reimbursement Participation-Funding
- Teaching Fellows
- WILDI
- WTCS FQAS Competency Framework
- WTCS Occupational Competency Grant

# 4 - Planning and Leading

## 4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

**4P1: PROCESSES**

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

**4R1: RESULTS**

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**4I1: IMPROVEMENT**

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Developing, deploying, and reviewing the institution's mission, vision and values**

The Mid-State Board of Directors (BOD) adopted its current mission and vision statements in 2012 in tandem with a comprehensive review of BOD Policies (1A1). In accordance with the Board Policy Review Schedule, Mid-State's Board Policy: College Mission and Vision is reviewed formally every other year for relevancy and to affirm commitment. Mid-State's Core Values were initially developed in 2002 with input from over 200 Mid-State employees and again affirmed in 2011 and supported by the BOD. These will be reviewed in 2020 and every five years. Mid-State's mission of transforming lives through the power of teaching and learning and its vision of being the educational provider of first choice for its communities is targeted toward providing high quality access to education in any form to all district residents (1D2, 1D3).
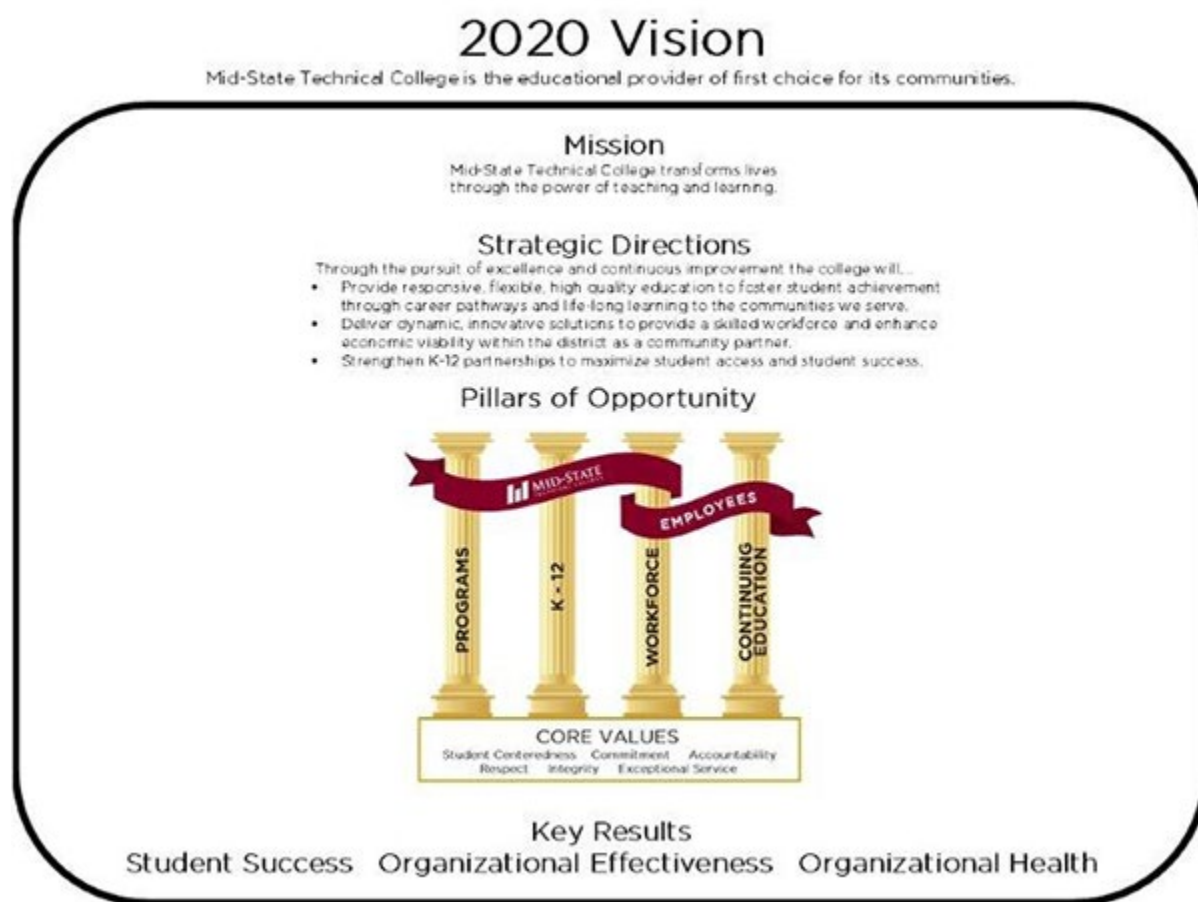


Building off the 2015-2020 Strategic Plan, the College's 2020 Vision was formalized in 2018 and encompasses Mid-State's mission, vision, core values and purposes. The College's 2020 vision with refocused strategic directions was a direct result of one-to-one conversations with all full- and part-time employees; community visits with employers, agency leaders, community leaders, elected officials, legislators, and advisory committee members (100+ meetings); WTCS staff; and BOD members by Mid-State's incoming President. To form the plan, the President also met with a Student Advisory Council. Mid-State's 2020 Vision was shared with all

employees during 2018 College-Wide In-Service, with new employees during orientation, and internally during Campus Leads and COMPASS 2020 meetings. It was shared externally during presentations to K-12 partners, regional employers, and civic organizations (1D3).

**Ensuring that institutional actions reflect a commitment to its values**

The implementation of Mid-State's 2020 Vision brought a reinvigorated focus on serving the diverse district population through programming, K-12 partnerships, workforce development, and continuing education while adhering to core values. Mid-State employees conduct College business according to core values internally and externally. During New Employee Orientation (NEO) Executive Leadership Team (ELT) members conduct a conversation that includes discussion around each of the core values individually. HR is reintegrating core values into the performance appraisal process.

**Communicating the mission, vision and values**

Mid-State's mission, vision, and core values are communicated to internal and external stakeholders using a variety of methods. Figure 4P1-1 shows examples of communication to its stakeholders. In addition, mission, vision, and core values are displayed at various physical locations throughout the college (1B1), on print materials and on the webpage (1B2) and are communicated broadly to external stakeholders by use of the 2020 Vision visual. (1B3)
To assess communication with stakeholders, Mid-State has conducted brand studies in 2015 and 2016.

**Ensuring that academic programs and services are consistent with the institution's mission**

Mid-State operates as one of sixteen technical colleges in WTCS. Programming scope is predetermined by WTCS and is defined at the district level to meet local needs. The BOD defines these in the BOD policy College Purpose. Mid-State requires that new programming requests are accompanied by regional demand data before a request for approval is submitted to the District and/or WTCS Board. Program approval by the WTCS Board ensures alignment with the technical college system's mission.

Mid-State's Educational Master Plan and Integrated Enrollment Model were created to guide processes and ensure programming and student support services remain in alignment with the mission (1A2). Validation to this end is completed by program advisory committees. Mid-State has further committed to service of the entire district by creating the WED Division.

**Allocating resources to advance the institution's mission and vision, while upholding the institution's values**

Mid-State has annually allocated strategic planning dollars, outside of and in addition to the operating budget, for the purpose of advancing the mission through programming and innovative means (1A3).

Through the budget planning process, operational and capital budget requests from Mid-State's six academic schools are received by the Vice President of Academics to ensure alignment and support of the mission.

As Mid-State sets new goals, the budget supports the completion of those goals. Mid-State's reinvigorated focus on serving the entire district population resulted in the emergence of the WED Division. A direct investment in the intentional fulfillment of the mission and vision, the division increased availability for employer training needs by creating the "Something for Everyone" continuing education brand and partnering with K-12 and business/industry on grant opportunities (1D1).

**Tracking outcomes/measures utilizing appropriate tools**

Mid-State reinvigorated its Institutional Effectiveness & Quality department. This allowed the College to create its first-ever board Dashboard in 2017-18 which provides current data, year-end goals, benchmark data, and four-year trending. The Dashboard includes the Key Result categories as well as pillar categories. FTE is listed by campus. Following conversation with employees and evaluation of existing tools, a new MindSet employee engagement tool was utilized in fall 2018. Mid-State also conducts brand studies.

**Summary results of measures**

**Policy Review:** The BOD annually reviews the mission and vision as part of their Board Advance and every other year as part of the BOD Policy Review Process. Although these reviews haven't resulted in changes, this process has reaffirmed the value in both statements. The BOD meets monthly and reviews progress in the form of annual reports. Each school, division and functional area provides data to support work through the past year.

The BOD Dashboard provides the board with a progress report towards goal attainment to fulfill the mission and vision. The BOD dashboard includes both Mid-State targets as well as WTCS or national benchmark comparison data. New dashboard measurements collecting baseline data do not have a target. The 2017-18 Year End Dashboard and the 2018-19 Mid-Year Dashboard show current progress on Vision 2020 goals.

To better understand employee engagement, the MindSet Survey was administered in November 2018. Overall results were shared in 3R2, with the Mid-State average, national average of all survey participants, and the national average of all higher educational institutions as a second point of comparison. Employee engagement was .03 below the national average and .48 above the higher education average as shown in Table 4R1-1.

Prior to the MindSet Survey, the College utilized the Q12 survey. The survey was discontinued at the request of employees.

In May 2015, CLARUS Corporation authored the Building the Brand Platform. The report assessed and clarified the College's brand identity. Through an interactive and collaborative process involving a broad cross-section of stakeholders including:

• Nine interactive workshops conducted by CLARUS Corporation staff with approximately 200 faculty, staff, administrators, current students, and high school students
• Community, employee, and student surveys with 688 respondents (120 employees, 220 students, 348 community members)

After defining the Mid-State brand, brand messaging was assessed. In June 2016, WTCS's Marketing Consortium oversaw "A Tracking Study of Parents' Perceptions: Wave 3" report conducted by Appleseed Consumer Insight. The study researched parents view of technical colleges, competitors, and how they prioritize post-high school options for their children. The study was fielded in 2007, 2010, 2013, and 2016 to see how parents' perceptions change over time to inform marketing and outreach activities. The report included a 2016 WTCS Brand Scorecard in Table 4R1-2.

The Educational Master Plan fulfills the College mission. One assessment of the effectiveness of the Educational Master Plan is the Employer Survey. Table 1R1-1 lists Mid-State's 2017 Employer Survey Results. One key employer satisfaction result was 100% of employers would hire a Mid-State graduate again.

**Comparison of results with internal targets and external benchmarks**

The 2017-18 Year-End Board Dashboard includes targets and benchmarks as well as four-year trend data to provide context to the BOD. The 2017-18 BOD dashboard reveals Mid-State fell short of its FTE goal, due to low unemployment and a declining district population. Due to growth in continuing education, workforce training, and a higher percentage of part-time credit-bearing students the overall headcount increased. Due to an increased part-time student population along with the economic hardships of students, some student success targets were not met. Graduate job placement continues to be a consistently high student success measure. All K-12 and most WED measures hit or exceeded goals in 2017-18.

MindSet employee engagement measures which are near or above both the national overall and higher education cohorts. This measure was incorporated in the 2018-19 Board Dashboard. A factor by factor comparison by each cohort was discussed in 3R2.

WTCS Brand Scorecard shown in Table 4R1-2, shows Mid-State's Net Promoter score was 4% higher than the state of Wisconsin average. In addition, Mid-State had 5% fewer detractors than the state average. Mid-State had comparable parent familiarity with the state average. Mid-State had a 77% favorable opinion from district parents, compared to a 69% favorable opinion throughout the state. This rating was the second-highest rating among the 10 participating colleges. Forty-two percent of parents considered having their child attend Mid-State compared to 37% of parents throughout the state. Mid-State was the first choice of 18% parents for their children, compared to the state average of 13%. The College ranked seventh out of ten colleges in this measure.

**Interpretation of results and insights gained**

The Dashboard aids the BOD in assessing progress in fulfilling its mission and vision. The Dashboard has served as an important communication tool with the BOD. The 2018-19 Board Dashboard continues to evolve to provide the BOD with the most meaningful metrics to assess College progress. The MindSet survey provided valuable employee engagement data, which was a missing data element after the Q12 was discontinued.

The Appleseed brand study provided valuable insights into district parent perceptions. Overall parent perception of Mid-State is positive. Mid-State continues to strategically position itself through its communications to parents as a viable first choice for their children due to affordability and transferability.

**Improvements**

Dr. Mondeik became president in summer 2017. Since that time, Mid-State has intentionally focused on being one College with four locations. Mid-State is evolving the current Strategic Plan (Vision 2020) and continues this evolution by adding four individual campus strategic plans to support the mission and vision. Upon completion, the College strategic plan encompassing support functions such as budgeting, marketing, information technology, and facilities.

The BOD annually affirms the mission and vision through use of the Board Advance and Board Policy Review (a long standing practice). Improvements include adding the core values back to Employee Performance Review dimensions and creation of the Dashboard.

**College Conversations:** The President has begun a process to engage in on-going conversations with faculty and staff. The goal of these meetings is to determine means for supporting students by supporting faculty and staff of the organization. The President holds these every semester to communicate organizational updates, identify College priorities, and create a common vision. Faculty and staff have the opportunity to ask questions, share ideas, and have open discussions about the direction of the organization.

## Sources

- 2015-2020 Mid-State Strategic Plan with Three Levels of Goals
- 2016 Appleseed Market Research
- 2017 Employer Follow-up Survey
- 2018-19 Mid-Year Dashboard FINAL
- Board Policy-College Purposes
- Board Policy-Mission and Vision
- Board Policy-Strategic Directions
- Compass 2020 Agendas
- Educational Master Plan
- Figure 4P1-1 Mid-State Communication of Mission Vision and Core Values
- Integrated Enrollment Management Processes
- Mid-State Brand Platform-May 2015
- Mid-State Core Values

- Mid-State Year End Dashboard 2017-2018
- MindSet Results
- New Employee Orientation Agenda
- One-on-One Questions
- Q12 Employee Engagement Survey Data 2015-2017
- Sample Board of Directors Meeting Agenda and Packet Information
- Table 1R1-1 2017 Mid-State Employer Survey Results
- Table 3R2-3 MindSet Item Analysis
- Table 4R1-1 MindSet Overall Results
- Table 4R1-2 2016 WTCS Brand Scorecard
- Vision 2020 Image

# 4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

**4P2: PROCESSES**

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

**4R2: RESULTS**

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**4I2: IMPROVEMENT**

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?
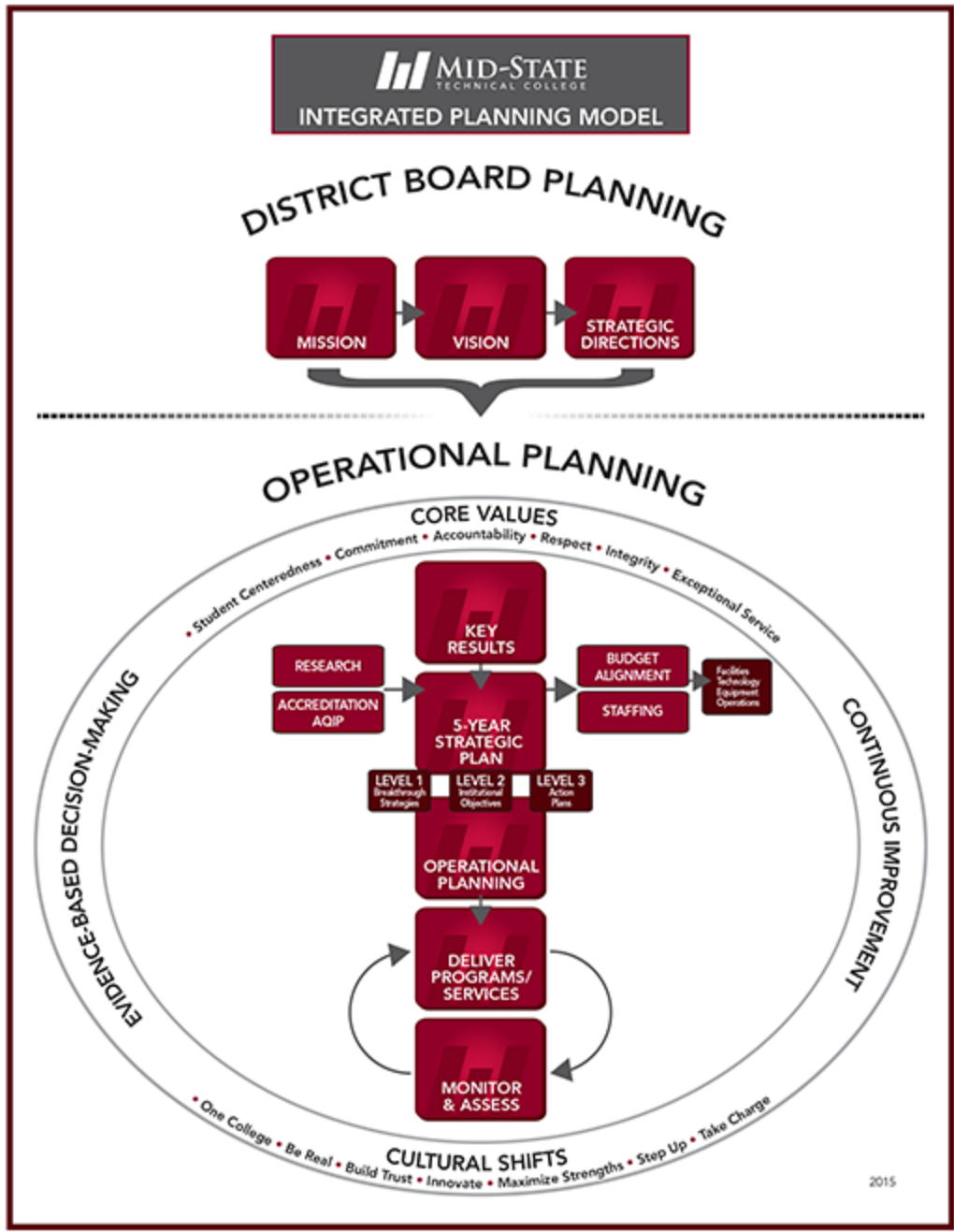
## Responses

**Engaging internal and external stakeholders in strategic planning**

Figure 4P2-1 Mid-State Integrated Planning Model

INTEGRATED PLANNING MODEL

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Mid-State utilizes an Integrated Planning Model (Figure 4P2-1) to guide strategic planning. The strategic plan is updated every five years. The College's strategic directions are updated every three years. Mid-State's BOD completed a review/revision process and published the

2018-2020 strategic directions aligning Mid-State's Key Results and informing the strategic plan timeline. Mid-State engages with various internal and external stakeholder groups in its strategic planning process both to validate current initiatives and solicit feedback on new or evolving initiatives. Figure 4P2-2 provides examples of those stakeholder groups (5C3). The strategic plan is the basis for which college-wide, divisional, and team action plans are developed.

**Aligning operations with the institution's mission, vision and values**

The BOD adheres to its governance policies to ensure Mid-State maintains its focus on the mission of transforming lives through the power of teaching and learning. Following Board adoption of the strategic directions, stakeholder feedback is sought and incorporated into the strategic plan. Mid-State's 2018-2020 strategic directions were validated through stakeholder feedback and align with the 2020 Vision and Pillars of Opportunity. The strategic plan, currently being evolved, is a living document that allows for changes and additions as new initiatives arise. Parallel to the strategic plan is annual budget, IT, and facilities planning. (5C2)
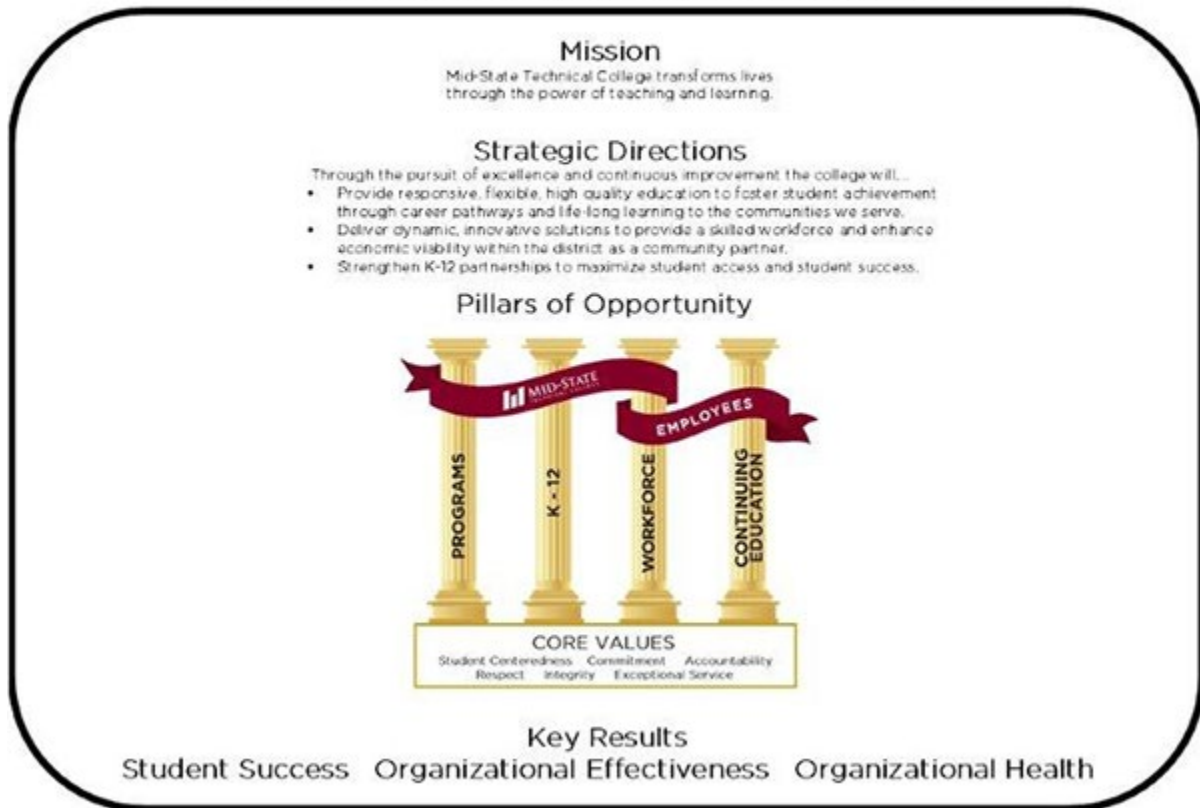
**Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency**

Mid-State refocused efforts for departmental/divisional and College collaboration beginning with new administration in 2017. The 2020 Vision was created to easily convey direction of the organization. Including the already established Key Results and adding the Pillars of Opportunity painted a clear picture of direction for internal and external stakeholders. The refocused effort includes evolving the strategic plan, implementing individual campus planning (including SWOT analysis), ongoing leadership development (ELT+, COMPASS 2020, Base Camp, Campus Leads), facilities/information technology project planning and moving toward implementation of Team Action Plans. Mid-State systematically collects student feedback each semester through Student Advisory Council. Additionally, the Ruffalo Noel-Levitz SSI and graduate surveys help identify processes for improvement. (5B3)

## 2020 Vision
Mid-State Technical College is the educational provider of first choice for its communities.

### Mission
Mid-State Technical College transforms lives through the power of teaching and learning.

### Strategic Directions
Through the pursuit of excellence and continuous improvement the college will...
- Provide responsive, flexible, high quality education to foster student achievement through career pathways and life-long learning to the communities we serve.
- Deliver dynamic, innovative solutions to provide a skilled workforce and enhance economic viability within the district as a community partner.
- Strengthen K-12 partnerships to maximize student access and student success.

### Pillars of Opportunity
EMPLOYEES

PROGRAMS · K - 12 · WORKFORCE · CONTINUING EDUCATION

**CORE VALUES**
Student Centeredness  Commitment  Accountability
Respect  Integrity  Exceptional Service

### Key Results
Student Success   Organizational Effectiveness   Organizational Health

**Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats**

Mid-State is evaluating and enhancing its overall strategic plan. As a supplement, the campus strategic plans were generated using a SWOT analysis informed by College and environmental scanning data and stakeholder feedback. The sessions include the completion of a campus SWOT analysis, theming of issues, and prioritization of strategies. Planning included identification and prioritization of technology and facilities needs. The Campus Strategic Planning Sessions determined five-year campus plans. Following the Campus Strategic Planning Sessions in 2018-19, Mid-State will implement a five-year college-wide strategic plan.  (5C4, 5C5)

**Creating and implementing strategies and action plans that maximize current resources and meet future needs**

Monthly and weekly budget forecasting is provided to better align resources with operations. Mid-State has established Recruitment, Enrollment Growth, and Student Retention committees to focus on enrollment; weekly data reporting and meetings provide for data-driven decision making. (5C1, 5C4)

**Tracking outcomes/measures utilizing appropriate tools**

The BOD Dashboard is the primary tool to measure the strategic plan. Mid-State has engaged in systematic collection of student, stakeholder, and employee feedback and is in the process of holding comprehensive campus strategic planning with campus-specific data sets.

**Summary results of measures**

Figure 4R2-1 2017-18 Mid-State BOD Year-End Dashboard

## Mid-State Technical College Year End Dashboard
### Compiled Year End (August) and Mid-Year (February)
### August 2018

| | Board Quality Indicator | Year-End Goals 2017-18 | Year-End 2017-18 | Benchmark /Source[1] | Year-End 2016-17 | Year-End 2015-16 | Year-End 2014-15 |
|---|---|---|---|---|---|---|---|
| **KEY RESULTS** | | | | | | | |
| | *Organizational Effectiveness* | | | | | | |
| 🟡 | Total (#) FTEs generated | 1,782 | 1,683 | | 1,782 | 1,904 | 2,032 |
| By Location | Wisconsin Rapids | | 693 | | 757 | 839 | 917 |
| | Stevens Point | | 419 | | 454 | 465 | 508 |
| | Marshfield | | 189 | | 193 | 207 | 227 |
| | Adams | | 13 | | 12 | 16 | 23 |
| | Virtual (online) | | 369 | | 367 | 378 | 360 |
| 🟢 | Unduplicated Headcount | 6,154 | 6,525 | | 6,154 | 6,685 | 7,130 |
| 🟡 | Service Ratio (Population/HC) | | 1:26 | 1:18/W | 1:28 | 1:26 | 1:24 |
| | *Student Success* | | | | | | |
| | **Completion** | | | | | | |
| 🟢 | Course Completion | 82% | 84% | 80%/W | 79% | 79% | 80% |
| 🔴 | Program Completion After 3 Years | | 31% | 34%/W | 38% | 40% | 37% |
| | **Retention/Persistence** | | | | | | |
| 🟡 | Fall to Fall Retention of **New** Students | 52% | 49% | | 50% | 47% | 51% |
| 🔴 | Fall to Fall Retention of **All** Program Students | | 57% | 66%/W | 64% | 67% | 62% |
| 🟡 | Fall to Spring Persistence of **New** Students | 72% | 69% | | 70% | 65% | 74% |
| 🟡 | Fall to Spring Persistence of Program Students | | 77% | 82%/W | 79% | 78% | 80% |
| | **Job Placement** | | | | | | |
| 🟢 | Overall Job Placement[2] | | 95% | 93%/W | 93% | 91% | 92% |
| 🟢 | Job Placement in Related Field[2] | | 81% | 79%/W | 84% | 76% | 82% |
| | *Employee Engagement* | | | | | | |
| ⚪ | Employee Engagement Survey | 55% | No data | 37%/N | 55% | 51% | 27% |
| **ADDITIONAL METRICS** | | | | | | | |
| | *K12 Education* | | | | | | |
| ⚪ | Public High School Transition Rate | | 12% | 7%/W | 9% | 12% | 12% |
| 🟢 | Number of Dual Credits Granted | | 4,095 | | 2,891 | 3,107 | 3,136 |
| 🟢 | Value of Dual Credits Granted | | $533,783 | | $375,800 | $403,700 | $407,400 |
| | *Workforce and Economic Development* | | | | | | |
| 🟢 | Customized Training/Assistance Revenue | | $54,268 | | $51,008 | $121,233 | $205,874 |
| ⚪ | Revenue/Number served through Workforce Advancement Training Grants (WATG) | | $0/0 | | $0/0 | $0/0 | $22,088/35 |
| 🟢 | Unduplicated Headcount Continuing Ed. | | 2,662 | | 2,173 | 2,563 | 2,619 |
| 🟢 | FTE for Continuing Ed. | | 41 | | 34 | 42 | 40 |
| ⚪ | FTE for Contract Training | | 6.7 | | Not measured | Not measured | Not measured |
| 🟡 | Number of Businesses Served through Contracts (unduplicated) | | 30 Undup./ 44 Duplicated | | 37 | 42 | 41 |

[1]W = WTCS Benchmark; N= National Benchmark. [2]Results shown from prior year. * Year-End measure only.

🟢 Results Met  🟡 Results Progressing  🔴 Results Lagging  ⚪ Year-End Measure Only or no goal set for 2017-18.

Figure 4R2-1 2017-18 shows the Mid-State BOD Year-End Dashboard. Dashboard items with a green circle show year-end goals were met. Items with a yellow circle show goals were nearly met. The red circle indicates results were lagging behind the target. A gray circle meant the measure was unmeasured or new and had no target. Under Organizational Effectiveness, headcount met the goal while FTE and service ratio were near goal. Under Student Success, course completion and job placement measures met targets. Retention and persistence rates were nearly at goal with the exception of Fall to Fall Retention of All Students. Program completion also fell below the target. Employee Engagement was not measured in 2017-18. K-12 goals were all met. WED goals were all met except the unduplicated number of businesses served which was nearly met. The 2018-19 Mid-Year Dashboard shows updated goals.

Mid-State engages in the systematic collection of student (Student Focus Groups, Ruffalo Noel-Levitz, CCSSE survey, SENSE survey, Graduate), stakeholder (Employer, Program Advisory Committees, Campus Advisory Committees-Adams, Marshfield, Stevens Point, Wisconsin Rapids) and employee feedback (MindSet and Q12 survey). In addition, marketing research from district residents, employees, and students has informed strategic planning.

The comprehensive campus strategic planning sessions utilized campus-specific environmental scanning data sets (Adams, Marshfield, Stevens Point, Wisconsin Rapids) to complete a SWOT analysis.

Table 4R2-2 shows Ruffalo Noel-Levitz SSI results relating to Criterion 3B4, with increases between 2014 and 2018 showing improvement in both statements.

**Comparison of results with internal targets and external benchmarks**

Figure 4R2-1 2017-18 shows the Mid-State BOD Year-End Dashboard, under Organizational Effectiveness the service ratio does not compare favorably to the WTCS average. Under Student Success, course completion and job placement measures were higher than the WTCS benchmarks. Completion, retention, and persistence rates were below the WTCS benchmarks. K-12 transition was above the WTCS benchmark.

Table 4R2-2 shows Ruffalo Noel-Levitz SSI results relating to Criterion 3B4 show satisfaction levels higher than WTCS and national benchmarks relating to administrator hearing student concerns. The financial aid survey item was similar to the national benchmark, but fell below the WTCS benchmark.

**Interpretation of results and insights gained**

The campus strategic planning sessions utilized data from state and national sources and well as campus advisory committee feedback to inform strategy. The results of the 2018 Ruffalo Noel-Levitz SSI show that ground has been gained in financial aid services; however, Mid-State will need to continue to focus on improving those services.

As the Mid-State sharpened its focus on K-12 and workforce pillars, goals have been achieved. To address course completion rates, Mid-State has initiated supplemental instruction College

Math and English Composition I. This instruction has contributed to improved course completion rates. In 2017-18 the retention and completion rates were below the WTCS benchmark and College targets. Continued investments will be made in programs through upfront supports and expectations as well as just-in-time retention data from Civitas to promote persistence, retention, and completion.

**Improvements**

For the first time, Mid-State hosted Campus Advisory Committee meetings at each of our four locations that brought together College leadership, community partners, and business/industry to discuss local needs, College involvement, and expansion of services offered. These committees meet annually. Continuation, growth, and improvement to these sessions will benefit both Mid-State and the communities served.

The Student Advisory Council represents the diversity of the student population by campus, program, age, and gender. It began in April 2018 and meets once each semester to provide direct feedback to the president. Notes from student sessions are shared with the ELT.

Feedback is a vital part of strategic planning. The president has intentionally and comprehensively collected feedback her first six months in office. To gather the feedback, the president employed a series of one-on-one interviews with staff, advisory committee members, external stakeholders, board members, and WTCS staff to ask the questions in the template. Feedback was collected from every full- and part-time employee, students, more than 100 advisory committee members, part-time faculty, regional advisory committee members, K-12 administrators, community and agency leaders, and legislators. The president documented conversations and tabulated themes. These themes were the impetus for Vision 2020.

In Vision 2020 the four pillars of opportunity were identified: programs, K-12, continuing education, and Workforce. Creation of WED has expanded the access and availability of Mid-State services and opportunities and CE, workforce training and K-12 efforts have all been bolstered. During campus strategic planning sessions time was devoted to the topic of program, CE, and workforce training need at each location, including an analysis of program enrollments from district residents at neighboring institutions.

Cross-college collaboration has been an emphasis at all levels. The Executive Leadership Team (ELT) now includes a representative from IT to include more perspectives in decisionmaking. Additionally once a month ELT+ meets. ELT+ includes representatives from marketing and facilities. To promote effective planning, academics, facilities, and IT meet regularly to ensure students initiatives include both physical, technological, and academic perspectives. The President has utilized College Conversations at every campus as a forum to hold an open discussion about initiatives. Additionally COMPASS 2020 and Basecamp, along with committees, provide additional collaboration and communication opportunities.

In 2019-20 each team will write a Team Action Plan that lists team/departmental actions that align with the Strategic Directions and advance the College. The Team Action Plan is a departmental strategic plan. Mid-State is in the process of writing the upcoming five-year

Strategic Plan and wanted to wait until those goals were published prior to initiating Team Action Plans.

## Sources

- 2017 Employer Follow-up Survey
- 2018 Ruffalo Noel Levitz Results with 2014 Compares
- 2018-19 Mid-Year Dashboard FINAL
- 3 Years of Program Graduate and Apprenticeshhip Completer Survey Results
- Adams Campus Advisory Committee Documents
- Adams Campus Strategic Planning Session Documents
- CCSSE 2017 Executive Summary
- Educational Master Plan
- Employee Handbook
- Figure 4P2-2 Stakeholder Groups
- Marketing Study May 2015
- Marshfield Campus Advisory Meeting Minutes
- Marshfield Campus Strategic Planning Session Document
- Mid-State Core Values
- Mid-State Technical College Strategic Plan 2015-2020
- MindSet Results
- One-on-One Questions
- Q12 Employee Engagement Survey Data 2015-2017
- Sample Board of Directors Meeting Agenda and Packet Information
- Sample Monthly Budget Report and Resource List
- Stevens Point Campus Advisory Committee Documents
- Stevens Point Campus Strategic Planning Session Documents
- Survey of Entering Student Engagement 2016 Key Findings 2016
- Table 4R2-2 Ruffalo Noel-Levitz SSI Data relating to Criterion 5C3
- Vision 2020 Image
- Weekly FTE Report
- Wisconsin Rapids Campus Strategic Planning Session Documents

# 4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

**4P3: PROCESSES**

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

**4R3: RESULTS**

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**4I3: IMPROVEMENT**

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Establishing appropriate relationship between the institution and its governing board to support leadership and governance**

Mid-State has a nine-member district board appointed by a committee consisting of the county board chairpersons in the district. Members serve three-year staggered terms as outlined by Wisconsin Statutes and consist of two employer members, two employee members, three additional members, one elected official and one school district administrator. The Board Plan of Representation ensures the governing board represents all parts of the District. The Board establishes the mission, vision and strategic directions, approves and monitors College goals, adheres to a policy governance model while acting as liaisons to the communities. Support to and direction of College leadership is outlined in the BOD Policy Section: Board-President Relationship (2C4). Mid-State BOD service ranges from months to 28 years; the continuity of the Board and leadership of long-serving members provides leadership the autonomy needed to enact necessary change related to programming, budget, initiatives, and community service.

**Establishing oversight responsibilities and policies of the governing board**

The BOD utilizes a three committee structure and policy governance model to provide oversight of College goals and outcomes. BOD policies are organized into four sections, including Board-President Relationship, Executive Parameters, Goals and Strategic Directions, and Governance Commitment and reviewed and/or revised on an every-other year basis to ensure relevancy and consistency (2C3, 5B2). The policies outline responsibilities of the BOD and differentiate between administrative roles and responsibilities. Board members engage in local, state, and national professional development opportunities that focus on college programs, processes and structure, state issues affecting technical colleges, legislative advocacy, and roles and responsibilities of governing boards in higher education (5B1).

**Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty**

Through BOD Policy: President's Responsibility, the BOD has named the President as chief executive officer of Mid-State and the single official link for the organization. In association with the responsibilities set forth in the president's job description and annual establishment of goals, the board maintains oversight while providing autonomy to Mid-State administration (2C4). College administration provides annual report-outs each month to keep the BOD informed of pertinent decision making.

**Ensuring open communication between and among all colleges, divisions and departments**

College-wide communication is facilitated in various forms in an effort to align goals with operations. Figure 4P3-1 highlights those communication forms. These communication venues are also part of the President's Communication and Engagement Plan. Mid-State utilizes an intranet (*The Source*) to store and share materials needed for collaboration.

**Collaborating across all units to ensure the maintenance of high academic standards**

Mid-State is organized into functional areas supporting college operations: Academics, Student Services & Enrollment Management, Business Services, Information Technology, Workforce Development & Public Relations, and Human Resources & Organizational Development. All functional areas are led by a Vice President or Director with membership on ELT. Departments, divisions, and schools are responsible for day-to-day operations. Table 4P3-2 provides overview of collaborative units ensuring the maintenance of high academic standards. In addition to those listed above, Mid-State calls to action various cross-functional committees and work groups to serve needs of the College with a broad perspective (5B3). With the change of leadership, expectations changed as well and a professional collaborative environment was introduced and modeled. A professional collaborative environment showcases Mid-State's Core Values while maintaining a high degree of academic standards.

**Providing effective leadership to all institutional stakeholders**

The BOD participates in the strategic planning and annual planning to encourage continuous improvement of policies and procedures to better support efficient and effective College operation. The BOD has a long-established practice of reviewing Board Policies every other year to ensure relevancy to higher education trends and accuracy to college practice. All Board decisions are made with Vision 2020 in mind. (2C1) As specified in the Board Plan of Representation, Board members represent a cross-section of the community to provide varied community viewpoints and priorities in their oversight of Mid-State and help to broadly communicate actions and achievements in the community. Board subcommittee meetings and regular full Board meetings routinely include presentations from academic and administrative departments on significant innovations, offerings, and outcomes across the College. The President provides the BOD with an annual report on presidential goal attainment. The BOD reviews the Board Dashboard at mid-year and year-end. Board meetings rotate locations to expose members to all locations. The BOD actively advocates for Mid-State by participating in Wisconsin Technical College District Boards Association and Association of Community College Trustees (ACCT) events, with board members often holding leadership positions at the state and national level. (2C2)

**Developing leaders at all levels within the institution**

Mid-State staff are encouraged to model core values and demonstrate a professional, collaborative environment. Staff are encouraged to be active on teams and committees, participate in mentor or orientation programs, attend state-called meetings with WTCS counterparts, serve in community/civic groups (outside representation/group list), present at professional development conferences/in-services, and engage in professional development opportunities. Mid-State supports leadership development in WLDI annually and hosts local and county leadership development programs. Internally, COMPASS 2020 was created to carry out the 2020 Vision. There, College managers meet monthly for professional development and team building. One recurring COMPASS 2020 segment is Manager Excellence at Mid-State.

**Ensuring the institution's ability to act in accordance with its mission and vision**

The BOD set policies consistent with the mission and vision, and guide direction through its strategic directions. The BOD operate under the Code of Ethics and Governance Commitment policies to ensure all decisions are in the best interest of the College (2C3). With these guiding principles, ELT implements operational procedures and processes to fulfill its mission and vision. Mid-State's facilities are current, state-of-the-art, and fully accessible to learners and programming meets industry needs and supports student success.

**Tracking outcomes/measures utilizing appropriate tools**

The BOD Dashboard was created as a primary tool of the Board to assess College performance and set College direction and presidential goals. The president reports Presidential Goal attainment to the BOD.

2018 MindSet and Q12 employee engagement survey results (3R2).

**Summary results of measures**

The Dashboard includes both targets and benchmarks that are supported by weekly and monthly monitoring reports. Mid-State's Executive Leadership Team monitors dashboard progress monthly and BOD reviews twice annually. Dashboard results are listed in Figure 4R2-1.

The MindSet employee engagement survey, shared in 3R2, asks individuals to rate questions on a scale of 1-9, with 9 being the most desirable rating. Table 4R3-1 lists MindSet survey responses for Leadership (C-Suite), Employee Pride, and Employee Input.

**Comparison of results with internal targets and external benchmarks**

Dashboard (targets and benchmarks) are listed in Figure 4R2-1. The MindSet survey results show Mid-State employees have a positive view of leadership, College pride and opportunities for input.

The Phi Theta Kappa chapter successfully nominated Dr. Mondeik for the 2019 Paragon Presidents Award. The award recognizes new college presidents for their outstanding support of student success by recognizing the academic achievement, leadership, and service of Phi Theta Kappa members on their campus.

**Interpretation of results and insights gained**

Mid-State experienced a change in executive leadership. With that change new measures of success were developed. A dashboard was created that aligned with the Mid-State's Strategic Directions as well as the Key Results and Pillars of Opportunity. Mid-State gained insight as to the importance of data definitions so the BOD, ELT, and staff understand measures. Benchmarks provide important context as when looking at institutional goal attainment and setting future targets. MindSet survey results show positive employee engagement with new leadership.

**Improvements**

Mid-State BOD conducted a successful presidential search in 2016-2017 resulting in the onboarding of Dr. Mondeik in summer 2017. The presidential search and subsequent onboarding set the foundation for collaboration between the BOD and president as well as built partnerships between the president and staff, students, and the community. Dr. Mondeik presented the BOD with a presidential communication and engagement plan listing communication strategies for each constituency. She collected employee feedback during 209 one-to-one conversations within her first six months of presidency. In addition, she met with part-time faculty to collect group feedback. The President's Office uses Office of the President emails to communicate pertinent information to all staff as well as gather feedback before decisions are made. Emails included requests for feedback in a restructuring of the Academic team, where 50 employees provided feedback. To provide a forum for collegewide communication, the all college in-service was expanded from annual to twice a year. Mid-State's BOD conducted its first joint Board Advance that included members of the District and College Foundation boards. Creation of a BOD dashboard with benchmarks and data definitions provides a common language for goal attainment. The BOD also reviews presidential goals and accomplishments annually.

The Mid-State BOD actively advocates for Mid-State and higher education at the state and national level. Longtime Board member Betty Bruski Mallek received the 2019 Board Member of the Year Award by Wisconsin Technical College District Boards Association. In addition, Mallek also serves on the Association of Community College Trustees (ACCT) Nominating Committee for the West Region.  In 2017 Robert "Bob" Beaver was named the Wisconsin Technical College District Boards Association Board Member of the Year.

Dr. Mondeik also represents Mid-State at the state level, serving on a state task force on educational opportunities for incarcerated individuals. She is also the secretary of the WTCS Executive Committee for the Presidents. In two years she will serve as president of this committee.

To enhance communication to all employees, a second all-college in-service was added in spring 2019. The second dedicated in-service time allow all staff to hear updates regarding College initiatives as well as dedicate time for professional development.

## Sources

- 2017 Board Member of the Year
- 2017-18 Presidential Goals - ACCOMPLISHMENTS
- 2019 Paragon President Award
- 2019 WTC District Boards Association Member of the Year
- ACCT Nominating Committee for the West Region
- Administration Organizational Chart
- Annual Report Timeline
- Board of Directors Policies Regarding Board-President Relationship
- Board Policy-Code of Ethics
- Board Policy-Governance Commitment
- Employee Handbook

- Figure 4P3-1 Groups Promoting Open Communication Between and Among all Colleges-Divisions and Departments
- Mid-State Core Values
- Mid-State Technical College Strategic Plan 2015-2020
- Mid-State Year End Dashboard 2017-2018
- Office of the President Examples
- One-on-One Questions
- Plan of Representation
- Presidential Communication and Engagement Plan
- Q12 Employee Engagement Survey Data 2015-2017
- Sample Board of Directors Meeting Agenda and Packet Information
- Sample COMPASS 2020 Agenda
- Table 4P3-2 College-Wide Committee and Work Groups Ensuring the Maintenance of High Academic Standards
- Table 4R3-1 MindSet Responses for Leadership (C-Suite) Employee Pride and Employee Input
- Vision 2020 Image
- WILDI

# 4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

**4P4: PROCESSES**

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

**4R4: RESULTS**

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**4I4: IMPROVEMENT**

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Developing and communicating standards**

College administrative policies and procedures set standards of integrity for staff, which are communicated annually through the Employee Handbook, during New Employee Orientation

and through ongoing training/continued employee development opportunities. COMPASS 2020 provides professional development in leadership and practice, applying culture change, and execution of change management for managers of the organization. Office of the President emails provide communication college-wide on topics of importance such as the move to a professional collaborative environment, organizational structure change, and campus updates.

**Training employees and modeling for ethical and legal behavior across all levels of the institution**

Mid-State's BOD routinely reviews Board Policies; Policies include matters of ethical conduct and training is provided every other year as part of District Boards Association Legal Issues Seminar. Ongoing training opportunities on ethical and legal issues are available for employees in the Employee Development Center, through online security training, harassment prevention training to meet federal standards for Title IX, diversity training embedded in the FQAS courses and as part of Mid-State's comprehensive New Employee Orientation. COMPASS 2020 provides managers with tools to apply and support culture change.

**Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff**

The BOD operate within a policy governance model, which includes a Board Conduct Policy that outlines legal and ethical obligations of the Board. The policy clearly states that Board members must avoid conflict of interest, not exercise individual authority over the organization and maintain the best interests of the college community. Upon appointment to the BOD, members must also complete an Oath of Office and file a Statement of Economic Interest with the Government Accountability Board.

Additionally, Mid-State Administrative Policy: Code of Ethics outlines compliance with State Statues, Mid-State's BOD policies, administrative policies and policies outlined in the Employee Handbook. An annual review of Mid-State administrative policies is facilitated by the Vice President of Human Resources & Organizational Development. As listed in 1.5, the College safeguards freedom of expression and the integrity of research and scholarly practice; ethical learning and research practices of students; and ethical teaching and research practices of faculty. As mentioned in 3.3, through employee orientation and continued Human Resources and departmental training events the College ensures employees participate in required training for PCI compliance, IT security and harassment, and Title IX training. Mid-State ensures employees operate with integrity and that College financial administrative policies reflect fair and ethical practices. Well-established budgeting process are in place that reflects Government Accounting Standards Board (GASB) accounting principles and is validated by our Aa1 Moody's Investors Service bond rating. Additionally, the Mid-State has had no audit findings. (2A)

**Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents**

Mid-State's BOD policies, administrative policies, and accreditation information is available to the public on the website. To provide transparency Board meeting agendas and past meeting minutes are posted on the website along with the District's Plan of Representation and information about the Board (2B). Mid-State provides information to constituents through the website; cost of programming, program breakdown, and course material requirements are accessible through the site and updated annually. Program guides contain this information as well. Mid-State proudly displays institutional and program accreditation information on its website. Board meetings are broadcast live on local cable television stations to provide open and transparent communication to the district.

**Summary results of measures**

Dr. Mondeik conducted one-to-one sessions in her first six months with all 209 full-time and part-time employees. Individual sessions allowed her the opportunity to gather feedback, gauge organizational health, and collect qualitative data. The President themed and summarized that data and continues to use it in decision making. Table 4R3-1 MindSet responses relating to ethical behavior showed College employees response to the statement "I trust my college to operate at a high ethical standard" was 7.28 compared to the national college average of 6.86. Mid-State currently tracks compliance of training requirements to meet industry standards in training. Mid-State undergoes an annual financial audit to ensure fiscal compliance; audit results are used in decision making and process evaluation.

**Comparison of results with internal targets and external benchmarks**

Table 4R4-1 shows Ruffalo Noel-Levitz SSI results relating to Criterion 2A show the institution operates with integrity, with increases between 2014 and 2018 showing improvement in both statements. In 2018 students rated the importance of the statement "Personal recommendations as factor in decision to enroll" at 5.66 compared to 4.75 in 2014.

Table 4R4-2 shows Ruffalo Noel-Levitz SSI results relating to Criterion 2B shows the institution "presents itself clearly and completely to its students and to the public with regard to its programs, requirements," with increases between 2014 and 2018 showing improvement in both statements relating to admission and the website. In 2018 students satisfaction with the statement the "website accurately describes the services and career programs" was 5.29, compared to 4.45 in 2014.

Table 4R4-3 shows Ruffalo Noel-Levitz SSI results relating to Criterion 2B show "the institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements," with increases between 2014 and 2018 importance ratings.

**Interpretation of results and insights gained**

Mid-State has shown significant gains in student satisfaction between 2014 and 2018 in all items relating to both 2A and 2B. Importance ratings show Mid-State students find cost, financial assistance and academic reputation more important than in 2014, Mid-State needs to continue to address affordability and deliver academic excellence.

**Improvements**

As a result of the one-to-one sessions of Dr. Mondeik's, the Culture of Accountability was discontinued and adopted a professional collaborative environment led by Executive Leadership. The president has sought to model integrity by acting on feedback from students, staff, and district stakeholders. Changing the interview process, realigning performance appraisal, adjusting organizational structure, enhancing the graduation ceremony, identifying a full-time Adams campus dean, adding the Program Director and Faculty Team Lead roles, creating a consistent teaching assignment model, and updating the K-12 structure were all introduced based on feedback.

## Sources

- 2018 Moodys Bond Rating Letter
- Administrative Policies related to Fiscal Management at Mid-State
- Audit Reports 2015-2018
- Compass 2020 Agendas
- Educational Assistance Request Form and Request Procedure
- Employee Handbook
- Employee Handbook-Employee Development Section
- Figure 4P3-1 Groups Promoting Open Communication Between and Among all Colleges-Divisions and Departments
- FQAS Correspondence for Faculty Including PD Plan
- Mid-State Core Values
- Mid-State Faculty Quality Assurance Brochure
- Mid-State Technical College Strategic Plan 2015-2020
- New Employee Orientation Agenda
- Office of the President Examples
- One-on-One Questions
- Plan of Representation
- Professional Development Funding Log
- Q12 Employee Engagement Survey Data 2015-2017
- Sample Board of Directors Meeting Agenda and Packet Information
- Sample COMPASS 2020 Agenda
- Table 4R4-1 Ruffalo Noel-Levitz SSI Data relating to Criterion 2A
- Table 4R4-2 Ruffalo Noel-Levitz SSI Data relating to Criterion 2B
- Table 4R4-3 Ruffalo Noel-Levitz SSI importance ratings relating to Criterion 2B
- Teaching Fellows

# 5 - Knowledge Management and Resource Stewardship

## 5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

**5P1: PROCESSES**

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

**5R1: RESULTS**

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**5I1: IMPROVEMENT**

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision-making**

Data and performance information related to Key Results provide a framework for institutional assessment. Data collection is based on Key Results, WTCS, regulatory agency, and federal requirements. The Registrar organizes student record data submissions, while other data are managed through WILM and in Mid-State departments directly connected to the reporting requirements. In December 2017, resources were allocated to create a department responsible for institutional research, strategic planning data, and institutional effectiveness. Prior to this, data analysis and distribution was not centralized. An Institutional Research position was unfilled for more than a year. Institutional Effectiveness and Quality, formed in 2018, is tasked with creating, analyzing, and distributing data. A centralized data request process was implemented to encourage transparency and data-based decision-making through data accessibility.

Key Result and program performance data are distributed to and reviewed by the Executive Leadership Team, Academic Leadership Team (ALT), and Student Services Leadership Team (SSLT). Basecamp, co-charied by the Vice Presidents of Academics and Student Services, provides collaboration opportunities for core student services and academic programs. Supplemental performance information for instructional and non-instructional programs and services is currently obtained through WILM reports, WTCS program review and performance data, and other sources.

In addition to strengthening the use of data, program and general education data is distributed through an annual review process. This process was implemented in 2018, providing faculty with review data for analysis and data-informed decision making. Reviews occur in the beginning of the academic year so results can be integrated into planning, budgeting, assessment, and curriculum modification (Table 5P1-1).

**Determining data, information and performance results that units and departments need to plan and manage effectively**

Mid-State works systematically to improve its performance by focusing on Key Results. Data is selected, managed, and distributed in support of planning and improvement efforts based on Key Results and other national and state reporting requirements. Key Result metrics provide the foundation for selection of data to improve course completion, retention, enrollment, cost per FTE, K-12 engagement, WED outcomes, and employee engagement. Evidence is obtained through the Key Results on the BOD dashboard and drill-down reports.

College and department-level Key Results data are distributed in multiple ways. Data analysis occurs within the Executive Team, Basecamp, ALT/SSLT, and departments. In response to improvement opportunities, solve-and-dissolve committees are formed to identify and implement solutions. For example, in response to declining enrollment and retention, the Enrollment Strategy Committee, a Retention Committee, and a Recruitment Growth Committee were formed. Each determines strategies to address the specific issue of focus. In one semester enrollments increased from -10% to +0.27% due to the committees' strategies.

**Making data, information and performance results readily and reliably available**

Key Results inform departmental and unit planning processes. Managers and staff identify specific data and performance information needed to determine, execute, and analyze department objectives and individual action plans to achieve the Key Results. In response to declining enrollment, the Enrollment Committee held a data summit in fall 2018 where specific data elements and report configurations were identified to understand student enrollment patterns, so effective strategies could be implemented and assessed.

*The Source* serves as an internal website for data storage. Departments responsible for synthesizing data into usable reports post information on *The Source* where employees have access 24/7 from any location. Examples of data and reports found on *The Source* include FTE reports, department budgets, and the COGNOS data warehouse drill-down data. To increase accessibility of data, Institutional Effectiveness and Quality has provided employees direct access to increasing number of data sets on *The Source* including program review data sets. The department utilizes Tableau as a data visualization tool for data analysis.

**Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes**

Mid-State ensures the timeliness, accuracy, reliability, and security of information systems and related processes through a combination of physical and procedural security. All critical systems have established access security; information access is based on requirements for specific employee roles and responsibilities. Mid-State uses well-known technology systems (e.g. Microsoft, PeopleSoft) and are a member of the WILM Consortium. This combination provides the technical support and expertise that enhance institutional capabilities and impact information systems' timeliness, accuracy, reliability, and security.

Data are stored locally and at the shared WILM data center. In both cases, data centers are secured against physical and electronic intrusion. Mid-State and the WILM data center actively participate in multiple security assessments and audits. Mid-State funds a security audit completed by a third party, with action plans implemented to remedy any issues identified through penetration testing. Every year in conjunction with Mid-State's insurance provider performs a cyber-risk assessment on network infrastructure, data environment, and security policies and practices. Mid-State also requires data security training. Before deploying new reports or software, data are vetted using a test database. Systems are tested for accuracy before being put into production.

Mid-State ensures the timeliness of data in information systems to meet the reporting deadlines of the WTCS, local, state, and federal. Standards and processes are in place for data entry and reporting, which means that PeopleSoft information is current and, in combination with sophisticated and flexible reporting tools like Cognos, Mid-State is confident that data is current and accurate.

Mid-State has clearly-defined IT policies for employees and students. Policy compliance is monitored using a variety of software tools and physical devices. All regular staff were required

to complete cyber security training in FY 2019. Additionally those handling credit cards are required to complete PCI training.

**Tracking outcomes/measures utilizing appropriate tools**

Mid-State determines data priorities based on internal and external performance measures, benchmarking Key Results and setting performance targets. Benchmark criteria include:

- Organizational size
- Organizational characteristics
- State counterparts
- National counterparts

Mid-State participates in an annual review process. The WTCS calls it the Quality Review Process (QRP). QRP scorecard measures are statewide. Mid-State uses the QRP measures so programs can benchmark program performance against the WTCS. Mid-State also includes EMSI labor market data with district, state, and national comparison data. To provide evaluation data for the General Education disciplines, Mid-State utilizes a Tableau site with course completion by general education discipline with a WTCS benchmark. The WTCS also provides the ABE area with AEFL benchmark data with state and national outcomes. Table 5P1-2 lists College performance results benchmarked against other higher education organizations.

**Summary results of measures**

**Institutional Data:** As a member of WTCS, Mid-State has access to specific data to compare performance with other Wisconsin technical colleges through 10 outcome-based funding measures. Additionally, Mid-State's Institutional Effectiveness & Quality department participated in the 2018 Association for Institutional Research (AIR) National Survey of Institutional Research Offices to compare performance longitudinally and against national benchmarks. Measures related to data, information, and performance results used in decision-making processes include the annual assessment of review data sets by faculty, deans/associate deans, and process facilitators.

**Information Technology (IT):** To ensure the security of data, IT performs annual penetration testing to identify system vulnerabilities. To ensure the reliability of IT systems that transmit institutional data, the College monitors its systems. To support the network infrastructure necessary to meet the needs of all users, IT staff monitor data traffic on a weekly basis. The source of data is generated by all user devices (mobile or fixed computers), servers, and network cloud computing services. The data points are analyzed to identify and prioritize network system upgrades. Current levels of Internet access (including wireless access points), firewall-filtering capability, and secure connectivity to WILM are technology upgrades driven by data. The College upgraded from 500 Mb/s maximum Internet bandwidth capacities to 1Gb/s. Table 5R1-1 shows one year of Internet Bandwidth Utilization Campuswide (Dec. 2017-18).

**Comparison of results with internal targets and external benchmarks**

Mid-State utilizes system Outcomes-Based Funding to compare Mid-State's performance with WTCS colleges. Table 5R1-2 shows the 2018-19 WTCS Outcomes-Based Funding Results in each category and Mid-State's rank.

The 2018 AIR National Survey of Institutional Research Offices compares performance data longitudinally and against national benchmarks (Table 5R1-3). When comparing against national public 2-year small rural-serving college institutional research benchmarks, Mid-State's *estimated total staff hours to produce information per total staff FTE* and *estimated total staff hours to produce information* were both slightly below the 50th percentile. Additionally, Mid-State is spending more time on the following functions: data collection, basic analytics, communication of information, educating data users, and attending meetings. Mid-State's budget for professional development and operations expenses is higher than most national public 2-year small rural-serving colleges responding to the survey (n=13), reflecting the institution's investment in establishing quality data for decision-making.

Mid-State assesses academic program and general education review data sets annually, surveying stakeholders each fall. Survey results were analyzed by a nine-person Program Review Committee composed of three deans/associate deans, three faculty and three review facilitators. In an online survey stakeholders were asked to rate their satisfaction with the review data on a 1-5 Likert scale, with 5 being highly satisfied. Faculty (n=40) rated 3.95, deans/associate deans (n=7) 4.13, and facilitators (rating the usefulness of the data) (n=7) 4.57. During a spring 2018 pilot program/general education discipline review survey, faculty (n=17) and deans and associate deans (n=5) were asked to rate their satisfaction with the statement "Our team found the materials and data provided for review to be helpful" on a 1-5 Likert scale, with 5 being highly satisfied. Faculty rated the statement at 4.06 and deans/associate deans rated it 4.6. Because review data is new, no comparison trend data is available. The institutional performance target for this data element is a satisfaction rating of 4.0 overall.

**Interpretation of results and insights gained**

One key insight from the 2018 AIR National Survey of Institutional Research Offices that included 2015-16 longitudinal results. Results showed the Institutional Effectiveness & Quality area is producing information at a similar rate to other departments of similar size and scope, showing departmental effectiveness. However, much of the time spent has been in data production. The survey showed in the past data governance had a greater priority, which aligned with future departmental goals. As reports continue to be standardized, data definitions are more commonly understood, and unmet data needs are addressed, the institution will need to focus more on coherent plan for data governance and data quality assurance. Because the lead institutional research position was unfilled for more than a year, Institutional Effectiveness & Quality has focused on rebuilding data reports and expanding access to data. However, attention will need to shift to institutional data governance to holistically address the entire life cycle of data to ensure the quality and accuracy. Mid-State has a draft data governance plan and work will commence on this in FY 2020. The department also acknowledges that this year foundational data infrastructure was built. In the future Institutional Effectiveness & Quality envisions investing more time in-depth analysis of data and less time creating rudimentary reports as that data will be accessible.

Mid-State utilizes stakeholder feedback to improve data processes. For example, Institutional Effectiveness & Quality intentionally collects and analyzes stakeholder feedback regarding data utilized during the review process. The Review Committee was tasked with providing actionable feedback on the data and review process. Review committee recommendations included:

- For "one of kind" academic programs that serve the entire state consider only listing statewide labor market data.
- Recruit additional program review facilitators to ensure consistency of experience.
- Continue to train facilitators in data interpretation.
- Refine current data set and review format. Provide comprehensive dual credit course outcome data.
- Continue distributing data definitions with review data.

The Outcomes-Based Funding Committee identified areas the College could make gains. One area Mid-State has targeted for improvement is dual enrollment, an outcome-based funding category that aligns with the College's strategic priorities and has not been selected in the past due to low performance compared to WTCS counterparts.

**Improvements**

Mid-State has made financial and human resources investments to create the Institutional Effectiveness & Quality department. Institutional Effectiveness & Quality leverages data tools such as EMSI, SPSS, Rapid Insight, Tableau, Survey Monkey, and COGNOS to create and distribute reports. These data complement data produced through the WILM consortium.

One of the department's first tasks was to create and maintain a Board of Directors Dashboard with benchmark data. The dashboard includes data definitions and documented data sources to ensure the consistency and accuracy of data reported. To promote data accessibility, Institutional Effectiveness & Quality created a data request form on *The Source.* More data is being shared with the entire College through postings on *The Source*. Institutional Effectiveness & Quality uses Tableau to share general education discipline review and Ruffalo Noel-Levitz SSI data. In the future, a Fact Book will be produced using Tableau. To increase access to WTCS data, all faculty team leads were granted access to the WTCS program review data.

Mid-State intentionally utilizes data for strategic planning and improvements that are linked to budgeting process. The strategic plan was based on environmental scanning data, state and district economic data, WTCS data, and institutional data. Each campus strategic plan aligns with the BOD dashboard and pillars.

The Mid-State IT area regularly improves the safety and security of IT systems by utilizing penetration testing to identify potential security weaknesses. To ensure data accessibility, IT also ensures that internet bandwidth needs are addressed. To ensure constant access to data, the IT area added a local Help Desk service (triage), including password resets, to ensure the productivity and data access to employees and students. The addition of the local Help Desk has provided time and cost savings as well as increased customer satisfaction. IT continues to address data security issues through mandatory cyber security training for all regular employees.

In the future, Mid-State will build on its data governance, adopting a [data governance policy](#) and utilizing a holistic approach to data maintenance and reporting.

## Sources

- 2015-2018 Annual Energy Reports
- 2016-17 WTCS Cost Allocation Summary Report
- 2017 Employer Follow-up Survey
- 2018 IPEDS Comparison Report
- 2018 IPEDS Comparison Report-Finance Only
- 2018 MindSet Results
- 2018 Ruffalo Noel Levitz Results with 2014 Compares
- 2018 Ruffalo Noel Levitz SSI Results with National Compares
- 2018 Ruffalo Noel Levitz SSI Results-WTCS Compares
- 2018-19 AIR National Survey of Institutional Research Offices-Longitudinal Results for Mid-State
- 3 Years of Program Graduate and Apprenticeshhip Completer Survey Results
- AIR National Survey of Institutional Research Offices-National Two-Year Colleges-Rural
- Annual Program-General Education Review Overview
- CCSSE 2017 Executive Summary
- Data Governance Proposal December 2018
- Data Request Form
- Enrollment Committee Structure
- Institutional Effectiveness and Quality Functions
- Mid-State Technical College Strategic Plan 2015-2020
- Q12 Employee Engagement Survey Data 2015-2017
- Sample Monthly Budget Report and Resource List
- Sample Program Review and General Education Review Data Sets
- Survey of Entering Student Engagement 2016 Key Findings 2016
- Table 5P1-1 Examples of Data Collected and Distributed
- Table 5P1-2 Performance results benchmarked against other higher education organizations
- Table 5R1-1 – Internet Bandwidth Utilization Campuswide Dec. 2017-18
- Table 5R1-2 – 2018-19 WTCS Outcomes-Based Funding Rank
- Table 5R1-3 – 2018 Association for Institutional Research National Survey of Institutional Research Offices Findings for Mid-State
- Weekly FTE Report

# 5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

**5P2: PROCESSES**

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

**5R2: RESULTS**

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**5I2: IMPROVEMENT**

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Maintaining fiscal, physical and technological infrastructures sufficient to support operations**

WTCS sets the overarching policies for maintaining fiscal and physical infrastructures. The [WTCS Financial and Administrative Manual](#) contains fiscal management standards and related reporting requirements including: Uniform Financial Fund Accounting System (UFFAS);

Annual Budget; the Financial and Single Audit; Cost Allocation Report; Procurement; and Facilities. Mid-State also has Administrative Policies related to Fiscal Management.

With an annual operating budget of $31M (FY19) and an annual capital budget of $5.4M (FY19), Mid-State plans for instructional resources necessary to provide educational opportunities based upon stakeholder needs. Business Services, led by the Vice President of Finance, manages the budgeting process. PeopleSoft houses budgeting data and Hyperion is utilized as a budgeting tool. Annually, supervisors are asked to develop prioritized programming, service, and budget requests. Guidelines are communicated annually to managers who, with staff and faculty input, submit requests for technology and other equipment, professional development, staffing, services, and supplies. Each area's Executive Leadership Team liaison prioritizes the requests between departments and presents the requests to formulate a budget for all College funds starting in November. Personnel and related costs make up the majority of the budget. Business Services issues a budget document presented to staff and acted on by the BOD. The budget is adopted in July. A biweekly report is provided to budget responsible individuals. Business Services provides a monthly review of current year financials and a forecast for end-of-the-year financial results. The Vice President of Finance delivers frequent updates to the President with strategies for meeting budgetary goals. In alignment with WTCS Financial and Administrative Manual policy, Mid-State hires an independent CPA firm to complete annual audits. The most recent Budget Book, Annual Financial Report and Outcomes-Based Funding reports are posted on the website.

To maintain physical infrastructure sufficient to support operations, Mid-State utilizes a three-year facilities plan that includes a capital renewal and replacement program for major existing building systems and components. This plan, submitted to the WTCS annually, is closely linked to strategic planning, budgeting, and academic program development.

Technological infrastructure is governed by the overarching WILM consortium policies for maintaining the IT infrastructure sufficient to support operations for the three WILM colleges. WILM supports the data center for the entire consortium. Mid-State's IT investments are driven by the strategic planning process. Updates requiring furniture or installation are also reflected in the facilities plan. In 2016-17 Mid-State created a Connected Experience five-year IT plan that included $4.628M in IT infrastructure needs linked to academic programming. The Connected Experience plan was guided by an assessment of current technology infrastructure, an analysis of emerging technology trends, a survey of students, an analysis of the impact of change on the WILM consortium and an assessment of the mobility of assets. From this plan the College invested in 23 state-of-the-art Telepresence labs in addition to adding Cynap and BrightLink technology in classrooms. IT oversees more than 1,300 PCs and 25 computer labs/learning areas to support applications and communications. IT provides students and staff with industry standard packaged software and a high-end reliable network. Mid-State currently works on a 5-year hardware replacement cycle and will maintain computer systems that support today's applications. (5A1)

**Setting goals aligned with the institutional mission, resources, opportunities and emerging needs**

A comprehensive strategic planning process was utilized in 2014 to further integrate planning, budgeting, assessment, and improvement. The discovery phase of the Strategic Plan included a focus group with economic development agencies and a district-specific environmental scan that contained internal and external stakeholder feedback, industry sector details, and present and future workforce needs. The Key Results and 2015-2020 Strategic Plan drove the development of departmental objectives and operational planning. In FY 2019 Mid-State is identifying five-year strategic plans for each of the four campuses based on specific environmental scans utilizing internal and external stakeholder feedback, industry sector details, economic and demographic data, campus performance data, and present and future workforce needs. Leaders from finance, facilities, and IT are an integral part of strategic planning. Common themes from the campus-specific plans will be integrated into a comprehensive five-year strategic plan for the College (2020-2025). These plans take into account mission and resources needed (financial, physical, human and technological) in light of opportunities and emerging needs (5A3).

**Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected**

In an environment challenged by funding reductions, the strategy selection for investment is based on actions driving the College toward fulfilling Key Results and aligning with the mission and comprehensive Strategic Plan's focus on current and future needs.

The annual budgeting process aligns with the strategic planning process as depicted in Table 5P1-1. Key Results and the five-year Strategic Plan drive development of department objectives. Department action plans and objectives then guide development of the annual budget to fund high-priority operational tasks. Each fiscal year finance partners with Academics to forecast and prioritize academic/equipment/facilities needs to facilitate learning. Finance partners with external parties to borrow money for capital requests to remodel and purchase equipment for academic programming. Borrowing is based on a 10-year plan. All purchases of supplies, materials, and equipment, which encumber College funds, are properly authorized, documented, and processed. Purchases shall be obtained at the best value, and in a timely manner, while maintaining fairness to vendors, and abiding by the Board of Directors policy on purchasing and procurement. Mid-State documents all Administrative policies related to finance (5A2). The institution's educational responsibilities take primacy over other purposes.

A well-established budgeting process is in place that reflects Government Accounting Standards Board (GASB) accounting principles and with validation by an Aa1 Moody's Investors Service bond rating. With the exception of the planned 2017 spend down, Mid-State has maintained a Higher Learning Commission (HLC) financial composite score that was "in the zone" (Core Component 5A). Budget planning begins in December with revenue forecasting that takes into account projected property taxes, state and federal funding, student tuition and fees, and other revenue sources. The fiscal year begins in July. Concurrently with revenue forecasting, departments begin to identify staffing, facilities, technology, and other resources needed to implement action plans linked to the Key Results and College strategies. Resource prioritization begins with alignment with the Strategic Plan and proceeds to departmental objectives and operational plans. This ensures that departmental needs are consistent with the long-range plan. Figure 5P1-2 shows Mid-State Operating Budget Expenditures FY 2019. Three largest key

budget expenditures were Instruction at 37.1%; Student Services at 19.5%; and Physical Plant at 18.6%.

According to state statutes, the annual budget must be balanced with revenues and expenditures being equal at the end of each fiscal year. Each year, this budget balancing is projected based on known revenue and expenditures. If a revenue shortfall is anticipated, the budget includes a potential draw on reserve funds. A monthly budget versus actual financial statement is presented to the BOD, which shows the status at the year-to-date and includes an explanation of substantial variances.

A Three-Year Facility Plan is utilized and supports strategic and academic planning. To manage the costs of utilities, Facilities conducts an Annual Energy Report and Analysis. Additionally, a need for more centralized IT services that better align with the needs of learning was identified. This led to the restructuring of technology support individuals in IT to better support Mid-State and the Connected Experience. The College bases all IT needs/infrastructure off of this plan. The department worked with Academics to ensure support of programs for annual IT goals. (5A2)

**Tracking outcomes/measures utilizing appropriate tools**

**Finance:**

- Moody's Investors Service Bond Rating
- Audit Results
- Compliance with fiscal year budget
- State Outcome Based Funding Ranks
- HLC Composite Financial Index (CFI)
- Ruffalo Noel-Levitz SSI results

**Facilities:**

- Electrical Costs
- Natural Gas Costs
- Ruffalo Noel-Levitz SSI results

**IT:**

- Connected Experience goals
- Help Desk Metrics
- Ruffalo Noel-Levitz SSI results

**Summary results of measures**

**Finance:** Mid-State has maintained a Moody's Investors Service Bond Rating Aa1 since 2015. Additionally, the Mid-State has had no audit findings the last four fiscal years. An

additional measure the Business Office evaluates is compliance with the fiscal year budget. An analysis results are reviewed by the BOD both at year-end and after the audit process.

Mid-State is rated on Outcomes-Based Funding metrics annually. Funding is based on performance in seven of ten categories. In May, Mid-State selects categories for funding. The Outcomes-Based Funding Committee identifies strategies to improve performance in all categories. In 5.1, Table 5R1-2 showed Mid-State's three strongest categories in 2017-18 were job placement, high demand fields, and special populations.

Mid-State also reviews its compliance with the HLC Composite Financial Index (CFI), with a target of being *Above the Zone*. Table 5R2-1 shows the last five years of compliance. In 2018 Mid-State fell *In the Zone* due to a change in accounting principle of -$1.2 million due to GASB 74 & 75 and planned use of $700,000 of general fund balance to meet Board policy. In 2018 the CFI was once again *Above the Zone*.

**Business Services:** Table 5R2-2 lists the 2018 Mid-State Ruffalo Noel-Levitz SSI survey results related to Business Services. Results include 2014 Mid-State, WTCS, and national community college comparisons. The items related to convenience in paying tuition and convenience in taking care of business improved significantly in satisfaction between 2014 and 2018. However, WTCS and national community college comparison data shows opportunity for improvement.

**Facilities:** The College conducts an Annual Energy Report and Analysis of usage and costs. Data is disaggregated by type of energy and campus to determine improvements. Gains were made through equipment replacement, optimization of HVAC systems, lighting replacement, occupancy sensors, and utilization of direct digital controls. Key FY 18 report findings included:

- The Wisconsin Rapids campus FY18 electrical consumption was nearly identical to its six-year average. The natural gas consumption for the campus in FY18 increased 3.5% over its six-year average, a trend observed at each location.
- The Marshfield campus saw a 5.5% reduction in overall FY18 energy consumption compared to its six-year average, but unlike Wisconsin Rapids location, saw a 2.5% increase in its natural gas consumption. The reduction in electrical consumption can be attributed to the roof top unit upgrade.
- The Stevens Point campus saw a 3.1% increase in its FY18 electrical energy consumption compared to its four-year average, and a 5.3% increase in FY18 gas consumption.

Table 5R2-3 lists 2018 Mid-State Ruffalo Noel-Levitz SSI survey Safety and Security results related to facilities. Overall results showed a statistically significant increase in student satisfaction between 2014 and 2018 for all questions, with statistically significant higher satisfaction in all items than WTCS and national community colleges.

**IT:**

IT utilized the Connected Experience to frame its goals. The following data were reviewed to construct the Connected Experience:

- The Assessment of Current Technology Infrastructure helped to determine assets needed to implement the Connected Experience.
- The Emerging Technology Trends, an environmental scan, delineated trends impacting delivery of course content.
- The Student Survey Results analyzed current student preferences in delivery of course material.
- To ensure there was no duplication of effort with the WILM IT Consortium, the WILM's strategic plan was reviewed.
- The Mid-State Mobility Discovery analysis tool helped assess its current and required capabilities in delivering the Connected Experience.

As a part of the WILM Consortium, Mid-State collects and analyzes its 24/7 help desk services for students and employees to identify areas for improvement. If trends exist, WILM colleges are notified and action is taken to ensure that local processes are in place. A goal is to resolve as many tickets at Level 1 (L1) as possible.

Mid-State reconfigured some Help Desk services in 2018. Prior to that, all Help Desk services were provided through the WILM IT consortium. Table 5R2-4 lists the May 2018 Mid-State Help Desk Requests by Practice Area with WILM comparison data. Further review of the data shows Mid-State students and staff made 241 password reset requests compared to 171 for Lakeshore and 154 for Indianhead.

Table 5R2-5 lists 2018 Mid-State Ruffalo Noel-Levitz SSI survey results related to IT services. Overall results show a statistically significant increase in student satisfaction between 2014 and 2018 regarding computer labs. Student satisfaction was similar to both the WTCS and national community college results.

**Comparison of results with internal targets and external benchmarks**

**Finance:** The Aa1 Moody's Investors Service Bond Rating and HLC Composite Financial Index (CFI) *Above the Zone* rating serve as external targets of financial health. Another internal financial target is maintaining clean audits. The Outcome-Based Funding rankings provide external benchmarks within the WTCS. Because district population impacts calculations, a ranking in the middle quartiles indicates high performance.

**Facilities:** Energy usage and cost targets are set, with the overall goal being maintaining or reducing energy usage at each building. In the past the goal was a 3% reduction from the previous year. Expansion of hours of operation in the last two years has caused challenges in setting specific numeric goals to reduce energy consumption from year to year. To ensure an accurate comparison, Mid-State may need to adopt a new metric, such as energy consumed per square foot per hours of occupied building status.

**IT:** Further review of the May 2018 WILM Help Desk Requests comparison data showed Mid-State students and staff made 241 password reset requests compared to WILM partner results of 171 for Lakeshore and 154 for Indianhead.

**Interpretation of results and insights gained**

**Finance:** Keeping the HLC Composite Financial Index (CFI) "Above the Zone" is a high priority as contributions to offset OPEB liability negatively impacted the rating in 2017. To address OPEB Liability, Mid-State increased the amount in reserves from $4.6 million to $5.2 million. This action reduced future healthcare expenses/liabilities. At the request of the BOD, Mid-State intentionally increased 2017 spending to reduce the fund balance. This action, in combination with reducing OPEB Liability, negatively impacted the HLC CFI ratio reported in 2018. However, Mid-State will benefit long-term from addressing OPEB Liability.

In addition, the College has been more intentional about implementing strategies to impact Outcomes-Based Funding measures. As the committee has researched the metrics, many were calculated on a three-year rolling average. This stabilizes funding, but also limits possible progress. The committee has identified specific strategies to produce consistent progress in several categories.

**Facilities:** Energy usage and cost is monitored, with the overall goal being maintaining or reducing energy usage at each building. Incremental improvements are measured and guide improvements. The Annual Energy Report and Analysis links physical improvements to cost savings.

**IT:** By comparing monthly help desk reports from WILM partners, results were used to determine the need for a password reset implementation change. Now password resets come to Mid-State staff instead of a third-party vendor. This change not only saved money, but also improved user satisfaction. Additionally based on comparison data, it was determined more on-site support was needed.

**Improvements**

**Finance:**

In FY 2019 the Finance area held monthly or semi-monthly spending reviews with budget responsible persons based on amount of risk. The Finance area initiated structured face-to-face interactions to provide hands-on support to budget responsible persons to ensure all departments are aware of college-wide financial goals.

**Facilities:**

Energy usage and cost is monitored, with the overall goal being maintaining or reducing energy usage at each building. Mid-State has been removing legacy systems and replacing them with direct digital controls. Almost every space in the college is digitally controlled utilizing climate controls. Facilities has implemented energy conservation measures at each campus. Conservation measures are integrated into remodeling projects as well as targeted areas. Occupancy sensors have been installed in an entire building as an energy efficiency strategy and lighting fixtures have been replaced incrementally to LED for electricity saving. Mid-State has been investing in equipment replacement to improve energy efficiency also.

**Information Technology:**

In 2017 created a Connected Experience five-year technology plan aligning technology and academic programming needs. The College invested $4.628 million in IT infrastructure. To create the plan,stakeholders were surveyed about technology needs to determine a five-year plan regarding technological infrastructure. One key finding from the survey was gaps in wireless internet capacity which was addressed through the technology plan. In both FY 2018 and 2019 Mid-State has continued realigning its IT resources. In FY 2019 the Director of IT joined the Executive Leadership Team to ensure IT perspective for strategic planning and decision-making. Mid-State aligned IT resources by having the media services team and network engineer report to IT.

To provide better customer service, the College implemented a new help desk and added a staff position. Previously the help desk was run by a third-party vendor. Now the help desk is staffed by multiple positions, plus a third-party vendor to improve the help desk experience. This change in help desk configuration improved response time. In April 2018, Mid-State implemented self-service password resets for both students and faculty, reducing help desk service need. Additionally, Mid-State is utilizing current staff during business hours for password resets to improve response time and user experience. IT staff carry cell phones to provide immediate response and to resolve issues. Since adopting the new help desk model, the department answered 419 calls between August and November 2018. Had these calls been sent to the third-party help desk, each call was charged $10 per incident. This action resulted $4,190 in savings in four months in addition to a more rapid resolution of requests.

To ensure the safety and security of data systems, the Mid-State provides PCI training to all employees handling credit cards.The College also conducts PCI Compliance assurance testing. Additionally, the IT department hired a firm to perform penetration testing of systems for the last three years. The results of the penetration tests were used to immediately resolve potential security issues, as well as to be used for planning purposes to enhance the security of information systems. In 2017-18 Mid-State provided phishing training and reinforced it with phishing campaigns in 2018-19 to help employees recognize common phishing techniques. All employees, both current and new, are required to complete the Security Awareness Training (SAT) in 2018. Training is repeated every two years.

## Sources

- 2016 Student Survey
- 2017-20 WTCS Facilities Plan
- 2018 Moodys Bond Rating Letter
- 2018 Ruffalo Noel Levitz Results with 2014 Compares
- 2018 Ruffalo Noel Levitz SSI Results with National Compares
- 2018 Ruffalo Noel Levitz SSI Results-WTCS Compares
- Administrative Policies related to Fiscal Management at Mid-State
- Analysis of the Impact of Technology Plan on the WILM Technology Plan
- Assessment of Current Technology Infrastructure

- Audit Reports 2015-2018
- Compass 2020 Budget Timeline Presentation
- Connected Experience Presentation 2017
- Emerging Technology Trends - 2016
- Figure 5P2-1 Mid-State Operating Budget Expenditures FY 2018-19
- Financial Reports 2015-2018
- FY2020 Technology Capital Request Form
- Mid-State Technical College Strategic Plan 2015-2020
- Mobility Assessment
- Table 5P1-1 Examples of Data Collected and Distributed
- Table 5R1-2 – 2018-19 WTCS Outcomes-Based Funding Rank
- Table 5R2-1 Mid-State Composite Financial Index Trend
- Table 5R2-2 2018 Mid-State Ruffalo Noel-Levitz SSI Survey Results
- Table 5R2-3 2018 Mid-State Ruffalo Noel-Levitz SSI Survey Safety and Security Results
- Table 5R2-4 May 2018 Mid-State Help Desk Requests by Practice Area with WILM Compares
- Table 5R2-5 2018 Mid-State Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) Survey IT Results
- Timeline for Budgeting and Planning
- WTCS Financial and Administrative Manual

# 5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

**5P3: PROCESSES**

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

**5R3: RESULTS**

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

**5I3: IMPROVEMENT**

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

**Building budgets to accomplish institutional goals**

The budgeting process was described in 5P2. Mid-State's key planning processes include our Strategic Directions, Key Results, departmental planning, budget development, and operational planning. The Executive Leadership Team (ELT) works together to coordinate budget planning to determine budget needs. Mid-State utilizes a systematic, comprehensive approach that aligns department planning and budgeting together with Key Results through an integrated Strategic Plan.

**Monitoring financial position/adjusting budgets**

Business Services provides budgeting monitoring tools. These processes are governed by the WTCS Financial and Administrative Manual and College administrative policies. Revenue and expenditure forecasts are important tools for budget development. Forecasting is also used to project end-of-year results and to determine if interim budget adjustments are necessary. Forecast reports are available to managers 24/7 and are shared with the ELT and BOD. Monthly reports for budgets, grants, contracted services, and enterprise services are distributed to deans, managers, and department heads and reviewed by the Vice President of Finance (VPF). The VPF reviews the budget with the President each month. The Finance and Audit Committee of the BOD reviews a detailed budget report monthly. Budget adjustments occur in collaboration with the budget manager, Business Services, and VPF. Budget adjustments are proposed to Finance and Audit Committee for approval (5A5).

**Maintaining a technological infrastructure that is reliable, secure and user-friendly**

Mid-State ensures the timeliness, accuracy, reliability, and security of information systems and related processes through a combination of physical and procedural security. All critical systems have established access security; information access is based on requirements for specific employee roles and responsibilities. Mid-State uses well-known technology systems (e.g. Microsoft, PeopleSoft) and is a member of the WILM Consortium. WILM provides technical support and expertise to enhance institutional capabilities and impact information systems' effectiveness.

Data are stored locally and at the shared WILM data center. In both cases, data centers are secured against physical and electronic intrusion. Mid-State and the WILM data center participate in multiple security assessments and audits. Every year in conjunction with Mid-State's insurance provider, Districts Mutual Insurance (DMI) and its underwriter NetDiligence, a cyber-risk assessment is performed on Mid-State's network infrastructure, data environment, and security policies and practices. From the results of the audit, Mid-State plans for and implements any necessary action. This also applies to the WILM data center. To maintain security, IT monitors system logs,  patches systems for security and critical issues, and performs a penetration tests.

Before deploying new reports or software, data are vetted using a test database. Systems are tested for accuracy before being put into production. Pilot groups of users are also used to review new software before deploying is system wide.

Mid-State ensures the timeliness of data in information systems through a combination of WTCS, local, state, and federal deadlines and processes. Standards and processes are in place for data entry and reporting to ensure PeopleSoft information is current. This, in combination with flexible reporting tools like Cognos, ensures data is accurate.

Mid-State has clearly-defined IT policies for employees and students. Policy compliance is monitored using a variety of software tools and physical devices.

**Maintaining a physical infrastructure that is reliable, secure and user-friendly**

Mid-State maintains a rolling three-year [Facilities Plan](#). The plan coordinates IT, Facilities, and Academics capital improvements as aligned with the Educational Master Plan. Employees monitor the location/type of work orders, room reservation data, and replacement cycles to identify and prioritize facility improvements. The [Connected Experience](#) plan began in 2016 and required the coordination of IT and facilities to begin implementation in 2017. The classroom upgrades include 15 new TelePresence units, in addition to the existing 9, as a result of the plan.

To keep the physical space secure, the College initiated campus hours of operation. Most entrance doors automatically lock when the campus is closed. To address emergency preparedness, emergency cards with procedures/phone numbers are available in every room. Staff participate in active shooter training. Students may participate in the training. [Active Shooter Guidance](#) is issued in the first or second week of each semester to students and employees.

With a continued focus on providing a safe and secure environment for students and employees, Mid-State added a part-time Security Director in December 2018. This position is in addition to a Safety Coordinator. The [Security Director](#) oversees security at all campuses. Duties include: directing a student security staff; strategically planning and directing the emergency management plan; and responding to and investigating crisis/emergent situations.

Mid-State has invested significantly in creating a welcoming environment for students. In FY 2017 the Student Services Information Center was completely remodeled to house admissions, financial aid, academic advising, testing and student resources in a centralized, user-friendly location. Between 2017-19 the libraries at all campuses were reconfigured, renaming them the LiNK. The LiNK space provides welcoming collaboration areas for students with ergonomically designed study spaces. In 2018 the entire Adams Campus was renovated.

**Managing risks to ensure operational stability, including emergency preparedness**

To manage risk, an [Emergency Action Plan](#) addresses Emergency Operations Centers for each campus. The plan is located on the Safety webpage. All employees have an [Emergency Reference Guide](#) at their desk. These documents are updated annually by the Safety Coordinator. Mid-State utilizes a Rave system and Hazard Communication Program. Mid-State utilizes MSDS Online (an chemical inventory database) to manage and organize Safety Data Sheets (SDS). Mid-State utilizes an automated messaging system through Rave Mobile Safety to provide information regarding fire, severe weather, or school closings to students and employees.

In October 2018, Mid-State distributed emergency cellphones and mobile hotspots to all managers to minimize the loss of communications during an emergency. The 50 cellphones have precedence over other cellphone calls to enhance the ability to communicate when cell towers are heavily-used. Six emergency mobile hotspots were distributed between the four campuses to allow for business continuity in the event of internet services disruption. In 2019 all students and employees were encouraged to register with Nixle.com to receive emergency notifications. Rave Messages will be issued in addition to Nixle notifications. IT has a disaster recovery plan with

standard operating procedures. The plan was implemented in 2015 and is updated annually. Mid-State carries insurance that includes financial restitution and disaster recovery services.

**Tracking outcomes/measures utilizing appropriate tools**

**Finance:**

- Moody's Investors Service Bond Rating
- Audit Results
- Compliance with fiscal year budget
- State Outcome Based Funding Rank
- HLC Composite Financial Index (CFI)
- Ruffalo Noel-Levitz Student Satisfaction Inventory results
- Cost Per FTE

**Facilities:**

- Annual Energy Report and Analysis
- Ruffalo Noel-Levitz Student Satisfaction Inventory results

**IT:**

- Connected Experience goals
- Help Desk Metrics
- Ruffalo Noel-Levitz Student Satisfaction Inventory results
- IT satisfaction survey results

**Safety and Security:**

- Annual Campus Security Report (Clery)
- Ruffalo Noel-Levitz Student Satisfaction Inventory data for safety and security

**Summary results of measures**

Results for financial, facilities, and IT measures, except for cost per FTE, are tracked and tools used are discussed in 5P2/5R2.

**Finance:**

Each year the WTCS compares costs in the Cost Allocation Report. This report provides districts with cost and revenue comparison data that is disaggregated by types of education offerings, division, and function. The instructional cost per FTE is a key benchmark operational effectiveness. Results are listed in Table 5R3-1. Mid-State ranked fourth lowest in the WTCS in instructional cost per FTE in 2016-17 at $8,891. In 2017-18 Mid-State ranked fifth lowest in the WTCS in instructional cost per FTE at $9,548 compared to the average of $10,672.

**Campus Safety & Security:**

Safety and Security incidents are reported through the Annual Campus Security Report (Clery). Campus security data, including Mid-State's Annual Campus Security Report, is available on the website. There were no crimes reported in 2017.

Table 5R3-2 shows Ruffalo Noel-Levitz SSI results for safety and security. Every statement except, "Security staff respond quickly to calls for assistance" showed improvement between 2018 and 2014 results. This statement was lower than the WTCS and national community college satisfaction benchmarks. All data supports the investment in a part-time Security Director to address the need for an on-site security presence at each campus.

**Comparison of results with internal targets and external benchmarks**

The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report 2018 uses key institutional characteristics to form a 29-institution comparison group to compare institutional effectiveness, including financial comparisons of the percent distribution of core revenues by source and core expenses per FTE enrollment by function. When comparing 2017 distribution of core revenues by source, Mid-State had similar percentages of tuition and fees, state appropriations, private gifts/grants/contracts, and other core revenues. However, Mid-State had a significantly higher amount of local appropriations (28% vs. 5% for national comparison group) and a significantly lower amount of government grants and contracts (18% versus 35% for national comparison group).

When comparing 2017 core expenses per FTE enrollment by function, Mid-State had higher core expenses per FTE enrollment in all categories except research ($0), public service ($0), and academic support ($908 vs. $913 for national comparison group). The core expenses per FTE enrollment in functions of instruction, institutional support, student services and other core expenses were higher than the national cohort. The rise in core expenses per FTE enrollment by function can be attributed to the institution's decline in FTE. Mid-State experienced a 27.6% decline in FTE between 2010 and 2017. The WTCS has also experienced a 20.5% decline in FTE between 2010 and 2017. In academic year 2009-2010, Mid-State FTE were almost equaled divided between full-time student FTE (1,278) and part-time student FTE (1,313). In academic year 2016-2017, Mid-State FTE accrued by part-time students (1,186 FTE) was almost double that of full-time students (690 FTE). When Mid-State compares itself to WTCS institutions, it has the fifth lowest cost per FTE in 2017-18. This difference may be attributed to the fact the IPEDS comparison group includes community colleges and not solely technical colleges that offer similar high-cost programs.

**Interpretation of results and insights gained**

Mid-State has invested in the physical environment resulting in increases in student satisfaction. Mid-State is in the early stages of building a security infrastructure and organizing an on-site security presence.

The decline in FTE, which impacts core expenses, has two key contributors: low unemployment and population decline. K-12 school districts located within the borders of the Mid-State district showed a net decrease of 734 students or -13% overall between 2007-2017. This decrease in K-12 enrollment and a favorable labor market have impacted Mid-State enrollments. To address the decline in FTE, investment in outreach coordinators and dual credit initiatives to start high school students on career pathways. These efforts, monitored on the BOD dashboard and weekly FTE reports, show no decline in FTE at mid-year FY 2019. The investment has also resulted in a 3% increase in public high school direct enrollment in FY 2018 and an increase in dual credits awarded to district high school students (2,891 in FY 2017 to 4,095 in FY 2018). Efforts should positively impact core expenses.

**Improvements**

The Vice President of Finance implemented a budget monitoring process where budget managers meet with a member of the department each month. These conversations ensure the budget managers are aware of current resources available. The Business Office provides monthly reports to budget managers. Additionally budget data can be accessed 24/7 through Cognos.

Mid-State has made several investments in security including adding a part-time Security Director and distributing emergency cellphones and mobile hotspots to ensure business continuity at each campus.

Mid-State has invested significantly in the making creating a welcoming environment for students including the Student Services Information Center remodel, the reinvention of the library to the LiNK, the Adams Campus renovation, and 24 classroom technology upgrades.

## Sources

- 2015-2018 Annual Energy Reports
- 2016-17 WTCS Cost Allocation Summary Report
- 2017-20 WTCS Facilities Plan
- 2017-2018 Annual Energy Report
- 2018 IPEDS Comparison Report-Finance Only
- 2018 Moodys Bond Rating Letter
- 2018 Ruffalo Noel Levitz Results with 2014 Compares
- 2018 Ruffalo Noel Levitz SSI Results with National Compares
- 2018 Ruffalo Noel Levitz SSI Results-WTCS Compares
- 5R3-2 Ruffalo Noel-Levitz SSI Data for Safety and Security
- Administrative Policies related to Fiscal Management at Mid-State
- Annual Security Report
- Audit Reports 2015-2018
- Connected Experience Presentation 2017
- Emergency Action Plan 12-18
- IPEDS Feedback Report 2017
- Mid-State Technical College Strategic Plan 2015-2020

- Safety Memos
- Sample Monthly Budget Report and Resource List
- Security Director Job Description
- Staff Safety Book June 2018
- Table 5R3-1 Instructional Cost Per FTE with WTCS Comparison
- Timeline for Budgeting and Planning
- Weekly FTE Report
- WTCS Financial and Administrative Manual

# 6 - Quality Overview

## 6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

**6P1: PROCESSES**

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

**6R1: RESULTS**

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

**6I1**

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

## Responses

**Selecting, deploying and evaluating quality improvement initiatives**

Mid-State's process for selecting, deploying and evaluating quality initiatives is based on feedback and evaluation framework for institutional assessment. Feedback is collected intentionally and systematically from regional and program advisory committees, employee feedback sessions, and student focus groups and surveys. These quantitative and qualitative data, along with institutional performance metrics, are analyzed by campus stakeholders to guide decision-making. This data-informed strategic planning process has sharpened focus and helped to identify and select quality improvement initiatives that impact student success and completion. Feedback--coupled with an increased focus on data and metrics in planning, decision-making, and evaluation--helped frame quality conversations at Mid-State. Data reports and discussion are a regular part of recurring updates, including faculty In-Service and College In-Service, as well

as Presidential Listening Sessions. Data collection and analysis are a standard part of evidence-based initiatives planned and implemented across Mid-State.

Mid-State has focused on how data is communicated and distributed to create a common institutional understanding of quality measures. Standardized data sets and definitions provide clarity and a common institutional understanding of College goals. For example, program and general education review data points were aligned to the 5 Rights and evaluation rubrics were created to aid in evaluation of the 5 Rights. Many data points align with WTCS definitions to provide comparison metrics. Data is presented in four-year trends with benchmark comparison data. To ensure a common understanding of review metrics, program and general education faculty review student success data that is shared by facilitators with optional scripts to provide standardized messaging regarding data explanations and applications. By thoughtfully and intentionally communicating metrics definitions and applications, the evaluation discussion can move beyond understanding the data to using the data to improve student learning outcomes and build on best practices.

Using both stakeholder feedback and institutional data, Mid-State initiated Campus Strategic Planning Sessions to determine a five-year plan to address the specific needs of each Mid-State campus. Following the Campus Strategic Planning Sessions in 2018-19, the College will write a five-year college-wide strategic plan.

Mid-State has implemented the following quality improvement initiatives:

**Annual Program and General Education Review Process with Data Facilitation:** The annual review process provides a standardized set of evaluation metrics packaged for faculty prior to the review. In preparation for the review, facilitators were given an agenda listing the order of review data elements, data definitions and optional data scripts to provide a consistent explanation of metrics, and a simulated review session where facilitators assumed the role of faculty during a review. Prior to the review, each facilitator reviewed the data with the Manager of Institutional Effectiveness to identify potential strengths and areas of concern. Prior to the review, faculty and deans were emailed the review template, data and review overview materials. Faculty had the option to review data prior to the review. Following the reviews, all facilitators, deans, and faculty were surveyed. Survey results were shared with facilitators (individual results), deans/associate deans, and a review committee of key stakeholders. Three faculty, three facilitators, and three deans/associate deans gathered to discuss and prioritize process improvements for 2019-20.

**BOD Dashboard with Benchmarks:** In 2017-18 Mid-State generated its first BOD dashboard. The dashboard contains a four year data trend, a benchmark whenever possible, and a target. The dashboard lists Key Results and provides the BOD with context regarding progress on key initiatives.

**Collection of Student, Stakeholder and Employee Feedback:** During Dr. Mondeik's first six months, she lead by example by conducting one-on-one interviews with all employees. Feedback has been systematically collected through the MindSet survey, the Ruffalo Noel-Levitz Student Satisfaction Inventory survey, the CCSSE/SENSE survey, Graduate Follow-up Surveys and

2017 Employer Survey. Additional feedback has been collected via Advisory Committees and Regional Advisory Committees.

**Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums**

Mid-State's process for aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forum feedback includes an analysis of feedback in light of current College initiatives and performance gaps. Mid-State integrates AQIP/HLC criteria into planning and processes to ensure work is aligned with HLC standards. Mid-State has an opportunity to be more deliberate in aligning AQIP/HLC Criteria with the strategic plan and student success initiatives. With the sunset of the AQIP pathway, Mid-State will transition to a conversation framed by the HLC Criteria for Accreditation. In the past Systems Appraisal and Feedback Reports were used to identify outstanding issues. Systems Appraisal feedback was an impetus for initiating Action Projects.

**Results for continuous quality improvement initiatives**

Action Projects have been a primary source of continuous quality improvement initiatives. Table 6R1-1 outlines recent 2014-18 Mid-State Action Projects and project outcomes.

**Quality Initiatives Results:**

Mid-State evaluates the annual program and general education review process through faculty surveys (67% response rate), facilitator surveys (88% response rate), and dean/associate dean surveys (100% response rate). Survey takers rate statements on a scale of 1-5, with 5 being the optimal rating. Survey takers were also asked to provide qualitative feedback on what worked well; what could be enhanced; and what data should be added (faculty only). Table 6R1-2 lists survey ratings.

Because this was the first annual review of all programs and general education disciplines, faculty were specifically asked if they had adequate time to complete the review. Faculty gave the rating of 3.8, but response ratings varied greatly. This result was a specific discussion point for the review committee which concluded that more facilitators were need to ensure facilitators could serve smaller groups.

The August 2018 Faculty In-Service Survey results (n=33) show 91% of faculty in fall 2018 strongly agreed or agreed that program review session facilitators knowledgeable and 81% strongly agreed or agreed that the program review information applied to their role as faculty.

Other quality initiative results previously discussed include:

- BOD Dashboard with Benchmarks (2018-19 Mid-Year)

- Systematic Collection of Student (Student, Graduate), Stakeholder (Employer, Campus Advisory Committees-Adams, Marshfield, Stevens Point, Wisconsin Rapids) and Employee Feedback (MindSet survey)
- Comprehensive Campus Strategic Planning (Adams, Marshfield, Stevens Point, Wisconsin Rapids)

**Improvements**

Table 6R1-1 lists Mid-State Action Projects initiated in the last five years. Each of these projects resulted in major improvements in processes such as an Integrated Enrollment Model and remodeled SSIC; identification and reporting of retention data; a formalized curriculum development process and product development plan; implementation of an appreciative advising model and creation of an advising syllabus; and validation and revision of Employability Skills.

In fall 2018 the Annual Program and General Education Review process was a one-day, facilitated session with standardized data and data definitions. Deans/associate deans, faculty, and facilitators provided process feedback, with all groups affirming the value of a facilitated review. Facilitators reinforced the value of the training material and training sessions prior to the review event. Based on recommendations of the review committee, more facilitators will be trained to keep groups smaller and ensure each group has adequate time to complete each program review. Other recommendations for the 2019-20 reviews include having current facilitators be assigned to the same programs/disciplines to maintain continuity, providing course completion data by length of course, and distributing a list of sample action items for faculty and deans/associate deans.

Other key quality initiatives previously discussed include the new BOD Dashboard with Benchmarks, the collection of Student, Stakeholder and Employee Feedback, and Comprehensive Campus Strategic Planning.

Mid-State will implement the following quality initiatives in the next one to three years:

- General Education Outcomes Assessment
- Campus Dashboards
- Centralized Data Repository
- Focused Service Team Evaluations

## Sources

- 2017 Employability Skills Survey Results
- 2017 Employer Follow-up Survey
- 2018 Dean-Associate Dean Review Survey
- 2018 Faculty Program-Gen. Ed. Review Survey
- 2018 Review Facilitator Survey
- 2018 Ruffalo Noel Levitz Results with 2014 Compares

- 2018-19 Mid-Year Dashboard FINAL
- 3 Years of Program Graduate and Apprenticeshhip Completer Survey Results
- Adams Campus Advisory Committee Documents
- Adams Campus Strategic Planning Session Documents
- CCSSE 2017 Executive Summary
- Employability Skills with Indicators
- Fall 2018 Faculty In-Service Survey Results
- Five Rights Rubrics
- General Education Outcomes
- Integrated Enrollment Model Processes
- Marshfield Campus Advisory Meeting Minutes
- Marshfield Campus Strategic Planning Session Document
- Mid-State Year End Dashboard 2017-2018
- MindSet Results
- Program Review Committee Report Out November 2018
- Program Review Facilitator Sample Data Script for Right Program
- Review Order of Facilitation for Facilitators
- Stevens Point Campus Advisory Committee Documents
- Stevens Point Campus Strategic Planning Session Documents
- Survey of Entering Student Engagement 2016 Key Findings 2016
- Table 6R1-1 Mid-State Action Project Outcomes
- Table 6R1-2 2018 Program and General Education Review Survey Findings
- Wisconsin Rapids Campus Strategic Planning Session Documents

# 6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

**6P2: PROCESSES**

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

**6R2: RESULTS**

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

**6I2: IMPROVEMENT**

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

## Responses

**Developing an infrastructure and providing resources to support a culture of quality**

Mid-State's process for developing an infrastructure and providing resources to support a culture of quality is based on a feedback and evaluation framework described in 6.1. The College Assessment Plan provides the process infrastructure to support a culture of quality. The plan continues to evolve to include institutional assessment measures as well as measures of student learning. This data-informed assessment model provides focus to College initiatives.
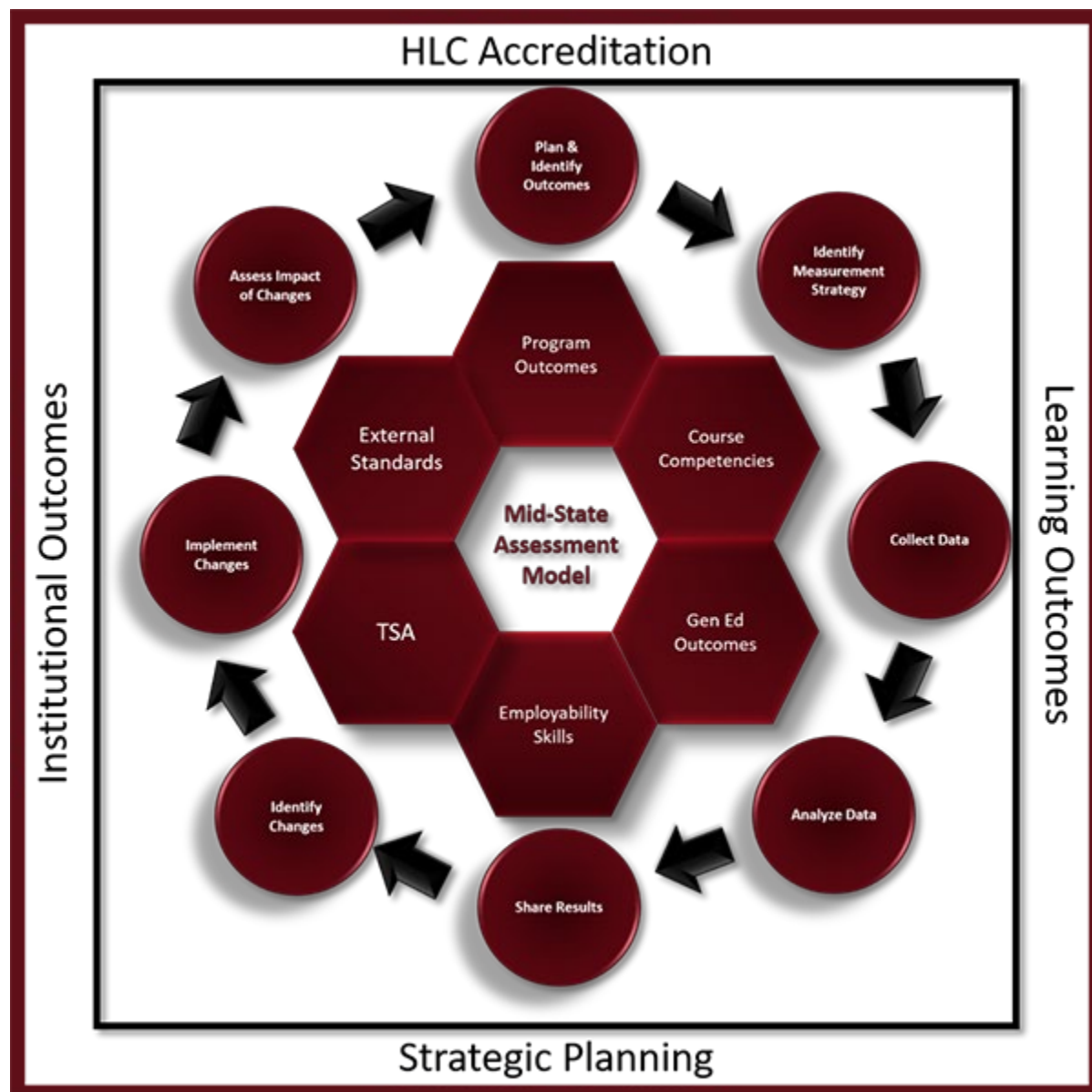
Mid-State has invested resources to support a culture of quality. The Assessment team is a vital resource in guiding and directing assessment activities to support quality. The creation of an Institutional Effectiveness and Quality team provides two full-time staff assigned to support quality initiatives through standardized data sets and data definitions, offering clarity and a common institutional understanding of goals.

**Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations**

To ensure continuous quality improvement is making an evident and widely understood impact on institutional culture and operations, Mid-State has a data-informed framework for goal setting. Institutional Outcomes are measured on the BOD Dashboard. These measures include targets, benchmarks and four-year trend data. Annual program review provides programs,

apprenticeships, and general education disciplines with student outcome data. Mid-State is more intentionally collecting student, stakeholder, and employee feedback. Data is being organized in a centralized location for easy access by all staff. The College shares enrollment and student success goals with all levels of staff during College gatherings and departmental and committee meetings to help employees understand how they can contribute toward College goals.  (5D1)

**Ensuring the institution learns from its experiences with CQI initiatives**

Reflection is an vital part of the Mid-State CQI journey. Data and metrics provide a common ground when planning and evaluating CQI initiatives. The question "Did it work?" provides us with opportunities to learn, both from successes and mistakes. The program and general education review process provided learning opportunities. The upfront investment in training of facilitators was affirmed by evaluations. Attention to data definitions and data communication proved effective for the institution. Feedback reinforced the need for smaller review groups. The evaluation model, including the committee feedback, has provided a model to use in executing current and future projects, as discussed in 6.1.

Another example of learning from CQI initiatives is in response to declining enrollment and retention. Three committees were formed to address enrollment: an Enrollment Strategy Committee, a Retention Committee, and a Recruitment Growth Committee. Each committee determined strategies to address an area of focus. In one semester FTE increased from -10% to +0.27% due to the committees' strategies. These examples demonstrate Mid-State's ability to enhance institutional effectiveness by evaluating and improving upon operational experiences. (5D2)

**Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution**

Mid-State continues to align AQIP/HLC criteria with planning and processes. HLC Criteria play a central role in framing conversations on quality and advancing Mid-State in data-informed decision-making. The initiatives are aligned with the Criteria for Accreditation. While AQIP/HLC criteria frame quality conversations, Mid-State has an opportunity to be more intentional in communicating criteria and integrating them overtly into quality conversations. This conversation began at the January 2019 Faculty In-Service where Category 1 responses were analyzed by faculty.

**Results**

The results for continuous quality improvement to evidence a culture of quality include:

- The 2018 Association for Institutional Research National Survey of Institutional Research Offices results are listed in 5R1.
- Table 6R1-1 Mid-State Action Project Outcomes
- Mid-State Quality Improvement Initiatives shared in 6.1: Annual Program and General Education Review Process with Data Facilitation, BOD Dashboard with Benchmarks, Collection of Student, Stakeholder and Employee Feedback

**Improvements**

To build a quality culture, Mid-State completed many foundational projects that will serve as a basis for future evidence-based quality initiatives. Among them are Action Projects relating to creating an Integrated Enrollment Management process, identifying retention measures, creating a sustainable curriculum development process, implementing an appreciative advising model, validating and revising Employability Skills, initiating annual program and general education discipline review, creating a BOD dashboard and establishing a department of Institutional Effectiveness and Quality. The next step in Mid-State's quality journey includes providing an evaluation framework for departments that includes a departmental dashboard that aligns with College goals. This process will provide areas with more comprehensive evaluation metrics. Through campus strategic planning, the need for campus dashboards was identified.

## Sources

- 2018-19 AIR National Survey of Institutional Research Offices-Longitudinal Results for Mid-State
- Category One Faculty Review
- Enrollment Committee Structure
- Integrated Enrollment Management Processes
- Mid-State Year End Dashboard 2017-2018
- Program Review Committee Report Out November 2018
- Program Review Facilitator Sample Data Script for Right Program
- Table 6R1-1 Mid-State Action Project Outcomes
- Weekly FTE Report