



Systems Portfolio  
June 2010

*Academic Quality Improvement Program*

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## Abbreviations used in this Systems Portfolio

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<b>AA:</b> Academic Affairs	<b>QRP:</b> Quality Review Process
<b>ABE:</b> Adult Basic Education	<b>SA:</b> Student Affairs
<b>ADA:</b> Americans with Disabilities Act	<b>SAA:</b> Student Academic Achievement committee
<b>AEI:</b> Academic Effectiveness Indicator	<b>SCC:</b> Student Code of Conduct
<b>AQIP:</b> Academic Quality Improvement Program	<b>SSI:</b> Noel-Levitz Student Satisfaction Inventory
<b>ASC:</b> Academic Support Center	<b>TIS:</b> Transfer Information System
<b>ASE:</b> Adult Secondary Education	<b>TS:</b> Targeted Selection
<b>ATI:</b> Assessment Technologies Institute	<b>TSA:</b> Technical Skills Attainment
<b>AVPOI:</b> WTCS Associate Vice-President, Office of Instruction	<b>VPAA:</b> Vice-President of Academic Affairs
<b>CID:</b> College Initiative Day	<b>VPF:</b> Vice-President of Finance
<b>CQIN:</b> Continuous Quality Improvement Network	<b>VPHR:</b> Vice-President of Human Resources
<b>CRS:</b> Client Reporting System	<b>VPSAIT:</b> Vice-President of Student Affairs and Information Technology
<b>DACUM:</b> Develop a Curriculum	<b>VPTL:</b> WTCS Vice-President for Teaching and Learning
<b>DBO:</b> District Business Office	<b>WAT:</b> Wisconsin Workplace Advancement Training
<b>DECA:</b> Distributive Education Clubs of America	<b>WEAC:</b> Wisconsin Education Association Council
<b>DMI:</b> WTC Insurance Trust & Districts Mutual Insurance Company	<b>WIDS:</b> Worldwide Instructional Design System
<b>EAP:</b> Employee Assistance Program	<b>WILM:</b> Wisconsin Indianhead, Lakeshore, Mid-State
<b>ED:</b> State Education Director	<b>WISPALS:</b> Wisconsin Project for the Automation of Library Services
<b>EDC:</b> Employee Development Center	<b>WLDI:</b> Wisconsin Leadership Development Institute
<b>ERP:</b> Enterprise resource planning	<b>WTCS:</b> Wisconsin Technical College System
<b>ESL:</b> English as a Second Language	<b>WTCSB:</b> Wisconsin Technical College System Board
<b>FRC:</b> Faculty Resource Center	
<b>FTE:</b> Full-time equivalent	
<b>HSED:</b> High School Equivalent Diploma	
<b>HSRC:</b> High School Relations Coordinator	
<b>IPEDS:</b> Integrated Postsecondary Education Data System	
<b>IT:</b> Information Technology	
<b>MSTC:</b> Mid-State Technical College	
<b>NCWWDB:</b> North Central Wisconsin Workforce Development Board	
<b>ORT:</b> Online Review Team	
<b>PBI:</b> Performance-based instruction	
<b>PDSA:</b> Plan-do-study-act	

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# Overview

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## 1: Goals for student learning

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### Goals for student learning

In addition to specific job-related training, Mid-State Technical College (MSTC) has identified a set of Core Abilities that are transferable and go beyond the content of a specific course. MSTC supports the following skills for all graduates of MSTC: Act with integrity, communicate effectively, demonstrate effective critical and creative thinking, and demonstrate global social awareness (Table 1P01a). Core Abilities can be defined by performance indicators and measurement is infused into course-level performance assessments. MSTC reviews Core Abilities to ensure that outcomes continue to be relevant to programs. The last review took place in 2007; the current Core Abilities were deployed in 2008. Core Abilities are posted in classrooms and meeting rooms along with MSTC's Mission, Vision, and Core Values; posting the information is part of MSTC's process for clearly communicating expectations and priorities to stakeholders.

Program outcomes align with industry requirements, and are based on the results of a DACUM or third-party standards such as the National League of Nursing. Some MSTC programs use "state-aligned" curricula, which means that common programs have common program outcomes across all districts in the Wisconsin Technical College System (WTCS). This design ensures that students can move easily between districts if necessary. To meet the requirements under Perkins IV to document Technical Skills Attainment (TSA), the WTCS is requiring colleges to collaborate on the alignment of core program outcomes for similar programs. For instance, accounting programs all share a core set of learning outcomes, common across all types of accounting. The WTCS is requiring colleges with accounting programs to develop a shared set of core accounting outcomes; each college is free to add additional program outcomes to address the unique type of accounting program (small business, governmental, non-profit, for instance) taught at the college.

A final goal for student learning is transferability. MSTC has both inbound (transcripted credit and advanced standing courses for high school students, and state-aligned curricula within the WTCS) and outbound transfer. Wisconsin has a Transfer Information System (TIS), maintained by the University of Wisconsin System; the TIS helps MSTC

students see how credits will transfer to any UW campus or another technical college.

### Shaping an academic climate

In the academic climate at MSTC goals include valuing and respecting all students as unique individuals, appreciating individual differences and diverse opinions, embracing honesty, creating and improving relationships through positive interactions and uniting around a common purpose; supporting and improving learning and contributing to a positive learning environment. Every student has the right to be educated under the conditions of respect, dignity, and safety. These goals are reflected in MSTC's Core Values (Table 5P01b) and Student Code of Conduct (Table O1a).

### Key credit and non-credit programs

MSTC has four divisions. Three of the divisions house occupational programs, while the fourth provides MSTC's General Education core. Each division is led by a Dean. The divisions also have one or more Associate Deans who also support one or more programs. The following is a brief description of each division.

The Business Division houses 13 programs including eight associate degree programs, and four technical diploma programs. The two largest associate degree programs in the division during FY2009 were Business Management and Accounting.

The Technical and Industrial Division houses 15 programs including 11 associate degree programs and four technical diplomas. The associate degree programs include five of Wisconsin's six renewable energy degrees; the largest associate degrees in the division during FY2009 were Urban Forestry and Electronic Technology.

The Service and Health Division houses 24 programs including nine associate degree programs and 15 technical diploma programs. The two largest associate degree programs in the division during FY2009 were Nursing and Criminal Justice. The division has several associate degrees unique to the WTCS, including Clinical Research Coordinator and Biomedical Informatics Technician.

The Service and Health Division also houses key non-credit programs. For example, MSTC must provide non-credit firefighter training, medical first-responder training, and hazardous materials training at no cost to district public safety departments.

The General Education Division does not award

degrees. MSTC requires that associate degree programs have between 21 and 30 credits of general education coursework.

**Supporting educational systems, services, and technologies**

The MSTC district is largely rural, with a geographically dispersed population. The district encompasses the central portion of Wisconsin, including all or parts of eight counties, for a total service area of approximately 2,500 square miles. There are 97 municipalities in the district, but only three “large” cities (the largest having a population of around 25,000). The district’s economy is a blend of high-tech industry, manufacturing, agriculture, and business and service corporations. The WTCS estimated the district population was 172,853 in 2008.

MSTC has three campuses, and one center; in FY2010 MSTC served 2,564 full-time equivalent (FTE) students. The Wisconsin Rapids campus houses the institution’s administrative offices. Table O1b summarizes information about MSTC’s locations.

All of the academic activity at MSTC is supported by a variety of systems, services, and technologies. Student information (including assessment data) is stored in a PeopleSoft enterprise resource planning

(ERP) system; MSTC’s PeopleSoft system is shared among three institutions (see Categories 7 and 9 for a discussion of the information technology consortium to which MSTC belongs).

MSTC uses vendors to supply some of its supporting technology, including Blackboard for online and hybrid delivery, iParadigm’s Turnitin service for authenticity verification, Respondus for lockdown browsers to achieve assessment security, and ImageNow for document imaging services. MSTC provides 24/7/365 help desk services and has a staff of technology support professionals to assist faculty members with both face-to-face and technologically mediated instruction. MSTC delivers instruction using face-to-face, web-enhanced, hybrid, online,

*Table O1b: MSTC Locations*

Location	Type	% of FTEs	Distance to WR (miles)
Wisconsin Rapids (WR)	Campus	57.0	
Stevens Point (SP)	Campus	22.4	21
Marshfield (MF)	Campus	18.5	36
Adams (AF)	Center	2.1	35

*Table O1a: MSTC Student Code of Conduct*

Mid-State Technical College believes that all members of the College community have the responsibility to contribute to a positive learning environment. Every student has the right to be educated under the conditions of respect, dignity, and safety. Students are expected to conduct themselves in a manner that does not interfere with the educational process, endanger the safety or welfare of others, or represent a violation of established statutes, ordinances, or public laws.

Standards of conduct are enforced on all MSTC property; any facility used by the College for educational purposes, and at College sponsored events. The following student conduct regulations are intended to give students general notice of prohibited conduct. However, they are not meant to define misconduct in every circumstance. Standards violations include (but are not limited to) the following:

- Violations of the College Academic Integrity policy.
- All forms of dishonesty including knowingly furnishing false information to the College, and the alteration or use of College documents or instruments of identification with intent to defraud.
- Disruption or obstruction of the normal operations of the College or activities authorized by the College.
- Conduct which is disorderly, lewd or indecent including but not limited to: physical abuse, verbal abuse, threats, intimidation, harassment, sexual offenses, coercion and/or any conduct which threatens or endangers any person involved in activities on MSTC’s premises or at a College sponsored event.
- Theft of or damage to College property or theft of or damage to property of a person on College premises.
- Failure to comply with directions of College officials acting in performance of their duties or to identify oneself when requested.
- Unauthorized entry onto College premises.
- Use, possession, or distribution of illegal drugs or alcohol. Violations of the College Smoking and Tobacco policy.
- Possession of firearms, explosives, dangerous articles, substances, incendiary devices, or other potential weapons.
- Abuse or misuse of computers, per Network Policies, or other equipment.
- Interference with the learning process or acts that result in disruption of a class.
- Violations of any published College or program specific rules, policies, or regulations.

instructional television, and independent study delivery modes. MSTC uses eCampus for online bookstore services.

MSTC uses a Microsoft-based technology infrastructure, including Windows as its operating system and Exchange and Outlook for messaging. MSTC has a unified messaging system that integrates telephone, email, and voice messages into a single platform for ease of use and access.

MSTC’s goals for student learning are reflected in its mission statement, which simply says, “Mid-State Technical College transforms lives through the power of teaching and learning” (Table 5P01a). MSTC aggressively selects, develops, and maintains a range of programs of study in demand by employers.

## 2: Key non-instructional services

MSTC offers a variety of non-instructional services that support student success and stakeholder satisfaction. Many of these services are mandated in Wisconsin State Statute Chapter 38. Additionally, MSTC offers a broad array of services that are not specified by statute (Table 2P01a).

In addition to Helping Students Learn, another distinctive objective is to support economic development in MSTC’s district. Category 9 discusses MSTC’s efforts in economic development.

MSTC enhances its educational offerings through a mix of learning opportunities that are related to its other distinctive objectives, in addition to traditional educational programs MSTC offers. These include apprenticeship training, customized training and technical assistance (contracted services), educational opportunities for high school students, postsecondary articulation agreements, and community services and self enrichment activities.

MSTC supports its other distinctive objectives through a variety of approaches. In some cases, MSTC has staff members dedicated to the specific objective. For instance, MSTC has a High School Relations Coordinator (HSRC) responsible for supporting secondary institutions. In other cases, the responsibilities are distributed as with contracted services. The academic division or group providing the contracted service is chosen based on the expertise of the group providing the service.

## 3: Stakeholder expectations and competitors

Students and other stakeholder groups have varied

needs. The learning needs of MSTC students are also addressed in Category 1, Helping Students Learn; the primary reason students attend MSTC (42%) is to prepare for a job. Students expect an education that prepares them for the world of work and for further education. Students also attend to improve their existing job skills. They expect learning at a convenient time and place. Likewise, employers expect MSTC graduates to be prepared to successfully enter defined occupations.

MSTC has a varied student population, and classifies students by learning goal (technical diploma or associate degree) and by the various support services that learners seek from MSTC. MSTC students come from populations that need strong support to succeed, including dislocated workers, displaced homemakers, victims of domestic violence, single parents, academically underprepared individuals, economically disadvantaged individuals, people with disabilities, first-time college students, or those who work full- or part-time jobs. In addition, many MSTC students are non-traditional adult learners. Various offices at MSTC provide services to address this wide range of student needs (Categories 1 and 3 address the programs that MSTC operates to meet the service needs of the various groups).

Table O3a provides a breakdown of special populations at MSTC as defined by the WTCS. Compared to state averages, 23% of MSTC students are economically disadvantaged compared to 15% for the WTCS and students with disabilities constitute 7% of MSTC enrollment, compared to 4% for the WTCS.

MSTC’s primary competitors are other WTCS institutions, local University of Wisconsin two- and four-year institutions, other institutions in the University of Wisconsin System, private colleges in Wisconsin, and proprietary institutions.

*Table O3a: Disadvantaged and Disabled Students*

Category	Number Served (FY2008)
Economically disadvantaged	2,390
Academically disadvantaged	1,859
Single parent	1,189
Disabled	731
Nontraditional	265
Displaced homemaker	146
Limited English	115
Incarcerated	104

Other than students, MSTC's key stakeholders are employers, occupational programs licensing agencies, local taxpayers, state legislators, alumni, parents of traditional age students, PK-12 public school districts, independent PK-12 schools in the MSTC district, occupational program advisory committees, WTCS partner colleges, four-year colleges, local governments, and the WTCS state agency.

#### 4: Human resources

MSTC is comprised of four broad employee groups that operate together to achieve MSTC's Mission and Vision: administrative staff (which includes management); faculty (teaching and counselors); educational support professionals (clerical) and associate staff (custodial). The administrative staff performs the management and technical specialist functions of MSTC. Faculty develop and deliver learning and counseling opportunities, and support and associate staff provide key support in their respective areas. The organizational structure was chosen to support the natural division of activity in an educational institution, although in practice MSTC uses cross-functional teams for most processes and activities. MSTC's organizational structure is very similar to other institutions in the WTCS.

Three employee groups at MSTC have bargaining unit representation. They include the faculty through the Mid-State Faculty Association, support staff through the MSTC Educational Support Professional Association, and associate staff (custodial) through the Mid-State Associate Staff Organization. All three bargaining units have state level association through WEAC (Wisconsin Education Association Council).

As of March, 2010, MSTC employed 230 administrative, faculty, support staff, and associate staff employees (225 of whom were full-time) and approximately 191 adjunct instructors. Adjunct instructors teach at least one class at MSTC but deliver less than 50% of a full-time teaching schedule and are not members of the MSTC Faculty Association. Many adjunct instructors also hold full-time positions within the community. Approximately 70% of credit classes are taught by full-time faculty members.

Staff are organized into one of four groups, each led and supervised by a Vice President. Vice Presidents have responsibility for:

- Academic Affairs (VPAA)
- Student Affairs and Information Technology (VPSAIT)
- Finance (VPF)
- Human Resources (VPHR)

In the broadest terms, the span of control for the first two Vice Presidents in the list encompasses approximately 80% of all College operational activity. Academic Affairs and Student Affairs are tightly integrated, with an excellent collaborative relationship and culture. The President's office has a small number of staff members who report to that office rather than a Vice President.

All faculty and certified administrative staff possess the appropriate education and experience specified for their position by the WTCS Certification Code. MSTC expects that faculty members will either possess or be working toward a discipline-centered master's degree; 75% of full-time faculty members currently meet this standard.

Table O4a summarizes the breakout of MSTC staff by

Table O4a: MSTC Faculty and Staff, March 2010

	Total	FT	PT	Campus Location				Highest Educational Degree Attained						
				A	M	S	W	D	E	M	B	A	T	H
<sup>1</sup> Administrative Staff (Management Specialists)	70	69	1		4	3	63	8		32	20	7	2	1
<sup>2</sup> Faculty	101	99	2		18	13	70	10	2	63	21	1	3	1
<sup>3</sup> Educational Support Professionals	46	45	1	2	6	6	32			1	10	16	12	7
<sup>4</sup> Associate Staff (Custodial)	13	12	1		2	2	9					1	2	10
<sup>1</sup> Adjunct Faculty	191		191	7	42	19	123	8	2	51	78	29	16	7
Total	421	225	196	9	72	43	297	26	4	147	129	54	35	26

<sup>1</sup> Exempt (no bargaining unit)

<sup>2</sup> Wisconsin Education Association Council

<sup>3</sup> MSTC Educational Support Professionals Association

<sup>4</sup> WEA/Uniserv

A: Adams Center

M: Marshfield

S: Stevens Point

W: Wisconsin Rapids

D: Doctorate

E: Ed Specialist

M: Master's

B: Bachelor's

A: Associate

T: Technical Diploma

H: HS or Equivalent

employee group, by campus location, and educational degree attainment.

## 5: Aligning processes to Mission, Vision, and Core Values

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MSTC's strategies focus on building a student-centered culture, maintaining fiscally responsible processes and management, and consistent and focused strategic planning. MSTC aligns values and expectations through its Core Values. The Core Values are posted in offices, work areas, and major conference rooms throughout MSTC. In addition, job postings specifically include embracing the Core Values as a requirement for employment. Core Values are also embedded in employee performance appraisals.

Social responsibility and community service and involvement are inherent in MSTC's Mission and Vision. In addition, state statute outlines the need for strong ties between MSTC and its communities in the WTCS. MSTC is highly supportive of its communities and organizations throughout the district. Members of the Executive Committee and many staff serve on and contribute to regional non-profits or business groups. MSTC also provides facilities for meetings at all four locations.

As a small technical college in rural Wisconsin, MSTC has limited resources in terms of staff and finances. MSTC cannot compete with many colleges when it comes to expansive facilities and large budgets. However, a small college can maximize its resources through collaboration, Core Values, Strategic Directions and College Goals. Understanding and addressing the needs of students and other stakeholders is critical to the long-term viability of MSTC. A collaborative leadership model that is responsive and student centered plays a vital role in the sustainability of MSTC.

The organizational structure at MSTC has been shaped in multiple ways to support and encourage collaborative leadership. The President works primarily through his Executive Committee, comprised of four vice presidents, and sets expectations for collaboration. A management team comprised of union-exempt staff provides front-line supervision and technical specialties. MSTC has few standing committees and forms teams using a "solve and dissolve approach" to address challenges or special projects; the teams are disbanded when the work is complete.

Individual goals are evaluated to ensure that each goal ties to the Board's Strategic Directions. The goal development process is critical to ensure that

leadership practices at all levels align with the practices and views of the board, senior leaders, and oversight entities such as the WTCS Board and office.

MSTC has management team meetings and faculty and support staff in-services. In addition, the meetings provide a venue for professional development, a critical component of continuous improvement programs. Employees use these opportunities to focus on continuous improvement and to create strategies that will positively affect students and meet the needs of stakeholders with whom the organization engages.

## 6: Aligning key support goals

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MSTC uses an annual strategic planning process to develop goals aligned with MSTC's Mission and Vision. The goals are derived from the Board Strategic Directions. The Executive Committee reviews the Strategic Directions and builds the goals for their respective areas around them. Goals for each division or department are discussed between the Executive Committee member and their staff. All individual goals are aligned to MSTC's Mission, Vision, Strategic Directions, and College Goals.

Services, facilities, equipment, and technology needed to attain goals are identified at the division or department level. The process to identify these needs is reviewed as part of the budget development process. All capital items such as building and equipment needs are requested by the functional manager and a justification related to one or more annual goals is provided. All major non-technology related requests are then reviewed by the Executive Committee and prioritized. Technology requests undergo a similar review by the Technology Committee, which is comprised of the VPSAIT, the VPAA, Information Technology staff, and Learning Technology staff.

Facilities planning is based on a master planning process that was initiated five years ago. At that time the Somerville Architectural, Engineering and Construction Services firm met with Deans and Associate Deans to determine long-term space needs. From that master planning process a rolling three-year facilities planning process was developed. After review by the Executive Committee the three-year facilities plan is shared with staff to ensure that it supports the Mission, Vision, and College Goals. The rolling three-year plan data are fed into the capital planning process used by MSTC during the annual budget development cycle. Projects are reviewed, edited, deleted, or added to ensure alignment with the goals for the upcoming year. The Master Plan and Three-Year Plan are also shared with the WTCS and

the District Board for their review and approval.

Annual budget development is a documented process led by the Business Office and is reviewed with all budget managers. A key part of the budgeting process for managers and department staff is to review and discuss the needs for the next fiscal year. Operational budgets are typically built upon budget amounts from the previous year. Operational budget increases or capital requests require justification from the department manager. These justifications are reviewed with an Executive Committee member to ensure alignment with division or department goals for the next fiscal year. Requests for operational dollars are then shared with and prioritized by the entire Executive Committee to ensure alignment with MSTC's goals for the next fiscal year.

## 7: Information management

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MSTC collects, distributes, and analyzes data to measure institutional performance related to the Strategic Directions and College Goals, and to measure satisfaction among students and other stakeholders. Data collection includes both systematic processes that are on established schedules (semester, annual, or biannual) and processes that are episodic because they are focused on a special event or project. College staff uses the information collected in these processes to review institutional or unit performance, to design plans for ongoing organizational improvement, and to measure the impact of improvement efforts.

Quantitative data that are collected routinely are included in Table 8R01a in the response to question 8R1. The response to question 7R3 includes examples of key college measures that are components of the comprehensive process of data collection and analysis for the purposes of continuous institutional improvement. Examples of data that MSTC collects and analyzes for continuous institutional improvement can also be found in the response to question 3P1.

MSTC participates in a three-college consortium for business intelligence services. The consortium, called WILM for the initials of the three institutions (Wisconsin Indianhead, Lakeshore, and Mid-State Technical Colleges), enables MSTC to minimize expenses related to data management and gain access to expertise MSTC couldn't afford independently. WILM data are available using the Cognos reporting system. WILM, in collaboration with MSTC, established benchmarking opportunities within the partnership. In addition, WILM established and manages physical data security and access to

consortium data (Question 7P7).

MSTC is also a member of the 16-college WTCS. The WTCS operates the Client Reporting System (CRS) that colleges use to report operational and academic outcome information according to uniform definitions and coding. Quality Review Process (QRP) data that MSTC uses for program and General Education benchmarking and for program review are drawn from the CRS data base. The WTCS is in a process of making Perkins Vocational Education Act related data, also drawn from the CRS, available to WTCS institutions for benchmarking and for improvement planning.

Staff members involved in institutional research provide performance and benchmarking data to end users in easily usable formats such as scorecards, dashboards, summarized data tables, and graphs. Information is available electronically and in paper format. In addition, research staff help end users interpret performance data and investigate outcomes for the purpose of designing improvement plans.

## 8: Commitments, constraints, challenges, and opportunities

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MSTC has a commitment to its district to promote economic development. All of our long- and short-term strategies need to support this commitment. MSTC also has a commitment to district stakeholders to be fiscally responsible and to deliver relevant high-quality instruction.

MSTC's largest constraint is funding. With 45% of funding coming from property taxes and less than 12% in state aid (down from well over 20% in the late 1980s) funding is a constant constraint. Today student tuition and fees have become a larger funding source (17%) than state aid. Coupled with record-setting enrollment increases, funding is central to most planning activities.

Challenges facing MSTC include changes in our local economy and job market, declining state funding support, and fluctuating enrollments. MSTC's district has seen a great deal of change as industry leaves. The large number of displaced workers over the past five years has led to rapid change at MSTC. Providing well-trained graduates for employers often requires two years; MSTC must predict what the job market requirements will be in both the short term and the long term. New program development takes one year at a minimum. This challenge requires MSTC to continually monitor business conditions in its district and predict what the job market will look like in the



future.

MSTC has many opportunities. The explosive growth of online and hybrid delivery (from 170 enrollments in Fall 2007 to more than 4,000 in FY2010) has poised MSTC for growth while providing more access and flexibility for students. MSTC has also taken a leadership role in Wisconsin in renewable energy training; in Fall 2010 MSTC had five of the six renewable energy degrees in Wisconsin. Additional opportunities have come out of the large number of dislocated workers and underprepared learners in the district; MSTC continues to provide training aligned with Wisconsin's Career Pathways process to help individuals gain the skills and knowledge necessary to achieve economic success.

MSTC continues to evaluate and take advantage of new opportunities that arise when those opportunities align with and support MSTC's Mission, Vision, Strategic Directions, and College Goals.

## 9: Key collaborations

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MSTC actively engages in the establishment of key partnerships with area employers in business and industry, community agencies, sister institutions, government entities, higher learning institutions, PK-12 districts, and staff members. These collaborations serve to advance MSTC's instructional focus and assist in the cost-effective operation of the institution's administrative functions.

A representative sampling of partnerships follows:

### **Business and Industry**

- More than 100 health care clinical sites
- More than 70 early childhood internship sites
- Advisory committee representation
- Supervised occupational experience sites
- Staff representation on boards: Workforce Development, United Way, Rotary, Kiwanis, local foundations, chambers of commerce, regional economic development

### **Community**

- United Way participation
- Literacy Councils
- Jail programs
- English as a Second Language (ESL) programs
- Workforce Central
- Facility usage by community and non-profit organizations at no or reduced rental rate

### **Consortium Agreements**

- WTCS Purchasing Consortium
- WTC Insurance Trust & Districts Mutual

Insurance company (DMI)

- WILM Consortium
- WISPALS (Wisconsin Project for the Automation of Library Services).

### **PK-12**

- Tech Prep Consortium
- Youth Apprenticeship
- Youth Options
- Career Pathways
- Transcribed credit.

### **Institutions of Higher Education**

- Lakeland College
- Other WTCS institutions
- The University of Wisconsin System
- The Wisconsin Technical College System
- Wisconsin Indianhead, Lakeshore, Mid-State (WILM) consortium
- AQIP: Academic Quality Improvement Program
- CQIN: Continuous Quality Improvement Network

### **College Staff**

- Employee Development Center
- Wellness programs
- Professional Growth Fund
- Academic Affairs/Student Affairs integration

# 1: Helping Students Learn

## Process

### 1P1: Common learning objectives

Table 1P01a presents MSTC’s common or shared objectives for student learning and development. A mixture of internal and external groups developed and reviewed these Core Abilities.

The Student Academic Achievement (SAA) committee, made up of instructors and staff, first drafted MSTC’s Core Abilities. The SAA committee’s work on the Core Abilities grew out of the college’s Impact strategic planning process (1994-1998). The committee worked with employers and program advisory committees to develop a list of skills that aided in job success. At the same time, a set of general education outcomes was developed.

The Core Abilities and the indicators were refined by collecting information from academic and business institutions. In addition, the current list of Core Abilities was also shaped by external political forces; for instance, although the Core Abilities used at MSTC predate the current governor’s job creation plan (called Grow Wisconsin), the Core Abilities support the plan by working to ensure that MSTC graduates display the skills necessary to succeed in the workplace.

In 2006, the College sent the assessment coordinator and a group of instructors to an assessment workshop in Lisle, IL. The College’s mentor at the workshop indicated that the combination of Core Abilities and general education outcomes made the institution “outcome-heavy.” SAA initiated a review and began an effort to consolidate the general education outcomes with the Core Abilities beginning in 2007. SAA shared the proposed changes with instructors, administration, and advisory committee members; further revisions were made using input from the

*Table 1P01a: MSTC Core Abilities*

Core Ability	Indicator
Act with integrity	<ul style="list-style-type: none"> <li>• learner works and behaves ethically</li> <li>• learner follows established rules, regulations, and policies</li> <li>• learner assumes responsibility for own action</li> <li>• learner resolves conflict effectively</li> <li>• learner displays a positive attitude</li> <li>• learner assumes shared responsibility for collaborative work</li> <li>• learner defines, prioritizes, and completes tasks without direct supervision</li> </ul>
Communicate effectively	<ul style="list-style-type: none"> <li>• learner writes and speaks so others can understand</li> <li>• learner interprets nonverbal communication</li> <li>• learner uses proper communications etiquette</li> <li>• learner uses active listening skills</li> <li>• learner applies reading strategies to suit the purpose for reading</li> <li>• learner plans, researches, and edits</li> </ul>
Demonstrate effective critical and creative thinking	<ul style="list-style-type: none"> <li>• learner uses a structured problem-solving approach</li> <li>• learner demonstrates open-mindedness</li> <li>• learner organizes information</li> <li>• learner works successfully in a climate of ambiguity and change</li> <li>• learner applies previously acquired knowledge to new tasks</li> <li>• learner applies technology to work processes as warranted</li> </ul>
Demonstrate global and social awareness	<ul style="list-style-type: none"> <li>• learner recognizes human differences in order to promote a cooperative work and social environment</li> <li>• learner demonstrates awareness of current world events</li> <li>• learner describes political, economic, and social systems different from one’s own</li> <li>• learner summarizes social consequences of prejudice and discrimination</li> </ul>

sharing sessions. The revised version of the new MSTC Core Abilities and indicators were reviewed again by instructors, administration, and advisory committee members. The Core Abilities were shared with and then adopted by the MSTC District Board in August 2008.

## 1P2: Program outcomes

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Division Deans and Associate Deans developed program outcomes in the late 1990s collaboratively with instructors and program advisory committees.

Advisory committees are groups of local subject-matter experts from the community who provide input specific to a program or course of study. Committee members serve three-year terms; the committees meet at least once a year and often once a semester to review program outcomes, review curriculum, suggest changes, and keep the programs aligned with employer expectations of new employees. Committee members are nominated by the division and appointed by the College's Board of Directors. Committee members often include employers in the program field, employers of program graduates, former students employed in the program field, government officials dealing in this field, PK-12 educators, and postsecondary educators and others with knowledge beneficial to the continuous improvement of a program. In some instances, external accrediting bodies influence program outcomes (Table 3P04a lists programs accredited by external bodies). Program instructors attend the meetings to provide input and clarification, but do not serve on the advisory committee.

State committees set apprenticeship program outcomes. These outcomes are based on input received from labor and employers. Instructional staff have input into how these outcomes are implemented in specific courses but not the actual modification of the outcomes.

Events can trigger a change to specific course outcomes and these in turn may affect changes in the program outcomes. For example, in the Business Management program, the course 'Business Law' was changed to 'Business Law and Ethics' after ethical scandals in business resulted in changes in federal and state law. In turn, the program outcome "Apply legal and ethical principles to professional behavior" reinforces the importance of ethical behavior in business.

New programs and their specific program learning outcomes are created by MSTC staff and advisory committees, often using the DACUM process. These

outcomes are modified with instructor input. Once the advisory committee for the new program is in place, they are then again modified, if necessary.

MSTC actively participates in the 2008 WTCS TSA initiative. The project will develop an assessment that measures graduate attainment of industry recognized skills for specific occupational programs. MSTC staff will use the results of this assessment to identify program changes to enhance student performance. The Welding, Accounting and Early Childhood Education programs completed their TSA plan during FY2009. Additional TSA plans being developed during FY2010 include Electrical Engineering Technology, Electronics, Business Management, and Marketing. During FY2010, Welding is testing their assessment with several colleges and Early Childhood Education and Accounting will begin implementation of their assessment.

## 1P3: Designing new programs

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Programs in the technical college system focus on occupational training for specific fields of employment. MSTC staff members use processes established by the WTCS Educational Services Manual for designing new programs, which states "*Authority for the initiation and development of programs is vested with the Wisconsin Technical College System Board (WTCSB) to develop new programs.*" These processes have been established to ensure the analysis, communication, and consistency of new program development throughout the WTCS.

When changes in an industry or practice require it, instructors work in conjunction with the program dean or associate dean to develop new courses or revise existing courses. All colleges in the WTCS use the WIDS (Worldwide Instructional Design System) software and curriculum design model for course and program development. College staff members trained in the WIDS curriculum design model assist instructors with curriculum development. Throughout program development or revision, a dean or associate dean works closely with the VPAA to ensure that resources are available for the process. Table 1P03a describes the five steps in the development process for new program development. The process includes detailed industry needs analyses, program cost impact, and determination of job availability for students completing the program.

## 1P4: Responsive programming

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The academic program approval process is explained

Table 1P03a: The WTCS Program Development Process

Phase	Process Notes	Responsible Party	Action
Indication of Interest		District District VPAA WTCS AVPOI District/ED WTCS AVPOI WTCS AVPOI	<ul style="list-style-type: none"> <li>Identify unmet local need</li> <li>Gain initial WTCSB approval</li> <li>Assign WTCS ED</li> <li>Develop program-specific development timeline</li> <li>Review timeline</li> <li>Approve development of Scope Proposal</li> </ul>
Scope Proposal	WTCS Board Action (4-6 wks cycle time)	District District District WTCS AVPOI WTCS VPTL	<ul style="list-style-type: none"> <li>Identify data sources</li> <li>Develop program supporting information</li> <li>Submit materials to WTCS</li> <li>Submit satisfactory proposals to WTCSB</li> <li>Approve move to Needs Demonstration</li> </ul>
Needs Demonstration	(4-6 wks cycle time)	District WTCS AVPOI WTCS ED WTCS ED WTCS AVPOI	<ul style="list-style-type: none"> <li>Submit detailed needs documentation to WTCS</li> <li>Forward material to WTCS ED for review</li> <li>Analyze and verify program documentation</li> <li>Forward recommendation to WTCS AVPOI</li> <li>Approve move to Program Proposal</li> </ul>
Program Proposal	WTCS Board Action (4-6 wks cycle time)	District WTCS AVPOI WTCS ED WTCS VPTL WTCSB WTCS VPTL	<ul style="list-style-type: none"> <li>Develop detailed program documentation</li> <li>Forward materials to WTCS ED for review</li> <li>Review program documentation</li> <li>Review recommendations, forwards to WTCS President</li> <li>Approve program</li> <li>Notify district of WTCSB action</li> </ul>
Program Implementation		District	<ul style="list-style-type: none"> <li>Implement program</li> </ul>
<b>Abbreviations</b> ED: State Education Director (for programs, counseling, or student support) VPAA: Vice-President of Academic Affairs WTCS AVPOI: Wisconsin Technical College System Associate Vice-President, Office of Instruction WTCS VPTL: Wisconsin Technical College System Vice-President for Teaching and Learning WTCS: Wisconsin Technical College System WTCSB: Wisconsin Technical College System Board			

in question 1P3. The Needs Assessment phase of the process includes a thorough study of the employment needs of the target industry, including job opportunity and potential wages for employment in the program's area of focus.

MSTC develops educational programs in response to market and learner needs. Program advisory committees assist in the identification of market needs. Committee members identify changes in their industries and provide recommendations for program changes to the college. MSTC staff then work with the program instructors to develop new courses or revise existing courses to address industry needs. Some advisory committee members are graduates of a program and are able to provide feedback about their preparedness to work in the industry.

Balancing student learning goals with the realities of

the employment market is a challenging task. Students meet with an enrollment advisor prior to being admitted into an academic program at MSTC. The enrollment advisor discusses the students' career and learning goals and helps them select a program to match their goals; response 1P8 addresses how College staff members work with underprepared students entering a program. Each semester, program instructors have one day without classes (Advising for Registration Day) to meet with all of their program students to review student progress in the program and discuss a variety of academic topics, which may include upcoming courses, student academic concerns, or student career goals.

### 1P5: Preparation for programs

Academic program staff collaborates with business,

industry, and service organizations, primarily through advisory committees, to identify the skills and knowledge necessary for respective entry-level employment. This feedback is used to develop program curriculum that translates to academic rigor for correlation between program requirements and student preparedness. Divisions use this information to establish program and course admission requirements. Most students enrolling in the college take the Accuplacer, a nationally normed placement test.

Over the past several years, the College determined that in addition to addressing academic preparation, students also needed to develop supporting skills to succeed in college. The College developed formal “Smart Start” college orientation sessions for all students and special “Jump Start” sessions for students with learning disabilities. The College orientation session content establishes a baseline of general college information and resources for students. Orientation sessions are highly encouraged but not mandatory.

## 1P6: Communicating program requirements

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The College communicates expectations to students using a variety of Web 2.0 technologies (social media), print, and traditional tools. First, the Catalog & Student Handbook includes a description of all of the College’s career programs and the learning outcomes for each. MSTC is an open-entrance institution, but all occupational programs have established and published program placement requirements. At the division level, most Service and Health programs have defined functional abilities for students, which are skills students must master in order to graduate from a program. In addition, the Catalog & Student Handbook outlines various policies and expectations, including such items as academic integrity expectations and policies for using College technology resources.

Student Affairs (which includes Admissions, the Testing Center, and Student Support) and Academic Affairs (which includes the college’s four academic divisions) have worked together to design and publish program and course placement information. Enrollment Advisors, Program Counselors, and Academic Advisors use this information to guide students on program and course selection. Student Affairs and Academic Affairs work together to update program and course placement criteria in response to curriculum changes and student needs.

Every course has a syllabus, which outlines Core Abilities, program and course outcomes, grading

procedures, grade values of student work, and other critical expectations. Each syllabus also discusses academic integrity, attendance, diversity, services to students who have special needs, and behavioral expectations.

The college posts its Core Abilities throughout its campuses. Every classroom has the Core Abilities posted, and instructors use the Core Abilities in courses. For instance, evaluation forms used in clinical rotations and internships, team projects, and supervised occupational experiences use the Core Abilities as evaluation criteria.

Finally, the small size of the college affords significant contact between instructors and students. In many cases, the interaction between student and instructor is more like that between a protégé and a mentor. Instructors are subject-matter experts and work closely with students to help the students master competencies or technical skills.

## 1P7: Matching students and programs

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At MSTC, helping students select programs that meet the students’ needs, interests, and abilities is an integrated process of assessment, advising, placement, retention, and follow up with each step forming the foundation for subsequent steps. Program selection and guidance occurs in three phases, each with distinct characteristics. The program selection activities in each of the three phases are summarized in Table 1P07a.

Student Affairs manages educational program self-selection and guided selection, while Academic Affairs manages the post-enrollment activities (with the exception of special needs accommodations). Disparities between required academic preparation and actual student skill levels, and the resources devoted to entering students in need of assistance are addressed in 1P8. For students past the enrollment phase, MSTC uses a five-week academic alert process to identify students at risk for not succeeding in courses, and provides support services for on-the-spot remediation and academic support. The five-week alert is a referral process designed to provide adequate academic recovery time for students, since the college is on 17-week semesters.

The self-selection phase provides parents and students with information about the programs available at the college. Self-selection process activities such as Future Fest and Family Preview Night are targeted to families, while college fairs, career days, and program visitations are designed for prospective students.

Table 1P07a: Phases in the MSTC Student Selection Process

Self-Selection	Guided Selection	Post-Enrollment
<ul style="list-style-type: none"> <li>• Career Days</li> <li>• Program visitations</li> <li>• Future Fest Open House</li> <li>• Education Fairs</li> <li>• Web site</li> <li>• Enrollment Service activities</li> <li>• HS Counselor Workshop</li> <li>• Family Preview Night</li> <li>• <i>It's Your Turn</i> (adult learner previews)</li> <li>• Tech Prep</li> <li>• School-to-Work</li> <li>• Youth Options</li> <li>• Job shadowing</li> <li>• College marketing materials</li> <li>• Financial aid resources</li> <li>• College Camp (middle-school career exploration)</li> </ul>	<ul style="list-style-type: none"> <li>• Case management</li> <li>• Assessments</li> <li>• Accuplacer</li> <li>• ACT</li> <li>• Accuplacer testing in area high schools</li> <li>• Compusearch Online</li> <li>• WISC Online</li> <li>• Career Awareness and Assessment course</li> <li>• Personal goal-setting</li> <li>• Strategies</li> <li>• Self-reflection</li> <li>• Placement information</li> <li>• Secondary Transitional Meetings</li> <li>• For students with disabilities moving into post-secondary education</li> <li>• Community referrals</li> <li>• Dislocated workers</li> <li>• Probation and parole</li> <li>• Community action programs</li> <li>• Enrollment advising</li> <li>• Youth apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>• Smart Start orientation</li> <li>• Program orientations</li> <li>• Academic Support</li> <li>• Structured classroom remediation</li> <li>• Peer tutoring</li> <li>• Individual study</li> <li>• Study strategies</li> <li>• Special needs accommodations</li> <li>• Five-week academic alerts</li> <li>• General College courses in science, reading skills, writing, and study skills</li> <li>• Placement in mathematics course according to Accuplacer test results</li> <li>• Disability Services</li> </ul>

MSTC has strong working relationships with secondary school colleagues; high school personnel are often the first point of contact for prospective students. The strong working relationship between MSTC and district high schools (12 public, 4 alternative, and 3 private) in the district is demonstrated by the more than 23% of district high school students directly enrolling at MSTC in fiscal year 2007. Although MSTC is the fourth-smallest district in the WTCS in terms of enrollments, the percentage of direct-from-high-school enrollments is the fourth-highest in the system, and the College has the highest direct-from-high-school enrollment percentage among the five districts that adjoin MSTC's district (Table 9R02a).

As prospective students near a decision, the guided selection phase begins. MSTC builds the guided selection process on a case-management model, with divisional counselors who provide specific guidance and assessment support. Divisional counselors focus on one academic division such as business or health.

Dedicating resources ensures subject-matter expertise in the student advising process. The guided selection process is tied closely to the needs of community referral agencies as well, providing guided selection services to displaced workers, for example. The counselors also provide information to students who need community services.

Based on input from the guided selection process, a student enrolls and enters the final phase of the process. Support in the post-enrollment phase is primarily the responsibility of Academic Affairs, and is driven by divisional stakeholders. Twenty-two of MSTC's 50 programs have program orientations designed to clarify program expectations for students. As instructors identify students needing remediation or skill improvement, students are referred to the Academic Support Center (ASC) for assistance. Students also may be directed to a Study Skills course by division personnel.

MSTC currently has a dynamic enrollment and

recruitment system, but no integrated document that directs students step-by-step from first contact through graduation or transfer. In 2009 MSTC initiated an action project to create a standardized roadmap to guide students from first contact through graduation or transfer. The action project will survey existing processes, identify and rectify gaps, and develop a tool or tools to clearly outline postsecondary navigation strategies for students.

## 1P8: Underprepared students

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MSTC is an open entry institution. As part of the admissions process, students complete a placement examination or forward scores on nationally recognized tests to Enrollment Management. MSTC uses the College Board's Accuplacer as its institutional placement test, but accepts scores on the Compass, ACT, and other nationally recognized placement tests.

Each MSTC occupational program and General Education have established and published course placement scores or course preparation requirements for first-level courses. Enrollment Advisors, instructors, counselors, or administrators meet with students to explain score results and options for developing an academic plan for program graduation. This procedure enables students to enroll in an occupational program while completing a specific course placement requirement related to that program.

To support the efforts of academically underprepared learners, MSTC offers General College courses and the services of the ASC. The ASC provides instruction in elementary and secondary education to adults and English Language Learning services. General College courses, introduced in the fall of 2008, are remedial or developmental education courses designed to prepare students for college courses. Advisors use placement information as a guide in assisting underprepared students in designing an educational program. Enrollments in General College courses are reported in Table 1R05h.

The Business Division has a Business Skills Center on the Wisconsin Rapids and Stevens Point campuses that provides assistance to students who are underprepared in terms of supporting skills necessary for success in Business Division programs. Students receive assistance with program content as well as computer and information literacy.

## 1P9: Addressing learning styles

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The WTCS and MSTC require that all instructors demonstrate competence in Teaching Methods, one of

seven certification courses. In the Teaching Methods course, instructors engage in learning activities related to learning styles. Instructors:

1. Take the Kolb Learning Style inventory to determine their own learning style.
2. Are exposed to other learning style inventories and other methods of determining students' learning styles.
3. Create activities that reach each learning style.
4. Use a four-phase model of learning: Preparation, presentation, practice, performance.
5. Add activities for each learning style into each phase of learning.
6. Determine which activities various learning styles will like and dislike.
7. Offer alternative activities and assessments when appropriate.
8. Demonstrate their ability to reach multiple learning styles through a practice teaching experience.
9. Use teaching and learning strategies that can accommodate special needs, incorporate the use of new instructional technologies, and indicate learner benefits.

A formal learning style inventory is not used for all students to determine their learning styles although some programs chose to use them. Other instructors address students' learning styles through varied teaching strategies, varied learning activities, and varied performance assessments.

The nursing program uses a student self report from the Assessment Technologies Institute (ATI). This tool is given within the first two weeks of starting the nursing core courses. The Self Assessment identifies the students' preference for Learning Styles, but also identifies the students' critical thinking abilities, as well as other behaviors such as stress management, time management, coping skills, and problem solving. The nursing program chose a couple of areas to follow. They tabulate anyone scoring less than 50th percentile and have the counselor for the nursing program offer study sessions and stress management sessions during the activity period. Anyone who needs time management is referred to the counselor for time management and is also invited to that particular session. Although the process is labor-intensive, the goal is to improve student retention and graduation rates.

The Respiratory Therapy program uses a learning styles inventory when a student appears to be having difficulty. The Medical Terminology course uses the Index of Learning Styles Questionnaire from North Carolina State University. The Medical Assistant

program also uses the Index of Learning Styles Questionnaire for discussion purposes to help students determine the impact of their learning style on their individual learning and on group learning.

The Marketing, IT, Business Management, Farm Operations, and Supervisory Management program instructors expose the students to various behavior style assessment tools like True Colors, DiSC, and Myers-Briggs, but not in a formal sense.

A learning style assessment is administered for ASC students who are seeking assistance to improve their academic skills, complete a high school credential, learn English, or prepare to enter college. The assessment is part of an orientation process that is required in order to receive federal grant dollars. Students who seek remedial help with college-level work are not always required to complete this inventory. Some have done so, if they took a career awareness course or went through ASC orientation. The ASC uses several different learning style inventories: A Learning Style Survey for College from Diablo Valley College, Learning Style Inventory from Cengage, a variety of free learning styles inventories from [learning-styles-online.com](http://learning-styles-online.com), the VARK Questionnaire, and a learning style inventory from the textbook *Becoming a Master Student* (used in General College and College Success Skills courses).

Deans and Associate Deans use direct classroom observations to assess each instructor's ability to reach a variety of learning styles.

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## 1P10: Meeting subgroup needs

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MSTC complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Individuals with disabilities are provided with reasonable and effective accommodations, when requested, to afford equal access to educational opportunity at MSTC. Services are provided to prospective and enrolled students who are otherwise qualified with or without accommodations for admission and participation in post-secondary education. MSTC campuses are physically accessible under ADA guidelines.

Reasonable and effective accommodations are individually determined and based on disability. Disabilities Services staff work with students, instructors, and staff to provide adjustments and modifications that provide students with disabilities an equal access to education and the ability to participate. Accommodations provide students with disabilities an equal opportunity to demonstrate their abilities.

MSTC is a commuter college that provides a wide range of support systems to meet the needs of commuting students, such as "soft lounges" with comfortable seating, food services on the Wisconsin Rapids campus, extensive computer lab availability, and well-lit and maintained parking facilities.

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## 1P11: Defining effective teaching and learning

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MSTC defines effective teaching and learning several ways. Perhaps most important is modeling effective teaching and learning through professional training, in the form of the seven required certification courses all instructors and instructional supervisors must complete as a condition of employment. Six of the seven courses directly address instruction (the seventh provides historical background on the WTCS); the courses help subject-matter experts in professional and technical fields develop pedagogy skills. The courses address teaching styles, performance-based instruction, learning styles, and learner-centered instruction, among other topics. Any instructor wishing to teach an online or hybrid course must complete a two-credit course called Teach Beyond Your Reach to develop and master online pedagogy.

MSTC also has a formal new instructor mentoring program. New instructors are paired with an experienced instructor for two semesters; the mentor is often from another division. Mentors work closely with their protégés, and provide a full array of peer support in order to ensure that the new instructor has a successful first year. New instructors receive Lang's book *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*.

MSTC has a Professional Growth Fund. Funding awards are aligned with College Goals and Core Values, and often support activities focused on effective teaching and learning.

MSTC documents effective teaching and learning through a number of approaches, including probationary and year-end instructor performance evaluations, classroom observation (by mentors and instructional supervisors), syllabus review, end-of-course student feedback forms, and processes like the Online Review Team (ORT) curriculum evaluation for online and hybrid courses. MSTC's culture also encourages instructional collaboration, which serves to diffuse best practices throughout the instructor ranks.

Communication about effective teaching and learning takes place routinely. MSTC uses regular emails from academic and student affairs leaders, the Core Values are widely displayed and emulated, instructors receive



publications on effective teaching and learning such as *NISOD Innovation Abstracts*, and frequent training opportunities through in-services, College Initiative Days (CID) activities, and the Employee Development Center (EDC).

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## 1P12: Course delivery system

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MSTC uses the WIDS standard for curriculum development for all course deliveries including face-to-face, ITV, online, hybrid, web enhanced, accelerated, and independent study. Course delivery is based on student demand from data on past enrollments and projected demand. For example, the Supervisory Management program was traditionally delivered in the full-semester format. As a trial, the program was offered in an accelerated format. Enrollments satisfied the number needed to sustain the delivery method so that delivery method was continued. When courses are offered in the online delivery mode, the online sections most often are the first ones filled. The college utilizes a review process (ORT) to guarantee the integrity of curriculum in online and hybrid courses. Response III provides more detail on the ORT process.

Response 1P15 addresses how the College uses information from the Noel-Levitz Student Satisfaction Inventory (SSI) and student focus groups to gather information about delivery format.

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## 1P13: Course/program currency

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MSTC's process for ensuring programs and courses are up-to-date and effective has both internal and external components. Instructional area teams monitor their curricula for professional and academic relevance. Each instructor is intimately familiar with his or her industry, and uses this expertise to ensure program or discipline curricula are up to date. Instructors keep current through attending conferences, working in the field, work place tours, professional reading, certification renewal, and discussions with employers. Instructors are required to have or earn a discipline-centered master's degree.

Curricular currency is driven by continual upgrades and improvement in individual program courses. Deans and Associate Deans also monitor changes in courses and curricula.

Instructors conduct student feedback surveys at the end of each course. Students respond to questions regarding teaching techniques, course activities, assignments, facilities and equipment, and instructor readiness in specifically selected courses. Deans, Associate Deans, and instructors review these

comments to assess the course content, instruction, equipment, and facilities are functioning well, which helps ensure courses and programs are effective.

MSTC has CIDs and Division Planning Days built into the calendar. These days foster communication within programs, divisions, and the college-wide General Education courses. This communication helps everyone focus on student academic achievement.

Program advisory committees evaluate program curricula. Advisory committees, made up of practicing professionals in a field, provide real-world input on the design and delivery of program curricula at least annually if not more frequently. The input of advisory committee members ensures that technical programs at the college adapt to changes in practice in the field.

Another external source of information is the College's Employer Follow-up Survey. One question on the survey asks if students hired by a company had the skills necessary for entry-level jobs. Responses by employers either validate curricular currency in a program or point out areas needing improvement. Information from the Employer Follow-up Survey is shared through the WTCS and within MSTC to correct any deficiency. Program accrediting agencies review program performance. The nursing program recently completed such a review. When and where deficiencies are noted, the instructors, Dean or Associate Dean, and advisory committee members meet to discuss what measures should be taken. Program staff members take appropriate actions and review the area of deficiency next time data is received to find if the chosen approach worked or whether another possible solution needs to be tried.

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## 1P14: Changing and discontinuing programs

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Technical colleges constantly monitor the dynamic and diverse employment and training needs of their service areas. MSTC uses various processes to ensure its curriculum is current and effective in the development and enhancement of skills, abilities, and knowledge required in the occupations for which it prepares students.

Instructors monitor currency and effectiveness of curricula in instructional area teams and use these data to make curricular changes. Each instructor possesses expertise in his or her field and in instructional methodology, and ensures that program course curricula are up to date and effective.

At least once each year program Advisory Committees, composed of practicing professionals in a

field, meet with instructors and deans. Committee members provide input on the currency and relevance of course and program curricula. Based on this input, course and program curriculum changes are recommended. Deans and Associate Deans work with instructors on recommendations for curricular changes.

QRP is used to evaluate programs in the college and identify areas of improvement. The QRP is a model to evaluate educational activities using data benchmarked against other WTCS institutions. From this data a problem is identified, described, and analyzed. Action plans target specific problems and improvement in programs and the courses within the programs. The effectiveness of action plans is constantly monitored, measured, and reported. The process is repeated for each program every three to five years. During FY2010, eight programs will use a QRP study to make improvements. MSTC also has a set of Academic Effectiveness Indicators (AEIs), developed by an action project team. The AEIs are evaluated annually and provide key information on decisions related to changing or discontinuing programs. Category 7 contains a discussion of AEIs and QRP.

The employment and training needs of the areas MSTC serves are dynamic and diverse. The above processes help to ensure quality program and course curricula. Because of dynamic labor market trends the viability of these quality programs may diminish and program suspension and/or discontinuance is necessary. MSTC monitors variables that indicate programs are meeting or not meeting viability objectives; College staff members rely on data-informed decision making based on trend data to avoid an overreaction based on a one-year decline. FTE, retention, and job placement data analysis is continual. In addition, labor market projections are monitored to identify potential decreases in occupational needs related to programs. This continual analysis supports program suspension and discontinuance decisions.

## 1P15: Addressing learning support needs

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MSTC uses a case-management model to provide student learning support, which MSTC views as a central part of supporting students during their academic careers. Case management involves engaging a student, addressing job placement, conducting assessments, or otherwise providing services that help students succeed. The college collects data on student needs for learning support in both direct and indirect ways.

As a means of directly assessing student needs, MSTC

administers the SSI. The SSI was first administered in 2002. A follow-up survey was used in 2003 to determine whether changes made based on the results of the first administration of the SSI were having an effect. The College currently administers the SSI every other year; the next administration is planned for spring semester FY2010.

MSTC's student course feedback process is a direct measure of student learning support needs. Each semester, Deans and Associate Deans solicit course feedback from about 25% of the more than 800 associate degree and technical diploma courses offered. The information garnered by the student feedback process is placed in comparative context (e.g. "average student rating for all courses was 4.20; in this class students rated it as 4.35"), and administrators and instructors review qualitative feedback in the form of student comments. Response rates for the student feedback are high; for instance, the response rate for spring semester 2009 was 72.4% (4,685 students enrolled in the surveyed courses, with 3,393 responses). Response rates for student feedback forms typically range between 70 and 85%.

Indirectly, student learning support needs are identified through instructor referral, feedback from study groups, counselors, enrollment advisors, and peer notification. Another more formal means of identifying student learning support needs is the five-week alert process, where instructors identify students at risk of failure in a particular class.

MSTC identifies instructor learning support needs in several ways. As an organization, MSTC provides a significant number of short-duration learning opportunities to help instructors master the technologies deployed in the college. The learning opportunities include biannual Technology Sessions, and several dozen "Learn-a-Skill Quick" sessions each semester. MSTC also has more than 800 Internet-delivered professional development courses available to instructors and staff at no charge. The wide range of offerings means that instructors have the opportunity to meet learning support needs in a way that is convenient. Adding to the convenience, the college maintains a Faculty Resource Center (FRC) at two campuses, with an Employee Development Center in Wisconsin Rapids that serves instructors from across the district.

Other sources for identifying instructor learning support needs include advisory committees suggesting training to maintain instructor occupational currency, instructor self-identification (including funding requests to the college's Professional Growth Committee), the formal Faculty Mentoring program,

*Table 1P15a: Meeting Learning Support Needs*

Infrastructure	Focus & products
Academic Support Center (ASC)	Student: Personal Education Plans
Library	Student: Electronic and hard-copy learning support materials; library orientations; training on using electronic and physical resources Instructors and Staff: Electronic and hard-copy learning support materials
Research support and assistance	Instructors and Staff: Reports, data sources, Cognos
Special needs support	Student: Developing accommodations, providing evaluation services, AODA, Evaluation Center
Counseling	Student: Referrals to external community resources; career and academic counseling Instructors and Staff: Employee Assistance Program
Tutoring	Student: Peer support for academic and program courses
Employee Development Center and Faculty Resource Centers	Instructors and Staff: Support for technology used in offices or online and face-to-face classrooms
Information Technology	Student: Computer labs and technical support Instructors and Staff: Desktop systems, training on PeopleSoft environment; technical support
Individual personal development	Student: Speakers, presentations and workshops Instructors and Staff: Wellness initiatives, presentations and workshops, professional growth funds

and divisional meetings. MSTC uses information from these sources to meet the identified learning support needs.

MSTC provides two in-service training opportunities each year, at the beginning of each semester. Instructor attendance is expected, and continues to remain strong. In addition, other staff members attend depending on the topic. Over the past three years the primary emphasis of in-service has been training and staff development activities. Infrastructure like computers, classroom technology, and services associated with student and instructor learning support needs is provided by a variety of organizations in the college. A representative list is provided in Table 1P15a.

## 1P16: Co-curricular goals

MSTC's co-curricular activities, which include student clubs and government, Career Services, and the MSTC Foundation, support the College's Core Abilities, which are posted widely throughout the college, and form an integral part of each occupational program offered at the College. The Core Abilities are listed in Table 1P01a.

Occupational student clubs are a key co-curricular component for building community at MSTC. Occupational instructors serve as advisors for student clubs related to programs. These occupational instructors lead students in organizing a club, in

developing a plan for club activities that supports program learning outcomes and MSTC's Core Abilities, and in setting a budget that supports club activities. Occupational clubs are integral to student success; in some cases participation in clubs counts toward the training hour requirements of a program (Cosmetology is one example). Occupational clubs function at each of MSTC's campuses. In addition, MSTC has a small number of social organizations that are not tied directly to a particular occupational program.

Each campus has a Student Senate that provides funding for student clubs, special campus events, and student entertainment. Each Student Senate has an advisor who assists the students in making decisions that are congruent with the Core Abilities and that address expressed student needs. The Senates at each campus review the results of the Noel-Levitz Student Satisfaction Inventory as part of this process. Student Activity Fees provide funds for the campus Senates, occupational clubs, social clubs, and campus special events for students.

The college offers formal co-curricular activities that tie well to its Core Abilities. Programs such as Brown Bag seminars, speakers, needs surveys, Cultural Connection (programs highlighting diversity issues), and international trips (including Global Classroom, and student and instructor exchanges with the German state of Hessen) all support MSTC's Core Abilities. In

addition, MSTC has community-centered activities that support its Core Abilities and serve to build bridges between students and the community at large. In 2009, community-focused activities included Healthy Connections (an event tying together the Marketing program and the College's wellness initiatives), the Community Progress Initiative, the MSTC Foundation, the annual MSTC Foundation Golf Outing, local job fairs, the World of Corrections, Speak Your Peace (an initiative of the Community Foundation of Greater South Wood County to promote civil discourse within the community), and job placement counseling.

Since 2003, MSTC has served as the host site for Wisconsin's Region II DECA (Distributive Education Clubs of America) annual competition. Nearly 400 students from nine high schools in central and northern Wisconsin attend the competition; MSTC students participate in various capacities to support the competition. Another 90 College instructors, staff, students, and advisory committee members also participate as judges, while business community leaders who may know little about MSTC visit the college. Judges in the competition came from 30 different communities in Wisconsin. The DECA competition is an excellent example of College teamwork and communication, directly tying curricular and co-curricular activities together.

MSTC's Career Services Office helps students prepare to seek employment. Career Services works with employers who seek new employees in occupations related to MSTC's occupational programs. This office manages instructor references for student credential files. The student reference form is built on the Core Abilities, which is a concrete demonstration for students, instructors, and employers of the centrality of the Core Abilities to the college. Placing the Core Abilities on the student reference form mirrors their use on evaluations for internships and supervised occupational experience activity forms.

## 1P17: Meeting learning and development expectations

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MSTC uses direct and indirect measures, formal and informal measures, and internal and external measures to determine that students awarded degrees and certificates have met MSTC's learning and development expectations. Data collected by the WTCS allows the college to benchmark its performance against peer institutions in the WTCS (of the 16 colleges in the WTCS, 13 are AQIP schools).

The College discovers how well students have met

MSTC's learning and developmental expectations in several ways. One direct measure includes student success in capstone experiences or courses. Many programs have capstones, which allow a student to integrate all of the program knowledge and skills and MSTC Core Abilities into his or her performance. For example, the cosmetology capstone has the student prepare a complete look for a manikin, including hair and make-up. The look is then presented to a panel with advisory committee members serving as judges. Another direct measure of learning and development expectations is through a student internship. In the network specialist program, the capstone activity is a 72- or 144-hour internship with a local employer. The student is evaluated by the instructor and the business supervisor. In both the cosmetology capstone activity and the network specialist internship, the evaluation is shared with the student and instructor. When the same issue comes up as deficient multiple times, then the instructor and Associate Dean meet to devise a plan to address the deficiency. Occasionally advisory committee members are also consulted. As noted in response 1P2, the College is developing direct measures in support of Perkins TSA; most programs will have TSA measures in place by 2015.

MSTC recently began five programs in Renewable Energy. Each of the five programs requires students to participate in an internship prior to graduation. The student and the MSTC instructor receive feedback from the employer concerning student readiness for the job and student performance on-the-job. The instructor, student, and if appropriate, the Associate Dean, address any noted deficiencies.

A clinical experience is another form of direct measurement. Several of the health occupation programs at MSTC require their students to perform a clinical at a work site. In a Nursing Program precepted clinical, the students work one-on-one with a nurse (preceptor). Under the guidance and supervision of the preceptor, the student assumes some of the responsibilities of a beginning staff nurse, including being a team leader or functioning as a primary nurse. The preceptor acts as a role model, facilitates learning, and assesses the student's progress daily. A nursing instructor is still responsible for evaluating the student and determining a grade. During the clinical day, the instructor supervises student practice, role models, questions the students to evaluate thinking, and serves as a liaison with the clinical staff. When the student leaves following the clinical day, the instructor typically remains to review documentation and obtain feedback from staff. When a skill comes up as deficient, the student reads the documentation to attempt to correct it. If the problem reoccurs, the

instructor and student meet to address the deficiency.

Other programs use simulations and case studies to determine successful student completion of necessary learning and development expectations. In the Administrative Assistant program, students complete a scenario that actually happens in most offices which instructors analyze for successful completion. Concepts not performed successfully are repeated until the student masters them. In the Farm Operations program, students learn nutrient management concepts and then create a nutrient management plan for a farm. A certified crop advisor analyzes this plan to ensure it meets the Wisconsin standards for nutrient management plans. Any deficiencies are noted and the student makes appropriate changes. In both of these programs, if curricular deficiencies are found, the Associate Dean, instructors, and advisory committees meet to determine a plan to address the deficiency.

Licensure exams measure directly whether students awarded degrees and certificates have met MSTC's learning and development expectations. Many health programs prepare students for licensure examinations; other programs with licensure examinations include automotive technician and cosmetology. Passing licensure examinations demonstrates mastery of the basic technical skills necessary to perform in a profession, and in general demonstrates acquisition of the Core Ability skills. Employment in field is an indirect measure of mastery of program outcomes; at the behest of the WTCS the college surveys students six months after graduation to determine whether or not the graduate was employed in the field in which he or she studied. Since 2000, the college has had an average response rate on the Graduate Follow-up Survey of 74.25%.

A list of direct measures of student learning by program is included in Table 1R01a.

MSTC uses both formal and informal indirect measures to determine if graduates have met MSTC's learning and development expectations. Formal measures center around three surveys. The instruments include a five-year employer follow-up survey and longitudinal graduate follow-up surveys. The employer survey asks about graduate preparation and value to the organization, while the longitudinal survey asks similar questions but from the perspective of the graduate rather than the employer. Information from the follow-up report is shared through the WTCS and within MSTC with the Dean responsible for the various programs. Any deficiencies or negative feedback received during the collection process are shared upon receipt with the division dean so they can follow-up with the employer.

The annual MSTC survey asks the graduate to assess whether he or she was taught the skills necessary for the job in which they work. The results from this survey are reported back to the divisions, which use the information for possible program revisions.

Other indirect measures that MSTC uses to determine if graduates have met the College's learning and development expectations include graduation rate and course completion rate, which are collected by the individual colleges and compiled by the WTCS. Another indirect measure is the college's list of articulation or transfer agreements with four-year institutions (Table 2R02f). The fact that private four-year institutions accept most of the credits from an associate degree program is an indicator that the four-year institution recognizes the rigor of MSTC courses and the academic preparation of MSTC students. Employers provide feedback about student preparation for employment through three other routes. The first is through informal and formal employer feedback, either about particular students or graduates in general. This information most often flows through division Deans or instructors who have close working relationships with area employers. The second path for employer feedback about graduates is through service on advisory committees. Since the program advisory committees are made up of program subject-matter experts, the committee members are in an excellent position to provide information about graduate skill sets and emerging business requirements. Advisory committee feedback also flows through the division deans and program instructors. The third route involves internship students. It is common for employers who are satisfied with an internship student to offer them a job. This most often happens following the student's graduation but sometimes occurs before.

A final example of an indirect measure of graduates meeting MSTC's learning and development expectations is the WTCS retraining guarantee. The WTCS guarantees up to six free credits of additional instruction to graduates of programs of at least one year in length who do not obtain or maintain employment in their program or related area within six months after graduation. In the past six years only one MSTC graduate applied for credits under the guarantee. This outcome could lead to the conclusion that MSTC graduates are prepared for employment.

## 1P18: Designing student assessment

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The curriculum design process standards for courses at MSTC require that instructors develop (as a minimum) three components: Outcomes (including course

competencies, external licensure or certification standards, program outcomes, and Core Abilities), performance standards (the assessment component), and learning objectives (the individual learning objectives that lead to mastery of the course outcomes). The development of the performance standards is discussed below.

The WIDS curriculum design model requires the development of both conditions and criteria. The WIDS training material states “Conditions describe the situation in which performance outcomes (course competencies, program outcomes and Core Abilities) will be assessed. Performance conditions answer questions about what equipment or supplies will be provided; what resources or references will be denied; and the setting or format for the assessment.” Examples of conditions include: “In a written assignment...,” “Using a given blueprint...” et cetera.

The second part of the assessment component is the criteria. In the WIDS model, “Criteria establish expectations (specifications) by which performance (course competencies, program outcomes and Core Abilities) is evaluated. They describe satisfactory performance and provide the basis for judging whether or not performance is acceptable. Criteria may be developed to assess a process, a product, or both a process and a product. Criteria may specify accuracy, speed, frequency, percentage or number to be achieved, degree of excellence, qualities/elements of performance, or may reference published standards.” Examples of criteria include: “part is within  $\pm 0.001$  inch tolerance, as measured by a micrometer” or “report exhibits correct grammar, usage, spelling, and punctuation.” If students do not reach the specified level of competency, they may either try again or have failed, depending on course and program parameters.

Each existing or in-development course at MSTC must have the assessment components outlined above. Deans, associate deans, instructors and advisory committees review curricula in an on-going manner to ensure that relevant components are included and students satisfactorily meet the stated outcomes. DACUMs are used in establishing new programs as well as to review program curricula, methods and industry expectations in an ongoing manner throughout the College. These types of activities are part of the feedback component and items (outcomes, competencies, Core Abilities, activities, etc.) are modified when the information received shows that expectations are not being satisfactorily met.

Other assessment data used in the process of assessing student learning includes the Graduate Follow-up Survey, Employer Follow-up Survey, student and

employer internship and clinical reviews, and the Quality Review Process (described in 7R3). MSTC is in the beginning stages of implementing TSA in support of Perkins IV, which involves collaboration between MSTC and other WTCS colleges with similar programs, practices, activities, and outcomes to help MSTC more closely meet the needs of employers and students now and into the future.

Another process designed for use to assess student learning is Performance Based Instruction (PBI). PBI is taught to all new instructors at MSTC who have not already satisfactorily completed the Teaching Methods certification course. PBI involves the four components of preparation, presentation, practice, and performance. Teachers learn these four skills and put them to use by presenting a lesson to the class. The teachers are then evaluated by the class and instructors. Suggestions are made to enhance future success. MSTC regularly has in-service activities and uses time in College Initiative Days for instructors to reformulate curricula and add student learning activities to enhance student learning in all areas and especially in those areas needing improvement. MSTC encourages continuous assessment of student success.

## Results

### 1R1: Measures of learning and development

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Table 1R01a provides a list of direct measures of student learning, by program; three programs do not have direct measures currently but will when the TSA process is complete. Each program and division maintains performance information on direct measures of learning within the division.

Over the next five years, all direct measures of student learning will be modified as MSTC works to comply with the requirements from Perkins and the WTCS to demonstrate technical skills attainment. A more complete discussion of TSA is provided in questions 1P2 and 1P18. The move to TSA recording will coincide with centralized data storage of TSA results as part of MSTC’s performance reporting system.

MSTC also regularly collects and uses QRP, AEI, Graduate Follow-up and Employer Surveys. All four data sets document student learning and development.

### 1R2: Performance on common learning outcomes

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The WIDS model used for curriculum development in

**Table 1R01a: Direct Measures of Student Learning**

<b>Program</b>	<b>CAP-C</b>	<b>CAP-P</b>	<b>CLIN</b>	<b>EXAM</b>	<b>INTRN</b>	<b>TSA</b>
Accounting	X					X
Administrative Assistant					X	
Automotive Technician	X			X		
Biomedical Informatics Technician	X	X	X		X	
Biorefinery Technology	X				X	
Business Management	X					X
Central Service Technician			X			
Civil Engineering-Highway Technician	X	X			X	
Clinical Research Coordinator	X		X		X	
Cosmetology & Barbering	X	X	X	X		X
Criminal Justice-Corrections	X	X		X		X
Criminal Justice–Law Enforcement	X	X		X		X
Diesel & Heavy Equipment Technician				X		
Early Childhood Education	X	X			X	X
Electrical Power Engineering Technician					X	
Electronics	X	X			X	X
Emergency Medical Technician-Basic			X	X		
Emergency Medical Technician-Intermediate			X	X		
Emergency Medical Technician–Intermediate Technician			X	X		
EMT-Paramedic			X	X		
Energy Efficiency Technician	X	X			X	
Farm Business & Production Management						
Farm Operation	X					
Health Unit Coordinator	X		X			
Industrial Mechanical Technician				X	X	
Instrumentation & Controls Engineering Technology					X	
IT-Network Specialist	X				X	
IT-Programmer/Analyst						
Laboratory Science Technician	X				X	
Machine Tool Technician	X					
Marketing	X					X
Medical Assistant	X	X	X	X		X
Medical Transcription	X					
Medication Assistant	X		X			
Nursing	X	X	X	X	X	X
Nursing Assistant	X		X	X		
Office Support Specialist						
Paramedic Technician			X	X		
Phlebotomy Technician	X	X	X	X		
Practical Nursing		X	X	X		X
Renewable Electricity Technician	X	X			X	
Renewable Energy Specialist	X	X			X	
Renewable Thermal Energy Technician	X	X			X	
Respiratory Therapist		X	X	X		X
Supervisory Management	X					
Surgical Technologist			X			
Urban Forestry Technician	X					
Welding						X
<b>Grand Total</b>	<b>30</b>	<b>16</b>	<b>18</b>	<b>17</b>	<b>17</b>	<b>13</b>
CAP-C: Capstone course	EXAM: Third-party examination					
CAP-P: Capstone project	INTRN: Internship experience					
CLIN: Clinical experience	TSA: Technical Skills Attainment measure					

the WTCS links individual course outcomes with program outcomes and Core Abilities (institutional outcomes). Learning and development objectives (MSTC's Core Abilities) are embedded in MSTC's program and course outcomes.

### 1R3: Performance on program learning outcomes

Most programs at MSTC have identified a capstone course (Table 1R03a). The purpose of the capstone course is for the student to demonstrate mastery of all program outcomes for program that they are completing. Successful completion of a capstone experience is a direct measure of a student's mastery of defined occupational program outcomes. This information enables program managers to identify students who experienced difficulty for additional investigation. These same data are available for any program course in every MSTC program.

The QRP requires a review of occupational programs, General Education, Basic Education, and Student Affairs. Table 7R03a contains a comprehensive explanation of the WTCS QRP and an example of a QRP scorecard. The database allows users to drill down to the student level on program measures.

### 1R4: Evidence for meeting stakeholder requirements

The WTCS deploys two surveys that provide indirect evidence that students completing programs at MSTC have acquired the knowledge and skills required by stakeholders. Evidence from the latest iterations of the two instruments, the Graduate Follow-up Survey and the Employer Follow-up Survey, are provided in Tables 3R04a and 5P03a.

Seventeen programs use third-party certification or licensure examinations to demonstrate students have acquired skills and knowledge required by stakeholders (Table 1R04a).

### 1R5: Learning support process results

ASC provides tuition-free remedial/developmental education to adults. Individuals seeking an adult high school diploma, English Language Learning services, assistance with currently enrolled courses, preparation for enrollment in credit courses at MSTC, or Careers courses (a course designed to help learners identify career interests) enroll in ASC courses. During 2010, employee displacement in the MSTC district has resulted in enrollment increases in ASC, particularly in the Careers course offering. Comparisons among ASC enrollment, using year to date figures, are shown in Table 1R05a.

Advising for Registration Day is a special day each fall and spring term that is set aside for instructors to meet with students to plan courses for the subsequent semester. Registration for the subsequent semester opens soon after Advising for Registration Day. Students, instructors, and direct academic supervisors are surveyed via email following each Advising for Registration Day event. Stakeholders review survey results for process improvement opportunities. As a result of survey information, General Education instructors now support student advising in specific programs in the Business, Service and Health, and Technical and Industrial Divisions. The response numbers to the past four surveys are in Table 1R05b.

MSTC has named its college orientation events "Smart Start." Student Affairs manages these events and has begun a process of surveying students at the close of the orientation to gather feedback on their experience. Students respond to objective questions and open-ended questions on the survey. Surveys are conducted at each Smart Start orientation. An example of the objective questions and responses to those questions is included in Table 1R05c and 1R05d.

The MSTC library collects data on circulation (Table 1R05e) and patron traffic (Table 1R05f). These data are available for several years, by campus, and by type of circulation, and are used, along with instructor

*Table 1R04a: Representative Evidence for Meeting Stakeholder Requirements*

Program	FY2006	FY2007	FY2008	FY2009	Average
Respiratory Therapist (CRT)	94.1%	100.0%	100.0%	92.9%	96.7%
Respiratory Therapist (CRT)	100.0%	100.0%	100.0%	80.0%	94.6%
Respiratory Therapist (CRT)	93.3%	100.0%	90.0%	100.0%	95.7%
Cosmetology (Wisconsin State Boards)	88.0%	87.0%	100.0%	100.0%	93.5%
Nursing (NCLEX-RN)	90.0%	94.8%	96.4%	93.5%	93.6%
Nursing (NCLEX-PN)	100.0%	96.0%	100.0%	100.0%	99.0%



**Table 1R03a: Spring 2009 Capstone Course Performance**

Campus	Division	Program	Course	% Successful	
MF	Service & Health	Phlebotomy Technician	Practicum	100%	
		Nursing Assistant	Nursing Assistant	100%	
		Health Unit Coordinator	Clinical	83%	
	Business	Accounting	Auditing	100%	
		Business Management	Business Decision Making	100%	
		Financial Services Representative	Consumer Lending Law	100%	
		Medical Transcription	Medical Transcription II	82%	
		Office Support Specialist	Adm. Office Procedures	100%	
		Supervisory Management	Human Resource Management	100%	
SP	Business	Accounting	Auditing	83%	
		Business Management	Business Decision Making	89%	
		IT-Programmer/Analyst	Systems Implementation	88%	
		Office Support Specialist	Admin. Office Procedures	71%	
		Supervisory Management	Human Resource Management	85%	
		Nursing Assistant	Nursing Assistant	83%	
WR	Agribusiness	Urban Forestry	Intro. To Soil and Water Resources	100%	
		Business	Accounting	Auditing	100%
	Business	Business Management	Business Decision Making	100%	
		Administrative Assistant	Supervised Occ. Experience	100%	
		Marketing	Marketing Decision Making	82%	
		Office Support Specialist	Adm. Office Procedures	86%	
		Supervisory Management	Human Resource Management	85%	
		Service & Health	Early Childhood	Curriculum Planning	93%
			CJ- Corrections	Corrections Officer Cert. Summary	100%
	CJ- Law Enforcement		Tactical Appl of Skills & Knowledge	100%	
	Paramedic Technician		Clinical 2	78%	
	Tech/Industrial	Nursing	Transition to Clinical Practice	100%	
		Nursing Assistant	Nursing Assistant	86%	
		Automotive Technology	Advanced Electricity	67%	
		Diesel Technology	Advanced Electrical Systems	88%	
		Machine Tool	CAD/CAM	85%	
Welding		Advanced Welding II			

**Table 1R05a: ASC Student Enrollments**

Year	Enrollments
FY2007	913
FY2008	896
FY2009	804
FY2010 (through Fall semester)	1,027

**Table 1R05b: Advising for Registration Day Surveys**

Advising for Registration Day Survey Responses	Fall 2007	Spring 2008	Fall 2008	Spring 2009
Students	227	218	156	145
Instructors	46	44	42	46
Administrators	12	7	11	11

requests to meet curriculum development needs, in resource acquisition decisions. Data are collected annually for the spring and fall terms

In 2008 MSTC students were more satisfied with computer lab access than students at two-year colleges around the US (Table 1R05g). This result was an improvement over student satisfaction in 2003 (satisfaction jumped from 5.37 to 5.73 for MSTC students).

Prior to the fall term of 2008, the WTCS prohibited a Wisconsin Technical College from offering remedial/developmental education that required a tuition payment. Challenges with student success in entry-level AAS degree course work prompted the WTCS to encourage colleges to develop and offer tuition bearing remedial/developmental courses. MSTC began offering courses in biology, chemistry, reading skills, and study skills during the fall 2008 term. The enrollments for the past three terms are shown in Table 1R05h. Placement in a remedial/developmental course is by advisement or requirement, based on a student's previous academic career.

MSTC Destination Success is a series designed to help students be successful inside and outside of the class room. A series of presentations take place throughout the year; some recent sessions have included: Becoming a Master Student; Preventing Identity Theft; Scholars, Dollars, Budgets and Bills; The Seven "Debtly" Sins; and "Managing your 24/7". Typically

*Table 1R05c: Spring 2009 Orientation Day Survey*

Orientation Survey Question	Yes	No
Did you receive adequate notification of the orientation session?	94%	6%
Will you be registering for classes today?	63%	37%
If you have already registered for classes, did you feel comfortable doing so without an advisor?	29%	71%
Would you have preferred to view orientation information online at your leisure without visiting campus?	21%	79%

*Table 1R05d: Spring 2009 Orientation Satisfaction*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
As a result of orientation, I feel informed about academic requirements, policies, and procedures.	45%	53%	2%		
I was satisfied with the attention I received during the orientation session.	36%	56%	8%		
As a result of the Student Path to Success presentation, I feel better prepared to start college.	41%	55%	4%		

four to five presentations take place district wide each year. Recent attendance information is in Table 1R05i.

## 1R6: Comparative results

Although the measures are indirect measures of student learning, IPEDS data offers some insight into how MSTC compares to other institutions of higher education. In comparison to the 39 other institutions in its IPEDS 2008 Data Feedback Report peer group, MSTC had a 49% graduation rate for first-time, full-time, degree-seeking students versus 24% for its peers.

Compared to a 58% retention rate for full-time students at the peer institutions, MSTC retained 66% of its students in the same group. There was an even larger disparity in MSTC's favor for part-time students; MSTC retained 64% of its part-time students, compared to 41% retention among the peer institutions. The small difference between retention rates for full- and part-time students is important, since well over 70% of MSTC's students attend part time.

When comparing institutional performance, results were similar. When looking at core expenses by function, 52% of expenses were for instruction, versus 37% at the peer institutions. Endowments were \$714 per FTE at MSTC, versus \$563 at the peer institutions.

All of the institutional peers in the IPEDS comparison group were two-year institutions in Wisconsin, Illinois, Indiana, Michigan, and Ohio.

## Improvement

### 1I1: Recent improvements

MSTC has undertaken a series of systematic process improvements since 2006. These advances are grounded in the culture of MSTC. The institution's Mission, Vision, Core Values, Strategic Directions, and College Goals define MSTC's culture; each of these documents has a consistent, clear focus on

systematic, organizational improvement (response 9I2.) Student learning is a key component of continuous improvement at MSTC (response 1R3).

One improvement task addressed the institution's Core Abilities and General Education outcomes. When the study process began, MSTC had nine Core Abilities and six General Education outcomes, which made assessment of these outcomes overwhelming. Upon the advice of a consultant on core ability design, a process was employed that resulted in the adoption of four Core Abilities college-wide. The Student Academic Achievement Committee led a process that involved the review of the old Core Abilities and General Education outcomes, review and input from across the college, and review and input from institutional leadership. The process of incorporating the new Core Abilities across all MSTC curricula is underway (Table 1P01a).

In the past four years, MSTC greatly increased student access to learning by developing online and hybrid delivery of instruction. MSTC uses Blackboard as its instructional platform for online and hybrid instruction. The ORT reviews every proposed online course against published criteria before that course can be scheduled. In response to the increased demand for

online delivery of learning and instructor demand for support of learning technology, MSTC has added a Learning Technology Manager and an Instructional Technology Coordinator since 2006. In addition to online and hybrid offerings, instructors in face-to-face courses are using Blackboard to add new dynamics to courses.

In response to a need to streamline course registration for student convenience, MSTC adopted an online registration process. Typically nearly 70% of registrations are made online, although a face-to-face, paper registration process is still available to those who prefer that method.

Other important technological progress in the last four years include ongoing investment in smart classroom technology (the College added six new rooms in FY2010), investment in the EDC for staff training, the award of a Faculty Resource Center grant from the WTCS to fund training in instructional technology and curriculum development, and the implementation of a clicker response system to facilitate student interaction with instructors. Finally, a current AQIP Action Team is investigating the integration of MSTC investments in technology with instructor assessment of student learning.

In fall 2007, MSTC adopted a textbook rental process

**Table 1R05e: Library Circulation**

Sem	WR Desk	MF Desk	SP Desk	E-reserves	Total
Fall 2008	2,280	288	92	869	3,529
Spring 2009	2,370	320	79	603	3,372
Total	4,650	608	171	1,472	6,901

**Table 1R05f: Library Patron Count**

Fiscal Year 2009 Library Usage	
Summer 2008 (estimate):	4,324
Fall 2008 Semester:	22,443
Christmas Break (12/19/08-1/12/09):	996
Spring 2009 Semester:	22,356
Total for FY2009	50,119

**Table 1R05g: Student Satisfaction with Computer Lab Adequacy and Accessibility, Spring 2008**

Item	MSTC			National Comparison			
	Impor	Satis / SD	Gap	Impor	Satis / SD	Gap	Mean Difference
34. Computer labs are adequate and accessible	6.20	5.73 / 1.37	0.47	6.16	5.52 / 1.45	0.64	0.21 ***

\*  $p < 0.1$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

**Table 1R05h: Enrollment in General College courses**

Semester	Enrolled	Pass Rate
Fall 2008	121	70%
Spring 2009	151	74%
Fall 2009	243	71%

**Table 1R05i: Destination Success Series Attendees**

Year	Attendees
FY2006	624
FY2007	1,021
FY2008	1,161
FY2009	1,250

for General Education courses. This improvement in services to students was in response to the increasing cost of student textbooks. All Associate Degree and Diploma students are required to complete various General Education courses; the division is the largest in the college. Therefore, providing a text rental option to students for General Education courses would result in the greatest cost savings for the most students. The rental process is continuously being reviewed for improvement, due in part to concerns about the number of students who do not return rented texts.

An AQIP action project led to the adoption of AEIs for the fall of 2009. The response to 7R3 includes information on the AEI dashboard and an example of a report for one of MSTC's programs. AEI dashboards are reviewed annually by instructors and leadership within Academic Affairs.

During FY2008 and FY2009, the Business Division has used Perkins Strengthening Career and Technical Education grants to provide accounting and business skills labs to Business students. Each lab provides instructional assistants who help students in accounting courses or Information Technology (IT) courses. The services to accounting students are at the Marshfield, Stevens Point, and Wisconsin Rapids Campuses because accounting is offered at all three locations. IT assistance is offered only at Stevens Point and Wisconsin Rapids because the Network Specialist and Programmer/Analyst programs are available only at these locations. The Business Division has also implemented a series of luncheon events during which members of program advisory committees (employers from the community) meet with students. Community members ask students about their experience and discuss how the courses students are in relate to their professional goals upon graduation.

Several improvements have been made in processes related to electronic communication with students, orientation of students to MSTC, and student enrollment. The updates to the MSTC web site involved direct input from students in the form of surveys, focus groups, and Google Analytics Tools that track activity such as page traffic and abandonment. The activity data from the web site is reviewed and monitored by the Web Governance Committee. An update to the MSTC portal involved a student survey and focus groups that asked students what they liked and what they wanted from the portal. It was discovered that students found the requirement for a login burdensome. Therefore, services that did not compromise student confidentiality were made available without a login.

Smart Start is the new name for the MSTC college-

wide orientation process. Individual occupational programs maintain their own orientations for specialized information (such as safety curriculum issues) related to their curriculum.

Occupation programs often have more applicants than spaces. Student wait lists for programs are now centrally managed by the office of Enrollment Management. A process of conditional admission of Nursing students was introduced in 2008 that allowed students to complete coursework related to a Nursing degree prior to starting occupation-specific courses. This process has resulted in students who are better prepared for their professional courses and overall has reduced the waitlist population from over 300 students to around 100. Other programs are adopting the admissions process first introduced in Nursing.

Advising for Registration Day is a revamped process. Each term courses are canceled for a day to enable students to meet with their academic advisors to plan for registration for the subsequent term. Registration for the subsequent term begins the next day. The process was designed in consultation with instructors and each registration event is followed-up with surveys of student, instructors, and academic administrators for feedback on their experience and suggestions for improvement.

Ease of electronic schedule management for students using online registration, or student access to transcript information for course planning help minimize the bureaucratic processes associated with higher learning. Feedback from focus groups in the spring of 2009 found that most students found the online registration process easy to use. Suggestions for improvement were noted and are under review. In 2009, 60% of students who added courses to their schedules did so online, 52% of class drops were done online, and 69% of all student registrations at MSTC occurred online.

## 112: Culture-driven process improvements

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For a description of how MSTC's culture and infrastructure help drive planning and continuous improvement, see 9I2.

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## 2: Accomplishing Other Distinctive Objectives

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### Process

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#### 2P1: Design and operation of non-instructional processes

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MSTC is the fifth-smallest technical college in the WTCS in terms of FTEs and the second-smallest in terms of student count. Thus, MSTC employs a variety of approaches to design and operate key non-instructional processes (Table 2P01a). This philosophy offers MSTC the flexibility to leverage the right person or people to successfully accomplish MSTC's Strategic Directions and College Goals and meet stakeholder needs. For example, the MSTC Foundation is the primary responsibility of the Foundation and Alumni Director; she receives assistance and support from the VPAA and the Foundation board of directors. This centralized approach permits MSTC to efficiently raise funds and match donors to recipients to provide the critical financial support some students need to meet educational goals. In contrast, MSTC employs a decentralized approach to meet its statutory customized training mission. In this case, MSTC's Board delegates authority and responsibility to Campus and Academic Deans and Associate Deans to offer contracted services to district businesses; staff members work closely with MSTC's Business Office to meet established contract guidelines. The decentralized structure permits MSTC to respond rapidly to business needs.

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#### 2P2: Determining and setting non-instructional objectives

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MSTC's Board of Directors, in concert with MSTC's Executive Committee, develops the triennial Strategic Directions (Table 5P02a) and associated annual College Goals (Table 5P02b) that provide the framework under which MSTC operates to fulfill its Mission and Vision and to comply with Wisconsin State Statue 38; many activities are mandated (Table 2P01a). The process continues with the President working with the Vice Presidents to develop their respective goals; the Vice Presidents then work with their direct reports to establish each direct report's goals. The goal setting process continues throughout the organization resulting in ladder goals that align with the Strategic Directions and College Goals, and support the Mission and Vision.

Within the goal setting process, MSTC uses multiple sources of information and feedback from internal and external stakeholders to assist in the development and prioritization of MSTC's other distinctive objectives. For example, the goal setting process uses a variety of external data and information sources. Executive Committee members and other MSTC staff members serve on numerous national, state, regional, and local boards and committees that provide a rich source of information for discussion and identification of MSTC objectives (Table 2P02a lists examples). Additionally MSTC uses feedback from 36 occupational program advisory committees, regional and community-based economic development organizations, PK-12 consortium meetings, and internal groups to assist in the identification and prioritization of MSTC's other distinctive objectives.

Students provide feedback through the Noel-Levitz SSI and through student governance.

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#### 2P3: Sharing expectations

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As outlined in 2P2, the Board and Executive Committee use external data to develop the Strategic Directions and College Goals. This information is communicated to internal and external stakeholders using a variety of delivery methods. A primary means for communicating objectives and expectations occurs during the annual performance appraisal process, which includes the "laddered" goals discussed above. Strategic Directions and College Goals are shared with staff through:

- A letter from the President, which includes an "*MSTC at a Glance*" publication.
- Fall in-service meetings and throughout the year during Campus Conversations held by the VPAA and VPSAIT
- Monthly campus, division, and department staff meetings
- Periodic program meetings
- Publications sent to external and internal groups,
- MSTC's web site,
- Supervisor-direct report meetings, and
- Committee meetings.

External stakeholders are informed via monthly open Board of Director meetings (which are also televised); MSTC's web site; press releases; direct engagement of businesses, service organizations, economic development agencies, and high schools. Finally, MSTC's district is informed via extensive official and

Table 2P01a: Key Non-Instructional Processes

Function	Process	Responsible
Research	Executive and college-level performance indicators	WILM partnership; MSTC personnel include VP Student Affairs and Information Technology, Dir of Enrollment Management, Business Services Manager
	Quality Review Process (QRP)	VP Academic Affairs; Dean, General Education; Academic Deans and Associate Deans; VP Student Affairs and Information Technology, Dir of Student Support, Dir of Enrollment Management
	Academic Effectiveness Indicators (AEIs)	Dean, General Education, Dir of Enrollment Management, Business Information Systems Manager; Deans Council; Associate Deans
	Student Success, program analyses, retention, etc.	Academic Deans and staff
	IPEDS	Dir of Enrollment Management
	State reporting	Business Information Systems Manager
Economic Development	†Apprenticeship training	Technical & Industrial Academic Dean; Associate Dean
	†Customized training and technical assistance	Campus, Academic, and Associate Deans; Business Office staff; VP Academic Affairs
	Grants	Campus, Academic, and Associate Deans; Business Office staff; VP Academic Affairs; Dir Grants Development
	Wisconsin Learning Center	Business Training Manager
MSTC Foundation	Fund raising; scholarship support	Foundation and Alumni Director; VP Academic Affairs; Foundation Board of Directors
Community Relations	†High school contracting and articulation	High School Relations Coordinator, Academic Deans, Associate Deans
	†Post-secondary articulation and collegiate transfer	VP Academic Affairs, Academic Deans
	†Community services and avocational activities	Academic divisions and campuses
	†Services to address barriers related to minorities, stereotyping, discrimination	Disabilities Services, Nontraditional Occupation (NTO) services,
	†Basic skills education	Associate Dean, General Education; Dean, General Education; Academic Support Center instructors
	Facilities use	Facilities Director, Director of Auxiliary Services, campus deans, other staff supporting facilities usage
	Clinics (Computer, Cosmetology, Automotive, Urban Forestry)	Deans, Associate Deans, instructors, and students
	Board/committee service	College President, Vice Presidents, campus deans, staff
	Marketing; public relations	Dir of Communications, President, Vice Presidents, staff
	Health screenings & vaccinations	Human Resources
	Community events	College staff
	Shared resources – e.g., firing range, burn building	Dean and Associate Deans, Service & Health
	† Statutory activities per Wisconsin Statute 38.001	

unofficial networking that occurs by most employees.

## 2P4: Assessing objectives

MSTC assesses objectives annually on multiple levels, to ensure continued alignment with Strategic Directions and College Goals. Externally, the Executive Committee, Campus and Academic Deans, and other managers participate on boards and committees of prominent businesses, service organizations, and economic development agencies enabling a free exchange of ideas and information. Information collected during the assessment process is used as input while developing future College Goals and initiatives or as a mechanism to identify community needs that MSTC can serve.

Internally, assessment is conducted by the individuals or units most directly involved with the activity supporting the “other distinctive objectives.” The culture at MSTC, based on the Core Values, is largely free of personal agendas or attempts to take control so collaboration has become the norm. MSTC’s reporting structure permits the free, multi-directional flow of information; program or process assessment and recommended adjustments are communicated to the Vice President’s level for discussion and action.

## 2P5: Identifying staff needs

Instructor and staff needs related to these objectives are identified in a number of ways. Individual goal setting is part of the annual performance appraisal process aligned with Strategic Directions and College Goals; instructors and staff are encouraged to identify needs as part of the process. The needs identified might involve attending a conference or workshop to upgrade professional knowledge and skills; MSTC maintains a fund to support these professional growth opportunities for staff members of all employee groups (Table 4R02k). Outside of the annual performance appraisal process, MSTC’s size is conducive to instructors and staff approaching supervisors or work teams to meet needs.

For instructors the needs might involve updating technical skills, which MSTC supports through the occupational competency grant program that provides instructors with temporary work experience in business and industry to refresh and update skills.

MSTC maintains the EDC to provide instructors and staff with support, assistance, and instruction in emerging technologies and techniques to support continual professional and personal development.

Instructors and staff are encouraged to attend WTCS state-called meetings to network and exchange ideas with WTCS colleagues as a means to identify and advance new ideas and needs.

## 2P6: Adjusting objectives and supporting processes

Objectives are adjusted as necessary and in a variety of forums. In many cases, the supervisor and staff member make adjustments if a goal or necessary support is limited in scope. For example, Deans or Associate Deans enter into contracted service agreements with local businesses on behalf of MSTC, with the approval of Deans Council. If a change in the

*Table 2P02a: Examples of External Affiliations*

Organization	Board Position(s)
Centergy	Director
Council of North Central Two Year Colleges	Director
Heart of Wisconsin Business & Economic Alliance	Director
Instructional Services Administrators Group	Member
Key Savings Bank	Director
Kiwanis Club	Past President
Marshfield Area Chamber of Commerce	Director
North Central Wisconsin Workforce Development Board	Director
Portage County Business Council	Director
Riverview Hospital	Director
St Michael's Hospital Foundation	Director
United Way of Inner Wisconsin	President
University of Wisconsin– Stout	Director
Wisconsin Rapids Rotary	President Secretary Member
Wisconsin Training & Economic Development (WTED) Group	Member
WoodTrust Bank	Director
WTCS Presidents Group	Past President

structure of the training occurs, the responsible Dean or Associate Dean will work with the customer and instructors to make the necessary adjustments.

As the magnitude of the goal or the process for supporting the goal increases the adjustment process may involve additional staff members from different functions at MSTC. For example, MSTC created a small cross-functional team consisting of the Vice President of Academic Affairs, the Dean and an Associate Dean from the Technical & Industrial Division, an Associate Dean from the Business Division, and the Manager of Grants Development to work with a cross-functional team from a peer institution to collaborate on developing a Department of Energy grant application. This group formed to respond to the community need to integrate residential and industrial smart electric grid technology by identifying the knowledge, skills, and abilities these workers would need to possess; to develop the curriculum to provide the necessary training; and to develop a coherent, competitive grant application. Larger changes requiring attention and action by higher-level leaders occur throughout the academic year and are communicated to staff via meetings, email, the intranet, and internet as necessary.

## Results

### 2R1: Measures for non-instructional objectives

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MSTC collects metrics related to services specified by Wisconsin Chapter 38 (Table 2P01a). Additionally, MSTC collects measures on many of the non-mandated, non-instructional services it provides to stakeholders. These include Foundation scholarship recipient information, advisory committee membership, professional development opportunities, and a variety of metrics related to Student Affairs.

Table 8R01a provides information on the frequency with which the data are analyzed for numerous measures, including non-instructional processes.

### 2R2: Performance results

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MSTC uses numerous measures for assessing performance (Table 8R01a provides an extensive list). This response addresses measures specific to non-instructional objectives.

Table 2R02a presents MSTC's apprenticeship enrollment trend. Apprenticeship enrollments are sensitive to district needs and hiring practices and the

large drop in enrollments in FY2004 reflects the loss of paper manufacturing jobs in the MSTC district during the early 2000s. MSTC assumed a leadership role in working with two other technical colleges to revitalize apprenticeship programs by pursuing grant funding to expand apprenticeship opportunities resulting in the increasing enrollment trend since the sharp decline in FY2004.

Table 2R02b reports some of the grant funding sources MSTC tapped to increase the affordability of training for district businesses. District businesses contract with MSTC to provide customized training to meet specific employer needs. Table 2R02c summarizes MSTC's customized training services and shows relative stability, despite the economic fluctuations throughout the 2000s. On a state-wide economic impact survey, employers indicated that they were very satisfied/satisfied with the services received (100%), that they would definitely use MSTC's customized training services again (100%), and that they would recommend MSTC's customized training services to others (100%). MSTC has monthly contract service reports, distributed to budget managers in the division supporting the training, the VPAA, and VPF.

Table 2R02d, High school advanced standing articulation agreements, demonstrates MSTC's commitment to "Contract with secondary schools to provide educational opportunities for high school age students..." (State Statute 38.001). The declining number of agreements from FY2005 onward reflect changes by MSTC to move from advanced standing agreements, in which students take a high school class that is deemed comparable to a MSTC class and then receive transfer credit upon enrolling at MSTC, to transcribed credit, in which students take a MSTC class and earn the associated college credit and letter grade. Despite MSTC ranking in the top third of technical colleges in Wisconsin attracting high school students directly out of high school, student enrollment data indicated that few high school students were following through on the advanced standing opportunity. Due to the inherent advantages of transcribed credit, MSTC expects a greater number of high school students to participate than have in the advanced standing option.

The WTCS works to provide students with ample opportunity to transfer credits; the number of students transferring to MSTC from the UW system increased (Table 2R02e). In FY2008 MSTC's total of 148 transfer students matched one comparably-sized peer institution and bested the transfer results of three comparably-sized institutions and two larger institutions. In FY2009, 22% of new transfer students to the University of Wisconsin system were WTCS



students, reflecting a 13.8% increase in student transfers between FY2005 and FY2009. MSTC's student transfer trend, while not linear, increased by 12.7% between during the same timeframe placing MSTC ahead of three comparably sized technical colleges and four larger technical colleges.

Recognizing that the interest in transferring to four-year colleges and universities is increasing, MSTC continues to collaborate with public and private four-year institutions to develop articulation agreements. Table 2R02f provides a comprehensive list of the articulation agreements; the number of agreements grew substantially since 2006.

MSTC fulfills its statutory requirement to provide community services and avocational or self enrichment activities by offering non-credit, continuing education

courses (Table 2R02g). Examples include courses that are mandated by the state of Wisconsin- e.g., Fire Fighter Certification, Law Enforcement Certification, First Responder Certification, Basic Motorcycle Rider, and Responsible Beverage- and courses of general interest to district residents- e.g., CPR or First Aid. These courses play a critical role in ensuring that MSTC's communities have the services they need.

Staff training is also important. One example of the impact of the EDC: 194 of 225 MSTC employees used the EDC during FY2009.

The Adult and Family Literacy Act requires the WTCS to develop outcome-based performance standards for adult education programs. The U.S. Department of Education uses these measures to judge program performance, including eligibility for

**Table 2R02a: Apprenticeship Enrollments**

	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
Enrollments	453	314	341	331	386	439	421

**Table 2R02b: Grants Focused on Workforce and Economic Development**

Type	FY2007		FY2008		FY2009		FY2010	
	Qty	Amount	Qty	Amount	Qty	Amount	Qty	Amount
Workforce Advancement Training Grant	1	\$2,835	2	\$42,805	4	\$29,950	4	\$25,720
Workplace Adult Basic Literacy					1	\$15,000		
Apprenticeship	1	\$8,000	1	\$12,000	1	\$32,700	1	\$36,000
Regional Industry Skills Education (RISE)					1	\$49,250		

**Table 2R02c: Customized Training Results**

Source	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
Total Contracts	49	53	42	53	61	49	58	43
Revenue (\$)	574,316	600,791	185,049	457,915	532,340	478,049	460,492	386,650
FTEs Generated	56.09	54.23	14.73	26.38	36.7	39.76	20.51	21.71

**Table 2R02d: High School Advanced Standing and Transcribed Credit Agreements**

	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010
Advanced Standing Agreements	79	102	92	42	50	49	40
Transcribed Credit Agreements	-	-	-	-	1	3	11

**Table 2R02e: Transfer Activity Between MSTC and the UW System**

Student transfer...	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
To MSTC from UW	53	120	119	105	119	144	148	193
To UW from MSTC	86	111	103	102	101	82	98	115

*Table 2R02f: Articulation Agreements with Other Postsecondary Institutions*

MSTC Program Name	Institution	Program Name	Credits Awarded
Nursing courses	Alverno	B.S. Nursing	25
Associate of Arts or Science	Capella	B.S.	32 max
28 AAS programs	Capella	B.S.	32 max
Diesel & Heavy Equip. Tech.	Ferris State	B.S.	56 max
3 AAS Business programs	Franklin	B.S.	68 max
12 AAS programs	Lakeland	B.A.	60 max
CJ-Law Enforcement	Marian	B.S. Admin. of Justice	66 max
Criminal Justice-Corrections	Marian	B.S. Admin. of Justice	66 max
Nursing Associate Degree	Marian	B.A. Nursing	68 max
7 AAS Business programs	Milw School of Engineering	B. S - Management	60 max
21 AAS programs	University of Phoenix	B. S - Management	72 max
23 AAS programs	Silver Lake	B. S - Management	60 min
CET-Highway Technician	St. Cloud State	B. S. - Land Surveying & Mapping Science	38 max
Respiratory Therapist	St. Joseph's College	B.S. Respiratory Care	50
24 AAS programs	Upper Iowa	B.S.	78 max
Various courses	Viterbo	Business & Computers	Varies
Nursing - A.D.N.	UW-Eau Claire	Nursing-BSN (Collaborative Program)	60 cr.
Nursing - A.D.N.	UW-Green Bay	Nursing-BSN (Collaborative Program)	60 cr.
Early Childhood Education	UW-LaCrosse	BSEC-MC	Varies
Nursing - A.D.N.	UW-Madison	Nursing-BSN (Collaborative Program)	60 cr.
Early Childhood Education	UW-Milwaukee	Community Education	Assess
Early Childhood Education	UW-Milwaukee	Early Childhood Education	Assess
Nursing - A.D.N.	UW-Milwaukee	Nursing-BSN (Collaborative Program)	60 cr.
13 AAS programs	UW-Oshkosh	BA Applied Studies (Ldrship & Org Studies)	75 cr. max
CJ- Law Enforcement	UW-Oshkosh	BS-Human Services	41 cr.
CJ- Corrections	UW-Oshkosh	BS-Human Services	41 cr.
Early Childhood Education	UW-Oshkosh	BS- Education (BSE/EC-MC) or EC/ECSE	41 cr.
Nursing - A.D.N.	UW-Oshkosh	BS-Nursing (Collaborative Nursing Program)	60 cr.
Early Childhood Education	UW-Parkside	Early Childhood Educ. Certification	Assess
Accounting	UW-Platteville	BS-Business Administration	37 cr
Marketing	UW-Platteville	BS-Business Administration	37 cr
Supervisory Management	UW-Platteville	BS-Business Administration	37 cr
CJ-Law Enforcement	UW-Platteville	BS - Criminal Justice	72 cr.
CJ-Corrections	UW-Platteville	BS - Criminal Justice	72 cr.
4 Technical & Industrial AAS programs	UW-Platteville	BS - Technology Education or Industrial Technology Management	47 cr.
Early Childhood Education	UW-River Falls	BS - Early Childhood Education	51 cr.
Early Childhood Education	UW-Stevens Point	Early Childhood Education (PK-Grade 3 Cert)	62 cr
Urban Forestry Technician	UW-Stevens Point	BS - Forestry (Urban Forestry)	64 cr
CJ-Law Enforcement Acad	UW-Stevens Point	BS - College of Natural Resources	12 cr
Any AAS degree	UW-Stout	BS - Management	Up to 56cr
AAS degree or 1 or 2 yr TD	UW-Stout	BS - Career Education and Training	Varies
IT Network Specialist	UW-Stout	BS - Info & Comm Technologies (ICT)	55 - 65 cr
IT Programmer/Analyst	UW-Stout	BS - Info & Comm Technologies (ICT)	55 - 65 cr
Early Childhood Education	UW-Stout	Early Childhood Education	Assess
Early Childhood Education	UW-Whitewater	BSE Early Childhood Education	68 cr
Early Childhood Education	UW-Whitewater	BSE Elementary Education	74 cr

incentive grants (Table 2R02h).

Adult Basic Education (ABE) and Adult Secondary Education (ASE) programs must meet the performance targets for each measure as defined by the WTCS Office. The WTCS and MSTC exceeded all of the national targets during FY2008.

MSTC embraces the opportunity to “Provide education and services which address barriers created by stereotyping and discriminating and assist minorities, women and the handicapped or disadvantaged to participate in the work force and the

full range of technical college programs and activities” (Wisconsin 38.001). Table 2R02i demonstrates that the number of disadvantaged or disabled students remained relatively constant from FY2005 through FY2009. Table 2R02j demonstrates a decline in the number of HSED students served by MSTC over the same period; the percentage of students successfully completing the HSED credential remained relatively consistent during the same time.

Table 9P02b demonstrates MSTC’s commitment to all students as the MSTC Foundation continues to

**Table 2R02g: Non-Credit Student Enrollment by Count (unduplicated) and FTEs**

	FY2004		FY2005		FY2006		FY2007		FY2008		FY2009	
	Count	FTE	Count	FTE	Count	FTE	Count	FTE	Count	FTE	Count	FTE
WR Campus	2,498	37.3	2,322	34.2	2,409	37.5	2,350	40.8	2,480	43.9	1,963	35.1
Other Campuses	5,523	65.8	4,263	60.6	4,199	51.3	3,339	41.0	3,055	43.1	1,858	28.8

**Table 2R02h: Adult Education and Family Literacy Performance Results**

Core Outcome (CO)	National/State 2007-08 Target	MSTC Actual 2007-08	WI Mean
CO Measure 1 – Educational Gains			
ABE (Adult Basic Education) Beginning Literacy	40%	†83.33%	55.00%
ABE Beginning Basic Education	40%	66.67%	52.55%
ABE Low Intermediate	41%	65.75%	48.71%
ABE High Intermediate	40%	53.15%	48.89%
ASE Low	41%	60.00%	61.52%
ESL (English as a Second Language) Beginning Literacy Education	34%	62.16%	44.40%
ESL Beginning	36%	†50.00%	55.54%
ESL Intermediate Low	40%	†60.00%	61.37%
ESL Intermediate High	40%	†100.00%	58.04%
ESL Advanced Low	41%	†100.00%	49.93%
CO Measure 2: Entered Employment	54%	91.67%	67.22%
CO Measure 3: Retained Employment	56%	†100.00%	85.84%
CO Measure 4: Receipt of a Secondary School Diploma	61%	75.38%	65.73%
CO Measure 5: Placement in Postsecondary Education or Training	62%	62.71%	71.09%

Notes:

CRS student data regarding goal at entry is matched with training outcomes and grade level achievement in subjects studied to determine success for each of the measures listed above.

MSTC met all performance measures for 2007-08 and did not require an improvement plan.

MSTC exceeded the WI mean in 10 of the 14 areas listed above.

† Fewer than 10 students (counts neither for nor against MSTC)

increase the amount of scholarship funds disbursed to a growing population of qualified students.

Table 2R02k identifies the variety of student contact activities conducted by the Enrollment Management division. A goal of the Enrollment Management Division is to increase the number of student contacts in the activity areas outlined in the table. As the chart indicates, the Enrollment Management Division has been successful and plans to integrate a customer resource management tool to begin to track results.

## 2R3: Comparative results

MSTC, as one of the smaller technical colleges in Wisconsin in terms of FTEs, fares well when compared to its peer institutions. For example, on the

statewide economic impact survey completed by contracted training recipients, MSTC's services are highly rated. Additionally, MSTC's student transfer rate to the UW system is superior to several comparably-sized and larger institutions. And, as indicated by the Adult Education and Family Literacy Performance Report (Table 2R02h), MSTC exceeded the national and state targets and in all but three areas, and exceeded the Wisconsin state average as well.

## 2R4: Stakeholder relationships

MSTC enjoys a positive relationship with the many district stakeholders. As Table 2P02a demonstrates, MSTC leaders are highly engaged in formal relationships throughout the district. This table represents college-sponsored relationships; however,

*Table 2R02i: Disadvantaged Students and Students with Disabilities Served*

Student Segment	FY 02	FY 03	FY 04	FY 05	FY 06	FY 07	FY 08	FY 09
Academically disadvantaged	3,218	2,317	2,312	2,016	2,050	1,911	1,859	1,951
Economically disadvantaged	2,713	1,745	2,514	2,382	2,377	2,214	2,390	2,385
Disabled	836	601	652	796	835	885	731	724
Total count	14,465	13,792	13,316	11,729	11,244	10,467	10,125	9,113

*Table 2R02j: HSED Students Served*

	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
Total enrolled	89	76	81	72	51	41	46	44
Completed HSED	38	45	43	28	32	27	25	24
Completed HSED, %	43%	59%	53%	39%	63%	66%	54%	55%
Enrolled in credit courses	9	8	15	11	13	5	3	7
Enrolled in programs	2	3	3	13	19	9	7	8
Enrolled in Continuing Ed	19	19	17	28	20	13	11	10
Contract revenue (\$) from 118.5 contracts	80,193	75,411	85,510	140,842	121,741	108,891	90,172	98,141

*Table 2R02k: Enrollment Management Activity*

Activity	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
High school visits	32	21	44	32	35	38
CareerView (# of participants)	420	715	206	420	445	540
Discovery days (# of participants)	NA	750	1,583	923	621	1,105
College camp (# of participants)	65	188	199	155	125	123
Adult night (# of participants)	NA	NA	NA	114	118	61
Parent preview night (# of participants)	140	205	246	163	204	431
Enrollment advisor student contacts	NA	181	634	576	933	1,408

the instructors, staff, and college leaders are highly engaged in many other community-based organizations. This level of engagement demonstrates MSTC's commitment and responsiveness to community needs, strengthening ties to communities.

As one example of responsiveness, MSTC worked collaboratively with the North Central Workforce Development Board and a local business to secure a grant focused on developing the world's first certified training program for composite blade manufacturing workers for wind energy systems. The program supports the company's strategic plans to double its manufacturing capacity and workforce, and become one of the larger manufacturers in the Wisconsin Rapids area. A second example involves collaborating with the local chamber of commerce and a prominent local philanthropic organization to provide training to incumbent workers from small to mid-size businesses and non-profit organizations to increase the business skills of their workforces. MSTC and its partners were successful twice in applying for funding under the Wisconsin Workplace Advancement Training (WAT) grant program, and have delivered customized training to upgrade the skills of over 400 employees, contributing to the long-term viability of local employers in Central Wisconsin.

The institution and its communities benefit from MSTC's distinctive objectives in other ways as well. For example, secondary and post-secondary articulation agreements improve student access to increased educational opportunities, maximize the efficiency of Wisconsin's educational resources, and provide students with access to higher levels of productivity and earnings. Additionally, area high schools contract with MSTC's Academic Support Center to provide students with the opportunity to earn an HSED (Table 2R02j) demonstrates that over 50% of students are successful in earning their HSED). Finally, as evidenced by Table 9R02b, the MSTC Foundation continues to make education at MSTC affordable for a greater number of students.

## Improvement

### 2I1: Recent improvements

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MSTC has undertaken a series of systematic process improvements since 2006. These advances are grounded in MSTC's Mission, Vision, and Core Values and the sincere desire to be responsive and add value to the communities MSTC serves. The underpinning of this desire to contribute positively to the district is based on the continuous improvement

philosophy that permeates MSTC. Process improvements include:

**Contract Services:** Completely redesigned the contracted services process to increase pricing consistency and client interaction. The Business Office reviewed past contracts and analyzed results; not all contracts were written consistently.

The team addressing the contracted services process gathered process stakeholders and used data from the Business Office and an affinity process to modify the process and form.

Two specific changes were incorporated into contracted services to increase the number of respondents to the economic survey. First, information regarding the economic impact survey was added to the disclosure portion of the contract to inform the client up front of a request to complete the survey. Second, the contracted services billing process was modified to include the same information to remind the MSTC contracting party to contact the client regarding completing the economic impact survey.

**Admissions and Orientation:** MSTC chose an AQIP Action project focused on improving admissions and orientation processes. Some improvements include:

Re-engineered the admission process to alleviate multiple choke points that were delaying application processing. Lean process concepts relating to single process flow were implemented to improve application processing speed and productivity.

Designed and implemented "Smart Start", a retooled orientation process. Student satisfaction surveys indicate that students were very satisfied with the quality of the information and the experience. As a result, student attendance at Smart Start sessions increased. Using the Plan-Do-Check-Act process, MSTC continues to study the effectiveness of Smart Start, including student focus sessions to gather input on how we can continue to improve the process to meet student needs.

MSTC recently developed an online orientation providing a way for students who are unable to attend Smart Start to receive identical information.

### 2I2: Culture-driven process improvements

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For a description of how MSTC's culture and infrastructure help drive planning and continuous improvement, see 9I2.

### 3: Understanding Students' and Other Stakeholders' Needs

#### Process

#### 3P1: Identifying student needs

MSTC uses quantitative, systematic reports to gather information that identifies student needs. Examples of these reports include the Noel-Levitz Student Satisfaction Inventory (SSI), end-of-course student feedback, QRP for academic programs and support services; the Graduate Follow-up Survey, Academic Effectiveness Indicator dashboard, and WTCS institutional activity data (see 7R3). Table 8R01a lists reports that MSTC staff analyze routinely.

MSTC categorizes the needs of students by their learning styles and other experiences at MSTC. In addition to the student needs, MSTC considers the needs of potential employers, which are addressed in Category 1, in 3P3, and in Category 9.

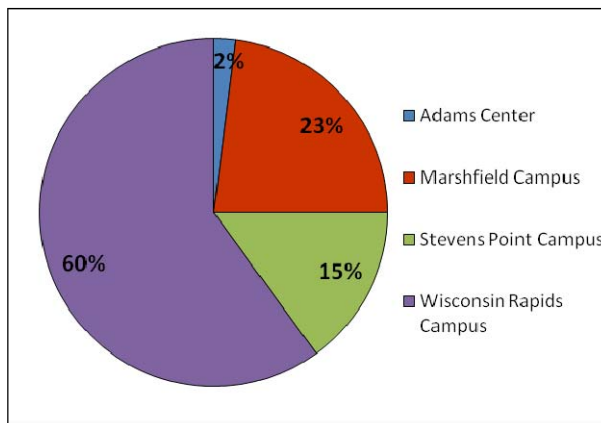
The SSI has been tested for reliability and validity against a national sample of students in two-year colleges. MSTC uses this instrument every other year. The sample design is replicated each time the study is conducted. The process includes all MSTC campuses and day and evening classes. Focus groups are used on each campus to gain additional insight into the survey results. MSTC has a standardized college-wide process for end-of-course student feedback on their classroom experience. Representatives of the Faculty Association provided input in the initial design of the survey instrument. The student responses on survey items for a given class are compared against student feedback for other sections of the same course, and against all MSTC courses in a particular term. Instructors and immediate supervisors review the data and discuss what went well and opportunities for improvement; specific questions on the student feedback form, including open-ended questions, provide direct student need information.

Another process MSTC adopted in the past five years is the QRP, discussed in 7R3. QRP is the occupational program review designed by the WTCS. QRP measures are based on WTCS Perkins variables. Perkins funding at MSTC supports a series of student support functions and program improvement projects. MSTC writes an annual plan to address any shortfall in performance on these measures. The QRP review

compares student performance in similar programs across all 16 WTCS institutions. Programs must address program improvement at least once every five years.

MSTC Student Affairs continuously listens to students to determine how they want to use student activity fees to meet student needs. MSTC students enrolled in credit courses pay 5% of their tuition as an activity fee. In past years, 40% or more of these dollars were spent to support MSTC athletics. After much feedback from the students and declining student participation, MSTC suspended athletic programs in July 2008. During the 2009 school year, MSTC surveyed students at all three campuses and its center to see how they wanted activity fees spent (Figure 3P01a). Analysis of survey responses resulted in drastic changes to the 2010

Figure 3P01a: Location of Survey Respondents



Student Activity Budget (Figures 3P01b and 3P01c). Based on results, \$20,000 was allocated for career development activities. Additionally, students expressed interest in Health and Wellness activities; dollars were allocated for those functions. MSTC staff developed the “Campus2Careers” series during the 2010 school year, providing presentations and workshops to prepare students for the workforce and landing a first job (Table 6R02a). In keeping with its focus on occupational education, MSTC gathers information about employment opportunities for graduates and helps students prepare for a job search with guidance on resume writing and interview techniques.

Addressing the expressed interest in health and wellness opportunities, a wellness event, Healthy

Figure 3P01b: Most Requested Activities

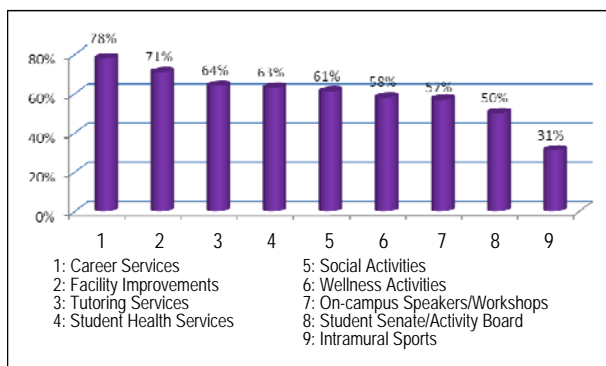
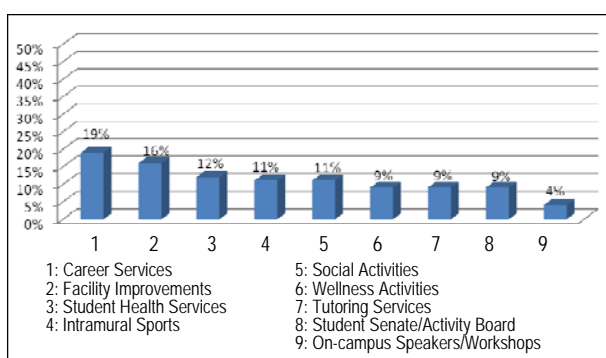


Figure 3P01c: Most Preferred Activities



Connections, is held district wide, and fitness classes are offered during the noon hour on the Wisconsin Rapids Campus.

Each MSTC campus has a Student Senate elected from the student body. Campus Student Senates receive a large portion of the student activity budget. Those dollars are spent by majority vote of the student representatives. This funding supports the projects of student clubs and underwrites campus-wide events. The Senates also serve as forums for student concerns and questions. Each Senate has an advisor who is an MSTC employee, who transmits student concerns to administration.

MSTC staff maintains ongoing communication with area middle and high schools and community-based organizations. Other communication processes include, campus visits by school groups, high school fairs, workshops for high school educators, and the summer camp for middle school students.

Incoming students must complete the Accuplacer entrance exam, and many meet with counselors or enrollment advisors. Student Affairs staff uses the Accuplacer results to advise students on course enrollment, possible needs for remedial education, and helpful support services.

## 3P2: Building relationships

Everyone at MSTC has contact with students in some capacity. As a student-centered organization, the most important relationship that students have with College staff occurs when students attend class; each student also has an instructor advisor in their program of study. MSTC limits class enrollments allowing instructors to know students as individuals. Instructors teaching online courses connect with students through discussion boards, email, and other technologically mediated means like Adobe Connect. In addition, instructors report to Student Affairs during the fifth week of a semester on students having difficulty in class. Student Affairs staff members contact identified students to develop intervention strategies. In all of the relationships discussed in this response MSTC's small size means that staff members frequently have established one-on-one relationships with the students served; the same types of relationships are developed between students and program instructors.

In the Student Affairs unit, MSTC employs specialized professionals who provide personal and career counseling, support the needs of students with disabilities, assist displaced homemakers, and provide financial aid assistance. One of the newest initiatives is the Dare to be Different program that assists students enrolled in non-traditional occupations. Students seeking degrees in non-traditional occupations build strong relationships with MSTC staff.

The Student Life and Career Services Coordinator supports student clubs and works with Student Senates to manage campus-wide events. Instructors and staff serve as advisors to MSTC's student clubs.

Prospective students meet with an Enrollment Advisor who provides career counseling and admissions information. After being admitted, students attend a Smart Start Orientation that explains College student support services. Students in the Business Division and Service & Health Division attend program orientations where they learn more about program requirements and meet their instructors. Students provide feedback on their orientation experiences.

Counselors offer workshops, make presentations in scheduled classes, and have individual appointments with students. These interactions provide students with opportunities to connect with professionals, establish a support network, identify outside resources and receive personal counseling. MSTC counselors use the Gallup StrengthsQuest system to identify student strengths and help students succeed.

MSTC adopted its MyMSTC portal in 2005 (<http://>

[tinyurl.com/MSTC-Portal](http://tinyurl.com/MSTC-Portal) ). Students use the portal to manage their academic career online, including registering for classes, checking financial status, receiving progress and grade reports, and viewing transcripts. MyMSTC also offers communication and management functionality for instructors and staff. Instructors use MyMSTC to access rosters, student information, and manage the grading process. All students and staff have College provided email, which is widely used for communication purposes.

MSTC uses Web 2.0 technologies to build relationships with students and stakeholders. MSTC uses chat to interact with prospective students, and maintains a web presence on YouTube, Twitter, and Facebook. MSTC's Web Governance committee is currently working on a redesign of the web site; MSTC used student surveys for input during the redesign process.

### 3P3: Analyzing changing needs

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The changing needs of stakeholders and courses of action are displayed in Table 3P03a. This table identifies various key stakeholders and individualized processes for determining their needs. MSTC quantified these needs and developed courses of action to meet those needs.

### 3P4: Relationships with key stakeholders

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MSTC's Mission and Vision statements (see 5P1) focus the institution on providing learning services to residents of Central Wisconsin. MSTC's relationship building emphasizes regular, formal contacts with area employers and other partners to support programming. Stakeholders serve as members of occupational program advisory committees, serve on the MSTC Board of Directors, provide externships, make classroom presentations, and respond to Employer Follow-up Surveys. Table 8R01a provides a list of the routine measures that MSTC uses to gather feedback from stakeholders. In addition, MSTC works with employers developing training and services for incumbent workers. Table 3P03a portrays the processes used to communicate with various stakeholders. MSTC employees connect with key stakeholders by participation in various community and professional organizations (Table 2P02a).

Formal processes for maintaining positive partnerships with high schools include the Tech Prep Consortium, regular visits to high schools (including occupational program instructors), campus visit days by area middle

and high school students, hosting the annual Distributive Education Clubs of America regional competition, articulated credit agreements for advanced standing, transcribed credit, multiple occupationally-focused academies, services to students at-risk of not graduating from high school, and Youth Options (dual credit enrollment of high school students in MSTC courses). Summer programs include a college camp for middle school students and the Tour of Excellence for K-12 faculty and staff.

Seven of MSTC's occupational programs have special accreditation. These special accreditation agencies are important stakeholders for MSTC; program instructors and administrators maintain frequent contact with those stakeholders to ensure programs continue to meet the accreditation agency's requirements. The accredited programs and their accrediting agencies are listed in Table 3P04a.

The MSTC Foundation is a not-for-profit corporation established to support the Mission and Vision of the College. The Foundation provides scholarship opportunities for MSTC students. Donors are another key stakeholder group that helps address the educational and financial needs of students. Building and maintaining donor relationships is a focus of the Foundation Directors. Relationships are nurtured through individual meetings, written thank yous, involvement with the scholarship awards ceremony, and public recognition for their philanthropy.

Contributions to the Foundation come from businesses, organizations, and individuals. Foundation staff work through the external board to build and maintain donor relationships; over the past four years, campaigns to solicit support from individuals, local businesses, and organizations have netted an average of \$45,000 a year in contributions to the Foundation.

### 3P5: Targeting new groups for educational offerings

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Continuous community involvement and relationships with employers are essential for determining the needs of stakeholders. After gathering information from needs assessment tools, reviewing the relationship of a request to institutional mission, considering the relationship and nature of partnerships, reviewing supporting data, and examining college resources, the appropriate division determines how stakeholder needs should be addressed. New stakeholder groups may emerge due to shifts in population demographics, changes in labor market characteristics, in response to state or other directives, grant or funding source requirements, identification through continuous



**Table 3P03a: Examples of Identifying and Responding to Changing Stakeholder Needs**

Stakeholder	Process for determining needs	Identified needs	Course of Action
Students	Noel/Levitz survey, targeted focus groups feedback sessions, course feedback, student activities survey, Student Senate input	Reduce transportation costs. Focus on careers, limited student interest in college athletics	Implemented 4-day weeks for course schedules. Organized car pool activities. Expanded career services, eliminated athletics
Employers	Monitoring Tech Connect, Advisory committee input	Improved soft skills	Additional General Education in Social Sciences; added workshops converging student success and soft skills
Community	Wisconsin Workforce Development collaboration, Advisory Committee input, Heart of Wisconsin Business & Economic Alliance, Workforce Central, MSTC staff active in community organizations	Training for future careers, retooling of dislocated workers, business sector workforce needs	Developed green programs; added sections of Career Awareness; new certificate offerings; customized training contracts
College Instructors and Staff	Zoomerang surveys, course feedback, annual reviews, classroom observations, Campus Conversations	Continuous program improvement, instructional improvement, technology training	Instructor in-service focused on instructional techniques, CID on program improvement, Wellness
Graduates	Six month follow up survey. Graduate placement survey	Employment in field; adequacy of training to meet employer needs	Development of post-graduate certificates and incumbent worker training
K-12 Districts	Mid-Wisconsin School to Work/Tech Prep Consortium	Credit transfer, career guidance	Developed transcribed credit agreements, PK-12 campus activities
WTCS	Participation with statewide workgroups	WTCS alignment on curricula processes; identify cost-savings; transfer to 4-year institutions	State-wide curricula, statewide marketing efforts, Districts Mutual Insurance; articulation agreements

**Table 3P04a: Special Program Accreditations**

MSTC Program	Accrediting Agency	Accredited Through:
Medical Assistant	Commission on the Accreditation of Allied Health Programs (upon recommendation of the Curriculum Review Board of the American Association of Medical Assistants)	2006-2015
Phlebotomy Technician	National Accrediting Agency for Clinical Laboratory Services	2006-2010
Respiratory Technician	Committee on Accreditation of CAAHEP/CoARC for Respiratory Care	2002-2012
Surgical Technician	Commission on the Accreditation of Allied Health Programs (Accreditation Review Committee on Education in Surgical Technology [ARC-ST])	2004-2014
Biomedical Informatics Technician	Commission on Certification for Health Informatics and Information Management (CCHIIM)	2009-2010 Initial Accreditation
Automotive Technician	National Automotive Technicians Education Foundation	2008-2013
Associate Degree Nursing	National League of Nursing Accreditation Commission	2006-2014

improvement (see Category 8), or collaborative relationships (see Category 9). MSTC's routine communication with employers and changes in the labor market identified a recent national focus on sustainability and green initiatives. This finding led MSTC to study the demand for careers in this area. After completion of the inquiry, investigation, and implementation phases of the WTCS program development process (Table 1P03a), MSTC introduced five new programs in the Renewable Energy field: Biorefinery Technician, Energy Efficiency Technician, Renewable Electricity Technician, Renewable Energy Technician, and Renewable Thermal Energy Technician.

The recent economic downturn increased the number of dislocated workers and returning adults attending MSTC programs. MSTC's role on the region's Emergency Response Team provides access to data that can identify new student groups interested in renewable energy programs. The MSTC scheduling process routinely examines the demand for courses and the number of sections of each course. MSTC noted an increased demand for General Education courses, which transfer to four-year institutions.

### 3P6: Complaint resolution

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The 2006 Systems Appraisal saw MSTC's processes for responding to student complaints (<http://tinyurl.com/Category-3>) as a major institutional strength because of the robust tracking, response, and resolution processes. MSTC now has more data supporting these processes' effectiveness, but needs no additional feedback on the processes at this time.

## Results

### 3R1: Measures of satisfaction

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MSTC employs a variety of processes to gauge student and stakeholder satisfaction (See 3R3, 3R4, 7R2, and 7R3 for examples of needs data from students and other stakeholders). Relationships and feedback mechanisms such as online web site feedback, student government, SSI, course feedback surveys, student focus groups, electronic surveys, advisory committees, WTCS committees, Foundation Board, and MSTC Board offer a broad range of avenues for staff to gather feedback and respond to stakeholder needs. Formal evaluation of satisfaction and recommendations for changes are collected from College activities such as career previews, Family Preview nights, and orientation and registration. Internal stakeholders are surveyed for feedback following staff in-service

events, management team meetings, College Initiative Days, student advising days, and process and procedure changes.

MSTC conducts an Employer Follow-up Survey every four years and a Graduate Follow-up Survey annually. The employer survey collects data on employers' perceptions of recent WTCS graduates. MSTC conducts this survey and administers it to employers within the district who have hired technical college graduates. MSTC sends the results to the WTCS, which then compiles the data to allow comparison across districts in the system. Employer surveys are a component of apprenticeship program QRP studies.

Employers are in a unique position to assess the effectiveness of a technical college education in preparing people for employment. In turn, employers' responses are a valuable tool for the evaluation of educational programs and services. In the Employer Follow-up Survey employers rate how well graduates met performance expectations.

MSTC uses the following systematic processes to identify and benchmark results and trends:

- Noel-Levitz SSI (Table 3R03a)
- Course evaluations (Table 3R02a)
- Course completion rates (Tables 7R03a, 7R03b)
- Graduation rates (Response 1R6)
- Graduate Follow-up Survey (Table 5P03a)
- Employer Follow-up Survey (Table 3R04a)
- Enrollments (Tables 1R05a, 1R05h, 2R02a, 2R02g, 2R02i, 7R03d, 9R02a)
- FTEs (Table 8R03a)
- Transfer patterns of students between MSTC and the University of Wisconsin (Table 2R02e)
- QRP (Table 7R03a)

Outcomes from data analysis of these sources include:

- Four-day student scheduling
- Four-day summer work week
- Increased delivery and expanded offerings of General Education courses
- Migration away from print-based course delivery
- Expanded online course delivery
- Textbook rental
- Migration away from print to electronic and web-based institutional publications

### 3R2: Student satisfaction results

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MSTC employs direct and indirect measures of student satisfaction with the services that MSTC provides. Indirect measures that provide some indication of learner satisfaction with MSTC include the enrollment

history of the College, employer satisfaction, resident migration into and out of the district to attend MSTC or other technical colleges, and the demand for MSTC services by local residents.

From FY1970 through FY2009, MSTC experienced one of the highest average annual growth rates in student FTEs in the WTCS. With the exception of courses of study that MSTC does not provide, MSTC experiences a net in-migration from other technical colleges, which indicates that students prefer the services MSTC provides over those of its nearest competitors.

MSTC ranks fourteenth in district population among the 16 Wisconsin Technical Colleges. Yet, MSTC is the twelfth district in enrollment in the system. That is, MSTC serves more students per capita in comparison to other WTCS institutions, which is further indirect evidence MSTC successfully addresses student needs.

7R3 includes information on direct measures of student satisfaction with MSTC services. Important measures of student satisfaction include the SSI, course feedback data, and annual Graduate Follow-up

Survey information. The most recent Graduate Follow-up Survey was conducted in 2008 (analysis of the 2009 data is underway at the time of this writing); results of the survey found that 94% of responding students indicated that they were satisfied or very satisfied with their education at MSTC.

The course feedback process surveys students in targeted classes using a College-wide instrument each semester. In the spring of 2009, the score for all MSTC students in all credit courses on “In general, I was satisfied with this course” was 4.33. The range of student responses on all questions was from 4.17 on “satisfaction with the course text”, to 4.50 on “instructor was prepared for this course.” A complete listing of course feedback questions, with composite responses for each question, is in Table 3R02a.

SSI surveys are conducted every other year. The next study will occur in the spring of 2010. In the spring 2008 survey, on the 11 variables students identified as most important to them, MSTC students were as satisfied or more satisfied than were their counterparts at other two-year colleges across the US and in

**Table 3R02a: Student Feedback Form Results**

Questions	Fall 2005	Spr 2006	Fall 2006	Spr 2007	Fall 2007	Spr 2008	Fall 2008	Spr 2009
7. The syllabus accurately described the course	No data	4.41	4.35	4.39	4.40	4.38	4.40	4.46
8. The instructor used a variety of techniques to help me learn	4.26	4.41	4.18	4.24	4.21	4.23	4.26	4.31
9. Course projects and activities provided me with adequate opportunities to learn	4.32	4.29	4.26	4.29	4.30	4.29	4.31	4.35
10. Directions for course assignments were clear and specific	4.29	4.32	4.20	4.26	4.28	4.24	4.25	4.34
11. Assignments were related to course objectives	4.48	4.28	4.45	4.46	4.49	4.44	4.49	4.53
12. Tests and assessments accurately measured what I have learned in this course	4.26	4.46	4.18	4.19	4.19	4.20	4.22	4.27
13. Assignments were returned soon enough to benefit me in this course	4.33	4.22	4.31	4.36	4.33	4.33	4.33	4.35
14. The instructor encouraged my involvement in this course	4.33	4.34	4.30	4.39	4.33	4.36	4.37	4.45
15. The instructor seemed prepared for this course	4.52	4.36	4.43	4.45	4.43	4.43	4.45	4.50
16. I can apply information/skills learned in this course	4.41	4.47	4.37	4.40	4.42	4.37	4.45	4.46
17. I am generally pleased with the text(s) used in this course	4.10	4.44	4.05	4.06	4.05	4.06	4.09	4.17
18. I felt that my contributions in this course were valued	4.25	4.34	4.18	4.24	4.24	4.25	4.26	4.34
19. In general, I was satisfied with this course	4.28	4.34	4.21	4.25	4.23	4.24	4.27	4.33
20. Classroom/lab facilities were appropriate for meeting the course objectives	4.39	4.34	4.36	4.37	4.37	4.37	4.41	4.48
21. The equipment in the classroom/lab was in good working order	4.40	4.34	4.33	4.34	4.37	4.35	4.39	4.48

**Ranges: Questions 7-21: From 1 (strongly disagree) to 5 (strongly agree).**

Wisconsin. Table 6R04a portrays representative national comparison data on student satisfaction.

MSTC's response to a finding from the 2003 SSI study demonstrates how the institution collects data, analyzes findings, develops a strategy to address a concern, and subsequently measures for evidence of improvement. In 2003, students indicated a large gap between importance and satisfaction regarding access to computers on campus. A review of the management of computer labs revealed a College practice of locking labs that were not in use for a scheduled class or other campus event. This practice was changed, and beginning in 2004 computer labs were left unlocked. In addition, more computers were made available in student lounges and libraries around the district. The 2006 SSI study revealed a significant increase in student satisfaction in this area. 2008 survey results show MSTC has held this gain (Table 1R05g).

### 3R3: Results of building student relationships

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Table 6R04a portrays a small sample of the most recent (2008) feedback from the SSI survey. On 5 of 6 scale measures, students at MSTC are more satisfied (statistically significant at  $p < .001$ ) than are students at public, two-year colleges nation-wide. Student satisfaction with MSTC is also reflected in the large number of students entering MSTC direct from high school (Table 9R02a).

Table 3R03a portrays a comparison of the feedback from 2006 to that of 2008. The differences reported, with the exception of Safety and Security, are not statistically significant. Statistically, MSTC held a strong position on student satisfaction between 2006 and 2008. In response to safety and security, MSTC increased communication to students regarding health and safety issues and completed the installation of security cameras at each campus; in addition, MSTC installed telephones in all classrooms. The impact of these changes will be measured in the 2010 study.

Students are asked to provide feedback on their classroom experience at the end of a course. The range of objective answers is between one and five. Students also have an opportunity to respond to two open-ended questions on what they liked best about a class and what changes they would recommend. Instructors receive a summary of student feedback. The data reporting process enables instructors to compare the feedback of students in a class to the feedback from all students during a given term. Student feedback is typically positive, as can be observed from the composite response scores in Table 3R02a.

Feedback from MSTC students on the SSI and course feedback information documents positive results of the institution's efforts in building relationships with its students.

In recent years, the number of students participating in student clubs increased, as has the number of clubs (Table 3R03b).

Also see Figures 3P01b and 3P01c, which portray survey results that MSTC uses to allocate student fees and to plan student activities.

### 3R4: Stakeholder satisfaction

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The responses to 3R2 and 3R3 focus on performance results related to student stakeholders. Table 3R04a reflects the most recent Employer Follow-up Survey results. Respondents to this survey were slightly more positive toward MSTC graduates than for the WTCS as a whole.

The Graduate Follow-Up Survey is conducted at the technical college district level to gather data regarding the activities and perceptions of the students. The survey is conducted approximately six months after graduation.

MSTC program advisory committees are composed of representatives for the program's career field. One advisory committee role is to give feedback on program graduates and to recommend changes to a program to meet professional or occupational needs. Those programs that use clinical sites collect feedback on student performance and information on how a student's clinical experience can be improved.

Feedback from program accreditation organizations is used for program improvement. Those programs that have external accreditation are listed in Table 3P04a.

The 2008 AQIP Check-up Team concluded that MSTC is well connected to its community and noted that:

*“On an institutional level, long-range planning includes all levels of the College. The Board of Directors sets long-range goals based upon input from community members, employees, students, and other stakeholders. Data is [sic] gathered and analyzed throughout the year and a final plan completed at the annual Board Advance. The Executive Committee members meet weekly to evaluate progress on goals and review information received from all data sources. Departmental faculty members meet monthly in departments to assess progress and plan for improvements based on data.” (Page 3-4)*

The five new programs in renewable energy technologies (Biorefinery Technician, Energy Efficiency Technician, Renewable Electricity Technician, Renewable Energy Specialist, and Renewable Thermal Energy Technician) and three new allied health/laboratory science-related programs (Biomedical Informatics Technician, Clinical Research Coordinator, and Laboratory Science Technician) arose from needs expressed by stakeholders.

### 3R5: Results for building stakeholder relationships

Key stakeholders were identified in Table 3P03a. Results for building relationships with employers and graduates were addressed in 3R4.

Results for building relationships with four-year colleges are demonstrated by their willingness to accept transfer credits from MSTC. MSTC currently holds more than 40 transfer agreements with 25 four-year institutions (Table 2R02f).

A primary indicator of the strong relationship with legislators is support of the development of MSTC's five renewable energy programs. In March 2009 MSTC was awarded \$428,000 from the U.S. Department of Labor. The funds were secured by Wisconsin Congressman Dave Obey to support the renewable energy programs.

The MSTC Foundation provides scholarships to

students. The "Have a Heart" campaign solicits donations from MSTC staff; since 2000 the number of internal donors has increased 152.8%, while the total donations have increased 272.8%. These increases speak to the effort expended toward building stakeholder relationships.

MSTC routinely uses electronic surveys of staff members on a variety of topics, including in-service, CIDs, meetings, and changes (for instance, in developing new action projects). For 12 of the past 15 in-service sessions, 80% of instructors and staff were satisfied or very satisfied with the sessions.

### 3R6: Comparative results

Comparison results are included in 3R1-3R5. The Graduate Follow-up Survey, Perkins performance indicators, enrollments, QRP, the WTCS Cost Allocation Report, and the annual Fact Book Report are compared across the 16 WTCS colleges. Additionally, SSI results are compared against the other colleges in the WTCS and nationally.

The response to question 7R3 includes tables and figures that compare MSTC's performance to peer institutions in Wisconsin and across the nation. According to the most recent SSI results, MSTC students are more satisfied with their college experience than are most students at other two-year institutions in Wisconsin or elsewhere in the nation.

*Table 3R03a: Noel-Levitz Student Satisfaction Inventory Comparison, Spring 2008 Compared to 2006*

Scale	Spring 2008			Spring 2006			
	Impor	Satis / SD	Gap	Impor	Satis / SD	Gap	Mean Difference
Student Centeredness	5.92	5.52 / 1.05	0.40	5.92	5.55 / 1.01	0.37	-0.03
Instructional Effectiveness	6.14	5.50 / 0.98	0.64	6.13	5.54 / 0.92	0.59	-0.04
Responsiveness to Diverse Populations		5.50 / 1.18			5.49 / 1.19		0.01
Campus Support Services	5.29	4.95 / 1.05	0.34	5.29	4.97 / 1.01	0.32	-0.02
Safety and Security	5.70	5.09 / 1.05	0.61	5.67	5.23 / 1.03	0.44	-0.14 **
Academic Advising/Counseling	5.95	5.37 / 1.11	0.58	5.93	5.40 / 1.07	0.53	-0.03
Admissions and Financial Aid	5.88	5.31 / 1.05	0.57	5.89	5.33 / 1.03	0.56	-0.02
Academic Services	5.94	5.51 / 0.96	0.43	5.94	5.54 / 0.92	0.40	-0.03
Registration Effectiveness	6.02	5.48 / 0.94	0.54	6.02	5.49 / 0.90	0.53	-0.01
Service Excellence	5.85	5.36 / 0.97	0.49	5.83	5.42 / 0.95	0.41	-0.06
Concern for the Individual	5.98	5.39 / 1.07	0.59	5.99	5.44 / 1.06	0.55	-0.05
Campus Climate	5.91	5.44 / 0.98	0.47	5.89	5.49 / 0.92	0.40	-0.05

Table 3R06a is the WTCS Carl Perkins score card for MSTC. This process sets goals on key measures of institutional performance. MSTC met or exceeded every goal except academic (General Education) course completion. Academic course completion (indicator 1P2) improved by 3% between academic years 2008 and 2009, and it should be noted that MSTC's performance on this measure ranks second among Wisconsin's 16 technical colleges.

MSTC leadership benchmarks the performance of MSTC against the 15 other WTCS institutions using data compiled by the WTCS (for sample comparative reports see the WTCS web site at <http://systematic.wtcsystem.org/reports/>). These data are used by instructors and other staff. The WTCS provides a structure that fosters the development of collegial relationships among staff at the various colleges. Information sharing related to process improvements is open and mutually supportive.

## Improvement

### 311: Recent improvements

Recently, MSTC changed the cycle for administering the SSI from every three years to every two years. Rapid changes in educational technologies, student turnover in a two-year college environment, and changes in student concerns influenced this decision. The SSI is one of the primary sources for determining student needs and preferences regarding services.

The implementation of the AEIs is a direct result of an AQIP Action Team. (See 7P1 for a more complete discussion of AEIs.)

Many programs at MSTC have identified a capstone course (see 1R01a). Course feedback forms for these capstone courses include a question about student satisfaction with their program of study and a self-evaluation of the preparation they have received for their career.

Process and performance results analysis is systemic on an operational level. The Deans and Associate Deans use AEIs to make decisions about programs; data on enrollments, employer needs, and wait lists are used to make decisions about class sections; and analysis of student data are used to shape decisions in Student Affairs. At every level within the organization, the focus is on a positive total student experience.

### 312: Culture-driven process improvements

For a description of how MSTC's culture and infrastructure help drive planning and continuous improvement, see 9I2.

*Table 3R03b: Student Club Activity*

Semester	Clubs	Students
Fall 2006	9	216
Spring 2007	10	229
Fall 2007	10	224
Spring 2008	11	229
Fall 2008	11	230
Spring 2009	13	318

*Table 3R04a: Employer Survey Results*

Hire graduate?	Yes	No	Maybe
Statewide	95%	0%	5%
MSTC	98%	0%	2%

*Table 3R06a: MSTC Perkins Score Card*

Indicator	FY2008	FY2009
1P1 Technical Skill Attainment	L: 81.32% †A: 78.16%	L: 81.65% A: 82.53%
1P2 Academic Skill Attainment	L: 82.87% †A: 77.41%	L: 83.12% †A: 80.84%
2P1 Credential, Certificate, or Diploma Attainment	L: 42.96% A: 39.70%	L: 43.21% A: 46.35%
3P1 Student Retention or Transfer	L: 21.16% A: 27.56%	L: 21.41% A: 22.22%
2P1 + 3P1 Combination of Graduation and Retention/Transfer	L: 64.12% A: 67.26%	L: 64.62% A: 68.57%
4P1 Student Placement 113(b)(2)(B)(iv)	L: 92.00% A: 96.04%	L: 92.00% A: 93.10%
5P1 Nontraditional Participation	L: 11.12% A: 12.19%	L: 11.35% A: 13.58%
5P2 Nontraditional Completion	L: 9.73% A: 9.60%	L: 10.00% A: 11.56%

L = Negotiated Performance Level

A = Actual Performance Level

† Improvement Plan required

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## 4: Valuing People

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### Process

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#### 4P1: Identifying required credentials

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In 2008, MSTC implemented the Targeted Selection (TS) system. The TS system is based on the premise that past performance is the best predictor of future performance. Work analyses, which include a number of questionnaires and meetings, were conducted with designated managers throughout MSTC to identify the dimensions or competencies required for success in a job. Dimensions include:

- Behavior - how an incumbent effectively performs work tasks
- Motivation - characteristics of the job or organization that influence satisfaction, commitment, and turnover
- Knowledge - the relevant technical and professional information or skills needed to perform the activities of the target job effectively

In addition to identifying the dimensions required to succeed in a job, managers also identify the necessary qualifications including experience, education (instructors are required to have or be working toward a discipline-centered master's degree), and physical and mental requirements as well the working conditions for a job. After gathering this information, a comprehensive job description is compiled outlining the job summary, duties and responsibilities, qualifications (which includes the dimensions, WTCS certification requirements, and MSTC's six Core Values), mental requirements, working conditions, and physical demands. Academic credentials of College instructors and staff are summarized in Table O4a.

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#### 4P2: Hiring processes

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As open positions occur at MSTC, the hiring manager and Human Resources review the job description prior to internally or externally posting the job to ensure it accurately reflects the nature of the job and the credentials, skills, and values required to successfully fulfill the position's responsibilities.

Once a position is posted, MSTC accepts applications via its online application system, which was implemented in 2008. This system automatically pre-screens applicants to eliminate those who do not meet

the minimum qualifications listed on the job posting. Human Resources screens the application materials for candidates who meet the minimum qualifications and forwards the top candidates to the hiring manager for review. The hiring manager evaluates each candidate's supporting materials and forwards the top 4-5 candidates to Human Resources. Human Resources conducts phone screens of the candidates to determine if the qualifications, experience, workplace preference, and salary are potential matches for the position and MSTC. If so, Human Resources schedules an in-depth interview with the interviewing team. The interviewing team typically consists of the hiring manager, a human resources representative, and two other administrative staff members with expertise or knowledge of the position's duties.

As described in 4P1, MSTC implemented the TS system. To ensure that the interviewing team is making accurate and equitable decisions based solely on job-related capabilities and information gathered through the interview, behavioral-based interview guides are developed based on the work analyses.

All MSTC managers received training in TS candidate interviewing and evaluation. During the interview process, interviewers rely on three general types of information when gathering data about the candidate:

- Work/Educational History/Certification/Skills – candidate's broad, general background.
- Specific Experiences – specific things the candidate has done in his or her jobs or other relevant history.
- Interests/Desires – what the candidate is looking for in a job, organization, and location.

After each interviewer has an opportunity to meet individually with all candidates, the interviewer independently evaluates and rates each candidate on each dimension. The interviewing team convenes to discuss and exchange data to reach consensus for each dimension. The interviewing team makes a hiring decision based on the consensus rating. The TS system helps MSTC ensure that it eliminates interviewing inconsistencies, uses clearly defined decision points, treats applicants fairly, adheres to government regulations, and ultimately hires the best candidate with the credentials, skills, and values that are required to successfully perform in the position. Once a decision is made to offer the position, Human Resources conducts a background check to verify education and work experience as listed in the candidate's application materials.

## 4P3: Recruiting, hiring, and retaining employees

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The employment process at MSTC is designed to ensure that high-caliber, well-qualified individuals are hired. Human Resources participates in all aspects of the employment process to give guidance, provide equal opportunity for all applicants, and ensure a non-discriminatory process.

MSTC's recruitment typically includes an internal job posting to provide new opportunities to current staff as well as external advertisement in a variety of sources. The recruitment sources used are many and far-reaching to attract a qualified and diverse applicant pool. Sources used include local and regional newspapers, college career services, the MSTC web site, Wisconsin JobNet and other Wisconsin-based employment sites, a variety of online job boards, and educational, minority, and occupation-specific journals and web sites. Additionally, MSTC periodically runs generic ads in minority publications to create awareness and generate interest in MSTC as an equal opportunity employer.

MSTC's online application system gives the hiring team access to all application materials, along with comprehensive reporting on applicant diversity and referral sources that helps MSTC better understand and potentially increase the diversity of its pool of applicants. The online application system is fully compliant with guidelines ensuring equal access for individuals using devices for the disabled.

As described in 4P2, the hiring process includes establishing an interviewing team to hire new employees and evaluate internal applicants for transfer and promotion opportunities within MSTC. In addition to the process as detailed in 4P2, the interviewing process may include review of application materials by the WTCS Certification Officer to ensure the candidate is certifiable. Additionally, a teaching demonstration may be used as a component of the interviewing process for the top candidate for an instructor position. The final step in the hiring process includes Human Resources conducting a background check which includes education and employment verifications to verify the credentials and work experience of an applicant as well as a criminal background check. This process ensures that hiring decisions are based on objective criteria rather than on bias, which often finds its way into the hiring process.

One of the early efforts MSTC makes to retain employees is through the new employee orientation

conducted by Human Resources in the first week of employment. The purpose of the orientation is to familiarize new employees with MSTC, its Mission, Vision, Core Values, Strategic Directions, and College Goals as well as to discuss policies and procedures. New employees complete the required paperwork for records set up and benefits enrollment. Employees receive applicable bargaining unit agreements during new hire orientation. Employees also receive a campus-wide tour during orientation to acquaint themselves with the campus. Individual managers provide an orientation to department- or division-specific procedures. Additionally, employees receive information on safety including a Conflict Management DVD, Emergency Reference Guide, and Campus Floor Plan.

In 2008 an adjunct instructor orientation was implemented and is held at each campus at the beginning of the year at the Campus or Academic Dean's request. Managers and Human Resources facilitate the on-site adjunct instructor orientation, which provides adjunct employees with information on the campus on which they will be working, safety information, and certification requirements. Additionally, adjunct employees receive an Adjunct Orientation packet that includes information on MSTC's policies and procedures, Strategic Directions, FERPA, accessing technology, a campus floor plan, an Emergency Reference Guide, and information on conflict management and WTCS certification. The packet of information includes several how-to documents that help adjunct instructors access required websites and electronic systems such.

An instructor mentor is assigned to new full-time instructors for the first year of teaching to assist in transition and acclimation to MSTC. Additional orientation and networking is provided to new and continuing instructors through in-service and College Initiative Day programs at the start of each semester as well as through the new instructor lunch program, in which new instructors are invited throughout their first semester to join other new instructors for networking and informative sessions on MSTC.

On-going training and development, promotion opportunities, a safe, comfortable, and challenging work environment, competitive salary, and excellent benefits all contribute to employees' satisfaction with their jobs and MSTC and help to ensure retention of its employees. Employees and managers develop goals together and managers perform periodic performance appraisals during the probationary period to detail accomplishments and identify areas for development. Employee feedback is solicited through surveys, exit interviews, and listening sessions.



## 4P4: Orienting employees

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As detailed in 4P3, new employees participate in a new employee orientation during their first week of employment. The purpose of the orientation is to familiarize new employees with MSTC, its Mission, Vision, Core Values, and Strategic Directions as well as to discuss policies and procedures.

## 4P5: Planning for change

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Each individual department and division engages in personnel planning usually in conjunction with the annual budgeting process. Need is determined by assessing factors including distributed workload of existing instructors, real and potential growth, and skill level requirements. The Executive Committee projects staffing changes and analyzes future staffing needs throughout the year. However, new program development, retirement projections, and assessments of direct-report job satisfaction are other factors that result in personnel planning at specific times. As position vacancies occur at MSTC, the Executive Committee analyzes the situation to determine if a replacement will be hired. As new individuals are considered for MSTC employment, Human Resources and hiring supervisors consider the individual's suitability for future career advancement at MSTC.

## 4P6: Designing work processes

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To contribute to organizational productivity and employee satisfaction, work processes and activities are created to allow for empowerment of employees to make decisions within the scope of their control. Studies have shown that this elevates an employee's self-worth and makes them more engaged in their work, which has a positive correlation with their satisfaction. MSTC designs work processes and activities so they contribute to organizational productivity and employee satisfaction by improving efficiencies in processes and activities to ensure that the work being performed by employees is worthwhile and meaningful. The design process allows the employee to focus on their specific position and how to improve their function to better serve the needs of students and stakeholders. An example of process improvement includes a recent survey conducted of hiring managers that showed managers were spending a significant amount of time hiring adjunct instructors. Based on this survey, a small focus group was put together to determine how to improve the adjunct instructor hiring process. As a result Human Resources

took over the administrative piece of the hiring process, allowing managers to spend more time managing employees and programs.

Employee satisfaction surveys have been conducted regarding wellness offerings. Feedback from the surveys is considered when determining future activities. An example is a recent survey conducted regarding group exercise classes. The survey revealed that the location of a class was an issue, so the location was changed to accommodate participants.

Participants of the annual biometric screening program complete a survey regarding their satisfaction with screening, which includes its promotion, quality, convenience, affordability, and whether they have made positive changes as a result of past participation. Wellness programs are analyzed and adjustments are made to ensure that the programming offered is of value. Participants were asked what affected their decision to participate, which will assist in determining future promotion efforts.

## 4P7: Ensuring ethical practice

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MSTC defines expectations for the ethical practices of all employees through the communication of various policies and procedures. Integrity is one of MSTC's six Core Values (Table 5P01b). This Core Value is a requirement for each position at MSTC and is one of the performance dimensions for all employees who are evaluated during the performance appraisal process. MSTC's Board policies, District Board Member Code of Ethics, and District Employee Code of Ethics address ethical practices for Board members and employees. In addition, other College policies and procedures pertaining to topics such as alcohol and drug use, Internet and personal computer use, equal opportunity and discrimination, and sexual harassment are communicated through orientation, and the intranet. Audit procedures, such as supervisory approval of travel expenses and purchasing card usage, also ensure ethical practices.

MSTC held investigation training for all managers to ensure those involved in investigating student complaints and issues conduct the investigations fairly and ethically. The training focused on due process for all parties involved.

All employees are required to complete Sexual Harassment Training, which includes separate training modules for managers and for instructors to ensure ethical behavior in interactions with employees and students. Managers also receive training on performance management. The training stresses the need to treat employees with integrity.

## 4P8: Determining training needs

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Training needs are identified in a variety of ways. Discussions taking place in annual performance appraisals help reveal opportunities for training, which may be suggested by the supervisor or requested by the employee. Invitations are extended to staff regarding training opportunities in a wide range of areas including basic and advanced computer concepts, using new technology in the classroom environment, CPR/AED, and others. As new technologies are developed for labs and classrooms, instructors are invited to participate in hands-on training and are encouraged to apply and share their new knowledge and skills with others. MSTC believes in continuous improvement, so introducing new technologies as they develop further strengthens MSTC's instructional programs by providing exposure to equipment and programs that students may not have had exposure to previously; instructors and staff receive frequent training on newly deployed technologies to ensure that the staff members can effectively model use of the new technologies for stakeholders.

New technologies continue to be introduced and revised in several non-instructional areas as well, strengthening MSTC's services through increased efficiencies and immediate anytime access. Some examples include the online time reporting system, which enables staff to record their time electronically on or off campus; digital imaging, which enables files to be stored and accessed electronically; and the human resources and payroll system, which requires frequent tax and legal updates. When more complex changes occur or new processes are introduced, the appropriate individuals meet to discuss process efficiencies; training sessions are offered and navigational documents are prepared.

MSTC introduced diversity training in Fall 2009 to staff, and extended invitations to over 1,000 small employers in the district to participate in the training as well. This collaborative effort further strengthens MSTC's position as a respected resource in the community. Within six months of introducing the training, approximately 96% of staff members successfully completed the training. MSTC provides education and training opportunities in wellness and safety in a variety of ways, which further strengthens MSTC's ability to provide a safe, healthy environment. The August 2010 CIDs, mentioned throughout the portfolio, will focus on understanding and embracing differences and diversity.

## 4P9: Training staff

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The continuous training and development of all instructors, staff, and administrators is crucial to the success of an organization. At MSTC, employees are encouraged to participate in on-campus training and to seek out professional development opportunities.

MSTC offers many in-house training options. The EDC provides instructors and staff with a variety of training and information sessions related to technology, software programs, and applications. Additionally, the EDC provides instructors with improved access to instructional technology resources that support and improve student learning. On-site, walk-in assistance is available to all employees from the Instructional Technology Coordinators in the EDC.

Computer-based training courses from SkillSoft are accessible online any time and at no charge to all MSTC employees for their personal professional development. The SkillSoft library of 800 titles ranges from basic computer skills to management and leadership to safety and health offerings. These courses may also be used as supplemental learning components of courses that instructors teach. Courses are completed at an individual's own pace.

Additional in-house training offered to MSTC employees includes:

- Preventing Sexual Harassment Training
- Welcoming Diversity Training
- Investigation Training for Managers
- Performance Management Training for Managers
- Conflict Management Training
- Bloodborne Pathogens
- Automatic Electronic Defibrillator Training
- Cardiopulmonary Resuscitation Training
- IP (Internet Protocol) Telephone Training
- PeopleSoft Training
- eTimesheet Training

MSTC reinforces the training by continuously updating offerings and allowing employees to participate often during their scheduled work day. An example of this is cardiopulmonary resuscitation/advanced electronic defibrillator certification which was recently offered to employees. Participants received textbooks to review prior to the offering, and skills were reviewed and practiced during the course. Participants were required to demonstrate their life-saving skills hands-on prior to being certified or recertified. Over 20% of current staff members are certified in this area.

MSTC's proactive approach in training new

employees, as well as encouraging continuous improvement in current employees, reflects MSTC's high standards. Several in-house and online training programs have minimum completion scores, which require competency in that respective area. Recent examples include required diversity training and bloodborne pathogens training for staff. Additional training programs are scheduled as issues arise in that particular area, as changes are made necessitating updates, or as legal standards require.

In-service sessions and College Initiative Days are held twice a year for instructors and administration; support staff attend in-service sessions once yearly. Each year, MSTC sends two support staff members to The Great Support Staff Retreat. The sessions keep employees informed of new and upcoming college initiatives, introduce new ideas, provide professional growth, and to motivate employees.

Each year two staff members are invited to participate in the Wisconsin Leadership Development Institute (WLDI). This institute is committed to the ongoing development of future leaders of the WTCS.

Each MSTC employee responsible for the delivery of instruction or the management of one or more programs must obtain and maintain instructional certification as governed by the WTCS Board. Employees maintain certification by participating in approved courses, gaining appropriate occupational experience, or participating in other approved professional activities intended to help the instructor grow and become more effective in the classroom.

All employees are encouraged to attend job-specific conferences, seminars, and training offered by external resources in order to enhance personal growth and development. Each of the four employee groups has educational reimbursement programs available to them as well as the ability to apply for professional development funds to help defray the costs of professional growth opportunities (Table 8P08a).

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#### 4P10: Evaluating personnel

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MSTC's performance appraisals are a tool for supervisors to provide feedback and guidance to employees regarding performance in day-to-day duties and responsibilities as well as annual goals. MSTC defines the dimensions and competencies required to perform successfully in a position. These dimensions, as well as MSTC's Core Values, are incorporated into the performance evaluation.

Sample performance evaluations are distributed to new

employees upon hire to make them aware of the areas in which they will be evaluated during upcoming evaluations. Evaluations are conducted periodically during probationary periods. Supervisors and employees sign the evaluation forms acknowledging that discussion took place and evaluations become part of the employee's personnel file.

MSTC's Strategic Directions (Table 5P02a) are set forth by the Board of Directors. From the Strategic Directions, the Executive Committee sets the annual College Goals (Table 5P02b). From the College Goals, the manager and employee together form goals that will help MSTC meet its goals. The goals set by the manager and employee include measurable outcomes and are detailed on the annual performance appraisal; goal attainment is evaluated throughout the year.

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#### 4P11: Designing recognition, compensation and benefits

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At retirement, retirees are recognized at a College retirement reception and are awarded a retirement gift.

Human Resources strives to attract, retain, and develop individuals with the appropriate skills to positively support the Strategic Directions and College Goals. MSTC conducts salary surveys for positions; salary and wages are competitive with other educational institutions and are above average for MSTC's area.

Human Resources conducts benefit systems analyses periodically to ensure benefits are comparable to other similar institutions. The department actively manages benefits costs by providing incentives for staff members to choose lower-cost, high quality plans. Employees choosing such plans pay reduced premiums for the selected coverage.

MSTC provides an excellent benefits package including health, dental, vision, long-term disability and life insurance; a flexible spending account; a tax-deferred savings option; participation in the Wisconsin Retirement System; paid holidays, vacation, sick, personal, and professional leave; opportunities for professional growth and development; tuition reimbursement; an Employee Assistance Program; and a Wellness program.

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#### 4P12: Determining key motivators

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The primary means for determining key issues related to the motivation of MSTC's instructors, staff, and administrators is through communication via an open door policy. Employees are encouraged to become

informed about MSTC and are free to explore areas of concern. If employees have a question, problem, or complaint about their job or MSTC, they are encouraged to discuss the issue with their supervisor, who is their first source for MSTC information. Supervisors handle the majority of concerns or help the employee get information as needed. MSTC values the ideas and opinions of its employees. If employees encounter a communications problem with their supervisor, they are encouraged to contact Human Resources for advice and assistance. Additionally, Campus Conversations are held at the campuses, in which the Vice Presidents of Student Affairs and Information Technology and Academic Affairs discuss key issues in their respective areas and answer questions employees may have. The Vice President of Human Resources holds open question and answer sessions with the various employee groups to address concerns and issues employees may have.

Another way MSTC determines key issues is through the use of performance appraisals, in which key issues of employees may be discussed. MSTC also determines key issues through negotiations with employees as they voice their concerns in areas they would like to have improved. Additionally, employees leaving MSTC complete an exit interview to help identify if issues exist that relate to staff motivation.

MSTC routinely collects and analyzes electronic surveys provided to staff members after meetings such as in-service, CIDs, or Management Team. Feedback from the surveys provides direct evidence of employee motivation and is used to continuously improve subsequent meetings. The survey process is covered in more detail in Category 3.

## 4P13: Evaluating satisfaction and well-being

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MSTC's culture encourages and rewards staff to express ideas and opinions in open forum discussions and individually. Formal and informal surveys are conducted throughout the year to measure employee satisfaction in a variety of areas including health, safety, and well-being. Health and safety have been topics at recent in-services and meetings, and aggregated feedback from the confidential electronic surveys is evaluated and shared with the attendees and with those in charge of planning for future events.

MSTC recently received an award from the governor for being a leader in Wellness in the State, which reflects MSTC's commitment to the well-being of staff. The mission of MSTC's Wellness program is to transform the lives of our employees and their families

through the power of teaching and learning about total wellness, encompassing physical, intellectual, spiritual, emotional, occupational, and social wellness.

A number of factors are evaluated to assist in determining the Wellness program offerings provided each year. Data from confidential aggregate reports provided by MSTC's insurance providers and health risk assessment and biometric screening vendors, national trends, and employee interest surveys are evaluated. Programs are designed to target those areas of greatest risk or need, and are evaluated to determine their level of employee satisfaction and return on investment, when applicable. Employees are encouraged to live healthy lifestyles and receive educational materials in a variety of ways to remind or review with their families. MSTC provides interactive wellness opportunities including walking and nutrition programs, exercise classes for fitness and relaxation, and on-site chair massage for stress reduction, to name a few. MSTC collaborates with the cafeteria and vending representatives to offer convenient, healthy alternatives in food service, catering and vending.

MSTC offers a generous benefit package including an Employee Assistance Program (EAP) that provides confidential assistance to employees with personal issues, as well as wellness and mental health benefits through MSTC's health insurance provider.

Employees receive safety information and training in a variety of ways, including through in-services and meetings, as well as electronic and hard copy methods. New employees receive a number of items regarding safety during their first week of employment. Detailed campus maps are provided with entrances, exits, fire alarm stations, and defibrillators identified. Employees with CPR/AED training are identified, as well as emergency contact information for local agencies at each location. Emergency Reference Guides are also distributed to all staff, and they also receive a conflict management training DVD, which they are asked to review on an annual basis. In response to concerns regarding campus-wide notifications and security, MSTC recently added telephones to labs and classrooms, installed an intercom system for emergencies, and security cameras in various areas throughout the campuses.

Employees are informed of MSTC's Standard Precautions practice regarding bodily fluids and those determined to be at greater exposure receive training regarding Bloodborne Pathogens. A central database has been developed for Material Safety Data Sheets, and several Right-to-Know Stations have been installed for staff to reference should there be a chemical spill or accident. Incident and accident report

forms and processes are in place for appropriate reporting to inform key staff, and to follow up to analyze and improve processes. A Hazard Communication Plan including a program involving hearing protection is in place for the Maintenance Department. MSTC also has a Chemical Hygiene Plan and designated Chemical Hygiene Officers at each campus location. A Disaster Recovery Plan for MSTC has been drafted to address business continuity in the event a disaster should occur. Plans for review and distribution are in progress for the key staff who would be involved in disaster recovery efforts.

MSTC collaborates with liability insurance and workers compensation carriers, who assist MSTC in monitoring and testing in-place systems. MSTC provided ergonomic education and evaluation; a number of workstations were improved as a result.

With work-life balance needs and flexible hours becoming increasingly popular benefits, MSTC recently moved employee schedules to a condensed work week during the summer. This shift enabled staff to have more time with their families, and allowed them to save time and money in transportation. The follow-up satisfaction survey proved it to be a success in a number of ways. It also helped the environment by using less energy and emitting less pollution, which is in line with MSTC's movement toward becoming greener, thereby providing a sense of well-being for staff. HR staff met with representatives from employee groups in advance to consider the needs and well-being of all summer staff, and the adjusted hours were agreed upon prior to implementation. Overall, feedback from employees on summer hours has been positive, and MSTC is implementing changes to address concerns staff members identified.

## Results

### 4R1: Measures of valuing people

MSTC uses several measures of valuing people that are collected and analyzed regularly. These include measures related to health and safety; performance of employees; ongoing training needs; employee satisfaction, and overall salary and benefits.

- Increase in minority hiring percentage
- Applicant by referral source
- Candidate diversity
- Voluntary turnover rate
- Completed exit interviews
- Exit interview ratings
- Biometric screening satisfaction
- Health insurance savings

- Expenditures for training and tuition
- Biometric screening participation
- Bargaining unit formal grievances

### 4R2: Results for valuing people

MSTC increased its focus on employee health and safety since 2006, as discussed in 4P13. The Wellness and safety program has been expanded to all three campuses; the variety of Wellness options and activities increased. Human Resources surveyed employees to determine what programs and activities they would like to see offered and participate in. The number of participants in the annual biometric screening almost doubled from 2009 to 2010 (Table 4R02a), which reflects the value employees place in wellness programming. Because MSTC values employees and their opinions, a number of wellness surveys have been conducted; MSTC analyzes those results to determine what employees value. MSTC learned that the best-attended Wellness event traditionally has been the flu vaccination program, which also includes health-insured spouses. As a result, MSTC expanded the flu vaccination program into a health fair in 2009 and invited health and wellness vendors to provide employees additional opportunities to learn. Staff members are very satisfied with the screenings (Table 4R02b). Because musculoskeletal claims continue to rank highest in MSTC's health insurance claims data, bone density screenings were also offered, which gave employees and their spouses a snapshot of their bone health. They also received information about preventing osteoporosis through proper nutrition and exercise. Surprisingly, 83% of participants in 2008 had never had their bone density tested before. Since that time, 35% of this year's participants reported they have made lifestyle changes after receiving their 2008 results (Figure 4R02a).

The voluntary turnover rate at MSTC is low (Table 4R02c); hiring continues to fill vacancies and expand in key areas. MSTC experienced an increase in the diversity of candidates hired since the inception of its new recruiting system in 2008 (Table 4R02d); the increase is notable because in the last year, minority applicants made up less than 10% of all applicants for MSTC vacancies (Table 4R02e). MSTC achieved

*Table 4R02a: Biometric Screening Participation*

Year	Participants
FY2007	38
FY2008	89
FY2009	67
FY2010	121

candidate diversity by publishing vacancies in a wide array of media (Table 4R02f).

Through the ongoing performance appraisal process, managers communicate with employees on a regular basis. When deficiencies are identified with a particular employee, managers work collaboratively with employees on development, mentoring, coaching, and training opportunities.

MSTC conducts surveys of employees to determine specific areas of training they would want for their growth (Category 3 addresses surveys in more detail). An example includes College Initiative Day committees with instructors wherein the committee members determine topics from which the agenda for the training days evolve. Other examples include surveying the clerical and custodial groups for specific job-related training for their annual in-service. From that information a variety of speakers and vendors are brought in to provide training requested by employees.

MSTC conducts exit interviews with retiring or departing employees to determine employee satisfaction throughout the employee's career with MSTC (Table 4R02g). The exit interview focuses on

the employee's satisfaction related to working environment, manager relationships, compensation and benefits, and development opportunities. Departing employees are asked to rate MSTC against other local employers; results of the exit interviews are shared with the employee's manager and leadership team (Table 4R02h).

One measure of MSTC's culture is the number of formal grievances filed by members of the various bargaining units. The collaborative culture is shown by the number of grievances, which have decreased significantly since 2006 (Table 4R02i).

MSTC continues to invest in spending on staff development and tuition reimbursement; between 2006 and 2009 expenditures increased 128% (Table 4R02j). Since 2006 MSTC awarded nearly \$90,000 in professional growth funds to instructors and staff; spending was temporarily suspended in FY2009 when the WTCS reclaimed significant grant funding. Funding was fully restored in FY2010 (Table 4R02k).

Lastly, MSTC participates in a number of compensation and benefits surveys and receives comparative data from the local market as well as from within the WTCS. These data are analyzed to ensure MSTC is competitive.

Figure 4R02a: Staff Member Lifestyle Changes

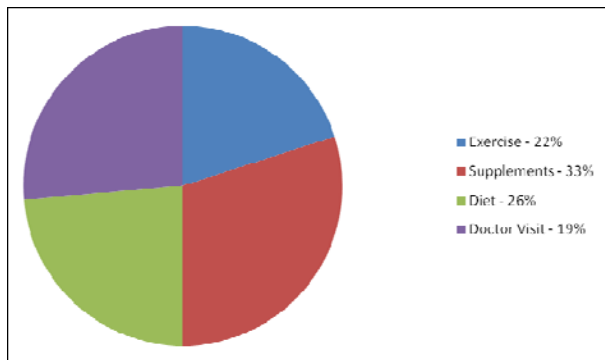


Table 4R02b: Trends in Employee Satisfaction with Biometric Screening

Satisfaction Rating	FY2008	FY2009
Overall quality of screening staff (satisfied/very satisfied)	100.0%	100.0%
Overall satisfaction with screening program quality (satisfied/very satisfied)	98.4%	97.7%
Quality of the blood draw experience (satisfied/very satisfied)	98.4%	97.7%

Table 4R02c: Voluntary Turnover Rate

Fiscal Year	Turnover Rate
2006	5.4%
2007	3.7%
2008	2.3%
2009	1.3%

### 4R3: Evidence for effectiveness

Over the last two-year period, MSTC increased enrollment by over 25%. MSTC has been able to serve this additional capacity without adding more staff. The decision to handle the increased enrollment without increasing regular full-time staff is a reflection of MSTC's conservative approach toward managing resources for what may turn out to be a short-term enrollment trend. This outcome was achieved in part through efficient class and staff scheduling and a

Table 4R02d: Increase in Minority Hiring Percentage

Fiscal Year	Increase over prior year
2005	0
2006	0
2007	33%
2008	33%
2009	50%

continued investment in training and development (Tables 4R02j and 4R02k). MSTC also used more adjunct staff to help with additional sections.

During this time period, MSTC increased the number of flexible schedules for instructors, which met student demand for having more class offerings Monday through Thursday.

MSTC conducted a survey and monitored student library usage, resulting in modified library hours.

MSTC used technology and best practices in the HR department to free up one employee's time to be used on Wellness and Safety initiatives instead of routine administrative work.

In collective bargaining with custodial employees, MSTC negotiated the ability to change duties of some of the staff to allow for staff to travel throughout the district to work on short-staff situations or where there is a problem with systems. In that bargaining, MSTC also provided for greater flexibility in scheduling assignments at the Wisconsin Rapids campus. As noted in Table 4R02i, formal grievances from all represented employees dropped sharply.

#### 4R4: Comparative results

In comparison with other higher educational organizations within the state and with public and private organizations outside of higher education within the district, MSTC's results are above average in terms of what is provided in respect to health and wellness. In meetings with local health departments, area coalitions, the Wellness Council of America, and other technical colleges in the WTCS, the organizations brainstorm, share best practices and stay current with wellness trends and initiatives. MSTC is a leader in wellness in the community, providing comprehensive wellness programming for staff. MSTC is one of the few technical colleges in the state to have received a Governor's award recognizing MSTC's commitment to building an environment that enables employees to develop and maintain lifelong healthy behaviors. MSTC was also recognized in a study conducted by the State of Wisconsin Department

*Table 4R02e: 2009 Applicant Diversity*

Self-Identified Race/Ethnicity	Applied	% Total
American Indian/Alaska Native	19	1.2%
Asian	66	4.1%
Black or African American	49	3.0%
Native Hawaiian/Pacific Islander	4	0.2%
White	1,480	91.5%

of Health Services Nutrition and Physical Activity Program for initiating healthy selections in vending machines for students and staff.

As noted in Table 4R02h, employees are highly satisfied with the way in which MSTC values employees; MSTC is rated average or above average in every category surveyed. The survey, completed by staff members leaving voluntarily, provides tangible proof of some ways in which MSTC values people.

## Improvement

### 4I1: Recent improvements

MSTC has made a number of recent improvements in Valuing People, which are related to health and safety,

*Table 4R02f: 2009 Applicant Referral Source*

Referral Source	Applicants
AcademicCareers.com	6
Careerbuilder.com	139
CCJobsOnline.com	4
CCollegeJobs.com	2
Chronicle of Higher Education	37
Former MSTC Employee	2
HigherEdJobs.com	66
InsideHireEd.com	1
Jobing.com/wisconsinjobs.com	35
Marshfield News-Herald	20
MSTC Employee	84
MSTC Website	490
Monster.com	7
Phone Inquiry	2
Stevens Point Journal	23
Walk-In	5
Wausau Daily Herald	11
Wisconsin JobNet	181
Wisconsin Jobs Bulletin	14
Wisconsin Rapids Daily Tribune	77
Wisconsin TechConnect	10
WisconsinJobNetwork.com	62
Other	106

*Table 4R02g: Departing Employee Exit Interviews*

	2006	2007	2008	2009
Employees Interviewed	26%	30%	20%	10%

compensation and benefits, hiring and orientation processes, and culture.

MSTC created an entire safety program, which includes emergency reference guides, a Conflict Management DVD, providing CPR training to employees, and creating a threat assessment team to provide a safer environment for employees. The fitness center has been improved with new equipment and facility improvements. As discussed in 4P13, the wellness program has been improved with a number of on-site activities such as yoga classes, chair massages, and wellness fairs being offered to employees.

In terms of compensation and benefits, MSTC now offers vision insurance to employees as well as no-cost health insurance through a narrow network provider. In 2010, MSTC offered biometric screening for all employees at no cost.

Recently MSTC reviewed the adjunct hiring and orientation process and is now offering face-to-face orientations for adjunct instructors each semester as well as making the process more efficient for managers so that they may spend more time with the adjunct on academic issues.

MSTC leadership has made itself more available to employees to discuss issues and concerns through a number of ways including Campus Conversations hosted by the Vice Presidents of Student Affairs and Academic Affairs, in which employees are encouraged to attend meetings to find out what is going on at MSTC as well as ask questions of leadership. Additionally, the Vice President of Human Resources conducts open question and answer sessions with the various employee groups to provide an opportunity to express concerns and ask questions, which fosters an open door environment.

The Human Resources team regularly meets to evaluate the effectiveness of MSTC's processes and performance results for Valuing People. When it is determined that improvements need to be made, recommendations are brought to the leadership team, Deans Council, or the Board. The Executive Committee addresses Valuing People weekly; every monthly Board meeting also addresses improvements related to Valuing People.

## 4I2: Culture-driven process improvements

For a description of how MSTC's culture and infrastructure help drive planning and continuous improvement, see 9I2.

*Table 4R02h: Exit Interview Satisfaction Results*

Exit Interview Satisfaction Ratings of Average or Above Average for MSTC's:	Percent rating:
Scheduled work hours	86%
Time-off allowances	86%
Holiday benefits	92%
Sick leave benefits	99%
Insurance programs	100%
Retirement benefits	100%
Employee services	100%
Base pay compensation	93%
Opportunities for advancement	64%
Opportunities for professional development	66%
Performance appraisal process	93%
Quality and effectiveness of supervision	86%
Contacts with managers above supervisor	79%
College rules, policies, procedures	92%
College communications	73%
Equipment, tools, machines, etc.	79%

*Table 4R02i: Formal Grievances by Represented Staff*

Year	Formal Filings
2006	9
2007	0
2008	0
2009	1

*Table 4R02j: Spending on Staff Development and Tuition Reimbursement*

Year	Expenditures
2006	\$48,284
2007	\$54,398
2008	\$89,453
2009	\$110,001

*Table 4R02k: Professional Growth Fund Activity*

Division	FY06	FY07	FY08	FY09	Total
Acad Affairs	2	3	2	2	9
Acad Divisions	33	40	35	17	125
Finance	1				1
Info Technology	1	2	2	1	6
Student Affairs	8	1	2	1	12
<i>Total Apps</i>	45	46	41	21	153
<i>Total Dollars</i>	25,079	22,930	27,908	13,807	89,724



## 5: Leading and Communicating

### Process

#### 5P1: Defining mission and vision

MSTC's original Mission and Vision were developed in November, 1996 during a strategic planning process that involved a varied and broad representation of MSTC employees and community leaders from throughout MSTC's district. In 2007, the Mission and Vision were updated and developed during with the Board of Directors' Strategic Directions process. The present process to develop Strategic Directions includes the review of the Mission and Vision and originates with the Board. During the October 15, 2007 meeting, the Board approved a new Mission and Vision for MSTC (Table 5P01a).

Through the Strategic Directions development process, the Board commits MSTC to a long-term course of action. This course of action provides opportunities as well as challenges to fulfill the Mission and,

*Table 5P01a: Mission and Vision*

Mission	Mid-State Technical College transforms lives through the power of teaching and learning.
Vision	Mid-State Technical College is the educational provider of first choice for its communities.

*Table 5P01b: Core Values*

Core Value	Statement
Student Centeredness	We value and respect all students as unique individuals. We assist students in realizing their educational goals and work hard to create a dynamic learning environment. Providing students with a positive educational experience is of vital interest to each of us.
Commitment	Our actions reflect our dedication to the people we serve and to the college. The success of MSTC depends upon our skills and abilities to communicate, promote, and support our educational offerings, and meet the needs of our students and other stakeholders. We invest the time and energy necessary to fulfill the mission of the college and provide a healthy and safe environment.
Accountability	We understand and value our individual roles in the college. We take responsibility for processes, decisions, and outcomes within our scope of influence. We work hard to apply our expertise to continuously improve our systems and strengthen organizational performance.
Respect	We appreciate individual differences and diverse opinions and work together to create a mutually supportive environment. We treat each other with dignity and appreciate individual contributions regardless of position within the college.
Integrity	Our actions and words signal the institutional integrity of our college. We embrace honesty and base our decision making on a combination of high ethical standards and practical considerations.
Exceptional Service	We create and improve relationships through positive interactions with others. United by a common purpose, to support and improve learning, we collaborate to provide lifelong learning opportunities that enhance the well-being of individuals, businesses, and communities.

ultimately, realize MSTC's Vision. The Board reviews the Mission and Vision statements annually during its Advance.

MSTC's current Core Values (Table 5P01b) were developed over a six-month period with feedback from over 200 MSTC employees and endorsed by the Board in October 2002. Development of the Core Values started with a blank page. According to the letter sent to all employees by the Executive Director of College Advancement, MSTC's Core Values "...were created to define those behaviors that we embrace as an organization and that we would like to see replicated as we interact with others." The Core Values codify MSTC's continuous improvement philosophy and the organizational culture.

#### 5P2: Establishing Strategic Directions

MSTC has a standardized, formal process for setting MSTC's direction. Every three years, MSTC's nine-member Board of Directors develops a set of Strategic Directions, which tie directly to MSTC's Mission, Vision and Core Values. Strategic directions developed by the WTCS Board guide the MSTC Board in its development of MSTC-specific Strategic Directions. This action fosters institution-wide collaboration and promotes mechanisms for sharing best practices in learning, administration, and operations.

The Strategic Directions serve as the foundation for College Goals (Table 5P02b), which are developed annually. The current set of five Strategic Directions covers FY2009 through FY2011. During the process to develop these directions, the Board incorporated a higher level of quantifiable actions from which the Strategic Directions can be measured and assessed for performance. Strategic Directions (Table 5P02a) target internal stakeholders, external stakeholders, students, partners, and potential partners.

While the Strategic Directions reflect long-term direction, College Goals are more immediate. College Goals are developed by the Executive Committee and reviewed by the Board of Directors, as a way of setting targets to meet the Board's Strategic Directions.

College Goals are first incorporated into each Executive Committee member's individual goals. Goals are observable and measurable. Goal attainment and progress are monitored throughout the year. Since each Executive Committee member's goals are designed to help achieve the College Goals, the goals therefore tie to MSTC's Mission and Vision through the Strategic Directions.

Each staff member's goals support an Executive Committee member's goals. This ladder goal development process ensures that employee actions are aligned and focused on College Goal attainment.

MSTC employees undergo an annual, formal performance appraisal. Each performance appraisal includes an assessment of performance on the Core Values and attainment of personal goals aligned with the Strategic Directions and College Goals.

## 5P3: Incorporating stakeholder needs

MSTC's Strategic Directions and College Goals take into account the needs and expectations of current and potential students and key stakeholder groups through the use of data. The Board and Executive Committee use both qualitative (environmental scanning) and quantitative data sources. One report with quantitative information that reflects MSTC's overall performance in meeting the needs and expectations of current and potential students and stakeholder groups is the annual Graduate Follow-up Survey (Table 5P03a). This survey collects information about MSTC's graduates' success. The information is compiled based on mail and telephone surveys conducted from September through January.

Another quantifiable example of how MSTC's Strategic Directions consider the needs and expectations of key stakeholder groups includes the Employer Follow-up Survey, shown in Table 3R04a. This survey is conducted every four years to collect data on employers' perceptions of recent WTCS graduates. The survey asks employers to rate graduates' attributes on how well they meet the employers' expectations for entry-level employees in three key areas: Technical work skills, people skills, and attitude.

MSTC uses the results of these surveys to drive change in programs and services to better support students and other stakeholders. These surveys are just one example of how MSTC takes into account the

*Table 5P02a: Strategic Directions, 2009-2011*

Strategic directions
1. MSTC meets changing educational needs through quality learning experiences which enhance student success.
2. MSTC meets the dynamic and diverse employment and training needs of the area.
3. MSTC embraces instructional effectiveness through the pursuit of excellence and continuous improvement.
4. MSTC supports and engages diversity through the recruitment, retention, and development of students and employees.
5. MSTC is recognized as an effective and essential educational partner.

*Table 5P02b: College Goals, 2010-2011 and Linked Strategic Directions (SD)*

College Goals
1. Foster a positive, respectful work environment that recognizes our diverse College community. (SD 3)
2. Establish community partnerships that contribute to the region's social and economic vitality. (SD 2, 5)
3. Provide an environment that supports employing and retaining quality employees and promotes enhanced student learning, achievement, and development in a global society. (SD 1, 4)
4. Maintain fiscal stability through a collaborative planning process focused on student and workforce needs. (SD 3)
5. Provide physical and technological resources that facilitate the success of the College community. (SD 1)
6. Advance the College through legislative, media, and community resource development at local, state, and national levels (SD 5).

*Table 5P03a: Employment Status of 2008 MSTC Graduates*

Employment Status of 2008 MSTC Graduates	Number	Responses	Percent
Total graduates	828	505	61%
Not in labor market	96	505	19%
Total available for employment	409	505	94%
Employed in related occupations (of 383 employed)	322	383	84%
Employed in non-related occupations (of 383 employed)	61	383	16%
Respondents seeking employment at survey time	26	505	5%
Graduates satisfied or very satisfied with training	453	467	97%

needs and expectations of current and potential students and key stakeholder groups.

#### 5P4: Seeking future opportunities

MSTC leadership guides the search for future opportunities while maintaining a focus on students and learning through the development of the Strategic Directions and College Goals. These high-level outcomes (with which all operational and individual goals are aligned) are focused on students and learning.

The Board has an annual full-day working session called a “Board Advance,” during which economic and workforce trends are presented and discussed. The Strategic Directions incorporate the results of the discussion, with a focus on students and learning. Board members also interact with members of other college boards through the Wisconsin Technical College Boards Association.

At the executive leadership level, collaboration with other WTCS colleges is similar to the ways in which the Board members interact. Each Vice President participates with peers statewide in meetings that are held several times per year, as does the President. For the VPAA and VPSAIT, these meetings are targeted at supporting and promoting learning.

MSTC leaders built a strong infrastructure to guide the organization. This infrastructure encourages and supports collaboration essential to the sustainability of MSTC’s dynamic leadership model. To enhance a strong focus on students and learning, the VPAA and VPSAIT collaborate extensively. These two Vice Presidents are responsible for the majority of MSTC operations and over 80 percent of MSTC services. The equality of these two positions promotes collaboration throughout all levels of Academic Affairs and Student Affairs. In addition, the two Vice Presidents have a

genuine respect and appreciation for the role that the other provides and firmly believe that the total student experience is strengthened through collaboration.

MSTC also has managers with dual responsibilities in both Academic Affairs and Student Affairs. In MSTC’s multi-campus environment, Campus Deans are responsible for campus operations (student affairs) as well as academic programs (academic affairs). This dual responsibility creates a greater awareness of and appreciation for the integration of Academic Affairs and Student Affairs processes crucial to quality learning experiences and student support.

Collaboration is also built into the organizational structure through committee membership. MSTC committees have members from Academic Affairs and Student Affairs. This approach supports collaborative partnerships and mirrors the relationship modeled by the Vice Presidents leading the groups. One standing committee is the Deans Council. The purpose of this committee is to provide dynamic leadership for quality teaching, learning, and associated academic service.

One of MSTC’s strengths is identifying future workforce needs. Based on meetings with local employers and a detailed needs assessment, MSTC developed and implemented eight associate degree programs unique in the WTCS in the past three years. These programs will meet emerging workforce needs for employers in Central Wisconsin. The development of these unique entrepreneurial programs exemplifies the work of leaders in academic areas including Deans, Associate Deans, instructors, and Student Affairs.

#### 5P5: Making decisions

At MSTC, decision making is delegated to the lowest possible level in the organization. By design, decision making processes at MSTC use a plan-do-study-act (PDSA) cycle. When a decision has broad implications

more people are involved. For example, decisions regarding changes in program curricula are made within the program or division by the Dean or Associate Dean and program instructors. However, decisions regarding program termination begin in the academic division and go to the Executive Committee. The recommendation for program termination needs Executive Committee approval as well from the Board of Directors. Final approval for program termination comes from the WTCS Board.

Decisions pertaining to instruction are made by the Deans Council with input from Associate Deans and program instructors. The group sets policy and strategic direction for delivery of instruction.

Some decision making is done by committee, though MSTC intentionally does not utilize a large number of standing committees. MSTC uses an approach it calls “solve and dissolve” in an effort to keep MSTC flexible and responsive. Subject matter experts are brought together to work on activities with the goal of being a formal committee for a limited period of time. Examples of standing groups are listed in Table 5P05a.

## 5P6: Using data for decision making

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MSTC leaders use data from a variety of sources to assist in decision making. This response focuses on the use of data that are maintained internally or within the WTCS; major data warehouses include PeopleSoft, Cognos, and WTCS Client Reporting.

Internal information is summarized daily via Cognos, a data warehousing and reporting tool. Data in Cognos is stored in “cubes.” Cubes include information used for day-to-day decisions; data include FTEs by campus, student success, and retention performance. These data are analyzed to identify trends.

MSTC is part of a consortium for data processing purposes, which creates benchmarking opportunities. As a result, data are shared among the three technical colleges in the consortium. The colleges also share information about performance on various student information system functions, like usage. The shared data gathering system allows each college to compare results. Leaders use the shared information to identify best practices and opportunities for improvement. Examples of information used routinely to guide decision making are included in Table 8R01a.

Data used in student management decisions come from PeopleSoft. Authorized employees can retrieve information on specific students or groups, to make decisions about course offerings. Information on

student preparation is available also; information is used to make decisions critical to student success.

Client reporting is a WTCS database. The 16 WTCS colleges use the data for benchmarking. Data submitted to the system office includes a wide array of information, all of which can be viewed by individual districts or aggregated into state-wide performance.

Decisions about launching new programs are made within the context of the WTCS program approval process (Table 1P03a). The process ensures analysis, communication, and consistency in program development throughout the WTCS. This process includes data collection, analysis, presentation, and communication among various personnel levels within the district, among districts with like programs, and with WTCS staff.

Decisions about modifying or suspending existing programs are based, in part, on data available as part of QRP. A standard set of program quality indicators forms the basis for the QRP. Target scores as well as threshold scores are identified, based on performance of all similar programs within the state system (Table 7R03a). While QRP indicators are standardized throughout the WTCS, MSTC collaboratively developed a set of WILM-specific indicators to track (AEIs) as part of an AQIP action project. Consortium members chose indicators that could be meaningfully compared based on input from instructors, staff, and other stakeholders.

Rather than being a prescriptive approach to program evaluation, the process is driven by those instructors and staff most familiar with the program reviewing the data trends, conducting a root cause analysis, identifying where improvements are desirable, developing an action plan, and sharing the action plans as well as best practices with other WTCS colleges through a web-based repository.

One piece of data which is a high-level indicator for many decisions is the number of students enrolled. Reporting on student FTEs is broken out by campus, by division, and by program; semester-to-semester and year-to-year trends are noted. A low enrollment trend, along with a weak employment outlook, may lead to program suspension or discontinuation.

Data about responsiveness of student services, such as time from first inquiry to application, is gathered and incorporated into a QRP for Student Affairs.

Another way in which information is used to make decisions is in determining the tax levy within statutory limits. Property tax revenue is MSTC’s primary funding source, and accounts for 44.9% of MSTC’s annual revenue. The levy is directly related to

*Table 5P05a: Examples of Standing Groups at MSTC*

Group	Participants	Purpose
MSTC Board of Directors	Board Members, college President	Provide district leadership and set policy
Executive Committee	MSTC President, all college Vice Presidents	Provide executive leadership. Meets weekly. Agenda is driven by planning processes and environmental scanning.
Deans Council	Vice Presidents of Academic Affairs and Student Affairs, all Academic and Campus Deans	Provide leadership for quality teaching, learning, and associated academic service; make curricular decisions.
College Initiative Days (CID) Committee	Instructors and management representatives	Determine activities for CIDs
Scholarship Selection Committee	Foundation Director, MSTC Counselors and Instructors	Review, evaluate and award scholarships
Student Academic Achievement Committee (SAA)	Instructors, Management	Collect data on student achievement, and recommend program changes. Program evaluations reviewed
Faculty, Clerical & Custodial Associations	MSTC employees working in those classifications	To represent members in the MSTC decision making
AQIP Action teams	Representatives from clerical, instructor, and management	To gather data and develop improvements for the topic
Web Governance Committee	Web Master, management	To oversee MSTC's web presence

the size and change in annual budgets and funding.

Forecasting revenues and expenditures is an important tool for budget development purposes; MSTC produces forecasting reports on enrollments (FTEs by division and course sections), revenues (including property valuation and grants), and expenditures. MSTC's process has proven to be accurate and reliable. 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 periodically with the Executive Committee and the Board of Directors. Any budget concerns related to a particular division or non-academic department are presented to the budget manager. Monthly reports for budgets, grants, contracted services, and enterprise services are also distributed to the Deans and department heads and reviewed by the VPF.

### 5P7: Communication processes

MSTC has several established processes for ensuring communication between and among the various levels of the organization. Some communications processes span the entire breadth of the organization.

Most of MSTC's Board of Directors' monthly meetings are held at the Wisconsin Rapids campus. The Board also meets at the Adams County Center and

the Marshfield and Stevens Point campuses at least once per year. This practice creates opportunities for the Board to interact with employees from each site, see the facilities, and hear direct feedback from meeting attendees from area communities. Board meeting notices are sent to area media in advance for public notice and meeting minutes are posted monthly in MSTC's official newspaper. Open to the public, the meetings are video recorded and the video is sent to four public access stations (Adams, Marshfield, Stevens Point, Wisconsin Rapids) and aired on those communities' access channels during various times and days. Communication between the Board and Executive Committee members is strengthened by having each of the three Board committees (Finance & Audit, Academic & Human Resources, and Facilities & External Relations) staffed by an Executive Committee member. Also, depending on the topic, instructors and staff often present during Board committee meetings and to the Board as a whole.

A key priority of the Executive Committee is to further and develop formal communication strategies for MSTC's internal stakeholders. Examples of formalized communications include biannual meetings involving all employee groups: Faculty in-services, College Initiative Days (CIDs), Management Team Meetings, an annual in-service for support and custodial staff, and Campus Conversations. During the meetings, a "state of the college" is presented by the President and various MSTC staff members present

updates; varied reports are shared by internal staff or external subject matter experts; and hands-on workshops relevant to the group in attendance are conducted. The primary purpose of these meetings is to strengthen internal communication, broaden awareness, provide professional development, introduce process improvements, and provide feedback opportunities across the organization. After the meetings, a survey tool is sent to attendees soliciting feedback on the presentations, facilities, and relevance. In addition, the survey tool provides opportunities to provide input to improve future meetings as well as to suggest topics and presenters for future meetings. Responses are anonymous. The Executive Committee reviews the responses and considers the feedback in developing future formal communication activities. One example of feedback turned into action involved CIDs. While the majority of MSTC programs, employees, and students are housed at the Wisconsin Rapids campus, the CID committee (led by instructors and managers) implemented a request from participants to hold CIDs at the Marshfield campus; MSTC transported instructors to Marshfield for the CID activities. Instructors who had been with MSTC for over 20 years had never been to the Marshfield campus; this activity created a greater awareness of MSTC as a whole.

Other examples of bidirectional and intra-level communication include the annual Student Affairs and Academic Affairs joint kick-off meetings; bi-monthly Deans Council meetings, and monthly division and campus meetings. Staff members at these meetings include instructors, counselors, front-line personnel, and managers; process improvement and operational concerns dominate the agenda. Leaders throughout MSTC model collaborative leadership styles, actively seeking feedback from staff to shape decision making.

Internal awareness and feedback via a wide span of communication opportunities are critical for MSTC to ensure student success, and to successfully address its Strategic Directions and College Goals. During the academic year, one hour is allocated each Monday from 1-2 p.m. for specific activities; the first Monday is set aside for student club meetings, the second Monday for division or department staff meetings, the third Monday for Student Senate meetings and events, and the fourth Monday for campus-wide staff meetings and events. These meetings provide opportunities for open discussion. Finally, the Director of Communications routinely shares news regarding print and electronic media references about MSTC to employees, students, the Board of Directors, and elected representatives.

MSTC also communicates via its web site and

electronic message boards at all campus locations. Message boards provide updates on policies, important dates, and MSTC services.

## 5P8: Communicating a shared vision

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In 2002, MSTC employees identified six Core Values to guide behavior (Table 5P01b). The values speak directly to characteristics of high-performance organizations. The statements support the significance of all roles within MSTC and the need for collaboration and respect. Creating a culture of collaboration encourages employees to think beyond their individual areas of responsibility. In an organization built on a collaborative leadership structure, processes and procedures are changed more quickly and with less resistance and employees are empowered to seek appropriate representation as work teams are formed.

When the President presents at meetings, he routinely shares his vision for MSTC. In-service and Management Team meetings have a common theme, for instance MSTC's vision for workforce training or economic development. The shared vision is also reflected in individual goals driven by the Strategic Directions.

MSTC's Mission, Vision, and Core Values are prominently displayed in all campus locations as well as on the web site. They are included in job position descriptions, introduced during new employee orientations, and are incorporated into annual performance appraisals. The Mission and Vision are printed on business cards and incorporated into various communication pieces that are sent out to stakeholder groups. The new Mission and Vision statements, approved in 2007, are concise and memorable.

## 5P9: Developing leaders

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In 1996, leaders in the WTCS recognized the need for leadership development within the system. The presidents of the sixteen technical colleges collaboratively developed WLDI. At MSTC the Executive Committee selects participants for the WLDI program. In order to be selected for participation in WLDI, individuals must be recommended by a supervisor, be employed full-time, have management experience, and have an interest in leadership development.

WLDI focuses on developing leadership through hands-on training and exploration of leadership dimensions, coaching, managing change, and

transformational leadership. WLDI meets three times for a total of 13 days over a year. MSTC is a charter member of WLDI; since 1996, MSTC funded the enrollment of 25 staff members through the program, with one more currently enrolled. Three of five Executive Committee members are WLDI graduates (two were in the inaugural class), and have risen to positions after completing the program. WLDI is operated in conjunction with the Chair Academy, which is a part of the Mesa Community College system in Arizona.

A recent example of MSTC-wide leadership development was the StrengthsQuest activity that was completed in January 2009. A speaker trained by the Gallup Organization explained the benefits of focusing on strengths rather than on opportunities for improvement. Over 100 instructors and managers took the StrengthsQuest tool and discovered their individual attributes to improve team and department operation. Additionally, Student Affairs staff completed the StrengthsQuest activity in August 2009 and developed strategies for sharing this with students.

MSTC requires educational certification as a condition of employment for those who supervise instructors. The certification code requires additional training in leadership and management for academic managers.

Leadership abilities are developed also through local community leadership programs; each local community has a program. For example, the Community Foundation of South Wood County hosts an Advanced Leadership Institute. Four MSTC staff members have participated in these programs; two Campus Deans are graduates of their community's leadership programs (Table 5R02b). Instructors and managers develop skills in community leadership roles such as Rotary, United Way and other civic organizations (Table 2P02a). In addition, employees are encouraged to demonstrate leadership in professional and occupational organizations.

In the Service & Health Division, many programs require a lead instructor or program director position for accreditation purposes. These lead instructors or program directors assume leadership positions working with advisory committees and local health care managers to coordinate student activities.

Finally, MSTC supports and develops leadership through role-modeling and mentoring of all new instructors and managers. The MSTC administrative assistant group participates in the Wisconsin Great Support Staff seminar, which focuses on leadership development for MSTC's administrative assistants.

## 5P10: Leadership succession

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MSTC is a publicly funded institution; during the recruitment and hiring process MSTC posts all jobs and interviews all candidates who meet the specific qualifications. The institution does not groom specific individuals for specific jobs and follows all federal hiring regulations.

MSTC believes that making meaningful change requires stability in staffing. Although there is not a formalized leadership succession plan at MSTC, there is a multi-faceted plan to grow leaders and promote continuity within the organization. The plan starts with hiring the best candidate, nurturing and training their leadership strengths, and working collaboratively to support MSTC's Mission.

MSTC uses many teams for data analysis and decision making. These include the Board of Directors, the Executive Committee, and Deans Council, and occupational program teams. Using group deliberation and decision making ensures that more than one person is aware of current issues and challenges confronting MSTC, which provides a check and balance system within the organization. The focus is the continuity and stability of the organization rather than a focus on a single person in a specific role. The end result is that the resignation or loss of one person will not destabilize the organization. When possible, HR brings in a new staff member while the incumbent is still working at MSTC; this is designed to make the transition as seamless as possible.

MSTC recently changed requirements for Associate Dean positions to prefer rather than require occupational experience in a division program. In addition, the position was changed to give preference to candidates with supervisory experience and demonstrated leadership abilities. The changes broadened the opportunities for instructors interested in management positions to apply, strengthening the candidate pool and improving succession opportunities. A recent opening for a Dean position was deliberately limited to internal candidates to provide the opportunity for advancement in recognition of the leaders developed within MSTC. Table 5R02b shows how MSTC ensures organizational continuity through staff members.

MSTC selects highly skilled and qualified employees. Through strategic hiring practices, mentoring of new employees, and development of leadership potential, several key positions have been filled from within. For example, over more than 30 years the current President has served MSTC as an instructor, division dean,

facilities director, and Vice President of Academic Affairs. Among the Vice Presidents, two individuals with long tenures have come from within MSTC, and two other individuals have experience from outside MSTC.

The highest decision making team is the Board of Directors. Candidates for Board positions are reviewed and selected by County Board Supervisors. Board members are volunteers.

Once confirmed, MSTC Board members receive a comprehensive orientation by Executive Committee members. Board members participate in annual “Board Advances”. Board members participate in national and state leadership roles and bring this experience back to MSTC. This extensive training process leads to the advancement of Board members who focus on the continuity and stability of the organization; six of the nine Board members have served longer than 13 years (two have served 20). MSTC rotates Board officer positions annually to develop broad expertise among members.

Another support mechanism in place for ensuring the stability of the organization is the fact that MSTC is part of the WTCS. Through WLDI as well as regular state-called meetings, there are networks of fellow executives who support a new person in their role. For example, the MSTC Vice President of Academic Affairs mentors vice presidents at other colleges. The roles have some similarities that make this guidance possible. Belonging to the WTCS system provides leadership development opportunities for MSTC staff.

## Results

### 5R1: Measuring performance

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The work of assessing performance measures regarding Leading and Communicating begins with the thoughtful planning of the Board of Directors, which manifests in the Strategic Directions and College Goals. The Strategic Directions serve as key indicators to inform students, staff, and employers of the important priorities for MSTC’s future.

One critical performance measure of leading and communicating MSTC collects annually are the President’s and Vice Presidents’ evaluations. The President’s performance evaluation is held with the full Board and includes outcomes achieved during the year. The President evaluates each Vice President’s outcomes and goals.

Effectively leading and communicating is critical to

MSTC’s success. The following measures are used to assess the impact of MSTC’s processes for leading and communicating on the organization:

- President’s outcomes
- Staff leadership development
- FTE enrollments
- Attendance at Campus Conversations
- Number of grievances (Table 4R02i)
- Relationships with local employers
- Advisory committee participation
- Cost per FTE

### 5R2: Performance results

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MSTC has numerous processes to measure leading and communicating and specifically, its level of commitment to continuous improvement. The process begins with the President’s annual evaluation with the analysis of his key result areas; representative outcomes related to the President’s key results include:

- Penalty-free certification audit for all staff.
- Achieved over \$500,000 in healthcare cost savings.
- Maintained essential programs and services in challenging funding circumstances.
- Consistently exceeded the state average for enrollment of high school students within three years after graduation.
- Processed the highest volume of financial aid applications and veteran’s student benefits in MSTC history.
- Table 5R02a includes additional quantitative results related to the President’s outcomes.

MSTC strongly supports leadership development and the resulting organizational stability and continuity. Table 5R02b shows representative results for executive and academic leadership and includes the total number of individuals in each group, the number who have completed local leadership training, the number who have advanced to the current position from among internal candidates, and the number who have completed WLDI.

Other results include:

- Growing enrollments (Tables 7R03d, 8R03a)
- Attendance at annual Campus Conversation series (more than 80 in FY2010)
- Grievances from represented employees (Table 4R02i)
- Student work sites and transfer: 52 high school articulation agreements, more than 40 transfer agreements with post-secondary institutions, and



Table 5R02a: President's Goals and Outcomes as Measures of College Improvement

	FY2007	FY2008	FY2009
Goal: Support MSTC's Foundation. Sustain/grow aid to students. Outcome: Scholarship Distribution	Over \$142,000 in scholarships, grants, and loans; 250 served	Over \$151,000 in scholarships, grants, and loans; 258 served	Over \$164,000 in scholarships, grants and loans; 300 served
Goal: Deliver programs and services that meet needs. Significant expansion in online offerings. Outcome: Online Course Offerings, FTEs	33 courses 37 sections 25.9 FTEs	53 courses 58 sections 41.1 FTEs	56 courses 57 sections 173.1 FTEs

more than 50 clinical sites for allied health programs.

- Advisory committee participation: More than 40 advisory committees for programs and services, including 422 individuals from 214 organizations, both in-district and out of district

### 5R3: Comparative results

MSTC monitors a number of measures that indirectly document the results of leading and communicating at the institution. For instance, institutional leadership has maintained strong growth in enrollments, despite operation in an environment characterized by declining state aid and unfunded mandates like tuition remission for veterans and their families (Table 8R03a). In this challenging environment, MSTC had the second-highest enrollment growth (9.1%) in the WTCS, despite being the fifth-smallest institution.

Another concrete example indirectly demonstrating the efficacy of MSTC's leadership and communications processes is the institution's cost structure. In FY2009, MSTC's instructional costs per FTE were \$7,533, well below the system average of \$9,100; MSTC had the second-lowest cost in the system. In terms of total cost per FTE, MSTC was thirteenth in the system at \$11,805, well below the WTCS average of \$13,549.

MSTC would have been unable to perform so well without strong leading and communication processes.

## Improvement

### 5I1: Recent improvements

MSTC has maintained excellent fiscal performance despite the challenging economic conditions at the present. This is a direct result of MSTC's strong leadership and communication processes.

MSTC has strongly engaged communities; the large number of advisory committees, transfer agreements, and clinical sites speak to the relationship building and

Table 5R02b: Developing Staff for Advancement

Group	Total	LT <sup>1</sup>	Fac	Int	WLDI
Executive Committee	5	3	2	4	3
Deans	7 <sup>2</sup>	3	1	6	5
Associate Deans	13	1	7	12	9
% of MSTC academic leaders:	29%	40%	88%	68%	
1 Attended local community leadership training 2 MSTC has 6 deans; one is retiring in Jun 2010 so the new dean, a former associate dean, is represented here.					

leadership provided by staff members throughout MSTC.

Finally, MSTC has established itself as a leader in renewable energy training in Wisconsin. Since 2009 MSTC added five renewable energy programs; MSTC has five of the six renewable energy associate degrees in the state. The programs were driven by documented need for the programs and the leadership of staff members who championed the programs.

### 5I2: Culture-driven process improvements

For a description of how MSTC's culture and infrastructure help drive planning and continuous improvement, see 9I2.

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## 6: Supporting Institutional Operations

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### Process

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#### 6P1: Identifying support needs

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Support service needs are derived from a variety of formal and informal mechanisms. Formal mechanisms include:

*Noel-Levitz Student Satisfaction Inventory:* This survey is done every two years with all students. The data are aggregated and then reviewed by the General Education Dean. The Dean summarizes key findings and shares results with MSTC's Board, Executive Committee, Deans Council, Student Affairs staff members, and Student Senates. The survey report is also available on the Academic Affairs intranet page. Areas of deficiency may be identified as a future action project or an immediate priority for a work team depending on the specific findings. Long-term projects are reviewed for incorporation into the College Goals.

*Surveys:* Throughout the year MSTC uses a variety of formal surveys to identify student needs in admissions, student activities, recruitment activities, new student orientation, and Advising for Registration Day activities. The survey data are aggregated by department managers and shared with staff at Student Affairs and Deans Council meetings. Identified needs are prioritized and addressed.

*Student Senate:* The MSTC Student Senate channels student concerns and needs. Frequently, Student Senate leaders may make a request of administration to pursue a project that will enhance the quality of student life at MSTC. It is also an excellent forum for College administration to speak directly with students about specific issues or new policies and procedures to solicit student input and address future impacts.

*Appeals Process/Complaint Process:* Students use a formal complaint process or informally meet with staff members to inform them of concerns. If an issue has the potential to impact multiple students, it is then discussed by the Student Affairs staff and an action plan is formulated to resolve the issue.

Informal mechanisms used to determine student needs include student focus groups, conversations with Student Senate, concerns brought to Student Affairs by instructors and staff, and miscellaneous communications from students.

The Student Affairs unit meets four times annually to

review unit goals, discuss policy and procedure updates, and set priorities for annual improvement goals. Staff from Academic Affairs and other support departments present topics in the meetings to review important changes that will impact students and other key stakeholder groups.

Needs for non-student external groups like members of WILM, the Board, advisory committees, and the MSTC Foundation revolve primarily around data. MSTC builds strong collaborative relationships with the groups through frequent contact (Category 9). In alignment with the Core Values, MSTC designs support processes with stakeholders in mind and uses surveys and other tools to collect feedback to ensure stakeholder needs are met.

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#### 6P2: Identifying staff needs

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There are a number of ways MSTC identifies administrative support service needs for instructors, staff, and administrators. College leaders expressed a need to access more relevant data to aid in decision making processes, and a more efficient means to view data. Outside agencies also drove a need to have more data to justify funding requests and demonstrate accountability. Working with the WILM Consortium, Cognos Dashboards were developed based on end-user input.

The VPSAIT and VPAA conduct Campus Conversations each year at each MSTC location to listen to employee needs and opportunities for improvement. Needs that require significant resources are taken to the Executive Committee for consideration.

All areas of MSTC have regularly scheduled department or division meetings, which are an ideal time for instructors and staff to identify administrative support service needs. Needs are handled at the departmental level as appropriate. Administrators chairing those meetings also have regularly scheduled meetings with their Deans and Vice Presidents, which allows for discussion of and acting upon related needs that have been identified.

The Deans Council meets biweekly and conveys needs communicated to them in divisional meetings from instructors and staff that have College-wide implications. For example, as increasing enrollment drove the need for more class sections, the adjunct instructor hiring process proved to be a bottleneck. The Deans Council worked with HR to streamline a

process for hiring adjunct instructors.

Instructor support service needs are identified in a variety of ways. Instructor surveys are conducted prior to each semester's in-service to identify potential workshops, training, or other needs instructors would like addressed. Similarly, instructor surveys are conducted regarding CID programming. Potential topics are identified by a cross-functional CID committee and then instructors have the opportunity to weigh in on initiatives they feel best meet their needs; these results impact planning for the upcoming CIDs.

Adequate employee training on soft skills and technical skills is a top priority. One way these needs are identified and met is through the EDC. The EDC offers a variety of training for identified needs through employee surveys. Other training is provided in areas that EDC staff members identify to be up-and-coming areas employees should be aware of as well as special training requested by departments or individuals. Additionally, the EDC offers training to support College-wide software and infrastructure. Follow up surveys are conducted to gauge training success; surveys always solicit additional suggestions on training needs.

In 2006 the WILM Consortium introduced online student support services, including registration, class withdrawals, and online payments. During the planning and implementation phase, the cross-functional college team recognized the need for 24/7 Help Desk support. MSTC budgeted for this support and offered 24/7 Help Desk when online student support services were deployed. This Help Desk functionality streamlined the process of supporting technology for MSTC stakeholders. WILM conducts a follow-up survey after each resolved Help Desk ticket. Data from the survey informs process improvement opportunities continuously, including training sessions, updated information provided to Help Desk Customer Service reps, and communications sent to students and staff via email or posted on the portal.

## 6P3: Maintaining safety

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MSTC provides a safe and secure working and learning environment. The VPHR, the VPF, the VPSAIT, and the Facilities Director have primary responsibility for the design, maintenance, and communication of institutional safety.

MSTC uses best practices criteria of outside organizations to design and maintain safety and security processes. After the Virginia Tech shootings, Wisconsin Governor Jim Doyle established a Task Force on Campus Safety to focus on creating plans for

safety preparedness of college and universities in Wisconsin. The outcome of the Governor's Task Force on Campus Safety was a set of best-practice criteria for institutions to consider when reviewing current plans or designing new safety and security practices and procedures. The MSTC Human Resources Office used this report to perform an in-depth assessment of MSTC's safety and security processes. As a result, processes to prevent and prepare for disasters and effectively intervene and respond to safety and security incidents were developed. Human Resources reviews and updates security processes facilitated by institutional areas annually.

Mock disasters and regular drills are conducted to assess current processes, to identify required new processes and to design process changes. In September 2009 MSTC participated in a Marshfield city-wide Mock Disaster Drill. Numerous service agencies in the Marshfield area participated in the drill which simulated an active shooter incident on MSTC's Marshfield Campus. The best practice criteria of Protective Service organizations are an important resource for security and safety process design and maintenance.

MSTC designs and maintains its safety and security processes based on mandates by outside organizations. Wisconsin Administrative Code and the National Fire Protection Association establish fire protection standards and require monthly and yearly safety inspections. OSHA establishes Blood borne Pathogen Standards and requires the development and distribution of a control plan, which is reviewed and updated yearly. Numerous agencies mandate MSTC comply with safety and security standards and MSTC ensures that processes are developed to conform to these mandates.

MSTC'S insurance provider, Districts Mutual Insurance (DMI), works closely with MSTC to establish processes that reduce risk and enhance safety and security. DMI provides a menu of insurance and risk management services and solutions to address the multiple exposures created by the delivery of vocational, technical, and adult education. Numerous safety and security processes are designed using their services. DMI audits MSTC's procedures and practices every two years. The audits report what was observed in the audit, regulations that apply, and make recommendations for enhancement of security and safety processes. MSTC is required to respond to the audit observations and take action to enhance the security or safety issue by new process development or revision.

Student Affairs (SA) is integral in the design and

maintenance of processes related to student conduct conducive to a safe and secure environment. SA develops standards for student conduct, processes used when behavior deviates from standards, and services to assist in diminishing dangerous or threatening behavior. Time is dedicated in SA team meetings to the review of safety and security processes and required enhancements. Recently, the Incident Report Process was reviewed to enhance assessment of these reports and ensure an appropriate response by MSTC. The group expressed a need for a crisis intervention process and assisted in its development.

Individuals and groups within MSTC also lend assistance in the design and maintenance of safety and security processes. Multi-disciplinary teams are used to consult with process designers to identify safety and security needs throughout MSTC and assist in the design and maintenance of these processes. Instructors, staff, and students are encouraged to share ideas to enhance safety and security process design. MSTC emphasizes a culture of shared responsibility for safety and security, which invites participation in process design and maintenance from all areas of MSTC.

The physical layout of MSTC necessitates special attention to uniform key processes throughout the district and the design of unique processes to meet the special needs of specific campuses and technical programs. Numerous instructors and staff work on multiple campuses and numerous students travel between campuses to attend classes. To enhance safety and security for all, MSTC emphasizes the design of district-wide processes. In addition to district-wide processes, processes specific to the needs of the campuses and technical programs are designed. MSTC has an External Building Identification program in place, to ensure buildings and entrances are clearly labeled. This benefits both stakeholders and public safety personnel.

MSTC believes that each individual has responsibility for creating a safe and secure environment for themselves and others and expects full cooperation by all students, instructors, and staff. In order to empower these individuals, processes are clearly and regularly documented and communicated. Multiple means of communication are used to inform individuals of processes. They include:

- MSTC's website, used by students, staff and instructors.
- MSTC's intranet, used by staff and instructors.
- Printed publications distributed to all employees and/or posted in locations throughout MSTC with easy access for students, staff and instructors, and visitors.
- Orientations for students, staff, and instructors.
- College-wide emails sent to students, staff, and instructors.
- Updated forms used to document situations when safety and security processes are implemented.
- Training workshops by internal staff and community experts.
- Administrative policies.
- College-wide meetings.

## 6P4: Evaluating processes

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Key student, administrative and organization support service processes are managed by the process users with oversight by area managers and supervisors who are ultimately responsible for administering processes. For example, when HR offered a solution to hiring managers' frustrations with finding and hiring qualified adjunct instructors, the Senior HR Generalist took the lead in automating the hiring process. A group of hiring managers worked with HR to determine the needs associated with hiring adjunct instructors. HR took those needs and created a continuous search tool and a new hiring process guide. The centralization of communicating adjunct instructor employment applications and hiring in HR allows for one area to serve as the contact department for both hiring managers and applicants. Within the first month of implementation, 125 qualified applicants were available for review by hiring managers. That number increased 130% after the first six months.

A staff member in the Business Office who is also MSTC's representative on a WILM reporting team manages report development for MSTC. The goal of the WILM team is to gain efficiencies in developing reports for all three colleges. Report development and maintenance is an ongoing process; all dashboards and reports are reviewed annually based on utilization with periodic surveys emailed to end users to identify additional needs and any challenges with current reports. Additional reporting needs are met through the class extract. This report is run weekly, or more frequently based on request, and provides detailed class information that is beneficial in making such decisions as running/cancelling a class section, opening additional sections, and advising students on seat availability. Whenever there is a version upgrade, the reporting team evaluates the currency of reports and streamlines wherever possible.

Managers and supervisors have created numerous process references, including flowcharts, checklists, and process documents, and have made these references readily available to users. Through training

users learn how processes meet the needs of stakeholders, the importance of uniformity and consistency in processes, and how to employ the policies and procedures embodied in processes. Managers and supervisors are readily available to provide assistance as process experts or to connect users to process experts. These tools help users to uniformly and consistently follow policies and procedures within processes daily and to identify enhancements in task completion to increase the probability that the processes meet the needs for which they are intended.

An excellent example of the management of support service processes resulted from MSTC's participation as a member of the WILM Consortium. One of the consortium's objectives was to develop common support service processes. These processes were based on the best practices of the three colleges. A uniform and consistent admission process using the PeopleSoft admissions functionality was developed and thoroughly documented. Users were provided the resources required to administer the process and were trained in all of its aspects. A process champion was identified and is readily available to provide assistance to users. The champion continually sought feedback from service providers and recipients and made improvements to the process. This process increased efficiency, tightened controls, automated notifications, and improved access to accurate and timely information for students, counselors and advisors, academic managers, and other process stakeholders. This admissions process has become a model for the development of new systems and related processes.

## 6P5: Documenting processes

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MSTC uses a variety of methods to document support processes. MSTC supports a College intranet that is utilized by all departments to obtain information about various business processes, policies, or procedures. Each department is responsible for the currency of its information on the intranet, and sends updates to the Web Master as needed.

Board policies, administrative policies, procedures, and common forms are all posted on the MSTC intranet and are accessible with MSTC network security. As part of the continuous improvement process, MSTC is currently reviewing and updating administrative policies. Table 6P05a provides examples of documents on the intranet available to all employees.

Information that is necessary solely for departmental operations is housed on dedicated network drives

accessible only by members of a specific work area. This permits staff members to collaborate on documents and projects essential to department operations. Data on these drives are protected via a server backup process.

## Results

### 6R1: Measuring performance

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As part of the WILM Consortium, MSTC analyzes its 24x7 Help Desk services daily. The data are compiled and reviewed by the WILM Help Desk Services Manager for the purpose of identifying areas of improvement. Service level agreements outline acceptable measurements for the average speed to answer, number of dropped calls, length of calls, resolution of calls at Level 1, and end user satisfaction per survey results. Statistics are discussed weekly by the WILM Help Desk Team, comprised of membership from each WILM college; necessary improvements are strategized by the team. The WILM CIO reports the data monthly to the WILM Board.

MSTC also surveys students after orientation sessions to assess whether the sessions are meeting student needs.

Incident and Accident reports are collected and analyzed immediately. Depending upon the type of report, it is routed to the appropriate person (e.g. Director of Student Support, Campus Dean, VPHR or VPF). The established process is followed and others are involved on a need-to-know basis.

### 6R2: Student performance results

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Student Affairs and Academic Affairs evaluates feedback compiled after each orientation session (Tables 1R05c and 1R05d) to improve the orientation experience for students. Resulting changes include the method of notifying students, staffing to include more advisors at registration, providing refreshments, and required student sign-ins to manage labs and resources.

As part of the WILM Consortium, MSTC collects and analyzes its 24x7 Help Desk services (for students and employees) on a daily basis (Figure 6R02a). The data are compiled and reviewed by the WILM Help Desk Services Manager for the purpose of identifying areas of improvement for addressing caller needs. If trends exist, WILM colleges are notified and action is taken to ensure local processes are in place. For example, changes were made when it was identified that a significant number of students' accounts were expired

*Table 6P05a: Shared Process and Policy Information on the MSTC Intranet*

College Department	Sampling of Information Available	
Academic Affairs	<ul style="list-style-type: none"> <li>• WTCS Course/Curriculum Inquiry Tools</li> <li>• WTCS Policy Manuals</li> <li>• SSI Results</li> <li>• Instructor Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Technology</li> <li>• Teaching Resources</li> <li>• Certification</li> <li>• Academic Plan</li> </ul>
Academic Support Center	<ul style="list-style-type: none"> <li>• GED/HSED Handbooks</li> <li>• Assess Academic Skills</li> <li>• Update reading, writing &amp; math skills</li> </ul>	<ul style="list-style-type: none"> <li>• Improve job-seeking &amp; employability skills</li> <li>• English Language Learner (ELL)</li> <li>• ASC Manuals, Policies, Schedules</li> </ul>
Auxiliary Services/ Purchasing	<ul style="list-style-type: none"> <li>• Accounts payable</li> <li>• Bookstore operations</li> <li>• Cafeteria service</li> </ul>	<ul style="list-style-type: none"> <li>• Management/disposal of surplus property</li> <li>• Purchasing card program</li> <li>• Statutory &amp; admin policy compliance</li> </ul>
Bargaining Units	<ul style="list-style-type: none"> <li>• Faculty Association</li> <li>• Maintenance Unit</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Support Professionals Association</li> </ul>
Business Office/Payroll	<ul style="list-style-type: none"> <li>• Accounts Receivable</li> <li>• Accounting/Audit</li> <li>• Budgeting</li> <li>• Insurance/Risk Management</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Statements</li> <li>• Contracted Services</li> <li>• Payroll</li> <li>• Student Billing/Refunds/Collections</li> </ul>
Communications	<ul style="list-style-type: none"> <li>• Annual College publication schedule</li> <li>• Photo Release/Permission to Publish</li> </ul>	<ul style="list-style-type: none"> <li>• Directions on how to handle media inquiries</li> </ul>
District Office	<ul style="list-style-type: none"> <li>• Administrative Policies</li> <li>• Board Agendas, Minutes, Policies</li> </ul>	<ul style="list-style-type: none"> <li>• Board Appointment Process</li> <li>• Reports Posted by College President</li> </ul>
Employee Development Center	<ul style="list-style-type: none"> <li>• Training Resources</li> <li>• ITV Scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Online Learning</li> </ul>
Facilities	<ul style="list-style-type: none"> <li>• Policies and Procedures</li> <li>• Maps/Room Layouts &amp; Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Manuals &amp; Training</li> <li>• Work Order System</li> </ul>
Foundation Office	<ul style="list-style-type: none"> <li>• Student Scholarships</li> </ul>	<ul style="list-style-type: none"> <li>• Payroll Deduction Form/Donor Information</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>• Benefits Administration</li> <li>• Employee Retention</li> <li>• Legal Compliance</li> <li>• Performance Appraisal</li> <li>• Policy and Procedure Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Safety Initiatives</li> <li>• Staff Recruitment and Selection</li> <li>• Staff Training/Professional Development</li> <li>• Staff Wellness</li> <li>• WTCS Certification</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>• Computer Labs</li> <li>• Electronic Communications Media Policy</li> <li>• Employee Network Procedures &amp; E-mail</li> <li>• Help! How Do I?</li> </ul>	<ul style="list-style-type: none"> <li>• Network Overview &amp; Support</li> <li>• Student E-mail via OWA</li> <li>• VOIP (voice over IP) User Manuals</li> <li>• 24/7 Help Desk</li> </ul>
MSTC Library	<ul style="list-style-type: none"> <li>• Copyright Information</li> <li>• MLA &amp; APA Research Paper Formats</li> <li>• MSTC Library Collections</li> <li>• Library Information &amp; Services</li> </ul>	<ul style="list-style-type: none"> <li>• Services for Instructors &amp; Staff</li> <li>• The Chronicle of Higher Education</li> <li>• ACE-National Guide for Educational Credit for Training Programs</li> </ul>
Student Affairs	<ul style="list-style-type: none"> <li>• Articulation</li> <li>• Career Services</li> <li>• Counseling</li> <li>• Disability Services</li> <li>• Displaced Homemaker Services</li> <li>• Enrollment Management/Statistics</li> <li>• Financial Aid</li> <li>• Nontraditional Occupation (NTO)</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Tutoring</li> <li>• School-to-Work/Tech Prep</li> <li>• Student Code of Conduct</li> <li>• Student Life</li> <li>• Testing Center</li> <li>• Youth Options</li> <li>• MyMSTC Faculty Self Service Guide</li> <li>• New Instructor Student Affairs Orientation</li> </ul>
Technology Center	<ul style="list-style-type: none"> <li>• Copy Services</li> <li>• Multimedia Production/Requests</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Support</li> </ul>

and students could not easily reset their password without calling the Help Desk. An MSTC team comprised of SA and IT staff reviewed the policies and procedures in place and determined that the account expiration assigned to student accounts needed to be extended and that a process for notifying students whose accounts will expire needed to be created and implemented. As a result, the expiration date was extended and a process has been created for the future for notifying students whose password will expire prior to their password expiring. These changes resulted in fewer calls related to password resets. MSTC tracks help desk solution rates (Figure 6R02b), average time-to-answer (Figure 6R02c), number of help desk calls by role (Figure 6R02d), and overall help desk rating (Figure 6R02e).

As explained in 3P1, students were surveyed to understand their preference for the allocation of student activity fees. As indicated in Figures 3P01a and 3P01c, Career Services ranked the highest. To manage the Career Services activities, allocation of time dedicated by a staff member to manage these services for students was increased from 20% to 60%. Since the implementation of Campus2Careers, over 250 students have participated in workshops to better prepare for the job search process (Table 6R02a).

### 6R3: Staff performance results

The EDC's mission is to provide MSTC instructors and staff with support, assistance, and instruction in emerging technologies and techniques that advance teaching, learning, and continuous improvement throughout MSTC. The EDC provides on-demand and quick-response technology training plus provides an area to experiment with new technologies and software. One measure of the EDC's continued importance to MSTC is the number of contacts with instructors and staff. During FY2009 194 College employees had contact with the EDC at least once; this represents an increase of almost 34% over the number of individuals having contact with the EDC from FY2008. In FY2009 the 194 individuals served fell into three different classes: Full-time instructors (74 total), adjunct instructors (41 total), and staff (79 total).

Section 4P13 addresses MSTC's EAP benefit. EAP services are available to all staff and their families at no charge. Central Wisconsin families have experienced their share of stressors related to the recent downturn of the economy. The number of staff and their family members who have utilized EAP services increased 110% from 2008 to 2009 and 267% from 2006 to 2010. MSTC is committed to

recognizing the needs of its employees both in and out of the workplace.

Based on concerns expressed in a Student Affairs department meeting, a cross-functional team comprised of staff from Financial Services Administration, Student Affairs, MSTC Foundation, and MSTC Financial Aid Office collaborated to improve its MSTC Foundation's Emergency Grant & Loan program. This program provides financial assistance to students with short-term financial needs. The previous process had 33 manual steps involving 4 separate offices and up to 7 individuals. During the review and process improvement planning sessions, the team reduced the number of steps from 33 to 16

Figure 6R02a: FY2009 Help Desk Tickets by Category

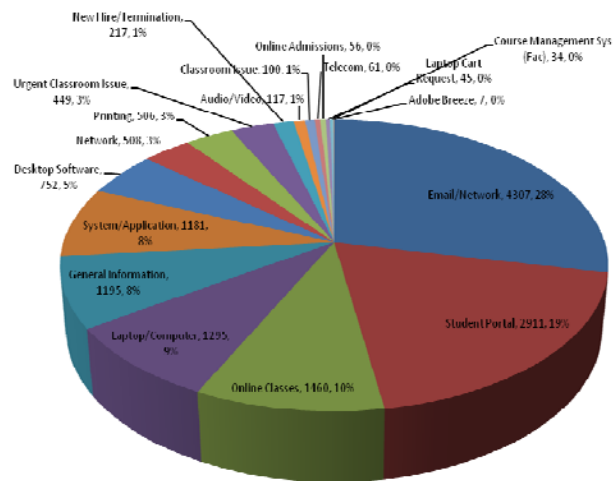


Figure 6R02b: FY2009 Help Desk Solution Rates

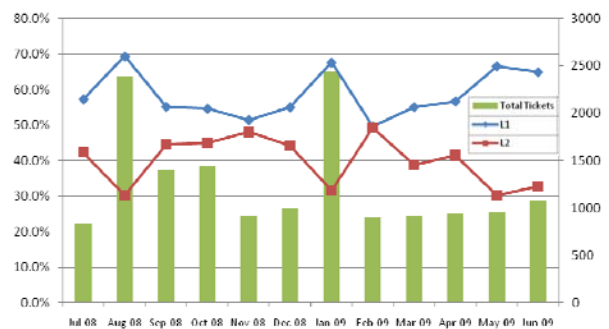
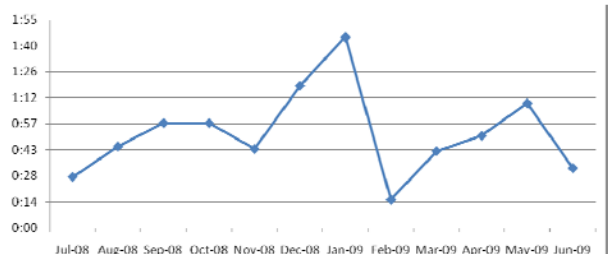


Figure 6R02c: FY2009 Help Desk Avg Time to Answer



involving 4 offices and only 4 employees. The efficiencies created reduced work effort for MSTC and a shorter response time for the student in need. The Emergency Grant & Loan program has been in place since 1999. Since that time, an average of 43 students using \$9,400 (total) annually have benefitted. Funding has enabled students to continue their education.

After evaluating employee health and lifestyle the Human Resources department created an employee wellness program. A comprehensive Wellness Screening Program was implemented, which received very positive feedback from employees. Screening includes a simple blood draw consisting of 36 lab tests designed to detect disease or illness at the earliest stage, a simple questionnaire designed to identify risk factors, blood pressure and body mass index checks, educational summary reports, and access to a health portal for support. Of the employees participating in 2009, 100% were satisfied or very satisfied with the overall quality of the screening staff. Satisfaction with the overall quality of the screening program was 97.7%. Reasons participants value the program include convenience, affordability, and early detection of health concerns. A few employees were diagnosed with conditions they were previously unaware of, and have since expressed their deep appreciation for this program. The 2010 Wellness Screening continued to be valued by MSTC employees, with more than 50% of staff participating.

As a result of feedback in a monthly Student Senate meeting, staff from the Business Office, club advisors, and the Student Life & Career Services Coordinator developed and implemented an improved Student Club Accounting System moving from an entirely manual systems to a computerized system. This process encompasses all club deposits and payments. Implementing the new procedures allowed the Business Office to reduce accounting redundancy and enhance the accuracy and timeliness of club reporting.

### 6R4: Improving services

Table 6R04a portrays the most recent feedback related to student support from the 2008 SSI survey; MSTC is administering the SSI during Spring 2010 and compares performance on the measures in the table between survey administrations. Survey results are communicated with all employee groups in MSTC. Support areas identify opportunities for improvement and determine action plans to execute. Examples include a work team to develop a system to improve the admissions and financial aid application processing time, introduction of StrengthsQuest to various groups to emphasize team building and recognition of

‘playing to each others’ strengths’ to improve service excellence, and a focused marketing approach to make students more aware of lab availability (1R5).

While the performance of the WILM Consortium Help Desk is monitored and acted upon daily, the results are reported monthly to the WILM Board by the CIO. Changes in the level of satisfaction are investigated and followed up to make improvements (Figure 6R02e). The results are used to improve the caller experience, which often equates to more training or documentation provided to CSRs from the colleges.

The WILM Presidents Council, including MSTC’s President, receives monthly updates regarding the performance of the WILM CIO, data center, and help desk. Updates encourage conversation with the WILM Board representative relating to opportunities for improving computing services to students and staff.

### 6R5: Comparative results

Table 6R04a reflects a comparison of some support processes at MSTC to a cohort of national community

Figure 6R02d: FY2009 Help Desk Tickets by Role

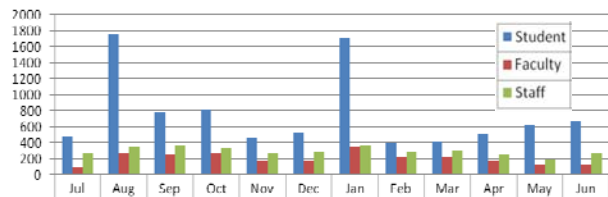


Figure 6R02e: FY2009 Overall Help Desk Rating

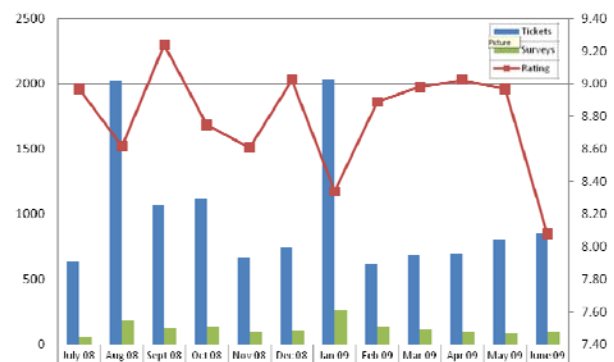


Table 6R02a: Campus2Career Sessions and Attendees

Semester	Campus	Events	Attendees
Fall 2009	Wisconsin Rapids	7	108
	Stevens Point	1	13
	Marshfield	1	12
Spring 2010 (YTD)	Wisconsin Rapids	9	79
	Marshfield	1	40
<i>Totals</i>		19	252



colleges. MSTC performs well.

Using WTCS data and MSTC’s Cognos software, MSTC is able to compare its performance to comparable colleges with similar business processes. MSTC is in a better position to understand the impact of changes on process improvements and their delivery by MSTC in comparison to the Consortium partners. As reflected in Table 8R01a, numerous WTCS reports exist that allow all 16 WTCS institutions to compare and contrast the performance of processes in relationship to colleges with similar missions (comparative data are included in Tables 2R02e, 2R02h, 3R03a, 3R04a, 3R06a, 6R04a, 7R03a, 7R03b, 7R03c, 7R03d, 9R02a, and 9R03a). These data play an important role in College decision making.

## Improvement

### 6I1: Recent improvements

MSTC implemented a four-day summer work week at the request of student and employee groups as a way to decrease MSTC’s carbon footprint. The need to support institutional operations was central to the decision process. HR met with staff to garner support, the Deans Council reviewed the impact on class offerings, Student Affairs evaluated impacts on student services, and Facilities investigated the impact on building projects and summer cleaning needs. Executive Committee compiled the feedback and recommended to the Board that MSTC close on Fridays in June and July. The Board approved the

recommendation. In August, employees were surveyed to evaluate impact on external stakeholders as well as personal impact. Based on the feedback received in that survey (85% return rate) and the energy savings of approximately \$28,000 reported by the Facilities Director, the decision to continue four-day work weeks in 2010 was made and communicated to employees in September.

Through energy usage review, the Facilities Director worked with IT to investigate energy saving options related to the consumption of electricity by computer equipment. Facilities and IT staff explored the impact of putting computers in ‘sleep mode’ at the end of the day on existing systems (i.e. heating/cooling computerized systems, night computer backups, upgrades ‘pushed’ to local PCs including security updates). Once all potential impacts were evaluated and tested, software was deployed to implement a nighttime computer shutdown system and mode while a person is away from his/her computer. Estimated savings from the change amount to approximately \$36,000 over a 12-month period.

Last year, the HR department restructured to provide additional resources to support safety; a Human Resource Generalist was assigned to facilitate safety and security processes. In 2009 MSTC added security cameras at all campuses to improve security, and telephones were added to all classrooms to ensure instructors call for help if necessary.

During the latest PeopleSoft upgrade, the reporting team evaluated each of the 181 operational reports in the system. The team consolidated and reduced the number of reports to 105, and added 12 executive

*Table 6R04a: MSTC SSI Performance on Student Support Processes versus National Community Colleges, 2008*

Item	Mid-State Technical College			National Community Colleges			
	Impor	Satis / SD	Gap	Impor	Satis / SD	Gap	Mean Difference
5. The personnel involved in registration are helpful	5.98	5.56 / 1.34	0.42	6.15	5.32 / 1.54	0.83	0.24 ***
6. My academic advisor is approachable	6.03	5.54 / 1.39	0.49	6.19	5.40 / 1.59	0.79	0.14 *
7. Adequate financial aid is available for most students	6.11	5.33 / 1.58	0.78	6.19	5.08 / 1.70	1.11	0.25 ***
14. Library resources and services are adequate	5.95	5.54 / 1.30	0.41	6.12	5.54 / 1.38	0.58	0.00
21. There are a sufficient number of study areas on campus	5.87	5.51 / 1.37	0.36	5.93	5.30 / 1.50	0.63	0.63 ***
24. Parking lots are well-lighted and secure	5.85	5.27 / 1.41	0.58	6.09	5.06 / 1.65	1.03	0.21 ***

\*  $p < 0.1$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

reports for use by MSTC's leadership team.

It was determined in 2008 that a process needed to be established to better manage an increased number of student conduct issues. A cross-functional college team was formed, headed by the Director of Student Support, to draft an updated, more comprehensive Student Code of Conduct (SCC). The draft was presented to all employees groups and endorsed by the MSTC Board. The updated SCC (Table O1a) and introduction of a formal process for students to report student conduct violations have allowed MSTC to address issues earlier before and to track repeat offenders in an effort to support the most secure, inviting environment for students and staff at MSTC.

Due to the large increase in enrollment and the associated need for financial aid, MSTC recently added an eighteen-month full-time staff position to meet student needs. The decision to term-limit the position demonstrates MSTC's fiscal responsibility and long-term planning approach.

MSTC improved its delivery of online services since they were first offered to students in 2002, and responded by adding two full-time positions focused on supporting and developing instructors using online delivery. Through improved processes and communications, students have become more comfortable in conducting various transactions online. MSTC has seen a 20% increase in the total number of students utilizing online self service functions since 2007. During the past four years, MSTC has consistently outpaced its member Consortium colleges. The process of working with students at New Student Orientation (Smart Start) in computer labs to familiarize them with the online registration process is unique to MSTC.

## 612: Culture-driven process improvements

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For a description of how MSTC's culture and infrastructure help drive planning and continuous improvement, see 912.

## 7: Measuring Effectiveness

### Process

#### 7P1: Selecting, managing, and distributing data

MSTC determines what data and performance information to distribute based on Board and stakeholder expectations, as well as data related to outcomes for Strategic Directions and College Goals. Table 3P03a lists external stakeholders; internal stakeholders include the MSTC Board, Executive Committee, Management Team, instructors, support staff, and custodial staff.

Beginning in Fall 2006, the AEI AQIP Action Team developed and recommended the use of nine AEIs to Deans Council to measure academic program health. The AEI process was approved and implemented in FY2009. Deans, Associate Deans, and instructors share this performance information. Staff members with research responsibilities collate feedback on the

*Table 7P01a: Examples of Data Collected and Distributed*

Provider	Report	Usage	Benchmark
WTCS	Quality Review Process (QRP) Report Card	Reviews and compares data on individual academic programs to make improvements	WTCS
WTCS	Client Reporting System	<b>Federal reporting</b> (AEFL, Perkins, AA/EEOC) <b>State reporting</b> (School-to-work, HS services, LFB, DOA, UW articulation, minority retention) <b>WTCS reporting</b> (Student counts/trends, cost allocation, equalization, interdistrict aids, graduate follow-up, program fee calcs, material fee calcs, state grant distribution, information requests)	WTCS Federal
WTCS	Graduate Follow-up Survey	Indicates graduate employment data 6 months after graduation	WTCS
WTCS	Cost Allocation	State aids, Cost per FTE analysis, Cost allocation summary, operational cost trends, Revenue source trends	WTCS
WTCS	Contract Reporting System	Contract services trends, Contract services revenues, Annual reporting	WTCS
WTCS	Employer Follow-up Survey	Indicates employer satisfaction with graduates	WTCS
National Center for Education Statistics	Integrated Postsecondary Education Data System	Allows MSTC to benchmark against other colleges across the United States	National
MSTC	Student Activities Survey	Determines student preference for use of student activity funds	Internal
MSTC	AEI	Academic effectiveness of programs at MSTC	Internal WILM
MSTC	Annual Energy Usage Report	Analyzes and benchmarks energy use to improve carbon footprint.	Internal

type of information collected and use the feedback to make improvements for subsequent reporting. Additional reports provided by outside groups are used to make decisions regarding academic programs (Table 7P01a). The Facilities Department uses internal and external data to make decisions to improve operations of MSTC's buildings and grounds. For example, data are provided to the Executive Committee, the MSTC District board and to the WTCS office regarding energy usage. As a result of this information, a decision was made effective summer 2009 to operate college buildings Monday through Thursday for June and July. At the conclusion, administration analyzed energy use and conducted a staff survey to evaluate the decision. As a result a decision was made to continue the four-day summer schedule for 2010.

HR implemented an online recruiting system. The system has been expanded to create applicant pools for adjunct instructors. In addition, HR implemented a behavioral interviewing process that provides position-specific data regarding applicants that are used to hire

the best candidate for a position.

The Wellness Coordinator conducts surveys to determine ways to improve employee health and decrease health insurance costs. Information from MSTC's health insurance company is used to determine employee health trends. This information is used to shape wellness activities.

Student Affairs conducts quarterly meetings to disseminate information regarding enrollment, student surveys, changes related to services supporting student success, and other data used to make decisions on department activities. Feedback from students was used to discontinue intercollegiate athletics.

Budget managers have on-demand access to financial information to track performance against budget. The Vice President of Finance routinely updates an end-of-the-year forecast to determine MSTC's financial position. Budget managers receive monthly reports on spending; action can be taken to adjust the budget or reallocate expenditures. Table 8R01a documents data routinely used to monitor institutional performance.

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## 7P2: Data to support planning

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MSTC selects data based on specific goals and operational needs. The Executive Committee, Deans Council or department managers specify data needed to measure College Goals. Operational report needs originate in departments as a result of instructors or staff members making requests of their managers for operational data. Department managers work with staff to write the report request. For just-in-time data needs, a report writer develops a query of the MSTC PeopleSoft ERP. For permanent reports that measure the effectiveness of operations, a WILM Decision Support team member works with a department head to identify a method for report development. If a Cognos report is the best option, then a report request is filed with the WILM Report Request system. See Table 8R01a for information on management, distribution, and use of performance information.

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## 7P3: Determining data needs

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Departmental managers and staff members determine the data needs for their area. Operational data are typically driven by end users and business process needs. Federal or state (WTCS) data collections are key requirements. WTCS reporting requirements are defined in a consultative manner, incorporating appropriate departmental staff from each WTCS college.

The Information Technology Department managers determine network-based storage resources in consultation with their staff and end users. Network storage needs are discussed with the Information Technology Steering Committee to determine whether requests align with the specific operational goals. Incremental tape back-up occurs daily. Weekly system back-ups reside in safe deposit boxes off campus. WILM storage needs are determined in consultation with technical support staff for the various enterprise systems and the WILM Network Administrator.

MSTC bases access to specific data or systems on the requirements of an employee's position; Business Office staff also meet with users to determine report needs and formats. WILM develops profiles for all enterprise systems that allow College managers to assign system security. A department manager grants an employee access to the data systems and network and rescinds it when it is no longer required using a WILM request process. A WILM team member must approve the request and then forward it to the WILM Security team for activation. MSTC's Information Security policy defines this process.

The Student Records Office scans and makes student documents available via the secure ImageNow system. Student records maintained in a division are kept in locked storage.

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## 7P4: Analyzing overall performance

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Instructors, professional staff, Associate Deans, Deans, and the Executive Committee share information on organizational performance. MSTC's Strategic Directions and College Goals drive priorities for comparative information. Employees in each of these roles at MSTC play a part in the analysis of data and information, in the design of improvement plans, and in the review of plan outcomes. Data and information are available from various college, WILM, and WTCS sources. Table 8R01a provides information on standard reports, the audience, the frequency, and how the information from a report is used. Data reported are used to identify variances from organizational goals, triggering further investigation to improve overall performance.

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## 7P5: Determining needs for comparative data

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MSTC staff selects data that informs college decision-makers regarding the institution's effectiveness and efficiency; WTCS data collection requirements are

considered. MSTC uses WTCS system reports to benchmark college performance against the 15 other WTCS institutions. WTCS reports include:

- Client Reporting System
- Program Enrollment by Instructional Division
- Program Curriculum
- Graduate Follow-up Survey
- Staff Accounting
- Uniform Fund Financial Accounting System
- Apprenticeship Completers
- Course Approval
- Staff Certification
- High School Grads Enrolling Directly in WTCS
- Contract Reporting
- Employer Follow-up Survey
- Longitudinal Follow-up

The AEI dashboard addresses a need for internal and WILM benchmarking of MSTC academic programs on performance measures useful to program instructors and managers (response 7R3). The action project team recommended the measures on the dashboard after extensive conversations with instructors and staff. The action project team generated experimental data runs and reports, which instructional staff at MSTC reviewed for usefulness in measuring program performance. Deans approved the implementation of the AEI dashboard process.

MSTC participates in the QRP, which is a process for ongoing program improvement in the WTCS. QRP measures on the scorecard (see question 7R3) were defined in a series of state-wide meetings. MSTC is an active participant at the system level in this process. MSTC uses the QRP scorecard for program management decisions. In addition, MSTC, in collaboration with its WILM partners adopted local QRP scorecard measures that are used to benchmark program performance among the three colleges.

Executive Committee members use the IPEDS Executive Peer Tool to compare MSTC within a nationwide cohort. Users can define IPEDS report elements for institutional benchmarking performance.

MSTC deploys the Noel-Levitz Student Satisfaction Inventory (SSI) every two years to measure student satisfaction with college services. MSTC uses the SSI to benchmark its performance against other two-year colleges from across the nation and in Wisconsin. This process facilitates discussion regarding program and service improvements at MSTC.

Staff use of systematic measures such as the AEI dashboard or the QRP scorecard leads to more focused data analysis. The Cognos report generator is used to

create reports tailored to program-specific performance investigations. 7R3 includes a summary of data staff routinely collect and review.

## 7P6: Aligning data analysis to goals

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Alignment of department and unit analysis with organizational goals occurs through MSTC's strategic planning model. Based on institutional and community needs, MSTC's Board develops the Strategic Directions. The Executive Committee develops the College Goals based on these Strategic Directions. (See responses 5P1 and 5P2 for MSTC's Mission, Vision, Core Values, and current Strategic Directions and College Goals). Using the College Goals, each Vice President structures measurable departmental goals, incorporating staff feedback.

Analysis is shared through a variety of ways. The Vice President of Academic Affairs meets biweekly with the Deans Council; Associate Deans meet with the Deans Council as needed. MSTC's academic units determine the type of data shared. An example of this process is the AEI dashboard (see the response to question 7R3). Department data are shared through the Deans Council meetings, and are discussed in more detail at Divisional meetings with the Associate Deans and instructors. To address continuous improvement in Academic Affairs and related services, MSTC devotes two Division Planning Days and two College Initiative Days each academic year to activities related to College Goals.

The Student Affairs department discusses performance data on student surveys, services that support students, enrollment, and other data trends at quarterly meetings. The Directors of Student Affairs and Enrollment Management meet routinely with staff members to review information and assess progress toward goals and to address ongoing student needs.

The Business Office distributes on-demand and monthly budget reports. Budget managers review these reports to manage their areas of responsibility. The Vice President of Finance reviews the financial reports and provides institutional forecasts. These reports are then discussed with appropriate budget managers for possible action. Monthly budget reports are also shared with the Board.

## 7P7: Ensuring accuracy, reliability, and security

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MSTC 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 staff roles and responsibilities.

Data are stored locally and at the shared WILM data center. In both cases, the data centers are secured against physical and electronic intrusion.

Before deploying new reports or software, the data are vetted using a test database. Systems are tested for accuracy before being put into production.

MSTC ensures the integrity of data used to develop the various reports in Table 8R01a in a number of ways. There are multiple audits by internal and WTCS staff members; the WTCS system is highly integrated so discrepancies are readily identified and corrected. 7R3 includes results of MSTC data collection efforts.

MSTC ensures the timeliness of data in information systems through a combination of WTCS, local, state, and federal deadlines and processes. MSTC employees have standards for data entry and reporting, which means that PeopleSoft information is current; in combination with sophisticated and flexible tools like Cognos, MSTC is confident that data are current and accurate.

MSTC has clearly defined information technology processes and procedures for instructors, staff, and students. Policy compliance is monitored using a variety of software tools and physical devices.

## Results

### 7R1: Measuring performance

8R01a is a table of performance measures and effectiveness that are used regularly at MSTC. With the exception of individual PeopleSoft reports and internal surveys (both of which individual users designed and implemented), each of the reports in this table were designed with input from end users relying on the information from the reports. The end users, who are in turn responsible for involving other stakeholders in the data design process, provided the report design teams with feedback on how the proposed measures would be used in comparing unit performance against unit and institutional goals. Groups such as the Deans Council or the Executive Committee use the measures reported in 8R01a to measure organizational and unit performance. These review procedures provide an opportunity for users to judge how well data reports reflect unit performance.

The Business Information Systems Manager performs internal data reviews to assess the efficacy of internal processes.

### 7R2: Evidence for meeting needs

Academic staff routinely evaluate feedback from program advisory committees, students, and instructors to search for improvement opportunities to better meet student and employer needs. In addition, evaluation of AEIs and QRP data are critical to program improvement. These reviews resulted in the addition of new programs and the discontinuance of low-enrollment programs; budget reallocations from discontinued programs provided some of the operational costs for new programs. Table 7R02a reflects the program changes during the past two years. These changes resulted in significant growth in student enrollments (over the last two fiscal years, FTEs increased by more than 25%) and helped MSTC General Fund revenues exceed fund expenses for each of the last three fiscal years. The five new Renewable Energy programs have been particularly strong performers; in the two years since the first of the programs were implemented FTEs have grown to more than 200, an increase of 300% over the first semester.

Evidence that MSTC's processes for measuring effectiveness are meeting needs is the low number of complaints and requests for additional information. As noted in 6I1, MSTC was able to reduce the number of reports during a recent upgrade, a clear sign that measurement processes are meeting user needs and constantly improving.

The response to question 7R3 includes an example of

*Table 7R02a: Analysis-Driven Program Changes*

Program	Action
Paper & Chemical Technology	Suspended 7/09
Chiropractic Technician	Discontinued 7/09
Energy Efficiency Technician	Added 6/09
Renewable Energy Specialist	Added 6/09
Quality Supervision	Discontinued 7/09
Renewable Electricity Technician	Added 6/08
Renewable Thermal Energy Technician	Added 6/08
Biorefinery Technology	Added 6/08
Judicial Reporting (shared program)	Added 6/08
Steamfitter Service	Added 6/08

the AEI dashboard that is prepared annually for each of MSTC's occupational programs. The response to question 7P5 includes information on the development of the AEI dashboard.

## 7R3: Comparative results

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MSTC staff members review data on academic program performance and institutional performance. Tables 7R03a, 7R03b, 7R03c, and 7R03d provide examples of the data that are reviewed by Executive Committee, Deans Council, Associate Deans, and instructors. For example, Table 7R03a is WTCS data on the performance of the Accounting program at MSTC in FY2008. State scores benchmark a program against all similar programs in the WTCS. The target score is the average for the four top-performing programs in the state and the threshold score is the average score for the four lowest performing programs. The actual score is MSTC's outcome. College scores benchmark program performance against other programs at MSTC and against MSTC's WILM consortium partners.

Table 7R03b is MSTC's AEI dashboard for the Accounting Program for FY2009. Due to the system-wide data collection and editing processes required to report QRP data, system-wide data reports generally lag in-house data reporting. This dashboard provides quick reference to program performance trends on key measures of effectiveness. Each of MSTC's associate degree or diploma programs generates an AEI dashboard.

MSTC uses the SSI to compare institutional performance to that of peer colleges in the US and in Wisconsin. Based on SSI results, in general MSTC students are more satisfied than peers in Wisconsin and nationally. Institutional service improvement initiatives are derived in part from information from the SSI survey and from the focus groups that follow the survey process.

The WTCS provides an array of information on college performance. Table 7R03c is an excerpt from the FY2008 annual WTCS Cost Allocation Summary. This report provides information on enrollment and FTE production by demographic group, revenues by college academic unit, and expenses by college academic unit.

WILM uses Cognos reporting software to provide timely information to MSTC decision makers. The information in Table 7R03d is reviewed weekly. Note that this report enables MSTC staff to compare the institution's performance on these FTE measures against that of WILM partner colleges. In addition,

MSTC can compare year-to-date data with past years at the same point in time; this permits decision makers to make changes with confidence.

In conclusion, MSTC employs a variety of measures that enable College personnel to compare institutional performance to that of peer institutions within its data management consortium, across Wisconsin, across the US, and internally among its career programs. This information provides insight into MSTC performance, is useful in the identification of opportunities for improvement, and demonstrates systematic processes for data collection, analysis, and reporting.

## Improvement

### 7I1: Recent improvements

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The District Board recently implemented a budget modification process to improve fiscal responsibility. This process requires managers to monitor their budgets and to submit timely budget modifications. In addition the District Business Office simplified the process for requesting budget updates.

The new AEI dashboard is a valuable addition to the process for evaluating existing and emerging academic programs (response 7R3 covers AEIs in detail). This report is currently available in hard copy, and will be available soon as an online, interactive report. Deans and Associate Deans review AEIs annually. During this review, users provide feedback on AEI indicators.

As discussed in 9R2, MSTC routinely monitors student transfer into and out of the districts at the program level. When leaders noted that a large number of public safety students were leaving the district, MSTC used the information to expand and upgrade the Protective Services facilities. The new facilities, opened in Fall 2009, are state-of-the-art; MSTC will continue to monitor student migration to evaluate the effect of the new facilities.

The implementation of the Online Employee recruitment system in FY2009 increased MSTC's ability to collect and analyze data on applicants. The Wellness Coordinator implemented a new Health and Wellness promotion district wide by offering programs that promote exercise and well being.

Enrollment Management implemented indicators to measure the success of admissions, registration, and financial aid (Table 2R02k). Staff and managers in these areas were involved in the development of the Enrollment Management measures. The Director of Enrollment Management reviews and discusses these

Table 7R03a: Typical QRP Scorecard

Accounting Program				
Indicator Type Name	Indicator Code Name	Threshold	Target	Actual
WTCS Measures	C200 Course Completion	56.06	72.51	60.53
	C400 Special Populations Course Completion	47.57	72.27	53.00
	C600 Minority Course Completion	41.10	66.32	42.86
	F200 Second Year Retention	52.77	69.67	65.57
	F400 Third Year Retention	30.60	52.12	49.33
	F600 Third Year Graduation	10.36	34.98	29.33
	F800 Fifth Year Graduation	23.00	45.22	38.60
	I300 Job Placement – All Employment	78.47	98.58	93.75
	I600 Job Placement – Related Employment	45.42	78.68	68.75
MSTC Measures	M150 Retention	80.00	87.50	72.95
	N200 Program Enrollment	30.00	60.00	164.00
	S400 Graduate Satisfaction	2.99	3.55	3.35

Table 7R03b: Accounting Program AEI Results

MSTC Academic Effectiveness Measures: Accounting Program						
Indicator	Definition	FY05	FY06	FY07	FY08	FY09
Program FTE	Actual FTE generated by students enrolled in a specific program.	96.1	98.77	92.6	89.35	83.29
FT/PT Student Count	FT/PT students active in a program for a specific fiscal year.	81 FT 112 PT	74 FT 138 PT	76 FT 121 PT	62 FT 130 PT	82 FT 97 PT
QRP C200 Course Completion	Percentage of students in a program who completed at least 80% of the courses they took the previous year.	75%	67.50%	69.86%	60.53%	
QRP F200 2nd Year Retention Rate	Percentage of First Time Program Students who started 2 years ago and are still enrolled/graduated	69%	69.00%	56.00%	58.00%	
QRP I600 Job Placement in Related Employment	Percent of most recent graduates responding to the graduate follow up survey, in the labor market and reporting training related to employment.	76%	63.15%	58.82%	91.00%	
Average Cost per FTE	Average Cost per FTE for All MSTC Programs *FY07 Data not available	NA	\$5,450	NA	NA	
Direct Cost per FTE	Includes Direct costs; Average salary and benefits rather than actual; Gen Ed costs. Instructor overload not included. Credit classes only. *FY 07 Data not available	NA	\$4,380	NA	NA	NA
Total Graduates	Actual program graduates by FY	20	25	30	28	21
Tech Connect Total Postings by Program	Job postings included on the WTCS statewide Tech Connect system (includes in-district, out of district, out of state)	176 FT 50 PT	193 FT 77 PT	173 FT 73 PT	870 FT 523 PT	636 FT 269 PT



indicators with team members. Each semester, enrollment staff members also review global indicators such as application yield, matriculation yield rates, and online registration usage.

Each of these four improvements (budget management process, AEI, new HR services, and Enrollment Management measures) has had an institution-wide effect on performance. The District Board and management are kept current on MSTC's fiscal position, MSTC programs are now internally benchmarked on key performance measures, applicants are measured on standardized indicators, and changes in Enrollment Management business processes have contributed to increased student

satisfaction and enrollments.

## 712: Culture-driven process improvements

For a description of how MSTC's culture and infrastructure help drive planning and continuous improvement, see 912.

*Table 7R03c: WTCS Cost Allocation Summary Excerpt, 2008 FTEs*

Technical College	Collegiate Transfer	Associate Degree	Technical Diploma	Vocational Adult	Non-Post-secondary	Community Services	Total
Milwaukee Area	3,216.4	6,150.3	1,066.4	346.3	1,791.9	1.8	12,573.1
Madison Area	3,088.0	4,379.2	1,032.0	374.9	489.4	64.5	9,427.9
Northeast WI	-	4,747.3	817.7	379.3	552.5	7.6	6,504.4
Fox Valley	-	4,301.1	672.8	598.2	517.6	11.7	6,101.3
Gateway	-	3,477.2	400.9	147.8	807.3	-	4,833.3
Chippewa Valley	126.7	3,336.4	749.9	144.2	266.0	-	4,623.1
Waukesha County	-	2,819.2	610.3	265.4	373.7	45.4	4,113.9
Western	-	2,694.3	488.0	186.0	382.5	6.5	3,757.2
Moraine Park	-	2,086.1	634.1	129.8	244.0	0.1	3,094.1
Northcentral	-	1,904.1	324.0	172.0	550.9	-	2,951.0
WI Indianhead	-	1,800.1	656.4	309.1	151.0	4.3	2,920.9
<b>Mid-State</b>	-	<b>1,570.4</b>	<b>291.3</b>	<b>83.5</b>	<b>148.3</b>	<b>2.8</b>	<b>2,096.3</b>
Lakeshore	-	1,277.8	260.2	123.9	409.8	1.0	2,072.8
Blackhawk	-	1,308.9	292.9	99.0	202.9	1.0	1,904.7
Southwest WI	-	928.0	365.9	106.0	195.5	0.0	1,595.4
Nicolet Area	273.4	463.7	108.8	71.3	110.8	34.3	1,062.3
<b>WTCS FTEs</b>	<b>6,704.5</b>	<b>43,244.2</b>	<b>8,771.4</b>	<b>3,536.6</b>	<b>7,194.1</b>	<b>180.9</b>	<b>69,631.7</b>

*Table 7R03d: Comparison of FTEs Across WILM Institutions*

Year to Date FTE	MSTC				LTC				WITC			
	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
AAS Degree	738	829	951	1,099	655	664	751	932	884	936	943	1,036
Tech Diploma	128	123	118	122	106	108	102	128	311	336	359	392
Voc Adult	24	26	21	24	45	47	44	49	100	100	95	110
Comm. Services	12	14	14	12	13	14	13	12	6	5	5	4
Basic Ed.	53	43	36	49	166	174	156	218	41	45	25	34
<b>Total</b>	<b>955</b>	<b>1,035</b>	<b>1,141</b>	<b>1,360</b>	<b>985</b>	<b>1,007</b>	<b>1,067</b>	<b>1,340</b>	<b>1,343</b>	<b>1,422</b>	<b>1,430</b>	<b>1,578</b>

## 8: Planning Continuous Improvement

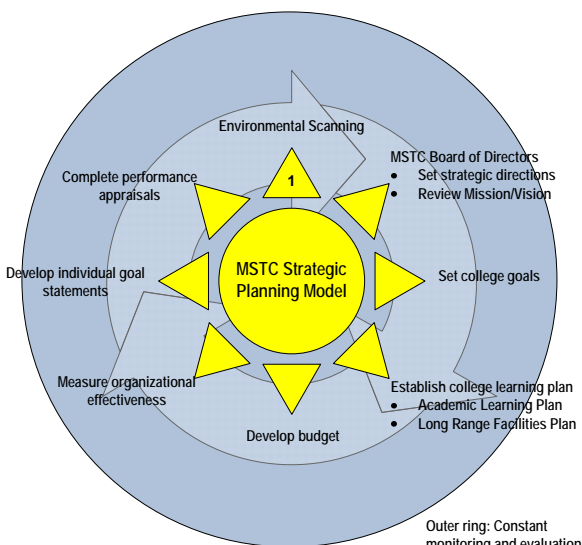
### Process

#### 8P1: Key planning processes

MSTC's key planning processes are based on the strategic planning model depicted in Figure 8P01a. The MSTC Board of Directors initiated a holistic process for setting MSTC's Strategic Directions. Strategic Directions drive the development of College Goals, which then drive the goals of MSTC's President and Vice Presidents. Vice Presidents' goals are shared with their direct reports, who in turn develop their individual goals. MSTC's planning process ensures alignment across MSTC and sets the stage for the review of the Mission and Vision statements and resource allocation. The Mission and Vision statements are reviewed annually at the Board's advance. Modifications in the Mission and Vision statements are influenced by the WTCS and the needs of MSTC's local stakeholders. This process ensures that all elements of the strategic plan are aligned and balanced. The timeline for the strategic planning process is reflected in Figure 8P01b.

Figure 8P01b includes continuous external and internal scanning. Opportunities for improvement can be identified by all stakeholders. Operational planning occurs throughout the year within all work groups responding to changing environments. Improvement opportunities are data informed but not data driven.

Figure 8P01a: Strategic Planning Model



MSTC also has an academic planning process. The academic plan is reviewed annually, starting with a two-day Summer Workshop for the Deans Council. During the Workshop, the Deans Council analyzes enrollment information and engages in high-level planning for MSTC; the process continues during the annual Fall Kickoff meeting. During the Fall Kickoff meeting, Associate Deans are brought in to the process. Part of the Kickoff meeting involves distribution and analysis of AEI and QRP data for programs, and academic divisions work collaboratively to plan based on the shared data. The Academic Learning plan serves as a framework for operations during the academic year; the Deans Council monitors the plan and can modify it if necessary. The plan is addressed during biweekly Deans Council meetings.

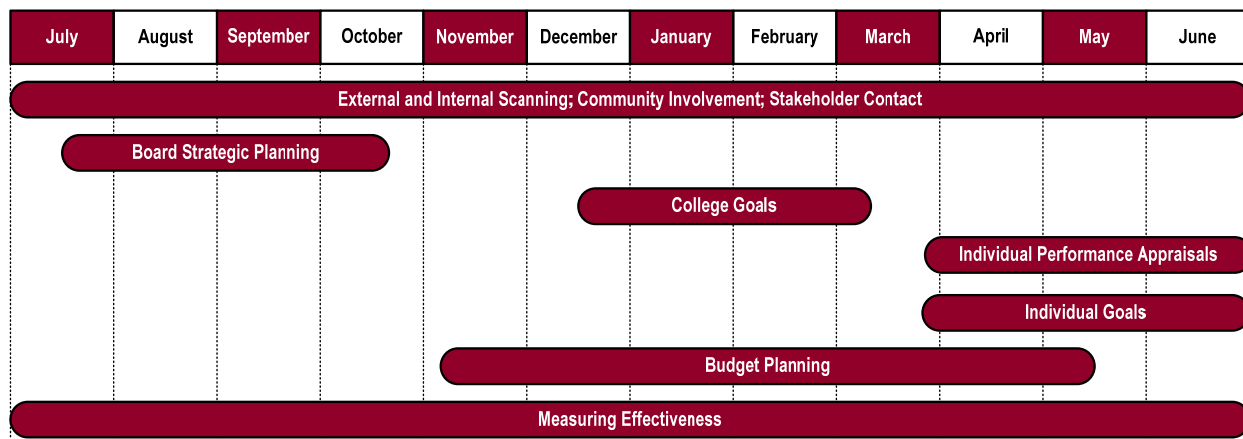
Another key planning process is the long-range facilities plan. MSTC maintains a rolling three-year plan driven by the Strategic Directions and specific academic needs. The WTCS limits the amount each technical college can spend on facilities projects to \$1.5 million in new construction and \$1.5 million in remodeling per campus annually. MSTC uses a variety of data sources when selecting facilities plans; for instance, when analysis of FTE data showed MSTC was losing protective services students to neighboring districts, the decision was made to upgrade facilities for those programs. In August 2009, MSTC opened the new facilities and will monitor FTE migration to determine the enrollment impact of the new facilities.

#### 8P2: Selecting strategies

The process for selecting long-term and short-term strategies is an iterative rather than a linear process at MSTC. The distinction between short- and long-term strategies is not so much in the length of implementation as in the strategy's impact. MSTC's short-term strategies are the College Goals. The goals are derived from the Board's Strategic Directions and are influenced by external and internal factors that include the needs of students, staff, and local communities. In addition, state and national funding and legislative action can significantly influence College Goals and create challenges.

Input for the strategic planning process can come from internal sources such as the MSTC Board, the Executive Committee, the management team, instructors, staff, or students, or from external sources like program advisory committees or district

Figure 8P01b: Planning timeline



employers. MSTC’s Mission, Vision, and Core Values serve as foundation for all planning processes. The Board engages in an environmental scanning process throughout the year. Board members gather information through their state leadership roles and activities, participation in national conferences, conversations with local stakeholders including employers, instructors, students, staff, and community members, and through reports provided by MSTC employees. This information is thoughtfully examined and discussed during Board meetings and the development of the Strategic Directions. Strategic Directions are then published and a copy is provided to each MSTC employee and advisory committee member. In addition, the Strategic Directions are posted on MSTC’s intranet and internet web pages.

Changes that will potentially have a large impact on programs and services go through a more thorough selection process. The Executive Committee establishes guidelines to ensure that a strategy is consistent with MSTC’s Mission, Vision, and Core Values and effectively allocates resources. Long-term strategies often require funding changes that are addressed in the annual budget development process.

An example of this strategic iteration, tied directly to the Core Value of Student Centeredness and thus to MSTC’s Strategic Directions, has been the evolution of MSTC’s course delivery format from face-to-face to online. Before 2006, instruction at MSTC focused on traditional, face-to-face delivery. In 2006, student feedback on the SSI indicated that students wanted greater flexibility in school schedules. MSTC explored and piloted an increased use of online delivery. MSTC confirmed that online delivery met student needs for flexibility; enrollments in online courses offered online grew.

As part of the AQIP process at MSTC, an action project team was formed to work on increasing student

success in the online environment. This team includes instructors and staff from several areas. In addition to this group, divisions offering online courses have taken on a similar task within the division. The team has membership from each division to ensure there are not conflicting or redundant strategies. One solution that has come out of this process has been an introduction of the hybrid format, which attempts to capitalize on the strengths of the online format as well as the face-to-face format. Hybrid delivery classes were offered for the first time in Fall 2009 and the success of these courses is being monitored closely; the results will influence both the short- and long-term strategies for delivery format.

### 8P3: Developing action plans

Key action plans address academics, long-range facility plans, and MSTC’s budget. These plans are reviewed and revised regularly.

Academic plans are continually monitored and managed by Deans Council. The council is made up of Academic and Campus Deans, the Vice President of Academic Affairs and the Vice President of Student Affairs and Information Technology. The planning process lays out annual goals for teaching and learning at MSTC, program development, modification, or suspension, and data analysis related to academic performance.

The long-range facility plan supports MSTC’s Strategic Directions and academic planning. When facilities needs arise, a facility plan is developed to meet the identified need. MSTC has the authority to build \$1.5 million of new construction and \$1.5 million for remodeling biannually with district Board approval, at each campus.

The budget development process grows out of the

planning activities as well. Deans, Associate Deans, and managers build budgets based on guidelines provided by Executive Committee. The Executive Committee gets direction from the Board, via the President. The budget process begins in November, and is finalized in May. MSTC uses an incremental budgeting paradigm rather than a zero-based approach; the budget manager uses historical data (including the previous year's funding level), environmental scanning, and anticipated needs to determine the amount of resources necessary to carry out the department's functions. Figure 8P01b shows where the budget process lies in the planning cycle.

All key action plans are widely communicated to stakeholders. MSTC uses its intranet to store and share documents associated with the plans.

Key action plans are also developed by teams of stakeholders who will be responsible for the actual implementation of the strategy. MSTC uses a model called solve-and-dissolve; teams are formed in response to a challenge, address the issue, implement the process changes, and then dissolve. Most teams have a sponsor and leader. The stakeholder identification process is not formalized; it is an informal process initiated by the team leader or sponsor. The sponsor or designated team leader will determine the key stakeholder groups and then work with the leader of those groups to identify the best fit for the action planning team. The action planning team analyzes the challenge and develops a recommendation for implementation. The sponsor works closely with the action planning team to ensure that the team's direction is consistent with MSTC's Strategic Directions. The use of teams in action planning allows all members of the organization to participate in the process and brings diverse perspectives to the action planning process. It also helps to build a shared vision within the organization as more people are involved in carrying out MSTC's Strategic Directions.

An example of this process was the creation of short-term goal-focused team to improve student success in Business Division classes. The team was lead by the Business Division Dean, sponsored by the Vice President of Academic Affairs, and included Business Division instructors from all campuses and a counselor. The team used a Six Sigma process to determine a strategy that would improve student success. The team developed an action plan that focused on introductory courses in the program, because the data showed that the success rate in those courses was significantly lower than the success rate in subsequent courses. The team developed a strategy to create program orientations for new students,

additional support resources for first semester students, increased opportunities for cohort groups, and increased instructor interaction with new students. The team presented the strategy to the entire Business Division on division planning day. The strategy was upgraded and agreed upon by the group and implemented in Fall 2009. The original team will review the plan results at year-end and present them to the division at the 2010 division planning day. At that time, a decision will be made about continuing the strategy or making upgrades.

## 8P4: Coordinating planning

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The MSTC Board goes through a strategic planning process annually. During the strategic planning process, the Board builds a set of Strategic Directions. The Strategic Directions (Table 5P02a) are built every three years and represent the Board's guidance for MSTC over the mid- to long-range planning horizon. College Goals are developed annually by the Executive Committee (Table 5P02b) and are designed to support achievement of the Strategic Directions.

The Strategic Directions and College Goals serve as the basis of the President's performance goals. Planning processes, organizational strategies, and action plans align and coordinate across MSTC based on the Board's direction, driven by the President's operationalized goals. The goals of the four Vice Presidents are designed to support the President's goals; in turn, individuals supporting the Vice Presidents align their goals with those of the Vice President.

For each individual at MSTC, goal development aligns with the Strategic Directions and College Goals. Details of how the goals are achieved are left to the expertise of the individual developing the goals. One of MSTC's Core Values is accountability, which charges each staff member to take responsibility for processes, decisions, and outcomes within his or her scope of influence, and apply their expertise to continuously improve College systems and strengthen organizational performance.

The planning process is cyclical, with well-established events that occur throughout the year. The Strategic Directions and College Goals are central to MSTC's budgeting process. A timeline of annual processes is depicted in Figure 8P01b.

Coordination of plan execution is monitored continuously by numerous groups within MSTC, including instructors and instructional supervisors, Student Affairs, facilities, department teams, Deans Council, and the Executive Committee.

## 8P5: Selecting objectives, measures, and targets

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MSTC has myriad well-established processes that define objectives, measures, and performance targets for guiding organizational strategies and action plans.

MSTC establishes objectives based on the goals for a particular action plan. Goals are measureable, with thought given to data that are available through PeopleSoft, Cognos, or statewide reporting. Most of the time MSTC relies on existing measures; as a small college, users mine data from existing data warehouses developed in-house, as part of the WILM consortium, from state data sources, or derived or compiled from those data warehouses.

Performance targets depend on the rationale for the action plan or organizational strategy. With WTCS requirements, performance targets are usually specified. For instance, at the time of the last systems portfolio MSTC was heavily involved in the development and deployment of QRP measures (response 1P13), which included a mix of system, College, and program measures and expected performance targets.

Since 2006, MSTC has been developing and refining AEIs as a way to assess program performance. AEIs were developed by an action project team and provide data that are part of the decision process used to evaluate program health. Table 8R01a documents some of the many data systems MSTC uses to guide organizational strategies and action plans.

## 8P6: Supporting strategies and action plans

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The budgeting process is concurrent with the development of College Goals so resources can be shifted to support new and continuing initiatives tied to the goals. The Executive Committee converts guidance from the Board of Directors into operational guidelines that are promulgated to budget managers. Individual area budgets are rolled up into a College budget plan.

Budget planning begins in November in the District Business Office (DBO). The process starts with revenue forecasting that takes into account projected property taxes (44.9% of revenues), state funding (11.5%), student tuition and fees (17.1%), Federal (12.7%), and other sources (13.8%). The DBO uses the forecasting results to shape guidelines budget managers use to develop budgets.

Concurrently with budget development, groups in MSTC plan activities aligned with College Goals and Strategic Directions; plans and strategies are student-centered by design. In early February, the DBO briefs budget managers on revenue expectations and provides guidance for budgeting. At this time, resources are aligned to prioritized strategies and action plans.

## 8P7: Addressing risk

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MSTC faces several funding and expenditure variations each year that lead to financial risk. Factors contributing to this risk include:

- Enrollment fluctuations;
- Economic downturns in MSTC communities;
- Rising health insurance costs;
- Unstable revenue streams;
- Increased reliance on tax revenue; and,
- Declining property values.

Before preparing the annual budget, the DBO evaluates external and internal sources for perspectives on all of these factors in order to account for possible variations in funding and expenditures. Instructors and administrators project enrollments and expenses for the upcoming year, WTCS contacts provide funding projections, and MSTC conducts scans of economic conditions, state- and nationwide.

The identified risks are then incorporated into the budgeting process to create a conservative projected budget. If despite all of these efforts to reduce risk MSTC has a budget shortfall, it has an adequate reserve fund.

MSTC is cognizant of risk, continually addressing it in the planning process. In the area of program development, MSTC attempts to incorporate the idea of core curricula within its divisions. The courses that make up this core are designed to benefit all students in the division and build a strong skill and knowledge base. For instance, in the Business Division this core includes Intro to Business, Microsoft Office-Beginning, Business Law and Ethics, and Accounting I. Using a core course model allows MSTC to build existing and new programs on a foundation of coursework. Because coursework is shared by all programs, program enrollment fluctuations are minimized at the course level, and enrollment data from these courses provide information which is then used for scheduling second-year courses for programs.

New programs are critical to technical colleges as they respond to district training needs. Risk assessment is incorporated into the WTCS new program approval process (1P3). In addition, MSTC has begun to use

clustering when designing new programs. Using clusters supports cost-sharing for starting and maintaining new programming. In 2007 MSTC developed three new programs, Biomedical Informatics Technician, Clinical Research Coordinator, and Laboratory Science Technician. The three programs represented two different divisions, but were developed together and use a core quality component and shared general education courses, along with supporting computer courses. Enrollment in the shared courses has been strong despite fluctuating enrollments in the programs, reducing the risk of course cancellation. MSTC used the same process when developing five new Renewable Energy programs in the last two years.

## 8P8: Building staff capabilities

MSTC has a professional growth program to fund staff development dedicated to the advancement of MSTC’s Mission. These resources support employee professional growth activities aligned with College Goals. The professional growth program is designed to develop and nurture individual capabilities through in-services and management team meetings.

In addition to the professional growth funds, MSTC also provides employees with tuition support. The policy for administrative staff and contract language for represented employees is an effort to recognize the academic advancement of personnel in support of MSTC’s Strategic Directions, College Goals, and institutional needs. MSTC provides tuition support when the individual enrolls in undergraduate, graduate, or career studies leading to a district-approved degree or career objective. A summary of tuition support policies and contract language for the various staff groups is shown in Table 8P08a.

Professional growth also occurs through MSTC’s memberships in organizations such as CQIN. The 2011 CQIN Summer Institute will focus on identifying new ways to strengthen performance excellence through employee engagement.

Most milestone events at MSTC (such as budgeting)

*Table 8P08a: Tuition Support Policy*

Administrative	Instructors	Support Staff	Custodial
Reimbursement for full tuition costs, up to \$3500/yr for undergraduate, graduate, or career studies leading to a district-approved degree or career objective.	\$1,500 professional growth stipend for completion of six graduate semester hrs of credit for studies leading to an employer -approved discipline -centered Master's degree. Max of 5 stipends	May be requested for course work of a job-related or job advancement-related nature at MSTC or an accredited institution.	Educational reimbursement may be requested for course work toward post-secondary diplomas, degrees, or specialized training for job advancement purposes.

are rolled out to the Management Team, which is made up of unrepresented College staff. All such rollouts have training and skill development built into the activity. Supervisors work with direct reports to provide targeted training.

## Results

### 8R1: Measuring performance

MSTC measures the effectiveness of its planning processes by reviewing data from a variety of sources. These measures evaluate the individual strategies of the comprehensive plan. Table 7P01a provides examples of reports used in planning continuous improvement. A comprehensive list is provided in Table 8R01a, showing how the various measures link to Strategic Directions and College Goals; the “Measures” column in Table 8R01a identifies evaluation measures. The table also includes the frequency of the measure.

### 8R2: Performance results

MSTC relies on data-informed decision making. Results for organizational strategies and action plans are documented in Table 8R01a in the “Results from last report” column.

### 8R3: Strategy targets

MSTC uses College Goals to set targets for action plans over the one- to three-year planning horizon (Table 5P02b). See Table 8R01a for outcomes and targets for a variety of measures and Table 8R03a for FTE student projections used in the planning process.

### 8R4: Comparative results

At this time, MSTC does not have direct comparisons of its processes for planning continuous improvement against other organizations.

## 8R5: Evidence of effectiveness

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The purpose of these processes is to improve performance on MSTC's Strategic Directions and College Goals. MSTC has extremely high satisfaction scores among employers, graduates, and students. These scores illustrate the effectiveness of MSTC's continuous improvement process. When student retention results dipped two years ago, MSTC mobilized all areas. Student retention improved.

### Improvement

## 8I1: Recent improvements

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The QRP is a continuous improvement process focused on program improvement, implemented by every Wisconsin technical college. The QRP process and parameters are set at the state level; MSTC, like all technical colleges, has additional local QRP measures in order to continuously improve the process. Every program at MSTC goes through QRP on a four-year cycle. The program is analyzed from several perspectives: Graduates, current students, instructors, and advisory committees are involved. District data on graduation, retention, and enrollment is trended and compared to statewide data in the program area. After data analysis and input by a program review team, an improvement plan is developed. The previous improvement plan is also reviewed.

MSTC made several upgrades recently in the process for handling QRP data. Process documentation has been simplified and modified based on input from past team members. Deadlines and timelines for the local process have been modified to coincide with Perkins funding schedules to build on the connection between the two. Monthly progress meetings are now scheduled to review the process of each current team collaboratively. All team leaders have received

*Note: Table 8R01a begins on the following page.*

*Table 8R03a: Student FTE Projections for Planning*

Year	Projected	Actual	Difference	% Change
FY2006		2,061		
FY2007	2,143	1,983	(160)	-3.78%
FY2008	2,062	2,097	35	5.75%
FY2009	2,181	2,314	133	10.35%
FY2010	2,564			

training in root cause analysis and QRP process improvement. These changes have made the MSTC process more effective and efficient. Before these changes, getting programs through a four-year cycle was not being accomplished. Currently, the four-year cycle goal is not only being achieved, but exceeded.

## 8I2: Culture-driven process improvements

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For a description of how MSTC's culture and infrastructure help drive planning and continuous improvement, see 9I2.

Table 8R01a: Planning for Continuous Improvement

Data Analysis		Planning for Improvement					
Type:	Data source:	Evaluated:	AQIP Category:	Linked SD/CGI:	Reviewed/ Approved by:	Results based on last report:	Measures:
Institution	Three Year Facilities Plan	Annually	2,6	SD 1,2,4,5 CG 2,3,5	CP BD	Facilities Improvements, Remodeling & Additions	Completion and Functionality of Improvement
Institution	Energy Consumption Report	Annually	2,6	SD 1,3 CG 1,4,5	CP BD	Energy Systems Improvements	Energy Savings, Data Analysis
Institution	10 Year Pavement Management Program	Annually	2,6	SD 1 CG 3	CP BD	Pavement Improvement	Condition of Roads and Parking Lots
Institution	Campus Facilities Master Plan	Annually	2,6	SD 1,3 CG 4,5	CP BD	Informs 3 Year Facility Plan	Approval of 3 Year Facilities Plan
Institution	Perkins Report	Annually	1,4,5,7	SD 1,3,4 CG 1,3,4	DCA	Increase Initiatives in Business Division and Criminal Justice programs targeting NTO students	Mid-year, Year-end reports
Academic	WTCS Data reporting System	Annually	1-8	SD 1-5 CG 1-6	VPAA DC	<ul style="list-style-type: none"> <li>Development of new renewable energy programs</li> <li>Deployment of hybrid class delivery</li> </ul>	<ul style="list-style-type: none"> <li>Benchmarking to peer institutions</li> <li>Student feedback forms, instructor input, student retention data</li> </ul>
Academic	Academic Effectiveness Indicators	Annually	1,4,5,7,8	SD 1-5 CG 1-4	VPAA DD/AD	Areas of concern identified and discussed with program instructors. Potential improvements identified and implemented	Review of following years Academic Effectiveness Indicators data
Academic	Student Feedback Forms	Each semester	3,8,9	SD 1,3 CG 1,4	DCA	Addition of online course feedback to global course feedback analysis	Feedback on process from instructors and deans



Table 8R01a: Planning for Continuous Improvement, continued

Data Analysis		Planning for Improvement					
Type:	Data source:	Evaluated:	AQIP Category:	Linked SD/CG†:	Reviewed/Approved by:	Results based on last report:	Measures:
Academic	Surveys from Faculty in-service and CIDs	Each semester	3,4,5,8	SD 1,3,4 CG 1,3	VPAA DC	Changed meeting location, purchased new chairs, brought in new speakers. Modification of technology training session duration	Survey results from next survey Participant feedback
Academic	Quality Review Process (ORP)	Annually; Programs reviewed every five years	1,4,5,7,8	SD 1-5 CG 1-5	VPAA DD/AD	<p><u>Accounting Program</u>: Improved 2<sup>nd</sup> year retention by scheduling advanced courses on ITV</p> <p><u>Nursing Program</u>: Realized better prepared incoming students by requiring B- grade for successful completion of Gen Anatomy and Physiology</p> <p><u>Supervisory Management program</u>: Improved enrollment in General Education courses by scheduling sections to fit the cohort learning design</p> <p><u>Law Enforcement &amp; Corrections programs</u>: Informed more young women of career options through</p>	Future ORP data
Academic	Online Courses & Processes	Each semester	1,2,4,5,7,8	SD 1-5 CG 1-5	DCA DC	Development of Master Class Update Process	Participant Feedback
Academic	Program Advisory Committees	Annually	1,3,5,7,8,9	SD 1-5 CG 1-6	DD/AD	Curriculum Changes	ORP Advisory Committee, Instructors & Student Feedback
Academic	Technical Skills Attainment	Annually	1,3,5,7,8,9	SD 1,2,4,5 CG 2,3,5	DD/AD	Master list of programs initiated and Instructor/manager groups began developing capstone assessment to measure student achievement.	Benchmark MSTC student achievement against other WTCS colleges in like programs

Table 8R01a: Planning for Continuous Improvement, continued

Data Analysis		Planning for Improvement					
Type:	Data source:	Evaluated:	AQIP Category:	Linked SD/CGI:	Reviewed/ Approved by:	Results based on last report:	Measures:
Support	Noel Levitz Student Satisfaction Inventory (SSI)	Every two years	3,4,5,8	SD 1,4 CG 3,5	EC	<ul style="list-style-type: none"> <li>Student focus groups conducted</li> <li>Changed student schedules to 4 days/wk.</li> <li>Aligned Gen. Ed. Courses with program schedules</li> </ul>	<ul style="list-style-type: none"> <li>Survey results of next Noel Levitz SSI and student focus groups</li> <li>Outcomes of stated Student Affairs staff annual goals</li> </ul>
Support	Minority Student Report	Annually	3,4,8	SD 1,3,4 CG 1,3	VPSAIT	Presentations to employee groups, MSTC Board	
Support	Report of Students in Nontraditional Occupations (NTO)	Annually	3,4,8	SD 1,3,4 CG 1,3	VPSAIT	Goals identified, action plans monitored	
Support	Student Complaint Log	With each complaint	3,4,5,8	SD 1,3,4 CG 1,3	VPSAIT	<ul style="list-style-type: none"> <li>Training conducted w/ Management Team</li> <li>Student Handbook outlining the process has been updated</li> <li>Formal Student Code of Conduct presented to students</li> </ul>	Reporting by individual departments based on data
Support	FTE reports/ Enrollment	Weekly	2,5,6,8	SD 3 CG 4	VPSAIT	More online access to FTE reports have been made available 24/7	Applications, enrollments
Finance	Moody's Financial Rating	Annually	2,6,8	SD 3 CG 4	VPF BD	MSTC continues to maintain its Aa2 Moody's rating, which is comparable to much larger technical colleges and communities	Rating within expected outcomes, no changes required. Will continue to improve fund balance and tax levy buffer.

Table 8R01a: Planning for Continuous Improvement, continued

Data Analysis		Planning for Improvement					
Type:	Data source:	Evaluated:	AQIP Category:	Linked SD/CG†:	Reviewed/Approved by:	Results based on last report:	Measures:
Finance	Audited Financial Statements	Annually	2,6,8	SD 3 CG 4	VPF BD	Auditors issued a favorable unqualified opinion without any significant findings	Will repeat and continue to monitor the audit in 2010
Finance	WTCS Cost Allocation Report	Annually	2,6,8	SD 3 CG 4	VPF EC	<ul style="list-style-type: none"> <li>Invested in Renewable Energy programs</li> <li>Developed stronger retention programs</li> <li>Increased online offerings</li> <li>Suspend the Chiropractic Technician program</li> <li>Maintain Criminal Justice Law Enforcement expansion</li> <li>Maintain General Education expansion</li> </ul>	Report shared with Executive Committee and Board of Directors. Strategies developed
Finance	Financial Ratio Analysis Report (required by HLC)	Annually	2,6,8	SD 3 CG 4	VPF	<ul style="list-style-type: none"> <li>2007 report revealed a composite score lower than peer group and MSTC received a rating of "Financially responsible but additional monitoring needed."</li> </ul>	<ul style="list-style-type: none"> <li>April 2008 progress report submitted to HLC</li> <li>2008 composite score increased from 2007 score</li> <li>In process of collecting data for 2009 report</li> </ul>
People	Equal Employment Opportunity (EEO) data		2,3,4,8	SD 1,3,4 CG 1,3	VPHR	Summary of 2004 EEOC report Behavioral Interviewing instituted	Changes to recruitment and hiring practices

Table 8R01a: Planning for Continuous Improvement, continued

Data Analysis		Planning for Improvement					
Type:	Data source:	Evaluated:	AQIP Category:	Linked SD/CG†:	Reviewed/ Approved by:	Results based on last report:	Measures:
People	Wellness	Every two years	2,3,4,5,8	SD 1,3,4 CG 1,3	HRS	Feedback from MSTC employees survey reported 77% of employees wanted stress and wellness information	2009 Wellness activities increased Chair massages initiated Walking activities encouraged
People	Campus Safety and Security		2,4,5,6,8	SD 1,3 CG 1,5			
People	Electronic surveys	Upon occurrence	1,3,4,5,7,8, 9	SD 1-5 CG 1-6	User	Modifications to web site, training, and other areas	Satisfaction and opinion
People	Paper, electronic, and phone surveys	Varies	1,3,8,9	SD 1,2,4,5 CG 2,3,6	Varies	Changes to student services Develop new degrees	Graduate and employer follow-up
Finance	PeopleSoft	Daily	6,7,8	SD 3 CG 4	VPF	Strong bond rating Strong audit performance	Bond rating Audit performance
AD- Associate Dean BD- Board of Directors CP- College President DC- Deans Council DCA- Director of College Advancement DD- Division Dean DIR- Director of Institutional Research DSS- Director of Student Services EC- Executive Committee						FD- Facilities Director HRS- Human Resources Specialist LTM- Learning Technology Manager MGD- Manager of Grants Development SAAC- Student Academic Achievement Committee VPAA- Vice President of Academic Affairs VPF- Vice President of Finance VPHR- Vice President of Human Resources VPSAIT- Vice President of Student Affairs and Information Technology	

†To identify numbered Strategic Directions and College Goals, see Table 5P02a for Strategic Directions and Table 5P02b for College Goals

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## 9: Building Collaborative Relationships

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### Process

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#### 9P1: Building relationships with schools and organizations

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MSTC receives its students from area high schools, businesses, and industries. A number of students have come from government organizations involved in building and strengthening Wisconsin's workforce. The three types of organizations historically have been the primary sources for MSTC students.

Most MSTC students come directly from area high schools. Trend data indicates that approximately 25% of district high school graduates attend MSTC directly after graduation. MSTC's High School Relations Coordinator is devoted to the creation and enhancement of effective relations with area high schools. The Coordinator plays a critical role in serving as a liaison between district schools and college staff to communicate services that are essential to high school students. To facilitate this role the coordinator builds relations with schools by providing leadership to member schools, organizing high school staff development opportunities, promoting and facilitating school-to-work and tech prep options, and promoting the College. The work of the High School Relations Coordinator in building relationships is supplemented by various activities facilitated by Enrollment Advisors.

The second largest percent of students are from business, industry, and service organizations. Employers sponsor employees to develop or enhance skills required to perform a job efficiently and effectively. Employees may enroll in credit classes, pursue a degree, enroll in non-credit classes and seminars, or participate in classes and seminars provided as contracted services for their employer. The relationships that are built with local employers are broad, numerous, and extremely important to the College's focus on occupational education. In addition to serving students from these organizations, the organizations also provide clinical and supervised work experience for students, hire the college's graduates, support MSTC with gifts of equipment, participate on occupational advisory committees, and donate to the MSTC Foundation for scholarships. The occupational program Deans and Campus Deans are primarily responsible for fostering successful relationships with these partners. To develop these

relationships, the Deans actively participate in related professional, occupational, and community organizations; initiate meetings with organization leaders; attend decision making meetings; and collaboratively work on projects with various organizations and serve on committees and boards.

An increasing number of students come from government organizations involved in building and strengthening Wisconsin's workforce such as workforce development boards. This category increased due to severe layoffs and job eliminations resulting from the present economic environment. Affected individuals have turned to these government organizations to facilitate and fund job-skill retooling. These organizations have turned to the college to provide the necessary training. Academic Affairs, Student Affairs, Financial Aid, and the Executive Committee pursue numerous opportunities to build relationships with these organizations. College staff members initiate meetings with organization leaders, attend decision making meetings, collaboratively develop and facilitate projects, and participate on various committees with these organizations.

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#### 9P2: Building relationships with colleges and employers

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Before creating, prioritizing, or building relationships with educational organizations and employers who depend upon MSTC to supply students and graduates to meet organizational needs, the College ensures that the organization is reputable and valuable. In FY2006 14% of MSTC's students came to prepare for further education; today that number is 22%. MSTC works diligently to give students choices about which quality four-year institution might best serve their need. MSTC helps students understand choices for further education in the context of accreditation, program compatibility, and articulation with or recognition of credits earned at MSTC.

MSTC's Strategic Directions and College Goals drive the fundamental principles and guidelines used in establishing MSTC's numerous collaborations. Although Strategic Directions and College Goals change to reflect Board and district priorities, those directives consistently include meeting student and community needs along with establishing partnerships and other collaborative relationships.

At MSTC, the process for creating, prioritizing, and building educational relationships target peer technical

and community colleges, and public and private baccalaureate institutions. The WTCS program approval process has great influence on relationships with educational organizations. The process is well-defined (Table 1P03a). Because the program development process includes development of program and course outcomes, educational institutions and other organizations have a clear understanding of student and graduate skills and abilities. This process-driven approach is a key aspect of building and prioritizing relationships.

Although separated in Table 9P02a, often priorities are determined as the relationship is being built. The building process varies depending on the desired outcome of the relationship. Examples of approaches used in relationship building with other educational and employer organizations include: Memberships in professional organizations, advisory committees, more than two dozen articulation agreements with other higher educational institutions (Table 2R02f), in-district grant partnerships, state and federal grant opportunities, in-person meetings between presidents and chancellors and vice presidents of academic affairs and provosts, and contract-for-service agreements.

### 9P3: Relationships with student service providers

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MSTC uses formal and informal processes to build relationships with organizations, including staff from student support, adult basic ed, and occupational programs collaborating to address student success.

MSTC prioritizes the creation and maintenance of external partnerships by focusing on the relationship to student success. For example, financial emergencies directly impact a student's ability to successfully reach educational goals. The MSTC Foundation provides students with emergency loans and grants from funds supplied by external stakeholders, based on referrals from program counselors. This funding pool was established in response to requests from financial aid officers and student support staff to help students with short-term support (Table 9R02b).

Some partnerships are created in response to a crisis. For example, after suicides of three MSTC students (unrelated) during FY2004, MSTC student support services took immediate action. In partnership with the Wood County Health Department, a team of instructors, counselors, Deans, Associate Deans and student support specialists developed and implemented a plan to introduce suicide prevention education to all students. In addition, MSTC successfully partnered with a local newspaper foundation to provide

emergency funds to support students with immediate mental health crises. Student support staff developed partnerships with area mental health providers to offer treatment and developed an internal process to refer students for appropriate care.

MSTC is required by state statute to partner with certain area service providers, including the Workforce Development Board. MSTC uses those opportunities to improve the success rate of students who are also receiving services through the partner's programs. Counselors, enrollment advisors, adult basic education staff, and the financial aid office provide information to unemployed and dislocated workers. All of these efforts required partnering with the Workforce Development Board and its service providers to help students succeed. Examples of relationships related to student support are included in Table 9P03a.

### 9P4: Relationships with suppliers

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MSTC's procurement policies and practices are founded on the premise that individual departments and academic divisions determine their needs and specifications for acquisition of all goods and services. The Purchasing Department collaborates with and assists all departments and academic divisions with market research, establishing critical specifications or deliverables, and soliciting proposals. Purchasing helps departments and divisions select vendors and comply with statutory and agency-prescribed procurement requirements. Current administrative bulletins and department guidelines related to purchasing are available on MSTC's intranet; MSTC policy encourages but does not require quotes for purchases under \$10,000, a minimum of three quotes for purchases between \$10,000 and \$25,000, and sealed bids for larger purchases.

The need for establishing relationships with materials and services suppliers is critical. These relationships create awareness of new features, emerging training and occupational requirements, new technology, and the availability of improved services, all essential keeping current and establishing MSTC needs and specifications. Vendor relationships are maintained within a department or academic division. Within the academic divisions, program advisory committees provide feedback regarding equipment and suppliers.

### 9P5: Relationships with other entities

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When MSTC creates, prioritizes, and builds relationships with education associations, external

**Table 9P02a: Creating and prioritizing collaborative associations**

<b>MSTC Process</b>	<b>C</b>	<b>P</b>	<b>B</b>	<b>E</b>	<b>O</b>
Determine need for and value of collaborating with the organization relative to impact relationship has on MSTC students/graduates. <u>Example:</u> Franklin University and Lakeland College; both accept Associate Degree credits for program totals and provide for laddering from Associate to Baccalaureate to Master's Degrees	X			X	X
Determine organization has requisite integrity and reputation expected by MSTC; must meet required and desired regulations/licensures. <u>Example:</u> Franklin University and Lakeland College are HLC institutions	X			X	X
Identify organizations and employers that add value to students' learning experience and occupational/career preparation; meeting established competencies is the minimum criteria. <u>Example:</u> Utilizing Ministry Health Care/Saint Joseph's Hospital as a clinical site for most college health programs; this tertiary care teaching institution is the only major rural referral medical center in Wisconsin	X			X	X
Initiate contact with educational organizations/employers or respond to contact with the college. <u>Example:</u> Mutual contact between The Davey Tree Expert Company out of Kent, Ohio in support of MSTC's Urban Forestry program	X			X	X
Engage in external occupational activity such as trade fairs, job fairs, conferences, organizations, and seminars. <u>Example:</u> Clinical Research Coordinator program Associate Dean's membership on the Wisconsin Cancer Council and active participation in related workgroups	X			X	X
Confirm that mutual interest in collaboration exists and both participants contribute to the relationship. <u>Example:</u> MSTC is only provider of Clinical Research Coordinator Associate Degree in Wisconsin and one of very few nationwide. Clinical trials (in this case, cancer) for investigating organizations are substantially expedited with the availability of Associate Degree prepared personnel		X		X	X
Determine if relationship will enhance students' learning and working experiences along with the reputation of the college/program. <u>Example:</u> Professionals from The Davey Tree Expert Company fly to Central Wisconsin each semester to provide student training in Urban Forestry climbing class; organization also provides summer employment, internships, grants, and full-time employment to program students/graduates		X		X	X
Identify impact relationship will place on the college, financially or otherwise. <u>Example:</u> Students in the Emergency Medical Technician-Paramedic program are required to obtain clinical experiences in healthcare settings and in "ride-alongs" with ambulance services; MSTC does not place students in those settings that would require either student or college payment for the experience(s)		X		X	X
Initiate discussion with another higher education institution to establish transfer agreement. <u>Example:</u> More than 24 formal articulation agreements are in place with public and private IHEs			X	X	
Provide transfer credit to peer technical college or baccalaureate degree granting institution through established and published college criteria for the sending and the receiving college. <u>Example:</u> Common statewide curriculums in place for many WTCS health programs enabling students to easily transfer from one technical college to another; agreements in place with 5 state public and 3 private universities to accept 60 or more Associate Degree Nursing credits for those students pursuing BSN			X	X	
Shape meaningful advisory committee membership in support of programs and engage College personnel to serve on external, related advisory committees. <u>Example:</u> Internally, the College manages 35 active advisory committees supporting technical diploma and associate degree programs; externally, many personnel serve on advisory committees such as the College of Professional Studies – Health for the University of Wisconsin at Stevens Point			X	X	X
Establish "clinical" agreements for entities willing to provide teaching/learning experiences for students in specific areas, i.e., Respiratory Therapy, Nursing, Medical Assistant. <u>Example:</u> More than 50 active clinical agreements are in place for health programs at MSTC			X		X
Respond to external training requests to provide in-service/update/upgrade content to existing employees. <u>Example:</u> 57 currently employed personnel within the paper industry are currently receiving upgraded training as Medical First Responders through contract for service agreement			X		X
Establish active College memberships in professional organizations supporting occupations related to the education/training provided by MSTC. <u>Example:</u> 5 MSTC managers are actively involved in a group formed more than 10 years ago to improve region's business climate and civic infrastructure.			X	X	X
<b>C: Create, P: Prioritize, B: Build, E: Educational Organizations, O: Other Organizations</b>					

agencies, consortia partners, or the general community, departmental subject matter experts consider whether the partnership:

- Positively impacts student learning;
- Helps advance the Mission, Vision, and College Goals;
- Provides positive economic opportunities for the College;
- Helps leverage resources; and,
- Enhances MSTC’s reputation or position in the community?

Relationships are essential to MSTC’s success. Collaboration and partnerships serve as the foundation to building and maintaining community support, new programs, consortium agreements, and articulation or transfer agreements. MSTC fosters partnerships with business, industry, and public service agencies in Central Wisconsin, and across the state. These partnerships provide clinical and other types of experiential learning opportunities for students. Business and industry partners provide student internships, hire MSTC’s students and graduates, support the college with in-kind gifts of equipment, donate to the MSTC Foundation, and participate on program advisory committees.

MSTC is one of three partners in the WILM consortium. MSTC participates in this consortium because the three-college system combines the limited resources of three small colleges into a larger array of services and provides efficiencies of scale. College leadership reviews this agreement annually and has a structured set of performance measures that provide a report card on partnership effectiveness.

**Table 9P03a: Sample Relationships with Student Support Organizations**

<ul style="list-style-type: none"> <li>• Social Service Agencies</li> <li>• MSTC Foundation</li> <li>• Literacy Councils</li> <li>• Local Non-profit Service Agencies</li> <li>• Employers for Internships, Clinical sites, financial support of MSTC Foundation</li> <li>• Child Care Referral Service</li> <li>• United Ways</li> <li>• Public Health Care Agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Area High Schools for HSED Completion</li> <li>• One Stop Job Center</li> <li>• Career Closet</li> <li>• The Family Center</li> <li>• Transfer</li> <li>• NAACP</li> <li>• Mental Health Providers</li> <li>• Community Foundations</li> <li>• Family Resource Centers</li> </ul>
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## 9P6: Assessing partnerships

College staff members use a number of processes to validate that the varying needs of those involved have been met. These processes depend heavily on the quality and type of partnership relationships that have been established. Processes for major types of partners are discussed in the remainder of this response.

### Educational Entities

College staff members facilitate matching course-to-course content and competencies for transfer from one WTCS institution to another through extensive collaboration. For instance, statewide curriculum exists for six of the 10 health programs offered at MSTC, two are unique in the state, and two are short-term programs. As noted in Table 2R02f, MSTC has extensive transfer agreements with other institutions.

The Transfer Information System documents state-wide credit transfer between WTCS courses and courses offered by the University of Wisconsin. MSTC assesses whether it is meeting the needs of those involved by monitoring the number of credits accepted in transfer and the number of students transferring; MSTC continuously reviews these data and uses it to update articulation agreements.

### Employers

College staff members constantly assess partnerships with employers to ensure the relationships are meeting the needs of the College and the partner. The College uses a variety of approaches:

- Input from the 35 program advisory committees;
- Satisfaction surveys for Contract for Service training provided to employers
- Evaluations of Apprenticeship training and clinical site evaluations
- Analysis of employer satisfaction using the Employer Follow-up Survey

Surveys serve as a strong vehicle to reveal graduate and business and industry employer satisfaction. Graduates are surveyed six months after graduation to gauge overall satisfaction with their MSTC program of study; the survey serves as a mechanism for graduates to indicate the relevance of training to the real-life experiences in the workplace. Employers are surveyed after student completion of clinical or supervisory work experience opportunities to assess student preparedness, emerging opportunities, and overall satisfaction. The WTCS also surveys employers at the five-year mark to assess long-term satisfaction in the training MSTC provided their the firm’s employees.



## Suppliers

The MSTC employee working with a supplier is responsible for identifying and monitoring measures of success for the relationship, as well as actively monitoring the relationship and managing risk. The employee addresses areas of concern; supervisors decide when to escalate issues.

MSTC relies on employees to bring documented vendor issues to the Director of Auxiliary Services. The Director handles issues beyond the scope of employee expertise.

## 9P7: Building internal relationships

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MSTC enjoys a rich and long history of internal collaboration. This model was formalized when Dr. John Clark became President of MSTC.

A strong infrastructure that encourages and supports internal relationships is essential to the sustainability of this dynamic leadership model. Recognizing that organizational structure significantly influences an institution's leadership model, departmental units have been shaped in ways that support and strengthen communication and build solid relationships across units. MSTC's President works primarily through the executive team and sets expectations for collaboration. The Executive Committee consists of four Vice Presidents. The Vice Presidents also set collaboration expectations with employees; Vice Presidents are responsible for and support over 95% of MSTC employees.

Managers with responsibilities for both Academic Affairs and Student Affairs strengthen communication and relationship building between units. Campus Deans are responsible for campus operations (Student Affairs) and for academic programs (Academic Affairs). This dual responsibility creates a greater awareness of and appreciation for the integration of academic affairs and student affairs processes crucial to quality learning experiences.

Collaboration is also built into the organizational structure through committee membership. By design, committees have members from both Academic Affairs and Student Affairs. This blend is intended to build relationships, strengthen communication, and encourage collaboration.

Employee Core Values are another element that significantly impacts MSTC's model of building relationships and ensuring communication (Table 5P01b). In 2002, MSTC employees identified six Core Values to guide employee behaviors. Core Values are

prominently displayed in all campus locations along with the College Mission and Vision statements, included in job position descriptions, introduced during new employee orientations, and incorporated into annual performance appraisals.

## Results

### 9R1: Measures of performance

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MSTC uses collaborative measures to determine the effectiveness of relationships. Primary types of measures are discussed in the remainder of this response.

#### Area High Schools

Measurements include the number of high school students and their parents who attend enrollment advising activities, including campus and high school classroom career exploration events. MSTC also uses surveys to assess satisfaction with MSTC's leadership and services provided to high schools.

#### Employer Satisfaction

An Employer Follow-up Survey is conducted once every five years to collect data on employer perceptions of recent WTCS graduates. Employers are in a unique position to assess the effectiveness of a technical college education in preparing people for employment. These trend data are another important measure.

#### Graduate Placement

The Graduate Follow-up Survey is conducted annually and gathers data regarding student activities and perceptions. The survey is conducted approximately six months after graduation.

The primary objectives of the survey are to identify the current activities of program graduates; to determine how current activities are related to the graduates' educational programs; to provide information used as tools in career awareness and planning efforts for those making or assisting in career decisions; and to provide data to facilitate program planning, evaluation, and development.

#### Student Satisfaction

Student satisfaction is one element measured in the annual Graduate Follow-up Survey. Annually, graduates rate the training they received. MSTC also gathers student satisfaction information using the SSI, administered every other year.

#### Contract Services

As a means of assessing employer satisfaction with contracted training, MSTC's representative

coordinating the training administers an online survey that assesses customer satisfaction with the training. The online survey is administered at the conclusion of the training. These data are managed, maintained, and reported by the WTCS office; the WTCS office also surveys training participants.

**Other Partnerships**

The measures of success of collaborative relationships with government organizations involved in building and strengthening Wisconsin's workforce include the number of newly developed opportunities to meet the needs of this population. Such opportunities include academic preparation services and occupational training. The number of participants served also is a measure of performance.

Measurements of building collaborative relationships with non-educational organizations include the number and monetary value of training contracted services and trends in contract services with specific organizations over time. Additional areas measured include the number and amounts of scholarships, advisory committee participation, and student internship and clinical sites.

**9R2: Performance results**

The High School Relations Coordinator (HSRC) and the Enrollment Advisors have been extremely beneficial to the College's relationships with its district high schools. Results indicate:

A relatively constant percentage of district high school graduates, approximately 18%, attend MSTC directly after graduation. Between 2002 to 2008, the percentage of graduates enrolling directly into MSTC has been greater than the state average (Table 9R02a). To continue to strengthen MSTC's relationship with area high schools, the College recently hosted an in-service for a local high school. More than 100 instructors attended; the agenda included a tour of MSTC's facilities and one-on-one time with instructors.

The number of high school students and their parents who attend college campus and high school classroom career exploration events steadily increased with marked increases in Career View, High School and Middle School events, Discovery Days, Parent Nights,

and Enrollment Advisor appointments. For example from FY2008 to FY2009 approximately:

- 100 additional students attended CareerView.
- 800 additional students attended classroom presentation and events at area high schools and middles schools.
- 400 additional students attended Discover Day.
- 250 additional parents attended Parent Night.
- 500 additional students met with Enrollment Advisors.
- Between FY2008 and FY2009, enrollment increased 10%

The number of students participating in Tech Prep opportunities increased through additional transcribed credit agreements with four district high schools. MSTC is experiencing a continued decline in Advanced Standing eligible courses, from 19 courses in FY2007 to 12 courses to-date for FY2010. This decline is a result of a shift in focus from Advanced Standing to Transcribed Credit at the state and district levels. MSTC piloted Transcribed Credit with Lincoln HS in FY2008 and expanded to four district high schools in FY2010.

High school satisfaction with College services remains high. MSTC received positive feedback regarding services from participants in the Mid-Wisconsin School to Work Consortium, which is chaired by MSTC's HSRC.

Given the higher-than-state-average for enrollments of high school graduates, the informal assumption is that the needs of this population is being met.

Every four years, MSTC conducts an Employer Follow-up Survey; the results from the 2006 survey indicated that 96% of the responding employers said they would hire a technical college graduate again. Employers who hired MSTC graduates were very satisfied with the technical college education.

FY2008 graduate follow-up responders showed 91% of MSTC graduates employed within six months of graduation; 97% of MSTC graduates were satisfied or more than satisfied with the education they received

Statewide, in the past 10 years, the percentage of WTCS graduates employed within 6 months exceeded 90% and graduates employed in a field related to their training exceeded 74%.

*Table 9R02a: Comparison of Direct High School Enrollments*

	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008
MSTC	20.0%	19.9%	19.8%	18.8%	15.9%	17.9%	16.0%
WTCS	17.8%	17.6%	16.0%	15.8%	15.5%	14.4%	14.1%

Transfer data regarding students within the WTCS from FY1997 to FY2008 show a greater number of FTEs leaving MSTC than those coming into the College from -55.07 in 1997 to -135.04 in 2008. However, embedded in those numbers, two important phenomena must be recognized:

1. Approximately 61% of the FTEs going out of the district are for programs MSTC does not offer (and is not likely to pursue offering in the future);
2. And, within three years after graduation, 50% of the high schools in MSTC's district send 50% or more of their graduates to MSTC; the remaining 50% of the high schools in the MSTC district send 40 – 49% of their graduates to a technical college within 3 years after graduation.

Analysis of contract service data indicates relationships with repeat non-educational clients remain relatively strong. Organizations with whom MSTC previously contracted for instructional services continued to do so but the amount of training requested diminished. Challenges in building new relationships exist since organizations find themselves in a challenging economic environment, which caused reductions in training funds. WAT grants, state grants that promote development of incumbent workers and expand technical college training services to businesses and industry, have developed new relationships for MSTC. For example, MSTC is using a WAT grant to lead the development of a consortium training model with the districts' chambers of commerce. This new initiative has strengthened relationships with the chambers.

MSTC's relationship with the North Central Wisconsin Workforce Development Board (NCWWDB) resulted in numerous collaborative programs that transition dislocated workers back into the workforce. For more than 10 years, MSTC collaborated with the local Rapid Response team, a team of organizations that provide information and assistance to workers facing layoffs and job elimination. MSTC collaboratively worked with NCWWDB representatives to address the unique

needs of dislocated workers by:

- Developing an online Adult Career Awareness and Assessment class;
- Facilitating an on-campus support group through MSTC Student Affairs;
- Developing a FAQ flyer with information expressly designed for dislocated workers;
- Developing a dedicated web page for dislocated workers;
- Conducting a special review of financial aid benefits for dislocated workers;
- Offering computer literacy classes; and
- Developing new short-term certificates to retool the skills of dislocated workers.

This relationship allows MSTC to meet demands for graduates in core and emerging programs, while providing critical outreach and support services necessary for dislocated workers to make the transition to postsecondary education.

MSTC has been able to build and develop strong partnerships with community organizations and individuals, to the benefit of students. For instance, MSTC has created and built more than 100 clinical relationships for healthcare occupations and more than 35 program advisory committees staff by community members. Also, the MSTC Foundation recently celebrated twenty-five years of helping students succeed; the number of students served continues to grow (Table 9R02b).

### 9R3: Comparative results

Results from other higher education organizations for the purpose of comparison are very limited. Baccalaureate institutions in Wisconsin do not measure or disclose information in ways that allow comparison to WTCS institutions. The performance results of MSTC's processes for building collaborative relationships are better compared with other WTCS institutions. There are many processes used by all technical colleges from which results data may be

*Table 9R02b: MSTC Foundation Scholarships and Emergency Grants*

Year	Scholarships Awarded	Scholarship Value	Emergency Loans	CNA Tuition	Students Served by MSTC Foundation
FY2005	280	\$138,000	38	25	343
FY2006	240	\$138,000	46	17	303
FY2007	250	\$142,000	49	4	303
FY2008	258	\$151,000	39	5	302
FY2009	300	\$164,000	39	3	342

compared; however, few if any of those measures are related to building collaborative relationships.

Some processes, comparative purposes, and collaborative relationships:

- Employer Follow up Survey every five years (see Tables 3R04a and 5P03a)
- 951 students graduated in FY2009 from MSTC, ranking twelfth out of 16 WTCS institutions in terms of graduates; MSTC had the second-largest increase (19.2%) in the number of graduates over the previous year. The increase reflects MSTC's collaborative approach to student success.

In reference to other higher educational organizations, the private colleges and universities with whom MSTC maintains collaborative relationships show the most positive results. One of the very successful results in building a key collaborative relationship involves Lakeland College. Lakeland College has a physical presence on MSTC's Wisconsin Rapids campus and endorses close, collaborative working relationships between Lakeland and MSTC personnel. Since 2003, 13 interwoven degree programs have been established, allowing MSTC students to enroll concurrently at MSTC and Lakeland College, take courses from both institutions, and complete a baccalaureate degree in four years. MSTC has the twelfth largest enrollment in the WTCS, but has the second-highest number of interwoven degrees with Lakeland College, which speaks to the strong relationship and collaboration between the institutions (Table 9R03a).

## Improvement

### 911: Recent improvements

MSTC has made several recent improvements related

*Table 9R03a: Lakeland Interwoven Programs and FTE Ranking within the WTCS*

WTCS Institution	Programs	FTE Rank
Northcentral (NTC)	14	10
Mid-State (MSTC)	13	12
Moraine Park (MPTC)	5	9
Lakeshore (LTC)	3	13
Chippewa Valley (CVTC)	2	6
Fox Valley (FVTC)	2	4
Madison (MATC)	2	2
Northeast Wisconsin (NWTC)	1	3

to building collaborative relationships. Relationships with business and industry are documented in part through training contract agreements. Inconsistencies in contract service agreements led to an in-depth internal review involving a cross-functional team. The outcome of that review resulted in revised costing formulas, process changes, and the creation of new forms and databases. During the development phase MSTC employees responsible for contract services provided input and validated the changes.

In addition, a survey is now being provided to all contract service clients. Survey information will assist MSTC in determining the quality of instruction and overall client satisfaction.

Another improvement focused on internal collaborative relationships related to the student population. MSTC changed class schedules to four-day blocks to reduce student travel to campus and give students a day to use for their employment and childcare needs.

The final example of an improvement resulted in the termination of a relationship with a vendor. MSTC responded to online student and instructor complaints and help-desk documentation that showed the learning management system was not meeting the needs of students or instructors. A new vendor was secured that could supply a quality online course management services. Since the change, complaints and help desk tickets have declined significantly.

### 912: Culture-driven process improvement

MSTC is a smaller institution with a culture and infrastructure that allows areas to identify many process improvement opportunities in formal and informal ways. The MSTC culture, modeled by leaders and mentors throughout the institution, encourages collaboration, creativity, mutual respect, and collegiality. Today there is a greater awareness among instructors and staff of how processes are interrelated and interdependent across MSTC. Problem-solving at MSTC is migrating from a silo-based approach to one that incorporates cross-functional teams. It is common to see a variety of departments and divisions working together on issues. The ability to effectively collaborate while planning for improvement is a pillar of MSTC's strength as an institution. The Check-up Visit team noted, "On an institutional level, long-range planning includes all levels of the College. The Board of Directors sets long-range goals based upon input from community members, employees, students,

*and other stakeholders. Data is [sic] gathered and analyzed throughout the year and a final plan completed at the annual Board Advance. The Executive Committee members meet weekly to evaluate progress on goals and review information received from all data sources. Departmental faculty members meet monthly in departments to assess progress and plan for improvements based on data.”*

The culture of the organization is reflected in MSTC’s Core Values (Table 5P01b), which were developed with a reliance on collaboration; the institution has a long history of seeking and embracing continuous improvement opportunities. The culture encourages each staff member to take responsibility for processes, decisions, and outcomes within her or his scope of influence, and to apply expertise to continuously improve systems and strengthen organizational performance. The result is a collaborative, student-centered organization where each staff member works together to ensure that MSTC achieves its Mission.

The collaborative culture that exists at MSTC increases the opportunity for employees to discuss issues and concerns before they escalate to a level of serious concern. One small piece of evidence of the benefit of this type of culture is that there have been very few bargaining unit grievances in the past several years (Table 4R02i). Issues are being resolved at the supervisory level or through Human Resources rather than the formal grievance process.

The use of surveys to determine employees’ needs and to gather information on how processes and procedures can be improved assists leadership in selecting specific processes to improve. Ad-hoc committees (MSTC calls this approach “solve-and-dissolve”) are formed to develop solutions and recommendations as well.

Infrastructure is designed around the strategic planning model, which facilitates setting manageable targets and identifying individual processes that work best in specific situations. Accurate alignment of tasks to people is an on-going effort, particularly in an organization where many tasks need to be accomplished by a finite number of employees. Although responsibilities are clearly delineated it allows for a broad scope of practice, particularly within organizational divisions and departments. Ample latitude is supported in planning to address challenges, and in following the established steps and criteria in the development and implementation phases. The collaborative culture, use of surveys, and solve-and-dissolve teams serves to reduce the number and level of problems and issues as new processes are implemented.

Some examples of how MSTC’s culture and infrastructure drive planning and continuous improvement include:

**Selecting action projects:** The Director of College Advancement sends an open-ended electronic survey to all staff members to solicit ideas for action projects. The responses are collated and sorted into common themes, which are used to build a second survey. The second survey is used to further narrow down the list of possible projects; a final survey presents six possible action projects with one-sentence descriptions. The three projects garnering the most support are implemented. Finally, cross-functional teams are identified for each action project, which allows for broad input from all areas of MSTC.

**Engaging instructors:** Some health programs have lead instructors to meet accreditation requirements; the operational policy was developed in 2002 and revised in 2006. Instructors receive workload for assuming the lead instructor role; planning is a critical component of the role. MSTC uses lead instructors in nursing to promote consistency across different class sections and clinical rotations, ensuring instructors deliver the same high quality instruction and have access to the same developed activities for clinical. Lead instructors ensure everyone (including adjunct instructors) are all on the same page; the lead instructor is for a whole level and not just a single course.

**WTCS benchmarking:** The WTCS has an extensive data system, including QRP and other WTCS reports, that permits MSTC to use comparative information to evaluate the institution’s performance against peer colleges. Users from across MSTC use the information daily for both short- and long-term planning.

**WILM benchmarking:** The WILM consortium has purpose-built comparative measures (AEIs) that are designed for benchmarking within the consortium. Short- and long-term planning is informed by these data; MSTC users access such data daily and make decisions based on the information.

**Budget development and monitoring:** MSTC has an outstanding financial reporting system. Employees with budget management responsibilities have real-time access to accurate revenue and spending information, including rolling forecasts. The rolling forecasts, coupled with ongoing training, support flexible and timely management and planning activities.