MID-STATE ASSESSMENT REPORT

2019-2020
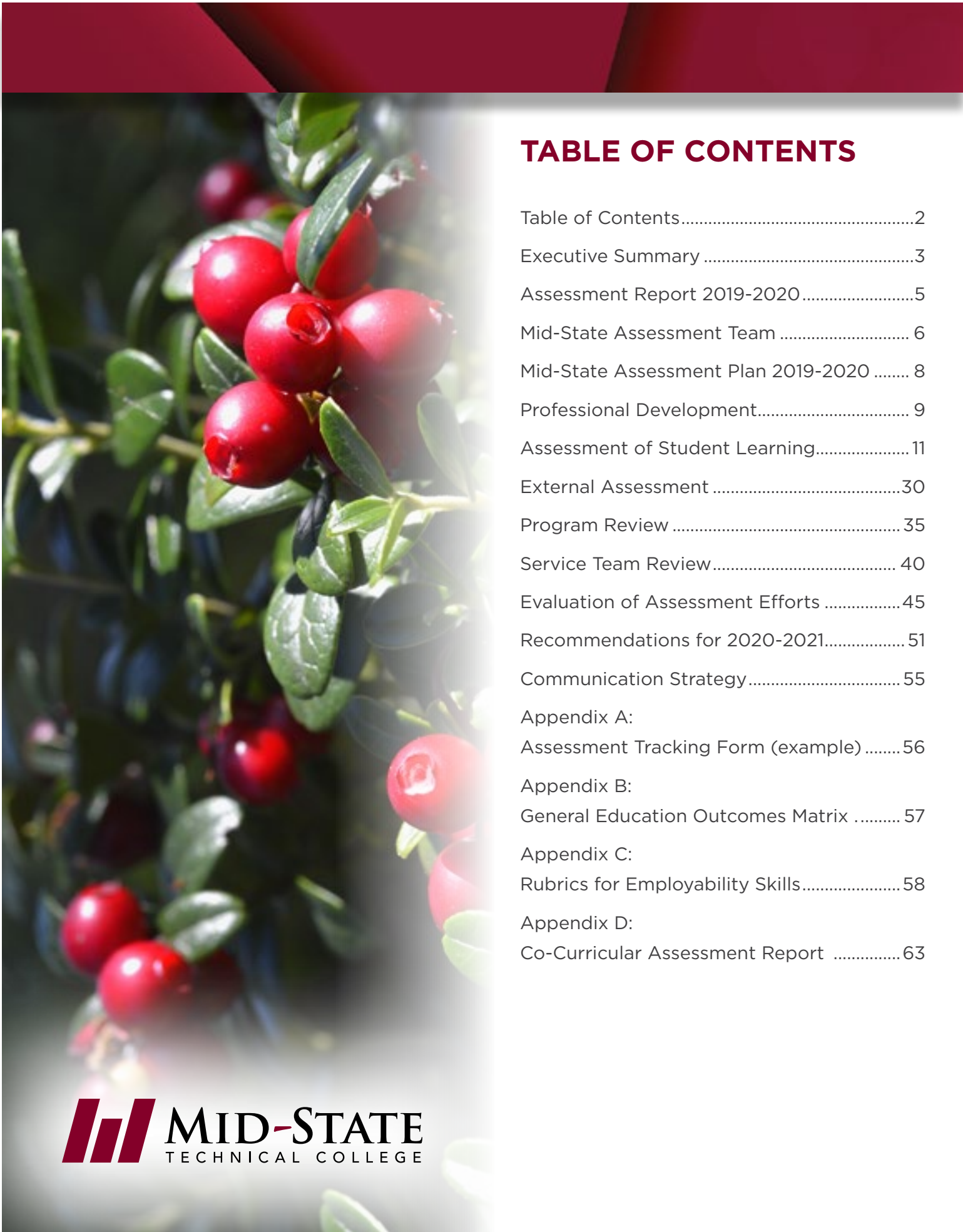
MID-STATE
TECHNICAL COLLEGE

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MID-STATE
TECHNICAL COLLEGE

EXECUTIVE SUMMARY

Assessment at Mid-State Technical College encompasses assessment of student learning, external assessment of student learning and closely related and important indicators of institutional effectiveness including program review and service team review. These assessment practices and results are a college-wide priority. Assessment is a coherent, comprehensive system for planning, developing, implementing, and documenting strategies and practices that are designed to improve student learning. The college uses assessment results to stimulate reflective thinking and initiate necessary actions to contribute to the continuous improvement of student learning and institutional outcomes. Through these outcomes, Mid-State can realize its mission - to transform lives through the power of teaching and learning.

The focus of 2019-2020 has been to reinvigorate Mid-State's assessment plan, set expectations for assessment efforts across the college, provide professional development to create a common understanding of assessment, develop sustainable processes, document assessment efforts in a consistent manner, communicate assessment results, and make changes to improve results and the process. This Report summarizes these efforts and the results achieved.

Highlights of 2019-2020 Assessment Report include:

1. Assessment of student learning is a college priority. Mid-State developed a college-wide intentional and sustainable model for assessment practices. Even during the COVID-19 pandemic, the college maintained momentum because assessment practices were integrated into existing operational processes.

2. Strengthened the Mid-State Assessment Team by intentional expansion of membership, utilizing agendas and meeting minutes, and confirming roles and responsibilities of members. The minutes were made available on the assessment SharePoint site to provide those working on assessment with this information.

3. Developed, implemented, and distributed the 2019-2020 Assessment Plan.

4. Provided multiple formal and informal professional development opportunities on the topic of assessment.

5. Assessed student learning outcomes:
   a. Course outcomes/competencies
   b. Program outcomes
   c. General education outcomes
   d. Co-Curricular outcomes
   e. Employability Skills (institutional outcomes)

6. Assessed student learning through external exams/licensure results.

7. Completed 41 program review sessions, reviewing a total of 68 programs, apprenticeships, and general education disciplines.[1]

8. Completed 9 service team reviews.

9. Evaluated assessment efforts.

10. Identified recommendations for process improvement for 2020-2021.

11. Shared the 2019-2020 Assessment Report.

In Summary, in 2019-2020 Mid-State continued to enhance sound assessment practices that will be added and sustained over time. Through these practices, on-going professional development and intentional support, Mid-State is on its way to developing a culture of assessment[2].

[1] Program review sessions may include 1-5 programs. Example: Surgical Technician and its embedded technical diploma Central Services Technician are reviewed together in one session.

[2] Weiner, W. (2009, July-Aug). Establishing a Culture of Assessment. Fifteen elements of assessment success – how many does your campus have? http://www.aaup.org/AAUP/pubsres/academe/2009/JA/Feat/wein.htm

ASSESSMENT REPORT 2019-2020

Assessment efforts and results are summarized in this annual report highlighting college-wide assessment efforts. The Assessment Report brings all components of Mid-State's assessment work together into one document including assessment of student learning and institutional effectiveness. The following summary information is included in Mid-State's Assessment Report:

1. Assessment of Student Learning
   a. Mid-State Assessment Team
   b. 2019-2020 Assessment Plan
   c. Professional development
   d. Assessment of Student Learning Summary describing results for each student learning outcome: course outcomes, program outcomes, General Education outcomes, co-curricular outcomes, and institutional outcomes.
   e. External assessment results
2. Program Review
3. Service Team Review
4. Evaluation of assessment efforts
5. Communication strategy for assessment efforts
6. Recommendations for next academic year

Each area in this Report is arranged in a consistent format including relevant **background** information and definitions, **process** descriptions, **results and highlights**, and **best practices and lessons learned**.
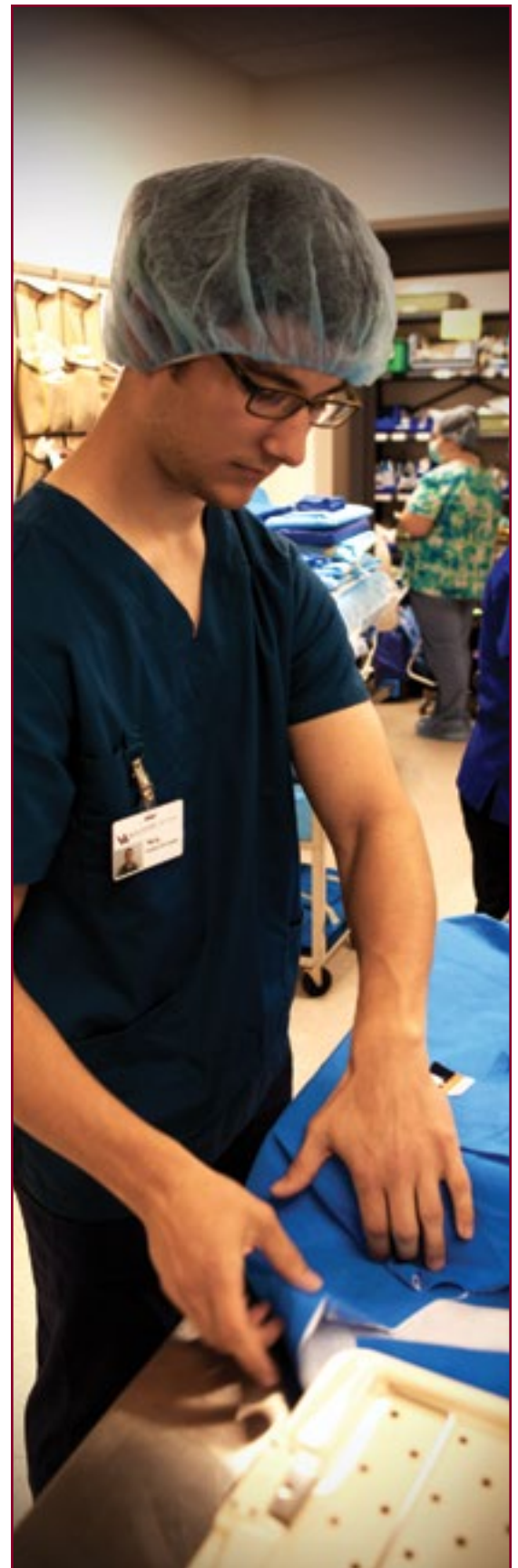
MID-STATE ASSESSMENT TEAM

Background

The Mid-State Assessment Team is composed of individuals interested and responsible for leading the college's assessment efforts. The primary roles and responsibilities of members are to implement assessment guidelines, provide professional development and serve as a resource for faculty and staff on assessment topics, provide feedback on assessment plans and reports, and create an action plan and timeline for assessment (e.g. Assessment Plan). Membership on the Assessment Team was expanded in 2019-2020 to ensure representation across all academic schools and those leading co-curricular assessment. Membership includes: 8 faculty representing each academic school of the college, 2 curriculum and assessment staff, 5 co-curricular managers/staff representing each major area of Student Services, 3 academic managers and the college's accreditation liaison officer.

Process

The Assessment Team meets monthly during the academic year. Meetings are organized by the Curriculum and Assessment Specialist and the VP of Academics. Agendas are planned with input from the Assessment Team and minutes are recorded. Agendas and minutes are posted in the Assessment Team folder in Microsoft Teams and on the assessment SharePoint site for easy access. In addition to these monthly meetings, Assessment Team members meet formally and informally with others across the college to work on specific learning outcomes, provide training and education on assessment, and share best practices. These one-on-one and small group consultations have been effective in providing peer encouragement and support. Assessment Team members are also tapped to provide support and professional development (e.g. faculty in-service).

Results and Highlights

The Assessment Team accomplished several projects that helped to support assessment efforts across the college. Educational tools on the assessment process and aligning outcomes in Blackboard were created and posted on Blackboard for all faculty to access. Rubrics with indicators were developed for the five Employability Skills. The Assessment Team also offered input on the 2019-2020 Assessment Plan, provided feedback to the Assessment Team on assessment challenges faced in their work area, developed strategies to address challenges, and served as a resource for implementing assessment activities.

Best Practices and Lessons Learned

Mid-State's Assessment Team is composed of individuals representing different roles and responsibilities across the college. This provides diverse perspectives and an opportunity to learn about others' assessment work (academic and co-curricular assessment). The Assessment Team is growing in their expertise and are becoming more comfortable sharing their perspectives and serving as a vital resource in their work area and across the college. The Assessment Team met five times in 2019-2020, with members working independently and in small groups to complete the work needed to maintain momentum on assessment.

MID-STATE ASSESSMENT PLAN 2019-2020

Background

Assessment plans are an important component of a college's assessment work. The 2019-2020 Assessment Plan was developed to describe the college's processes and plans for implementing, documenting, and communicating assessment efforts and results.

Process

The 2019-2020 Assessment Plan was developed utilizing examples and best practices from other colleges assessment plans. The Assessment Team provided feedback on each section of the plan to ensure it met the intent and specific needs of Mid-State. After the Assessment Plan was reviewed and approved, it was widely distributed to full- and part-time faculty and Assessment Team members and posted on the college's website.

Results and Highlights

The 2019-2020 Assessment Plan was developed and distributed to those responsible for assessment at Mid-State and is accessible on the college's website. This document provides the framework for assessment efforts that are aimed at improving student learning at the college. This document was designed to align with the College's 2019-2020 strategic plan, *Vision 2020*, as it represents a major tool for meeting the college's mission of transforming lives through the power of teaching and learning. The 2019-2020 Assessment Plan was also used as the framework for developing the college's 2020-2025 Assessment Plan.

Best Practices and Lessons Learned

The 2019-2020 Assessment Plan includes relevant information on the college's assessment processes and practices. This document serves as a helpful reference guide for faculty and staff assessing student learning. Appendix C – Assessment Action Plan and Timeline 2019-2020 was added in the Assessment Plan after receiving faculty feedback to include a quick "checklist" of what they needed to do this year when assessing student learning. This document is available in both print and electronic format to meet the specific needs of users.

PROFESSIONAL DEVELOPMENT

Background

Mid-State reinvigorated assessment of student learning efforts in 2019-2020. This required intentional planning to ensure those responsible for assessment had a basic understanding of the purpose of assessment, could utilize tools and templates designed to assess and document student learning outcomes and could sustain these efforts over time. Professional development was provided to those involved in assessment efforts to ensure full implementation of the assessment plan.

Process

The Education Services Team, VP of Academics, Accreditation Liaison Officer, and faculty led professional development efforts, with involvement and support of the Assessment Team and academic and student services leadership teams. A variety of formal and informal educational/training sessions were provided in in-person, virtual, and electronic formats.

Results and Highlights

Professional development with assessment of student learning content was provided in the following ways:

1. The Faculty Quality Assurance System (FQAS) Assessment course offered three times during 2019-2020 during a day, evening, and summer session (62 full- and part-time faculty completed).

2. New Faculty Orientation in July 2019 and follow up sessions in October and November. (7 new faculty in 2019-2020).

3. Summer professional development opportunities in 2019 and 2020.

4. Full-time and part-time faculty in-service in August 2019 (included Program Review) and January 2020.

5. 2019-2020 Assessment Plan distributed to full- and part-time faculty and staff and posted on the college website.

6. Regular email communication from Curriculum and Assessment Specialist, Instructional Technology & Virtual Learning Specialist and VP of Academics to provide assessment expectations, reminders, content, instructions, and support for completing assessment activities. In Fall 2019, a Weekly Assessment Message was emailed to all full- and part-time faculty to provide a quick "microlearning" message about assessment.

7. Meetings facilitated by Curriculum and Assessment Specialist and VP of Academics for all full-time faculty through individual and team meetings. In October 2019, 63 programs/general education/co-curricular areas participated in these meetings. In June 2020, similar meetings were held with 48 individual faculty and faculty teams to review assessment tracking documents and provide training and support for completing them.

8. Faculty Teaching and Learning Days in November 2019. These two days provided assessment content, training on how to align student learning outcomes in Blackboard and advanced instruction on how to complete the assessment tracking forms. Faculty were also provided individual and team work time, with Education Services support, to complete their assessment work.

Best Practices and Lessons Learned

Mid-State provided a variety of options for professional development on the topic of assessment of student learning. Based on in-service feedback and faculty comments, faculty appreciated having opportunities to network with other faculty and staff, having work time embedded within the day, and meeting individually with college staff to address specific assessment scenarios and questions. The weekly email "microlearning" messages were suspended after a few months and placed in the Instructor Resources tab in Blackboard, along with Employability Rubrics, printed and video instructions for adding alignments, and running reports in Blackboard. This became a rich resource for both full- and part-time faculty.

ASSESSMENT OF STUDENT LEARNING

Background

Mid-State's *Assessment Vision* is that assessment is a coherent, comprehensive system for planning, developing, implementing, and documenting strategies and practices that are designed to improve student learning. The College uses assessment results to stimulate reflective thinking and initiate necessary actions to contribute to the continuous improvement of student learning and institutional outcomes. The *Assessment Mission* states that the Mid-State Assessment Team, with faculty, administrators, and staff, strives to facilitate the assessment of student learning outcomes to maximize student success and transform lives.

Mid-State recognizes that student learning occurs in the classroom, in lab and clinical settings, when receiving academic support, and when participating in student life/leadership/career activities. Mid-State has identified five specific categories of learning outcomes that students should be able to demonstrate through their learning experiences at Mid-State. These five categories of learning outcomes include:

Course Competencies – knowledge, skills and abilities students will be able to demonstrate as a result of the learning experience in a course.

Program Outcomes – industry relevant knowledge, skills, and abilities that program graduates are expected to demonstrate as a result of the learning experience in a program.

General Education Outcomes – learning outcomes that students achieve as a result of taking the full complement of general education courses (communication, math, science, psychology and sociology):

1. Intellectual Acquisition of Knowledge: Demonstrate critical and ethical reasoning.
2. Communication: Demonstrate effective communication in diverse contexts using appropriate methods.
3. Problem Solving: Use mathematical and scientific problem-solving processes.
4. Personal and Social Awareness: Demonstrate knowledge of life skills required of an effective member of a diverse and global community.

Co-Curricular Outcomes – student learning that occurs outside of the classroom. These student learning outcomes are based on the Council for the Advancement of Standards in Higher Education (CAS) as they were developed to support learning that occurs in student services and supportive programs. There are six CAS standards that inform co-curricular student learning:

1. Knowledge acquisition, construction, integration, and application
2. Cognitive complexity
3. Intrapersonal development
4. Interpersonal competence
5. Humanitarianism and civic engagement
6. Practical competence

Co-Curricular Outcomes were defined and assessed as a pilot in Fall 2019 and fully assessed in Spring 2020. The Co-Curricular Outcomes include:

1. Demonstrate ability to access and utilize student accounts
2. Create academic plan from first semester through graduation
3. Utilize technology to create a targeted resume while utilizing a professional layout and design
4. Notify instructors of needed accommodation(s) based on Disability Services recommendation
5. Gain knowledge on a variety of diversity related topics
6. Identify campus resources that support student success
7. Connect students and staff in program areas
8. Identify course options within program
9. Demonstrate professionalism and collaboration with others
10. Expand knowledge of different techniques to grow in their leadership style
11. Increase confidence in leadership abilities
12. Apply knowledge to a question/example
13. Show up prepared for tutoring session
14. Display positive, cooperative attitude
15. Demonstrate professional and uphold standards of the organization

Employability Skills – learning outcomes that are transferable and go beyond the content of a specific course. Employability Skills are considered Mid-State's institutional learning outcomes:

1. Behave responsibly, individually and cooperatively
2. Communicate effectively
3. Demonstrate effective critical and creative thinking
4. Demonstrate cultural, social, and global awareness
5. Use appropriate technology

Process

The Assessment Cycle, based on a traditional quality improvement model, is used as the framework for the assessment process. The Assessment Cycle starts with planning and identifying student learning outcomes. These outcomes include curricular outcomes (course, program, general education), co-curricular outcomes (advising, academic support, student life, student leadership and career services), and institutional outcomes (Employability Skills). After the student learning outcomes are identified, a measurement strategy and target are identified. This often involves creating a matrix that aligns outcomes to courses/content areas and aligns outcomes to specific course assessments/assignments/questions. At the end of each semester, data are collected through manual methods or the creation of course reports in Blackboard (if used to align outcomes to course assessment).

Faculty and co-curricular staff analyze assessment data, comparing results to their pre-determined targets. Results are shared with teams and changes are identified to improve student learning. Faculty and co-curricular staff implement these changes the next time this content is taught. Data collection and analysis is conducted to determine the impact of these changes in improving student learning. The Assessment Cycle is an intentional process designed by those who are closest to the student.

Assessment plans for each learning outcome are documented in a standard Assessment Tracking form designed in Excel and based on the steps in the Assessment Cycle. See Appendix A for an example of the Assessment Tracking form. At the beginning of each semester faculty and co-curricular staff plan their assessment strategy and document it on the Assessment Tracking form. Information about the learning outcome, measurement strategy, and criteria for success/target are documented as part of the planning process. At the end of each semester, faculty and staff document their analyses, how they communicated results, and document changes they plan to make to improve student learning. After these changes have been implemented, faculty and co-curricular staff reassess and document their results, determining if learning outcomes were improved. This series of steps is repeated for each student learning outcome based on a predetermined cycle. Expectations for assessment in 2019-2020 are described in the following table.

2019-2020 Assessment Expectations	
Student Learning Outcome	**Cycle of Assessment**
Course Outcomes/Competencies	Assess and track two competencies in each course offered (goal to assess each competency on a three-year cycle)
General Education Outcomes	Assess and track all General Education Outcomes in designated courses each semester based on assessment matrix
Program Outcomes	Assess and track all Program Outcomes once in the program based on assessment matrix
Co-Curricular Outcomes	Pilot Co-Curricular assessment in Fall 2019. Assess and track all Co-Curricular Outcomes in Spring 2020 in designated co-curricular activities based on assessment matrix
Employability Skills (institutional outcomes)	Assess and track three of the five Employability Skills (Communicate Effectively, Behave Responsibly and Use Appropriate Technology) in designated courses within every program and general education area based on assessment matrix

In addition to the college's assessment efforts, Wisconsin Technical College System (WTCS) has a two-step process for designing, assessing, and reporting program outcomes to WTCS as part of the Technical Skill Attainment (TSA) process. The college works through this two-step process with academic programs, either as a system-wide effort (for state-aligned programs) or individually as unique programs. Program outcome assessment results are reported to WTCS at the student level as either "met" or "not met."

Assessment efforts and results are summarized each year in this annual Assessment Report. This provides Mid-State with an opportunity to review our assessment efforts and make changes to improve assessment processes.

Results and Highlights

Assessment of student learning was reinvigorated in 2019-2020. All full-time faculty and academic leaders received professional development in Fall 2019 to learn about assessment practices and their role in assessing student learning. Expectations for full-time faculty are described in the 2019-2020 Assessment Expectations table. Part-time faculty were brought into the college's assessment work in spring 2020. Co-curricular staff initiated assessment planning and tracking as a pilot in Fall 2019, and implemented full assessment tracking in Spring 2020. Assessment of student learning results for each program, general education discipline, and co-curricular area can be accessed by reviewing the assessment tracking documents on the SharePoint site https://mymstc.sharepoint.com/sites/ProgramAssessment

Summary of Assessment Efforts 2019-2020				
	Programs	**General Education**	**Apprenticeship**	**Co-Curricular**
Area	**Number**	**Number**	**Number**	**Number**
Programs/Areas	60	4	14	9
Programs/Areas with Assessment Data	58 (97%)	4 (100%)	7 (50%)	8 (89%)
Courses with Assessment Data (assess in every course offered)	395	29	114	N/A
Course Outcomes Assessed (assess 2 course competencies)	1,057	81	177	N/A
Program Outcomes/General Education Outcomes Assessed	281	10	24	N/A
Employability Skills Assessed (assess 3 in each program/area)	141	9	16	1
Co-Curricular Outcomes Assessed	N/A	N/A	N/A	15
Total Outcomes Assessed	**1,479**	**100**	**217**	**16**

In 2019-2020 emphasis was placed on completing assessment tracking, analyzing results, practicing reflection, and identifying and implementing changes to improve student learning. Faculty and staff selected the measurement strategy and target for success based on their previous experience and goals for student learning. Administratively, the type of measurement strategy and level of target were discussed in professional development and in individual and team meetings, but not mandated to allow for flexibility and faculty learning. The level of student achievement (i.e. the extent to which students met the target) was also not specifically monitored as these 2019-2020 assessment results represent Mid-State's baseline for student learning.

Assessment Results by Student Learning Outcome
Course Outcomes:

1. 100% of Mid-State developed course outcomes/competencies are written at level 3 (apply) or above of Bloom's taxonomy[3]

2. Faculty are documenting their course assessment plans, noting on a course matrix where course outcomes are introduced, reinforced, assessed, and tracked.

3. Nearly all (97%) of courses taught in 2019-2020 in technical diploma and associate degree programs, 100% of general education courses, and 50% of apprenticeship courses have assessment data for two or more course outcomes (competencies). Course outcome results by program can be found in the assessment tracking documents at https://mymstc.sharepoint.com/sites/ProgramAssessment

4. Over 1,300 course outcomes were assessed in 2019-2020.

5. Depending on assessment results, faculty and staff may not need to reassess course competencies, may reassess and monitor the results, or reassess after actions are taken to improve student learning. The following table highlights changes that were documented to improve student learning.

The following table provides examples of strategies that were identified in the assessment tracking forms to improve student learning based on course outcome assessment results in Fall 2019 or Spring 2020. These strategies were targeted to be implemented the next time the course is offered. Full information on assessment results and actions to improve student learning can be found in the assessment tracking documents at https://mymstc.sharepoint.com/sites/ProgramAssessment.

Course Outcomes: Strategies to Improve Student Learning
Curriculum Changes/Adjustments
• Create a complex income statement.
• Change the assignment to focus on a case study related to a business.
• Create a more thorough example and rubric for discussion boards.
• Revamp the assignment or use a different assessment tool.
• Change from a journal assignment to a practical skills-based assessment with the addition of an updated rubric for Spring 2021.
• Spend more time discussing partitioning while removing one of the partition commands (both fdisk and gdisk are taught currently, only gdisk is really needed). This should help streamline the activity and increase student success.

[3] Courses designed as state-aligned curriculum may or may not be developed at this level.

•	Transition discussion questions from gradebook diagrams to airline diagrams, which are less detailed, and may encourage more conversation.
•	Create triage exercise prior to MCI Tabletop so students have experience triaging patients prior to exercise.
•	Review the Fair Play Game assignment - students reported problems with playing the game on-line.
•	Add another formative assessment before this unit exam to provide more opportunities to practice content.

Teaching Strategies

•	Strengthen the connection between content and the quiz complex income statement.
•	Spend more time going over expectations for the final plan.
•	Implement an additional practice assignment before attempting the quiz.
•	Explore the possibilities of making this a group assignment in order to divide up the work involved and to practice teambuilding skills. Assignment may be too overwhelming in workload.
•	Recommend students view rubrics to verify all criteria prior to submission of assignments.
•	Create additional reinforcement opportunity.
•	Provide more direction on the layout of the essay to include developing a thesis statement much earlier in the process.
•	Adjust learning activity to involve more repetition and peer review.
•	Focus on segmentation. Students seemed to do best with demographic and behavioral segmentation, but struggle more with psychographic segmentation.
•	Add a checklist to help with critical analysis.
•	Break down the various economic impacts into smaller units to help students gain a better understanding of the material. Provide local examples of these economic impacts to help students attach their learning to things they are already familiar with.
•	Add more time in explaining lab requirements and instructions up-front.
•	Lower grades reflect the negative impact of this being a long-term assignment. Check points with scoring requirements will be implemented.
•	Review scoring rubric up front rather than allowing students to review rubric on their own.
•	Implement a two-tiered approach to this assignment to generate collaboration of ideas and interventions to broaden thinking.
•	Spend more time demonstrating these welds.

•	Utilize new technology such as the electrical circuit simulator, handouts, and practice problems to go more in depth on combination circuits and allow for more practice on combination circuits.
•	Find ways to relate this topic to on the job experiences.
•	Provide a practice exercise in week 5 that is similar to this assessment and provide feedback to students.
Student Support Strategies	
•	Focus on encouraging students to attend and participate in all learning activities.
•	Provide more support to students regarding the project.
•	Add a haircutting simulator for virtual help.
•	Recommend more individualized assistance with simulation for struggling students.
•	Reach out to students who are missing assignments and offer my support.
•	Students understood the concepts but struggled in conveying that information with sufficient detail. Additional support will be provided by including an example of acceptable work with the first few assignments of type.
•	The students that were unsuccessful appeared to understand the content but did not properly budget for time. Consider allowing for more time for the assignment or better tracking.
•	More time needs to be made showing students time management.
•	Identify struggling students and pair with a tutor if available.

Program Outcomes:

1. 100% of Mid-State developed program outcomes are written at level 3 (apply) or above of Bloom's taxonomy[4]

2. 93% of technical diploma and associate degree programs completed program outcome assessment.

3. Full-time faculty are documenting their program outcome assessment plans, noting on a matrix where program outcomes are introduced, reinforced, assessed, and tracked.

4. Over 300 program outcomes were assessed in 2019-2020.

5. Most students met the target for program outcome assessment. This result was anticipated as students have multiple opportunities to learn and practice industry relevant skills (program outcomes) throughout their program of study. Program outcome results by program can be found in the assessment tracking documents at https://mymstc.sharepoint.com/sites/ProgramAssessment

[4] Programs designed with state-aligned program outcomes may or may not be developed at this level.

6. Few changes were documented to improve student learning as student learning for program outcomes met the target. Faculty plan to continue to monitor student learning and adjust as needed based on assessment results.

7. 70% of programs are reporting program outcome assessment data to WTCS as part of the TSA process.

The following table provides examples of strategies that were identified in the assessment tracking forms to improve student learning based on program outcome assessment results in Fall 2019 or Spring 2020. These strategies were targeted to be implemented the next time the course(s)/content is offered. Full information on assessment results and actions to improve student learning can be found in the assessment tracking documents at https://mymstc.sharepoint.com/sites/ProgramAssessment.

Program Outcomes: Strategies to Improve Student Learning
Curriculum Changes/Adjustments
May assess in different class possibly next term.
Teaching Strategies
Adjust learning plan slightly to make sure learning activity is understood.
Revise course to a blended format. This will increase the time available to cover content and apply knowledge in labs.
Student Support Strategies
Ensure students have adequate number of practice exercises as they verbalized value in having additional practice

General Education Outcomes

1. 100% of general education disciplines have completed general education outcome assessment.

2. General education faculty have documented their outcome assessment plans, noting on a matrix where general education outcomes are introduced, reinforced, assessed, and tracked. See Appendix B for the General Education Outcomes Matrix.

3. General Education Outcomes were assessed in 10 courses in 2019-2020.

4. General Education Outcome results by discipline can be found in the assessment tracking documents at https://mymstc.sharepoint.com/sites/ProgramAssessment

5. The General Education faculty mentored part-time faculty to ensure assessment data were collected and documented.

6. Improvements in student learning were documented for three General Education Outcomes.

The following table provides examples of strategies that were identified in the assessment tracking forms to improve student learning based on general education outcome assessment results in Fall 2019 or Spring 2020. These strategies were targeted to be implemented the next time the course(s)/content is offered. Full information on assessment results and actions to improve student learning can be found in the assessment tracking documents at https://mymstc.sharepoint.com/sites/ProgramAssessment.

General Education Outcomes: Strategies to Improve Student Learning
Curriculum Changes/Adjustments
• Widen the measurement to capture that evolution over the entire semester.
Teaching Strategies
• Provide additional supports for this paper, including: 1) example answers, 2) guidelines for citations, and 3) scaffold part of assignment.
• Provide additional worksheets to assist students in reading for comprehension. I will also role model reading strategies that can assist students in comprehending information accurately.
• Update and scaffold a project based summative assessment.
Student Support Strategies
• Continue to encourage my students to attend tutoring sessions.

General education courses are offered and assessed each semester. The following table describes the Fall 2019 assessment results for three general education outcomes, the strategies implemented to improve student learning, and the subsequent Spring 2020 assessment results.

Improvements in Student Learning			
General Education Outcome	Fall 2019 Results Met Outcome	Strategy to Improve Student Learning	Spring 2020 Results Met Outcome
Personal and Social Awareness: Demonstrate knowledge of life skills required of an effective member of a diverse and global community.	82%	Provide additional supports for this paper, including: 1) example answers, 2) guidelines for citations, and 3) scaffold part of assignment.	Online: 90% F2F: 85%
Personal and Social Awareness: Demonstrate knowledge of life skills required of an effective member of a diverse and global community.	TelePresence: 80% Online: 70.5%	Provide a discussion board exercise to review and prepare students for the mid-term during week 7.	TelePresence: and Online: 100% of students met outcome
Intellectual Acquisition of Knowledge: Demonstrate critical thinking and ethical reasoning.	76.8%	Expand this measurement to all 3 exams for measurement of all ethical frameworks covered in the course.	81%
Intellectual Acquisition of Knowledge: Demonstrate critical thinking and ethical reasoning.	41%	Focus on learning objectives within competency and improve learning outcomes.	78%
Communication: Demonstrate effective communication in diverse contexts using appropriate methods.	83.5%	Transitioned to accelerated course. Students have a shorter time to complete the course.	91.2%

Employability Skills (Institutional Outcomes)

1. 63% of associate degree and technical diploma programs assessed Employability Skills. This result may be higher as employability skills may be assessed in courses that are present in both the embedded technical diploma program and the parent program.

2. Rubrics with indicators were developed for each Employability Skill. Faculty have the option to use this standardized rubric or adjust the indicators to fit the skills needed in their industry/area. See Appendix C for the Employability Skills Rubrics.

3. Full-time faculty are documenting their outcome assessment plans, noting on a matrix where employability skills are introduced, reinforced, assessed, and tracked.

4. Employability Skills were assessed 167 times in associate degree, technical diploma and apprenticeship programs, general education courses, and in co-curricular activities.

5. Most of the students met the target for employability skill assessment. This result was anticipated as students have multiple opportunities to learn and practice these institutional outcomes throughout their program of study. Employability skill outcome results by program and area can be found in the assessment tracking documents at https://mymstc.sharepoint.com/sites/ProgramAssessment.

The following table provides examples of strategies that were identified in the assessment tracking forms to improve student learning based on Employability Skills outcome assessment results in Fall 2019 or Spring 2020. These strategies were targeted to be implemented the next time the course(s)/content is offered. Full information on assessment results and actions to improve student learning can be found in the assessment tracking documents at https://mymstc.sharepoint.com/sites/ProgramAssessment.

Employability Skills Outcomes: Strategies to Improve Student Learning

Curriculum Changes/Adjustments

- Unlink discussion forum in future semesters. The discussion rubric used doesn't focus on communication as clearly as the essay exam questions. Looking at essays alone would give a clearer measure of communication skills.
- Switch to assess this employability skill during class discussions.
- Develop more detailed grading rubrics for the students to be able to reference as they prepare their work.
- Modify the online format to make it more clear to students.
- Review assignments to ensure I am assessing it with the correct assignment.
- Explain the assignment better or replace the assignment with a more applicable assignment.
- Realign the employability skill to better match where a consultation is being assessed for next year.

Teaching Strategies

- Have the students give "One Minute Speeches" each class session.
- Spend more class time letting the students work on the project while I provide guided practice.
- Offer more guidance and prompting for students in the weekly assignments.
- Ensure students have adequate number of practice exercises as they verbalized value in having additional practice.
- Introduce meeting outline to the students early and often so that there is understanding in what is expected for the assignment.

Student Support Strategies

- Provide opportunities with higher level projects for students to practice this skill.
- Refine the Employability Contract.
- Stress the importance of getting all work completed and turned in on time.

Co-Curricular Outcomes

1. 100% of Co-Curricular outcomes were assessed in 2019-2020.

2. All Co-Curricular staff have documented their outcome assessment plans, noting on a matrix where Co-Curricular Outcomes were introduced, reinforced, assessed, and tracked.

3. 80% of Co-Curricular Outcomes assessed met the target.

4. Co-Curricular Outcome results by co-curricular area can be found in the assessment tracking documents at https://mymstc.sharepoint.com/sites/ProgramAssessment.

5. A detailed report describing Mid-State's Co-Curricular Assessment plan and results is included in Appendix D.

The following table provides examples of strategies that were identified in the assessment tracking forms to improve student learning based on co-curricular outcome assessment results in Fall 2019 or Spring 2020. These strategies were targeted to be implemented the next time the co-curricular activity is offered. Full information on assessment results and actions to improve student learning can be found in the assessment tracking documents at https://mymstc.sharepoint.com/sites/ProgramAssessment.

Co-Curricular Outcomes: Strategies to Improve Student Learning

Curriculum Changes/Adjustments

- Incorporate a reminder into the New Student Advising checklist.
- Work with IT to identify an automated reporting tool.
- Modify timing of diversity survey to assess student learning after each diversity event.
- Identify alternative event to assess connecting students to program staff.
- Provide training to staff to ensure consistency with completing the tutoring rubric.
- Expand tutoring surveys to includes all modes of in-person and group tutoring.
- Develop a work study supervisor handbook.

Teaching Strategies

- Complete degree maps at New Student Advising when possible or immediately schedule an appointment with student in the first month of the semester.
- Work with faculty to have students complete first resume during class presentations.
- Provide additional leadership development resources, including online options, for student leaders.

Student Support Strategies

- Implement incentive program for completing Degree Map academic plan.
- Create an incentive for students to have a second resume review.
- Follow up with students via Microsoft Teams for second resume review to reduce the need to come to campus.
- Check in with student leaders to identify opportunities for personal and professional growth.
- Develop a process for intervention for students with work study evaluation scores below 8.

Co-curricular activities are offered and assessed each semester. The following table describes the Fall 2019 assessment results for eight co-curricular outcomes, the strategies implemented to improve student learning, and the subsequent Spring 2020 assessment results.

Improvements in Student Learning			
Student Learning Outcome	**Fall 2019 Results Met Outcome**	**Strategy to Improve Student Learning**	**Spring 2020 Results Met Outcome**
Create academic plan from first semester through graduation.	29%	Complete Degree Maps at New Student Orientation or in the first month of the semester. Add an item to the New Student Advising to remind advisors to manually check the box.	56%
Utilize technology to create a targeted resume while utilizing a professional layout and design.	72%	Work with instructors to get pre- and post-resumes.	84%
Notify instructors of needed accommodation(s) based on Disability Services recommendation.	65%	Work with instructors to get pre- and post-resumes.	85%
Identify campus resources that support student success.	94%	College resources added to Blackboard.	95%
Identify course options within program.	95%	Smart Start course provides information on registration and course schedules.	96%
Apply knowledge to a question/example.	70%	LiNK and tutoring services added to Blackboard.	94%
Show up prepared for tutoring session.	70%	LiNK and tutoring services added to Blackboard.	95.7%
Display positive, cooperative attitude.	70%	Information included in Microsoft Tutor Team.	100%

Best Practices and Lessons Learned

Assessment of student learning has been reinvigorated at Mid-State. Processes and expectations have been put in place to ensure efforts to assess student learning are sustained. Faculty and co-curricular staff have documented their assessment plans and results and will continue to assess and take action to improve student learning. Improvements in student learning have been noted in some areas including the general education and co-curricular areas. Additional improvements in student learning are anticipated when faculty implement changes the next time their courses are offered.

Due to the new assessment processes and tracking documents put in place, it was important to provide ongoing individual and team support. When faculty were overwhelmed or confused, a short meeting with the appropriate staff was often enough to alleviate their concerns. Identifying the Curriculum and Assessment Specialist, Instructional Design and Virtual Learning Specialist, VP of Academics, and the Assessment Team as key assessment leads helped to ensure faculty and staff had the support they needed. Training and communication were provided to all academic leaders so they would be able to address assessment questions from faculty in their area.

Many faculty spent the necessary time to align learning outcomes to specific assignments/questions in Blackboard. While time intensive, these faculty were able to generate outcome assessment reports that were used to complete their analysis and documentation. Ongoing support will be provided to ensure all faculty have this option to efficiently collect and report assessment data. The assessment tracking documents were designed as a common template in Excel. This tool works reasonably well for program outcomes, general education outcomes, Employability Skills and co-curricular outcomes as the amount of data for these outcomes can be managed. However, this tool is not effective for tracking course outcomes due the number of outcomes assessed, and the number of courses offered each semester; many offered in a variety of delivery modes and taught by several full- and part-time faculty. The assessment tracking form was revamped to include one course per tab/worksheet to facilitate completion in programs with multiple faculty teaching in multiple semesters. Overall evaluation of the assessment data was done manually as Excel does not offer appropriate reporting capabilities. This required review of three worksheets (course outcomes, program outcomes/general education outcomes, Employability Skills) for each program, as well as co-curricular worksheets. The college is investigating database options for tracking learning outcomes to improve ease of data entry and create meaningful reports. Faculty also provided feedback that it was challenging to run the data reports and complete the assessment tracking documents without time allotted for these tasks at the end of the semester. The academic calendar was revised based on this feedback to allow one day at the end of each semester to complete this work.

Assessment Team members and other faculty commented on the value of assessing student learning. While they thought they knew student performance through formative and summative assessments, assessment data provided additional and differing perspectives of student performance at the outcome level. These experiences further demonstrate the value of assessment.

External Assessment

Background

Mid-State offers programs that require students to take an external assessment to demonstrate competency for licensure and/or to work in the field. These results are monitored annually for trends and compared to state or national pass rates. Results are shared with the accreditation agency and advisory committee members. Results are also available on the Mid-State website for access by students and the public.

Process

Faculty teaching in a program with an external assessment are knowledgeable in the external standards and areas (theory and practical) covered in these assessments. Students completing these programs are prepared to complete the required licensure assessment(s). After completion of the program, students arrange to complete the necessary assessments for licensure. Results are accessed from the licensing agency or accreditation body.

External assessments for licensure are required for students completing thirteen Mid-State programs. Of these assessments, four require both a theory/written and a practical/psychomotor assessment for licensure. Students from two programs (medical assistant and respiratory theory) have two licensure options.

Results and Highlights

Mid-State students perform well on external licensure exams. Most assessment results are consistent over time and meet or exceed state and national benchmarks, where applicable. Three program areas have slightly lower licensure exam results than the state or national benchmark:

- Barbering – results for both the theory and practical exam are lower than the state average. This may be partially attributed to a low number of students tested.
- Cosmetology – results on theory exam are slightly lower than the state average, although the practical exam results are higher than the state average.
- Emergency Medical Technician – results have been consistently lower than the national average

Program faculty and academic leaders review these results on an annual basis to identify strategies to improve lower performing areas up to and exceeding state and national benchmarks.

Mid-State Technical College External Assessment Results 2015-2020

ABC Electrical Construction - Journeyman Electrician Exam		2015	2016	2017	2018	2019	2020
	# Tested	3	5	2	11	7	4
	% Passed	100%	80%	100%	64%	71%	75%
State of Wisconsin Barber Styling Theory Exam		2015	2016	2017	2018	2019	2020
	# Tested				1	3	1
	% Passed				100%	33%	0%
	% Passed-State				46%	40%	*
State of Wisconsin Barber Styling Practical Exam	# Tested				2	2	1
	% Passed				50%	50%	0%
	% Passed-State				80%	76%	*
Criminal Justice Law Enforcement Academy -Wisconsin Department of Justice Written Exam		2015	2016	2017	2018	2019	2020
	# Tested	36	24	39	30	33	38
	% Passed	100%	100%	98%	90%	100%	100%
Criminal Justice Law Enforcement Academy -Wisconsin Department of Justice Practical Exam		2015	2016	2017	2018	2019	2020
	# Tested	36	24	39	30	33	38
	% Passed	100%	100%	98%	90%	100%	100%
State of Wisconsin Cosmetologist Theory Exam		2015	2016	2017	2018	2019	2020
	# Tested			45	15	16	34
	% Passed			96%	80%	81%	77%
	% Passed-State			*	83%	85%	*
State of Wisconsin Cosmetologist Practical Exam		2015	2016	2017	2018	2019	2020
	# Tested			29	15	16	31
	% Passed			100%	100%	100%	97%
	% Passed-State			*	97%	98%	*
Emergency Medical Technician - Basic National Registry Exam		2015	2016	2017	2018	2019	2020
	# Tested	50	36	41	38	23	53
	% Passed	72%	81%	78%	74%	83%	68%
	% Passed-Nat	80%	82%	81%	82%	80%	78%

Emergency Medical Technician - Basic National Registry Psychomotor		2015	2016	2017	2018	2019	2020
	# Tested	65	45	39	46	22	57
	% Passed	91%	96%	100%	100%	100%	98%
Health Information Management Registered Health Information Technician (RHIT) Exam		2015	2016	2017	2018	2019	2020
	# Tested	1	2	2	6	3	4
	% Passed	100%	100%	100%	100%	100%	100%
	% Passed-Nat	71%	67%	69%	73%	75%	*
	Mid-State score	103	89	88.5	85.5	82	*
	National score	86.53	83.1	83.43	87.2	79.06	*
Hospitality ServSafe Certification Exam		2015	2016	2017	2018	2019	2020
	# Tested				3	4	11
	% Passed				33%	100%	73%
Medical Assistant -Certified Medical Assistant of the American Association of Medical Assistants Exam (AAMA)		2015	2016	2017	2018	2019	2020
	# Tested	48	44	43	38	27	*
	% Passed	85%	83%	78%	83%	96%	*
	% Passed-Nat	61%	61%	60%	60%	60%	*
	Mid-State score	521	494	489	494	531	*
	National score	466	468	466	464	467	*
Medical Assistant - Registered Medical Assistants Exam of the American Medical Technologists (AMT)		2015	2016	2017	2018	2019	2020
	# Tested	0	4	2	2	2	*
	% Passed		100%	100%	100%	100%	*
	% Passed-Nat	82%	81%	81%	79.4%	66.1%	*
Nursing Associate Degree - National Council Licensure Examination (NCLEX-RN)		2015	2016	2017	2018	2019	2020
	# Tested	69	65	63	66	69	60
	% Passed	96%	94%	97%	97%	94%	*
	% Passed-Nat[5]	84%	84%	87%	88%	88%	*

Paramedic - National Registry Exam-Cognitive		**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
	# Tested	29	17	27	15	17	*
	% Passed	79%	71%	74%	93%	88%	*
	% Passed-Nat	88%	89%	90%	86%	73%	*
Paramedic - National Registry Exam-Psychomotor		**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
	# Tested	22	14	26	12	18	*
	% Passed	100%	93%	100%	100%	94%	*
Phlebotomy Technician - American Society for Clinical Pathology (ASCP) Board Certification Exam		**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
	# Tested	11	12	2	4	0	*
	% Passed	100%	92%	100%	100%	0	*
	% Passed-Nat	88%	87%	91%	90%	90%	*
	Mid-State score	573	520	718	567	0	*
	National score	537	528	550	550	556	*
Respiratory Therapy- Certified Respiratory Therapist Exam		**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
	# Tested	16	11	11	8	15	*
	% Passed	100%	85%	100%	88%	100%	*
	% Passed-Nat	70%	65%	64%	62%	67%	*
Respiratory Therapy - Registered Respiratory Therapist Exam	# Tested	16	9	5	4	6	*
	% Passed	94%	78%	80%	75%	83%	*
	% Passed-Nat	50%	51%	52%	54%	60%	*
Surgical Technologist- Surgical Technologist Certification Test by National Board of Surgical Technology and Surgical Assisting (NBSTSA)		**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
	# Tested	13	10	11	11	8	*
	% Passed	69%	70%	91%	91%	63%	*
	% Passed-Nat	76%	77%	78%	76%	*	*

*Result not available
[5]First time test takers

Best Practices and Lessons Learned

Mid-State students perform well on external assessments/licensure exams. Results are monitored over time and compared to applicable state and national benchmarks. Assessment results that are trending downward or are not meeting benchmarks are further evaluated and changes to improve student learning are implemented. Listed below are strategies that were implemented to improve student learning based on external assessment results.
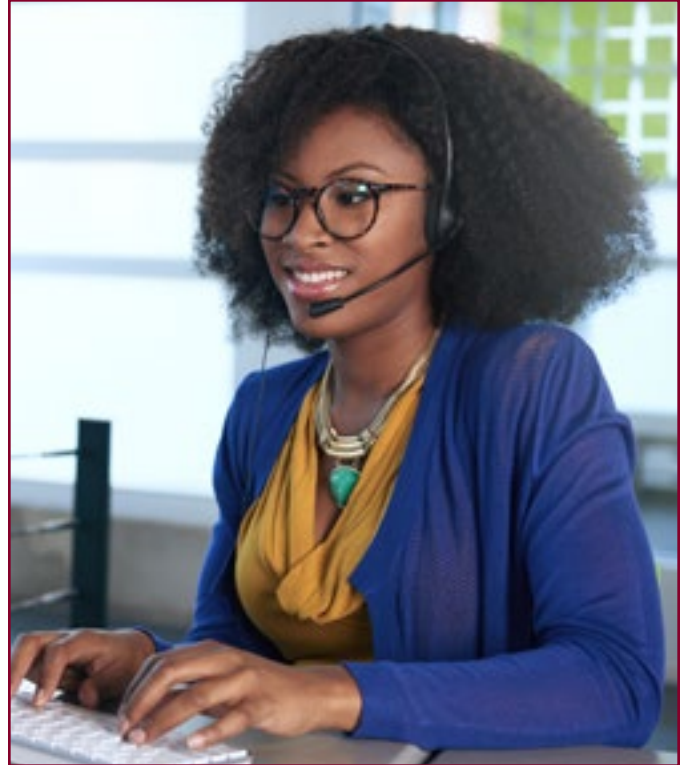
External Assessments: Strategies to Improve Student Learning
Curriculum Changes/Adjustments
• Medical Assistant and Phlebotomy: added a hands-on lab component to the Human Body in Health and Disease course to enhance learning and provide reinforcement of concepts.
• Medical Assistant: added a hands-on lab component to Medical Office Insurance and Finance and Medical Assistant Administrative Procedures courses to enhance learning and provide reinforcement of concepts
• All allied health programs: developed master courses for the five support courses in these programs.
• EMT: content was pre-recorded so they are consistent across all campuses.
• EMT: consistent Blackboard course is used for all sections.
• EMT: implemented standardized exams, providing externally validated exam content.
• Nursing: aligned all test items in Blackboard to course competencies and end-of-program student learning outcomes.
• Nursing: ensure exam items increase in complexity based on Bloom's Taxonomy.

Teaching Strategies
• Criminal Justice – Law Enforcement Academy: student performance concerns shared with the content-specific instructor for evaluation and improvement strategies.
• EMT: added a full-time faculty mentor for our part-time EMT faculty.
• EMT: video lectures are placed in Blackboard and available when students perform satisfactorily on the exam.
• EMT: psychomotor exams are validated by peers and an instructor and documented in a student portfolio.
• Nursing: Provided faculty training on how to write more complex questions that require a deeper level of critical thinking.
• Cosmetology and Barber: testing students earlier to identify areas of weakness.
Student Support Strategies
• EMT: counseling forms have been implemented to identify performance concerns and address them early in the course.
• EMT: statewide initiative to take cognitive exam within 90 days of completing the course.

Program Review

Background

In FY 2017-2018 Mid-State Technical College implemented an annual review process for programs, apprenticeships, and general education disciplines. The annual review process is aligned with the college's Five Rights (program, curriculum, format, location, and time). Mid-State's annual program review process analyzes student outcome data, survey results, and labor market data to determine strengths and improvements related to student success, student satisfaction, student learning, career preparedness, dual credit opportunities, and four-year articulations. Trained facilitators guide faculty through review program- or discipline-level metrics, including: EMSI labor market projections, enrollment trends, student demographics, course completion, program completion, retention/persistence, job placement, and graduate satisfaction. Student success data is shown with a four-year trend and is disaggregated by race/ethnicity, gender, age, and enrollment intensity. In addition, course completion metrics are reviewed by mode of delivery and course location.

In FY20, the annual program review provided additional evaluation data points such as program Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) survey results. General Education disciplines had access to an internal Tableau data dashboard to further understand course completion issues by student demographic and location.

Process

The two-step review process provides faculty with a four-year data trend of program metrics, including the prior year's outcomes. Facilitators guide faculty through an analysis of the data resulting in Action Items for that year. Faculty document program review action item progress in November, February, and May.

Program Review Steps:

Step One: Analyze program performance in five Rights plus Pillars of Opportunity.

The Right Programs	The Right Curriculum	The Right Format (Delivery)	The Right Locations	The Right Time	Pillars

Data Elements:	
Category	**Review Data Elements**
Right Program/ Course	FTE/headcount data, EMSI labor market data, WTCS job placement/program satisfaction data, student survey data
Right Curriculum	Course completion data (aggregate and disaggregated)
Right Format	Course completion by mode of delivery
Right Location	Course completion by campus
Right Time	Course completion full-time vs. part-time student, 2nd year retention (aggregate and disaggregated), 3rd year graduation (aggregate and disaggregated).
Pillars	Qualitative

Step Two: Create Report-Out of Action Items with your Associate Dean or Dean

- Identify a Best Practice
- Determine Action Items
- Pinpoint Item to Monitor

Results and Highlights

In 2019-2020 41 program and general education discipline reviews covering 68 programs were completed by 12 facilitators. Programs with embedded technical diplomas were bundled with the parent program for the reviews. Agriculture, IT, Criminal Justice, EMS, and apprenticeship programs with similar core program courses were also grouped together for review. In 2019 the reviews had smaller faculty groups for a more personalized review. Program review action items are updated three times a year within college Team Action Plans. Progress is monitored by deans and associate deans.

Program and General Education Disciplines Reviewed in 2020

- ABC Electrical Apprenticeship, IBEW Electrical Apprenticeship
- Accounting
- Administrative Professional: Office Support Specialist, Customer Relationship Professional
- Agribusiness and Science Technology, Farm Business & Production Management, Farm Operation
- Arborist Technician (Urban Forestry)
- Automotive Technician: Automotive Maintenance Technician
- Barber, Cosmetology
- Business Management: Entrepreneurship, Project Management & Human Resources Assistant
- Civil Engineering Technology-Highway Technician
- Communication Discipline
- Criminal Justice Studies, Corrections & Community Advocacy, Criminal Justice Law Enforcement Academy 720

- Diesel & Heavy Equipment Technician: Diesel & Heavy Equipment Technician Assistant
- Digital Marketing: Digital Marketing Promotions, Sales Specialist
- Early Childhood Education
- Electrical & Instrumentation Apprenticeship
- Electrical Power Engineering Technician
- Emergency Medical Technician
- Emergency Services Management
- Fire Protection Technician
- Health and Wellness Promotion
- Health Information Management: Medical Coder
- Hospitality Management
- Industrial Automation & Controls Engineering Technology
- Industrial Mechanical Technician
- Ironworker Apprenticeship
- IT-Networking: Microsoft System Administrator, IT-Security Specialist, IT-Computer Support Specialist
- IT-Software Developer: IT-Software Apprenticeship
- Machine Tool
- Maintenance Technician, Millwright/Maintenance Mechanic Apprenticeship
- Math Discipline
- Medical Assistant, Phlebotomy Technician
- Metering Technician Apprenticeship
- Natural Sciences Discipline
- Nursing Assistant
- Nursing Associate Degree
- Paramedic Technician: EMT-Paramedic
- Renewable Energy: Heating, Ventilation, & Air Conditioning (HVAC) Installer, Construction Trades
- Respiratory Therapy
- Social and Behavioral Sciences Discipline
- Surgical Technician: Central Services Technician
- Welding: Stainless Steel Welding

Program Review Assessment Results

Following program review, participants are surveyed annually to assess the effectiveness of the program review process. Survey results are shared with a program review evaluation team consisting of faculty, deans and facilitators who identify improvements for the next program review cycle. Key results from the 2019-20 program review evaluation include:

2019-20 Faculty Program Review Survey Results 34% Faculty Response Rate (26/77)	Rate 1-5
The program review process was clearly communicated.	4.4
Our team found the materials and data provided for review to be helpful.	3.8
Rate the facilitation your team received during the review process.	4.3
The action items our team selected during the review process will improve the educational product our program or general education discipline offers to students.	4.2

2019-20 Dean/Associate Dean Program Review Survey Results 55% Dean/Associate Dean Response Rate (5/9)	Rate 1-5
The program review process steps were clearly communicated.	4.4
My faculty found the materials and data provided for review to be helpful.	4.4
Rate the facilitation your teams received during the review process.	4.4
The action items our team selected during the review process will improve the educational product our program or general education discipline offers to students.	4.8

2019-20 Facilitator Program Review Survey Results 75% Facilitator Response Rate (9/12)	Rate 1-5
Rate the organization of program reviews.	4.8
Rate the ease of facilitation of your program reviews.	4.4
Rate the usefulness of data shared in your program reviews.	4.6
Rate how prepared you were to facilitate you program reviews.	4.7

Best Practices and Lessons Learned

The program review evaluation team identified strengths and opportunities based on both qualitative and quantitative findings. Two best practices were identified through this review: Utilize program review facilitators (faculty request) and continue to have program review before the start of the fall semester.

SERVICE TEAM REVIEW

Background

Mid-State Technical College assesses the effectiveness of service teams and identifies process improvements utilizing the Service Team Review Process. The Service Team Review is similar to Program Review but done to assess the effectiveness of service departments in the college. On a three-year rotating basis operational teams complete a four-step evaluation to identify opportunities to improve their effectiveness. The team then identifies improvements based on self-reflection and feedback.

Process

The Service Team Review process aligns with the 2019-2020 Strategic Plan Goal D3, Improve processes to enhance efficiency, effectiveness, and fiscal responsibility in the college. The four-step process, listed below, provides a framework for continuous improvement of departments.

Service Team Review is a four-step process: 1) Self Assess Key Processes; 2) Determine Key Measures of Success; 3) Collect Customer Feedback (as needed); and 4) Identify Process Improvements. Teams complete a self-assessment of their processes or an in-depth analysis of one process. The team analyzes performance data and determines measures of success. As needed the team also collects customer feedback. Based on the self-assessment, measures of success and customer feedback, the team identifies process improvements. Using a SMART goal format, these improvements are integrated into budget and professional development requests. Teams provide updates on these improvements on departmental team action plans.

Self-Assess Key Processes	Determine Key Measures of Success	Collect Customer Feedback	Identify Improvements

Results and Highlights

In 2019-2020 Mid-State Technical College assessed the effectiveness of 9 Service Teams:

- Advising
- Business Services
- Facilities
- Financial Aid
- Human Resources
- Information Technology
- Institutional Effectiveness, Quality and Accreditation
- K-12 and Adult Recruitment
- Workforce and Economic Development - Grants

Advising Highlights:

1. Advising learning outcomes established and assessment started to measure co-curricular outcomes.
2. Utilize Predictive Analytics to Inform Outreach to create a targeted campaign to impact to underperforming student groups.
3. Collect data to better monitor grant outcomes and student outcomes. Create reports to inform advisors of grantee lists and GPS enrollment.
4. Clean up Advisor information posted on the Source to ensure outdated information is removed.
5. Improve communication and student documentation regarding Liberal Arts Transfer Programs to improve student satisfaction and student experience.

Business Services Highlights:

1. Review p-card process and implement improvements to streamline the process.
2. Investigate fleet vehicles for use by faculty and staff and determine potential cost savings.
3. Enhance capital budget planning process to promote more accurate budget forecasting.
4. Solicit feedback regarding training needs to improve service to the college.
5. Ensure alignment between strategic planning, budgeting and continuous improvement to sync up key processes across the college.

Facilities Highlights:

1. Develop a 3-Year Plan to enhance campus aesthetics.

2. Implement asset tagging to provide a tracking mechanism for asset tagging as none exists.

3. In coordination with Adams Campus Manager and Academics, address room and space needs to provide quality programming and experience to identify long-term plan of Adams Campus.

4. Complete campus walk throughs to improve customer satisfaction by proactively identifying maintenance and custodial needs at the Wisconsin Rapids campus.

5. Provide staff training and onboarding for new, ABR and student employees to ensure staff are properly trained and understand expectations.

6. Track work order completion to increase customer satisfaction through improved communication. Ensure timely completion of work orders.

7. Review customer satisfaction annually to measure customer satisfaction trends and identify future improvements.

8. Create and set expectations regarding the frequency of custodial tasks. Define the required frequency of tasks to be completed by custodians.

Financial Aid Highlights:

1. Provide consistent financial aid experience for students across the district to improve student satisfaction.

2. Host FAFSA information/completion workshops to increase student and parent outreach.

3. Financial Aid Faculty and Dean Outreach/ Education to share the importance of No Show Policy and submitting grades on time.

4. Organize formal training for CES's to provide additional Financial Aid understanding to improve student satisfaction and customer service.

5. Create and post a Mid-State Financial Aid Handbook to improve student satisfaction and customer service.

6. Revise/update PeopleSoft procedures documentation and create new documentation as needed and Satisfactory Academic Progress procedures to improve efficiency and customer service.

Human Resource Highlights:

1. Provide exceptional customer service experiences by developing and implementing training plan for customer service college-wide.

2. Increase professional development opportunities for employees by offering additional in-house training by collaborating with the Employee Development Center.

3. Demonstrate professional collaborative environment by updating employee core values in the performance management system.

4. Support college Diversity Equity and Inclusion efforts.

5. Assure HIPAA Compliance through a review of processes.

6. Increase part-time faculty candidate pool for all areas.

Information Technology Highlights:

1. Provide technology support for students and faculty at each campus to increase accessibility/customer service.

2. Identify PeopleSoft opportunities related to features and functionality. Create list of opportunities.

3. Implement classroom technology "Gold Standard" for classrooms based on available resources.

4. Deploy student, staff, and part-time survey to determine student and staff training and technology needs.

5. Troubleshooting and business processes documentation. Document high level issues pertinent to the IT Department itself. Documentation of common troubleshooting tasks for quicker resolutions and cross-coverage. Opportunity to provide high level troubleshooting guides for all areas of IT. Document high risk, high severity processes.

Institutional Effectiveness, Accreditation and Quality Highlights:

1. Implement the 5 Rights for 10 programs.

2. Implement improvements based on HLC portfolio feedback

3. Utilize data from annual program review process to improve programs

4. Implement Service Team Reviews in support of Mid-State Assessment Plan

5. Develop Campus Scorecard

6. Provide data to support grant opportunities

7. Provide a reporting infrastructure to provide 4DX Goal to impact Course Competition

8. Implement SPOL to automate the strategic planning process.

9. Develop an infrastructure to provide environmental scanning data to provide to more robust trends, opportunities, best practices, key uncertainties and ways to communicate. Identify, document, and share improved processes.

K-12 and Adult Recruitment Highlights:

1. Improve student access through K12 partnerships to increase public high school transition rate, # of dual credits granted.

2. Improve student success of K12 students to increase public high school transition rate, # of dual credits granted, and support pathways.

3. Increase internal collaboration around K12 initiatives to increase dual credit mentor participation in training by 25% (currently at 50%, increase to 75%) and increase school district satisfaction.

4. Adult recruitment process improvements include collecting baseline data for goal setting as no specific adult recruitment data is collected and monitored.

5. Recruitment event process improvements to create ROI measure and determine baseline metrics of success.

Workforce & Economic Development-Grants Highlights:

1. Develop and leverage grant opportunities to increase grant funds.

2. Increase workforce related grant funding brought into district to meet training needs and reduce stakeholder training costs to serve additional district businesses.

3. Grant improve the grant development, grant management and grant closeout processes.

4. Develop project management tools to enhance grant selection, grant management, and grant reporting.

Best Practices and Lessons Learned

Communicating the process and having clear expectations are important practices to continue. Before sending out meeting invitations, department members receive an email explaining the service team review process, the time commitment, and each person's role in the process. The review template and meeting agenda are attached to the meeting invite to make the process as transparent as possible. The process is facilitated to allow team members to progress through the evaluation topics without having to focus on the evaluation itself. Finally, it is important to document departmental improvements, providing a diary of continuous improvement activities.

EVALUATION OF ASSESSMENT EFFORTS

Background:

Mid-State is committed to continuous quality improvement. The college intentionally evaluated the assessment processes and practices put in place to assess student learning and improve institutional effectiveness.

Process:

Mid-State evaluated processes for assessment and institutional effectiveness by surveying faculty and staff involved with these efforts. A 15-question survey was distributed via email to those working on assessment and program review including full- and part-time faculty, academic leaders, and co-curricular staff. An 8-question survey was distributed via email to staff involved in service team review. Results were summarized and considered for process improvement for the next and upcoming years.

Results and Highlights:

Assessment and Program Review Results

A total of 57 respondents completed the 15-question survey to evaluate the Assessment and Program Review process. Of those that responded, 5 (9%) were co-curricular staff, 16 (28%) were part-time faculty, 31 (54%) were full-time faculty and 5 (9%) were academic leaders. Most respondents reported being satisfied or very satisfied with the work, roles, and responsibilities of Assessment Team; the 2019-2020 Assessment Plan; professional development; staff and administrative support for assessment activities, and Program Review. Sixty percent of respondents reported being satisfied or very satisfied with the assessment tracking process.

The table below describes these results for each employee group.

Satisfaction with Assessment and Program Review Percent Satisfied or Very Satisfied					
	Co-Curricular Staff (N=5)	Part-Time Faculty (N=15)	Full-Time Faculty (N=31)	Academic Leaders (N=5)	All
Work, roles and responsibilities of Assessment Team members	60%	47%	81%	100%	71%
2019-2020 Assessment Plan	80%	50%	87%	100%	77%
Professional Development on assessment practices	80%	81%	77%	100%	81%
Staff support (curriculum, Blackboard, accreditation planning)	80%	88%	84%	100%	86%
Administrative support from college leaders	80%	75%	71%	80%	74%
Tracking processes	60%	50%	61%	80%	60%
Program Review	N/A	56%	74%	100%	67%

When asked to describe their ability to integrate assessment responsibilities with their ongoing role responsibilities, 33% of respondents overall reported it was somewhat more work and 48% reported assessment added considerable extra time to their ongoing responsibilities. The table below describes these results for each employee group.

Ability to Integrate Assessment Work					
	Co-Curricular Staff (N=5)	Part-Time Faculty (N=16)	Full-Time Faculty (N=31)	Academic Leaders (N=5)	All (N=57)
Minimal additional work associated	20%	15%	16%	0%	15%
Somewhat more work	40%	39%	29%	40%	33%
Assessment added considerable extra time to my ongoing responsibilities	40%	39%	55%	40%	48%
Not applicable	0%	8%	0%	20%	4%

Respondents provided several positive comments regarding the strengths of Mid-State's 2019-2020 efforts.

- Excellent training, continued coaching and follow-up.
- The concentration to get us all moving in the right direction.
- Strong leadership, knowledgeable individuals to streamline process. Helpful guidelines and directions were sent.
- We have a consistent plan throughout the college.
- Actions and curriculum changes are now being based on data.
- Helps us reflect and grow as instructor and as an institution.
- Assessment has led to useful conversations among colleagues about how to improve student success.
- Connecting what is done in the classroom at a micro-level is always a good idea. Many faculty have been doing this for years. We now have a documented process.

Respondents were asked to identify opportunities to improve Mid-State's assessment efforts. Most improvement opportunities were focused on providing ongoing communication, finding another alternative to the Excel assessment tracking forms, and recognizing the time required to complete assessment activities. One faculty offered several areas of opportunity to reduce duplication and improve consistency and the tracking processes.

The detailed survey results are located on the Source, the college's intranet.

Service Team Review
Ten respondents completed the 8-question survey to evaluate the Service Team Review process. Ninety percent of respondents reported being satisfied or very satisfied with Service Team Review. Most respondents (82%) reported that Service Team Review added minimal or somewhat more work to their ongoing responsibilities.

When asked to describe their ability to integrate service team review improvements/ responsibilities with their ongoing role responsibilities, 18% of respondents reported it required minimal additional work, 64% reported it required somewhat more work, and 18% reported it added considerable extra time to their ongoing responsibilities.

Respondents provided the following comments related to the strengths of Service Team Review:

- It helped me to review processes that are in place and determine effectiveness. I was also able to review opportunities for continuous improvements based on data and feedback.
- Because of the process, I will be implementing some changes in the next year that will lead to better communication both internally and externally.

Respondents were asked to identify areas of opportunity related to Service Team Review. Improvements noted include having specific information to guide improvements and adjusting the pace and reducing time between meeting sessions.

The following are examples of improvements respondents made since their Service Team Review:

- Implement a robust grant evaluation plan and greater communication about projects to the entire college.
- Developed better documentation of business processes, diagrams, instructions, and other relative information.
- Standardized surplus property disposal system

Best Practices and Lessons Learned:
Overall, respondents reported they were satisfied with communication, professional development, support for assessment of student learning and program review. Many reported the need for another method of tracking assessment data as the Excel documents are quickly becoming difficult to manage. Many respondents provided examples of curricular, teaching and student support changes they plan to make because of having assessment data. One respondent said that assessment "helped me notice where change needed to be implemented and allowed me to reflect on the changes made." Another said, "In one assessment I realized all of my students received 100%. Although it made me feel real good about myself, I realized that I needed to develop a more rigorous exercise to benefit the learner and give them a deeper sense of learning on that subject." Another respondent reported "Assessment process really works so time invested is worth it - by taking the time to see "why" student success is not where it should be, helps faculty to really look at "what has always been done" and decide "now is the time to take the time to update this activity/etc." Several respondents commented on the value of consistent assessment practices across the college.

Some respondents reported that it was too early to see improvements in student learning. However, 18 respondents identified changes to make to improve student learning based on their assessment data. Several reported the need to better align assessments with outcomes, rewrite directions, provide more practice opportunities, increase faculty-student interaction, and adjust learning objectives to provide additional focus on learning outcomes.

RECOMMENDATIONS FOR 2020-2021

2019-2020 was a positive year for Mid-State as the college fully embraced development and implementation of an intentional, sustainable assessment plan. With clear expectations, new processes and templates, faculty and co-curricular staff involvement, professional development and strong administrative support, Mid-State has already seen improvements in student learning and is becoming a more efficient and effective organization.

Through the pursuit of excellence and continuous improvement, the following recommendations are made for 2020-2021.

Mid-State Assessment Team:

1. Expand membership to include the VP of Student Services and Enrollment Management.

2. Seek input from Assessment Team members for agenda items to ensure meeting topics are relevant to all members. Add "roundtable sharing" as a standard agenda item to get input and updates for all members.

3. Consider rotating facilitation of the meeting to Assessment Team members to provide leadership opportunities for members.

4. Utilize Assessment Team members as content experts to lead professional development across the college (e.g. Faculty In-Service, Part-time Faculty In-Service, College In-Service, FQAS Assessment course).

5. Consider meeting informally or alternating days/times to allow members to participate and attend Assessment Team meetings.

Mid-State Assessment Plan:

1. Distribute the 2020-2025 Assessment Plan to all full- and part-time faculty, co-curricular staff, and academic and student services leaders at the beginning of the fall 2020 academic year.

2. Distribute pages 20-21 to individuals completing assessment activities as they can use this as a checklist for their assessment work.

3. Refer to the Assessment Plan during professional development activities and communication related to assessment as a reminder that this resource is available.

4. Expand the Mid-State Assessment Model (page 19 of 2020-2025 Assessment Plan) to include a narrative describing the elements of the model and their relationship to each other.

Professional Development:

1. Continue to provide individual and team support and professional development on assessment topics.

2. Utilize faculty to facilitate assessment sessions at faculty professional development events.

3. Encourage faculty to serve as assessment resources to other faculty and staff working on assessment initiatives.

4. Consider facilitating a "book read" on assessment during the Summer Professional Development series.

5. Encourage faculty, co-curricular staff, Education Services, and academic and student services leaders to attend the WTCS Assessment Conference in April 2021. Encourage them to submit a presentation proposal.

6. Consider developing a comprehensive assessment site to showcase and store assessment resources (e.g. in Blackboard Instructor Resources tab).

7. Implement stipend for part-time faculty who attend Part-Time Faculty In-Service sessions.

8. Invite co-curricular staff to Faculty In-Service and other faculty professional development opportunities when assessment topics are discussed.

Assessment of Student Learning:

1. Continue to include the topic of assessment in full- and part-time faculty onboarding and throughout the first one-two years.

2. Add assessment as a responsibility in the faculty job description.

3. Add assessment expectations in the part-time faculty feedback form.

4. Add assessment expectations in the Dual Credit Guide. Provide education and support to high school teachers and Mid-State Dual Credit Faculty Mentors to ensure they are meeting assessment expectations.

5. Adjust the academic calendar to provide one Faculty Teaching and Learning Day (*i.e.* data days) at the end of each semester. Faculty will be expected to run data reports and complete assessment tracking forms to finish out the semester. Support will be provided by Education Services to ensure faculty have the tools they need.

6. Share examples of improvement in student learning to maintain momentum.

7. Adjust the Excel spreadsheets for ease of use by multiple instructors in multiple semesters. Provide all courses with their own tabs, pre-populated and color coded to be on a 3-year rotation with columns for Summer/Fall and Winterim/Spring data entry.

8. Explore and evaluate database/software program to track assessment data. Involve Assessment Team and others in the evaluation and testing of a product.

9. Encourage faculty and co-curricular staff to "tell their assessment story".

10. Include assessment data from the assessment tracking forms into Program Review data sets to provide an opportunity for faculty to reflect on data and incorporate actions to improve student learning in their Team Action Plan.

11. Provide best practices for establishing meaningful measurement strategies and targets for success. Develop a menu of best practices to improve student learning.

12. Develop evaluation strategy for assessment of student learning processes, practices, and results.

External Assessment:

1. Monitor external assessment results on an annual basis and update documentation on the Mid-State website.

2. Meet with appropriate faculty, academic leaders, and Education Services annually to review results, discuss challenges, and share best practices for improving student learning and external assessment results.

Program Review:

1. Provide optional program review training videos for faculty, deans, and associate deans on topics such as data definitions/sources, using data for improvement, and crafting action items.

2. Provide new faculty with a brief orientation to program review as well as a follow up after program review.

3. Fine tune the action item section of the program review document to continue to provide structured program review action items informed by best practices with a preference for one substantial action item outside of assessment work.

4. Pending face-to-face meeting restrictions, offer face-to-face facilitated sessions with an option for virtual attendance.

5. Include advisor input on programs by utilizing an annual Survey Monkey survey each June. Integrate comments into review data package.

6. For general education courses provide the success rate of developmental course takers who attempted the general education course.

7. Provide a longer time for the program review.

8. Provide earlier access to program review data sets.

9. Provide ongoing education on data definitions.

10. Provide sample action item plans to give faculty ideas of ways to address course completion, retention, persistence, and completion.

Service Team Review:

1. Complete Service Team Reviews for the following service teams:
   - Mid-State Foundation
   - Security
   - Facilities-Purchasing
   - Marketing
   - WED-Contract Services
   - Student Services-Bookstore
   - Student Services-Registrar
   - Student Services-Student Life

2. Add standardized customer feedback survey to provide baseline feedback for each service team.

3. Add a standardized survey to provide baseline data of customer service perceptions as well as feedback on departmental strengths and opportunities.

4. Work with the departmental lead to capture major processes in the Service Team Review template. Pre-loading in some data allows the team to progress through the review faster and to focus on strengths/opportunities versus identifying processes.

5. Collect Service Team Review participant feedback via a survey in a manner similar to program review.

COMMUNICATION STRATEGY

The 2019-2020 Assessment Report is a compilation of Mid-State's assessment processes and results. As described in the Assessment Cycle, sharing results is an important step in the process. This report will be shared broadly to the following audiences:

1. Full-time, part-time faculty, and dual credit faculty.
2. Mid-State Assessment Team.
3. Academic and Student Services leaders.
4. Mid-State's Executive Leadership Team.
5. Mid-State Board of Trustees.
6. Student and the public via the Mid-State website.

Copies are provided in print and electronic format to address personal preference. This 2019-2020 Assessment Report will be used as the foundation for the 2020-2021 Assessment Report.

For questions or comments on the 2019-2020 Assessment Report, please contact:

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Appendix A:
Assessment Tracking Form (example)

Course/ Program/ GEO/ Employability Skill Co-Curricular Outcome	Measurement Strategy	Criteria/Target for Success	Analyze Current Data	Compare to Prior Data & Actions	Share Results	Identify Changes	Implement Changes	Assess Impact of Changes	Next Scheduled Review
	EXAMPLE: Assessed in Accounting I, LP 6	EXAMPLE: At least 90% of students will get a B or better on this lab/test/skill	EXAMPLE: All students met this competency with an 85%, which is a B+.	EXAMPLE: In 2019, only 36% of students met this skill. This year, after adding one more practice test, that number jumped to 100%.	EXAMPLE: Student learning results were shared with the program team at our 9/13/2020 meeting. And shared with Advisory committee on 10/13/2020	EXAMPLE: Because students are performing at such a high level, I am going to add some more in-depth and critical thinking questions to raise the rigor and push them farther	EXAMPLE: Changes will be implemented for Spring 2021	EXAMPLE: May 2020 impact was a 5% increase in students meeting the skill at a proficient level.	EXAMPLE: Collect assessment data again in the 2023-24 school year.

Appendix B:
General Education Outcomes Matrix

	General Education Outcome	Communication: Demonstrate effective communication in diverse contexts using appropriate methods.	Intellectual Acquisition of Knowledge: Demonstrate critical and ethical reasoning	Personal and Social Awareness: Demonstrate knowledge of life skills required of an effective member of a diverse and global community.	Problem Solving: Use mathematical and scientific problem-solving processes.
Communication	10-801-136 English Composition I	T	R	R	
	10-801-196 Oral/Interpersonal Communication	A	R	T	
	10-801-197 Technical Reporting	A	R	R	
	10-801-198 Speech	A	T	R	
	10-801-199 Employment Strategies	A	R	R	
	10-831-103 Intro to College Writing	T	R	R	
	10-838-104 Intro to College Reading	A	R	R	
Mathematics	10-804-107 College Mathematics	R	T	R	T
	10-804-118 Intermediate Algebra with App	R	R	R	T
	10-804-189 Introductory Statistics	R	R	R	A
	10-804-195 College Algebra w Apps	R	R	R	A
	10-804-196 Trigonometry w Apps	R	R	R	A
	10-834-109 Pre-Algebra	R	R	R	A
Natural Science	10-806-114 General Biology	R	R	R	T
	10-806-134 General Chemistry	R	R	R	T
	10-806-154 General Physics 1	R	R	R	A
	10-806-177 General Anatomy & Physiology	R	R	R	A
	10-806-179 Advanced Anatomy & Physiology	R	R	R	A
	10-806-189 Basic Anatomy	R	R	R	A
	10-806-197 Microbiology	T	R	R	A
	31-806-311 Applied Microbiology	R	R	R	A
	32-806-351 Applied Science	R	R	R	A
Social & Behavioral Science	10-809-103 Thinking Critically & Creatively	T	A	R	
	10-809-122 Intro to American Government	A	R	A	
	10-809-166 Introduction to Ethics: Theory	T	T	R	
	10-809-172 Introduction to Diversity Studies	A	A	T	
	10-809-188 Developmental Psychology	A	A	A	A
	10-809-195 Economics	R	R	T	R
	10-809-196 Introduction to Sociology	A	A	T	A
	10-809-198 Intro to Psychology	A	T	A	A
First Year	10-890-102 GPS for Student Success	I	I	T	
Key	I – Introduced R – Reinforced A - Assessed T - Tracked				

Appendix C:
Rubrics for Employability Skills

Communicate Effectively

		Yes (3)	Yes, but . . . (2)	Not yet (1)	No evidence (0)
Writing and Technical Documentation	Learner articulates objective(s) clearly, concisely, and accurately through writing, diagrams, or illustrations.				
	Learner applies standard rules of language structure including grammar, spelling, and punctuation.				
Listening	Learner demonstrates active listening skills.				
	Learner demonstrates the ability to interpret and respond to non-verbal cues.				
Speaking	Learner speaks clearly, concisely, and accurately.				
	Learner conveys information and ideas using professional, career-specific language.				
Interpersonal	Learner adapts to audience and communicates appropriate message, tone, and empathy.				
	Learner manages conflict with respectful communication and sensitivity.				
Reading	Learner demonstrates ability to accurately interpret and comprehend written or graphic information.				

Updated: November 8, 2019

Behave Responsibly, Individually, and Cooperatively

		Yes (3)	Yes, but . . . (2)	Not yet (1)	No evidence (0)
Ethical Behavior	Learner consistently displays integrity and honesty.				
Self-responsibility	Learner follows established rules, regulations, and policies.				
	Learner defines, prioritizes, and completes tasks without direct supervision.				
Conflict Resolution	Learner recognizes sources of conflict and uses conflict resolution skills.				
	Learner provides and accepts constructive feedback.				
Collaboration	Learner displays a positive, cooperative attitude.				
	Learner assumes accountability for collaborative work in diverse groups.				
	Learner participates as an active member of the group.				

Updated: December 10, 2019

Demonstrate Effective Critical and Creative Thinking

		Yes (3)	Yes, but . . . (2)	Not yet (1)	No evidence (0)
Inquiry	Learner asks specific, relevant, and meaningful questions.				
	Learner identifies multiple perspectives and ideas.				
Evidence Collection	Learner distinguishes relevant information and fact from opinion to support or refute an argument.				
Analysis	Learner develops or follows a systematic process of exploring issues and evaluating evidence to reach informed conclusions.				
	Learner evaluates the credibility and reliability of sources.				
Reasoning	Learner integrates previously acquired knowledge and information from a variety of disciplines.				
	Learner proposes solutions to problems in a climate of ambiguity and change.				
	Learner logically explains implications, consequences, and conclusions while considering all evidence.				
Reflection (metacognition)	Learner evaluates the effectiveness of ideas, products, or actions to achieve desired outcomes.				

Demonstrate Cultural, Social and Global Awareness

		Yes (3)	Yes, but . . . (2)	Not yet (1)	No evidence (0)
Global Awareness	Learner explains how global forces or events impact their field of study.				
	Learner explains how their field of study impacts global forces or events.				
Social and Cultural Awareness	Learner articulates key features of their own social/cultural bias and privilege in relation to others.				
	Learner articulates key features of diverse social/cultural background and worldview of others.				
	Learner interacts respectfully with others from different social/cultural backgrounds.				
Social Responsibility	Learner demonstrates approaches to addressing interpersonal conflict based on social and cultural awareness.				
	Learner articulates how their actions have an effect on society.				

Updated: April 8, 2020

Use Appropriate Technology

		Yes (3)	Yes, but . . . (2)	Not yet (1)	No evidence (0)
Technology Utilization	Learner selects software, equipment, tools, and resources to produce desired results.				
	Learner demonstrates proper, safe, and secure usage of equipment.				
	Learner adapts to technology.				
Confidentiality & Security	Learner acts to protect confidential information related to self and others.				
	Learner maintains security of data/network (i.e. passwords, screen locking, protecting information of industry partners, etc.).				
Netiquette	Learner demonstrates respect when using technology in various contexts (i.e. discussion boards, online group work, cell phones, social media).				

Updated: December 10, 2019

Appendix D :
Co-Curricular Assessment Report

OVERVIEW

Co-curricular assessment at Mid-State Technical College is the assessment of student learning that occurs outside of the classroom. The following areas have been identified as co-curricular: academic advising, career services, disability services, diversity, first-year experience, student government, student life, tutoring services, and work study. The student learning outcomes for co-curricular activities are based on the Council for Advancement of Standards in Higher Education (CAS) as they were developed to support learning that occurs in student services and supportive programs.

CAS Student Outcome Domain	CAS Dimensions of Outcome	Employability Skill
Knowledge acquisition, construction, integration, and application	Understanding knowledge from a range of disciplines	Demonstrate effective critical and creative thinking
	Connection knowledge to other knowledge, ideas, and experiences	
	Constructing knowledge	
	Relating knowledge to daily life	
Cognitive complexity	Critical thinking	Demonstrate effective critical and creative thinking
	Reflective thinking	
	Effective reasoning	
	Creativity	
Intrapersonal development	Realistic self-appraisal, self-understanding, and self-respect	Behave responsibly – both individually and cooperatively
	Identity development	
	Commitment to ethics and integrity	
	Spiritual awareness	
Interpersonal competence	Meaningful relationships	Behave responsibly – both individually and cooperatively
	Interdependence	
	Collaboration	Communicate effectively
	Effective leadership	
Humanitarianism and civic engagement	Understanding and appreciation of cultural and human differences	Demonstrate cultural, social, and global awareness
	Global perspective	
	Social responsibility	
	Sense of civic responsibility	
Practical competence	Pursuing goals	Uses appropriate technology
	Communicating effectively	
	Technological competence	
	Managing personal affairs	
	Managing career development	
	Demonstrating professionalism	Communicate effectively
	Maintaining health and wellness	
	Living a purposeful and satisfying life	

The co-curricular student learning outcomes are also aligned with the College's Employability Skills:

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

The 2019-2020 goals for co-curricular outcomes assessment included:

• Pilot co-curricular assessment in fall 2019
• Track the assessment of co-curricular outcomes in spring 2020
• Document assessment plan and results on Assessment Tracking forms
• Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate.

Staff involved in assessing the co-curricular student learning outcomes include:

• Stephanie Bender, Manager of Academic Advising
• Christina Lorge, Dean of Retention and Student Support
• Amber Stancher, Dean of Adult Education and Learning Resources
• Joe Pomrening, Career Services Coordinator
• Natasha Miller, Manager of Student Life
• Ellis Janssen, Academic Coach
• Patti Lloyd, Disability Services Coordinator

ASSESSMENT RESULTS

The 2019-2020 assessment results were shared at the first annual Co-Curricular Assessment Data Review Summit on June 24, 2020. The Student Services Leadership Team members and staff from the co-curricular areas were in attendance. Below are the analyses and changes discussed at the Summit.

Academic Advising					
Student Learning Outcome	CAS Standard	Employability Skill	Goal	Fall 2019 Results	Spring 2020 Results
Demonstrate ability to access and utilize student accounts	Practical competence	Use appropriate technology	80%		11%
Create academic plan from first semester through graduation	Knowledge acquisition, construction, integration, and application	Demonstrate effective, critical and creative thinking	80%	29%	56%

Analysis and Changes to Improve Student Learning:

- Demonstrate ability to access and utilize student accounts
  - o For Fall 2019, the Academic Advising team did not have a way to determine the number of students who demonstrated the ability to access and utilize student accounts. They developed a manual tracking method for Spring 2020 that included advisors checking a box in Salesforce. Goal was not met. After analyzing the results from Spring 2020, the team identified the need to continue to improve the tracking mechanism for this outcome and decided to incorporate a reminder into the New Student Advising (NSA) checklist to remind advisors to check these boxes within the CRM at the time of NSA and work with IT to identify an automated reporting tool for this outcome.
- Create academic plan from first semester through graduation
  - o Goal was not met. The results of the number of students who created an academic plan from first semester through graduation was smaller than expected. This may again be because of the manual nature of the tracking mechanism. The team identified the following changes to improve this outcome: 1) complete degree maps at NSA when possible or immediately schedule a Degree Map appointment with student for the first month of the semester, and 2) add an item to the NSA checklist to remind advisors to manually check the box in CRM when this item is complete. 3) Implement incentive program for completing Degree Map academic plan for fall 2020.

Disability Services

Student Learning Outcome	CAS Standard	Employability Skill	Goal	Spring 2020 Results
Students will notify instructors of needed accommodation(s) based on Disability Services recommendations	Practical competence	Communicate effectively	65%	89%

Analysis and Changes to Improve Student Learning:

• Students will notify instructors of needed accommodation(s) based on Disability Services recommendations
  o Goal was exceeded; however tracking was difficult as the Disability Services Coordinator didn't always know when/if a student notified the instructor of accommodations. As a result, accommodation plan documentation will be modified to ask instructors to copy the Disability Services Coordinator upon receipt of receiving the accommodation plan.

Diversity

Student Learning Outcome	CAS Standard	Employability Skill	Goal	Spring 2020 Results
Participants will gain knowledge on a variety of diversity related topics	Humanitarianism and civic engagement	Demonstrate cultural, social, and global awareness	80% of participants will agree or strongly agree that they learned a minimum of 1 new fact related to the topic presented	100% (4 responses)

Analysis and Changes to Improve Student Learning:

• Participants will gain knowledge on a variety of diversity related topics
  o Goal was exceeded; however, this year's survey was administered in an end-of-year survey to all participants from throughout the semester. This did not yield a high response (4 students responded). As a result, the survey timing will be modified, and students will be surveyed after each event in 2020-2021.

First-Year Experience					
Student Learning Outcome	**CAS Standard**	**Employability Skill**	**Goal**	**Fall 2019 Results**	**Spring 2020 Results**
Identify campus resources that will support student success	Knowledge acquisition, construction, integration, and application	Demonstrate effective, critical and create thinking	80%	94%	95%
Connect with students and staff in program area	Interpersonal competence	Communicate effectively	80%	100%	99%
Identify course options within program	Knowledge acquisition, construction, integration, and application	Demonstrate effective, critical and create thinking	80%	95%	96%

Analysis and Changes to Improve Student Learning:

• Identify campus resources that will support student success
  o Goal was exceeded. The team will continue to assess this area for another year and then look at a new learning outcome to assess if they continue to exceed the goal.
• Connect with students and staff in program area.
  o Goal was exceeded. This outcome was assessed through STEPS Program Orientation, however since STEPS will be replaced with an alternative event. The team will identify a desired learning outcome for the new event.
• Identify course options within program
  o Goal was exceeded. The team will continue to assess this area for another year and then look at a new learning outcome to assess if they continue to exceed the goal.

Student Government				
Student Learning Outcome	**CAS Standard**	**Employability Skill**	**Goal**	**Spring 2020 Results**
Students will demonstrate professionalism and collaboration with others	Intrapersonal development, Interpersonal competence	Behave responsibly, Communicate effectively	80% of students will score a 6 or higher on a 9-point scaled rubric	100%

Analysis and Changes to Improve Student Learning:

- Students will demonstrate professionalism and collaboration with others
  - o Goal was exceeded. Will continue to assess next year to watch for trends. Student Life staff discussed adding a component to next year's process. This would include conducting check-ins with each of the student leaders to identify opportunities for personal and professional growth.

Student Life				
Student Learning Outcome	**CAS Standard**	**Employability Skill**	**Goal**	**Spring 2020 Results**
Participants will expand their knowledge of different techniques to grow in their leadership style	Interpersonal competence	Behave responsibly	80%	100%
Participants will increase their confidence in their leadership abilities	Interpersonal competence	Demonstrate effective, critical and creative thinking	80%	80%

Analysis and Changes to Improve Student Learning:

- Participants will expand their knowledge of different techniques to grow in their leadership style
  - o Goal was exceeded. Will continue to assess next year to watch for trends. For 2020-2021, additional leadership development resources will be provided to participants, including online options.
- Participants will increase their confidence in their leadership abilities.
  - o Goal was met. Will continue to assess next year to watch for trends. For 2020-2021, additional leadership development resources will be provided to participants, including online options.

Tutoring				
Student Learning Outcome	**CAS Standard**	**Employability Skill**	**Goal**	**Spring 2020 Results**
Students apply knowledge to a question/example by the end of each session	Knowledge acquisition, construction, integration, and application	Demonstrate effective, critical and creative thinking	70%	94%
Students show up prepared for the session	Interpersonal competence	Behave responsibly	70%	95.7%
Students display positive, cooperative attitude	Interpersonal competence	Behave responsibly	70%	100%

Analysis and Changes to Improve Student Learning:

• Students apply knowledge to a question/example by the end of each session
  o   Goal was exceeded. Will continue to assess next year and watch for trends with expansion of surveys to include all modes of in-person and group tutoring. In addition, training will be provided to staff to ensure consistency with completing the rubric.
• Students show up prepared for the tutoring session
  o   Goal was exceeded. Will continue to assess next year and watch for trends with expansion of surveys to include all modes of in-person and group tutoring. In addition, training will be provided to staff to ensure consistency with completing the rubric.
• Students display positive, cooperative attitude
  o   Goal was exceeded. Will continue to assess next year and watch for trends with expansion of surveys to include all modes of in-person and group tutoring. In addition, training will be provided to staff to ensure consistency with completing the rubric.

Work Study				
Student Learning Outcome	**CAS Standard**	**Employability Skill**	**Goal**	**Spring 2020 Results**
Students will demonstrate professionalism and uphold standards of the organization	Practical competence	Behave responsibly, Communicate effectively	75%	91%

Analysis and Changes to Improve Student Learning:

• Students will demonstrate professionalism and uphold standards of the organization
  o Goal was exceeded. Will continue to assess next year to watch for trends. In addition, a process for intervention for students with evaluation scores below 8 will be developed. A work study supervisor handbook will also be developed.

RECOMMENDATIONS FOR 2020-2021
Upon reflection of co-curricular assessment in 2019-2020, the following recommendations are made for 2020-2021.

• Add assessment of student clubs
• Add VP, Student Services & Enrollment Management to Assessment Team
• Include co-curricular assessment staff as part of assessment professional development

MID-STATE TRANSFORMS LIVES THROUGH THE POWER OF TEACHING AND LEARNING.

![Mid-State Technical College logo]

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