



MID-STATE ASSESSMENT REPORT

2022-2023



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EXECUTIVE SUMMARY

Assessment at Mid-State Technical College 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 2022-2023 was to sustain the assessment initiatives as outlined in the 2020-2025 Assessment Plan. Mid-State Technical College hosted a Higher Learning Commission (HLC) Multi-Location Site Visit and four assessment and external accreditation visits in Respiratory Therapy, Nursing, Medical Assistant, Health Information Management, and Law Enforcement Academy and Jail Officer Basic Training Academy programs and prepared for the Diesel, Automotive, Phlebotomy, and Nursing Assistant accreditation visits. The College also participated in the Sam Houston State University Survey of Assessment Culture to provide an independent survey of our faculty, administration, and student services leaders on the assessment practices at Mid-State Technical College.

The Assessment Report brings all components of Mid-State's assessment plan together into one document.





The following information is included in the 2022-2023 Mid-State Technical College Assessment Report:

1. Executive Summary
2. Leadership of Assessment
3. Faculty and Staff Professional Development on Assessment
4. Five-Year Assessment Plan Overview
5. Annual Assessment Results and Overview
 - a. Follow-up of Previous Action Items
 - b. Highlights of 2022-2023
 - c. Employability Skills
 - d. Program Outcomes
 - e. General Education Outcomes
 - f. Course Competencies
 - g. Co-Curricular Outcomes
 - h. Program Review Analysis
 - i. Service Team Review Analysis
 - j. External Assessments and Accreditation Analysis
6. Recommendations for Future Actions

This report summarizes these efforts and the results achieved.

Evidence

View Executive Summary evidence at mstc.edu/mid-state-assessment-report-2022-23.

LEADERSHIP OF ASSESSMENT

The College's assessment efforts were led by Dr. Deb Stencil, Vice President of Academics, and Dr. Beth Ellie, Manager of Institutional Effectiveness and Accreditation Liaison Officer, and guided by the Five-Year Assessment Plan. Trea Kimball, Curriculum & Assessment Specialist, assisted with day-to-day assessment processes, faculty training, and organization of the Assessment Team monthly meetings.

Assessment Team

The Mid-State Assessment Team is a standing committee composed of individuals interested in 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 is monitored to ensure institution-wide representation. Membership in 2022-2023 was expanded to include two faculty representatives from each academic school. Members included: 14 faculty representing each academic school, two curriculum and assessment staff, five co-curricular managers/staff representing each major area of Student Services, three academic managers and the College's Higher Learning Commission Accreditation Liaison Officer. The Assessment Team met five times throughout the academic year.

Process

Meetings were organized by the Curriculum and Assessment Specialist and the Vice President of Academics. Agendas were planned with input from the Assessment Team and minutes are recorded. Agendas and minutes are posted in the Assessment Team folder in Microsoft Teams where all team members have access to the documents. In addition to monthly meetings, Assessment Team members met with other employees in their respective divisions or schools to explain the College's assessment plan for specific learning outcomes, provide training and education on assessment, and share best practices in higher education assessment. These one-on-one and small group consultations have been effective in increasing awareness and engagement in the College's assessment plan. Assessment Team members are also tapped to provide professional development through faculty in-service or monthly professional development sessions as needed.



Results and Highlights

Summary of Assessment Committee Meetings 2022-23:

1. Based on requests from faculty, training videos or guides for Watermark for both Student Services and Academics were created. Trea Kimball also created a 'tool kit' for faculty to see worked examples of how to analyze data.
2. Discussed adding another category called 'not attempted' to account for students who do not turn in their work but are still enrolled in the class. That way, the assessment data reflects only the students who tried to meet the competency. Faculty decided not to add that category and instead encourage others to rewrite their target in Watermark to be "of the students who completed the assignment..." to clear up any confusion.
3. Reviewed the assessment reports and recommendations from 2020 and 2021 to frame our work for the future. One big theme was to look at the Employability Skills data across the College for trends to prepare to revalidate the skills with our business partners.
4. Called for participation at the WTCS Assessment Conference in April. Eighteen people attended. Four presentations were given by Mid-State employees: Compliance to Commitment in Assessment, Strategic Plan as a Living Guide, Program Review Models, and Best Practices and Lessons Learned in Assessment Software.
5. Discussed ways to round out representation in the group by faculty from other areas of the College, especially in Advanced Manufacturing and Public Safety. Also decided to create a two-year term for representatives. After the two years are up, the committee member will decide to stay on or let someone else from their area take over.
6. Decided to participate in the Sam Houston University assessment survey to capture the climate on our assessment practices across the College. Results from the survey will be studied next academic year.



FACULTY AND STAFF PROFESSIONAL DEVELOPMENT ON ASSESSMENT

Through the Academic and Professional Excellence Center (APEX), ongoing professional development and support is offered to keep all faculty and staff apprised of the assessment culture at Mid-State. These are the 2022-23 academic year highlights of that professional development:

- Onboarding of new faculty in July and January to set the assessment expectations and culture—11 new faculty.
- October new faculty meeting to discuss grading in Blackboard and rubrics and in-class assessment strategies.
- November new faculty meeting to discuss Employability Skills, Program (and General Education) Outcomes, and Course Competency assessment in Watermark.
- Bimonthly Pinnacle articles on assessment which are distributed to all college faculty and staff. Topics included: Watermark Course Evaluations & Survey tool, student progress checkers, and a reminder of the assessment scope and plan.
- Printed and video instructions on how to add assessment data into Watermark for all full- and part-time instructors.
- “Toolkit” of how to analyze expected and unexpected assessment result. This assists faculty in telling their assessment story beyond what the percentages indicate.
- WTCS Assessment Conference. Attended by 18 members of the Assessment Team and funded through the APEX professional development grant.



Evidence

View Faculty and Staff Professional Development on Assessment evidence at mstc.edu/mid-state-assessment-report-2022-23.

FIVE-YEAR ASSESSMENT PLAN OVERVIEW 2020-2025

Background

In 2019, Mid-State developed a comprehensive 2020-2025 Assessment Plan. The five-year Assessment Plan is aligned to the time frame of the five-year Strategic Plan, creating synergies in college priorities.

Process

The 2020-2025 Assessment Plan was developed utilizing the 2019-2020 Assessment Plan as the template. This plan was created and reviewed by the Assessment Team to ensure support for the plan. Each year of the 2020-2025 Assessment Plan includes a specific action plan and timeline for that year. After the Assessment Plan was reviewed and approved, it was distributed to full- and part-time faculty and Assessment Team members and posted on the College's website.



Results and Highlights

The 2020-2025 Assessment Plan continues to guide assessment efforts throughout the College. The support for and implementation of a software tool was needed to manage three years of data and maintain momentum for meeting the expectations outlined in the Assessment Plan. The Assessment Plan 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 2020-2025 Strategic Plan, Moving Forward Together, specifically through the Program pillar goal P2: Increasing the quality of Mid-State programs.



Evidence

View the Five-Year Assessment Plan Overview 2020-2025 evidence at mstc.edu/mid-state-assessment-report-2022-23.

FOLLOW-UP OF PREVIOUS ACTION ITEMS

Mid-State is a college that pursues excellence and continuous improvement. Each year assessment processes and results are summarized in the Assessment Report and strengths and opportunities for improvement are identified. Recommendations for improvement are formulated and documented at the end of each year and followed by actions for improvement the following year. Recommendations made for 2022-2023 (documented in the 2021-2022 Assessment Report) and actions taken in 2022-2023 are described below.

Recommendations for 2022-2023	Actions Taken in 2022-2023	Work Group & Oversight
Mid-State Assessment Team		
Continue to ensure adequate representation of members from academic schools.	Complete. Membership expanded to include two faculty representatives from each school, five student service staff, three academic managers, two curriculum & assessment staff, and the HLC accreditation liaison officer. Faculty are on a rotation to serve on the committee for two academic years. They may revalidate their membership with permission from their ALT person.	Assessment Committee Trea Kimball
Encourage Assessment Team members to promote assessment efforts in their area.	Ongoing. Members report back to their areas of influence to remind of assessment efforts or answer questions or bring questions to the committee.	Assessment Committee Trea Kimball
Invite Assessment Team members to participate and present at the spring 2023 WTCS Assessment Conference.	Complete. All members of the Assessment Committee were invited and funds were available through the professional development grant to support their participation.	Assessment Committee Trea Kimball
Provide feedback on the Assessment Plan and annual Assessment Reports.	Complete. See the end of the 2022-23 Assessment report for feedback from the Assessment Committee.	Assessment Committee Trea Kimball

Recommendations for 2022-2023	Actions Taken in 2022-2023	Work Group & Oversight
Mid-State Assessment Plan		
Establish mechanism of distributing the Assessment Plan to new full- and part-time faculty.	Ongoing. This will be fully implemented when the 2022-23 report is published (early in 2024). An email explanation and an attachment with the report will be sent to all part- and full-time faculty. It will also be shared with Dual Credit faculty.	Marketing and APEX Trea Kimball and Lea Ann Turner
Request that the Assessment Team review the Five-Year Assessment Plan, including the annual Action Plan and Timeline for relevance. Update the 2023-2024 annual plan to include changes in approach for tracking course outcomes.	Ongoing. Assessment Team reviewed the reports and plan as noted on the February 2023 meeting minutes. Tracking updates were made in three areas: Nursing Assistant and Law Enforcement Academy are tracking in external systems and not duplicating efforts. Apprenticeships are not going to track Employability Skills in the future because all their students are already employed in industry.	Assessment Committee Trea Kimball and Chris Severson
Distribute the annual Assessment Plan Report.	Ongoing. This will be fully implemented when the 2022-23 report is published (early in 2024). An email explanation and an attachment with the report will be sent to all part- and full-time faculty. It will also be shared with Dual Credit faculty. Marketing will upload it to the college website.	Marketing, APEX, and VP Chris Severson
Professional Development		
Provide just-in-time and refresher training for faculty and staff using Watermark.	Ongoing. December 2022 met with four teams on assessment and sent a “toolkit” of ideas for analyzing data and action items. May 2023, met with three teams on Watermark for data completion.	APEX Trea Kimball

Recommendations for 2022-2023	Actions Taken in 2022-2023	Work Group & Oversight
Continue to provide professional development and support to dual credit faculty and Mid-State Dual Credit faculty mentors.	Complete. Level-setting online course for all Dual Credit faculty to take through Blackboard. Also Dual Credit Business/Marketing faculty were on campus for some extra training.	APEX, College K-12 Lea Ann Turner and Jackie Esselman
Continue to provide support on designated “Data Days.”	Ongoing. The days are built into the academic calendar and are blocked off on Trea’s calendar for online and in person assistance.	APEX Trea Kimball
Offer professional development on assessment practices on an ongoing basis.	Complete. Assessment articles were published in the bi-monthly APEX newsletter, “The Pinnacle.” Assessment is also a focus at faculty In-Service events and in new faculty onboarding and monthly meetings.	APEX Lea Ann Turner and Trea Kimball
Participate in the spring 2023 WTCS Assessment Conference.	Complete. Eighteen college employees attended the conference with four of them presenting.	Assessment Committee Trea Kimball
Assessment of Student Learning		
Identify the instructors for each section of a course.	Ongoing. Trea Kimball has added faculty names in Watermark to each section of courses to identify the responsible instructor. This is based on the class extract. It is up to ALT to alert Trea if instructors are replaced in a section.	ALT and APEX Trea Kimball
Provide examples or guidelines of what to document in the analysis of course data.	Complete. Trea created a handbook called “Watermark Toolkit” which is now distributed at the end of each semester via email to all faculty.	APEX Trea Kimball

Recommendations for 2022-2023	Actions Taken in 2022-2023	Work Group & Oversight
Develop a process for sharing student learning outcomes and examples of analysis and actions to improve student learning.	Not complete yet. This informally happens during team meetings on a regular basis, but has not formally had a process developed. Still a plan to do this in a year or two. Moving courses to Blackboard Ultra became a higher priority in the short term.	APEX Trea Kimball
Provide faculty with training so they can run reports and review data from previous years.	Ongoing. Currently, when faculty ask, Trea runs the report and shares it with faculty. This appears to be a hangup with Watermark that faculty don't have access to all of the reports. For the time being, our current process is working.	APEX Trea Kimball
Develop a process for closing out the academic year so all assessment activities show up as submitted/completed in Watermark.	Complete. Trea closes out the current academic year on June 15 following the end of that academic year. Each course is touched to submit the data and run reports.	APEX Trea Kimball
<p>Allow program faculty to decide the schedule they want to use for tracking course competencies.</p> <ul style="list-style-type: none"> • 1/3 of competencies in all courses every year • 1/3 of courses every year • All competencies in all courses every year • An individualized plan based on need 	Complete. Faculty worked with Trea to determine the option best for their program. All course competencies in every program are on a spreadsheet and Trea makes clear what year of the cycle faculty should be on and what their plan is. An email is sent out with the spreadsheet and detailed instructions of each plan.	APEX and Faculty Trea Kimball
External Assessment		
Monitor external assessment results on an annual basis and update documentation on the Mid-State website.	Ongoing. As programs complete their assessments, the website is updated.	APEX-IE Sheila Cover and Suzanne Rathe

Recommendations for 2022-2023	Actions Taken in 2022-2023	Work Group & Oversight
Meet with appropriate faculty, academic leaders, and APEX annually to review results, discuss challenges, and share best practices for improving student learning and external assessment results.	Ongoing. Happens organically in team meetings and through Advisory and Program Review sessions. Also building the action item menu for future program review actions.	APEX-IE Sheila Cover and Suzanne Rathe
Host accreditation site visits for the following programs: Respiratory Therapy, Nursing, Medical Assistant, Health Information Management, Law Enforcement Academy, Jail Officer Basic Training Academy.	Complete. Results are detailed in the 2022-2023 Mid-State Assessment Report.	College-Wide Chris Severson, Sheila Cover, and ALT
Program Review		
Include institutional program textbook costs data in program review data set.	Ongoing. Textbook costs were included, but not broken down per book. It was just college average, program average, and a comparison with other colleges. Although a starting spot, there is a request to break it down by book in the future.	APEX-IE Sheila Cover and Lea Ann Turner
Expand date range of program reviews to allow dean/associate dean attendance at all sessions.	Ongoing. Some deans were facilitating reviews and weren't available to attend. Continue to expand the date and time range in the future.	APEX-IE Sheila Cover and Trea Kimball
Provide faculty with both the data file and the facilitator template with strength/opportunity and activities (action items).	Complete. Faculty teams were provided with paper copies of their action items and their facilitator templates with all the data. These were shared with faculty at their program review in August 2022.	APEX-IE Sheila Cover and Trea Kimball

Recommendations for 2022-2023	Actions Taken in 2022-2023	Work Group & Oversight
Service Team Review		
Create schedule to review Service Teams on a five-year rotation.	Complete.	APEX-IE Lea Ann Turner
Revise Service Team Review Process to clarify process expectations of participants.	Complete. Four-step process was used to clarify expectations.	APEX-IE Lea Ann Turner
Complete Service Team Reviews for the following service teams: • LiNK • Facilities • Campus Deans/Office Managers/ Front Desk	Complete. LiNK, Facilities, and SSIC completed their service team reviews in 2022-23. Details are highlighted in assessment report. Campus Deans/Office Managers/ Front Desk will be assessed in a different year.	APEX-IE Lea Ann Turner

ANNUAL ASSESSMENT RESULTS AND OVERVIEW

Highlights of 2022-2023 Assessment Report include:

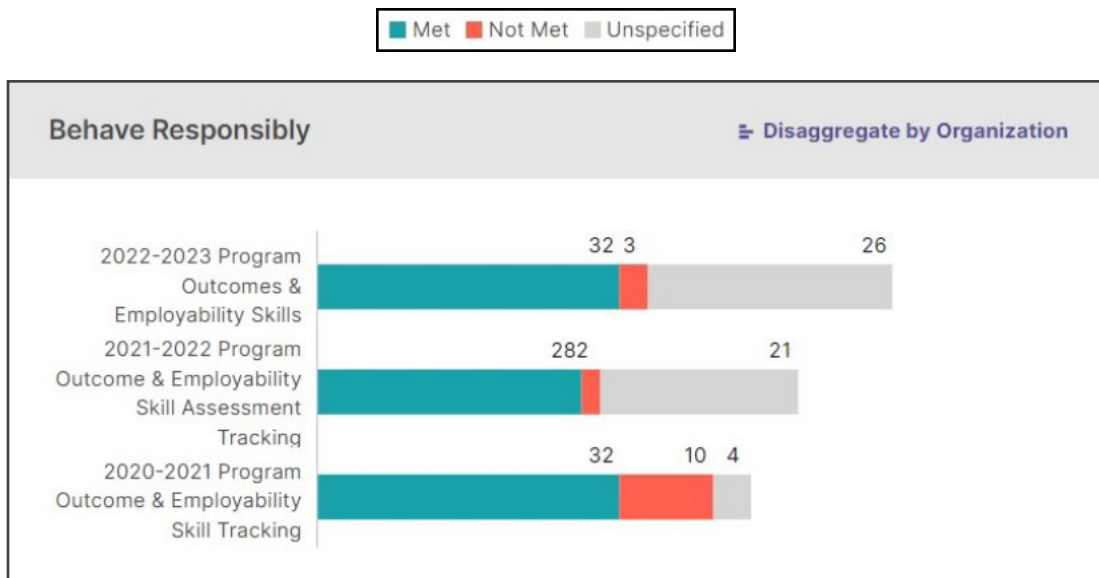
1. Sustained college-wide assessment efforts through an intentional focus on established processes, professional development, and the leadership of the Assessment Team.
2. Implemented the 2022-2023 activities as documented in the 2020-2025 Assessment Plan.
3. Provided multiple formal and informal professional development opportunities on the topic of assessment, including training specific to using Watermark.
4. Assessed student learning outcomes:
 - a. Course Outcomes/Competencies
 - b. Program Outcomes
 - c. General Education Outcomes
 - d. Employability Skills (institutional outcomes)
 - e. Co-Curricular Outcomes
5. Assessed student learning through external exams/licensure results.
6. Completed 42 program review sessions covering 69 programs, apprenticeships, the GPS course; and four general education disciplines

7. Completed three service team reviews.
 - a. LiNK
 - b. Facilities
 - c. SSIC
8. Identified recommendations for process improvement for 2023-2024.

In summary, throughout 2022-2023, Mid-State continued to enhance sound assessment practices that will be sustained and improved over time. Through these practices, on-going professional development, and intentional support, Mid-State continues to develop a culture of assessment.

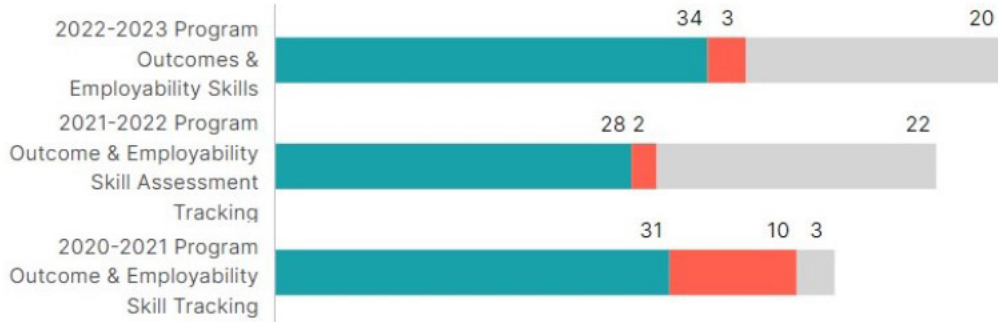
Employability Skills

A three-year comparison of all five College Employability Skills is included below. The most recent year is indicated by the top bar graph. The aqua color indicates the programs where the Employability Skill was met, the orange signifies not met, and the grey indicates the programs that either didn't assess, or didn't 'close the loop' on the assessment process for the year.



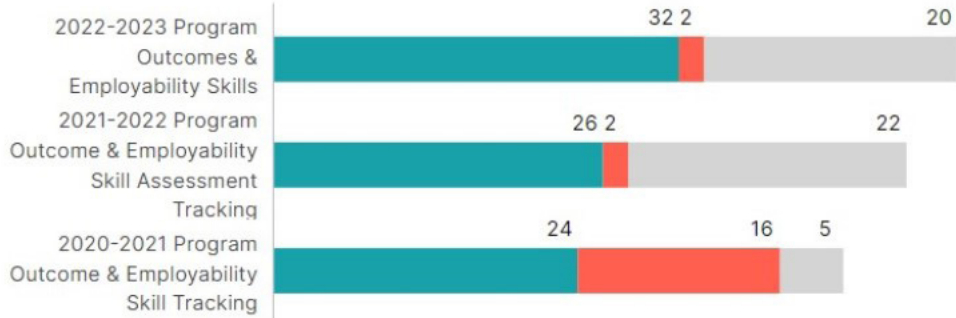
Communicate Effectively

Disaggregate by Organization



Demonstrate Cultural, Social, and Global Awareness

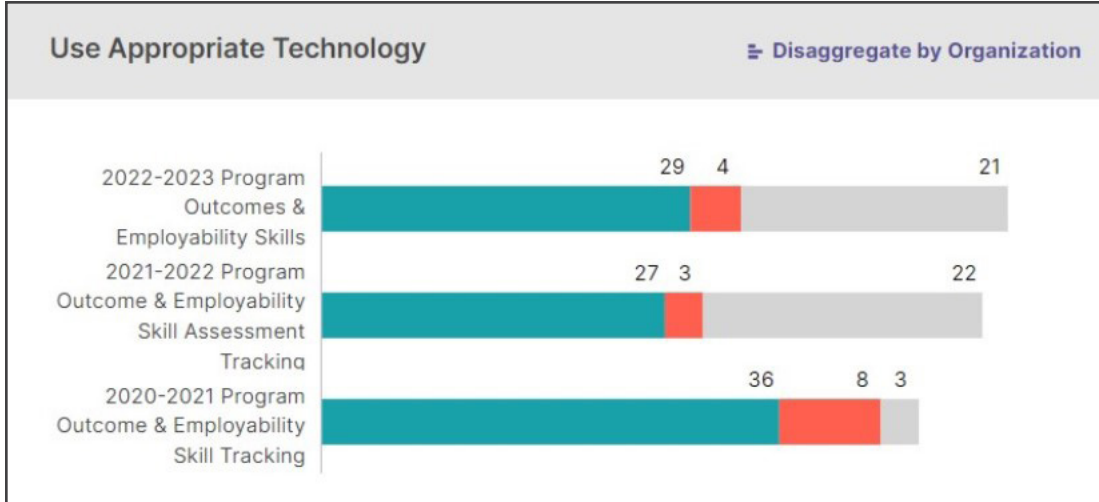
Disaggregate by Organization



Demonstrate Effective Critical and Creative Thinking

Disaggregate by Organization





Analysis

What is important to note is that from the bottom to the top of each graph, the programs have made significant gains in meeting the Employability Skills—more aqua and less orange. While the grey areas are still rather large, this includes apprenticeship programs where students are already employed and have demonstrated those skills on the job. It also includes programs where it was not indicated met or not met, even if the numbers were good. This is an opportunity for extra training on the process of what to do. In 2020, the Curriculum and Assessment Specialist, Trea Kimball, did much of the data entry and wrap-up. In 2021 and 2022, this was mostly a faculty responsibility with moderate oversight.

Actions for 2023-24

1. Look for ways in Watermark to map Employability Skills to program outcomes or to certain measures to eliminate extra areas to report.
2. Make a College decision about including or excluding apprenticeship data for Employability Skills.

Evidence

View Employability Skills evidence at mstc.edu/mid-state-assessment-report-2022-23.

Program Outcomes

In a three-year comparison of Program Outcome data, the top row of statistics is from 2022-23. While the numbers fluctuate, the number of Program Outcomes being tracked every year is significant. Variances in data can be attributed to realigning Program Outcomes and combining embedded data into the parent program.

- **Organizations** - Every program, technical diploma, apprenticeship, and student service area across the College.
- **In Progress** - The number of organizations which have entered at least some data for the year.
- **Outcomes** - This includes all five Employability Skills (excluding embedded technical diplomas because their data is included in the parent program) plus each program's Program Outcomes.
- **Measures** - The test or project or skill demonstration used to assess student achievement of the outcome.
- **Conclusions** - The written narrative telling the story behind the data.
- **Actions** - Faculty-proposed actions to increase student achievement.

	Organizations	In Progress	Outcomes	Measures	Conclusions	Actions
2022-2023 Program Outcomes & Employability Skills	99	81	670	833	134	115
2021-2022 Program Outcome & Employability Skill Assessment Tracking	106	87	709	894	253	238
2020-2021 Program Outcome & Employability Skill Tracking	107	73	582	893	106	27

Sample of a Program Outcome with analysis:

Digital Marketing PO 3: Integrate Tools & Technology MET		
Integrate tools and technology for digital marketing initiatives (TSA)		
MEASURES	RESULTS	ACTIONS
<p>Quarterly Executive Team</p> <p>Direct - Project Marketing Management: 10104160</p> <p>Target</p> <p>90% of students will earn a "C" or better</p>	<p>MET</p> <p>Quarterly Executive Team</p> <p>■ Met</p> <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>Students were required to meet for six executive briefings to discuss their results, their strategy, and their marketing segments. An average is assessed. Students do not get to make up the meeting if they are absent. However, the measurement is for the students to meet at least 5 of the 6 meetings to allow for life-events.</p>	<p><i>No actions have been added.</i></p>

Actions for 2023-24

As we start to see trends from collecting several years worth of data, there are some actions the College can take to improve the consistency of the data:

1. Create a video for seasoned faculty to revisit what they need to report on during Data Day.
2. Create a video for new faculty walking them through each step of the assessment tracking process.
3. Set aside time in January/February to look over first semester tracking and recalibrate any faculty who missed the mark in December.
4. Work with Applied Technology ALT member to determine strategies for gatherings assessment data from faculty.

General Education Outcomes

General Education and University Transfer (Liberal Arts) have created five Program Outcomes, collectively known as General Education Outcomes (GEOs). The faculty mapped out a matrix of which GEOs would be tracked in each discipline. Faculty in this area felt strongly that the GEOs should be approached the same as Program Outcomes in the other programs are—knowledge/skills/attitudes of a person employed in that field. This complements the purpose of the Employability Skills, it doesn't replace them. In evidence are the results from 2022-23 broken down by Communication, Mathematics, Natural Sciences, Social and Behavioral Sciences, and Humanities. Here is a snapshot of one of the five General Education Outcomes:

GEO 5: Environmental Awareness MET		
Environmental Awareness: Demonstrate a heightened awareness of our physical, chemical, and biological environment.		
MEASURES	RESULTS	ACTIONS
<p>Principles of Sustainability</p> <p>Exam on Scientific Principles, Energy and Ecosystems</p> <p>Direct - Exam (Course)</p> <p><i>Principles of Sustainability: 10806112</i></p> <p>Target</p> <p>80% of the students will achieve a score of 73 or higher.</p>	<p>MET</p> <p>Principles of Sustainability</p> <p>■ Met</p> <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>All students met this competency. Will continue to monitor.</p>	<p><i>No actions have been added.</i></p>

Analysis

Because many of the University Transfer (Liberal Arts) courses are new, it is expected to take some time to refine where and how the outcomes are being measured. The analysis of the outcomes provides valuable information as to how the department plans to proceed with rotating which courses the outcomes are being measured in every few years.

Actions for 2023-24

1. Encourage faculty to use a measure other than a discussion post to meet the outcomes.
2. Discuss with the Academic Leadership Team and faculty about adopting a common target. In some areas it is 60% or 75% and in others it is 80%.

Evidence

View General Education Outcomes evidence at mstc.edu/mid-state-assessment-report-2022-23.

Course Competencies

In a three-year comparison of Course Competency data, the top row of statistics is from 2022-23. The numbers will fluctuate each year because some courses are not offered all the time, the curriculum changes, and the number of competencies (outcomes) being tracked every year may not always be 1/3 of the competencies in each course. It could be 1/3 of the courses in a program or in some cases, faculty chose to gather data on all competencies every year.

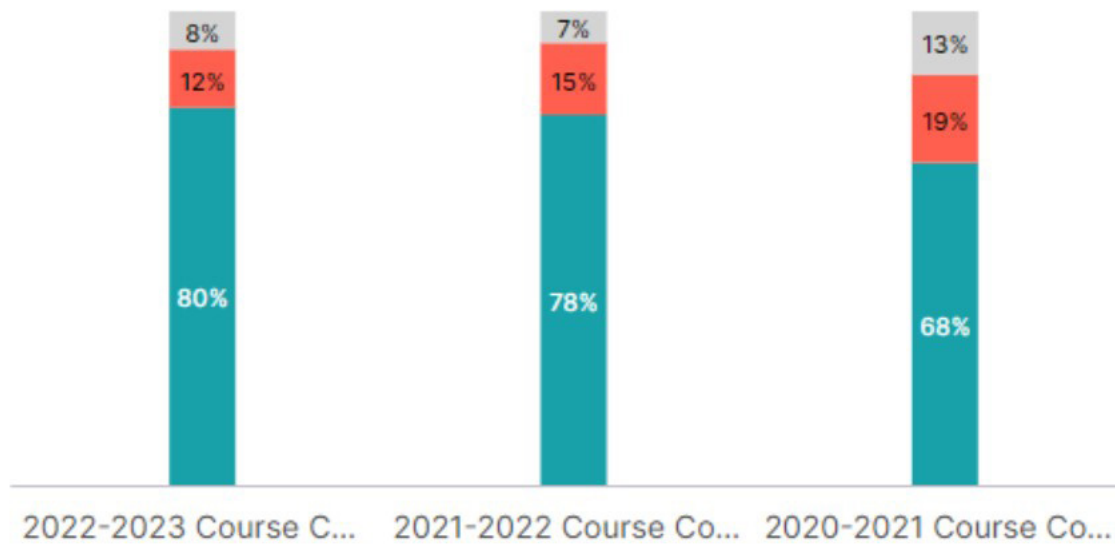
- **Courses** - Across all areas of the College.
- **In Progress** - The number of courses which have entered at least some data for the year (some courses are on a rotation and don't get tracked every year).
- **Outcomes** - These are the Course Competencies being tracked. Approximately 1/3 of all course competencies are being tracked on any given year.
- **Measures** - The test, project, or skill demonstration used to assess student achievement of the competency. There may be more than one measure per competency.
- **Conclusions** - The written narrative telling the story behind the data.
- **Actions** - Faculty-proposed actions to increase student achievement.

Samples of individual courses from Allied Health are included for reference of how the report would look to faculty.

	Courses	In Progress	Outcomes	Measures	Conclusions	Actions
2022-2023 Course Competency Tracking (Year 1 of Cycle)	744	534	2335	2645	678	664
2021-2022 Course Competency Assessment Tracking (Year 3 of Cycle)	731	532	2258	2447	464	895
2020-2021 Course Competency Tracking (Year 2 of cycle)	731	493	2212	2557	560	62

Measure Status

■ Met ■ Not Met ■ Unspecified



Analysis

Faculty had been instructed to focus on measures instead of outcomes (one outcome could have multiple measures). Looking at the 'Measure' status is the most accurate picture of how students are meeting or not meeting all Course Competencies over time. That data also shows faculty whether a particular test or assignment was effective at measuring student performance. The outcome status was not required because faculty had already reported it in the measure status.

Actions for 2023-24

1. Send message to faculty that the College has gone from 19% unmet to 12% unmet in three years. Showing that the intentionality of assessment tracking is helping.
2. Encourage faculty to take a look at the actions they proposed, implement those actions, and update with the results of those actions. Did the actions move the needle on student achievement?

Evidence

View Course Competencies evidence at mstc.edu/mid-state-assessment-report-2022-23.

Co-Curricular Outcomes

Co-Curricular Outcomes are measured using the Council for the Assessment of Professional Standards in Higher Education (CAS) Standards divided among the areas of influence in Student Services including Advising, Career Services, Disability Services, student government, Work-Study, and first-year experiences. The managers of those areas have identified where to best measure the standards and collect student achievement data.

<p>Follow-up Appointments</p> <p>Direct - Other</p> <p>Target</p> <p>12% of students who have turned in resumes follow up with additional career support.</p> <p>Career Service Assessment Spring 2023 short version2.pdf</p>	<p>MET</p> <p>Summary</p> <p>Analysis Assessing Target: 12% of students who have turned in resumes follow up with additional career support.</p> <p>During the fall semester of 2022, 43% of all resume reviews consisted of second assessments. In the subsequent spring semester of 2023, the proportion of second resume assessments further rose to 58% of the total reviews.</p> <p>Career Service Assessment Spring 2023 short version.pdf</p> <p>Analysis</p> <p>The data showcases a clear pattern of students understanding the importance of obtaining a second resume review. The fall semester demonstrated a strong tendency towards seeking a second assessment, while the spring semester saw an even higher participation rate. Both semesters exhibited substantial success rates, emphasizing the effectiveness of the second resume review process in enhancing students' scores. Additionally, the average score improvements indicated the value added by these second assessments, reinforcing the notion that seeking an additional review can be beneficial in optimizing one's resume.</p>
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Analysis

The results from Student Services will look different from the results in programs or courses based on the way they set their benchmarks. In Career Services, for instance, success is defined by the number of people who come in for a second round of resume revisions. If a student gets a job and doesn't need to do a revision, it may slant the data in a way that looks unfavorable, even though the result is that a student is employed.

Actions for 2023-24

1. Work with managers to create a streamlined report of all standards included in Student Services rather than broken down by each area. Seeing the data aggregated may help one area to support another rather than working in silos.
2. Work with managers in each area to map out where the CAS Standards are being assessed, what the benchmarks should be, and how to collect and analyze data more efficiently.

Evidence

View Co-Curricular Outcomes evidence at mstc.edu/mid-state-assessment-report-2022-23.

Program Review Analysis

Each year the program review process is evaluated by faculty, deans, associate deans, and review facilitators after they complete their annual program review. The process begins with each aforementioned stakeholder completing a survey evaluating program review. The survey data is collected and evaluated by the leader of the Program Review process (Beth Ellie) who discusses the results and suggestions with a team of faculty, deans, associate deans, and facilitators. Evaluation Team members were: Trea Kimball, Amber Stancher, Jill Bancroft, Sheila Cover, Ryan Kawski, Julie Larsen, Lisa Whitley, Brent Presley, Paul Bushmaker, Jon Steele, Sharon Behrens, and Beth Ellie.

2022 survey results for the program review evaluation are listed below. These are followed by the evaluation team findings. On a scale of 1-5, 5 is the most favorable result.

2022-23 Faculty Program Review Survey Results 54% Response Rate (37/68)	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.	4.1
Rate the facilitation your team received during the review process.	4.6
The quality plan our team selected during the review process will improve the educational product our program or general education discipline offers to students.	4.2

2022-23 Deans/Associate Dean Program Review Survey Results 100% Response Rate (7/7)	Rate 1-5
The program review process steps were clearly communicated.	4.7
My faculty found the materials and data provided for review to be helpful.	4.3
Rate the facilitation your teams received during the review process.	4.4
The quality plan our team selected during the review process will improve the educational product our program or general education discipline offers to students.	4.3

2022-23 Facilitator Program Review Survey Results 80% Response Rate (4/5)	Rate 1-5
Rate the organization of program reviews.	5.0
Rate the ease of facilitation of your program reviews.	4.8
Rate the usefulness of data shared in your program reviews.	4.8
Rate how prepared you were to facilitate your program reviews.	5.0

2022 Program Review Team Evaluation Findings

After reviewing survey results and qualitative feedback, the program review evaluation team had the following findings:

Things to Maintain in the Program Review Process

1. Dean/Associate Dean participation in program review.
2. Maintain online program review refresher.
3. Maintain overall format.

Proposed Changes to the Program Review Process

1. Provide data set to faculty as early as possible. This is dependent on the availability of clean data uploaded through client reporting.
2. Consider having each program have an area of focus that is identified prior to the review.
3. Let faculty determine length of review: two hours, two and a half hours, or more.
4. Schedule earlier reviews if possible. Try to avoid the week before classes start. (This request may not be possible due to need to include deans in all reviews.)
5. Provide definition of academically disadvantaged.
6. Provide data definition/data source list.
7. Update list of quality plan activities.
8. Provide mid-year data update of course completion and retention data.

Proposed Changes to Program Review Data Set

Items are listed in order from highly accessible data to harder to get data to potentially inaccessible data.

1. Provide WTCS benchmark data for general education courses for course completion.
2. Provide course completion data disaggregated by summer, fall, and spring term.
3. Provide course completion data disaggregated by three-week, four-week, eight-week, and 15-week courses.
4. Provide six-year graduation rate data.
5. Provide data on Dual Credit student transition to programs.
6. Provide a mid-year update on retention. Send fall to spring retention report out in December so faculty can talk to students while they are still in class and get them to re-enroll in the spring.
7. Provide a mid-year update on course completion rates.
8. Provide drill down data on textbook affordability (gen ed vs. program course costs or a course by course cost if available).
9. Determine if there is a correlation between test scores (e.g., ACT, TABE, other admission criteria) and student success.
10. Consider utilizing course evaluations within review feedback. Consider adding questions to existing course evaluations that would feed into program review. Potentially customize questions that would roll up and allow faculty to dig deeper.
11. End of course survey: Ask if technology or equipment was a barrier to learning. This would include use of Teams or telepresence. Is the mode effective for that course?

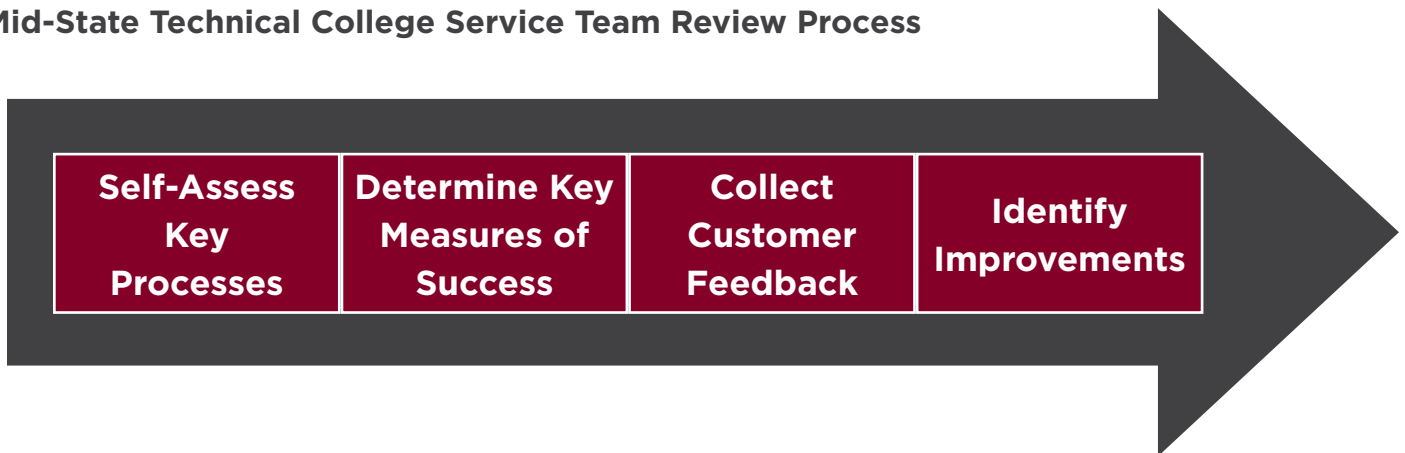
12. Provide percentage of program students that took only one semester of courses and stopped out. (Not sure how easy this is to access.)
13. Pathway transition data: How many students transition from certificate or TD to AD? (Not sure how easy this is to access.)

Proposed Changes to Quality Plan Options

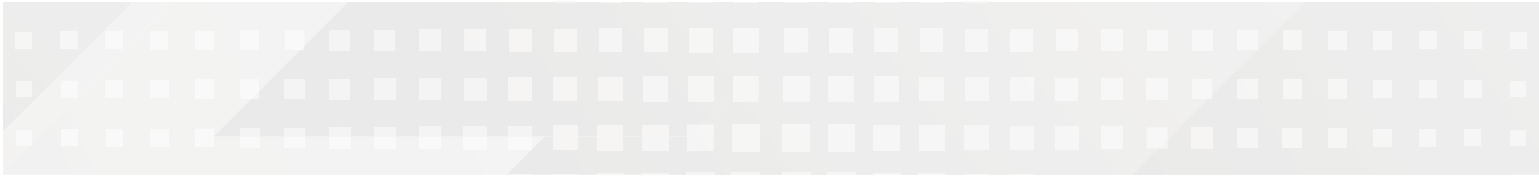
1. Add a Quality Plan option titled “other” where faculty can insert ideas to address the things they are seeing.
2. Course Completion: Review part-time Blackboard shells for curricular consistency with full-time.
3. Course Completion: Review half of Blackboard master shells used by program.
4. Course Completion: Observe/watch instruction of part-time or Dual Credit faculty and stress why all course content must be included within the course.
5. Course Completion: Part-time faculty onboard process. Ensure part-time faculty are set up for success. Consider some structured check-ins with part-time faculty before and during the semester. Share best practices.
6. Course Completion: Analyze assessment data for two lowest course completions. Identify competencies students are struggling to master and close the loop on that part of it.
7. Retention: Analyze course completion by each semester of the program sequence to identify potential structural changes to the program course sequence.

Service Team Review Analysis

Mid-State Technical College Service Team Review Process



Mid-State Technical College assesses the effectiveness of service teams and identifies process improvements utilizing the Service Team Review Process. The process aligns with 2020-2025 Strategic Plan Goal D2: Improve processes to enhance access, efficiency, effectiveness, and fiscal outcomes. 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.

2022-2023 Service Team Reviews Completed

In 2022-2023 Mid-State Technical College assessed the effectiveness of the following service teams:

- LiNK
- Facilities
- Student Services Information Center

Recommendations from the LiNK Service Team Review

1. Developing a schedule for meeting with occupational faculty team leads for a yearly touch point: Improve communication and collaboration with all occupational faculty.
2. Develop a GPS Course to serve as a transitional course for GED/HSED students: Support successful transition of GED/HSED students to post-secondary.
3. Developing a grant tracking system: Ensure grant reporting requirements and outcomes are met.
4. Explore rebranding opportunities to the LiNK.
5. Create a Marketing and Promotion Plan for the LiNK.

Recommendations from the Facilities Service Team Review

1. Implement strategy for daytime coverage to ensure all parts of the College are maintained, especially during events.
2. Communication and coverage when fellow staff or temporary staff are absent to ensure needs are met.
3. Provide access to professional development materials to support staff.
4. Create a detailed bathroom and office area cleaning checklist for daily and weekly cleaning expectations.

Recommendations from the Student Services Information Center Review

1. Set a calendar of monthly training to continue and maintain staff knowledge to provide excellent customer service.
2. Create an onboarding document for new team members to support staff knowledge to provide excellent customer service.
3. Implement phone and chat guidelines to provide excellent customer service.
4. Market the CES team roles to provide a summary (clear view) of team services and team professionalism to support the perception of the team.

2022-23 survey results for the Service Team Quality Review process evaluation are listed below.

Service Team Quality Review Evaluation Survey Results 2021-2023			
Participant Survey: Based on a rating scale of 1-5, 5 is most favorable.			
	2020	2021	2022
Please indicate your overall satisfaction with the Service Quality Review Process.	4.6	4.8	4.6
Please indicate your level of satisfaction with the facilitation of your review.	n/a	4.8	4.7
Please indicate your level of agreement with the statement: "The improvements our team identified during Service Quality Team Review will improve our services to students and/or staff members."	n/a	5.0	4.8
Rate how prepared you were to facilitate your program reviews.	4.4	4.8	5.0

Note: Evaluation data was not formally collected prior to 2020-21.

2023-2024 Service Team Review Schedule

In 2023-2024, Mid-State Technical College will assess the effectiveness of the following service teams:

- Campus Security
- Career Services
- Counseling & Disability Services
- Testing Center

Overall Strengths of Service Team Review Process

- Teams found survey feedback was valuable.
- Inclusive, collaborative, and well-organized review process.

Overall Opportunities of Service Team Review Process

- Clearly communicate how the process works institutionally as well as emphasize the purpose of the process is for continuous improvement.
- Emphasize sharing survey results in context so individual comments do not overshadow review.
- Continue to assure the best timing for meetings.

External Accreditation Reviews

External validation occurs in several forms. Some programs have accreditation visits and assurance reports spaced out over several years. Some programs have external tests or board exams where the pass rates and test results indicate that students are ‘industry ready.’ Some programs have ‘industry-validated’ curriculum aligned to their program outcomes which provides opportunities

Below are programs that had external accreditation visits during the 2022-23 year and the outcome of the visit:

Mid-State Technical College Program Accreditation Results 2022-2023	
Respiratory Therapy	
Accreditor	Commission on Accreditation for Respiratory Care (CoARC)
Date of Accreditation Visit	December 12, 2022
Result of Accreditation Visit	CoARC voted to reaffirm Continuing Accreditation to the AAS Degree Entry into Respiratory Care Professional Practice Program at Mid-State Technical College. The recent accreditation review conducted by CoARC recognizes the Program’s compliance with the nationally established accreditation Standards.
Date for Next Accreditation Visit	2033
Program Director	Nicholas Goldberg, AAS, BS, RRT

Nursing

Accreditor	Accreditation Commission for Education in Nursing (ACEN)
Date of Accreditation Visit	October 11-12, 2022
Result of Accreditation Visit	The Board of Commissioners granted continuing accreditation to the Nursing associate degree program.
Date for Next Accreditation Visit	Fall 2030
Program Director	Kelly Nelson, MSN, RN

Medical Assistant

Accreditor	Commission on Accreditation of Allied Health Education Programs upon recommendation of Medical Assisting Education Review Board (MAERB)
Date of Accreditation Visit	February 9-10, 2023
Result of Accreditation Visit	Awarded continuing accreditation to the Medical Assisting Diploma program at Mid-State Technical College, Marshfield, WI, including the approved satellites campuses of Stevens Point and Wisconsin Rapids Campus. CAAHEP accreditation is awarded due to the program's demonstrated compliance with the Standards.
Date for Next Accreditation Visit	Spring 2032
Program Director	Nichol Soik, TD, BHS, CMA (AAMA)

Health Information Management

Accreditor	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
Date of Accreditation Visit	May 30-31, 2023
Result of Accreditation Visit	Site visit was successful and accreditation came back as "substantial compliance" with no areas of concern.
Date for Next Accreditation Visit	2030-31
Program Director	Julie Larsen, AAS, BS, RHIA, CCS, CDIP

Law Enforcement Academy and Jail Officer Basic Training Academy

Accreditor	State of Wisconsin Department of Justice: Division of Law Enforcement Services Training and Standards Bureau
Date of Accreditation Visit	May 4, 2023
Result of Accreditation Visit	<p>The Law Enforcement Standards Board recertified Mid-State Technical College as a provider of:</p> <ol style="list-style-type: none"> 1. Preparatory Law Enforcement 2. Preparatory Jail 3. College Certification Track (Jail) <p>In addition, the LESB approved Mid-State's request for Certification as a provider of the 160 hour Secure Juvenile Detention Academy.</p>
Date for Next Accreditation Visit	June 2025
Program Director	Kurt Heuer, BS, MS

Also, Automotive Technician, Diesel & Heavy Equipment Technician, and Phlebotomy Technician worked throughout the year on their self-study in preparation for upcoming accreditation site visits in 2023-24.

Mid-State also 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.

Licensure or other external assessments results are listed below:

Mid-State Technical College External Assessment Results 2016-2022

		2016	2017	2018	2019	2020	2021	2022
State of Wisconsin Barber Styling Theory Exam	# Tested			1	3	1	2	2
	% Passed			100%	33%	0%	0%	0%
	% Passed-State			46%	40%	*	*	*
State of Wisconsin Barber Styling Practical Exam	# Tested			2	2	1	2	2
	% Passed			50%	50%	0%	50%	50%
	% Passed-State			80%	76%	*	*	*
		2016	2017	2018	2019	2020	2021	2022
Criminal Justice-Law Enforcement Academy -Wisconsin Department of Justice Written Exam	# Tested	24	39	30	33	38	44	30
	% Passed	100%	98%	90%	100%	100%	100%	100%
Criminal Justice-Law Enforcement Academy -Wisconsin Department of Justice Practical Exam	# Tested	24	39	30	33	38	44	30
	% Passed	100%	98%	90%	100%	100%	100%	100%
State of Wisconsin Cosmetologist Theory Exam	# Tested		45	15	16	34	21	23
	% Passed		96%	80%	81%	77%	100%	96%
	% Passed-State		*	83%	85%	*	*	*
State of Wisconsin Cosmetologist Practical Exam	# Tested		29	15	16	31	21	24
	% Passed		100%	100%	100%	97%	100%	100%
	% Passed-State		*	97%	98%	*	*	*
Emergency Medical Technician - Basic National Registry Exam	# Tested	36	41	38	23	53	49	43
	% Passed	81%	78%	74%	83%	68%	69%	60%
	% Passed-Nat	82%	81%	82%	80%	78%	69%	80%
Emergency Medical Technician - Basic National Registry Psychomotor	# Tested	45	39	46	22	57	61	44
	% Passed	96%	100%	100%	100%	98%	92%	100%
Health Information Management Registered Health Information Technician (RHIT) Exam	# Tested	2	2	6	3	4	5	2
	% Passed	100%	100%	100%	100%	100%	60%	100%
	% Passed-Nat	67%	69%	73%	75%	79%	73%	71%
	Mid-State score	89	88.5	85.5	82	*	*	324
	National score	83.1	83.43	87.2	79.06	*	*	309

		2016	2017	2018	2019	2020	2021	2022
Hospitality ServSafe Certification Exam	# Tested			3	4	11	*	32
	% Passed			33%	100%	73%	*	91%
Nail Technician State of Wisconsin Manicurist License Theory Exam	# Tested						2	8
	% Passed						100%	100%
Nail Technician State of Wisconsin Manicurist License Practical Exam	# Tested						1	8
	% Passed						100%	100%
Medical Assistant - Certified Medical Assistant of the American Association of Medical Assistants Exam (AAMA)	# Tested	44	43	38	27	26	17	16
	% Passed	83%	78%	83%	96%	81%	82%	88%
	% Passed-Nat	61%	60%	60%	60%	63%	*	*
	Mid-State score	494	489	494	531	526	495	459
	National score	468	466	464	467	475	*	*
Medical Assistant - Registered Medical Assistants Exam of the American Medical Technologists (AMT)	# Tested	4	2	2	2	2	2	0
	% Passed	100%	100%	100%	100%	100%	100%	*
	% Passed-Nat	81%	81%	9.4%	66.1%	77%	*	*
Nursing Associate Degree - National Council Licensure Examination (NCLEX-RN)	# Tested	65	63	66	69	65	52	53
	% Passed	94%	97%	97%	94%	94%	90%	94%
	% Passed- Nat5	84%	87%	88%	88%	87%	82%	78%
Paramedic - National Registry Exam-Cognitive	# Tested	17	27	15	17	16	15	17
	% Passed	71%	74%	93%	88%	94%	93%	76%
	% Passed- Nat	89%	90%	86%	73%	74%	69%	89%
Paramedic - National Registry Exam-Psychomotor	# Tested	14	26	12	18	16	15	17
	% Passed	93%	100%	100%	94%	100%	100%	100%
Phlebotomy Technician - American Society for Clinical Pathology (ASCP) Board Certification Exam	# Tested	12	2	4	0	1	2	1
	% Passed	92%	100%	100%	0	100%	100%	100%
	% Passed- Nat	87%	91%	90%	90%	91%	91%	92%
	Mid-State score	520	718	567	0	642	606	491
	National score	528	550	550	556	556	557	589

		2016	2017	2018	2019	2020	2021	2022
Respiratory Therapy- Certified Respiratory Therapist Exam	# Tested	11	11	8	15	13	13	13
	% Passed	85%	100%	88%	100%	100%	92%	77%
	% Passed- Nat	65%	64%	62%	67%	72%	65%	65.7
Respiratory Therapy - Registered Respiratory Therapist Exam	# Tested	9	5	4	6	8	7	7%
	% Passed	78%	80%	75%	83%	100%	71%	85.7
	% Passed- Nat	51%	52%	54%	60%	67%	62%	*
Surgical Technologist- Surgical Technologist Certification Test by National Board of Surgical Technology and Surgical Assisting (NBSTSA)	# Tested	10	11	11	8	10	17	10
	% Passed	70%	91%	91%	63%	60%	41%	40%
	% Passed- Nat	77%	78%	76%	*	74%	*	*

*Results not available

Sam Houston State University Survey of Assessment Culture

Sam Houston State University conducts an Assessment Culture survey annually and colleges and universities may register to be surveyed. Mid-State felt that this would be the time to administer such a survey after four years of the current assessment plan and as a mid-point data snapshot between accreditation visits. Surveys were electronically distributed to three groups of employees-administrators, student services leaders, and faculty (including FT, PT, and Dual Credit faculty). The survey was conducted February 13 - March 17, 2023, and results were sent back to the College in late May, 2023.

Response Rate:

Administrators - 75%

Student Affairs - 61.5%

Faculty - 41.9%



There were two reports for each group, a quantitative and a qualitative report.

1. Quantitative Results - The questions were done with a 1-6 Likert scale and show the mean score for each response, as well as the number of responses for each answer (strongly disagree to strongly agree).
2. Qualitative Report shows responses to open ended questions.

After reviewing the reports, these recommendations were brought forward:

1. Administrator Survey
 - a. Positive responses regarding leadership, expectations, and purpose of assessment.
 - b. Recommendation to clarify who owns assessment—administrators or faculty.
 - c. Recommendation to communicate and share assessment results regularly during Compass meetings.
2. Faculty Survey
 - a. Positive responses regarding leadership, expectations, and purpose.
 - b. Faculty report that HLC was behind the need to implement assessment practices—mentioned probation, not meeting HLC expectations.
 - c. Recommend communicating assessment results through story sharing.
 - d. Recommend showing how data is used.
 - e. Recommend circling back with faculty to look at assessment target, what they are assessing and how they are assessing. Focus on improving the meaning of the data.
 - f. Recommend evaluating assessment expectations: Can we get the same/better result in a more efficient manner? Consider timing of any change knowing that we have a comprehensive evaluation in April 2025. On the other hand, HLC would expect that we make changes based on these data.
 - g. Recommend more Watermark training on report generation.



3. Student Services Survey

- a. Positive responses regarding leadership, expectations, and purpose of assessment.
- b. Recommend continue to communicate the purpose of assessment and communicate assessment results.

Other Recommendations:

1. Recommend this group get together to discuss survey results and next steps. Include Trea in this.
2. Recommend sharing results with Assessment Team (they need to see and provide insight and recommendations); incorporate results and recommendations in the Assessment Report.
3. Share at future Faculty In-Service, Compass and/or Student Services meeting.
4. Continue to emphasize ongoing commitment to assessment.
5. Consider recognizing the role HLC played in our initial efforts and move on.
6. Thank participant groups for completing the survey.
7. Use data from the survey to make improvements in assessment efforts, expectations, and processes.
8. Work more closely with Dual Credit teachers, part-time faculty, and mentors.

Evidence

View Sam Houston State University Survey of Assessment Culture evidence at mstc.edu/mid-state-assessment-report-2022-23.



RECOMMENDATIONS FOR FUTURE ACTIONS

From the Assessment Committee, these are the recommendations for 2023-24:

1. Follow up on Sam Houston survey results.
2. Tie Employability Skills into Program Outcomes where possible (suggestion from the assessment conference to pull back the amount of duplicative reporting).
3. EAC Outcomes in Blackboard- connecting to Watermark outcomes, robust reporting, adding alignments.
4. Collection and reporting of data are solid. Can we now talk about peer reviewing data and getting feedback from colleagues?
5. Also need some unbiased reviewing in our courses and programs. (Norm, assess, review, compare.)
6. Encouraged taking courses to advisory with assessment results- to communicate what is happening. Some programs, especially in Advanced Manufacturing are doing that.
7. Sharing full assessment picture with Dual Credit instructors. Close the loop with them.
8. Program review- Can we simplify the process by pulling reports from WM instead of emailing. Also November, February, and April are tough dates for getting the info in. Maybe change to mid-year and end of year reporting.





All evidence can be found at mstc.edu/mid-state-assessment-report-2022-23
or on the S Drive at S:\Assessment Report\Mid-State Assessment Report 2022-23.

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Mission

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

Vision

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



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