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Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- Mid-State Technical College's mission documents (Mission, Vision, Strategic Directions, College Goals, and Core Values) are publically displayed on MSTC's web site: <http://tinyurl.com/MSTC-Mission-Documents>
- The mission documents are widely displayed and shared in classrooms, meeting rooms, and on business cards (Overview 1; 5P8; 9P7).
- The mission documents are reviewed and updated regularly (5P1; 5P2; 8P1).

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- Student learning pervades MSTC's mission documents (Overview 1; 1I1; 2P2; 2I1; 3P4; 5P1; 5P2).
- MSTC's mission documents recognize the diverse needs and skill sets of learners (1P9; 5P1).
- Communities and stakeholders are integral to MSTC's mission documents (Overview 5; 3P4; 5P1; 5P2; 8P1; 8P2).

Core Component 1c. Understanding of and support for the mission pervade the organization.

- Planning processes are based on the mission documents (Overview 5; Overview 6; 1I1; 5P10; 7P6; 8P1; 8P2; 9P5).
- Selection of new directions, opportunities, or alliances are based on alignment with MSTC's mission documents (Overview 8; Overview 9; 1I1; 2I1; 8P1; 8P2; 9P5).
- The mission documents are central components of employee recruitment, orientation, and performance evaluation (4P3; 4P4; 9P7).

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- The mission documents are central components of planning and support processes (Overview 6; 3P5; 8P1; 8P2).
- Individual staff goals are aligned with the mission documents (Overview 6; 2P2; 8P8).
- MSTC's culture and organizational structure promote collaboration (Overview 4; Overview 5; Overview 7; Overview 9; 1P2; 1P5; 1P11; 1P18; 2P6; 2R2; 2R4; 4P8; 4P13; 4R2; 5P1; 5P2; 5P4; 5P7; 6P1; 6P5; 6R3; 8P1; Category 9).

Core component 1e. The organization upholds and protects its integrity.

- Stakeholder needs are an integral component of MSTC's mission documents (2P2; 2I1; 9P2).
- MSTC holds Board members, instructors, and staff to high ethical standards (4P7; 5P1).
- MSTC's Core Values stress the importance of integrity and are used as part of the individual performance appraisal process (Overview 5; 4P7; 4P10; 5P1)
- MSTC has processes in place to ensure the integrity of curriculum (1P11; 1P12; 1P13; 1R6).
- MSTC has processes in place to ensure the integrity of data (7P7).

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- MSTC uses data-informed decision making, including trend analysis, to prepare for the future (1P14; 2R2; 4R3; 5P6; 8P7; 9P1; 9R1).
- External and internal environmental scanning is used to determine community and stakeholder needs (Overview 8; 2P1-2P3; 5P2-5P5; 8P1; 8P2; 8P3; 8P7).
- MSTC embraces diversity through instruction, outcomes, and collaborations (1P1; 1P6; 1P16; 4P3; 4P8; 4P9; 4R2; 5P2).

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- MSTC monitors funding sources to ensure the College can support educational programs (Overview 8; 2R4; 3P1; 3P5; 5P6;
- MSTC monitors economic conditions to ensure resources are adequate to meet needs (Overview 6; 5P6; 8P7).
- Staff members have access to accurate budgetary information for planning and operations (2R2; 4P5; 5P6; 6P5; 7P1; 7P6; 8P2; 8P3; 9I2).

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Curricular decisions are supported by budgetary processes (2P5; 2R2; 7R2; 8P7).
- Institutional processes are continuously improved through evaluation and assessment (1I1; 2I1; 3I1; 4I1; 5I1; 6I1; 7I1; 8I1; 9I1).

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- Planning processes are aligned with MSTC's mission documents (Overview 6; 1P2; 1P16; 3P1; 3R4; 4P13; 5P5; 5P10; 6P5; 7P4; 8P1-8P6; 8R1).

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- All programs have defined college, program, and course-level outcomes (Overview 1; Overview 7; 1P1; 1P2; 1P17; 1P18).
- Nearly all MSTC programs have one or more direct measures of student learning (1R1).
- Program outcomes are communicated clearly to stakeholders (1P6).

Core component 3b. The organization values and supports effective teaching.

- MSTC's mission documents stress the centrality of learning and continuous improvement (5P1).
- MSTC's professional growth fund supports activities for staff members aligned with MSTC's mission documents (4P9; 4R1; 4R2).
- Instructors and instructional supervisors must be certified to teach in the WTCS (Overview 4; 1P9; 1P11; 1P13; 1P18; 4P1; 4P3; 4P9; 5P9).
- Instructors receive a wide array of training, to teach effectively (1P3; 1P11; 1P15; 1R6; 2R2; 3P3).

Core component 3c. The organization creates effective learning environments.

- Program outcomes are linked to student clubs associated with the programs (1P16).
- MSTC uses outcomes data to improve learning environments (3P1; 7R3).
- The Student Code of Conduct was designed to maximize the effectiveness of learning environments (Overview 1).
- The College deliberately designs learning environments to improve learning based on a variety of

inputs (Overview 1; Overview 3; 1P15; 1R6; 5P1; 5P2; 6P3; 9P5).

Core component 3d. The organization's learning resources support student learning and effective teaching.

- MSTC has mentoring programs for new instructors (1P11; 1P15; 4P3; 5P10; 9I2).
- Instructional supervisors and new instructor mentors ensure effective teaching through direct observation of instructors for performance appraisal and improvement processes (1P9; 1P11; 3P3).
- MSTC maintains current technologies in the classroom, supported by training (Overview 1; Overview 6; 1P9; 1P15; 1R6; 2P5; 3P2; 3R3; 3I1; 4P8; 4P13).

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- MSTC has funding dedicated to leadership development (Overview 5; 4P9; 5P9; 5P10).
- MSTC provides extensive training for staff members (4P2; 4P7; 4P8; 4P9; 4P13; 4R2; 4R3; 5P9; 5P10; 6P2; 6P4; 6R3; 8P8; 8I1).

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- MSTC links workplace requirements to programs (1P6; 1P16; 1P17; 1P18; 9P2; 9P6).
- Core abilities are linked to course and co-curricular outcomes (Overview 1; 1P1; 1P6; 1P16; 1P17; 1P18).
- MSTC provides tuition support for all employee groups (8P8).

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- The College uses program advisory committees to ensure programs usefully mirror the needs of a larger society (Overview 3; 1P1; 1P2; 1P4; 1P5; 1P13; 1P14; 1P17; 1P18; 1I1; 2P2; 3P3; 7R2; 8P2).
- MSTC surveys graduates and employers to ensure programs meet real-world needs (1P13; 1P17; 1P18; 3P1; 3P4; 5P3; 7P1; 7P5; 9P6; 9R1).
- MSTC seeks feedback from contract and non-credit training clients to assess curricular usefulness (Overview 1; 9R1; 9R2; 9I1).
- MSTC has begun implementation of Technical Skills Attainment in support of Perkins IV, which will closely link program outcomes to workplace needs (Overview 1; 1P2; 1P17; 1P18).

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The Core Values outline guidelines for responsible staff behaviors (5P1).
- The Student Code of Conduct and Core Abilities outline guidelines for responsible student behaviors (Overview 1; 1P1).
- MSTC provides strong training and guidance on ethical behaviors for students and staff (1P6; 4P7).

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- MSTC uses feedback from stakeholders to continuously improve processes and systems (1P4; 1P5; 1P13; 1P15; 1P17; 1P18; 1I2; 2P2; 3P1; 3P2; 3P3; 3R2; 4P3; 4P6; 5P1; 5P7; 6P1; 7P1; 7P6; 9P4).

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- MSTC engages with identified constituencies and communities (5P7; 9P5; 9R2).
- MSTC staff members are engaged in their communities (2P1; 2P2; 2P3)
- The College communicates with constituencies through a wide variety of channels including

traditional and electronic media (5P7).

- Board members are engaged at the local, state, and national levels (5P10).

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- MSTC relies on feedback from a wide range of constituencies to prioritize objectives (2P2).
- Student Affairs and Academic Affairs use feedback from students to improve services (3R2; 6R2).
- When students and instructors expressed concern about the efficacy of MSTC's online learning management system, the College responded by moving to another system (9I1).
- Program administrators and instructors use feedback from the employers and advisory committees to improve programs (1P1; 1P2; 1P4; 1P5; 1P13; 1P14; 1P17; 1P18; 7R2; 8P2; 9P6).

Core Component 5d. Internal and external constituencies value the services the organization provides.

- MSTC Foundation donations have increased significantly since 2000, along with participation by internal stakeholders (3R5).
- Graduate Follow-up surveys show that nearly all graduates were employed within six months of graduation, and nearly all were satisfied or very satisfied with the MSTC education (9R2).
- Employers were highly satisfied with MSTC graduates (9R2).
- Voluntary turnover at MSTC is quite low (4R2).
- Departing employees are highly satisfied with the work environment at MSTC (4R2).