

# 1: Helping Students Learn

## Process

### 1P1: Common learning objectives

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

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

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

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

*Table 1P01a: MSTC Core Abilities*

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

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

## 1P2: Program outcomes

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

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

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

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

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

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

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

## 1P3: Designing new programs

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

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

## 1P4: Responsive programming

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The academic program approval process is explained

Table 1P03a: The WTCS Program Development Process

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

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

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

Balancing student learning goals with the realities of

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

### 1P5: Preparation for programs

Academic program staff collaborates with business,

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

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

## 1P6: Communicating program requirements

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

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

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

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

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

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

## 1P7: Matching students and programs

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

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

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

Table 1P07a: Phases in the MSTC Student Selection Process

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

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

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

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

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

MSTC currently has a dynamic enrollment and

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

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## 1P8: Underprepared students

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

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

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

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

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## 1P9: Addressing learning styles

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

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

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

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

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

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

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

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

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

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

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## 1P10: Meeting subgroup needs

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

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

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

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## 1P11: Defining effective teaching and learning

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

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

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

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

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

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

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## 1P12: Course delivery system

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

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

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## 1P13: Course/program currency

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

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

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

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

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

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

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

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## 1P14: Changing and discontinuing programs

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

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

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

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

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

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

## 1P15: Addressing learning support needs

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

As a means of directly assessing student needs, MSTC

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

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

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

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

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

*Table 1P15a: Meeting Learning Support Needs*

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

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

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

## 1P16: Co-curricular goals

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

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

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

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

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

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

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

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

## 1P17: Meeting learning and development expectations

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

The College discovers how well students have met

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

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

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

instructor and student meet to address the deficiency.

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

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

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

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

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

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

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

## 1P18: Designing student assessment

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

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

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

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

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

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

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

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

## Results

### 1R1: Measures of learning and development

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

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

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

### 1R2: Performance on common learning outcomes

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The WIDS model used for curriculum development in

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

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

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

### 1R3: Performance on program learning outcomes

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

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

### 1R4: Evidence for meeting stakeholder requirements

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

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

### 1R5: Learning support process results

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

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

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

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

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

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

*Table 1R03a: Spring 2009 Capstone Course Performance*

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

*Table 1R05a: ASC Student Enrollments*

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

*Table 1R05b: Advising for Registration Day Surveys*

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

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

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

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

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

*Table 1R05c: Spring 2009 Orientation Day Survey*

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

*Table 1R05d: Spring 2009 Orientation Satisfaction*

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

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

## 1R6: Comparative results

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

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

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

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

## Improvement

### 1I1: Recent improvements

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

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

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

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

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

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

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

In fall 2007, MSTC adopted a textbook rental process

**Table 1R05e: Library Circulation**

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

**Table 1R05f: Library Patron Count**

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

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

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

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

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

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

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

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

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

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

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

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

Smart Start is the new name for the MSTC college-

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

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

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

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

## 112: Culture-driven process improvements

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