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## 2: Accomplishing Other Distinctive Objectives

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### Process

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

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

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

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

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

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

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#### 2P3: Sharing expectations

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

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

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

Table 2P01a: Key Non-Instructional Processes

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

unofficial networking that occurs by most employees.

## 2P4: Assessing objectives

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

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

## 2P5: Identifying staff needs

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

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

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

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

## 2P6: Adjusting objectives and supporting processes

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

*Table 2P02a: Examples of External Affiliations*

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

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

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

## Results

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

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

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

### 2R2: Performance results

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

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

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

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

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

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

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

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

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

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

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

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

**Table 2R02a: Apprenticeship Enrollments**

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

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

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

**Table 2R02c: Customized Training Results**

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

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

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

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

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

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

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

incentive grants (Table 2R02h).

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

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

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

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

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

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

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

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

Notes:

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

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

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

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

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

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

## 2R3: Comparative results

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

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

## 2R4: Stakeholder relationships

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

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

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

*Table 2R02j: HSED Students Served*

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

*Table 2R02k: Enrollment Management Activity*

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

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

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

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

## Improvement

### 211: Recent improvements

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

philosophy that permeates MSTC. Process improvements include:

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

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

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

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

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

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

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

### 212: 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.