

## Category 2: Accomplishing other distinctive objectives

### Context

#### 2C1 Other explicit institutional objectives

In addition to Helping Students Learn, the other primary distinctive objective of the college is to support economic development in the college's eight-county district. As part of the Wisconsin Technical College System, Wisconsin State Statute 38.001 defines our other explicit institutional objectives (for information, see Table 13).

#### 2C2 Aligning other distinctive objectives to goals

Our other distinctive objectives align with the mission, vision, and philosophy of the college because of Wisconsin State Statute Section 38.001. This section defines the mission and purpose of the Wisconsin Technical College System.

**Table 13 Explicit institutional objectives in addition to student learning**

### 2C3 Supporting and complementing student learning

In addition to the traditional educational programs that comprise the college offerings, the college enhances its educational offerings through a mix of learning opportunities that are related to its other distinctive objectives. These include apprenticeship training, customized training and technical assistance (contracted services), educational opportunities for high school students, postsecondary articulation agreements, and community services and self-enrichment activities.

### Process

#### 2P1 Determining other distinctive objectives

As stated earlier in this category, the other distinctive objectives of the college are defined in Wisconsin State Statute Chapter 38. The Wisconsin Technical College System Board is the governing body for the Technical College System. The 13-member Board

Statute 38.001	Objective	Measures	Table
2a.	Apprenticeship training	Apprenticeship Enrollments	Table 14
2b.	Customized training and technical assistance	Customized Training Results	Table 15
3a1.	Contract with secondary schools to provide educational opportunities for high school age students in order to enhance their potential for benefiting from post-secondary education and for obtaining employment.	High School Contracting (118.15) Enrollment, Completion, and Income	Table 16
3a2.	Coordinate and cooperate with secondary schools to facilitate the transition of secondary school students into post-secondary technical college education through curriculum articulation and collaboration.	High School Articulation Agreements by Division Total High School Articulation Agreements	Table 17 Table 18
3b.	Provide a collegiate transfer program. <i>Collegiate transfer varies within the Wisconsin Technical College System –MSTC is not designated as a provider of collegiate program transfer (Associate of Arts); however, MSTC can and does pursue program transfer of our Associate of Science degree with other post-secondary institutions and also has post-secondary articulation agreements with several colleges and universities. (See Criterion 9)</i>	Post-Secondary Student Transfer Between MSTC & University of Wisconsin Post-Secondary Articulation Agreements	Table 19 Table 20
3c.	Provide community services and avocational or self-enrichment activities.	Non-Credit Student Enrollment by FTE Non-Credit Student Enrollment by Headcount Non-Credit Occupational Training-Community Based Residential Facilities Non-Credit Occupational Training-Fire	Table 21 Table 22 Table 23 Table 24
3d.	Provide education in basic skills to enable students to effectively function at a literate level in society.	Adult Education and Family Literacy Performance Report	Table 25
3e.	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.	Disadvantaged Students/Students with Disabilities Served High School Contracting (118.15) Enrollment, Completion, and Income	Table 26 Table 16

establishes statewide policies and standards for educational programs and services provided by the 16 technical colleges. In addition, the Board approves facility construction and remodeling.

Meanwhile, each technical college serves a geographical area referred to as a district. The 16 districts deliver technical education which meets the needs and interests of each local labor market. The college uses feedback from occupational program advisory committees, community economic development groups, K-12 partners, and internal groups such as the MSTC Deans Council and Student Affairs to assist in prioritization of the college's other distinctive objectives. Members of the MSTC Executive Committee include the college president and vice presidents. This group and the MSTC Board of Trustees are responsible for determining the college's other distinctive objectives within the statutory scope of Chapter 38 of the state code.

### 2P2 Communicating expectations

Expectations regarding objectives are communicated through college goals and individual statements of accountability. These documents set the direction, areas of emphasis, and plan of work for the academic year. Statements of accountability are communicated electronically via email and are posted on the college intranet. Each exempt staff member has a statement of accountability.

### 2P3 Determining faculty and staff needs

Discussions occur with multiple groups that are associated with the other distinctive objectives of the college. For example, college representatives meet with area employers to identify training needs. Faculty and staff are then consulted to develop a proposal that will meet the identified need. The proposal developed in response to the identified training needs addresses facilities, human resources, and equipment.

### 2P4 Evaluating and reviewing objectives

Stakeholder feedback from each of the groups associated with the distinctive objective is obtained through various methods. These methods include personal conversations and formal classroom evaluations from participants and employers. In addition, college staff also debrief to identify strengths and opportunities for improvement related to the processes that support the objectives.

### 2P5 Data collection and analysis on other distinctive objectives

The measures of accomplishing our other distinctive objectives are described in Table 13.

## Results

### 2R1 Results for accomplishing other distinctive objectives

Manufacturing has always been one of the mainstays of Wisconsin's economy. However, given the global nature of the marketplace, Wisconsin's manufacturers are facing critical challenges. Manufacturing jobs, as a percentage of all jobs in the Wisconsin economy, have dropped from 21.8% in 1988 to 18.5% in 2003. (Source: Labor Market Analyst Terry Ludeman) This trend is reflected locally and has impacted enrollments in apprenticeship related training (Table 14).

**Table 14 Apprenticeship enrollments**

Type	2003	2004
Apprenticeship Enrollment	453	314

MSTC possesses the resources to provide education and specialized training for business and industry through contracted services and technical assistance. Training is designed to meet specific industry needs identified by employers. Contracts are impacted by employment trends. Table 15 summarizes customized (contract) training results.

**Table 15 Customized training results**

Source	2000	2001	2002†	2003†	2004
Total Contracts	59	48	49	53	42
Net Revenue	\$60,970.67	\$ 58,628.37	\$117,700.59	\$132,420.94	\$57,190.86
FTEs Generated	28.81	18.15	56.09	54.23	14.73

† The college had large one-time contracts from different customers in 2002 and 2003  
Revenue includes instruction and technical assistance contracts

Education allows students access to higher levels of productivity and earnings. MSTC contracts with high schools to provide education for at-risk students to earn a High School Equivalency Diploma (HSED). As a result of mandated legislation, MSTC currently contracts with 10 high schools. This represents 67% of the total high schools in the district (Table 16).

**Table 16 High school contracting (118.15), enrollment, completion, and income**

	FY02	FY03	FY04
Total enrolled	89	76	81
Completed HSED	38	45	43
Completed HSED, %	43%	59%	53%
Enrollment, Credit courses	9	8	15
Enrollment, Programs	2	3	3
Enrollment, Continuing Ed	19	19	17
Revenue, 118.15 contracts	\$80,193	\$75,411	\$85,510

For the past three years MSTC has ranked in the top third of Wisconsin Technical Colleges that attract high school graduates directly out of high school. High School Articulation Agreements (Tables 17 and 18) demonstrate our commitment to coordinate and cooperate with secondary schools to facilitate the transition of secondary schools students into postsecondary technical college education through curriculum articulation and collaboration (Statue

**Table 17 Articulation agreements with nearby high schools, by division**

School	Agriculture	Business	General Education	Service & Health	Technical & Industrial
Adams-Friendship High School	-	8	2	3	-
Almond-Bancroft High School	-	3	-	-	-
Assumption High School	-	4	4	1	-
Auburndale High School	-	-	1	1	1
Granton High School	-	5	-	-	-
John Edwards High School	-	-	-	-	-
Lincoln High School	-	10	-	1	3
Marshfield High School	2	10	5	5	5
Nekoosa High School	-	-	-	-	-
Pacelli High School	-	5	4	-	-
Pittsville High School	-	6	-	2	-
Rosholt High School	-	3	1	-	1
Stevens Point Area Senior High	-	7	3	2	3
Tomorrow River High School	-	-	-	-	-
Tri-County High School	-	-	-	-	-
Wautoma High School	-	1	-	-	-
Wild Rose High School	-	-	-	-	-
<i>Total</i>	2	62	20	15	13

**Table 18 Total high school articulation agreements**

Type	FY03	FY04	FY05	FY06
High School Articulation Agreements	71	82	91	102

38.001 3a2). This ranking also validates the importance of building relationships with high school partners. MSTC has a number of other collaborative activities that have contributed to this have helped the college achieve this ranking.

According to the WTCS six-month graduate survey, the number of students who come to MSTC to prepare for further education is increasing. Since 2002, those numbers have increased from 7% to 15%. Recognizing this student need, the WTCS and UW System have developed an agreement to improve credit transfers to ensure that students can move with the greatest possible ease between systems. Since 2002, 299 MSTC students transferred to UW System; 286 UW System students transferred to MSTC (Table 19). The spike between FY 2002 and 2003 is an artifact of the move from the legacy student information system to PeopleSoft. In addition to transfer to and from the college, MSTC has a healthy list of articulation

**Table 19 Transfer to and from MSTC and the University of Wisconsin system**

Transfer direction	2002	2003	2004
To MSTC from UW	53	103	130
From MSTC to UW	86	111	102

agreements with public and private 4-year institutions. A list of articulation agreements is included in Table 20.

Over 9,000 students enroll in MSTC non-credit (400 and 600 level) courses in support of its mission to provide avocational or self-enrichment activities (State

Statute 38.001 3c). These offerings are typically referred to as continuing education courses. The majority of non-credit enrollments occur on the Stevens Point and Marshfield campuses (Tables 21 and 22).

Examples of non-credit occupational training to fulfill

**Table 20 Postsecondary articulation agreements**

MSTC Program	Institution	Program	Transferred Credits
Nursing courses	Alverno College	B.S. Nursing	25
Associate of Arts or Science	Capella University	Bachelor of Science	40
Diesel & Heavy Equip. Tech. A.D.	Ferris State University	H.E. Serv.Eng. Technology	Assess
Human Resource-Bus.Administration	Lakeland College	BA Business Administration	64
Supervisory Management	Lakeland College	BA Business Administration	64
Accounting	Lakeland College	BA Accounting	64
Marketing	Lakeland College	BA Marketing	64
CIS- Programmer/Analyst	Lakeland College	BA Computer Science	64
CIS-Network Specialist	Lakeland College	BA Computer Science	64
Criminal Justice-Law Enforcement	Marian College	Bachelor of Science—Administration of Justice (BSAJ)	Approx 66
Criminal Justice-Corrections	Marian College	Same as above	Approx 66
Nursing Associate Degree	Marian College	Baccalaureate Deg. Nursing	36-39
Various courses (Elec,Mech,Tech Comm., Bus&Comp)	Milwaukee School of Engineering		Assess
Police Science course	Mount Senario College	B.S. Criminal Justice Admin.	69
Various courses	Silver Lake College	Various	Assess
Respiratory Care Associate Degree	St. Joseph's College, Maine	B.S. Respiratory Care	50
All AAS degrees	Upper Iowa	Junior standing in BS program of choice	78 maximum
Various courses	Viterbo College	Business & Computers	Assess
Nursing- ADN	UW-Eau Claire	Nursing (Collaborative prgm)	Assess
Nursing- ADN	UW-Green Bay	Nursing- BSN	Assess
Nursing- ADN	UW-Green Bay	Nursing (Collaborative prgm)	Assess
Nursing- ADN	UW-Madison	Nursing (Collaborative prgm)	Assess
Early Childhood Education	UW-Milwaukee	Community Education	Assess
Early Childhood Education	UW-Milwaukee	Early Childhood Education	Assess
Nursing- ADN	UW-Milwaukee	Nursing (Collaborative prgm)	Assess
Early Childhood Education	UW-Oshkosh	Elementary Education (PK-3/PK-6)	Assess
Nursing- ADN	UW-Oshkosh	Nursing- BSN	Assess
Nursing- ADN	UW-Oshkosh	Nursing (Collaborative prgm)	Assess
Early Childhood Education	UW-Parkside	Early Childhood Educ. Certification	Assess
Accounting	UW-Platteville	Business Administration	Assess
Computer Info Systems	UW-Platteville	Business Administration	Assess
Computer Operations	UW-Platteville	Business Administration	Assess
Marketing	UW-Platteville	Business Administration	Assess
Supervisory Management	UW-Platteville	Business Administration	Assess
Computer Info Systems	UW-Stevens Point	Computer Info. Systems	Assess
Law Enforcement Basic Recruit Academy	UW-Stevens Point	Envir.Law Enforcement (Minor)	Assess
Urban Forestry Technician	UW-Stevens Point	Forestry (Urban Forestry Opt)	Assess
All AAS degrees	UW-Stout	Career, Technical Education & Training	Assess
All AAS degrees	UW-Stout	Industrial Management -Technical Emphasis	Assess
All AAS degrees	UW-Stout	Service Management -Indiv. Concentration	Assess
Early Childhood Education	UW-Stout	Early Childhood Education	Assess
Early Childhood Education	UW-Stout	Human Development & Family Studies	Assess
Business	UW-Whitewater	Business & Economics	Assess
Early Childhood Education	UW-Whitewater	Elementary Education (PK-6 Cert)	Assess
Marketing	UW-Whitewater	Business & Economics	Assess

**Table 21 FTEs for non-credit course enrollments**

Location	2003	2004
WR Campus	39	66
Other Campuses	37	66

**Table 22 Headcount for non-credit course enrollments**

Location	2003	2004
WR Campus	3,200	3,097
Other Campuses	6,004	6,347

employment requirements include training for Community Based Residential Facilities (Table 23) and Fire (Table 24); each type of offering plays a critical role in insuring that our local communities have the services they need.

The Adult Education and Family Literacy Act requires that the Wisconsin Technical College System develop outcome-based performance standards for adult education programs. There are five core outcome measures that are required on all students who receive 12 hours or more of service. The U.S. Department of Education uses these measures to judge program performance including eligibility for incentive grants.

Adult Basic Education (ABE) and Adult Secondary Education (ASE) programs are responsible to meet the performance targets for each measure as defined by the WTCS Office. Adult Education and Family Literacy programs that do not meet the state's federally

approved standards for student outcomes as reported on the Annual Performance Report must work with WTC system staff to develop and implement a Local Performance Improvement Plan. The Annual Performance Report is developed by matching Client Reporting System data regarding student goal at entry with training outcomes and grade level achievement.

Wisconsin exceeded all but one of the national targets during 2003-2004. (One sub measure for educational gains for ABE beginning basic education missed the target by .72.)

Mid-State Technical College met all performance measures during 2003-2004 and did not require an improvement plan. In all but one area (ABE Beginning Literacy) MSTC exceeded the Wisconsin mean (Table 25).

As a requirement of the Perkins reporting and the WTCS' Client Reporting System, MSTC tracks the number of students defined as special populations. Academically and economically disadvantaged and disabled students comprise two of the special populations categories. As presented in Table 26 Disadvantaged/Disabled Students Served, the average of students in the academically disadvantaged student segment for the past five years was just under 20%. This high percentage of under-prepared students reaffirms the strategic direction of better advising about the academic preparation required to be successful in college-level coursework and providing remedial options.

### 2R2 Comparing results to peer institutions

Comparison data is embedded in the 2R1 section of this criterion. It is important to note that in terms of

**Table 23 Non-credit occupational training– Community-based residential facilities**

Department # 575 Community-Based Residential Facilities	2000-01†	2001-02	2002-03	2003-04
Number of Courses	18	17	23	11
Students Enrolled	99	110	159	85
# of Students Passing Certifications	96.29	108.75	153.99	81.48
Success Rate	0.97	0.99	0.97	0.96

†Information for the 2000-2001 school year is from a prior software system (prior to computer conversion). The numbers of classes are estimated, but the numbers of students are accurate.

**Table 24 Non-credit occupational training– Fire**

Department #503 Fire	2000-01†	2001-02	2002-03	2003-04
Number of Course	26	32	35	45
Students Enrolled	574	590	721	816
# of Students Passing Examinations	562.8644	563.804	645.8718	806.3712
Success Rate	0.9806	0.9556	0.8958	0.9882

†Information for the 2000-01 school year is from a prior software system (prior to computer conversion). The numbers of classes are estimated, but the numbers of students are accurate.

full-time student enrollments, MSTC is the fourth smallest of the 16 technical colleges in the Wisconsin Technical College System. Comparison data is influenced by the size of the organization, district demographics and industry base, student population, along with the number of employees.

The Wisconsin Technical College System requires technical colleges to evaluate their educational offerings to ensure that these offerings are maintained at high levels of quality and effectiveness. Recently the WTCS established a new evaluation framework called the WTCS Program Quality Review Process (QRP). The QRP provides a structure for program evaluations that uses a scorecard to focus attention on measurable outcomes indicative of program success, aligns with colleges' quality improvement and continuous improvement initiatives, compels colleges to search for causes of noteworthy levels of performance and target improvement activities, and emphasizes continual monitoring and adjustment of improvement strategies. Mid-State Technical College

is in the beginning stages of forming its QRP.

### 2R3 Effect of results on community and regional relationships

The institution and its communities benefit from MSTC's distinctive objectives in the following ways:

- Secondary and post-secondary articulation agreements improve student access to increased educational opportunities, maximize the efficiency of Wisconsin's educational resources, and allow students access to higher levels of productivity and earnings.
- Mid-State Technical College's Academic Support Center contracts with 10 area high schools to provide instruction under the 118.15 guidelines that gives student the opportunity to obtain a HSED. Instruction is provided in a class-size setting at the Adams Center where approximately 20 students attend each semester. Other 118.15 high school students are "slotted in" to the adult basic education ASC labs at Wisconsin Rapids,

**Table 25 Adult education and family literacy performance report**

Outcome	National/State Target	03-04 MSTC Actual	03-04 WI Mean
<b>Core Outcome Measure 1- Educational Gains</b>			
ABE Beginning Literacy	36.00%	45.65%	61.15%
ABE Beginning Basic Education	60.00%	60.53%	59.28%
ABE Low Intermediate	55.50%	60.00%	57.44%
ABE High Intermediate	47.00%	70.92%	64.40%
ASE Low	42.00%	70.71%	60.00%
ASE High	47.00%	98.11%	84.38%
ESL Beginning Literacy Education	33.00%	70.59%	53.25%
ESL Beginning	30.00%	Fewer Than 10	48.67%
ESL Intermediate Low	32.00%	Fewer Than 10	52.80%
ESL Intermediate High	39.00%	Fewer Than 10	50.24%
ESL Advanced Low	30.00%	None Registered	52.92%
ESL Advanced High	30.00%	None Registered	69.46%
Core Outcome Measure 2: Entered Employment	18.00%	60.47%	49.03%
Core Outcome Measure 3: Retained Employment	25.00%	53.85%	47.54%
Core Outcome Measure 4: Receipt of a Secondary School Diploma	30.00%	63.30%	53.40%
Core Outcome Measure 5: Placement in Postsecondary Education or Training	35.00%	76.60%	67.37%
Note:			
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 2003-04 and did not require an improvement plan.			
In all but one area (ABE Beginning Literacy) MSTC exceeded the WI mean.			

**Table 26 Disadvantaged students and students with disabilities served**

Student Segment	FY00	FY01	FY02	FY03	FY04
Academically Disadvantaged	2,876	3,047	3,218	2,317	2,312
Economically Disadvantaged	2,343	2,407	2,713	1,745	2,514
Disabled	808	756	836	601	652
Total Headcount	14,799	13,282	14,465	13,792	13,316

Stevens Point, and Marshfield and attend 15 hours each week per DPI rules.

- Table 16 shows the number of 118.15 contract students served each year 2001 through 2004 and the percentage success in completing an HSED and number and percentage enrolling in other courses at MSTC. It is important to note that some students will not be able to complete the HSED in one year due to age requirements, so a 100% HSED completion success rate for those who are enrolled each year is usually not possible.
- To summarize, approximately 50% of the students enrolled in the 118.15 HSED program at MSTC are successful in earning the credential each year. Of the total number of students studying for the HSED, approximately one-third enroll in some other courses at MSTC. Of the total number of students who complete the HSED credential each year, approximately one-third enroll in other courses at MSTC.
- Economic development activities keep the communities productive with a skilled workforce. Every tax dollar of support for MSTC returns nearly \$12 to local taxpayers through higher student earnings and other public benefits. In addition, MSTC accounts for \$81 million of annual earnings in central Wisconsin. (source: 2001 WTCS Socioeconomic Benefits Study, CCBenefits, Inc.)

## *Improvement*

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### **2I1 Improving systems and processes**

A continuous improvement philosophy exists at the college. This lays the foundation for the evaluation and assessment of college systems and processes.

Stakeholder feedback is obtained through surveys, focus groups, program advisory committees, and informal information-gathering mechanisms. This feedback is then used to measure satisfaction levels and make improvements. The Quality Review Process (QRP) described in 2R2 also serves as a continuous improvement tool.

### **2I2 Setting targets for improvement**

The college looks at areas that are of high importance to stakeholders and have low satisfaction. The Noel Levitz Student Satisfaction Inventory (SSI) provides the college with this information in many areas from the student perspective. Results are reviewed, priorities are set, and improvement plans are created.

Specific improvement priorities for other distinctive objectives include: increasing articulation agreements, expanding K-12 collaboration, strengthening math

skills in MSTC students, and increasing awareness of educational opportunities for non-traditional occupations (NTO)- specifically women in technical and industrial programs. Leadership for the oversight of these priorities has been assigned to individuals who are responsible for these areas. In many cases, a team approach is used to generate improvements.

The college fosters open communication with all employees. Information is shared on the college's intranet, through division/department meetings, college in-services for faculty, management, clerical, and custodial staff, and through electronic communications.