

5: Leading and Communicating

Process

5P1: Defining mission and vision

MSTC's original Mission and Vision were developed in November, 1996 during a strategic planning process that involved a varied and broad representation of MSTC employees and community leaders from throughout MSTC's district. In 2007, the Mission and Vision were updated and developed during with the Board of Directors' Strategic Directions process. The present process to develop Strategic Directions includes the review of the Mission and Vision and originates with the Board. During the October 15, 2007 meeting, the Board approved a new Mission and Vision for MSTC (Table 5P01a).

Through the Strategic Directions development process, the Board commits MSTC to a long-term course of action. This course of action provides opportunities as well as challenges to fulfill the Mission and,

Table 5P01a: Mission and Vision

Mission	Mid-State Technical College transforms lives through the power of teaching and learning.
Vision	Mid-State Technical College is the educational provider of first choice for its communities.

Table 5P01b: Core Values

Core Value	Statement
Student Centeredness	We value and respect all students as unique individuals. We assist students in realizing their educational goals and work hard to create a dynamic learning environment. Providing students with a positive educational experience is of vital interest to each of us.
Commitment	Our actions reflect our dedication to the people we serve and to the college. The success of MSTC depends upon our skills and abilities to communicate, promote, and support our educational offerings, and meet the needs of our students and other stakeholders. We invest the time and energy necessary to fulfill the mission of the college and provide a healthy and safe environment.
Accountability	We understand and value our individual roles in the college. We take responsibility for processes, decisions, and outcomes within our scope of influence. We work hard to apply our expertise to continuously improve our systems and strengthen organizational performance.
Respect	We appreciate individual differences and diverse opinions and work together to create a mutually supportive environment. We treat each other with dignity and appreciate individual contributions regardless of position within the college.
Integrity	Our actions and words signal the institutional integrity of our college. We embrace honesty and base our decision making on a combination of high ethical standards and practical considerations.
Exceptional Service	We create and improve relationships through positive interactions with others. United by a common purpose, to support and improve learning, we collaborate to provide lifelong learning opportunities that enhance the well-being of individuals, businesses, and communities.

ultimately, realize MSTC's Vision. The Board reviews the Mission and Vision statements annually during its Advance.

MSTC's current Core Values (Table 5P01b) were developed over a six-month period with feedback from over 200 MSTC employees and endorsed by the Board in October 2002. Development of the Core Values started with a blank page. According to the letter sent to all employees by the Executive Director of College Advancement, MSTC's Core Values "...were created to define those behaviors that we embrace as an organization and that we would like to see replicated as we interact with others." The Core Values codify MSTC's continuous improvement philosophy and the organizational culture.

5P2: Establishing Strategic Directions

MSTC has a standardized, formal process for setting MSTC's direction. Every three years, MSTC's nine-member Board of Directors develops a set of Strategic Directions, which tie directly to MSTC's Mission, Vision and Core Values. Strategic directions developed by the WTCS Board guide the MSTC Board in its development of MSTC-specific Strategic Directions. This action fosters institution-wide collaboration and promotes mechanisms for sharing best practices in learning, administration, and operations.

The Strategic Directions serve as the foundation for College Goals (Table 5P02b), which are developed annually. The current set of five Strategic Directions covers FY2009 through FY2011. During the process to develop these directions, the Board incorporated a higher level of quantifiable actions from which the Strategic Directions can be measured and assessed for performance. Strategic Directions (Table 5P02a) target internal stakeholders, external stakeholders, students, partners, and potential partners.

While the Strategic Directions reflect long-term direction, College Goals are more immediate. College Goals are developed by the Executive Committee and reviewed by the Board of Directors, as a way of setting targets to meet the Board's Strategic Directions.

College Goals are first incorporated into each Executive Committee member's individual goals. Goals are observable and measurable. Goal attainment and progress are monitored throughout the year. Since each Executive Committee member's goals are designed to help achieve the College Goals, the goals therefore tie to MSTC's Mission and Vision through the Strategic Directions.

Each staff member's goals support an Executive Committee member's goals. This ladder goal development process ensures that employee actions are aligned and focused on College Goal attainment.

MSTC employees undergo an annual, formal performance appraisal. Each performance appraisal includes an assessment of performance on the Core Values and attainment of personal goals aligned with the Strategic Directions and College Goals.

5P3: Incorporating stakeholder needs

MSTC's Strategic Directions and College Goals take into account the needs and expectations of current and potential students and key stakeholder groups through the use of data. The Board and Executive Committee use both qualitative (environmental scanning) and quantitative data sources. One report with quantitative information that reflects MSTC's overall performance in meeting the needs and expectations of current and potential students and stakeholder groups is the annual Graduate Follow-up Survey (Table 5P03a). This survey collects information about MSTC's graduates' success. The information is compiled based on mail and telephone surveys conducted from September through January.

Another quantifiable example of how MSTC's Strategic Directions consider the needs and expectations of key stakeholder groups includes the Employer Follow-up Survey, shown in Table 3R04a. This survey is conducted every four years to collect data on employers' perceptions of recent WTCS graduates. The survey asks employers to rate graduates' attributes on how well they meet the employers' expectations for entry-level employees in three key areas: Technical work skills, people skills, and attitude.

MSTC uses the results of these surveys to drive change in programs and services to better support students and other stakeholders. These surveys are just one example of how MSTC takes into account the

Table 5P02a: Strategic Directions, 2009-2011

Strategic directions
1. MSTC meets changing educational needs through quality learning experiences which enhance student success.
2. MSTC meets the dynamic and diverse employment and training needs of the area.
3. MSTC embraces instructional effectiveness through the pursuit of excellence and continuous improvement.
4. MSTC supports and engages diversity through the recruitment, retention, and development of students and employees.
5. MSTC is recognized as an effective and essential educational partner.

Table 5P02b: College Goals, 2010-2011 and Linked Strategic Directions (SD)

College Goals
1. Foster a positive, respectful work environment that recognizes our diverse College community. (SD 3)
2. Establish community partnerships that contribute to the region's social and economic vitality. (SD 2, 5)
3. Provide an environment that supports employing and retaining quality employees and promotes enhanced student learning, achievement, and development in a global society. (SD 1, 4)
4. Maintain fiscal stability through a collaborative planning process focused on student and workforce needs. (SD 3)
5. Provide physical and technological resources that facilitate the success of the College community. (SD 1)
6. Advance the College through legislative, media, and community resource development at local, state, and national levels (SD 5).

Table 5P03a: Employment Status of 2008 MSTC Graduates

Employment Status of 2008 MSTC Graduates	Number	Responses	Percent
Total graduates	828	505	61%
Not in labor market	96	505	19%
Total available for employment	409	505	94%
Employed in related occupations (of 383 employed)	322	383	84%
Employed in non-related occupations (of 383 employed)	61	383	16%
Respondents seeking employment at survey time	26	505	5%
Graduates satisfied or very satisfied with training	453	467	97%

needs and expectations of current and potential students and key stakeholder groups.

5P4: Seeking future opportunities

MSTC leadership guides the search for future opportunities while maintaining a focus on students and learning through the development of the Strategic Directions and College Goals. These high-level outcomes (with which all operational and individual goals are aligned) are focused on students and learning.

The Board has an annual full-day working session called a “Board Advance,” during which economic and workforce trends are presented and discussed. The Strategic Directions incorporate the results of the discussion, with a focus on students and learning. Board members also interact with members of other college boards through the Wisconsin Technical College Boards Association.

At the executive leadership level, collaboration with other WTCS colleges is similar to the ways in which the Board members interact. Each Vice President participates with peers statewide in meetings that are held several times per year, as does the President. For the VPAA and VPSAIT, these meetings are targeted at supporting and promoting learning.

MSTC leaders built a strong infrastructure to guide the organization. This infrastructure encourages and supports collaboration essential to the sustainability of MSTC’s dynamic leadership model. To enhance a strong focus on students and learning, the VPAA and VPSAIT collaborate extensively. These two Vice Presidents are responsible for the majority of MSTC operations and over 80 percent of MSTC services. The equality of these two positions promotes collaboration throughout all levels of Academic Affairs and Student Affairs. In addition, the two Vice Presidents have a

genuine respect and appreciation for the role that the other provides and firmly believe that the total student experience is strengthened through collaboration.

MSTC also has managers with dual responsibilities in both Academic Affairs and Student Affairs. In MSTC’s multi-campus environment, Campus Deans are responsible for campus operations (student affairs) as well as academic programs (academic affairs). This dual responsibility creates a greater awareness of and appreciation for the integration of Academic Affairs and Student Affairs processes crucial to quality learning experiences and student support.

Collaboration is also built into the organizational structure through committee membership. MSTC committees have members from Academic Affairs and Student Affairs. This approach supports collaborative partnerships and mirrors the relationship modeled by the Vice Presidents leading the groups. One standing committee is the Deans Council. The purpose of this committee is to provide dynamic leadership for quality teaching, learning, and associated academic service.

One of MSTC’s strengths is identifying future workforce needs. Based on meetings with local employers and a detailed needs assessment, MSTC developed and implemented eight associate degree programs unique in the WTCS in the past three years. These programs will meet emerging workforce needs for employers in Central Wisconsin. The development of these unique entrepreneurial programs exemplifies the work of leaders in academic areas including Deans, Associate Deans, instructors, and Student Affairs.

5P5: Making decisions

At MSTC, decision making is delegated to the lowest possible level in the organization. By design, decision making processes at MSTC use a plan-do-study-act (PDSA) cycle. When a decision has broad implications

more people are involved. For example, decisions regarding changes in program curricula are made within the program or division by the Dean or Associate Dean and program instructors. However, decisions regarding program termination begin in the academic division and go to the Executive Committee. The recommendation for program termination needs Executive Committee approval as well from the Board of Directors. Final approval for program termination comes from the WTCS Board.

Decisions pertaining to instruction are made by the Deans Council with input from Associate Deans and program instructors. The group sets policy and strategic direction for delivery of instruction.

Some decision making is done by committee, though MSTC intentionally does not utilize a large number of standing committees. MSTC uses an approach it calls “solve and dissolve” in an effort to keep MSTC flexible and responsive. Subject matter experts are brought together to work on activities with the goal of being a formal committee for a limited period of time. Examples of standing groups are listed in Table 5P05a.

5P6: Using data for decision making

MSTC leaders use data from a variety of sources to assist in decision making. This response focuses on the use of data that are maintained internally or within the WTCS; major data warehouses include PeopleSoft, Cognos, and WTCS Client Reporting.

Internal information is summarized daily via Cognos, a data warehousing and reporting tool. Data in Cognos is stored in “cubes.” Cubes include information used for day-to-day decisions; data include FTEs by campus, student success, and retention performance. These data are analyzed to identify trends.

MSTC is part of a consortium for data processing purposes, which creates benchmarking opportunities. As a result, data are shared among the three technical colleges in the consortium. The colleges also share information about performance on various student information system functions, like usage. The shared data gathering system allows each college to compare results. Leaders use the shared information to identify best practices and opportunities for improvement. Examples of information used routinely to guide decision making are included in Table 8R01a.

Data used in student management decisions come from PeopleSoft. Authorized employees can retrieve information on specific students or groups, to make decisions about course offerings. Information on

student preparation is available also; information is used to make decisions critical to student success.

Client reporting is a WTCS database. The 16 WTCS colleges use the data for benchmarking. Data submitted to the system office includes a wide array of information, all of which can be viewed by individual districts or aggregated into state-wide performance.

Decisions about launching new programs are made within the context of the WTCS program approval process (Table 1P03a). The process ensures analysis, communication, and consistency in program development throughout the WTCS. This process includes data collection, analysis, presentation, and communication among various personnel levels within the district, among districts with like programs, and with WTCS staff.

Decisions about modifying or suspending existing programs are based, in part, on data available as part of QRP. A standard set of program quality indicators forms the basis for the QRP. Target scores as well as threshold scores are identified, based on performance of all similar programs within the state system (Table 7R03a). While QRP indicators are standardized throughout the WTCS, MSTC collaboratively developed a set of WILM-specific indicators to track (AEIs) as part of an AQIP action project. Consortium members chose indicators that could be meaningfully compared based on input from instructors, staff, and other stakeholders.

Rather than being a prescriptive approach to program evaluation, the process is driven by those instructors and staff most familiar with the program reviewing the data trends, conducting a root cause analysis, identifying where improvements are desirable, developing an action plan, and sharing the action plans as well as best practices with other WTCS colleges through a web-based repository.

One piece of data which is a high-level indicator for many decisions is the number of students enrolled. Reporting on student FTEs is broken out by campus, by division, and by program; semester-to-semester and year-to-year trends are noted. A low enrollment trend, along with a weak employment outlook, may lead to program suspension or discontinuation.

Data about responsiveness of student services, such as time from first inquiry to application, is gathered and incorporated into a QRP for Student Affairs.

Another way in which information is used to make decisions is in determining the tax levy within statutory limits. Property tax revenue is MSTC’s primary funding source, and accounts for 44.9% of MSTC’s annual revenue. The levy is directly related to

Table 5P05a: Examples of Standing Groups at MSTC

Group	Participants	Purpose
MSTC Board of Directors	Board Members, college President	Provide district leadership and set policy
Executive Committee	MSTC President, all college Vice Presidents	Provide executive leadership. Meets weekly. Agenda is driven by planning processes and environmental scanning.
Deans Council	Vice Presidents of Academic Affairs and Student Affairs, all Academic and Campus Deans	Provide leadership for quality teaching, learning, and associated academic service; make curricular decisions.
College Initiative Days (CID) Committee	Instructors and management representatives	Determine activities for CIDs
Scholarship Selection Committee	Foundation Director, MSTC Counselors and Instructors	Review, evaluate and award scholarships
Student Academic Achievement Committee (SAA)	Instructors, Management	Collect data on student achievement, and recommend program changes. Program evaluations reviewed
Faculty, Clerical & Custodial Associations	MSTC employees working in those classifications	To represent members in the MSTC decision making
AQIP Action teams	Representatives from clerical, instructor, and management	To gather data and develop improvements for the topic
Web Governance Committee	Web Master, management	To oversee MSTC's web presence

the size and change in annual budgets and funding.

Forecasting revenues and expenditures is an important tool for budget development purposes; MSTC produces forecasting reports on enrollments (FTEs by division and course sections), revenues (including property valuation and grants), and expenditures. MSTC's process has proven to be accurate and reliable. Forecasting is also used to project end-of-year results and to determine if interim budget adjustments are necessary. Forecast reports are available to managers 24/7 and are shared periodically with the Executive Committee and the Board of Directors. Any budget concerns related to a particular division or non-academic department are presented to the budget manager. Monthly reports for budgets, grants, contracted services, and enterprise services are also distributed to the Deans and department heads and reviewed by the VPF.

5P7: Communication processes

MSTC has several established processes for ensuring communication between and among the various levels of the organization. Some communications processes span the entire breadth of the organization.

Most of MSTC's Board of Directors' monthly meetings are held at the Wisconsin Rapids campus. The Board also meets at the Adams County Center and

the Marshfield and Stevens Point campuses at least once per year. This practice creates opportunities for the Board to interact with employees from each site, see the facilities, and hear direct feedback from meeting attendees from area communities. Board meeting notices are sent to area media in advance for public notice and meeting minutes are posted monthly in MSTC's official newspaper. Open to the public, the meetings are video recorded and the video is sent to four public access stations (Adams, Marshfield, Stevens Point, Wisconsin Rapids) and aired on those communities' access channels during various times and days. Communication between the Board and Executive Committee members is strengthened by having each of the three Board committees (Finance & Audit, Academic & Human Resources, and Facilities & External Relations) staffed by an Executive Committee member. Also, depending on the topic, instructors and staff often present during Board committee meetings and to the Board as a whole.

A key priority of the Executive Committee is to further and develop formal communication strategies for MSTC's internal stakeholders. Examples of formalized communications include biannual meetings involving all employee groups: Faculty in-services, College Initiative Days (CIDs), Management Team Meetings, an annual in-service for support and custodial staff, and Campus Conversations. During the meetings, a "state of the college" is presented by the President and various MSTC staff members present

updates; varied reports are shared by internal staff or external subject matter experts; and hands-on workshops relevant to the group in attendance are conducted. The primary purpose of these meetings is to strengthen internal communication, broaden awareness, provide professional development, introduce process improvements, and provide feedback opportunities across the organization. After the meetings, a survey tool is sent to attendees soliciting feedback on the presentations, facilities, and relevance. In addition, the survey tool provides opportunities to provide input to improve future meetings as well as to suggest topics and presenters for future meetings. Responses are anonymous. The Executive Committee reviews the responses and considers the feedback in developing future formal communication activities. One example of feedback turned into action involved CIDs. While the majority of MSTC programs, employees, and students are housed at the Wisconsin Rapids campus, the CID committee (led by instructors and managers) implemented a request from participants to hold CIDs at the Marshfield campus; MSTC transported instructors to Marshfield for the CID activities. Instructors who had been with MSTC for over 20 years had never been to the Marshfield campus; this activity created a greater awareness of MSTC as a whole.

Other examples of bidirectional and intra-level communication include the annual Student Affairs and Academic Affairs joint kick-off meetings; bi-monthly Deans Council meetings, and monthly division and campus meetings. Staff members at these meetings include instructors, counselors, front-line personnel, and managers; process improvement and operational concerns dominate the agenda. Leaders throughout MSTC model collaborative leadership styles, actively seeking feedback from staff to shape decision making.

Internal awareness and feedback via a wide span of communication opportunities are critical for MSTC to ensure student success, and to successfully address its Strategic Directions and College Goals. During the academic year, one hour is allocated each Monday from 1-2 p.m. for specific activities; the first Monday is set aside for student club meetings, the second Monday for division or department staff meetings, the third Monday for Student Senate meetings and events, and the fourth Monday for campus-wide staff meetings and events. These meetings provide opportunities for open discussion. Finally, the Director of Communications routinely shares news regarding print and electronic media references about MSTC to employees, students, the Board of Directors, and elected representatives.

MSTC also communicates via its web site and

electronic message boards at all campus locations. Message boards provide updates on policies, important dates, and MSTC services.

5P8: Communicating a shared vision

In 2002, MSTC employees identified six Core Values to guide behavior (Table 5P01b). The values speak directly to characteristics of high-performance organizations. The statements support the significance of all roles within MSTC and the need for collaboration and respect. Creating a culture of collaboration encourages employees to think beyond their individual areas of responsibility. In an organization built on a collaborative leadership structure, processes and procedures are changed more quickly and with less resistance and employees are empowered to seek appropriate representation as work teams are formed.

When the President presents at meetings, he routinely shares his vision for MSTC. In-service and Management Team meetings have a common theme, for instance MSTC's vision for workforce training or economic development. The shared vision is also reflected in individual goals driven by the Strategic Directions.

MSTC's Mission, Vision, and Core Values are prominently displayed in all campus locations as well as on the web site. They are included in job position descriptions, introduced during new employee orientations, and are incorporated into annual performance appraisals. The Mission and Vision are printed on business cards and incorporated into various communication pieces that are sent out to stakeholder groups. The new Mission and Vision statements, approved in 2007, are concise and memorable.

5P9: Developing leaders

In 1996, leaders in the WTCS recognized the need for leadership development within the system. The presidents of the sixteen technical colleges collaboratively developed WLDI. At MSTC the Executive Committee selects participants for the WLDI program. In order to be selected for participation in WLDI, individuals must be recommended by a supervisor, be employed full-time, have management experience, and have an interest in leadership development.

WLDI focuses on developing leadership through hands-on training and exploration of leadership dimensions, coaching, managing change, and

transformational leadership. WLDI meets three times for a total of 13 days over a year. MSTC is a charter member of WLDI; since 1996, MSTC funded the enrollment of 25 staff members through the program, with one more currently enrolled. Three of five Executive Committee members are WLDI graduates (two were in the inaugural class), and have risen to positions after completing the program. WLDI is operated in conjunction with the Chair Academy, which is a part of the Mesa Community College system in Arizona.

A recent example of MSTC-wide leadership development was the StrengthsQuest activity that was completed in January 2009. A speaker trained by the Gallup Organization explained the benefits of focusing on strengths rather than on opportunities for improvement. Over 100 instructors and managers took the StrengthsQuest tool and discovered their individual attributes to improve team and department operation. Additionally, Student Affairs staff completed the StrengthsQuest activity in August 2009 and developed strategies for sharing this with students.

MSTC requires educational certification as a condition of employment for those who supervise instructors. The certification code requires additional training in leadership and management for academic managers.

Leadership abilities are developed also through local community leadership programs; each local community has a program. For example, the Community Foundation of South Wood County hosts an Advanced Leadership Institute. Four MSTC staff members have participated in these programs; two Campus Deans are graduates of their community's leadership programs (Table 5R02b). Instructors and managers develop skills in community leadership roles such as Rotary, United Way and other civic organizations (Table 2P02a). In addition, employees are encouraged to demonstrate leadership in professional and occupational organizations.

In the Service & Health Division, many programs require a lead instructor or program director position for accreditation purposes. These lead instructors or program directors assume leadership positions working with advisory committees and local health care managers to coordinate student activities.

Finally, MSTC supports and develops leadership through role-modeling and mentoring of all new instructors and managers. The MSTC administrative assistant group participates in the Wisconsin Great Support Staff seminar, which focuses on leadership development for MSTC's administrative assistants.

5P10: Leadership succession

MSTC is a publicly funded institution; during the recruitment and hiring process MSTC posts all jobs and interviews all candidates who meet the specific qualifications. The institution does not groom specific individuals for specific jobs and follows all federal hiring regulations.

MSTC believes that making meaningful change requires stability in staffing. Although there is not a formalized leadership succession plan at MSTC, there is a multi-faceted plan to grow leaders and promote continuity within the organization. The plan starts with hiring the best candidate, nurturing and training their leadership strengths, and working collaboratively to support MSTC's Mission.

MSTC uses many teams for data analysis and decision making. These include the Board of Directors, the Executive Committee, and Deans Council, and occupational program teams. Using group deliberation and decision making ensures that more than one person is aware of current issues and challenges confronting MSTC, which provides a check and balance system within the organization. The focus is the continuity and stability of the organization rather than a focus on a single person in a specific role. The end result is that the resignation or loss of one person will not destabilize the organization. When possible, HR brings in a new staff member while the incumbent is still working at MSTC; this is designed to make the transition as seamless as possible.

MSTC recently changed requirements for Associate Dean positions to prefer rather than require occupational experience in a division program. In addition, the position was changed to give preference to candidates with supervisory experience and demonstrated leadership abilities. The changes broadened the opportunities for instructors interested in management positions to apply, strengthening the candidate pool and improving succession opportunities. A recent opening for a Dean position was deliberately limited to internal candidates to provide the opportunity for advancement in recognition of the leaders developed within MSTC. Table 5R02b shows how MSTC ensures organizational continuity through staff members.

MSTC selects highly skilled and qualified employees. Through strategic hiring practices, mentoring of new employees, and development of leadership potential, several key positions have been filled from within. For example, over more than 30 years the current President has served MSTC as an instructor, division dean,

facilities director, and Vice President of Academic Affairs. Among the Vice Presidents, two individuals with long tenures have come from within MSTC, and two other individuals have experience from outside MSTC.

The highest decision making team is the Board of Directors. Candidates for Board positions are reviewed and selected by County Board Supervisors. Board members are volunteers.

Once confirmed, MSTC Board members receive a comprehensive orientation by Executive Committee members. Board members participate in annual “Board Advances”. Board members participate in national and state leadership roles and bring this experience back to MSTC. This extensive training process leads to the advancement of Board members who focus on the continuity and stability of the organization; six of the nine Board members have served longer than 13 years (two have served 20). MSTC rotates Board officer positions annually to develop broad expertise among members.

Another support mechanism in place for ensuring the stability of the organization is the fact that MSTC is part of the WTCS. Through WLDI as well as regular state-called meetings, there are networks of fellow executives who support a new person in their role. For example, the MSTC Vice President of Academic Affairs mentors vice presidents at other colleges. The roles have some similarities that make this guidance possible. Belonging to the WTCS system provides leadership development opportunities for MSTC staff.

Results

5R1: Measuring performance

The work of assessing performance measures regarding Leading and Communicating begins with the thoughtful planning of the Board of Directors, which manifests in the Strategic Directions and College Goals. The Strategic Directions serve as key indicators to inform students, staff, and employers of the important priorities for MSTC’s future.

One critical performance measure of leading and communicating MSTC collects annually are the President’s and Vice Presidents’ evaluations. The President’s performance evaluation is held with the full Board and includes outcomes achieved during the year. The President evaluates each Vice President’s outcomes and goals.

Effectively leading and communicating is critical to

MSTC’s success. The following measures are used to assess the impact of MSTC’s processes for leading and communicating on the organization:

- President’s outcomes
- Staff leadership development
- FTE enrollments
- Attendance at Campus Conversations
- Number of grievances (Table 4R02i)
- Relationships with local employers
- Advisory committee participation
- Cost per FTE

5R2: Performance results

MSTC has numerous processes to measure leading and communicating and specifically, its level of commitment to continuous improvement. The process begins with the President’s annual evaluation with the analysis of his key result areas; representative outcomes related to the President’s key results include:

- Penalty-free certification audit for all staff.
- Achieved over \$500,000 in healthcare cost savings.
- Maintained essential programs and services in challenging funding circumstances.
- Consistently exceeded the state average for enrollment of high school students within three years after graduation.
- Processed the highest volume of financial aid applications and veteran’s student benefits in MSTC history.
- Table 5R02a includes additional quantitative results related to the President’s outcomes.

MSTC strongly supports leadership development and the resulting organizational stability and continuity. Table 5R02b shows representative results for executive and academic leadership and includes the total number of individuals in each group, the number who have completed local leadership training, the number who have advanced to the current position from among internal candidates, and the number who have completed WLDI.

Other results include:

- Growing enrollments (Tables 7R03d, 8R03a)
- Attendance at annual Campus Conversation series (more than 80 in FY2010)
- Grievances from represented employees (Table 4R02i)
- Student work sites and transfer: 52 high school articulation agreements, more than 40 transfer agreements with post-secondary institutions, and

Table 5R02a: President's Goals and Outcomes as Measures of College Improvement

	FY2007	FY2008	FY2009
Goal: Support MSTC's Foundation. Sustain/grow aid to students. Outcome: Scholarship Distribution	Over \$142,000 in scholarships, grants, and loans; 250 served	Over \$151,000 in scholarships, grants, and loans; 258 served	Over \$164,000 in scholarships, grants and loans; 300 served
Goal: Deliver programs and services that meet needs. Significant expansion in online offerings. Outcome: Online Course Offerings, FTEs	33 courses 37 sections 25.9 FTEs	53 courses 58 sections 41.1 FTEs	56 courses 57 sections 173.1 FTEs

more than 50 clinical sites for allied health programs.

- Advisory committee participation: More than 40 advisory committees for programs and services, including 422 individuals from 214 organizations, both in-district and out of district

5R3: Comparative results

MSTC monitors a number of measures that indirectly document the results of leading and communicating at the institution. For instance, institutional leadership has maintained strong growth in enrollments, despite operation in an environment characterized by declining state aid and unfunded mandates like tuition remission for veterans and their families (Table 8R03a). In this challenging environment, MSTC had the second-highest enrollment growth (9.1%) in the WTCS, despite being the fifth-smallest institution.

Another concrete example indirectly demonstrating the efficacy of MSTC's leadership and communications processes is the institution's cost structure. In FY2009, MSTC's instructional costs per FTE were \$7,533, well below the system average of \$9,100; MSTC had the second-lowest cost in the system. In terms of total cost per FTE, MSTC was thirteenth in the system at \$11,805, well below the WTCS average of \$13,549.

MSTC would have been unable to perform so well without strong leading and communication processes.

Improvement

5I1: Recent improvements

MSTC has maintained excellent fiscal performance despite the challenging economic conditions at the present. This is a direct result of MSTC's strong leadership and communication processes.

MSTC has strongly engaged communities; the large number of advisory committees, transfer agreements, and clinical sites speak to the relationship building and

Table 5R02b: Developing Staff for Advancement

Group	Total	LT ¹	Fac	Int	WLDI
Executive Committee	5	3	2	4	3
Deans	7 ²	3	1	6	5
Associate Deans	13	1	7	12	9
% of MSTC academic leaders:	29%	40%	88%	68%	
1 Attended local community leadership training 2 MSTC has 6 deans; one is retiring in Jun 2010 so the new dean, a former associate dean, is represented here.					

leadership provided by staff members throughout MSTC.

Finally, MSTC has established itself as a leader in renewable energy training in Wisconsin. Since 2009 MSTC added five renewable energy programs; MSTC has five of the six renewable energy associate degrees in the state. The programs were driven by documented need for the programs and the leadership of staff members who championed the programs.

5I2: Culture-driven process improvements

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