
6: Supporting Institutional Operations

Process

6P1: Identifying support needs

Support service needs are derived from a variety of formal and informal mechanisms. Formal mechanisms include:

Noel-Levitz Student Satisfaction Inventory: This survey is done every two years with all students. The data are aggregated and then reviewed by the General Education Dean. The Dean summarizes key findings and shares results with MSTC's Board, Executive Committee, Deans Council, Student Affairs staff members, and Student Senates. The survey report is also available on the Academic Affairs intranet page. Areas of deficiency may be identified as a future action project or an immediate priority for a work team depending on the specific findings. Long-term projects are reviewed for incorporation into the College Goals.

Surveys: Throughout the year MSTC uses a variety of formal surveys to identify student needs in admissions, student activities, recruitment activities, new student orientation, and Advising for Registration Day activities. The survey data are aggregated by department managers and shared with staff at Student Affairs and Deans Council meetings. Identified needs are prioritized and addressed.

Student Senate: The MSTC Student Senate channels student concerns and needs. Frequently, Student Senate leaders may make a request of administration to pursue a project that will enhance the quality of student life at MSTC. It is also an excellent forum for College administration to speak directly with students about specific issues or new policies and procedures to solicit student input and address future impacts.

Appeals Process/Complaint Process: Students use a formal complaint process or informally meet with staff members to inform them of concerns. If an issue has the potential to impact multiple students, it is then discussed by the Student Affairs staff and an action plan is formulated to resolve the issue.

Informal mechanisms used to determine student needs include student focus groups, conversations with Student Senate, concerns brought to Student Affairs by instructors and staff, and miscellaneous communications from students.

The Student Affairs unit meets four times annually to

review unit goals, discuss policy and procedure updates, and set priorities for annual improvement goals. Staff from Academic Affairs and other support departments present topics in the meetings to review important changes that will impact students and other key stakeholder groups.

Needs for non-student external groups like members of WILM, the Board, advisory committees, and the MSTC Foundation revolve primarily around data. MSTC builds strong collaborative relationships with the groups through frequent contact (Category 9). In alignment with the Core Values, MSTC designs support processes with stakeholders in mind and uses surveys and other tools to collect feedback to ensure stakeholder needs are met.

6P2: Identifying staff needs

There are a number of ways MSTC identifies administrative support service needs for instructors, staff, and administrators. College leaders expressed a need to access more relevant data to aid in decision making processes, and a more efficient means to view data. Outside agencies also drove a need to have more data to justify funding requests and demonstrate accountability. Working with the WILM Consortium, Cognos Dashboards were developed based on end-user input.

The VPSAIT and VPAA conduct Campus Conversations each year at each MSTC location to listen to employee needs and opportunities for improvement. Needs that require significant resources are taken to the Executive Committee for consideration.

All areas of MSTC have regularly scheduled department or division meetings, which are an ideal time for instructors and staff to identify administrative support service needs. Needs are handled at the departmental level as appropriate. Administrators chairing those meetings also have regularly scheduled meetings with their Deans and Vice Presidents, which allows for discussion of and acting upon related needs that have been identified.

The Deans Council meets biweekly and conveys needs communicated to them in divisional meetings from instructors and staff that have College-wide implications. For example, as increasing enrollment drove the need for more class sections, the adjunct instructor hiring process proved to be a bottleneck. The Deans Council worked with HR to streamline a

process for hiring adjunct instructors.

Instructor support service needs are identified in a variety of ways. Instructor surveys are conducted prior to each semester's in-service to identify potential workshops, training, or other needs instructors would like addressed. Similarly, instructor surveys are conducted regarding CID programming. Potential topics are identified by a cross-functional CID committee and then instructors have the opportunity to weigh in on initiatives they feel best meet their needs; these results impact planning for the upcoming CIDs.

Adequate employee training on soft skills and technical skills is a top priority. One way these needs are identified and met is through the EDC. The EDC offers a variety of training for identified needs through employee surveys. Other training is provided in areas that EDC staff members identify to be up-and-coming areas employees should be aware of as well as special training requested by departments or individuals. Additionally, the EDC offers training to support College-wide software and infrastructure. Follow up surveys are conducted to gauge training success; surveys always solicit additional suggestions on training needs.

In 2006 the WILM Consortium introduced online student support services, including registration, class withdrawals, and online payments. During the planning and implementation phase, the cross-functional college team recognized the need for 24/7 Help Desk support. MSTC budgeted for this support and offered 24/7 Help Desk when online student support services were deployed. This Help Desk functionality streamlined the process of supporting technology for MSTC stakeholders. WILM conducts a follow-up survey after each resolved Help Desk ticket. Data from the survey informs process improvement opportunities continuously, including training sessions, updated information provided to Help Desk Customer Service reps, and communications sent to students and staff via email or posted on the portal.

6P3: Maintaining safety

MSTC provides a safe and secure working and learning environment. The VPHR, the VPF, the VPSAIT, and the Facilities Director have primary responsibility for the design, maintenance, and communication of institutional safety.

MSTC uses best practices criteria of outside organizations to design and maintain safety and security processes. After the Virginia Tech shootings, Wisconsin Governor Jim Doyle established a Task Force on Campus Safety to focus on creating plans for

safety preparedness of college and universities in Wisconsin. The outcome of the Governor's Task Force on Campus Safety was a set of best-practice criteria for institutions to consider when reviewing current plans or designing new safety and security practices and procedures. The MSTC Human Resources Office used this report to perform an in-depth assessment of MSTC's safety and security processes. As a result, processes to prevent and prepare for disasters and effectively intervene and respond to safety and security incidents were developed. Human Resources reviews and updates security processes facilitated by institutional areas annually.

Mock disasters and regular drills are conducted to assess current processes, to identify required new processes and to design process changes. In September 2009 MSTC participated in a Marshfield city-wide Mock Disaster Drill. Numerous service agencies in the Marshfield area participated in the drill which simulated an active shooter incident on MSTC's Marshfield Campus. The best practice criteria of Protective Service organizations are an important resource for security and safety process design and maintenance.

MSTC designs and maintains its safety and security processes based on mandates by outside organizations. Wisconsin Administrative Code and the National Fire Protection Association establish fire protection standards and require monthly and yearly safety inspections. OSHA establishes Blood borne Pathogen Standards and requires the development and distribution of a control plan, which is reviewed and updated yearly. Numerous agencies mandate MSTC comply with safety and security standards and MSTC ensures that processes are developed to conform to these mandates.

MSTC'S insurance provider, Districts Mutual Insurance (DMI), works closely with MSTC to establish processes that reduce risk and enhance safety and security. DMI provides a menu of insurance and risk management services and solutions to address the multiple exposures created by the delivery of vocational, technical, and adult education. Numerous safety and security processes are designed using their services. DMI audits MSTC's procedures and practices every two years. The audits report what was observed in the audit, regulations that apply, and make recommendations for enhancement of security and safety processes. MSTC is required to respond to the audit observations and take action to enhance the security or safety issue by new process development or revision.

Student Affairs (SA) is integral in the design and

maintenance of processes related to student conduct conducive to a safe and secure environment. SA develops standards for student conduct, processes used when behavior deviates from standards, and services to assist in diminishing dangerous or threatening behavior. Time is dedicated in SA team meetings to the review of safety and security processes and required enhancements. Recently, the Incident Report Process was reviewed to enhance assessment of these reports and ensure an appropriate response by MSTC. The group expressed a need for a crisis intervention process and assisted in its development.

Individuals and groups within MSTC also lend assistance in the design and maintenance of safety and security processes. Multi-disciplinary teams are used to consult with process designers to identify safety and security needs throughout MSTC and assist in the design and maintenance of these processes. Instructors, staff, and students are encouraged to share ideas to enhance safety and security process design. MSTC emphasizes a culture of shared responsibility for safety and security, which invites participation in process design and maintenance from all areas of MSTC.

The physical layout of MSTC necessitates special attention to uniform key processes throughout the district and the design of unique processes to meet the special needs of specific campuses and technical programs. Numerous instructors and staff work on multiple campuses and numerous students travel between campuses to attend classes. To enhance safety and security for all, MSTC emphasizes the design of district-wide processes. In addition to district-wide processes, processes specific to the needs of the campuses and technical programs are designed. MSTC has an External Building Identification program in place, to ensure buildings and entrances are clearly labeled. This benefits both stakeholders and public safety personnel.

MSTC believes that each individual has responsibility for creating a safe and secure environment for themselves and others and expects full cooperation by all students, instructors, and staff. In order to empower these individuals, processes are clearly and regularly documented and communicated. Multiple means of communication are used to inform individuals of processes. They include:

- MSTC's website, used by students, staff and instructors.
- MSTC's intranet, used by staff and instructors.
- Printed publications distributed to all employees and/or posted in locations throughout MSTC with easy access for students, staff and instructors, and visitors.
- Orientations for students, staff, and instructors.
- College-wide emails sent to students, staff, and instructors.
- Updated forms used to document situations when safety and security processes are implemented.
- Training workshops by internal staff and community experts.
- Administrative policies.
- College-wide meetings.

6P4: Evaluating processes

Key student, administrative and organization support service processes are managed by the process users with oversight by area managers and supervisors who are ultimately responsible for administering processes. For example, when HR offered a solution to hiring managers' frustrations with finding and hiring qualified adjunct instructors, the Senior HR Generalist took the lead in automating the hiring process. A group of hiring managers worked with HR to determine the needs associated with hiring adjunct instructors. HR took those needs and created a continuous search tool and a new hiring process guide. The centralization of communicating adjunct instructor employment applications and hiring in HR allows for one area to serve as the contact department for both hiring managers and applicants. Within the first month of implementation, 125 qualified applicants were available for review by hiring managers. That number increased 130% after the first six months.

A staff member in the Business Office who is also MSTC's representative on a WILM reporting team manages report development for MSTC. The goal of the WILM team is to gain efficiencies in developing reports for all three colleges. Report development and maintenance is an ongoing process; all dashboards and reports are reviewed annually based on utilization with periodic surveys emailed to end users to identify additional needs and any challenges with current reports. Additional reporting needs are met through the class extract. This report is run weekly, or more frequently based on request, and provides detailed class information that is beneficial in making such decisions as running/cancelling a class section, opening additional sections, and advising students on seat availability. Whenever there is a version upgrade, the reporting team evaluates the currency of reports and streamlines wherever possible.

Managers and supervisors have created numerous process references, including flowcharts, checklists, and process documents, and have made these references readily available to users. Through training

users learn how processes meet the needs of stakeholders, the importance of uniformity and consistency in processes, and how to employ the policies and procedures embodied in processes. Managers and supervisors are readily available to provide assistance as process experts or to connect users to process experts. These tools help users to uniformly and consistently follow policies and procedures within processes daily and to identify enhancements in task completion to increase the probability that the processes meet the needs for which they are intended.

An excellent example of the management of support service processes resulted from MSTC's participation as a member of the WILM Consortium. One of the consortium's objectives was to develop common support service processes. These processes were based on the best practices of the three colleges. A uniform and consistent admission process using the PeopleSoft admissions functionality was developed and thoroughly documented. Users were provided the resources required to administer the process and were trained in all of its aspects. A process champion was identified and is readily available to provide assistance to users. The champion continually sought feedback from service providers and recipients and made improvements to the process. This process increased efficiency, tightened controls, automated notifications, and improved access to accurate and timely information for students, counselors and advisors, academic managers, and other process stakeholders. This admissions process has become a model for the development of new systems and related processes.

6P5: Documenting processes

MSTC uses a variety of methods to document support processes. MSTC supports a College intranet that is utilized by all departments to obtain information about various business processes, policies, or procedures. Each department is responsible for the currency of its information on the intranet, and sends updates to the Web Master as needed.

Board policies, administrative policies, procedures, and common forms are all posted on the MSTC intranet and are accessible with MSTC network security. As part of the continuous improvement process, MSTC is currently reviewing and updating administrative policies. Table 6P05a provides examples of documents on the intranet available to all employees.

Information that is necessary solely for departmental operations is housed on dedicated network drives

accessible only by members of a specific work area. This permits staff members to collaborate on documents and projects essential to department operations. Data on these drives are protected via a server backup process.

Results

6R1: Measuring performance

As part of the WILM Consortium, MSTC analyzes its 24x7 Help Desk services daily. The data are compiled and reviewed by the WILM Help Desk Services Manager for the purpose of identifying areas of improvement. Service level agreements outline acceptable measurements for the average speed to answer, number of dropped calls, length of calls, resolution of calls at Level 1, and end user satisfaction per survey results. Statistics are discussed weekly by the WILM Help Desk Team, comprised of membership from each WILM college; necessary improvements are strategized by the team. The WILM CIO reports the data monthly to the WILM Board.

MSTC also surveys students after orientation sessions to assess whether the sessions are meeting student needs.

Incident and Accident reports are collected and analyzed immediately. Depending upon the type of report, it is routed to the appropriate person (e.g. Director of Student Support, Campus Dean, VPHR or VPF). The established process is followed and others are involved on a need-to-know basis.

6R2: Student performance results

Student Affairs and Academic Affairs evaluates feedback compiled after each orientation session (Tables 1R05c and 1R05d) to improve the orientation experience for students. Resulting changes include the method of notifying students, staffing to include more advisors at registration, providing refreshments, and required student sign-ins to manage labs and resources.

As part of the WILM Consortium, MSTC collects and analyzes its 24x7 Help Desk services (for students and employees) on a daily basis (Figure 6R02a). The data are compiled and reviewed by the WILM Help Desk Services Manager for the purpose of identifying areas of improvement for addressing caller needs. If trends exist, WILM colleges are notified and action is taken to ensure local processes are in place. For example, changes were made when it was identified that a significant number of students' accounts were expired

Table 6P05a: Shared Process and Policy Information on the MSTC Intranet

College Department	Sampling of Information Available	
Academic Affairs	<ul style="list-style-type: none"> • WTCS Course/Curriculum Inquiry Tools • WTCS Policy Manuals • SSI Results • Instructor Mentoring 	<ul style="list-style-type: none"> • Instructional Technology • Teaching Resources • Certification • Academic Plan
Academic Support Center	<ul style="list-style-type: none"> • GED/HSED Handbooks • Assess Academic Skills • Update reading, writing & math skills 	<ul style="list-style-type: none"> • Improve job-seeking & employability skills • English Language Learner (ELL) • ASC Manuals, Policies, Schedules
Auxiliary Services/ Purchasing	<ul style="list-style-type: none"> • Accounts payable • Bookstore operations • Cafeteria service 	<ul style="list-style-type: none"> • Management/disposal of surplus property • Purchasing card program • Statutory & admin policy compliance
Bargaining Units	<ul style="list-style-type: none"> • Faculty Association • Maintenance Unit 	<ul style="list-style-type: none"> • Educational Support Professionals Association
Business Office/Payroll	<ul style="list-style-type: none"> • Accounts Receivable • Accounting/Audit • Budgeting • Insurance/Risk Management 	<ul style="list-style-type: none"> • Financial Statements • Contracted Services • Payroll • Student Billing/Refunds/Collections
Communications	<ul style="list-style-type: none"> • Annual College publication schedule • Photo Release/Permission to Publish 	<ul style="list-style-type: none"> • Directions on how to handle media inquiries
District Office	<ul style="list-style-type: none"> • Administrative Policies • Board Agendas, Minutes, Policies 	<ul style="list-style-type: none"> • Board Appointment Process • Reports Posted by College President
Employee Development Center	<ul style="list-style-type: none"> • Training Resources • ITV Scheduling 	<ul style="list-style-type: none"> • Online Learning
Facilities	<ul style="list-style-type: none"> • Policies and Procedures • Maps/Room Layouts & Guidelines 	<ul style="list-style-type: none"> • Manuals & Training • Work Order System
Foundation Office	<ul style="list-style-type: none"> • Student Scholarships 	<ul style="list-style-type: none"> • Payroll Deduction Form/Donor Information
Human Resources	<ul style="list-style-type: none"> • Benefits Administration • Employee Retention • Legal Compliance • Performance Appraisal • Policy and Procedure Administration 	<ul style="list-style-type: none"> • Safety Initiatives • Staff Recruitment and Selection • Staff Training/Professional Development • Staff Wellness • WTCS Certification
Information Technology	<ul style="list-style-type: none"> • Computer Labs • Electronic Communications Media Policy • Employee Network Procedures & E-mail • Help! How Do I? 	<ul style="list-style-type: none"> • Network Overview & Support • Student E-mail via OWA • VOIP (voice over IP) User Manuals • 24/7 Help Desk
MSTC Library	<ul style="list-style-type: none"> • Copyright Information • MLA & APA Research Paper Formats • MSTC Library Collections • Library Information & Services 	<ul style="list-style-type: none"> • Services for Instructors & Staff • The Chronicle of Higher Education • ACE-National Guide for Educational Credit for Training Programs
Student Affairs	<ul style="list-style-type: none"> • Articulation • Career Services • Counseling • Disability Services • Displaced Homemaker Services • Enrollment Management/Statistics • Financial Aid • Nontraditional Occupation (NTO) 	<ul style="list-style-type: none"> • Peer Tutoring • School-to-Work/Tech Prep • Student Code of Conduct • Student Life • Testing Center • Youth Options • MyMSTC Faculty Self Service Guide • New Instructor Student Affairs Orientation
Technology Center	<ul style="list-style-type: none"> • Copy Services • Multimedia Production/Requests 	<ul style="list-style-type: none"> • Technology Support

and students could not easily reset their password without calling the Help Desk. An MSTC team comprised of SA and IT staff reviewed the policies and procedures in place and determined that the account expiration assigned to student accounts needed to be extended and that a process for notifying students whose accounts will expire needed to be created and implemented. As a result, the expiration date was extended and a process has been created for the future for notifying students whose password will expire prior to their password expiring. These changes resulted in fewer calls related to password resets. MSTC tracks help desk solution rates (Figure 6R02b), average time-to-answer (Figure 6R02c), number of help desk calls by role (Figure 6R02d), and overall help desk rating (Figure 6R02e).

As explained in 3P1, students were surveyed to understand their preference for the allocation of student activity fees. As indicated in Figures 3P01a and 3P01c, Career Services ranked the highest. To manage the Career Services activities, allocation of time dedicated by a staff member to manage these services for students was increased from 20% to 60%. Since the implementation of Campus2Careers, over 250 students have participated in workshops to better prepare for the job search process (Table 6R02a).

6R3: Staff performance results

The EDC's mission is to provide MSTC instructors and staff with support, assistance, and instruction in emerging technologies and techniques that advance teaching, learning, and continuous improvement throughout MSTC. The EDC provides on-demand and quick-response technology training plus provides an area to experiment with new technologies and software. One measure of the EDC's continued importance to MSTC is the number of contacts with instructors and staff. During FY2009 194 College employees had contact with the EDC at least once; this represents an increase of almost 34% over the number of individuals having contact with the EDC from FY2008. In FY2009 the 194 individuals served fell into three different classes: Full-time instructors (74 total), adjunct instructors (41 total), and staff (79 total).

Section 4P13 addresses MSTC's EAP benefit. EAP services are available to all staff and their families at no charge. Central Wisconsin families have experienced their share of stressors related to the recent downturn of the economy. The number of staff and their family members who have utilized EAP services increased 110% from 2008 to 2009 and 267% from 2006 to 2010. MSTC is committed to

recognizing the needs of its employees both in and out of the workplace.

Based on concerns expressed in a Student Affairs department meeting, a cross-functional team comprised of staff from Financial Services Administration, Student Affairs, MSTC Foundation, and MSTC Financial Aid Office collaborated to improve its MSTC Foundation's Emergency Grant & Loan program. This program provides financial assistance to students with short-term financial needs. The previous process had 33 manual steps involving 4 separate offices and up to 7 individuals. During the review and process improvement planning sessions, the team reduced the number of steps from 33 to 16

Figure 6R02a: FY2009 Help Desk Tickets by Category

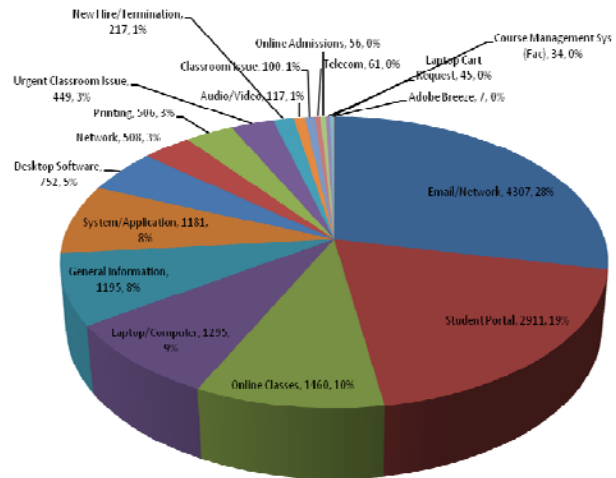


Figure 6R02b: FY2009 Help Desk Solution Rates

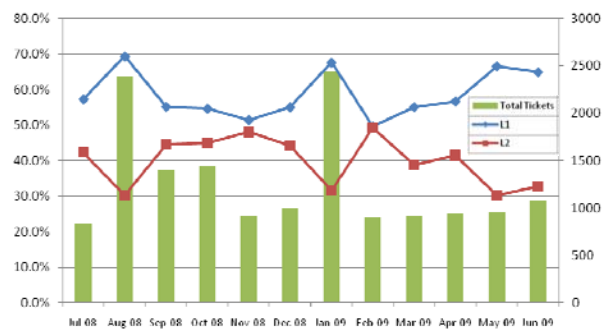
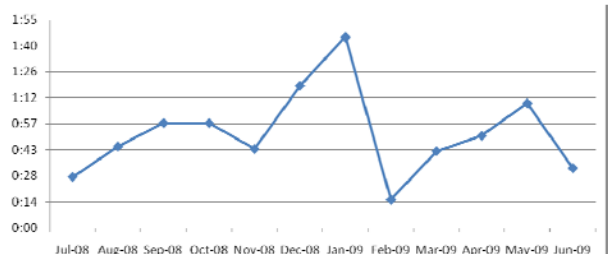


Figure 6R02c: FY2009 Help Desk Avg Time to Answer



involving 4 offices and only 4 employees. The efficiencies created reduced work effort for MSTC and a shorter response time for the student in need. The Emergency Grant & Loan program has been in place since 1999. Since that time, an average of 43 students using \$9,400 (total) annually have benefitted. Funding has enabled students to continue their education.

After evaluating employee health and lifestyle the Human Resources department created an employee wellness program. A comprehensive Wellness Screening Program was implemented, which received very positive feedback from employees. Screening includes a simple blood draw consisting of 36 lab tests designed to detect disease or illness at the earliest stage, a simple questionnaire designed to identify risk factors, blood pressure and body mass index checks, educational summary reports, and access to a health portal for support. Of the employees participating in 2009, 100% were satisfied or very satisfied with the overall quality of the screening staff. Satisfaction with the overall quality of the screening program was 97.7%. Reasons participants value the program include convenience, affordability, and early detection of health concerns. A few employees were diagnosed with conditions they were previously unaware of, and have since expressed their deep appreciation for this program. The 2010 Wellness Screening continued to be valued by MSTC employees, with more than 50% of staff participating.

As a result of feedback in a monthly Student Senate meeting, staff from the Business Office, club advisors, and the Student Life & Career Services Coordinator developed and implemented an improved Student Club Accounting System moving from an entirely manual systems to a computerized system. This process encompasses all club deposits and payments. Implementing the new procedures allowed the Business Office to reduce accounting redundancy and enhance the accuracy and timeliness of club reporting.

6R4: Improving services

Table 6R04a portrays the most recent feedback related to student support from the 2008 SSI survey; MSTC is administering the SSI during Spring 2010 and compares performance on the measures in the table between survey administrations. Survey results are communicated with all employee groups in MSTC. Support areas identify opportunities for improvement and determine action plans to execute. Examples include a work team to develop a system to improve the admissions and financial aid application processing time, introduction of StrengthsQuest to various groups to emphasize team building and recognition of

‘playing to each others’ strengths’ to improve service excellence, and a focused marketing approach to make students more aware of lab availability (1R5).

While the performance of the WILM Consortium Help Desk is monitored and acted upon daily, the results are reported monthly to the WILM Board by the CIO. Changes in the level of satisfaction are investigated and followed up to make improvements (Figure 6R02e). The results are used to improve the caller experience, which often equates to more training or documentation provided to CSRs from the colleges.

The WILM Presidents Council, including MSTC’s President, receives monthly updates regarding the performance of the WILM CIO, data center, and help desk. Updates encourage conversation with the WILM Board representative relating to opportunities for improving computing services to students and staff.

6R5: Comparative results

Table 6R04a reflects a comparison of some support processes at MSTC to a cohort of national community

Figure 6R02d: FY2009 Help Desk Tickets by Role

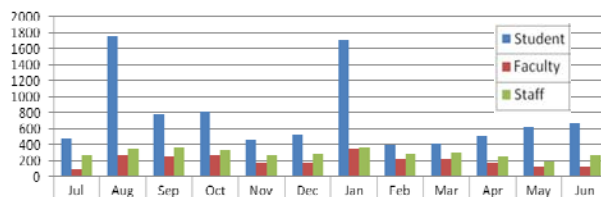


Figure 6R02e: FY2009 Overall Help Desk Rating

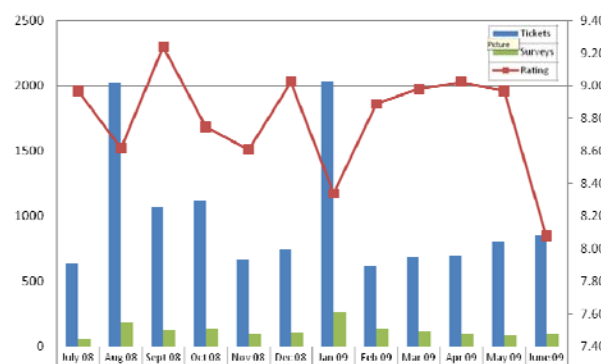


Table 6R02a: Campus2Career Sessions and Attendees

Semester	Campus	Events	Attendees
Fall 2009	Wisconsin Rapids	7	108
	Stevens Point	1	13
	Marshfield	1	12
Spring 2010 (YTD)	Wisconsin Rapids	9	79
	Marshfield	1	40
<i>Totals</i>		19	252

colleges. MSTC performs well.

Using WTCS data and MSTC’s Cognos software, MSTC is able to compare its performance to comparable colleges with similar business processes. MSTC is in a better position to understand the impact of changes on process improvements and their delivery by MSTC in comparison to the Consortium partners. As reflected in Table 8R01a, numerous WTCS reports exist that allow all 16 WTCS institutions to compare and contrast the performance of processes in relationship to colleges with similar missions (comparative data are included in Tables 2R02e, 2R02h, 3R03a, 3R04a, 3R06a, 6R04a, 7R03a, 7R03b, 7R03c, 7R03d, 9R02a, and 9R03a). These data play an important role in College decision making.

Improvement

6I1: Recent improvements

MSTC implemented a four-day summer work week at the request of student and employee groups as a way to decrease MSTC’s carbon footprint. The need to support institutional operations was central to the decision process. HR met with staff to garner support, the Deans Council reviewed the impact on class offerings, Student Affairs evaluated impacts on student services, and Facilities investigated the impact on building projects and summer cleaning needs. Executive Committee compiled the feedback and recommended to the Board that MSTC close on Fridays in June and July. The Board approved the

recommendation. In August, employees were surveyed to evaluate impact on external stakeholders as well as personal impact. Based on the feedback received in that survey (85% return rate) and the energy savings of approximately \$28,000 reported by the Facilities Director, the decision to continue four-day work weeks in 2010 was made and communicated to employees in September.

Through energy usage review, the Facilities Director worked with IT to investigate energy saving options related to the consumption of electricity by computer equipment. Facilities and IT staff explored the impact of putting computers in ‘sleep mode’ at the end of the day on existing systems (i.e. heating/cooling computerized systems, night computer backups, upgrades ‘pushed’ to local PCs including security updates). Once all potential impacts were evaluated and tested, software was deployed to implement a nighttime computer shutdown system and mode while a person is away from his/her computer. Estimated savings from the change amount to approximately \$36,000 over a 12-month period.

Last year, the HR department restructured to provide additional resources to support safety; a Human Resource Generalist was assigned to facilitate safety and security processes. In 2009 MSTC added security cameras at all campuses to improve security, and telephones were added to all classrooms to ensure instructors call for help if necessary.

During the latest PeopleSoft upgrade, the reporting team evaluated each of the 181 operational reports in the system. The team consolidated and reduced the number of reports to 105, and added 12 executive

Table 6R04a: MSTC SSI Performance on Student Support Processes versus National Community Colleges, 2008

Item	Mid-State Technical College			National Community Colleges			
	Impor	Satis / SD	Gap	Impor	Satis / SD	Gap	Mean Difference
5. The personnel involved in registration are helpful	5.98	5.56 / 1.34	0.42	6.15	5.32 / 1.54	0.83	0.24 ***
6. My academic advisor is approachable	6.03	5.54 / 1.39	0.49	6.19	5.40 / 1.59	0.79	0.14 *
7. Adequate financial aid is available for most students	6.11	5.33 / 1.58	0.78	6.19	5.08 / 1.70	1.11	0.25 ***
14. Library resources and services are adequate	5.95	5.54 / 1.30	0.41	6.12	5.54 / 1.38	0.58	0.00
21. There are a sufficient number of study areas on campus	5.87	5.51 / 1.37	0.36	5.93	5.30 / 1.50	0.63	0.63 ***
24. Parking lots are well-lighted and secure	5.85	5.27 / 1.41	0.58	6.09	5.06 / 1.65	1.03	0.21 ***

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

reports for use by MSTC's leadership team.

It was determined in 2008 that a process needed to be established to better manage an increased number of student conduct issues. A cross-functional college team was formed, headed by the Director of Student Support, to draft an updated, more comprehensive Student Code of Conduct (SCC). The draft was presented to all employees groups and endorsed by the MSTC Board. The updated SCC (Table O1a) and introduction of a formal process for students to report student conduct violations have allowed MSTC to address issues earlier before and to track repeat offenders in an effort to support the most secure, inviting environment for students and staff at MSTC.

Due to the large increase in enrollment and the associated need for financial aid, MSTC recently added an eighteen-month full-time staff position to meet student needs. The decision to term-limit the position demonstrates MSTC's fiscal responsibility and long-term planning approach.

MSTC improved its delivery of online services since they were first offered to students in 2002, and responded by adding two full-time positions focused on supporting and developing instructors using online delivery. Through improved processes and communications, students have become more comfortable in conducting various transactions online. MSTC has seen a 20% increase in the total number of students utilizing online self service functions since 2007. During the past four years, MSTC has consistently outpaced its member Consortium colleges. The process of working with students at New Student Orientation (Smart Start) in computer labs to familiarize them with the online registration process is unique to MSTC.

612: Culture-driven process improvements

For a description of how MSTC's culture and infrastructure help drive planning and continuous improvement, see 912.