
Overview

1: Goals for student learning

Goals for student learning

In addition to specific job-related training, Mid-State Technical College (MSTC) has identified a set of Core Abilities that are transferable and go beyond the content of a specific course. MSTC supports the following skills for all graduates of MSTC: Act with integrity, communicate effectively, demonstrate effective critical and creative thinking, and demonstrate global social awareness (Table 1P01a). Core Abilities can be defined by performance indicators and measurement is infused into course-level performance assessments. MSTC reviews Core Abilities to ensure that outcomes continue to be relevant to programs. The last review took place in 2007; the current Core Abilities were deployed in 2008. Core Abilities are posted in classrooms and meeting rooms along with MSTC's Mission, Vision, and Core Values; posting the information is part of MSTC's process for clearly communicating expectations and priorities to stakeholders.

Program outcomes align with industry requirements, and are based on the results of a DACUM or third-party standards such as the National League of Nursing. Some MSTC programs use "state-aligned" curricula, which means that common programs have common program outcomes across all districts in the Wisconsin Technical College System (WTCS). This design ensures that students can move easily between districts if necessary. To meet the requirements under Perkins IV to document Technical Skills Attainment (TSA), the WTCS is requiring colleges to collaborate on the alignment of core program outcomes for similar programs. For instance, accounting programs all share a core set of learning outcomes, common across all types of accounting. The WTCS is requiring colleges with accounting programs to develop a shared set of core accounting outcomes; each college is free to add additional program outcomes to address the unique type of accounting program (small business, governmental, non-profit, for instance) taught at the college.

A final goal for student learning is transferability. MSTC has both inbound (transcripted credit and advanced standing courses for high school students, and state-aligned curricula within the WTCS) and outbound transfer. Wisconsin has a Transfer Information System (TIS), maintained by the University of Wisconsin System; the TIS helps MSTC

students see how credits will transfer to any UW campus or another technical college.

Shaping an academic climate

In the academic climate at MSTC goals include valuing and respecting all students as unique individuals, appreciating individual differences and diverse opinions, embracing honesty, creating and improving relationships through positive interactions and uniting around a common purpose; supporting and improving learning and contributing to a positive learning environment. Every student has the right to be educated under the conditions of respect, dignity, and safety. These goals are reflected in MSTC's Core Values (Table 5P01b) and Student Code of Conduct (Table O1a).

Key credit and non-credit programs

MSTC has four divisions. Three of the divisions house occupational programs, while the fourth provides MSTC's General Education core. Each division is led by a Dean. The divisions also have one or more Associate Deans who also support one or more programs. The following is a brief description of each division.

The Business Division houses 13 programs including eight associate degree programs, and four technical diploma programs. The two largest associate degree programs in the division during FY2009 were Business Management and Accounting.

The Technical and Industrial Division houses 15 programs including 11 associate degree programs and four technical diplomas. The associate degree programs include five of Wisconsin's six renewable energy degrees; the largest associate degrees in the division during FY2009 were Urban Forestry and Electronic Technology.

The Service and Health Division houses 24 programs including nine associate degree programs and 15 technical diploma programs. The two largest associate degree programs in the division during FY2009 were Nursing and Criminal Justice. The division has several associate degrees unique to the WTCS, including Clinical Research Coordinator and Biomedical Informatics Technician.

The Service and Health Division also houses key non-credit programs. For example, MSTC must provide non-credit firefighter training, medical first-responder training, and hazardous materials training at no cost to district public safety departments.

The General Education Division does not award

degrees. MSTC requires that associate degree programs have between 21 and 30 credits of general education coursework.

Supporting educational systems, services, and technologies

The MSTC district is largely rural, with a geographically dispersed population. The district encompasses the central portion of Wisconsin, including all or parts of eight counties, for a total service area of approximately 2,500 square miles. There are 97 municipalities in the district, but only three “large” cities (the largest having a population of around 25,000). The district’s economy is a blend of high-tech industry, manufacturing, agriculture, and business and service corporations. The WTCS estimated the district population was 172,853 in 2008.

MSTC has three campuses, and one center; in FY2010 MSTC served 2,564 full-time equivalent (FTE) students. The Wisconsin Rapids campus houses the institution’s administrative offices. Table O1b summarizes information about MSTC’s locations.

All of the academic activity at MSTC is supported by a variety of systems, services, and technologies. Student information (including assessment data) is stored in a PeopleSoft enterprise resource planning

(ERP) system; MSTC’s PeopleSoft system is shared among three institutions (see Categories 7 and 9 for a discussion of the information technology consortium to which MSTC belongs).

MSTC uses vendors to supply some of its supporting technology, including Blackboard for online and hybrid delivery, iParadigm’s Turnitin service for authenticity verification, Respondus for lockdown browsers to achieve assessment security, and ImageNow for document imaging services. MSTC provides 24/7/365 help desk services and has a staff of technology support professionals to assist faculty members with both face-to-face and technologically mediated instruction. MSTC delivers instruction using face-to-face, web-enhanced, hybrid, online,

Table O1b: MSTC Locations

Location	Type	% of FTEs	Distance to WR (miles)
Wisconsin Rapids (WR)	Campus	57.0	
Stevens Point (SP)	Campus	22.4	21
Marshfield (MF)	Campus	18.5	36
Adams (AF)	Center	2.1	35

Table O1a: MSTC Student Code of Conduct

Mid-State Technical College believes that all members of the College community have the responsibility to contribute to a positive learning environment. Every student has the right to be educated under the conditions of respect, dignity, and safety. Students are expected to conduct themselves in a manner that does not interfere with the educational process, endanger the safety or welfare of others, or represent a violation of established statutes, ordinances, or public laws.

Standards of conduct are enforced on all MSTC property; any facility used by the College for educational purposes, and at College sponsored events. The following student conduct regulations are intended to give students general notice of prohibited conduct. However, they are not meant to define misconduct in every circumstance. Standards violations include (but are not limited to) the following:

- Violations of the College Academic Integrity policy.
- All forms of dishonesty including knowingly furnishing false information to the College, and the alteration or use of College documents or instruments of identification with intent to defraud.
- Disruption or obstruction of the normal operations of the College or activities authorized by the College.
- Conduct which is disorderly, lewd or indecent including but not limited to: physical abuse, verbal abuse, threats, intimidation, harassment, sexual offenses, coercion and/or any conduct which threatens or endangers any person involved in activities on MSTC’s premises or at a College sponsored event.
- Theft of or damage to College property or theft of or damage to property of a person on College premises.
- Failure to comply with directions of College officials acting in performance of their duties or to identify oneself when requested.
- Unauthorized entry onto College premises.
- Use, possession, or distribution of illegal drugs or alcohol. Violations of the College Smoking and Tobacco policy.
- Possession of firearms, explosives, dangerous articles, substances, incendiary devices, or other potential weapons.
- Abuse or misuse of computers, per Network Policies, or other equipment.
- Interference with the learning process or acts that result in disruption of a class.
- Violations of any published College or program specific rules, policies, or regulations.

instructional television, and independent study delivery modes. MSTC uses eCampus for online bookstore services.

MSTC uses a Microsoft-based technology infrastructure, including Windows as its operating system and Exchange and Outlook for messaging. MSTC has a unified messaging system that integrates telephone, email, and voice messages into a single platform for ease of use and access.

MSTC’s goals for student learning are reflected in its mission statement, which simply says, “Mid-State Technical College transforms lives through the power of teaching and learning” (Table 5P01a). MSTC aggressively selects, develops, and maintains a range of programs of study in demand by employers.

2: Key non-instructional services

MSTC offers a variety of non-instructional services that support student success and stakeholder satisfaction. Many of these services are mandated in Wisconsin State Statute Chapter 38. Additionally, MSTC offers a broad array of services that are not specified by statute (Table 2P01a).

In addition to Helping Students Learn, another distinctive objective is to support economic development in MSTC’s district. Category 9 discusses MSTC’s efforts in economic development.

MSTC enhances its educational offerings through a mix of learning opportunities that are related to its other distinctive objectives, in addition to traditional educational programs MSTC offers. 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.

MSTC supports its other distinctive objectives through a variety of approaches. In some cases, MSTC has staff members dedicated to the specific objective. For instance, MSTC has a High School Relations Coordinator (HSRC) responsible for supporting secondary institutions. In other cases, the responsibilities are distributed as with contracted services. The academic division or group providing the contracted service is chosen based on the expertise of the group providing the service.

3: Stakeholder expectations and competitors

Students and other stakeholder groups have varied

needs. The learning needs of MSTC students are also addressed in Category 1, Helping Students Learn; the primary reason students attend MSTC (42%) is to prepare for a job. Students expect an education that prepares them for the world of work and for further education. Students also attend to improve their existing job skills. They expect learning at a convenient time and place. Likewise, employers expect MSTC graduates to be prepared to successfully enter defined occupations.

MSTC has a varied student population, and classifies students by learning goal (technical diploma or associate degree) and by the various support services that learners seek from MSTC. MSTC students come from populations that need strong support to succeed, including dislocated workers, displaced homemakers, victims of domestic violence, single parents, academically underprepared individuals, economically disadvantaged individuals, people with disabilities, first-time college students, or those who work full- or part-time jobs. In addition, many MSTC students are non-traditional adult learners. Various offices at MSTC provide services to address this wide range of student needs (Categories 1 and 3 address the programs that MSTC operates to meet the service needs of the various groups).

Table O3a provides a breakdown of special populations at MSTC as defined by the WTCS. Compared to state averages, 23% of MSTC students are economically disadvantaged compared to 15% for the WTCS and students with disabilities constitute 7% of MSTC enrollment, compared to 4% for the WTCS.

MSTC’s primary competitors are other WTCS institutions, local University of Wisconsin two- and four-year institutions, other institutions in the University of Wisconsin System, private colleges in Wisconsin, and proprietary institutions.

Table O3a: Disadvantaged and Disabled Students

Category	Number Served (FY2008)
Economically disadvantaged	2,390
Academically disadvantaged	1,859
Single parent	1,189
Disabled	731
Nontraditional	265
Displaced homemaker	146
Limited English	115
Incarcerated	104

Other than students, MSTC's key stakeholders are employers, occupational programs licensing agencies, local taxpayers, state legislators, alumni, parents of traditional age students, PK-12 public school districts, independent PK-12 schools in the MSTC district, occupational program advisory committees, WTCS partner colleges, four-year colleges, local governments, and the WTCS state agency.

4: Human resources

MSTC is comprised of four broad employee groups that operate together to achieve MSTC's Mission and Vision: administrative staff (which includes management); faculty (teaching and counselors); educational support professionals (clerical) and associate staff (custodial). The administrative staff performs the management and technical specialist functions of MSTC. Faculty develop and deliver learning and counseling opportunities, and support and associate staff provide key support in their respective areas. The organizational structure was chosen to support the natural division of activity in an educational institution, although in practice MSTC uses cross-functional teams for most processes and activities. MSTC's organizational structure is very similar to other institutions in the WTCS.

Three employee groups at MSTC have bargaining unit representation. They include the faculty through the Mid-State Faculty Association, support staff through the MSTC Educational Support Professional Association, and associate staff (custodial) through the Mid-State Associate Staff Organization. All three bargaining units have state level association through WEAC (Wisconsin Education Association Council).

As of March, 2010, MSTC employed 230 administrative, faculty, support staff, and associate staff employees (225 of whom were full-time) and approximately 191 adjunct instructors. Adjunct instructors teach at least one class at MSTC but deliver less than 50% of a full-time teaching schedule and are not members of the MSTC Faculty Association. Many adjunct instructors also hold full-time positions within the community. Approximately 70% of credit classes are taught by full-time faculty members.

Staff are organized into one of four groups, each led and supervised by a Vice President. Vice Presidents have responsibility for:

- Academic Affairs (VPAA)
- Student Affairs and Information Technology (VPSAIT)
- Finance (VPF)
- Human Resources (VPHR)

In the broadest terms, the span of control for the first two Vice Presidents in the list encompasses approximately 80% of all College operational activity. Academic Affairs and Student Affairs are tightly integrated, with an excellent collaborative relationship and culture. The President's office has a small number of staff members who report to that office rather than a Vice President.

All faculty and certified administrative staff possess the appropriate education and experience specified for their position by the WTCS Certification Code. MSTC expects that faculty members will either possess or be working toward a discipline-centered master's degree; 75% of full-time faculty members currently meet this standard.

Table O4a summarizes the breakout of MSTC staff by

Table O4a: MSTC Faculty and Staff, March 2010

	Total	FT	PT	Campus Location				Highest Educational Degree Attained						
				A	M	S	W	D	E	M	B	A	T	H
¹ Administrative Staff (Management Specialists)	70	69	1		4	3	63	8		32	20	7	2	1
² Faculty	101	99	2		18	13	70	10	2	63	21	1	3	1
³ Educational Support Professionals	46	45	1	2	6	6	32			1	10	16	12	7
⁴ Associate Staff (Custodial)	13	12	1		2	2	9					1	2	10
¹ Adjunct Faculty	191		191	7	42	19	123	8	2	51	78	29	16	7
Total	421	225	196	9	72	43	297	26	4	147	129	54	35	26

¹ Exempt (no bargaining unit)

² Wisconsin Education Association Council

³ MSTC Educational Support Professionals Association

⁴ WEA/Uniserv

A: Adams Center

M: Marshfield

S: Stevens Point

W: Wisconsin Rapids

D: Doctorate

E: Ed Specialist

M: Master's

B: Bachelor's

A: Associate

T: Technical Diploma

H: HS or Equivalent

employee group, by campus location, and educational degree attainment.

5: Aligning processes to Mission, Vision, and Core Values

MSTC's strategies focus on building a student-centered culture, maintaining fiscally responsible processes and management, and consistent and focused strategic planning. MSTC aligns values and expectations through its Core Values. The Core Values are posted in offices, work areas, and major conference rooms throughout MSTC. In addition, job postings specifically include embracing the Core Values as a requirement for employment. Core Values are also embedded in employee performance appraisals.

Social responsibility and community service and involvement are inherent in MSTC's Mission and Vision. In addition, state statute outlines the need for strong ties between MSTC and its communities in the WTCS. MSTC is highly supportive of its communities and organizations throughout the district. Members of the Executive Committee and many staff serve on and contribute to regional non-profits or business groups. MSTC also provides facilities for meetings at all four locations.

As a small technical college in rural Wisconsin, MSTC has limited resources in terms of staff and finances. MSTC cannot compete with many colleges when it comes to expansive facilities and large budgets. However, a small college can maximize its resources through collaboration, Core Values, Strategic Directions and College Goals. Understanding and addressing the needs of students and other stakeholders is critical to the long-term viability of MSTC. A collaborative leadership model that is responsive and student centered plays a vital role in the sustainability of MSTC.

The organizational structure at MSTC has been shaped in multiple ways to support and encourage collaborative leadership. The President works primarily through his Executive Committee, comprised of four vice presidents, and sets expectations for collaboration. A management team comprised of union-exempt staff provides front-line supervision and technical specialties. MSTC has few standing committees and forms teams using a "solve and dissolve approach" to address challenges or special projects; the teams are disbanded when the work is complete.

Individual goals are evaluated to ensure that each goal ties to the Board's Strategic Directions. The goal development process is critical to ensure that

leadership practices at all levels align with the practices and views of the board, senior leaders, and oversight entities such as the WTCS Board and office.

MSTC has management team meetings and faculty and support staff in-services. In addition, the meetings provide a venue for professional development, a critical component of continuous improvement programs. Employees use these opportunities to focus on continuous improvement and to create strategies that will positively affect students and meet the needs of stakeholders with whom the organization engages.

6: Aligning key support goals

MSTC uses an annual strategic planning process to develop goals aligned with MSTC's Mission and Vision. The goals are derived from the Board Strategic Directions. The Executive Committee reviews the Strategic Directions and builds the goals for their respective areas around them. Goals for each division or department are discussed between the Executive Committee member and their staff. All individual goals are aligned to MSTC's Mission, Vision, Strategic Directions, and College Goals.

Services, facilities, equipment, and technology needed to attain goals are identified at the division or department level. The process to identify these needs is reviewed as part of the budget development process. All capital items such as building and equipment needs are requested by the functional manager and a justification related to one or more annual goals is provided. All major non-technology related requests are then reviewed by the Executive Committee and prioritized. Technology requests undergo a similar review by the Technology Committee, which is comprised of the VPSAIT, the VPAA, Information Technology staff, and Learning Technology staff.

Facilities planning is based on a master planning process that was initiated five years ago. At that time the Somerville Architectural, Engineering and Construction Services firm met with Deans and Associate Deans to determine long-term space needs. From that master planning process a rolling three-year facilities planning process was developed. After review by the Executive Committee the three-year facilities plan is shared with staff to ensure that it supports the Mission, Vision, and College Goals. The rolling three-year plan data are fed into the capital planning process used by MSTC during the annual budget development cycle. Projects are reviewed, edited, deleted, or added to ensure alignment with the goals for the upcoming year. The Master Plan and Three-Year Plan are also shared with the WTCS and

the District Board for their review and approval.

Annual budget development is a documented process led by the Business Office and is reviewed with all budget managers. A key part of the budgeting process for managers and department staff is to review and discuss the needs for the next fiscal year. Operational budgets are typically built upon budget amounts from the previous year. Operational budget increases or capital requests require justification from the department manager. These justifications are reviewed with an Executive Committee member to ensure alignment with division or department goals for the next fiscal year. Requests for operational dollars are then shared with and prioritized by the entire Executive Committee to ensure alignment with MSTC's goals for the next fiscal year.

7: Information management

MSTC collects, distributes, and analyzes data to measure institutional performance related to the Strategic Directions and College Goals, and to measure satisfaction among students and other stakeholders. Data collection includes both systematic processes that are on established schedules (semester, annual, or biannual) and processes that are episodic because they are focused on a special event or project. College staff uses the information collected in these processes to review institutional or unit performance, to design plans for ongoing organizational improvement, and to measure the impact of improvement efforts.

Quantitative data that are collected routinely are included in Table 8R01a in the response to question 8R1. The response to question 7R3 includes examples of key college measures that are components of the comprehensive process of data collection and analysis for the purposes of continuous institutional improvement. Examples of data that MSTC collects and analyzes for continuous institutional improvement can also be found in the response to question 3P1.

MSTC participates in a three-college consortium for business intelligence services. The consortium, called WILM for the initials of the three institutions (Wisconsin Indianhead, Lakeshore, and Mid-State Technical Colleges), enables MSTC to minimize expenses related to data management and gain access to expertise MSTC couldn't afford independently. WILM data are available using the Cognos reporting system. WILM, in collaboration with MSTC, established benchmarking opportunities within the partnership. In addition, WILM established and manages physical data security and access to

consortium data (Question 7P7).

MSTC is also a member of the 16-college WTCS. The WTCS operates the Client Reporting System (CRS) that colleges use to report operational and academic outcome information according to uniform definitions and coding. Quality Review Process (QRP) data that MSTC uses for program and General Education benchmarking and for program review are drawn from the CRS data base. The WTCS is in a process of making Perkins Vocational Education Act related data, also drawn from the CRS, available to WTCS institutions for benchmarking and for improvement planning.

Staff members involved in institutional research provide performance and benchmarking data to end users in easily usable formats such as scorecards, dashboards, summarized data tables, and graphs. Information is available electronically and in paper format. In addition, research staff help end users interpret performance data and investigate outcomes for the purpose of designing improvement plans.

8: Commitments, constraints, challenges, and opportunities

MSTC has a commitment to its district to promote economic development. All of our long- and short-term strategies need to support this commitment. MSTC also has a commitment to district stakeholders to be fiscally responsible and to deliver relevant high-quality instruction.

MSTC's largest constraint is funding. With 45% of funding coming from property taxes and less than 12% in state aid (down from well over 20% in the late 1980s) funding is a constant constraint. Today student tuition and fees have become a larger funding source (17%) than state aid. Coupled with record-setting enrollment increases, funding is central to most planning activities.

Challenges facing MSTC include changes in our local economy and job market, declining state funding support, and fluctuating enrollments. MSTC's district has seen a great deal of change as industry leaves. The large number of displaced workers over the past five years has led to rapid change at MSTC. Providing well-trained graduates for employers often requires two years; MSTC must predict what the job market requirements will be in both the short term and the long term. New program development takes one year at a minimum. This challenge requires MSTC to continually monitor business conditions in its district and predict what the job market will look like in the

future.

MSTC has many opportunities. The explosive growth of online and hybrid delivery (from 170 enrollments in Fall 2007 to more than 4,000 in FY2010) has poised MSTC for growth while providing more access and flexibility for students. MSTC has also taken a leadership role in Wisconsin in renewable energy training; in Fall 2010 MSTC had five of the six renewable energy degrees in Wisconsin. Additional opportunities have come out of the large number of dislocated workers and underprepared learners in the district; MSTC continues to provide training aligned with Wisconsin's Career Pathways process to help individuals gain the skills and knowledge necessary to achieve economic success.

MSTC continues to evaluate and take advantage of new opportunities that arise when those opportunities align with and support MSTC's Mission, Vision, Strategic Directions, and College Goals.

9: Key collaborations

MSTC actively engages in the establishment of key partnerships with area employers in business and industry, community agencies, sister institutions, government entities, higher learning institutions, PK-12 districts, and staff members. These collaborations serve to advance MSTC's instructional focus and assist in the cost-effective operation of the institution's administrative functions.

A representative sampling of partnerships follows:

Business and Industry

- More than 100 health care clinical sites
- More than 70 early childhood internship sites
- Advisory committee representation
- Supervised occupational experience sites
- Staff representation on boards: Workforce Development, United Way, Rotary, Kiwanis, local foundations, chambers of commerce, regional economic development

Community

- United Way participation
- Literacy Councils
- Jail programs
- English as a Second Language (ESL) programs
- Workforce Central
- Facility usage by community and non-profit organizations at no or reduced rental rate

Consortium Agreements

- WTCS Purchasing Consortium
- WTC Insurance Trust & Districts Mutual

Insurance company (DMI)

- WILM Consortium
- WISPALS (Wisconsin Project for the Automation of Library Services).

PK-12

- Tech Prep Consortium
- Youth Apprenticeship
- Youth Options
- Career Pathways
- Transcribed credit.

Institutions of Higher Education

- Lakeland College
- Other WTCS institutions
- The University of Wisconsin System
- The Wisconsin Technical College System
- Wisconsin Indianhead, Lakeshore, Mid-State (WILM) consortium
- AQIP: Academic Quality Improvement Program
- CQIN: Continuous Quality Improvement Network

College Staff

- Employee Development Center
- Wellness programs
- Professional Growth Fund
- Academic Affairs/Student Affairs integration