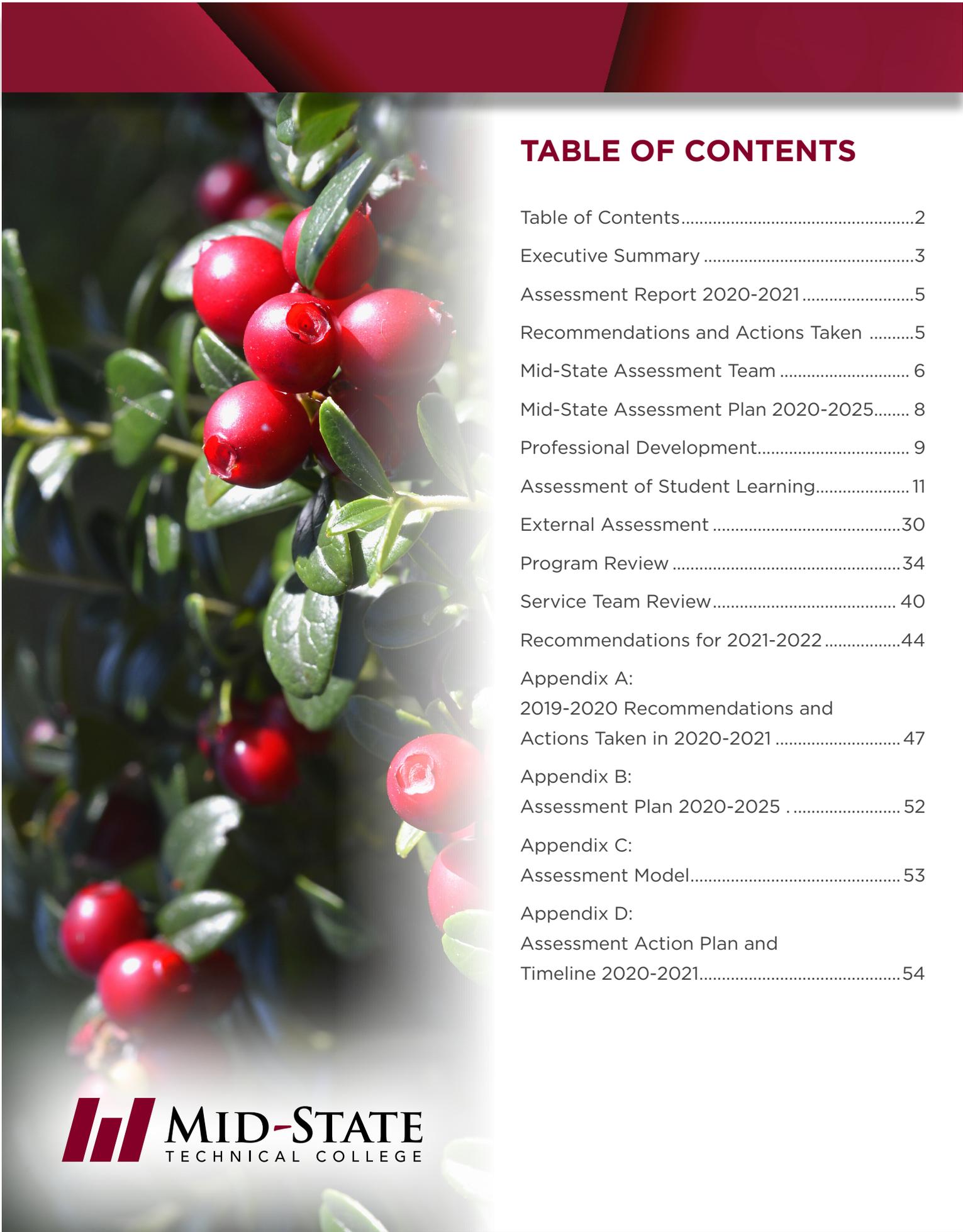




# **MID-STATE ASSESSMENT REPORT**

**2020-2021**





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## EXECUTIVE SUMMARY

Assessment at Mid-State Technical College is a coherent, comprehensive system for planning, developing, implementing, and documenting strategies and practices that are designed to improve student learning. The college uses assessment results to stimulate reflective thinking and initiate necessary actions to contribute to the continuous improvement of student learning and institutional outcomes. Through these outcomes, Mid-State can realize its mission - to transform lives through the power of teaching and learning.

The focus of 2020-2021 was to build upon the 2019-2020 Assessment Plan by creating a five-year 2020-2025 Assessment Plan. This plan, aligned with the 2020-2025 *Moving Forward Together* Strategic Plan, sets the stage for having sustainable assessment practices that lead to documented improvements in student learning. The Assessment Plan and the work associated with it was acknowledged by the Higher Learning Commission (HLC) site review team in May 2021 as evidence that Mid-State had a positive, college-wide, sustainable assessment practice. This result was possible through the hard work of faculty, academic and student services leaders, Education Services team members, staff, Institutional Effectiveness, Accreditation and Quality team members, and through the support of college administration. This report summarizes these efforts and the results achieved.



## Highlights of 2020-2021 Assessment Report include:

1. Sustained college-wide assessment efforts through an intentional focus on established processes, professional development, and the leadership of the Assessment Team.
2. Developed, implemented, and distributed the 2020-2025 Assessment Plan.
3. Hosted a successful HLC accreditation site visit.
4. Provided multiple formal and informal professional development opportunities on the topic of assessment.
5. Assessed student learning outcomes:
  - a. Course outcomes/competencies
  - b. Program outcomes
  - c. General education outcomes
  - d. Employability Skills (institutional outcomes)
  - e. Co-Curricular outcomes
6. Assessed student learning through external exams/licensure results.
7. Completed 47 program review sessions covering 73 programs, apprenticeships, and four general education disciplines.<sup>1</sup>
8. Completed seven service team reviews.
9. Identified recommendations for process improvement for 2021-2022.
10. Shared the 2020-2021 Assessment Report.



In Summary, throughout 2020-2021, Mid-State continued to enhance sound assessment practices that will be sustained and improved over time. Through these practices, on-going professional development and intentional support, Mid-State is on its way to developing a culture of assessment<sup>2</sup>.

<sup>1</sup> Program review sessions may include 1-5 programs. Example: Surgical Technician and its embedded technical diploma Central Services Technician are reviewed together in one session.

<sup>2</sup> Weiner, W. (2019, July-Aug). Establishing a Culture of Assessment. Fifteen elements of assessment success – how many does your campus have? <http://www.aaup.org/AAUP/pubsres/academe/2009/JA/Feat/wein.htm>

## ASSESSMENT REPORT 2020-2021

Assessment efforts and results are summarized in this annual report highlighting college-wide assessment efforts. The Assessment Report brings all components of Mid-State's assessment work together into one document including assessment of student learning and institutional effectiveness. The following summary information is included in Mid-State's Assessment Report:

1. 2019-2020 Recommendations and Actions Taken
2. Assessment of Student Learning
  - a. Mid-State Assessment Team
  - b. 2020-2025 Assessment Plan
  - c. Professional development
  - d. Assessment of Student Learning Summary describing results for each student learning outcome: course outcomes, program outcomes, General Education outcomes, institutional outcomes, and co-curricular outcomes.
  - e. External assessment results
3. Program Review
4. Service Team Review
5. Recommendations for next academic year



Each area in this Report is arranged in a consistent format including relevant background information and definitions, process descriptions, results and highlights, and best practices and lessons learned.

## RECOMMENDATIONS AND ACTIONS TAKEN

Mid-State is a college that pursues excellence and continuous improvement. Each year, assessment processes and results are summarized in the Assessment Report and strengths and opportunities for improvement are identified. Recommendations for improvement are formulated and documented at the end of each year and followed by actions for improvement the following year. Recommendations made in 2019-2020 Assessment Report and actions taken in 2020-2021 are described in Appendix A.

## MID-STATE ASSESSMENT TEAM

### Background

The Mid-State Assessment Team is composed of individuals interested in and responsible for leading the College's assessment efforts. The primary roles and responsibilities of members are to implement assessment guidelines, provide professional development and serve as a resource for faculty and staff on assessment topics, provide feedback on assessment plans and reports, and create an action plan and timeline for assessment (e.g., Assessment Plan). Membership on the Assessment Team is monitored to ensure institution-wide representation. Membership in 2020-2021 included: 10 faculty representing each academic school of the College, two curriculum and assessment staff, six co-curricular managers/staff representing each major area of

Student Services, five academic managers and the College's Higher Learning Commission Accreditation Liaison Officer. The Vice President of Student Services & Enrollment Management became a member of the Assessment Team, based on recommendations from 2019-2020. The Assessment Team met eight times during the academic year.



### Process

The Assessment Team meets monthly during the academic year. Meetings are organized by the Curriculum and Assessment Specialist and the Vice President of Academics. Agendas are planned with input from the Assessment Team and minutes are recorded. Agendas and minutes are posted in the Assessment Team folder in Microsoft Teams. In addition to these monthly meetings, Assessment Team members meet formally and informally with others across the college to work on specific learning outcomes, provide training and education on assessment, and share best practices. These one-on-one and small group consultations have been effective in providing peer encouragement and support. Assessment Team members are also tapped to provide support and professional development (e.g., faculty in-service).

### Results and Highlights

During the 2020-21 academic year, the Assessment Team participated as a panel at the August Faculty In-Service to share their "a-ha" moments from the assessment data they collected/analyzed in 2019-2020. This activity was recommended in the 2019-2020 Assessment Report. They also helped to prepare the college for the HLC mock visit and actual site visit. One of the highlights of that preparation was the January Faculty

In-Service where faculty met in small groups to practice telling their assessment stories using the format, “This is what we knew, this is what we did, and this is the result.” Several members of the Assessment Team also presented this work at the state-wide Wisconsin Technical College System (WTCS) Assessment Conference in April 2021.

The Assessment Team made a concerted effort to revise the language used college-wide from “assessing” to “tracking the assessment of” when referring to the aggregation of course, program, and institutional data. The team also began the process of vetting software applications to assist in the collection, storage, and reporting of data. In surveys with instructors, their top concern was in using spreadsheets to gather data. After viewing several options, the group recommended moving forward with Watermark Planning and Self Study.

### **Best Practices and Lessons Learned**

Mid-State’s Assessment Team is composed of individuals representing different roles and responsibilities across the college. This provides diverse perspectives and an opportunity to learn about others’ assessment work (academic and co-curricular assessment). The Assessment Team assumed an important role in preparing for the College’s HLC site visit. The faculty supported assessment efforts and led faculty professional development resulting in positive feedback from the HLC review team. It is important to the College that the Assessment Team continues its ongoing role in assessment initiatives and practices throughout the ten-year accreditation cycle.

To address the faculty members teaching schedule, Assessment Team meetings were recorded to allow those unable to attend the ability to listen to the meeting discussion. Minutes were also taken and posted for members to access. Members who were not able to attend were encouraged to stay engaged by providing input.



## MID-STATE ASSESSMENT PLAN 2020-2025

### Background

Mid-State developed a comprehensive 2020-2025 Assessment Plan. The five-year Assessment Plan is aligned to the time frame of the five-year Strategic Plan, creating synergies in college priorities. See Appendix B for the complete 2020-2025 Assessment Plan and Appendix C for the Assessment Model.

### Process

The 2020-2025 Assessment Plan was developed utilizing the 2019-2020 Assessment Plan as the template. This plan was created and reviewed by the Assessment Team to ensure support for the plan. Each year of the 2020-2025 Assessment Plan includes a specific action plan and timeline for that year. See Appendix D for the Assessment Action Plan and Timeline 2020-2021. After the Assessment Plan was reviewed and approved, it was widely distributed to full- and part-time faculty and Assessment Team members and posted on the College's website.



### Results and Highlights

The 2020-2025 Assessment Plan, with annual assessment action plans and timelines, was developed and distributed to those responsible for assessment at Mid-State and is accessible on the College's website. This document provides the framework for assessment efforts that are aimed at improving student learning at the college. This document was designed to align with the College's 2020-2025 Strategic Plan, *Moving Forward Together*, as it represents a major tool for meeting the College's mission of transforming lives through the power of teaching and learning.

### Best Practices and Lessons Learned

The 2020-2025 Assessment Plan includes relevant information on the College's assessment processes and practices. This document serves as a helpful reference guide for faculty and staff assessing student learning. A best practice to maintain is to ensure faculty have a voice in establishing assessment actions. This was accomplished this year through active engagement of faculty in reviewing the five-year Assessment Plan.

## **PROFESSIONAL DEVELOPMENT**

### **Background**

Mid-State continued to provide professional development to create a common assessment language, standardize processes, and document comprehensive assessment results.

Professional development was provided to those involved in assessment efforts to ensure full implementation of the assessment plan and to be prepared for the HLC accreditation site visit in May 2021.

### **Process**

The Education Services Team, Vice President of Academics, HLC Accreditation Liaison Officer, and faculty led professional development efforts, with involvement and support of the Assessment Team and academic and student services leadership teams. A variety of formal and informal educational/training sessions were provided in in-person, virtual, and electronic formats.

### **Results and Highlights**

Professional development with assessment of student learning content was provided in the following ways:

1. The Faculty Quality Assurance System (FQAS) Assessment course offered three times during 2020-2021 during a day, evening, and summer session.
2. New Faculty Orientation for two full days in July 2020.
3. Individual summer meetings with faculty who needed extra support to complete their assessment tracking from the 2019-20 academic year.
4. Full-time and part-time faculty in-service in August 2020 to discuss the role of the full- and part-time faculty, how to collect data, and where to store and analyze the data. The full-time Faculty In-Service also included a panel discussion with faculty on how they were applying what they learned from their data collection to make data-driven changes in their courses and programs.
5. The January 2021 Faculty In-Service day was focused on preparing for the HLC site visit. In addition to presentations and small group sessions, work time was provided, allowing faculty to create their own “assessment story.” This experience was duplicated with part-time faculty.
6. The assessment stories were shared at the Wisconsin Technical College System in a presentation at the Spring Assessment Conference.

7. Professional development was also provided to K-12 dual credit teachers, counselors, administrators, and Mid-State dual credit mentors to ensure assessment data was collected for dual credit classes.
8. “Data Days” were implemented at the end of fall and spring semesters to provide faculty with a dedicated day to collect and analyze data and plan actions for improvements in student learning. This is supported through the college-wide academic calendar and sustained with the understanding that these days are reserved for assessment work.
9. The 2020-2025 Five-Year Assessment Plan was distributed to full- and part-time faculty and staff and posted on the College website.

### **Best Practices and Lessons Learned**

Mid-State provided a variety of professional development learning opportunities aimed at sustaining assessment efforts and preparing for the HLC accreditation site visit. It was noted that faculty who are actively engaged in assessing student learning and have opportunities to practice using the language of assessment are confident in sharing their story with others. It is also important to offer ongoing professional development in multiple formats for all faculty.

Through our experience with K-12 partners, we learned that it is important to continue to reinforce the College’s commitment to assessment of student learning. Ongoing attention and support are necessary to ensure all faculty are meeting the College’s assessment expectations.



# ASSESSMENT OF STUDENT LEARNING

## Background

Mid-State's *Assessment Vision* is that assessment is a coherent, comprehensive system for planning, developing, implementing, and documenting strategies and practices that are designed to improve student learning. The College uses assessment results to stimulate reflective thinking and initiate necessary actions to contribute to the continuous improvement of student learning and institutional outcomes. The *Assessment Mission* states that the Mid-State Assessment Team, with faculty, administrators, and staff, strives to facilitate the assessment of student learning outcomes to maximize student success and transform lives.

Mid-State recognizes that student learning occurs in the classroom, in lab and clinical settings, when receiving academic support, and when participating in student life/ leadership/career activities. Mid-State has identified five specific categories of learning outcomes that students should be able to demonstrate through their learning experiences at Mid-State. These five categories of learning outcomes include:

**Course Competencies** – knowledge, skills and abilities students will be able to demonstrate as a result of the learning experience in a course

**Program Outcomes** – industry relevant knowledge, skills, and abilities that program graduates are expected to demonstrate as a result of the learning experience in a program.

**General Education Outcomes** – learning outcomes that students achieve as a result of taking the full complement of general education courses (communication, math, science, psychology, and sociology):

1. Intellectual Acquisition of Knowledge: Demonstrate critical and ethical reasoning.
2. Communication: Demonstrate effective communication in diverse contexts using appropriate methods.
3. Problem Solving: Use mathematical and scientific problem-solving processes.
4. Personal and Social Awareness: Demonstrate knowledge of life skills required of an effective member of a diverse and global community.



**Co-Curricular Outcomes** – student learning that occurs outside of the classroom. These student learning outcomes are based on the Council for the Advancement of Standards in Higher Education (CAS) as they were developed to support learning that occurs in student services and supportive programs. There are six CAS standards that inform co-curricular student learning:

1. Knowledge acquisition, construction, integration, and application
2. Cognitive complexity
3. Intrapersonal development
4. Interpersonal competence
5. Humanitarianism and civic engagement
6. Practical competence

Co-Curricular Outcomes were refined in 2020-2021, after piloting and assessing them in 2019-2020. The Co-Curricular Outcomes include:

1. Demonstrate the ability to access and utilize student accounts
2. Create an academic plan from first semester through graduation
3. Create a professional resume using effective communication
4. Notify instructors of needed accommodation(s) based on Disability Services recommendation
5. Gain knowledge on a variety of diversity related topics
6. Identify campus resources that support student success
7. Connect students and staff in program areas
8. Identify course delivery options within program
9. Exhibit knowledge of the host society (paused as international travel/experiences were not available during the COVID-19 pandemic)
10. Recognize role within the club and hold themselves accountable for assisting in fulfilling club's mission.
11. Demonstrate professionalism
12. Collaborate with others
13. Expand knowledge of leadership techniques (paused as activities did not occur during the COVID-19 pandemic)

14. Increase confidence in leadership abilities (paused as activities did not occur during the COVID-19 pandemic)
15. Apply knowledge during a tutoring session
16. Display a positive, cooperative attitude
17. Demonstrate professionalism and uphold standards of the organization

**Employability Skills** - learning outcomes that are transferable and go beyond the content of a specific course. Employability Skills are considered Mid-State's institutional learning outcomes:

1. Behave responsibly, individually, and cooperatively
2. Communicate effectively
3. Demonstrate effective critical and creative thinking
4. Demonstrate cultural, social, and global awareness
5. Use appropriate technology

## Process

The Assessment Plan and processes are based on the Assessment Cycle, a traditional quality improvement model. The Assessment Cycle starts with planning and identifying student learning outcomes. These outcomes include curricular outcomes (course, program, and general education), co-curricular outcomes (advising, academic support, student life, student leadership, and career services), and institutional outcomes (Employability Skills). After the student learning outcomes are identified, a measurement strategy and target are identified. This often involves creating a matrix that aligns outcomes to courses/content areas and aligns outcomes to specific course assessments/assignments/questions. At the end of each semester, data are collected through manual methods or the creation of course reports in Blackboard (if used to align outcomes to course assessment). Faculty



and co-curricular staff analyze assessment data, comparing results to their pre-determined targets. Results are shared with teams and changes are identified to improve student learning. Faculty and co-curricular staff implement these changes the next time this content is taught. Data collection and analysis is conducted to determine the impact of these changes in improving student learning.



Assessment plans for each learning outcome are documented in a standard Assessment Tracking form designed in Excel and based on the steps in the Assessment Cycle. At the beginning of each semester, faculty and co-curricular staff plan their assessment strategy and document it on the Assessment Tracking form. Information about the learning outcome, measurement strategy, and criteria for success/target are documented as part of the planning process. At the end of each semester, faculty and staff document their analyses, how they communicated results, and document changes they plan to make to improve student learning. After these changes have been implemented, faculty and co-curricular staff reassess and document their results, determining if learning outcomes were improved. This series of steps is repeated for each student learning outcome based on a predetermined cycle. Expectations for assessment in 2020-2021 are described in the following table.

<b>2020-2021 Assessment Expectations</b>	
<b>Student Learning Outcome</b>	<b>Cycle of Assessment</b>
Course Outcomes/Competencies	Track the assessment of one-third of all course competencies in each course offered (goal to assess each competency on a three-year cycle)
General Education Outcomes	Track the assessment of all General Education Outcomes in designated courses
Program Outcomes	Track the assessment of all Program Outcomes and complete TSA (if applicable)
Co-Curricular Outcomes	Track the assessment of outcomes as planned in designated co-curricular activities
Employability Skills (institutional outcomes):	Track the assessment of all five Employability Skills within every program/general education area

In addition to the college's assessment efforts, Wisconsin Technical College System (WTCS) has a two-step process for designing, assessing, and reporting program outcomes to WTCS as part of the Technical Skill Attainment (TSA) process. The college works through this two-step process with academic programs, either as a system-wide effort (for state-aligned programs) or individually as unique programs. Program outcome assessment results are reported to WTCS at the student level as either "met" or "not met."

Assessment efforts and results are summarized each year in this annual Assessment Report. This provides Mid-State with an opportunity to assess our assessment efforts and make changes to improve assessment processes.

## Results and Highlights

Assessment of student learning was continued and expanded throughout the College in 2020-2021. All full- and part-time faculty and co-curricular staff received professional development and tracked assessment results for all student learning outcomes (course competencies, general education outcomes, program outcomes, employability skills, and co-curricular outcomes). Assessment of student learning results for each program, general education discipline, and co-curricular area can be accessed by reviewing the assessment tracking documents on the SharePoint site <https://mymstc.sharepoint.com/sites/ProgramAssessment>.

In 2020-2021, emphasis was placed on continuing assessment efforts based on the practices established in 2019-2020. Assessment data suggests that Mid-State is developing a culture of assessment through sustainable practices. Data was collected and analyzed in 95% of academic programs and all general education disciplines. Data was collected in all but one co-curricular area due to a pause in international experiences due to the COVID-19 pandemic. Assessment results are summarized by learning outcome and include best practices and lessons learned for each area.



## Summary of Assessment Efforts 2020-2021

	Programs	General Education	Apprenticeship	Co-Curricular
Area	Number	Number	Number	Number
Programs/Areas	61	5	13	11
Programs/Areas with Assessment Data	58 (95%)	5 (100%)	7 (54%)	9 (82%)
Courses with Assessment Data	415	30	59	N/A
Course Outcomes Assessed	1,203	84	185	N/A
Program Outcomes/General Education Outcomes Assessed	270	11	30	N/A
Employability Skills Assessed	171	15	18	14
Co-Curricular Outcomes Assessed	N/A	N/A	N/A	13
<b>Total Outcomes Assessed</b>	<b>1,644</b>	<b>110</b>	<b>233</b>	<b>27</b>

## Assessment Results by Student Learning Outcome

### Course Outcomes:

1. 100% of Mid-State developed course outcomes/competencies are written at level three (apply) or above of Bloom's taxonomy<sup>3</sup>
2. Faculty are documenting their course assessment plans, noting on a course matrix where course outcomes are introduced, reinforced, assessed, and tracked. Examples are available from the Curriculum and Assessment Specialist.
3. 95% of technical diploma and associate degree programs, 100% of general education courses, and 54% of apprenticeship programs have assessment data for courses offered in 2020-2021. Course competency assessment for embedded technical diploma courses is documented in the parent program.
4. Course outcome results by program can be found in the assessment tracking documents at <https://mymstc.sharepoint.com/sites/ProgramAssessment>
5. Nearly 1,500 course outcomes were assessed in 504 courses offered.
6. Depending on assessment results, faculty and staff may not need to reassess course competencies, may reassess and monitor the results, or reassess after improvements are made to improve student learning. The following table highlights changes that were documented to improve student learning.

The following table provides examples of strategies that were identified in the assessment tracking forms to improve student learning based on course outcome assessment results in fall 2020 or spring 2021. These strategies were targeted to be implemented the next time the course is offered. Full information on assessment results and actions to improve student learning can be found in the assessment tracking documents at <https://mymstc.sharepoint.com/sites/ProgramAssessment>.

Course Outcomes: Strategies to Improve Student Learning	
Curriculum Changes/Adjustments	
•	Make this assessment more specific.
•	Create a print layout lab separate from projects.
•	Continue to incorporate use of CMM and other inspection tools into the GD&T Concepts.
•	Reduce the number of activities; excess activities did not have any bearing on achievement of the course competencies.
•	Add more measuring activities.
•	Modify financial statements specific to corporations.

<sup>3</sup> Courses designed as state-aligned curriculum may or may not be developed at this level.

•	Implement practice exercises and problems and recorded class lectures.
•	Move to a three-credit course and provide additional assessments for the students to hone their communication skills.
•	Implement more instructor-led lab hours in the classroom.
•	Rewrite course and include more time with students on selection control.
•	Add ATI dosage calculations and medication administration to course as required activity prior to taking the first math test.
•	Review test questions to make sure they apply to the information learned. Redo all audio PowerPoints.
•	Evaluate test questions. This is my first year teaching and after reflection, I need to phrase my test questions in a different manner to promote critical thinking.
•	Add simulations at the simulation center to enhance this skill.
•	Develop more robust assessment of the students' understanding to promote creative thinking. Information beyond the textbook should be provided.
•	Reword questions for clarity as well as make adjustments to scenarios.
•	Develop supplemental instructional materials.
•	Create an in-class worksheet for additional student practice on this competency. The worksheet was shared with Intermediate Algebra instructors. Additional lecture time was reserved for worksheet completion and student questions in class.
•	Review aligned labs and add rigor through higher level tasks.
•	Re-write instructions and provide examples of properly done work.
•	Try progressive assessments instead of one assessment at the end.
•	Update assessment so that questions are more focused. Students had some questions regarding direction of what was wanted.
•	Strengthen the connection between lecture content and quiz content.

### **Teaching Strategies**

•	Introduce the project earlier and focus more on applicable concepts that come in play with the project earlier in the semester.
•	Focus on encouraging students to attend and participate in all learning activities.
•	Spend more time going over expectations for the final plan. Give more class time to work on the plan so that if students have questions the instructor can help one on one.
•	Provide more focused training as this is one of the more difficult tools to understand and use.
•	Review safety expectations throughout the term.
•	Spend more time demonstrating these welds.
•	Add more explanation and coverage of end of chapter discussion questions.

•	Move to weekly learning plan versus two - three week learning plans. Continue with recorded lectures and the inclusion of active learning activities.
•	Provide practice scenarios to students with individual help from the instructor. If successful, then more scenarios should be tried in small groups with students helping students, until they're familiar enough with the material to attempt the test.
•	Work more one on one with the students.
•	Work on developing more online lectures so students are not rushed at the end of the semester.
•	Continue to be a mentor and break down the projects into segments for the students.
•	Strengthen feedback to students on weekly written assignments.
•	Provide a better example of what to include in the assessment.
•	Provide additional examples that will be integrated into the discussion/lecture.
•	Use examples from this year to showcase next year.
•	Emphasize the relevance of writing skills to students' future careers. Instructors will work on increasing student confidence.
•	Implement review session.
•	Spend time reviewing for quizzes together in class instead of having them do that on their own.
•	Require use of practice test prior to taking final test.
•	Develop a study guide and also to do a review in class.
<b>Student Support Strategies</b>	
•	Help students manage time better.
•	Identify struggling students and pair with a tutor if available.
•	Reinforce time management in the completion of the project.
•	Review data for students who are not successful to see if we can get a targeted approach between academics and student affairs.
•	Promote additional LiNK support.
•	Emphasize study skills, tutor opportunities, and meetings with counselors.
•	Contact students and advisors after 25% of the course has elapsed to discuss missing or deficient work.
•	Improve tutoring availability by identifying peer tutors and promoting awareness of coaching hours.
•	Catch students early on who are performing poorly and try to get them help through advising and encouragement.

## Program Outcomes:

1. 100% of Mid-State developed program outcomes are written at level three (apply) or above of Bloom's taxonomy<sup>4</sup>.
2. 79% of technical diploma and associate degree programs and 46% of apprenticeship programs completed program outcome assessment.
3. Full-time faculty are documenting their program outcome assessment plans, noting on a matrix where program outcomes are introduced, reinforced, assessed, and tracked. Examples are available from the Curriculum and Assessment Specialist.
4. Over 300 program outcomes were assessed in 2020-2021.
5. Most students met the target for program outcome assessment. This result was anticipated as students have multiple opportunities to learn and practice industry relevant skills (program outcomes) throughout their program of study. Program outcome results by program can be found in the assessment tracking documents at <https://mymstc.sharepoint.com/sites/ProgramAssessment>.
6. Few changes were documented to improve student learning as student learning for program outcomes met the target. Faculty plan to continue to monitor student learning and adjust as needed based on assessment results.
7. 42 programs reported program outcome assessment data to WTCS as part of the TSA process. This represents 100% of eligible programs reporting.

The following table provides examples of strategies that were identified in the assessment tracking forms to improve student learning based on program outcome assessment results in fall 2020 or spring 2021. These strategies were targeted to be implemented the next time the course(s)/content is offered. Full information on assessment results and actions to improve student learning can be found in the assessment tracking documents at <https://mymstc.sharepoint.com/sites/ProgramAssessment>.

<b>Program Outcomes: Strategies to Improve Student Learning</b>	
<b>Curriculum Changes/Adjustments</b>	
•	Streamline lesson plans further to create more learning opportunities prior to labs.
•	Complete a trial of a new "Communication Activity."
•	Form was updated to reflect the five-rights and three-checks by having its own line on the form. Faculty agreed to have the students reinforce these concepts by verbalizing the medication checks.
•	Plan to increase rigor of a few labs based on feedback from team.

<sup>4</sup> Programs designed with state-aligned program outcomes may or may not be developed at this level.

•	Add more measuring activities.
•	Modify financial statements specific to corporations.
<b>Teaching Strategies</b>	
•	Make sure each student is using the correct program to develop their business plan.
•	Communicate with new instructor to ensure methods are adequately covered in assigned class.
•	Collaborate with General Education department to help nursing students transfer knowledge from General Education course into the nursing program.
•	Continue to encourage students to do the practice exercises before attempting the graded cases.
•	Plan to incorporate activities to help better understand criteria at the start of the course.
•	Use two tier approach requiring students to communicate personally but also requiring group communication/conflict resolution/professional communication
•	Assign the project earlier in the semester and give it more points to encourage completion.
<b>Student Support Strategies</b>	
•	Place the Clinical Rubric into Blackboard to facilitate electronic tracking and to provide feedback to students.
•	Implement earlier intervention in the form of reminder to the students in regard to the due date of this and other assignments.

### General Education Outcomes

1. 100% of general education disciplines have completed general education outcome assessment.
8. General education faculty have documented their outcome assessment plans, noting on a matrix where general education outcomes are introduced, reinforced, assessed, and tracked. Examples are available from the Curriculum and Assessment Specialist.
2. General Education Outcomes were assessed in 11 different courses in 2020-2021.
3. General Education Outcome results by discipline can be found in the assessment tracking documents at <https://mymstc.sharepoint.com/sites/ProgramAssessment>.
4. The General Education faculty mentored part-time faculty to ensure assessment data were collected and documented.

The following table provides examples of strategies that were identified in the assessment tracking forms to improve student learning based on general education outcome assessment results in fall 2020 or spring 2021. These strategies were targeted to be implemented the next time the course(s)/content is offered. Full information on assessment results and actions to improve student learning can be found in the assessment tracking documents at <https://mymstc.sharepoint.com/sites/ProgramAssessment>.

<b>General Education Outcomes: Strategies to Improve Student Learning</b>	
<b>Curriculum Changes/Adjustments</b>	
•	Break down assessment and allow students to submit work first, then make revisions before receiving a final grade.
<b>Teaching Strategies</b>	
•	Emphasize the relevance of writing skills to students' future careers. Instructors will work on increasing student confidence.
•	Provide better instruction to students about demonstrating their critical thought process in written form.
•	Integrate additional opportunities for learning, reflection, and review on the topic.
<b>Student Support Strategies</b>	
•	Contact students and advisors after 25% of the course has elapsed to discuss missing or deficient work.





### **Employability Skills (Institutional Outcomes)**

1. 87% of associate degree and technical diploma programs, 100% of general education areas, and 90% of co-curricular areas assessed Employability Skills. These results may be higher as employability skills may be assessed in courses that are present in both the embedded technical diploma program and the parent program.
2. Rubrics with indicators were developed for each Employability Skill. Faculty have the option to use this standardized rubric or adjust the indicators to fit the skills needed in their industry/area. Examples are available from the Curriculum and Assessment Specialist.
2. Full-time faculty and co-curricular staff are documenting their outcome assessment plans, noting on a matrix where employability skills are introduced, reinforced, assessed, and tracked.
3. Employability Skills were assessed 219 times in associate degree, technical diploma and apprenticeship programs, general education courses, and in co-curricular activities.
4. Most of the students met the target for employability skill assessment. This result was anticipated as students have multiple opportunities to learn and practice these institutional outcomes throughout their program of study. Employability skill outcome results by program and area can be found in the assessment tracking documents at <https://mymstc.sharepoint.com/sites/ProgramAssessment>.

The following table provides examples of strategies that were identified in the assessment tracking forms to improve student learning based on Employability Skills outcome assessment results in fall 2020 or spring 2021. These strategies were targeted to be implemented the next time the course(s)/content is offered. Full information on assessment results and actions to improve student learning can be found in the assessment tracking documents at <https://mymstc.sharepoint.com/sites/ProgramAssessment>.

## Employability Skills Outcomes: Strategies to Improve Student Learning

### Curriculum Changes/Adjustments

- Re-word the assessment questions to help guide students to desired outcome.
- Provide more explanation and coverage of the learning objectives that lead up to the project.
- Increase opportunities for students to gain cultural knowledge and experience with speakers and industry experts from different cultures.
- Add additional resources and change the criteria of the assignment.
- Monitor student learning with use of Student Final Performance Evaluation.
- Add focus/activity for Global/Social/Cultural Awareness to all semesters.

### Teaching Strategies

- Provide better instruction to students about demonstrating their critical thought process in writing.
- Continue to model professional behavior in the classroom. Work with adjuncts so they understand the importance of helping students with their professional speaking and writing using marketing terminology.
- Break down assignments to allow students to submit work first, then make revisions before receiving a final grade.
- Refine the classroom preparation for on-line assignments/quizzes/tests to help students gain a greater level of success on these assessments.
- Make sure all students understand the assignments completely.

### Student Support Strategies

- Contact students and advisors after 25% of the course has elapsed to discuss missing or deficient work.
- Plan to work more closely with the student.
- Remind all students early on in their academic careers about advising, counselling, Disabilities Services, and to work closely with new faculty.
- Add EHR Tutor to all semesters



## Co-Curricular Outcomes

1. 82% of Co-Curricular outcomes were assessed in 2020-2021.
3. All Co-Curricular staff have documented their outcome assessment plans, noting on a matrix where Co-Curricular Outcomes were introduced, reinforced, assessed, and tracked. Examples are available from the Curriculum and Assessment Specialist.
2. 88% of Co-Curricular Outcomes assessed met the target.
3. Co-Curricular Outcome results by co-curricular area can be found in the assessment tracking documents at <https://mymstc.sharepoint.com/sites/ProgramAssessment>.
4. A detailed report describing Mid-State's Co-Curricular Assessment plan and results is included in Appendix E.

The following table provides examples of strategies that were identified in the assessment tracking forms to improve student learning based on co-curricular outcome assessment results in fall 2020 or spring 2021. These strategies were targeted to be implemented the next time the co-curricular activity is offered. Full information on assessment results and actions to improve student learning can be found in the assessment tracking documents at <https://mymstc.sharepoint.com/sites/ProgramAssessment>.

## Co-Curricular Outcomes: Strategies to Improve Student Learning

### Curriculum Changes/Adjustments

- Rework the resume rubric.
- Create standard process of targeted professional development with club advisor for students not meeting criteria for success.

### Teaching Strategies

- Ask for current resumes before the first presentation.
- Update orientation to include computer conferencing.
- Develop workshop-based formats and have additional resources within the Blackboard course for those wishing to learn more about the various topics.
- Develop a work study supervisor handbook and offer informational sessions/meetings.

### Student Support Strategies

- Schedule Degree Map appointment at the time of NSA.
- Explore a way to automate student logons.
- Make a concerted effort to follow up with students to get their second resume.
- Explore a dedicated position focusing on retention of underrepresented students through case management.
- Provide resources specific to the students' preferred method (books, articles, videos, etc.) and will follow up monthly.
- Spend more time highlighting professionalism as it relates to communication and attendance. A performance improvement contract will also be developed.



Co-curricular activities are offered and assessed each semester. The following table describes the fall 2019 and spring 2020 assessment results for eight co-curricular outcomes, the strategies implemented to improve student learning, and the subsequent 2020-2021 assessment results.

<b>Improvements in Student Learning</b>			
<b>Student Learning Outcome</b>	<b>2019 -2020 Results Met Outcome</b>	<b>Strategy to Improve Student Learning</b>	<b>2020-2021 Results Met Outcome</b>
Create academic plan from first semester through graduation (Goal 80%)	Fall 2019: 29% Spring 2020: 56%	Complete Degree Maps at New Student Orientation or in the first month of the semester  Add an item to the New Student Orientation to remind advisors to manually check the box  Schedule Degree Map appointment at time of New Student Orientation and ensure completion in GPS class.	Fall 2020: 52% Spring 2021: 53%
Notify instructors of needed accommodation(s) based on Disability Services recommendation (Goal 65%)	Fall 2019: 65% Spring 2020: 85%		88%
Identify campus resources that support student success (Goal 80%)	Fall 2019: 94% Spring 2020: 95%	College resources added to Blackboard.	Fall 2020: 97% Spring 2021: 96%
Identify course options within program (Goal 80%)	Fall 2019: 95% Spring 2020: 96%	Update orientation to include computer conferencing.	Fall 2020: 96% Spring 2021: 95%
Apply knowledge to a question/example (Goal 70%)	Fall 2019: 70% Spring 2020: 94%	LiNK and tutoring services added to Blackboard.	Fall 2020: 91% Spring 2021: 79%
Display positive, cooperative attitude (Goal 70%)	Fall 2019: 70% Spring 2020: 100%	Information included in Microsoft Tutor Team.	Fall 2020: 99% Spring 2021: 99%



## Best Practices and Lessons Learned

Assessment of student learning continues to be a priority at Mid-State. Processes and expectations have been put in place to ensure efforts to assess student learning are sustained. Faculty and co-curricular staff have documented their assessment plans and results and will continue to assess and take action to improve student learning.

The Curriculum and Assessment Specialist, Instructional Design and Virtual Learning Specialist, Vice President of Academics, and the Assessment Team continued to serve as key assessment leads to ensure faculty and staff had the support they needed. Training and communication were provided to all academic leaders so they would be able to address assessment questions from faculty in their area.

While processes and expectations have been instituted to sustain assessment efforts, professional development and support will need to be provided to ensure faculty and co-curricular leaders evaluate and adjust measurement strategies and criteria for success as they learn and experience assessment approaches and analyze their data. Additional discussion will be needed to develop feedback mechanisms to ensure faculty understand their assessment results and identify and implement changes for improvement. Finally, additional effort will be needed to assess changes in student learning over time.

Assessment data continues to be documented and tracked in an excel spreadsheet. The assessment data described in the 2020-2021 Assessment Report was summarized from many program/area-specific excel spreadsheets with multiple tabs for each course and type of learning outcome. This method is time intensive to set up and poses challenges for documenting and conducting data analysis and reporting. This is especially true when needing to analyze data across programs/areas or the College as a whole.

Assessment Team members and other faculty evaluated software programs designed to manage this type of data. After a review of two options, the faculty and Assessment Team selected Watermark. This software was purchased in summer 2021.

# External Assessment

## Background

Mid-State offers programs that require students to take an external assessment to demonstrate competency for licensure and/or to work in the field. These results are monitored annually for trends and compared to state or national pass rates. Results are shared with the accreditation agency and advisory committee members. Results are also available on the Mid-State website for access by students and the public.

## Process

Faculty teaching in a program with an external assessment are knowledgeable in the external standards and areas (theory and practical) covered in these assessments. Students completing these programs are prepared to complete the required licensure assessment(s). After completion of the program, students arrange to complete the necessary assessments for licensure. Results are accessed from the licensing agency or accreditation body.

External assessments for licensure are required for students completing 13 Mid-State programs. Of these assessments, six require both a theory/written and a practical/psychomotor assessment for licensure. Students from two programs (medical assistant and respiratory therapy) have two licensure options.

## Results and Highlights

Mid-State students perform well on external licensure exams. Most assessment results are consistent over time and meet or exceed state and national benchmarks, where applicable. The following program areas warrant mentioning:

- Barber Technologist - results for both the theory and practical exam are low. This may be partially attributed to a low number of students tested.
- Criminal Justice-Law Enforcement Academy - continues to achieve 100% pass rate on the written and practical exam.
- Cosmetology - pass rates improved for both the theory and practical exam.
- Emergency Medical Technician - registry exam pass rates are equal to the national average.
- Health Information Management (RHIT) - 60% passed which is lower than the national pass rate of 73%. Results prior to 2021 have consistently been 100%. Monitor results.
- Nail Technician - new program at Mid-State. While only 1-2 students completed the Manicurist License Theory and Practical Exam, they achieved 100% pass rate.
- Surgical Technologist - achieved a 41% pass rate in 2021. A national pass rate was not available for comparison. Monitor results.

Program faculty and academic leaders review these results on an annual basis to identify strategies to improve lower performing areas up to and exceeding state and national benchmarks.

## Mid-State Technical College External Assessment Results 2016-2021

		2016	2017	2018	2019	2020	2021
ABC Electrical Construction - Journeyman Electrician Exam	# Tested	5	2	11	7	4	*
	% Passed	80%	100%	64%	71%	75%	*
State of Wisconsin Barber Styling Theory Exam		2016	2017	2018	2019	2020	2021
	# Tested			1	3	1	2
	% Passed			100%	33%	0%	0%
State of Wisconsin Barber Styling Practical Exam	% Passed- State			46%	40%	*	*
	# Tested			2	2	1	2
	% Passed			50%	50%	0%	50%
Criminal Justice Law Enforcement Academy -Wisconsin Department of Justice Written Exam	% Passed- State			80%	76%	*	*
		2016	2017	2018	2019	2020	2021
	# Tested	24	39	30	33	38	44
Criminal Justice Law Enforcement Academy -Wisconsin Department of Justice Written Exam	% Passed	100%	98%	90%	100%	100%	100%
		2016	2017	2018	2019	2020	2021
Criminal Justice Law Enforcement Academy -Wisconsin Department of Justice Practical Exam	# Tested	24	39	30	33	38	44
	% Passed	100%	98%	90%	100%	100%	100%
State of Wisconsin Cosmetologist Theory Exam		2016	2017	2018	2019	2020	2021
	# Tested	45	15	16	34	21	34
	% Passed	96%	80%	81%	77%	100%	77%
State of Wisconsin Cosmetologist Practical Exam	% Passed- State	*	83%	85%	*	*	*
	# Tested		29	15	16	31	21
	% Passed		100%	100%	100%	97%	100%
Emergency Medical Technician - Basic National Registry Exam	% Passed- State		*	97%	98%	*	*
		2016	2017	2018	2019	2020	2021
	# Tested	36	41	38	23	53	49
Emergency Medical Technician - Basic National Registry Exam	% Passed	81%	78%	74%	83%	68%	69%
	% Passed- Nat	82%	81%	82%	80%	78%	69%

		2016	2017	2018	2019	2020	2021
Emergency Medical Technician - Basic National Registry Psychomotor	# Tested	45	39	46	22	57	61
	% Passed	96%	100%	100%	100%	98%	92%
Health Information Management Registered Health Information Technician (RHIT) Exam		2016	2017	2018	2019	2020	2021
	# Tested	2	2	6	3	4	5
	% Passed	100%	100%	100%	100%	100%	60%
	% Passed- Nat	67%	69%	73%	75%	79%	73%
	Mid-State score	89	88.5	85.5	82	*	*
	National score	83.1	83.43	87.2	79.06	*	*
Hospitality ServSafe Certification Exam		2016	2017	2018	2019	2020	2021
	# Tested			3	4	11	*
	% Passed			33%	100%	73%	*
Nail Technician State of Wisconsin Manicurist License Theory Exam		2016	2017	2018	2019	2020	2021
	# Tested						2
	% Passed						100%
Nail Technician State of Wisconsin Manicurist License Practical Exam		2016	2017	2018	2019	2020	2021
	# Tested						1
	% Passed						100%
Medical Assistant - Certified Medical Assistant of the American Association of Medical Assistants Exam (AAMA)		2016	2017	2018	2019	2020	2021
	# Tested	44	43	38	27	26	*
	% Passed	83%	78%	83%	96%	81%	*
	% Passed- Nat	61%	60%	60%	60%	63%	*
	Mid-State score	494	489	494	531	526	*
	National score	468	466	464	467	475	*
Medical Assistant - Registered Medical Assistants Exam of the American Medical Technologists (AMT)		2016	2017	2018	2019	2020	2021
	# Tested	4	2	2	2	2	6
	% Passed	100%	100%	100%	100%	100%	100%
	% Passed- Nat	81%	81%	9.4%	66.1%	77%	*

		2016	2017	2018	2019	2020	2021
Nursing Associate Degree - National Council Licensure Examination (NCLEX-RN)	# Tested	65	63	66	69	65	52
	% Passed	94%	97%	97%	94%	94%	90%
	% Passed-Nat <sup>5</sup>	84%	87%	88%	88%	87%	82%
Paramedic - National Registry Exam-Cognitive		<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
	# Tested	17	27	15	17	16	15
	% Passed	71%	74%	93%	88%	94%	93%
Paramedic - National Registry Exam-Psychomotor		<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
	# Tested	14	26	12	18	16	15
	% Passed	93%	100%	100%	94%	100%	100%
Phlebotomy Technician - American Society for Clinical Pathology (ASCP) Board Certification Exam		<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
	# Tested	12	2	4	0	1	2
	% Passed	92%	100%	100%	0	100%	100%
	% Passed-Nat	87%	91%	90%	90%	91%	91%
	Mid-State score	520	718	567	0	642	606
Respiratory Therapy- Certified Respiratory Therapist Exam		<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
	# Tested	11	11	8	15	13	13
	% Passed	85%	100%	88%	100%	100%	92%
	% Passed-Nat	65%	64%	62%	67%	72%	65%
	National score	528	550	550	556	556	557
Respiratory Therapy - Registered Respiratory Therapist Exam		<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
	# Tested	9	5	4	6	8	7
	% Passed	78%	80%	75%	83%	100%	71%
Surgical Technologist- Surgical Technologist Certification Test by National Board of Surgical Technology and Surgical Assisting (NBSTSA)		<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
	# Tested	10	11	11	8	10	17
	% Passed	70%	91%	91%	63%	60%	41%
	% Passed-Nat	77%	78%	76%	*	74%	*

\*Result not available

## Best Practices and Lessons Learned

Mid-State students perform well on external assessments/licensure exams. Results are monitored over time and compared to applicable state and national benchmarks. Assessment results that are trending downward or are not meeting benchmarks are further evaluated and changes to improve student learning are implemented.

## Program Review

### Background

Since 2017-2018, Mid-State Technical College implemented an annual review process for programs, apprenticeships, and general education disciplines. The annual review process is aligned with the College's Five Rights (program, curriculum, format, location, and time). Mid-State's annual program review process analyzes student outcome data, survey results, and labor market data to determine strengths and improvements related to student success, student satisfaction, student learning, career preparedness, dual credit opportunities, and four-year articulations. Trained facilitators guide faculty through review program- or discipline-level metrics, including: EMSI labor market projections, enrollment trends, student demographics, course completion, program completion, retention/persistence, job placement, and graduate satisfaction. Student success data is shown with a four-year trend and is disaggregated by race/ethnicity, gender, age, and enrollment intensity. In addition, course completion metrics are reviewed by mode of delivery and course location.

In 2020-2021, the annual program review process added new features including:

- New Document Design/Format
- Educational Videos and Reference Materials
- Detailed Credit for Prior Learning Data
- Alignment of Strategic Plan with Program Review
- Updated Quality Plan Activities Format
- Pre-Set Goals for Improvement

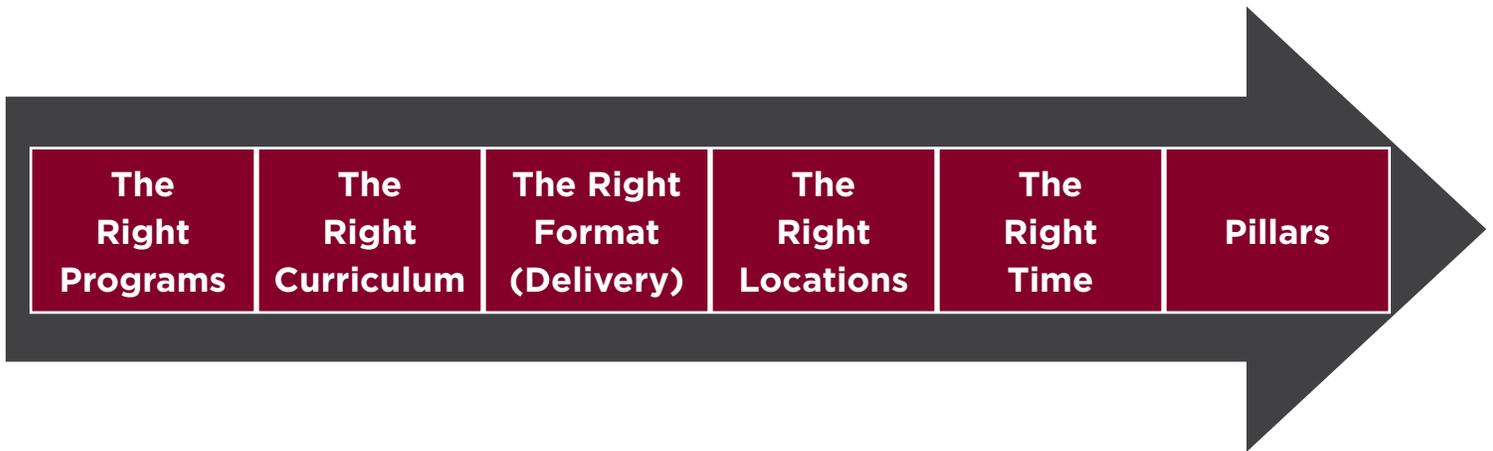


## Process

The program review process provides faculty with a four-year data trend of program metrics, including the prior year's outcomes. Facilitators guide faculty through an analysis of the data resulting in Action Items for that year. Faculty document program review action item progress in November, February, and May.

### Program Review Steps:

**Step One:** Analyze program performance in five Rights plus Pillars of Opportunity.



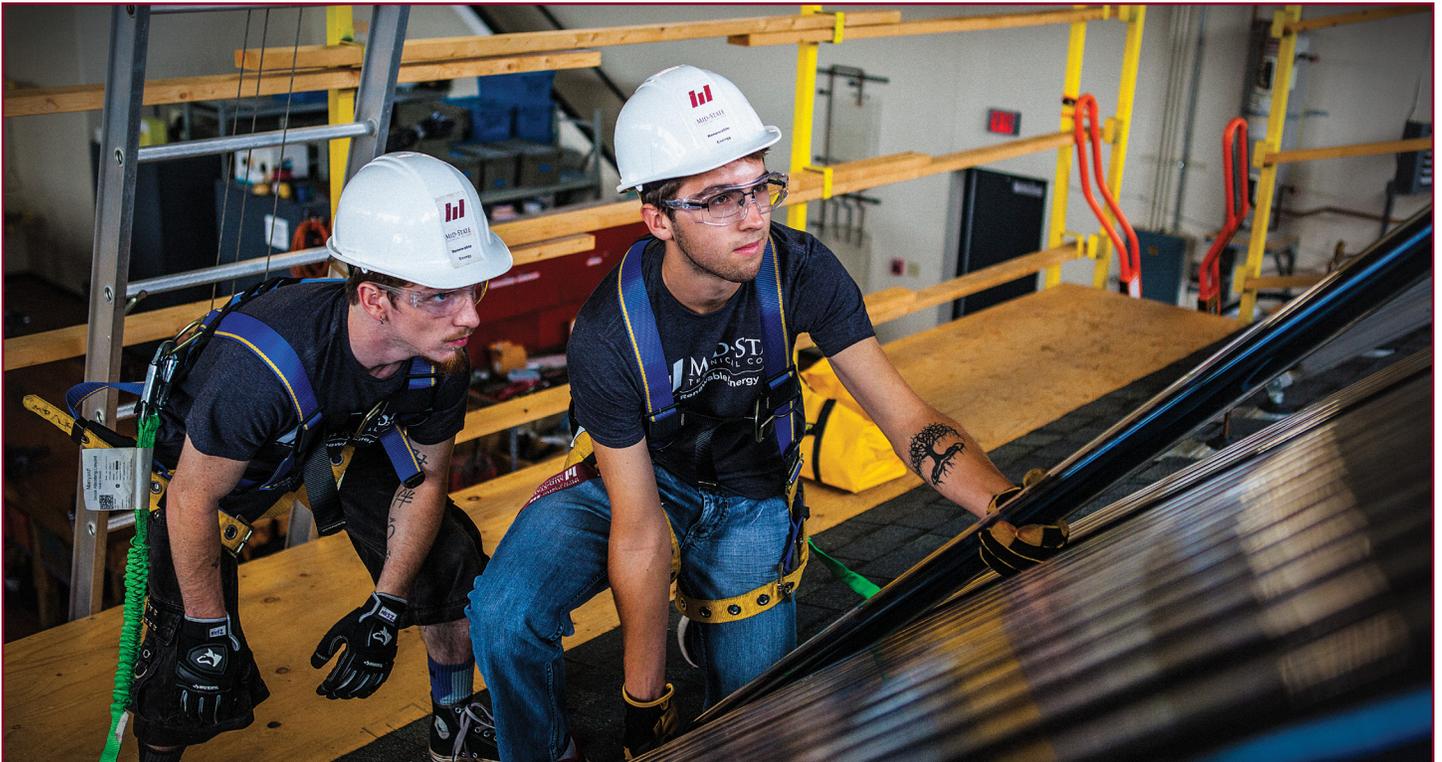
Data Elements:	
Category	Review Data Elements
Right Program/ Course	FTE/headcount data, EMSI labor market data, WTCS job placement/program satisfaction data, qualitative student/completer feedback, student survey data
Right Curriculum	Assessment data, course completion data (aggregate and disaggregated), Credit for Prior Learning Data
Right Format	Course completion by mode of delivery
Right Location	Course completion by campus, dual credit school/course, dual credit location enrollment trends by school and course
Right Time	Course completion full-time vs. part-time student, 2nd year retention (aggregate and disaggregated), 3rd year graduation (aggregate and disaggregated).
Pillars	Qualitative

## Step Two: Create Report-Out of Action Items with your Associate Dean or Dean

- Identify a Best Practice
- Determine Action Items
- Pinpoint Item to Monitor

## Results and Highlights

In 2020-2021, 47 program and general education discipline reviews covering 73 programs were completed by 12 facilitators. Programs with embedded technical diplomas were bundled with the parent program for the reviews. Agriculture, IT, Criminal Justice, EMS, and apprenticeship programs with similar core program courses were also grouped together for review. This year, the reviews had an extended time and facilitators served smaller faculty groups for a more personalized review. The reviews were delivered using Microsoft Teams in response to COVID-19 social distancing guidelines. To assure alignment with assessment work and provide a holistic view of the program, assessment data was integrated into the program review action items. Program review action items were updated three times a year within College Team Action Plans. Progress was monitored by deans and associate deans. Starting in 2020-2021, program review updates were moved to a cloud-based platform.



## Program and General Education Disciplines Reviewed in 2020

- ABC Electrical Apprenticeship
- Accounting, Accounting Assistant
- Administrative Professional, Office Support Specialist, Customer Relationship Professional
- Agribusiness and Science Technology, Farm Business & Production Management, Farm Operation
- Arborist Technician (Urban Forestry)
- Automotive Technician, Automotive Maintenance Technician
- Barber Technologist, Cosmetology
- Business Analyst
- Business Management, Entrepreneurship, Project Management, Human Resources Assistant
- Civil Engineering Technology-Highway Technician
- Communication Discipline
- Criminal Justice-Corrections & Community Advocacy
- Criminal Justice Law Enforcement 720 Academy
- Criminal Justice-Studies
- Diesel & Heavy Equipment Technician, Diesel & Heavy Equipment Technician Assistant
- Digital Marketing, Digital Marketing Promotions, Sales Specialist
- Early Childhood Education
- Electrical & Instrumentation Apprenticeship
- Electrical Power Engineering Technician
- Emergency Medical Technician
- Emergency Services Management
- Fire Protection Technician
- Health and Wellness Promotion
- Health Information Management, Medical Coder
- Hospitality Management
- IBEW Electrical Apprenticeship



- Industrial Automation & Controls Engineering Technology
- Industrial Mechanical Technician
- Ironworker Apprenticeship
- IT-Networking, Microsoft System Administrator
- IT-Security Specialist
- IT-Computer Support Specialist
- IT-Software Developer
- Liberal Arts Programs - AA/AS
- Machine Tool
- Maintenance Technician Apprenticeship
- Millwright/Maintenance Mechanic Apprenticeship
- Math Discipline
- Medical Assistant
- Phlebotomy Technician
- Metering Technician Apprenticeship
- Natural Sciences Discipline
- Nursing Assistant
- Nursing
- Paramedic Technician, EMT-Paramedic
- Pharmacy Services Management, Pharmacy Technician
- Renewable Energy; Heating, Ventilation, & Air Conditioning (HVAC) Installer; Construction Trades
- Respiratory Therapy
- Social and Behavioral Sciences Discipline
- Surgical Technician, Central Services Technician
- Welding, Stainless Steel Welding



## Program Review Assessment Results

Following program review, participants are surveyed annually to assess the effectiveness of the program review process. Survey results are shared with a program review evaluation team consisting of faculty, deans, and facilitators who identify improvements for the next program review cycle. Key results from the 2020-21 program review evaluation include:

<b>2020-21 Faculty Program Review Survey Results</b> <b>57% Faculty Response Rate (39/69)</b>	<b>Rate</b> <b>1-5</b>
The program review process was clearly communicated.	4.15
Our team found the materials and data provided for review to be helpful.	4.23
Rate the facilitation your team received during the review process.	4.49
The action items our team selected during the review process will improve the educational product our program or general education discipline offers to students.	4.44

<b>2020-21 Dean/Associate Dean Program Review Survey Results</b> <b>67% Dean/Associate Dean Response Rate (6/9)</b>	<b>Rate</b> <b>1-5</b>
The program review process steps were clearly communicated.	4.17
My faculty found the materials and data provided for review to be helpful.	3.38
Rate the facilitation your teams received during the review process.	4.0
The action items our team selected during the review process will improve the educational product our program or general education discipline offers to students.	4.5

<b>2020-21 Facilitator Program Review Survey Results</b> <b>83% Facilitator Response Rate (10/12)</b>	<b>Rate</b> <b>1-5</b>
Rate the organization of program reviews.	4.5
Rate the ease of facilitation of your program reviews.	4.2
Rate the usefulness of data shared in your program reviews.	4.4
Rate how prepared you were to facilitate you program reviews.	4.4

## Best Practices and Lessons Learned

Based on both qualitative and quantitative findings, the program review evaluation team identified strengths and opportunities. The evaluation results suggest that the College continue the program review process using trained facilitators and utilizing existing materials and processes. Specific training was recommended for new faculty. It was also suggested to include advisor input and additional data for general education courses.

## SERVICE TEAM REVIEW



Mid-State Technical College assesses the effectiveness of service teams and identifies process improvements utilizing the Service Team Review Process. The process aligns with 2020-2025 Strategic Plan Goal D2 Improve processes to enhance access, efficiency, effectiveness, and fiscal outcomes. The four-step process, listed below, provides a framework for continuous improvement of departments.

Service Team Review is a four-step process: 1) Self Assess Key Processes; 2) Determine Key Measures of Success; 3) Collect Customer Feedback; and 4) Identify Process Improvements. Teams complete a self-assessment of their processes or an in-depth analysis of one process. The team analyzes performance data and determines measures of success. As needed, the team also collects customer feedback. Based on the self-assessment, measures of success and customer feedback, the team identifies process improvements.

### **2020-2021 Service Team Reviews Completed**

In 2020-2021, Mid-State Technical College assessed the effectiveness of the following service teams:

- Foundation
- Security
- Facilities-Purchasing
- Student Services-Bookstore
- Student Services-Registrar
- Student Services-Student Life
- Marketing

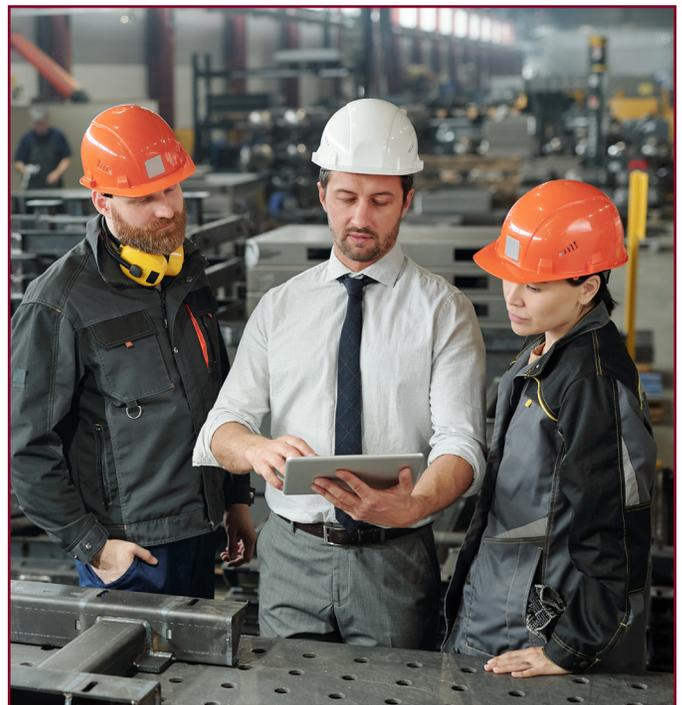
## 2020-2021 Service Team Review Highlights by Team

### Foundation Highlights:

1. Create a five-year Foundation Strategic Plan.
2. Increase student access by implementing Continuing Education scholarship opportunities districtwide.
3. Launch Phase 2 of Alumni Association with all graduates to build the Alumni Association.
4. Update philanthropic organizations and expand partnerships to fund general college initiatives and opportunities. Continue to identify key partners and organizations to build and increase partnerships.

### Security Highlights:

1. Expand security coverage to align with building hours to increase the security presence at all four campuses.
2. Provide WINE phone awareness: Track possession and ensure usability of the product.
3. Perform Outreach: Security Team will work at outlying campuses on a rotating basis and train SSIC staff.



### Facilities-Purchasing Highlights:

1. Implement asset tagging. Creating a reporting structure for managing asset tagging. Identify a method for tagging new inventory and de-commissioning old property.
2. Track purchases outside of the procurement process to ensure all purchases follow procedures. Provide reminders of the process.
3. Improve organization of Wisconsin Rapids Campus mailboxes.
4. Provide Purchase Order training.
5. Investigate making the Purchase Order approval process electronic by utilizing the Image Now system.

### **Student Services-Bookstore Highlights:**

1. Monitor and reduce textbook costs.
2. Improve availability of textbooks and supplies prior to the start of the semester to improve customer satisfaction.
3. Provide students with cost breakdown information and instructions for utilizing Inclusive Access materials to improve customer satisfaction/student success.
4. Create measures of success to support data-informed improvements for the bookstore.

### **Student Services-Registrar Highlights:**

1. Host No Show Policy Educational Sessions for School Admins to ensure accurate student records.
2. Ensure accuracy and completeness of WILM SQR-Creates a client file through data validation.
3. Complete Quick Launch/Smart IS/Fluid Testing to support access of transcripts for advisors and alumni.
4. Ensure clear communication of the PLA process by updating the student steps for Credit for Prior Learning. This is completed in collaboration with Academics.
5. Create a table of Student Records responsibilities to identify which member performs which task and who is the backup person to ensure communication of team roles.

### **Student Services-Student Life Highlights:**

1. Increase retention for work study positions. Low retention jeopardizes partnerships with community/off campus partners, and on campus partners.
2. Currently participation/attendance data is not being recorded for events and activities.
3. Conduct survey to determine which sports to host at each campus.
4. Determine strategies to increase recruitment of student leaders.
5. Increase awareness of Student ID discounts to students through a marketing campaign.
6. Increase number of student interactions German Exchange students have prior to leaving the College.



## Marketing Highlights:

1. Implement changes in the workflow to support better image selection for press releases and image planning for large events. Hold a pre-event meeting to script out the sequencing of the photo shoot at events.
2. Explore feasibility of Digital Asset Management (DAM) Software with a graphic user interface to allow for more searchable image inventory for marketing purposes. This would include copyright notification. This would provide increased accessibility for staff.
3. Provide Updated Project Parameters on the Source to provide upfront expectations to customers.
4. Conduct an Annual Review of Website Content to ensure content is accurate and up to date. This is also a strategic plan initiative.

## Best Practices and Lessons Learned

Following the 2020-21 Service Team Review, the following strengths were identified in the process and will be continued: facilitate sessions to support the team as they navigate the process, have the facilitator meet with the manager prior to meeting to pre-document as many processes as possible in Step 1 to support efficient use of group time, and include customized questions in the survey to allow the team to gather all necessary information. In the future it will be important to have a structured process to update the quality plans as they are no longer embedded in Team Action Plans.



## RECOMMENDATIONS FOR 2021-2022

2020-2021 was a positive year for Mid-State as the College sustained its assessment practices based on the 2020-2025 Assessment Plan. After a successful Higher Learning Commission accreditation site visit, the College celebrates the efforts and support of many who lead and participate in assessment of student learning activities.

Through the pursuit of excellence and continuous improvement, the following recommendations are made for 2021-2022.

### Mid-State Assessment Team:

1. Focus on sustaining the positive assessment work highlighted through the HLC visit.
2. Continue to ensure adequate representation of members from academic schools.
3. Encourage Assessment Team members to promote assessment efforts in their area.
4. Invite Assessment Team members to participate and present at the WTCS assessment conference.
5. Provide feedback on the Assessment Plan and annual Assessment Reports.

### Mid-State Assessment Plan:

1. Encourage faculty to tell their “assessment story.”
2. Provide ongoing professional development and support to dual credit faculty and Mid-State dual credit faculty mentors.
3. Offer training in implementing new assessment tracking software.
4. Continue to provide support on designated “Data Days.”
5. Offer assessment professional development on an ongoing basis.

### Professional Development:

1. Encourage faculty to tell their “assessment story.”
2. Provide ongoing professional development and support to dual credit faculty and Mid-State dual credit faculty mentors.
3. Offer training in implementing new assessment tracking software.
4. Continue to provide support on designated “Data Days.”
5. Offer assessment professional development on an ongoing basis.



### **Assessment of Student Learning:**

1. Implement new software for assessment tracking.
2. Address gaps in data collection to ensure all courses, programs, employability skills, general education outcomes, and co-curricular outcomes are documented according to the Assessment Plan.

### **External Assessment:**

1. Monitor external assessment results on an annual basis and update documentation on the Mid-State website.
2. Meet with appropriate faculty, academic leaders, and Education Services annually to review results, discuss challenges, and share best practices for improving student learning and external assessment results.

### **Program Review:**

1. Provide optional program review training videos for faculty, deans, and associate deans on topics such as data definitions/sources, using data for improvement, and crafting action items.
2. Provide new faculty with a brief orientation to program review as well as a follow-up after program review.
3. Fine tune the action item section of the program review document to continue to provide structured program review action items informed by best practices with a preference for one substantial action item outside of assessment work.
4. Pending face-to-face meeting restrictions, offer face-to-face facilitated sessions with an option for virtual attendance.
5. Include advisor input on programs by utilizing an annual Survey Monkey survey each June. Integrate comments into review data package.
6. Provide the success rate of developmental course takers who attempted the general education courses.
7. Schedule longer session times for the program review.
8. Offer earlier access to program review data sets.
9. Deliver ongoing education on data definitions.
10. Post sample action item plans to give faculty ideas of ways to address course completion, retention, persistence, and completion.

### **Service Team Review:**

1. Develop a structured process to update the quality plans as they are no longer embedded in Team Action Plans.
  2. Continue to hold pre-meetings with managers to support meeting efficiency.
  3. Complete Service Team Reviews for the following service teams:
    - a. Continuing Education
    - b. Education Services
- 

**For questions or comments on the 2020-2021 Assessment Report, please contact:**

**Beth Ellie, Ed.D.**

**Manager, Institutional Effectiveness, Accreditation & Quality**

Mid-State Technical College • Wisconsin Rapids Campus  
500 32nd Street North  
Wisconsin Rapids, WI 54494  
715.422.5449  
beth.ellie@mstc.edu

**Deb Stencil, Ed.D.**

**Vice President, Academics**

Mid-State Technical College • Wisconsin Rapids Campus  
500 32nd Street North  
Wisconsin Rapids, WI 54494  
715.422.5476  
deb.stencil@mstc.edu

**Trea Kimball**

**Curriculum & Assessment Specialist**

Mid-State Technical College • Wisconsin Rapids Campus  
500 32nd Street North  
Wisconsin Rapids, WI 54494  
715.422.5478  
trea.kimball@mstc.edu

## Appendix A: 2019-2020 Recommendations and Actions Taken in 2020-2021

Recommendations for 2020-2021 were documented in the 2019-2020 Assessment Report. This table documents those recommendations and the actions taken to address these recommendations.

Recommendations from 2020-2021	Actions Taken in 2020-2021
<b>Mid-State Assessment Team</b>	
Expand membership to include the Vice President of Student Services and Enrollment Management.	Done
Seek input for agenda items.	Faculty bring ideas and concerns from their teams during assessment meetings.
Add “roundtable sharing.”	Faculty bring ideas and concerns from their teams during assessment meetings as a standard agenda item.
Consider rotating facilitation of the meeting to Assessment Team members.	Consider this in the future.
Utilize Assessment Team members as content experts to lead professional development.	Done. Assessment Team led sessions at Faculty In-Service and presented at WTCS Assessment Conference.
Consider meeting informally with Assessment Team members when scheduling conflicts prevent full participation.	Done. Members review minutes and seek input/share information if they are unable to attend a meeting.
<b>Mid-State Assessment Plan</b>	
Distribute the 2020-2025 Assessment Plan to all full- and part-time faculty, co-curricular staff, and academic and student services leaders at the beginning of the fall 2020 academic year.	Done. Distributed via email.
Distribute pages 2020-2021 to individuals completing assessment activities as they can use this as a checklist for their assessment work.	Done. Distributed as part of the Assessment Plan.
Refer to the Assessment Plan during professional development activities and communication related to assessment as a reminder that this resource is available.	Done.
Expand the Mid-State Assessment Model (page 19 of 2020-2025 Assessment Plan) to include a narrative describing the elements of the model and their relationship to each other.	Will discuss with Assessment Team.

Recommendations from 2020-2021	Actions Taken in 2020-2021
<b>Professional Development</b>	
Continue to provide individual and team support and professional development on assessment topics.	Done.
Utilize faculty to facilitate assessment sessions at faculty professional development events.	Done.
Encourage faculty to serve as assessment resources to other faculty and staff working on assessment initiatives.	Done.
Consider facilitating a “book read” on assessment during the Summer Professional Development series.	Done. Summer 2021 book read: Meaningful and Manageable Program Assessment.
Encourage faculty, co-curricular staff, Education Services, and academic and student services leaders to attend the WTCS Assessment Conference in April 2021. Encourage them to submit a presentation proposal.	Done.
Consider developing a comprehensive assessment site to showcase and store assessment resources (e.g. in Blackboard or on the College’s intranet).	Done. Assessment site developed in Instructor Resources website linked in Blackboard.
Implement stipend for part-time faculty who attend Part-Time Faculty In-Service sessions.	Done.
Invite co-curricular staff to Faculty In-Service and other faculty professional development opportunities when assessment topics are discussed.	Done.
<b>Assessment of Student Learning</b>	
Continue to include the topic of assessment in full- and part-time faculty onboarding.	Done. Assessment is part of FQAS 1 for all part-time and full-time faculty onboarding.
Add assessment as a responsibility in the faculty job description.	Done.
Add assessment expectations in the part-time faculty feedback form.	Done.

Recommendations from 2020-2021	Actions Taken in 2020-2021
Add assessment expectations in the Dual Credit Guide. Provide education and support to high school teachers and Mid-State Dual Credit Faculty Mentors to ensure they are meeting assessment expectations.	Done.
Adjust the academic calendar to provide one Faculty Teaching and Learning Day (i.e. data days) at the end of each semester.	Done. Data Day identified at the end of fall and spring semester in the academic calendar.
Share examples of improvement in student learning to maintain momentum.	Done. Examples provided in Assessment Report.
Adjust the Excel spreadsheets for ease of use by multiple instructors in multiple semesters. Provide all courses with their own tabs, pre-populated and color coded to be on a three-year rotation with columns for summer/fall and winterim/spring data entry.	Done. Excel spreadsheets were expanded to include a separate tab for each course and columns within each tab for summer/fall data and winterim/spring data. This made the spreadsheets easier to maneuver.
Explore and evaluate database/software program to track assessment data. Involve Assessment Team and others in the evaluation and testing of a product.	Done. Selected Watermark.
Encourage faculty and co-curricular staff to “tell their assessment story.”	Done. Faculty participated in “Assessment Storytelling” as part of faculty in-service, January 2021. Faculty panel also told their assessment stories at the WTCS Assessment Conference that semester.
Include assessment data from the assessment tracking forms into Program Review data sets to provide an opportunity for faculty to reflect on data and incorporate actions to improve student learning in their Team Action Plan.	Done.
Provide best practices for establishing meaningful measurement strategies and targets for success.	Continue to focus on best practices when providing professional development or meeting with faculty.
Develop evaluation strategy for assessment of student learning processes, practices, and results.	Continue to discuss with Assessment Team.

Recommendations from 2020-2021	Actions Taken in 2020-2021
Add assessment of student clubs.	Done.
Include co-curricular assessment staff as part of assessment professional development.	Done.
External Assessment	
Monitor external assessment results on an annual basis and update documentation on the Mid-State website.	Done.
Meet with appropriate faculty, academic leaders, and Education Services annually to review results, discuss challenges, and share best practices for improving student learning and external assessment results.	Done. These results are shared in program review and with advisory committees.
Program Review	
Provide optional program review training videos for faculty, deans, and associate deans on topics such as data definitions/ sources, using data for improvement, and crafting action items.	Done. A video discussing data elements was created. A second video regarding crafting actions items was distributed.
Provide new faculty with a brief orientation to program review as well as a follow up after program review.	Done. New faculty received an explanatory email about program review, but no formal session was held.
Fine tune the action item section of the program review document to continue to provide structured program review action items informed by best practices with a preference for one substantial action item outside of assessment work.	Done. Sample action items were vetted utilizing research-based best practices by college subject matter experts.
Pending face-to-face meeting restrictions, offer face-to-face facilitated sessions with an option for virtual attendance.	Done. Sessions were offered in face-to-face format.
Include advisor input on programs by utilizing an annual Survey Monkey survey each June. Integrate comments into review data package.	Done. Advisor feedback for programs was incorporated into the data set.
For general education courses provide the success rate of developmental course takers who attempted the general education course.	Consider looking at this metric in the future.

Recommendations from 2020-2021	Actions Taken in 2020-2021
Provide a longer time for the program review.	Done. The time of program review session was extended.
Provide earlier access to program review data sets.	Due to the client reporting data submission timeline, data sets could not be distributed earlier.
Provide ongoing education on data definitions.	Done. Recordings interpreting data definitions using real data were shared.
Provide sample action item plans to give faculty ideas of ways to address course completion, retention, persistence, and completion.	Done. A list of potential action items was developed so faculty to choose and customize action items appropriate to their program.
Service Team Review	
Complete Service Team Reviews for the following service teams: <ul style="list-style-type: none"> <li>• Mid-State Foundation</li> <li>• Security</li> <li>• Facilities-Purchasing</li> <li>• Marketing</li> <li>• WED-Contract Services</li> <li>• Student Services-Bookstore</li> <li>• Student Services-Registrar</li> <li>• Student Services-Student Life</li> </ul>	Done. All reviews were completed.
Add standardized customer feedback survey to provide baseline feedback for each service team.	A standardized measure was calculated, but there were not enough survey responses to create a valid benchmark.
Add a standardized survey to provide baseline data of customer service perceptions as well as feedback on departmental strengths and opportunities.	Done. Standardized survey questions utilized.
Work with the departmental lead to capture major processes in the Service Team Review template.	Done. Pre-meetings were held with departmental leads.
Collect Service Team Review participant feedback via a survey in a manner similar to program review.	Done. Informal feedback was received. A formal survey was not distributed.

## Appendix B: Assessment Plan 2020-2025

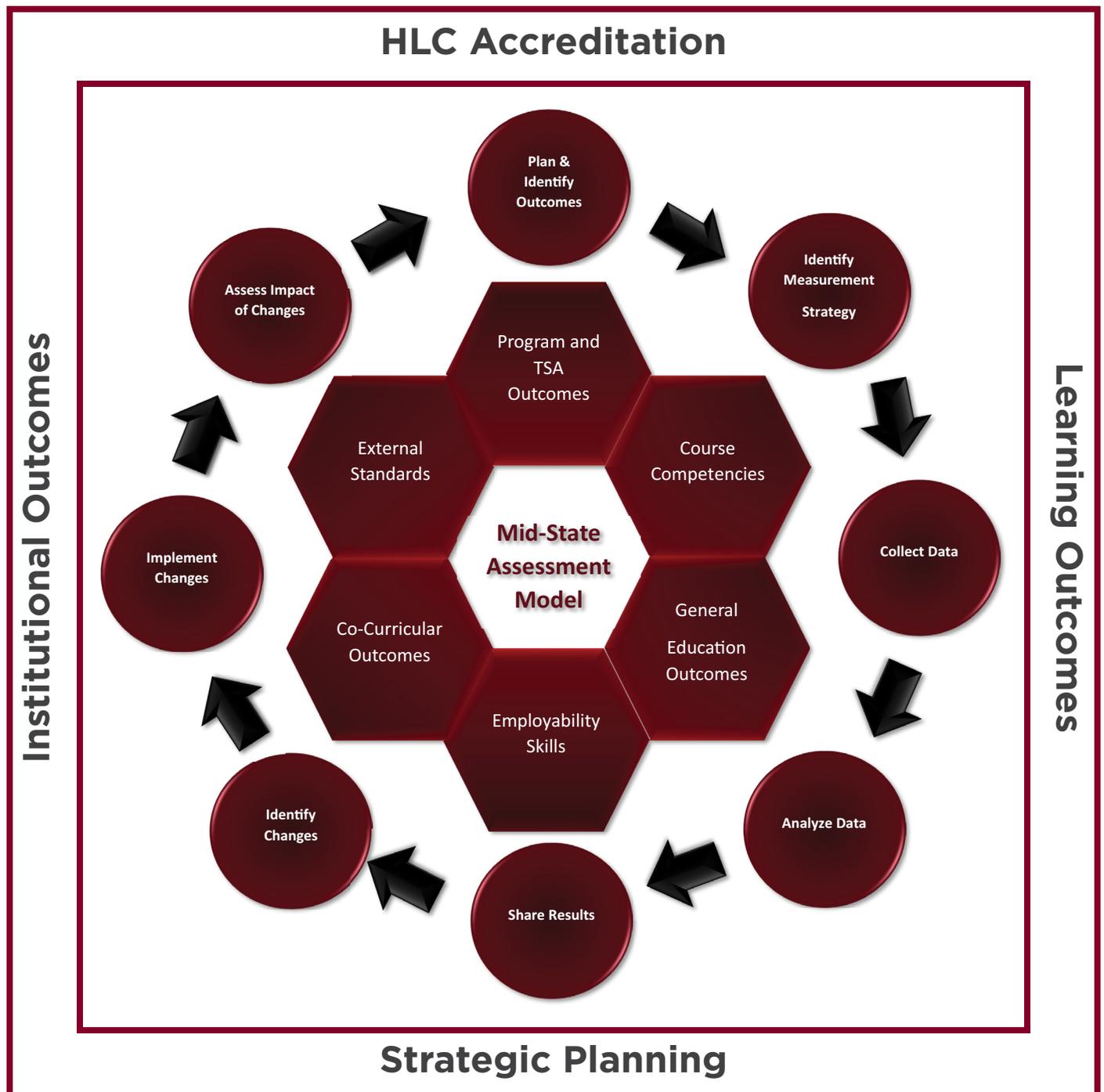
Mid-State's 2020-2025 Assessment Plan is posted on the College's intranet, The Source. This five-year plan includes annual action plans and timelines serving as a checklist for those participating in assessment work. The Assessment Plan can be accessed here: <https://www.mstc.edu/sites/default/files/2020-12/Assessment-Plan-Booklet-2020-2025.pdf>



Appendix C:  
Assessment Model



**MID-STATE ASSESSMENT MODEL**



## Appendix D: Assessment Action Plan and Timeline 2020-2021

At the beginning of each semester, faculty should develop an assessment plan based on learning outcomes for their area of instruction.

1. Locate the Assessment Tracking Form:  
<https://mymstc.sharepoint.com/sites/ProgramAssessment>
2. Click on Assessment Documents in the left column.
3. Locate program/area-specific assessment form.

What Student Learning Outcome?	What to assess?	Who will assess?
Course Competencies	Track the assessment of 1/3 of all course competencies in each course faculty are teaching this academic year. (Faculty may also assess competencies from last semester if you determined a need to reassess them). The goal is to assess every course competency on a three-year cycle. Work with the Curriculum & Assessment Specialist if you teach a course with many competencies to see whether they can be grouped together.	All full-time and part-time Occupation and General Education faculty and dual credit teachers
General Education Outcomes	Track the assessment of all General Education outcomes in designated courses.	All full-time and part-time General Education faculty
Program Outcomes	Track the assessment of all Program Outcomes and complete TSA (if applicable).	All full-time and part-time Occupational faculty
Employability Skills	Track the assessment of all five Employability Skills in designated courses within every program/general education area.	All full-time and part-time Occupation and General Education faculty
Co-Curricular Outcomes	Track the assessment of outcomes as planned in designated co-curricular activities	Advisors, counselors, tutors, academic coaches, student life, career services

- 
4. Identify Learning Outcomes faculty will assess. These are indicated by the tabs in the Assessment Tracking form, or refer to the chart below.
  5. Document assessment strategy: learning outcomes, measurement strategy, and criteria for success/target for each type of learning outcome.
  6. Collect assessment data. Contact the Education Services Manager to align learning outcomes to specific assignments in Blackboard.
  7. At the end of the course/semester, generate an assessment report in Blackboard.
  8. Analyze data comparing results to the criteria for success/target documented earlier in the semester. Document the analysis in narrative format on the Assessment Tracking form. Explain what was found and what these results mean. Provide potential explanations for the assessment results noted.
  9. Share individual assessment results with other faculty, staff, and academic/student services leaders in your school/area. Collaborating and sharing results and best practices with others is an important step in the assessment cycle. Note who was communicated with on the Assessment Tracking form.
  10. Identify changes to improve student learning. Consider changes in curriculum, learning activities, practice time, assessment activities, etc. Document these changes on the Assessment Tracking form.
  11. Implement changes identified to improve student learning. These changes should be implemented the next time the course is taught. Document what will change on the Assessment Tracking form.
  12. Assess the impact of these changes the next time the course is taught. Document this analysis on the Assessment Tracking form.

By completing these 12 steps, faculty have utilized the Assessment Cycle. Continue to utilize the Assessment Cycle for each learning outcome. Document findings to demonstrate efforts to improve student learning.



### **ADAMS CAMPUS**

401 North Main  
Adams, WI 53910



### **MARSHFIELD CAMPUS**

2600 West 5th Street  
Marshfield, WI 54449



### **STEVENS POINT CAMPUS**

1001 Centerpoint Drive  
Stevens Point, WI 54481



### **WISCONSIN RAPIDS CAMPUS**

500 32nd Street North  
Wisconsin Rapids, WI 54494

**mstc.edu • 888.575.6782 • TTY: 711**



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