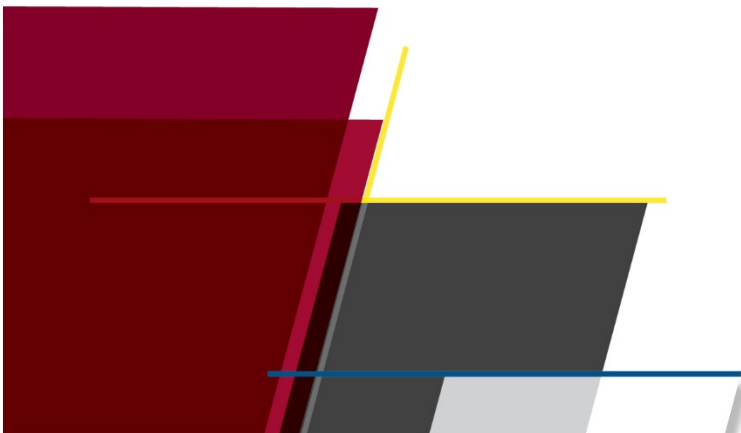Office of Institutional Effectiveness, Accreditation, and Quality

2021 LOCAL

EQUITY REPORT

6-Year Cohorts: FY2012-2014

MID-STATE
TECHNICAL COLLEGE

LETTER FROM THE PRESIDENT

To fulfill our mission of transforming lives through the power of teaching and learning, Mid-State is committed to supporting the success of each student even during the challenges of COVID-19. To To serve our economically-disadvantaged students and other vulnerable populations, Mid-State used COVID-19 CARES Act funding and Mid-State Technical College Foundation Inc. (Foundation) funds to provide our students with loaner laptops. Nearly 100 students and staff took advantage of the loaner laptops during the fall 2020 semester. CARES Act funding also provided access to Wi-Fi in campus parking lots as some students did not have home Internet access during the two-month Safer at Home order. In addition, Emergency Grant Funding was provided for students in need. An I-CARE Support Line was implemented during COVID-19 to provide each student with an immediate service connection when the college buildings were closed.

Despite pandemic challenges, Mid-State remains committed to advancing its diversity, equity, and inclusion initiative. In June 2020 Mid-State adopted the WTCS definitions of diversity, equity, and inclusion to serve as the framework for institutional initiatives. The 2020 Equity Report listed short- and long-term plans to address equity gaps and advance inclusion. Mid-State took its next step on the journey by weaving these diversity, equity and inclusion activities within the 2020-2025 Moving Forward Together strategic plan. In 2020-2021, Mid-State realigned Diversity, Equity and Inclusion (DEI) activities under a collegewide Equity and Inclusion Task Force to coordinate DEI efforts to provide intentional focus on supporting diverse populations. The mission of the Equity and Inclusion Task Force is to cultivate an environment of equity and inclusion. The Task Force formed six sub-committees: Affirmative Action; Engagement; Outreach; Research and Development; Student Success; and a Student Led Committee.

To build awareness, Mid-State has invested in DEI training for students, faculty, and staff. The college's cross-functional Equity & Inclusion Task Force Engagement Committee identified and provided monthly microlearning and diversity/equity/inclusion events for faculty, staff, and students. The college has co-curricular activities to further bolster students' and staff's exploration of diversity and inclusion perspectives. Examples include a webinar on personal pronouns and a college diversity data trivia game.

The 2020 Equity Report also provided a springboard for institutional conversations regarding district equity gaps and the need for additional institutional research to inform college efforts. Institutional Effectiveness, Accreditation and Quality conducted research on equity gaps through a course completion analysis by equity factors as well as environmental scanning research on supports for single parents. Research findings were integrated into 2020-2021 grant applications, to support data-informed DEI strategies. In addition, diversity climate data was collected as well as data on employees with disabilities. Institutionally, we are seeking ways to hone our focus on supporting each student. Our next steps include monitoring one equity factor on our College Dashboard and integrating key equity data into program review.

In our second annual institutional equity report, we continue to grow in our understanding of the effectiveness of our diversity, equity and inclusion efforts. COVID-19 impacted many of our most vulnerable populations and provided additional opportunities for financial and academic support of each student. In the end, this effort fulfills our mission and values, enhances the campus climate, and most importantly focuses on creating an environment to support the success of each student.

Sincerely,

Dr. Shelly Mondeik

President, Mid-State Technical College

MID-STATE
TECHNICAL COLLEGE

2021 Local Equity Report

Contents

Contributors to the report:

- Beth Ellie, Manager of Institutional Effectiveness, Accreditation and Quality
- Sheila Cover, Research Specialist
- Luke Vargo, Business Intelligence Analyst

Do you have a question about this report?

Contact Research Specialist Sheila Cover at sheila.cover@mstc.edu.

MID-STATE
TECHNICAL COLLEGE

2021 Local Equity Report

EXECUTIVE SUMMARY

The purpose of the report is to continue Wisconsin Technical College System (WTCS) efforts to support Wisconsin's equity and 60 Forward attainment goals to close equity gaps and increase credential attainment across the state, including Mid-State. This district-level report helps best understand the needs and opportunities for increasing equity, inclusion, and credential attainment for populations experiencing gaps in student success outcomes.

About the District

Mid-State's 2,500 square mile district includes all or parts of eight counties: Adams, Clark, Jackson, Juneau, Marathon, Portage, Waushara, and Wood. The Mid-State district is primarily located in three counties: Adams, Portage, and Wood County. It has four campuses located in Adams, Marshfield, Stevens Point, and Wisconsin Rapids.

In June 2020 Verso Papers, largest employer in Wisconsin Rapids, announced it would close its paper mill by the end of July, impacting more than 900 employees. The loss of this major employer compounds the economic challenges of students face in the district. (if doesn't fit, cut out)

Population Trends
- Projected to remain flat in growth over next 5 years (Emsi, 2021)
- There are 80,084 jobs and a shortage in labor force by 4,633 jobs available with expected growth of an additional 223 jobs over the next 5 years (Emsi, 2021).
- Retirement risk is high; 58,761 people are 55 or older, nearing retirement.
- Highest working population, Millennials (ages 25-39), are underrepresented in region's jobs (<18% than the national average for an area this size) (Emsi, 2021).
- 7% single parent households (EDA, 2021).
- 26% of population: 18-24 years (EDA, 2021).
- 7% of population was ethnicity/racially diverse (EDA, 2021).

Educational Attainment (EDA, n.d.)
- 43% of residents 25 or older, hold only a high school credential.
- 20% have some college but no degree.
- 11% earned an associate degree.

Income
- 11% of households are living in poverty (EDA, 2021).
- 32% of households struggle to meet basic needs, e.g., housing, food, healthcare, childcare, transportation (United for ALICE, 2018).

K-12 School Demographics (WI DPI, 2019)

- 23,165 enrolled in FY20 (<1% since FY19).
- 41% were low income; 507 were homeless.
- 6 of 9 K12 districts: more racially/ethnically diverse than the WI average.
- 14% had a disability.
- 6% were English Language Learners.
- 92% completed in four years; 60% enrolled in college (FY18) first fall post-graduation.

References
EDA (n.d.). Measuring distress: Mid-State 3-Counties [Data set]. http://www.statsamerica.org/distress/distress.aspx
Emsi (2021). Mid-State 3-Counties [Demographics Dataset].
DPI (n.d.). WISE Data Dashboard. https://wisedash.dpi.wi.gov/Dashboard/dashboard/16840
United for ALICE (2018). Wisconsin ALICE report.

MID-STATE TECHNICAL COLLEGE

2021 Local Equity Report

Key Findings

The data analyzed for this report included analysis 6-year course completion, examining FY2012-2014 cohorts. The data additionally examined 6-year cohort's early momentum metrics for fall to spring retention. Additionally, the report included current program enrollment by wage. Each section disaggregates the data by examining equity factors such as: race/ethnicity, disability status, gender, age group*, single parent status* and enrollment status*. (*Not included in wage data).

The following equity gaps by population were identified:

Students of Color
- 6-Year Course Completion: Lagged by 16%, 12%, and 15%; respectively in FY2012, 2013, and 2014.
- Fall to Spring Retention: Lagged by 10%, 5%, and 12%; respectively in FY2012, 2013, and 2014.
- Student Enrollment Patterns: Lower enrolled rate by 2% in medium wage programs.

Students with a Disability
- 6-Year Course Completion: Lagged by 16%, 17%, and 15%; respectively in FY2012, 2013, and 2014.
- Fall to Spring Retention: Lagged by 2% in FY2012.
- Student Enrollment Patterns: Higher enrolled rate by 2% in low wage programs and lower enrolled rate by 7% in high wage programs.

Students with an Economic Disadvantage
- 6-Year Course Completion: Lagged by 12%, 19%, and 21%; respectively in FY2012, 2013, and 2014.

Students without an Economic Disadvantage
- Fall to Spring Retention: Lagged by 2%, 7%, and 3%; respectively in FY2012, 2013, and 2014.

Male Students
- 6-Year Course Completion: Lagged by 13%, 6%, and 11%; respectively in FY2012, 2013, and 2014.
- Fall to Spring Retention: Lagged by 9%, 4%, and 8%; respectively in FY2012, 2013, and 2014.
- Student Enrollment Patterns: Lower enrolled by 7% in high wage programs.

Female Students
- Student Enrollment Patterns: Higher enrolled by 18% in low wage programs and lower enrolled by 25% in high wage programs.

18-24-Year-old Students
- 6-Year Course Completion: Lagged by 2%, and 4%; respectively in FY2013 and 2014.
- Fall to Spring Retention: Lagged by 4%, 4%, and 4%; respectively in FY2012, 2013, and 2014.

Single Parent Students
- 6-Year Course Completion: Lagged by 11%, 13%, and 7%; respectively in FY2012, 2013, and 2014.

Part-time Students
- 6-Year Course Completion: Lagged by 5%, 7%, and 7%; respectively in FY2012, 2013, and 2014. respectively in FY2012, 2013, and 2014.
- Fall to Spring Retention: Lagged by 5%, 7%, and 7%; respectively in FY2012, 2013, and 2014.

MID-STATE
TECHNICAL COLLEGE

Office of Institutional Effectiveness, Accreditation, and Quality

6-year program completion

6-Year Cohorts: FY2012-2014
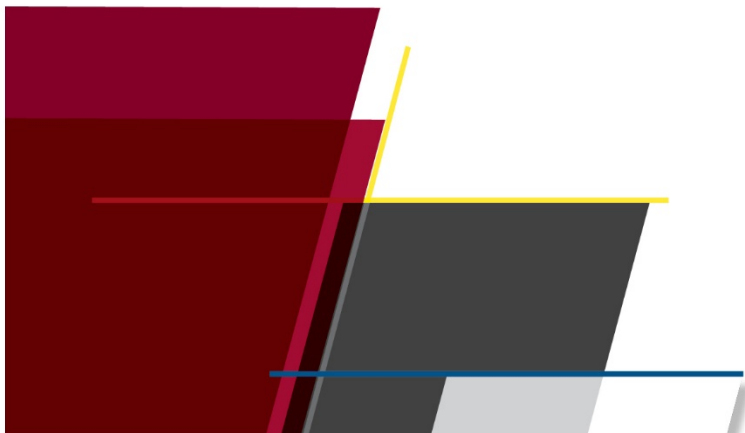
MID-STATE
TECHNICAL COLLEGE

6-year program completion (cohort start: 2012-2014)

Contents

Methodology Notes. Student success data for this section were analyzed by population groups. Each one-page analysis includes three figures.

- **Figure 1.** Student Success data for this figure were based on six-year degree attainment rates for Mid-State program students (aid codes: 10, 20, 30, 31, 32, and 50) disaggregated by status. Data are derived from Client Reporting for students who started an academic program in 2012-2014.
- **Figure 2.** Identifies enrollment trends.
- **Figure 3.** Identifies equity gaps illustrated in Figures 1 or 2 (if applicable). Only gaps are noted. Example: If a Cohort year is missing, there were no associated equity gaps for that year.
- **Appendix:** Raw data was extracted by Mid-State Business Analyst. Note: If the line is shaded in yellow, it indicates an equity gap.

MID-STATE
TECHNICAL COLLEGE

6-year program completion (cohort start: 2012-2014)

Student Success Measures

Data for this section were based on six-year degree attainment rates for Mid-State program students (aid codes: 10, 20, 30, 31, 32, and 50) disaggregated by status. Data are derived from Client Reporting for students who started an academic program in 2012-2014.

By Race/Ethnicity: 6-Year Completion

47%   45%   47%
31%   33%   32%

2012   2013   2014

Students of Color   White Students

Figure 1.

Equity Gaps (Figures: 1, 2)		
Population	Cohort	Equity Gap
Fig.1 Students of Color	FY2012	Lag 16%
	FY2013	Lag 12%
	FY2014	Lag 15%
Fig. 2 Students of Color	FY12-14	Increased by 2%**

Enrollments by Race/Ethnicity

1920   1759   1756
197   203   209

2012   2013   2014

Students of Color   White Students   Linear (Students of Color)

Figure 2. **Compared to total enrollments, Student of Color enrollments represented 9% in FY2012 and increased by 2% by FY2014 and represented 11% of enrollments (Appendix). Note: Linear=trend line.

Definitions

- **Students of Color:** Participant identifies as Black or African American, Hispanic/Latinx, Asian, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander, or more than one race.
- **White:** Participant identifies as White.

MID-STATE
TECHNICAL COLLEGE

6-year program completion (cohort start: 2012-2014)

Student Success Measures

Data for this section are based on six-year degree attainment rates for Mid-State program students (aid codes: 10, 20, 30, 31, 32, and 50) disaggregated by status. Data are derived from Client Reporting for students who started an academic program in 2012-2014.
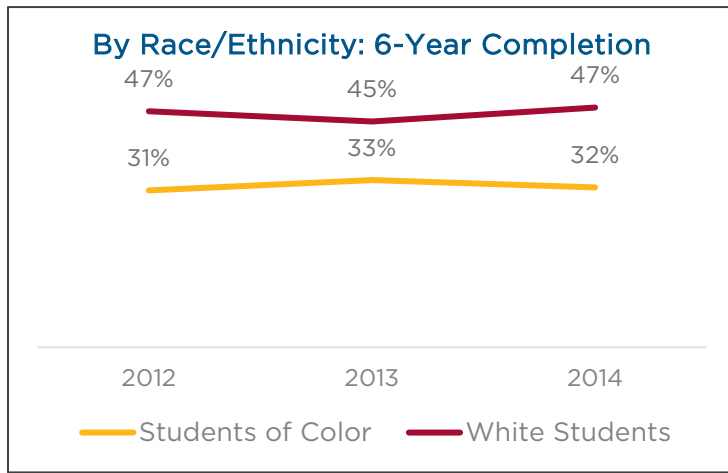
By Disability Status: 6-Year Completion

	2012	2013	2014
Students without a disability	47%	45%	47%
Students with a disability	31%	28%	33%

Figure 1.

Table 1. Equity Gaps		
Population	Cohort	Equity Gap
Fig.1 Students with a disability	FY2012	Lag 16%
	FY2013	Lag 17%
	FY2014	Lag 14%

Enrollments by Disability Status

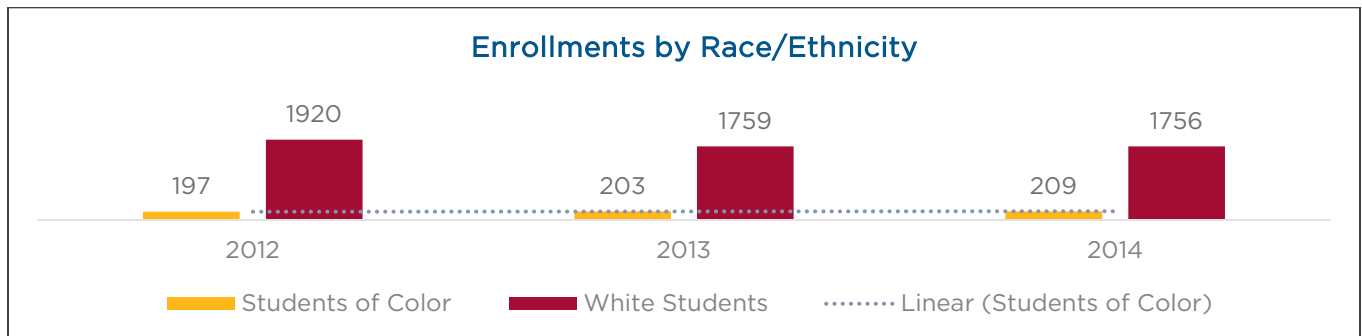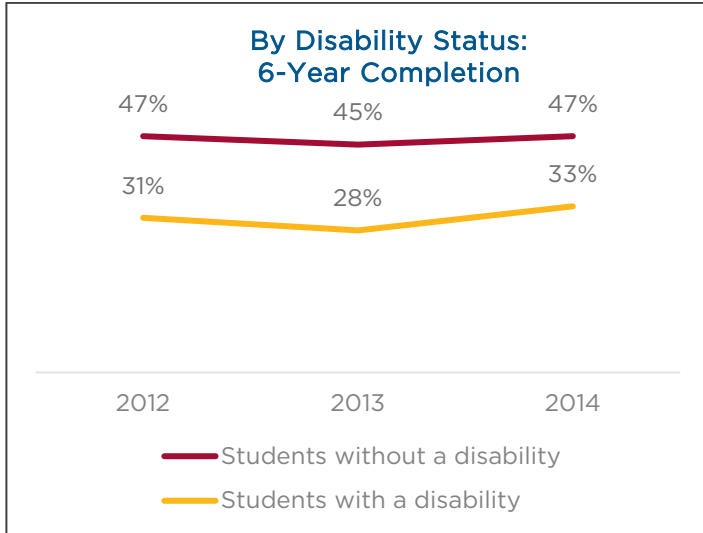|	2012	2013	2014
Students without a disability	1895	1756	1798
Students with a disability	222	206	167

Linear (Students with a disability)
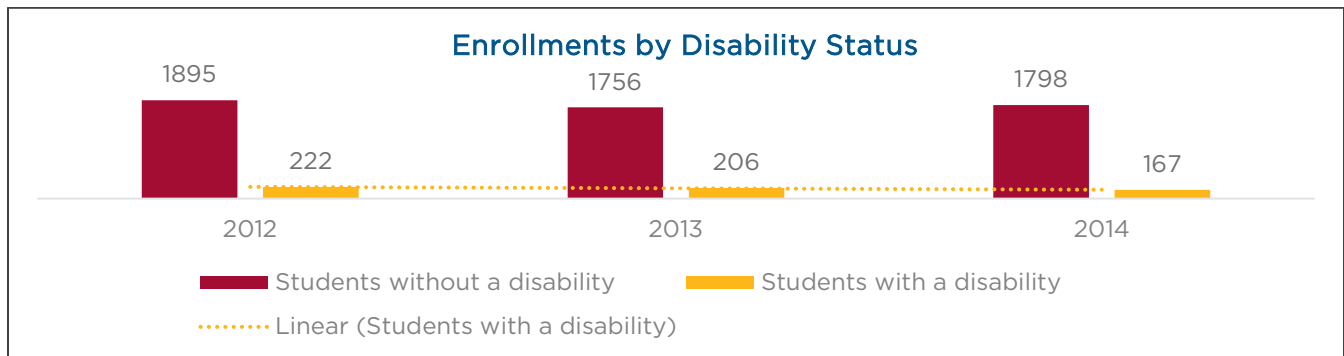
Figure 2. **Compared to total enrollments, students with a disability represented 10% in FY2012 and decreased by 2% by FY2014 and represented 8% of enrollments (Appendix). Note: Linear=trend line.

Definition

Students with a disability: Participant identified one or more the following disabilities: deaf, hard of hearing, intellectual disability, multi-disabled, mobility and/or orthopedic disability, other health impairment, psychological disability, speech of language disability, visual disability, and/or Autism Spectrum disorder.

MID-STATE
TECHNICAL COLLEGE

6-year program completion (cohort start: 2012-2014)

Student Success Measures

Data for this section are based on six-year degree attainment rates for Mid-State program students (aid codes: 10, 20, 30, 31, 32, and 50) disaggregated by status. Data are derived from Client Reporting for students who started an academic program in 2012-2014.

By Economic Status: 6-Year Completion

Year	Students without an economic disadvantage	Students with an economic disadvantage
2012	50%	38%
2013	55%	36%
2014	58%	37%

━━ Students without an economic disadvantage
━━ Students with an economic disadvantage

Figure 1.

Table 1. Equity Gaps			
Population	Cohort	Equity Gap	
Fig.1 Economically-disadvantaged	FY2012	Lag 12%	Equity gap increased by 9% (FY12-14)
	FY2013	Lag 19%	
	FY2014	Lag 21%	
Fig. 2 Economically-disadvantaged	FY2012-14	Enrollments increased by 17%	

Enrollments by Economic Status (FY2012-2014)

Year	Students without an economic disadvantage	Students with an economic disadvantage
2012	1215	902
2013	774	1188
2014	792	1173

━━ Students without an economic disadvantage
━━ Students with an economic disadvantage
········ Linear (Students with an economic disadvantage)

Figure 2. **Compared to total enrollments, students with an economic disadvantage represented 43% of enrollments in FY2012 and increased by 17% by FY2014 and represented 60% of enrollments (Appendix). Note: Linear=trend line.

Definition

Economically disadvantaged student: Participant household income is at or below the poverty level set by the Department of Health and Human Services or is receiving need-based financial assistance.

MID-STATE TECHNICAL COLLEGE

6-year program completion (cohort start: 2012-2014)

Student Success Measures

Data for this section are based on six-year degree attainment rates for Mid-State program students (aid codes: 10, 20, 30, 31, 32, and 50) disaggregated by status. Data are derived from Client Reporting for students who started an academic program in 2012-2014.
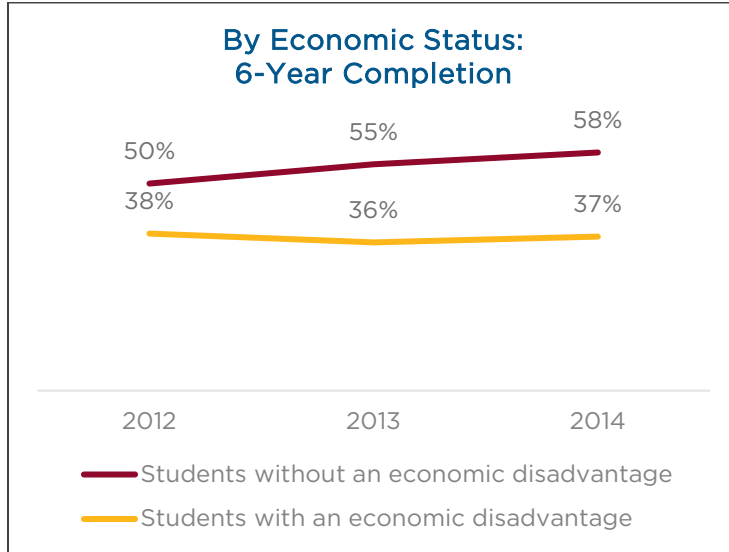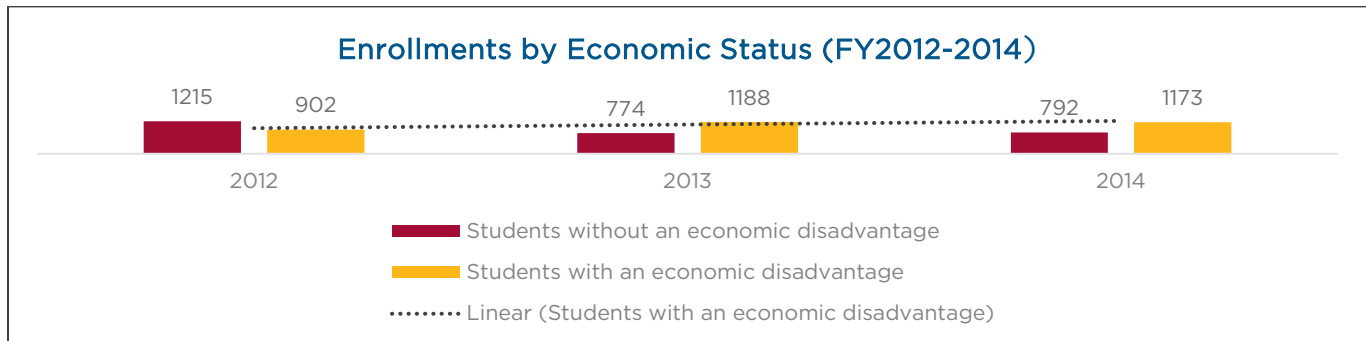
By Gender
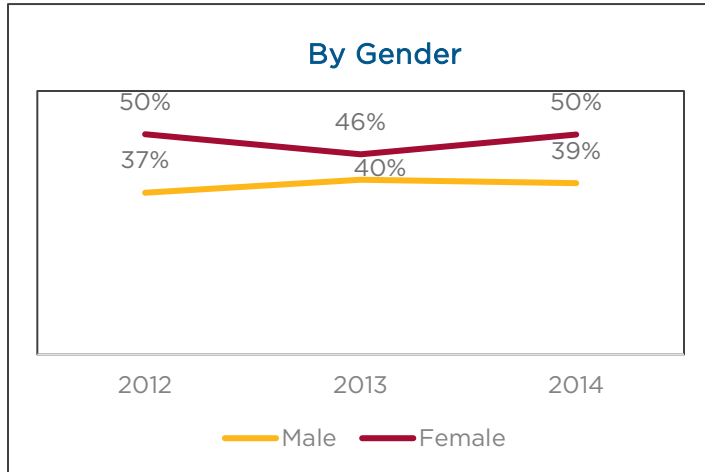
Figure 1.

Table 1. Equity Gaps		
Population	Cohort	Equity Gap
Fig.1 Males	FY2012	Lag 13%
	FY2013	Lag 6%
	FY2014	Lag 11%
Fig.2 Males	FY2012-2014	Enrollments increased by 2%

Enrollments by Gender (FY2012-2014)
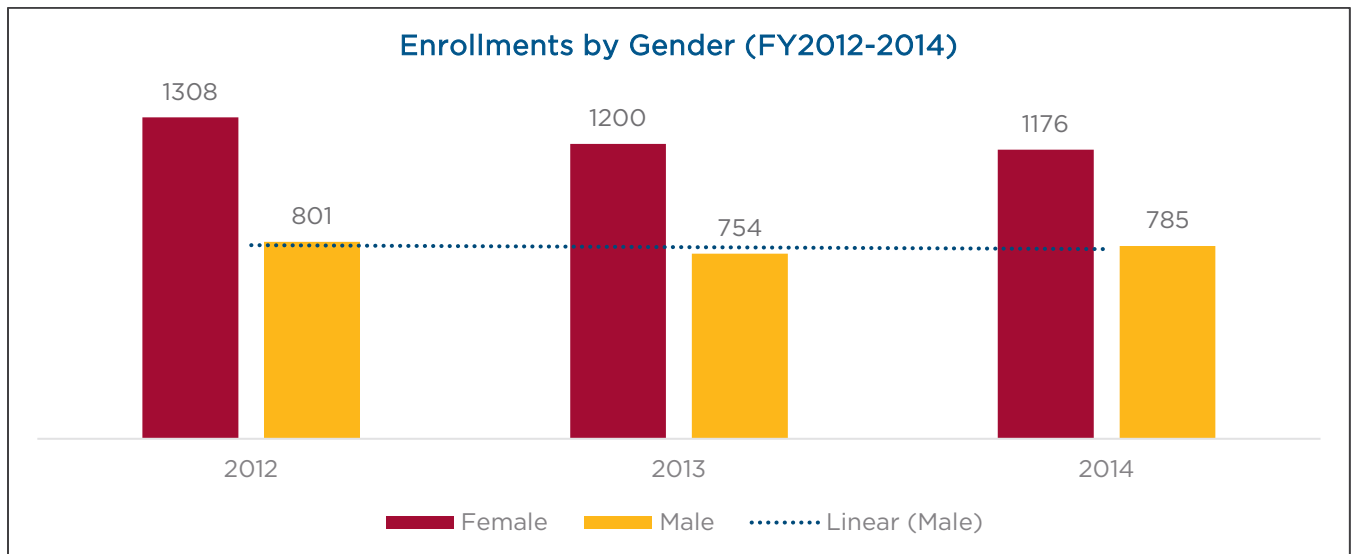
Figure 2. Males represented 38% of **enrolled students in FY2012 and 40% of enrolled students in FY2014; an increase of 2%. (Appendix).** Note: Linear=trend line.

Definition

Gender: Participant identifies as female or male.

MID-STATE
TECHNICAL COLLEGE

6-year program completion (cohort start: 2012-2014)

Student Success Measures

Data for this section are based on six-year degree attainment rates for Mid-State program students (aid codes: 10, 20, 30, 31, 32, and 50) disaggregated by status. Data are derived from Client Reporting for students who started an academic program in 2012-2014.


By Age Group
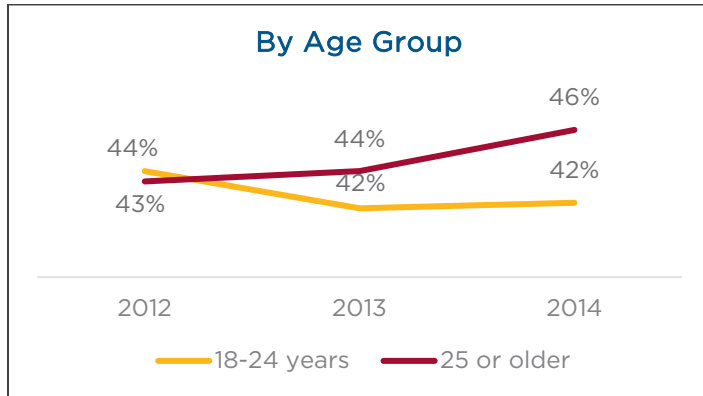
Table 1. Equity Gaps			
Population	Cohort	Equity Gap	
Fig. 1 18-24 years	FY2012	NA	Equity gap increased by 4% (FY12-14)
	FY2013	Lag 2%	
	FY2014	Lag 4%	

Figure 1.

Enrollments by Age Group (FY2012-2014)
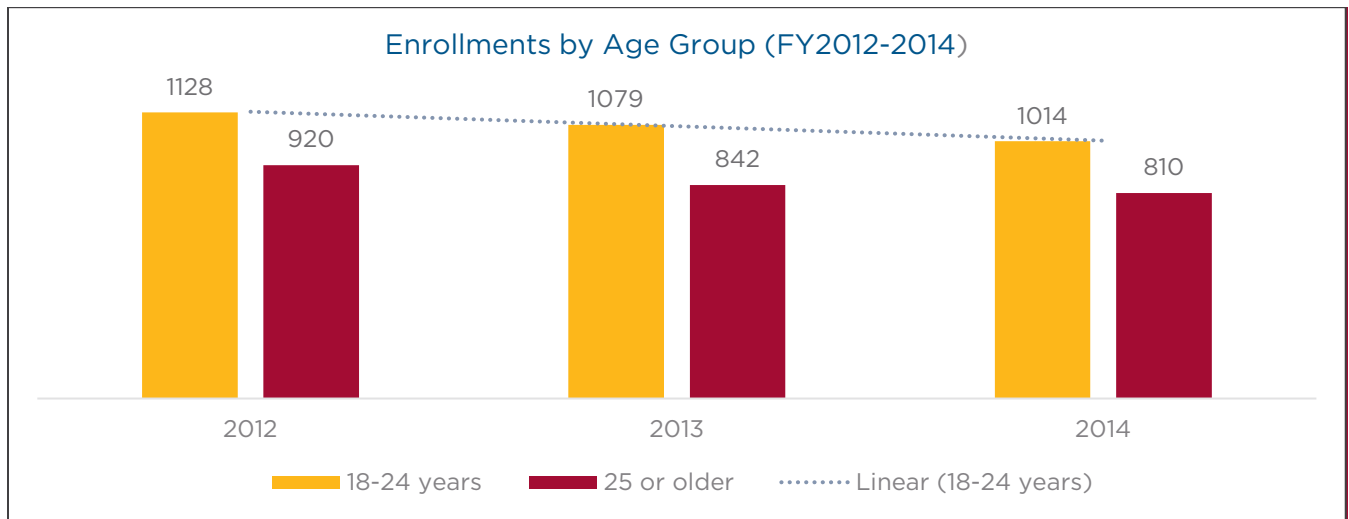
Figure 2. Both population groups saw a 1-2% decline from FY2012-2014 (Appendix). **Note: Linear=trend line.**

Definition

Age Group: Participant age is in one of the following groups at the beginning of the program year: 18-24 or 25 or older.

MID-STATE TECHNICAL COLLEGE

6-year program completion (cohort start: 2012-2014)

Student Success Measures

Data for this section are based on six-year degree attainment rates for Mid-State program students (aid codes: 10, 20, 30, 31, 32, and 50) disaggregated by status. Data are derived from Client Reporting for students who started an academic program in 2012-2014.
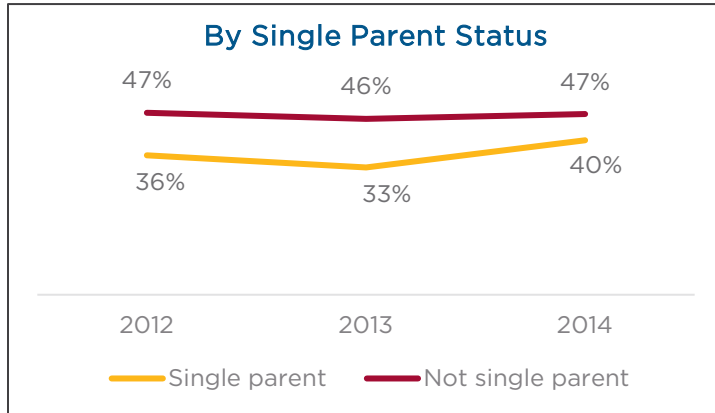
By Single Parent Status

2012	2013	2014
47%	46%	47%
36%	33%	40%

—Single parent —Not single parent

Figure 1.

Table 1. Equity Gaps		
Population	Cohort	Equity Gap
Fig. 1 Single parent	FY2012	Lag 11%
	FY2013	Lag 13%
	FY2014	Lag 7%

Enrollments by Single Parent Status

	2012	2013	2014
Single parent	409	357	364
Not single parent	1708	1605	1601

Single parent Not single parent ·········· Linear (Single parent)
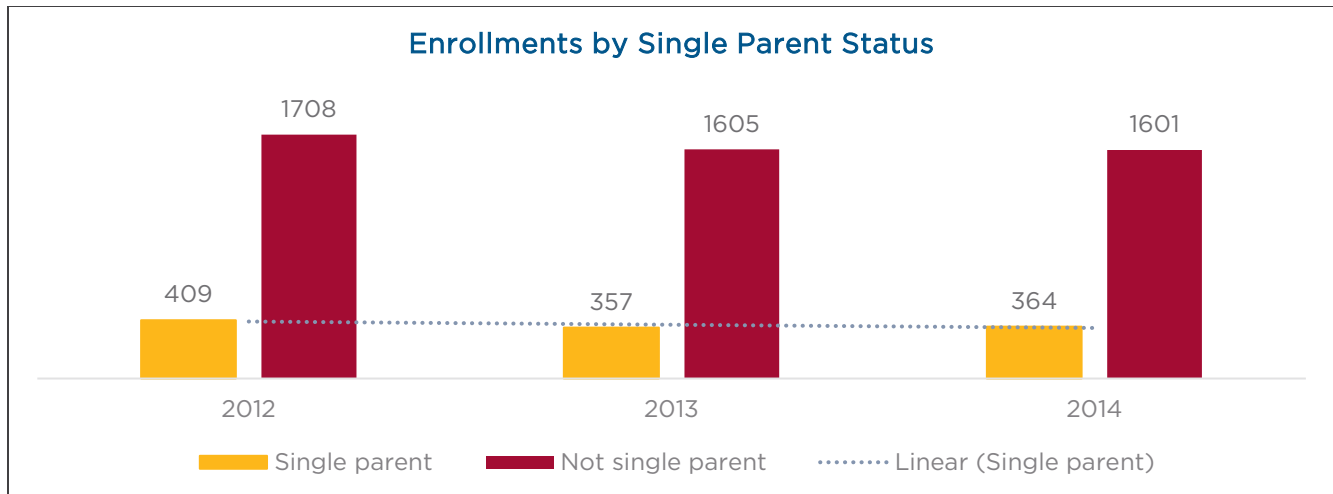
Figure 2. **Compared to total enrollments, single parent enrollments represented 19% in FY2012 and remained steady through FY2014 at 19% (Appendix). Note: Linear=trend line.

Definition

Single Parent: Participant is unmarried or legally separated and has custody or joint custody of one or more minor children or is pregnant.

MID-STATE
TECHNICAL COLLEGE

6-year program completion (cohort start: 2012-2014)

Student Success Measures

Data for this section are based on six-year degree attainment rates for Mid-State program students (aid codes: 10, 20, 30, 31, 32, and 50) disaggregated by status. Data are derived from Client Reporting for students who started an academic program in 2012-2014.

By Enrollment Status

49%   49%   51%

44%   42%   44%

2012   2013   2014

— Part-time status   — Full-time status

Figure 1.

Table 1. Equity Gaps			
Population	Cohort	Equity Gap	
Fig. 1 Part-time	FY2012	Lag 5%	Equity gap increased by 2% (FY12-14)
	FY2013	Lag 7%	
	FY2014	Lag 7%	
Fig. 2 Part-time	FY2012-2014	Enrollments increased by 3%	

Enrollments by Part-time, Full-time Status (FY2012-2014)

1534   1486   1481

583   476   484

2012   2013   2014

■ Part-time status   ■ Full-time status   ⋯ Linear (Part-time status)

Figure 2. Part-time enrolled students represented 72% of **enrolled students in FY2012 and 75% of enrolled students in FY2014; an increase of 3%. (Appendix). Note: Linear=trend line.**

Definitions

Part-time enrolled: Participant is enrolled in less than 24 credits during the program year.
Full-time enrolled: Participant is enrolled 24 or more credits during the program year.

MID-STATE TECHNICAL COLLEGE

6-year program completion (cohort start: 2012-2014)

Appendix

Data for this section are based on six-year degree attainment rates for Mid-State program students (aid codes: 10, 20, 30, 31, 32, and 50) disaggregated by status. Data are derived from Client Reporting for students who started an academic program in 2012-2014.
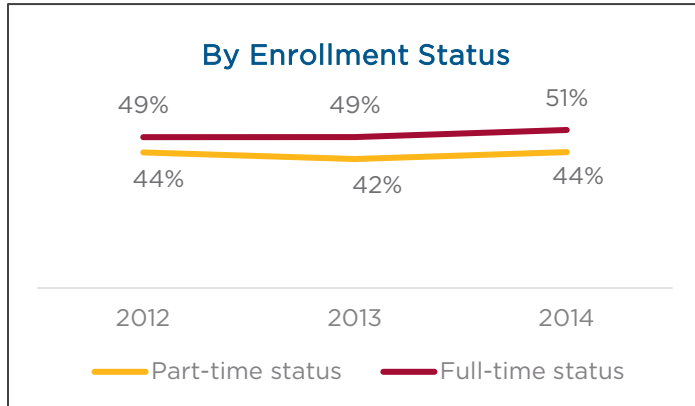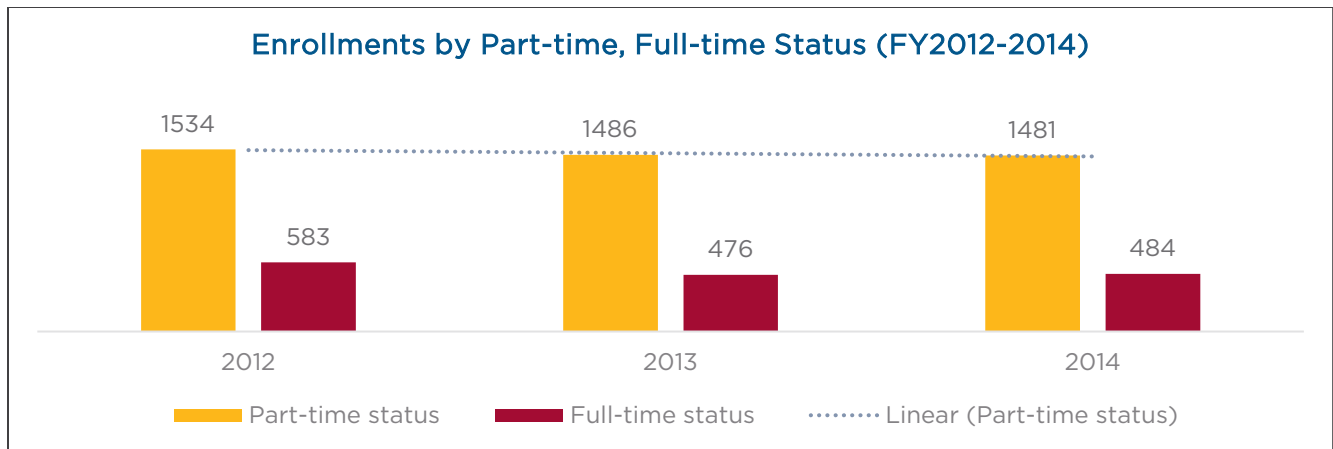
POPULATION = EQUITY GAPS

		Mid-State Technical College - 6 Year Program Completion		
Page	Cohort year	Population	Students in cohort	% graduated in 6 years
p.2	2012	Students of Color	197	31%
	2012	White Students	1920	47%
	2013	Students of Color	203	33%
	2013	White Students	1759	45%
	2014	Students of Color	209	32%
	2014	White Students	1756	47%
p.3	2012	Students without a disability	1895	47%
	2012	Students with a disability	222	31%
	2013	Students without a disability	1756	45%
	2013	Students with a disability	206	28%
	2014	Students without a disability	1798	47%
	2014	Students with a disability	167	33%
p.4	2012	Students no economic disadvantage	1215	50%
	2012	Students with an economic disadvantage	902	38%
	2013	Students no economic disadvantage	1188	36%
	2013	Students with an economic disadvantage	774	55%
	2014	Students no economic disadvantage	792	58%
	2014	Students with an economic disadvantage	1173	37%
	2012	Students no economic disadvantage	1215	50%
p.5	2012	Female	1308	50%
	2012	Male	801	37%
	2013	Female	1200	46%
	2013	Male	754	40%
	2014	Female	1176	50%
	2014	Male	785	39%

Continued next page.

MID-STATE
TECHNICAL COLLEGE

6-year program completion (cohort start: 2012-2014)

Appendix (Continued)

Data for this section are based on six-year degree attainment rates for Mid-State program students (aid codes: 10, 20, 30, 31, 32, and 50) disaggregated by status. Data are derived from Client Reporting for students who started an academic program in 2012-2014.

POPULATION = EQUITY GAPS

Mid-State Technical College - 6 Year Program Completion				
Page	Cohort year	Population	# Students in cohort	% Graduated in 6 years
p.6	2012	18-24 years	1128	44%
	2012	25 or older	920	43%
	2013	18-24 years	1079	42%
	2013	25 or older	842	44%
	2014	18-24 years	1014	42%
	2014	25 or older	810	46%
p.7	2012	Single parent	409	36%
	2012	Not single parent	1708	47%
	2013	Single parent	357	33%
	2013	Not single parent	1605	46%
	2014	Single parent	364	40%
	2014	Not single parent	1601	47%
p.8	2012	Part-time status	1534	44%
	2012	Full-time status	583	49%
	2013	Part-time status	1486	42%
	2013	Full-time status	476	49%
	2014	Part-time status	1481	44%
	2014	Full-time status	484	51%

Reference

WTCS (n.d.). WTCS College-Wide Student Success Dashboard

MID-STATE TECHNICAL COLLEGE

Office of Institutional Effectiveness, Accreditation, and Quality

Fall to spring retention

Cohort start: FY2012-2014

MID-STATE
TECHNICAL COLLEGE

Fall to spring retention (cohort start: 2012-2014)

Contents

Methodology Notes

- **Figure 1.** Student Success data for this section are based on Early Momentum Metrics
- Fall to Spring Retention for new program students (first-time college student; program student).
- **Figure 2.** Identifies enrollment by population by cohort year.
- **Table 1.** Identifies equity gaps illustrated in Figures 1 or 2 (if applicable). Only gaps higher than 2% are noted. Example: If a Cohort year is missing, there were no associated equity gaps for that year.
- **Appendix:** Raw data extracted by Mid-State Business Analyst. Note: If the line is shaded in yellow, it indicates an equity gap.

MID-STATE TECHNICAL COLLEGE

Fall to spring retention (cohort start: 2012-2014)

Early Momentum Metrics

Fall to Spring Retention for new program students (first-time college student; program student).

By Race/Ethnicity
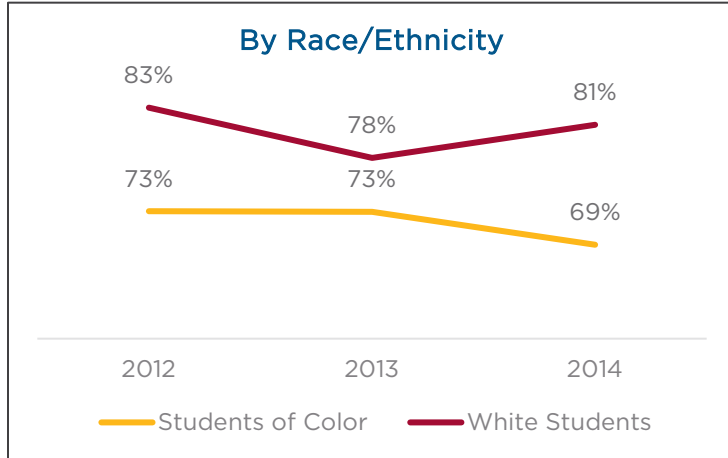
Figure 1.

Table 1. Equity Gaps		
Population	Cohort	Equity Gap
Fig.1 Students of Color	FY2012	Lag 10%
	FY2013	Lag 5%
	FY2014	Lag 12%
Fig. 2 Students of Color	FY12-14	Increased by 2%**

Enrollments by Race/Ethnicity
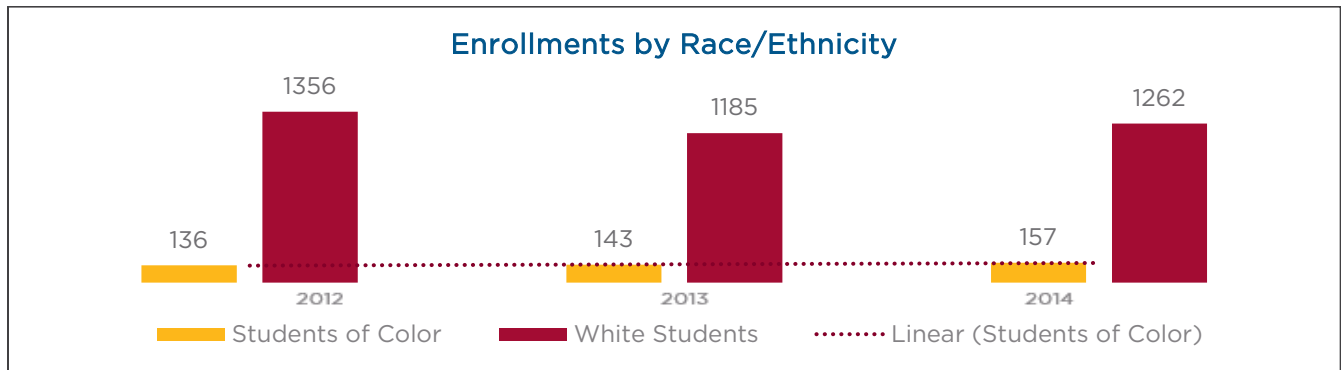
Figure 2. **Compared to total enrollments, Students of Color represented 9% in FY2012 and increased by 2% by FY2014 and represented 11% of enrollments (Appendix). Linear=trendline.

Definitions

- **Students of Color:** Participant identifies as Black or African American, Hispanic/Latinx, Asian, American Indian or Alaskan Native, Native Hawaiian, or Pacific Islander, or More than one race.
- **White:** Participant identifies as White.

MID-STATE
TECHNICAL COLLEGE

Fall to spring retention (cohort start: 2012-2014)

Early Momentum Metrics
Fall to Spring Retention for new program students (first-time college student; program student).

By Disability Status

Figure 1.

| Table 1. Equity Gaps		
Population	Cohort	Equity Gap
Fig.1 Students with a disability	FY2012	Lag 2%

Enrollments by Disability Status

Figure 2. **Compared to total enrollments, Students with a disability represented 11% in FY2012 and decreased by 1% by FY2014 and represented 10% of enrollments (Appendix). Linear=trendline.

Definition

Students with a disability: Participant identified one or more the following disabilities: deaf, hard of hearing, intellectual disability, multi-disabled, mobility and/or orthopedic disability, other health impairment, psychological disability, speech of language disability, visual disability, and/or Autism Spectrum disorder.

MID-STATE TECHNICAL COLLEGE

Fall to spring retention (cohort start: 2012-2014)

Early Momentum Metrics

Fall to Spring Retention for new program students (first-time college student; program student).
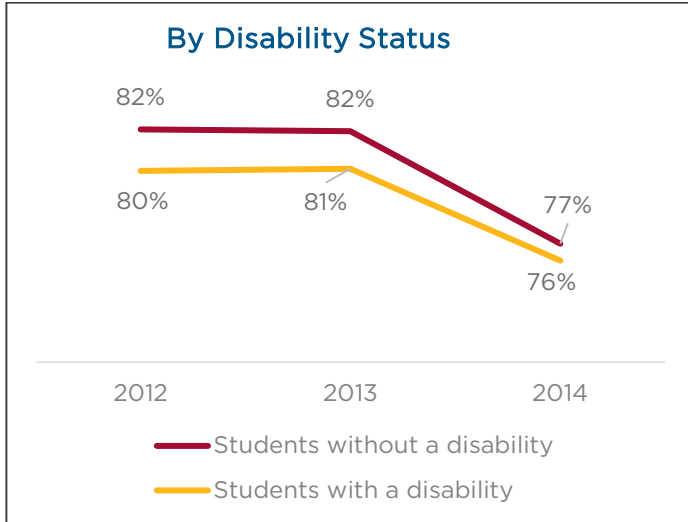

By Economic Status

83%
81%
80%
73%
81%
78%

2012   2013   2014

— Students without an economic disadvantage
— Students with an economic disadvantage

Figure 1.

Table 1: Equity Gaps			
Population	Cohort	Equity Gap	
Fig.1 <u>Not</u> Economically-disadvantaged	FY2012	Lag 2%	Equity gap increased by 3% (FY12-14)
	FY2013	Lag 7%	
	FY2014	Lag 3%	

Enrollments by Economic Status

774   718   468   860   489   930

■ Students without an economic disadvantage
■ Students with an economic disadvantage
······· Linear (Students with an economic disadvantage)

Figure 2. Students that were economically-disadvantaged represented 48% of enrolled students in FY2012 and 66% of enrolled students in FY2014 (Appendix).

Definition

Economically-disadvantaged student: Participant household income is at or below the poverty level set by the Department of Health and Human Services or is receiving need-based financial assistance.

Note: Satisfactory Academic Progress (SAP): Mid-State is required to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet SAP standards may lose their financial aid eligibility. *This may impact fall-to-fall retention.*

MID-STATE
TECHNICAL COLLEGE

Fall to spring retention (cohort start: 2012-2014)

Early Momentum Metrics

Fall to Spring Retention for new program students (first-time college student; program student).
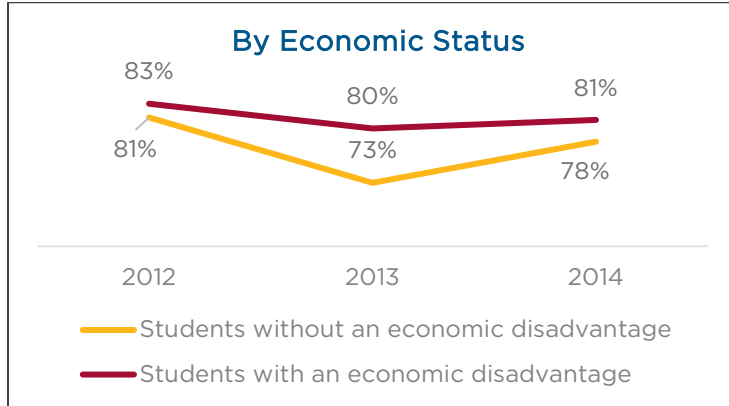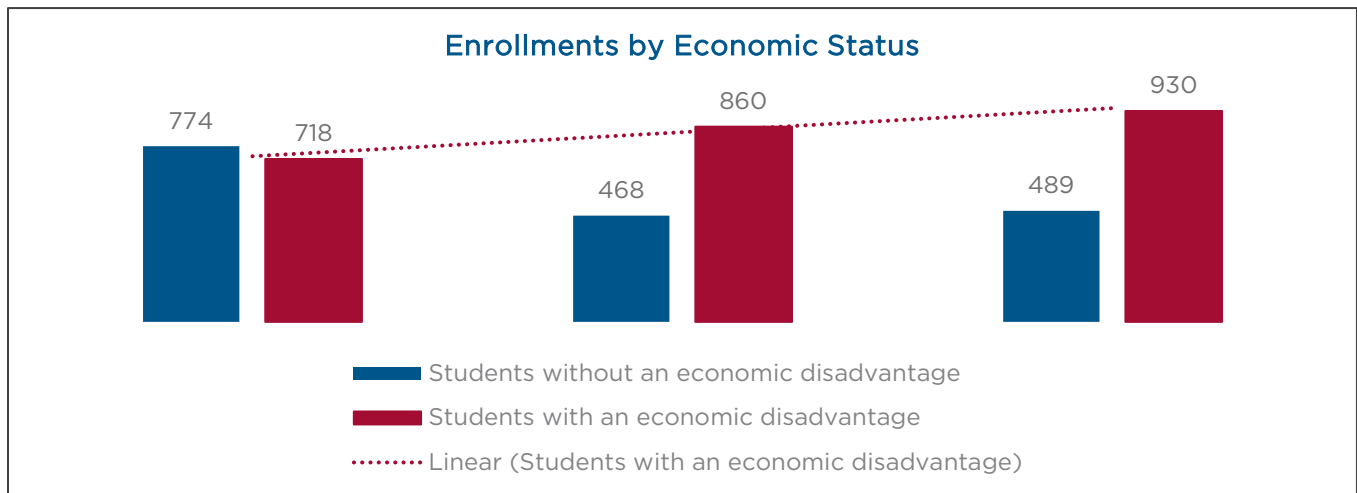
By Gender
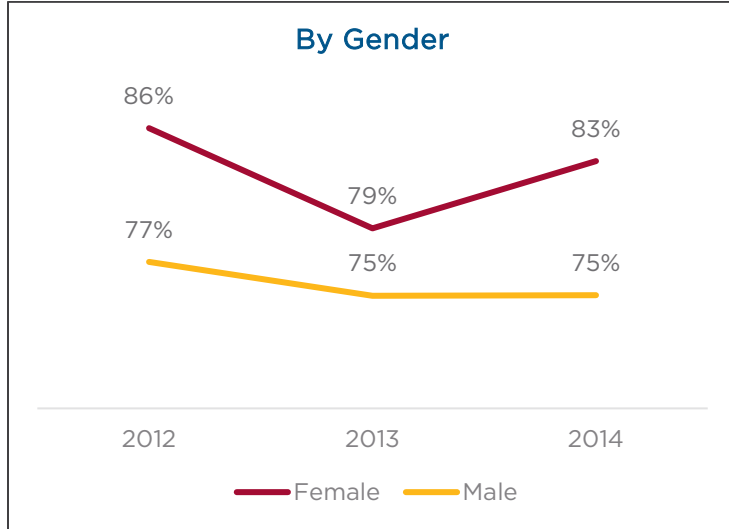
Figure 1.

Table 1: Equity Gaps		
Population	Cohort	Equity Gap
Fig.1 Males	FY2012	Lag 9%
	FY2013	Lag 4%
	FY2014	Lag 8%

Enrollments by Gender (FY2012-2014)

Figure 2. Male enrollment remained steady at 40% from FY2012-2014 (Appendix). Linear=trendline.

Definition

Gender: Participant identifies as female or male.

MID-STATE TECHNICAL COLLEGE

Fall to spring retention (cohort start: 2012-2014)

Early Momentum Metrics

Fall to Spring Retention for new program students (first-time college student; program student).
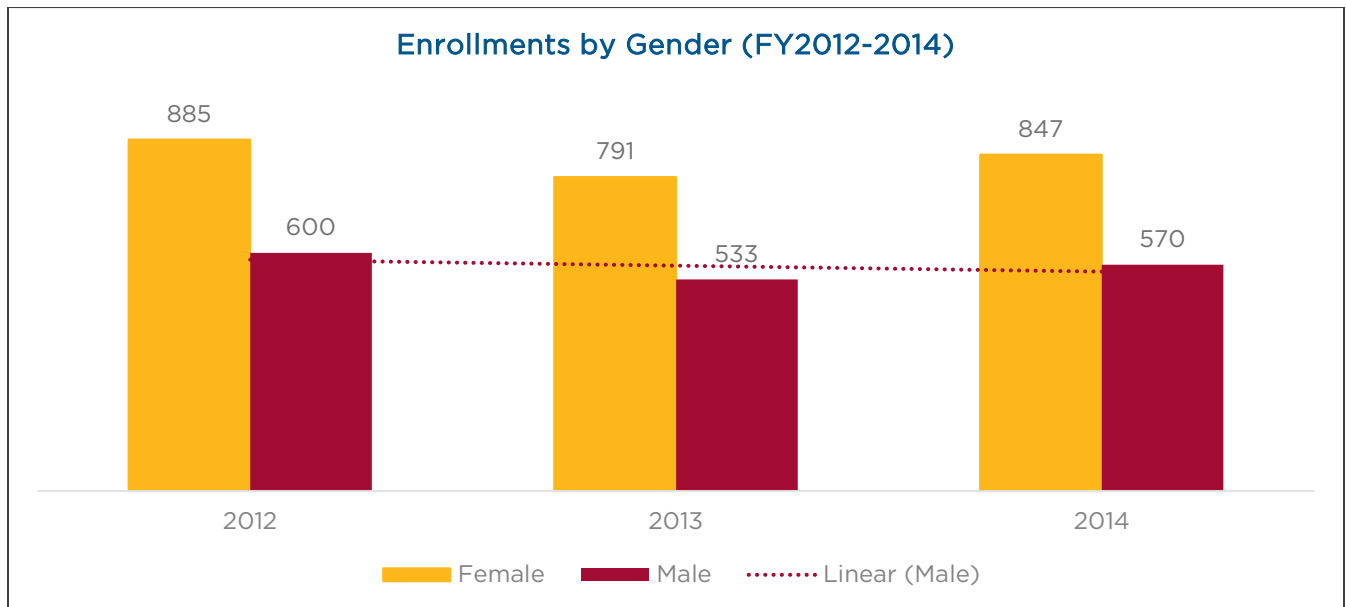
By Age Group

Figure 1
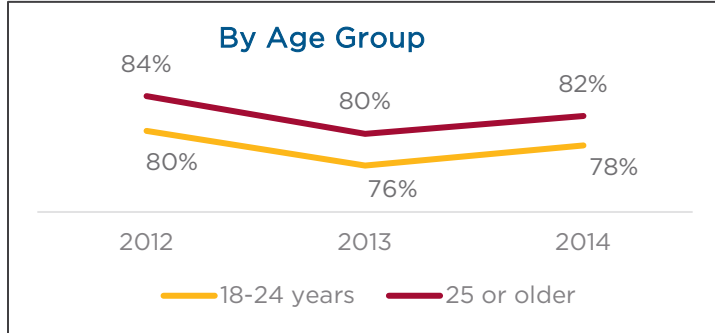
Table 1: Equity Gaps		
Population	Cohort	Equity Gap
Fig. 1 18-24 years	FY2012	Lag 4%
	FY2013	Lag 4%
	FY2014	Lag 4%

Enrollments by Age Group (FY2012-2014)

Figure 2. 18-24-year-old student enrollments remained steady at 53% from FY2012-2014; 25 or older student enrollments decreased from 45% in FY2012 to 41% in FY2014; a decrease of 4%. Linear=trendline.

Definition

Age Group: Participant age is in one of the following groups at the beginning of the program year: 18-24 or 25 or older.

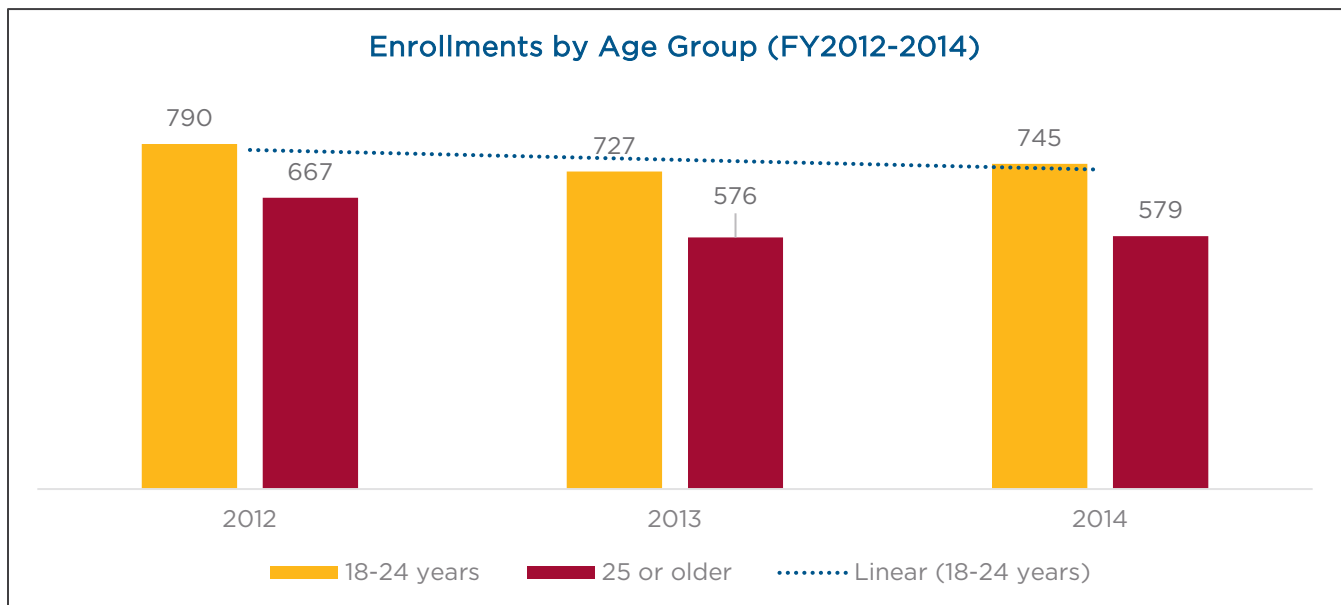MID-STATE TECHNICAL COLLEGE

Fall to spring retention (cohort start: 2012-2014)

Early Momentum Metrics

Fall to Spring Retention for new program students (first-time college student; program student).

By Single Parent Status

Figure 1.
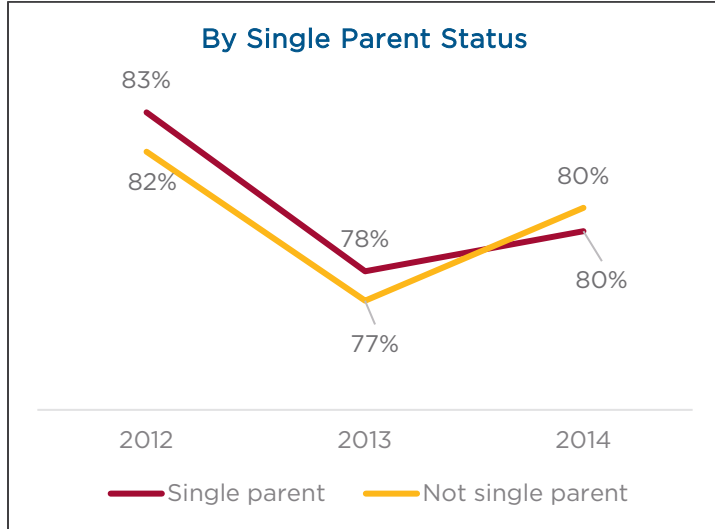
Table 1. Equity Gaps		
Population	Cohort	Equity Gap
NA	NA	NA

Note: There are no equity gaps 2% or higher.
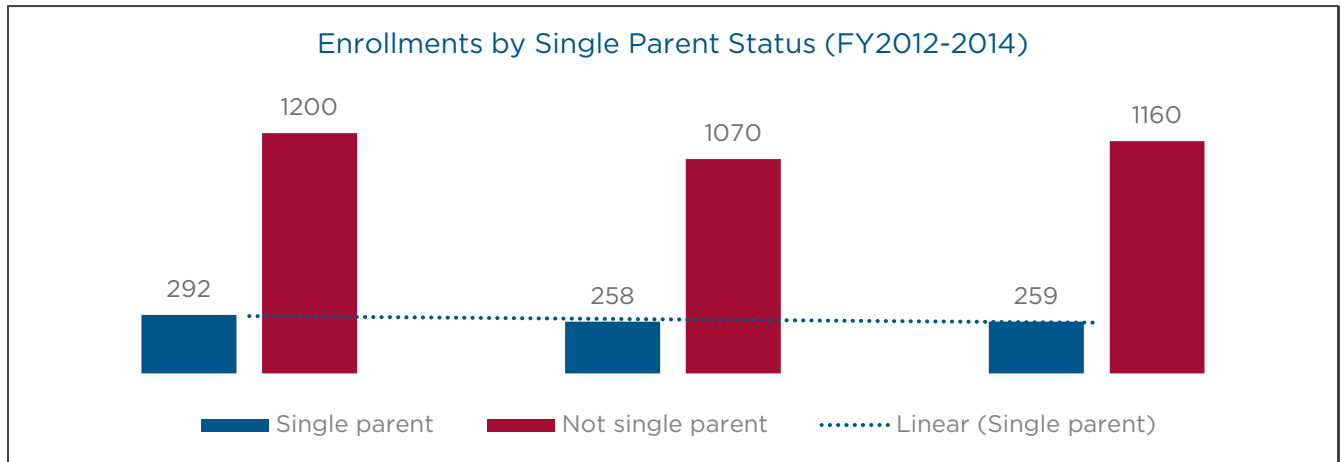
Figure 2. **Single parent enrollments represented 20% in FY2012 and decreased by 4% by FY2014 and represented 40% of enrollments (Appendix). Linear=trendline.

Definition

Single Parent: Participant is unmarried or legally separated and has custody or joint custody of one or more minor children or is pregnant.

MID-STATE TECHNICAL COLLEGE

Fall to spring retention (cohort start: 2012-2014)

Early Momentum Metrics
Fall to Spring Retention for new program students (first-time college student; program student).

By Enrollment Status

49%   49%   51%

44%   42%   44%

2012   2013   2014

—— Part-time status   —— Full-time status

Figure 1.

| Table 1. Equity Gaps			
Population	Cohort	Equity Gap	
Fig. 1 Part-time	FY2012	Lag 5%	Equity gap increased by 2% (FY12-14)
	FY2013	Lag 7%	
	FY2014	Lag 7%	

Enrollments by Part-time, Full-time Status (FY2012-2014)

1534   1486   1481

583   476   484

2012   2013   2014

■ Part-time status   ■ Full-time status   ⋯⋯ Linear (Part-time status)

Figure 2. Part-time enrollment status remained steady at 44% from FY2012-2014 (Appendix). Linear=trendline.

Definitions

Part-time enrolled: Participant is enrolled in less than 24 credits during the program year.
Full-time enrolled: Participant is enrolled 24 or more credits during the program year.

MID-STATE
TECHNICAL COLLEGE

Fall to spring retention (cohort start: 2012-2014)

Appendix

POPULATION = EQUITY GAPS (2% or higher)

Data for this section are based on Early Momentum Metrics: Fall to Spring Retention for new program students (first-time college student; program student).

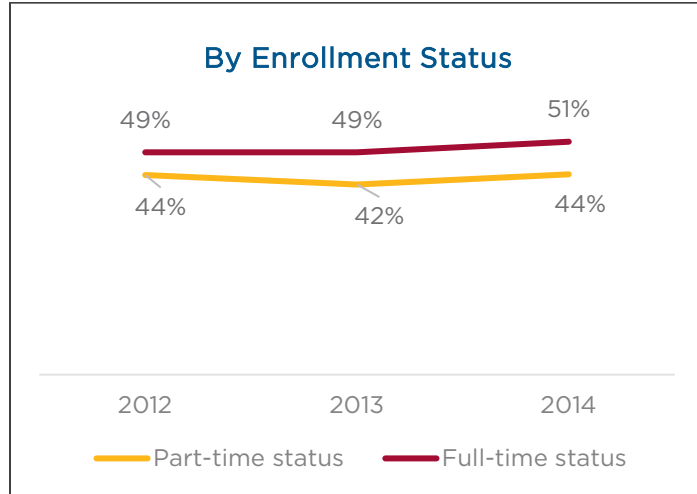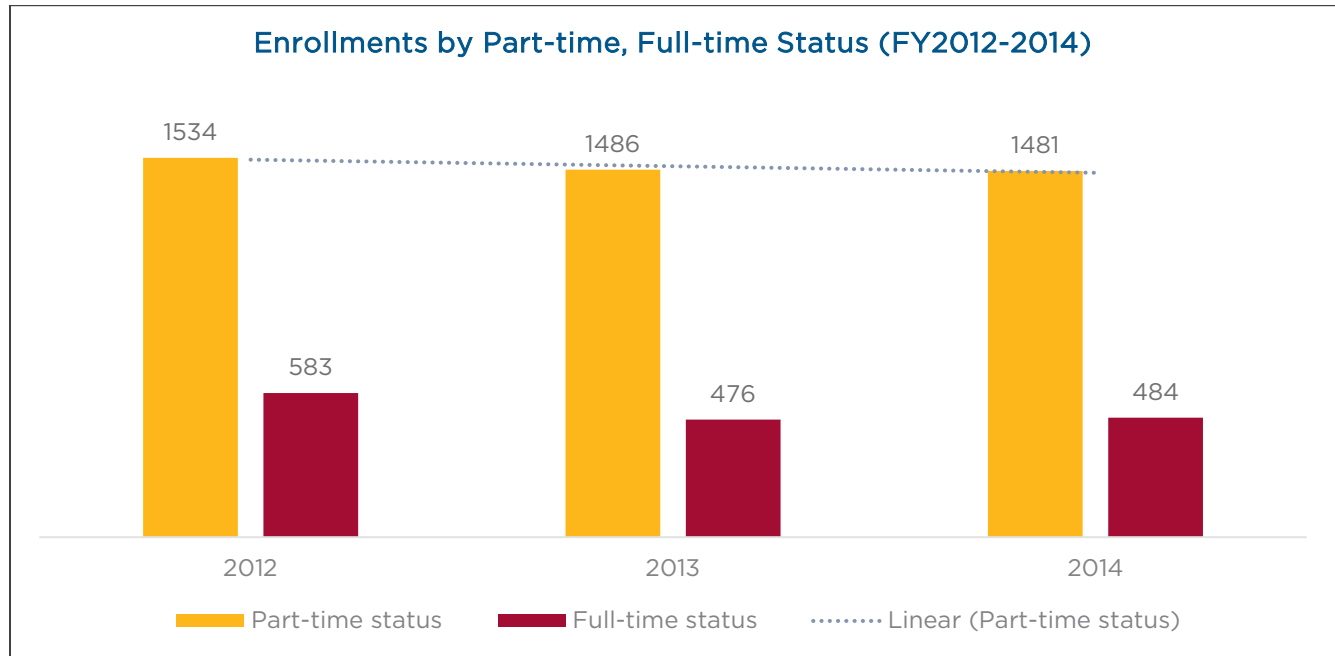| Page	Cohort year	Population	# Students in cohort	% Graduated in 6 years
Mid-State Technical College – Early Momentum Metrics: Fall to Spring Retention				
p.2	2012	Students of Color	136	73%
	2012	White Students	1356	83%
	2013	Students of Color	143	73%
	2013	White Students	1185	78%
	2014	Students of Color	157	69%
	2014	White Students	1262	81%
p.3	2012	Students without a disability	1335	82%
	2012	Students with a disability	157	82%
	2013	Students without a disability	1185	77%
	2013	Students with a disability	143	80%
	2014	Students without a disability	1283	81%
	2014	Students with a disability	136	76%
p.4	2012	Students no economic disadvantage	774	81%
	2012	Students with an economic disadvantage	718	83%
	2013	Students no economic disadvantage	468	73%
	2013	Students with an economic disadvantage	860	80%
	2014	Students no economic disadvantage	489	78%
	2014	Students with an economic disadvantage	930	81%
	2012	Students no economic disadvantage	774	81%
p.5	2012	Female	885	86%
	2012	Male	600	77%
	2013	Female	791	79%
	2013	Male	533	75%
	2014	Female	847	83%
	2014	Male	570	75%

Continued next page.

MID-STATE
TECHNICAL COLLEGE

Fall to spring retention (cohort start: 2012-2014)

Appendix (Continued)

POPULATION = EQUITY GAPS (2% or higher)

Data for this section are based on Early Momentum Metrics: Fall to Spring Retention for new program students (first-time college student; program student).

	Mid-State Technical College – Early Momentum Metrics: Fall to Spring Retention			
Page	Cohort year	Population	# Students in cohort	% Graduated in 6 years
p.6	2012	18-24 years	790	80%
	2012	25 or older	667	84%
	2013	18-24 years	727	76%
	2013	25 or older	576	80%
	2014	18-24 years	745	78%
	2014	25 or older	579	82%
p.7	2012	Single parent	292	83%
	2012	Not single parent	1200	82%
	2013	Single parent	258	78%
	2013	Not single parent	1070	77%
	2014	Single parent	259	80%
	2014	Not single parent	1160	80%
p.8	2012	Part-time status	912	71%
	2012	Full-time status	580	100%
	2013	Part-time status	852	65%
	2013	Full-time status	476	100%
	2014	Part-time status	937	70%
	2014	Full-time status	482	100%

Reference

WTCS (n.d.). WTCS College-Wide Student Success Dashboard

MID-STATE
TECHNICAL COLLEGE

Office of Institutional Effectiveness, Accreditation, and Quality

Program enrollment by wage

May 2021

MID-STATE
TECHNICAL COLLEGE
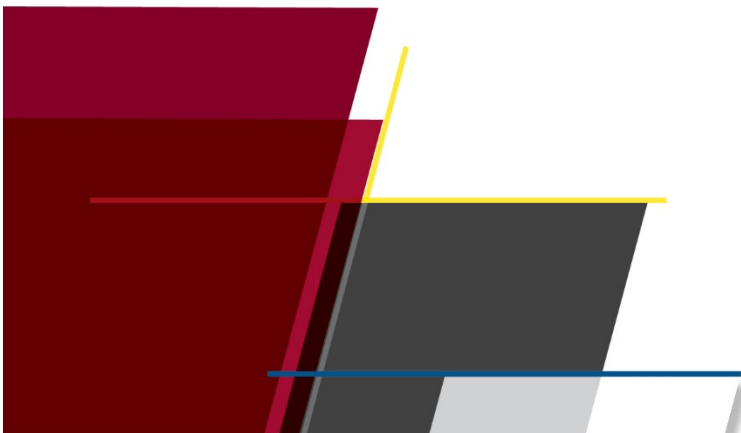
Program enrollment by wage (May 2021)

Contents

Methodology Notes

- **Figure 1.** Student Success data for this section are based on Student Enrollment Patterns.
  The charts illustrate student program enrollment patterns across programs with varying median wage outcomes. Percentages are calculated by population group, *e.g.,* 439/1713 or 26% of female students were enrolled in low wage programs.
  Figure 2. Identifies student program enrollment patterns across programs with varying median wage outcomes by population group.
- **Table 1.** Identifies equity gaps illustrated in Figures 1. (if applicable).
- **Appendix:** Data is based on programs by wage categories (p.5). Raw data extracted by Mid-State Business Intelligence Analyst. If the line is shaded in yellow, it indicates an equity gap (p.6).

MID-STATE
TECHNICAL COLLEGE

Program enrollment by wage (May 2021)

Student Enrollment Patterns.
The following charts illustrate student program enrollment patterns across programs with varying median wage outcomes.

By Race/Ethnicity

42%

38%

40%

22%

37%

21%

Low Wage   Medium Wage   High Wage

— Students of Color   — White Students

Figure 1. Calculated by % of total population group and compared by enrollment trends across programs with low, medium, high wages.
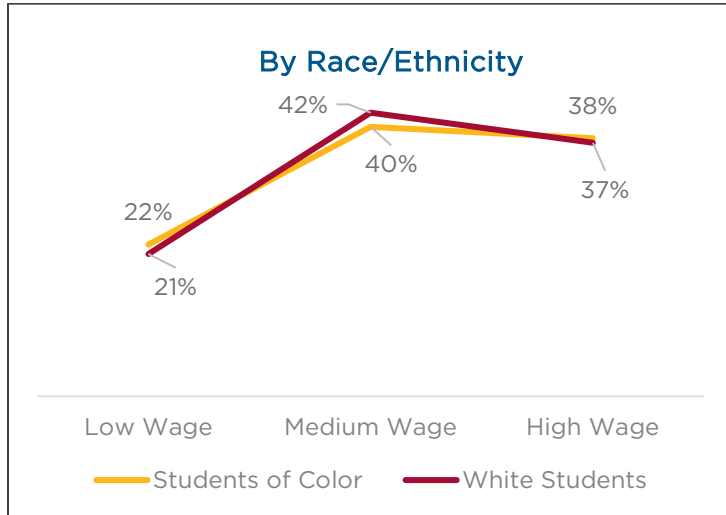
Table 1. Equity Gaps		
Population	By Wage	Equity Gap
Fig.1 Students of Color	Medium	Lower enrolled rate by 2%

Enrollments by Race/Ethnicity

2005

837

748

420

300

67   119   114

Low Wage   Medium Wage   High Wage   Total Enrolled
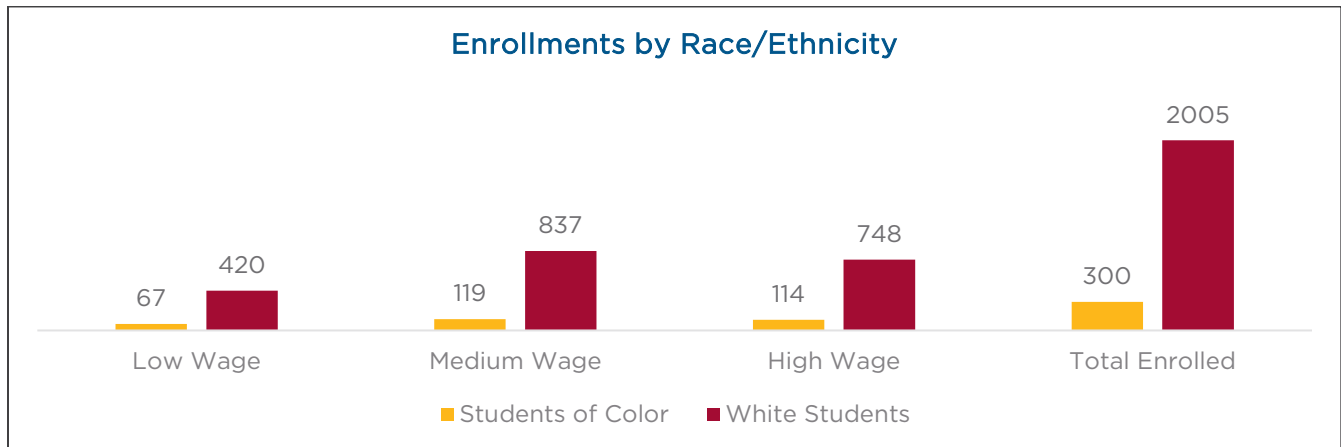
■ Students of Color   ■ White Students

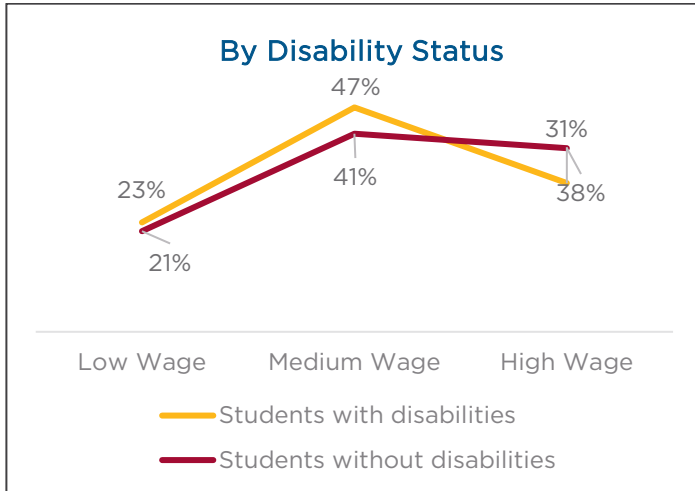Figure 2. Total enrolled by population group and wage category.

Definitions

- **Students of Color:** Participant identifies as Black or African American, Hispanic/Latinx, Asian, American Indian or Alaskan Native, Native Hawaiian, or Pacific Islander, or More than one race.
- **White:** Participant identifies as White.

MID-STATE
TECHNICAL COLLEGE

Program enrollment by wage (May 2021)

Student Enrollment Patterns.

The following charts illustrate student program enrollment patterns across programs with varying median wage outcomes.

By Disability Status

Figure 1. Calculated by % of total population group and compared by enrollment trends across programs with low, medium, high wages.

Table 1. Equity Gaps		
Population	By Wage	Equity Gap
Fig.1 Students with a disability	Low	Higher enrolled rate by 2%
	High	Lower enrolled rate by 7%

Enrollments by Disability Status

Figure 2. Total enrolled by population group and wage category.

Definition

Students with a disability: Participant identified one or more the following disabilities: deaf, hard of hearing, intellectual disability, multi-disabled, mobility and/or orthopedic disability, other health impairment, psychological disability, speech of language disability, visual disability, and/or Autism Spectrum disorder.

MID-STATE
TECHNICAL COLLEGE

Program enrollment by wage (May 2021)

Student Enrollment Patterns.

The following charts illustrate student program enrollment patterns across programs with varying median wage outcomes.

By Economic Status

43%

38%

24%

39%

37%

19%

Low Wage   Medium Wage   High Wage

— Students with an economic disadvantage

— Students without an economic disadvantage

Figure 1. Calculated by % of total population group and compared by enrollment trends across programs with low, medium, high wages.

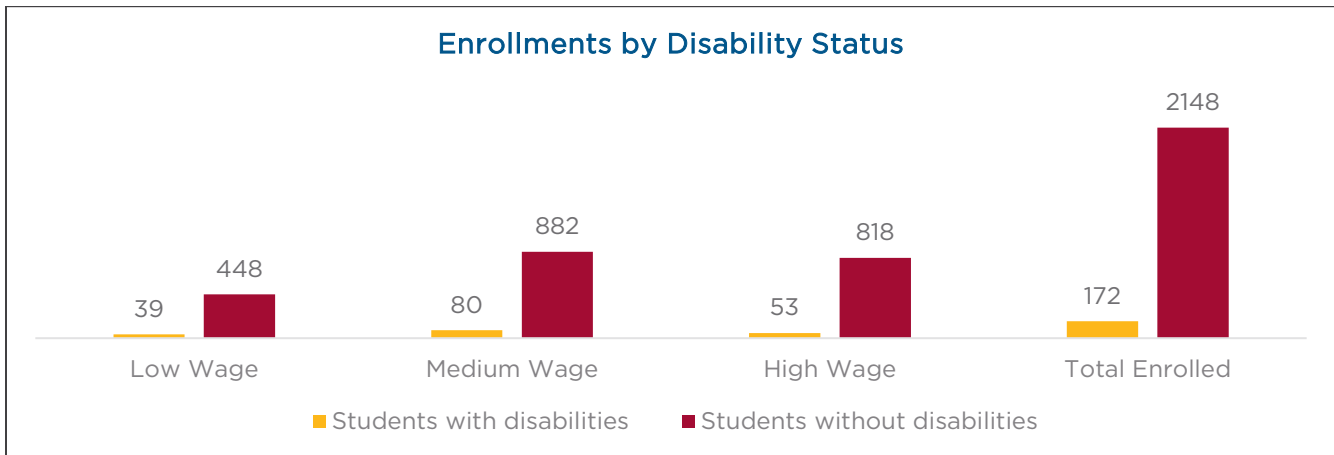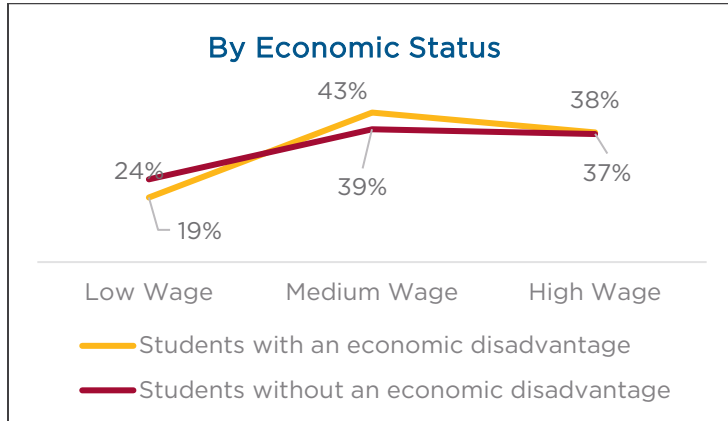| Table 1. Equity Gaps		
Population	By Wage	Equity Gap
Fig.1 Students with an economic disadvantage	NA	No gaps greater than 2%

Enrollments by Economic Status

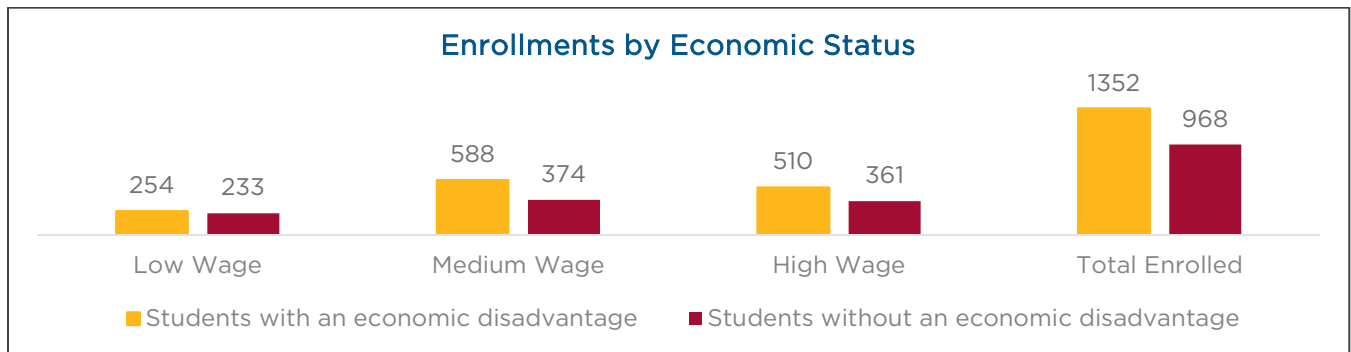|	Low Wage	Medium Wage	High Wage	Total Enrolled
Students with an economic disadvantage	254	588	510	1352
Students without an economic disadvantage	233	374	361	968

Figure 2. Total enrolled by population group and wage category.

Definition

Economically-disadvantaged student: Participant household income is at or below the poverty level set by the Department of Health and Human Services or is receiving need-based financial assistance.

MID-STATE
TECHNICAL COLLEGE

Program enrollment by wage (May 2021)

Student Enrollment Patterns.

The following charts illustrate student program enrollment patterns across programs with varying median wage outcomes.

By Gender
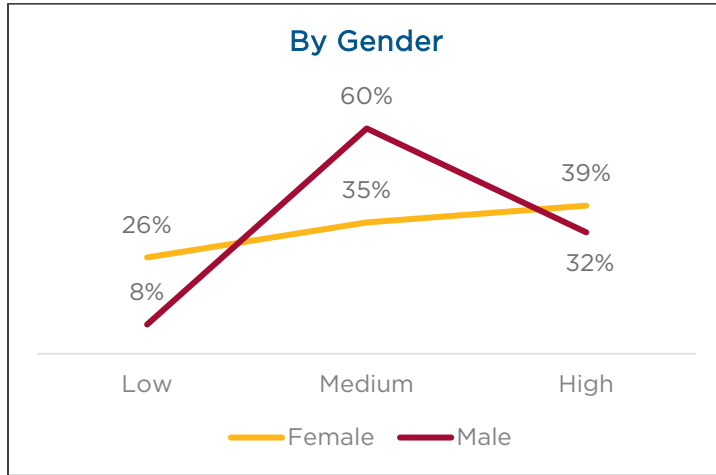
Figure 1.

Table 1. Equity Gaps		
Population	By Wage	Equity Gap
Fig.1 Female	Low	Higher enrolled rate by 18%
	Medium	Lower enrolled rate by 25%
Fig.1 Male	High	Lower enrolled rate by 7%
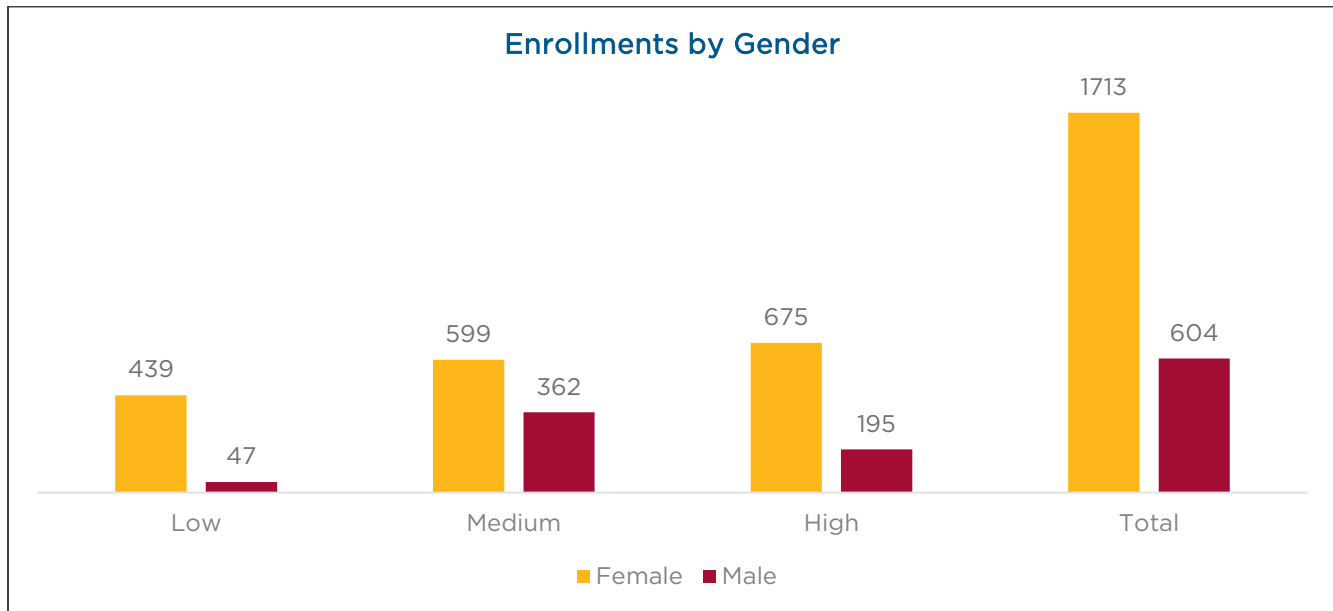
Enrollments by Gender

Figure 2. Total enrolled by population group and wage category.

Definition

Gender: Participant identifies as female or male.

MID-STATE
TECHNICAL COLLEGE

Program enrollment by wage (May 2021)

Appendix

Student Enrollment Patterns.
The following illustrate Mid-State programs by wage categories.

Low Wages = < $32K
- 10-106-6 Administrative Professional
- 10-530-4 Health Information Management
- 30-531-3 Emergency Medical Technician
- 30-543-1 Nursing Assistant
- 31-502-1 Cosmetology
- 31-530-3 Medical Coder

Medium Wages = $33K - $47K
- 10-001-5 Arboriculture/Urban Forestry Technician
- 10-006-2 Agri-Business/Science Technology
- 10-101-1 Accounting
- 10-102-3 Business Management
- 10-307-1 Early Childhood Education
- 10-515-1 Respiratory Therapy
- 30-090-1 Farm Business & Production Management
- 30-534-1 Central Service Technician
- 31-116-1 Human Resources Assistant
- 31-442-1 Welding
- 31-509-1 Medical Assistant
- 31-512-1 Surgical Technologist
- 32-404-2 Automotive Technician
- 32-412-1 Diesel & Heavy Equipment Technician
- 32-420-1 Machine Tool Technician

High Wages = > $48K
- 10-150-2 IT - Network Specialist
- 10-504-7 Criminal Justice Corrections & Community Advocacy
- 10-531-1 Paramedic Technician
- 10-543-1 Nursing - Associate Degree
- 10-605-4 Industrial Automation & Controls Engineering Tech
- 30-504-2 Criminal Justice-Law Enforcement 720 Academy
- 31-531-1 Emergency Medical Technician - Paramedic

Continued next page.

MID-STATE
TECHNICAL COLLEGE

Program enrollment by wage (May 2021)

Appendix (Continued)

POPULATION = EQUITY GAPS (2% or higher)

Student Enrollment Patterns.

The following charts illustrate student program enrollment patterns across programs with varying median wage outcomes.

Page	Cohort year	Population	# Student in cohort	% Graduated in 6 years
Mid-State Technical College – Student Enrollment Patterns				
p.2	Low	Students of Color	67	21%
	Low	White Students	420	21%
	Medium	Students of Color	125	40% (Lower enrolled)
	Medium	White Students	837	42%
	High	Students of Color	123	39%
	High	White Students	748	37%
p.3	Low	Students with a disability	39	23% (Higher enrolled)
	Low	Students without a disability	448	21%
	Medium	Students with a disability	80	47%
	Medium	Students without a disability	882	41%
	High	Students with a disability	53	31% (Lower enrolled)
	High	Students without a disability	818	38%
p.4	Low	Students with an economic disadvantage	254	19%
	Low	Students no economic disadvantage	233	24%
	Medium	Students with an economic disadvantage	588	43%
	Medium	Students no economic disadvantage	374	39%
	High	Students with an economic disadvantage	510	38%
	High	Students no economic disadvantage	361	37%
p.5	Low	Female	439	26% (Higher enrolled)
	Low	Male	47	8%
	Medium	Female	599	35% (Lower enrolled)
	Medium	Male	362	60%
	High	Female	675	39%
	High	Male	195	32% (Lower enrolled)

Reference

WTCS (n.d.). Graduate Outcomes Portal Reports [Mid-State FLW500].

MID-STATE
TECHNICAL COLLEGE

Office of Institutional Effectiveness, Accreditation, and Quality

District workforce, student, & employee representation

Fiscal Year 2019-2020

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TECHNICAL COLLEGE
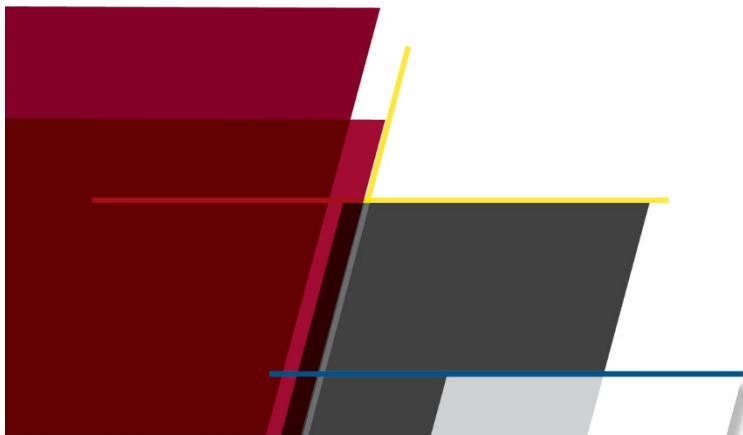
Representation

District Workforce, Student, and Employee Representation. Analysis of representation by district workforce, program students, and Mid-State employees.

Comparison of Mid-State District Workforce, Student and Staff Populations			
Population	Workforce	Program Students	Mid-State Employees*
American Indian/Alaskan Native	1%	1%	0%
Asian	3%	3%	1%
Black/African American	1%	1%	0%
Hispanic/Latino	1%	5%	0%
Native Hawaiian/Pacific Islander	0%	0%	0%
Not reported/Other	0%	1%	0%
Two or more races	0%	2%	0%
White	95%	87%	98%
Female	74%	58%	61%
With a disability	NA	7%	0%

*Some populations total less than 1%.

To address student populations with educational and economic gaps, the college has employed several training and other strategies. For example, Mid-State's February 2020 In-Service had a Diversity, Equity & Inclusion Focus with keynote speaker Alonzo Kelly and an equity data walk wherein equity data was shared with staff and feedback was gathered for improving gaps. The Affirmative Action plan addresses the need to recruit a more diverse staff reflective of the changing district population.
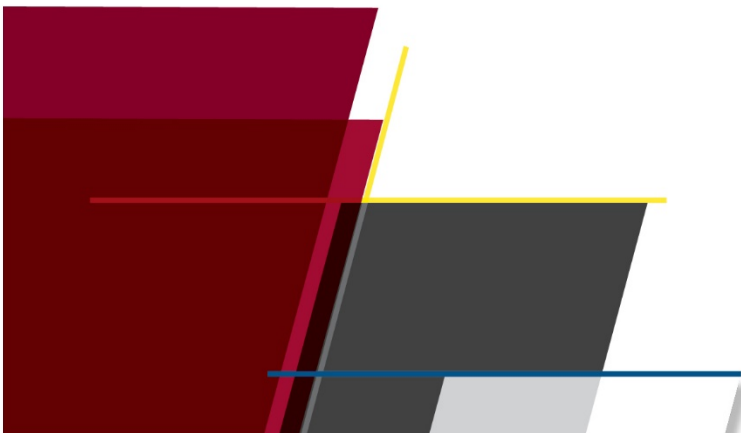
Reference

WTCS (n.d.) WTCS College -Wide Student Success Dashboard [Mid-State demographics dataset]

Midstate (2020). 2019-2020 Affirmative action compliance report.

MID-STATE
TECHNICAL COLLEGE

Office of Institutional Effectiveness, Accreditation, and Quality

Appendix

MID-STATE
TECHNICAL COLLEGE

2021 Local Equity Report Appendix

Appendix A.

Local Equity Goals. In June 2020, Mid-State committed to the following goals. The following provides an overview of progress as of July 2021.

Short-Term 1-Year Goals.

1. Monitor equity gaps in student and employee data

Status	Task	Actions
Met	Annually release an equity report to monitor district specific data in the following areas: (1) community; (2) staff; and (3) program students.	Released Equity Report July 2021
Met	Utilize disaggregated data within annual program review, environmental scanning, and grant research as well as within the enrollment and retention committees to align planning and decision making.	• Disaggregated data used in program review. • Scanning pilot conducted on single parents, also a grant project.
Met, Continuing	White paper conducted by Institutional Effectiveness, Accreditation, and Quality to research equity gaps with more recent student success data.	• Appendix B: Course completion paper. • Appendix C: Single-parent white paper (Equity & Inclusion: Research & Development Sub-Committee).

2. Review and address missing data points important for understanding of equity at Mid-State.

Status	Task	Actions
Met	Coordinate the activities of the college Affirmative Action Plan (Appendix B.), the Diversity Committee, WISCORE, grant initiatives and the student success team and other applicable teams. Mid-State's Vice President of Human Resources and Organizational Development will lead the development of the coordinated approach to set goals.	Equity and Inclusion Taskforce established in FY20-21. It is supported by various sub-committee work groups.
In Progress	Utilize the Diversity Committee to annually evaluate the data points collected at the college.	• Est. Completion: July 2021. Utilize Equity and Inclusion Taskforce summit. • Equity & Inclusion: Research & Development sub-committee. Presented demographic data during Fall 2020 Faculty, Teaching, Learning, piloted scanning to collect research on single parent population. • Appendix D: RISC Survey was distributed and reported to Executive Leadership Team, Academic Leadership Team, and Equity & Inclusion Taskforce.
Met	Create a measure the number of disabled employees at the college.	Human Resources implemented a staff survey on disabilities.
In progress	Establish processes for including voices of under-represented students and employees, i.e., launch an affinity group.	State DEI committee has sub-committee that works on an affinity group. Smaller colleges (like Mid-State) looking for inter-district group, e.g., Person of Color mentoring program – statewide.

Continued

MID-STATE TECHNICAL COLLEGE

2021 Local Equity Report Appendix

Local Equity Goals. In June 2020, Mid-State committed to the following goals. The following provides an overview of progress as of July 2021.

Long-term goal

1. Institutionalize a culture of equity and inclusion that is supported and maintained by planning, resource allocation, and the expectation that equity and inclusion are the work of each employee of the college.

Status	Task	Actions
Met	Communicate clear commitment to equity in college vision and strategic plan. Leverage Equal Employment Opportunity (EEO) and Affirmative Action (AA) plan to set measurable goals around equity.	The Equity & Inclusion Taskforce was established with one of the committees being the Affirmative Action committee. Disability was an added measurement. DEI is in strategic plan: college is committed.
In progress	Review hiring practices to ensure equity and access for underrepresented populations are central to this process.	Affirmative action committee is working on creating a mock process for hiring. For example, a person applies for a mock job who has an equity characteristic (person of color, person with a disability, LGBTQIA+, economically-disadvantaged, etc.) Then, that person goes through a mock interview process and provides feedback such as: What did not speak to me? Feedback will be used to improve processes.
Met	Create ongoing professional development plan around equity/inclusion for all college employees; may include another in-service on diversity or training sessions.	Diversity, Equity, & Inclusion trainings have been available during faculty in-service, college in-service, non-mandatory trainings by the Equity and Inclusion Taskforce Engagement committee, and professional development. Mid-State allowed any employee to have access to participate virtually in Achieve the Dream (ATD) sessions that included DEI focus areas. Mid-State designated meeting space at each campus for attendees to watch virtually together. Mid-State acknowledged this as a best practice.

Reference

2020 Mid-State Local Equity Report. (June).

MID-STATE
TECHNICAL COLLEGE

Appendix D. Supports Local Equity 2020-2021 Goal 2, Task 2

In November 2020, Mid-State administered the Realizing Institutional Strengths and Challenges (RISC) Survey to a sample of the student population (n=758). The national benchmark sample was drawn from RISC data collected from 24 community colleges during the previous 2 years.

The survey included three sections:
1. Challenges to Student Success
2. Experiences with Advising, Financial Aid, LiNK, Campus Office Front Desk, & Career Services
3. Student Views of Mid-State

The RISC survey results affirmed that many students continue to have socio-economic challenges. The extent of the challenges was dramatic: 27% said work hours do not leave them enough time to study; 20% said work pay is not enough to cover expenses while in school; 31% said living expenses were a challenge; 23% said tuition and fees were a challenge; and 20% said books, software, and other supplies were a challenge.

The survey additionally included Diversity, Equity, and Inclusion questions. Example results indicated:

- 87% agree or strongly agree that individuals at this college respect each other regardless of their background.
- 88% agree or strongly agree that Mid-State is committed to diversity, equity, and inclusion.
- 96% reported that any of the following did not affect their ability to be successful as a student at Mid-State: racism, sexism, homophobia, ageism, gender-bias, or other biases.
- 31% (223 students) agree or strongly agree that in the last 24 months, they have experienced a financial set back that made them consider leaving the college.
- 85% are satisfied or very satisfied with the overall campus climate that they have experienced at Mid-State within the past year.

Methodology Notes

- **Results:** The Realizing Institutional Strengths and Challenges (RISC) Survey was disseminated Fall 2020 (Oct 26-Nov. 8, 2020). The survey was administered online to 2,238 Mid-State students. There were 758 responses or 34% response rate. The benchmark sample includes 24 community colleges during the past 2 years: 13,930 total respondents.

2021 Local Equity Report Appendix

Appendix B. Supports Local Equity 2020-2021 Goal 1, Task 3

Course Completion White Paper. The intent of this study was to identify equity gaps by analyzing student characteristics and their success of completing courses with a C grade or higher. The study focused on mode, enrollment status, and equity populations or intersecting equity populations.

Methodology

Data was drawn from WTCS Tableau data systems for analysis. The study sample consisted of program enrolled students (aid codes: 10, 20, 30, 31, 32, and 50) served at Mid-State during the FY2020 and/or FY2021 program year. A list of terms within the study are provided in Table 1.

Measures	
Courses Enrolled	The duplicated count of curriculum course enrollments for a specific program among students enrolled in the program. This is different from program enrolled as that dataset is unduplicated.
Courses Successfully Completed	The duplicated count of curriculum course enrollments with a grade of C or better or a PP grade for students enrolled in the program.
WTCS Course Completion Benchmark	WTCS successful course completion benchmark is 80% or higher of course enrollments by group, characteristic.
Population	
Economically Disadvantaged	Participant household income is at or below the poverty level set by the Department of Health and Human Services or is receiving need-based financial assistance.
Age Group	Participant age is in one of the following groups at the beginning of the program year: 18-24 or 25 or older.
Race/Ethnicity	Participant identifies as Black or African American, Hispanic/Latinx, Asian, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander, or more than one race.
Single Parent	Participant is unmarried or legally separated and has custody or joint custody of one or more minor children or is pregnant.
Disability	Participant identified one or more the following disabilities: deaf, hard of hearing, intellectual disability, multi-disabled, mobility and/or orthopedic disability, other health impairment, psychological disability, speech of language disability, visual disability, and/or Autism Spectrum disorder.
Gender	Participant identifies as female or male.
Intersecting population	Participant identifies as more than one equity characteristic: economically-disadvantaged, age group, race/ethnicity, single parent, or disability.
Other Terms	
High representation	Population group represents 50% or higher of courses taken.
Medium representation	Population group represents 25%-49% of courses taken.
Low representation	Population group represents 24% or lower of courses taken.

Table 1. Measures/population group definitions align with WTCS Client Reporting Systems Manual.

MID-STATE TECHNICAL COLLEGE

2021 Local Equity Report Appendix

FY2021 and FY2020 Percentage of Course Enrollment Representation by Characteristic

Data for this section were enrolled in courses within Mid-State programs (aid codes: 10, 20, 30, 31, 32, 50). Data was disaggregated by equity status. Data are derived from Client Reporting for students who started an academic program in FY2021 or FY2020.

How to read the data, example: 62% of courses taken were part-time enrolled students in FY21 (Figure 1). This is an increase of 3% from FY20 (Figure 2). Because the % of course takers in this group was above 50%, they are categorized in the highly represented group (red). *Note*. Course takers may be identified in more than one population group; therefore, the data is duplicated. Example: Part-time + female.
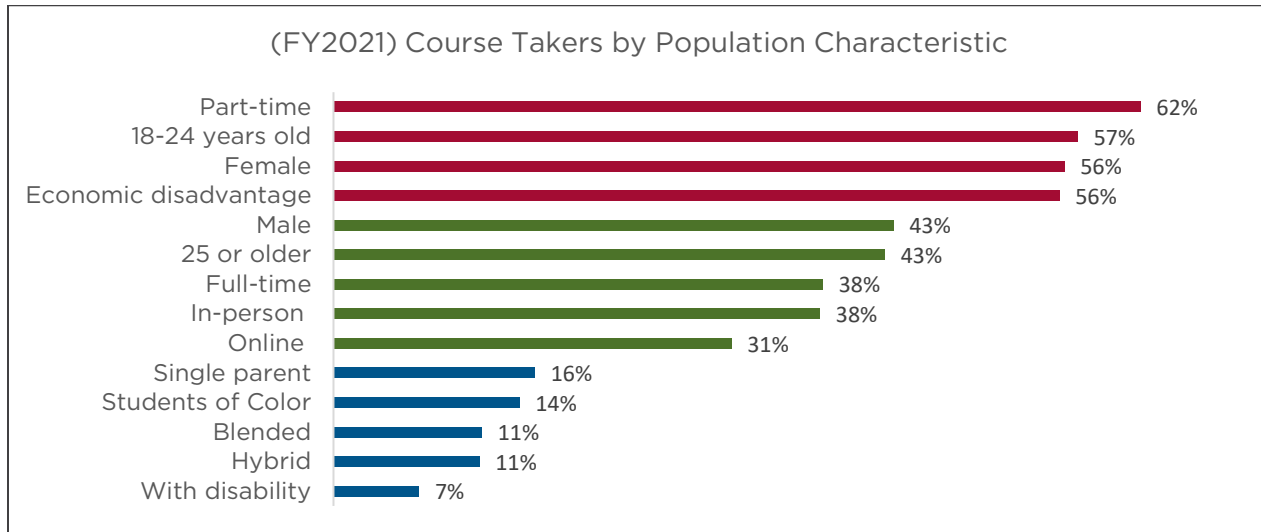
(FY2021) Course Takers by Population Characteristic

Characteristic	Percentage
Part-time	62%
18-24 years old	57%
Female	56%
Economic disadvantage	56%
Male	43%
25 or older	43%
Full-time	38%
In-person	38%
Online	31%
Single parent	16%
Students of Color	14%
Blended	11%
Hybrid	11%
With disability	7%

Figure 1.

(FY2020) Course Takers by Population Characteristic

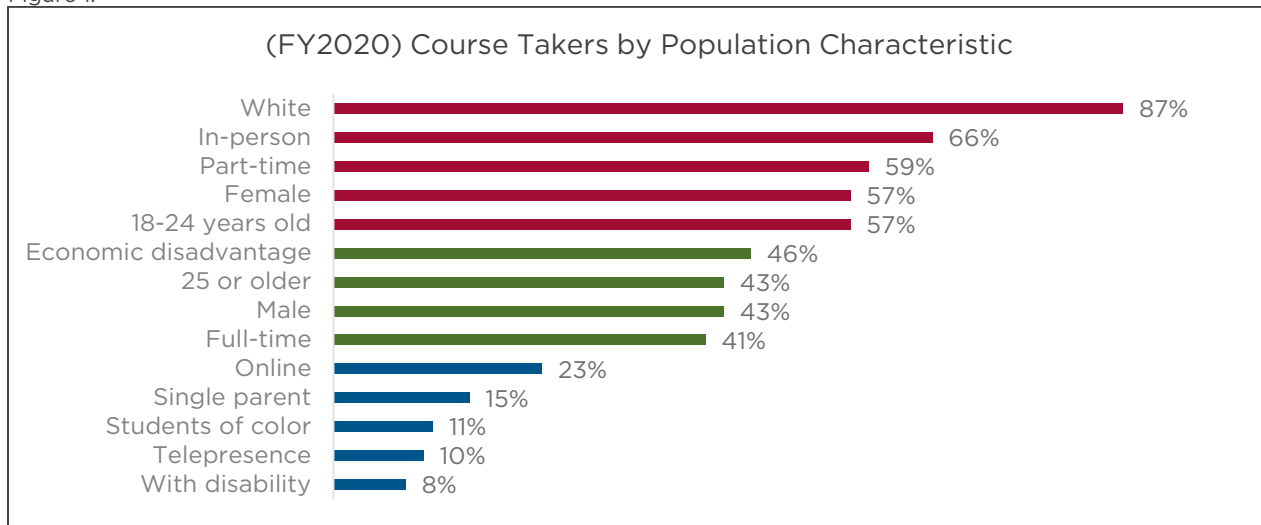| Characteristic	Percentage
White	87%
In-person	66%
Part-time	59%
Female	57%
18-24 years old	57%
Economic disadvantage	46%
25 or older	43%
Male	43%
Full-time	41%
Online	23%
Single parent	15%
Students of color	11%
Telepresence	10%
With disability	8%

Figure 2.

High Representation: Course takers with these characteristics represents 50% or higher of courses taken.
Medium Representation: Course takers with these characteristics represents 25%-49% or higher of courses taken.
Low Representation: Course takers with these characteristics represents 24% or lower of courses taken.

MID-STATE TECHNICAL COLLEGE

2021 Local Equity Report Appendix

FY2021-2020 Percentage of Course Takers by Characteristic Successfully Completing Courses

Data for this section were enrolled in Mid-State program courses (aid codes: 10, 20, 30, 31, 32, 50). Data was disaggregated by equity status. Data are derived from Client Reporting for students who started an academic program in FY2021 or FY2020.

How to read the data, example. Part-time enrolled course takers—a group representing over 50% of Mid-State course takers—experienced a 5% decline in successful course completion (C grade or higher) from FY20 to FY21. FY21 showed successful course completion for part-time was 6% below the WTCS benchmark of 80%.

Type	Representation of Courses Enrolled	Population	WTCS Benchmark	% Completing courses with C grade or higher	
				FY20	FY21
Mode	High Representation	In-person	80%	84%	
	Medium Representation	In-person	80%		87%
	Medium Representation	Online	80%		71%
	Low Representation	Online	80%	76%	
	Low Representation	Telepresence	80%	76%	69%
	Low Representation	Blended	80%	Insf.	79%
	Low Representation	Hybrid	80%	Insf.	75%
Enrollment	High Representation	Part-time	80%	79%	74%
	Medium Representation	Full-time	80%	84%	85%
Equity Characteristic	High Representation	White	80%	82%	79%
	High Representation	Economically-disadvantaged	80%		75%
	High Representation	18-24 years old	80%	80%	77%
	High Representation	Female	80%	82%	77%
	Medium Representation	Economically-disadvantaged	80%	79%	
	Medium Representation	25 years or older	80%	83%	80%
	Medium Representation	Male	80%	80%	80%
	Low Representation	Single parent	80%	79%	75%
	Low Representation	Students of color	80%	Asian-86%; Hispanic-81%; Multi-87%	Asian-87%
					Amer. Indian-75%
				Black-46% Amer.Indian-55%	Hispanic-66%; Black-59% Multi-65%
	Low Representation	With disability	80%	77%	69%

Figure 3. In FY21, FY20 metric columns, if green = greater than or equal to 80%, yellow = 70% - 79%, or pink = less than 70%

Key findings from FY2020-2021 (*Reflects higher represented population groups*)

By mode
- <u>Shift in representation:</u> In-person course takers shifted from a high representation of course takers (66%) to a medium representation of course takers (38%). In FY2021, there was an increase in online, blended and hybrid course takers.
- <u>Equity gap:</u> While online course takers increased representation in FY2021, only 71% completed courses with a C grade or better, a 9% lag behind WTCS benchmark of 80%.

By enrollment status
- <u>Shift in representation</u>: Per Figures 1, 2, there was a slight increase in part-time enrolled (3%).
- <u>Equity gap</u>: Part-time enrolled course takers indicated a 1-6% lag compared to WTCS benchmark of 80%. This gap increased by 5% in FY2021 compared to the previous fiscal year.

By equity characteristic
- <u>Shift in representation</u>: Per Figures 1, 2, there was a 10% increase of economically-disadvantaged students.
- <u>Equity gap</u>: Economically-disadvantaged enrolled course takers indicated a 1-5% lag compared to WTCS benchmark of 80%. This gap increased by 4% in FY2021 compared to the previous fiscal year. The following other equity gaps increased from FY20-FY21: White (3%), 18-24 yrs. old (3%), and female (5%).

MID-STATE
TECHNICAL COLLEGE

RISC Survey Results

Table 1.4 Mid-State is committed to diversity, equity, and inclusion.

	%	n
Strongly Agree	54	392
Agree	34	247
Neither Agree nor Disagree	12	85
Disagree	0	2
Strongly Disagree	0	3
		729

Table 1.5 To what extent has any of the following affected your ability to be successful as a student at Mid-State? Please select all that apply

	%	n
Racism	1	4
Sexism	1	4
Homophobia	0	2
Ageism	1	10
Gender-bias	1	6
Other biases	0	1
Not applicable	86	581
I prefer not to answer	12	79
		672

Continued

RISC Survey Results

Table 1.6 What background(s) are true of you? Please select all that apply

	%	n
Racially/ethnically diverse	13	93
Male	30	213
Female	64	456
Transgender or Gender Non-Conforming	1	9
LGBTQIA+	6	44
Religious	25	178
Student with disability	9	67
Veteran	6	40
First generation college student	24	175
Economically disadvantaged	13	92
Single parent	14	102
24 years old or younger	39	281
Politically conservative	18	129
Politically liberal	10	75
Employed	69	498
Unemployed	15	107
Rural resident	20	142
Other background or additional comment:	0	1
I prefer not to answer	4	32
		717

Continued

MID-STATE
TECHNICAL COLLEGE

RISC Survey Results

Table 1.7 Individuals at this college respect each other regardless of their background.

	%	n
Strongly Agree	49	360
Agree	38	277
Neither Agree nor Disagree	11	82
Disagree	1	7
Strongly Disagree	0	2
		728

Table 1.8 In the last 24 months, I have experienced a financial set back that made me consider leaving the college.

	%	n
Strongly Agree	11	80
Agree	20	143
Neither Agree nor Disagree	24	175
Disagree	24	174
Strongly Disagree	19	135
I prefer not to answer	3	21
		728

Table 1.9 How satisfied or dissatisfied are you with the overall campus climate that you have experienced at Mid-State within the past year?

	%	n
Very Satisfied	41	296
Satisfied	44	319
Neither Satisfied nor Dissatisfied	12	87
Dissatisfied	3	19
Very Dissatisfied	0	3
		724

MID-STATE
TECHNICAL COLLEGE