



MID-STATE ASSESSMENT PLAN

Five Year Plan
2020-2025

MID-STATE ASSESSMENT PLAN

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MID-STATE LOCATIONS



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

MID-STATE ASSESSMENT PLAN

ASSESSMENT VISION

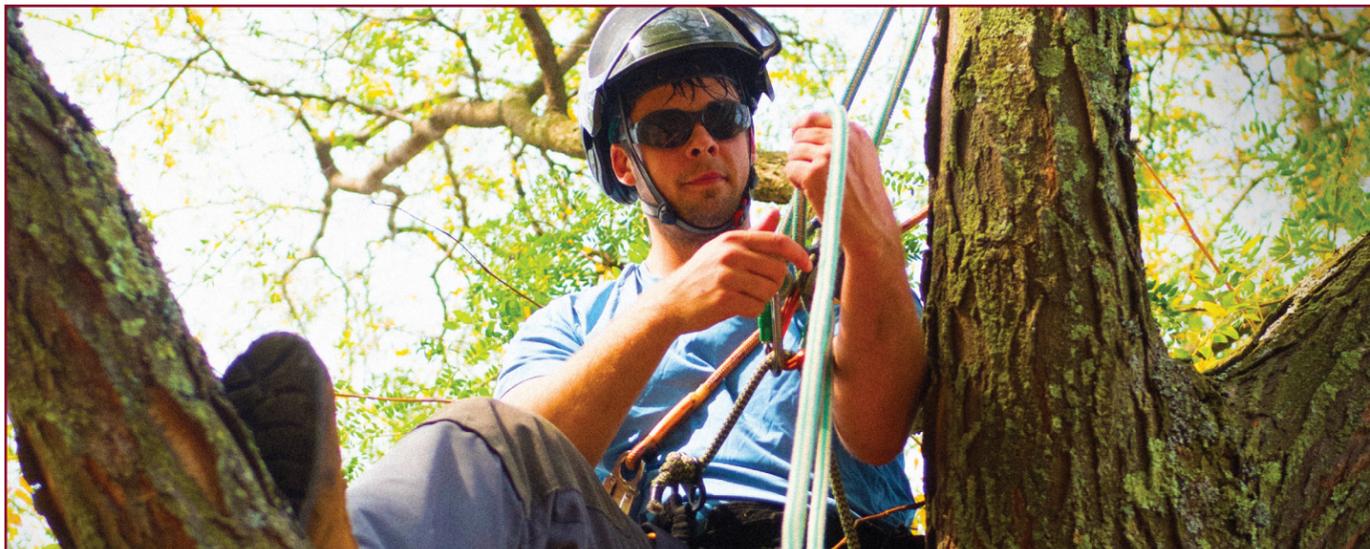
Assessment at Mid-State Technical College is a coherent, comprehensive system for planning, developing, implementing, and documenting strategies and practices that are designed to improve student learning. The College uses assessment results to stimulate reflective thinking and initiate necessary actions to contribute to the continuous improvement of student learning and institutional outcomes.

ASSESSMENT MISSION

The Mid-State Technical College Assessment Team, with faculty, administrators, and staff, strives to facilitate the assessment of student learning outcomes to maximize student success and transform lives.

ASSESSMENT TEAM MISSION

The Mid-State Technical College Assessment Team, composed of faculty and representatives from each academic school, Education Services, Student Services, and Institutional Effectiveness, Accreditation, and Quality, and supported by the vice president of Academics, recommends, facilitates, and supports policies, processes, and practices used by the College for assessing student learning. The Assessment Team serves as a resource for faculty and staff who undertake assessment initiatives. Assessment Team members collaborate to establish specific recommendations and expectations for content, form, and timing to measure student learning. Assessment data are used to inform and implement changes leading to improved student learning.



ROLES AND RESPONSIBILITIES

Purpose

The purposes of the Assessment Team are to:

1. Implement guidelines for regular evaluation and reporting of student learning at the course, program, general education, co-curricular, and institutional levels.
2. Provide professional development for faculty and staff on assessment topics.
3. Maintain resource materials on assessment.
4. Provide systematic guidelines and support for assessment planning, implementation, and reporting of findings.
5. Mentor faculty and staff in developing and implementing assessment practices.
6. Provide feedback on assessment plans and reports designed to demonstrate the use of results for continuous improvement of student learning.
7. Create an action plan and implementation timeline for assessment.

Assessment Team Members

- Lea Ann Turner – Instructional Technology & Virtual Learning Specialist
- Trea Kimball – Curriculum & Assessment Specialist
- Beth Ellie – Manager, Institutional Effectiveness, Accreditation & Quality
- Chris Omernik – Instructor, Diesel & Heavy Equipment Technician
- Jennifer Klicka – Instructor, Medical Assistant
- Trina Kloehn – Associate Dean, Business and Technology
- Kelly Steidinger – Instructor, Communication
- Ryan Huser – Instructor, Paramedic Technician
- Brandon Hageman – Instructor, Fire Protection Technician
- Greg Webster – Instructor, Civil Engineering Technology-Highway Technician
- Jackie Esselman – Manager, K-12 & Adult Recruitment
- Natasha Miller – Manager, Student Life
- Stephanie Bender – Manager, Academic Advising
- Ellis Janssen – Academic Coach
- Joe Pomrening – Career Services Coordinator
- Dawn Ede – Instructor, Nursing
- Lori Weigel – Associate Dean, Health
- Pam Alt – Instructor, Medical Assistant
- Deb Stencil – Vice President, Academics

STUDENT LEARNING OUTCOMES

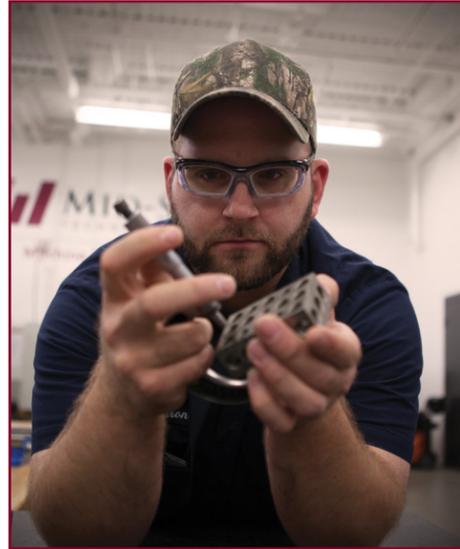
Mid-State recognizes that student learning occurs in the classroom, in lab and clinical settings, when receiving academic support, and when participating in student life activities. Mid-State has identified five specific categories of learning outcomes that students should be able to demonstrate through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

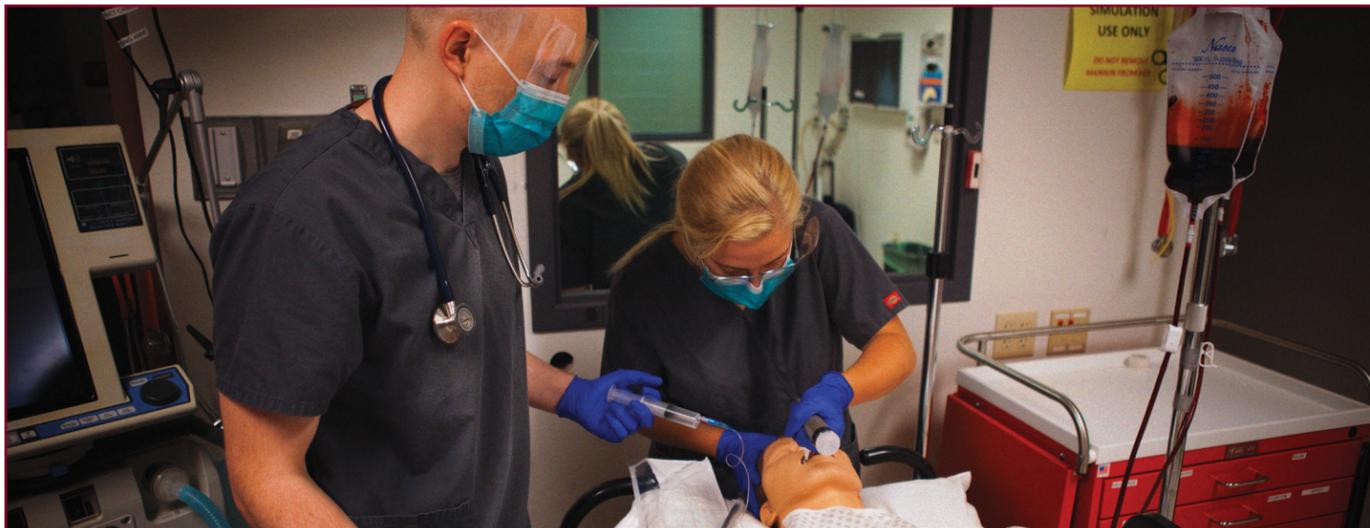


Co-Curricular Outcomes – Student learning that occurs outside of the classroom. These student learning outcomes are based on the Council for the Advancement of Standards in Higher Education (CAS) as they were developed to support learning that occurs in student services and supportive programs. There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

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



THE ASSESSMENT CYCLE

The Assessment Cycle is based on a traditional quality improvement model where data are gathered, evidence is analyzed, and decisions are made to improve student learning. It is an intentional process designed by those who are closest to the student.



ASSESSMENT TRACKING

Assessment plans for each learning outcome are documented in a standard Assessment Tracking form. These plans describe and document how each learning outcome will be assessed. At the beginning of each semester, faculty and 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 completed as part of the planning process. At the end of each semester, faculty and staff collect and analyze assessment data, communicate results, and identify changes intended to improve student learning. These changes are implemented the next semester or the next time the course/activity is offered. Faculty and staff reassess these learning outcomes to identify whether these changes resulted in improvements in student learning. This series of steps reflects the components of the Assessment Cycle.

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

MID-STATE ASSESSMENT REPORT

Assessment efforts and results are summarized in an annual report highlighting College-wide assessment efforts. The Assessment Report brings all components of Mid-State's assessment work together into one document. The following summary information is included in Mid-State's Assessment Report:

1. Background on Mid-State's Assessment Plan
2. Summary of assessment efforts for each student learning outcome: course outcomes, program outcomes, general education outcomes, co-curricular outcomes, and institutional outcomes
3. External assessment results
4. Program Review and Service Team Review highlights
5. Best practices identified as a result of assessment practices
6. Evaluation of assessment efforts
7. Recommendations for next academic year
8. Communication strategy for assessment efforts

ASSESSMENT ACTION PLAN AND TIMELINE

The Mid-State Assessment Plan includes a five-year strategy for assessing student learning. This strategy builds from the prior year and describes an assessment practice that is sustainable over time. The following tables describe the actions, tools, frequency, annual goals, and faculty group and staff responsible for assessing each learning outcome.

ASSESSMENT ACTION PLAN AND TIMELINE BY LEARNING OUTCOME

Learning Outcome: Course Outcomes/Competencies	
Responsibility	<ul style="list-style-type: none"> Faculty Curriculum and Assessment Specialist
Action	<ul style="list-style-type: none"> Identify course competencies to assess based on a three-year plan Review and update course competencies, if needed (based on employer feedback, industry standards, specialized accreditation expectations, rigor, and/or ability to assess learning) Determine assessment strategy for each course competency (e.g., where, when, and how to assess each course competency) Develop assessment rubrics or incorporate into existing rubrics/assessments Align course competency assessment in Blackboard Run course competency assessment reports in Blackboard Track student assessment data for course competencies
Tools	<ul style="list-style-type: none"> Assessment Tracking forms Blackboard
Frequency	<ul style="list-style-type: none"> Every semester
Annual Goals	
Year 1 2020-2021	<ul style="list-style-type: none"> Track the assessment of 1/3 of all course competencies in every course being taught, based on a three-year cycle Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 2 2021-2022	<ul style="list-style-type: none"> Track the assessment of 1/3 of all course competencies in every course being taught, based on a three-year cycle Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 3 2022-2023	<ul style="list-style-type: none"> Track the assessment of 1/3 of all course competencies in every course being taught, based on a three-year cycle Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 4 2023-2024	<ul style="list-style-type: none"> Track the assessment of 1/3 of all course competencies in every course being taught, based on a three-year cycle Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 5 2024-2025	<ul style="list-style-type: none"> Track the assessment of 1/3 of all course competencies in every course being taught, based on a three-year cycle Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate

Learning Outcome: Program Outcomes/Technical Skills Attainment (TSA)	
Responsibility	<ul style="list-style-type: none"> Occupational Faculty Curriculum and Assessment Specialist
Action	<ul style="list-style-type: none"> Review and update program outcomes, if needed (based on employer feedback, curriculum modification, TSA process, and/or other relevant standards or expectations) Determine assessment strategy for each program outcome (e.g., where, when, and how to assess each program outcome) Develop assessment rubrics or incorporate into existing rubrics/assessments Consider aligning program outcomes assessment in Blackboard, if program outcomes are assessed in a course Run program outcome assessment reports in Blackboard, if outcomes are aligned in Blackboard Track student assessment data for program outcomes Complete process for TSA, if applicable (e.g., Phase 1, 2, 3)
Tools	<ul style="list-style-type: none"> Assessment Tracking forms Blackboard
Frequency	<ul style="list-style-type: none"> Every semester
Annual Goals	
Year 1 2020-2021	<ul style="list-style-type: none"> Track the assessment of program outcomes in every program, based on program outcomes assessment strategy (e.g., if program outcomes are assessed in courses offered in fall 2020 and/or spring 2021) Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 2 2021-2022	<ul style="list-style-type: none"> Track the assessment of program outcomes in every program, based on program outcomes assessment strategy (e.g., if program outcomes are assessed in courses offered in fall 2021 and/or spring 2022) Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 3 2022-2023	<ul style="list-style-type: none"> Track the assessment of program outcomes in every program, based on program outcomes assessment strategy (e.g., if program outcomes are assessed in courses offered in fall 2022 and/or spring 2023) Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 4 2023-2024	<ul style="list-style-type: none"> Track the assessment of program outcomes in every program, based on program outcomes assessment strategy (e.g., if program outcomes are assessed in courses offered in fall 2023 and/or spring 2024) Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 5 2024-2025	<ul style="list-style-type: none"> Track the assessment of program outcomes in every program, based on program outcomes assessment strategy (e.g., if program outcomes are assessed in courses offered in fall 2024 and/or spring 2025) Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate

Learning Outcome: General Education Outcomes	
Responsibility	<ul style="list-style-type: none"> General Education Faculty Curriculum and Assessment Specialist
Action	<ul style="list-style-type: none"> Develop/confirm general education outcomes and indicators Determine assessment strategy for each general education outcome (e.g., where, when, and how to assess general education outcomes) Develop assessment rubrics or incorporate into existing rubrics/assessments Consider aligning general education outcomes assessment in Blackboard Run general education outcome assessment reports in Blackboard, if outcomes are aligned in Blackboard Track student assessment data for general education outcomes
Tools	<ul style="list-style-type: none"> Assessment Tracking forms Blackboard General education outcome rubrics
Frequency	<ul style="list-style-type: none"> Every semester
Annual Goals	
Year 1 2020-2021	<ul style="list-style-type: none"> Evaluate where and how general education outcomes are assessed and make changes if needed Track the assessment of all general education outcomes in fall 2020 and spring 2021 Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 2 2021-2022	<ul style="list-style-type: none"> Track the assessment of all general education outcomes in fall 2021 and spring 2022 Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 3 2022-2023	<ul style="list-style-type: none"> Track the assessment of all general education outcomes in fall 2022 and spring 2023 Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 4 2023-2024	<ul style="list-style-type: none"> Track the assessment of all general education outcomes in fall 2023 and spring 2024 Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 5 2024-2025	<ul style="list-style-type: none"> Track the assessment of all general education outcomes in fall 2024 and spring 2025 Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate

Learning Outcome: Employability Skills (institutional outcomes)	
Responsibility	<ul style="list-style-type: none"> Assessment Team Faculty Advisors Academic Coaches, Tutors Student Life staff Institutional Effectiveness, Accreditation, and Quality
Action	<ul style="list-style-type: none"> Determine assessment strategy for each program (e.g., where, when, and how students in a program are assessed on each Employability Skill) Develop assessment rubrics or incorporate into existing rubrics/assessments Consider aligning Employability Skills assessment in Blackboard Run Employability Skills assessment reports in Blackboard, if outcomes are aligned in Blackboard Track student assessment data for Employability Skills
Tools	<ul style="list-style-type: none"> Assessment Tracking forms Employability Skills – Program/area matrix Employer Survey Blackboard
Frequency	<ul style="list-style-type: none"> Every semester
Annual Goals	
Year 1 2020-2021	<ul style="list-style-type: none"> Track the assessment of all five Employability Skills: Communicate Effectively; Behave Responsibly; Use Appropriate Technology; Demonstrate Effective Critical and Creative Thinking; and Demonstrate Global, Social and Cultural Awareness in fall 2020 and spring 2021 Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 2 2021-2022	<ul style="list-style-type: none"> Track the assessment of all five Employability Skills each semester Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 3 2022-2023	<ul style="list-style-type: none"> Track the assessment of all five Employability Skills each semester Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 4 2023-2024	<ul style="list-style-type: none"> Track the assessment of all five Employability Skills each semester Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 5 2024-2025	<ul style="list-style-type: none"> Track the assessment of all five Employability Skills each semester Document assessment plan and results on Assessment Tracking forms Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate

Learning Outcome: Co-Curricular Outcomes	
Responsibility	• Advisors
	• Academic Coaches, Tutors
	• Student Life staff
Action	• Identify co-curricular learning outcomes and criteria based on CAS standards
	• Determine assessment strategy for each co-curricular learning outcome (e.g., where, when, and how students will be assessed on each co-curricular outcome)
	• Develop assessment rubrics or incorporate into existing rubrics/assessments
	• Consider aligning co-curricular outcomes assessment in Blackboard, if applicable
	• Run co-curricular outcomes assessment reports in Blackboard, if outcomes are aligned in Blackboard
	• Track student assessment data for co-curricular outcomes
Tools	• Assessment Tracking forms
	• Blackboard
Frequency	• Every semester
Annual Goals	
Year 1 2020-2021	• Track the assessment of co-curricular outcomes
	• Document assessment plan and results on Assessment Tracking forms
	• Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 2 2021-2022	• Track the assessment of co-curricular outcomes
	• Document assessment plan and results on Assessment Tracking forms
	• Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 3 2022-2023	• Track the assessment of co-curricular outcomes
	• Document assessment plan and results on Assessment Tracking forms
	• Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 4 2023-2024	• Track the assessment of co-curricular outcomes
	• Document assessment plan and results on Assessment Tracking forms
	• Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate
Year 5 2024-2025	• Track the assessment of co-curricular outcomes
	• Document assessment plan and results on Assessment Tracking forms
	• Analyze results, document findings, collaboratively consider results and craft intervention strategies, and implement changes to improve student learning, as appropriate

Appendix A

GLOSSARY – COMMON ASSESSMENT TERMS AND DEFINITIONS

Course Types

Accelerated Course – Courses with the same content as a full semester course but taught in fewer hours (e.g., 40 hours of direct instruction versus 54 hours of direct instruction).

Blended Course – Class combines in-person and online instruction (not including any one-time face-to-face orientation or offline testing/evaluation). Less than 50 percent of the course instruction is delivered online. Students are required to attend classes at a physical location/campus for face-to-face instructional sessions (face-to-face dates/times/locations are listed on schedule). Curriculum is developed for both in-person and online learning. Instruction is provided both in-person and online. Online fee is not charged.

Compressed Course – Courses with the same contact hours as a full semester course taught in a time-shortened format (e.g., 54 hours of direction instruction in eight weeks versus 54 hours of direct instruction in 16 weeks).

Computer Conferencing – Class is delivered by an instructor using computer conferencing software such as Blackboard Collaborate. Students can attend the class in person, from another Mid-State campus on a computer, or from home with high-speed internet. Students are able to see the instructor and their computer screen and speak with them over the phone or computer. Curriculum is developed for in-person learning. Instruction is provided in-person and is synchronous. Computer/online activities may be required. Uses Blackboard Collaborate or Webex.

Hybrid Course – Class combines in-person and online instruction. At least 50 percent but less than 100 percent of the course instruction is delivered online. Students are required to attend classes at a physical location/campus for one or more face-to-face instructional sessions (face-to-face dates/times/locations are listed on schedule). Curriculum is developed for both in-person **and** online learning. Instruction is provided both in-person **and** online. **Online fee is charged.**

Online Course – 100 percent of the instruction is delivered online and accessed by the student using a web browser. Course may require a one-time face-to-face course orientation or offline supervised tests/exams at specific times. Curriculum is developed for online learning. Instruction is provide online and is asynchronous. Students may be required to complete work by specific due dates. **Online fee is charged.**



Polysynchronous Course (Flexible Delivery) – A course delivered in three different formats simultaneously: in-person (traditional), synchronously through video, and asynchronously through Blackboard. Students can move between modes of delivery based on their needs each time the class meets.

TelePresence Course – Class is delivered via interactive video conferencing by an instructor to another Mid-State campus/campuses. Students participate at each site and interact with the instructor and each other using two-way video and audio conferencing. Curriculum is developed for in-person learning. Instruction is provided in person and is synchronous. Computer/online activities may be required.

Curriculum Design and Learning Outcomes

assessment (lower-case a) – Assessment of individual student knowledge/skills based on competencies and program outcomes. Results of “lower-case a” assessment are used to drive student success in the classroom.

Assessment (capital A) – Assessment examines aggregated trends of student learning across courses, programs, general education, co-curricular activities, and institutional outcomes to guide improvement in teaching and learning.

Co-Curricular Outcomes – Student learning that occurs outside of the classroom.

Course Outcomes (i.e., Competencies) – Defined set of knowledge, skills, or behaviors that students in a course should be able to demonstrate upon course completion.

DACUM – An acronym for developing a curriculum. A process that incorporates the use of a focus group in a facilitated storyboarding process to capture the major duties and related tasks included in an occupation as well as the necessary knowledge, skills, and traits.

Direct Assessment – Assessment in which a staff or faculty member directly assess the activities and work of students in their area.



Employability Skills – In addition to specific job-related training, Mid-State Technical College has identified a set of skills that are transferable and go beyond the content of a specific course. These outcomes are constructed with input from local employers, faculty, and administration to ensure graduates are prepared with the necessary skills to be successful when entering the workforce. Mid-State recognizes five Employability Skills:

- Communicate effectively
- Behave responsibly - individually and cooperatively
- Use appropriate technology
- Demonstrate effective critical and creative thinking
- Demonstrate cultural, social, and global awareness

External Standards – A standard or benchmark for student learning that is set by an external organization. External standards often come from tests required for certification or licensure. For example, NCLEX is an external standard for the nursing profession.

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)

Higher Learning Commission – The Higher Learning Commission (HLC) is one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region, which includes 19 states.

Indirect Assessment – Assessment based on observations, student reflections, surveys, or participation in an activity.

Program Outcomes – Industry-defined set of knowledge, skills, or behaviors that students in a program should be able to demonstrate upon program completion.

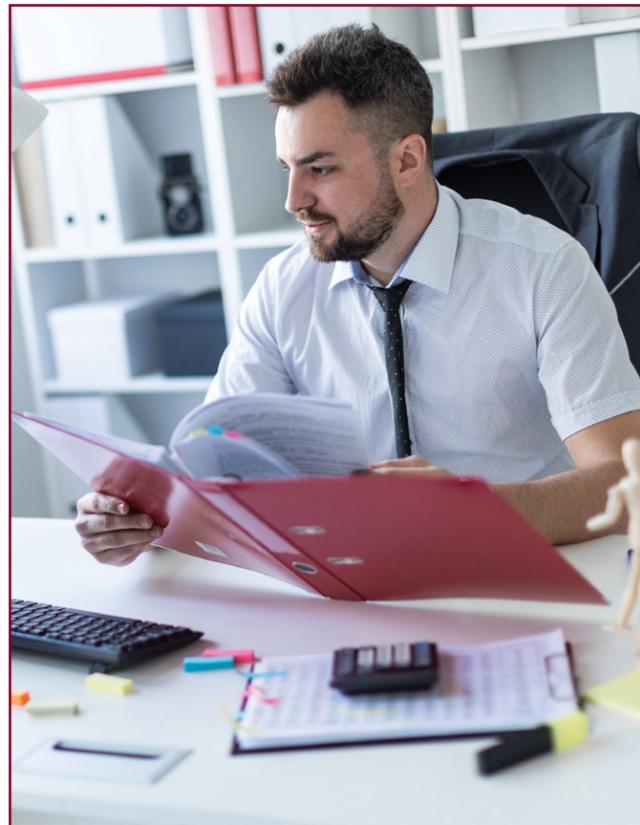
Program Review – A systematic review of a program to validate the program outcomes and content and to evaluate the extent to which the program is meeting standards.

Rubric – A scoring guide that describes the criteria used to evaluate or grade student work. A rubric may include the things faculty are looking for when assessing student work. It may also include a rating scale to show the frequency or quality of each trait that should be present in student work. Rubrics include learning outcomes and indicators or criteria that further describe specific performance expectations.

Service Area Review – Mid-State Technical College assesses the effectiveness of service teams and identifies process improvements utilizing the Service Review Process. The four-step process provides a framework for continuous improvement of departments. Steps include: Step 1 - Self Assess Key Processes, Step 2 - Determine Key Measures of Success, Step 3 - Collect Customer Feedback, and Step 4 - Identify Improvements.

TSA – Technical Skill Attainment is an initiative adopted by the system that originated in the Carl Perkins IV legislation. The System Office’s role is to manage this initiative and support the implementation of assessments for over 349 programs. WTCS programs will assess the attainment of program outcomes to ensure graduates have the technical skills needed by employers. The assessments are collaboratively developed by instructors within the WTCS, industry stakeholders and WIDS. This initiative is supported by employers, approved by the System Office, and implemented by districts. They meet state criteria including validity, reliability, and fairness.

WIDS – Worldwide Instructional Design System, used to develop and store curriculum at Mid-State Technical College and the Wisconsin Technical College System.



Appendix B



MID-STATE ASSESSMENT MODEL



Appendix C

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.
4. Identify Learning Outcomes faculty will assess. These are indicated by the tabs in the Assessment Tracking form, or refer to the chart below.

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

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.

ASSESSMENT ACTION PLAN AND TIMELINE • 2021-2022

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.
4. Identify Learning Outcomes faculty will assess. These are indicated by the tabs in the Assessment Tracking form, or refer to the chart below.

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

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.

ASSESSMENT ACTION PLAN AND TIMELINE • 2022-2023

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.
4. Identify Learning Outcomes faculty will assess. These are indicated by the tabs in the Assessment Tracking form, or refer to the chart below.

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

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.

ASSESSMENT ACTION PLAN AND TIMELINE • 2023-2024

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.
4. Identify Learning Outcomes faculty will assess. These are indicated by the tabs in the Assessment Tracking form, or refer to the chart below.

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

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.

ASSESSMENT ACTION PLAN AND TIMELINE • 2024-2025

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.
4. Identify Learning Outcomes faculty will assess. These are indicated by the tabs in the Assessment Tracking form, or refer to the chart below.

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
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Co-Curricular Outcomes	Track the assessment of outcomes as planned in designated co-curricular activities	Advisors, counselors, tutors, academic coaches, student life, career services

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.





MISSION

Mid-State Technical College transforms lives through the power of teaching and learning.

VISION

Mid-State Technical College is the educational provider of first choice for its communities.

CORE VALUES

Mid-State Technical College is a principled organization that operates with high standards. As members of the Mid-State community, we work diligently to weave the following core values into the fabric of everything we do to positively impact those who seek our services.

Student Centeredness

We value and respect each student as a unique individual. We assist each student in identifying and realizing their educational goals and work hard to create an accessible and dynamic learning environment. Providing each student with a positive educational experience is of vital interest to each of us.

Commitment

Our actions reflect our dedication to the people we serve and to the College. The success of Mid-State depends upon our skills and abilities to communicate, promote, and support our educational offerings, and meet the needs of our students and other stakeholders. We invest the time and energy necessary to fulfill the mission of the College and provide a healthy and safe environment.

Accountability

We understand and value our individual roles in the College. We take responsibility for processes, decisions, and outcomes within our scope of influence. We work hard to apply our expertise to continuously improve our systems and strengthen organizational performance.

Respect

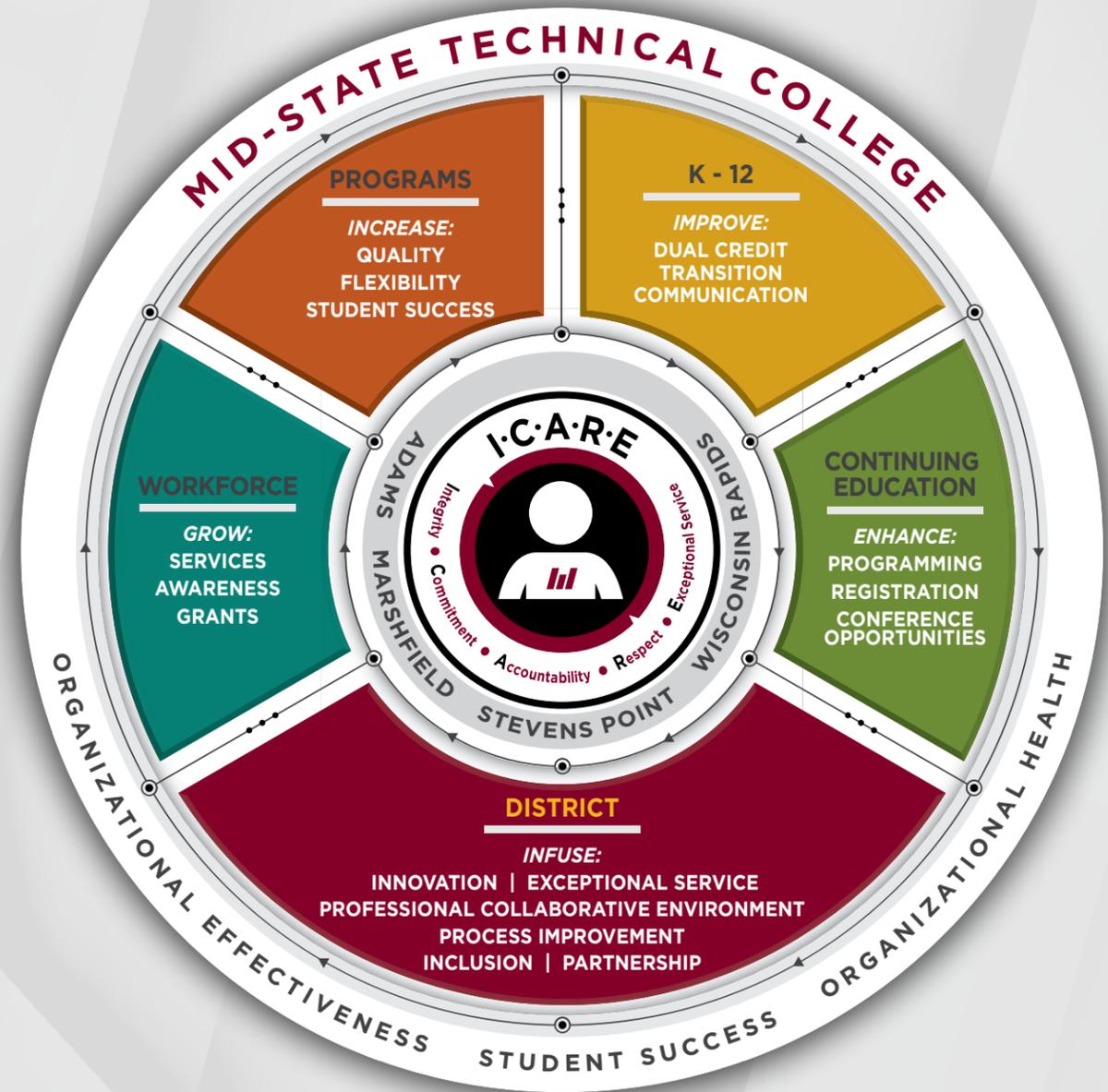
We appreciate individual differences and diverse opinions and work together to create a mutually supportive environment. We treat each person with dignity and appreciate the individual contributions of all.

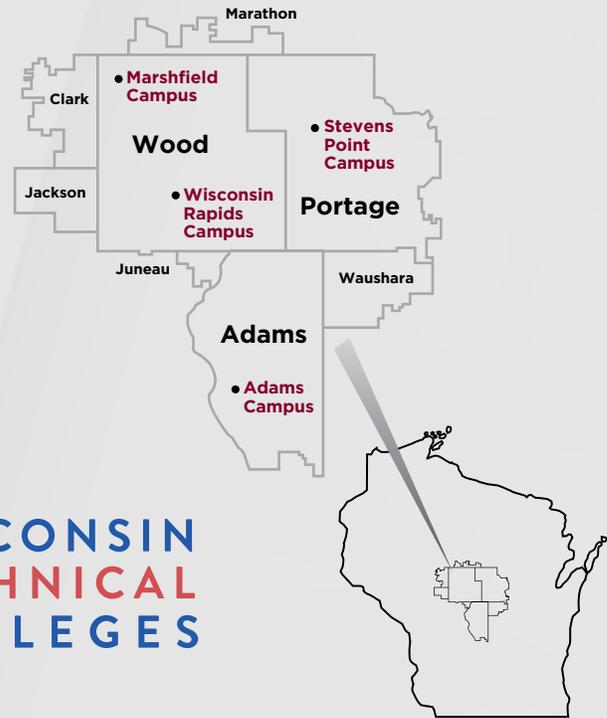
Integrity

Our actions and words signal the institutional integrity of our college. We embrace honesty and base our decision making on a combination of high ethical standards and practical considerations.

Exceptional Service

We create and improve relationships through positive interactions with others. United by a common purpose, to support and improve learning, we collaborate to provide lifelong learning opportunities that enhance the well-being of individuals, businesses, and communities.





WISCONSIN TECHNICAL COLLEGES

Mid-State, one of 16 colleges in the Wisconsin Technical College System, offers associate degrees, technical diplomas, and certificates in a variety of high-demand fields. With campuses in Adams, Marshfield, Stevens Point, and Wisconsin Rapids, the college district serves a resident population of approximately 172,421.

mstc.edu
888.575.6782
TTY: 711



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

Mid-State does not discriminate on the basis of race, color, national origin, sex, disability, or age in its program, activity, or employment. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Vice President - Human Resources; 500 32nd Street North, Wisconsin Rapids, WI 54494; 715.422.5325 • AAEO@mstc.edu. 11/2020