MID-STATE ASSESSMENT REPORT

2021-2022

MID-STATE TECHNICAL COLLEGE

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EXECUTIVE SUMMARY

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

The focus of 2021-2022 was to sustain and build upon assessment practices outlined in the 2020-2025 Assessment Plan and practiced over the past two years. A major focus this year was to implement a new software program for documenting and reporting assessment work. As with any software implementation, additional training and work will be needed to fully realize the benefits of using this software.

This report summarizes these efforts and the results achieved.

Highlights of 2021-2022 Assessment Report include:

1. Sustained college-wide assessment efforts through an intentional focus on established processes, professional development, and the leadership of the Assessment Team.
2. Implemented the 2021-2022 Assessment Plan and timeline as documented in the 2020-2025 Assessment Plan.
3. Provided multiple formal and informal professional development opportunities on the topic of assessment, including training specific to using Watermark.
4. Assessed student learning outcomes:
   a. Course outcomes/competencies
   b. Program outcomes
   c. General education outcomes
   d. Employability Skills (institutional outcomes)
   e. Co-Curricular outcomes
5. Assessed student learning through external exams/licensure results.
6. Completed 42 program review sessions covering 69 programs, apprenticeships, the GPS course; and 4 general education disciplines.[1]
7. Completed two service team reviews.
8. Identified recommendations for process improvement for 2021-2022.
9. Shared the 2021-2022 Assessment Report.

In summary, throughout 2021-2022, Mid-State continued to enhance sound assessment practices that will be sustained and improved over time. Through these practices, on-going professional development and intentional support, Mid-State is on its way to developing a culture of assessment[2].

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

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

ASSESSMENT REPORT 2021-2022

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

1. 2021-2022 Recommendations and Actions Taken
2. Assessment of Student Learning
   a. Mid-State Assessment Team
   b. 2020-2025 Assessment Plan
   c. Professional development
   d. Summary describing results for each student learning outcome: course outcomes, program outcomes, general education outcomes, institutional outcomes, and co-curricular outcomes.
   e. External assessment results
3. Program Review
4. Service Team Review
5. Recommendations for next academic year

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

RECOMMENDATIONS AND ACTIONS TAKEN

Mid-State is a college that pursues excellence and continuous improvement. Each year assessment processes and results are summarized in the Assessment Report and strengths and opportunities for improvement are identified. Recommendations for improvement are formulated and documented at the end of each year and followed by actions for improvement the following year. Recommendations made for 2021-2022 (documented in the 2020-2021 Assessment Report) and actions taken in 2021-2022 are described in Appendix A.

MID-STATE ASSESSMENT TEAM

Background

The Mid-State Assessment Team is composed of individuals interested and responsible for leading the College's assessment efforts. The primary roles and responsibilities of members are to implement assessment guidelines, provide professional development and serve as a resource for faculty and staff on assessment topics, provide feedback on assessment plans and reports, and create an action plan and timeline for assessment (e.g., Assessment Plan). Membership on the Assessment Team is monitored to ensure institution-wide representation. Membership in 2021-2022 was expanded to include two faculty representatives from each academic school. Members included: 11 faculty representing each academic school of the College, two curriculum and assessment staff, six co-curricular managers/staff representing each major area of Student Services, three academic managers and the College's Higher Learning Commission Accreditation Liaison Officer. The Assessment Team met six times during the academic year.

Process

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

Results and Highlights

The Assessment Team met regularly to work on and recommend college-wide assessment processes and practices. The Assessment Team:

1. Recommended the purchased of Watermark Planning & Self-Study for assessment tracking. This tool was launched in fall 2021 with the goal to be fully implemented for full-time faculty use on the December 2021 Data Day. Implementation with part-time faculty started with a pilot in the Business programs and expanded to all part-time faculty through training at the January 2022 part-time faculty in-service.

2. Attended the IUPUI Conference (Curriculum and Assessment Specialist). Themes for the national conference were DEI, High-Impact Practices, and Telling Your Assessment Story (confirming that Mid-State's efforts to practice telling our story prior to the HLC site visit were on the mark).
3. Provided programs the ability to choose how to track course competencies in the next three-year rotation. A file describing each program's choice would be managed by the Curriculum and Assessment Specialist, providing sustainability in our assessment efforts. Choices include track:
    a. One-third of competencies in all courses every year
    b. All competencies in one-third of courses every year
    c. All competencies in all courses every year
    d. An individualized plan based on need, working with the Curriculum and Assessment Specialist
4. Reinforced that all program/general education outcomes and all employability skills would still be tracked every year.
5. Decided to hold off on revalidating Employability Skills until preparing for the next five-year strategic plan and assessment plan.
6. Emphasized dual credit assessment reporting as this could be enhanced and streamlined.

Best Practices and Lessons Learned

Mid-State's Assessment Team is composed of individuals representing different roles and responsibilities across the College. This provides diverse perspectives and an opportunity to learn about others' assessment work (academic and co-curricular assessment). The Assessment Team played an important role in guiding implementation of Watermark. They also made important decisions necessary to sustain assessment efforts at the College.

MID-STATE ASSESSMENT PLAN 2020-2025

Background

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

Process

The 2020-2025 Assessment Plan was developed utilizing the 2019-2020 Assessment Plan as the template. This plan was created and reviewed by the Assessment Team to ensure support for the plan. Each year of the 2020-2025 Assessment Plan includes a specific action plan and timeline for that year. See Appendix D for the Assessment Action Plan and Timeline for 2021-2022. After the Assessment Plan was reviewed and approved, it was widely distributed to full- and part-time faculty and Assessment Team members and posted on the College's website.

Results and Highlights

The 2020-2025 Assessment Plan continues to guide assessment efforts throughout the College. The support for and implementation of a software tool was needed to manage three years of data and maintain momentum for meeting the expectations outlined in the Assessment Plan. The Assessment Plan provides the framework for assessment efforts that are aimed at improving student learning at the College. This document was designed to align with the College's 2020-2025 Strategic Plan, *Moving Forward Together*, as it represents a major tool for meeting the College's mission of transforming lives through the power of teaching and learning.

Best Practices and Lessons Learned

The 2020-2025 Assessment Plan with the 2021-2022 Action Plan and Timeline includes relevant information on the College's assessment processes and practices. This document serves as a helpful reference guide for faculty and staff assessing student learning.

PROFESSIONAL DEVELOPMENT

Background

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

Process

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

Results and Highlights

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

1. Updated the Faculty Quality Assurance System (FQAS) Assessment course offerings to meet the new WTCS standards. The FQAS 911 course (for fire, EMS and police trainers) and all other FQAS offerings will move to a new process delivered in new-faculty onboarding and online offerings.
2. Offered summer professional development topics: Bridges out of Poverty, Peer Observations in College Classes, Designing Courses for Rigor, Panopto Video Management, Excel and Microsoft Office Training, and How to Teach Active Listening.
3. Provided new faculty onboarding—two full-day sessions with 12 new faculty plus seven 90-minute sessions to cover course design and assessment from the FQAS competencies.
4. Convened a faculty panel to investigate assessment tracking software. WIDS, Xitracs, and Watermark were explored. The panel decided to adopt Watermark as the tool for tracking course, program, co-curricular, general education, and institutional outcomes. Watermark's features include templates for accreditation documentation, strategic planning, and program review. Early indicators point to Watermark being the program of choice for these processes in the future.
5. Held faculty in-service for both full and part-time faculty centered on using Civitas Inspire alerts for student interventions, designing equitable syllabi in WIDS, engaging student discussions, and using assessment for continuous improvement.
6. Discussed the following new faculty meeting topics: student behaviors, students in poverty, generations of students, rubric building, assessment of students and assessment of learning, linking outcomes in Blackboard, using Watermark, cognitive social and teaching presence, Wake Forest Workload Estimator, high impact practices, building equity & inclusion into the curriculum, employability skill mapping, FERPA and student services refresher, and recruiting and retaining students.

7. Held October 20, 2021 Watermark Kickoff event. Goal was to develop Watermark far enough to train all full-time faculty (and select part-time faculty) to enter data for the December Data Day. Goal was met. The rest of the part-time faculty were trained during the January in-service. Student Service staff were trained to enter co-curricular data in February.
8. Offered seven live plus a recorded faculty training event for Watermark orientation, plus a handout of simple instructions for faculty to follow.
9. Attended the virtual IUPUI Assessment Institute (Curriculum and Assessment Specialist). Topics of the conference included Assessment Storytelling (which is something Mid-State faculty learned in the 2020-21 academic year), DEI Data and Assessment Evaluation, Engaging Students in Assessment, Intentionality in Making Changes, and Improving Campus Assessment Culture.
10. Held winter full-time faculty in-service with the following topics: Hearing from our K-12 partners (Nekoosa, SPASH, and Lincoln)—a roundtable and breakout groups for dual credit and peer leadership. Keynote speaker was Charles Marshall, highlighting faculty best practices. Part-time faculty had a sample of this, but their training was mostly on Watermark.
11. Observed first year faculty during the spring semester by a member of the Education Services Team.
12. Relocated the Education Services team to their new location in E123. Over the summer, the team name changed to Team APEX and the location became the APEX Center (**A**cademic and **P**rofessional **EX**cellence).
13. Collected the plans for each program detailing their course competency tracking for the next three-year cycle.
14. Continued "Data Days" at the end of fall and spring semesters to provide faculty with a dedicated day to collect and analyze data and plan actions for improvements in student learning. Faculty support was provided by the Education Services Team.
15. Distributed the 2020-2025 5-Year Assessment Plan to full- and part-time faculty and staff and posted on the College website.

Best Practices and Lessons Learned

Mid-State provided a variety of professional development learning opportunities aimed at sustaining assessment efforts and implementing Watermark, a new assessment software. The IUPUI Assessment Institute reinforced that the assessment initiatives implemented at Mid-State are on track with recommendations from experts in the field. The information gathered at the institute confirmed that Mid-State is building a sustainable culture of assessment based on best practices and recommendations.

Faculty survey results after the winter in-service were overwhelmingly positive that they wanted to hear more from the K-12 partners. The dialogue and insight were powerful ways to connect K-12 with Mid-State. With any new software implementation, there will be growing pains. Faculty have been appreciative of the effort to implement a better system than using spreadsheets but have expressed that they would have liked more training upfront. Moving forward, we will offer refreshers and 'just in time' training sessions to support all faculty near the end of each semester.

ASSESSMENT OF STUDENT LEARNING

Background

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

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

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

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

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

1. Intellectual Acquisition of Knowledge: Demonstrate critical and ethical reasoning.
2. Communication: Demonstrate effective communication in diverse contexts using appropriate methods.

3. Problem Solving: Use mathematical and scientific problem-solving processes.
4. Personal and Social Awareness: Demonstrate knowledge of life skills required of an effective member of a diverse and global community.

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

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

Co-Curricular Outcomes were refined in 2020-2021. The Co-Curricular Outcomes include:

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

14. Increase confidence in leadership abilities
15. Apply knowledge during a tutoring session
16. Display a positive, cooperative attitude
17. Demonstrate professionalism and uphold standards of the organization

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

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

Process

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

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

Assessment tracking for each learning outcome were entered into a new assessment software program called Watermark, eliminating the need to use Excel spreadsheets. At the beginning of each semester, faculty and co-curricular staff plan their assessment strategy and document it in Watermark. Information about the learning outcome, measurement strategy, and criteria for success/target are documented as part of the planning process. At the end of each semester, faculty and staff document their analyses, how they communicated results, and document changes they plan to make to improve student learning. After these changes have been implemented, faculty and co-curricular staff reassess and document their results, determining if learning outcomes were improved. This series of steps is repeated for each student learning outcome based on a predetermined cycle. Expectations for assessment in 2021-2022 are described in the following table.

2021-2022 Assessment Expectations	
Student Learning Outcome	**Cycle of Assessment**
Course Outcomes/Competencies	Track the assessment of one-third of all course competencies in each course offered (goal to assess each competency on a three-year cycle)
General Education Outcomes	Track the assessment of all General Education Outcomes in designated courses
Program Outcomes	Track the assessment of all Program Outcomes and complete TSA (if applicable)
Co-Curricular Outcomes	Track the assessment of outcomes as planned in designated co-curricular activities
Employability Skills (institutional outcomes):	Track the assessment of all five Employability Skills within every program/ general education area

In addition to the College's assessment efforts, the Wisconsin Technical College System (WTCS) has a two-step process for designing, assessing, and reporting program outcomes to WTCS as part of the Technical Skill Attainment (TSA) process. The College works through this two-step process with academic programs, either as a system-wide effort (for state-aligned programs) or individually as unique programs. Program outcome assessment results are reported to WTCS at the student level as either "met" or "not met." Assessment efforts and results are summarized each year in this annual Assessment Report. This provides Mid-State with an opportunity to assess our assessment efforts and make changes to improve assessment processes.

Results and Highlights

Assessment of student learning was continued throughout the College in 2021-2022. All full- and part-time faculty and co-curricular staff received professional development and support related to assessment practices and use of Watermark. They tracked assessment results for all student learning outcomes (course competencies, general education outcomes, program outcomes, employability skills, and co-curricular outcomes). Assessment of student learning results for each program, general education discipline, and co-curricular area can be accessed by contacting the Curriculum and Assessment Specialist. Due to implementation of the new Watermark program this year, reporting features are not fully developed. Thus, the data presented in the 2021-2022 Assessment Report may be different than that reported in the prior two years.

Summary of Assessment Efforts 2021-2022				
	Programs	**General Education**	**Apprenticeship**	**Co-Curricular**
Area	**Number**	**Number**	**Number**	**Number**
Programs/Areas	66	5	12	11
Programs/Areas with Assessment Data	63 (95%)	5 (100%)	8 (67%)	10 (91%)
Courses with Assessment Data	641	30	74	N/A
Course Outcomes Assessed	2,956	183	397	N/A
Program Outcomes/General Education Outcomes Assessed	257	10	30	N/A
Employability Skills Assessed	179	14	5	14
Co-Curricular Outcomes Assessed	N/A	N/A	N/A	15
Total Outcomes Assessed	**3,392**	**207**	**432**	**29**

In 2021-2022, emphasis was placed on continuing assessment efforts and tracking them in the new software program, Watermark. Assessment data suggests that Mid-State is developing a culture of assessment through sustainable practices. Academic programs doubled the number of outcomes assessed, while general education and apprenticeship programs increased the number of outcomes assessed by 88% and 85%, respectively. Data was collected in all but one co-curricular area due to a pause in international experiences due to the COVID-19 pandemic. Assessment results are summarized by learning outcome and include best practices and lessons learned for each area.

Assessment Results by Student Learning Outcome

Course Outcomes:

1. 100% of Mid-State developed course outcomes/competencies are written at level three (apply) or above of Bloom's taxonomy[3]
2. Faculty document their course assessment plans, noting on a course matrix where course outcomes are introduced, reinforced, assessed, and tracked. Examples are available from the Curriculum and Assessment Specialist.
3. 95% of technical diploma and associate degree programs, 100% of general education courses, and 67% of apprenticeship programs have assessment data for courses offered in 2021-2022. Course competency assessment for embedded technical diploma courses is documented in the parent program.
4. Course outcome results by program can be accessed by contacting the Curriculum and Assessment Specialist.
5. More than 3,500 course outcomes were assessed in 745 courses offered. Additional work is needed to configure outcomes in Watermark so data can be retrieved for reporting purposes.
6. Depending on assessment results, faculty and staff may not need to reassess course competencies, may reassess and monitor the results, or reassess after improvements are made to improve student learning. The following table highlights changes that were documented to improve student learning.

The following table provides examples of strategies that were identified in the assessment tracking forms to improve student learning based on course outcome assessment results in fall 2021 or spring 2022. These strategies were targeted to be implemented the next time the course is offered. Full information on assessment results and actions to improve student learning can be accessed by contacting the Curriculum and Assessment Specialist.

[3] Courses designed as state-aligned curriculum may or may not be developed at this level.

Course Outcomes: Strategies to Improve Student Learning	
Curriculum Changes/Adjustments	
•	Add components to the assignment that focuses on direct relationships between actual devices and simple machine counterparts.
•	Add an instructional video to assist students in understanding this concept.
•	Add quizzes throughout the class to better prepare/practice multiple choice testing skill set.
•	Implement an OER textbook for the fall semester.
•	Make revisions to instructional materials during the summer of 2022.
•	Evaluate the exam that this competency is tested on.
•	Fine-tune assessment to include only law and regulation information.
•	Re-evaluate all learning assessments in this course and determine necessary changes.
•	Add a student and a community level example of the infographic to this learning plan.
•	Change learning plan activity for this measure.
•	Rearrange curriculum so the nursing process comes earlier in the semester.
•	Revise content delivered with OER text change. Consider timing of assessment measure within semester and collect data in next cycle for review.
•	Revise the test questions. Worksheet is good and students do well, test needs work.
•	Reduce learning objectives and assignments for this course to cover the content in a deep and meaningful way. Decrease the number of learning objectives in the course revision.
•	Modify the curriculum a little here.

Teaching Strategies	
•	Build Kahoot or role plays in the lab to stress the roles and responsibilities.
•	Clarify debate process and assessment.
•	Clarify student understanding before the exams.
•	Complete more chapter reviews and gather more data.
•	Go over the directions each week to make sure students are understanding all the things they are to include in their project.
•	Add a test review.
•	Ensure students understand the importance of following the directions.
•	Allow student to do a verbal entry so I'm measuring the competency not the spelling.
•	Add practice tasks to work toward understanding this competency.
•	Provide more clarity and examples of what the finished design should be and include.
•	Remind students that they need to watch the videos prior to taking the quiz.
•	Set up online discussion so that there could be more student participation that is visible for all students to interact.
•	Spend more time on this competency.
•	Work the problems in class together.
Student Support Strategies	
•	Emphasize the importance of completing assignments.
•	Reinforce with student's time management in the completion of the project.
•	Stress time management by students.
•	Use Civitas and work with counselor to encourage students to finish assignments.

Program Outcomes:

1. 100% of Mid-State developed program outcomes are written at level three (apply) or above of Bloom's taxonomy[4].
2. 79% of technical diploma and associate degree programs and 50% of apprenticeship programs completed program outcome assessment.
3. Full-time faculty document their program outcome assessment plans, noting on a matrix where program outcomes are introduced, reinforced, assessed, and tracked. Examples are available from the Curriculum and Assessment Specialist.

[4] Programs designed with state-aligned program outcomes may or may not be developed at this level.

4. 287 program outcomes were assessed in 2021-2022.
5. Most students met the target for program outcome assessment. This result was anticipated as students have multiple opportunities to learn and practice industry relevant skills (program outcomes) throughout their program of study. Program outcome results by program can be accessed by contacting the Curriculum and Assessment Specialist. Few changes were documented to improve student learning as student learning for program outcomes met the target. Faculty plan to continue to monitor student learning and adjust as needed based on assessment results.
6. 36 programs reported program outcome assessment data to WTCS as part of the TSA process for Fiscal Year 2022. This represents 75% of eligible programs reporting. 94% (465/500) students assessed met program outcomes for TSA. Students who did not meet program outcomes assessment for TSA were given additional opportunities to learn and demonstrate program outcomes. The reason for the drop in reporting from 2020-21 is due to several factors including a change in process at the state level requiring revision documentation to be sent each time a change is made to the scoring guide, and the suspension of a program or no enrollment in the TSA-identified course for that program.

The following table provides examples of strategies that were identified to improve student learning based on program outcome assessment results in fall 2021 or spring 2022. These strategies were targeted to be implemented the next time the course(s)/ content is offered. Full information on assessment results and actions to improve student learning can be accessed by contacting the Curriculum and Assessment Specialist.

Program Outcomes: Strategies to Improve Student Learning	
Curriculum Changes/Adjustments	
•	Develop a new rubric.
•	Revise the curriculum to better align with current HWP trends in the industry.
•	Revise the assignment to have students be more specific with the product, the features and benefits, etc. Make a specific rubric or checklist.
•	Determine if the students are consistently missing similar questions on the quiz and adjust lesson plans.
•	Change this to the Automotive Service ASE exam.
•	Adjust rubric.

Teaching Strategies	
•	Create virtual flashcards for easier learning.
•	Develop clearer instructions for this assignment based upon instructor notes.
•	Ensure students understand all the items to include in their management plan.
•	May need to consider an additional assessment prior to the exam.
Student Support Strategies	
•	Emphasize the importance of completing assignments.
•	Revise to allow for more tech support and time to implement their teaching actions within the semester.

General Education Outcomes

1. 100% of general education disciplines have completed general education outcome assessment.
2. General education faculty documented their outcome assessment plans, noting on a matrix where general education outcomes are introduced, reinforced, assessed, and tracked. Examples are available from the Curriculum and Assessment Specialist.
3. General Education Outcomes were assessed in 10 different courses in 2021-2022.
4. General Education Outcome results by discipline can be accessed by contacting the Curriculum and Assessment Specialist.

The following table provides examples of strategies that were identified to improve student learning based on general education outcome assessment results in fall 2021 or spring 2022. These strategies were targeted to be implemented the next time the course(s)/content is offered. Full information on assessment results and actions to improve student learning can be accessed by contacting the Curriculum and Assessment Specialist.

General Education Outcomes: Strategies to Improve Student Learning	
Curriculum Changes/Adjustments	
•	Develop clearer instructions for this assignment based upon instructor notes.
Teaching Strategies	
•	Develop a criminal trial overview primer to flatten the learning curve for better application of ethical theory.
•	Develop a primer on the trial process for review prior to presenting this case.
Student Support Strategies	
•	None offered.

Employability Skills (Institutional Outcomes)

1. 58% of associate degree and technical diploma programs, 100% of general education areas, and 82% of co-curricular areas assessed Employability Skills. These results are likely higher as employability skills may be assessed in courses that are present in both the embedded technical diploma program and the parent program. Additional work is needed to configure outcomes in Watermark so data can be retrieved for reporting purposes.
2. Rubrics with indicators were developed for each Employability Skill. Faculty have the option to use this standardized rubric or adjust the indicators to fit the skills needed in their industry/area. Examples are available from the Curriculum and Assessment Specialist.
2. Full-time faculty and co-curricular staff are documenting their outcome assessment plans, noting on a matrix where employability skills are introduced, reinforced, assessed, and tracked.
3. Employability Skills were assessed 212 times in associate degree, technical diploma and apprenticeship programs, general education courses, and in co-curricular activities.
4. Most of the students met the target for employability skills assessment. This result was anticipated as students have multiple opportunities to learn and practice these institutional outcomes throughout their program of study. Employability skill outcome results by program and area can be accessed from the Curriculum and Assessment Specialist.

The following table provides examples of strategies that were identified to improve student learning based on Employability Skills outcome assessment results in fall 2021 or spring 2022. These strategies were targeted to be implemented the next time the course(s)/ content is offered. Full information on assessment results and actions to improve student learning can be accessed by contacting the Curriculum and Assessment Specialist.

Employability Skills Outcomes: Strategies to Improve Student Learning	
Curriculum Changes/Adjustments	
•	Consider a rubric with self or peer reviewed evaluation.
•	Introduce project earlier in the course and make students meet deadlines for the completion of this project.
•	Review another assessment for critical thinking.
Teaching Strategies	
•	Adjust parameters not to make this assignment contingent on other students participating in the coursework.
•	Consider an additional assessment prior to the exam.
•	Always email (not just add comments in Blackboard) that the student should revise the work for the opportunity to obtain a better grade.
Student Support Strategies	
•	Emphasize the importance of completing assignments.

Co-Curricular Outcomes

1. 91% of Co-Curricular Outcomes were assessed in 2021-2022.
2. All Co-Curricular staff have documented their outcome assessment plans, noting on a matrix where Co-Curricular Outcomes were introduced, reinforced, assessed, and tracked. Examples are available from the Curriculum and Assessment Specialist.
3. 80% of Co-Curricular Outcomes assessed met the target.
4. Co-Curricular Outcome results by co-curricular area can be found in Watermark or accessed by contacting the Curriculum and Assessment Specialist.

The following table provides examples of strategies that were identified to improve student learning based on co-curricular outcome assessment results in fall 2021 or spring 2022. These strategies were targeted to be implemented the next time the co-curricular activity is offered. Full information on assessment results and actions to improve student learning can be accessed by contacting the Curriculum and Assessment Specialist.

Co-Curricular Outcomes: Strategies to Improve Student Learning	
Curriculum Changes/Adjustments	
•	Modify benchmark to 60% of group tutoring participants will achieve a four out of four on tutoring rubric.
Teaching Strategies	
•	Promote classroom visits to instructors and ask for student's first resume before presentation.
•	Partner with faculty to encourage student participation.
•	Implement informational sessions with food for fellowship between clubs.
•	Introduce student leaders to Academic Leadership Team and Student Services Leadership Team earlier in the year to support intentional leadership opportunities throughout the year.
Student Support Strategies	
•	Encourage student leaders to look for opportunities for collaboration with student club representatives.
•	Review work study attendance through an equity lens to better understand why students are not able to make their scheduled times.

Best Practices and Lessons Learned

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

Watermark was implemented this year to document assessment efforts and outcomes. This was accomplished quickly due to the commitment of the Curriculum and Assessment Specialist who set up the program and provided professional development to all users. Having a software database has led to increases in documenting assessment efforts. Additional work will need to be done to ensure data is documented appropriately so meaningful reports can be generated.

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

Professional development and support will need to be provided to ensure faculty and co-curricular leaders evaluate and adjust measurement strategies and criteria for success as they learn and experience assessment approaches and analyze their data. Additional discussion will be needed to develop feedback mechanisms to ensure faculty understand their assessment results and identify and implement changes for improvement. Finally, additional effort will be needed to assess changes in student learning over time. With Watermark in place, efforts will be made to develop reports that show results of student learning, annually, and over time.

External Assessment

Background

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

Process

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

External assessments for licensure are required for students completing 14 Mid-State programs. Of these assessments, six require both a theory/written and a practical/psychomotor assessment for licensure. Students from two programs (medical assistant and respiratory theory) have two licensure options.

Results and Highlights

Mid-State students perform well on external licensure exams. Updated test results for 2022 were not available at the time of this report so no updates were made in this section of the Assessment Report. Updated results will be shared in the 2022-2023 Assessment Report. Most assessment results are consistent over time and meet or exceed state and national benchmarks, where applicable. The following program areas warrant mentioning:

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

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

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

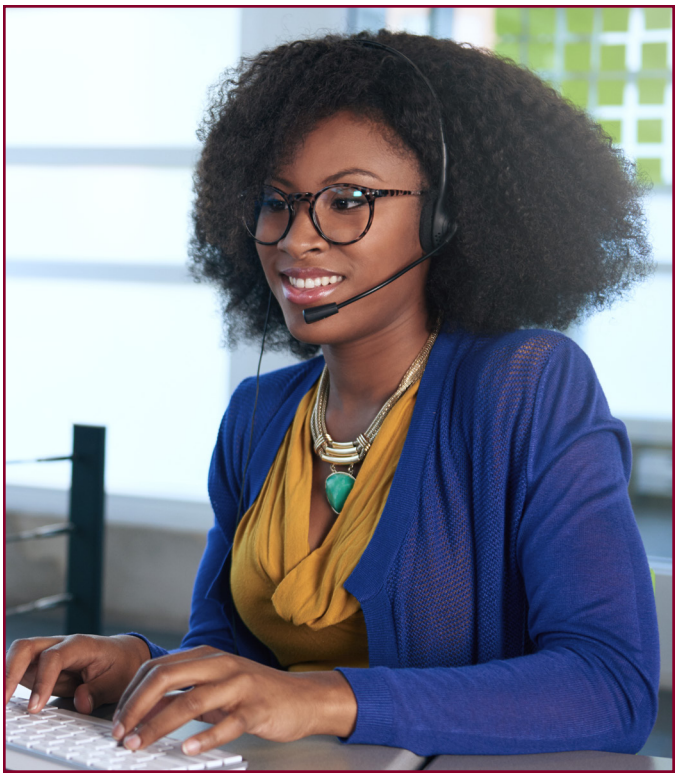
Emergency Medical Technician - Basic National Registry Psychomotor		2016	2017	2018	2019	2020	2021
	# Tested	45	39	46	22	57	61
	% Passed	96%	100%	100%	100%	98%	92%
Health Information Management Registered Health Information Technician (RHIT) Exam		2016	2017	2018	2019	2020	2021
	# Tested	2	2	6	3	4	5
	%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

		2016	2017	2018	2019	2020	2021
Nursing Associate Degree - National Council Licensure Examination (NCLEX-RN)[2]	# Tested	65	63	66	69	65	52
	% Passed	94%	97%	97%	94%	94%	90%
	% Passed-Nat[5]	84%	87%	88%	88%	87%	82%
		2016	**2017**	**2018**	**2019**	**2020**	**2021**
Paramedic - National Registry Exam-Cognitive	# Tested	17	27	15	17	16	15
	% Passed	71%	74%	93%	88%	94%	93%
	% Passed-Nat	89%	90%	86%	73%	74%	69%
		2016	**2017**	**2018**	**2019**	**2020**	**2021**
Paramedic - National Registry Exam-Psychomotor	# Tested	14	26	12	18	16	15
	% Passed	93%	100%	100%	94%	100%	100%
		2016	**2017**	**2018**	**2019**	**2020**	**2021**
Phlebotomy Technician - American Society for Clinical Pathology (ASCP) Board Certification Exam	# Tested	12	2	4	0	1	2
	% Passed	92%	100%	100%	0	100%	100%
	% Passed-Nat	87%	91%	90%	90%	91%	91%
	Mid-State score	520	718	567	0	642	606
	National score	528	550	550	556	556	557
		2016	**2017**	**2018**	**2019**	**2020**	**2021**
Respiratory Therapy- Certified Respiratory Therapist Exam	# Tested	11	11	8	15	13	13
	% Passed	85%	100%	88%	100%	100%	92%
	% Passed-Nat	65%	64%	62%	67%	72%	65%
Respiratory Therapy - Registered Respiratory Therapist Exam	# Tested	9	5	4	6	8	7
	% Passed	78%	80%	75%	83%	100%	71%
	% Passed-Nat	51%	52%	54%	60%	67%	62%
		2016	**2017**	**2018**	**2019**	**2020**	**2021**
Surgical Technologist- Surgical Technologist Certification Test by National Board of Surgical Technology and Surgical Assisting (NBSTSA)	# Tested	10	11	11	8	10	17
	% Passed	70%	91%	91%	63%	60%	41%
	% Passed-Nat	77%	78%	76%	*	74%	*

[1]Test result release dates vary by program.
[2]NCLEX pass rates in 2022: 18 tested, 100% Passed, 79% Passed Nationally.
*Result not available

Best Practices and Lessons Learned

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



Program Review

Background

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

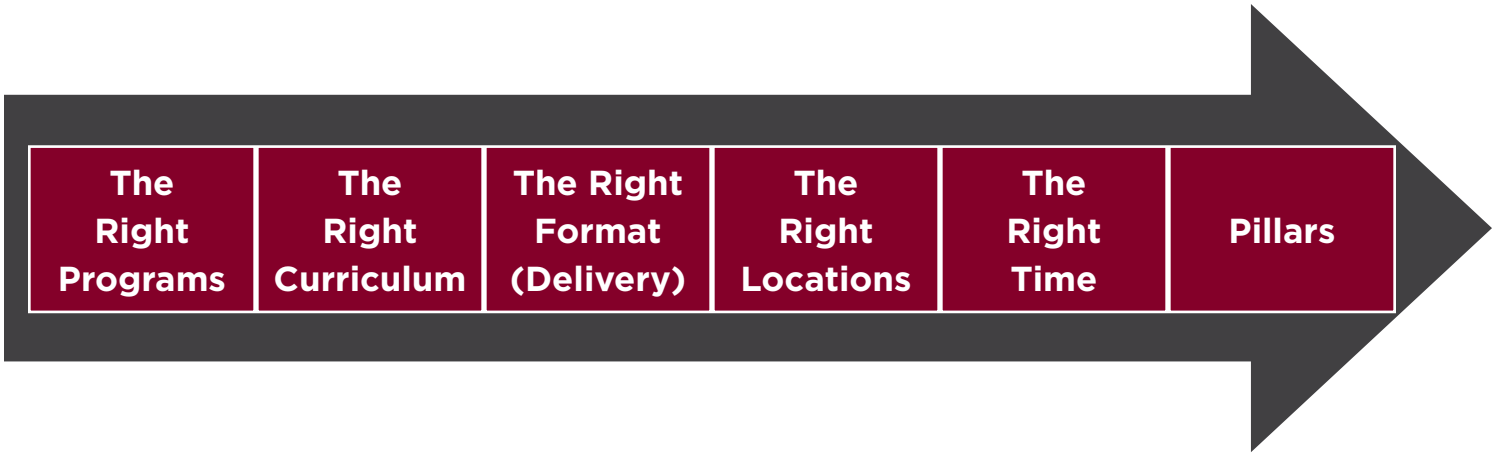
In 2021-2022, the annual program review process was enhanced through the development and distribution of an educational course designed to help program review participants better understand the process and data.

Process

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

Program Review Steps:

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



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

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

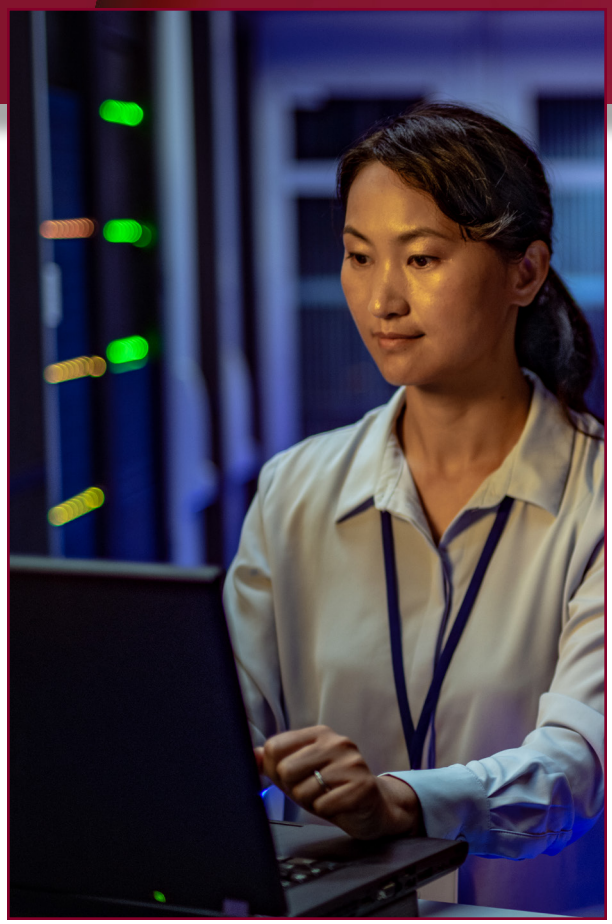
- Identify a Best Practice
- Determine Action Items
- Pinpoint Item to Monitor

Results and Highlights

In 2021-2022, 42 program review sessions covering 69 programs, apprenticeships, the GPS course; and four general education disciplines were completed by nine facilitators. Programs with embedded technical diplomas were bundled with the parent program for the reviews. Agriculture, IT, Criminal Justice, EMS, and apprenticeship programs with similar core program courses were also grouped together for review. Apprenticeship program review sessions were completed with a retooled data set. This year, program review data was posted in Microsoft Teams for access and review prior to Program Review sessions.

Program and General Education Disciplines Reviewed in 2021-2022

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



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

Program Review Assessment Results
Following program review, participants are surveyed annually to assess the effectiveness of the program review process. Survey results are shared with a program review evaluation team consisting of faculty, deans, and facilitators who identify improvements for the next program review cycle. Key results from the 2021-22 program review evaluation include:

2021-22 Faculty Program Review Survey Results 56% Faculty Response Rate (40/72)	Rate 1-5
The program review process was clearly communicated.	4.3
Our team found the materials and data provided for review to be helpful.	4.3
Rate the facilitation your team received during the review process.	4.6
The action items our team selected during the review process will improve the educational product our program or general education discipline offers to students.	4.4

2021-22 Dean/Associate Dean Program Review Survey Results 100% Dean/Associate Dean Response Rate (7/7)	Rate 1-5
The program review process steps were clearly communicated.	4.4
My faculty found the materials and data provided for review to be helpful.	4.6
Rate the facilitation your teams received during the review process.	4.4
The action items our team selected during the review process will improve the educational product our program or general education discipline offers to students.	4.4

2021-22 Facilitator Program Review Survey Results 100% Facilitator Response Rate (8/8)	Rate 1-5
Rate the organization of program reviews.	4.9
Rate the ease of facilitation of your program reviews.	4.8
Rate the usefulness of data shared in your program reviews.	4.8
Rate how prepared you were to facilitate you program reviews.	4.8

Best Practices and Lessons Learned

Based on both qualitative and quantitative findings, the program review evaluation team identified strengths and opportunities. The evaluation results were equal or higher in 2021-2022 in all questions compared to the previous year. These favorable results suggest that stakeholders (faculty, academic leaders, and program review facilitators) appreciate the program review process and find value in the data.

SERVICE TEAM REVIEW

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

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

2021-2022 Service Team Reviews Completed

In 2021-2022, Mid-State Technical College assessed the effectiveness of the following service teams:

- Workforce & Professional Development
- Education Services

2021-2022 Service Team Review Highlights by Team

Workforce & Professional Development:

1. Create CE Standard Operating Procedures Documents as none exists.
2. Facility Rental-Review Rates to ensure rates are reflect current market.
3. Increase WED/CE instructor pool to support increased offerings by division.
4. Improve collaboration with marketing to increase enrollments.

Educational Services/Academic and Professional Excellence:

1. Implement departmental cross training. Identify tools where cross-training is needed. Consider training during monthly team meetings.
2. Create and implement a systematic course review process.
3. Determine faculty development tiers (badging).
4. Create an Academic and Professional Excellence departmental newsletter.

Best Practices and Lessons Learned

Following the completion of the 2021-22 Service Team Reviews, there was re-examination of the process to further clarify participant expectations and define process requirements. This resulted in a revised Service Team Review Process. Within Step 2: Collect Customer Feedback, the following items were codified regarding the required ICARE customer service survey: Conduct a required survey of all employees regarding ICARE customer service dimensions; Add customized questions to the survey as needed; Results of the customer service survey are reviewed with the service team and shared with the Executive Leadership Team; and a summary of survey findings is listed in the Service Team Review document. Optional activities for Step 2 include surveying additional groups as well as holding focus groups to gather additional feedback to identify process improvements. Within Step 4: Identify Improvements, the following required elements were codified: Identify a minimum of three process improvements to implement in the next two-three years: Review identified process improvements with Executive Leadership Team Champion; Provide the Executive Leadership Team with findings and identified actions; Complete finalized improvements in the next two-three years; and Require teams provide progress reports on process improvements annually (until completed).

RECOMMENDATIONS FOR 2022-2023

2021-2022 was a positive year for Mid-State as the College sustained its assessment practices based on the 2020-2025 Assessment Plan. This year was highlighted by the implementation of Watermark, a software program used to document and report assessment of student learning effort.

Through the pursuit of excellence and continuous improvement, the following recommendations are made for 2022-2023.

Mid-State Assessment Team:

1. Continue to ensure adequate representation of members from academic schools.
2. Encourage Assessment Team members to promote assessment efforts in their area.
3. Invite Assessment Team members to participate and present at the spring 2023 WTCS Assessment Conference.
4. Provide feedback on the Assessment Plan and annual Assessment Reports.

Mid-State Assessment Plan:

1. Establish mechanism of distributing the Assessment Plan to new full- and part-time faculty.
2. Request that the Assessment Team review the Five-Year Assessment Plan, including the annual Action Plan and Timeline for relevance. Update the 2023-2024 annual plan to include changes in approach for tracking course outcomes.
3. Distribute the annual Assessment Plan Report.

Professional Development:

1. Provide just-in-time and refresher training for faculty and staff using Watermark.
2. Continue to provide professional development and support to dual credit faculty and Mid-State dual credit faculty mentors.
3. Continue to provide support on designated “Data Days.”
4. Offer professional development on assessment practices on an ongoing basis.
5. Participate in the spring 2023 WTCS Assessment Conference.

Assessment of Student Learning:

1. Identify the instructors for each section of a course.
2. Provide examples or guidelines of what to document in the analysis of course data.
3. Develop a process for sharing student learning outcomes and examples of analysis and actions to improve student learning.
4. Provide faculty with training so they can run reports and review data from previous years.
5. Develop a process for closing out the academic year so that all assessment activities show up as submitted/completed in Watermark.
6. Allow program faculty to decide the schedule they want to use for tracking course competencies.
    a. 1/3 of competencies in all courses every year
    b. 1/3 of courses every year
    c. All competencies in all courses every year
    d. An individualized plan based on need

External Assessment:

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

Program Review:

1. Include institutional program textbook costs data in program review data set.
2. Expand date range of program reviews to allow dean/associate dean attendance at all sessions.
3. Provide faculty with both the data file and the facilitator template with strength/opportunity and activities (action items).

Service Team Review:

1. Create schedule to review Service Teams on a five-year rotation.
2. Revise Service Team Review Process to clarify process expectations of participants.
3. Complete Service Team Reviews for the following service teams:
   a. LiNK
   b. Facilities
   c. Campus Deans/Office Managers/Front Desk

For questions or comments on the 2021-2022 Assessment Report, please contact:

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Appendix A:
Recommendations and Actions Taken in 2021-2022

Recommendations for 2021-2022 were documented in the 2020-2021 Assessment Report. This table documents those recommendations and the actions taken to address these recommendations.

Recommendations for 2021-2022	Actions Taken in 2021-2022
Mid-State Assessment Team	
Focus on sustaining the positive assessment work highlighted through the HLC visit.	Complete. Assessment of student learning, professional development, and program/service team reviews continued.
Continue to ensure adequate representation of members from academic schools.	Complete.
Encourage Assessment Team members to promote assessment efforts in their area.	Complete. Assessment Team members continued to share assessment strategies and guided implementation of Watermark.
Invite Assessment Team members to participate and present at the WTCS Assessment Conference.	Will complete once spring 2023 Assessment Conference presentation and registration information is available.
Provide feedback on the Assessment Plan and annual Assessment Reports.	Complete.
Mid-State Assessment Plan	
Establish a mechanism of distributing the Assessment Plan to new full- and part-time faculty.	Completed through the October, November, and December new faculty meetings. Faculty team leads worked with part-time faculty to convey what is needed from them.
Request that the Assessment Team review the Five-Year Assessment Plan, including the annual Action Plan and Timeline for relevance.	Complete.
Distribute the annual Assessment Plan Report.	Complete.
Professional Development	
Encourage faculty to tell their "assessment story."	Complete.
Provide ongoing professional development and support to dual credit faculty and Mid-State dual credit faculty mentors.	Complete.

Recommendations for 2021-2022	Actions Taken in 2021-2022
Offer training in implementing new assessment tracking software.	Complete. Will continue with refresher and just-in-time training.
Continue to provide support on designated "Data Days."	Complete.
Offer assessment professional development on an ongoing basis.	Complete.
Assessment of Student Learning	
Implement new software for assessment tracking.	Complete. Continue to work on reporting capability.
Address gaps in data collection to ensure all courses, programs, employability skills, general education outcomes, and co-curricular outcomes are documented according to the Assessment Plan.	Work-in-progress. Utilize report features in Watermark to identify gaps. Continue to provide professional development and support to new and existing faculty and staff.
External Assessment	
Monitor external assessment results on an annual basis and update documentation on the Mid-State website.	Complete. Identify when organizations update annual results and update website accordingly.
Meet with appropriate faculty, academic leaders, and Education Services annually to review results, discuss challenges, and share best practices for improving student learning and external assessment results.	Complete. Reviewed in program review sessions and in advisory committee meetings.
Program Review	
Provide optional program review training videos for faculty, deans, and associate deans on topics such as data definitions/ sources, using data for improvement, and crafting action items.	Complete.
Provide new faculty with a brief orientation to program review as well as a follow-up after program review.	Complete. Provided training videos with explanatory email to new faculty.

Recommendations for 2021-2022	Actions Taken in 2021-2022
Fine tune the action item section of the program review document to continue to provide structured program review action items informed by best practices with a preference for one substantial action item outside of assessment work.	Complete.
Pending face-to-face meeting restrictions, offer face-to-face facilitated sessions with an option for virtual attendance.	Complete. Held face-to-face meetings.
Provide the success rate of developmental course takers who attempted the general education courses.	Did not provide. Consider in the future.
Schedule longer session times for the program review.	Complete.
Offer earlier access to program review data sets.	Complete.
Deliver ongoing education on data definitions.	Complete.
Post sample action item plans to give faculty ideas of ways to address course completion, retention, persistence, and completion.	Complete.
Service Team Review	
Develop a structured process to update the quality plans as they are no longer embedded in Team Action Plans.	In progress.
Continue to hold pre-meetings with managers to support meeting efficiency.	Complete.
Complete Service Team Reviews for the following service teams: Continuing Education and Educational Services.	Complete.

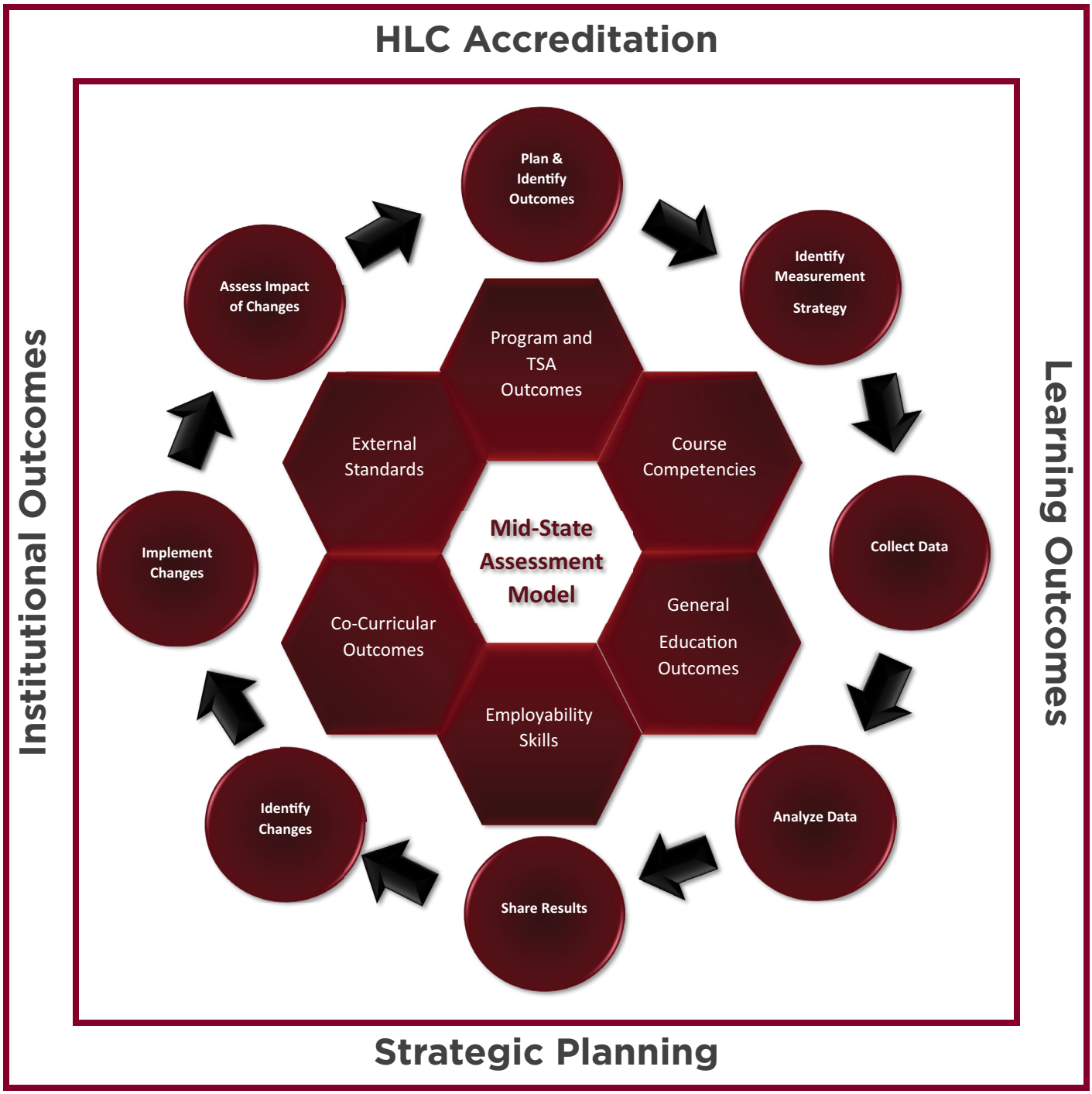
Appendix B:
Assessment Plan 2020-2025

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

Appendix C:
Assessment Model

MID-STATE TECHNICAL COLLEGE

MID-STATE ASSESSMENT MODEL



Appendix D:
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 (Update in 2022-2023 to Watermark).
2. Click on Assessment Documents in the left column.
3. Locate program/area-specific assessment form.

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

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

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