



# MID-STATE ASSESSMENT REPORT

2023-2024



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## MISSION STATEMENT

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

## EXECUTIVE SUMMARY

The 2023-2024 Assessment Report highlights the ongoing, systematic, and systemic assessment efforts at Mid-State Technical College. This report captures ‘Year Four’ of the Five-Year Assessment Plan 2020-2025 as established by college leadership, which can be found at [mstc.edu/assessment-plan](https://mstc.edu/assessment-plan). Reports for prior years can be found at [mstc.edu/about-us/student-achievement-information](https://mstc.edu/about-us/student-achievement-information).

Since introducing the current assessment plan in 2020, the college has made its way through a global pandemic, tackled enrollment issues in the face of a hot job market, introduced a data management software (Watermark Planning and Self Study) for tracking and analyzing assessment data, launched a highly successful University Transfer program, and started to embrace the seismic shift of education with the emergence of Artificial Intelligence. The 2023-2024 academic year also saw a significant change in academic leadership with the reorganization of the schools, deans, and vice president of academics.

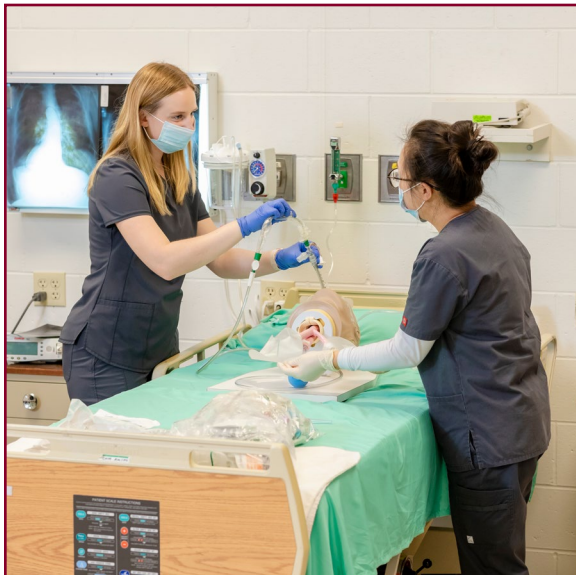
What has remained constant is the college’s dedication to a sustained and meaningful analysis of academic and co-curricular outcomes, assessment of service team reviews, and listening to the voices of our graduates and community stakeholders. Assessment efforts are directly aligned with the college’s strategic plan goals of increasing the quality and flexibility of programs and increasing student success.

This report documents the people, the plan, the results, and the actionable items of academic year 2023-2024 moving forward in the direction of continuous improvement of student success, student retention, and student satisfaction.



## ASSESSMENT REPORT OVERVIEW

1. Assessment Plan Scope for Academic Year 2023-2024
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## ASSESSMENT PLAN SCOPE FOR ACADEMIC YEAR 2023-2024 (YEAR 4)

<b>Employability Skills</b>	Track all employability skills in every program. Analyze results, document findings, consider results, craft implementation strategies, and implement changes as appropriate.
<b>Program Outcomes</b>	Track all program outcomes in every program. Analyze results, document findings, consider results, craft implementation strategies, and implement changes as appropriate.
<b>General Education Outcomes</b>	Track all gen ed outcomes as mapped throughout the Gen Ed/University Transfer concentration. Analyze results, document findings, consider results, craft implementation strategies, and implement changes as appropriate.
<b>Course Competencies</b>	Track 1/3 of all course competencies in all programs. Analyze results, document findings, consider results, craft implementation strategies, and implement changes as appropriate.
<b>Co-Curricular Outcomes</b>	Track co-curricular outcomes in areas where student learning is happening outside the classroom. Document results and share with Student Services.

## MID-STATE FACULTY AND STAFF ENGAGEMENT IN ASSESSMENT Leadership of Assessment

Assessment efforts are driven by both the strategic plan and the assessment plan. From an administrative level, Dr. Mondeik, Dr. Severson, Dr. Lang, Suzanne Rathe, and Lea Ann Turner have oversight of the assessment plan and activities at the College. Curriculum & Assessment Specialist, Trea Kimball, leads the college Assessment Committee comprised of faculty and academic and co-curricular staff representing every area of the College.

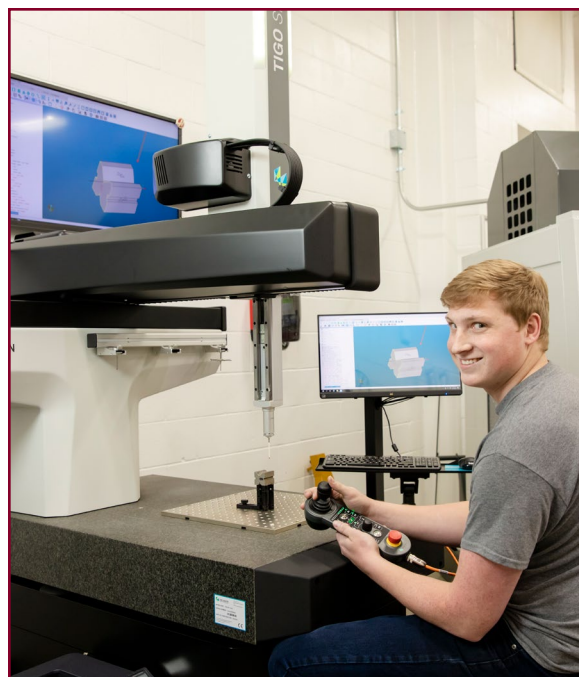
### Assessment Committee Highlights 2023-2024

- Reviewed the external survey data from the Sam Houston Assessment survey from May (2023) Several themes were noted:
  - Need to see evidence of how the data is being used.
  - Continue to tell the story behind the data.
  - Use program outcomes & TSA results as part of program review.
  - Create a college dashboard for employability skills.
  - Create a standing in-service agenda item for sharing a good and bad assessment story-breakout sessions.
  - Leadership needs to have a plan for where the data goes and who sees it to keep it from getting siloed. Faculty are interested in what/how assessment is going in other areas.

- Watched 2 videos highlighting the Anthology products for assessment tracking and decided hands-down to pursue Anthology and let Watermark sunset at the end of the contract (6/1/2025).
- Faculty want to see how their employability skill data ladders into the college aggregate. Suggestion to focus on one or two employability skills per year as a whole college and provide training on best ways to teach/learn those skills.
- Tone from some long-time faculty can be somewhat negative when speaking to newer faculty about assessment. Need to refocus towards more positive message.
- Reviewed Padlet themes (<https://mstc.padlet.org/treakimball/assessment-tracking-ideas-full-time-faculty-8ys2r58tck7q5voq>) from the November FTL day. All faculty and student services employees were given links to Padlet to garner feedback on assessment practices.
- Reviewed themes from the 2024 HLC conference—AI was the driving message. Also iterated that co-curricular assessment needs to have an academic component.
- Reviewed the new Dual Credit Assessment form (<https://www.cognitofrms.com/MidState1/AssessmentReportForDualCreditInstructors>) and rolled it out to all dual credit mentors to send to their high school counterparts for Spring 2024 data collection.

## HLC Annual Conference

Two Mid-State faculty and nine staff members, including President Dr. Shelly Mondeik and Mid-State Board of Directors Secretary Betty Bruski Mallek, attended the Higher Learning Commission (HLC) Annual Conference in Chicago April 13-16. The conference theme was “Higher Ground” and focused mostly on taking a strategic look at the changing landscape of higher education from accountability to artificial intelligence. It was evident from wrap-up conversations that the College needs to be in front of the AI curve realizing that AI will impact blue collar and white collar industries. The College also needs to continue with assessment efforts and plan for a student body taking shorter credentials and needing more individualization in their offerings and scheduling.



## WTCS Assessment Summit (Biannual)

The Wisconsin Technical College System (WTCS) Assessment Summit is usually held in the spring of odd years therefore, it was not held during the scope of this assessment report. Mid-State has been asked to be the host site for the 2025 Assessment Summit.

## Co-Curricular Summit

The Co-Curricular Assessment Summit was held in August 2024 and was designed to review co-curricular assessment data from the 2023-2024 academic year. Co-curricular learning outcomes are measured based on the College's Employability Skills and coincide with the Council for the Advancement of Standards in Higher Education (CAS). The areas of influence within Student Services includes, Advising, Career Services, Disability Services, student government, Work-Study, clubs and organizations, student leadership, and first-year experiences.



## College Professional Development on Assessment

Through the Academic and Professional Excellence Center (APEX), ongoing professional development and support is offered to keep all faculty and staff apprised of the assessment culture at Mid-State. Here are the highlights of the 2023-2024 professional development opportunities:

- Onboarded eleven new faculty who participated in a two-day training to introduce the expectations for curriculum and assessment, student-centeredness, active learning, and the Faculty Quality Assurance System.
- Hosted monthly new faculty meetings devoted to curriculum and assessment. The October new faculty meeting was to discuss grading in Blackboard and rubrics and in-class assessment strategies. The November new faculty meeting was to discuss Employability Skills, Program and General Education Outcomes, and Course Competency assessment in Watermark. The February meeting focused on creating High Impact Practices (HIPs) to authentically assess real-world learning experiences.
- Emailed a link to all faculty with printed and video instructions on how to add assessment data into Watermark. Also emailed a "Toolkit" of how to analyze expected and unexpected assessment result. This assists faculty in telling their assessment story beyond what the percentages indicate.

- January part-time faculty in-service was devoted to sharing program review results and actions from August and September with part-time faculty. They were asked to reflect on how they could help students and full-time faculty meet the College’s benchmarks in their program areas. Part-time faculty commented on how beneficial it was to see the data and feel included in the discussions about student success.
- Curriculum & Assessment Specialist, Trea Kimball was invited to a Compass meeting with management-level employees to discuss academic and co-curricular assessment. Managers learned that assessment is something that everyone does, but that capturing and sharing the results college-wide is something that can be improved upon. The fall college-wide in-service had a presentation about “Little A and Big A” to help all employees understand that assessment, in some form, belongs to everyone. College staff received “Little A and Big A” pins as a reminder of the importance of assessment at in-service.
- Monthly Mentorship: Eleven new faculty were assigned mentors with whom they had a monthly meeting. Mentors and new faculty observed each other in the classroom. APEX staff also observed new faculty and provided collaborative feedback.

## ANNUAL ASSESSMENT RESULTS

### Follow-up from 2022-23 Assessment Report

Suggestion	Workgroup	Status as of May 31, 2024
<b>Assessment Plan</b>		
Establish mechanism of distributing the Assessment Plan to new full- and part-time faculty.	Marketing, APEX	Ongoing. Difficult for new faculty because they are overwhelmed but by listening to established faculty, they are understanding by the end of second semester. Currently we introduce it in October and reinforce in November. They need more!
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.	Assessment Committee	Done. Spring 2024, reviewed the assessment report from 2022-23. Discussed with Dr. Mondeik that the new assessment plan will be 3 years, not 5 in order to be more responsive. And will start 6/1/2025.
Distribute the annual Assessment Plan Report.	Marketing, APEX, VP of Academics	Ongoing. Assessment plan is available on college website <a href="https://mstc.edu/about-us/student-achievement-information">mstc.edu/about-us/student-achievement-information</a> but is living under student achievement information on the Institutional Effectiveness page. With the redesign of the website, this will be more prominent.
Schedule time in January/February to look over first semester data and recalibrate faculty who need extra training.	APEX	Ongoing. ALT was trained in May to take a more active role in ensuring that all faculty are following through and are clear on what to do. A calendar is being created for 24-25 with due dates for assessment.
Work with ALT and faculty to adopt a common target or benchmark for success.	APEX, ALT	Ongoing. Will happen as the new assessment plan goes into effect 6/1/2025. Messaging is happening with ALT and faculty in small 'by the way' discussions.



## Faculty & Staff Engagement in Assessment

Encourage Assessment Team members to promote assessment efforts in their area.	Assessment Committee	Ongoing. Continue to stress the importance for seasoned faculty and to introduce new faculty to assessment culture.
Provide just-in-time and refresher training for faculty and staff using Watermark.	APEX	Ongoing. In December and in April/May faculty received an email from Trea with links to printed and video instructions to help with Watermark navigation and with what to say to analyze their data.
Continue to provide professional development and support to dual credit faculty and Mid-State dual credit faculty mentors.	APEX, College K-12	Done. Dual credit mentors now have a Cognito form to send to their high school instructors. High school instructors fill out the form and it goes back to the mentor, with a copy also coming to the Curriculum and Assessment email.
Continue to provide support on designated "Data Days."	APEX	Ongoing. Calendar invitations for APEX to be available to assist faculty in the APEX or on Teams.
Create a training video for seasoned faculty to revisit their responsibilities during data day.	APEX	Ongoing. Will be a focus in the next academic year.
Create a training video for new faculty to explain their responsibilities during data day.	APEX	Ongoing. Will be a focus in the next academic year.
Encourage faculty to use a measure other than a discussion post to meet outcomes.	APEX	Ongoing. Will happen as the new assessment plan goes into effect 6/1/2025. Messaging is happening with ALT and faculty in small 'by the way' discussions.

## Assessment of Student Learning

Identify the instructors for each section of a course.	ALT, APEX	Ongoing. Faculty and ALT need to be more aware of who 'owns' each course.
Develop a process for sharing student learning outcomes and examples of analysis and actions to improve student learning. (Peer and anonymous reviewing and feedback)	APEX	Not done. This informally happens during team meetings on a regular basis, but has not formally had a process developed. Still a plan to do this in a year or two. Moving courses to Blackboard Ultra became a higher priority in the short term.
Share out assessment findings with advisory committees and dual credit instructors.	Faculty	Ongoing. Faculty are sharing course outcomes and student results as evidenced in the minutes from both fall and spring advisory meetings.
Provide faculty with training so they can run reports and review data from previous years.	APEX	Ongoing. A video was created, but not all faculty watched it. As we move to Anthology more emphasis will be placed on past findings and analyzing growth.
Look for ways in Watermark to map Employability Skills to program outcomes or to certain measures to eliminate extra areas to report.	APEX	Done. The College will do a deep dive into one or two employability skills per year and will include professional development and follow up college-wide on efforts with targeted assessment.
Make a college decision about including or excluding apprenticeship data for Employability Skills.	APEX	Done. Apprentices are already employed and held to the standards of their industry. Instructors will still reference employability skills, but will not include data tracking on those skills.
Create streamlined map, report, and process for each area of Student Services to address their co-curricular outcomes.	APEX, Student Services	Ongoing. Started, but then decided to wait to make any changes in what/how co-curriculars are being assessed.
Implement EAC Outcomes in Blackboard.	APEX & Faculty	Ongoing. Lea Ann is working with an Anthology representative to import the EAC Program Outcomes. Todd is helping faculty with their course competencies.

## External Assessment

Monitor external assessment results on an annual basis and update documentation on the Mid-State website.	APEX-IE	Done.
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.	APEX-IE	Done.
Host accreditation visits for the following programs: Automotive, Nursing Assistant, Phlebotomy Technician, and Diesel.	College-Wide	Done.
Follow up on recommendations from Sam Houston State University. Culture of Assessment for Administrators: Share results regularly during Compass meetings and clarify who owns assessment.	APEX, Vice President of Academics	Done. Shared with Compass in Spring 2024. Compass asked some good questions and Dr. Mondeik was impressed with the "Little A and Big A" images. Wants to create a pin or button with that image to lead into the next academic year.
Follow up on recommendations from Sam Houston State University. Culture of Assessment for Faculty: Communicate results, evaluate expectations and efficiencies, train more in Watermark, and work closely with part time and dual credit to make improvements.	APEX, Assessment Team, Vice President of Academics	Ongoing. Dual credit Cognito form was a good first step. Also worked to document the programs that have reasons for doing assessment differently so we can be responsive to each program's uniqueness in content, faculty responsibilities, accreditations, etc.
Follow up on recommendations from Sam Houston State University. Culture of Assessment for Student Services: Communicate purpose of assessment and share results.	APEX, Student Services Leadership	Done. Trea and Sheila created 3 Accreditation Talks videos to enlighten whole college on assessment. Worked with Patrick, Stephanie, and Natasha on student services understanding. Patrick attended HLC and came back with some good ideas.

## Program Review

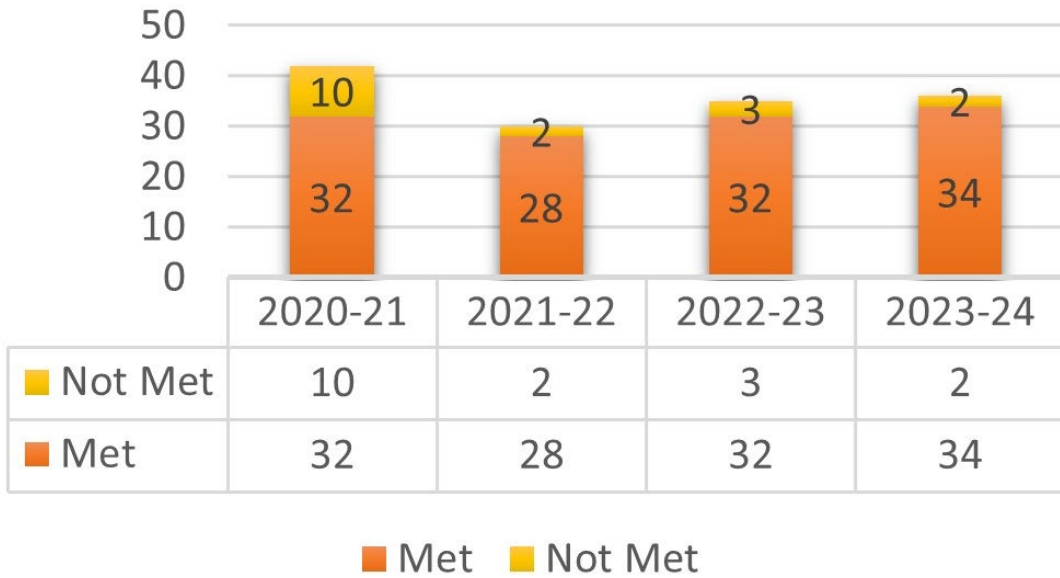
Include institutional program textbook costs data in program review data set.	APEX-IE	Done. Textbook costs were broken down and included in the program review data set for each program.
Expand date range of program reviews to allow dean/associate dean attendance at all sessions.	APEX-IE	Done. Review sessions were attended by deans (ALT members). Schedule was broken into two weeks instead of a few days. Then some apprenticeships were scheduled into September, as those instructors were in session during the initial two-week span.
Revise data sets to include definitions and sources of where data is collect from.	APEX-IE	Working on this for 2024 program review.
Give more time between sending out the data to faculty and their scheduled review session. Avoid the week before classes start if possible.	APEX-IE	The timing currently used is unavoidable due to timing of data being released by the state.
Identify the focus/benchmark/goal ahead of time.	APEX-IE	Ongoing. It is a combination of getting the WTCS benchmarks and working with ELT to set the Mid-State goals.

Revise the quality action plan activities and timeline for reporting updates to the activities.	APEX-IE	Done. Faculty are reporting at the end of each semester now instead of three times per year.
Look at other data sets to analyze (i.e. by term, by length of course, correlation of TABE/ACT/Accuplacer scores and student success).	APEX-IE	Postponed. Maybe after Anthology is live, not before.
Simplify program review and assessment processes by pulling information from Watermark and Blackboard instead of an email thread. And streamline the reporting window, twice per year, not three times.	APEX-IE	Done. December and May to coincide with the end of the term Watermark items. Hard deadlines of January 10 and May 31.
<b>Service Team Review</b>		
Clearly communicate how the process works institutionally as well as emphasize the purpose of the process for continuous improvement.	APEX-IE	Done. Each service team this year was reviewed this year through the institutional process and framed the conversation with “what we are doing well” and “what we want to do even better.” There are 5 steps in the service team review; 1) Self Assess Key Processes 2) Determine Key Measures of Success 3) Collect Customer Feedback; 4) Team Manager Review 5) Identify Process Improvements.
Share survey results in context so individual comments do not overshadow the review.	APEX-IE	Done. AI was used to analyze survey results and comments with the prompting of “Analyze this data and summarize the key take aways for a counseling team seeking to know what is working and what is not working.” Each service team took the analysis and created their action plans based on the results.
Assure best timing for meetings.	APEX-IE	Done.
Complete Service Team Reviews for the following service teams: Campus Security, Career Services, Counseling & Disability Services, and Testing Center.	APEX-IE	Done.
Create schedule to review Service Teams on a five-year rotation.	APEX-IE	Done. As we move to the next five-year cycle, the schedule was revised by ELT with priorities on small teams that were not reviewed in the first round of service team reviews.
Revise Service Team Review Process to clarify process expectations of participants.	APEX-IE	Done. The 4-step process was revised to be 5-step, with a step of reviewing survey results and framing action plan conversations with the team manager before meeting with the team.

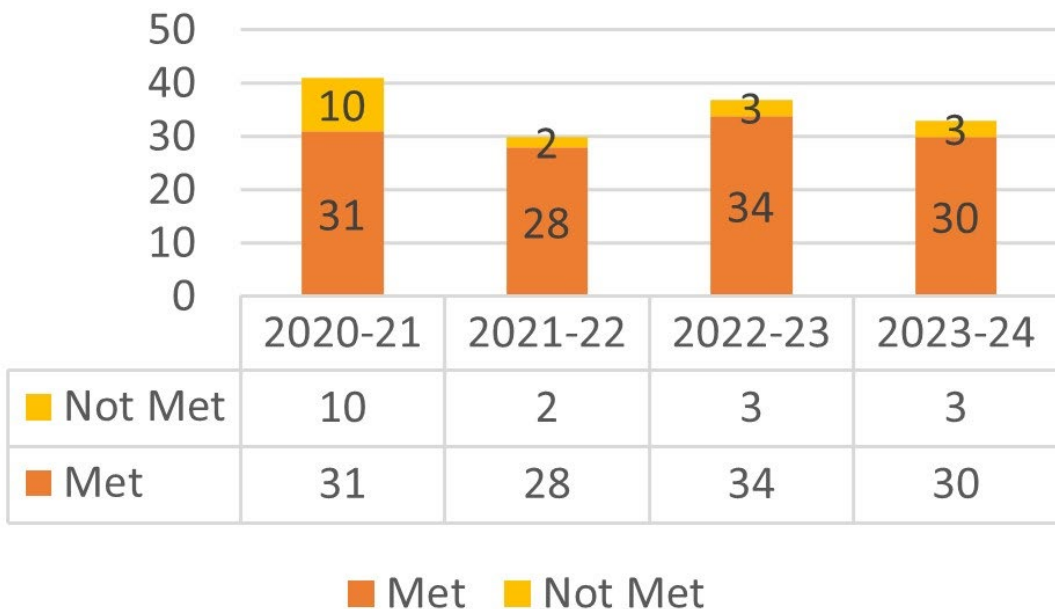
## Employability Skills (Institutional Outcomes) by Program/Cluster

Slight differences in the number of programs are to be expected, as not every program was active each year, or faculty were tracking in different ways. It is more important to realize the number of ‘not met’ is about 5% of the total. Over the years, faculty are tightening up where the employability skills are mapped and are using industry norms so students understand the real-world applications of each employability skill.

## Behave Responsibly



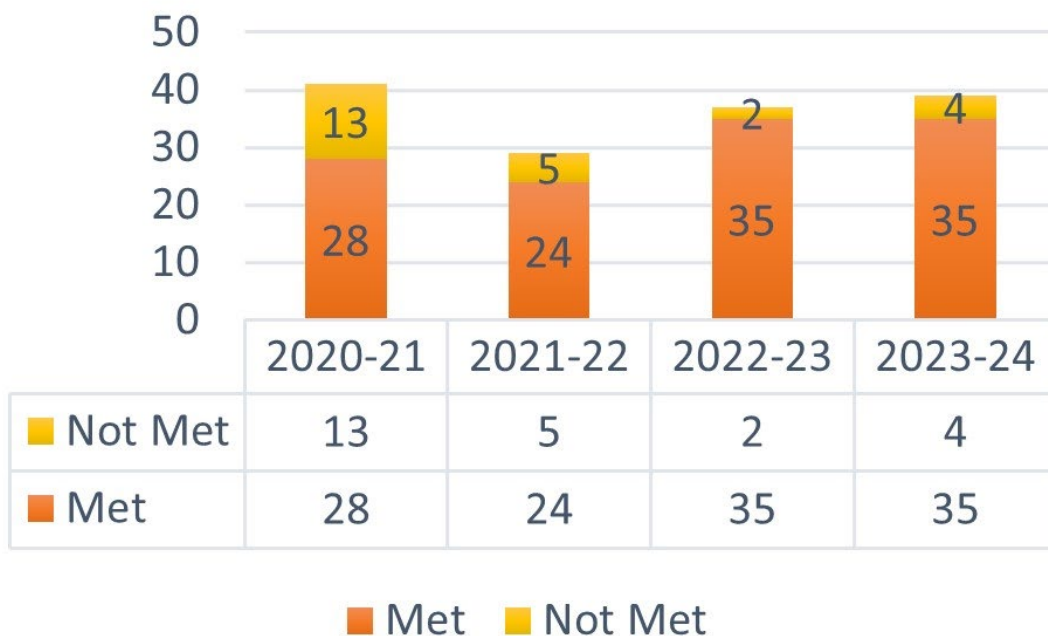
## Communicate Effectively



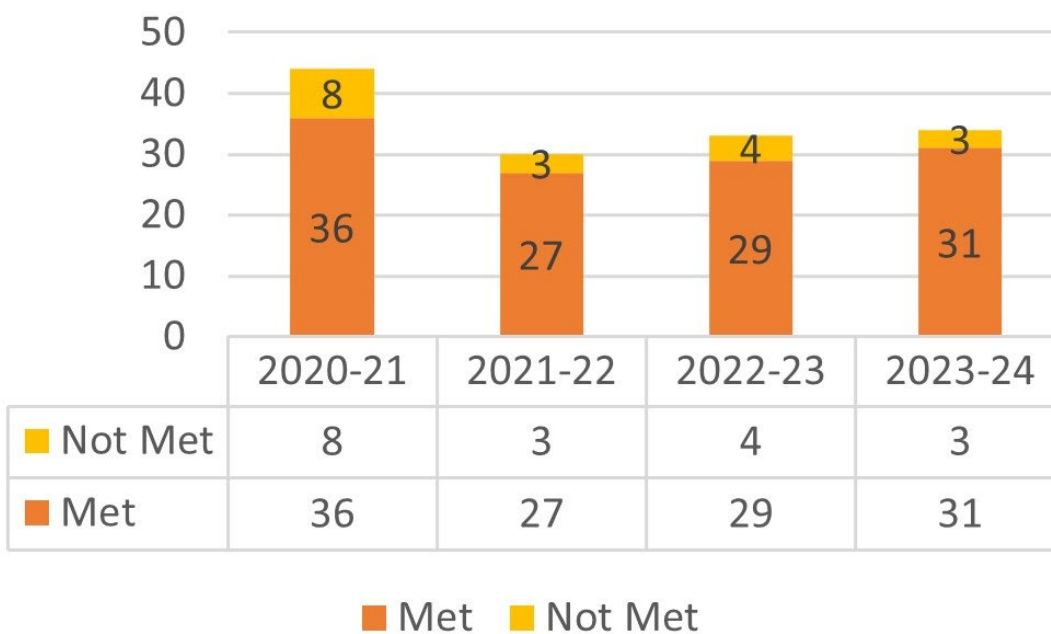
## Cultural, Social, Global Awareness



## Critical & Creative Thinking



## Use Technology



## Program Outcomes

The 2023-2024 program outcome tracking was in line with results from the other years of the assessment plan. The number of ‘not met’ program outcomes is about 9% of the total. These measures were assessed between 94 programs and are comparable from year to year. When outcomes were not met, faculty recommended gathering additional data, implementing new programs or services, revising the measurement, and revising the curriculum as their top action items.

### Overview

	Organizations	Outcomes	Measures	Conclusions	Actions
2023-2024 Program Outcome and Employability Skill Tracking	94	635	806	149	98
2022-2023 Program Outcomes & Employability Skills	82	598	750	134	115
2021-2022 Program Outcome & Employability Skill Assessment Tracking	104	704	889	253	238
2020-2021 Program Outcome & Employability Skill Tracking	105	568	879	105	27

Analysis and Action Item Comments on Program Outcomes:

- *Over the course of the academic year, 12 students of the 13 in capstone classes were able to demonstrate and successfully participate in sprint reviews. One student did not engage in team activities and was removed from his team as a result. This student did not. An uncommon occurrence. The metric is for 100% pass rate, which means we did not meet the metric. Maybe we should revise that to 90%? As it happens, that one student meant 92% passed, and demonstrated this skill as expected. A good result, but not perfect. -J. Stroik, IT Software Developer*
- *100% of students researched a public policy that supports the needs of children and their families. They were able to teach the class about their specific policy. -J. Przekurat, Early Childhood Education*
- *For this online course I made sure to stop into the classroom weekly to make sure barbers were understanding their online assignments and getting things done on time, I also made sure they understood why they needed to learn the chapters they did during this course in order to take their state boards and become licensed. -H. Van De Loop, Barber Technologist*
- *The one student that did not meet the metric did earn a 90% (metric is 93%). I believe the metric is still valid as this particular student faces considerable challenges and still nearly met the metric. I do not suggest changes. I do, however see the need to identify learning challenges early in order that individual students do not flounder. -M. Schultz, Industrial Mechanical Technician*
- *All students communicated effectively and professionally with their designated partner during simulated patient scenarios as an AEMT. The fall 2023 class had students that were new (1-2 years) in the field of EMS and demonstrated the importance of professionalism and effective communication in the field. -A. Larsen, EMT/Paramedic*
- *Try and make sure all students are still trying to do their best despite this test being their last grade of their apprenticeship program. -J. Geiger, ABC Electrician Apprenticeship*
- *This is the first semester that EPSLO4 has not met the target. Simulation week is now being graded in all EPSLOs. More tracking of simulation performance versus agency clinical performance is needed to determine an appropriate action plan. Additional tracking will begin in fall 2024. -K. Nelson, Nursing*
- *Adopted a new self evaluation and weekly reflection that improved the student responsibility. We should continue to monitor. It could be a just a very good class. -M. Manicki, Automotive Technician*

- o *Fall 23: Pleased with the results. All students met target with the exception of one. The one student submitted this considerably late after I sent a couple of email reminders. If the student submitted on time, they would have scored 80%. No changes planned for this assessment at this time. Spring 24: Target met. All students met target. Some required a revision but all of those scored <80% after revision. No changes planned for this assessment at this time. -A. Voight, Medical Coder*

## General Education Outcomes

The 2023-2024 General Education outcome tracking was in line with results from the other years of the assessment plan. Twenty-eight out of thirty-one outcomes were met. That is a 91% success rate. In some cases, an outcome can be met in one course and not in another, so overall, it is not met. When measures within the outcomes were not met, faculty recommended gathering additional data, implementing new programs or services, revising the measurement, and revising the curriculum as their top action items.

Overview					
	Organizations	Outcomes	Measures	Conclusions	Actions
2023-2024 Program Outcome and Employability Skill Tracking	6	31	77	5	15
2022-2023 Program Outcomes & Employability Skills	5	32	86	18	16
2021-2022 Program Outcome & Employability Skill Assessment Tracking	9	61	171	34	24
2020-2021 Program Outcome & Employability Skill Tracking	8	48	192	18	3

Analysis and Action Item Comments on General Education Outcomes:

- o *This discussion board seems to be the favorite of the students in this course. This is where I get the most fruitful discussions, with clear emotion and opinions in their discussion, as well as facts. I believe that getting to share music that's important to them individually is important for their overall "music appreciation." I love this assignment too because it's interesting to see the different genres the students prefer and then to see them interact with each other and discover a love for new genres as well. I feel like this is a success. -S. Sargent, University Transfer*
- o *All of the students earned at least an 80% on lab assignments. A potential good idea would be to develop alternate lab assignments for students who are absent on lab days. Some labs are difficult to efficiently make up and an alternate assignment may make sense. -M. Blount, Natural Science*



- o *Students who struggle with this measurement appear to do so because they may have difficulty articulating their ideology or understanding its relevance to American society, particularly if they haven't critically examined their own beliefs or how they align with broader social, political, and cultural contexts. Additionally, some students appear to feel uncomfortable expressing their ideology in a public forum, especially if they fear judgment or backlash from peers or their instructor. I will continue the assessment but will be sure to emphasize encouragement to develop more comfort from the students. -J. Steele, Social & Behavioral Science*
- o *It might be a good idea to take a look at the Kirwin Institute's new online IAT Training and Certificate to see if the rigor is appropriate. Perhaps increasing the rigor on this assessment and/or reviewing in light of the upcoming implementation of WTCS course curriculum changes is advised. 05/16/2024: The new updated Kirwin Institute Implicit Bias Training is working well. Rigor is appropriate and aligns with the updated WTCS course competencies. -M. Peria, Social & Behavioral Science*

## Course Competencies

Students met the benchmark for 2188 out of 2685 measures for this academic year. That is an 81% success rate. These measures were assessed between 731 courses and are comparable from year to year. Faculty can identify multiple measures for each outcome (competency).

Overview					
	Courses	Outcomes	Measures	Conclusions	Actions
2023-2024 Course Competency Tracking (Year 2 of Cycle)	731	2368	2685	935	576
2022-2023 Course Competency Tracking (Year 1 of Cycle)	744	2335	2645	678	664
2021-2022 Course Competency Assessment Tracking (Year 3 of Cycle)	731	2258	2447	464	895
2020-2021 Course Competency Tracking (Year 2 of cycle)	731	2212	2557	560	62

Analysis and Action Item Comments on Course Competencies:

- o Seven out of seven students submitted proof of passing a practice exam with a score of 84/140 or higher. I did a year end survey and many of the students said that the practice test was beneficial, but I need to do more of them. Based on that feedback I am going to require that they submit a weekly 15 questions test and show a passing score of 75%. I am choosing 75% because some of the questions that are auto generated may be of material that has not been taught to them yet. My hope is that more question exposure will help the students to identify content areas they need to work on. **-N. Goldberg, Respiratory Therapy**

- o F2023 1 student did not attempt revisions. S2024: I adjusted my grading and revision expectations this term. Grading: Each code is worth an entire point; I no longer give credit if half the code is correct, as in the industry, the standard is that you get the whole code correct. Revisions: I simplified the process. After grading, the student can see what questions are correct or incorrect. They have 48 hours (after grading) to resubmit the assignment and correct any wrong answers. Instead of providing half points for revisions, I give an entire point if they get the code correct. One student below the 80% did revisions but did not meet the 80% threshold.

**-J. Larsen, Health Information Management**

- o This is a met goal and looks high, however it is lower than it has been in the past. It is likely due to the implementation of the OER book and the newness of it while instructors are needing to adjust to the newer content and teaching. At data report out day last Tuesday teachers discussed how sometimes we pull old ways out and teach it, then catch ourselves and reteach it in accordance to the new OER book. The scores this semester were disappointing. This was the first semester that one cohort used the full manikin with legs to test off. The full manikin testing was consistent with other cohorts and more realistic. **-L. Bechard, Nursing**

- o 12/15/23 Students met the target. We will continue to monitor the competency. Utilizing an academic coach from the ALC as a guest speaker on resource use is helpful. The only reason why the one student did not meet the competency is because that student did not use any research in the assignment that was supposed to contain research. The paper was written entirely from their own ideas and personal opinion. One thing I could incorporate next year is some sort of formative assessment that asks them to submit notes and sources ahead of time that they are considering using for their research essay. 5/17/24: We feel the right students are taking this course, which is reflected in our data. We think the OER selected is a good fit for the course competencies and students. AI-assisted writing integrates well with this class in both formative and summative assessments. **-J. Quinn, Communication**

- o *Re-assessing this competency from spring 2023. Fall 2023: Students did well in-person and struggled a bit more online with proofs and counterexamples, as well as conditional statements and deductive reasoning. I am sure this is due to the in-person examples and going through this together, whereas there isn't something quite as concrete for online students. I will think about how to remedy this moving forward. Spring 2024: Again, students did well in-person and struggled more online with the same concepts that they struggled with in the fall. Overall we have achieved over 75% success on this competency so it does not need to be re-assessed, but I will be adding a lecture video of the in-class days for these concepts so the online class has something to review to help with those concepts. -M. Leonhardt, Mathematics*
- o *Fall 2023 - This is a newly developed assignment and is being presented to the students for the first time in the fall 2023 semester. However, while one section attained a 76% completion rate, the other smaller, section had only attained a 50% completion rate. As this is a new measurement, no changes will be suggested at this time. This measurement was again met by both online and in-person sections in the spring 2024 semester and therefore no changes to this measurement are suggested at this time. -B. Bartel, Business Management*
- o *2023 new 8 week format First Semester of Blackboard Ultra. This class was large in comparison to the last 3 years. There were 24 students registered for the first day of class. In the past there has been 10. I needed to make a lot of adjustments to the content and activities to meet the larger class needs. For the test question, many of the students interpreted the question different than what I was asking. I will change the questions wording and format the question so there is a box to complete. I will also add the exact wording of the test question to an in class Padlet. Second 8 weeks I changed the assessment to a test question and I gave other homework to practice and reinforce the concept. The change was successful 2024. One student did not pass this question. The other 5 students passed the question. I did change the wording of the question and I feel that the new question is clearer. -A. Hartjes, Early Childhood Education*
- o *This assessment is a take-home project that has students researching a number of questions. Looking at several years' data, this year is very much an anomaly. Past years had everyone meeting the 85% or better threshold. For the two students who scored well below the 85% threshold, I can attribute this to their general lack of academic engagement in other courses. Their scores were so low on this project because they simply neglected to answer a number of the questions. For the one student who came close to the 85% mark, that score was abnormally low for her. And I recall her relaying that she was abnormally busy during the week she had to work on it and was OK with the lower score that resulted from her skipping a few questions. The other students had several referrals during their time here. My best guess on their failure to improve their academic engagement is that they are fine with "C" work and not driven to do*

*better (and that's a good paraphrase of what they've told me). From "the big picture" standpoint: All 3 of the students had better scores on the entire competency as a whole. It was basically the project that required self-discipline & budgeting/prioritizing time outside of school that resulted in their low scores on this assessment. Fun side note: I had a heart-to-heart with these three students, asking them to help me understand what their challenges for completing work/getting it done on time are and what we as teachers might be able to do to help. Their basic response was: "It's all on us. You and XX do everything you can." -J. Hoffman, Arborist Technician*

## Co-Curricular Outcomes

Co-Curricular Outcomes from Student Services may look different from programs and courses, however efforts are being made to increase the validity of outcomes and how data is collected. For example, when analyzing our data regarding Equity and Inclusion, we see we have solid institutional data to support our outcome but need to collect more individual student data. To accomplish this, we will be looking at the German Exchange program offered through Student Life at Mid-State by assessing students participating in the international exchange program. Learn more about Global Education at [mstc.edu/academics/global-education](https://mstc.edu/academics/global-education).

Overview					
	Organizations	Outcomes	Measures	Conclusions	Actions
2023-2024 Program Outcome and Employability Skill Tracking	10	10	20	2	13
2022-2023 Program Outcomes & Employability Skills	10	23	10	0	0
2021-2022 Program Outcome & Employability Skill Assessment Tracking	8	9	16	1	5
2020-2021 Program Outcome & Employability Skill Tracking	9	9	16	3	5

Analysis and Action Item Comments from Co-Curricular Outcomes:

- o *Summer 2023: 64%, fall 2023: 72%, spring 2024: 73% of students demonstrated an ability to access their student accounts at the time of new student advising. The college has implemented a new account creation process, some students are not able to set up accounts due to email change or phone number change meaning they are not able to access their student accounts at the time of new student advising.*

**-S. Bender, Academic Advising**

- o *The data suggests that the resume review process is prevalent among students and is effective in significantly enhancing their professional documentation. The consistent score improvements and high participation rates indicate a successful intervention in students' career preparation processes. The trends indicate that the resume review process has been well received and effectively executed, potentially enhancing the prospects of students during their job search and application processes.*

**-J. Pomrening, Career Services**

- o *Anthology Engage will be implemented next year and all clubs will be moved to that platform. This platform should provide a better space for students to collaborate within their club and across clubs.* **-N. Miller, Student Clubs**

- o *We will incorporate individualized time management and planning techniques into orientation. We also will clearly lay out expectations for attending meetings and events, reiterating the importance of prioritizing these items.* **-N. Miller, Student Life**

- o *We will implement monthly meetings to connect without student government students. These will be used to ensure the students fully understand the priorities presented and have time to investigate and develop their views on the topics.*

**-N. Miller, Student Government**

Employability Skill	Learning Outcome	Criteria	FY 24 Data	Analysis and Action Items
<b>Student Service Area: Student Employment</b>				
Behave Responsibly-both individually and cooperatively; Communicate effectively.	Students will demonstrate professionalism and uphold the standards of the organization.	75% of students will receive a 2 or higher in each of four categories; scheduled shifts, communication, mission, accomplish work.	85% of students met the criteria for scheduled shifts, 81% of students met the criteria for communication, 85% of the students met the criteria for standards, and 90% of the students met the criteria for timely work.	Although the criteria for the outcome was met, to increase the number of students scoring higher than 75%, the following will be an action item: New student Occupational Success Program Implementation.  *Includes professional development sessions, particularly on communication. *On-Campus employment open to all current students.

**Student Service Area: Diversity & Equity**

Behave Responsibly-both individually and cooperatively.	Students will gain knowledge on a variety of diversity related topics.	80% of participants will agree or strongly agree that they learned a minimum of 1 new fact related to the topic presented.	According to the 2023 Ruffalo Noel Levitz survey, student agreement increased in: 1. Respect of each other. 2. Students are made to feel welcome. 3. Faculty are unbiased and fair. 4. Additional comments that climate is positive.	From discussion at the Equity and Inclusion Task Force Summit, will review focus of Diversity, Equity, and Inclusion to be a macro focus of overall equity and inclusion at the College. Focus will be on equity gap data and sense of belonging for students and staff through surveys.
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**Student Service Area: Student Government**

Behave Responsibly-both individually and cooperatively; Communicate effectively.	Students will demonstrate professionalism and collaboration with others.	80% of students will score a 6 or higher on a 9-point scale.	100% of students in Wisconsin Student Government and Student Leadership Board received a 6 or higher on the rubric.	Not all student leaders received the full 9 points. Changes include have biannual in-person reviews with the students, as well as more consistent 1:1 session with professional development included.
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**Student Service Area: Clubs & Organizations**

Behave Responsibly-both individually and cooperatively; Demonstrate critical and creative thinking.	Students will work cooperatively with others, seeking their involvement and feedback.	70% of students will receive a 2 or higher in each of the four categories of; Cooperation, Involvement, Give Feedback, and Receive Feedback using defined rubric.	100% of students received a 2 or higher in all four categories.	While students met the criteria, additional measures could be added based on the results to increase collaboration and cooperation between clubs. We will implement more opportunities for clubs to connect with one another to include: <ul style="list-style-type: none"> <li>• Club holiday celebration.</li> <li>• Club “after hours.”</li> <li>• End of the year club celebration.</li> </ul>
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**Student Service Area: Student Leadership**

Behave Responsibly-both individually and cooperatively; Demonstrate critical and creative thinking.	Participants will expand their knowledge of different techniques to grow in their leadership style. Participants will increase their confidence in their leadership abilities.	75% of students will complete the Lead the Way series and meet targeted criteria.	No Data.	There were no students to complete the Lead the Way series. The suggestion is to evaluate each segment of the series individually instead of the entire series at once.
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## Student Service Area: Advising

<p>Behave Responsibly-both individually and cooperatively; Demonstrate critical and creative thinking.</p>	<p>Demonstrate ability to access and utilize new student accounts.</p>	<p>80% of students will be 2 pts on the scaled rubric.</p>	<p>Summer 2023: 64% of students demonstrated an ability to access their student accounts at the time of new student advising.</p> <p>Fall 2023: 72% of students were able to access their student accounts at the time of new student advising.</p> <p>Spring 2024: 73% of students were able to access their student accounts at the time of new student advising.</p>	<p>The college has implemented a new account creation process, some students are not able to set up accounts due to email change or phone number change meaning they are not able to demonstrate their ability to access their student accounts at the time of new student advising.</p> <p>Action: New dashboards created which are advisor specific to ensure they have real-time access to data for their caseload.</p>
<p>Behave Responsibly-both individually and cooperatively; Demonstrate critical and creative thinking.</p>	<p>Create academic plan from first semester through graduation.</p>	<p>80% of students will be 2 pts on the scaled rubric.</p>	<p>Summer 2023: 70% of students created a degree map.</p> <p>Fall 2023: 74% of students created a degree map.</p> <p>Spring 2024: 74% of students created a degree map.</p>	<p>Mid-State has created a number of new certificate programs over the last year which do not require GPS for student success. This may be where the majority of our students develop a degree map.</p> <p>Action: Gather data on the programs students who have not hit targets and develop strategy for ensuring those students have a plan in place.</p>



## Student Service Area: Career Services

<p>Communicate Effectively.</p>	<p>Students engaged with Career Services in the resume development process will know how to communicate effectively to create a professional resume.</p>	<p>85% of students will increase their resume review score by 3 or more points from utilizing career services.</p>	<p>Fall 2023: 94% of participating students scored three points or higher on their second review. Among the 55 students who underwent a second review, their average score increased by 4.8 points by their final evaluation.</p> <p>Spring 2024: 91% of students scored three points or higher on their second review. Among the 58 students who had a second review, their average score increased by an even greater 5.3 points by their final review.</p>	<p>1. High Achievement Rate: Both semesters recorded high percentages of students scoring three or more points on their second review, with 94% in fall 2023 and 91% in spring 2024. These high rates indicate that the process helps most students significantly improve their resumes by the second review.</p> <p>2. Improvement in Scores: The increase in average points between the second and final reviews suggests substantial enhancements in the quality of resumes. Fall 2023 saw an average increase of 4.8 points, slightly lower than the 5.3 points increase observed in spring 2024. This improvement suggests either an increase in the effectiveness of the feedback provided or a better assimilation and application of input by the students over time.</p> <p>3. The resume review program has notably increased student participation and engagement. The proportion of students opting for a second review went from 61% in fall 2023 to 59% in spring 2024.</p> <p>4. Overall Impact: The data suggests that the resume review process is prevalent among students and is effective in significantly enhancing their professional documentation. The consistent score improvements and high participation rates indicate a successful intervention in students' career preparation processes. The trends indicate that the resume review process has been well received and effectively executed, potentially enhancing the prospects of students during their job search and application processes.</p> <p>Action: Encourage More First Reviews: Increasing the number of students participating in the first review could expand the program's benefits. Enhance Outreach and Awareness: Increasing awareness about the benefits of multiple reviews through workshops or peer testimonials could encourage more students to participate fully.</p>
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### Student Service Area: First Year Experience

Think Critically and Creatively.	Identify campus resources that will support student success.  Identify course delivery options within program.	80% of students will answer correctly to the orientation quiz question on resources.	Summer 2023: 97% Fall 2023: 96.4% Spring 2024: 95% Summer 2023: 97% Fall 2023: 97% Spring 2024: 95%	Maintain Strategy.
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### Student Service Area: Disability Services

Communicate effectively.	Notify instructor(s) of needed accommodations(s) based on Disability Services recommendations.	65% of students will submit their accommodations plans to their faculty.	75 students developed accommodation plans with Disability Services. 64 of those students shared their plan with their instructors.	Identify learning outcomes which better align with the learning which takes place through interactions with Disability Services.
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## External Assessments & Accreditation Visits

External validation occurs in several forms. Some programs have accreditation visits and assurance reports spaced out over several years. Some programs have external tests or board exams where the pass rates and test results indicate that students are ‘industry ready.’ Some programs have ‘industry-validated’ curriculum aligned to their program outcomes which provides opportunities for industry partners to have input on the outcomes their future employees will learn.

## Mid-State Technical College Licensure Exam Results 2016-2023

		2016	2017	2018	2019	2020	2021	2022	2023
Criminal Justice-Law Enforcement Academy -Wisconsin Department of Justice Written Exam	# Tested	24	39	30	33	38	44	30	38
	% Passed	100%	98%	90%	100%	100%	100%	100%	100%
Criminal Justice-Law Enforcement Academy -Wisconsin Department of Justice Practical Exam	# Tested	24	39	30	33	38	44	30	38
	% Passed	100%	98%	90%	100%	100%	100%	100%	92%
		2016	2017	2018	2019	2020	2021	2022	2023
State of Wisconsin Cosmetologist Theory Exam <sup>3</sup>	# Tested		45	15	16	34	21	26	21
	% Passed		96%	80%	81%	77%	100%	96%	95%
	% Passed-State		*	83%	85%	*	*	*	*
State of Wisconsin Cosmetologist Practical Exam <sup>2</sup>	# Tested		29	15	16	31	21	26	19
	% Passed		100%	100%	100%	97%	100%	100%	100%
	% Passed-State		*	97%	98%	*	*	*	*

		2016	2017	2018	2019	2020	2021	2022	2023
Emergency Medical Technician - Basic National Registry Exam	# Tested	41	40	35	39	53	49	68	31
	% Passed	73%	70%	63%	74%	68%	69%	74%	68%
	% Passed-Nat	82%	81%	80%	79%	78%	69%	79%	80%
Emergency Medical Technician - Basic National Registry Psychomotor	# Tested	45	39	46	22	57	61	44	40
	% Passed	96%	100%	100%	100%	98%	92%	97%	100%
		2016	2017	2018	2019	2020	2021	2022	2023
Health Information Management Registered Health Information Technician (RHIT) Exam <sup>2</sup>	# Tested	2	2	6	3	4	5	1	4
	% Passed	100%	100%	100%	100%	100%	60%	100%	75%
	Scale Score <sup>3</sup>							306	320
	Nat. % Passes	67%	69%	73%	75%	79%	73%	71%	80%
	Nat. Scale Score <sup>3</sup>							311	311
		2016	2017	2018	2019	2020	2021	2022	2023
ServSafe® Certification Exam-Food <sup>2</sup>	# Tested			3	4	11	*	32	51
	% Passed			33%	100%	73%	*	91%	91%
ServSafe® Certification Exam-Alcohol <sup>2</sup>	# Tested								9
	% Passed								100%
		2016	2017	2018	2019	2020	2021	2022	2023
Nail Technician State of Wisconsin Manicurist License Theory Exam	# Tested						2	8	7
	% Passed						100%	100%	100%
Nail Technician State of Wisconsin Manicurist License Practical Exam	# Tested						1	8	7
	% Passed						100%	100%	85%
		2016	2017	2018	2019	2020	2021	2022	2023
Nurse Aide Program - Certified Nursing Assistant Competency Exam - knowledge test <sup>2</sup>	# Tested								124
	% Passed								88%
	Nat. % Passed								*
Nurse Aide Program - Certified Nursing Assistant Competency Exam - skill test <sup>2</sup>	# Tested								124
	% Passed								80%
	Nat. % Passes								*
		2016	2017	2018	2019	2020	2021	2022	2023
Medical Assistant - Certified Medical Assistant of the American Association of Medical Assistants Exam (AAMA)	# Tested	44	44	37	35	26	17	19	12
	% Passed	83%	73%	78%	74%	73%	82%	89%	89%
	% Passed-Nat	61%	60%	60%	60%	63%	60%	*	*
	Mid-State score	494	489	494	531	526	489	*	490
	National score	468	466	464	467	475	465	*	*
Medical Assistant - Registered Medical Assistants Exam of the American Medical Technologists (AMT)	# Tested	4	3	4	2	4	2	1	0
	% Passed	100%	100%	100%	100%	100%	100%	100%	*
	% Passed-Nat	81%	81%	79%	84%	77%	73%	*	*

		2016	2017	2018	2019	2020	2021	2022	2023
Nursing Associate Degree - National Council Licensure Examination (NCLEX-RN)	# Tested	65	60	66	68	65	52	17	30
	% Passed	94%	93%	97%	96%	94%	90%	100%	100%
	% Passed- Nat5	82%	84%	85%	85%	83%	79%	78%	88%
		2016	2017	2018	2019	2020	2021	2022	2023
Paramedic - National Registry Exam-Cognitive	# Tested	17	27	15	17	16	15	11	17
	% Passed	71%	74%	93%	88%	94%	93%	100%	76%
	% Passed- Nat	89%	90%	86%	73%	74%	69%	*	*
Paramedic - National Registry Exam-Psychomotor	# Tested	14	26	12	18	16	15	11	17
	% Passed	93%	100%	100%	94%	100%	100%	100%	100%
		2016	2017	2018	2019	2020	2021	2022	2023
Phlebotomy Technician - American Society for Clinical Pathology (ASCP) Board Certification Exam	# Tested	12	2	4	0	1	2	1	2
	% Passed	92%	100%	100%	0	100%	100%	100%	100%
	% Passed- Nat	87%	91%	90%	90%	91%	91%	92%	91%
	Mid-State score	520	718	567	0	642	606	493	665
	National score	528	550	550	556	556	557	562	554
		2016	2017	2018	2019	2020	2021	2022	2023
Respiratory Therapy- Certified Respiratory Therapist Exam	# Tested	11	11	8	15	13	13	13	11
	% Passed	85%	100%	88%	100%	100%	92%	77%	82%
	% Passed- Nat	65%	64%	62%	67%	72%	65%	74%	78%
Respiratory Therapy - Registered Respiratory Therapist Exam	# Tested	9	5	4	6	8	7	6	7
	% Passed	78%	80%	75%	83%	100%	71%	66%	14%
	% Passed- Nat	51%	52%	54%	60%	67%	62%	60%	65%
		2016	2017	2018	2019	2020	2021	2022	2023
Surgical Technologist- Surgical Technologist Certification Test by National Board of Surgical Technology and Surgical Assisting (NBSTSA)	# Tested	10	11	11	8	10	17	10	10
	% Passed	70%	91%	91%	63%	60%	41%	70%	40%
	% Passed- Nat	77%	78%	76%	64%	74%	*	*	*
		2016	2017	2018	2019	2020	2021	2022	2023
State Electrical Journeyworker ExamABC Construction Electrician Apprenticeship	# Tested	5	2	11	7	4	3	7	12
	% Passed	80%	100%	64%	71%	75%	38%	54%	25%
State Electrical Journeyworker ExamIBEW Construction Electrician Apprenticeship	# Tested	5	2	11	7	4	3	7	19
	% Passed	80%	100%	64%	71%	75%	38%	54%	68%
		2016	2017	2018	2019	2020	2021	2022	2023
DHSA State Certification ExamPlumbers	# Tested	5	2	11	7	4	3	7	2
	% Passed	80%	100%	64%	71%	75%	38%	54%	0%

		2016	2017	2018	2019	2020	2021	2022	2023
State of Wisconsin Barber Styling Theory Exam <sup>2</sup>	# Tested			1	3	1	2	2	1
	% Passed			100%	33%	0%	0%	0%	0%
	% Passed-State			46%	40%	*	*	*	*
State of Wisconsin Barber Styling Practical Exam <sup>2</sup>	# Tested			2	2	1	2	2	1
	% Passed			50%	50%	0%	50%	50%	100%
	% Passed-State			80%	76%	*	*	*	*
*Unavailable									
<sup>1</sup> Data not complete.									
<sup>2</sup> Measures first time test takers.									
<sup>3</sup> Measure added in 2022.									

Below are programs that had external accreditation visits during the 2023-2024 academic year and the outcome of the visit:

<b>Mid-State Technical College Program Accreditation Results 2023-2024</b>	
<b>Automotive Technician</b>	
Accreditor	National Institute for Automotive Service Excellence (ASE)
Date of Accreditation Visit	November 7, 2023
Results	The results indicate that your program continues to meet the requirements for Master Automobile Service Technology Accreditation—the highest level of program accreditation recognized by the National Institute for Automotive Service Excellence (ASE).
Date for Next Accreditation Visit	February 1, 2029
Program Director	Matt Manicki, Scott Engel, Chris Omernik, Curt Andres
<b>Diesel and Heavy Equipment Technician</b>	
Accreditor	National Institute for Automotive Service Excellence (ASE)
Date of Accreditation Visit	March 6, 2024
Results	The program meets the strict industry standards required for accreditation in Master Truck Service Technology—the highest level of program accreditation recognized by the National Institute for Automotive Service Excellence (ASE).
Date for Next Accreditation Visit	April 1, 2029
Program Director	Matt Manicki, Scott Engel, Chris Omernik, Curt Andres

<b>Phlebotomy Technician</b>	
Accreditor	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
Date of Accreditation Visit	October 11-12, 2023
Results	The Phlebotomy Program of Mid-State Technical College in Marshfield, WI is awarded Continuing Accreditation for ten (10) years.
Date for Next Accreditation Visit	Year Five Interim Report: April 1, 2028
Self-Study	April 1, 2033
Program Director	Nichol Riedel

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 a quality action plan. Faculty document their action plan progress at the end of each semester.

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

The 2023 program review survey results are listed below. These are followed by the evaluation team findings. On a scale of 1-5, 5 is the most favorable result.

<b>Faculty Survey</b>	<b>2020-21</b> 57% response rate	<b>2021-22</b> 56% response rate	<b>2022-23</b> 54% response rate	<b>2023-24</b> 44% response rate
Clear communication of process	4.15	4.3	4.4	4.5
Materials & data helpful	4.23	4.3	4.1	4.0
Facilitation	4.49	4.6	4.6	4.5
Quality plan options	4.44	4.4	4.2	4.3

<b>Dean/Associate Dean Survey</b>	<b>2020-21</b> 67% response rate	<b>2021-22</b> 100% response rate	<b>2022-23</b> 100% response rate	<b>2023-24</b> 100% response rate
Clear communication of process	4.17	4.4	4.7	5.0
Materials & data helpful	3.38	4.6	4.3	5.0
Facilitation	4.0	4.4	4.4	4.7
Quality plan options	4.5	4.4	4.3	4.7

<b>Facilitator Survey</b>	<b>2020-21</b> 83% response rate	<b>2021-22</b> 100% response rate	<b>2022-23</b> 80% response rate	<b>2023-24</b> 86% response rate
Organization	4.5	4.9	5.0	5.0
Ease of facilitation	4.2	4.8	4.8	4.7
Usefulness of data	4.4	4.8	4.8	4.3
Preparation	4.4	4.8	5.0	4.7

## 2023 Program Review Team Evaluation Findings

After reviewing survey results and qualitative feedback, the program review evaluation team had the following findings:

### Things to Maintain in the Program Review Process

- 1. Established Processes:** Faculty are now familiar with the expectations during program reviews, a significant improvement from when the process first began. This familiarity should be maintained as it streamlines the review process.
- 2. College Goal Alignment:** Continue aligning program reviews with college goals, which allows for clear tracking of progress and relevance.
- 3. Data Accessibility:** The current practice of sharing data during the review session such as using a screen for easy reference.
- 4. Ease of Documentation:** Although Watermark is available, using a Word document has proven easier and more effective for some.

### Proposed Changes to the Program Review Process

- 1. Consistency in Facilitation:** Feedback indicates a need for consistent facilitators across years to enhance understanding and continuity in program reviews.
- 2. Data Timing and Relevance:** There is a suggestion to analyze the relevance of the data provided and possibly adjust the timing of program reviews to ensure data is meaningful and available when needed. Additionally, consider the timing of data delivery, possibly moving to biannual reviews—one for long-term projects in the spring and another for immediate changes in the fall.
- 3. Data Delivery:** Providing data a week in advance to faculty would allow for better preparation and more actionable feedback during meetings.
- 4. Facilitator Training:** Enhancing training for new facilitators, including a walkthrough of Watermark before facilitation, would be beneficial.
- 5. Sharing Best Practices:** Establish a method for sharing best practices identified during program reviews, possibly during faculty in-service sessions, to encourage collaborative learning and continuous improvement.



## Service Team Review Highlights

Mid-State 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. This year, the College conducted five service team reviews in Counseling, Disability Services, Career Services, Campus Security, and the Testing Center.

### Recommendations from the Counseling Service Team Review

1. Create an annual counseling planning day.
2. Create documentation through a calendar and standard process and operating procedures for sustainability and succession planning.
3. Create a wellness wagon for outreach events.
4. Determine events that are beneficial for a student life and counseling collaboration.
5. Change the environmental set up for counseling on each campus for student comfort, confidentiality, and safety.

### Recommendations from the Disability Services Service Team Review

1. Develop a process for electronic submission of disability services requests in Anthology.
2. Create documentation through a calendar and standard process and operating procedures for sustainability and succession planning.
3. Develop a faculty training module that can be used by all faculty for an annual refresher of disability services and accommodation requirements.
4. Create a module that students who receive or will potentially receive disability services can access to learn about their rights and responsibilities in disability services.





### **Recommendations from the Career Services Service Team Review**

1. Create a video from a student perspective to set up a Handshake account.
2. Present at faculty in-service to educated faculty about modern resumes.
3. Meet with ALT/SSLT about the value of career services reverse job fairs in programs.
4. Change what and how assessments are being done in career services to target new goals.
5. Create documentation through a calendar and standard process and operating procedures for sustainability and succession planning.

### **Recommendations from the Campus Security Service Team Review**

1. Create a matrix of training needs for all faculty, staff, student security, and the general student population.
2. Create a perception of safety based on reality by securing buildings more effectively through door access, lighting, etc.
3. Create a regularly scheduled monthly meeting dedicated to IT/security communication.
4. Create a safety/security governance team to provide support and oversight of the security team.
5. Become part of event planning notification.

### **Recommendations from the Testing Center Service Team Review**

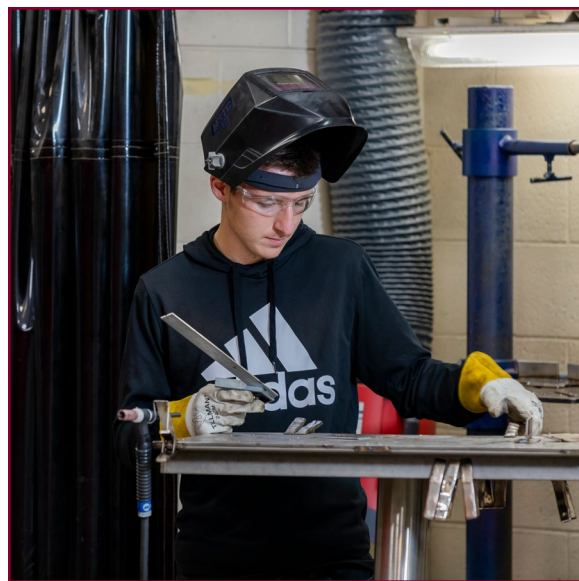
1. Build efficiencies for testing appointment scheduling.
2. Remodel the testing center space in Stevens Point.
3. Cross train in other student services area to provide additional staff coverage.
4. Create an annual calendar of recurring testing center needs.



## RECOMMENDATIONS FOR FUTURE ACTIONS

Based on the information provided in this report and upon recommendation from the Assessment Committee, the Curriculum & Assessment Specialist, and Academic Leadership, these are the action items for the 2024-2025 Academic Year:

1. Develop a new assessment plan to implement on 6/1/2025. This should be a 3-year plan to remain responsive to student and faculty concerns over courses, programs, and co-curricular learning activities.
2. Choose one or two Employability Skills to focus on college-wide each year.
3. Migrate all assessment tracking to Anthology as the point solutions become available.
4. Continue professional development for faculty and staff on assessment, the power of AI to change the assessment landscape, the tools we use to gather and analyze data, and the messaging of “Big A and Little A” for all college employees as part of our assessment culture.
5. Continue monthly Assessment Committee engagement to validate new assessment plan and approve the current assessment report.
6. Complete Year 5 of the current Assessment Plan.
7. Revise Co-Curricular focus to be more on the actual learning outcomes as a result of engagement.
8. Revise Program Review data sets and processes for continued growth.



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### 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.



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