

MID-STATE ASSESSMENT PLAN

Four Year Plan 2025-2029



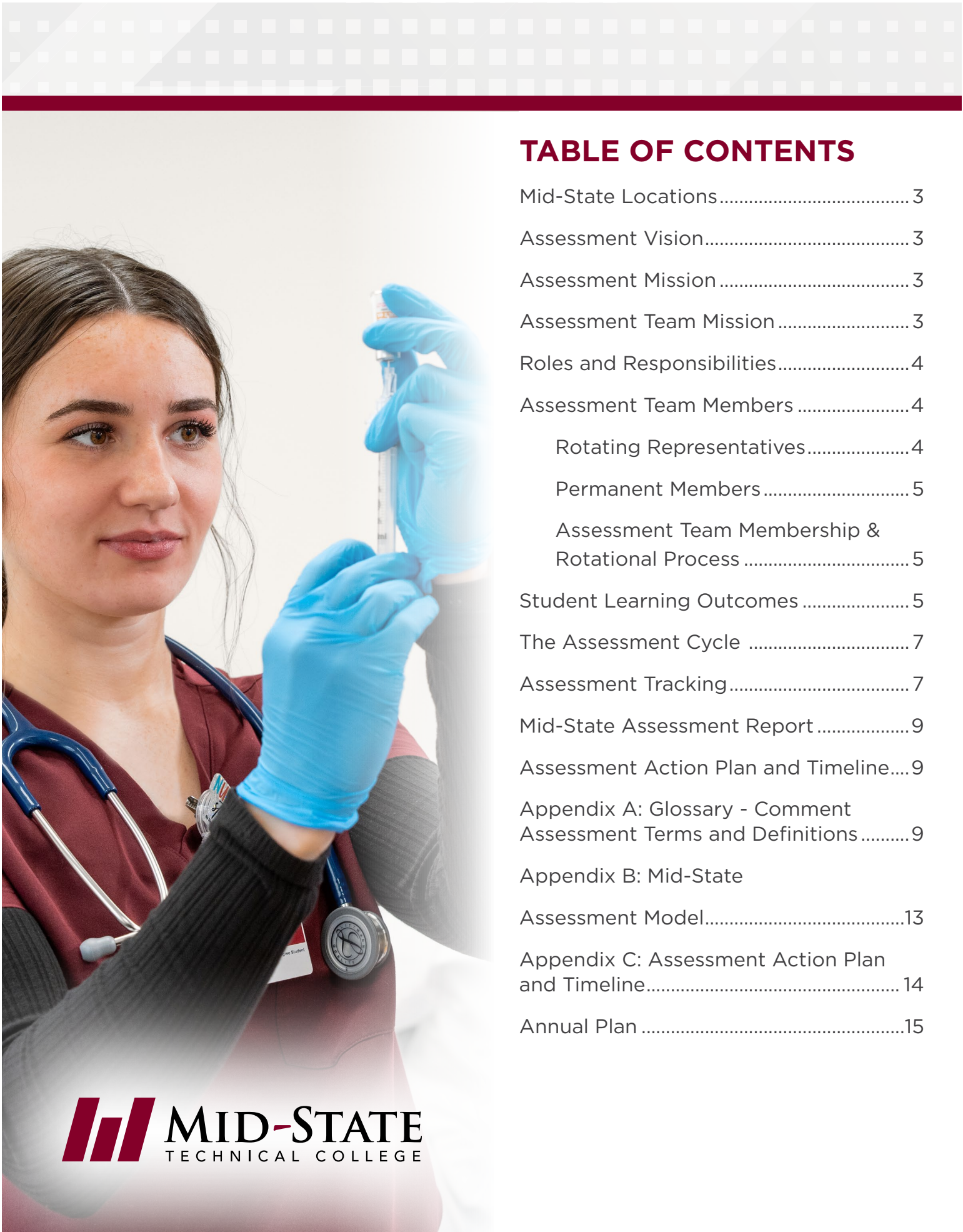


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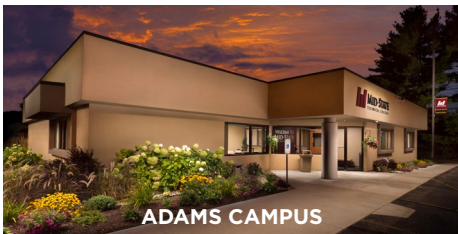
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MID-STATE LOCATIONS



OTHER MID-STATE LOCATIONS SERVING OUR STUDENTS:

- AMETA™ Center
- Healthcare Simulation Center
- LEAD Center

ADDITIONAL OUTREACH LOCATIONS SERVING OUR COMMUNITIES:

- Mid-State on Central
- Mid-State at Marshfield Clinic Health System

ASSESSMENT VISION

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

ASSESSMENT MISSION

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

ASSESSMENT TEAM MISSION

The Mid-State Technical College Assessment Team—comprised of faculty and representatives from all academic schools, Academic & Professional Excellence, Student Services, and Institutional Effectiveness, Accreditation & Quality, and supported by the vice president of Academics—guides the College's student learning and institutional assessment. The team recommends, facilitates, and supports assessment policies and practices, serving as a resource for faculty and staff. Members collaborate to set expectations for content, form, and timing of assessments, ensuring data informs improvements in student learning.

ROLES AND RESPONSIBILITIES

The roles and responsibilities of the Assessment Team include the following:

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



ASSESSMENT TEAM MEMBERS

Rotating Representatives

Faculty

- Sharon Behrens - Instructor, Business Technology/Team Lead
- Dr. Megan Blount - Instructor, Natural Science
- Dawn Ede, MSN, RN - Instructor and Program Director, Nursing
- Dr. Carrie Jarosinski, RN, CWP, CNE - Instructor, Health & Wellness Promotion
- Matt McCall - Instructor, Maintenance Technician Apprenticeship/Team Lead
- Chris Omernik - Instructor, Diesel & Heavy Equipment Technician/Team Lead
- Nichol Soik, BHS CMA (AAMA) - Instructor and Program Director, Medical Assistant
- Angela Steinhauer, MBA - Instructor, Hospitality Management/Team Lead
- Kelly Steidinger, MA - Instructor, Behavioral Science
- Mike Topness - Instructor, Criminal Justice
- Debra Wallner - Instructor, Marketing and Business/Team Lead

Student Services

- Natasha Miller - Manager, Student Life
- Joe Pomrening - Career Service Coordinator
- Jackie Esselman - Dean, Recruitment & Admissions

Academic Deans

- Dr. Brigitta Altmann-Austin, Ed.D. - Dean, Wisconsin Rapids Campus and Schools of Applied Technology and General Education
- Trina Kloehn - Dean, Schools of Business & IT and Hospitality

Permanent Members

- Alyssa Anderson - Curriculum & Assessment Specialist*
- Stephanie Bender, MAC - Dean, Student Success
- Sheila Cover, MS - Accreditation & Senior Evaluation Strategist
- Dr. Mandy Lang, Ed.D. - Vice President, Student Services & Enrollment Management
- Patrick Neuenfeldt - Manager, Advising & Transfer Services
- Suzanne Rathe - Associate Vice President, Academics*
- Dr. Chris Severson, Ed.D., MBA - Vice President, Academics
- Lea Ann Turner - Dean, Academic & Professional Excellence*
- Dr. Beth Ellie - Director, Institutional Effectiveness, Accreditation, & Quality

**Co-Leads of the Assessment Committee*

Assessment Team Membership & Rotational Process


To ensure balanced participation, diverse program input, and continuity of practice, the Assessment Team follows these guidelines:

- **Term Length:** Rotating members serve two-year staggered terms. About half rotate each academic year.
- **Representation:** Each school of has at least one faculty representative. Membership also includes key staff from Student Services, Institutional Effectiveness, and Academic & Professional Excellence.
- **Selection Process:** Deans confirm returning members and identify new representatives annually, considering equity across programs, locations, and modalities.

STUDENT LEARNING OUTCOMES

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





Course Competencies – Knowledge, skills, and abilities students will be able to demonstrate as a result of the learning experience in a course that aligns to one or more program, general education, or employability skill outcome(s).

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, humanities, social and behavioral science):

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.
5. Environmental Awareness: Demonstrate a heightened awareness of our physical, chemical, and biological environment.

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

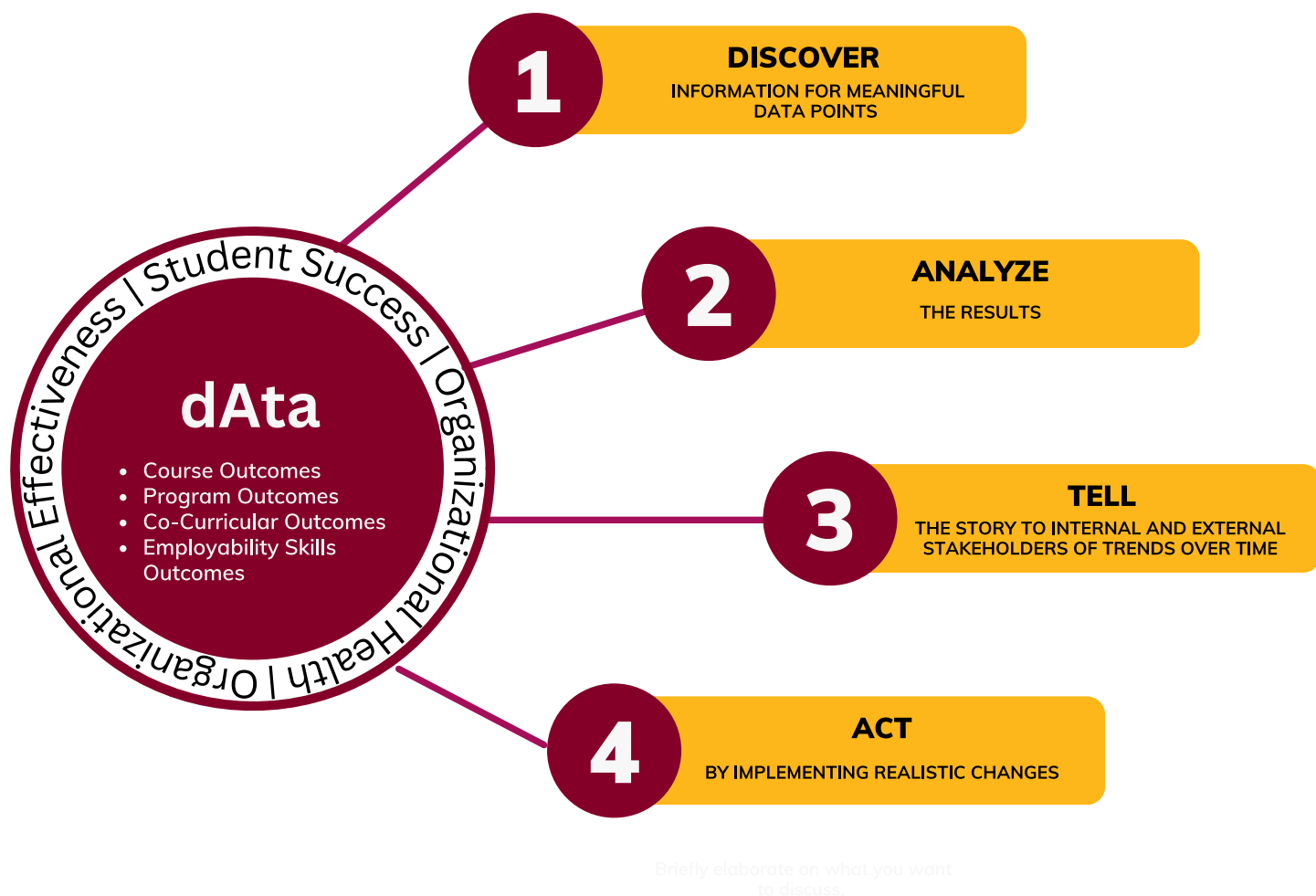
**Co-curricular outcomes will be evaluated and updated in 2025-2026 for implementation in 2026-2027.*

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

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

THE ASSESSMENT CYCLE

The Assessment Cycle has been revised for the 2025-2029 assessment plan to simplify the steps in a meaningful way and to reflect the new pillars of the strategic plan.



ASSESSMENT TRACKING

In 2025, the College will transition to Anthology Outcomes for assessment tracking. Faculty and staff will document assessed outcomes, measurement strategies, and success criteria annually. At the end of each semester, they will record assessment results, noting of the students who were assessed, how many students met or did not meet outcomes. For outcomes where more than the defined percentage of students did not meet OR for outcomes that are seen as needing improvement, faculty will develop and monitor action plans and document their impact on student success.

By the end of the four-year cycle, all course competencies, program outcomes, general education outcomes, and employability skills will have documented assessment tracking data and action plans for improvement as needed.

	2025-26	2026-27	2027-28	2028-29
Course Competencies	<p>Assess all competencies in 25% of courses*</p> <ul style="list-style-type: none"> •Tie action plans into program review for following year. •Adjust quality action plans based on assessment data. <p><i>*Alternative - 25% of competencies per course in all courses in program.</i></p>	<p>Assess all competencies in 25% of courses*</p> <ul style="list-style-type: none"> •Close the loop on previous year through program review. •Tie action into program review for following year. •Adjust quality action plans based on assessment data. <p><i>*Alternative - 25% of competencies per course in all courses in program.</i></p>	<p>Assess all competencies in 25% of courses*</p> <ul style="list-style-type: none"> •Close the loop on previous year through program review. •Tie action into program review for following year. •Adjust quality action plans based on assessment data. <p><i>*Alternative - 25% of competencies per course in all courses in program.</i></p>	<p>Assess all competencies in 25% of courses*</p> <ul style="list-style-type: none"> •Close the loop on previous year through program review. •Tie action into program review for following year. •Adjust quality action plans based on assessment data. <p><i>*Alternative - 25% of competencies per course in all courses in program.</i></p>
Employability Skills – assess college wide, include blind assessments and/ or cross-program assessments, targeting training for faculty on ideas for teaching and assessing, targeted student programming.	<p>Use Appropriate Technology (with AI as a new criteria)</p> <p>Behave Responsibly (tie in ethical use of AI)</p>	Communicate Effectively	Think Critically and Creatively	Demonstrate Social, Global, and Cultural Awareness
Program & Gen Ed Outcomes	Outcomes assessed annually in specified courses.	Outcomes assessed annually in specified courses.	Outcomes assessed annually in specified courses.	Outcomes assessed annually in specified courses.

MID-STATE ASSESSMENT REPORT

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

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

ASSESSMENT ACTION PLAN AND TIMELINE

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

APPENDIX A

Glossary - Common Assessment Terms and Definitions

Course Types

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

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

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

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



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

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

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

Curriculum Design and Learning Outcomes

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

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

Co-Curricular Outcomes – Student learning that occurs outside of the classroom.
Course Outcomes (i.e., Competencies) – Defined set of knowledge, skills, or behaviors that students in a course should be able to demonstrate upon course completion.

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

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

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

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

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



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

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

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

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

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

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

Service Area Team Quality Review – Mid-State Technical College assesses the effectiveness of service teams and identifies process improvements utilizing the Service Team Quality Review Process. Our 5-step process provides a framework for continuous improvement of departments. Steps include:

- Step 1 - Self Assess Key Processes
- Step 2 - Determine Key Measures of Success
- Step 3 - Collect Customer Feedback
- Step 4 - Validate Feedback with Team Supervisor
- Step 5 - Identify Improvements.



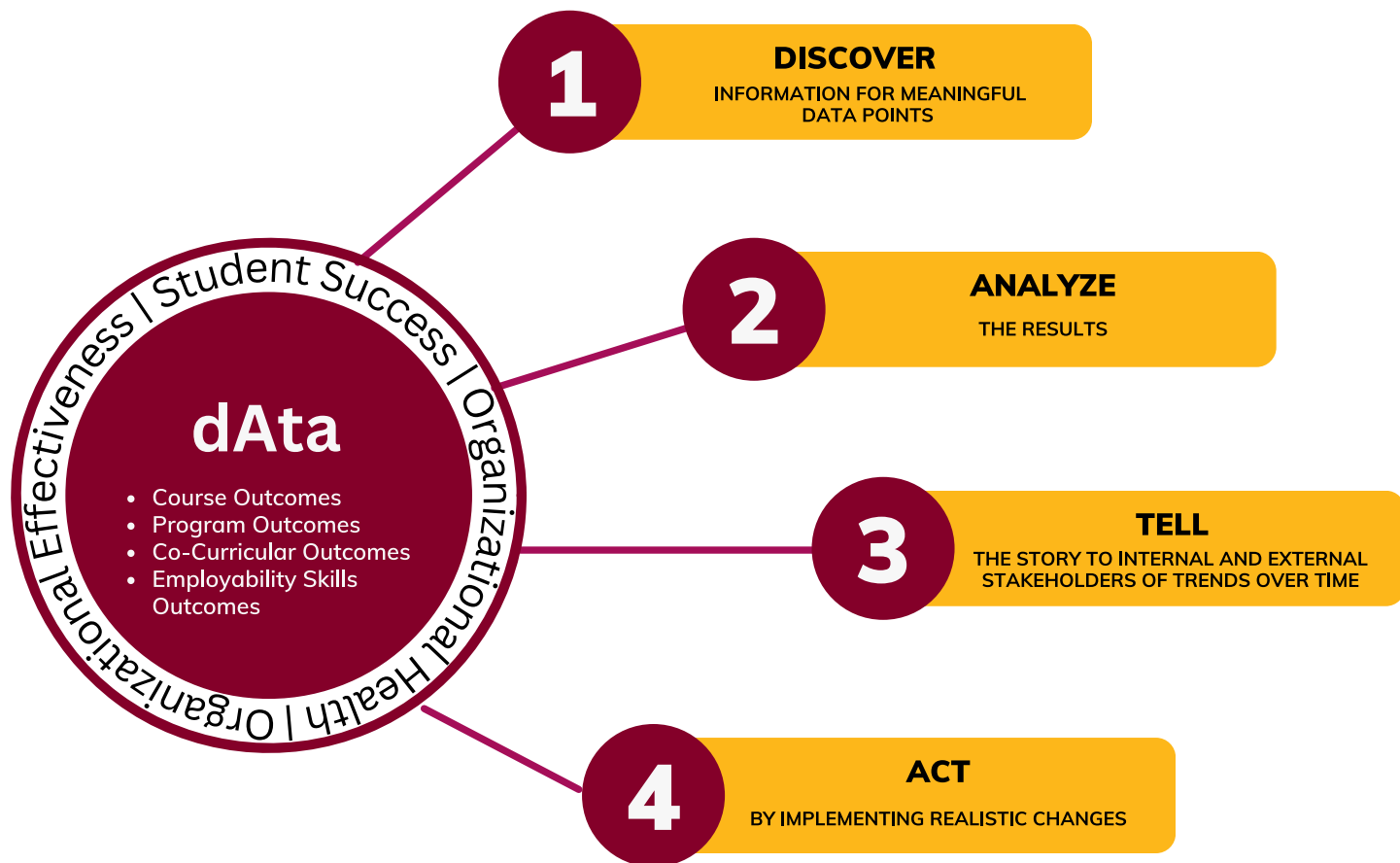
TSA – Technical Skill Attainment is an initiative adopted by the system that originated in the Carl Perkins IV legislation. The System Office's role is to manage this initiative and support the implementation of assessments for over 349 programs. WTCS programs will assess the attainment of program outcomes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

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



APPENDIX B

Mid-State Assessment Model



Briefly elaborate on what you want to discuss.



APPENDIX C

Assessment Action Plan and Timeline

1. **At the beginning of the academic year,** faculty and staff will determine which outcomes will be assessed, the criteria for success, and how each outcome will be assessed. Faculty making this determination will share with other relevant full-time, part-time, and dual credit faculty or staff. (Forms for sharing will be developed by fall of 2025)
2. **At the end of each semester,** faculty will determine assessment results based on number of students who were assessed who earned a met or not met based on the success criteria. These will be reported and analyzed in the assessment tracking software.
3. **And the end of each academic year,** faculty and staff will use the assessment results and create action plans for improving outcomes that did not meet the success criteria.
4. **At the beginning of each academic year,** faculty will make their action planning from the previous years part of program review to determine how changes made through action plans have impacted student success.

ANNUAL PLAN

	2025-26	2026-27	2027-28	2028-29
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Adams Campus
401 North Main
Adams, WI 53910



Marshfield Campus
2600 West 5th Street
Marshfield, WI 54449



Stevens Point Downtown Campus
1001 Centerpoint Drive
Stevens Point, WI 54481



Wisconsin Rapids Campus
500 32nd Street North
Wisconsin Rapids, WI 54494

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.



Published: June 2025



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Mid-State does not discriminate on the basis of race, color, national origin, sex, disability, or age in its program, activity, or employment. The following person has been designated to handle inquiries regarding the nondiscrimination policies:
Vice President - Human Resources; 500 32nd Street North, Wisconsin Rapids, WI 54494; 715.422.5325 • AAEO@mstc.edu. 6/2025