

2024-2025 MID-STATE ASSESSMENT REPORT



MID-STATE
TECHNICAL COLLEGE
INDEMAND

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Mission Statement

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

Executive Summary

The 2024-2025 Assessment Report highlights the ongoing, systematic, and comprehensive assessment efforts at Mid-State Technical College. This report captures 'Year Five' of the Five-Year Assessment Plan 2020-2025 as established by college leadership, which can be found at the mstc.edu/assessment-plan.

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.

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 2024-2025, moving forward in the direction of continuous improvement of student success, student retention, and student satisfaction.

Assessment Plan Scope for Academic Year 2024-2025 (Year 5)

Assessment Area	Scope / Description
Employability Skills	Track the designated employability skills outcomes in every program. Analyze results, document findings, consider results, craft implementation strategies, and implement changes as appropriate.
Program Outcomes	Track all program outcomes in every program. Analyze results, document findings, consider results, craft implementation strategies, and implement changes as appropriate.
General Education Outcomes	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.
Course Competencies	Track 1/3 of all course competencies in all programs. Analyze results, document findings, consider results, craft implementation strategies, and implement changes as appropriate.
Co-Curricular Outcomes	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, and Suzanne Rathe have oversight of the assessment plan and activities at the college. Curriculum & Assessment Specialist Alyssa Anderson leads the college Assessment Committee, comprised of faculty and academic and co-curricular staff representing every area of the college.

Assessment Committee Highlights 2024-2025

- The majority of the year was focused on creating our next Assessment Plan for 2025-2029:
 - Reaffirmed Mission & Vision
 - Simplified steps of the assessment cycle and reflected new pillars of the strategic plan
 - Added AI to our Employability Skills rubrics
 - Co-Curricular Revision
 - Rotating membership
 - Training to implement the new plan
 - Awareness of college-wide Employability Skills focus
- Focused on Higher Learning Commission (HLC) Accreditation talks with Beth Ellie, Director of Institutional Effectiveness, Accreditation & Quality.
- Reviewed themes from the 2025 HLC conference—AI was the driving message, and our college needs to be at the forefront.
- Anthology products for assessment tracking were discovered not to have the capacity to collect and store assessment data, as we had thought. The committee agreed to use Watermark for the next two years. We are still working with Anthology to create a platform that works for our assessment data collection.
- Curriculum & Assessment Specialist Alyssa Anderson worked to roll out a new Watermark Plan specifically for Dual Credit Assessment data. All dual credit mentors will work with their high school counterparts for 2025-2026 data collection and import that data into the Dual Credit Competency tracking plan.

HLC Annual Conference

Three Mid-State faculty and seven staff members attended the HLC Annual Conference in Chicago, April 5-8. The conference theme was “Higher Learning 2025” 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)

On February 28, 2025, Mid-State Technical College proudly hosted the statewide WTCS Assessment Summit, *The Assessment Highway*, at our Downtown Stevens Point campus. The event drew 109 registrants representing Wisconsin’s technical colleges and partner organizations. To broaden access, every keynote and breakout was delivered both in-

person and virtually, adding an extra layer of logistical complexity that participants praised for its flexibility and reach.

The full-day program featured a keynote by Dr. C. Edward Watson on embracing AI as essential learning, hands-on workshops exploring generative AI in teaching and assessment, and a diverse slate of breakout sessions led by faculty and assessment leaders from across the WTCS system. Interactive formats such as “Solve My Problem” discussions and idea presentations encouraged collaboration and practical takeaways. Feedback from attendees highlighted the dynamic learning environment and the value of Mid-State’s seamless hybrid delivery in fostering statewide connections and actionable strategies for strengthening assessment practices.

Co-Curricular Summit

Each year, Mid-State Technical College brings together the teams who lead our co-curricular programs to share successes, evaluate outcomes, analyze results, identify change, and create a plan for implementing changes to the learning that happens outside of the classroom. Student Services team members from Academic Advising, Accessibility Services, Student Engagement, and Career Services and tutoring convene annually to evaluate current co-curricular learning outcomes, review progress on assessment goals, and align future priorities across student services.

College Professional Development on Assessment

Through the Academic & Professional Excellence (APEX) Center, 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 2024-2025 professional development opportunities:

- Onboarded fourteen 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 (FQAS).
- Hosted monthly new faculty meetings devoted to curriculum and assessment. The October new faculty meeting focused on rubrics, a refresher of formative and summative assessments, and the difference between “Big A” and “Little a.” The November new faculty meeting was to discuss linking assessments to Blackboard course outcomes and reviewing the statistics. 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 results. This assists faculty in telling their assessment story beyond what the percentages indicate.
- January part-time faculty in-service was devoted to helping them tell their ‘Mid-State Story’ for HLC accreditation, led by Dr. Beth Ellie. Desiah Melby, Full-time Communication Instructor and leader of Mid-State’s AAC & U Institute on AI, Pedagogy, and the Curriculum workgroup, focused on ethical AI Integrations in classes and programs. Part-time faculty were eager to try AI Integrations within their courses and appreciated the opportunity to be included in the HLC Accreditation visit.
- Monthly Mentorship: Fourteen new faculty were assigned mentors with whom they had

a monthly meeting. Mentors and new faculty observed each other in the classroom. Academic & Professional Excellence staff also observed new faculty and provided collaborative feedback.

Annual Assessment Results

Follow-up from 2024-2025 Assessment Report

Assessment Plan

Suggestion	Workgroup	Status as of May 31, 2025
Establish mechanism of distributing the Assessment Plan to new full- and part-time faculty.	Marketing, APEX	Done. Alyssa offered multiple 'Overview of new 4-year Assessment Plan' virtual sessions to FT & PT faculty. The new assessment plan will also be linked on 'The Source' for easy access.
Distribute the annual Assessment Plan Report.	Marketing, APEX, Vice President of Academics	Ongoing. Assessment plan is available on college website.
Work with Academic Leadership Team (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 June 1, 2025. Alyssa will be meeting with individual programs to discuss targets or benchmarks.

Faculty & Staff Engagement in Assessment

Suggestion	Workgroup	Status as of May 31, 2025
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 Alyssa with links to step by step visual directions, and video instructions to help with Watermark navigation.
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	Done. Created.
Create a training video for new faculty to explain their responsibilities during data day.	APEX	Done. Created.
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 June 1, 2025. Messaging is happening with ALT and faculty in team meetings.

Assessment of Student Learning

Suggestion	Workgroup	Status as of May 31, 2025
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	Ongoing. Alyssa will be joining 1-2 Team meetings per semester to create discussions based on student learning outcomes and help faculty understand how to create a reflective analysis based on their assessment data.
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 is available for reference. Faculty training on how to use Blackboard and EAC to run reports will be created with the new assessment plan starting June 1, 2025.
Create streamlined map, report, and process for each area of Student Services to address their co-curricular outcomes.	APEX, Student Services	Ongoing. After the HLC conference and Mid-State visit, co-curricular will meet during their 2025 July Summit to create a plan.
Implement EAC Outcomes in Blackboard.	APEX & Faculty	Done.

External Assessment

Suggestion	Workgroup	Status as of May 31, 2025
Follow up on recommendations from Sam Houston State Univ. 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 assessment collection is being evaluated and will be presented to faculty with the new assessment plan starting on June 1, 2025. Will continue to offer training to all faculty on Watermark training.

Program Review

Suggestion	Workgroup	Status as of May 31, 2025
Revise data sets to include definitions and sources of where data is collected from.	APEX, Institutional Effectiveness (IE)	Done. Added program and course competency data into the program review. Prepared faculty with a 'Rev It Up' required session for all faculty, which guided faculty with specific discussion questions to help prepare them to bring action items, if applicable, to program review meetings.

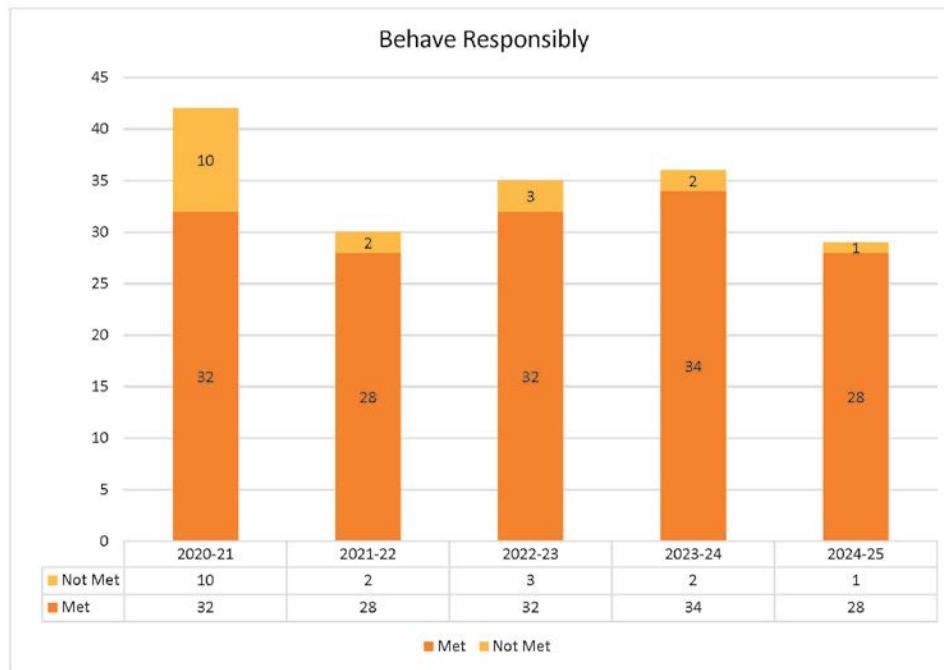
Service Team Review

Suggestion	Workgroup	Status as of May 31, 2025
Clearly communicate how the process works institutionally as well as emphasize the purpose of the process for continuous improvement.	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.

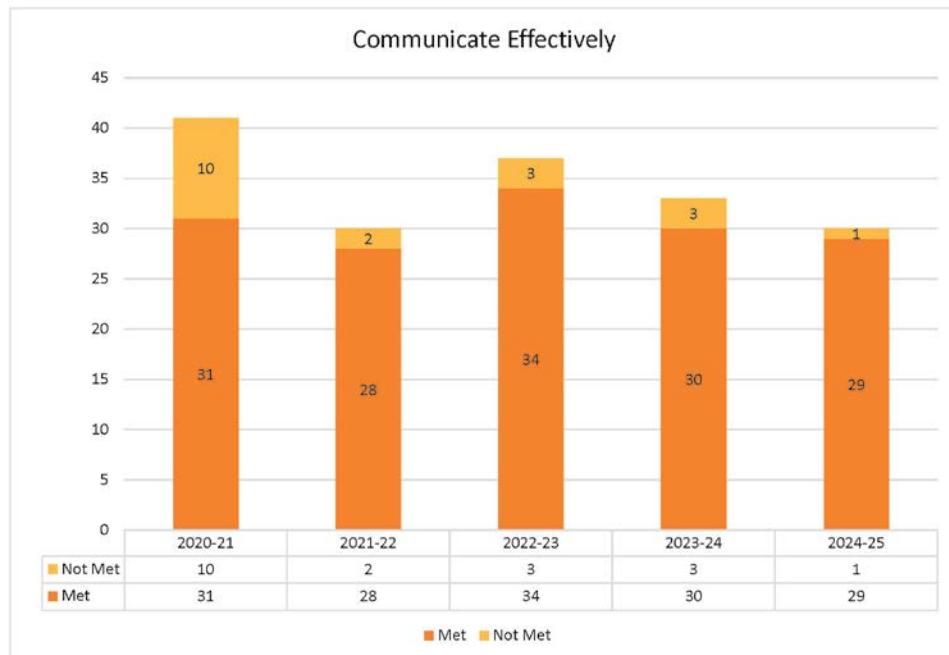
Employability Skills (Institutional Outcomes)

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.

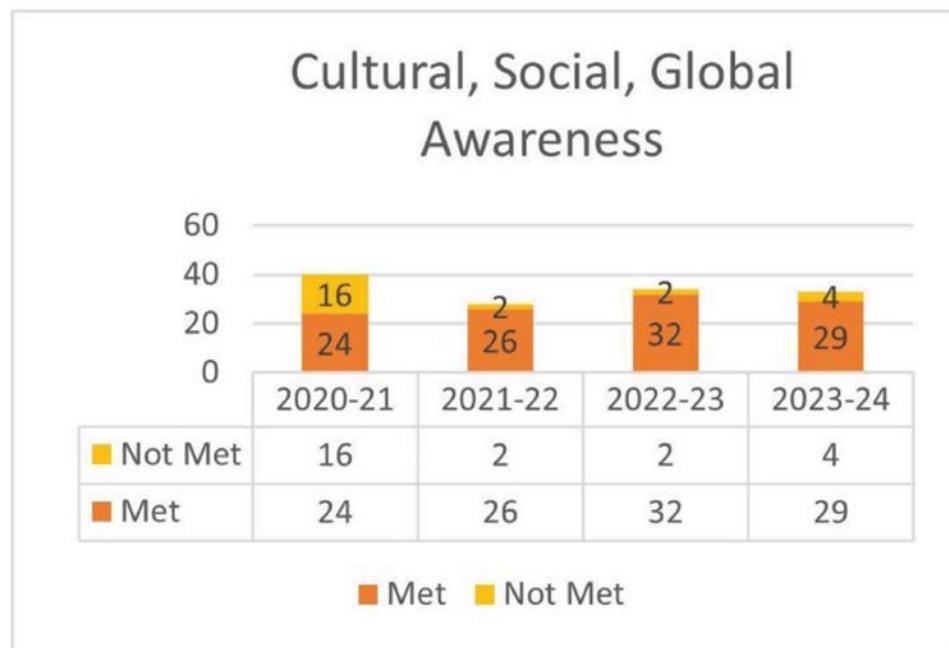
Behave Responsibly



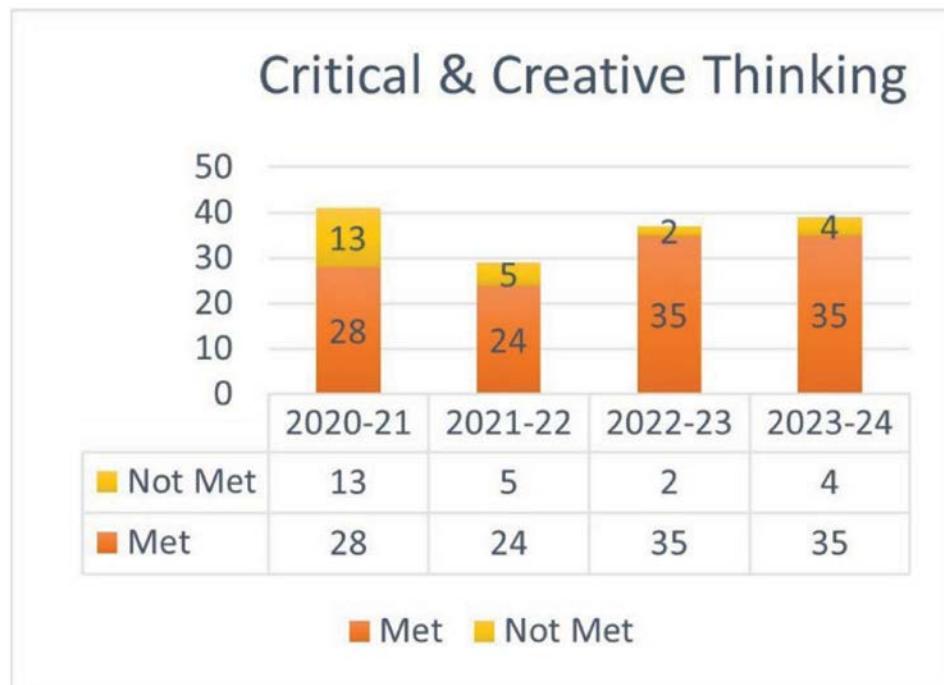
Communicate Effectively



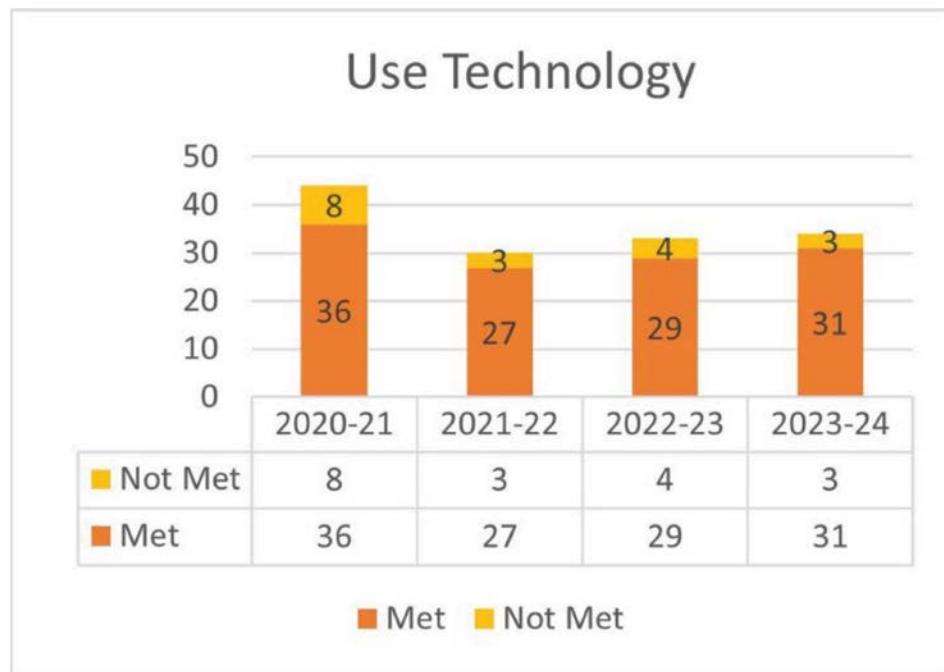
Cultural, Social, Global Awareness



Critical & Creative Thinking



Use Technology



Program Outcomes

The 2024-2025 program outcome tracking demonstrates steady engagement across programs, with faculty continuing to reflect deeply on student learning and assessment alignment. Results were gathered from 98 programs, showing consistent participation compared to prior years. Faculty used outcome data not only to verify achievement targets but to identify actionable next steps, such as refining measurement tools, incorporating new reflective practices, and integrating simulation-based or project-driven learning.

When outcomes were not met, instructors most frequently cited plans to enhance student accountability, improve the timely completion of assessments, or provide additional skill-specific support. Several programs highlighted authentic learning experiences such as simulation performance, capstone collaboration, and hands-on project design, which fostered strong connections between classroom application and industry expectations. Collectively, this year's reflections demonstrate an increased emphasis on meaningful assessment, continuous improvement, and student engagement across disciplines.

Program Outcomes & Employability Skills Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2024-2025	98	584	713	154	90

Program Outcome & Employability Skills Tracking Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2023-2024	94	629	806	149	100

Program Outcome & Employability Skills Tracking Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2022-2023	82	598	750	134	115

Program Outcome & Employability Skills Assessment Tracking Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2021-2022	104	704	889	253	238

Program Outcomes & Employability Skills Tracking Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2020-2021	105	568	879	105	27

Program Outcomes & Employability Skills Tracking Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2019-2020	100	540	774	80	26

Analysis and Action Item Comments on Program Outcomes:

- Students were placed in simulated scenarios designed to challenge their understanding and responsiveness to diverse cultural and social contexts. This hands-on approach allowed students to apply their knowledge of global and social issues while providing care, ensuring that they recognize and respect cultural differences in patient interactions. The success of all students in meeting this target highlights the effectiveness of the program in fostering these critical employability skills, preparing students to deliver compassionate, culturally competent care in real-world settings. **- Alyssa Larsen, Advanced Emergency Medical Technician**
- In a high-stakes simulated emergency scenario, students demonstrated strong teamwork and communication under pressure. A small number required instructor redirection to maintain procedural compliance. Faculty will continue using simulation-based assessments to reinforce decision-making and teamwork. **- Shawn Dillingham, Fire Service Certification**
- In Fall 2024, eleven students met the criteria, one student averaged 7.3/10, and one did not complete most coursework. Faculty will review strategies to encourage full participation. **- Jeremy Krause, Welding**
- Learners achieved high marks on both written and hands-on demonstrations, showing consistent technical proficiency and communication skills under pressure. These results validate the strength of performance-based assessment in this course. **- Scott Engel, Diesel & Heavy Equipment Technician**
- The capstone project allowed students to integrate competencies learned throughout the program into a final, comprehensive deliverable. Faculty noted that this authentic assessment strengthened students' ability to connect technical and professional skills. **- Jason Stroik, IT Software Developer**
- Twenty-three of twenty-five students demonstrated sufficient critical thinking and problem-solving skills; two showed limited engagement during project time. Faculty plan to modify related course procedures. **- Matt McCall, Maintenance Mech/Millwright**
- Spring 2025 data indicated the target was not met. Faculty concluded that the lower results may reflect sample variation or timing of course delivery rather than a content gap. They plan to continue monitoring data across additional cohorts before implementing changes. **- Angela Voight, Health Information Management**
- Some students did not meet the minimum 80% threshold on TSA assignments or did not complete them. Faculty plan to maintain the assessment strategy while monitoring student compliance. **- Angela Steinhauer, Sharon Behrens, Customer Relationship Professional**
- Faculty emphasized the need for individualized assessment to better track student skill progression, leading to a planned adjustment in evaluation structure for the next cycle. **- Karl Schwingel, Heating, Ventilation, & Air Conditioning (HVAC) Installer**
- “Students were introduced to foundational concepts through assigned readings and laboratory participation and further reinforced their skills through hands-on application during clinical experiences.” **- Nancy Dupee, Sterile Processing Technician**

General Education Outcomes

The 2024-2025 General Education outcome tracking remained consistent with results from previous years of the assessment plan, reflecting ongoing faculty engagement and steady achievement across courses. Faculty continued to analyze results through a lens of continuous improvement, using their findings to refine assignments, explore alternative assessments, and strengthen connections between course content and transferable skills. When outcomes were not met, instructors focused on gathering additional evidence, adjusting instructional methods to improve student engagement, and aligning measures with WTCS course updates and institutional goals. Several faculty emphasized authentic learning experiences, such as applied projects, discussion-based activities, and reflective writing that allowed students to connect academic concepts with real-world contexts. Collectively, these results demonstrate the continued commitment to ensuring that General Education courses support the college's broader employability and learning outcomes framework.

Program Outcomes & Employability Skills Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2024-2025	5	28	84	11	18

Program Outcome & Employability Skill Tracking Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2023-2024	6	22	71	5	16

Program Outcomes & Employability Skills Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2022-2023	5	32	86	18	16

Program Outcome & Employability Skill Assessment Tracking Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2021-2022	9	61	171	34	24

Program Outcome & Employability Skill Tracking Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2019-2020	9	48	180	1	0

Analysis and Action Item Comments on General Education Outcomes:

- This assessment was also used to measure this outcome in 2021 and 2022. We continue to see students surpass the benchmark of 80% with an 80% or higher. I have updated the short answer portion of this quiz to reflect new trends in demography (Africa population boom; increasing global migration and new climate crisis impacts). No other changes needed at this time. Over-reliance on A.I. is an issue in all courses. Continue to look at this and monitor. – **Michelle Peria, Intro to Sociology**
- Data across multiple semesters demonstrated consistently strong student performance. Summer 2024 results showed 100% meeting expectations, Fall 2024 saw 94%, and Spring 2025 returned to 100%. Faculty concluded that the delivery of course material effectively supports student understanding and will continue monitoring results across cycles. – **Megan Kundinger, General Chemistry**
- In the Music Appreciation course, students demonstrated exceptional engagement and creativity through their concert reflection assignments. Across Summer 2024, Fall 2024, and Spring 2025, reflections revealed strong critical and creative thinking as students analyzed live performances using music terminology learned throughout the course. Faculty noted that many reflections were so vivid they felt like attending the concerts themselves, and students' enthusiasm for both professional and school performances reinforced the value of this alternative assessment. – **Sierra Sargent, Music Appreciation**
- Students consistently met expectations in Written Communication, with evidence of improved clarity, organization, and editing across assignments. Faculty noted that students applied feedback constructively through peer workshops and revisions, resulting in stronger final drafts. – **Jill Quinn, Written Communication**
- The 91% success rate on this assignment reflected an effective design that promoted accountability and engagement. By requiring students to research, analyze, and defend ideas with evidence, the activity fostered responsible scholarship and critical discourse aligned with the employability skill of behaving responsibly. Faculty will maintain this assessment strategy. – **Jon Steele, American Government**
- Students achieved an 87% success rate on the assessed competency, meeting the established benchmark. Faculty determined that the current instructional approach and assessment tool effectively measure learning outcomes and do not require revision at this time. – **Bradley Weiss, Calculus & Analytic Geometry**

Course Competencies

During the 2024–2025 academic year, faculty tracked 2,089 measures across 599 courses, with students meeting the benchmark for 81% of those measures. The reduction in courses tracked this cycle reflects natural transitions between assessment years and staff roles, as well as Nursing's shift to a separate accreditation tracking process outside of Watermark. Course-level assessment remains strong and consistent, with faculty continuing to identify multiple measures for each outcome (competency) to capture meaningful evidence of learning.

Course Competency Tracking (Year 5 of Cycle) Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2024-2025	599	1825	2089	761	270

Course Competency Tracking (Year 4 of Cycle) Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2023-2024	731	2373	2690	935	576

Course Competency Tracking (Year 3 of Cycle) Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2022-2023	744	2335	2645	678	664

Course Competency Tracking (Year 2 of Cycle) Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2021-2022	731	2258	2447	464	895

Course Competency Tracking (Year 1 of Cycle) Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2020-2021	731	2212	2557	560	62

Analysis and Action Item Comments on Course Competencies:

- Most students demonstrated strong skill development during the final hairstyling project before transitioning to the salon floor. Faculty noted that the majority displayed readiness for real client work, while one student did not pass due to ongoing difficulty with foundational concepts. **- Holly Van De Loop, Stacy Brock, Hairstyling**
- Across multiple semesters, outcomes were influenced primarily by student participation. Students who completed assignments demonstrated mastery, while non-attempted submissions accounted for most unmet measures. Faculty noted that access to required software (Microsoft Access) impacted completion rates and plan to maintain course structure while continuing to monitor software access challenges. **- Sharon Behrens, Microsoft Office-Introduction**
- Students who did not meet expectations struggled with completeness or detail in their submissions, while those who participated fully demonstrated clear understanding of workplace communication principles and effective written correspondence. Faculty emphasized continued focus on assignment scaffolding and professional writing tone. **- Desiah Melby, Workplace Communication**
- Low enrollment allowed for greater individual attention in class and online. Students who engaged with assignments performed well, while one instance of non-standard results prompted faculty to consider clearer grading rubrics to ensure appropriate tool use in design work. **- Alison Graf, Intro to Inventor**
- While the benchmark was narrowly missed, analysis revealed that students who completed assigned readings and homework were successful, while those with missing work underperformed. Faculty plan to maintain the assessment strategy but emphasize reading accountability in future offerings. **- Mike Topness, Intro to the Criminal Justice System**
- Approximately half of students demonstrated strong understanding of developmental theory application, while others lacked depth and detail in connecting observations to behavioral concepts. Faculty plan to strengthen guidance and feedback in future offerings. **- Jill Przekurat, ECE: Guiding Child Behavior**
- Allowing multiple attempts for a testing competency may have unintended effects. Faculty observed that some students used early attempts to gauge difficulty, leading to confusion and poorer overall performance. Plans include refining assessment design to promote genuine first-attempt effort. **- Greg Webster, Land Records**
- Students exceeded expectations on the capstone Excel project, demonstrating strong technical proficiency and attention to accuracy. Faculty will continue emphasizing error-checking and data integrity across assignments to maintain high levels of performance. **- Sharon Behrens, Excel Applications**
- Students in Introduction to World Religions demonstrated strong understanding of key concepts through comparative analysis essays. Faculty identified this assignment as particularly effective in encouraging critical thinking and plan to maintain the current structure. **- Jon Steele, Introduction to World Religions**

Co-Curricular Outcomes

At Mid-State, co-curricular assessment focuses on the learning that occurs outside of the classroom and how it complements and reinforces the learning that happens within the classroom. Co-curricular outcomes may look different from program or course outcomes, but they are equally important in understanding how students develop the skills, knowledge, and behaviors that support their overall success. This work continues to evolve as we refine our approaches and expand the ways we measure student learning across Student Services. By assessing these experiences, we gain a more complete picture of the student journey and how co-curricular learning contributes to academic achievement, persistence, and personal growth.

Program Outcome & Employability Skills Training Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2024-2025	10	13	21	7	1

Program Outcome & Employability Skills Training Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2023-2024	10	10	20	2	13

Program Outcomes & Employability Skills Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2022-2023	10	23	10	0	0

Program Outcome & Employability Skills Assessment Tracking Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2021-2022	8	9	16	1	5

Program Outcome & Employability Skills Tracking Overview

Year	Organizations	Outcomes	Measures	Conclusions	Actions
2020-2021	9	9	16	3	5

Analysis and Action Item Comments from Co-Curricular Outcomes:

- During the 2024–2025 academic year, academic advising assessed students' ability to access and use their student accounts across three semesters. In Summer 2024, 136 students were assessed with 99.26% (135) demonstrating competency. By Fall 2024, results improved to 100% (313 students), and this trend continued in Spring 2025, with 100% (98 students) meeting the outcome. **– Stephanie Bender, Academic Advising**
- This significant improvement reflects intentional changes in our support structure. Additional staff were trained to assist students with resetting their multi-factor authentication, reducing barriers to account access. In addition, refinements in data collection improved accuracy, as only students who registered and engaged with the college were included in the assessment. These efforts ensured that all assessed students had the opportunity to demonstrate learning, leading to consistent achievement of the outcome across semesters. **– Stephanie Bender, Academic Advising**
- Disability Services supported 52 students with accommodation plans; 48 of those students actively implemented their accommodations. Faculty observed that students who engaged in follow-up meetings demonstrated stronger self-advocacy skills and greater academic confidence. **– Patti Loyd, Disability Services**
- Career Services reported that students demonstrated improved professional communication during career exploration and mock interview activities. Faculty identified an increased ability to articulate skills and career goals, reflecting growth in career readiness competencies. **– Joe Pomrenning, Career Services**
- First-Year Experience data showed consistent student awareness of campus resources, with 94–96% of students identifying at least three services available for academic or personal support. Faculty will continue using FYE modules to ensure resource awareness and engagement across all modalities. **– Natasha Miller, First-Year Experience**
- We will continue to work with student leaders on effective time management and will incorporate specific consequences if expectations are not met. **– Natasha Miller, Student Life**
- The data shows a significant issue with meeting attendance and punctuality. We will continue to work collaboratively with the student government leaders to ensure representation for the college. **– Natasha Miller, Student Government**
- Diversity, Equity, and Inclusion initiatives encouraged students to explore cultural identity and inclusion topics through workshops and events. As the program evolves, faculty plan to refine measures to more effectively assess learning outcomes related to diversity awareness and allyship. **– Natasha Miller, Diversity, Equity, and Inclusion**

Student Service Area: Student Employment

Employability Skill(s)	Learning Outcome	Criteria	FY 24 Data	Analysis and Action Items
Behave Responsibly; 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% for professional communication, 85% for upholds the standards of the organization, 90% for timely work.	Although the criteria were met, to increase numbers scoring higher than 75%, new Occupational Success Program implemented including professional development sessions and open on-campus employment.

Student Service Area: Diversity & Equity

Employability Skill(s)	Learning Outcome	Criteria	FY 24 Data	Analysis and Action Items
Behave Responsibly	Students will gain knowledge on a variety of diversity-related topics.	80% of participants will agree or strongly agree that they learned at least one new fact.	Ruffalo Noel Levitz survey shows increased respect, inclusivity, and fair treatment ratings.	Focus shifting to equity and inclusion as macro theme. Equity gap data and belonging will guide future surveys.

Student Service Area: Student Government

Employability Skill(s)	Learning Outcome	Criteria	FY 24 Data	Analysis and Action Items
Behave Responsibly; Communicate Effectively	Students will demonstrate professionalism and collaboration with others.	80% of students will score 6 or higher on a 9-point scale.	100% of Wisconsin Student Government and Student Leadership Board members met goal.	Implement biannual in-person reviews and consistent one-on-one sessions with embedded professional development.

Student Service Area: Clubs & Organizations

Employability Skill(s)	Learning Outcome	Criteria	FY 24 Data	Analysis and Action Items
Behave Responsibly; Demonstrate Critical and Creative Thinking	Students will work cooperatively with others, seeking involvement and feedback.	70% of students will score 2 or higher in cooperation, involvement, give/receive feedback.	100% achieved a score of 2 or higher in all categories.	Increase collaboration between clubs via shared events: holiday celebration, club after-hours, and end-of-year gathering.

Student Service Area: Student Leadership

Employability Skill(s)	Learning Outcome	Criteria	FY 24 Data	Analysis and Action Items
Behave Responsibly; Demonstrate Critical and Creative Thinking	Participants will expand their leadership knowledge and confidence through the Lead the Way series.	75% of students will complete the series and meet criteria.	No data—no students completed the full series.	Evaluate each segment individually rather than requiring full series completion.

Student Service Area: Advising

Employability Skill(s)	Learning Outcome	Criteria	FY 24 Data	Analysis and Action Items
Behave Responsibly; Demonstrate Critical and Creative Thinking	Demonstrate ability to access and utilize new student accounts.	80% of students will earn 2 pts on rubric.	64% Summer 2023, 72% Fall 2023, 73% Spring 2024.	New dashboards ensure advisors have real-time data; process adjustments for students with email/phone changes.
Behave Responsibly; Demonstrate Critical and Creative Thinking	Create academic plan from first semester through graduation.	80% of students will earn 2 pts on rubric.	70% Summer 2023, 74% Fall 2023, 74% Spring 2024.	Gather data on non-completers; develop strategy to ensure degree plans in new certificate programs.

Student Service Area: Career Services

Employability Skill(s)	Learning Outcome	Criteria	FY 24 Data	Analysis and Action Items
Communicate Effectively	Students will know how to communicate effectively to create a professional resume.	85% of students will increase resume review score by 3 or more points.	Fall 2023: 94% met target; Spring 2024: 91% met target. Average increase 4.8 to 5.3 points.	Encourage more initial reviews and increase awareness through workshops and testimonials.

Student Service Area: Disability Services

Employability Skill(s)	Learning Outcome	Criteria	FY 24 Data	Analysis and Action Items
Communicate Effectively	Notify instructors of accommodation needs based on Disability Services recommendations.	65% of students will submit plans to faculty.	75 students developed plans; 64 shared with instructors.	Identify learning outcomes better aligned with Disability Services engagement.

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 an '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 2016–2024

Table 1. Criminal Justice–Law Enforcement Academy – Wisconsin DOJ Written Exam Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	24	39	30	33	38	44	30	38	46
% Passed	100%	98%	90%	100%	100%	100%	100%	100%	100%

Table 2. Criminal Justice–Law Enforcement Academy – Wisconsin DOJ Practical Exam Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	24	39	30	33	38	44	30	38	46
% Passed	100%	98%	90%	100%	100%	100%	100%	92%	98%

Table 3. Cosmetology – State of Wisconsin Cosmetologist Theory Exam Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	No score reported	45	15	16	34	21	26	21	19
% Passed	No score reported	96%	80%	81%	77%	100%	96%	95%	74%
% Passed – State	No score reported	83%	85%	No score reported					

Table 4. Cosmetology – State of Wisconsin Cosmetologist Practical Exam Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	No score reported	29	15	16	31	21	26	19	20
% Passed	No score reported	100%	100%	100%	97%	100%	100%	100%	100%
% Passed – State	No score reported	97%	98%	No score reported					

Table 5. Emergency Medical Technician – Basic – National Registry Exam (Cognitive) Results (2016-2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	41	40	35	39	53	49	68	31	39
% Passed	73%	70%	63%	74%	68%	69%	74%	68%	62%
% Passed – National	82%	81%	80%	79%	78%	69%	79%	80%	No score reported

Table 6. Emergency Medical Technician – Basic – National Registry Psychomotor Results (2016-2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	45	39	46	22	57	61	64	40	54
% Passed	96%	100%	100%	100%	98%	92%	97%	100%	96%

Table 7. Health Information Management – Registered Health Information Technician (RHIT) Exam Results (2016-2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	2	2	6	3	4	5	1	4	35
% Passed	100%	100%	100%	100%	100%	60%	100%	75%	67%
% Passed – National	67%	69%	73%	75%	79%	73%	71%	80%	No score reported

Table 8. ServSafe Certification – Food Results (2016-2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	No score reported	No score reported	3	4	11	No score reported	32	51	No score reported
% Passed	No score reported	No score reported	33%	100%	73%	No score reported	91%	91%	No score reported

Table 9. ServSafe Certification – Alcohol Results (2016-2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	No score reported	9							
% Passed	No score reported	100%							

Table 10. Nail Technician – State of Wisconsin Manicurist License Theory Exam Results (2016-2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	No score reported	2	8	7	14				
% Passed	No score reported	100%	100%	100%	100%				

Table 11. Nail Technician – State of Wisconsin Manicurist License Practical Exam Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	No score reported	1	8	7	12				
% Passed	No score reported	100%	100%	85%	100%				

Table 12. Nurse Aide Program – Certified Nursing Assistant – Competency Exam – Knowledge Test (First-Time Takers) Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	No score reported	124	1516						
% Passed	No score reported	88%	79%						
Nat. % Passed	No score reported	77%							

Table 13. Nurse Aide Program – Certified Nursing Assistant – Competency Exam – Skill Test (First-Time Takers) Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	No score reported	124	1636						
% Passed	No score reported	80%	71%						
Nat. % Passed	No score reported	81%							

Table 14. Medical Assistant – AAMA – Certified Medical Assistant Exam Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	44	44	37	35	26	17	19	12	12
% Passed	83%	73%	78%	74%	73%	82%	89%	89%	92%
% Passed – Nat.	61%	60%	60%	60%	63%	60%	No score reported	No score reported	No score reported

Table 15. Medical Assistant – AMT – Registered Medical Assistants Exam Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	4	3	4	2	4	2	1	0	No score reported
% Passed	100%	100%	100%	100%	100%	100%	100%	No score reported	No score reported
% Passed – Nat.	81%	81%	79%	84%	77%	73%	No score reported	No score reported	No score reported

Table 16. Nursing – Associate Degree – NCLEX-RN Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	65	60	66	68	65	52	53	72	67
% Passed	94%	93%	97%	96%	94%	90%	94%	99%	99%
% Passed – Nat.	82%	84%	85%	85%	83%	79%	78%	88%	No score reported

Table 17. Paramedic – National Registry Exam – Cognitive Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	17	27	15	17	16	15	11	17	18
% Passed	71%	74%	93%	88%	94%	93%	100%	76%	89%
% Passed – Nat.	89%	90%	86%	73%	74%	69%	No score reported	No score reported	No score reported

Table 18. Paramedic – National Registry Exam – Psychomotor Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	14	26	12	18	16	15	11	17	18
% Passed	93%	100%	100%	94%	100%	100%	100%	100%	100%

Table 19. Phlebotomy Technician – ASCP Board Certification Exam Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	12	2	4	0	1	2	1	2	1
% Passed	92%	100%	100%	0	100%	100%	100%	100%	100%
% Passed – Nat.	87%	91%	90%	90%	91%	91%	92%	91%	92%

Table 20. Respiratory Therapy – Certified Respiratory Therapist (CRT) Exam Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	11	11	8	15	13	13	13	11	6
% Passed	85%	100%	88%	100%	100%	92%	77%	82%	67%
% Passed – Nat.	65%	64%	62%	67%	72%	65%	74%	78%	79%

Table 21. Respiratory Therapy – Registered Respiratory Therapist (RRT) Exam Results (2016–2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	9	5	4	6	8	7	6	7	1
% Passed	78%	80%	75%	83%	100%	71%	66%	14%	100%
% Passed – Nat.	51%	52%	54%	60%	67%	62%	60%	65%	65%

Table 22. Surgical Technologist – NBSTSA – Surgical Technologist Certification Test Results (2016-2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	10	11	11	8	10	17	10	10	16
% Passed	70%	91%	91%	63%	60%	41%	70%	40%	56%
% Passed – Nat.	77%	78%	76%	64%	74%	No score reported	No score reported	No score reported	72%

Table 23. State Electrical Journeyworker Exam – ABC Construction Electrician Apprenticeship Results (2016-2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	5	2	11	7	4	3	7	12	11
% Passed	80%	100%	64%	71%	75%	38%	54%	25%	36%

Table 24. State Electrical Journeyworker Exam – IBEW Construction Electrician Apprenticeship Results (2016-2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	5	2	11	7	4	3	7	19	18
% Passed	80%	100%	64%	71%	75%	38%	54%	68%	72%

Table 25. DHSA State Certification Exam – Plumbers Results (2016-2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	5	2	11	7	4	3	7	2	2
% Passed	80%	100%	64%	71%	75%	38%	54%	0%	50%

Table 26. State of Wisconsin Barber Styling – Theory Exam Results (2016-2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	No score reported	No score reported	1	3	1	2	2	1	2
% Passed	No score reported	No score reported	100%	33%	0%	0%	0%	0%	50%
% Passed – State	No score reported	No score reported	46%	40%	No score reported				

Table 27. State of Wisconsin Barber Styling – Practical Exam Results (2016-2024)

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
# Tested	No score reported	No score reported	2	2	1	2	2	1	4
% Passed	No score reported	No score reported	50%	50%	0%	50%	50%	100%	100%
% Passed – State	No score reported	No score reported	80%	76%	No score reported				

Mid-State Technical College Program Accreditation Results (2024-2025)

Below are programs that had external accreditation visits during the 2024-2025 academic year and the outcome of the visit:

Nursing Assistant

Category	Details
Accreditor	State of Wisconsin's Department of Health Services, Division of Quality Assurance
Date of Accreditation Visit	April 14, 2025
Results	Re-approval by DHS indicates that the program meets all state and federal requirements for nurse aide training under Administrative Code DHS 129. The program has been approved for May 1, 2025 – April 30, 2027.
Date for Next Accreditation Visit	April, 2027
Program Director	Lisa Whitley

Surgical Technology

Category	Details
Accreditor	Commission on Accreditation of Allied Health Education Programs (www.caahp.org) upon the recommendation of Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).
Date of Accreditation Visit	March 6-7, 2025
Results	Corrective Action Plan Due June 1, 2026
Program Director	Nancy Dupee

Program Review Data Elements

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.

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), 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

Program Review Survey Results (2020-2025)

The 2024 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.

Faculty Survey

Measure	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Response Rate	57%	56%	54%	44%	34%
Clear communication of process	4.15	4.3	4.4	4.5	4.5
Materials & data helpful	4.23	4.3	4.1	4.0	4.3
Facilitation	4.49	4.6	4.6	4.5	4.6
Quality plan options	4.44	4.4	4.2	4.3	4.1

Dean/Associate Dean Survey

Measure	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Response Rate	67%	100%	100%	100%	100%
Clear communication of process	4.17	4.4	4.7	5.0	4.7
Materials & data helpful	3.38	4.6	4.3	5.0	4.5
Facilitation	4.0	4.4	4.4	4.7	4.7
Quality plan options	4.5	4.4	4.3	4.7	4.5

Facilitator Survey

Measure	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Response Rate	83%	100%	80%	86%	67%
Organization	4.5	4.9	5.0	5.0	4.8
Ease of facilitation	4.2	4.8	4.8	4.7	5.0
Usefulness of data	4.4	4.8	4.8	4.3	4.8
Preparation	4.4	4.8	5.0	4.7	5.0

2024-2025 Program Review Team Evaluation Findings

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

Things to Maintain the Program Review Process

1. Early Access to Data: Faculty and deans appreciated receiving information ahead of time, enabling better preparation and discussion.
2. Materials & Tools: Shared folders and printed packets were useful. Word documents worked better than Watermark. Continue to utilize CYNAP to display data.
3. Facilitation: Facilitators were engaged, consistent, and familiar with the programs, contributing valuable insights and building rapport.
4. Overall Experience: The process was smooth, clear, and positively received by faculty, deans, and facilitators. Many recommended keeping the current structure.

Proposed Changes to the Program Review Process

1. Data Enhancements: Improve data, e.g., book costs and W grades, disaggregate in-district vs. out-of-district data, and provide clearer definitions for metrics.
2. Meeting Structure: Add short breaks during long sessions, extend meeting time if needed, and avoid scheduling full-day reviews without breaks.
3. Participant Engagement: Include program advisers, provide data earlier for planning, and keep discussions focused to avoid overtime.
4. Format: Reduce excessive data, separate action plans from datasets to streamline navigation.

Service Team Review Highlights

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. This year, the College conducted three service team reviews in Human Resources/Payroll, Institutional Effectiveness, Accreditation & Quality and the Mid-State Technical College Foundation.

Recommendations from the Human Resources/Payroll Service Team Review

1. Update HR Processes: HR will streamline core functions by updating administrative guidelines, implementing performance review and benefits enrollment processes in Anthology, and creating consistent systems for faculty and overload pay.
2. Manager Education: A new manager handbook, updated training, and exploration of ongoing development opportunities will strengthen leadership capacity, with ALT also receiving quarterly continuing education on critical HR processes.
3. Communication: HR will improve communication through electronic forms and workflows in Anthology, targeted retiree outreach about continuing education and adjunct opportunities, and regular updates on HR and payroll system changes.

Recommendations from the Institutional Effectiveness, Accreditation & Quality Service Team Review

1. Improve Data Request Process: The team will refine the Cognito form with new prompts by October 2025 to ensure clearer and more efficient data requests.
2. Build IE Communication Tools: An elevator speech and one-page infographic will be developed to increase understanding of Institutional Effectiveness and data services across the college.
3. Data Governance Strategic Plan: IE will implement the data governance strategic plan to improve consistency, accountability, and quality in data use and management.
4. Team Training Plans: Individual 3-5 year training plans will be established for each team member to align professional development with role responsibilities.
5. Data Visualizations: The team will expand the use of Power BI, Tableau and other tools to deliver clear, interactive data visualizations that support decision-making.
6. Automate Team Action Plan Processes: Opportunities to automate the Team Action Plan will be explored to streamline updates and reduce manual workload.
7. Cross-Training and Knowledge Sharing: Weekly “show and tell” sessions will foster cross-training among team members, strengthening coverage and shared expertise.
8. Review Standard Operating Procedures (SOPs): A full review of SOPs will be conducted to ensure documentation remains accurate, current, and effective.

Recommendations from the Mid-State Technical College Foundation Service Team Review

1. Communication: The Foundation is strengthening communication by standardizing orientation talking points, implementing RAISE and ENCOMPASS for donor and stakeholder outreach, and engaging donors through classroom visits and tailored communication strategies.
2. Fundraising: Fundraising efforts will expand through continued hosting of current events, development of new opportunities, and the long-term goal of launching a signature gala in 2028.
3. Alternative Scholarship Events: The Foundation plans to pilot an alternative scholarship event at the Marshfield campus in October, with board approval and collaboration across campuses guiding future expansion.
4. Alumni Engagement: Alumni engagement will be enhanced through an updated plan, classroom involvement, targeted events, new marketing materials, and a robust contact database to support ongoing communication and outreach.

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 2025-2026 Academic Year:

1. Start the 5-year assessment plan to remain responsive to student and faculty concerns over courses, programs, and co-curricular learning activities.
2. Focus on one or two Employability Skills college-wide each year.
3. Migrate all assessment tracking to Anthology as the point solutions become available, with a goal of 2027-2028.
4. Input Dual Credit assessment data into a separate Watermark plan (migrate into Anthology when available) to track and assess.
5. Continue to update program matrices yearly to solidify program outcomes and connect to Technical Skills Attainment (TSA) rubrics.
6. Curriculum & Assessment Specialist to attend 1-2 program team meetings each semester to give guidance and help regarding creation and alignment of course and program outcomes, assessment tools, and data collection methods.
7. Continue professional development for faculty and staff on assessment, the power of AI to change the assessment landscape, and the tools we use to gather and analyze data
8. Messaging of “Big A and Little a” for all college employees as part of our assessment culture.
9. Continue monthly Assessment Committee engagement to validate the new assessment plan and approve the current assessment report.
10. Dive into the revised Co-Curricular learning outcomes.
11. Revise Program Review data sets and processes for continued growth.



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



Virtual Campus

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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