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Criterion One– Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core component 1a

The organization's mission documents are clear and articulate publicly the organization's commitments.

- ⊕ The strategic directions are based on the college's mission and vision and set the future direction for the college (Overview, 1P2).
- ⊕ Our other distinctive objectives align with the mission, vision, and philosophy of the college because of Wisconsin State Statute Section 38.001. This section defines the mission and purpose of the Wisconsin Technical College System (2C2).

Core component 1b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- ⊕ Each syllabus discusses academic integrity, attendance, diversity, and behavioral expectations (1P4).
- ⊕ MSTC's partnerships help the college fulfill its mission to serve its communities by providing learning opportunities which enhance the personal and economic well-being of individuals and businesses (Overview).
- ⊕ In keeping with the college's mission and vision, there are opportunities to provide training in response to stakeholder needs and create more liaisons with industry (Overview).
- ⊕ Economic development efforts directly support the state's focus on development, and tie directly to the college's mission and vision (Overview).
- ⊕ MSTC non-credit courses support its mission to provide avocational or self-enrichment activities (2R1)
- ⊕ MSTC's mission and vision statements focus the institution on providing learning services to residents of Central Wisconsin (3P4).
- ⊕ The appropriate MSTC division or department determines if new stakeholder group should be addressed with educational offerings and services after planning and consideration of needs assessment, relationship to mission and goals, priority level, the relationship and nature of partnerships, supporting data, and resources (3P5).
- ⊕ At the strategic level, the board discusses the results of the environmental scans and sets strategic directions designed to help the college meet its mission and vision. The strategic directions are developed in response to community, legislative, and system-wide initiatives and pressures (5P2).

Core component 1c

Understanding of and support for the mission pervade the organization.

- ⊕ Because the college goals are developed to operationally espouse the mission and vision, student expectations flow out of the college mission and vision (1C2).
- ⊕ In addition to an active communication process using Advisory Committees and environmental scanning, MSTC employees participate as volunteers in a variety of community agencies or as board members of local organizations that have some sort of mission relationship to the College (3P4).

- ⊕ Because the college strategic directions set by the board drive college goals, which in turn drive individual goals through the organization, the shared mission, vision, values, and high performance expectations are clearly communicated throughout the institution (5P6).
- ⊕ The mission, vision, and core values (as well as the student-focused core abilities) are widely displayed and used in the organization. Classrooms have the mission, vision, and values (along with core abilities) posted. Core abilities are linked to course-level outcomes, and the core values are displayed in work areas and in offices (5P8).

Core component 1d

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- ⊕ As an institution, MSTC goes through a standardized, focused process for setting the college's direction. Every three years, the college's nine-member board of directors promulgates a set of strategic directions, which tie directly to the institution's mission and vision (5P1).
- ⊕ Since each Executive Committee member's goals are designed to help achieve the college goals, the goals therefore tie to the college mission and vision through the strategic direction (5P1).
- ⊕ The purpose of the Wisconsin Leadership Development Institute (WLDI) is to prepare future leaders to carry out local and statewide initiatives within the WTCS. The program is open to any faculty or staff member in the system; at MSTC selection for participation in the WLDI program is made by the Executive Committee. The college nominates two individuals for WLDI each year (5P7).

Core component 1e

The organization upholds and protects its integrity

- ⊕ Students and key stakeholders are the focus of each of the college's strategic directions. Since the strategic directions drive college, Executive Committee, and staff goals, stakeholders and students are central to the focus of the college (5P1).
- ⊕ As a college, MSTC clearly communicates values and expectations in the institution's Core Values statement. One of the core values is integrity, which demands that decisions be made using a combination of high ethical standards and practical considerations (5C3).
- ⊕ In MSTC's FY05 Financial Statement, Moody's Investors Service confirmed the financial condition of MSTC by stating that "The Aa2 rating reflects the District's large and growing tax base with significant medical, agricultural, and industrial presences; sound financial management marked by healthy General Fund balances; and minimal amount of rapidly retired debt." (6R1)
- ⊕ Data that is protected either by privacy, FERPA, or GLB regulations is stored behind a firewall and a password is required to access those systems (7C1, Table 43).
- ⊕ Physical records such as employee or student records are stored in locked file cabinets in secure locations (7P2, Table 43).

Criterion Two– Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core component 2a

The organization realistically prepares for a future shaped by multiple societal and economic trends.

- ⊕ In the academic area, the college uses data and information from a number of sources to make tactical and strategic decisions. Sources include statistics from the Department of Public Instruction, Graduate Follow Up Survey, Employer Follow Up Survey, Department of Workforce Development data, and

local Chamber of Commerce statistics and projections (7P1).

- ⊕ Human Resources collects both quantitative and qualitative data. The qualitative data are used to discern trends, while the quantitative data are used to drive decision-making and budgeting (7P1).
- ⊕ MSTC has traditionally served the paper industry in Central Wisconsin. The college was invited to participate in the National Science Foundation funded Pulp and Paper Technician Grant, which has had a significant impact on strategic planning. The partnership supports MSTC's mission, but it has significantly impacted decisions on staff assignments and on future planning for the college (9C2).
- ⊕ The leadership of MSTC considers the college's partnerships when designing strategic plans for MSTC (9C2).

Core component 2b

The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- ⊕ Schools in the WTCS receive most of their funding through the district's ability to levy property taxes. MSTC, for instance, has 97 taxing entities within its district borders (Overview).
- ⊕ In MSTC's FY05 Financial Statement, Moody's Investors Service confirmed the financial condition of MSTC by stating that "The Aa2 rating reflects the District's large and growing tax base with significant medical, agricultural, and industrial presences; sound financial management marked by healthy General Fund balances; and minimal amount of rapidly retired debt." (6R1)

Core component 2c

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- ⊕ Employees are encouraged to work collaboratively with other functional areas and often process ownership is shared (6P3).
- ⊕ The District Business Office and Student Support Office clarified and redesigned the flow, roles, and responsibilities for establishing budgets, managing billing, and closing out annual grants. This process was documented and presented to all the grant coordinators. Similar process improvements were completed for annual debt issues, and are underway for the annual financial audit (6P3).
- ⊕ MSTC's planning process ensures alignment across the college and sets the stage for the review of the mission and vision statement and resource allocation. The mission and vision statements are reviewed at the board's annual retreat. Modifications in the mission and vision statements are influenced by the Wisconsin Technical College System and the needs of MSTC's local stakeholders (8P1).

Core component 2d

All levels of planning align with the organization's mission, thereby enhancing its ability to fulfill that mission.

- ⊕ The financial planning and budgeting process is focused on accurate revenue forecasts, appropriate resource allocation, a balanced budget, and a strong financial position. The process enables the college to serve its constituencies (Table 39).
- ⊕ MSTC's strategic planning model is a holistic process initiated by the MSTC Board of Directors as they set the strategic directions for the college. Strategic directions drive the development of college goals, which then drive the goals of the president and vice presidents of the college. Vice presidents' goals are shared with their direct reports, who in turn develop their individual goals (8P1, Figure 15).
- ⊕ When key stakeholder groups have conflicting expectations of the college, leaders ask several key questions that influence decision making. Examples of these questions include the following: Is learning positively impacted? Do students benefit? What is the value added and to whom? Is this central to the mission of the college (8P2)?

- ⊕ The leadership of MSTC considers the college's partnerships when designing strategic plans for MSTC (9C2).

Criterion Three— Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- ⊕ Core abilities and general education outcomes are common learning outcomes at MSTC (1P1, Table 3, Table 4).
- ⊕ Program outcomes are developed by a program deans and associate deans in conjunction with the program advisory committee (1P1).
- ⊕ The college posts the student core abilities throughout the college (1P4).
- ⊕ The curriculum design process for courses at MSTC requires that instructors develop (as a minimum) three types of components: Outcomes (including course competencies, external licensure or certification standards, program outcomes, core abilities, and general education outcomes), performance standards (the assessment component), and learning (the individual learning objectives that lead to mastery of the course outcomes) (1P11).

Core component 3b

The organization values and supports effective teaching.

- ⊕ From an intellectual freedom standpoint, anything below the global course materials and outcomes are the purview of the individual instructor. This gives individual instructors wide latitude in the teaching methods that work best for the instructor and the students. To the college, the critical issue is that all students master the competencies for a course, not the path the students take to mastery (1C5).
- ⊕ For faculty members, classroom observation by his or her dean or associate dean is part of the annual evaluation process. In addition, the dean or associate dean evaluates annual curriculum projects to ensure that competencies and learning objectives are measurable and observable (1P6).
- ⊕ Instructors are free to modify learning activities to suit student learning styles, delivery modalities, or other course characteristics to improve student learning (1P7).

Core component 3c

The organization creates effective learning environments.

- ⊕ MSTC uses a case-management model to provide student learning support, which the college views as a central part of managing students in their academic careers. Case management involves engaging the student, addressing job placement, conducting assessments, or otherwise providing services that help students succeed in college (1P9).
- ⊕ The college has adopted a standard "smart classroom," which has array of instructional technologies. The latest-generation smart classroom includes an instructor desk, a computer with dual LCD monitors, a digitizing tablet for pen-based input, a DVD player, a VHS player, speakers, a ceiling-mounted LCD projector, and a network-enabled switch to allow support staff to remotely access the station. Staff at the college developed the upgraded smart classroom (called "SmartRoom II") based on input from instructors (1C3).

Core component 3d

The organization's learning resources support student learning and effective teaching.

- ⊕ At its four locations, the college has 157 rooms dedicated primarily to teaching; rooms are most often configured to serve 24 students. There are 66 classrooms, 21 computer labs, 5 instructional television classrooms, 40 labs, and 25 meeting rooms. Of these rooms, 85 are fully wired with a minimum of an instructor computer and a ceiling-mounted data projector; the other rooms can be served by cart-mounted audiovisual equipment as needed (1C3).
- ⊕ The college provides a significant number of short-duration learning opportunities to help faculty members master the technologies deployed in the college. The learning opportunities include biannual Technology Sessions, and several dozen "Learn-a-Skill Quick" sessions each semester. The college also has more than 800 Internet-delivered professional development courses available to faculty and staff at no charge (1P9).

Criterion Four– Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core component 4a

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- ⊕ The college provides a significant number of short-duration learning opportunities to help faculty members master the technologies deployed in the college. The learning opportunities include biannual Technology Sessions, and several dozen "Learn-a-Skill Quick" sessions each semester. The college also has more than 800 Internet-delivered professional development courses available to faculty and staff at no charge (1P9).
- ⊕ Mid-State Technical College has made a significant commitment to the professional development of its workforce (4C4).
- ⊕ MSTC attempts to retain employees by ensuring job satisfaction. On-going training and development, promotion opportunities, a safe, comfortable, and challenging work environment, competitive salary, and excellent fringe benefits all contribute to employees' well-being and satisfaction (4P2).
- ⊕ Organizational learning and skill sharing is evidenced through various staff training programs, in-services, and workshops. Included have been topics such as sexual harassment, substance abuse recognition for supervisors, health and safety issues, performance appraisal, e-timesheet and PeopleSoft applications, and numerous technology-related offerings through the Employee Development Center (4P3).
- ⊕ At Mid-State Technical College, employees are encouraged to participate in on-campus training and to also seek out professional development opportunities (4P4).
- ⊕ Faculty surveys following in-service sessions evaluate the content of the workshops and serve as a source to determine future training needs (4P5).

Core component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- ⊕ The college's mission has lifelong learning as a central component (Overview).
- ⊕ To assist students in progressing beyond the scope of MSTC's educational offerings, MSTC has

developed relationships with Upper Iowa University, Franklin University, Capella University, and Lakeland College (Overview).

- ⊕ Several divisions rely heavily on personality type and learning style inventories for incoming students. The business division uses multiple inventories; the Information Technology program uses True Colors™, which is based on Keirsey's temperament model. The division uses the inventory to spotlight the differences between individuals, to help students work better together (1C4).
- ⊕ Many instructors deliver instruction adapted to individual student learning styles, or to bring topical events into the classroom. Since most programs only proscribe the highest-level outcomes, an instructor can tap into job-related experiences to bring currency to his or her instruction (1C5).
- ⊕ Students are encouraged to apply critical and creative thinking to course activities. The college has broadly deployed technology like computer labs and simulators, which makes information easily accessible. Many classes use group activities to encourage teamwork and interaction (1C5).
- ⊕ MSTC has a healthy list of articulation agreements with public and private 4-year institutions (2R1, Table 20).

Core component 4c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- ⊕ Many labs have common equipment deployed in technical fields or simulators designed to train students for the real world; the college has 21 computer labs (1C3).
- ⊕ Mid-State Technical College prepares students for living and working in a diverse world. Student expectations are clear because diversity is addressed in both the core abilities and general education outcomes. Instructors link specific course competencies to the core abilities and general education outcomes (1C4, Table 3, Table 4).
- ⊕ Many MSTC programs require students to work in internships. Students meet a variety of people with varying backgrounds while in the internship; preparation from classes integrating the core abilities and general education outcomes help students work in a diverse world (1C4).
- ⊕ Each syllabus discusses academic integrity, attendance, diversity, and behavioral expectations (1P4).
- ⊕ The college offers Cultural Connections, programs highlighting diversity issues (1P10).
- ⊕ The college sponsors a Global Classroom, which takes annual international trips (1P10).

Core component 4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- ⊕ Course syllabi include the college's academic integrity policy, which stresses among other things respect for intellectual property (1C5).
- ⊕ Each course syllabus discusses academic integrity, attendance, diversity, and behavioral expectations as well (1P4).
- ⊕ The student handbook outlines various policies and expectations, including such things as the academic integrity expectations and the policies for students with disabilities (1P4).
- ⊕ One of the College's six core values is integrity; MSTC employees must embrace honesty and base their decision making on a combination of high ethical standards and practical considerations. This core value is a requirement for each position at the college and is one of the performance dimensions for all employees that are evaluated during the performance appraisal process (4P3).

- ⊕ MSTC’s Board policies, District Board Member Code of Ethics, and District Employee Code of Ethics address the issue of ethical practices for Board members and employees. In addition, other College policies and procedures pertaining to topics such as alcohol and drug use, Internet and personal computer use, equal opportunity/discrimination, and sexual harassment, are communicated through employee handbooks, the MSTC Intranet, the Student Handbook, and the Right to Know publication (4P3).

Criterion Five– Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core component 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- ⊕ The college uses feedback from occupational program advisory committees, community economic development groups, K-12 partners, and internal groups such as the MSTC Deans Council and Student Affairs to assist in prioritization of the college’s other distinctive objectives (2P1).
- ⊕ Stakeholder feedback is obtained through surveys, focus groups, program advisory committees, and informal information-gathering mechanisms. This feedback is then used to measure satisfaction levels and make improvements (2I1).
- ⊕ Relationships and feedback mechanisms such as online website feedback, student government, student focus groups, advisory committees, WTCS committees, Foundation Board, and College Board offer a broad range of venues for staff to hear feedback and respond to stakeholder needs and satisfaction. Formal evaluations on satisfaction and recommendations for changes are conducted on college activities such as College (career) previews, parent nights, counselor workshops, summer externships for high school counselors, student internships, occupational and clinical experiences, and new student orientation and registration (3P7).

Core component 5b

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- ⊕ The college’s relationship building emphasizes regular, formal contacts with area employers and other partners to support MSTC’s education programming. Employers participate as members of occupational program advisory committees, on the MSTC Board of Directors, and are contacted on a regular basis with the Employer Feedback Survey process. In addition, MSTC employees are in routine contact with many area employers for the development of training with programs for incumbent workers (3P4).
- ⊕ Formal academic and non-academic appeal processes are outlined in the Student Handbook, which is distributed at orientation and registration and at Student Welcome activities at the beginning of each semester (3P6).
- ⊕ The college is supportive of its communities and in organizations in the district. An example is the Community Progress Initiative in Wood County. Many staff members serve on the teams in particular towns or cities, and the college provides facilities for meetings when requested. The college sees itself as a vital member of its communities (5C3).

Core component 5c

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- ⊕ For the past three years, MSTC has served as the host site for Wisconsin’s Region II DECA (Distributive Education Clubs of America) annual competition. Nearly 400 students from nine high schools in central and northern Wisconsin attend the competition (1P10).

- ⊕ Over the last ten years MSTC has made college-wide a standardized process for student feedback on their classroom experience, developed with input from representatives of the faculty association. The student responses on survey items for a given class are compared against student feedback for other sections of the same course, and against all MSTC courses in a particular term. Instructors and immediate supervisors receive a summary student feedback data each semester and review the data together, discussing what went well and opportunities for improvement that might have been identified (3P1).
- ⊕ MSTC has a 40-year history of working with various partnerships in Central Wisconsin and across the state. The college creates a partnership group based on the overall goal of collaboration effort. On some occasions the college will initiate a partnership effort, while at other times MSTC is asked to participate to collaborate with a group that is being formed (9P1).
- ⊕ Program Advisory Committees, employers, and community contacts may also serve as contacts for hearing complaints from stakeholders. The extensive external collaborations the college maintains offer a broad network of opportunities to hear stakeholder needs and concerns (3P6).

Core component 5d

Internal and external constituencies value the services the organization provides.

- ⊕ Graduate placement rates based on the follow-up survey showed 94% of graduates were employed. Of the employed students, 81% were employed in fields directly related to the degree (3R3).
- ⊕ In Wisconsin, 95% of employers answer “yes” when asked, “Would you hire a graduate from a Wisconsin Technical College?” When employers in MSTC’s district are asked the same question, 98% say yes (Table 28).
- ⊕ Mid-State Technical College has partnerships with business, industry, and public service agencies in Central Wisconsin to support the college’s occupational education focus. These partners provide clinical and other kinds of supervised work experience for students, hire the college’s graduates, support MSTC with gifts of equipment, participate on occupational advisory committees, and donate to the MSTC foundation for scholarships (9P1).