



BOARD OF DIRECTORS MEETING

January 26, 2020
Manhattan Area Technical College

Zoom/live stream at 5:30 p.m.

2020

L.J. Baker – Chair (Geary)

Board of Directors

Wendy King-Luttman (Clay)
David Fritchen (Riley)
Tim Flanary (Pottawatomie)
David Urban (Riley)
Brett Ballou (Riley)
Will Allen (Geary)

Administration/Staff

Jim Genandt (President/CEO)
Mary Bell (Exec. Assistant/Board Clerk)
Sarah Phillips (VPSS/CAO/CSAO)
Carmela Jacobs (VP Operations/CFO/HR)
Josh Gfeller (Chief Info Security Officer)
Nathan Roberts (Dean Career/Tech Ed)
Neil Ross (Dean of Student Services)
Chris Boxberger (Director Title III/Adult Ed)



**Board of Directors Meeting Agenda
Manhattan Area Technical College
Tuesday, January 26, 2021
Board meeting at 5:30 p.m.**

Board of Directors:

- | | |
|--|--|
| <input type="checkbox"/> Baker, L.J. Chair (Geary) | <input type="checkbox"/> Urban, David (Riley) |
| <input type="checkbox"/> King-Luttman, Wendy Vice Chair (Clay) | <input type="checkbox"/> Ballou, Brett (Riley) |
| <input type="checkbox"/> Fritchman, David (Riley) | <input type="checkbox"/> Allen, Will (Geary) |
| <input type="checkbox"/> Flanary, Tim (Pottawatomie) | |

Administration/Staff:

- | | | |
|---|---|--|
| <input type="checkbox"/> Genandt, James (President/CEO) | <input type="checkbox"/> Bell, Mary (Board Clerk) | <input type="checkbox"/> Phillips, Sarah |
| <input type="checkbox"/> Jacobs, Carmela | <input type="checkbox"/> Gfeller, Josh | <input type="checkbox"/> Ross, Neil |
| <input type="checkbox"/> Roberts, Nathan | <input type="checkbox"/> Boxberger, Chris | <input type="checkbox"/> Dietrick, John |
| <input type="checkbox"/> Faculty Senate | <input type="checkbox"/> Weiss-Cook, Laura | <input type="checkbox"/> Watts, Harry |
| <input type="checkbox"/> Zerbe, Allison | | |

___ Call to Order

___ Executive Session:

Consultation with College Attorney to protect the interest of the business to be discussed.

___ Incidental Information

- BOD Member Community Report

___ Consent Agenda (Routine items requiring BOD action) *

- Approval of December 2020 Meeting Minutes (Attachment 1) *
- Approval of November 2020 Check Register w/Threshold Expenditures (Attachment 2)*(Carmela)
- Approval of December 2020 Check Register w/Threshold Expenditures (Attachment 3)*(Carmela)
- Organizational Update (Attachment 4)*(Carmela)
- President's Report (Attachment 5)*(Jim)

___ General Agenda (Items possibly requiring BOD Action)

- Academic Calendar Presentation (Attachment 6) (Sarah)
- HLC Criterion One Presentation (Attachment 7) (Jim)
- Advanced Manufacturing Mechatronics Lab Update (Nathan)

___ **Discussion of Ends** (Demonstration, Testimonial, or Report of Results related to Board Mission)

- President Updates (USD 383, Covid-19, etc.) (Jim)
- Title III Update (Chris)
- Facility/Update (Carmela)
- Annual Presentation of Strategic Plan (Jim)
- Update on Student Loan Default Rate (Laura/Sicilee)
- Covid Updates (Neil)
- Senate Faculty Update (Brian and Jeff)

___ **Evaluation of Board Process**

___ **Ownership Linkage** (Related to Owner Expectations, "Gaps", Meeting Expectations, Identifying New Needs of Employers, etc.)

- Foundation/Resource Development Update (Jim and Harry)

Meetings and Upcoming Events

- Next Board Meeting: Tuesday, February 23, 2021 @ 5:30 p.m. room 406a

* Requires BOD Action

Manhattan Area Technical
College Board of Directors
December 8, 2020 Room 406
Zoom/Live Stream Meeting
At 5:30 p.m.

1. The Board of Directors of the Manhattan Area Technical College met December 8, 2020 at 5:30 p.m. in room 406 using social distancing with zoom and live streaming for employees.

Members present: L.J. Baker, Wendy King-Luttman, David Fritchen, David Urban, Brett Ballou, Will Allen, and Tim Flanary

Members absent: None absent

Administration Present: Jim Genandt, President/CEO; Mary Bell, Executive Assistant/Board Clerk; Sarah Phillips, VP Student Success/CAO/CSAO; Carmela Jacobs, VP Operations/CFO/HR; Josh Gfeller, Chief Information Security Officer; Neil Ross, Dean of Student Services; Chris Boxberger, Director of Adult Education; Nathan Roberts, Dean of Career and Technical Education.

Faculty/Staff/SGO Visitors: Brian Koch and Jeff Pishny; John Dietrick and Allison Zerbe, HR Partners/Attorney;

Other Visitors: Eric Kientz and Taylor Penick, Varney and Associates

Meeting was livestreamed

2. GENERAL AGENDA (Part 1) (items possibly requiring BOD action)
 - Taylor Penick of Varney and Associates presented the Financial Statements with Independent Auditor's Report (attachments 1A & B). David Urban moved to approve as presented. Tim Flanary seconded. Motion carried 7 yeas, 0 nays.
3. CALL TO ORDER:
 - L.J. Baker called the meeting to order at 5:30 p.m.

EXECUTIVE SESSION: Consultation with College Attorney to protect the interest of the business to be discussed. Wendy King-Luttman moved to go into executive session at 6:04 p.m. and return to open session at 6:14 p.m. Tim Flanary seconded. Motion carried 7 yeas and 0 nays. At 6:14 p.m., L.J. Baker moved to return to open session. Tim Flanary seconded. Motion carried 7 yeas and 0 nays. No action was taken.

4. INCIDENTAL INFORMATION:
 - BOD Member Community Report

5. CONSENT AGENDA (Routine items requiring BOD action) *
 - Brett Ballou moved to approve the Consent Agenda (attachments 2-5), Wendy King-Luttman seconded. Motion carried 7 yeas, 0 nays.

6. GENERAL AGENDA (Part 2) (items possibly requiring BOD action)
 - Jim Genandt presented recommended revisions to Feb 2016 BOD Policy Governance Manual (attachment 6). Tim Flanary moved to approve as presented. Will Allen seconded. Motion carried 7 yeas, 0 nays.
 - Carmela Jacobs presented the FY21 Final Budget and Recommendations-FY21 Budget (attachments 7A & B). Wendy King-Luttman moved to approve as presented. David Fritchen seconded. Motion carried 7 yeas, 0 nays.
 - Chris Boxberger presented the Title III 4 Year Report (attachment 8).
 - Chris Boxberger presented the Quarter 1 Report for Adult Ed (attachment 9).
 - Sarah Phillips presented updated policy #3.2.7 Curriculum Committee Policy (attachments 10A & B).
 - Sarah Phillips presented updated policy #3.2.8 Assessment Policy (attachments 11A & B).
 - Sarah Phillips presented updated policy #3.2.9 Professional Development (attachments 12A & B).

7. DISCUSSION OF ENDS (Demonstration, Testimonial, or Report of Results related to Board Mission)
 - Jim Genandt updated board on USD 383 partnership, Covid-19, etc.
 - The following updates were given by administration:
 - Covid-19 Update – Neil Ross
 - Commencement Update – Neil Ross
 - Faculty Senate Update – Brian Koch and Jeff Pishny

8. EVALUATION OF BOARD PROCESSES

9. OWNERSHIP LINKAGE (related to Owner Expectations, “Gaps”, Meeting Expectations, Identifying New Needs of Employers, etc.).
 - Jim Genandt discussed the updates with resource development and the foundation.

ADJOURNMENT: L.J. Baker, Board Chair adjourned the meeting at 7:24 p.m.



January 26, 2021
 To: MATC Board of Directors
 From: Carmela Jacobs, VP Operations/CFO
 Re: November 2020 Expenditures

Category	Costs	%
Payroll, Withholdings and Benefits	\$ 378,722.99	54.93%
Facilities	\$ 46,961.14	6.81%
Student Payments	\$ 109,118.19	15.83%
Program Expenditures	\$ 18,228.69	2.64%
ALC Operating Costs (excluding salary/benefits)	\$ 61.76	0.01%
Wamego	\$ 10,231.59	1.48%
Other Operating costs	\$ 126,147.10	18.30%
Total November Expenditures	\$ 689,471.46	100%

Threshold Expenditures > \$5,000				
Vendor Name	Item(s) Purchased	Cost	Department	Funding
Evergny	Oct Energy Bill	\$ 6,672.96	All School	general fund
John Dietrick, P.A.	Legal Services	\$ 5,688.75	All School	general fund
BBN Architects	Architect Services - Wamego	\$ 8,282.72	Wamego	general fund
CDW Government Inc	Smart boards, monitors, other IT equipment	\$ 67,167.52	All School	CARES/general fund
MAC Tools	Auto Tech Toolkits - FY21	\$ 68,215.55	Auto Tech	course fees
Marta's & Son, Inc	Monthly Cleaning Services	\$ 5,345.00	All School	general fund
Pinnacle Evaluation	Title III External Evaluation	\$ 10,000.00	All School	Title III
BCBS	Health Insurance	\$ 44,436.75	All School	general fund
IRS	PR 11.13.2020 Payroll deductions	\$ 34,922.16	All School	payroll ded/gen fund
IRS	PR 11.30.2020 Payroll deductions	\$ 35,480.93	All School	payroll ded/gen fund
KS Dept of Revenue	PR 11.13.2020 Payroll deductions	\$ 5,145.55	All School	payroll ded/gen fund
KS Dept of Revenue	PR 11.30.2020 Payroll deductions	\$ 5,270.91	All School	payroll ded/gen fund
KPERS	PR 11.13.2020 Payroll deductions	\$ 8,797.07	All School	payroll deduction
KPERS	PR 11.30.2020 Payroll deductions	\$ 8,977.86	All School	payroll deduction
Nationwide Trust Company	PR 11.30.2020 Payroll deductions	\$ 5,270.23	All School	payroll deduction
Total November Expenditures Exceeding Threshold		\$ 319,673.96		



January 26, 2021

To: MATC Board of Directors

From: Carmela Jacobs, VP Operations/CFO

Re: December 2020 Expenditures

Category	Costs	%
Payroll, Withholdings and Benefits	\$ 401,365.59	64.09%
Facilities	\$ 32,693.04	5.22%
Student Payments	\$ 37,810.09	6.04%
Program Expenditures	\$ 85,003.28	13.57%
ALC Operating Costs (excluding salary/benefits)	\$ 967.93	0.15%
Wamego	\$ -	0.00%
Other Operating costs	\$ 68,369.97	10.92%
Total December Expenditures	\$ 626,209.90	100%

Threshold Expenditures > \$5,000				
Vendor Name	Item(s) Purchased	Cost	Department	Funding
Evergny	Nov Energy Bill	\$ 6,886.71	All School	general fund
Watermark Insights	2021 Evaluation Kit	\$ 5,250.00	All School	general fund
Varney & Associates	FY20 Audit Services	\$ 11,750.00	All School	general fund
CDW Government Inc	IT Equipment (webcam, headset, computers), VEEAM backup/renewal	\$ 24,081.15	All School	CARES/general fund
Exam Soft	ExamSoft License	\$ 7,200.00	Nursing	course fees
Solarwinds	Solarwinds Pro - Software Renewal	\$ 6,382.88	All School	general fund
Lincoln Electric Company	VRTX Welding Simulator	\$ 67,969.70	Welding	Perkins Reserve Grant
BCBS	Health Insurance	\$ 41,908.55	All School	general fund
IRS	PR 12.15.2020 Payroll deductions	\$ 32,393.75	All School	payroll ded/gen fund
IRS	PR 12.31.2020 Payroll deductions	\$ 44,637.42	All School	payroll ded/gen fund
KS Dept of Revenue	PR 12.31.2020 Payroll deductions	\$ 6,870.91	All School	payroll ded/gen fund
KPERS	PR 12.15.2020 Payroll deductions	\$ 8,584.45	All School	payroll deduction
KPERS	PR 12.31.2020 Payroll deductions	\$ 10,736.48	All School	payroll deduction
Nationwide Trust Company	PR 12.15.2020 Payroll deductions	\$ 5,205.75	All School	payroll deduction
Nationwide Trust Company	PR 12.31.2020 Payroll deductions	\$ 6,307.11	All School	payroll deduction
Total December Expenditures Exceeding Threshold		\$ 286,164.86		



MEMORADUM TO: The Board of Directors
FROM: Jim Genandt, President
 Human Resources
DATE: January 26, 2021
SUBJECT: Consent Agenda: Organizational Update

New Hire/Rehires/New Positions					
Employee Name	Position Title	DOH	Department	Funding Source	Status
Rachel Ohmes	Faculty - Communications	1/7/2021	Academics	Operating	Rehire
Promotions/Title Changes					
Employee Name	Position Title	DOC	Department	Funding Source	Status
Separations/Retirements					
Employee Name	Position Title	DOS	Department	Funding Source	Status
Advertised Positions					
Position Title			Department	Funding Source	Status
Adjunct Opportunities for Consideration			All Departments	Operating	Open
Part-Time Allied Health Instructor			Allied Health	Operating	Open
Director of Nursing			Nursing	Operating	Open

President's Report: January 2021

Owner Expectations:

- December 9: Guest on In Focus/KMAN
- December 9: Discussion with staff of Manhattan Chamber of Commerce on MATC relationship
- December 9: Discussion with staff of Junction City Chamber of Commerce on technical education
- December 10: Represented MATC and the Kansas Technical Colleges in a TEA meeting
- December 10: Participated in virtual nurse pinning ceremony—MATC
- December 11: Participated in Leadership Manhattan Board of Directors meeting
- December 11 & January 22: Tour of possible off campus center site in Junction City
- December 14: HLC Strategic Team Meeting
- December 14: Visited with Faculty at end of semester faculty meeting
- December 16 & January 20: KBOR System Council of Presidents Meeting, then KBOR meeting
- December 17 & January 14 : Led meeting of Kansas Technical College Presidents with our lobbyist
- January 5: Meeting with Kristin Brighton about HirePaths project
- January 6: Meeting with MATC Strategic Planning committee
- January 8: College update for Spring In-Service, and participation of Dr. Betty Stevens (former president of Highland CC) for accreditation review and guidance
- January 15 & 19: Zoom meeting with lobbyist for community colleges related to KBOR and state legislative/governor's funding proposals

Employer Needs & Response:

- December 11: Sarah and I had a conference call with representatives of Manhattan Chamber of Commerce regarding prospective new business
- December 15: Manhattan Chamber of Commerce Board meeting
- December 17: Participated in regional work-based learning zoom meeting with KSDE and Manhattan and Wamego school districts
- December 18: Zoom meeting with Manhattan Chamber of Commerce staff to discuss young professionals group and MATC employee interest and involvement
- January 7: Zoom meeting with Technology Development Institute staff of KSU
- January 7: Participated in zoom meeting with NBAF community liaison group

Resource Development:

- December 10 & 18: Conference call with state representatives for the Advanced Manufacturing Grant project
- January 5: Presentation on concept building with BBN
- January 7, 13 & 19: Discussion with MATC staff about Alumni and Foundation component within college data system
- January 15: Meeting with MATC staff to streamline MATC Foundation Scholarship process, emphasizing student performance with employer/donor interests
- January 19: Meeting with Harry Watts and Jack Allston at Wamego Center about fundraising with Wamego businesspersons
- Harry and I have met weekly to develop materials for donors about the Wamego project and to develop a list of top donor prospects, vetted by other business persons in the Wamego community. So far we have raised approximately \$31,000 for the matching grants with the Greater Manhattan Community Foundation, and an additional \$10,000 for the Wamego Foundation matching event, for a current total of an estimated \$72,000 in cash for our Wamego Center.

MATC Faculty/Student Calendar

2021-2022

Jul-21

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Student Days 7
 Faculty Prep/PD Days 7
14

Student Days 21
 Holiday 1
22

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Student days 21
21

Student Days 17
 Holiday 2
19

Student Days 8
 Finals 5
 Prep 1
 Holiday 1
 Graduation 0.5
15.5

Student Days 79

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Student days 10
 Prep/PD 7
 Holidays 2
19

Student days 20
20

Student days 18
18

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	32	33	34	35

June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Jul-22

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Student days 21
21

Student days 5
 Finals 5
 Prep days 2
 Holiday 1
 Graduation 0.5
13.5

Summer school schedule

Student Days 79

Contract Days 183

Summary of days and hours	183 Total days
	158 Student days
	7 Holidays
	17 Staff dev/prep
	1 1/2 per Graduation Day
	Graduation (2 half days per associated agreement)
Holidays	Non-contract days
Fall Celebration	Student Attendance Dates
	Finals
	Professional Development/Prep Days

Summer Session - June 6 - July 29

Evidence

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1 & 1.A.2

Manhattan Area Technical College (MATC) is a public technical college governed by an appointed Board of Directors under a governance plan approved by the Kansas Board of Regents (KBOR) and the Higher Learning Commission (HLC) in 2004. Through its mission statement, MATC makes a pledge to both its internal and external constituencies that establishes the foundation for all activities at the College.

MATC's Mission Statement has been revised and refined on several occasions throughout the history of the institution to reflect the College's changing and expanding role from the Manhattan Area Vocational Technical School in 1965 under USD383 Manhattan to the independent and separate Manhattan Area Technical College in 2004. A previous version of the mission was initiated in 2002 in order to accentuate MATC's role as an institution of higher learning seeking to educate individuals beyond the narrow emphasis of vocational and technical skills by offering a range of general education opportunities. That mission statement, approved by the USD 383 Board of Directors in April 2003, was later updated in September 2012 to incorporate a statement regarding diversity and a global perspective in line with suggestions from a 2004 HLC accreditation visit after approval by the MATC Board of Directors. This mission statement served the college well until the wording was slightly altered after MATC assumed responsibility for the Adult Learning Center (ALC) from USD 383 Manhattan-Ogden in July 2018. The current version of the mission statement was approved by the Board of Directors in September 2018. (**How do we communicate our mission statement to internal/external customers? 1. MATC is currently developing a mentoring program that will help communicate the mission to new employees.)

In revising the vision statement while transitioning to an independent higher education institution, a committee was formed that ultimately embraced three differing views of MATC's role in higher education: 1) a slow transition to the new model in order to maintain a protective learning environment, 2) a rapid change to a model that embraced a more rigorous curriculum and increased expectations of the students, and 3) the notion that the vision statement should focus on the College's ongoing commitment to excellence in its vocational and technical education. The USD 383 Board of Directors adopted the revised statement in April 2003. The new vision commits the College to the search for ongoing improvements in student learning and service to all stakeholders.

The Board of Director's Policy Governance Manual does not state a specified timeframe for reviewing the institution's mission and/or vision statements. They are reviewed by the all constituents on an as needed basis.

MATC's current mission and vision statements are as follows:

Mission

Manhattan Area Technical College provides high quality technical, general, and adult education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse global environment.

Vision

As a leader in technical education, Manhattan Area Technical College will enhance student-centered learning and service to business, industry, and community members.

1.A.3

MATC has a strategic plan (EVIDENCE: Strategic Plan) that is used to help identify, categorize, and prioritize initiatives to advance the mission and vision of the institution. The current strategic priorities are:

- Resource Development
- Marketing, Accreditation/Accountability
- Student Retention/Completion
- Professional Development
- Program Development & Partnership Engagement
- Resources, Effectiveness & Efficiencies

Within each category there are specific goals, proposed outcomes, measurable activity, the person/unit with primary responsibility, and status of the outcome and connected activity/activities. Updates are presented to the Board of Directors semi-annually.

During the last five years, the College has adjusted the strategic planning process with the goals of informing the budget and supporting the mission. MATC's funding sources consist of tuition

and fees, a state allocation, and grants. MATC distributes its revenues to support the mission. All budget requests include justification that the funding contributes to the College mission. As such, the mission guides the fiscal management of the College.

In order to advance the college's mission, MATC has access to a variety of funds. Of importance in the past four years, MATC has received a Title III Strengthening Institutions federal grant that facilitated many changes for the institution. This included purchasing Canvas as a current Learning Management System (LMS), a new retention software program (Starfish), updating network and technology infrastructure in order to sustain online growth and technology usage, and renovating the TLC to provide students a comfortable work space with sufficient resources to enhance student success. (Included in the TLC the peer tutors) In addition to federal grants, MATC has access to statewide grant programs through KBOR, including access to Carl Perkins funds and workforce training funds (See Grant Funds Summary). Over the last five years, the College has received over 1.829 (1.8?) million dollars in grant funding from state grant programs. The funds were used to create new certificates and degree programs and enhance economic development in local business and industry. Examples: CET Additional grant funding includes ATE funding from the National Science Foundation and from other entities as prize awards (e.g., NBAF Innovation Prize), and the most recent, the Advanced Manufacturing Grant from the Kansas Department of Commerce adding a mechatronics lab to the college.

A resource feasibility study was funded by the MATC Foundation in the fall of 2016 and the findings of that study were provided to the Foundation Trustees and Board of Directors of the College in December 2016. Those findings (See [Feasibility Study Results](#)) indicated significant interest from local and regional stakeholders, with the potential for the institution to raise 1.2 million dollars (consistency with above) or more over a five-year period through a comprehensive campaign. However, the findings noted that the institution had to take time to formulate and tell a more in-depth story about its value, return on investment, and viability related to regional economic, community, and workforce development priorities. This is in line with the Resource Development, Marketing, and Program Development & Partnership Engagement goals of the Strategic Plan.

Overall, the strategic plan reflects goals, objectives, and action plans as identified by the employees, data from reports and studies in which MATC participates, (example? Vague?) Feasibility Study, and input from key stakeholders (constituents?). Stakeholders (constituents?) include board members, foundation trustees, advisory committee members, and others.

1.A.4

MATC's mission statement references high quality technical, general, and adult education and our academic offerings are consistent with those principles. Courses are offered in the following categories (EVIDENCE: Catalog):

1. Career and Technical Education (CTE) programs: Air Conditioning and Refrigeration, Associate Degree Nursing, Automotive Technology, Biotechnology (suspended?), Business Administration, Construction Technology, Critical Environment Technology (CET)Dental Hygiene (discontinued after Spring 2021 semester), Electric Power &

Distribution, Information & Network Technology, Medical Laboratory Technology, Practical Nursing, and Welding Technology.

2. Short Term Programs in CTE: Phlebotomy, Intravenous (IV) Therapy, Certified Nursing Assistant, Certified Medication Aid, and Emergency Medical Technician
3. Continuing Education courses: FIX HERE (Dental Hygiene has an outside hygienist comes and provides nitrous oxide course that other hygienists from outside MATC non-students. Also, CET/bio lab training course?)
4. General education courses???
5. Adult Basic Education courses: General Education Diploma, and English as a Second Language.

Our mission statement clearly delineates that we are a technical college that offers career and technical education, general education courses sufficient to allow students to earn associate degrees, certificates, and adult basic education. Thus, the student support services offered at MATC are appropriate within that mission. MATC offers traditional student support services such as admissions, advising, registration, and financial aid (including assistance with federal aid, veterans' aid, and various third-party agencies). Learning support services include technology services, and a Teaching & Learning Center offering study skills, test preparation, and tutoring to students. The Title III grant also is helping the institution test a retention software, Starfish. This component will be discussed in more detail in Criteria 3 and 4.

The enrollment profile (EVIDENCE: Enrollment Profile) of MATC students is consistent with our mission. Students generally fit one of five categories:

1. Enrolled in a technical program of study
2. Taking prerequisite classes for eligibility to enroll in a technical program
3. Taking general education courses for transfer to another institution
4. Dual-enrollment students in local and regional high schools
5. Enrolled in adult basic education courses for completion of a GED high school diploma and certificate
6. ESL classes

The Enrollment Profile has an average yearly enrollment of 1260 students evenly distributed between genders. Approximately 50% of students are under the age of 20 with an additional 37% between the ages of 20-29. The majority of students are enrolled in a technical program of study or are dual enrollment students.

1.A.5

MATC clearly articulates its mission, vision statement, values, and objectives in multiple documents and MATC websites. All guiding principles are prominently displayed starting on Page 6 of the [Course Catalog](#), including those listed above as well as the Philosophy of Assessment, MATC's Core Abilities, and General Education Philosophy and Learning Outcomes. The same information can be located on the "About Us" tab of MATC's website.

The mission, objectives, values, and vision can also be found in the [Student Handbook](#), and [Faculty Handbook](#), various student orientation materials, and the mission statement is posted in prominent locations throughout the college.

As part of the onboarding process, Human Resources ensures that provides every employee understands the mission statement, objectives, vision, and values, and the employee agrees to support them in principle and fact. Each new employee meets with the President to further discuss these items. A peer mentoring programs under development to further support employees.

The institution’s mission demonstrates commitment to the public good.

1. The institution’s actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

1.B.1— The institution’s actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

Manhattan Area Technical College (MATC) holds its role in the community with high regard. As communicated clearly in its vision statement, MATC “will enhance student-centered learning and service to business, industry, and community members.” Additionally, in the Board of Director’s [Policy Governance Manual](#), the statement of ownership for Manhattan Area Technical College, last reviewed on December 8, 2020, reads as follows:

The Board of Directors for Manhattan Area Technical College has identified its moral ownership, to which it has a fiduciary or trusteeship responsibility, as the general public of the college’s service areas.

The Board processes emphasize outward vision rather than an internal preoccupation. They encourage diversity in viewpoints, strategic leadership more than administrative detail, clear distinction of Board and staff roles, collective rather than individual decisions, future rather than past or present, and proactivity rather than reactivity. Thus, it is fully cognizant of its responsibilities to the public. A review of the ENDS set down by the Board are geared toward students possessing essential technical and core ability skills for success, preparedness for success in the workplace, development of technical skills in order to be responsive to community economic development and local employer needs, and opportunities for development of leadership skills.

In response to conversations with the larger community which it serves, in 2020 MATC established an additional location in Pottawatomie County in Wamego, KS. The additional

location was established in response to letters of support from four area school districts requesting MATC to establish a technical education center in Wamego for students and the larger community. This is supported by the [Kansas Population Forecast](#) by the Wichita State University Center for Economic Development and Business Research which projects a county growth of 50% for 2020-2045 for Pottawatomie County. The K-12 population projections for Pottawatomie County also indicate growth within the county's two primary school districts, Wamego and Rock Creek, increasing by 6 and 15% respectively over the next three years. The additional location will strengthen MATC's ties with that region of the service area and provide further resources for the local communities.

Furthermore, MATC offers two testing centers on campus. The [Achievement Center](#), located in the Teaching and Learning Center, is available for students to determine college readiness in mathematics and English courses. It also offers proctoring services for both MATC students and community members by offering ACCUPLACER, CASAS, TEAS, CNA/HHA, CMA, EMT, BLS, and Kryterion test in addition to other testing services. The [Regional Testing Center](#), located in the Adult Learning Center, focuses on Adult Basic Education and certification testing and offers Pearson VUE, ETS, CLEP, DSST, ASE, Certipoint, and TOEFL tests. Together these two testing centers offer a broad range of testing services for both students and the broader community.

1.B.2. — The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

The College is a public, state-supported institution; thus, it does not remit funds to investors or a parent organization, but is instead accountable to students and community stakeholders (constituents?), particularly employers. While the College has a profound economic impact on the surrounding community and service area, the main goal is to prepare entry-level workers for regional employers as is evidenced in the mission statement. The Board of Directors and Administration consider all constituencies as it builds and carries out its strategic planning process.

1.B.3. — The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

MATC engages with external constituencies and communities of interest and responds to their needs. When the current College President James Genandt arrived in 2015, many individuals in the local communities were not aware of the college's full capabilities to assist students and the region. Since then, MATC has raised its profile through a combination of "telling our story" and engaging with other community organizations.

In accordance with the College Objective of serving as a valued community leader and partner, College Administration maintains relationships with local organizations such as the Manhattan Area Chamber of Commerce, Junction City Area Chamber of Commerce, Wamego Area Chamber of Commerce and Greater Manhattan Economic Partnership by regularly meeting with local community members (Board of Directors minutes). Administration also engages with state

authorities such as the Kansas Postsecondary Technical Education Authority (TEA), the Kansas Board of Regents, and the Governor's Education Council. These relationships allow MATC to regularly interact with various external constituencies and gauge community needs. An example of responding to community needs includes the opening of the additional location in Wamego, KS, as mentioned in 1.B.1.

Moreover, all programs have either a Program Advisory Committee (PAC) or Business and Industry Leadership Team (BILT) that serve a vital role in ensuring the curricula address the latest technology in their respective fields of study. PAC/BILT members are knowledgeable community members in their chosen field and provide valuable input that evaluate programs, reveal new opportunities, and support the direction and mission of MATC.

The College has approved activities that engage our communities as well as some options for experience with global and diversity components. Examples of these activities include but are not limited to: SkillsUSA competitions, STEM camp, MATC Car Show, Dental Hygiene students service trip to Jamaica, health care students assisting in various community and school projects, construction trades assisting projects with Habitat for Humanity, and numerous MATC representation in events such as fairs, recruitment sessions, and community celebrations.

Finally, engaging with external constituencies and responding to their needs are a part of Board identified specific goals (ENDS) that encompass four areas including Essential Skills, Work Preparedness, Workforce Development, and Leadership. In alignment with its mission and vision statements and ENDS, MATC provides high quality education to prepare individuals to pursue technologically advanced careers in both the local and global environments which enhances service to business, industry, and community members.

Given this, the College casts a broad net in terms of its constituencies but is very specific in the nature and scope of the education and services it provides.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1— The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

The mission of Manhattan Area Technical College (MATC) is to provide high quality technical, general, and adult education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse global environment. To prepare students for the dynamic and diverse workforce, MATC provides opportunities for students in and out of the classroom. Many MATC technical program students take a course in Global Employment Standards, alongside internships and externships, to study professional workplace conduct and practical job-seeking skills. These credit-earning courses afford students the space to receive authentic experiences within their field of study.

MATC also emphasizes informed citizenship within its General Education Philosophy. Through the technical programs this process is addressed through what are commonly called “soft skills” such as math, writing, and interpersonal communication, but also include emphasis on teamwork, critical thinking, and the capacity to work with people who may not have similar societal views between each other. This is then also reinforced through the general education courses some students must take to complete degree programs. Finally, through the Student Code of Conduct, the institution enforces the expectation of collaboration and communication and not permitting hostile and uncivil behavior. The General Education Philosophy states that upon graduation, students should be proficient in exhibiting tolerance of, and respect for, diversity in human abilities, cultures, ages, and beliefs. To demonstrate our commitment of pursuing an environment where all feel welcome and included, the Diversity and Military Connections Committee drafted a policy including the MATC Principles of Community. These Principles outline the expectations of all MATC faculty, staff, and students as they relate to diversity and inclusion.

Outside of the classroom, MATC encourages students to participate in organizations and activities that help prepare them for informed citizenship and successful careers. To effectively measure these activities, and as a result of the last Higher Learning Commission (HLC) visit, the Assessment Committee created a subcommittee: Co-Curricular Committee. The Co-Curricular Committee has been meeting to define co-curricular at MATC and begin gathering data from co-curricular activities that already take place at the college. In response to initial internal survey findings, the subcommittee has focused on the Student Organizations. The subcommittee will collect data from Student Organization events and pilot the use of new rubrics and follow up surveys. During the Spring 2021 semester, the committee will focus on educating faculty and staff to assess their co-curricular activities in the Fall 2021 semester. See remarks was put in 1B3. ADN students provide “cultural day” presentations.

1.C.2— The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.

In MATC's continued efforts to ensure that all students, faculty, and staff have inclusive and equitable treatment, the College has a Notice of Non-Discrimination found in the Course Catalog and Student Handbook and a variety of other documents. The Notice states MATC's compliance with the Civil Rights Act, the American Disabilities Act, and Title IX. It also promises that no one shall be excluded based on a set of protected classes. Since our last accreditation visit in

2017, there have been no grievances filed directly related to any form of discrimination against a protected class.

Additionally, the Kansas Board of Regents (KBOR) selected MATC for a Civil Rights Review Audit in August of 2019. The audit evaluates the College's potential compliance concerns. In light of KBOR's findings, they did not select MATC for an on-site review. They reported in the audit findings that it did "not appear that your technical educational programs, services, or activities have potential compliance concerns."

The Student Services Office provides qualified students with disabilities reasonable accommodations and resources to allow equal opportunities for success. Partnerships between faculty, staff, and students with disabilities provide equity and access to the resources available to all students. Under the American Disabilities Act (ADA) of 1990, which was amended as ADAAA in 2008, and Section 504 of the Rehabilitation Act (1973), Manhattan Tech will make every effort to provide qualifying students with reasonable accommodations based on individual needs and a licensed clinician's recommendation. All students seeking academic accommodations must provide current documentation from a doctor or licensed clinician. Manhattan Tech is only required to accommodate a disability if the student has disclosed their disability to the Student Retention Specialist (or the College's alternately designated representative) and provided the required documentation.

We recognize that inclusive and equitable treatment encompasses more than just racial diversity at MATC, some of our population struggles with mental health and wellness challenges. In response to those challenges, and to support those individuals during their educational journey, MATC hired a Behavioral and Social Sciences Coordinator in the winter of 2019. This position provides counseling evaluations, referrals, resources for students relative to their mental health and classroom success, and provides instruction for social and behavioral courses at MATC. The Behavioral and Social Sciences Coordinator is versed in WellConnect, a service providing students mental health resources, and they are not a mandatory reporter through Title IX. The College is also committed to meeting the needs of veterans and active duty personnel, as well as their dependents, who are interested in starting or continuing their education.

1.C.3- The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

As noted in Criterion 3.B.3, one of the areas for organizational attention noted in the Advancement Section report from the 2010 visit was related to diversity. In line with this suggestion, MATC created a Diversity/Military Connections Committee to engage in various activities that promote diversity awareness with one of its primary goals being to develop a diversity statement. Towards that end, the committee developed [MATC's Principles of Community](#):

Manhattan Area Technical College is an environment dedicated to the teaching and learning of professional and technical skills in an increasingly diverse and ever-changing environment. MATC is a place where all people, regardless of age, sex, gender identity, sexual orientation, ability, marital or family status, race, religion, national origin, political

affiliation, and military or veteran status may learn a living. Students, staff, faculty, and administration seek to empower all persons to contribute to their families, communities, and societies. In the spirit of creating and maintaining a professional and respectful space for all who come here to learn and teach, we—students, staff, faculty, and administration—acknowledge the following:

- We come to Manhattan Tech with different experiences, expectations, values, and practices
- Some of our differences are visible, others are not
- Our differences may create misunderstandings, fears, and hurt feelings
- We must work together to create mutual understanding
- We strive to overcome the negative consequences of our differences
- We seek to celebrate our shared humanity and shared goals
- We accept responsibility for creating a learning and work environment where our differences are valued and mutually accepted
- We agree to respect everyone's right to have and to share personal beliefs and opinions without fear of public condemnation

Like the Mission Statement, MATC chose to distribute the Principles of Community in various ways to ensure they are visible to all students, faculty, staff, and visitors. For example, they are posted in classrooms and on bulletin boards, in the Course Catalog, and Student Handbook. Criterion 3.B.3 also addresses a variety of other diversity-related activities at MATC.

Sources

- Civil Rights Desk Audit Results 10-21-29
- Feasibility Study Results
- Financial Aid Handbook 2016-2017
- MATC Principles of Community--01
- MATC Social/Behavioral Sciences Coordinator Job Description

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Manhattan Area Technical College (MATC) is a public technical college governed by an appointed Board of Directors under a governance plan approved by the Kansas Board of Regents (KBOR) and the Higher Learning Commission (HLC) in 2004. The mission statement of MATC is to provide high quality technical, general, and adult education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse global

environment. In order to fulfill its mission, the faculty, staff, and administration have established a vision, values, and objectives that ensure the mission will be carried out. The mission is accessible to students and stakeholders via the College's website and catalog. In view of the dynamic environment in which the College operates, all parties work to ensure the College's mission remains current and incorporates the needs of all stakeholders.

Sources

- *There are no sources.*

Manhattan Area Technical College Strategic Plan Proposal: 2020-2025

[With proposed revisions in yellow highlight reflecting changes with COVID-19 & a new strategic plan for KBOR and the respective impact on MATC, June 1, 2020]

Mission: *Manhattan Area Technical College provides high quality technical, general, and adult education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse global environment.*

Vision: *As a leader in technical education, Manhattan Area Technical College will enhance student-centered learning and service to business, industry, and community members. (HLC Criterion 1)*

Values: *Integrity: Ethical and Responsible Conduct/Being Accountable for our Actions (HLC Criterion 2), Teaching & Learning: Quality, Resources, & Support/Addressing the Needs of our Students (HLC Criterion 3), Teaching & Learning: Evaluation & Improvement/Applying Industry Recommendations (HLC Criterion 4), Resources, Planning & Institutional Effectiveness/Striving for Excellence (HLC Criterion 5)*

Our focus is always on improving our capacity for compliance (accountability), effectiveness (performance), and innovation (value-added elements). Together, these elements comprise our institution impact and return on investment (ROI). The proposed strategic goals, as well as our evidence meeting the accreditation criteria, will drive our mission, vision, and values. As an accredited college, our performance will always include data on student persistence, retention, and completion; on job placement, student earnings, student and employer satisfaction with skills preparation; and on the achievement by the students of industry recognized credentials. Those items provide validation of our effectiveness and of our meeting current and emerging needs of employers.

There are many concerns and opportunities for the next several months and years:

- ✓ The MATC strategic plan reflects alignment with the Kansas Board of Regents (KBOR) new strategic plan, Building A Future. The KBOR plan for higher education in the state (and a reminder that KBOR controls the state universities, but coordinates all other higher education in the state) has been developed around three pillars: families, business, and the economy.
 - For the pillar of family, KBOR will be working with the institutions to evaluate performance per these metric categories: 1) affordability emphasizing on-time graduation, and student loan default rates; 2) access emphasizing enrollment equity gaps, and the college-going rate; and 3) success emphasizing graduates going into jobs with sustainable wages, and degrees/certificates earned.
 - For the pillar of business, the performance metrics include: 1) talent pipeline emphasizing graduates in high wage/high demand fields with sustainable wages, and special initiatives supporting each institution's mission and service area for business; and 2) innovation emphasizing industry-sponsored research (which takes a different twist for a technical college).
 - For the final pillar, economic prosperity, the metrics are: 1) intentional economic activity through family sustainable jobs created, and capital investment generated (more targeting the universities), and 2) community and state benefits emphasizing non-monetary benefits of higher education for individuals and society.
 - The Regents have also formed a futures task force about higher education in the state. One aspect of that group will be to develop economic development hubs around the state through the universities. For MATC, this will further form connections for us with Kansas State University around their targeted economic development approach for NBAF and biosecurity of the food cycle for the nation and the world.
- ✓ The MATC plan also reflects the effects of the COVID-19 situation and adjustments of the institution with instruction and student services, operations, resources, and regional economic impact. Some of the

impact from the coronavirus will be permanent, in preparation for continuation and/or re-emergence of this virus or a future similar event.

- ✓ Public sector funding for the institution continues to lag with no indication of significant positive change within the near future.
- ✓ At the same time, it is unreasonable to make up that gap by passing the entire cost on to our students.
- ✓ Therefore, resource allocations to deferred maintenance, compensation and benefits, any facility/college expansion of services and/or programs, are significantly restricted by the lack of appropriate and adequate sources of support. We cannot expect public sector funding to be the answer to these concerns.
- ✓ Our focus must be on our value and return on investment to our local, regional, state, and national economies due to our mission of quality workforce education, and reaching out for individuals and groups who will invest and advocate for us.

Both federal and state data indicate that 40% of all current jobs require more than a high school diploma, but less than a baccalaureate degree, and both levels of government project that within ten years that percentage will increase to 65%. Those statistics simply reinforce the need, purpose, and value of Manhattan Area Technical College. An official of the Aspen Institute commented: “Students come to us [higher education] for a better life.” The questions we can ask for this institution are direct: what future are we creating, what might be, what are our possibilities, and who do we aspire to become as part of the College?

There is no quick easy solution. The proposed goals focus on optimal student recruitment, enrollment, retention, and completion/placement; resource development, allocation or investment, and assessment of results (resources include monetary, personnel, and facility elements); institutional and program effectiveness (emphasizing accreditation status/industry linkage); and improved marketing of the College and its value. *These goals offer a challenging, but achievable way forward to meeting our mission, gaining additional resources, and enhancing our value to our region and the state of Kansas.* Population projections for the primary service area of the College have steady increases, and the regional economy has a definite stake in the success of our institution. We should be proud of what we have accomplished, of our current efforts, and support the ideas provided by everyone to shape our future.

Victor Hwang, Director of Entrepreneurship for the Kauffman Foundation in Kansas City, offers this guidance: “There’s no savior from the outside; no large corporation that’ll wave a magic wand. There’s no one in Washington, D.C. who can pass a law to revive our communities. The only possible answer is that you are the leaders you’ve been waiting for.” We can shape our future. We can succeed.

Goals

Resource Development

1. The College will develop an action plan, accomplished by December 31, 2023, to acquire investors and resources to support expansion of the institution’s capacity and regional access/”ownership,” including a projected return on investment of increased skilled and credentialed workforce for the service area and state of Kansas. The plan will target obtaining investment resources of no less than \$1.5 million and access expansion into Junction City and Wamego, and of a minimum \$1.5 million targeting student scholarships, technology and program-specific equipment, and capital projects.

1.1 The MATC Foundation Trustees, working with appropriate College faculty and staff, will be implementing the relationship/cultivation period with 20-30 prospective major donors beginning summer 2019.

- 1.2 The MATC Foundation Trustees, working with appropriate College faculty and staff, will conduct visits with prospective major donors and other prospective donors with the goal of getting commitments totaling at least \$800,000 by ~~September 2020~~ January 2021
- ~~1.3 The MATC Foundation Trustees, working with appropriate College faculty and staff, will conduct visits with additional prospective donors with the goal of getting commitments totaling at least \$400,000 by January May 2021.~~
- 1.2 The MATC Foundation Trustees, working with appropriate College faculty and staff, will continue cultivation of major donor prospects with the goal of getting commitments for an additional \$1,000,000 by January 2022.
- 1.3 The MATC Foundation Trustees, working with appropriate College faculty and staff, will continue cultivation of current and new donors with the goal of getting commitments for an additional \$800,000 by December 2023.
- 1.4 MATC and the MATC Foundation will use the Greater Manhattan Community Foundation as appropriate for submitted donations, investment/reporting management, and access to eligible funds to advance the institution.
- 1.5 MATC, and/or the MATC Foundation will also pursue appropriate grant opportunities for the College/programs, provide professional management of funded grant projects, and record those awards as part of the overall resource development component of the institution.

Marketing

2. The College will develop and implement a comprehensive marketing plan, primarily based on social media and digital marketing. Current organizations/services (i.e., LERN, CASE, League for Innovation, etc.) with effective marketing approaches will be examined to enhance the design of the MATC plan. The plan, implemented in phases, will use data analytics to evaluate external contact and engagement with the marketing components. Objectives will include, but are not limited to:
- 1-attracting students (making technical education the first choice?),
 - 2-sharing information targeting parents, teachers, and counselors,
 - 3-engaging employers, and connecting students and employers earlier to enhance motivation,
 - 4-increased identification and connection to former students,
 - 5-student success achievements,
 - 6-professional development engagement of faculty and staff,
 - 7-recognition of alumni, donors, and advocates of MATC, and
 - 8-value of the College mission and performance based on institutional effectiveness.
- 2.1 The College will develop a funding mechanism to employ a part-time marketing person with a target of January 2020.
- 2.2 The person hired for marketing will work with appropriate College staff and faculty to develop and implement a prioritized/budget-based marketing plan focusing on the items identified in 1-8, with an emphasis on optimal use of social media.
- 2.3 Data from the marketing process related to student success and achievement, employer and employee satisfaction, alumni and friends active engagement with the College (and its Foundation), and related measurements of success will be shared with regional news media as well as in an annual report about the effectiveness of the College, with a first publication date of ~~January 2022~~ December 2021.

Accreditation/Accountability

3. The College will prepare for accreditation/audit reviews and visits with the objective of meeting, and/or exceeding requirements; implementing necessary changes to remedy any identified concern by the external agency; and reviewing all recommendations by the external agency to determine those items needing further exploration and possible recommendation for action. The initial college-wide focus is on assessment of student learning, followed by preparation for the next comprehensive accreditation review by the Higher Learning Commission. Programs, and the institution as a whole, will be ready to provide evidence of meeting/exceeding accreditation standards. An annual report related to external agency reviews, findings, recommendations, and program/institutional responses will be disseminated.

3.1 College faculty and appropriate staff and administration will prepare for the HLC follow-up visit on assessment of student learning in the fall 2019 semester, and use the report of that HLC team to direct any further refinement and improvement of the assessment process.

3.2 College employees will begin preparation for the next comprehensive accreditation review by HLC in May 2021, based on the new accreditation criterion approved by the HLC in 2019.

3.3 There will be an annual review of the institution's Composite Financial Ratio and Non-Financial Composite Ratio to the Board of Directors. The MATC Foundation will prepare for annual audits so that appropriate information concerning the Foundation's operations can be included in the ratio formula development per the accepted process of the Higher Learning Commission.

3.4 College administrators, working with appropriate staff and faculty, will enhance institutional performance on compliance

Student Retention/Completion

4. With the new Kansas Board of Regents (KBOR) Strategic Plan, Building a Future, MATC will review a 1-3 year trendline concerning: 1) on-time graduation, 2) student loan default rate, 3) graduates in program related employment earning sustaining wages, and 4) number of certificates, degrees, and industry-recognized credentials earned by students. This baseline study will be completed by July 2021. Analysis of that data will then be used to develop and implement appropriate improvement goals in those 4 areas. This component relates directly to the KBOR plan on affordability, access, and success.

With respect to COVID-19 and the possibility of that or similar situation, MATC will also develop policies and procedures to adapt services to online and hybrid delivery, as well as to ensure protocols for health and safety. This will include appropriate revisions to college publications, program materials, and more.

The College will review and revise the institution's student retention plan. Data will indicate if student retention improved by at least 5% and student completion by no less than 5% by July 1, 2023. The revised plan will include, but not be limited to, the following components:

1-gathering data related to student use of academic, advising, financial, and other services, with ongoing analysis of student performance (academic, persistence, progress toward completion, completion, job placement, satisfaction follow-up with the student and employer (6-month, 1 year, 2 year),

2-comparison to students not using available services,

3-analysis of information as to student issues that often lead to failure to succeed academically, and/or not complete their program of study,

4-analysis of access and affordability options (i.e., flexible scheduling, online/hybrid, tuition costs tied to satisfactory academic performance, progress in a program of study, evening and/or weekend options, etc.), and

5-inclusion of factors related to social and emotional intelligence/engagement to reinforce a sense of community for students, and the ability to connect in a meaningful way with faculty and staff.

4.1 Data will be compiled during the 2019-2020 academic year, based on current capacity, to gauge reasons for students not to be persistent, retention, and completion as well as use of student support services and the results of academic achievement, persistence, retention and completion of those students using services versus those not using services. That data will form the benchmark for designing new approaches to improve student performance.

4.2 During the 2019-2020 academic year (Year 4 of the Title III grant), appropriate grant resources will be used to assist in developing new and/or revised strategies and policies/procedures to enhance the effectiveness of college resources and services for student achievement, persistence, retention, and completion. Those new and revised approaches will be implemented by the spring 2020 semester and throughout the 2020-2021 academic year (Year 5 of the Title III grant program), to allow for assessment of the effectiveness of those approaches.

4.3 The ongoing approaches and data gathered during this time will form the basis of documentation for the next HLC comprehensive visit, as well as the final Title III grant reporting, and provide guidance for continued efforts to improve student academic achievement, persistence, retention and completion.

Professional Development

5. The College will implement by January 2020, a comprehensive professional development process emphasizing how participants provide feedback of using their experiences to:
 - 1-pilot new ideas related to their area of responsibility,
 - 2-enhance their job performance related to their area of responsibility,
 - 3-identify components of existing program and/or institutional performance worthy of recognition (and perhaps consideration of professional presentations),
 - 4-provide a reflection on the benefit gained from the professional development engagement.

5.1 The members of the Professional Development Committee will present recommendations concerning a comprehensive professional development process that closes the loop on the “return on investment,” and present those recommendations to College employees at the January 2020 ~~2021~~ in-service.

5.2 The Professional Development Committee, working with other units and employees as needed, will develop appropriate pilot processes during the spring 2020 semester for implementation in the 2020-2021 academic year.

5.3 Data from the pilot year implementation will be reviewed by the Committee members during May 2021, so an update can be provided at the August 2021 in-service, with any changes and/or revisions being developed during the fall 2021 semester for implementation by the spring 2022 semester.

The College will work with the Professional Development Committee to review the adaptations of faculty and staff related to the COVID-19 situation and how the institution responded to continued learning and operations. Through that committee, the administration will develop plans to enhance the institution’s ability to adapt to similar situations that affect the normal delivery of instruction and services so that integrity of learning and accountability of actions will be maintained. A report from the Professional Development Committee will be provided to Administration by November 2020.

Program Development & Partnership Engagement

6. The KBOR Strategic Plan, Building A Future, emphasizes talent development for the state of Kansas. With an emphasis on economic development and workforce education, the plan targets graduates going into high demand/sustaining wage occupations. The College will create and implement by January 2020 2021 comprehensive action plans focusing on potential student markets emphasizing MATC's capacity for talent development, high demand and sustaining wage workforce education including, but not limited to Kansas State University, Ft. Riley soldiers and families, military veterans in the region, Flint Hills Job Corps, enhanced integration with the Adult Learning Center, regional USDs, NBAF/Animal Health Corridor, and regional employers. The plans will include, where applicable:
 - 1-concurrent/dual credit enrollment,
 - 2-stackable options of certificates-to-degrees/industry credentials,
 - 3-apprenticeship options,
 - 4-prior learning assessment,
 - 5-general education,
 - 6-customized learning opportunities for business/industry,
 - 7-retraining/up-skilling current workers,
 - 8-promotion of skills/awareness related to entrepreneurship and innovation.
- 6.1 *The student services area will develop strategies targeting increasing concurrent/dual credit enrollment (both general education and technical education) with secondary schools in our service area, with the goal of implementing strategies that offer opportunities to grow secondary school student enrollment by 25% by the fall of 2023.*
- 6.2 *The Student Success division of the College, working with the President, will develop strategies to improve stackable options for students, comprised of academic and/or industry-recognized credentialing, targeting a potential increase in stackable achievement of 25% by the end of the 2023 academic year. This will include a review of options to optimize appropriate engagement with NC3 (the National Coalition of Certification Centers), The Association of Controls Professionals, and additional possible options with current industry-recognized agencies.*
- 6.3 *The Student Success division, working with other appropriate College staff and industry representatives, will determine, by January 2021, any appropriate apprenticeship programs for MATC, and the implementation plan for those programs.*
- 6.4 *The three items just listed will also comprise strategies for the College to enhance appropriate use of prior learning assessment, customized learning opportunities for business and industry, and retraining and up-skilling current workers.*
- 6.5 *Many reports and case studies reinforce the notion that true job growth is the result of the combinations of skills, innovation (of a product or service), and entrepreneurship. Traditionally, the latter two elements have usually been in the realm of senior colleges and universities. However, the past decade has seen more two-year colleges provide mentoring and facilitating of all three components. The appropriate persons (faculty and staff) of the College should begin discussion and examination of what role MATC can play with skills, innovation, and entrepreneurship, with the goal of providing a recommendation on this subject no later than January 2021.*

Resources, Effectiveness & Efficiencies

7. Senior administration will identify optional revenue models beyond the traditional academic/credit hour/tuition-fee approach. Options may include but not be limited to subscription pricing, discount

pricing based on student performance/progress toward completion, competency-based pricing, and also examination of how the College can revise operations to optimize effectiveness and efficiency of utilities, facilities, equipment, operations, etc. The College will also examine the potential benefits of becoming more engaged with professional associations such as CASE, LERN, the League for Innovation, the American Association of Community Colleges, and similar organizations.

The administration, working with faculty and staff, will continue to develop contingency plans related to situations such as the COVID-19 crisis. The focus of the plans will be continuation of instruction and services, safety of employees, students, and the public, and accountability of changes protecting the integrity of the institution. Drafts of the plans will be completed by the end of the fall 2020 semester.

Finally, to align with the KBOR Strategic Plan, Building a Future, MATC will develop metrics to assess impact on economic development in our service area and the state, economic impact of the institution, as well as the non-monetary benefits provided by the College for individuals and society.

- 7.1 *Develop a facilities master plan optimizing use of the campus.*
- 7.2 *Appropriate senior administrators will develop 2-4 options of legitimate business models that meet the institutional mission and provide opportunities for alternate revenue streams, and present those to employees and the Board of Directors no later than the August 2020 in-service/monthly board meeting.*
- 7.3 *Vetted options will then have implementation activities and timeframes developed, with the initial goal of piloting 1-2 options no later than the 2022-2023 fiscal year, dependent upon any agency approvals to maintain the institution's accreditation and integrity.*
- 7.4 *It is anticipated that 1-2 options will emphasize the ability of students/participants to obtain education and training to qualify for additional industry-recognized credentials.*
- 7.5 *The College will form appropriate teams of employees and external parties to conduct efficiency audits of utility consumption, and provide recommendations on options to optimize efficiencies that target monetary and non-monetary savings, so that those resources can be reallocated to more effective use for the institution and its mission. The audits should be completed by the end of 2020, with recommendations presented to the President by the start of the fall semester 2021.*
- 7.6 *MATC will assess economic and social impact on a regular cycle with an emphasis on student job placement, wages, employer/employee satisfaction, community service activities performed by the college, and related documentation of benefits to the region and state through the institution.*

Data to consider:

2010-2018 census information

Riley/Pottawatomie/Geary counties

	2010 population 127,094	2018 population 130,547	+2.7%
Riley	71,132	73,303	+3.6%
Pott.	21,608	24,277	+12.3%
Geary	34,354	32,594	-5.3%

<u>Topic</u>	<u>Riley Co.</u>	<u>Pottawatomie Co.</u>	<u>Geary Co.</u>
Persons <5	5.6%	7.7%	12.2%
Persons <18	16.6%	28.9%	31.2%
Persons 65/+	9.2%	13.9%	8.2%
Housing permits 2017	172	209	12
Non-English language	10.3%	4.5%	14.9%
HS grad but < Bach. 25/+	45.5%	33.5%	21.4%
In civilian workforce 16/+	58.9%	65.6%	49.3%
% in poverty	20.4%	9.8%	12.0%

