Board of Directors Packet

Manhattan Area Technical College
November 29, 2022
Zoom/Live Stream 5:30 pm

Board of Directors:

__ Ballou, Brett (Riley) Chair
__Flanary, Tim (Pottawatomie) Vice-Chair
__Peterson, Heather (Pottawatomie)
__ Urban, David (Riley)
__Allen, Will (Geary)
__Matson, Mike (Riley)
__Armbrust, John (Riley)
__Noah, Julie (Clay)

Administration/Staff:

__Genandt, James (President/CEO)
__Davis, Kimberly
__Roberts, Nathan
__Bellamy, Kerri
__Biesenthal, Hannah (Board Clerk)
__Gfeller, Josh
__Boxberger, Chris
__Faculty Senate
__Phillips, Sarah
__Ross, Neil
__Watts, Harry

Agenda

1. **Call to Order**
   - Welcome and Introductions of New Board Members
2. **Executive Session: Student Issue**
3. **Executive Session: Finance**
4. **Consent Agenda** (Routine items requiring BOD action) *
   - Approval of October 2022 Meeting Minutes (Attachment 1) *
   - Approval of October 2022 Check Register w/Threshold Expenditures (Attachment 2) *
   - Organizational Update (Attachment 3) *
   - President's Report (Attachment 4)*
5. **General Agenda** (Items possibly requiring BOD Action)
   - Published Paper by Rachel Ohmes (Attachment 5)
   - Faculty Senate Update ***Faculty Senate***
   - Program Review ***Nathan ****
     i. Construction Technology (Attachment 6)
   - Monitoring Reports *
     i. Budgeting/ Financial Planning/ Forecasting (Attachment 7)
     ii. Financial Condition (Attachment 7)
     iii. Asset Protection (Attachment 8)
     iv. Compensation/ Benefits (Attachment 9)
     v. Achievement of Ends (Attachment 10)
6. **Discussion of Ends** (Demonstration, Testimonial, or Report of Results related to Board Mission)
   - Possible Legislative Proposal ***Jim*** (Attachment 11)
   - Audit Update ***Kerri***
   - Governor's Education Council and Groundbreaking Recap ***Jim***
   - Board Structure Options

- Facilities/Projects Updates ***Josh, Sarah***

Meetings and Upcoming Events

Next Board Meeting: Possible December meeting by Zoom**

MATC Commencement: December 17th

(Nursing Pinning will begin at 9am, Commencement will begin at 10am)

Campus Closed: December 20-January 2nd

Campus Closed: January 16, 2023

Spring Classes Begin: January 17, 2023

* Requires BOD Action

Board of Directors Minutes

Manhattan Area Technical College

October 30, 2022 5:30pm

1. The Board of Directors of the Manhattan Area Technical College met October 30, 2022 at 5:30 p.m. in person and using zoom at the Wamego Center, with live streaming for employees.
    - Members present: Tim Flanary, David Urban, Will Allen, Heather Peterson, Mike Matson.
    - Administration Present: Jim Genandt, President/CEO; Sarah Phillips, Vice-President; Nathan Roberts, Dean of Academic Affairs; Neil Ross, Dean of Student Services; Kim Davis, Dean of Nursing & Health Programs; Kerri Bellamy, Director of Finance; Chris Boxberger, Dean of Academic Partnerships and Outreach; Hannah Biesenthal, Executive Assistant/Board Clerk.
    - Guests: Rodney Stanfield.
    - Zoom: Steve Davis, Justin Meuli, Brian Koch.
    - Meeting was live streamed.
2. **Call to Order**
    - Tim Flanary called the meeting to order at 5:30p.m.
3. **Consent Agenda**
    - Mike Matson motioned to approve the consent agenda with the change of AND program update. Will Allen seconded. Motion carried 5 yeas and 0 nays. Motion passed.
4. **Discussion of Ends**
    - Josh Gfeller updated the board on building three at the Wamego Center. The board will be taken on a tour of building three now that it is nearly complete. Josh informed the board of tentative dates for construction of the prefabricated building on the Manhattan Campus.
    - Brian Koch and Rodney Stanfield discussed items from Faculty Senate. The Walk To End Alzheimer's went well. There are 83 students at Manhattan High that are enrolled in the Automotive Technology program. Some Information and Network Technology students have already received jobs to work in the field.
    - President Genandt informed the board of the FY2019 Official Cohort Default Rate. Manhattan Tech has a two percent cohort default rate.
5. **General Agenda**

- Neil Ross introduced the new registrar Steve Davis. Steve gave a brief overview of his past positions and education background. He looks forward to learning and being on the team.
- Chris Boxberger gave an update about enrollment at the Wamego Center. Enrollment has doubled for high school students. We are hoping to start new courses and looking for adjuncts.
- Justin Meuli, instructor for the Electric Power and Distribution program, informed the board of his program review. He went over the schedule of the program that runs January to December. His PAC member not only teach students but they donate equipment when they can. Heather Peterson motioned to approve the EPD program review. Mike Matson seconded. Motion carried 5 yeas an 0 nays. Motion passed.
- Vice-President Sarah Phillips gave an update on the ADN program accreditation visit. The visit went well with a few small recommendations from the board.
- The board discussed the open positions and the candidates that applied to the board. Tim Flanary suggested to fill two of the positions and leave one open for another possible Geary County representative. After the first of the year, the board can look at expanding the board to include additional members. Mike Matson motioned to invite Julie Noah to the MATC Board of Directors. Heather Peterson seconded. Motion carried 5 yeas and 0 nays. Motion passed to invite Julie Noah to the MATC Board of Directors. Heather Peterson motioned to invite John Armbrust to the MATC Board of Directors. Will Allen seconded. Motion carried 5 yeas and 0 nays. Motion passed to invite John Armbrust to the MATC Board of Directors.

6. **Executive Session:** To discuss matters relating to action affective a person as a student, patient, or resident or a public institution.
    - David Urban motioned to go into executive session at 7:22pm to discuss matters relating to nonelected members. Will Allen seconded. Motion carried 5 yeas and 0 nays. Motion passed to go into executive session. Mike Matson motioned to go into open session at 7:32pm. Will Allen seconded. Motion carried 5 yeas and 0 nays. Motion carried. No action was taken.
7. **Executive Session:** Real Property
    - David Urban motioned to go into executive session at 7:32pm. Mike Matson seconded. Motion carried 5 yeas and 0 nays. Motion passed to go into executive session. David Urban motion to go into open session at 7:42pm. Mike Matson seconded. Motion carried 5 yeas and 0 nays. Motion carried. No action was taken.

8. **Adjournment**: Tim Flanary adjourned the meeting at 7:43pm.

To: MATC Board of Directors
From: Administration
Re: October 2022 Expenditures

MANHATTAN TECH
MANHATTAN AREA TECHNICAL COLLEGE

Category	Costs	%
Payroll, Withholdings and Benefits (200, 230, 590)	$ 377,187.08	62.42%
Facilities (510)	$ 30,914.35	5.12%
Student Payments (110)	$ 99,574.40	16.48%
Program Expenditures	$ 20,686.58	3.42%
ALC Operating Costs (excludes salary/benefits) (900, 930, 931)	$ 828.06	0.14%
Wamego (excluding salary/benefits)	$ 3,270.50	0.54%
Other Operating costs	$ 71,822.26	11.89%
Total October Expenditures	**$ 604,283.23**	**100%**

Threshold Expenditures > $5,000				
Vendor Name	**Item(s) Purchased**	**Cost**	**Department**	**Funding**
Ebsco Subscription Service	CINAHL Plus with Full Text Renewal	$ 10,515.00	All School	General Fund
John Dietrick, P.A.	Legal Services	$ 16,706.50	All School	General Fund
Watermark Insights, LLC	Evaluation Kit Annual Fee	$ 5,788.13	All School	General Fund
Graybar Electric Co.	Greenlee Equipment	$ 5,247.39	Electrical	Capital Outlay
TSYS Fees	TSYS Merchant Fees	$ 6,352.74	All School	General Fund
BCBS (October 2022)	Health Insurance Premiums	$ 49,465.68	All School	payroll ded/gen fund
IRS	PR 10.14.2022 Payroll deductions	$ 35,127.12	All School	payroll ded/gen fund
IRS	PR 10.31.2022 Payroll deductions	$ 33,981.81	All School	payroll ded/gen fund
KS Dept of Revenue	PR 10.14.2022 Payroll deductions	$ 7,168.59	All School	payroll deduction
KS Dept of Revenue	PR 10.31.2022 Payroll deductions	$ 6,984.81	All School	payroll deduction
KPERS	PR 10.14.2022 Payroll deductions	$ 8,111.79	All School	payroll deduction
KPERS	PR 10.31.2022 Payroll deductions	$ 8,099.22	All School	payroll deduction
Evergy Kansas Central Inc.	Evergy October 2022	$ 9,577.46	All School	General Fund
Total October Expenditures Exceeding Threshold		**$ 203,126.24**		

MANHATTAN TECH
MANHATTAN AREA TECHNICAL COLLEGE

MEMORADUM TO: **The Board of Directors**
FROM: **Jim Genandt, President**
Human Resources
DATE: **November 29, 2022**
SUBJECT: **Consent Agenda: Organizational Update**

New Hire/Rehires/New Positions					
Employee Name	**Position Title**	**DOH**	**Department**	**Funding Source**	**Status**
Emmiley Springfield	RTC Proctoring Generalist	11/28/2022	Regional Testing Center	Operating	New Hire

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
Associate Degree Nursing Adjunct Clinical Instructor	Faculty	Operating	Open
Full-Time Welding Technology Instructor	Faculty	Operating	Open
Part-Time Allied Health Instructor	Continuing Education	Operating	Open
Full-Time Practical Nursing Instructor	Faculty	Operating	Open

President's Report: November 2022

Owner Expectations:

- Oct. 27: I participated in the TEA conference call for the technical colleges.
- Oct. 28: I met with Dr. Claudia Petrescu, Vice Provost of Graduate Education and Dean of the Graduate School at Kansas State University to discuss possible connections with MATC.
- Oct. 28: US Senator Jerry Moran visited MATC.
- Nov. 1: Kim Withroder and I participated in the KBOR BAASC meeting for our performance agreement status and funding request.
- Nov. 1: I met with Dr. Wade, USD 383, with updates on the College and Career Center project and enrollment concerns due to growth of concurrent and dual credit courses.
- Nov. 2: I had a Zoom meeting with representatives of the technical and community colleges to discuss reporting on health care costs.
- Nov. 3, Nov. 17, 18: I led a meeting of the Kansas Technical College presidents.
- Nov. 4: I worked with Greg Nichols, President of Salina Tech, on funding issues for the technical colleges.
- Nov. 9: I had a special call-in with KMAN to promote the Groundbreaking event.
- Nov. 11: I met with our lobbyist and the lobbyist for the community colleges to prepare a final strategy on health care cost analysis and discussion with the TEA and KBOR.
- Nov. 11: MATC hosted the Governor's Education Council meeting.
- Nov. 16: I participated in meetings of the Kansas Board of Regents at K-State.
- Nov. 18: I participated in the Technical Education Authority meeting in Topeka.
- Nov. 28: I participated in the US Department of Education meeting on financial aid.

Employer Needs & Response:

- Oct. 26: I participated in the Chamber's Executive Business Leaders Forum at the Flint Hills Discovery Center
- Nov. 2: Chris Boxberger arranged a demonstration for the deans and executive administration of zSpace, a multi-dimonsional learning software.
- Nov. 2: I attended the Business program advisory committee meeting by Zoom.
- Nov. 4: I attended the Chamber's DEI panel discussion, hosted by McCown Gordon at the Bluemont Hotel.
- Nov. 4: Chris, Nathan, and I hosted a meeting with staff from the Flint Hills Regional Council and with Jack Allston to discuss a community block grant and potential with Wamego High School enrollment growth.
- Nov. 9: I attended the Manhattan Chamber's Business After Hours at Farm Bureau.
- Nov. 10: We hosted the KS First/Diploma Plus Think Tank group (I am a member).
- Nov. 14: Hannah and I worked with representatives of the Chamber as we hosted a KEEP meeting on campus Nov. 17 (keeping exiting Ft. Riley soldiers and families in the area).
- Nov. 14: Sarah, Kim Davis, and I met with a representative of Stormont Vail to discuss health care workforce issues.
- Nov. 17: I participated in a Chamber meeting with executives of Scorpion.
- Nov. 17: I attended the INT program advisory committee meeting.

Resource Development:

- Oct. 26: We had a meeting of the MATC Foundation Trustees and affirmed affiliating with the Greater Manhattan Community Foundation, and review facility plans, funding, and groundbreaking events.

- Oct. 27: I had a Zoom meeting with Paul Carttar of the University of Kansas who is developing a grant proposal for a federal project to provide hydrogen energy hubs around the US. Paul is seeking involvement from the technical colleges.
- Oct. 27: I had a Zoom meeting with Ron Fehr and Jason Hilgers of the City of Manhattan concerning a funding request for the Phase I project.
- Oct. 27: I hosted a meeting of Kansas state legislative budget leaders with the Kansas Technical Colleges in Topeka. The meeting laid out our needs for more resources and the impact it would have on the state's workforce and economy. State Senator Tom Hawk was among those in attendance as the meeting was developed at his request.
- Nov.1: I participated in an NSF webinar for a new grant initiative called ExLENT. On Nov. 16 I participated in a Zoom meeting with personnel from K-State to collaborate on this initiative, targeting biotechnology.
- Nov. 10: Harry and I met with Vern to discuss next moves on donor contact for Phase I.
- Nov. 11: GROUNDBREAKING!!!!!!!!!!!!
- Nov. 28: I did a GMCF podcast recording about donating to MATC.

Attachment 5

Cross-institutional Leadership Collaboration: Toward the development of a peer-mentoring framework of practice in adult online education

BY HAIJUN KANG, RACHEL OHMES / AUGUST 2022

TYPE: HIGHER EDUCATION, PROFESSIONAL DEVELOPMENT, MANAGEMENT

Faced with budget cuts and, more recently, the COVID-19 global pandemic influence, education institutions are looking for ways to grow their adult distance learning programs by collaborating with each other. Such efforts are seen as "consortium sourcing, … a supply management concept combining symbiotic horizontal relationships and strategic understanding to gain competitive advantage" [1]. This type of lateral/horizontal leadership collaboration allows the practice of holacracy, or decentralized management and organization, to help mobilize and optimize the limited resources and talents of member institutions [2], the success of which relies heavily on cohesive collaborations among member institutions made possible through their liaisons within the consortium. These liaisons have great autonomy regarding the roles they play in the consortium. The relationships between these liaisons are different from employee relationships in a traditional academic institution or vertical organization in that consortium liaisons hold equal power; no one has real and tangible authority over other member institutions. In such a unique organizational structure, peer-based mentoring becomes important and necessary.

Drawing from the extensive literature on organizational leadership, digital leadership, human resource development, community of practice, and adult learning development, and tapping into our first-hand experiences working in various adult education "consortium sourcing" activities [1], we propose a peer-mentoring framework of practice that consists of the following three pillars: Developing a shared vision, respecting diversity and differences, and streamlining communications. In this article, we first review the literature on the challenges and opportunities that today's educational leaders are faced with in the digital world. We then describe how a distance education consortium was formed and the challenges they encountered along the way. Lastly, we discuss the three pillars of the peer-mentoring framework of practice and use this consortium as a case study to demonstrate how this framework can provide guidance on tackling challenges related to cross-institutional collaborations. This distance education consortium is referred to as "OPEN-EDU" throughout this article for brevity and anonymity.

Agile Leadership in The Digital World

MOST VIEWED

1. Cross-institutional Leadership Collaboration: Toward the development of a peer-mentoring framework of practice in adult online education
2. The impact of work and life experience on learning: A conversation with Peter Smith
3. Outsourced Professional Development for Online Instructors: Recommendations from research
4. Going Beyond Multiple Choice
5. 2021-2022: A Year of New Initiatives for Reaching Out to Our Community
6. Centering All Students in Their Assessment
7. Design Thinking and Thinking by Design
8. Harnessing the Power of Natural Language Processing to Mass Produce Test Items
9. Inclusion Rather Than Exclusion: An interview with Simos Retalis on accessibility

Online education is rapidly progressing into very agile and dynamic frontiers where online education leaders are faced with new challenges and opportunities. Accelerated technology evolutions, unrelenting social and political changes, pandemics, financial crises, and other external factors have created a broad environment “characterized by volatility, uncertainty, complexity, and ambiguity” (VUCA) [3] that Bennis and Nanus believe a leader needs to manage to provide the type of leadership that is truly “pivotal force behind successful organizations and that to create vital and viable organizations” [4]. Influenced by this broad context, online education institutions now face the dilemmas between the labor shortage and The Great Resignation, Millennial and GenZers workforce development, the changing nature of workspaces and schedules, the requirements of new skills and technical competencies in preparation for post-covid work environments, understanding the essence of technology and the impact of cyberethics on educational leadership practices, among others [5, 6, 7].

To tackle these and other challenges, the literature indicates that the field needs to revisit what modern educational leadership in a digital world should entail and recharacterize what should be considered as best digitalized educational leadership practices. First, Marshall contends that "we are at the dawn of a new age of collaboration" because "people naturally want to collaborate with each other, want to own their work and the workplace, and are motivated by trust and mutual respect" [8]. Even though organizational hierarchy is still prevalent in most of today's educational organizations, Taylor's scientific management approach to leadership development with a focus on power and control is obsoleting [9]. "Collaboration, based on the principles of psychological safety, ownership, and trust, is the new predicate for how to lead organizations in the Digital Age" [8]. Second, Lave and Wenger's Community of Practice (CoP) [10] is seen as having the potential to contribute to today's collaborative educational leadership development by urging leaders to build social capitals in both the physical and digital worlds [11, 12]. CoP's three dimensions (mutual engagement, joint enterprise, and shared repertoire) correlate with McGregor [13] and Marshall's [8] people first concept in that collaborative educational leadership can develop an organizational culture where "every individual is honored for the gifts they bring and is empowered to be the best version of themselves. Where every team is empowered to do their best work and produce superior results" [8].

To succeed in today’s digital world, the culture or “DNA” of an online education institution needs to be recreated [14]. To do so, today’s online education leaders need to change traditional leadership practices by calling formerly uncritically held assumptions, beliefs, values, and perspectives related to leading online education initiatives into question [15]. This mindset shift involves “processes that result in significant and irreversible changes in the way a person experiences, conceptualizes, and interacts with the world” [16]. Only when changes occur in their frames of reference, “the structure of assumptions and expectations through which we filter sense impressions” [17], today’s online education leaders are ready to explore and acquire 21st-century leadership knowledge and skills.

American OPEN-EDU

To better serve adult learners across the United States, seven education institutions convened in the 1990s to develop OPEN-EDU, a national adult distance education consortium that now has nineteen member institutions. As a cross-institutional leadership collaboration, OPEN-EDU sponsors eighteen adult online learning programs. Member institutions participate in programs that fit their needs, interests, and expertise.

Besides being governed by a cabinet and two academic boards, OPEN-EDU's central functions and daily operations are carried out by a lead institution through collaborations with Campus Coordinators (CCors) from member institutions. CCors are the liaisons between member institutions and OPEN-EDU. Their main role is to work with the consortium to provide dedicated virtual student services for all the adult learners this consortium serves. They strive to develop a nationwide model of best practices in virtual adult learner services. This role is unique in that:

- CCors are hired/contracted and paid by their home institutions and are mainly responsible to their home institutions.
- Work appointments vary, including CCors who work both exclusively and partially with the consortium.
- CCors work with the consortium remotely.

The characteristics of this role determine that the CCors work at the intersection of their home institution's vertical organizational structure and OPEN-EDU's lateral and horizontal structure. CCors are expected to represent the missions and values of both their home institutions and the consortium and are held accountable for maximizing the mutual interests and benefits of both parties. Working with OPEN-EDU remotely and not being able to fully immerse themselves in the consortium's egalitarian and participatory culture is what makes this CCor role challenging. Examples of common issues many CCors have experienced include personnel and programming changes.

The Peer-Mentoring Framework of Practice: Three Pillars

Pillar One: Developing A Shared Vision

Organizational vision development is different for a lateral organization, such as a consortium, than for a vertical organization, such as a traditional educational institution. The vision of a vertical organization is usually determined by the top administration and is infused throughout the entire organization through organizational activities. In a consortium that has a lateral and horizontal organizational structure, its vision is developed through negotiations among member institutions, which is never an easy task. The process of developing a shared vision is the process of negotiation and alignment of different member institutions' goals and visions.

A working shared vision provides guidance on how to distribute responsibilities equitably among the member institutions while leaving room for negotiation when unequal responsibility, investments, risks, and resources exist [18]. Ongoing negotiation is needed to align the consortium's vision with those of the member institutions. Well-developed shared visions will automatically drive away any disharmony

and injustice among member institutions, which will lead to the consortium's high performance. Once a shared vision is developed, member institutions are committing resources to this consortium and assuming no less than equal risk to achieve the agreed-upon common goals.

For a liaison to function in between the visions of the consortium and their home institution, good program planning skills are needed, including how to negotiate between the two visions. Liaisons need to be sensitive to larger environmental changes and shifts, evaluate potential influences on the visions of the consortium and their home institutions, and find ways to achieve a close fit in between. Liaisons need to wholeheartedly accept the shared vision. If not, liaisons of member institutions may view their roles in the consortium as a momentary diversion from their real business within their home institutions. Such misunderstandings can contribute to feelings of betrayal and devaluation among liaisons and lead to broken agreements and departures of member institutions. Liaisons also need to understand when to prioritize the consortium's shared vision, when to emphasize their home institutions' vision, and when to represent both. This is particularly important when the shared vision does not fully align with an individual institution's goals and expectations. If a liaison can find ways to balance the consortium's shared vision and that of their home institution, their home institution will most likely recognize and assure the value of the collaboration with the consortium.

Concept in Action: OPEN-EDU. Understanding and accepting OPEN-EDU's shared vision helps CCors align the consortium's value to their home institutions. Specifically, negotiating this shared vision within the consortium and at their home institutions proves integral to a successful partnership. Within OPEN-EDU, early policy and procedure initiatives at the consortium and institutional levels involved over eighty academic leaders who revised their policies and practice environments across institutional and inter-institutional teams, thus making possible a cross-institutional collaboration that was both academically and fiscally responsible and beneficial. This process was driven by leaders from member institutions who saw the value in participating in an academic consortium and who effectively negotiated the vision and value of the consortium to their home institutions.

A similar yet smaller-scale initiative has been emulated by members of the CCor group, with some hosting annual meetings at their home institutions to communicate the value and various informative points about the consortium to their institutional leaders. While the nature and content of these meetings vary, common themes include best practices in adult online learning and student services, updates about the consortium, and a forum to allow for open dialogue regarding the consortium and member institutions. In this way, CCors create a space at their home institutions for multiple voices to be heard and considered at all levels within the institution, including the role the institution has been playing and will/should play in OPEN-EDU.

In addition to facilitating a shared vision at their home institutions, CCors also work together to create their own shared vision within the consortium. In fall 2019, the group developed its first CCor strategic plan. Within this plan, a

group of four volunteer CCors drafted the mission, vision, values, and goals that would serve as the basis for initiatives and professional growth through the 2023 academic year. As the draft progressed, the larger CCor group could review, provide feedback, and ask questions. Throughout multiple facets of this process and their job, CCors have continuously negotiated a shared vision and navigated their institution's vision alongside that of the OPEN-EDU's.

This process of negotiating and developing a shared vision is critical in all institutional collaboration contexts mainly because it helps stakeholders from different institutions identify themselves with the cross-institutional collaboration and create a collective identity of who they are and whom they want to be.

Pillar Two: Respecting Diversity and Differences

Respecting diversity and differences [19] in a consortium is twofold. First, liaisons of member institutions should respect and accept institutional differences. Institutional diversity is seen through institutional arrangements that "are intricate clusters of rules and human interactions, shaped in large measure by the variety of situations of social life" [20]. The differences between member institutions may be embedded in each institution's foundational missions and visions; the vertical organizational structure and institutional decision-making processes, programs, and services they offer; resources available for the consortium; the learner population they serve; and their expectations of the consortium, among others. These institutional differences are beyond the control of individual liaisons but will influence how they perform in the consortium.

Second, liaisons and the population they serve are human beings with diverse backgrounds, personalities, and experiences. Nested in different groups and institutions, individual diversity and differences are no less (if not more) complex than those of an institution. The most recognized personal traits include social, educational, and work backgrounds and experiences. Specific to consortium liaisons, they may also have different expectations and assumptions about the roles they or other liaisons can or should play in the consortium. Though representing their home institutions, their personal diversity and differences will interfere with their work. For the consortium to succeed, all liaisons should be culturally competent and know how to work with people from different backgrounds. Therefore, it is beneficial for the consortium to develop diversity competencies and emphasize diversity management as a required skill set for people involved with the consortium so the adult population they serve receives quality services.

Acknowledging and respecting diversity and differences at both institutional and individual levels is a tremendous driving force for the healthy growth of a consortium. It helps the consortium allocate people, funds, and resources, which in turn helps mobilize member institutions' enthusiasm and engagement. By respecting diversity and differences at both institutional and individual levels, a consortium can create synergy to make the programs and services they offer culturally inclusive, create a positive organizational image, and attract more diverse but qualified institutions to join the consortium. A modern consortium respects the individuality of

the member institutions, pays attention to the differing ideas and needs of the member institutions, stimulates the potentials of the member institutions based on their comparative advantages, creates a welcoming environment for member institutions to participate and collaborate, and cares about the diverse target populations they collectively serve.

Concept in Action: OPEN-EDU. The work of OPEN-EDU aligns well with this pillar of the peer-mentoring framework of practice and manifests itself in tangible, process-driven ways. For example, the course access process exemplifies how the CCor group respects and accepts institutional differences, as students take classes from multiple institutions and learning management systems throughout their degree program. Each CCor and institution provides course access to non-home institution adult learners in a way that aligns with institutional processes and within various timeframes according to the course start dates. The CCor group communicates their respective processes through course information pages that are available on OPEN-EDU's website, which is publicly accessible.

The CCor group also implements a team approach when students struggle with course access, technical obstacles, navigate disability support services, or are non-participatory in their courses. Each CCor makes sure that a home institution CCor is kept abreast of pertinent information, which helps both individuals foster student success and persistence. Additionally, the CCor group provides information to both students requesting DSS accommodations and the DSS offices when verifying information. Despite varying procedures within the course access process, individual CCors not only respects these differences but actively collaborates with one another to remove them as a barrier for OPEN-EDU adult learner.

Further, the CCor group develops and strengthens its awareness of individual differences by discussing ways to support students and creating an open environment that allows dialogue. One example is when CCors began discussions regarding preferred pronouns so students could be properly addressed in digital correspondence. It was important for the CCor group to have these discussions to be inclusive and responsive when engaging with students. This conversation has paved the way for additional initiatives with mental health awareness and response at the forefront of respecting diversity and differences.

As the world is becoming more and more connected and, to a certain extent, mobilized, diversity is becoming part of the new normal of most online education institutions. Developing a cross-institutional plan and mechanism addressing diversity and inclusiveness can help participating institutions of cross-institutional collaborations develop mutual engagement, increase trust, and enhance integrity.

Pillar Three: Streamlining Communications

Communication refers to the exchange of information. For a consortium to succeed, good and efficient communication is needed to help connect all stakeholders' beliefs, values, thoughts, concerns, and even emotions. Communication is vital to building strong collaborative leadership and nurturing

a positive organizational culture [21]. There are two types of institutional communications, namely, horizontal and vertical communications. Within a traditional institution, horizontal communication refers to an informal information exchange with proximate colleagues, and the information exchanged is of socio-emotional content. In contrast, vertical communication occurs between staff members and top management, and information exchanged is mostly work-related [21].

In a traditional institution, vertical communication is a strong indicator of organizational commitment because this type of communication is a process for staff members and top management to establish their social and institutional identities. In a consortium, these two types of communications are meshed together because of the lateral nature of the consortium and the vertical nature of member institutions. This type of communication can be referred to as blended communication. The blended nature of communications in a consortium challenges liaisons from member institutions to constantly shift between formal and informal information exchanges, move between socio-emotional content and work-related relational communications, and seek to establish interpersonal relationships while at the same time building on their social and organizational identities. Multilayered, good, and efficient communication is often linked to positive attitudes, better performance, improved job satisfaction, and stronger institutional commitment [22].

Another important aspect of developing efficient communication is to assure transparency across the board so that everybody is up to date on the status of the consortium and member institutions. This can be accomplished by building a digital communication repository where consortium documents such as meeting agendas and minutes are stored, synchronous and asynchronous communication tools are integrated, and a calendar tool is activated. To achieve communication transparency, a consortium should also agree on and develop protocols for communications between member institutions through liaisons. For example, regular meetings should be scheduled among liaisons to discuss current issues, challenges, and opportunities; brainstorm new ideas and initiatives; highlight organizational and personal accomplishments; and more.

Concept in Action: OPEN-EDU. At the OPEN-EDU, streamlined and transparent communication is present within multiple components of the CCor role. One example is their onboarding process. When a new CCor begins their position, the lead institution provides numerous avenues for onboarding training and encourages communication. First, an electronic, self-paced orientation is provided via Qualtrics, which orients the new CCor with the consortium, the multiple roles within it, and their role. Then, an initial onboarding session takes place with the lead CCor over Zoom, where the CCor handbook, the member portal, the student information system, and various other components of the CCor role is thoroughly reviewed. The third and final component of the onboarding process delves deeper into the student information system and how data is gathered and reported. The onboarding process represents the consortium's commitment to transparent and streamlined communication,

which helps to create a culture for CCors to emulate this practice.

In addition to process-focused communication, professional development is offered within various modalities, including opportunities for multiple CCor voices. Webinars, podcasts, annual meetings, and listservs are leveraged to communicate ways that CCors can improve their knowledge of the consortium, adult learners, and virtual student services. Providing opportunities to improve communication skills is useful for the CCors position within the consortium and many of their outside roles. Thus, these communication strategies are beneficial and transferrable to those CCors who only work with OPEN-EDU as a small percentage of their appointments.

Communicating within a remote environment brings many challenges, specifically with maintaining consistent correspondence and information in a designated, easy-to-access space. OPEN-EDU addresses this challenge through an online member portal that is accessible to all members of the consortium. Each program, including the CCor group, has its own workspace and can access shared documents and a shared calendar. CCors can upload their documents to this portal and can also download a variety of resources that will assist them in work-related tasks. This space allows for transparent and streamlined communication through its ability to house a variety of documents in one place. It also encourages communication through resource sharing.

Good, open, efficient, and transparent communication is always a key factor for an online education institution to succeed. This becomes even more critical for cross-institutional collaborations because of the combinations of vertical communications within each participating institution and horizontal communications across participating institutions. Streamlining communications by making good use of communication technologies will make employees feel trusted and know that their voices are valued.

Conclusion and Implications

How successfully and smoothly a consortium runs primarily depends on the roles the liaisons play in the consortium. Liaisons are essential to a consortium's shared vision as they determine when to prioritize the consortium's shared vision, when to emphasize the vision of their home institution, and when to represent both. Balancing the consortium's shared vision and that of their home institution makes it more likely that their home institution will recognize the value of the collaboration with the consortium. Further, liaisons can foster healthy growth within the consortium by acknowledging and respecting diversity and differences at both institutional and individual levels. This includes respect for the policies and procedures of all participating institutions and how a liaison supports students with diverse backgrounds, personalities, and experiences. Lastly, liaisons help streamline communication between their home institution and the consortium through transparent and efficient communication. This includes communication between the stakeholders at their home institution and the consortium, as well as among themselves and the students they serve.

In cross-institutional collaborations, the details are significant, yet even the smallest details can lead to serious problems if overlooked. Therefore, hiring the right liaison who is good at public relations, communications, program planning, as well as attending to details is important. Member institutions should understand the importance of a liaison's role and make it a priority to fill this position promptly should it become vacant. The OPENEDU case study emphasizes that skilled liaisons are necessary to ensure a successful cross-institutional collaboration from inception to growth; therefore, the role should not be overlooked.

Though establishing a cross-institutional collaboration is never easy, the peer-mentoring framework of practice discussed above provides practical guidance for adult distance education institutions at various stages of such collaborations. For those in their initial stages of exploring cross-institutional collaborations, this three-pillar framework can be used as the basis to collectively develop the goals and visions for the collaboration, evaluate the comparative advantages of member institutions, develop a reciprocal organizational structure, and hire and train institutional liaisons to help carry out the visions of the collaboration. Existing adult distance education consortia will also find this peer-mentoring framework of practice beneficial because it provides them with a model to use whenever the collaboration faces issues that challenge its foundations. As more adult learning programs consider and grow interinstitutional partnerships, they should continue to look for ways for liaisons to facilitate success within the consortium and help member institutions address challenges faced along the way.

References

[1] Essig, M. Purchasing consortia as symbiotic relationships: Developing the concept of consortium sourcing. *European Journal of Purchasing & Supply Management* 6, 1, (2000), 13–22.

[2] Mosamim, P. and Ningrum, S. Holacracy and hierarchy concepts: Which one is more effective in an organizational leadership and management system? *Malaysian Journal of Social Sciences and Humanities* 5, 12, (2020), 257–271.

[3] Mackey, R. H. Translating Vision Into Reality: The role of the strategic leader. US Army War College, Carlisle Barracks, PA, 1992.

[4] Bennis, W. G., and Nanus, B. *Leaders: The strategies for taking charge*. New York, Harper & Row, 1986.

[5] Allman, K. Career matters: The great resignation' sweeping workplaces around the world. *Law Society of NSW Journal* 81 (2021), 46–47.

[6] Fry, R. Millennials are the largest generation in the U.S. labor force. Pew Research Center, April 11, 2018.

[7] Spinello, R. *Cyberethics: Morality and law in cyberspace*. 7th ed. Burlington, MA, Jones & Bartlett, 2020.

[8] Marshall, E. M. *Leadership's 4th Evolution: Collaboration for the 21st century*. San Diego, Cognella, 2021.

[9] Taylor, F. *The Principles of Scienti???c Management*, New York, Harper and Brothers, 1909.

[10] Lave, J., and Wenger, E. *Situated Learning: Legitimate peripheral participation*. Cambridge, Cambridge University Press, 1991.

[11] Bourdieu, P. The forms of capital. In *Handbook of Theory and Research for the Sociology of Education*, J. G. Richardson (Ed.). New York, Greenwood Press,1986, 241–258.

[12] Jenkins, D. M., and Endersby, L. Leadership education: Illuminating a community of practice. Special issue: Becoming and Being a Leadership Educator, K. L. Priest and D. M. Jenkins (Eds.). *New Directions for Student Leadership* 2019, 164 (Winter 2019), 123–139.

[13] McGregor, D. *The Human Side of Enterprise*. New York, McGraw-Hill Book Co.,1960.

[14] Schein, E.H., and Schein, P.A. *Organizational Culture and Leadership*. New York: John Wiley & Sons, 2016.

[15] Mezirow, J. *Learning as Transformation: Critical perspectives on a theory in progress*. San Francisco, Jossey-Bass, 2000.

[16] Hoggan, C. Transformative learning as a metatheory: Definition, criteria, and typology. *Adult Education Quarterly* 66, 1(2016), 57–75.

[17] Mezirow, J. Learning to think like an adult: Core concepts of transformation theory. In *The Handbook of Transformative Learning: Theory, research, and practice,* E. Taylor and P. Cranton (Eds.). San Francisco, Jossey-Bass, 2012, 73–95.

[18] Hightower, C. and Soete, G. The consortium as learning organization: Twelve steps to success in collaborative collections. *Journal of Academic Librarianship* 21, 2, (1995), 87–91.

[19] Courtenay, S., Gunter, H., Niesche, R., and Trujillo, T. (Eds.) *Understanding Educational Leadership: Critical perspectives and approaches.* London, Bloomsbury, 2021.

[20] Aligica, P. *Institutional Diversity and Political Economy: The Ostroms and beyond.* New York, Oxford University Press, 2014.

[21] Sheninger, E. *Digital Leadership: Changing Paradigms for Changing Times*. 2nd ed. Thousand Oaks, CA, Corwin, 2019.

[22] Amos, M. A., Hu, J., and Herrick, C. A. The impact of team-building on communication and job satisfaction of nursing staff. *Journal for Nurses in Staff Development* 21, 1, (2005), 10–18

About the Authors

Haijun Kang is an associate professor at Kansas State University. His primary teaching and research interests are at the intersection of adult learning and technology, online learning, and digital leadership development. He leads and participates in international research collaborations with scholars from different countries and has published in premier international journals, including *Adult Education Quarterly*, *Journal of Transformative Education*, *Open Learning* (UK), *The American Journal of Distance Education*, *and Distance Education* (Australia), among others. He has also guest edited several special journal issues on topics related to adult education, culture, and ICT for development.

Rachel Ohmes is a communications and GED instructor at Manhattan Area Technical College, where she instructs a diverse body of students preparing for industry-type careers. She has experience in multiple facets of higher education, including online student services, staff development and training, curriculum and course development, and instruction. She is a doctoral student at Kansas State University, and her research interests include digital literacy, online course development, and faculty development.

Permission to make digital or hard copies of all or part of this work for personal or classroom use is granted without fee provided that copies are not made or distributed for profit or commercial advantage and that copies bear this notice and the full citation on the first page. Copyrights for components of this work owned by others than ACM must be honored. Abstracting with credit is permitted. To copy otherwise, or republish, to post on servers or to redistribute to lists, requires prior

Program Review
Construction Technology
AY 2021-2022

CIP Code(s):

46.0201	Carpentry / Carpenter

Degree(s) / Certificate(s) Awarded:

AAS	63 credit hours
Certificate B	39 credit hours
Certificate A	13 credit hours

SOC Code(s):

47-1011	First-line Supervisors of Construction Trades and Extraction Workers
47-2031	Carpenters

Program Accreditation(s):

NCCER	National Center for Construction Education & Research

Curriculum Alignment:

HVAC program is aligned with the NCCER curriculum.

Third-Party Credentials / TSA and Credential List

MATC offers the following third-party credentials that are approved by KBOR/TEA for submission on the KBOR Follow Up report.

Award Level	Credential ID	Credential Name	WIOA
All	NCCER	NCCER INTRO TO CRAFT FUNDAMENTALS	Y
All	NCCER-1	NCCER CARPENTRY LEVEL 1	Y
All	NCCER-2	NCCER CARPENTRY LEVEL 2	Y
All	OSHA10	OSHA 10*(NOT EXIT CREDENTIAL)	N
All	OSHA30	OSHA 30*(NOT EXIT CREDENTIAL)	N

NOTE: The BTR program utilized the OSHA10 credential instead of OSHA30 until Academic Year XXXX.

Not accepted by KBOR on the Follow Up report, but offered by MATC:

n/a

All awards accepted by KBOR on Follow Up, those greyed out are not offered at MATC currently.

Award Level	Credential ID	Credential Name	WIOA
All	NCCER	NCCER INTRO TO CRAFT FUNDAMENTALS	Y
All	NCCER-1	NCCER CARPENTRY LEVEL 1	Y
All	NCCER-2	NCCER CARPENTRY LEVEL 2	Y
All	NCCER-3	NCCER CARPENTRY LEVEL 3	Y
All	NCCER-4	NCCER CARPENTRY LEVEL 4	Y
All	OSHA10	OSHA 10*(NOT EXIT CREDENTIAL)	N
All	OSHA30	OSHA 30*(NOT EXIT CREDENTIAL)	N
SAPP	WFAID-NCCER-CPR-OSHA	INTRO TO CRAFT SKILLS NCCER, OSHA, CPR, FORKLIFT (WORKFORCE AID)	N

Mapping of Test Components in Jenzabar to Credential to Course

Module	Credential	Award Level	Course
OSHA 30	OSHA30	CERTA	Introductory Craft Skills
00101-15 - Basic Safety	NCCER Core	CERTA	Introductory Craft Skills
00102-15 - Introduction to Construction Math	NCCER Core	CERTA	Introductory Craft Skills
00103-15 - Introduction to Hand Tools	NCCER Core	CERTA	Introductory Craft Skills
00104-15 - Introduction to Power Tools	NCCER Core	CERTA	Introductory Craft Skills
00105-15 - Introduction to Construction Drawings	NCCER Core	CERTA	Introductory Craft Skills
00106-15 - Introduction to Basic Rigging *Optional*	NCCER Core	CERTA	Introductory Craft Skills; *Optional for the credential*
00107-15 - Basic Communication Skills	NCCER Core	CERTA	Workplace Skills
00108-15 - Basic Employability Skills	NCCER Core	CERTA	Workplace Skills
00109-15 - Introduction to Material Handling	NCCER Core	CERTA	Introductory Craft Skills
27101-13 - Orientation to the Trade	NCCER Carpentry 1	CERTA	Carpentry Basics
27102-13 - Building Materials, Fasteners, and Adhesives	NCCER Carpentry 1	CERTA	Carpentry Basics
27103-13 - Hand and Power Tools	NCCER Carpentry 1	CERTA	Carpentry Basics
27104-13 - Introduction to Construction Drawings, Specifications, and Layout	NCCER Carpentry 1	CERTA	Carpentry Basics
27105-13 - Floor Systems	NCCER Carpentry 1	CERTA	Floors, Walls & Ceiling Framing
27111-13 - Wall Systems	NCCER Carpentry 1	CERTA	Floors, Walls & Ceiling Framing
27112-13 - Ceiling Joist and Roof Framing	NCCER Carpentry 1	CERTA	Floors, Walls & Ceiling Framing
27109-13 - Introduction to Building Envelope Systems	NCCER Carpentry 1	CERTA	Roof Framing
27110-13 - Basic Stair Layout	NCCER Carpentry 1	CERTA	Windows, Doors & Stairs
1 Commercial Drawings	NCCER Carpentry 2	CERTB	NCCER Carpentry Level 2
2 Cold-Formed Steel Framing	NCCER Carpentry 2	CERTB	NCCER Carpentry Level 2
3 External Finishing	NCCER Carpentry 2	CERTB	NCCER Carpentry Level 2
4. Thermal and Moisture Protection	NCCER Carpentry 2	CERTB	NCCER Carpentry Level 2
5. Roofing Applications	NCCER Carpentry 2	CERTB	NCCER Carpentry Level 2
6. Doors and Door Hardware	NCCER Carpentry 2	CERTB	Interior Finish Carpentry
7. Drywall Installation	NCCER Carpentry 2	CERTB	Drywall, Installation & Finishing
8. Drywall Finishing	NCCER Carpentry 2	CERTB	Drywall, Installation & Finishing
9. Suspended Ceiling	NCCER Carpentry 2	CERTB	NCCER Carpentry Level 2
10. Window, Door, Floor, and Ceiling Trim	NCCER Carpentry 2	CERTB	Interior Finish Carpentry
11. Cabinet Installation	NCCER Carpentry 2	CERTB	Cabinet Installation/Kitchen Design

Financial Information Revenue						
	AY 20-21		**AY 19-20**		**AY 18-19**	
Tuition	398 SCH @ $180/CH	$71,640	510 SCH @ $180/CH	$91,800	306 SCH @ $170/CH	$52,020
Program/Course Fees		$4,360		$5,215		$2,275
Institutional Fees		$31,840		$28,050		$16,830
State Aid		$100,746		$99,855		$56,130
Total Revenue		**$208,586**		**$224,920**		**$127,255**

Grant/External Funding			
	AY 20-21	**AY 19-20**	**AY 18-19**
Perkins			
Equipment	$563	$2,498	$0
Professional Development	$49	$4,383	$938
Capital Outlay	$0	$0	$0
Total External Funding	**$612**	**$6,881**	**$938**

Expenses			
	AY 20-21	**AY 19-20**	**AY 18-19**
Teaching Salary & Benefits	$73,541	$82,016	$67,750
Program/Course Supplies	$9,037	$5,203	$8,504
Professional Development	$49	$4,383	$938
Equipment Purchased	$992	$2,498	$0
Other Expenses	$0	$0	$0
Total Expenses	**$83,619**	**$94,100**	**$77,192**
Program Contribution to Indirect Costs	**$131,342**	**$204,847**	**$50,063**

Supplemental Program Information			
	AY 20-21	**AY 19-20**	**AY 18-19**
MATC Per Credit Hour of Instruction (direct costs only)	$210.10	$184.51	$252.26
Cost Model Composite Rate (average)			
Total Annual Cost to Students – tuition, lab fees, textbooks, tools, equipment	$10,886		

Program Data						
	AY 20-21		AY 19-20		AY 18-19	
Enrollment (Declared Majors)	13 AAS	12 CERTB 11 CERTA	11 AAS	5 CERTC 15 CERTB 15 CERTA	12 AAS	12 CERTC 11 CERTB
Male/Female Mix	13 / 0 AAS	11 / 1 CERTB 10 / 1 CERTA	11 / 0 AAS	5 / 0 CERTA 14/1 CERTB 14/1 CERTC	12 / 0 AAS	12 / 0 CERTC 11 / 0 CERTB
Retention						
1st to 2nd Semester Retention						
Number of Graduates[1]						
Associate (AAS)	3		2		5	
Certificate	7 CERTB / 11 CERTA		1 CERTC / 9 CERTB / 11 CERTA		5 CERTC / 8 CERTA	
Semester Credit Hours Generated[2]						
Total Unduplicated Students	58		25		8	
Total SCH (Omit Gen Ed SCH)	571		434		288	
Follow-Up[3]						
No. of Students Available	12		19		12	
No. of Students Placed[4]	12	100%	14/14	100%	12	100%
No. Placed in Field	7	58%	13	68%	7	58%
Average Wage	$20.44		$20.45	$25,000	$24.20	$25,000
Industry Credentials[5]						
Number Attempted	73		67		24	
Number Earned	32		67		24	
Students Who Earned a Credential	12/12	100%	13/13	100%	6/9	67%
MATC Core Abilities Assessment[6]						
Oral Communication			3.91*			
Written Communication	3.93*				3.90	
Problem Solving/Critical Thinking			3.58*			
Quantitative Literacy	4.49				3.25* *pilot*	

[1] KBOR Academic Year Basic Counts report, table 6a
[2] KBOR Academic Year Registrations file, includes high school students
[3] KBOR Follow Up Report / Perkins V Core Indicators of Performance; Average wage = table 7
[4] Perkins V Core Indicators Report; Placed = Perkins V concentrators who are employed, continuing education, serving in the military, or in a service program as of the 2nd quarter after exist as reported on the KBOR Follow Up Report
[5] KBOR Follow Up Report; Students who earned a credential is from Perkins V Core Indicators of Performance, 2P1
[6] The department may not have submitted an assessment or submitted it correctly for data purposes for this period (indicated by an *); entered MATC averages.

Employment Data

Kansas Wage Survey, 2021 Edition, Local Areas — Local Area II: Northeast Kansas

Standard Occupational Classification Code	Occupational Title	Employment	Mean (Average) Hourly	Mean Annual	Entry Level Hourly	Entry Level Annual	Experienced Level Hourly	Experienced Level Annual	Median (Middle) Hourly	Median Annual
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	1,080	$30.61	$63,675	$21.20	$44,097	$35.32	$73,464	$29.71	$61,798
47-2031	Carpenters	1,400	$20.75	$43,163	$14.83	$30,856	$23.71	$49,317	$20.06	$41,719

Kansas Wage Survey, 2021 Edition, Kansas Statewide

Standard Occupational Classification Code	Occupational Title	Employment	Mean (Average) Hourly	Mean Annual	Entry Level Hourly	Entry Level Annual	Experienced Level Hourly	Experienced Level Annual	Median (Middle) Hourly	Median Annual
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	6,560	$32.47	$67,527	$22.65	$47,104	$37.37	$77,739	$31.11	$64,717
47-2031	Carpenters	5,700	$21.00	$43,675	$14.69	$30,546	$24.15	$50,239	$19.53	$40,624

Projected Employment Data

Kansas Wage Survey, 2021 Edition, Projection Regions, 10-year projection Region: Northeast Kansas

Standard Occupational Classification Code	Occupational Title	Employment	Mean (Average) Hourly	Mean Annual	Entry Level Hourly	Entry Level Annual	Experienced Level Hourly	Experienced Level Annual	Median (Middle) Hourly	Median Annual
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	1,080	$30.61	$63,675	$21.20	$44,097	$35.32	$73,464	$29.71	$61,798
47-2031	Carpenters	1,400	$20.75	$43,163	$14.83	$30,856	$23.71	$49,317	$20.06	$41,719

Source: Kansas Department of Labor, Labor Market Information Services and the Bureau of Labor Statistics; Occupational Employment Statistics (OES)

Construction Technology Program Review 2022

The Construction Technology program offers training in residential and commercial construction needed in the workforce today. This training uses the National Center for Construction Education and Research (NCCER) curriculum. Course work includes safety, construction drawing interpretation , tools and materials, framing, roofing, cabinets, interior and exterior finishing.

MATC 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.

Construction Technology Mission – To produce quality construction trained students able to excel in today's residential and commercial fields. Making tomorrows leaders today.

Current Accreditations and Certifications

- **OSHA 30 Construction Certification**
- **811 Awareness Training Certification**
- **NCCER Core/Site Safety Certification**
- **NCCER Carpentry Level 1 Certification**
- **NCCER Carpentry Level 2 Certification**
- **MEWP Training Certification**
- **Hilti Powder Actuated Fastener Certification**
- **Construction Technology Certificates A or B**
- **Pro-Core Certification (Implement Fall 2022)**

CET Programs – Currently I have a portion of my program taught at Manhattan High School by Daniel Grater. He teaches OSHA 30 and NCCER Core. He will be Implementing Carpentry Level 1 next school year (2022-2023). Two other Instructors have been certified but are not currently teaching program, Brandon Pfizenmaier (Clay Center High School) and Robert Thomas (Rock Creek High School). All three are NCCER certified instructors.

BILT Team – BILT (Building and Industry Leadership Team) Team is my programs advisory board. They help point my program in the proper direction with knowledge of current building techniques and tools. They are an intricate part of my student's success. Each member presents to class opportunities available with their company's. BILT team meets during enrollment, quarterly and at end of year. My diverse team allows more construction paths for students to learn and possibly follow.

TEAM

- McCown Gordon
- BHS
- KBS
- Icon Structures
- Schultz Construction
- Riley Construction
- Weddle & Sons Roofing
- Diamond Roofing
- Mead Lumber
- FBM Foundation Building Materials
- Manco Windows
- Flint Hills Area Building Association
- Manhattan Habitat for Humanity
- Callaway Consulting

(BILT Team pay for student shirts and hoodies and allow class trips to job sites.)

Manhattan Habitat for Humanity – MHFH have been a major part of my program. Allowing my students to build a house from ground up and also created lasting partnerships with KSU, HBI, and Job Corp. MHFH was presented an international award for our 2021 build.

Flint Hills Area Building Association – FABA sponsor's the Manhattan Home Show every year. Student's help with set-up, running, and tear done of event. This allows them to network with more than just BILT team contractors and public.

INSTRUCTORS – Program Instructor: Richard R. Berndt SSH/CSHO/SHEP

CURRENT BOARDS AND COMMITTTEES

- Manhattan Habitat for Humanity (Board Member)
- Kansas State University Affordable Housing (Board Member)
- Kansas State University Solar Workforce Housing (Board Member)
- MATC Assessment Committee
- MATC Safety Committee

Program Assistant – Greg Cranford

CONSTRUCTION TECHNOLOGY CURRICULM

BTR 104 OSHA 30 Construction – 2 Credit Hours
(All Lecture Hours)

- **2 Hours Introduction to OSHA**
- **2 Hours Fall Protection**
- **2 Hours Electrical Safety**
- **1 Hour Struck-By Hazards**
- **1 Hour Caught-In-Between Hazards**
- **2 Hours Personal Protective and Lifesaving Equipment**
- **2 Hours Health Hazards in Construction**
- **2 Hours Managing Safety and Health**
- **2 Hours Stairways and Ladders**
- **2 Hours Scaffolds**

- **2 Hours Material Handling, Storage, Use and Disposal**
- **2 Hours Rigging Safety**
- **2 Hours Cranes, Derricks, Hoists, Elevators, and Conveyors**
- **2 Hours Ergonomics**
- **2 Hours Confined Space**
- **2 Hours Excavations**
- **2 Hours Fire Protection and Prevention**
- **2 Hours Hazard Communication**
- **1 Hour Accident Investigation**

BTR 134 Workplace Skills – 2 Credit Hours
(All Lecture Hours)

- **Basic Communication Skills**
- **Basic Employability Skills**
- **Resume Building**
- **Interview Skills / Peer Exercises**

BTR 106 NCCER Introductory to Craft Skills – 3 Credit Hours (Lecture ½ / Performance ½)

- **Module 1 Basic Safety**
- **Module 2 Introduction to Construction Math**
- **Module 3 Introduction to Hand Tools**
- **Module 4 Introduction to Power Tools**
- **Module 5 Introduction to Construction Drawings**
- **Module 6 Introduction to Basic Rigging**
- **Module 7 Basic Communication Skills**
- **Module 8 Basic Employability Skills**
- **Module 9 Introduction to Material Handling**

BTR 116 NCCER Carpentry Level 1 – 4 Credit Hours
(Lecture ½ / Performance ½)

- **Module 1 Orientation to the Trade**
- **Module 2 Building Materials, Fasteners, and Adhesives**
- **Module 3 Hand and Power Tools**
- **Module 4 Introduction to Construction Drawings, Specifications, and Layout**
- **Module 5 Floor Systems**
- **Module 6 Wall Systems**
- **Module 7 Ceiling Joists and Roof Framing**
- **Module 8 Introduction to Building Envelope Systems**
- **Module 9 Basic Stair Layout**

BTR 121 Floors, Walls, and Ceiling Framing – 4 Credit Hours
(All Performance Hours)

- **Basic Residential Floor Construction and Installation (Standard/TJI's)**
- **Basic Residential Wall Framing and Installation**
- **Ceiling Framing and Installation (Standard/Vault/Coffer)**
- **Board Final**

BTR 131 Roof Framing – 3 Credit Hours
(All Performance Hours)

- **Framing Square Introduction**
- **Rafter Calculation and Roof Design and Build**
- **Truss Roof Construction and Installation**
- **Gable and Hip Roof Construction and Build**
- **Board Final**

BTR 136 Windows, Door, and Stairs – 3 Credit Hours
(All Performance Hours)

- **Window Design and Install**
- **Door and Door Hardware Install**
- **Stair Calculations and Build**

BTR 141 Cabinet Installation and Kitchen Design – 3 Credit Hours
(All Performance Hours)

- **Kitchen Planning and Design (Construction Drawings)**
- **Cabinet and Vanity Layout and Install**
- **Countertop Construction**

BTR 175 NCCER Carpentry Level 2 – 4 Credit Hours
(Lecture ½ / Performance ½)

- **Module 1 Commercial Drawings**
- **Module 2 Roofing Applications**
- **Module 3 Thermal and Moisture Protection**
- **Module 4 Exterior Finishing**
- **Module 5 Cold Formed Steel Framing**
- **Module 6 Drywall Installation**
- **Module 7 Drywall Finishing**
- **Module 8 Doors and Door Hardware**
- **Module 9 Suspended Ceilings**

- **Module 10 Window, Door, Floor, and Ceiling Trim**
- **Module 11 Cabinet Installation**

BTR 155 Drywall Installation and Finishing – 3 Credit Hours
(All Performance Hours)

- **Drywall Types and Install**
- **Drywall Tools and Safety**
- **5 Levels of Finishing and Sanding**
- **Framing Backing Installation**

BTR 160 Interior Finish Carpentry – 5 Credit Hours
(All Performance Hours)

- **Trim Profiles, Moldings, and Matching**
- **Nail Gauging and Proper Tools and Tool Safety**
- **Door Trim and Casing Installation**
- **Window Trim and Casing Installation**
- **Base and Shoe Molding Installation**
- **Crown, Head, and Bed Molding Installation**

(All curriculum is in align with the United States Military allowing a smooth transition for those continuing a career in the construction field which was developed by the current instructor and does not reflect past programs.)

<u>S.W.O.T.</u> – STRENGTHS/WEAKNESS/OPPORTUNITIES/THREATS

Construction Technology's strengths come from the opportunities the BILT Team give to the program. Consisting of Job Site Tours, Purchasing, and Donations. In combination with Manhattan Habitat Area for Humanity partnership which allows students not only growth, collaboration, and accolades, but the ability to put their skills to work. Manhattan Area Technical College's Canvas software was essential for the pandemic. Empowering students to complete work on-line. Skills USA also has given leadership opportunities to select students who join.

The Perkins grant has given the program the opportunity to purchase equipment to keep up with the increasing enrollment. Beneficial for the development of new technological advancement in construction. Allowing for digital construction drawing software to be implemented in Fall of 2022. It has also given the Instructor the opportunity to complete Professional Development courses to keep up credentials and modern practices.

The top weakness and threat to the program is the consistent rising prices of materials and consumables used in the performance of each section of curriculum.

Conclusion – The Construction Technology Program became #1 in the State of Kansas this year 2022. It was a combined effort of all the partnerships made over the last four years. The potential to cultivate more alliances and grow the program are endless.

INTERNAL MONITORING REPORT
BUDGETING/FINANCIAL PLANNING/FORECASTING
NOVEMBER 2022

I hereby present my monitoring report on your Executive Limitations policy "Budgeting/Financial Planning/Forecasting" according to the annual schedule of reports. I certify that the information contained in this report is true.

BROADEST POLICY PROVISION:

Budgeting shall not deviate significantly from Board ends priorities, or risk financial jeopardy.

Accordingly, the President shall not cause or allow budgeting which:

1. Contains too little information to enable accurate financial planning projections;

   The Board receives quarterly financial updates and monthly expenditure reports detailing institutional bills and has access to all financial data used by the College.

2. Plans the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period;

   The MATC operating budget is compiled by adding Tiered and Non-tiered State Post-secondary aid, Perkins funds, and Capital Outlay funds identified by the Kansas Board of Regents. In addition, the institution applies for and receives various private, state, and federal grants annually. The remainder of the budget comes from _projection of revenue obtained through student tuition and fees based on the prior year's enrollment. These sources of revenue, combined with several other estimated sources, provide the basis for the annual budget. In order to provide for the welfare of the institution, the budget is developed by estimating revenues slightly lower than expected and expenses slightly higher than expected.

3. Does not provide a prioritized menu of Capital Outlay Funds;

   The use of the Capital Outlay funds is determined by several factors. For FY 23, the college received $403,000 in capital outlay funds, as the legislature approved a one-time increase due to budget surpluses. Part of that funding has a 50% match, part has a 100% match. Those matching amounts have been accounted for in our budget. Secondly, the use of the funds is determined by the program and College needs as identified through internal self-study of the programs, the facilities, and the mission. MATC will continue to pursue funds from contributors to enhance programs oncampus and to create additional instructional space for future growth.

4. Does not provide the annual operating funds for Board prerogatives, such as costs of fiscal audit, Board development, Board and committee meetings, and Board professional fees.

   The MATC BOD projected total budget for 2022-2023 is

   - Financial statement audit - $12,500
   - Legal fees - $35,000
   - Board development - $500

   The operating budget includes appropriations for the annual financial statement audit, legal and professional fees and miscellaneous Board related expenditures.

CEO's INTERPRETATION:

I report that none of the limitations listed above have been compromised or deviated from during my tenure. therefore report compliance.

Signed _____ Date: November 15, 2022

James Genandt, President/CEO

INTERNAL MONITORING REPORT
ASSET PROTECTION
NOVEMBER 2022

I hereby present my monitoring report on your Executive Limitations policy "Asset Protection" according to the annual schedule of reports. I certify that the information contained in this report, as reviewed by Kerri Bellamy, DFO, and Josh Gfeller, CISO, is true.

BROADEST POLICY PROVISION:

Assets shall not be unprotected, inadequately maintained, or unnecessarily risked. Accordingly, the President shall not:

Policy Provision #1:
Fail to insure against property and casualty losses or against liability losses to Board members, staff, or the College itself in an amount prudent and advisable under Kansas law.

CEO's INTERPRETATION:
Property assets at Manhattan Area Technical College ("The College") are insured when their value is in excess of the $10,000 deductible. The high premium cost at lesser amounts does not justify any change to this policy. The College also carries insurance in the amounts of $1 million for general liability per occurrence ($3 million general aggregate), and $1 million for bodily injury for both the Manhattan and Wamego properties. In addition, the College carries Educator's Professional Liability insurance to protect against errors and omissions that includes Directors and Officers liability coverage and Cyber Security insurance to protect against malicious cyber-attacks. Lastly, all vehicle assets are covered under the Commercial Auto policy.

I report compliance.

Policy Provision #2
Allow unbonded personnel access to significant amounts of funds.

CEO's INTERPRETATION:
"Unbonded personnel" is interpreted to mean employees who are refused inclusion in the organization's insurance against employee wrongdoing. Our insurance company periodically requests a list of personnel, and to date, has never excluded any of our personnel. Furthermore, since the amount of cash on hand varies according to semester activities, the cash assets are protected through the following means:

(1) The cash register is secured in the (locked) front office under camera surveillance at all times, is locked at all times with only select personnel possessing keys, and has $140 maintained inside each evening. Daily receipts are locked in the College safe until those funds are taken to the bank for deposit; deposits are made on a weekly basis.

(2) When increased activity also increases the amount of cash handled on a day-to-day basis, such as during registration, deposits are made no less than twice a week or at the discretion of the Vice President of Operations/CFO. All transactions are accounted for by receipt, and appropriate internal controls are in place to ensure protection of assets. Tests of controls are performed as part of the unqualified audit report issued by independent external auditors.

I report compliance.

Policy Provision #3

Allow improper wear and tear or inadequate maintenance of the plant and equipment.

CEO's INTERPRETATION:

The IT Department, Head of Maintenance, and various contracted service providers, maintains campus equipment and facilities. Equipment within the program areas are maintained, as much as possible, by the faculty within their department. Students do not use the College's program equipment until sufficient training has been conducted in the areas of operation, safety, and preventive maintenance. Campus-wide maintenance items of substantial cost, such as roofing and parking/sidewalk, are consistently being assessed for potential repair or replacement.

I report compliance.

Policy Provision #4:

Unnecessarily expose the College, its Board, or staff to claims of liability.

CEO's INTERPRETATION:

The College has regular inspections, both announced and unannounced, by different compliance agencies, such as the Fire Marshall, Environmental Protection Agency, and OSHA. Upon discovery of any deficiencies, the College moves to gain compliance as quickly as possible.

I report compliance.

Policy Provision #5:

Make any single asset purchase over $2,500 without having obtained comparative prices and without due considerationof cost, quality and service;

CEO's INTERPRETATION:

The College seeks comparison prices on all purchases in excess of $2,500, unless sole source purchasing is justified per policy 6.2.5. The College initiates these comparisons within the six main service area counties first when seeking goods and services within the stated limits.

I report compliance.

Policy Provision #6

Make any purchase, or initiate construction, remodeling, or alterations of real property over $25,000 without Board approval. Such purchases shall require a sealed competitive bidding process;

CEO's INTERPRETATION:

The College requires at least three bids on all items purchased over $25,000, unless the item is acquired as a "sole source item" due to its unique nature.

I report compliance.

Policy Provision #7

Receive, process, or disburse funds under controls that are insufficient to meet the financial auditor's standards.

CEO's INTERPRETATION:

All funds are handled according to accepted practices as supported by the College's unqualified audit report of 2021.

I report compliance.

Policy Provision #8

Dispose of real property without Board approval.

CEO's INTERPRETATION:

No real property has been acquired, encumbered, or disposed of without Board approval.

I report compliance.

Policy Provision #9:

Enter into any lease agreement for real property in excess of $20,000 annually without Board approval;

CEO's INTERPRETATION:

The College has not initiated any other lease-financed construction, remodeling, or alterations in excess of $20,000 without Board Approval since the approval of the leased-financed agreement with Governmental Capital for the purchase and renovation of the property in Wamego.

I report compliance.

Policy Provision #10:

Fail to protect intellectual property, information, and files from loss, damage, or improper access.

CEO's INTERPRETATION:

Financial and student records are backed up twice daily at noon and 10:00PM, respectively. The records are then replicated off-site, via the College's remote backup grid, located at the Wamego Center. A nightly offline backup is also

taken and kept on rotated offline disks to keep a backup inaccessible to hackers *off* the wire. Additionally, monthly and yearly backups are maintained at the offsite Wamego Center. Firewalls and IT measures and policies are in place to protect against unauthorized or malicious access to the College's computer systems. The IT department also monitors the systems for unusual network usage and acts on any possible threats to the internal security. Intrusion Prevention Systems and Multi-Factor Authentication are utilized to protect sensitive data. Hard copy or paper files are kept in locked cabinets behind locked doors with limited access to sensitive materials, such as student and personnel records. The College fully complies with Federal Educational Rights and Privacy Act (FERPA) when dealing with student records, Health Insurance Portability and Accountability Act (HIPAA) when dealing with patient records in Nursing, and Freedom of Information Act (FOIA) regulations when dealing with other requests for information, both externally and internally, when appropriate.

I report compliance.

Signed _____
James Genandt, President/CEO

Date: November 15, 2022

INTERNAL MONITORING REPORT
COMPENSATION/BENEFITS
PRESIDENT'S EVALUATION/PERFORMANCE
REPORT NOVEMBER 15, 2022

I hereby present my monitoring report on your Executive Limitations policy "Compensation/ Benefits" according to theannual schedule of reports. I certify that the information contained in this report is true.

BROADEST POLICY PROVISION:

With respect to employment, compensation, and benefits to employees, consultants, contract workers, and volunteers, the president shall not cause or allow fiscal integrity or public image to be jeopardized. Accordingly, the President shall not:

Policy Provision #1:
Change his/her compensation and benefits.

CEO's INTERPRETATION:
I have not changed my own compensation or benefits. I report compliance.

Policy Provision #2:
Promise of imply permanent or guaranteed employment.

CEO's INTERPRETATION:
I have not promised or implied any permanent employment to any individual. I report compliance.

Policy Provision #4:
Establish compensation and benefits which:

a. Deviate significantly from the geographic area or market for the skills employed.

CEO's INTERPRETATION:
Salaries and benefits are appraised, maintained, and updated annually with Board review and approval of position salary grades and scheduling, and approved cost of living adjustments have been enacted sufficiently to maintain regional competitive market demand for hiring and personnel wages. Employer coverages of employee health insurance for eligible positions, and additional fringe benefits coverages including 403(b) retirement matching, tuition reimbursement, and the employee assistance program aid all employees in offsetting major personal expenses for health and wellness, education, and retirement. I report compliance.

b. Create obligations over a longer term than the revenues can be safely projected, in no event longer than one year, and in all events subject to losses of revenue.

CEO's INTERPRETATION:

I have not created obligations which cannot be sustained by our existing revenue streams. Contracts and wage noticesare issued annually **and are subject to availability** of funds. I report compliance.

Signed _____

James Genandt, President/CEO

Date: November 15, 2022

Attachment 10

MANHATTAN AREA TECHNICAL COLLEGE
BOARD MONITORING REPORT: For November 2022 Board Meeting
ACHIEVEMENT OF ENDS: 2021-2022

Note: You will see repeated evidence in the report to address the policy titles for this monitoring report. Each evidence component used addresses the policy title as data often has more than one meaning.

Policy Type: Ends

Policy Title: Vision and Mission

The Vision and Mission of the Manhattan Area Technical College Board of Directors is to ensure that MATC strives to be a leader in postsecondary technical education in Kansas to prepare people for productive and enriched lives.

Evidence:

Rankings from independent organizations and agencies provide evidence that MATC is a leader in postsecondary technical education for the state, and the nation:

- WalletHub ranked MATC #1 in Kansas (4th year in a row) and #4 in the nation among two-year colleges;
- PracticalNursing.org ranked the PN program at MATC as #3 in the state;
- NursingProcess.org ranked the ADN program at MATC as #1 in the state;
- TradeCollege.org ranked the MATC construction trades program as the best in Kansas,
- Enrollment has averaged over 6% growth per academic year for the past five years, even with the pandemic.

Policy Title: Essential Skills

1. Students will possess essential technical skills.
2. Students will demonstrate reading, math, and interpersonal skills, including speaking, listening and writing, appropriate for their chosen fields of endeavor.

Evidence:

1. Where data is captured on student attainment of industry-recognized credentials and/or required licensures, MATC performs at a high level.
   a. Nursing completion and licensure pass rates:

	2021	2020	2019	2018
RN licensure pass rates:	96.15%	93.3%	90.2%	100%
Class Completion rate-May:	90.5%	91.7%	100%	87.5%
Class Completion rate-December:	77%	72.2%	78.3%	87.5%
PN licensure pass rates:	92.59%	85.7%	100%	100%
Completion rate:	67.5%	82.8%	81.6%	89.7%

In addition, almost all students in healthcare programs receive First Aid and CPR training and associated credentials. In many of the other technical programs of study, students earn OSHA credentials. We are working on enhancing our ability to gather and track the wide variety of credentials that students can earn.

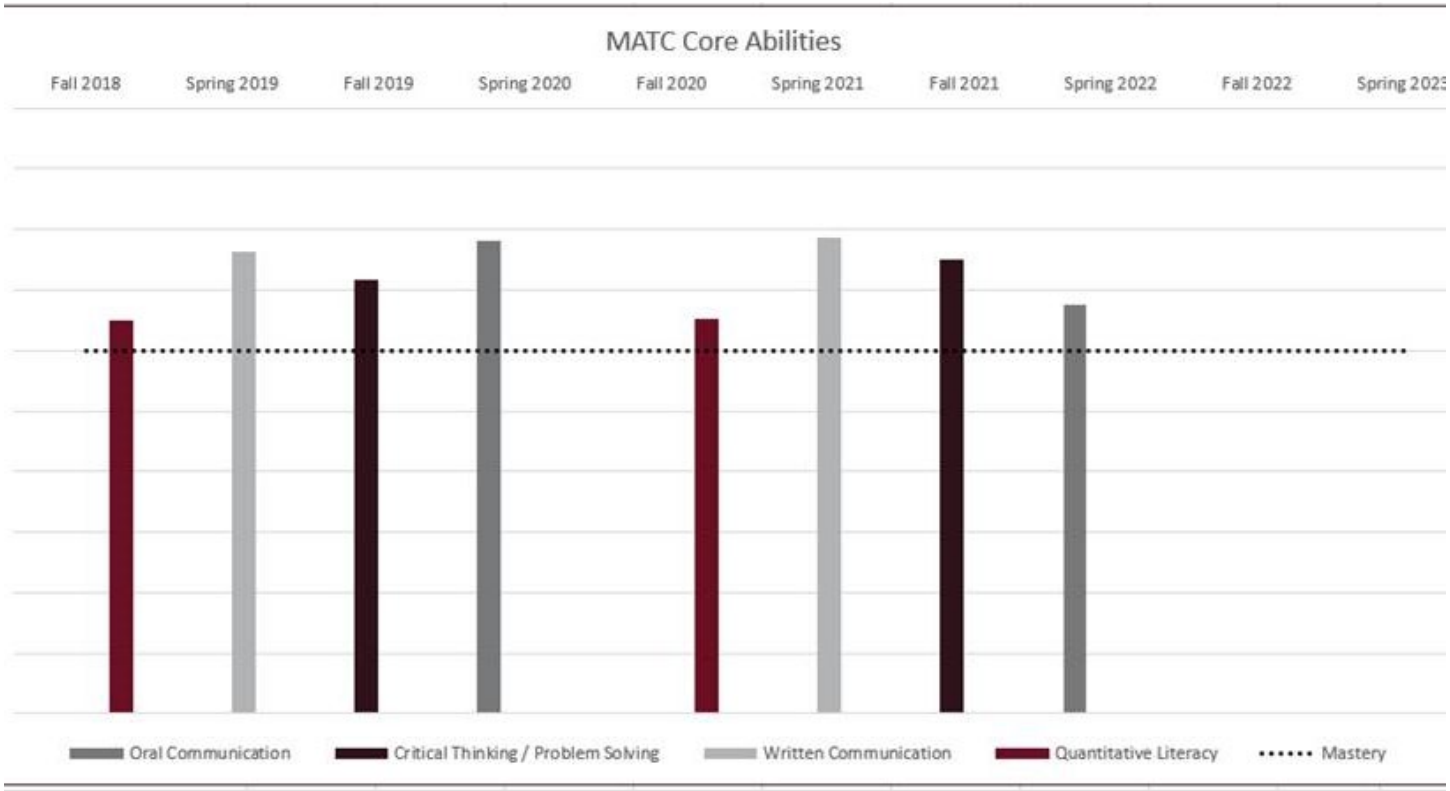
Academic credentials earned include SAPPS (short-term programs such as CNA, EMT, etc.), certificates (1- and 2-year) and associate of applied science degrees. Some students earn each level of these as stackable academic achievements. Often, they also earn the licensure and/or industry-credential:

	2018		2019		2020		2021	
	Region	KS	Region	KS	Region	KS	Region	KS
SAPPS	84.20%	84.20%	75.00%	75.00%	74.30%	74.30%	85.70%	85.70%
Certificates	81.60%	78.90%	72.90%	71.20%	83.30%	81.80%	77.50%	74.60%
Associates	77.00%	76.10%	79.80%	77.90%	85.50%	84.20%	88.30%	81.80%
All	80.20%	79.30%	76.70%	75.30%	81.10%	80.20%	84.00%	80.90%

KHEStats > Employment & Wages > Technical Colleges > Manhattan Area Technical College
Wage Year = Entry Year
Region = Kansas

In addition, our Regional Testing Center averages approximately 100 clients per month, including MATC students. These individuals are testing for a wide range of licenses and 3rd-party credentials with industry-approvals. Clients come from our service area, Kansas, and the surrounding states.

2. Evidence of basic skills comes from assessment data as part of the institution's accreditation requirements:



Source: Core Abilities Comparison of Results

Respondents from all technical programs as well as gen eds. Included the expansion into ALC (both GED & ESL) and a small test at a high school. This expansion of core ability assessment is consistent with HLC recommendations from the May 2021 final report. We are continuing to consistently administer core ability assessment by requiring all concurrent / high school faculty to participate in this assessment beginning in Fall 22.

Assessment Committee Notes:

* In analyzing Fall 21 data, we identified that some programs awarded 5s (exemplary) for all students on all outcomes. At the all-faculty in-service meeting in January 2022, we discussed the rating scale and how every student for a course or program probably wasn't exemplary for every outcome. We highlighted the different milestones on the rubric (developing, proficient, and exemplary) and provided resources to show what constituted each milestone for each outcome as well as discussed that a rating of 3 (proficient) had been identified as the benchmark by Assessment Committee. Some faculty members commented to Assessment Committee members afterwards that they were operating on the basis that 5 was the benchmark. Note that we did not see 5s across the board for this core ability.

* This is compared to Spring 2020 during which courses were moved from F2F or Blended to online only due to the pandemic.

* Some faculty note observing differences or declines in student performance after the COVID interruption in their education.

The learning outcomes for this assessment component are:

Co-Curricular Learning Outcomes

Outcome 1	**Student practices teamwork and collaboration skills**	Focus Area: Student Engagement	General Education Outcome: Gaining knowledge of self and demostrating ability to work with others independently and in teams
Outcome 2	**Student practices communication skills**	Focus Area: Student Engagement	General Education Outcome: Communicating effectively in written and oral forms
Outcome 3	**Student promotes inclusiveness within the campus community**	Focus Area: Student Engagement	General Education Outcome: Increase and understanding of individual and group differences; Exhibiting tolerance of and respect for diversity in human abilites, cultures, age, and beliefs
Outcome 4	**Student practices critical thinking skills**	Focus Area: Student Enrichment	General Education Outcome: Critical thinking and problem solving to address situations described verbally, graphically, symbolically, or numerically
Outcome 5	**Student practices problem solving skills**	Focus Area: Student Enrichment	General Education Outcome: Critical thinking and problem solving to address situations described verbally, graphically, symbolically, or numerically
Outcome 6	**Student inspires and empowers others to work towards a shared vision**	Focus Area: Student Enrichment	General Education Outcome: Analyze and assess personal values and life goals that affect decision-making and relationships in a global community

Policy Title: Work Preparedness

Students will be prepared for success in the workplace, with coordination and collaboration with the Kansas Board of Regents and its Technical Education Authority, and MATC engagements with K-12 education, and other organizations relevant to technical education to guide students to an appropriate career pathway or other postsecondary options.

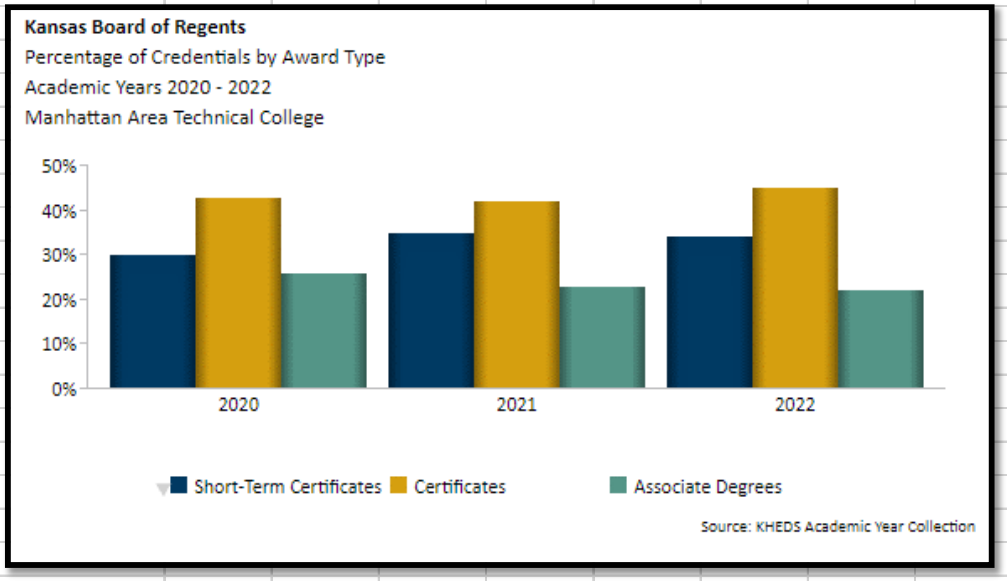
1. Students will demonstrate the skills and knowledge required for successful entry into the workforce.
2. Students will demonstrate the work ethics, discipline, and collaborative skills necessary to be successful in the workplace.
3. Students will demonstrate the skills and knowledge necessary to maintain, advance, or change their employment or occupation.

Evidence:

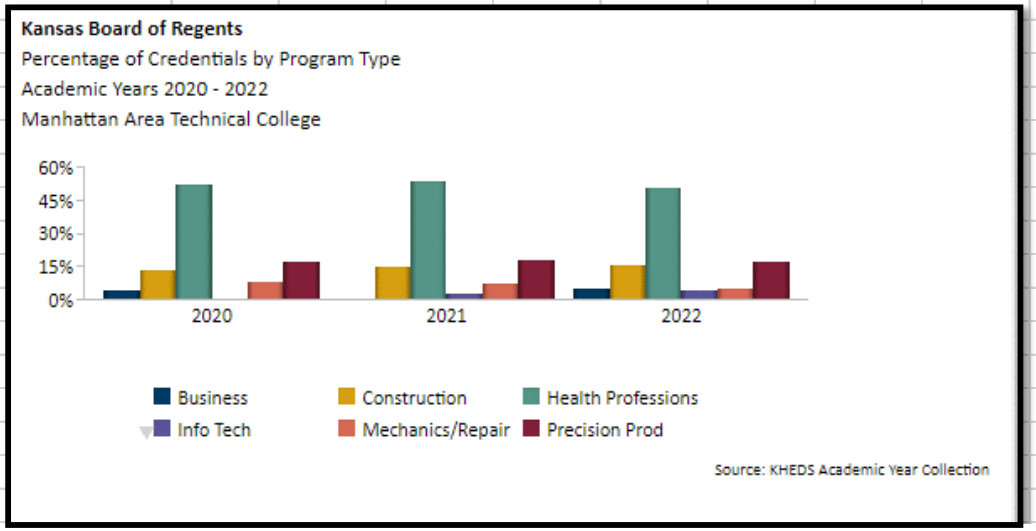
Evidence to meet each of the items listed above is in the other evidence provided in the report. Both academic grades and earned certificates and/or credentials provide proof of meeting work preparedness. The student attainment of industry credentials and licensures is a second component of evidence that also validates the academic success (as well as the quality of the teaching and learning environment our faculty and staff provide for our students!).

The second item has evidence from the assessment of core skills: computational skills, communication skills, critical thinking skills, as well as leadership from the co-curricular assessment. All of the evidence presented links to the third item. Our overall graduation rate, capacity of earning external credentials and licenses, job placement rate, and the fact that over 75% of our graduates are employed in this region on an annual basis serve to provide evidence that work preparedness is being met at a high standard.

The Adult Learning Center provides another example of this component. Enrollment in adult education has come back to pre-pandemic levels, with 86 active students in ESL and/or GED courses this fall. We only receive 1% of state funding for adult education, but our student participation makes up just under 3% of the state total adult education enrollment! MATC's Adult Education program has a high percentage of low-level/high-risk students, but our success rate demonstrates that we help those students advance, with 66% of the students making an education gain in the first quarter of this fiscal year.



	2020	2021	2022
SAPPs	30.0%	35.0%	34.0%
Certificates	43.0%	42.0%	45.0%
Associates	26.0%	23.0%	22.0%



	2020	2021	2022
Business	4.0%		5.0%
Info Tech		3.0%	4.0%
Construction	13.0%	15.0%	16.0%
Mechanics / Repair	8.0%	7.0%	5.0%
Healthcare	52.0%	54.0%	51.0%
Manufacturing	17.0%	18.0%	17.0%

KHEStats > Credentials > Technical Colleges > MATC

Select AY = 2022

Policy Title: Workforce Development

Workforce development will be responsive to community economic development and local employer needs (including customized skills training).

Evidence:

Primary evidence for this section comes from KBOR data on MATC:

MATC Data: KBOR Degree Stats & Kansas Higher Education Statistics

Degree	% of Graduates Employed in Region	Median Earnings of Program Graduates at Entry
AAS Applied Technologies	83%	$31,137
AAS Administrative Assistant	71%	$30,398
AAS Air Conditioning & Refrigeration	88%	$32,395
ADN Registered Nurse	88%	$50,866
AAS Automotive Technology	83%	$34,465
AAS Construction Technology	80%	$34,770
AAS Electric Power & Distribution	64%	$62,307
AAS Information Networking Technology	75%	$39,573
AAS Medical Lab Technology	87%	$41,807
AAS Welding Technology	67%	$45,760

Award Type 2021-2022: Short-Term Credentials: 35% Certificates: 42% Associate Degrees: 23%

Healthcare: 54%, Manufacturing: 18%, Construction: 15%, Mechanics: 7%, IT: 3%

KBOR data indicates over 86% of our students are employed in our region!

Policy Title: Leadership

Opportunities are provided for the development of leadership skills.

Evidence:

- Several programs of study provide leadership opportunities combined with demonstration of the core values/general education competencies as well as their specific program skills. Examples of this include, but are not limited to:
  - Information Networking Technology: Capstone Project for sophomore students evaluated by a panel of employers;
  - Automotive Technology: students do car maintenance workshops for outside groups (K-State sororities, etc.);
  - Electric Power & Distribution: uses student leaders to help monitor safety and basic skills demonstrations at their field lab at Keats;
  - Several program advisory groups include current students so they can interact with employers about the program and their experiences;
  - Student organizations: Phi Theta Kappa/National Technical Honor Society, Skills USA, Student Voice Council
- Another example of leadership is through the Adult Learning Center and its engagement assisting refugees with English skills. As of this report 90% of the adult refugees relocated to Manhattan are involved in ESL courses and assistance through MATC. 7 of 38 adults are in both ESL and GED courses, and 13 of the refugees are exploring technical programs at MATC.

Achievement of Ends Addendum

Policy Title: Work Preparedness

Automotive Service Excellence Entry-Level Certification (ASE Student)

	AY 2019[1]			AY 2020			AY 2021		
Automotive Collision Repair	**Number Tested**	**MATC Average**	**National Average [2]**	**Number Tested**	**MATC Average**	**National Average**	**Number Tested**	**MATC Average**	**National Average**
Painting & Refinishing	7	78%	51%	8	79%	51%	Program was discontinued		
Non-Structural Analysis & Damage Repair	7	78%	54%	8	80%	54%			

	AY 2019			AY 2020			AY 2021		
Automotive Technology – *Fall*	**Number Tested**	**MATC Average**	**National Average**	**Number Tested**	**MATC Average**	**National Average**	**Number Tested**	**MATC Average**	**National Average**
Suspension & Steering	11	67%	49%	14	60%	48%	8	56%	49%
Brakes	11	75%	50%	14	64%	51%	8	64%	51%
Automatic Transmission & Transaxle	11	75%	55%	14	69%	55%	8	73%	55%
Manual Drive Train & Axles	11	75%	53%	14	61%	52%	8	59%	52%

	AY 2019	AY 2020	AY 2021

[1] MATC's academic year (AY) runs from approximately August 1 to July 31 of the following year. Dates are subject to change each year to accommodate the academic calendar.

[2] National averages are computed and provided by the accrediting body. The most up-to-date averages as of the time of the test dates are displayed for comparison purposes.

Automotive Technology – *Spring*	Number Tested	MATC Average	National Average	Number Tested	MATC Average	National Average	Number Tested	MATC Average	National Average
Electrical & Electronic Systems	11	74%	54%	12	70%	53%	8	70%	52%
Heating & Air Conditioning	11	69%	53%	12	68%	53%	8	68%	53%
Engine Performance	11	72%	52%	12	64%	53%	8	70%	52%
Engine Repair	11	76%	56%	12	80%	57%	8	72%	58%

National Occupational Competency Testing Institute (NOCTI)

	AY 2019			AY 2020			AY 2021		
Electrical Power Distribution	Number Tested	MATC Average	National Average	Number Tested	MATC Average	National Average	Number Tested	MATC Average	National Average
Written – Cognitive	14	73.5%	70.5%	15	69.0%	70.8%	8	72.6%	70.7%
Performance – Psychomotor	16	90.7%	91.8%	15	93.0%	92.0%	8	87.3%	92.0%

	AY 2019			AY 2020			AY 2021		
Information Network Technology – *Fall*	Number Tested	MATC Average	National Average	Number Tested	MATC Average	National Average	Number Tested	MATC Average	National Average
Written – Cognitive	7	77.9%	66.7%	1	88.7%	66.2%	Testing is only completed in Spring moving forward.		
Performance – Psychomotor	7	98.0%	93.7%	1	100.0%	94.3%			

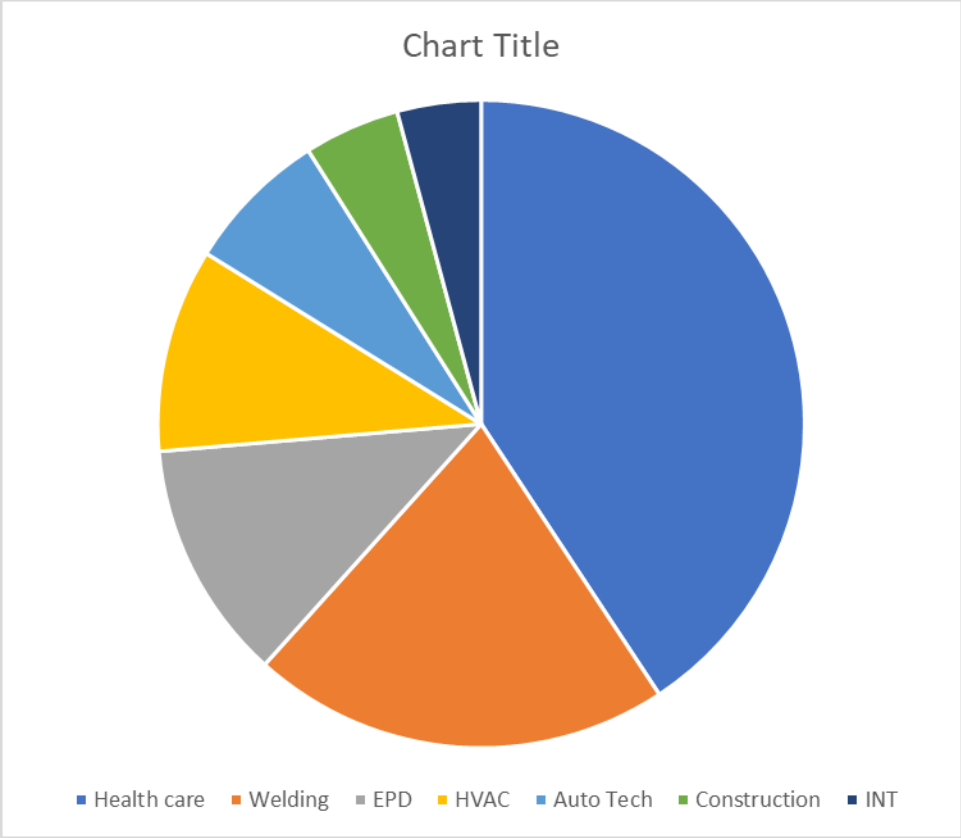
	AY 2019			AY 2020			AY 2021		
Information Network Technology – *Spring*	Number Tested	MATC Average	National Average	Number Tested	MATC Average	National Average	Number Tested	MATC Average	National Average
Written – Cognitive	3	81.6%	67.0%	4	78.1%	66.2%	4	80.3%	67.0%
Performance – Psychomotor	3	98.8%	94.1%	4	97.4%	94.3%	4	20.0%	91.0%

Industry-Recognized Credentials Earned[3]

	AY 2019	AY 2020	AY 2021
Number of Students[4]	321	316	309
Number of Industry-Recognized Credentials	928	964	887

[3] As reported on the KBOR Follow-Up Report, which occurs in February of the following academic year; Industry-recognized credentials include: I_CAR Steel Welding, ASE STUDENT Painting and Refinishing, ASE STUDENT Non-Structural Analysis & Damage Repair, I-CAR PRO-LEVEL NON-STRUCTURAL TECHNICIAN, I-CAR PRO-LEVEL 1 REFINISH TECHNICIAN, ASE STUDENT Mechanical & Electrical, NCLEX-RN, CNA, ASE STUDENT Brakes, ASE STUDENT Suspension & Steering, ASE STUDENT Automatic Transmission & Transaxle, ASE STUDENT Manual Drive Train & Axles, ASE STUDENT Electrical/Electronic Systems, ASE STUDENT Engine Performance, ASE STUDENT Engine Repair, ASE STUDENT Heating & Air Conditioning, OPAC, OSHA 10, OSHA 30, NCCER CORE, NCCER CARPENTRY 1, NCCER CARPENTRY 2, MLT – ASCP, Central Regional Dental Testing Service – Clinical Board Exam, National Board Dental Hygiene Examination, Kansas Jurisprudence Exam, EPA 608, ICE, NCLEX-PN, AWS 1F, AWS 1G, AWS 2F, AWS 3G, AWS 4G (all AWS offer both GMAW & SMAW), KDADS CNA Examination, CMA Certified Med Aid Examination, MOS Microsoft Office Specialist, EMT Emergency Medical Technician Certificate

[4] Number of students who earned an industry-recognized credential. This is an unduplicated headcount.



Policy Title: Workforce Development

KBOR 2022 KTIP Report (2020 Data): Graduates from Perkins Concentrator Major Areas-MATC

Health care	68
Welding	35
EPD	20
HVAC	17
Auto Tech	12
Construction	8
INT	7

MATC ranks 5th of 26 KS 2-yr colleges in average wage & median wage for 2020 graduates employed in KS

Manhattan Area Technical College
Student Satisfaction - 2022SP

Level: Manhattan Area Technical College

Response Rate: 223/354 (62.99 %)

11 - In your experiences at MATC during the current academic year, about how often have you done each of the following?

Had serious conversations with students who differ from you

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Never	(1)	69	30.94%		
Sometimes	(2)	96	43.05%		2.05
Often	(3)	36	16.14%		
Very Often	(4)	22	9.87%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
223/354 (62.99%)	2.05	0.93	2.00

11 - In your experiences at MATC during the current academic year, about how often have you done each of the following?

Skipped class

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Never	(1)	141	63.23%		
Sometimes	(2)	63	28.25%		
Often	(3)	13	5.83%		1.48
Very Often	(4)	6	2.69%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
223/354 (62.99%)	1.48	0.73	1.00

12 - During the current academic term at MATC, my instructors clearly explained a class attendance policy.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
All of my instructors explained a class attendance policy	(4)	190	85.20%		3.78
Most of my instructors explained a class attendance policy	(3)	22	9.87%		
Some of my instructors explained a class attendance policy	(2)	7	3.14%		
None of my instructors explained a class attendance policy	(1)	4	1.79%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
223/354 (62.99%)	3.78	0.58	4.00

13 - How much has your experience at MATC contributed to your knowledge, skills, and personal development in the following areas?

Acquiring job- or work-related knowledge and skills

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Much	(1)	122	54.71%		
Quite a Bit	(2)	60	26.91%		1.69
Some	(3)	30	13.45%		
Very Little	(4)	11	4.93%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
223/354 (62.99%)	1.69	0.89	1.00

Manhattan Area Technical College
Student Satisfaction - 2022SP

Level: Manhattan Area Technical College

Response Rate: 223/354 (62.99 %)

13 - How much has your experience at MATC contributed to your knowledge, skills, and personal development in the following areas?

Writing clearly and effectively

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Much	(1)	83	37.22%		
Quite a Bit	(2)	71	31.84%		2.00
Some	(3)	54	24.22%		
Very Little	(4)	15	6.73%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
223/354 (62.99%)	2.00	0.94	2.00

13 - How much has your experience at MATC contributed to your knowledge, skills, and personal development in the following areas?

Speaking clearly and effectively

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Much	(1)	87	39.01%		
Quite a Bit	(2)	79	35.43%		1.93
Some	(3)	43	19.28%		
Very Little	(4)	14	6.28%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
223/354 (62.99%)	1.93	0.91	2.00

13 - How much has your experience at MATC contributed to your knowledge, skills, and personal development in the following areas?

Thinking clearly and analytically

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Much	(1)	103	46.19%		
Quite a Bit	(2)	78	34.98%		1.75
Some	(3)	37	16.59%		
Very Little	(4)	5	2.24%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
223/354 (62.99%)	1.75	0.81	2.00

13 - How much has your experience at MATC contributed to your knowledge, skills, and personal development in the following areas?

Solving numerical problems

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Much	(1)	92	41.26%		
Quite a Bit	(2)	80	35.87%		1.88
Some	(3)	36	16.14%		
Very Little	(4)	15	6.73%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
223/354 (62.99%)	1.88	0.91	2.00

Manhattan Area Technical College
Student Satisfaction - 2022SP

Level: Manhattan Area Technical College

Response Rate: 223/354 (62.99 %)

13 - How much has your experience at MATC contributed to your knowledge, skills, and personal development in the following areas?

Working effectively with others

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Much	(1)	104	46.64%		
Quite a Bit	(2)	85	38.12%		1.72
Some	(3)	26	11.66%		
Very Little	(4)	8	3.59%		

0 25 50 100 Question

Response Rate	Mean	STD	Median
223/354 (62.99%)	1.72	0.81	2.00

13 - How much has your experience at MATC contributed to your knowledge, skills, and personal development in the following areas?

Learning effectively on your own

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Much	(1)	116	52.02%		
Quite a Bit	(2)	73	32.74%		1.64
Some	(3)	32	14.35%		
Very Little	(4)	2	0.90%		

0 25 50 100 Question

Response Rate	Mean	STD	Median
223/354 (62.99%)	1.64	0.76	1.00

13 - How much has your experience at MATC contributed to your knowledge, skills, and personal development in the following areas?

Developing clearer career goals

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Much	(1)	111	49.78%		
Quite a Bit	(2)	66	29.60%		1.75
Some	(3)	37	16.59%		
Very Little	(4)	9	4.04%		

0 25 50 100 Question

Response Rate	Mean	STD	Median
223/354 (62.99%)	1.75	0.87	2.00

13 - How much has your experience at MATC contributed to your knowledge, skills, and personal development in the following areas?

Gaining information about your career opportunities

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Much	(1)	120	53.81%		
Quite a Bit	(2)	62	27.80%		1.68
Some	(3)	33	14.80%		
Very Little	(4)	8	3.59%		

0 25 50 100 Question

Response Rate	Mean	STD	Median
223/354 (62.99%)	1.68	0.86	1.00

E. Other Matters

1. Receive Legislative Update and the Non-Budgetary Legislative Proposals (First Read) — **Matt Casey, Director, Government Relations**

Summary

The Board will receive a first read on the non-budgetary items listed below.

NON-BUDGETARY PROPOSALS

1) LEGISLATIVE PROPOSAL: SUPPORT LEGISLATION AUTHORIZING VOLUNTARY AFFILIATIONS BETWEEN STATE UNIVERSITIES AND COMMUNITY AND TECHNICAL COLLEGES

Request

Support legislation, similar to community college consolidation statutes, that provides authorization and a pathway for voluntary affiliations between state universities and community colleges and technical colleges.

Background

State statutes currently provide for 1) consolidations between two or more community colleges, and 2) consolidations between a community college and a technical college. For affiliation between a technical college or a community college and a state university, legislation specific to the two institutions has been required, placing an additional barrier in the way of achieving such partnerships. The Future of Higher Education Council, chaired by Regent Harrison-Lee with legislators and representatives of the institutions participating, discussed this issue and recommended that the Board of Regents pursue legislation that would authorize voluntary affiliations between state universities and community colleges and technical colleges to remove that barrier.

Impact

Proposed legislation would provide authorization for and facilitate partnerships between public institutions that currently do not have the ability to affiliate without seeking specific legislative authority to do so and proposing their own, unique legislative terms. Below are 1) a proposed amendment to allow affiliations between state universities and 2) examples of existing consolidation/affiliation legislation and Board policy that could be used as a model for voluntary affiliations between state universities and community colleges and technical colleges.

Fiscal Note

Minimal to no impact on the State General Fund (SGF) is projected, but affiliations between such institutions may generate savings for those institutions.

Draft Language:

AN ACT concerning higher education; authorizing technical and community colleges to affiliate with colleges and universities; amending K.S.A. 71-620, 71-1802, 72-3810, 74-32,413, 74-32,468 and 76-712, and repealing the existing sections.

Be it enacted by the Legislature of the State of Kansas:

New Section 1. (a) Upon approval by the state board of regents, a state educational institution may enter into agreements to affiliate with a technical college or a community college.

(b) As part of the affiliation, the technical college or community college may change its official designation. Whenever the technical college or community college, or words of like effect, is referred to or designated by any statute, contract or other document, such reference or designation shall be deemed to apply to the technical college or community college affiliated pursuant to this section.

(c) All of the powers and duties established in the governing body of the technical college or the board of trustees of the community college by law, with the exception of the board of trustee's taxing authority, shall be transferred to the state educational institution, subject to the supervision of the state board of regents.

(d) (1) The governing body of the technical college or the board of trustees of the community college shall become the industry advisory board to the president or chancellor of the state educational institution. The board of trustees of any community college that affiliates with a state education institution pursuant to this Section shall retain the taxing authority vested in it pursuant to K.S.A. 71-204, and amendments thereto.

(2) For each technical college that affiliates with a state educational institution pursuant to this Section, the president or chancellor of the state educational institution shall appoint the members of the industry advisory board. The members of the advisory board shall represent the industry sectors that correspond to the programs offered by the technical college or community college affiliated pursuant to this section. For each community college that affiliates with a state educational institution pursuant to this Section, the members of the board of trustees shall continue to be elected in accordance with the provisions of article 14 of chapter 71 of the Kansas statutes annotated, and amendments thereto.

(e) The technical college or community college affiliated pursuant to this section shall offer programs approved by the state educational institution, including credential and degree programs. The industry advisory board shall:

(1) Review non-credit and credit programs with the president or chancellor and senior leadership of the state educational institution to ensure such programs are aligned with current and emerging needs of industry and the community for an educated and trained workforce; and

(2) provide input relating to changes in each member's industry sector that affect academic programs.

(f) (1) Except as provided in paragraph (2), the following persons admitted by the state educational institution into the technical college or community college affiliated pursuant to this section shall not be subject to the admission requirements of K.S.A. 76-717, and amendments thereto, or the board of regents rules and regulations establishing qualified admission criteria for state universities:

(A) Persons admitted as degree-seeking students in career technical education courses or programs terminating with an associate of applied science degree; and

(B) persons admitted as nondegree-seeking students in career technical education certificate programs.

(2) Persons admitted into a technical college or community college affiliated pursuant to this section who subsequently seek to transfer into another school within the state educational institution, or into a bachelor's, master's or doctorate degree program shall be subject to the admission requirements of K.S.A. 76-717, and amendments thereto, and the board of regents rules and regulations establishing qualified admission criteria for state universities.

(g) (1) A technical college affiliated pursuant to this section shall continue to be eligible for funding that is available to technical colleges to the extent provided by law. The amounts of such funding are to be determined in the same manner as provided by law for technical colleges.

(2) A community college affiliated pursuant to this section shall continue to be eligible for funding that is available to community colleges to the extent provided by law. The amounts of such funding are to be determined in the same manner as provided by law for community colleges.

(h) The affiliation plan between the technical college or community college and the state educational institution shall include provisions relating to the manner and terms upon which faculty, employees and students will be transferred to the state educational institution. Such provisions shall specify terms of employment and address other personnel matters. Subject to the authorization of the state board of regents, all personnel of a technical college or community college affiliated pursuant to this section who are necessary to the operation of such technical college or community college, in the opinion of the president or chancellor of the state educational

institution, may become personnel of the state educational institution. The employment of such personnel shall be deemed uninterrupted.

(i) The affiliation of a technical college or community college by a state educational institution shall not affect any contract, agreement or assurance in effect on July 1, 2023.

(j) (1) No suit, action or other proceeding, judicial or administrative, lawfully commenced, or that could have been commenced, by or against a technical college or community college prior to affiliation, or by or against any personnel of such technical college or community college, shall abate by reason of such affiliation. Any such suit, action or other proceeding may be allowed to be maintained by or against the state educational institution.

(2) No criminal action commenced or that could have been commenced by a technical college or community college prior to affiliation shall abate by reason of such affiliation.

(k) Except as otherwise provided in this section, the provisions of all statutes of general application to area vocational schools, area vocational technical schools or technical colleges shall apply to a technical college affiliated pursuant to this section. Except as otherwise provided in this section, the provisions of all statutes of general application to community colleges shall apply to a community college affiliated pursuant to this section.

(l) As used in this section:

(1) "Affiliation" means the association or connection of a technical college or community college with a state educational institution where the technical college or community college is directly or indirectly under the control of the state educational institution.

(2) "Community college" means any community college established in accordance with chapter 71 of the Kansas Statutes Annotated, and amendments thereto.

(3) "State educational institution" means the university of Kansas, Kansas state university, Wichita state university, Emporia state university, Pittsburg state university and Fort Hays state university.

(4) "Technical college" means a technical college designated pursuant to K.S.A. 72- 4475, 74-32,458, 74-32,460, 74-32,461, 74-32,464 or 74-32,465, and amendments thereto.

Sec. 2. K.S.A. 71-620 is hereby amended to read as follows: 71-620. (a) In each fiscal year, commencing with the 2012 fiscal year, each community college is eligible for a grant from the state general fund, in an amount to be determined by the state board, for non-tiered course credit hours, as defined in K.S.A. 71-1802, and amendments thereto, approved by the state board and delivered by the community college. The method of distribution of such funds shall be established by the state board after dialogue with the community college presidents.

(b) No amount of grant under this section shall be based upon any credit hour for which the community college is receiving or is eligible to receive postsecondary tiered technical education state aid in accordance with K.S.A. 71-1803, and amendments thereto. Only the credit hours of students who are residents of the state of Kansas enrolled in courses for postsecondary credit shall be considered for funding.

(c) For purposes of this section, residency for all community college students shall be determined in accordance with K.S.A. 71-406 and 71-407, and amendments thereto.

(d) Each state educational institution, as defined in K.S.A. 76-711, and amendments thereto, that affiliates with a community college pursuant to section 1, and amendments thereto, is eligible for a grant from the state general fund, in the amount the community college being affiliated with would have been eligible for had it not been affiliated, for non-tiered course credit hours, as defined in K.S.A. 71-1802, and amendments thereto, approved by the state board of regents and delivered by the community college the year the

affiliation is completed. After such affiliation is completed, the amount so

determined shall be included in the base appropriations of the state educational institution with

which the community college affiliated.

Sec. 3 K.S.A. 71-1802 is hereby amended to read as follows: 71-1802. As used in

K.S.A. 71-1801 through 71-1810, and amendments thereto:

(a) "Community college" means any community college established in accordance with chapter 71 of the Kansas Statutes Annotated.

(b) "Community college operating grant" means the operating grant provided for under subsection (a) of K.S.A. 71-620, and amendments thereto, prior to fiscal year 2012.

(c) (1) "Credit hour" means the basic unit of collegiate level instruction, as determined by the state board, in a subject or course offered by an eligible institution at a postsecondary level not higher than those programs or courses normally offered to freshmen and sophomores in four-year public institutions of postsecondary education, in a program that has been approved by the state board.

(2) The term "credit hour" does not include instruction in a program or course taken by a student enrolled for audit or not for postsecondary credit, or in any program or course not approved by the state board.

(3) The state board shall determine whether the programs and courses offered are at the

level of freshmen and sophomore programs and courses offered in the state educational institutions and shall not approve for funding any program or course offered at a higher level.

(d) "Eligible institution" or "institution" means any community college, technical college, the institute of technology or any technical college or community college that

affiliated with a state educational institution pursuant to section 1, and amendments

thereto.

(e) "Institute of technology," "institute" or "Washburn institute of technology" means the institute of technology at Washburn university.

(f) "Non-tiered course" means any postsecondary credit-bearing course offered by an eligible institution and identified by the state board as not meeting the definition of a tiered technical course. Non-tiered courses include courses that are generally designed to: (1) Contribute to academic knowledge or skills across multiple disciplines and occupations, such as communication, writing, mathematics, humanities, social or behavioral science and natural or physical science courses, some of which may be considered for transfer as general education credit toward a baccalaureate degree; (2) contribute to general knowledge or skills in areas such as critical thinking and reasoning, problem solving, use of technology and teamwork skills; (3) provide instruction in basic or foundational skills necessary for individuals to effectively participate in technical programs; (4) prepare individuals for certification or licensure exams or re-certifications and skill updates; or (5) allow individuals to explore various career opportunities. Seminars, workshops or other courses that are supplemental to the primary instruction required for the occupationally specific technical program shall be considered non- tiered courses, unless otherwise specified by the state board.

(g) "State board of regents" or "state board" means the state board of regents provided for in the constitution of this state and established by K.S.A. 74-3202a, and amendments thereto.

(h) "State educational institution" means the university of Kansas, Kansas state

university, Wichita state university, Emporia state university, Pittsburg state university and Fort

Hays state university.

(i) "Technical college" means a technical college designated pursuant to K.S.A. 74- 32,458, 74-32,460, 74-32,461, 74-32,62, 74-32,464 or 74-32,465, and amendments thereto.

(j) "Technical program" means any program of study comprised of a sequence of tiered technical courses and non-tiered courses, which program is identified by the state board as a technical program for funding purposes. Technical programs must: (1) Be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree; (2) lead to technical skill proficiency, an industry- recognized credential, a certificate or an associate degree; and (3) be delivered by an eligible institution.

(k) "Tiered technical course" means a postsecondary credit-bearing course included in the sequence of courses comprising a technical program, which course is itself designed to provide competency-based applied instruction to prepare individuals with occupationally specific knowledge and skills necessary for employment, and which the state board has identified as a tiered technical course.

(l) "Tiered technical course credit hour" means a credit hour in a tiered technical course.

(m) "Washburn institute of technology operating grant" means any legislative appropriation designated for non-tiered courses delivered by the Washburn institute of technology.

Sec. 4. K.S.A. 72-3810 is hereby amended to read as follows: 72-3810. (a) Students admitted to a career technical education course or program which is conducted by the school district in which the student is enrolled may be charged fees but shall not be charged tuition.

(b) Postsecondary students admitted to a career technical education course or program shall pay tuition and fees as provided by laws applicable thereto.

(c) (1) Secondary students admitted to a career technical education course or program which is conducted by a community college, technical college, institute of technology or any technical college or community college that affiliated with a state educational institution pursuant to section 1, and amendments thereto, may be charged fees, but shall not be charged tuition.

(2) Each school year, to the extent there are sufficient moneys appropriated to the career technical education secondary program, the state board of regents shall distribute state funds to community colleges, technical colleges, any technical college or community college that

affiliated with a state educational institution pursuant to section 1, and amendments

thereto, and the Washburn institute of technology for the cost associated with secondary students enrolled in postsecondary career technical education programs as determined by the state board of regents.

(3) For purposes of this subsection:

(A) "Community college" means any community college established in accordance with chapter 71 of the Kansas Statutes Annotated, and amendments thereto.

(B) "Fees" means those charges assessed against a student by a community college, a

technical college, the institute of technology or a state educational institution for student services, such as health clinics, athletic activities and technology services, or for books, supplies or other materials necessary for a particular course or program, the expense of which is not covered by tuition.

(C) "Institute of technology" means the institute of technology at Washburn university. (D) "Secondary student" means a pupil who: (i) Has not attained a high school diploma

or a general educational development (GED) credential; and (ii) is regularly enrolled in and attending a public or private secondary school.

(E) "State educational institution" means the university of Kansas, Kansas state

university, Wichita state university, Emporia state university, Pittsburg state university and Fort

Hays state university.

(F) "Technical college" means a technical college designated pursuant to K.S.A. 74- 32,458, 74-32,460, 74-32,461, 74-32,462, 74-32,464 or 74-32,465, and amendments thereto.

(G) "Tuition" means those charges assessed against a student by a community college, technical college, any technical college or community college that affiliated

with a state educational institution pursuant to section 1, and amendments thereto, or the institute of technology on a per credit hour, per course or per term basis, and that are charged to cover the general expense of providing instructional services.

(d) Students admitted to a vocational education course or program that is not conducted by the school district in which the student is enrolled shall be charged tuition and fees determined in accordance with subsection (e), subject to the following: (1) Tuition or

fees, or tuition and fees may be paid for the student in accordance with any agreement made under K.S.A. 72-3814, and amendments thereto; or

(2) if the tuition of a student is not paid under paragraph (1) the tuition of the student shall be paid by the school district in which the student is enrolled. No school district shall pay tuition for a student who is a postsecondary student, and no school district shall be required to pay tuition or fees of a student who is eligible to have tuition and fees for the course or training the student selects paid by any state or federal agency from moneys, funds or appropriations made available under any one or more state or federal programs. Any state agency administering any one or more such programs shall pay such tuition and fees upon proper application by a student therefore

(e) All tuition and fees charged for career technical education by any board shall be in

such amounts as are authorized by rules and regulations adopted by the state board which shall

establish general guidelines for tuition and fee schedules in career technical education courses

and programs, except that tuition of postsecondary students shall be fixed in accordance with

K.S.A. 72-4433*, and amendments thereto. The particular tuition and fee schedule of every career technical education program shall be subject to annual approval of the state board. A current complete schedule of tuition and fees for each career technical education course and program of each board as approved by the state board shall be maintained on file in the office of the state board, and shall be open for public inspection at any reasonable time.

Sec. 5. K.S.A. 74-32,413 is hereby amended to read as follows: 74-32,413. As used in this act:

(a) "Board," "state board," "school year" and "technical college" mean the same as defined in K.S.A. 74-32,407, and amendments thereto.

(b) "Career technical education capital outlay aid" means state financial aid distributed under this act by the state board to an eligible institution for the purpose of construction, reconstruction, repair, remodeling, additions to, furnishing and equipping of buildings, architectural expenses incidental thereto, the acquisition of buildings and building sites and the acquisition of equipment.

(c) "Eligible institution" or "institution" means any technical college, Coffeyville community college, Cowley county community college, Dodge City community college, Highland community college, Hutchinson community college, Johnson county community college, Kansas City, Kansas community college, Pratt community college, Seward county community college, the institute of technology at Washburn university and any technical college or community college that affiliated with a state educational institution pursuant to section 1, and amendments thereto.

(d) "State educational institution" means the university of Kansas, Kansas state

university, Wichita state university, Emporia state university, Pittsburg state university and Fort Hays state university.

Sec. 6. K.S.A. 74-32,468 is hereby amended to read as follows: 74-32,468. (a) In each fiscal year, commencing with the 2012 fiscal year, each technical college, as defined in K.S.A. 71-1802, and amendments thereto, is eligible for a grant from the state general fund, in an amount to be determined by the state board of regents, for non-tiered course credit hours, as defined in K.S.A. 71-1802, and amendments thereto, approved by the state board and delivered by the technical college. The method of distribution of such funds shall be established by the state board after dialogue with the technical college presidents.

(b) No amount of grant under this section shall be based upon any credit hour for which the technical college is receiving or is eligible to receive postsecondary tiered technical education state aid in accordance with K.S.A. 71-1803, and amendments thereto. Only the credit hours of students who are residents of the state of Kansas enrolled in courses for postsecondary credit shall be considered for funding.

(c) Each state educational institution, as defined in K.S.A. 76-711, and amendments thereto, that affiliates with a technical college pursuant to section 1, and amendments thereto, is eligible for a grant from the state general fund, in the amount the technical college being affiliated with would have been eligible for had it not been affiliated, for non-tiered course credit hours, as defined in K.S.A. 71-1802, and amendments thereto, approved by the state board of regents and delivered by the technical college the year the affiliation is completed. After such affiliation is completed, the amount so determined shall be included in the base appropriations of the state educational institution with

which the technical college affiliated.

(d) The state board of regents shall identify and approve core indicators of quality performance for technical colleges and shall establish and implement a data management system that includes a process and format for collecting, aggregating and reporting common and institution-specific information documenting effectiveness of the colleges in meeting the role and mission thereof.

(e) One-half of the distribution of the appropriation for grants under this section to technical colleges eligible for such grants shall be made on August 1, and the remaining one-half shall be made on January 1 of each fiscal year, or as soon thereafter as possible. The state board shall certify, on or before July 20 and December 20 of each fiscal year, to the director of accounts and reports the amount due on August 1 or January 1, as the case may be, to each technical college eligible for a grant, and the director of accounts and reports shall draw a warrant upon the state treasurer in favor of the technical college for such amount. Upon receipt of the warrant, the

treasurer of the technical college shall credit the amount of the warrant to the general fund of the technical college.

Sec. 7. K.S.A. 76-712 is hereby amended to read as follows: 76-712. Except as otherwise provided by act of the legislature, the state educational institutions are separate state agencies and state institutions and shall be controlled by and operated and managed under the supervision of the board of regents. For such control, operation, management or supervision, the board of regents may make contracts and adopt orders, policies or rules and regulations and do or perform such other acts as are authorized by law or are appropriate for such purposes

Sec. 8. K.S.A. 71-620, 71-1802, 72-3810, 74-32,413, 74-32,468 and 76-712 are hereby repealed.

Sec. 9. This act shall take effect and be in force from and after its publication in the statute book.