

Manhattan Area Technical College
Board of Directors Meeting Agenda
April 29, 2025/MATC Advanced Technology Center/5:30pm (zoom/live stream)

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

Vision: As a leader in technical education, Manhattan Area Technical College will enhance student-

HELPING IGNITE the ambition and passion:

- in our students through self-advocacy
- in our faculty and staff by providing student centered support
- of our community by supporting regional workforce needs.

REVOLUTIONIZE EDUCATION through:

- active learning with hands-on instruction from day one
- faculty delivering cutting-edge industry driven expertise
- inspiring innovative lifelong learning.

Objectives:

- Offering associate of applied science degrees and technical certificates upon completion of programs and courses in technical fields to meet student, employer, and community needs.
- Complementing technical instruction with general education courses emphasizing written and verbal communication, quantitative literacy, and critical thinking/problem solving.
- Creating opportunities for secondary students in technical and general education through partnerships.
- Providing student-centered services to include counseling, financial aid, skill enhancement and assessment, employability preparation, and student-led organizations.
- Assessing student performance and outcomes to enhance learning.
- Allocating resources to ensure a safe, accessible, and student-friendly learning environment.
- Maintaining integrity through interaction with Business and Industry Leadership Teams (BILT), our Board of Directors, and ensure compliance with approving agencies.
- Serving as a valued community leader and partner in the educational, economic, and workforce development of our service area.

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

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.

Attendance: Board of Directors

Tim Flanary, Chair (Pottawatomie)
Brett Ballou (Riley)
Julie Crimmins (Clay)
Dan Strom (Pottawatomie)
Leslie Goodwin (Geary)

David Urban, Vice Chair (Riley)
John Armbrust (Riley)
Heather Peterson (Pottawatomie)
Stephanie Pierce (Riley)

Administration/Staff

James Genandt, President/CEO
Josh Gfeller, Vice President of Operations
Kerri Bellamy, Dean, Advanced Technologies
Kim Davis, Dean, Nursing Ed & Health
Brian Koch, Math Instructor, Chair Faculty Senate
Suzy Baker, Exec Operations Coordinator, Board Clerk

Pam Imperato, Special Advisor to President
Chris Boxberger, Dean, Academic Partnerships/Outreach
Cara Prichard, Chief Financial Officer
Neil Ross, Dean, Student Services
Kim Withroder, Director of Institutional Research

Agenda (*items require Board action)

1. Call to Order
 - a. Introductions (if necessary)
 - b. Agenda revisions (if necessary) *
2. Executive Session *
 - a. Legal Consultation: Discussions with an attorney regarding legal matters or privileged attorney-client communications
3. Consent Agenda*
 - a. Previous board minutes (**Attachment 1**) *
 - b. Previous month check register and related financial information (**Attachment 2**) *
 - c. Organizational update (**Attachment 3**) *
4. General Agenda (*items that may require Board action)
 - a. HLC Notification Program (**Attachment 4**)
 - b. Professional Development
 - i. COEBE Annual Conference, Dallas (Chris/Brian)
 - ii. ASU/GSV Summit, San Diego (Chris/Kerri)
 - iii. HLC Conference, Chicago (Jim/Josh/KimW/Cara)
 - iv. AACC Nashville (Jim/Brian/Suzy)
 - c. Partnerships/Outreach
 - i. Site Selector Meeting
 - ii. Australian Concrete #D Printing Meeting
 - iii. Career Day Update
 - iv. Signing Day Update
 - v. Grow Green Match Day 2025
 - d. MATC Foundation Report
 - i. April Report (**Attachment 5**)
 - e. Faculty Senate

- i. Update report (**Attachment 6**)
 - f. Student News
 - i. Robots at Work and at Home for ESL (**Attachment 7**)
 - g. Operations
 - i. Facilities update
 - h. Finance (as required)
 - i. 3rd Quarter Financial Update (**Attachment 8**)
 - i. Academics
 - i. KBOR Nursing Certificates of Excellence (**Attachment 9**)
 - ii. Computer Support Specialist/Cyber Update (**Attachment 10**) *
 - j. Policies
 - i. Remote Work Policy & Procedure (**Attachment 11**)
 - ii. Supplemental Employee Assignments and Compensation 7.5.4 (**Attachment 12**) *
 - iii. Employee Supplemental Assignment Agreement (**Attachment 13**)
 - k. Resource Development
 - i. Adult Education Grant Update
 - ii. Jobs & Innovative Industry Skills Training - JIIST/Dept of Commerce grant award
 - iii. Patterson Family Foundation 2025 Proposal
 - iv. Johnson Controls Proposal
 - l. Governance Monitoring Reports (as required)
 - i. No requirements this month
 - m. President's Report (**Attachment 14**)
 - i. AACC Executive Branch Actions of Interest (**Attachment 15**)
 - n. Board Meetings - Future schedule
 - i. Summer 2025, Fall Retreat
 - ii. Feedback on meeting dates/times

5. Events/Meetings Calendar

- a. Fort Riley Graduation (May 16, 11a)
 - i. Fort Riley Conference Center
- b. Nursing Pinning & Commencement (May 16, 2p)
 - i. University Christian Church
- c. May Commencement (May 17, 10a)
 - i. University Christian Church
- d. May Board Meeting (May 27, 5:30p) (Dinner 5p)
 - i. MATC Conference Room 404

6. Adjournment

	Schedule of President's Monitoring Reports
Monthly Through BOD Meetings Written Report in December	1. GENERAL EXECUTIVE CONSTRAINT a) The President shall not cause or allow any practice, activity, decision or organizational circumstance which is illegal, imprudent, or unethical
June	2. TREATMENT OF PEOPLE a) With respect to treatment of students, staff, volunteers and the community, dealings shall not be inhumane, unfair, or undignified.
October	3. BUDGETING/FINANCIAL PLANNING/FORECASTING a) Budgeting shall not deviate significantly from board priorities, or risk fiscal jeopardy.
Quarterly (Reports to Include Both MATC Operating Financials as Well as MATC Foundation Impact)	4. FINANCIAL CONDITION a) With respect to the actual, ongoing condition of the organization's financial health, the President shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in policies. b) July – September c) October - December January – March d) April – June
Ongoing	5. INFORMATION AND ADVICE a) With respect to providing information and counsel to the board, the President shall not permit the board to be uninformed.
October	6. ASSET PROTECTION a) Assets shall not be unprotected, inadequately maintained, or unnecessarily risked.
October	7. COMPENSATION/BENEFITS a) 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. b) Annual Budget presented for approval if not done earlier (pending final state approval of appropriations and negotiations)
January & August	8. STRATEGIC PLAN (General Executive Constraint & Board Governance Process) a) Annual presentation of Strategic Plan...the President shall not operate the college without a Strategic Plan. b) Monitoring progress of Strategic Plan.

February & October	9. ACHIEVMENT OF ENDS <ul style="list-style-type: none">a) Vision & Missionb) Essential Skillsc) Work Preparednessd) Workforce Developmente) Leadership
-----------------------	--

**Manhattan Area Technical College
Board of Directors Meeting Minutes
March 25, 2025/MATC Advanced Technology Center/5:30pm (zoom/live stream)**

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

Vision: As a leader in technical education, Manhattan Area Technical College will enhance student-

HELPING IGNITE the ambition and passion:

- in our students through self-advocacy
- in our faculty and staff by providing student centered support
- of our community by supporting regional workforce needs.

REVOLUTIONIZE EDUCATION through:

- active learning with hands-on instruction from day one
- faculty delivering cutting-edge industry driven expertise
- inspiring innovative lifelong learning.

Objectives:

- Offering associate of applied science degrees and technical certificates upon completion of programs and courses in technical fields to meet student, employer, and community needs.
- Complementing technical instruction with general education courses emphasizing written and verbal communication, quantitative literacy, and critical thinking/problem solving.
- Creating opportunities for secondary students in technical and general education through partnerships.
- Providing student-centered services to include counseling, financial aid, skill enhancement and assessment, employability preparation, and student-led organizations.
- Assessing student performance and outcomes to enhance learning.
- Allocating resources to ensure a safe, accessible, and student-friendly learning environment.
- Maintaining integrity through interaction with Business and Industry Leadership Teams (BILT), our Board of Directors, and ensure compliance with approving agencies.
- Serving as a valued community leader and partner in the educational, economic, and workforce development of our service area.

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

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.

Attendance: Board of Directors

Tim Flanary, Chair (Pottawatomie)	Brett Ballou (Riley)
John Armbrust (Riley)	Julie Crimmins (Clay) ZOOM
Heather Peterson (Pottawatomie) ZOOM	Dan Strom (Pottawatomie)
Stephanie Pierce (Riley) ZOOM	Leslie Goodwin (Geary)

Administration/Staff

James Genandt, President/CEO	Pam Imperato, Special Advisor to President
Josh Gfeller, Vice President of Operations	Chris Boxberger, Dean, Academic Partnerships/Outreach
Kerri Bellamy, Dean, Advanced Technologies	Cara Prichard, Chief Financial Officer
Kim Davis, Dean, Nursing Ed & Health	Neil Ross, Dean, Student Services
Brian Koch, Math Instructor, Chair Faculty Senate	Suzy Baker, Exec Operations Coordinator, Board Clerk

Agenda (*items require Board action)

1. Call to Order - **Meeting was called to order at 5:30p by Tim.**
 - a. Introductions (if necessary) - **Brian Braun, Plumbing Faculty**
 - b. Agenda revisions (if necessary)*
2. Consent Agenda* **Tim made motion to approve the consent agenda - Dan 1st, John 2nd All in favor, motion carried.**
 - a. Previous board minutes (Attachment 1)
 - b. Previous month check register and related financial information (Attachment 2)
 - c. Organizational update (Attachment 3)
3. Executive Session * **Tim made motion to move into executive session for 10 minutes at 5:38p. John 1st, Dan 2nd. 5:52p John moved to return to open session, Brett 2nd , All in favor, back into open session at 5:52p.**
 - a. Finances
4. General Agenda (*items that may require Board action)
 - a. Partnerships/Outreach **Chris: MATC is actively working within Manhattan & Wamego, and marketing efforts with Fort Riley are successful. The 8-week welding program has doubled it's enrollment with students set to graduate on May 6.**
 - i. MATC Trademark Update (Attachment 4) **Chris: Trademark presentation.**
 - b. Faculty Senate
 - i. Update report (Attachment 5) **Brian: Faculty report as attached.**
 - c. Operations
 - i. Facilities update **Josh: Recent HVAC issues due to cold weather have been resolved, with heat exchangers replaced in affected units. These repairs were part of ongoing upgrades discussed in previous meetings.**
 - d. Finance (as required)
 - i. No requirements this month
 - e. Tuition/Fees (Attachment 6 & 7)* **Jim: The college is preparing for a potential tuition fee increase, with final budget numbers expected within the next 30 days, depending**

on state decisions. Tuition has been raised in alternating years. Discussion on whether a 10% increase across all programs is feasible and marketable. Financial Aid caps exist for some programs, requiring students to cover excess costs. Tim motioned to approve tuition/fees increase document, Dan 1st, Stephanie 2nd All in favor, motioned carried.

f. Academics

- i. Cengage Discussion (Attachment 8) **Kerri: Cengage is a publishing company that offers a comprehensive ebook library. The proposal involves licensing their entire library for all employees and students. The initial investment for the Cengage package can be funded through the endowment account with GMCF. High School students will not pay if textbooks are through Cengage. Other students will be charged \$100 book fee per semester, covering any Cengage materials they wish to use. Nursing and healthcare programs are not included. Students can rent physical copies if desired. Cengage would save students money as opposed to buying textbooks individually. The \$100 student fee will cover admin costs and replenish the contract annually. The upfront cost for the license will be offset by student fees, making the program sustainable. Cengage offers support for instructors to build courses, including the ability to compile materials from multiple books. Students will have access codes from the first day of class, addressing current delays.**
- ii. KSU/MATC MOU Update **Jim: A signed agreement with K-State has been received, marking the first collaborative agreement after 10 years of effort. We will work with K-State to implement marketing strategies starting in the spring. The collaboration aims to help student co-enroll and take classes with both institutions, benefiting both enrollments. A second chance agreement is being considered for students who may not initially succeed. Concerns were raised about the removal of anti-discrimination clauses in the agreement, which may need to be addressed to avoid issues with federal funding. Discussions are on going about allowing students to take specific courses to enhance their job readiness. The Provost is open to new ideas, although there are challenges due to recent loss of federal grants. The collaboration is defined as an agreement of collaboration, not affiliation.**

g. Policies

- i. No updates

h. Resource Development

- i. Grant Opportunities **Jim: Efforts are being made to secure more private and corporate grants due to instability in federal funding.**

i. Governance Monitoring Reports (as required)

- i. No requirements this month

j. President's Report (Attachment 9)

- i. Kansas Technical Colleges 2025 Testimony (Attachment 10) **Jim: Testified to the Senate Ways and Means Committee, requesting funding consistent with the current and previous fiscal years at \$1.5 million.**
 - ii. Riley County Health Department article - Chamber mention (Attachment 11)
 - iii. Director of Foundation **Jim: A board member requested more information on Harry Watt's collaboration, leading to a detailed document being provided. This document outlines Harry's weekly meetings and contributions that are not always visible. For future, Harry will provide this update monthly for the BOD packet.**
- k. Executive Session **Tim made motion to move into executive session for 5 minutes at 6:43p. John 1st, Brett 2nd. 6:48p John moved to return to open session, Leslie 2nd, All in favor, back into open session at 6:48p.**
 - i. Student Issue
- 5. Events/Meetings Calendar
 - a. Career Fair (Mar 26, 1p-3p) **Chris: 65 employers and educational representatives participating. A significant portion of the employers are local.**
 - b. Signing Day (Apr 10, 1p-2:30p)
 - c. Grow Green Match Day (Apr 22, 7a-6p) (Attachment 12)
 - i. [MATC Grow Green - Click Here!](#)
 - d. April Board Meeting (Apr 29, 5:30p)
- 6. Adjournment - **6:49p Tim moved to adjourn, Dan 1st, Leslie 2nd All in favor, meeting adjourned.**

	Schedule of President's Monitoring Reports
Monthly Through BOD Meetings	1. GENERAL EXECUTIVE CONSTRAINT
Written Report in December	a) The President shall not cause or allow any practice, activity, decision or organizational circumstance which is illegal, imprudent, or unethical
June	2. TREATMENT OF PEOPLE
	a) With respect to treatment of students, staff, volunteers and the community, dealings shall not be inhumane, unfair, or undignified.
October	3. BUDGETING/FINANCIAL PLANNING/FORECASTING
	a) Budgeting shall not deviate significantly from board priorities, or risk fiscal jeopardy.

Quarterly (Reports to Include Both MATC Operating Financials as Well as MATC Foundation Impact)	<p>4. FINANCIAL CONDITION</p> <ul style="list-style-type: none"> a) With respect to the actual, ongoing condition of the organization's financial health, the President shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in policies. b) July – September c) October - December January – March d) April – June
Ongoing	<p>5. INFORMATION AND ADVICE</p> <ul style="list-style-type: none"> a) With respect to providing information and counsel to the board, the President shall not permit the board to be uninformed.
October	<p>6. ASSET PROTECTION</p> <ul style="list-style-type: none"> a) Assets shall not be unprotected, inadequately maintained, or unnecessarily risked.
October	<p>7. COMPENSATION/BENEFITS</p> <ul style="list-style-type: none"> a) 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. b) Annual Budget presented for approval if not done earlier (pending final state approval of appropriations and negotiations)
January & August	<p>8. STRATEGIC PLAN (General Executive Constraint & Board Governance Process)</p> <ul style="list-style-type: none"> a) Annual presentation of Strategic Plan...the President shall not operate the college without a Strategic Plan. b) Monitoring progress of Strategic Plan.
February & October	<p>9. ACHIEVMENT OF ENDS</p> <ul style="list-style-type: none"> a) Vision & Mission b) Essential Skills c) Work Preparedness d) Workforce Development e) Leadership

To: MATC Board of Directors
 From: Administration
 Re: March Expenditures



April 29, 2025

Category	Costs	%
Payroll, Withholdings and Benefits (200, 230, 590)	\$ 489,517.01	55.78%
Facilities (510)	\$ 67,010.51	7.64%
Student Payments (110)	\$ 130,534.11	14.87%
Program Expenditures	\$ 57,052.65	6.50%
ALC Operating Costs (excludes salary/benefits) (900, 930, 931)	\$ 2,143.95	0.24%
Wamego (excluding salary/benefits)	\$ 4,226.34	0.48%
Other Operating costs	\$ 127,110.84	14.48%
Total March Expenditures	\$ 877,595.41	100%

***Expenditures occurring outside state appropriated funding, tuition/fees income, etc. as allocated for operations are noted

Threshold Expenditures > \$5,000				
Vendor Name	Item(s) Purchased	Cost	Category	Funding
IRS	PR 3.14.25 Payroll deductions	\$ 43,483.80	Payroll	
IRS	PR 3.31.25 Payroll deductions	\$ 45,174.68	Payroll	
KS Dept of Revenue	PR 3.14.25 Payroll deductions	\$ 9,390.76	Payroll	
KS Dept of Revenue	PR 3.31.25 Payroll deductions	\$ 9,689.46	Payroll	
BCBS	Health Insurance Premium	\$ 65,208.64	Payroll	
KPERS	PR 3.14.25 Payroll deductions	\$ 10,259.96	Payroll	
KPERS	PR 3.31.25 Payroll deductions	\$ 10,444.72	Payroll	
Evergy	Evergy- March 2025	\$ 10,789.78	Facilities	
Watts Consulting	Harry Watts February Contract Hours	\$ 5,000.00	Operations	
BHS Construction	NW Drainage Project Pay App 2	\$ 16,028.58	Facilities	Capital Outlay
Thomas Sign Service	Wamego Sign 50% Deposit	\$ 7,559.00	Facilities	Capital Outlay
Mobile Marketing Solutions	VR Trailer Installment 1 of 2	\$ 99,925.00	Operations	Patterson Grant
KS Dept of Revenue	January Sales Tax Payment	\$ 5,908.24	Program	
Sanity Solutions	Veeam Renewal	\$ 5,822.30	Program	
ConvergeOne	Microsoft Renewal	\$ 8,788.78	Program	
Total March Expenditures Exceeding Threshold		\$ 353,473.70		



MEMORADUM TO: The Board of Directors
FROM: Jim Genandt, President
 Human Resources
DATE: April 29, 2025
SUBJECT: Consent Agenda: Organizational Update

New Hire/Rehires					
Employee Name	Position Title	DOH	Department	Funding Source	Status
Promotions/Title Changes					
Employee Name	Position Title	DOC	Department	Funding Source	Status
Separations/Retirements					
Employee Name	Position Title	DOS	Department	Funding Source	Status
New/Advertised Positions					
Position Title			Department	Funding Source	Status
Adjunct Faculty & Clinical Instructors			Academics & Nursing	Operating	Open
Concurrent Instructors			Academic Partnerships & Outreach	Operating	Open
Student & Campus Services Attendant			Student Services	Operating	Open
Full-Time Associate Degree Nursing Instructor			Nursing Faculty	Operating	Open
Full-Time Computer Support Specialist Instructor			IPT Faculty	Operating	Open
Full-Time Electrical Instructor			CEM Faculty	Operating	Open
Full-Time HVAC Instructor			CEM Faculty	Operating	Open
Full-Time IMT Instructor			IPT Faculty	Operating	Open
Full-Time Mathematics Instructor			Gen Ed Faculty	Operating	Open
HVAC Program Assistant & Adjunct			Academic Staff	Operating	Open

- 4. Internal and External Approvals. All required approvals must be obtained before submitting this application.**

Attachment 4

a. Internal Approvals

Attach one of the following:

- i. Documentation of internal (faculty, board) approvals for the proposed change; or
- ii. Evidence that approval is not needed (e.g., applicable regulation, statute or correspondence).

☒ I confirm that the required documentation is attached to this application.



The Manhattan Area Technical College Foundation supports the institutional goal of providing adequate resources to accomplish the role, scope, and mission of the institution.

The Foundation provides leadership to initiatives that support the college in meeting the needs of its service area, expands awareness of the college, and secures external funding from the private and public sector to enhance program development, increase student opportunities, and advance the mission, vision, and purposes of MATC.

April MATC Foundation and Community Relations Activities

1. Foundation Activities

- a. Working to expand the size of the MATC Foundation to five members. We currently have **Marla Brandon**, VP of Finance for the GMCF; **Dave Lewis**, Owner, Dave Lewis Entertainment; **John Ford**, Riley County Commissioner. We are in the process of adding two additional members of the Foundation. Narrowed down the list to five potential board members and will be conducting interviews with them in April and May.
- b. **Developing a financial Dashboard for the MATC Foundation.** A financial dashboard is a visual tool that we can use to monitor and analyze key financial metrics and performance indicators of the Foundation. It will use charts, graphs, tables and other data visualizations to consolidate critical financial data and present it in an easy-to-understand format.
- c. **Developing communication tools that can be used to illustrate how the Foundation's financial resources are used to enhance potential donors' philanthropic support.** MATC must create communication pieces that share powerful stories and donors' impact for students and the needs of the tech college. MATC must also look for ways to create two-way conversations. The purpose of all communication between the two parties is to form relationships. These relationships are what encourage people to consider providing scholarships, internships, facility improvements, etc.
- d. **Working with key members of the Manhattan Chamber Economic Development team to identify several key visits with business stakeholders** who have and potentially will hire our students within the construction trades, healthcare and the automotive technology programs.

- e. **Begin meeting with existing PAC (Program Advisory Committees) to expand our relationship with them** as they seek to hire our students, provide scholarships, internships, apprenticeships and in-kind contributions.
- f. **Establish a regular schedule meeting with the MATC Foundation Board of Directors ... either every other month or quarterly.**

2. **Community Relations and Key Stakeholder Relationship Building Activities**

- a. Attended the MATC Career Fair and met individually with several businesses who were looking forward to hiring our students. Developing relationships with these businesses for potential involvement with the MATC Foundation.
- b. Meet with President Genandt weekly to discuss issues and opportunities related to **governmental relations** (developing relationships with our state legislators, city commissioners, city commissioners and school board members); **external community relationship** opportunities: group and individual meetings with key business stakeholders who focus on workforce development opportunities within the Manhattan Chamber Economic Development team, work with individuals within the construction trades, healthcare and automotive technology programs, etc.
- c. Meet R. Michael Camden, Jr., Site Selector Consultant to discuss MATC and our involvement with business recruitment.
- d. Meet with Tracy Anderson, Principal Architect with Anderson Knight Architects to discuss workforce and economic development opportunities for our community and its impact on MATC.
- e. Meet with John Armbrust, MATC Operating Board Member to discuss developing a better understanding of the Foundations Financials – developing a financial dashboard.
- f. Attended the Wamego Chamber Legislative Forum and met individually with Rep. Meagon Steele and Senator Kenny Titus to discuss the legislative outcomes related to MATC funding.
- g. Had coffee with Paul Oehm, Mortgage Agent/Loan Originator related to housing issues that could impact our students staying in our region.
- h. I attended the MATC Signing Day event.
- i. Hosted a monthly coffee with key retired business leaders: Kent Glasscock, Ron Fehr, Lyle Butler, Mike Dobson, Tom Phillips, John Armbrust, Wayne Sloan, Dennis Mullin, Randy Anderes, Ann Christan and Dennis Lull. Often MATC issues and opportunities come into our conversations regarding the need for a strong focus on workforce development and other needs of MATC.
- j. Attended the Manhattan Chamber of Commerce Policy Breakfast with a USD 383 presentation on CTE. Many positive comments during USD 383 presentations about the linkages between our college and the students within USD 383.
- k. Will participate in the MATC BBQ for Grow Green and I plan to work at the Grow Green event at Old Colony representing MATC. Again, another relationship building opportunity.

- l. Meeting with Manhattan City Commissioner Peter Oppelt at a meeting that Dennis Mullin organized with several key community leaders to city issues, his priorities for the city commission, his plans to run for another term on the commission and to answer our questions.
- m. Attended the City of Manhattan Biennial Housing Summit to better understand the housing needs here in Manhattan. Many productive topics were discussed.
- n. Meet with Representative Megan Steele at MATC to discuss the past legislative session and to give her a briefing on MATC and its importance for our community. CTE funding was a key message.
- o. Will attend the bi-monthly Established Business Leaders Lunch and Learn. The speaker will be the new City Manager Danielle Dulin. Wayne Sloan and I developed and launched this new organization within the Manhattan Chamber. This group was developed to bring retired or those thinking about retirement into potential roles to promote and support the growth of our community.
- p. Met with Dave Lewis and discuss the MATC Foundation and his role on as a board member.
- q. Met with Riley Commissioner John Ford to discuss the MATC Foundation and his role as a board member for MATC Foundation.
- r. Meeting at Meadowlark to discuss their expanded plans for additional housing and the role that this will have in the need for additional facility maintenance and healthcare providers.

FACULTY UPDATES

BOARD OF DIRECTORS MEETING

April 29, 2025

1. Business, Early Childhood Education, and General Education

- **Science:** Both Matt and the students are very appreciative of the new classroom chairs. Enrollment has been great, and the students are fantastic.
- **Communications:** The Technical Writing students just finished their partner presentations, which taught them various skills including collaboration, time management, project management, digital literacy, and more. The presentations were highly entertaining, and the topics ranged from the origins of Monopoly to Catch Wrestling.
- **Social Sciences:** Callie started a new group therapy program this semester called Thrive. Students suggested topics, and on March 4, the first session was on "Coping with a Loved One's Mental Illness." Since then, a second session focused on "Building a Toolbox: Understanding Stress, Anxiety, and Fear." These sessions have been well received. Callie also visited the Student Voice Council's April meeting to get feedback on future topics.
- **Math:** Brian attended the [AACC Conference](#) in Nashville, where he spent a lot of time networking. One thing he learned about was faculty development through [ACUE](#).
- **Hire Paths Career Hunt:** Many staff and faculty (Jason, Jarren, Ed, Kim D., Mark, and Suzanne) attended the Hire Paths Career Hunt at K-State, which allowed local middle school students to explore career paths with local professionals. [Click here for the Facebook post we were tagged in.](#)

2. Auto Tech, Industrial Tech, Welding, and Cybersecurity

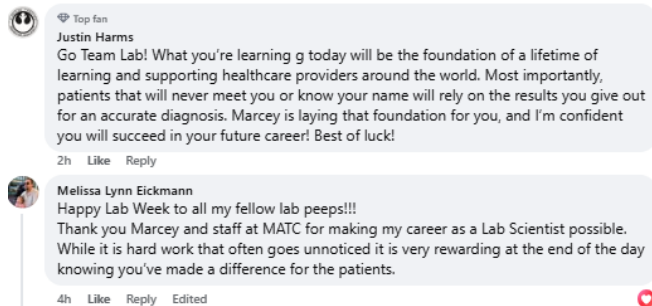
- **Auto Tech Students Praise Their Instructors:** Rachel interviewed several auto tech students for marketing content and an upcoming piece about the Auto Tech program. Every student praised their instructors, especially regarding their diverse and real world experience, thoroughness, support, and the ability to go beyond the textbook. We featured quotes from these interviews by scholarship recipients Colby ([click here](#)) and Murtagi ([click here](#)) during Grow Green Match Day.
- **Welding:** Six students are graduating from the Fort Riley welding program. Graduation will be on May 16.

3. Construction, EPD, HVAC, Plumbing, and Electrical

- **Job Placement:** All but one of the construction students and two of the HVAC students have secured employment post-graduation.

4. Nursing (AND/PN), Medical Laboratory Technician, and Healthcare

- **Medical Laboratory Technician Appreciation week April 21-25:** We posted a Facebook post ([click here](#)) to acknowledge MLT week, and two former students left wonderful comments about the program and Marcey:



- **CNA Student Success:** Chad Nelson, who obtained his CNA from Manhattan Tech in spring 2012, was recently featured as an Outstanding Undergraduate Student in Exercise Science at the University of Southern Mississippi. [See the Facebook post here.](#)
- **Professional Development:** Marcey went to the [Clinical Laboratory Educator's Conference](#) which is a National Conference where 600 clinical laboratory educators attend.

5. Adult Education (ESL and GED)

- **K-State Presentation:** Lindsay delivered a presentation at [K-State's Graduate Applied Language Teaching Symposium \(GALTS\)](#) on April 25. Her presentation was entitled, "The Science of Reading for Adult Learners." Eric Tincher, The Associate Director of Adult Education at KBOR, requested a copy of the presentation.
- **COABE Networking:** Michelle and Lindsay met individuals at the [COABE conference in Dallas](#) who have agreed to share their curriculum with our ESL program. This curriculum is built entirely on work-based skills. The goal is to create our own course that is comprised solely of work-based skills.
- **Florence & Manko Onsite ESL Classes:** Michelle travels onsite to both Manko and Florence to teach English to their employees. Depending on the level of language knowledge, the curriculum ranges from basic English knowledge to workplace technical vocabulary. She also works alongside Florence's HR team to help non-native English speakers understand how to apply for promotions, and how to know enough English to be successful and safe within new jobs. The initial pilot of this program ran from October to December and has gone exceptionally well. This summer, Michelle plans to shadow at both locations to better understand their operations so she can further tailor her curriculum.
- **ESL Student Entrepreneur:** An ESL student owned a clothing store and alteration business in Argentina and has now built a client base as a seamstress in the U.S. She is so busy with prom and wedding season that she has had to stop classes temporarily but plans to return after her workload decreases. The program is very excited for her, as her English skills, confidence, and drive have contributed to her success in a new country.
- **New Citizen:** A current ESL student, who has lived in the US for five years, recently passed her citizenship interview and will attend her naturalization ceremony in May. She intends to enroll at Manhattan Tech in the future, and Rachel and Janae will be working with her on scholarship applications.
- **Afghan Women's Literacy Classes:** Janae has LOVED working with Lindsay's group of Afghan women, who have advanced to a Basics 2 course. Janae worked with some of these students when they first began the program, where they knew no English and could not read or write. She is also currently working with another group of Afghan women who are learning the letters and sounds of English. Janae credits much of this success to the literacy materials and expertise that Lindsay has brought to the program over the last two years.
- **GED Tests:** Since the last board meeting, several students have made significant progress in their GED testing:
 - Student A:** Passed 2 tests.
 - Student B:** Passed 1 test.
 - Student C:** Passed 1 test.
 These students have only one test remaining to complete their GED requirements. Additionally, we have had one student successfully complete their GED.

- **GED Science Fun:** Students have conducted real experiments, including performing blood tests, culturing bacteria, learning about genetics and Punnett squares, and extracting their own DNA.

Student News - From Rachel Ohmes

Lindsay, Michelle, and I wanted to share some exciting news about our evening ESL students. They've been doing an incredible job! This week, they tackled a pretty advanced topic - robots. They even completed a Venn Diagram comparing humans and robots, all in English. It was impressive, especially given the range of language skills in the class.

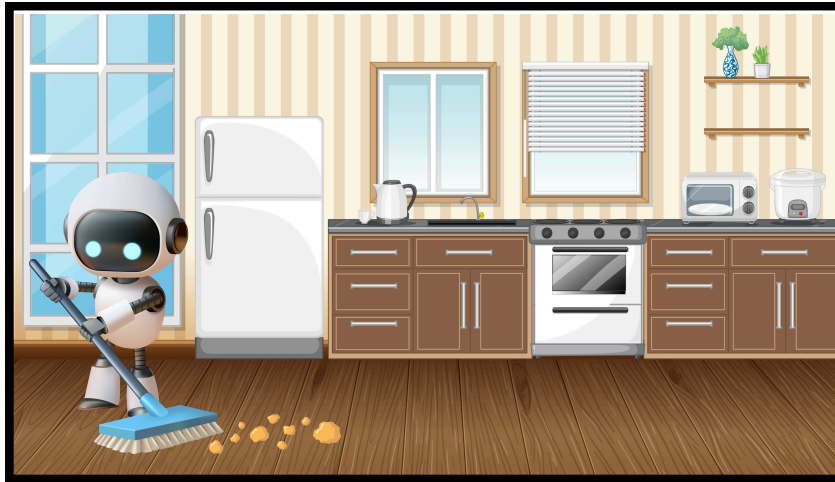
Perhaps even better, the students wrote their own sentences using this unit's new vocabulary words. Honestly, the vocab is pretty difficult (words like refrigerator, complain, expired, etc.). We turned their sentences into an original story. It was amazing to see their collective creativity come to life.

What I have loved seeing as a newcomer to their class this semester is how supportive they are of each other. Whether writing English on the board, practicing speaking, or crafting sentences, they always help one another without being asked. Their motivation and encouragement are truly inspiring.

I wanted to share this with you all, as it's not always easy to know what happens in our evening classes. Plus, it's great to talk about how amazing our students are. I also know that Janae does a lot of wonderful things with the daytime students, and I plan on learning more about that before the semester is over.

Who knows, by May, they might be writing the next New York Times Best Seller!

Robots at Work and at Home

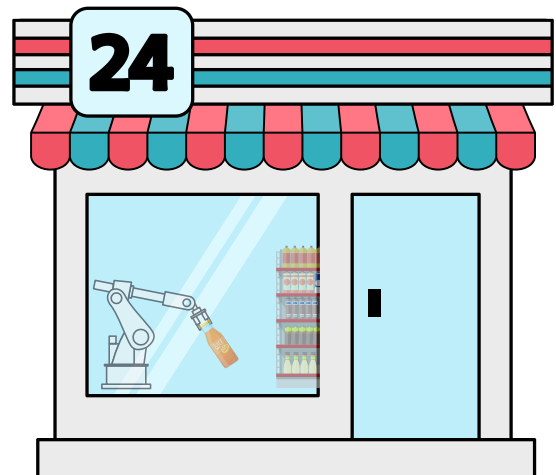


Japan is a beautiful country. Many people in Japan are old. There are not enough **workers**. **Robots** can help at work and at home.

One robot works in a **convenience store**. The store is open 24 hours. The robot is a good worker. It never **complains**. It stocks **shelves** all day. The shelves are for produce like fruit. The robot also scans **bottles of juice** and puts them in the **refrigerator**.

One woman has a robot in her home. She says, "I would like a robot in my house to cook, do laundry, mop, sweep, and more!" The robot helps every day. It never complains. It puts food on the shelves and checks the refrigerator. The refrigerator is black and full of food. Inside, there is a cold bottle of juice, but the juice is expired. The woman is happy and says, "This robot is a good worker!"

Robots help many people in Japan. They work hard. They do not complain. People like robots at the store and at home.



Robots at Work and at Home

Comprehension Questions

1 Where does the store robot work?

- a) In a hospital
- b) In a factory
- c) In a convenience store

2 What does the home robot help with?

- a) Sweeping, cooking, laundry
- b) Driving a car
- c) Shopping for clothes

3 What is the refrigerator like in the home?

- a) It is broken
- b) It is black and full
- c) It is red and empty

4 What is wrong with the bottle of juice?

- a) It is too full
- b) It is not cold
- c) It is expired

5 What is the same about both robots?

- a) They cook
- b) They never complain
- c) They talk to people



1. A robot sweeping the floor:

**[https://youtube.com/shorts/EdIAA1zROiA?
si=MTFvicWYPq6Lzh6L](https://youtube.com/shorts/EdIAA1zROiA?si=MTFvicWYPq6Lzh6L)**

2. A robot stocking bottles of juice:

**[https://youtube.com/shorts/JWbtMQH9d4E?
si=rafL7stkaiJ3wyJ8](https://youtube.com/shorts/JWbtMQH9d4E?si=rafL7stkaiJ3wyJ8)**

3. A robot picking up clothing:

**[https://youtube.com/shorts/DGJySRAtVqg?
si=bkN6hQ9npFZQAzn9](https://youtube.com/shorts/DGJySRAtVqg?si=bkN6hQ9npFZQAzn9)**



FY25 Cash Flow Budget

FY 25 Q3 Actuals

	3/31/2025 actuals	6/30/2025 budget	
Cash Flows from Operations			
Student tuition	\$ 1,938,404	\$ 2,150,000	90%
Credit Hour/Lab Fee	\$ 1,298,316	\$ 1,264,772	103%
Federal grants and contracts			
Perkins	\$ 81,067	\$ 103,950	78%
Adult Ed. (AEFLA)	\$ 133,181	\$ 158,647	84%
State Appropriations			
Tiered	\$ 1,863,454	\$ 1,863,454	100%
Nontiered	\$ 750,543	\$ 750,543	100%
Base Operating Grant	\$ 1,500,000	\$ 1,500,000	100%
Cyber Security	\$ 250,000	\$ 250,000	100%
Apprenticeship	\$ 152,480	\$ 152,480	100%
Capital Outlay	\$ 376,045	\$ 376,045	100%
Nursing Grant	\$ 89,579	\$ 89,879	100%
Student Success Initiative Funds	\$ 186,601	\$ 186,601	100%
Excel in CTE	\$ 893,674	\$ 950,000	94%
<i>Based on prior year</i>			
	\$ 460,744	\$ 1,094,578	42%
Building Hire Education Fund			
Auxiliary Sales and Services	\$ 23,307	\$ 15,500	150%
<i>RTC, Swag, etc.</i>			
Interest Income	\$ 151,814	\$ 100,000	152%
Misc. Income	\$ 44,545	\$ 69,175	64%
TOTAL Cash Flows from Operations	\$ 10,193,754	\$ 11,075,624	92%
Cash Outflows from Operations			
Salaries	\$ 3,265,553	\$ 4,317,326	76%
Benefits	\$ 810,841	\$ 1,110,886	73%
Contractual Expenditures			
Facilities/Technology Contractual Services	\$ 549,430	\$ 745,780	74%
Outside Partnerships/Consulting	\$ 59,205	\$ 560,000	11%
Institutional Effectiveness/Compliance	\$ 302,383	\$ 320,067	94%
<i>(Audit, HLC Accred., Legal, HR, Insurance, Merchant Services)</i>			
Non Contractual Expenditures			
Professional Development/Travel	\$ 61,869	\$ 79,529	78%
Program Course Expense	\$ 319,281	\$ 639,073	50%
Administrativ	\$ 124,921	\$ 163,540	76%
Capital Outlay			
Facilities/Equipment	\$ 697,014	\$ 863,140	81%
Lease/Loan Payments	\$ 52,397	\$ 140,219	37%
BHE Loan Payment	\$ -	\$ 91,775	0%
Advanced Tech Center	\$ 621,646	\$ 558,822	111%
Interest Expense	\$ 630,001	\$ 955,000	66%
Operational Liabilities			0%
Unclaimed Checks	\$ -	\$ 1,000	
Reserves	\$ -	\$ 500,000	0%
Total Cash Outflows from Operations	\$ 7,494,541	\$ 11,046,157	68%
OPERATING INCOME (LOSS)	\$ 2,699,213	\$ 29,467	

Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson St., Suite 1051
Topeka, KS 66612-1230



Phone: 785-296-4929
Fax: 785-296-3929
www.ksbn.kansas.gov

Carol Moreland, MSN, RN
Executive Administrator

Kansas State Board of Nursing

Laura Kelly, Governor

April 14, 2025

Kim Davis, MSN/Ed, RN
Manhattan Area Technical College
3136 Dickens Ave.
Manhattan KS 66503

Dear Ms. Davis:

The Kansas State Board of Nursing would like to recognize those schools with National Council Licensure Examination (NCLEX) pass rates above the national average for the 2024 reporting period. Both the PN and ADN programs at Manhattan Area Technical College had pass rates above the national average from January 1, 2024, through December 31, 2024. In addition, both programs have had pass rates above the national average for the past five years!

Congratulations to the graduates and faculty of both the PN and ADN Nursing Programs at Manhattan Area Technical College. Certificates of excellence for this achievement are enclosed. Thank you for all your hard work and congratulations again on the success of your graduates.

Sincerely,

Carol Moreland MSN, RN

Carol Moreland, MSN, RN
Executive Administrator

Encl: Certificates of Excellence

Kansas State Board of Nursing



presents
A Certificate of Excellence
to

Manhattan Area Technical College

in recognition of the program's pass rate that was
above the national average for first time
NCLEX-RN takers for the testing period
January 1, 2024, to December 31, 2024.

Andrea Watson

Andrea Watson RN, BSN, OCN, CCRP
Board President

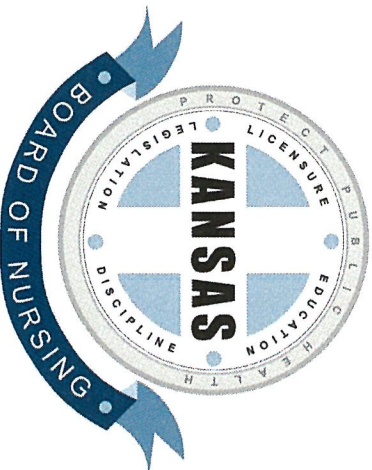
Carol Moreland

Carol Moreland, MSN, RN
Executive Administrator

April 14, 2025
Date

April 14, 2025
Date

Kansas State Board of Nursing



presents
A Certificate of Excellence
to
**Manhattan Area Technical
College**

in recognition of the program's pass rate that was
above the national average for first time
NCLEX-PN takers for the testing period
January 1, 2024, to December 31, 2024.

Andreea Watson RN, BSN, OCN, CCRP
Board President

April 14, 2025

Date

Carol Moreland, MSN, RN
Executive Administrator

April 14 2025

Date



Computer Support Specialist Program Alignment – CIP: 11.1006

Effective: Fall 2023
Issued 8/26/21

Certificate A

16-29 Credit Hours

CompTIA A+

- Core 1 (current exam objectives)
- Core 2 (current exam objectives)

Certificate B

30-44 Credit Hours

- Certificate A requirements
- One of the following:
 - CompTIA Network+
 - CompTIA Server+
 - CompTIA Security+
 - CompTIA Cloud+

Certificate C

45-53 Credit Hours

- Certificate B requirements
- One additional from the following:
 - CompTIA Network+
 - CompTIA Server+
 - CompTIA Security+
 - CompTIA Cloud+

A.A.S.

60-68 Credit Hours

Computer Support Specialist Degree

- Certificate C requirements
- Minimum of 15 Credit Hours of General Education

Required Courses within Program

Required CompTIA Courses: **6 credits:**

CompTIA A+ Core 1	3 credits
CompTIA A+ Core 2	3 credits

Agreed upon Computer Specialist Courses* 9-12 credits:

CompTIA Network+	6 credits
CompTIA Server+	6 credits
CompTIA Security+	3 credits
CompTIA Cloud+	3 credits

Support Courses* **3 credits:**

Introduction to Computer and Applications	3 credits
---	-----------

Course list sequence has no implication on course scheduling by colleges.

Institutions may add additional competencies based on local demand.

Competencies identified within the Agreed Upon Courses and/or Support Courses represent opportunities for articulation with K-12.

*Institutions may utilize existing like course titles for the Agreed Upon Courses and Support Courses that adhere to the agreed upon course lengths and competency areas.

Notes

Specifics pertaining to Computer Support Specialist programs:

1. Graduates are prepared to take the following Computing Technology Industry Association (CompTIA) exams:
 - CompTIA A+ Exam
 - A minimum of two of the following:
 - CompTIA Network+ Exam
 - CompTIA Security+ Exam
 - CompTIA Server+ Exam
 - CompTIA Cloud+ Exam
2. Educational competencies align with the CompTIA certification exam objectives.

Network+

Computer Network courses that prepare students for the CompTIA Network+ Exam.

Competency areas:

1. *Network Concepts*
2. *Network Installation and Configuration*
3. *Network Median Topologies*
4. *Network Management*
5. *Network Security*

Server+

Computer Server courses that prepare students for the CompTIA Server+ Exam.

Competency areas:

1. *System Hardware*
2. *Software*
3. *Storage*
4. *IT Environment*
5. *Disaster Recovery*

Security+

Computer Network courses that prepare students for the CompTIA Security+ Exam.

Competency areas:

1. *Network Security*
2. *Compliance and Operational Security*
3. *Threats and Vulnerabilities*
4. *Application, Data and Host Security*
5. *Access Control and Identity Management*
6. *Cryptography*

Cloud+

Cloud courses that prepare students for the CompTIA Cloud+ Exam.

Competency areas:

1. *Prepare, test, deploy, maintain, and secure cloud systems*
2. *Design a secure network for cloud deployment*
3. *Determine CPU, memory sizing, and storage requirement for cloud deployment*
4. *Analyze workload characteristics to ensure successful migration to the cloud*
5. *Implement backup, restore, and business continuity measures*
6. *Analyze cloud systems for required performance, anomalies, and growth forecasting*
7. *Troubleshoot deployment, capacity, automation, orchestration issues, connectivity, and security issues*





Computer Support Specialist

Program Description

The Manhattan Tech Computer Support Specialist program trains students in the skills needed to protect networks, systems, and data from cyber threats. Covering topics such as network security, ethical hacking, encryption, and risk management, the program blends hands-on lab experience with foundational cybersecurity theory. Graduates are prepared for entry-level roles in cybersecurity, including positions such as security analysts, network defenders, and information security specialists. This program equips students to respond to the growing demand for professionals who can safeguard digital infrastructure in a technology-driven world.

Length	Starts	Estimated Cost	Days	Times	Seat Deposit
Technical Certificate C					
2 years	August	\$TBD	Mon - Thu	TBD	\$TBD
Associate of Applied Science					
2 years	August	\$TBD	Mon - Thu	TBD	\$TBD



Average Wage in Kansas
\$101,430..



Get Hired!
130 projected annual
job openings

Career Opportunities
Security analysts, network defenders,
and information security specialists.

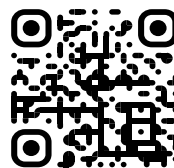
Faculty

Computer Support Specialist Instructor

Certification Opportunities

>> TBD

Learn More



How to apply, full cost
breakdowns and more:
manhattantech.edu/css

MANHATTAN TECH ADMISSIONS OFFICE



785.587.2800



785.504.1679



admissions@manhattantech.edu



3136 Dickens Ave | Manhattan, KS 66503

Updated: 03/03/25 - Program information and requirements subject to change, see website for most updated information

Manhattan Area Technical College is an open institution and does not discriminate. For Manhattan Tech's non-discrimination policy and a full list of regulatory specific contact persons visit the following web page: www.manhattantech.edu/hr

.. Kansas Employment Trends from Bureau of Labor Statistics: www.bls.gov Manhattan Tech does not guarantee the advertised wages.

Manhattan Tech is accredited by The Higher Learning Commission.



Computer Support Specialist Degree Map

AAS Associate of Applied Science

66 Credit Hours

Year 1

36 Credit Hours

Fall Semester

Course Code	Course Title	Certificate	Credits
CYB 100	CompTIA A+ Core 1	A B C	3
CYB 105	CompTIA A+ Core 2	A B C	3
CYB 110	CompTIA Network+	A B C	6
CYB 115	Computer Programming Essentials	A B C	3
CYB 120	CompTIA Security+	A B C	3
Gen Ed Option	Suggested: Math Option		3

Spring Semester

Course Code	Course Title	Certificate	Credits
CYB 125	Internet of Things (IoT): Implementing Security and Protection	B C	3
CYB 130	Application of Data Analytics and AI to Cybersecurity	B C	3
CYB 135	CompTIA Cloud+	B C	3
CYB 140	Cybersecurity Governance Risk and Compliance	B C	3
Gen Ed Option	Suggested: Comm. Option		3

Year 2

30 Credit Hours

Fall Semester

Course Code	Course Title	Certificate	Credits
CYB 200	Advanced Cybersecurity Applications	C	3
CYB 205	Cybersecurity Programming and Automation	C	3
CYB 210	Advanced Network Security and Intrusion Analysis Skills	C	3
CYB 215	Capstone I	C	3
CYB 220	Occupational Work Experience I		
Gen Ed Elective			3

Spring Semester

Course Code	Course Title	Certificate	Credits
CYB 225	Enterprise Defense Systems and Strategies	C	3
CYB 230	Cybersecurity Operations: Defense and Incident Response	C	3
CYB 235	Capstone II	C	3
CYB 240	Occupational Work Experience II		
Gen Ed Option	Suggested: English Option		3
Gen Ed Elective			3

Elective Options

Math Option

MAT 109	Technical Mathematics II	3
MAT 111	Contemporary Math	3
<i>or higher Math course</i>		

English Option

COM 105	English Composition I	3
COM 110	Technical Writing	3

Communications Option

COM 115	Public Speaking	3
COM 116	Interpersonal Communications	3

Gen Ed Elective Options

6 additional Gen Ed credits.
Full general education elective list is located online: manhattantech.edu/gened

Cert. A Certificate A Requirements

18 Credit Hours

Courses marked with "A"

Cert. B Certificate B Requirements

30 Credit Hours

Courses marked with "B"

Cert. C Certificate C Requirements

51 Credit Hours

Courses marked with "C"

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 7.3.4

Title: Remote Employment	
Originated By: Human Resources & Vice President of Operations/Chief Information Security Officer	Date: 4/24/2024
President / Board of Directors Approval Date: 4/30/2024	
Revised by: Vice President of Operations	
Revision/Review Date: 4/17/2025	

Policy Statement: Manhattan Area Technical College recognizes and approves requests for employees to work remotely when it can be sustainably supported and permitted by appropriate leadership and does not pose a risk or undue hardship to the program, department, or college overall.

Rationale: MATC recognizes the need to provide employees with the opportunity to work remotely for Personal/Family needs, as reasonable accommodation, or during temporary workspace renovations. This policy is to ensure fair, transparent, and consistent enforcement and application of remote work employment opportunities for all employees. Remote work is a privilege, not an entitlement, and may be approved or revoked by MATC leadership and administration on a case-by-case basis. Even employees in similar or identical positions may not receive similar decisions for approval or denial of remote work. Approval for remote work is based on factors of request feasibility, the demonstrable capability of the employee to fulfill work obligations efficiently and sustainably when remote, and the determinable or perceived impact remote employment would have on departmental or college capacities, security, and finances. Remote work may be designated as incidental, hybrid, temporary, or regular per the circumstances and needs for which it is requested and approved.

Definitions:

- **Designated Work Site(s):** The location(s) where an employee is regularly assigned to perform work. Designated Work Sites for all positions are typically owned, operated, managed, leased or controlled by the college. An employee's designated work site may consist of one or multiple locations based on their position's scope of responsibilities.
- **Remote Work Site(s):** The location(s) where an employee is authorized or approved to perform work on an occasional, temporary, or regular basis that is not owned, operated, managed, leased or controlled by the college.
- **Incidental Remote Work:** Work performed at a remote location for a limited specific period not exceeding seven (7) days. Does not require formal procedural approval beyond supervisor.
- **Hybrid Remote Work:** Work performed partially at a remote location per a set continuous schedule. Set schedule must be reasonably adhered to, ensuring reliable availability of remote personnel.
- **Temporary Remote Work:** A short-term period (exceeding 7 days, but not exceeding 90 days) during which an employee is approved to work remotely during their full regular work schedule.

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 7.3.4

- **Regular Remote Work:** Continuous work performed at a Remote work site that is not incidental, hybrid, or temporary.
- **Out-Of-State Employment:** Includes remote employees that do not reside in the state of Kansas and are subject to the laws and taxation of another state or are outside the US. MATC maintains the right to terminate out-of-state employment as necessary to avoid undue hardship and/or legal or financial risks to the college.
- **Remote Relocation:** The informal process by which an employee approved for remote work may relocate to a new remote work location. Relocation that involves moving to another state or work outside the US requires no less than 30-day advance notice to the immediate supervisor, supervising dean, and human resources for review and approval.

Procedure: Request for Remote Work.

All remote work requests should be discussed between the employee and their immediate supervisor prior to submitting a formal request. Incidental Remote Work requests may be authorized or approved solely by the supervisor.

When an employee and their supervisor have reached agreement on the feasibility and utility of the duration and expectations for employee's work as either Hybrid, Temporary or Regular remote work, they should complete The Remote Work Request Form (attached) and submit to Human Resources.

Employees may be required to provide additional information for necessary clarification and in support of a thorough review following delivery of a request for remote work.

Review and Approval or Denial of Remote Work.

Upon retrieval of the completed Remote Work Request Form, HR will share the form with appropriate administrative personnel and gather approvals or comments of logistical, security, and performance concerns of the request.

Once all comments and/or approvals are gathered, HR will submit these with a final 'summary of opinion' to the President who will provide the final decision approving or denying the request for remote work to HR and the requesting employee.

The President's decision of Remote Work Approval or Denial may alter the conditions and expectations of approved remote work from that which was requested. The President's approval may alter the type and/or schedule of remote work that is requested.

Timeline of Approval/Denial: The expected timeline for review and approval or denial of a Remote Work Request will vary based on circumstance. Timely responses are crucial to avoid negative impacts to the employee, department, or college. HR or designated responders should aim to provide an initial response to the employee, no later than 15 business days after the remote work request is received.

If an employee is not satisfied with the decision concerning their request for remote work, they may seek resolution through the employee grievance procedure (3.7.4).

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 7.3.4

Additional Terms of Remote Employment:

Remote employees are subject to the same policies, procedures, and regulations as non-remote employees, including those concerning employee conduct and confidentiality. Remote employees must practice strict due diligence and adherence to protecting and securing MATC technology and sensitive data per policy 9.1.1.

Remote employees must meet the essential duties and accountabilities of their position when at Remote work site(s) to the same degree as working from a college operated and designated location.

Remote employees are expected to maintain consistent availability and team communication throughout their established regular work schedule, responding to personnel communications (email, teams, etc), and attending MATC meetings as requested.

Remote employees are responsible for ensuring they have the necessary tools and means to effectively perform their job duties from approved remote site(s), and should be conscientious of the logistical, security, and financial impacts of those resource needs for sustaining remote employment. This requires proactive and ongoing communication with their supervisor, the business office, human resources, and IT personnel to identify and coordinate access to efficient and secure equipment as necessary.

MATC will provide remote employees with the necessary equipment to perform their job duties. Upon separation, employees may request to purchase company-provided equipment at its fair market value with the cost deducted from their final paycheck(s). Any non-purchased equipment must be returned timely by the employee to MATC. Employees are responsible for the safe return of MATC equipment and may request pre-approved reimbursement for shipping costs with valid invoice and receipt.

Remote employees shall be responsible for loss or damage of MATC property whether caused by abuse or gross negligence (ie. conscious and voluntary disregard of the need to use reasonable care, which is likely to cause foreseeable harm to property).

Remote Employees may end remote employment at any time and return to their regular designated work site(s), provided they communicate the intent to return no fewer than 15 days prior to their immediate supervisor.

In the event, that a remote employee or their position is subject to change or termination due to an anticipated undue hardship or risk caused by their position being enacted as remote, the employee must receive advance notice from the college of the change/termination. Advance notice for remote employees within the state is 15 days. Advance notice for out-of-state employees is 30 days.

Employees who have been approved for remote employment prior to the implementation of this policy (5/1/2024) are not required to submit a new Remote Work Request, provided that the conditions of the employee's remote worksite and schedule remain unaltered.

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 7.3.4

MATC Remote Work Request Form

Employee Name: _____ **Position Title:** _____

Is the position Hourly or Salaried? ☐ Hourly ☐ Salary

Enter the physical address for the remote work site: _____

Anticipated Effective Date for Remote Employment: _____

Is the remote work site in the state of Kansas? ☐ Yes ☐ No

Note: Out of State Employment may require the additional review and approval of MATC's board of Directors and/or Attorneys for risk analysis in adhering to out-of-state requirements.

Which Type of Remote Work is Being Requested?

- ☐ Hybrid: Work performed partially at a remote location per a set continuous schedule.
- ☐ Temporary: Short-Term duration (between 7 and 90 days) of continuous remote employment.
- ☐ Regular: continuous remote work that is not hybrid or temporary.

Please provide the reasoning for this request in detail:

Please provide an explanation of the anticipated schedule and/or duration of employee being remote:

Signature of Employee: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

Deliver Completed Form to Human Resources.

Initial Reviewers: Human Resources, Supervising Dean/Director, Chief Financial Officer, Vice President of Operations.

Reviewers must indicate if they recommend approving the request, and provide comments of concern for summary of opinion. Summary of opinion shall be delivered to the President and include: Limitations on remote capability for fulfilling position responsibilities; foreseeable causes of undue hardship, security or expense concerns, in-person participation requirements of the position, concerns of poor performance or inability to successfully complete work without supervision; other tax, insurance, or legal concerns that would pose a risk to the college or to the department/program.

Title: Supplemental Employee Assignments & Compensation**Policy No. 7.5.4**

Title: Supplemental Employee Assignments & Compensation	
Originated by:	
Human Resources, Senior Admin	3/01/2025
	Date
Approved by:	
	Date

Policy Statement: Manhattan Area Technical College (MATC) aims to ensure that employees can manage their regular responsibilities, maintain a healthy work-life balance, and are fairly compensated for their work and outcomes. This policy ensures that employees are aware of expectations when taking on duties or projects outside their regular position that may warrant additional compensation, ensuring consistency and compliance.

Rationale: Employees are expected to take on additional responsibilities as required by their position. However, certain assignments may fall outside the scope of their position description or regular supervision. MATC may authorize employees to take on non-job-related responsibilities or assignments for supplemental wages, subject to the discretion of the college and compliance with all applicable regulations and policies.

Supplemental Assignments: Supplemental Assignments include any temporary or ongoing work beyond an employee's regular workload for which additional compensation is sought and agreed to. This may include but is not limited to tasks funded through grants, special projects, collaborations with industry partners, or filling temporary workforce gaps. Employees participating in Supplemental Assignments must sign an approved agreement acknowledging the terms and expectations related to the additional duties.

Approval: Before entering into an agreement granting additional responsibilities for compensation, MATC Administration should ensure:

1. Compliance with state and federal laws, accrediting requirements, board-approved policies, and operational efficiency.
2. Appropriate approval standards and processes for assignments are met and documented.
3. Clear expectations, timeframes, outcomes, and performance standards for additional responsibilities.
4. No conflict of interest with college operations, legal or financial compliance, or partnerships.
5. Fair and sustainable compensation that does not cause undue hardship for the college.

Title: Supplemental Employee Assignments & Compensation

Policy No. 7.5.4

Additional Terms of Supplemental Assignments & Compensation:

- MATC is an equal opportunity employer and does not discriminate based on any protected characteristic.
- MATC reserves the right to change employee position descriptions as needed to meet operational requirements.
- MATC reserves the right to terminate supplemental assignments or compensation if they cause undue hardship or any legal or financial concerns.
- Compensation for supplemental assignments is subject to all required deductions and withholdings as per state and federal laws and in accordance with college payroll policies.



MATC EMPLOYEE SUPPLEMENTAL ASSIGNMENT AGREEMENT

Employee Information & Assignment Details:

Employee Name:	Employee ID:
Primary Position Title:	Primary Supervisor (Name):
Assignment Title:	Assignment Supervisor (if not Primary Supervisor):
Assignment Start Date:	Assignment End Date:
Summary Description of Assignment Responsibilities, Hours, & Standards of Performance:	
Approved Compensation Rate & Pay Schedule:	
Does this assignment require the employee to track hours worked? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Acknowledgement of Supplemental Assignment & Compensation:

I, _____ (Employee), Acknowledge and accept this supplemental assignment being offered to me per this agreement. I understand that I will receive additional compensation paid out by Manhattan Area Technical College (MATC) for my time and efforts per this assignment as outlined. I further acknowledge that my time and work in this assignment shall not interfere with my primary position responsibilities or scheduling. It is my intention to successfully continue fulfilling the expectations of my primary position while also fulfilling the responsibilities and expectations of this assignment and as communicated by the assignment supervisor. This agreement does not alter my at-will employment relationship with MATC, nor will it impact the status or activity of other individual or collective agreements which my employment may be subject to.

Agreement Term:

This Agreement is scheduled to automatically terminate per the designated Assignment End Date.

MATC or Employee may terminate this agreement at any time with or without reason per delivered written notice to the other party and Human Resources. Employee will receive any final compensation owed per regular payroll procedures following assignment termination.

Assignment Compensation:

Compensation for this assignment will be paid out in accordance with MATC's regular payroll procedures and schedule.

Assignment compensation is subject to all applicable labor laws, including minimum wage and overtime regulations. Compensation of Assignment wages is subject to all deductions and withholding that is required by state and federal law, and in accordance with MATC payroll policies and procedures.

Appropriate state and federal taxes will be withheld from these wages per employee's regular designated withholding along with other active payroll deductions.

Employment Status, Benefits, & Overtime:

This Agreement may not affect or change the exemption classification of Employee from their Primary Position Classification. Non-Exempt (hourly) employees must track time spent working in primary and assignment role(s) individually via approved MATC timekeeping procedures. Any Overtime worked must be approved in advance by both Primary and Assignment Supervisors and in accordance with MATC Policy 7.5.2 and other applicable procedures. The Primary Supervisor shall receive and determine approvability for any employee time-off requests. If Employee requests time-off during otherwise designated assignment work hours, the request must be communicated to the assignment supervisor in advance.

Changes in Employee benefit eligibility or coverage based on hours worked must be reviewed and approved by the Primary Supervisor, CFO and HR prior to the assignment start date. Failure to meet or maintain these requirements, will result in immediate termination of agreement.

Amendment of Agreement:

For any amendment to this agreement to be valid or binding, it must be in writing and approved by all appropriate parties. Notable changes to the designated assignment scope, scheduling, duration, or compensation per this agreement should be entered under a new agreement, following immediate termination of existing agreement.

Dispute Resolution:

Any disputes or grievances with regard to the nature or implementation of this agreement must adhere to MATC's Employee Complaint Grievance Policy and Procedure as outlined in Policy 3.7.4.

Agreement of Employee Responsibilities:

By accepting this Agreement, Employee agrees to:

1. Ensure that they continue to meet all performance standards and job requirements for their primary position and any other ongoing positions they may hold within MATC. Taking on additional responsibilities and roles must not affect their ability to effectively fulfill primary work responsibilities and meet essential expectations.
2. Coordinate work hours and scheduling with appropriate supervisors to avoid time-based conflicts or missed deadlines. Non-Exempt Employees must Track time spent in their primary and assignment role(s) individually using approved MATC timekeeping procedures. Overtime must also be approved in advance by both Primary and Assignment Supervisors.
3. Avoid conflicts of interest and report any concerns to their Primary Supervisor and HR.
4. Maintain good standing with the college, and strict adherence to all board-approved policies and procedures, ensuring that expectations outlined in maintaining confidentiality, employee code of conduct, and chain of command are upheld.

Assignment Supervisor Assurances:

Per this agreement, the Assignment Supervisor ensures that:

1. Assignment agreement has been reviewed and approved by appropriate administration including, but not limited to, the Primary Supervisor, MATC's CFO, HR, and President/CEO.
2. The responsibilities and compensation granted by this assignment do not pose a threat to MATC's compliance of state or federal laws, accrediting or funding requirements, board-approved policies, and/or operational effectiveness.
3. The expectations of assignment responsibilities are clear, with established timeframes, outcomes, and other sufficient performance standards.
4. This assignment and compensation thereof do not create or condone a conflict of interest or the perception of such with regard to college operations, legal or financial compliance, and college partnerships.
5. All compensation approved for the assignment is fair, sustainable, and does not cause or advance any undue hardship or financial concerns for the college.

Signature of Approval: By Signing below, I acknowledge that I have read, understood, and agree to the terms and conditions outlined in this agreement, and that my employment is subject to all rules and regulations provided by Kansas Statutes 72-54 et.seq., and the policies and procedures of The college. I understand that this agreement is for temporary appointment, and does not infer subsequent appointment beyond the term of this agreement or active employment with MATC. This agreement does not alter the at-will employment relationship between the employee and MATC, nor will it impact the status or activity of other agreements subject to Employee and MATC.

CFO Initial _____

Assignment Supervisor Signature

Date

Primary Supervisor Signature

Date

Employee Signature

Date

Budget Line: [Enter GL Account Code]

CC: PERSONNEL FILING/ HR
PAYROLL

President's Report: April 2025

President's Report: April 2025

This month's report contains some external reports affecting or about the College, as well as other updates.

Institutional Performance

- Revised and new Carnegie higher education classifications were released April 24.
 - Background from Carnegie and ACE:



2025 Carnegie Classifications Released Today

Institutional leaders,

Today, we published the [2025 Carnegie Classifications](#). Our press release is below. On our website, we have published additional information about the revised [Institutional Classification](#), [Student Access and Earnings Classification](#), data files, including a file with the complete Student Access and Earnings Classification data, methodological documents, and [other resources](#), including a historical classification file and updated CIP Code map. We also have an [interactive data visualization](#) of the Student Access and Earnings Classification that allows users to engage with the classifications and explore different analyses.

Additionally, many of you reached out to share updated contact information for you or others at your institution. We have not had a chance to update our records, so please feel free to pass this information along as needed.

Washington, D.C. — The American Council on Education (ACE) and the Carnegie Foundation for the Advancement of Teaching (Carnegie Foundation) published today the latest in a series of updates to the Carnegie Classifications. The redesigned system includes a revision of the historic Basic Classification, now titled the Institutional Classification, and a newly developed Student Access and Earnings Classification.

These updates are intended to reflect the multifaceted nature of higher education in the 21st century and measure the extent to which institutions provide students access and a path to earning competitive wages. Additionally, the Carnegie Classifications now identify institutions within the Student Access and Earnings Classification that can serve as models for studying how campuses can foster student success, designating 479 of them as *Opportunity Colleges and Universities*.

“The majority of students apply to college with the hope it is a path to opportunity, and the job they’ve dreamt about,” **said Timothy F.C. Knowles, president of the Carnegie Foundation**. “This work is about ensuring that institutions are recognized when they empower students to reach their goals and succeed.”

“Hundreds of institutions nationwide are providing students an excellent opportunity to use higher education as a springboard to a better life,” **said Ted Mitchell, president of ACE**. “The Student Access and Earnings Classification highlights the depth and breadth of schools where student success is front and center.”

About the 2025 Institutional Classification

Since 1973, the Carnegie Classification has served as the gold standard for organizing the landscape of U.S. higher education. The 2025 Institutional Classification updates the historic approach to grouping similar colleges and universities, now organizing institutions by multiple characteristics, including their size, the types of degrees they award, and the fields of study in which students receive their degrees.

By using multidimensional categories to group institutions, the Institutional Classification better reflects the wide variety of institutional missions and organizational structures that exist today. This update addresses the limitations of the historic Basic Classification, which organized most institutions primarily by

academic program concentration or the highest degree awarded and fell short of adequately describing the full scope of activity on campuses across the country.

The multidimensional groupings of the Institutional Classification are designed to make the Carnegie Classifications more relevant and useful for policymakers, funders, researchers, and others who rely on the classification system for a comprehensive view of higher education in the United States.

"With this redesign of the Carnegie Classifications, we set out to measure what matters," **said Mushtaq Gunja, executive director of the Carnegie Classification systems and senior vice president at ACE.** "Nowadays, institutions can't be reduced down to the highest degree they award because they exist to serve a wide range of students in a wide variety of ways. Using multiple factors in how we classify institutions is an essential step toward making the classifications more useful to researchers, policymakers, funding agencies, and others."

About the 2025 Student Access and Earnings Classification

The 2025 Student Access and Earnings Classification focuses on student success. The classification measures whether institutions are enrolling and creating opportunities for students in communities the institutions serve and whether students earn competitive wages after they attend.

The Student Access and Earnings Classification recognizes a wide variety of institutions of all sizes, locations, and types as drivers of opportunities for students. 479 schools have been named Opportunity Colleges and Universities, a new designation that identifies institutions within the classification that can serve as a model for studying how campuses can foster student success.

This new classification uses the multidimensional groupings of the 2025 Institutional Classification to evaluate student access and earnings between similar colleges and universities. By evaluating student access and earnings among peer campuses, the Classifications aim to foster collaboration and institutional improvement with a focus on how comparable higher education institutions can foster opportunities for student success. The methodology also considers location data for each institution, comparing an institution's data to the relevant geographical context.

[More information about the 2025 Student Access and Earnings Classification, including the methodology, can be found here.](#)

Over the past three years, the Carnegie Classifications team met with thousands of stakeholders, including economists and higher education experts on our Technical Review Panel, to gather feedback on these updates and refine the methodology. The Institutional Classification and Student Access and Earnings Classification are part of an ongoing effort to make the Carnegie Classifications more useful, relevant, and reflective of the nation's ever-evolving higher education landscape.

About the American Council on Education

ACE is a membership organization that leads higher education with a united vision for the future, galvanizing our members to make change and collaborating across the sector to design solutions for today's challenges, serve the needs of a diverse student population, and shape effective public policy. As the major coordinating body for the nation's colleges and universities, our strength lies in our diverse membership of more than 1,600 colleges and universities, related associations, and other organizations in America and abroad. ACE is the only major higher education association to represent all types of U.S. accredited, degree-granting colleges and universities. For more information, please visit www.acenet.edu or follow ACE on X (formerly known as Twitter) [@ACEducation](#) and [LinkedIn](#).

About the Carnegie Foundation for the Advancement of Teaching

The mission of the Carnegie Foundation is to catalyze transformational change in education so that every student has the opportunity to live a healthy, dignified, and fulfilling life. Enacted by an act of Congress in 1906, the Foundation has a rich history of driving transformational change in the education sector, including the establishment of TIAA-CREF and the creation of the Education Testing Service, the GRE, Pell Grants, and the Carnegie Classifications for Higher Education.

Specific to MATC: **Manhattan Tech Named an Opportunity College and University and an Applied and Career Studies Institution by the Carnegie Classifications**

Recognition highlights student success through access, earnings, and workforce-ready education

Manhattan, KS – The Carnegie Foundation has officially recognized Manhattan Area Technical College as both an *Opportunity College and University* and a classified institution in *Applied and Career Studies*. These dual honors place Manhattan Tech among a select group of colleges nationwide. Less than 16% earned the Opportunity designation, and only 8% are recognized for Applied and Career Studies. Together, they spotlight institutions that don't just offer higher education but deliver on it, preparing students for good jobs and better lives.

The Opportunity designation comes from the newly launched Student Access and Earnings Classification, developed by the Carnegie Foundation for the Advancement of Teaching and the American Council on Education. It looks at which colleges enroll students who reflect the communities they serve and, more importantly, whether those students go on to earn more. The Applied and Career Studies classification highlights institutions that focus on hands-on education tied directly to workforce needs. Manhattan Tech is proud to train people for real careers in the trades, healthcare, and technical industries.

“This recognition proves what we've known all along. Manhattan Tech is a place where hardworking people come to get ahead,” said Dr. Jim Genandt, President and CEO of Manhattan Tech. “These classifications tell the world that what we're doing delivers well beyond graduation. We're giving students access, preparing them for real careers, and they're earning more because of it. We're proud to be recognized, but even prouder to prove every day that HIRE Education works.”

For over a century, the Carnegie Foundation has set national standards in higher education through its classification system. This latest update reflects the diversity of today's colleges and makes one thing clear: Institutions like Manhattan Tech aren't just relevant, they're essential to the future of workforce education in America.

About Manhattan Tech

Manhattan Area Technical College is the #1 ranked two-year college in the nation, according to WalletHub, accredited by the Kansas Board of Regents and the Higher Learning Commission, and has additional program accreditations from leading industry credentialing bodies.

At Manhattan Tech, we believe in hands-on education that leads to real careers. Our programs are built around applied learning, industry partnerships, and the belief that anyone willing to work hard deserves the chance to build a better future.

About the Carnegie Foundation

The mission of the Carnegie Foundation is to catalyze transformational change in education so that every student has the opportunity to live a healthy, dignified, and fulfilling life. Enacted by an act of Congress in 1906, the Foundation has a rich history of driving transformational change in the education sector, including the establishment of TIAA-CREF and the creation of the

Education Testing Service, the GRE, Pell Grants, and the Carnegie Classifications for Higher Education.

About the American Council on Education (ACE)

ACE unites and leads higher education institutions toward a shared vision for the future. With more than 1,600 member colleges, universities, and associations, ACE designs solutions for today's challenges and advances public policy to support a diverse and dynamic higher education sector. Learn more at www.acenet.edu or follow ACE on X (formerly Twitter) [@ACEducation](https://twitter.com/ACEducation) and LinkedIn [american-council-on-education](https://www.linkedin.com/company/american-council-on-education).

For more information, please contact:

Kimberly Withroder, Director of Institutional Research and Effectiveness,
kimwithroder@manhattantech.edu

- MATC Impact Analysis from lightcast: All of the technical colleges contracted for updated economic impact analyses from lightcast, an economic and education data company. I have attached two summaries concerning MATC from their work:



MATC_EIS_ExecSum
_2324.pdf

○



MATC_EIS_FactShee
t_2324.pdf

○

- Neil and many staff and faculty provided MATC with an amazing CTE Signing Day event on April 10. Over 120 people were in attendance. Kristin Brighton was our speaker and provided very focused and valuable remarks to the group.

Institutional Leadership

- Josh, Cara, Kim W, and myself attended the annual Higher Learning Commission conference in Chicago April 4-8. My summary of the Presidents' meeting is:
 - Top trends identified by higher education leaders were: change leadership, leadership turnover and opportunities/threats, teaching/learning and faculty, financial stability and sustainability, crisis management/recovery, complex legal issues, mental health/wellness, new landscape of higher education, value of higher education/demonstratable ROI, past has little meaning anymore, need for systemic reform (at least through the lens of the political system), and credibility of accreditation.

- Anticipation of the President's executive order on higher education and accreditation, issue of supporting innovation and change without affecting integrity and clearly universities and senior colleges are under pressure.
- Brian, Suzy, and I attended the spring conference of the American Association of Community Colleges in Nashville April 11-15. I serve on their Commission for Small and Rural Colleges. In addition to the federal government information that is in the packet, I provide this summary from that conference:
 - AACC opposing Congressional efforts to tax Pell Grants, which really affects students at 2-year colleges (I will contact our Congressional delegation on this).
 - Congress examining institutional liability to pay back student loans if default rates are too high for the institution.
 - Congress examining connecting gainful employment with eligibility of programs to receive financial aid benefits (good for us overall).
 - Be prepared to provide information to feds and state on all grants (funded and proposals not funded), research (institutional/program or individual—graduate degree process?).
 - We will work on a breakdown that can be updated per semester on:
 - Total number of students Pell eligible, Pell grants received (total and average award)
 - Same for student loans
 - Same for scholarships with breakdown by source
 - State Promise Act supported students and programs
 - Other (work study, etc.)

We will also look into:

1. Tabletop exercises on crisis scenarios for the campus and Wamego Center
2. Resilience training (mental wellness focus) as well as operational
3. Looking into NC program: Access to Achievement for persons with special needs

Accreditation: more groups may form, outcomes-based focus likely, banning DEI at all levels.

External Relations

- We are submitting our ATC funding renewal request to the City for their FY 26 budget development.
- Several of us participated in the Geary County Health Care Taskforce, led by Stormont Vail's Foundation. Other parties are USD 475 and Cloud County Community College.
- Chris, Kerri, and David were leaders working with the Manhattan Chamber on the PTMW expansion project to Manhattan. The company is working with us, with an emphasis on connecting with Ft. Riley soldiers/families for employment options.
- Chris, Josh, David, Kerri and I met with the CEO of Luyten 3D Construction Printing of Australia recently. The Manhattan Chamber reached out to see if we would host the

meeting to discuss this company's operations as they seek a site in the mid-West for possible expansion. Representatives of K-State, MCM, BHS, McCown Gordon, and the State Department of Commerce also attended.

- We shared the review of the site selector that the Chamber of Commerce had in on April 3 and the praise he gave MATC. We continue to work closely with economic development staff in our area.
- Harry, Suzy, and many staff and faculty helped us have a very successful Grow Green Day with GMCF. Counting the matching funds we raised over \$27,000 that day! Suzy led a special effort with employees and students, and we had 55% of employees contribute that day.

Budgetary/Fiscal Management (see financial information in the board packet for additional details)

- Final state appropriations have been shared for FY 26:
 - Base Grant reduced by 33%: - \$500,000
 - Cybersecurity funding eliminated: - \$250,000
 - Capital outlay increased: \$ 16,991
 - Non-tiered funding (gen ed): increased: \$ 48,025
 - Tiered funding (tech ed) reduced: -\$ 44,267
 - Student success initiative reduced: -\$ 78,937
 - Business engagement/apprenticeship support -\$ 5,852
- Net: -\$814,040

While we won a significant long-game measure with the base grant becoming statutory in the budget, it is still subject to annual appropriations. The reductions in the base grant were at the 33% level for all the technical colleges without any reason other than cutting spending. All two-year colleges had cybersecurity funding eliminated...to reduce the budget.

The legislature is taking a very hard look at higher education, with their targets primarily being the universities/Regents system, and the community colleges. We get caught in that, and as a group, we are developing strategies to separate our group from the others as much as we can with emphasis on ROI and outcomes.

- I am providing a recommendation to the Board on possible reduction in force to address the fiscal issues for FY 26. While we anticipate enrollment growth (I believe we will see an increase of 2.5-4% in FY 26 enrollment), we cannot say it is certain at this time. We have been taking consistent steps over the past two years to stabilize our resources, and no one anticipated a 16% reduction in state appropriations.

Accreditation/Continuous Improvement

- In light of the President's executive order on accreditation I have copied the response from the Higher Learning Commission for your review:

HLC's Response to Executive Order Regarding Accreditation Reform

President Trump issued seven Executive Orders on April 23, 2025, all with directives for the U.S. Department of Education. One Executive Order specifically addressed [Reforming Accreditation to Strengthen Higher Education](#).

As an accreditor, HLC is committed to student success outcomes, academic quality, and reducing barriers to advance innovative educational models.

A [fact sheet](#) on the Executive Order states that the U.S. Department of Education "must realign accreditation with student-focused principles by:

- Resuming recognition of new accreditors to foster competition.
- Requiring institutions use program-level student outcome data to improve results, without reference to race, ethnicity, or sex.
- Requiring high-quality, high-value academic programs.
- Prioritizing intellectual diversity among faculty in order to advance academic freedom, intellectual inquiry, and student learning.
- Launching an experimental site to test innovative quality assurance pathways.
- Increasing the consistency, efficiency, and effectiveness of the accreditor recognition review process.
- Streamlining accreditor recognition and institutional transitions between accreditors."

HLC's Response

HLC, as a member of the Council of Regional Accrediting Commissions (C-RAC), notes that:

"Accrediting agencies are instrumental to promoting quality assurance and protecting student and taxpayer investments in higher education. While we firmly reject President Trump's mischaracterization of accreditors' role in the nation's postsecondary education system, we stand ready to work with the Secretary of Education on policies that will advance our shared mission of enhancing quality, innovation, integrity, and accountability.

"The latest Executive Order directs the Secretary of Education to take actions that accrediting agencies have previously supported and encouraged, including facilitating the recognition of new accreditors and making it easier for institutions in good standing to change accreditors."

The [full response from C-RAC](#) is available.

What Does This Mean for HLC Members

HLC's standards require that an institution "remains in compliance at all times with all applicable laws." HLC's requirements do not mandate decision making or preferences based on federally protected characteristics; prescribe any specific training or programming involving concepts related to diversity, equity or inclusion; nor require that an institution have elements as part of its curriculum involving concepts related to diversity, equity or inclusion.

HLC will continue its practice of seeking member input, and we intend to do so as these accreditation reforms are being discussed and formulated. We welcome input from member institutions as we work together to serve all learners.

Next Steps

HLC will engage with the U.S. Department of Education to advance policy directives through ongoing communications and any negotiated rulemaking opportunities that consider voices and insights from the broader public.

Keeping You Informed

HLC will monitor these issues through our contacts in the Triad and at higher ed organizations. As details emerge, we will keep you informed.

See [HLC's Relationship within the Triad](#) for how we provide value to members by working with states and federal agencies. See [HLC's 2025 Advocacy Agenda](#) for information about HLC's advocacy priorities.





Executive Branch Actions of Interest to Community Colleges – April 2025

Below is a summary of some of the numerous administrative and regulatory actions taken by the Trump Administration that are of interest to community colleges.

Executive Order Eliminating the Department of Education: On March 20, President Trump signed an Executive Order (EO) directing Education Secretary Linda McMahon to take steps to begin dismantling the Department of Education (ED) and shifting its responsibilities and remaining staff to other government agencies. Since then, President Trump indicated that the student loan portfolio is to be moved to the Small Business Administration (SBA). At the time of this writing, further information on that process has not yet been released.

Both ED itself and many of its critical programs are authorized in statute, so only Congress can fully eliminate them. Moreover, many key programs including the student and institutional aid programs and regulatory functions are specifically assigned to ED in law. It would take an act of Congress to move them to another executive agency. While Senate Health, Education, Labor and Pensions (HELP) Committee Chair Sen. Bill Cassidy (R-Louisiana), announced that he will introduce legislation to align with the EO and move ED's functions to other agencies, the legislation would require a 60-vote majority to pass the Senate and Democrats are highly unlikely to support the measure.

Department of Education Reduction in Force (RIF): In March, ED announced a formal Reduction in Force (RIF) process and placed more than 1,000 agency employees on "administrative leave." Coupled with the more than 600 ED employees who had previously accepted voluntary resignations and retirements, this reduced the agency's workforce from about 4,133 to about 2,183.

The Office of Civil Rights (OCR), the Office of Federal Student Aid (FSA), and the Institute for Education Sciences (IES) were among ED's hardest hit divisions. Reports indicate that FSA – the office that administers Title IV aid, including Pell Grants and student loans, manages the Free Application for Federal Student Aid (FAFSA), and oversees student loan servicers – was reduced by a third. Some staff in FSA's IT department were brought back after the RIF. FSA has been under enormous strain in recent years, due in part to flat funding through several appropriations cycles. IES's staff has been reduced to only three people, just weeks after the Department canceled 89 contracts totaling \$900 million that supported IES's research and core functions. The entire Integrated Postsecondary Education Data System (IPEDS) team was also subject to the RIF. Title IV-participating colleges and universities are required by law to submit data to IPEDS three times a year. Finally, the RIF shuttered several regional field offices. These offices and staff were integral to the Department's civil rights investigations, but they also

provided case management for Program Participation Agreements (PPAs) and Title IV compliance. It is not yet clear how ED will reorganize these essential offices, reassign remaining staff with relevant expertise, or make other administrative changes to maintain programs in the aftermath of the RIF and the EO.

Public Service Loan Forgiveness: On March 7, the Trump Administration issued an Executive Order (EO) titled "Restoring Public Service Loan Forgiveness." The EO directs federal agencies to revise program regulations, stating that "instead of alleviating worker shortages in necessary occupations, the PSLF Program has misdirected tax dollars into activist organizations that not only fail to serve the public interest, but actually harm our national security and American values, sometimes through criminal means." The EO instructs the Secretary of Education to revise the definition of "public service" to exclude from the program any employees of organizations that the Administration feels are engaging in or supporting illegal activities. Absent rarely used Executive Branch authority, substantive changes to PSLF via regulation as President Trump has proposed would need to undergo the lengthy "negotiated rulemaking" process. This would delay, though not necessarily rule out, the major alterations to the program supported by the Administration.

Negotiated Rulemaking: The Department of Education has announced its intention to convene a negotiated rulemaking panel to address a variety of issues related to the Title IV programs. "Negreg" is required by the Department in advance of issuing any student aid regulations. Negreg is a laborious and time-consuming process, but the general sentiment is that it results in better final regulations.

Initially, the process will include two public hearings - an in-person meeting on Tuesday, April 29, and a virtual hearing on May 1, 2025 – which will be followed up by an announcement on the topics to be included in the next set of negotiated rulemaking to begin later this year.

The negreg announcement includes some detail on the topics ED plans to address, namely:

1. Refining definitions of a qualifying employer for the purpose of determining eligibility for the Public Service Loan Forgiveness program.
2. Pay As You Earn (PAYE) and Income Contingent Repayment plans.
3. Potential topics that would streamline current federal student financial assistance program regulations while maintaining or improving program integrity and institutional quality.

As in previous negotiated sessions AACC will be deeply engaged in this process, both by submitting comments as topics are developed and then nominating a negotiator.

IDR applications back online: In March, the Trump Administration reopened applications to enroll in income-driven repayment (IDR) plans after a month-long pause. These plans offer more affordable payment options for borrowers and are a critical part of key forgiveness programs, including PSLF. In August 2024, the Eight Circuit Court of Appeals blocked some provisions of the Biden Administration's hallmark IDR plan – the Saving on a Valuable Education (SAVE) plan. In February 2025, the same panel expanded their order to halt the entire SAVE plan and to say that the Secretary of Education may lack the authority to forgive any loans through any IDR plan. Litigation will continue, but in the meantime, the eight million borrowers who enrolled in the SAVE plan remain in repayment limbo. These borrowers have been in administrative forbearance for seven months, meaning that they are unable to make any payments or progress to forgiveness under IDR or PSLF. However, other borrowers and new borrowers are once again able to enroll in IDR plans (except SAVE and REPAYE, which are still offline), dramatically improving options for those who cannot afford payments under a 10-year standard repayment plan.

Executive actions on DEI: On January 20 and 21, President Trump signed two EOs titled “Ending Radical and Wasteful Government DEI Programs and Preferencing” and “Ending Illegal Discrimination and Restoring Merit-Based Opportunity.” Together, the EOs instructed federal agencies to terminate government spending on programs that have an “illegal” DEI focus. The EO prompted several agencies to terminate agency offices aimed at promoting diversity and to cancel hundreds of grants and contracts that included DEI aims or associated language. On February 14, ED's OCR issued a Dear Colleague Letter building on the January 21 EO and outlining colleges' nondiscrimination obligations under the Administration's interpretation of *Students for Fair Admissions v. Harvard*. While the DCL does not constitute a change in statute or case law, it does indicate that colleges will be under greatly increased federal scrutiny for the consideration of race, color, and national origin in a variety of campus decisions. This correspondence was followed by a Feb. 28 “Frequently Asked Questions” document that elaborated upon the DCL.

Title VI/Antisemitism issues: Alleged antisemitism on college campuses continues to galvanize federal policymakers, both in Congress and the Trump Administration. The Administration has launched investigations into nine Ivy League schools for potential violations and highlighted 60 ongoing Office of Civil Rights (OCR) investigations. Only one of those 60 institutions was a community college. In addition to traditional OCR investigations, the Trump Administration has taken wide and multijurisdictional latitude to punish institutions that it deems as having failed to meet their Title VI obligations. The most notorious example in this area was the recent cancellation of \$400 million in Columbia University's grants and contracts, because of alleged antisemitism. This cancellation was unprecedented by the Executive Branch. The Trump Administration is currently negotiating with Columbia over the cancellations, some of which would represent an unprecedented level of control over an institution's academic offerings and

student affairs functions. This could signal a dramatic change in how civil rights are enforced on campuses more broadly.

Immigration issues: On January 20, President Trump signed an EO, “Protecting the American People Against Invasion,” requiring the Attorney General and the Secretary of Homeland Security to review contracts, grants, and agreements between the federal government and “non-governmental organizations supporting or providing services, either directly or indirectly, to removable or illegal aliens.” This directive could impact institutions that enroll undocumented students, operate legal aid clinics, or offer in-state tuition to undocumented individuals.

The Trump Administration also rescinded a long-standing Department of Homeland Security (DHS) policy that classified schools, hospitals, and churches as “sensitive locations” that limited them from immigration enforcement actions. As a result, Immigration and Customs Enforcement (ICE) will no longer treat these “sensitive locations,” including college campuses, any differently from other locations. In the months that followed, there have been several high-profile incidents of ICE apprehending and detaining graduate students legally studying in the United States for activities that the Secretary of State determined had supported terrorism.

The Trump Administration has not yet addressed the Deferred Action for Childhood Arrivals (DACA) program, though future actions appear likely. The 5th U.S. Circuit Court of Appeals ruled earlier this year that some aspects of a Biden-era regulation intended to preserve DACA are unlawful. The ruling has been stayed pending appeal, meaning that DACA renewals will continue to be processed by U.S. Citizenship and Immigration Services, and new DACA applications can still be submitted, but they will not be processed. The ruling’s impact is currently limited to Texas, rather than a nationwide injunction. It is not clear at this time if the Trump Administration will defend the program in court during further litigation.

Title IX, gender issues: On January 20, President Trump signed an EO, titled “Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government.” The EO addresses Title IX protections for transgender students, directing the Attorney General to issue guidance stating that Title IX does not require gender identity-based access to single-sex spaces. The order also instructs the Department of Education (ED) to nullify its 2021 guidance that extended Title IX protections to include sexual orientation and gender identity, though this policy had already been thrown out in court. The Biden Administration’s larger Title IX regulations have also been negated by court action, generally leaving in place the regulations promulgated by the first Trump Administration in 2020. The EO has prompted several conforming changes to government data collections and applications, including changing the gender question on the FAFSA to a binary sex question.

Gainful Employment/Financial Value Transparency: ED has extended the deadline for Gainful Employment/Financial Value Transparency (GE/FVT) reporting to September 30, 2025, after initial deadlines of January 15 and September 18. Colleges also have until September 30 to review and submit corrections to Completers' Lists. ED also clarified that it will not generate any GE/FVT metrics prior to September, and that there will be no punitive measures against colleges that didn't fully meet prior deadlines. Is it not yet clear if the Trump Administration will maintain the FVT framework and consumer transparency measures, although most stakeholders do expect ED to terminate the GE accountability standards.

April 7, 2025

www.aacc.nche.edu/advocay

Community College Legislative Priorities, April 2025

Budget Reconciliation Legislation

Congressional Republicans plan to use budget reconciliation legislation to cut taxes, strengthen border security, and reduce spending. This legislation, which can pass the Senate with a simple majority vote, promises to make substantial changes to higher education programs, primarily student loans. Budget reconciliation legislation also offers the opportunity to enact key elements of the community college agenda and shore up the Pell Grant program's finances, or it could make deleterious program changes. AACC strongly encourages colleges to contact their members, especially those on the House Education and Workforce Committee and the Senate Committee on Health, Education, Labor, & Pensions (HELP), on these potential components of reconciliation legislation:

Risk-Sharing

In budget reconciliation legislators may consider some form of "risk-sharing," which amounts to a financial levy on institutions—paying back money to the federal government. The House education committee will likely advance legislation similar to the risk-sharing proposal approved by the House Education and Workforce Committee last Congress as part of the "College Cost Reduction Act." This risk-sharing scheme would require institutions whose students do not fully repay their loans to make payments to the federal government. Community colleges have consistently opposed risk-sharing, in part because it drains resources that will undermine programming for students, and because it holds institutions responsible for behavior they do not control.

Workforce Pell Grants

Community colleges continue to enthusiastically support the extension of Pell Grant eligibility to workforce programs between 150 and 599 clock hours in length. Workforce Pell Grants help provide upward mobility for individuals who do not have a college degree but want to more fully establish themselves in the workforce or begin a path in higher education. The cost to students remains a significant barrier, making Title IV support essential. The legislation's limited new expenditures (projected to be .5% of overall Pell Grant program costs) are minimal given the total size of the Pell Grant program, yet how to pay for these small costs has been a divisive issue. A small amount of funds saved in other areas should be used to enact workforce Pell Grants in budget reconciliation legislation.

Sustain the Pell Grant Program

The Pell Grant program faces a significant funding shortfall, primarily because of increased student eligibility and benefits under the FAFSA Simplification Act. While it is greatly encouraging that students are receiving more support, Congress must act decisively to ensure that the

program's fiscal health is not endangered. Savings that are found through budget reconciliation should be directed towards sustaining this fundamental source of student aid.

Enact the Tax-Free Pell Grant Act

Budget reconciliation is also the legislative vehicle that Congress will use to enact changes to the federal tax code, including changes that can be advantageous for community college students. Community colleges strongly support enacting the Tax-Free Pell Grant Act in budget reconciliation legislation. This legislation, now introduced in the [House of Representatives](#), would make Pell Grants completely tax-free for community college students and ensure that they are able to take full advantage of the American Opportunity Tax Credit. Financially needy students should not have to pay taxes on grant funds that, by law, are to be used for education and related expenses. Please contact your members, especially those on the House Ways & Means Committee and the Senate Finance Committee, on this issue.

Community College Funding Priorities

In March, Congress passed a year-long Continuing Resolution (CR) to extend Fiscal Year 2024 (FY 24) funding levels through the end of FY 25. President Trump is expected to release his budget priorities soon, formally kicking off the FY 26 appropriations process. We encourage colleges to contact their members in support of these and other important programs and urge them to prioritize them in the funding requests they make to the appropriations committees.

Pell Grants

The Pell Grant maximum has been flat for three years, while student costs have risen. In FY26, Congress should increase the maximum grant by \$200, to help students meet college expenses. While a community college education is extremely affordable (tuition is just \$4,050 for a full-time, full-year student), increasing the grant helps low-income community college students cover more of their total educational costs.

Strengthening Community College Training Grants (SCCTG)

Congress should fund the SCCTG program at \$75 million. SCCTG funds partnerships between community colleges, local businesses, and other key partners to expand and improve workforce education capacity. There is growing evidence of this program's positive impact and interest in the program continues to far outpace the number of available grants.

Strengthening Institutions Program (Title III-A of the Higher Education Act)

The Strengthening Institutions Program supports local initiatives for institutions that have relatively low resources and serve high percentages of low-income students. Colleges undergo fierce competition to secure funding consistent with national priorities. Congress should fund the program at \$140 million, reversing the \$10 million FY 2024 cut that was extended through FY 2025.



FAST FACTS 2025

2025

NUMBER & TYPE OF COLLEGES¹



924 Public
36 Tribal
64 Independent
TOTAL 1,024



DEGREES AND CERTIFICATES AWARDED⁸

2022-2023

800,958 ASSOCIATE DEGREES

628,838 CERTIFICATES

22,104 BACCALAUREATE DEGREES

Bachelor's degrees-awarded by 168 public, 22 Tribal and 41 independent colleges.¹⁻¹⁰

AGE⁶



<22



22-39



40+

AVERAGE: 27
MEDIAN: 23

Avg/median does not include dual-enrolled students

GENDER²



MEN 43%



WOMEN 57%

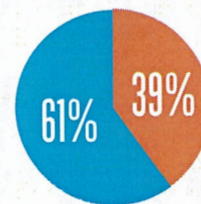
DEMOGRAPHICS OF STUDENTS ENROLLED FOR CREDIT²

HISPANIC	28%
BLACK	12%
WHITE	42%
ASIAN/PACIFIC ISLANDER	6%
NATIVE AMERICAN	1%
2 OR MORE RACES	4%
OTHER/UNKNOWN	4%
NONRESIDENT ALIEN	2%



FALL 2023

HEADCOUNT ENROLLMENT



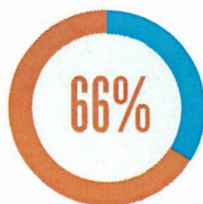
CREDIT 6.4M²
NONCREDIT 4.1M³
TOTAL: 10.5M

Estimated change Fall 2023 - Fall 2024: +3.9%⁴

CREDIT BY ATTENDANCE²



FULL TIME
2.2M 34%



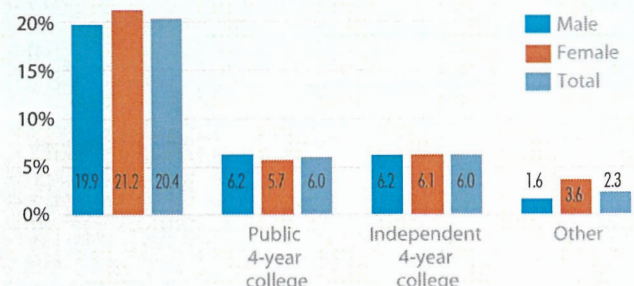
PART TIME
4.2M 66%

OTHER SIGNIFICANT DEMOGRAPHICS⁵

First generation to attend college	32%
Single parents	13%
Non-U.S. citizens	8%
Veterans	4%
Students with disabilities ..	23%
Students with prior bachelor's degrees	9%

2022-23

Percent of Full-Year Unduplicated Headcount students that are high school students by gender and type of institution¹²



2024-2025

AVERAGE ANNUAL TUITION & FEES⁷

\$4,050

Community Colleges
(public, in district)

\$11,610

4-Year Colleges
(public, in state)



PUBLIC COMMUNITY
COLLEGES WITH
ON-CAMPUS HOUSING¹⁰

2023

MEDIAN EARNING OF
FULL-TIME EMPLOYEES
BY EDUCATIONAL
ATTAINMENT¹¹



\$36,816

Less than High
School Diploma

\$46,748

High School

\$55,016

Associate Degree

\$77,636

Bachelor's Degree

FALL 2023

REPRESENTATION OF COMMUNITY COLLEGE STUDENTS AMONG UNDERGRUATES²



All U.S.
undergraduate



First-time
freshmen



Native
American



Hispanic



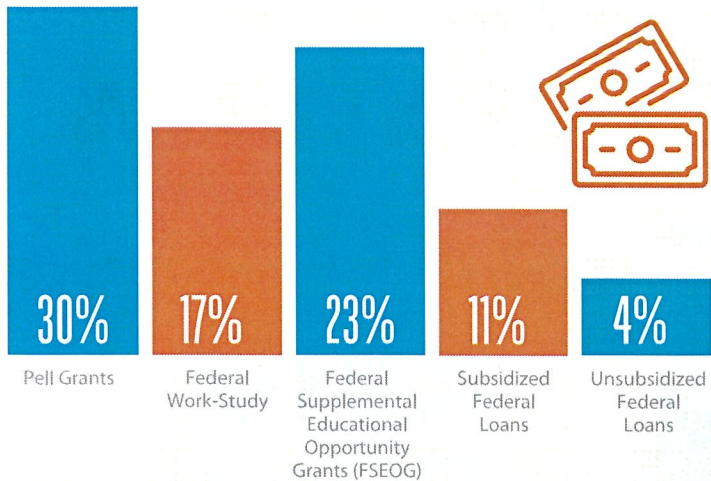
Black



Asian Pacific
Islander

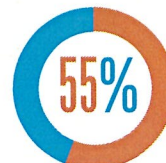
2022-2023

% OF FEDERAL AID RECEIVED BY COMMUNITY COLLEGES⁷

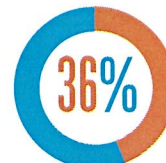


2019-2020

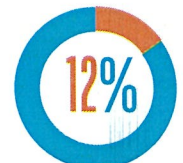
% OF STUDENTS RECEIVING STUDENT FINANCIAL AID⁵



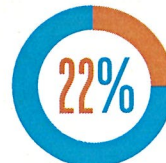
Any aid



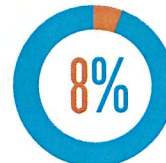
Federal Grants



Federal Loans



State Aid



Institutional



2022-2023

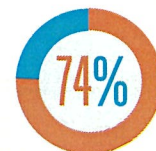
COMMUNITY COLLEGE REVENUES BY SOURCE⁹

Tuition	\$15,217,904,374	20.2%
Federal	\$11,043,120,672	14.7%
State	\$25,909,127,467	34.4%
Local	\$16,889,466,636	22.4%
Other	\$6,273,705,505	8.3%
Total	\$75,333,324,654	100%



2019-2020

% OF STUDENTS
APPLYING FOR AID⁵



Any Aid



Federal Aid

2019-2020

EMPLOYMENT STATUS⁵

43% Full-time Students
Employed Full Time

30% Full-time Students
Employed Part Time

59% Part-time Students
Employed Full Time

23% Part-time Students
Employed Part Time



One Dupont Circle, NW Suite 700
Washington, DC 20036
www.aacc-ncc.edu

SOURCE:

¹ AAC&C membership database, January 2023

² NCES (2023). IPEDS Fall 2022 Enrollment Survey (AAC&C analysis)

³ AAC&C membership database, 2023. (AAC&C analysis) & Lundy, T. & The Independent Institutions: Taking the Measure of Community Colleges Workshop Education, 2021

⁴ NCES (2024). Estimates provided on NCES (2024) First Look at Fall 2024 Enrollment by race/ethnicity, September 21, 2024

⁵ NCES (2023). 2019-2020 National Postsecondary Student Aid Study (NPSAS/20) (AAC&C analysis)

⁶ NCES (2023). IPEDS Fall 2022 Enrollment by Aid Survey (AAC&C analysis)

⁷ College Board. (2024). Trends in College Pricing and Student Aid 2024

⁸ NCES (2023). IPEDS 2022 IPEDS Completion Survey (AAC&C analysis)

⁹ NCES (2023). IPEDS 2022 IPEDS Financing Survey (AAC&C analysis)

¹⁰ NCES. (2024). IPEDS 2023 Institutional Characteristics Survey (AAC&C analysis)

¹¹ Bureau of Labor Statistics. (2024). "Education, page 102." Career Outlook, U.S. Bureau of Labor Statistics, April 2024

¹² NCES (2024). IPEDS Fall 2022 Enrollment Survey (AAC&C analysis)



Executive Summary

PUBLISHED MARCH 2025

The Economic Value of Manhattan Area Technical College





MANHATTAN AREA TECHNICAL COLLEGE (Manhattan Tech) creates value in many ways. The college plays a key role in helping students increase their employability and achieve their individual potential. The college draws students to the region, generating new dollars and opportunities for the MATC Service Area.* Manhattan Tech provides students with the education, training, and skills they need to have fulfilling and prosperous careers. Furthermore, Manhattan Tech is a place for students to meet new people, increase their self-confidence, and promote their overall health and well-being.

Manhattan Tech influences both the lives of its students and the regional economy. The college supports a variety of industries in the MATC Service Area, serves regional businesses, and benefits society as a whole in Kansas from an expanded economy and improved quality of life. Additionally, the benefits created by Manhattan Tech extend to the state government through increased tax revenues and public sector savings.

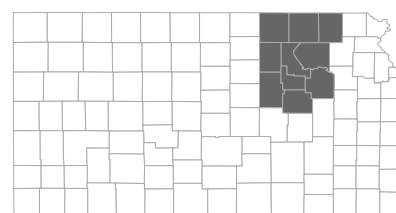
This study measures the economic impacts created by Manhattan Tech on the business community and the benefits the college generates in return for the investments made by its key stakeholder groups—students, taxpayers, and society.

The following two analyses are presented:

 **Economic impact analysis**

 **Investment analysis**

All results reflect employee, student, and financial data, provided by the college, for fiscal year (FY) 2023–24**. Impacts on the MATC Service Area economy are reported under the economic impact analysis and are measured in terms of added income. The returns on investment to students, taxpayers, and society in Kansas are reported under the investment analysis.



**The MATC Service Area,
Kansas**

Manhattan Tech influences both the **lives of its students** and the **regional economy**.

* For the purposes of this analysis, the MATC Service Area is comprised of Clay, Dickinson, Geary, Marshall, Morris, Nemaha, Pottawatomie, Riley, Wabaunsee, and Washington Counties.

** Due to data limitations, certain financial data for Manhattan Tech reflects FY 2022–23 and serves as a proxy for FY 2023–24.



Economic impact analysis



Manhattan Tech promotes economic growth in the MATC Service Area through its direct expenditures and the resulting expenditures of students and regional businesses. The college serves as an employer and buyer of goods and services for its day-to-day and construction operations. The college's activities attract students from outside the MATC Service Area, whose expenditures benefit regional vendors. In addition, Manhattan Tech is one of the primary sources of higher education to the MATC Service Area residents and a supplier of trained workers to regional industries, enhancing overall productivity in the regional workforce.

Operations spending impact



Manhattan Tech adds economic value to the MATC Service Area as an employer of regional residents and a large-scale buyer of goods and services. In FY 2023-24, the college employed 93 full-time and part-time faculty and staff, 94% of whom lived in the MATC Service Area. Total payroll at Manhattan Tech was \$4.7 million, much of which was spent in the region for groceries, mortgage and rent payments, dining out, and other household expenses. In addition, the college spent \$3.3 million on expenses related to facilities, supplies, and professional services (excluding construction).

Manhattan Tech's operations spending added \$5.3 million in income to the region during the analysis year. This figure represents the college's payroll, the multiplier effects generated by the in-region spending of the college and its employees, and a downward adjustment to account for funding that the college received from regional sources. The \$5.3 million in added income is equivalent to supporting 98 jobs in the region.

Construction spending impact



Manhattan Tech invests in capital projects each year to maintain its facilities, create additional capacities, and meet its growing educational demands. While the amount varies from year to year, these quick infusions of income and jobs have a substantial impact on the regional economy. In FY 2023-24, Manhattan Tech's construction spending generated \$109.3 thousand in added income, which is equivalent to supporting two jobs.

Impacts created by Manhattan Tech in FY 2023-24



Operations spending impact

\$5.3 million

+



Construction spending impact

\$0.1 million

+



Student spending impact

\$0.5 million

+



Alumni impact

\$8.2 million



Total economic impact

\$14.1 million

OR



Jobs supported

229



Student spending impact



About 7% of credit students attending Manhattan Tech originated from outside the region in FY 2023-24, and some of these students relocated to the MATC Service Area to attend Manhattan Tech. These students may not have come to the region if the college did not exist. In addition, some in-region students, referred to as retained students, would have left the MATC Service Area if not for the existence of Manhattan Tech. While attending the college, these relocated and retained students spent money on groceries, accommodation, transportation, and other household expenses. This spending generated \$535.5 thousand in added income for the regional economy in FY 2023-24, which supported 11 jobs in the MATC Service Area.

Alumni impact



The education and training Manhattan Tech provides for regional residents has the greatest impact. Since the establishment of the college, students have studied at Manhattan Tech and entered the regional workforce with greater knowledge and new skills. Today, thousands of former Manhattan Tech students are employed in the MATC Service Area. As a result of their education from Manhattan Tech, the students receive higher earnings and increase the productivity of the businesses that employ them. In FY 2023-24, Manhattan Tech alumni generated \$8.2 million in added income for the regional economy, which is equivalent to supporting 118 jobs.

Total impact

Manhattan Tech added \$14.1 million in income to the MATC Service Area economy during the analysis year, equal to the sum of the operations and construction spending impacts; the student spending impact; and the alumni impact.

Manhattan Tech's total impact can also be expressed in terms of jobs supported. The \$14.1 million impact supported 229 regional jobs, using the jobs-to-sales ratios specific to each industry in the region. In addition, the \$14.1 million, or 229 supported jobs, stemmed from different industry sectors. For instance, among non-education industry sectors, the spending of Manhattan Tech and its students and the activities of its alumni in the Health Care & Social Assistance industry sector supported 48 jobs in FY 2023-24. If the college did not exist, these impacts would not have been generated in the MATC Service Area.

Manhattan Tech impacts by industry (jobs supported)



48

Health Care & Social Assistance



21

Government, Non-Education



19

Construction



15

Other Services (except Public Admin)



9

Accommodation & Food Services

The **\$14.1 million** total impact supported **229 regional jobs**.



Investment analysis



An investment analysis evaluates the costs associated with a proposed venture against its expected benefits. The analysis presented here evaluates Manhattan Tech as an investment from the perspectives of students, taxpayers, and society in Kansas. As with the economic impact analysis, this analysis considers only FY 2023-24 activities. Please note that during the timeframe of this analysis each of the technical colleges benefited from additional resources provided due to the pandemic. These funds were targeted to sustain teaching and learning through the pandemic, as well as for strategic investments in technologies and services strengthening each institution. Those additional funds have impacted the return on investment analyzed. We anticipate that the actual return on investment will likely be greater due to the investment of those funds to strengthen each institution and the technical college system as a whole.

Student perspective



In FY 2023-24, Manhattan Tech served 1,236 credit and 191 non-credit students. In order to attend the college, the students paid for tuition, fees, books, and supplies. They also took out loans and will incur interest on those loans. Additionally, students gave up money they would have otherwise earned had they been working instead of attending college. The total investment made by Manhattan Tech's students in FY 2023-24 amounted to a present value of \$4.0 million, equal to \$3.0 million in out-of-pocket expenses (including future principal and interest on student loans) and \$1.0 million in forgone time and money.

In return for their investment, Manhattan Tech's students will receive a stream of higher future earnings that will continue to grow throughout their working lives. For example, the average Manhattan Tech associate degree graduate from FY 2023-24 will see

Students see a high rate of return for their investment in Manhattan Tech



Average annual return for Manhattan Tech students
11.4%



Stock market 30-year average annual return
10.1%

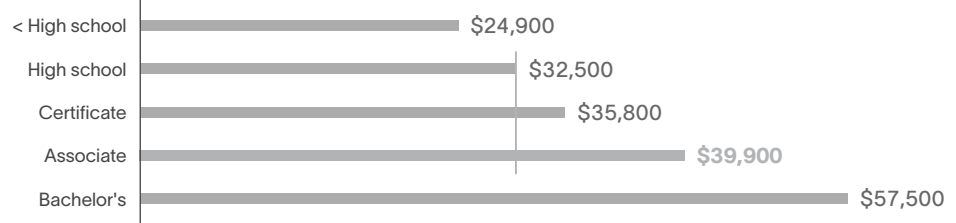


Interest earned on savings account (national deposit rate)
0.5%

Source: Forbes' S&P 500, 1994-2023;
FDIC.gov, March 2023

Average earnings by education level at career midpoint

The average associate degree graduate from Manhattan Tech will see an increase in earnings of **\$7,400** each year compared to a person with a high school diploma or equivalent working in Kansas.



Source: Lightcast employment data



annual earnings that are \$7,400 higher than a person with a high school diploma or equivalent working in Kansas. Over a working lifetime, the benefits of an associate degree over a high school diploma will amount to an undiscounted value of \$347,800 in higher earnings per graduate. The present value of the cumulative higher future earnings that Manhattan Tech's FY 2023-24 students will receive over their working careers is \$12.4 million.

The students' benefit-cost ratio is 3.1. In other words, for every dollar students invest in Manhattan Tech in the form of out-of-pocket expenses and forgone time and money, they will receive a cumulative value of \$3.10 in higher future earnings. Annually, the students' investment in Manhattan Tech has an average annual internal rate of return of 11.4%, which is impressive compared to the U.S. stock market's 30-year average rate of return of 10.1%.

Taxpayer perspective



Taxpayers invested \$4.6 million in the college in FY 2023-24, equal to the amount of state and local government funding. In return, the college generates substantial benefits for taxpayers. These benefits to taxpayers consist primarily of taxes that the state government will collect from the added revenue created in the state. As Manhattan Tech students will earn more, they will make higher tax payments throughout their working lives. Students' employers will also make higher tax payments as they increase their output and purchases of goods and services. By the end of the FY 2023-24 students' working lives, the state government will have collected a present value of \$3.6 million in added taxes.

Benefits to taxpayers will also consist of savings generated by the improved lifestyles of Manhattan Tech students and the corresponding reduced government services. Education is statistically correlated with a variety of lifestyle changes. The education that Manhattan Tech students receive will generate savings in three main categories: 1) health care, 2) justice system, and 3) income assistance. Improved health will lower students' demand for national health care services. In addition, costs related to the justice system will decrease. Manhattan Tech students will be more employable, so their reduced demand for income assistance such as welfare and unemployment benefits will benefit taxpayers. For a list of study references, contact the college for a copy of the main report. Altogether, the present value of the benefits associated with an education from Manhattan Tech will generate \$618.9 thousand in savings to state taxpayers. Total taxpayer benefits amount to \$4.2 million, the present value sum of the added tax revenues and public sector savings.

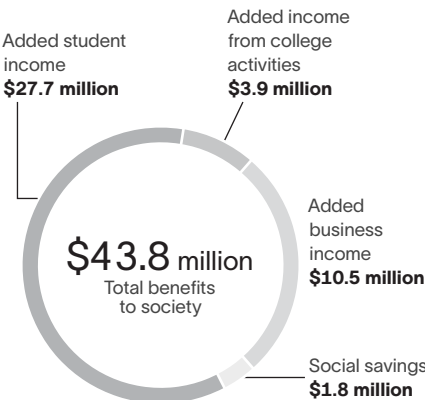
Total taxpayer benefits amount to **\$4.2 million**, the present value sum of the added tax revenues and public sector savings.

Social perspective



Society as a whole in Kansas benefits from the presence of Manhattan Tech in two major ways. Primarily, society benefits from an increased economic base in the state. This is attributed to the added income from students' increased

Social benefits in Kansas from Manhattan Tech



Source: Lightcast impact model

lifetime earnings (added student income) and increased business output (added business income), which raise economic prosperity in Kansas.

Benefits to society also consist of the savings generated by the improved lifestyles of Manhattan Tech students. As discussed in the previous section, education is statistically correlated with a variety of lifestyle changes that generate social savings. Note that these costs are avoided by the consumers but are distinct from the costs avoided by the taxpayers outlined above. Health care savings include avoided medical costs associated with smoking, obesity, substance abuse, and depression. Justice system savings include avoided costs to the government and society due to less judicial activity. Income assistance savings include reduced welfare and unemployment claims. For a list of study references, contact the college for a copy of the main report.


Altogether, the social benefits of Manhattan Tech equal a present value of \$43.8 million. These benefits include \$27.7 million in added student income, \$10.5 million in added business income, \$3.9 million in added income from college activities, as well as \$1.8 million in social savings related to health, the justice system, and income assistance in Kansas. People in Kansas invested a present value total of \$10.3 million in Manhattan Tech in FY 2023-24. The cost includes all the college and student costs.


The benefit-cost ratio for society is 4.3, equal to the \$43.8 million in benefits divided by the \$10.3 million in costs. In other words, for every dollar invested in Manhattan Tech, people in Kansas will receive a cumulative value of \$4.30 in benefits. The benefits of this investment will occur for as long as Manhattan Tech's FY 2023-24 students remain employed in the state workforce.


Summary of investment analysis results

The results of the analysis demonstrate that Manhattan Tech is a strong investment for students and society. As shown, students receive a great return for their investments in an education from the college. From the taxpayers' perspective, the benefits generated by the college and its students recover a significant portion of the costs borne by taxpayers and create a wide range of social benefits throughout Kansas.

Summary of investment analysis results

 Student perspective	
Present value benefits \$12.4 million	
Present value costs \$4.0 million	
Net present value \$8.3 million	
Benefit-cost ratio	Rate of return
3.1	11.4%

 Taxpayer perspective	
Present value benefits \$4.2 million	

 Social perspective	
Present value benefits \$43.8 million	
Present value costs \$10.3 million	
Net present value \$33.6 million	
Benefit-cost ratio	Rate of return
4.3	n/a*

* The rate of return is not reported for the social perspective because the beneficiaries are not necessarily the same as the original investors.

Conclusion

*The results of this study demonstrate that
Manhattan Tech creates value from **multiple perspectives**.*

The college benefits regional businesses by increasing consumer spending in the region and supplying a steady flow of qualified, trained workers to the workforce. Manhattan Tech enriches the lives of students by raising their lifetime earnings and helping them achieve their individual potential. The college benefits state taxpayers through increased tax receipts and a reduced demand for government-supported social services. Finally, Manhattan Tech benefits society as a whole in Kansas by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of students.

About the study

Data and assumptions used in the study are based on several sources, including the FY 2023-24 academic and financial reports from Manhattan Tech, industry and employment data from the U.S. Bureau of Labor Statistics and U.S. Census Bureau, outputs of Lightcast's Multi-Regional Social Accounting Matrix model, and a variety of studies and surveys relating education to social behavior. The study applies a conservative methodology and follows standard practice using only the most recognized indicators of economic impact and investment effectiveness. For a full description of the data and approach used in the study, please contact the college for a copy of the main report.



Lightcast provides colleges and universities with labor market data that help create better outcomes for students, businesses, and communities. Our data, which cover more than 99% of the U.S. workforce, are compiled from a wide variety of government sources, job postings, and online profiles and résumés. Hundreds of institutions use Lightcast to align programs with regional needs, drive enrollment, connect students with in-demand careers, track their alumni's employment outcomes, and demonstrate their institution's economic impact on their region. Visit lightcast.io/solutions/education to learn more or connect with us.

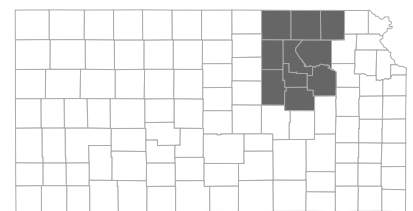
Fact Sheet

PUBLISHED MARCH 2025

The Economic Value of Manhattan Area Technical College



Manhattan Area Technical College (Manhattan Tech) creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups—students, taxpayers, and society. Using a two-pronged approach that involves an economic impact analysis and an investment analysis, this study calculates the benefits received by each of these groups. Results of the analysis reflect fiscal year (FY) 2023-24.



**The MATC Service Area,
Kansas**



Economic impact analysis

In FY 2023-24, Manhattan Tech added **\$14.1 million** in income to the MATC Service Area* economy. Expressed in terms of jobs, Manhattan Tech's impact supported **229 jobs**.

Operations spending impact

- Manhattan Tech employed 93 full-time and part-time faculty and staff. Payroll amounted to \$4.7 million, much of which was spent in the region for groceries, mortgage and rent payments, dining out, and other household expenses. The college spent another \$3.3 million on its expenses related to facilities, supplies, and professional services (excluding construction).
- The net impact of the college's operations spending added **\$5.3 million** in income to the regional economy in FY 2023-24.

Construction spending impact

- Manhattan Tech invests in capital projects each year to maintain its facilities, create additional capacities, and meet its growing educational demands, generating a short-term infusion of spending and jobs in the regional economy.
- The net impact of Manhattan Tech's construction spending in FY 2023-24 was **\$109.3 thousand** in added income for the MATC Service Area.

Student spending impact

- About 7% of credit students attending Manhattan Tech originated from outside the region. Some of these students relocated to the MATC Service Area. In addition, some in-region students, referred to as retained students, would have left the MATC Service Area for other educational opportunities if not for Manhattan Tech. These relocated and retained students spent money on groceries, mortgage and rent payments, and other living expenses at regional businesses.
- The expenditures of relocated and retained students in FY 2023-24 added **\$535.5 thousand** in income to the MATC Service Area economy.

Alumni impact

- Over the years, students have studied at Manhattan Tech and entered or re-entered the workforce with newly acquired knowledge and skills. Today, thousands of these former students are employed in the MATC Service Area.
- The net impact of Manhattan Tech's former students currently employed in the regional workforce amounted to **\$8.2 million** in added income in FY 2023-24.

Impacts created by Manhattan Tech in FY 2023-24



Operations spending impact

\$5.3 million

+



Construction spending impact

\$0.1 million

+



Student spending impact

\$0.5 million

+



Alumni impact

\$8.2 million



Total economic impact

\$14.1 million

OR



Jobs supported

229

* For the purposes of this analysis, the MATC Service Area is comprised of Clay, Dickinson, Geary, Marshall, Morris, Nemaha, Pottawatomie, Riley, Wabaunsee, and Washington Counties.





Investment analysis

Student perspective

- Manhattan Tech's FY 2023-24 students paid a present value of **\$3.0 million** to cover the cost of tuition, fees, supplies, and interest on student loans. They also forwent a value of **\$1.0 million** in time and money had they been working instead of attending college.
- In return for their investment, students will receive a cumulative present value of **\$12.4 million** in increased earnings over their working lives. This translates to a return of **\$3.10** in higher future earnings for every dollar students invest in their education. Students' average annual rate of return is **11.4%**.

Taxpayer perspective

- Taxpayers provided Manhattan Tech with **\$4.6 million** of funding in FY 2023-24. In return, they will benefit from added tax revenues, stemming from students' higher lifetime earnings and increased business output, amounting to **\$3.6 million**. A reduced demand for government-funded services in Kansas will add another **\$618.9 thousand** in benefits to taxpayers.
- Total taxpayer benefits amount to **\$4.2 million**, the present value sum of the added tax revenues and public sector savings.

Social perspective

- In FY 2023-24, Kansas invested **\$10.3 million** to support Manhattan Tech. In turn, the Kansas economy will grow by **\$42.0 million**, over the course of students' working lives. Society will also benefit from **\$1.8 million** of public and private sector savings.
- For every dollar invested in Manhattan Tech in FY 2023-24, people in Kansas will receive **\$4.30** in return, for as long as Manhattan Tech's FY 2023-24 students remain active in the state workforce.

Students see a high rate of return for their investment in Manhattan Tech



Average annual return for Manhattan Tech students

11.4%



Stock market 30-year average annual return

10.1%



Interest earned on savings account (national deposit rate)

0.5%

Source: Forbes' S&P 500, 1994-2023; FDIC.gov, March 2023

For every \$1...



Students gain in lifetime earnings

\$3.10



Society gains in added income and social savings

\$4.30

In total...



Taxpayers gain in added tax revenue and public sector savings

\$4.2 million

