

Manhattan Area Technical College
Board of Directors Meeting Agenda
October 28, 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.

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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
Peter Vopata, Coordinator, Human Resources
Brian Koch, Faculty, Chair, Faculty Senate

Pam Imperato, Special Advisor to President
Chris Boxberger, Vice President, Education & Engagement
Cara Prichard, Chief Financial Officer
Neil Ross, Dean, Institutional Effectiveness, CSSO
Kim Withroder, Director, Institutional Research/Effectiveness
Suzy Baker, Senior Executive Officer, Board Clerk

Agenda (*items require Board action)

1. Call to Order
 - a. Introductions (if necessary)
 - b. Agenda revisions (if necessary) *
2. Consent Agenda*
 - a. Previous board minutes (**Attachment 1**) *
 - b. Previous month check register and related financial information (**Attachment 2**) *
 - c. Organizational update (**Attachment 3**) *
3. General Agenda (*items that may require Board action)
 - a. Partnerships/Outreach
 - i. Progress Update (**Attachment 4**)
 - b. Faculty Senate
 - i. Update Report (**Attachment 5**)
 - c. Operations
 - i. Facilities update
 - d. Finance (as required)
 - i. Financial Dashboard & Q1 Financials/Actuals (**Attachment 6**)
 - e. Academics
 - i. Computer Support Specialist Degree Map (**Attachment 7**) *
 - ii. ELT Degree Map (**Attachment 8**) *
 - iii. Adult Education Update (**Attachment 9**)
 - f. Policies
 - i. No Updates
 - g. Student Services
 - i. No Updates
 - h. Resource Development
 - i. No Updates

- i. Governance Monitoring Reports (as required)
 - i. Asset Protection (**Attachment 10**)
 - ii. Budgeting/Financial Planning/Forecasting (**Attachment 11**)
 - iii. Compensation & Benefits (**Attachment 12**)
 - iv. Achievement of Ends (**Attachment 13**)
 - j. President's Report
 - i. Monthly Update Report (**Attachment 14**)
 - ii. JDG Response for State Senator Starnes (**Attachment 15**)
 - iii. Congressional Record for the Senate (**Attachment 16**)
4. Events/Meetings Calendar
- a. Red Cross Blood Drive (October 30, 2025)
 - b. Thanksgiving Break – Campus Closed (November 24-28, 2025)
 - c. November/December Board Meeting (December 9, 2025, 5:30p)
 - d. Nursing Pinning Ceremony (December 12, 2025)
 - e. December Commencement (December 13, 2025)
 - f. End of Semester Celebration (December 15, 2025, 10a-12p)
 - g. Winter Break – Campus Closed (December 22-January 4)
5. Adjournment

	Schedule of President's Monitoring Reports
Monthly Through BOD Meetings Written Report in December	<p>1. GENERAL EXECUTIVE CONSTRAINT</p> <p>a) The President shall not cause or allow any practice, activity, decision or organizational circumstance which is illegal, imprudent, or unethical</p>
June	<p>2. TREATMENT OF PEOPLE</p> <p>a) With respect to treatment of students, staff, volunteers and the community, dealings shall not be inhumane, unfair, or undignified.</p>
October	<p>3. BUDGETING/FINANCIAL PLANNING/FORECASTING</p> <p>a) Budgeting shall not deviate significantly from board priorities, or risk fiscal jeopardy.</p>
Quarterly (Reports to Include Both MATC Operating Financials as Well as MATC Foundation Impact)	<p>4. FINANCIAL CONDITION</p> <p>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.</p> <p>b) July – September</p> <p>c) October - December January – March</p> <p>d) April – June</p>

Ongoing	<p>5. INFORMATION AND ADVICE</p> <p>a) With respect to providing information and counsel to the board, the President shall not permit the board to be uninformed.</p>
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January & August	<p>8. STRATEGIC PLAN (General Executive Constraint & Board Governance Process)</p> <p>a) Annual presentation of Strategic Plan...the President shall not operate the college without a Strategic Plan.</p> <p>b) Monitoring progress of Strategic Plan.</p>
February & October	<p>9. ACHIEVMENT OF ENDS</p> <p>a) Vision & Mission</p> <p>b) Essential Skills</p> <p>c) Work Preparedness</p> <p>d) Workforce Development</p> <p>e) Leadership</p>

**Manhattan Area Technical College
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Neil Ross, Dean, Institutional Effectiveness, CSSO

Kim Withroder, Director, Institutional Research/Effectiveness

Rachel Ohmes, Faculty, Director, Adult Ed

Agenda (*items require Board action)

1. Call to Order **Tim: Called the meeting to order at 5:30p**
 - a. Introductions (if necessary) **Rachel: Introduced our new Adult Ed instructor, Noor Rizvi**
 - b. Agenda revisions (if necessary) *
2. Consent Agenda* **Tim: Requested a motion to approve the Consent Agenda, David 1st, John 2nd. 6 yes, 0 no. Motion approved.**
 - a. Previous board minutes (Attachment 1) *
 - b. Previous month check register and related financial information (Attachment 2) *
 - c. Organizational update (Attachment 3) *
3. General Agenda (*items that may require Board action)
 - a. Trailer Presentation & Tour **Andrew:**
Andrew took the board for a tour of our new trailer & short presentation. Appreciation was exchanged for the trailer tour, and an offer was made to answer follow-up questions about the equipment.
 - b. Partnerships/Outreach
 - i. Progress Update **Chris:**
Ongoing outreach includes meetings and follow-ups conducted by David and others; a more formalized report format is planned for next month. Question raised about whether faculty are in place to support partnership and program demands; the response indicated current capacity is adequate.
Recent engagements:
 - Clay County discussions about the new Life Center.
 - Conversations with Cable regarding micro-internships.
 - Attendance at Black Entrepreneurs of the Point Hills and an all-pack-pack meeting (also referenced in Jim's packet).
 - Discussions with Penn State College of Technology to develop non-credit offerings.
 - Meeting with Smithfield about a potential equipment donation to Smithfield City.

- Campus visit by Eaton Corporation's representative; introductions were made to the new electrical instructor and program exposure was provided for industrial maintenance and distribution. Eaton's "experience centers" were highlighted, with the closest in Chicago serving the regional area.

Events:

- Health seminar with over 75 participants.
- Electric Power Distribution (EPD) hotline school where state co-ops provide training and support to students.
- Additional industry contact: Eagle Railcar in Jordan City discussed fabrication needs; they have significant rail operations. Current need is around 12 partnerships, with planning to stagger schedules to support participation.

c. Faculty Senate Brian:

- i. Update Report (Attachment 4) Plumbing - The plumbing program led by Brian Braun started with 16 students and added 1 more on the first day, for a total of 17. As of the latest update, all students hold an A, with 100% participation, highlighting strong engagement and dedication. New simulation platforms enable virtual exploration and practice of residential plumbing systems and new house construction, enhancing hands-on learning. Community impact includes planned work with Habitat for Humanity, providing real-world application of plumbing skills. Recognition was given to the students' hard work and the new instructor's successful start.

d. Operations Josh:

- i. Facilities update Growth is creating space constraints; plans are underway to add about 29 parking spots near the welding building by extending fencing and adding gated access on both sides to maintain a secure location. Additional capital plans are being considered to address anticipated growth beyond the initial expansion. Furniture upgrades are in progress using capital alley funding, including rotation of new desks and chairs and adding power in classrooms for device charging; phasing is intended to maximize value. Roof work on the welding EPD building is addressing old abandoned penetrations from HVAC program activities and issues with old tarring. EPD offsite location: rent has increased per year, making it costly to maintain; since it is a lease and the property cannot be kept, alternative lease options are being explored. Land and Lease Alternatives: Discussion focused on finding possible alternative land or lease arrangements if current leased land is lost, with interest in fair offer assessments based on tax rolls. Exploratory work is ongoing, potentially with Justin, to identify viable options. Land size notes included "about 30" for one area under consideration and a mention that the area behind Wamego is "seven acres, if that," though exact figures are not confirmed.
- ii. Organizational Chart (Attachment 5) Jim, Kerri, Cara: Administrative support and workload: Assistance with payroll and student accounts is being handled internally. Concern was raised that Kerri's span is the largest; general guidance cited that most organizations aim for a seven-person span of control. Higher education often has larger spans. Consideration for future additional help was discussed. Borrowing support from Suzy has helped, but is recognized as a temporary solution amid growth.

e. Finance (as required)

- i. Financial Dashboard (Attachment 6) Cara: Current dashboard has limited new information; the year's budget was updated but monthly updates are pending.

- ii. Tech College Funding Proposal Jim: Funding environment: Anticipation of increased funding and a two-pronged legislative approach to restore cuts and form a task force. Enrollment power structures and funding pressures were noted; continued advocacy planned.
 - f. Academics
 - i. 2026-2027 Staff/Faculty/Student Calendar (Attachment 7) * Kerri: Presented calendar for 2026-2027. Tim asked for a motion to approve. Stephanie 1st Julie 2nd. 6 yes, 0 no. Approved.
 - ii. Updates: New and expanded programs: Plumbing launched this year; additions include Bartow leading the full instructor program and specialists building out programs and completing safety documentation. Matthew Asbury is teaching the material maintenance technology program; he joined just weeks before the term and quickly began teaching with a good-sized class and positive student feedback across tech programs. Efforts are ongoing to secure necessary equipment for Matthew's students.
 - iii. Adult Education Updates (Attachment 8) Rachel presented report.
 - g. Policies Peter:
 - i. 3.6.1 Requests for Information (Attachment 9) * Full revision to streamline procedures, clarify expectations, and allow charging based on employee time and delivery. Reviewed by senior admin, faculty senate, and legal; compliant with legal guidance. Tim asked for a motion to approve. John 1st, Leslie 2nd. 6 yes, 0 no. Approved.
 - ii. 7.4.5 Paid Leave Benefits (Attachment 10) * Update clarifies how much vacation leave compensation is provided upon separation; sick leave goes into the catastrophic pool, with limits per existing policy. Feedback sought on paragraph placement (separation vs. death) and broadness of "serious conduct that justifies immediate termination," ensuring alignment with policy. With rewording in the last paragraph, Tim asked for a motion to approve. Julie 1st, Leslie 2nd. 6 yes, 0 no. Approved.
 - h. Student Services
 - i. No Updates
 - i. Resource Development Jim, Neil, Pam:
 - i. Lumina Foundation Award: Rural Community College Adult Engagement Initiative (Attachment 11) Lumina grant for rural community colleges with adult initiatives focuses on branding, predictive data, and targeted marketing to enhance economic mobility in rural areas. Application submitted in spring of 2025; awarded in August; publicly announced around September 17. Grant provides monetary value via access to partners and tools (e.g., College App database analytics; Strategy Forward Advisors for strategy and policy support). Goal: Build branding and outreach to adult learners for spring 2026 and fall 2026, with upskilling and retooling pathways. Only six colleges were chosen; the institution is one of them. Strategic scope: Considering outreach within a three-hour radius, expanding beyond the initial 105 Kansas counties concept. Data use will include generational and longitudinal household data for sustained impact.
 - j. Governance Monitoring Reports (as required)
 - i. None Required
 - k. President's Report Jim:
 - i. Monthly Update Report (Attachment 12) Presented attached monthly report.
- 4. Executive Session: Finances (10 minutes) David moved that we go into executive session at 6:57 for 10 minutes. John 1st, Stephanie 2nd. Approved. Tim moved at 7:07 to go back into open session. David moved to

go back into executive session for 10 more minutes. John 1st, Stephanie 2nd. Approved. Back into executive session at 7:08. Tim moved to go back into open session at 7:18p.

5. Executive Session: Property (10 minutes) David moved that we go into executive session at 7:20 for 10 minutes Stephanie 2nd. Approved. Moved into Executive session at 7:20p. Tim moved to go back into open session at 7:32p. Stephanie 2nd. Back into Open session at 7:32p.
 - a. Health Care Facility/Campus Expansion (Attachment 13)
6. Future Meetings
 - a. BOD meetings for holiday time (Nov/Dec combo?) Suzy will do a poll for BOD mtg for a Dec date
7. Events/Meetings Calendar
 - a. Wamego Match Day (October 2, 2025, 7a-7p)
 - i. Iron Clad, Wamego
 - b. MATC/KSU Pathways Signing Event (October 15, 2025 1:00p)
 - i. Location to be announced soon
 - c. Thanksgiving Break – Campus Closed (November 24-28, 2025)
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8. Adjournment : Tim made a motion to adjourn at 7:33p. David 1st, John 2nd. Adjourned at 7:33p.

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

October 28, 2025

Category	Costs	%
Payroll, Withholdings and Benefits (200, 230, 590)	\$ 449,825.23	32.83%
Facilities (510)	\$ 115,544.00	8.43%
Student Payments (110)	\$ 280,194.49	20.45%
Program Expenditures	\$ 373,353.97	27.25%
ALC Operating Costs (excludes salary/benefits) (900, 930, 931)	\$ 600.00	0.04%
Wamego (excluding salary/benefits)	\$ 2,341.54	0.17%
Other Operating costs	\$ 148,384.25	10.83%
Total September Expenditures	\$ 1,370,243.48	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 9.15.25 Payroll deductions	\$ 38,431.35	Payroll	
IRS	PR 9.30.25 Payroll deductions	\$ 40,071.18	Payroll	
KS Dept of Revenue	PR 9.15.25 Payroll deductions	\$ 8,318.16	Payroll	
KS Dept of Revenue	PR 9.30.25 Payroll deductions	\$ 9,562.46	Payroll	
BCBS	September Health Insurance Premium	\$ 69,367.58	Payroll	
KPERS	PR 9.15.25 Payroll deductions	\$ 9,301.11	Payroll	
KPERS	PR 9.30.25 Payroll deductions	\$ 9,562.46	Payroll	
Evergy	Evergy- September 2025	\$ 11,365.85	Facilities	
KS State Bank	ATC September Interest Payment	\$ 74,107.25	Facilities	Donations
Sanity Solutions	Smartboard 86	\$ 5,134.88	Facilities	Capital Outlay
Mc Graw Hill	McGraw Hill Textbook Codes- Business	\$ 5,842.40	Program	
UMB Visa Card	AFIT Conference Hotel Charges	\$ 5,993.21	Operations	
Elavon	Elavon Merchant Fees Sept 2025	\$ 5,264.23	Operations	
Screenvision Direct	Movie Theatre Ads	\$ 8,500.00	Operations	
Mobile Marketing Solutions	Patterson VR Trailer Final Payment	\$ 99,925.00	Operations	Patterson Grant
Grainger Supply	HVAC Student Tool Kits	\$ 9,955.20	Program	
Home Depot	Plumbing Student Tool Kits	\$ 31,092.00	Program	
Grainger Supply	HVAC Student Tool Kits	\$ 38,304.96	Program	
MAC Tools	Auto Tech Student Tool Kits	\$ 109,366.71	Program	
MAC Tools	Auto Tech Student Tool Kits	\$ 5,279.97	Program	
Eagle Technologies	Datacenter Warranty	\$ 6,747.83	Program	
Simple Higher Ed	Simple Syllabus Subscription 25-26	\$ 5,251.00	Program	
KAN EQUIP	New Holland C237 Compact Track Loader	\$ 45,629.00	Program	Perkins
Laerdal Medical Corp	Nursing Anne - Laerdal	\$ 37,615.00	Program	Nursing Grant
Total September Expenditures Exceeding Threshold		\$ 689,988.79		



MEMORADUM TO: The Board of Directors
FROM: Jim Genandt, President
 Human Resources
DATE: October 28, 2025
SUBJECT: Consent Agenda: Organizational Update

New Hire/Rehires					
Employee Name	Position Title	DOH	Department	Funding Source	Status
Jessica Ash	Student Account Specialist	10/6/2025	Business Office	Operating	New Hire
Promotions/Title Changes					
Employee Name	Position Title	DOC	Department	Funding Source	Status
David Umazor	Director of Workforce Innovation & Partnerships	11/1/2025	Workforce Innovation & Partnerships	Operating	Position Change
Separations/Retirements					
Employee Name	Position Title	DOS	Department	Funding Source	Status
Riley Payne	Helpdesk Technician	10/10/2025	IT	Operating	Resignation
New/Advertised Positions					
Position Title		Department	Funding Source	Status	
Adjunct Faculty & Clinical Instructors		Nursing & Health Education	Operating	Open	
Concurrent Instructors		Academic Partnerships	Operating	Open	
IT Support Specialist		IT	Operating	Open	
Full-Time Associate Degree Nursing Instructor		Nursing & Health Education	Operating	Open	
Full-Time Practical Nursing Instructor		Nursing & Health Education	Operating	Open	
HVAC Program Assistant & Adjunct		Advanced Tech Staff	Operating	Open	

Monthly Outreach and Partnership Report

Manhattan Area Technical College

Reporting Period: October 2025

Prepared by: Chris Boxberger

This report outlines outreach visits, partnership development, and key engagement activities that have strengthened relationships with community, business, education, and government stakeholders during the past month. *This report represents outreach and partnership appointments completed by David Umanzor and/or Chris Boxberger during the past month, and may not reflect all outreach activities conducted by other staff members within the same period.*

Community and Economic Development

- **Grow Clay County:** Discussed regional workforce alignment and future program collaborations.
- **Westloop/Westside Business Association:** Met with local business leaders to promote technical training and workforce partnerships.
- **Junction City Chamber:** Continued discussions on shared workforce initiatives and community education events.
- **Wamego Chamber:** Met to explore joint marketing and workforce promotion opportunities.
- **Manhattan Chamber:** Multiple meetings with business and education contacts to align training initiatives and event participation.
- **Geary County Community Foundation Match Day:** Participated to expand visibility and strengthen community support.
- **Riley County:** Collaborated on the development of a regional MATC credential in General Maintenance.

Business and Industry Engagement

- **Build A Pro:** Continued partnership discussions to enhance trades-related training opportunities.
- **MART:** Evaluated additional workforce development partnerships.
- **KS Builders Insurance Group:** Met to discuss safety-related training programs.
- **Torgeson Electric:** Workplace visit to explore customized technical training.
- **Eaton:** Continued partnership growth focused on industrial maintenance and technical education.
- **Smithfield:** Expanded communication around talent development in manufacturing and maintenance roles.
- **PTMW:** Discussed workforce needs and potential future collaborations for skill development.
- **Electric Power and Distribution PAC Meeting:** Attended to engage with multiple electric cooperatives and industry partners on program connections.
- **Florence Corporation:** Engaged through Workforce Solutions to deliver virtual Excel training at both intermediate and advanced levels. Classes began the week of October 13, led by **Jason York**, with participation from several states, including Kansas, Mississippi, and California.

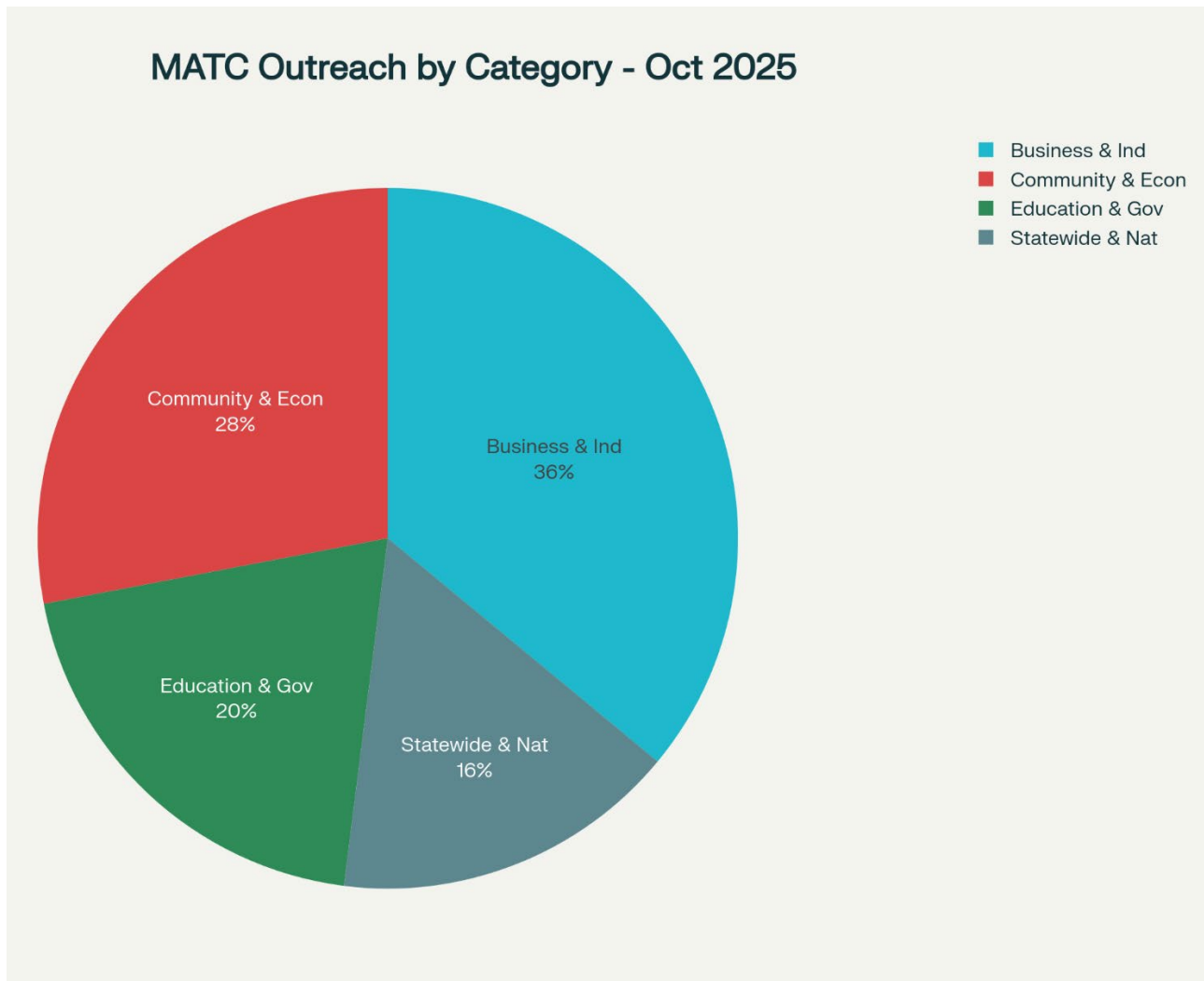
Education and Government Collaboration

- **Three Rivers (Disability Mentoring Day):** Participated in regional event supporting inclusive workforce pathways.
- **Kansas Department of Agriculture (JAG-K Event):** Represented MATC to promote connections between agricultural careers and technical education.
- **USD 320:** Continued partnership around technical education options for high school students.
- **Fort Riley:** Expanded collaboration on non-credit Computer Support certifications and Adult Education initiatives.

- **Kansas State University (Provost and Administration):** Ongoing partnership conversations for the **MHK Pathway Project** to align academic and technical programs.

Statewide and National Engagement

- **Evan Castillo, Best Colleges Magazine:** Interview and discussion highlighting MATC's workforce innovation and outreach efforts.
- **Lumina Grant Initiative:** Met with **CollegeApp** and **StrategyForward** to explore grant opportunities and partnership for workforce readiness.
- **NACCE Conference:** Participated in sessions with colleges and business leaders advancing entrepreneurship in higher education.
- **Workforce Connect (NACCE Membership CRM):** Investigated adoption to enhance tracking and relationship management for partnerships.

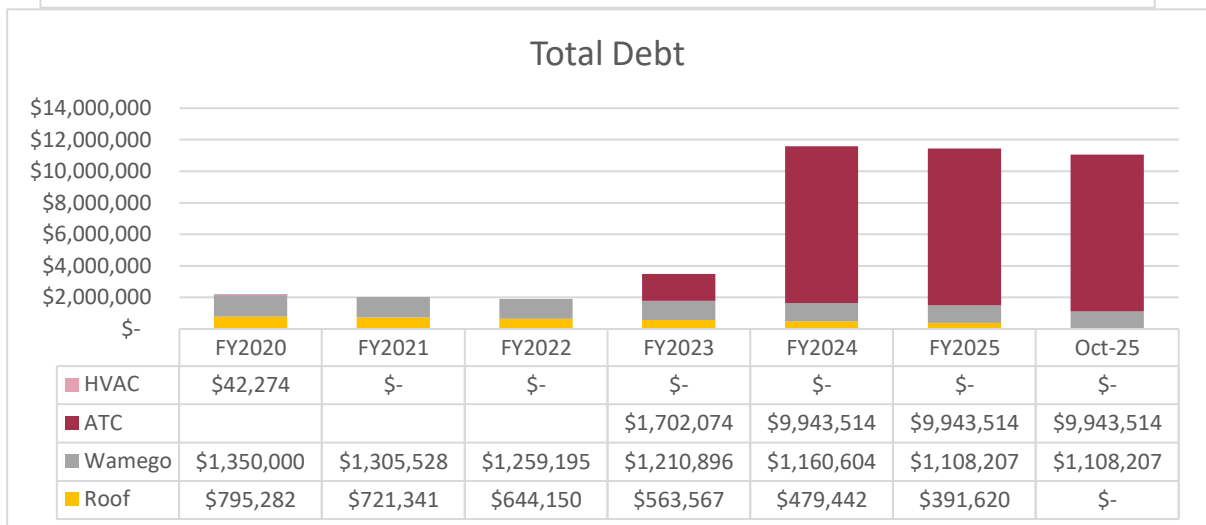
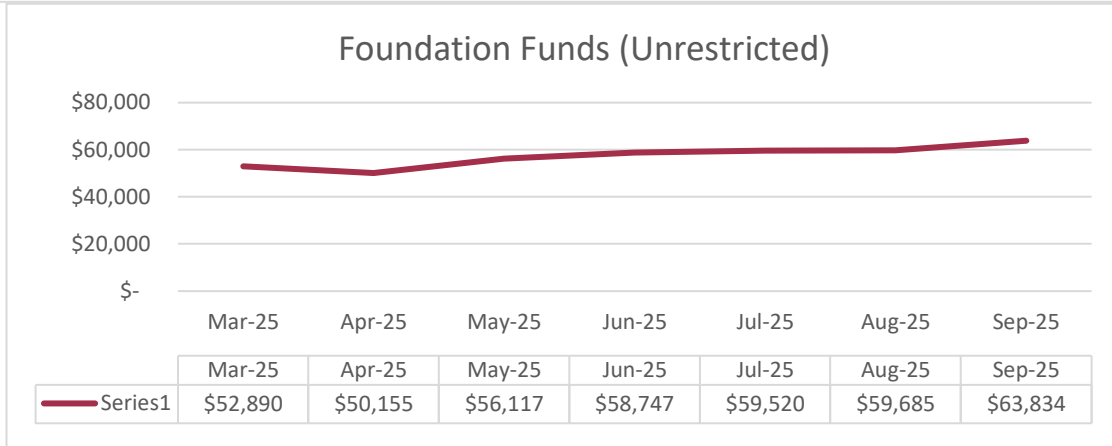
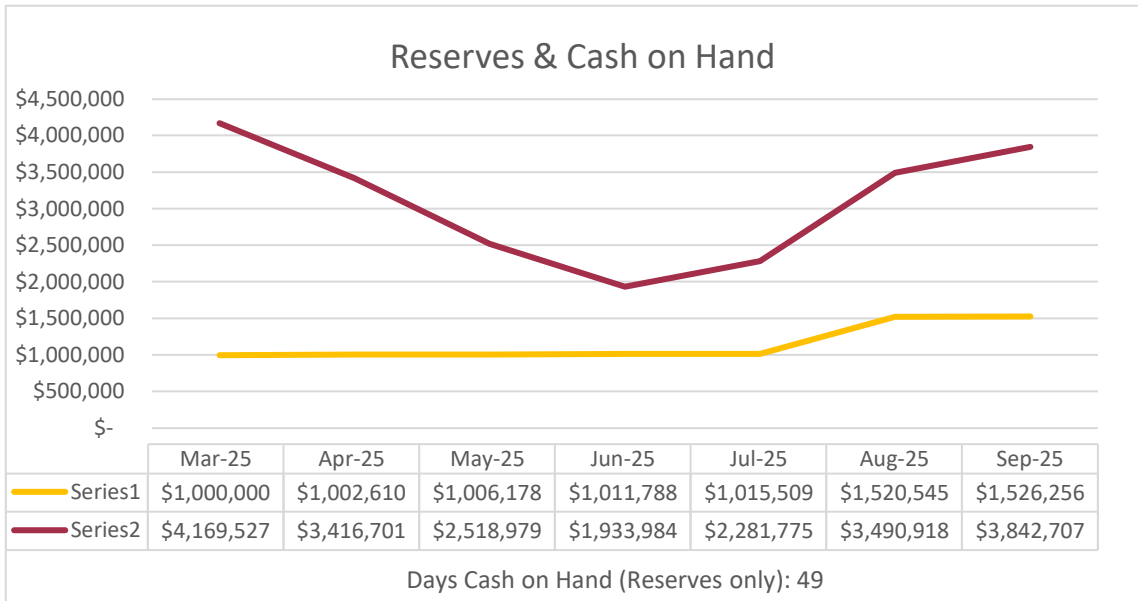




FY25 Cash Flow Budget

FY 26 Q1 Actuals

	9/30/2025	6/30/2026		6/30/2025
	<i>actuals</i>	<i>budget</i>		<i>actuals</i>
Cash Flows from Operations				
Student tuition	\$ 1,018,631	\$ 2,103,115	48%	2,079,032.00
Credit Hour/Lab Fee	\$ 713,826	\$ 1,564,993	46%	1,383,066.00
Federal grants and contracts	\$ 55,271	\$ 291,648	19%	284,657.00
State Appropriations	\$ 4,271,480	\$ 5,870,200	73%	6,062,376.00
Building Hire Education Fund	\$ -	\$ 470,334	0%	\$ 1,017,116.00
Nursing Funds from Via Christi	\$ -	\$ 228,100	0%	\$ 56,741.74
Auxiliary Sales and Services	\$ 9,456	\$ 49,189	19%	\$ 37,496.00
Interest Income	\$ 48,699	\$ 125,000	39%	\$ 214,255.00
Misc. Income	\$ 11,617	\$ 65,595	18%	\$ 59,048.00
Remaining Operational Contingency from FY25	\$ 400,479	\$ 400,479	100%	\$ -
Total Cash Flows from Operations	\$ 6,529,459	\$ 11,168,653	58%	\$ 11,137,046
Cash Outflows from Operations				
Salaries & Benefits	\$ 1,369,633	\$ 5,663,598	24%	5,518,739.00
Contractual Expenditures	\$ 431,788	\$ 1,581,292	27%	1,694,260.00
Non Contractual Expenditures	\$ 335,322	\$ 1,142,732	29%	732,209.00
Capital Outlay	\$ 276,056	\$ 1,466,698	19%	1,705,896.00
Interest Expense	\$ 222,322	\$ 931,253	24%	\$ 947,502.00
Operational Liabilities	\$ 1,749	\$ 1,000	175%	\$ -
Reserves	\$ -	\$ -	-	\$ 500,000
Total Cash Outflows from Operations	\$ 2,635,121	\$ 10,786,573	24%	\$ 11,098,606
OPERATING INCOME (LOSS)	\$ 3,894,338	\$ 382,080		\$ 38,440





Computer Support Specialist Degree Map

AAS Associate of Applied Science

61 Credit Hours

Program Under Development

Year 1

31 Credit Hours

Fall Semester

Course Code	Course Title	Certificate	Credits
CSS 100	CompTIA Tech+	A B	2
CSS 105	CompTIA A+ Core 1	A B	3
CSS 110	CompTIA A+ Core 2	A B	3
CSS 115	CompTIA Network+	A B	6
CSS 120	Computer Helpdesk Fundamentals	A B	2

Spring Semester

Course Code	Course Title	Certificate	Credits
CSS 125	Computer Programming and Scripting	B	3
CSS 130	CompTIA Security+	B	3
CSS 135	CompTIA Server+	B	6
CSS 140	Internet of Things (IoT)	B	3

Year 2

30 Credit Hours

Fall Semester

Course Code	Course Title	Certificate	Credits
Gen Ed Elective	Suggested: English Option		3
Gen Ed Option	Suggested: Math Option		3
Gen Ed Option	Suggested: Comm. Option		3
Technical Elective			3
Technical Elective			3

Spring Semester

Course Code	Course Title	Certificate	Credits
Gen Ed Elective			3
Gen Ed Elective			3
Technical Elective			3
Technical Elective			3
Technical Elective			3

Elective Options

Math Option

MAT 109	Technical Mathematics II	3
MAT 111	Contemporary Math	3

or higher Math course

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

16 Credit Hours

Courses marked with - **A**

Cert. B Certificate B Requirements

31 Credit Hours

Courses marked with - **B**



Electrical Technology Degree Map

AAS Associate of Applied Science

61 Credit Hours

Program Under Development

Year 1

34 Credit Hours

Fall Semester

Course Code	Course Title	Certificate	Credits
OSA 100	OSHA 10	B	1
ELT 105	AC/DC Circuits I	B	4
ELT 110	National Electrical Code I	B	4
ELT 115	Residential Wiring I	B	4
ELT 120	Occupational Work Experience I	B	2
Gen Ed Option	Suggested: Math Option	B	3

Spring Semester

Course Code	Course Title	Certificate	Credits
ELT 125	Print Reading	B	2
ELT 130	National Electrical Code II	B	4
ELT 135	Commercial Wiring I	B	4
ELT 140	Journeyman's Exam Prep	B	4
ELT 145	Occupational Work Experience II	B	2

Year 2

27 Credit Hours

Fall Semester

Course Code	Course Title	Certificate	Credits
	Technical Elective		3
	Technical Elective		3
	Technical Elective		3
Gen Ed Option	Suggested: English Option		3
Gen Ed Option			3

Spring Semester

Course Code	Course Title	Certificate	Credits
	Technical Elective		3
	Technical Elective		3
	Gen Ed Elective		3
	Gen Ed Elective		3

Elective Options

Math Option

MAT 109	Technical Mathematics II	3
MAT 111	Contemporary Math	3

or higher Math course

English Option

COM 105	English Composition I	3
COM 110	Technical Writing	3

Gen Ed Elective Options

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

Cert. B Certificate B Requirements

34 Credit Hours

Course Code	Course Title	Credits
Courses marked - B		31
MAT 101	Technical Mathematics I or higher	3



MANHATTAN AREA TECHNICAL COLLEGE

INTERNAL MONITORING REPORT

ASSET PROTECTION

October 2025

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

BROADEST POLICY PROVISION:

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

Policy Provision #1:

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

CEO's INTERPRETATION:

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

I report compliance.

Policy Provision #2

Allow unbonded personnel access to significant amounts of funds.

CEO's INTERPRETATION:

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

(1) Cash of \$340 is maintained inside the College safe which remains locked in the CFO's office. Daily receipts are locked in the safe until those funds are taken to the bank for deposit; deposits are made on a weekly basis.

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

I report compliance.

Policy Provision #3

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

CEO's INTERPRETATION:

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

I report compliance.

Policy Provision #4:

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

CEO's INTERPRETATION:

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

I report compliance.

Policy Provision #5:

Make any single asset purchase over \$5,000 without having obtained comparative prices and without due consideration of cost, quality and service;

CEO's INTERPRETATION:

The College seeks comparison prices on all purchases in excess of \$5,000, unless sole source purchasing is justified per policy 6.2.5. The College initiates these comparisons within the six main service area counties first when seeking goods and services within the stated limits.

I report compliance.

Policy Provision #6

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

CEO's INTERPRETATION:

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

I report compliance.

Policy Provision #7

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

CEO's INTERPRETATION:

All funds are handled according to accepted practices as supported by the College's unqualified audit report of 2022.

I report compliance.

Policy Provision #8

Dispose of real property without Board approval.

CEO's INTERPRETATION:

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

I report compliance.

Policy Provision #9:

Enter into any lease agreement for real property in excess of \$25,000 annually without Board approval;

CEO's INTERPRETATION:

The College has not initiated any other lease-financed construction, remodeling, or alterations in excess of \$25,000 without Board Approval since the approval of the leased-financed agreement with local bankers for the construction of the ATC project.

I report compliance.

Policy Provision #10:

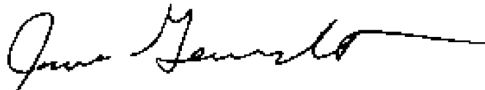
Fail to protect intellectual property, information, and files from loss, damage, or improper access.

CEO's INTERPRETATION:

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

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

I report compliance.

Signed: 
James Genandt, President/CEO

Date: 10-22-2025



INTERNAL MONITORING REPORT
BUDGETING/FINANCIAL PLANNING/FORECASTING
October 2025

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

BROADEST POLICY PROVISION:

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

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

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

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

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

The MATC operating budget is compiled by adding Tiered and Non-tiered State Post-secondary aid, Perkins funds, and Capital Outlay funds identified by the Kansas Board of Regents. In addition, the institution applies for and receives various private, state, and federal grants annually. The remainder of the budget comes from projection of revenue obtained through student tuition and fees based on the prior year’s enrollment. These sources of revenue, combined with several other estimated sources, provide the basis for the annual budget. In order to provide for the welfare of the institution, the budget is developed by estimating revenues slightly lower than expected and expenses slightly higher than expected. For this fiscal year, the College also has a Base Operating Grant allocation from the state legislature through the Kansas Board of Regents. These are unrestricted funds and are used in support of the new facility project. We also have one-time funds for external business engagement (including the possibility of apprenticeships).

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

The use of the Capital Outlay funds is determined by several factors. For FY 26, the college received \$393,036 in capital outlay funds. These funds require a 100% match which has been accounted for in the budget. The use of the funds is determined by program and College needs as identified through internal self-study of the programs, the facilities, and the mission. MATC will continue to pursue funds from contributors to enhance programs on campus and to create additional instructional space for future growth.

4. While board prerogatives—such as the financial statement audit, legal counsel, and board development—are not embedded within the general operating funds, the annual operating budget includes specific appropriations to support these functions.

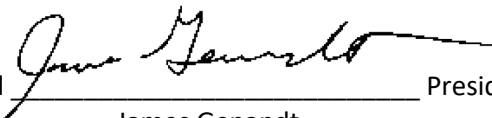
The MATC BOD projected total budget for 2025-2026 is

- Financial statement audit - \$25,000
- Legal fees - \$35,000
- Board development - \$500

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

CEO's INTERPRETATION:

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

Signed  _____ President/CEO
James Genandt

Date 10-22-2025



INTERNAL MONITORING REPORT
COMPENSATION/BENEFITS
PRESIDENT'S EVALUATION/PERFORMANCE
REPORT OCTOBER 28, 2025

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

BROADEST POLICY PROVISION:

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

Policy Provision #1:

Change his/her compensation and benefits.

CEO's INTERPRETATION:

I have not changed my own compensation or benefits. I report compliance.

Policy Provision #2:

Promise or imply permanent or guaranteed employment.

CEO's INTERPRETATION:

I have not promised or implied any permanent employment to any individual. I report compliance.

Policy Provision #3:

Establish compensation and benefits which:

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

CEO's INTERPRETATION:

Salaries and benefits are appraised, maintained, and updated annually with Board review and approval of position salary grades and scheduling, and approved cost of living adjustments have been enacted sufficiently to maintain regional competitive market demand for hiring and personnel wages. Employer coverages of employee health insurance for eligible positions, and additional fringe benefits coverages including 403(b) retirement matching, tuition reimbursement. I report compliance.

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

CEO's INTERPRETATION:

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

Signature:

Date: October 28, 2025

James Genandt, President/CEO

Annual Assessment Report

Academic Year: 2023-2024

Manhattan Area Technical College
3136 Dickens Avenue
Manhattan, KS 66503

(785) 587-2800
www.manhattantech.edu

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MATC FACTS

Manhattan Area Technical College (MATC) is a public technical college located in Manhattan, Kansas. The following programs of study are available:

- Adult Education
- Air Conditioning & Refrigeration
- Applied Technologies
- Associate Degree Nursing
- Automotive Technology
- Biotechnology (suspended)
- Business Administrative Assistant
- Business Accounting
- Certified Medication Aid
- Certified Nursing Assistant
- Construction Technology
- Critical Environment Technology
- Electric Power & Distribution
- Emergency Medical Sciences
- Information & Network Technology
- Industrial Engineering Technology
- Medical Laboratory Technology
- Phlebotomy
- Practical Nursing
- Welding Technology

By the Numbers: KBOR Academic Year Data Collection (SU23, FA23, SP24)

1,236 Total enrollments

57.3% Male

42.6% Female

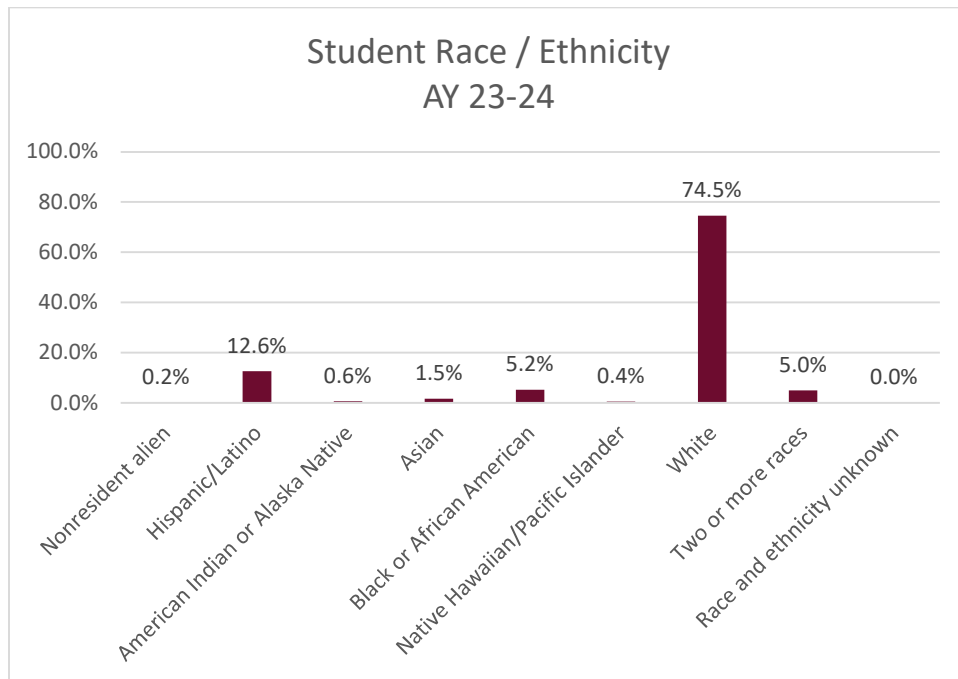
587 Students from 8 area high schools

14,431 Total credit hours

11.68 Average course load

481 FTEs

17:1 Student-to-faculty ratio



Where are MATC students from?

93% are from the MATC service area

67% of MATC students are from the Manhattan MSA (66502, 66503, 66505)

7% are from other parts of KS

< 1% are from outside of KS

ASSESSMENT OVERVIEW

Philosophy of Assessment

MATC's faculty and staff are committed to a comprehensive institutional assessment program that promotes continuous improvement in all aspects of programs and services critical to the success of the College. Convinced that learning-oriented effectiveness is of primary importance in meeting the institution's mission, the faculty has placed an emphasis on the assessment of student learning.

MATC also recognizes the importance of assessment and improvement activities related to organizational structure. These activities, which are designed to complement the assessment of student learning and enhance the planning and implementation of strategic initiatives, as well as the operational functions of the College, are executed as part of a comprehensive plan.

Demonstrating ongoing institutional improvement is necessary to ensure the continuing success of the College. MATC is strengthened by its ability to respond quickly and effectively to changing student and stakeholder needs through a systematic and well-practiced methodology involving assessment, evaluation, and action to address the identified opportunities for improvement. This allows the College to compete in an educational arena where prospective students have myriad options. In addition, as legislative bodies and accrediting organizations search for ways to enhance accountability among educational institutions, the documentation produced by this ongoing improvement process facilitates the reporting required for compliance with these regulatory and oversight agencies.

General Education Philosophy

General education is an essential element of a student's education. It provides a foundation for lifelong learning and is woven into learning opportunities at MATC.

General education refers to subject matter that is foundational in nature and may be infused into all disciplines of study. Concepts to enhance and support the overall educational experience provided at MATC.

To support the philosophy general education in the learning experience of our student the College has implemented the MATC Core Abilities Assessment Process that measures Written and Oral Communication, Quantitative Literacy, and Critical Thinking and co-curricular experiences to provide leadership development opportunities. Together, these elements following are designed to foster students' ability to:

- Use the English language effectively to read, write, speak, and listen critically
- Use systematic, critical, and creative processes to identify problems and make decisions
- Develop knowledge of self and a capability for self-direction and self-motivation
- Analyze and assess personal values and life goals that affect decision-making and relationships in a global community
- Perform the mathematical computations necessary to succeed as an employee and as a consumer
- Demonstrate proficiency in gathering, analyzing, and synthesizing information
- Increase an understanding of individual and group differences

Upon graduation, students should be proficient in:

1. Communicating effectively in written and oral forms;
2. Critical thinking and the solving of problems described verbally, graphically, symbolically, or numerically;
3. Identifying, accessing, and evaluating information and materials;
4. Gaining knowledge of self and demonstrating ability to work with others independently and in teams, and;

- 5. Exhibiting tolerance of and respect for diversity in human abilities, cultures, age, and beliefs.

Within the technical programs, faculty members strive to reinforce and enhance student learning by providing opportunities that require students to apply skills acquired in general education components to “world of work” problems in their classrooms.

Assessment Plan

MATC operates under a shared governance guiding principle with four core faculty-driven committees: Faculty Senate, Curriculum, Professional Development, and Assessment. These committees share responsibility with Administration to create, revise, and govern policies and procedures. Assessment Committee policy indicates that the Assessment Committee is a representative group of MATC faculty and staff that advise Administration in matters concerning the planning, implementation, and evaluation of activities related to College-wide assessment.

The MATC Assessment Committee maintains an Assessment Plan, revised biannually, that provides a structure and guidance to MATC’s assessment efforts. Manhattan Tech utilizes a four-part assessment model that is represented by the visual below. The remainder of this Annual Assessment Report reviews the results for each of the four parts of the assessment model for the academic year of 2023-2024.



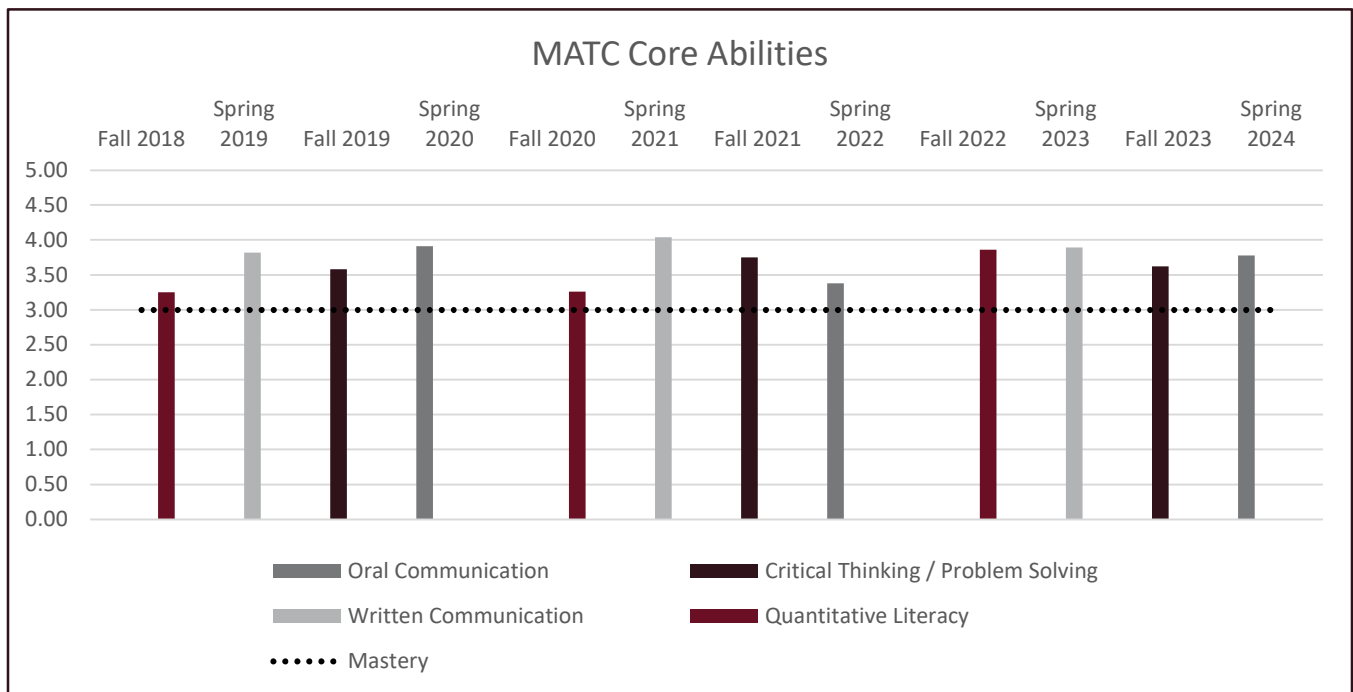
CORE ABILITIES

Overview

All MATC degree programs, regardless of the specialty, prepare students for technologically advanced careers and roles as individuals and citizens in a dynamic and diverse global environment. MATC believes that general education should be integrated and woven throughout the curriculum to provide students with a foundation for lifelong learning. Thus, the College has defined four core abilities as their general education outcomes: quantitative literacy, written communication, critical thinking / problem solving, and oral communication.

These core abilities are the skills and attitudes that are common to all situations and are not unique to a particular occupational field. In essence, they are the skills necessary to ensure success in life and in the workplace. Therefore, the core abilities are integrated within each major’s technical courses to ensure that graduates have made progress towards becoming educated citizens in a dynamic and diverse global environment.

While the institution encourages faculty to integrate and administer each core ability assessment every semester, the Assessment Committee formally reviews and analyzes a different core ability each fall and spring on a two-year rotational basis. Faculty are required to utilize institution-wide rubrics, adapted from the American Association of Colleges and Universities (AAC&U) VALUE rubrics, for the specified core ability to assess individual student performance. The assessments are scored on a 5-point scale with 1 identified as developing, 3 as proficient, and 5 as exemplary. MATC’s Assessment Committee set mastery at the 3.00, or proficient, level.



For academic year 2023-2024, Assessment Committee reviewed the critical thinking / problem solving core ability in fall 2023 and the oral communication core ability in spring 2024.

Fall 2023 – Problem Solving

Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

	Fall 2023 Average	Fall 2021 Average	Difference
Identifies the problem/task	3.92	4.01	(0.09)
Understands the possible causes or reasons for the problem	3.66	3.61	0.05
Formulates possible alternatives for solving the problem	3.54	3.82	(0.28)
Prioritizes and implements viable solution(s)	3.45	3.56	(0.11)
Monitors results and revises solution(s) as needed	3.54	3.81	(0.27)
Grand Total	3.62	3.75	(0.13)

By the Numbers:

55 Courses

506 Students, unduplicated

Highlights:

- This was an increase of 13 courses assessed from the prior fall
- Results were similar to criteria results from Fall 2019 with an overall average score of 3.58
- After expanding the assessment process the prior academic year, MATC began analyzing the results by academic division (Adult Learning = 3.00 overall, High School = 3.82 overall, Traditional = 3.58 overall)

Spring 2024 – Oral Communication

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

	Spring 2024 Average	Spring 2022 Average	Difference
Quality of introduction	3.85	3.42	0.43
Quality of organization and argumentation	3.79	3.34	0.45
Quality of oral presentation	3.70	3.28	0.42
Quality of conclusion	3.55	3.36	0.19
Responsiveness to audience: verbal interaction	4.03	3.50	0.53
Grand Total	3.78	3.38	0.40

By the Numbers:

49 Courses

423 Students, unduplicated

Highlights:

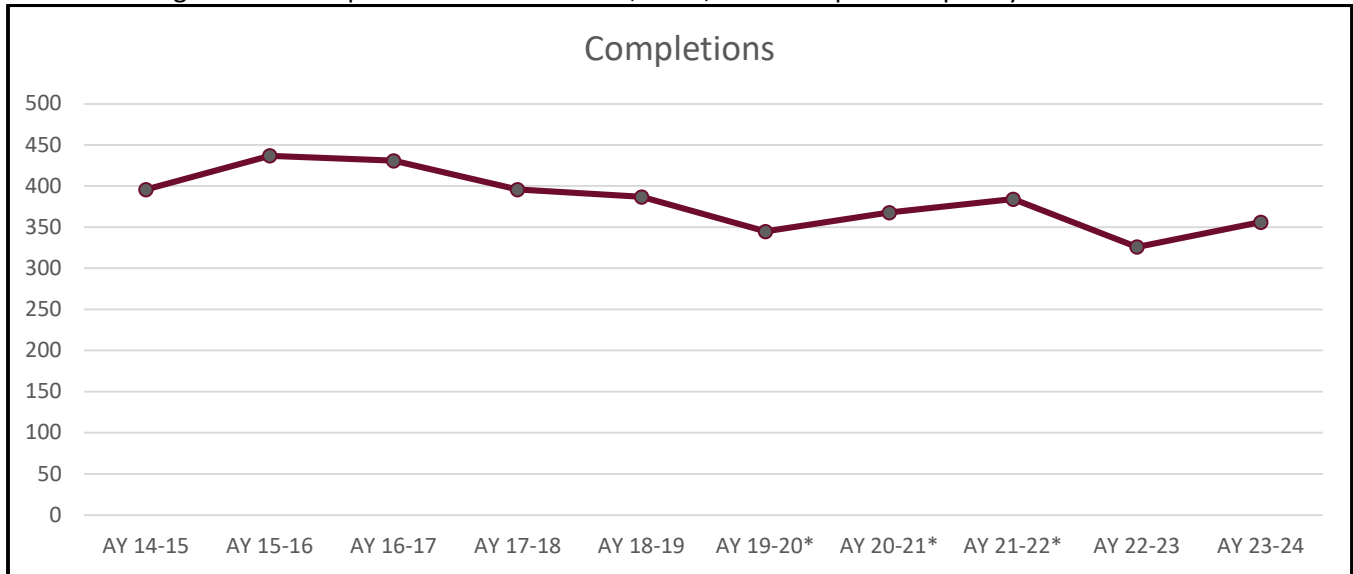
- Average criteria scores were like Spring 2020 scores
- Academic division analysis (Adult Learning = 3.25, High School = 4.06, Traditional = 3.55)
- 84% overall completion percentage for the assessment
 - 93% of full-time faculty completed the assessment

TECHNICAL

MATC assesses technical programs via a blend of Kansas Board of Regents (KBOR) Completion Benchmarks and Kansas Technical Education Authority (TEA) Outcome Metrics. Kansas TEA endeavors to ensure program offerings across the state fulfill the needs of business and industry, maximize the number of credentials attained at the completion of programs, and provide seamless transitions in line with Kansas state law and the Career Pathways Model. MATC’s technical assessment also supports KBOR’s strategic plan, *Building a Future*.

Completions

Number of degrees and completions awarded: SU23, FA23, SP24 compared to prior years



*Source: KBOR Academic Year Collection, Completions, * COVID 19 Pandemic*

By the Numbers:

- 356 degrees / certificates awarded
- 118 Certificate of Completions (less than 16 credit hours)
- 50 Certificate As (16-29 credit hours)
- 47 Certificate Bs (30-44 credit hours)
- 66 Certificate Cs (45-59 credit hours)
- 75 Associates of Applied Sciences (60-68 credit hours)

Student Success

Entrance Year	Completed at MATC	Completed in KBOR System	Completed Elsewhere	Retained at MATC	Retained in KBOR System	Retained Elsewhere	Total Success Rate
2012	47.6%	9.2%	2.4%	1.0%	1.0%	1.5%	62.7%
2013	57.4%	8.8%	1.3%	0.2%	1.7%	2.6%	72.0%
2014	55.7%	6.8%	2.9%	0.0%	2.3%	2.9%	70.6%
2015	60.3%	7.7%	1.3%	0.6%	1.9%	2.1%	73.9%
2016	65.4%	5.2%	1.2%	0.0%	1.5%	1.0%	74.3%
2017	58.8%	9.1%	1.6%	0.3%	1.6%	1.9%	73.3%
2018	56.4%	9.0%	2.6%	0.0%	0.4%	1.5%	69.9%

Most recent data available for AY23-24; Results are after 6 years from entrance

Source: Kansas Higher Education Statistics; (KBOR Academic Year Collection & National Student Clearinghouse)

Credentials

A credential (technical skills assessment, or TSA) is an industry-recognized credential that is sought or accepted by employers within the associated industry or sector as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purpose. Examples includes Microsoft Office Support Specialist, OSHA10, Network +, NCCER CARPENTRY, NATEF, AWS, EMT, KDAD-CNA, and NCLEX.

Academic Year	2018	2019	2020	2021	2022	2023	2024
TSA Attempted	647	966	997	1,079	1,514	1,211	1,240
TSA Passed	607	928	964	887	1,428	1,042	1,080
Percentage of TSA Passed	94%	96%	97%	82%	94%	86%	87%

Source: KHEDS Follow Up Collection, Basic Counts Report, Tables 3a & 4a

By the Numbers:

248 Students, unduplicated

31 Distinct types of credentials

Job Placement

MATC strives to provide HIRE education for students. Job placement shows the percent of MATC graduates employed in Kansas after 1 year.

Completion Year	2016	2017	2018	2019	2020	2021	2022
Short-Term Certificates	63.8%	65.9%	63.2%	69.6%	72.9%	64.9%	63.2%
Certificates	66.7%	66.7%	71.1%	74.6%	78.8%	70.4%	73.0%
Associate Degrees	76.2%	78.4%	71.7%	77.9%	85.5%	79.2%	64.9%
All Awards	70.0%	71.4%	68.7%	74.9%	79.2%	71.6%	68.5%

Source: Kansas Higher Education Statistics Employment and Wages by Award Type; Percentage of Graduates Employed in Kansas After 1 Year (KHEDS Academic Year Collection & KDOL Wage Records); includes military service, apprenticeships, or employed in the workforce

Earnings

Jobs with sustaining wages allow students to be self-sufficient and provide for their own needs. The chart shows the average wages of MATC graduates employed in Kansas after 1 year.

Completion Year	2016	2017	2018	2019	2020	2021	2022
Short-Term Certificates	\$ 34,033	\$ 19,843	\$ 26,392	\$ 26,706	\$ 25,573	\$ 27,071	\$ 28,396
Certificates	34,042	30,878	46,969	36,761	40,302	45,448	43,651
Associate Degrees	39,336	43,197	44,843	44,297	51,550	60,830	58,720
All Awards	\$ 36,621	\$ 33,170	\$ 39,534	\$ 38,092	\$ 40,183	\$ 45,569	\$ 43,790

Source: Kansas Higher Education Statistics Employment and Wages by Award Type and Time from Completion of Award; Average Wages of Graduates Employed in Kansas After 1 Year (KHEDS Academic Year Collection & KDOL Wage Records)

CO-CURRICULAR

Co-curricular refers to activities, programs, and learning experiences that reinforce MATC’s mission, values, and complement the formal curriculum. Examples include student organizations, internships, attending PAC meetings, and service projects. Co-curricular activities support student development outside of the classroom and align with MATC’s general education philosophy.

Student Engagement

Student engagement is characterized as participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes. The two critical features of this is 1) the amount of time and effort students put into their studies and other educationally purposeful activities and 2) how the institution deploys its resources and organizes educational activities and support services to induce students to participate in activities that lead to the desired experiences and outcomes.

How much time do students put into their studies and other educationally purposeful activities?

26 - About how many hours do you spend in a typical 7-day week doing each of the following?					
Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
None	(1)	13	6.02%		
1-5	(2)	91	42.13%		
6-10	(3)	52	24.07%		
11-20	(4)	27	12.50%		
21-30	(5)	14	6.48%		
More than 30	(6)	19	8.80%		
Response Rate				Mean	STD
216/340 (63.53%)				2.98	1.36
				Median	3.00

26 - About how many hours do you spend in a typical 7-day week doing each of the following?					
Participating in college-sponsored activities (student organizations, student activities/events, etc.)					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
None	(1)	168	77.78%		
1-5	(2)	33	15.28%		
6-10	(3)	10	4.63%		
11-20	(4)	2	0.93%		
21-30	(5)	0	0.00%		
More than 30	(6)	3	1.39%		
Response Rate				Mean	STD
216/340 (63.53%)				1.34	0.81
				Median	1.00

What co-curricular activities does MATC offer to support students?

- | | |
|-----------------------------|--|
| Career / Job Fair | SkillsUSA |
| Christmas Parade | Student Voice Council (SVC) |
| Common Table | SVC Breadbasket Food Drive |
| Department Faculty Meetings | SVC Chili Cook-Off Contest |
| Departmental PAC Meetings | SVC Prairie Paws Pet Food Drive |
| Habitat for Humanity | SVC Sweet Traditions Bake-Off |
| Industry Field Trips | Technical or Professional Organization Involvement |
| Open House | Veteran’s Day Parade |

Student Enrichment

Student enrichment refers to activities where students can receive advanced academic instruction or assistance with assignments and concepts, or discover new hobbies, interests, and activities outside the classroom setting. MATC’s Teaching & Learning Center (TLC) offers resources including peer tutors, Brainfuse (online tutoring and writing lab), access to industry databases, student study planning, Grammarly, math reviews, resume workshops, and study spaces.

Brainfuse Usage			
Total Usage (minutes)	8,524	LiveHelp Subjects Requested	
Database Usage (minutes)	7,899	Pre-Algebra	28.21%
Skill Surfer, eParachute, Flashbulb		College Writing	25.64%
		College Algebra	16.67%
LiveHelp, Writing Lab, and Tests Taken	625	Accounting	12.82%
LiveHelp Sessions <i>see subjects on the right</i>	78	Calculus	8.97%
Average Length of Tutoring Session (minutes)	35	Statistics	3.85%
Test(s) Taken	9	College Biology	1.28%
Writing Lab (submissions)	538	Job Now	1.28%
Unique Visits	2,036	Anatomy & Physiology	1.28%




Peer Tutoring	
Subjects	PN Bootcamp
Mathematics	August 17
Sciences	
Communication	Resume Workshops
	February 1 (EPD)
Available Hours: 720	March 7, 19, 21, 25 (Career Fair)

Student Leadership

Student leadership is when students are given the opportunity to take significant responsibility for their learning and experiences or are in the position to influence, motivate, and guide others toward achievement of a goal. While students may demonstrate leadership through many forums, MATC students have the opportunity to participate in National Technical Honor Society (NTHS), SkillsUSA, and Student Voice Council (SVC).

SVC is a forum for positive, constructive, and respectful communication around opportunities to enhance the student experience at MATC through student input. SkillsUSA serves students enrolled in career and technical education programs to empower its members to become world-class workers and responsible citizens. NTHS believes in advocating for all skilled career paths and empowering students in seeking skills to build their careers and the global work force by honoring the achievements of top CTE students.

When asked about leadership, students replied:

13 - Has your experience at MATC contributed to your knowledge, skills, and personal development in the following areas?						
Leadership skills						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Yes	(2)	176	81.48%			
No	(1)	40	18.52%			
				0 25 50 100	Question	
Response Rate				Mean	STD	Median
216/340 (63.53%)				1.81	0.39	2.00

INDIRECT MEASURES OF STUDENT LEARNING

Student Satisfaction Surveys

The Student Satisfaction Survey is administered each spring semester to assess student engagement and satisfaction in the different administrative areas of Student Services, Academics, and the Campus. For AY 2023-2024, MATC had a 63.5% response rate.

What do students think of MATC's quality of instruction?

79% indicate that the instruction they received has prepared them for the next step in their chosen career path
83% indicate that faculty are knowledgeable in their fields

When asked if MATC has contributed to their knowledge, skills, and personal development in the areas below, what percentage of students responded positively?

71% writing clearly and effectively
75% speaking clearly and effectively
89% thinking critically and analytically
90% problem solving
83% solving numerical problems
82% advocating for themselves
86% working in a team environment

Are students engaged?

81% indicate that they feel as if they have support from instructors and staff in meeting their educational goals
96% indicate that campus feels safe and secure
70% indicate that they generally know what is happening on campus
90% indicate that they are aware that MATC offers counseling resources
63% indicate that they have participated in academic support and/or tutoring services at MATC (instructors, TLC)
62% indicate that they have had serious conversations with students who differ from them

What are students' overall perception of their MATC experience?

80% are satisfied with their experience at MATC; 7% report some level of dissatisfaction

PAC Program Evaluations

Each technical program has a Program Advisory Committee (PAC) or Business and Industry Leadership Team (BILT) to advise faculty and administration concerning curriculum, student learning outcomes, facilities, instruction methods, equipment, enrollment, job opportunities, and other issues critical to its quality and success. Each spring, in addition to their biennial meetings, PAC members receive optional PAC program evaluation survey to PAC/BILT members that asks about the program.

What percentage of PAC Members responded positively when asked for their input on the following:

100% indicate that there is adequate market demand to support the employment of program graduates
75% indicate that graduates possess the knowledge, skills, and abilities for an entry-level position in their field
75% indicate that the technical skills taught in programs meet industry standards
70% indicate that program curriculum is relevant in today's industry
65% indicate that programs meet the employment needs of the community and area employers
65% indicate that program facilities are adequate to meet course and program objectives
75% indicate that program equipment is adequate to meet course and program objectives
70% indicate that students are trained with the most up-to-date technology available

Course Evaluations

Course evaluations are administered each fall and spring semester to assess student perceptions of course/program attributes and instructor attributes.

Fall 2023

82% response rate

86% of respondents indicated that course content met their expectations

87% of respondents rated their instructor as an excellent teacher

1 - Indicate your level of agreement with each of the following statements about your level of motivation, effort, and interest in the course as a student.						
The course content met my personal expectations for the course.						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
True	(5)	337	62.52%		4.42	
Mostly True	(4)	128	23.75%			
Neutral	(3)	50	9.28%			
Somewhat False	(2)	14	2.60%			
False	(1)	10	1.86%			
Response Rate				Mean	STD	Median
539/657 (82.04%)				4.42	0.90	5.00

2 - Indicate your level of agreement with each of the following statements about the attributes of the instructor.						
Overall, I rate this instructor an excellent teacher.						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
True	(5)	472	74.10%		4.55	
Mostly True	(4)	85	13.34%			
Neutral	(3)	52	8.16%			
Somewhat False	(2)	13	2.04%			
False	(1)	15	2.35%			
Response Rate				Mean	STD	Median
539/657 (82.04%)				4.55	0.90	5.00

Spring 2024

58% response rate

83% of respondents indicated that course content met their expectations

84% of respondents rated their instructor as an excellent teacher

1 - Indicate your level of agreement with each of the following statements about your level of motivation, effort, and interest in the course as a student.						
The course content met my personal expectations for the course.						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
True	(5)	272	62.39%		4.37	
Mostly True	(4)	88	20.18%			
Neutral	(3)	53	12.16%			
Somewhat False	(2)	11	2.52%			
False	(1)	12	2.75%			
Response Rate				Mean	STD	Median
438/748 (58.29%)				4.37	0.98	5.00

2 - Indicate your level of agreement with each of the following statements about the attributes of the instructor.						
Overall, I rate this instructor an excellent teacher.						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
True	(5)	390	71.82%		4.49	
Mostly True	(4)	67	12.34%			
Neutral	(3)	61	11.23%			
Somewhat False	(2)	11	2.03%			
False	(1)	14	2.58%			
Response Rate				Mean	STD	Median
438/748 (58.29%)				4.49	0.95	5.00

ABOUT MATC

Mission

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

Vision

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

Values

Providing HIRE Education – Helping Ignite & Revolutionize Education

The values of the college community drives the vision and mission of Manhattan Tech.

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.

REVOLUTIONALIZE EDUCATION through:

- Active learning with hands-on instruction from day one
- Faculty delivering cutting-edge industry driven expertise
- Inspiring innovative lifelong learning.

ASSESSMENT COMMITTEE MEMBERS

The assessment committee at MATC is comprised of both faculty and staff members.

- Jason York (Chair) – *Faculty, Business Administration*
- Cindy Sias (Vice Chair) – *Faculty, Practical Nursing*
- Mark Ballinger – *Director, Allied Health*
- Jacob Boley – *Faculty, Welding*
- Steve Davis - *Registrar*
- Casey Field – *Student Success Coordinator*
- Pamela Imperato – *Instructional Technology Coordinator*
- Thomas Mudd – *Faculty, Welding Technology*
- Jaren Nittler – *Faculty, Automotive Technology*
- Rachel Ohmes – *Faculty, General Education - Communications*
- Darren Ortega – *Director of Academic Resources*
- Jeff Pishny – *Faculty, Automotive Technology*
- Allen Sangwin – *Faculty, Air Conditioning & Refrigeration*
- Chelsea Weese – *Faculty, Chemistry*
- Kim Withroder – *Director of Institutional Research & Effectiveness*
- Kerri Bellamy (Ex-officio) – *Dean of Advanced Technologies / Chief Academic Officer*
- Kim Davis (Ex-officio) – *Dean of Nursing & Health Programs*

President's Report: October 2025

President's Report: October 2025

Institutional Performance

NACCE Conference, Oct. 4-8: Chris, David and I attended the annual conference of the National Association of Community College Entrepreneurship (NACCE). This organization promotes entrepreneurship, but in ways for two-year colleges to use to expand and extend their capacities and capabilities as well as the “usual” connection to workforce and economic development. We presented MATC at the conference as well. Good opportunities for networking, idea generation, and more.

Senator Roger Marshall recognized MATC (and a couple of the state's community colleges) in the Congressional Record for our performance as identified by WalletHub in their annual ranking of the Best Two-Year Colleges in the USA!

Institutional Leadership

I attended the Advantage Manhattan Investor Breakfast meeting October 1, and then we hosted a /tour of MATC with Jeremy Hill, Federal Reserve Bank of Kansas City. He was interested in our technical programs of study, options we must work with our students and employers, and our role in the region.

I held an open Campus Catch-Up Forum Oct. 3 for all employees. We had a good turnout, and I shared updates, summary of our board meeting, addressed some concerns and questions, and shared some ideas as well. I will have another similar meeting at the end of October.

I participated in an Adult Ed math bootcamp meeting with some of our faculty and staff, KBOR staff, and other organizations with adult education by TEAMS Oct. 3. I shared with the group that we must work on the monetary value of the progress these people make and share that value back to our local areas as there are real concerns about future state and federal funding. We also discussed out approach at MATC of integration of the basic skills for all our students.

MHK Pathway Signing with K-State Oct. 15—after almost a decade of effort, we have signed the MHK Pathway agreement with Kansas State University to more aggressively support co-enrollment of students, particularly those who are not completely meeting the admission requirements at the University. In discussions with President Linton and Provost Perez I believe there will be continuing dialogue with the University on additional collaboration to allow us to help students who are having success issues at the University as well as work on reduced applied bachelor degree options to benefit students with technical education certificates and associate of applied science degrees.

MHK Chamber Retreat Participation Oct. 16.

President's Report: October 2025

NSF Engines meeting with K-State Oct. 17: continuing to work on bioscience and related ideas and projects, as well as working with KC BioHub and their ongoing EDA grant efforts.

External Relations

Gear County Healthcare Taskforce meeting October 2 in Junction City. We will be following up with Cloud County Community College and Stormont Vail to identify some low-hanging fruit for collaboration for the regional healthcare workforce.

Gener8tor meeting Oct. 10—this organization is keeping an eye out for federal and other grants that they could partner with MATC on with an emphasis on our workforce education and economic development components.

Torgeson Electric meeting/tour Oct. 14—we hosted representatives of this company who is expanding to Manhattan, and shared with them ways we can partner with them with our upcoming electrical program and other programs of study.

I participated in the board meeting of the Flint Hills Community Accelerator on Oct. 20. We continue to work on operational functions and friend/fund-raising with GMCF.

State Senator Starnes emailed me on October 8, requesting the results-funding proposal so he could share it with the retreat of the state legislative GOP leadership in Manhattan October 9-10. I provided him with the information on the 9th (see attachment).

Budgetary/Fiscal Management (see financial information in the agenda packet)

Accreditation/Continuous Improvement

No current reporting requirements.

Kansas State Senate

Senate Bill No. [XXXX]

Introduced by Senator [Name]

Session of 2026

AN ACT

Establishing a results-based funding model for technical colleges in Kansas to strengthen workforce development, promote economic mobility, and support rural revitalization.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF KANSAS:

SECTION 1. TITLE

This Act shall be known and may be cited as the “Kansas Technical College Workforce Investment Act.”

SECTION 2. PURPOSE

The purpose of this Act is to:

- Develop homegrown talent for high-demand industries including advanced manufacturing, healthcare technology, agriculture, and transportation.
 - Promote smart investment in technical education with measurable economic returns.
 - Revitalize rural workforce pipelines by supporting underfunded institutions lacking local tax bases.
 - Enhance stability and capacity of a skilled technical workforce through the Kansas Technical Colleges for high-wage/high-demand and/or critical need and/or emerging skills occupations on programs leading to a viable, industry-recognized credential/license validating learning outcomes.
-

SECTION 3. DEFINITIONS

As used in this Act:

- “Technical college” means the Kansas Technical Colleges (KTC) members: Flint Hills Technical College, Ft. Hays Tech North Central, Ft. Hays Tech/Northwest, Manhattan Area Technical College, Salina Area Technical College, Washburn Institute of Technology, and WSU Tech.
 - “KHEDS” refers to the Kansas Higher Education Data System.
 - “Critical-need occupation” means any profession identified by the Kansas Department of Commerce as having a statewide or regional workforce shortage.
-

SECTION 4. FUNDING MODEL

(a) Beginning in Fiscal Year 2028 state funding for technical colleges shall be allocated using a results-driven formula as designed by a task force of the Kansas State Legislature and representatives of the Kansas Technical Colleges. An example of such a funding structure is:

(b) Results-Based Metrics shall be weighed as follows:

- 1. Academic Progress & Completion (20%)**
 - Persistence of full-time and part-time students
 - Completion of stackable credentials or associate degrees
 - Stressing the importance of highly valued workforce skills to enhance the lives of underserved, first-generation, and rural populations and the communities they live in
 - 2. Dual Credit & Early College Success (15%)**
 - Number of high school students completing college-level courses
 - Tracking both college credit and/or occupational work experience accumulation toward credential prior to graduation
 - Number of partnerships with Kansas high schools and career academies
 - 3. Industry Credentials & Licensures (20%)**
 - Certifications and/or credentials of value recognized by Kansas employers
 1. Credential determination would be 50% from an appropriate state agency working with the Kansas Technical Colleges, and 50% by employers partnering with each institution to ensure regional skills’ needs are met
 - Alignment with high-demand occupations identified by the Kansas Department of Commerce
 - 4. Workforce Entry & ROI (20%)**
 - Employment in Kansas within one year of graduation in a job related to the workforce training program the person participated in
 - Retention in Kansas workforce for two or more years
 - Salary-to-cost-of-education return
 - Estimated economic contribution as taxpayers and consumers
-

SECTION 5. Critical Need Components

Institutions may earn additional funding for:

Category	Eligibility
Critical Need Occupation Placement:	Verified employment in top 5 shortage fields
Rural Graduate Retention:	Employment in rural Kansas counties for 24+ months
Veteran or Adult Learner Success:	Completion and placement of non-traditional students

SECTION 6. IMPLEMENTATION

(a) The designated state agency to provide oversight shall:

- Utilize KHEDS and the Labor Information Center for data collection and validation.
- Conduct annual performance reviews and recalibrate funding allocations accordingly.
- Publish institutional performance dashboards for transparency and accountability.

(b) Dashboards shall include:

1. **Executive Overview Dashboard** (for legislators)
 - Multi-year funding trends
 - Credential completion rates
 - Graduate wage data
 - Estimated economic contribution by technical college graduates
 - ROI gauge
 2. **Institutional Performance Dashboard** (for college leadership)
 - Year-over-year metric comparisons
 - Student achievement pipeline
 - Bonus point impact tracker
 3. **Regional Workforce Alignment Dashboard** (for workforce boards)
 - Graduate retention by county
 - Industry placement breakdown
 - Critical occupational need fulfillment
-

SECTION 7. ECONOMIC IMPACT

Technical college graduates:

- Fill workforce gaps faster than four-year graduates through the technical colleges
- Contribute more rapidly as wage earners and taxpayers
- Stimulate regional economies as local consumers
- Reduce reliance on public assistance and reduce unfilled job postings

SECTION 8. EFFECTIVE DATE

This Act shall take effect and be in force from and after its publication in the Kansas Register.

Legislative Brief

Bill Title: Kansas Technical College Workforce Investment Act

Sponsor: Senator [Name]

Committee: Senate Committee on Education and Workforce Development

Purpose:

To establish a performance-based funding model for Kansas technical colleges that aligns state investment with workforce outcomes, economic mobility, and rural revitalization.

Key Provisions:

- Enrollment-based appropriations per current formulas (Excel in CTE, Tiered, Non-Tiered), and allocations for capital outlay (facilities/equipment support) and base operating grant. This structure provides stability for the technical colleges in lieu of not having local taxing authority.
- Results-based funding tied to completion, credentialing, workforce entry, and ROI. Consideration of bonus results in critical-need placements, rural retention, and adult learner success
- Funding estimate \$10,165,935 which is restoration of \$6,665,935 from FY 26 reductions + new funding to support results-based connected to increases in taxpayers, consumer spending of technical college participants as they transition to employees, and reinforcement of state/local economies in critical occupational areas
- Annual performance review and dashboard reporting
- Tangible outcomes based on results of participants related to their compensation, consumer impact, business growth, and related components, and technical colleges' ability to accelerate skilled workers in key areas (e.g., internships, occupational work experience, prior learning assessment, application of military service training, and apprenticeships) as well as traditional instructional modalities with the validating component of recognized credentials/licensures

Strategic Goals:

- Strengthening Kansas's talent pipeline for high-demand industries
- Increase postsecondary access and success for rural and underserved populations
- Maximize taxpayer ROI through wage growth and reduced public assistance reliance

Stakeholders:

Results-Based Funding Proposal: Workforce Education

- Technical colleges
 - Kansas Department of Commerce
 - Rural economic development boards
 - Employers in critical-need sectors
-

Fiscal Note (Preliminary Estimate)

Prepared by: Jim Genandt, MATC President/CEO

Date: October 2025

Summary

This bill reallocates existing technical college funding and a targeted increase in funding using a performance-based formula.

Estimated Costs

Category	FY 2026	FY 2027	Notes
FY25 State Appropriation Levels			Tiered, Non-Tiered, Excel In CTE, and capital outlay per current formula, + restoration of base operating grant at \$1.5M per institution (these stay as a base per institution for stability per current formulas, facility support, and base operating grant)
Provided for FY27			Restore \$6,665,935 (former FY25 allocations to the technical colleges for cybersecurity, student success initiatives, and business/apprenticeship) plus an additional \$3,500,000 for the growth component for the performance/results-based funding and bonus categories

Offsetting Benefits:

- Increased graduate wage contributions: est. \$1.1M/year per 1,000 grads
 - Reduced public assistance reliance: est. \$2,500/year per employed graduate
 - Local economic stimulation via consumer spending, regional economic stability and growth
-

 **Impact Map: Estimated Potential Impact:**

Kansas Workforce Development Reach

EXAMPLE: Visual Summary of Regional Benefits

(This would be presented as a dashboard or infographic in committee materials)

Employment Placement of Technical College Participants by Region

Region	% Grads Employed Locally	Top Industries
Northwest Kansas	72%	Agriculture, Skilled Trades
Southeast Kansas	81%	Healthcare, Logistics
Central Kansas	78%	Manufacturing, IT
Urban Corridors	85%	Tech, Business Services

Critical Occupation Employment Impact (statewide estimate)

- Nursing: +18% placement growth
- Diesel Tech: +22% rural retention
- HVAC & Welding: +30% credentialing increase
- IT Support: +25% wage ROI improvement

Economic ROI Highlights

- Dual credit expansion: +30% early college participation
 - Wage growth: +12.2% over 3 years
 - Taxpayer contribution: +23.6% increase from graduates
-



Manhattan Area Technical College
ATTN: President James Genandt
3801 Kates Court
Manhattan, KS 66503

September 22, 2025

President Genandt,

Attached in this envelope is a recreation of the Congressional Record for the Senate, dated September 16th, 2025. Each day, the business of Congress and the speeches from the floor are inscribed in this record, where Americans for generations to come can see what has occurred.

In honor of Manhattan Area Technical College's recognition as the #2 community college in the Nation by WalletHub's 2025 Best and Worst Community Colleges report, I was proud to highlight this achievement and share it with my colleagues in the Senate and the American people.

Thank you for your continued commitment to providing an affordable, accessible, and high-quality education to students in Kansas.

Sincerely,

Roger Marshall, M.D.
United States Senator

We are so very proud!
Marshall



United States
of America

Congressional Record

PROCEEDINGS AND DEBATES OF THE 119th CONGRESS, FIRST SESSION

Vol. 171

WASHINGTON, TUESDAY, SEPTEMBER 16, 2025

No. 151

Senate RECOGNIZING THREE KANSAS COMMUNITY COLLEGES

Mr. MARSHALL. Mr. President, I rise today to recognize three Kansas community colleges that were recently ranked among the top 2-year colleges in the Nation by WalletHub: Manhattan Area Technical College, Pratt Community College, and Colby Community College.

Community and technical colleges play a vital role in building the workforce of the future and making higher education accessible to students from all backgrounds. They provide affordable, high-quality education that prepares students for meaningful careers or further study. For many, especially in rural areas, these colleges offer the best path to career success and personal advancement.

Manhattan Area Technical College earned the No. 2 national ranking, driven by its consistent record of placing graduates into high-demand careers with strong earning potential. Its focus on career and technical education equips students with skills that are both practical and accessible.

Pratt Community College earned the No. 3 spot nationwide, celebrated for instilling financial responsibility in its graduates, who

maintain one of the lowest student loan default rates in the country. This recognition underscores the college's exceptional return on investment and its commitment to preparing students for long-term professional success.

Colby Community College earned the No. 15 national ranking, reflecting its ongoing excellence in serving students across western Kansas. The college has posted the highest graduation rate among Kansas community colleges in 7 of the past 10 years and led the State's community colleges in fall-to-fall retention in 5 of the past 6 years.

As a proud community college alum, I know firsthand the opportunities that community and technical colleges provide their students. They open doors for hard-working Americans seeking a better future through education and training. I am proud to see these Kansas colleges leading the way in providing affordable, effective, and transformative education.

I now ask my colleagues to join me in congratulating Manhattan Area Technical College, Pratt Community College, and Colby Community College on this national recognition.