

Annual Assessment Report

Academic Year: 2023-2024

Manhattan Area Technical College
3136 Dickens Avenue
Manhattan, KS 66503

(785) 587-2800
www.manhattantech.edu

Table of Contents

MATC FACTS	3
ASSESSMENT OVERVIEW	4
Philosophy of Assessment	4
General Education Philosophy	4
Assessment Plan	5
CORE ABILITIES	6
Overview	6
Fall 2023 – Problem Solving	7
Spring 2024 – Oral Communication	7
TECHNICAL	8
Completions	8
Credentials	9
Job Placement	9
Earnings	9
CO-CURRICULAR	10
Student Engagement	10
Student Enrichment	11
Student Leadership	11
INDIRECT MEASURES OF STUDENT LEARNING	12
Student Satisfaction Surveys	12
PAC Program Evaluations	12
Course Evaluations	13
ABOUT MATC	14
Mission	14
Vision	14
Values	14
ASSESSMENT COMMITTEE MEMBERS	14

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

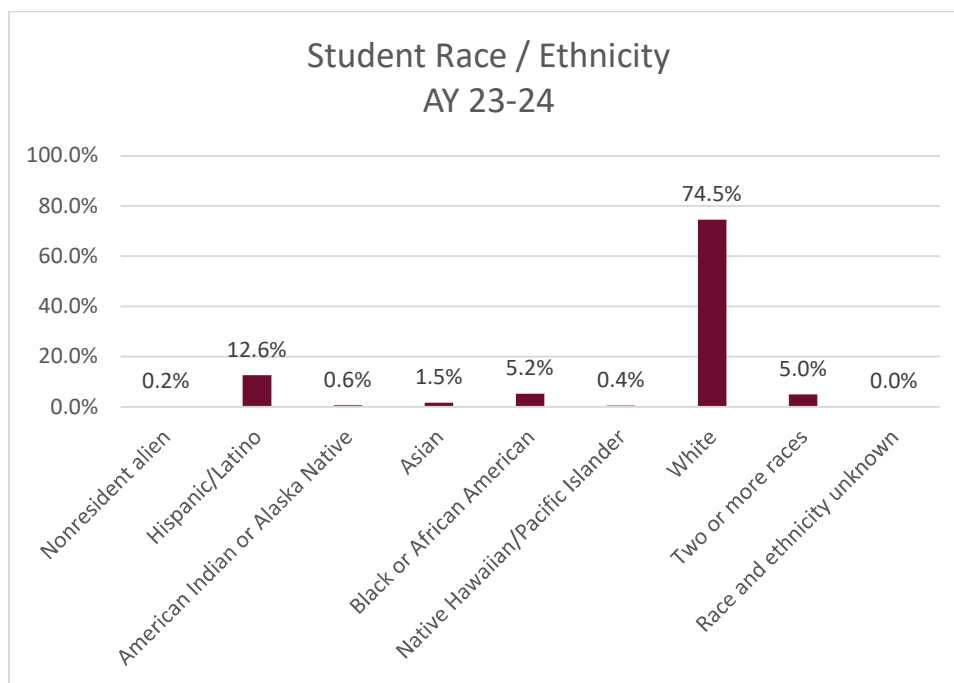
587 Students from 8 area high schools

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.



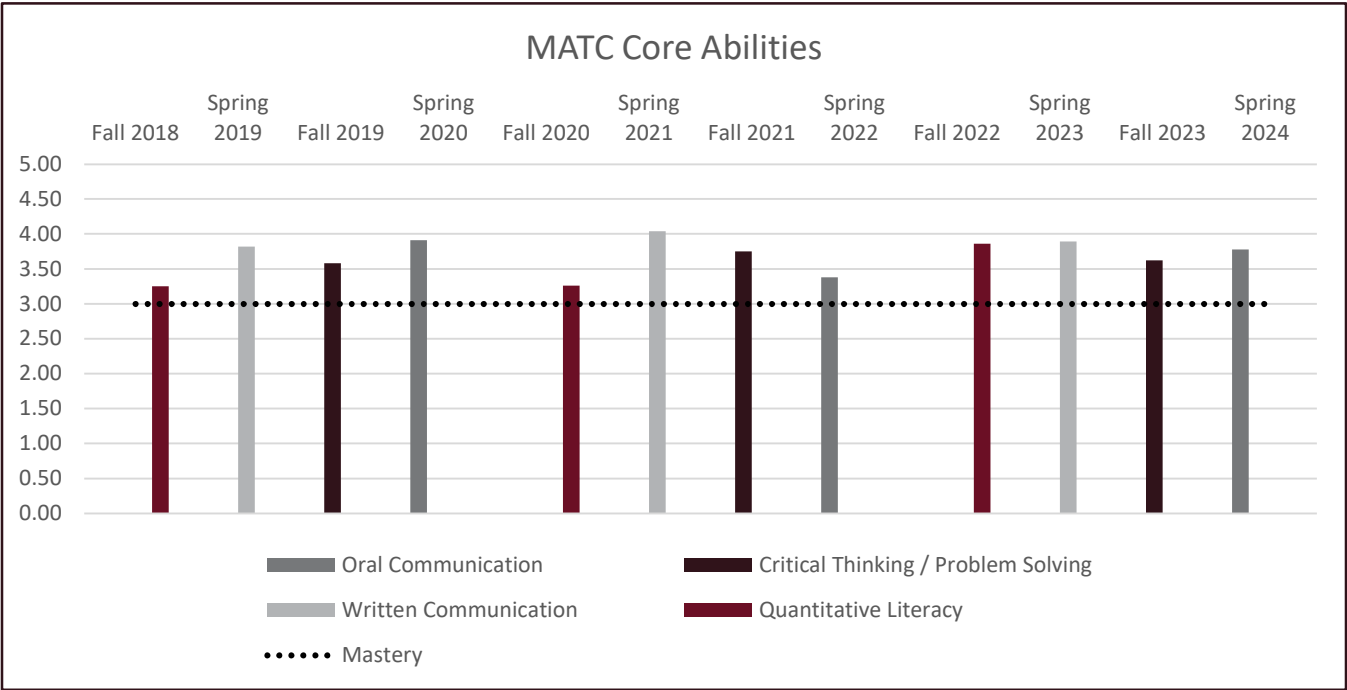
CORE ABILITIES

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:

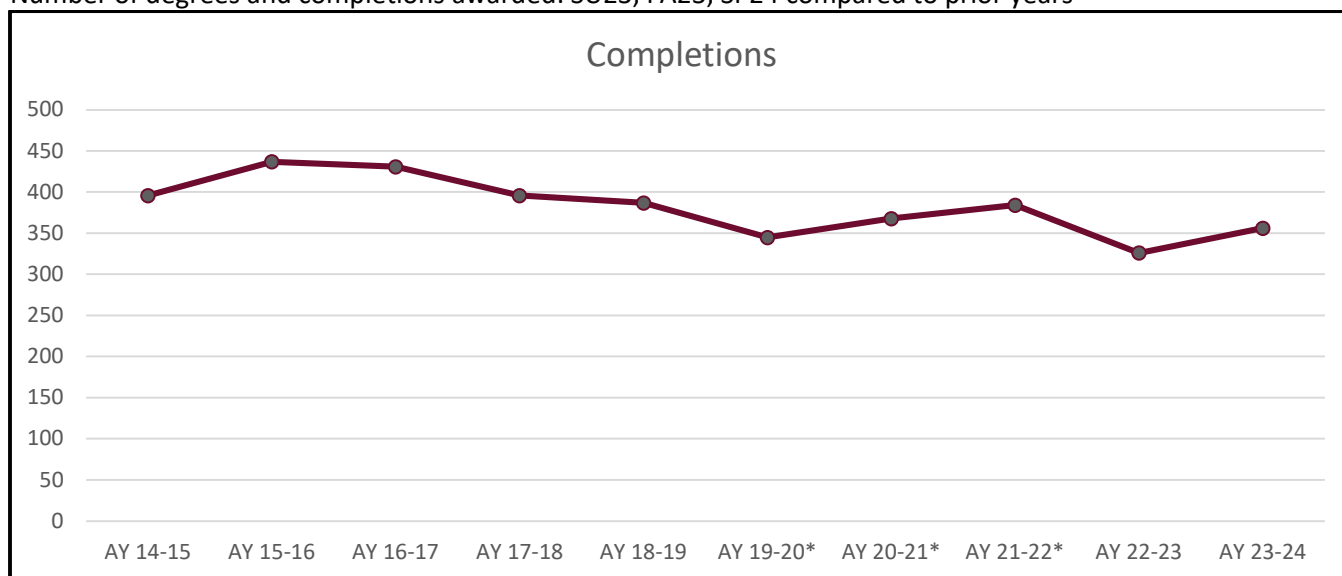
- Average criteria scores were like Spring 2020 scores
- Academic division analysis (Adult Learning = 3.25, High School = 4.06, Traditional = 3.55)
- 84% overall completion percentage for the assessment
 - 93% of full-time faculty completed the assessment

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)

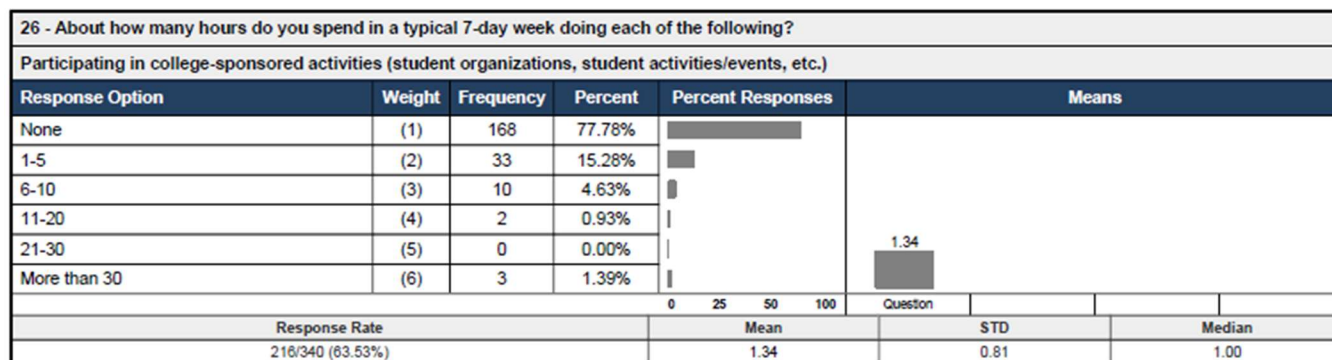
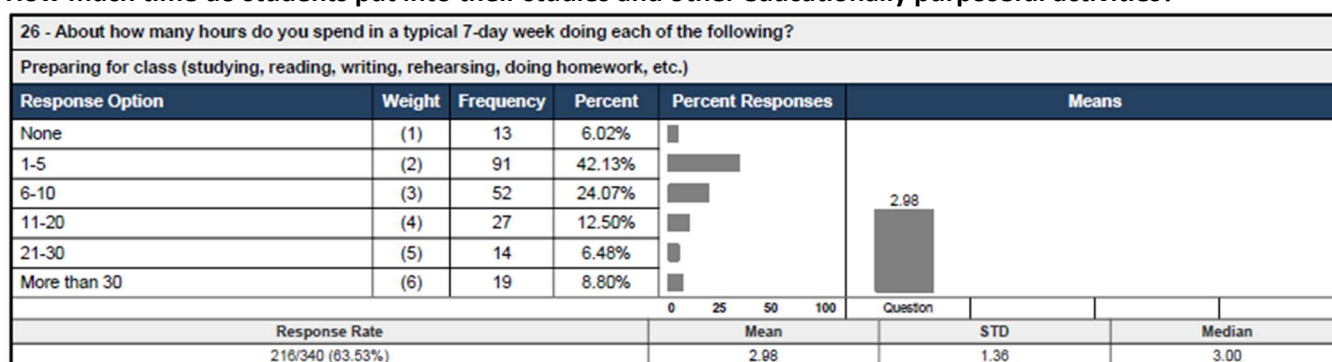
CO-CURRICULAR

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?



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

Career / Job Fair

Christmas Parade

Common Table

Department Faculty Meetings

Departmental PAC Meetings

Habitat for Humanity

Industry Field Trips

Open House

SkillsUSA

Student Voice Council (SVC)

SVC Breadbasket Food Drive

SVC Chili Cook-Off Contest

SVC Prairie Paws Pet Food Drive

SVC Sweet Traditions Bake-Off

Technical or Professional Organization Involvement

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	81.46%	<div><div></div></div>	1.81	
No	(1)	40	18.52%	<div><div></div></div>		
				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%		
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
539/657 (82.04%)				4.42	0.90
				Median	
				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%		
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
539/657 (82.04%)				4.55	0.90
				Median	
				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%		
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
438/748 (58.29%)				4.37	0.98
				Median	
				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%		
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
438/748 (58.29%)				4.49	0.95
				Median	
				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 in a dynamic and diverse global environment.

Vision

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

Values

Providing HIRE Education – Helping Ignite & Revolutionize Education

The values of the college community drive 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*