

# **Annual Assessment Report**

Academic Year: 2024-2025

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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
- Electric Power & Distribution
- Information & Network Technology
- Industrial Engineering Technology
- Medical Laboratory Technology
- Phlebotomy
- Practical Nursing
- Welding Technology

### By the Numbers: KBOR Academic Year Data Collection (SU24, FA24, SP25)

1,197 Total enrollments

61.7% Male

37.9% Female

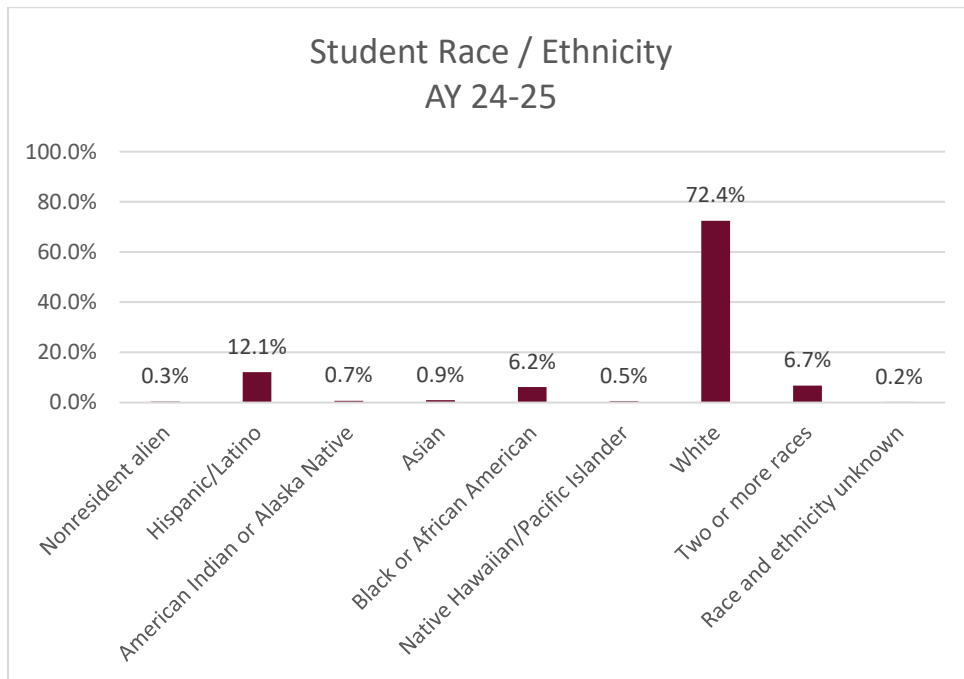
651 Students from 10 area high schools

13,572 Total credit hours

9.20 Average course load

452 FTEs

16:1 Student-to-faculty ratio



### Where are MATC students from?

93% are from the MATC service area

62% 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 of general education in the learning experience of our students 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:

- Communicating effectively in written and oral forms;
- Critical thinking and the solving of problems described verbally, graphically, symbolically, or numerically;
- Identifying, accessing, and evaluating information and materials;

- Gaining knowledge of self and demonstrating ability to work with others independently and in teams, and.
- 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 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 2024-2025.



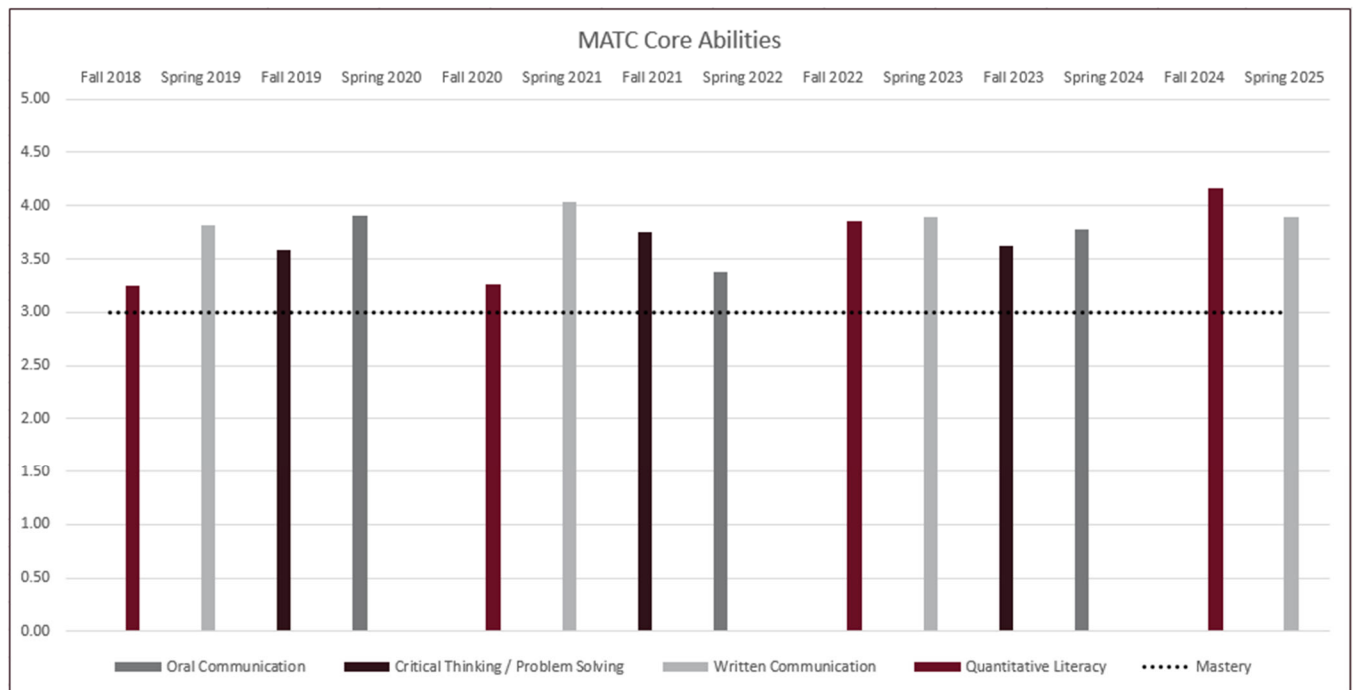
# CORE ABILITIES

## 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 2024-2025, Assessment Committee reviewed the quantitative literacy core ability in fall 2024 and the written communication core ability in spring 2025.

## Fall 2024 – Quantitative Literacy

Quantitative literacy, or reasoning, is competency and comfort in working with numerical data. It involves the integration of quantitative skills in a wide array of authentic contexts and everyday life situations.

	Fall 2024 Average	Fall 2022 Average	Difference
Identifies the essential elements of the problem	4.26	4.02	0.24
Understands the problem and discusses any assumptions	4.25	3.91	0.34
Accurately performs arithmetic, algebraic, geometric, etc. calculations	4.11	3.90	0.21
Validates the answer	4.14	3.66	0.48
Represents the results	4.07	3.87	0.20
<b>Grand Total</b>	<b>4.17</b>	<b>3.86</b>	<b>0.31</b>

### By the Numbers:

29 Courses

343 Students, unduplicated

### Highlights:

- Fall 2024 overall results mark a continued upwards trend
- Academic division analysis (High School = 4.32, Traditional = 4.03)
- 75% overall completion percentage for the assessment
  - 76% of full-time faculty completed the assessment

## Spring 2025 –Written Communication

Written communication is the development and expression of ideas in writing, which may involve working with many different technologies and formats and utilizing rules appropriate for the discipline and genre.

	Spring 2025 Average	Spring 2023 Average	Difference
Purpose / Main Point	3.93	4.04	(0.11)
Organization	3.97	3.86	0.11
Sentence Style	3.88	3.82	0.06
Correctness	3.74	3.66	0.08
Intended Audience	3.95	4.09	(0.14)
<b>Grand Total</b>	<b>3.89</b>	<b>3.89</b>	<b>-</b>

### By the Numbers:

27 Courses

275 Students, unduplicated

### Highlights:

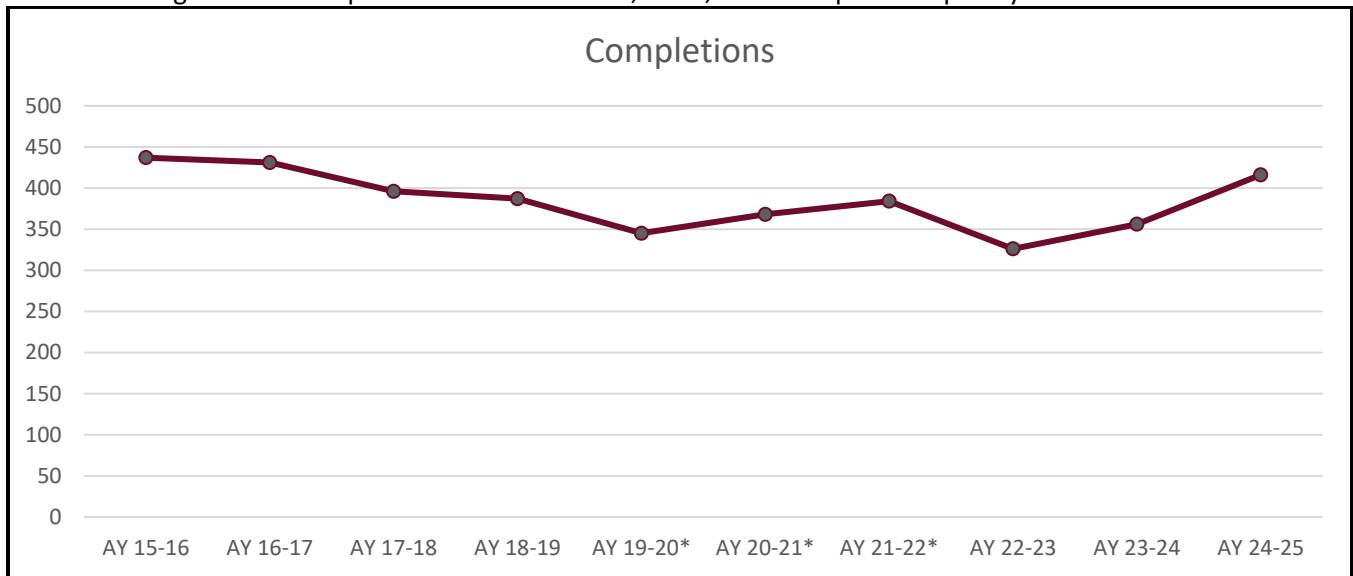
- Individual criteria scores varied from the 2023 assessment, but the overall assessment average remained the same
- Academic division analysis (High School = 4.15, Traditional = 3.77)
- 86% overall completion percentage for the assessment
  - 91% of full-time faculty completed the assessment

## 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: SU24, FA24, SP25 compared to prior years



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

### By the Numbers:

- 416 degrees / certificates awarded
- 153 Certificate of Completions (less than 16 credit hours)
- 60 Certificate As (16-29 credit hours)
- 37 Certificate Bs (30-44 credit hours)
- 60 Certificate Cs (45-59 credit hours)
- 76 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
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%
2019	65.2%	4.9%	1.1%	0.4%	0.4%	2.3%	74.3%

Most recent data available for AY24-25; 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 include Microsoft Office Support Specialist, OSHA10, Network +, NCCER CARPENTRY, NATEF, AWS, EMT, KDAD-CNA, and NCLEX.

Academic Year	2019	2020	2021	2022	2023	2024	2025
TSA Attempted	966	997	1,079	1,514	1,211	1,240	1,428
TSA Passed	928	964	887	1,428	1,042	1,080	1,371
Percentage of TSA Passed	96%	97%	82%	94%	86%	87%	96%

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

### By the Numbers:

299 Students, unduplicated

27 Distinct types of credentials

## Job Placement

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

Completion Year	2017	2018	2019	2020	2021	2022	2023
Short-Term Certificates	65.9%	63.2%	69.6%	72.9%	64.9%	63.2%	70.1%
Certificates	66.7%	71.1%	74.6%	78.8%	70.4%	73.0%	73.5%
Associate Degrees	78.4%	71.7%	77.9%	85.5%	79.2%	64.9%	85.3%
All Awards	71.4%	68.7%	74.9%	79.2%	71.6%	68.5%	77.0%

**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	2017	2018	2019	2020	2021	2022	2023
Short-Term Certificates	\$ 19,843	\$ 26,392	\$ 26,706	\$ 25,573	\$ 27,071	\$ 28,396	\$ 28,092
Certificates	30,878	46,969	36,761	40,302	45,448	43,651	44,578
Associate Degrees	43,197	44,843	44,297	51,550	60,830	58,720	55,052
All Awards	\$ 33,170	\$ 39,534	\$ 38,092	\$ 40,183	\$ 45,569	\$ 43,790	\$ 44,303

**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 are 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?

24 - 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)	26	12.62%			2.76
1-5	(2)	82	39.81%			
6-10	(3)	45	21.84%			
11-20	(4)	33	16.02%			
21-30	(5)	8	3.88%			
More than 30	(6)	12	5.83%			
Response Rate				Mean	STD	Median
206/553 (37.25%)				2.76	1.30	2.00

24 - 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)	157	76.21%			1.41
1-5	(2)	30	14.56%			
6-10	(3)	9	4.37%			
11-20	(4)	6	2.91%			
21-30	(5)	2	0.97%			
More than 30	(6)	2	0.97%			
Response Rate				Mean	STD	Median
206/553 (37.25%)				1.41	0.90	1.00

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

- |                             |                             |                                 |
|-----------------------------|-----------------------------|---------------------------------|
| Blessing Box                | Industry Field Trips        | SVC Breadbasket Food Drive      |
| Career / Job Fair           | Open House                  | SVC Chili Cook-Off Contest      |
| Christmas Parade            | SkillsUSA                   | SVC Prairie Paws Pet Food Drive |
| Common Table                | Snack and Chat Series       | SVC Sweet Traditions Bake-Off   |
| Department Faculty Meetings | Student Involvement &       | Technical or Professional       |
| Departmental PAC Meetings   | Resource Fair               | Organization Involvement        |
| Habitat for Humanity        | Student Voice Council (SVC) | 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			
		LiveHelp Subjects Requested	
Total Usage (minutes)	7,500	College Writing	46.70%
Database Usage (minutes)	6,959	ESL	14.29%
Skill Surfer, eParachute, Flashbulb		Intermediate Algebra	12.64%
		Accounting	12.09%
LiveHelp, Writing Lab, and Tests Taken	541	Pre-Algebra	3.30%
LiveHelp Sessions <i>see subjects on the right</i>	182	College Algebra	3.30%
Average Length of Tutoring Session (minutes)	30	College Reading	2.20%
Test(s) Taken	15	Calculus	1.65%
Writing Lab (submissions)	344	Other Math, College Biology, Nursing, Finance	3.85%




Peer Tutoring & Workshops	
Peer Tutoring Subjects	Resume Workshops & TLC Events
Mathematics	March 3, 11, 24, 25
Sciences	April 7 (ADN)
Communication	May 5, 6, 7, 8
General Education Diploma	
Hours Available: 460.75	August 17 (PN), August 22 (TLC Open House)

## 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 can 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:

12 - 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)	166	80.58%		
No	(1)	40	19.42%		
Response Rate				Mean	STD
208/553 (37.25%)				1.81	0.40
				Median	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 2024-2025, MATC had a 37.25% response rate.

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

77% indicate that the instruction they received has prepared them for the next step in their chosen career path  
85% 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?**

75% writing clearly and effectively  
75% speaking clearly and effectively  
85% thinking critically and analytically  
86% problem solving  
82% solving numerical problems  
83% working in a team environment  
83% advocating for themselves

#### **Are students engaged?**

77% 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  
73% indicate that they generally know what is happening on campus  
85% indicate that they are aware that MATC offers counseling resources  
61% indicate that they have participated in academic support and/or tutoring services at MATC  
62% indicate that they have had serious conversations with students who differ from them

#### **What are students' overall perceptions of their MATC experience?**

54% are satisfied with their experience at MATC; 4% 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, PAC members receive an optional PAC program evaluation survey.

#### **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  
100% indicate that graduates possess the knowledge, skills, and abilities for an entry-level position in their field  
100% indicate that the technical skills taught in programs meet industry standards  
100% indicate that program curriculum is relevant in today's industry  
100% indicate that programs meet the employment needs of the community and area employers  
100% indicate that program facilities are adequate to meet course and program objectives  
100% indicate that program equipment is adequate to meet course and program objectives  
100% 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 2024

65% response rate

79% of respondents indicated that course content met their expectations

85% 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)	297	63.06%		4.32	
Mostly True	(4)	77	16.35%			
Neutral	(3)	66	14.01%			
Somewhat False	(2)	13	2.76%			
False	(1)	18	3.82%			
Response Rate				Mean	STD	Median
471/725 (64.97%)				4.32	1.08	5.00

3 - 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)	428	72.54%		4.50	
Mostly True	(4)	76	12.88%			
Neutral	(3)	58	9.83%			
Somewhat False	(2)	11	1.86%			
False	(1)	17	2.88%			
Response Rate				Mean	STD	Median
471/725 (64.97%)				4.50	0.95	5.00

### Spring 2025

61% response rate

85% of respondents indicated that course content met their expectations

88% 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)	276	69.17%		4.46	
Mostly True	(4)	63	15.79%			
Neutral	(3)	41	10.28%			
Somewhat False	(2)	7	1.75%			
False	(1)	12	3.01%			
Response Rate				Mean	STD	Median
399/651 (61.29%)				4.46	0.96	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)	364	76.15%		4.59	
Mostly True	(4)	58	12.13%			
Neutral	(3)	39	8.16%			
Somewhat False	(2)	7	1.46%			
False	(1)	10	2.09%			
Response Rate				Mean	STD	Median
399/651 (61.29%)				4.59	0.86	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*
- Steve Davis - *Registrar*
- Casey Field – *IR Academic Coordinator*
- Callie Hansen – *Faculty, Social Sciences*
- Thomas Mudd – *Faculty, Welding Technology*
- Jaren Nittler – *Faculty, Automotive Technology*
- Vivian Nguyen – *Instructional Technology Specialist*
- Rachel Ohmes – *Faculty, General Education - Communications*
- Darren Ortega – *Director of Academic Resources*
- 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*