

Annual Assessment Report

Academic Year: 2021-2022

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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
- 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
- Emergency Medical Sciences, Advanced
- Information & Network Technology
- Industrial Engineering Technology
- IV Therapy
- Medical Laboratory Technology
- Phlebotomy
- Practical Nursing
- Welding Technology

By the Numbers: KBOR Academic Year Data Collection (SU21, FA21, SP22)

1,196 Total enrollments

55.5% Male

44.5% Female

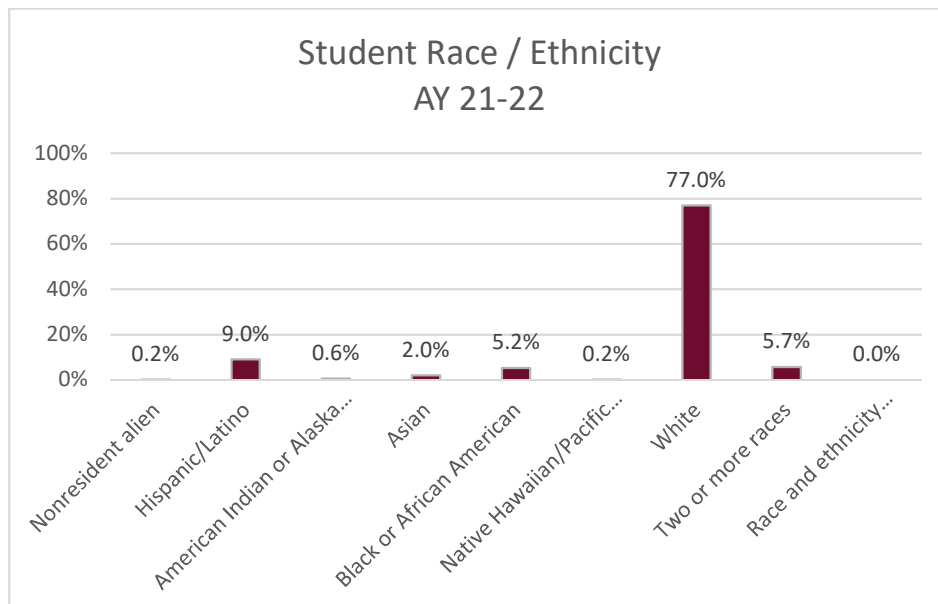
587 Students from 6 area high schools

14,489 Total credit hours

12.11 Average course load

483 FTEs

15:1 Student-to-faculty ratio



Where are students from?

93% are from the MATC service area

65% of MATC students are from the Manhattan MSA (66502, 66503, 66505)

6% are from other parts of KS

< 1% are from outside of KS

Where do they go after graduation?

86% of MATC students stay in the local area

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 representation 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 2021-2022.



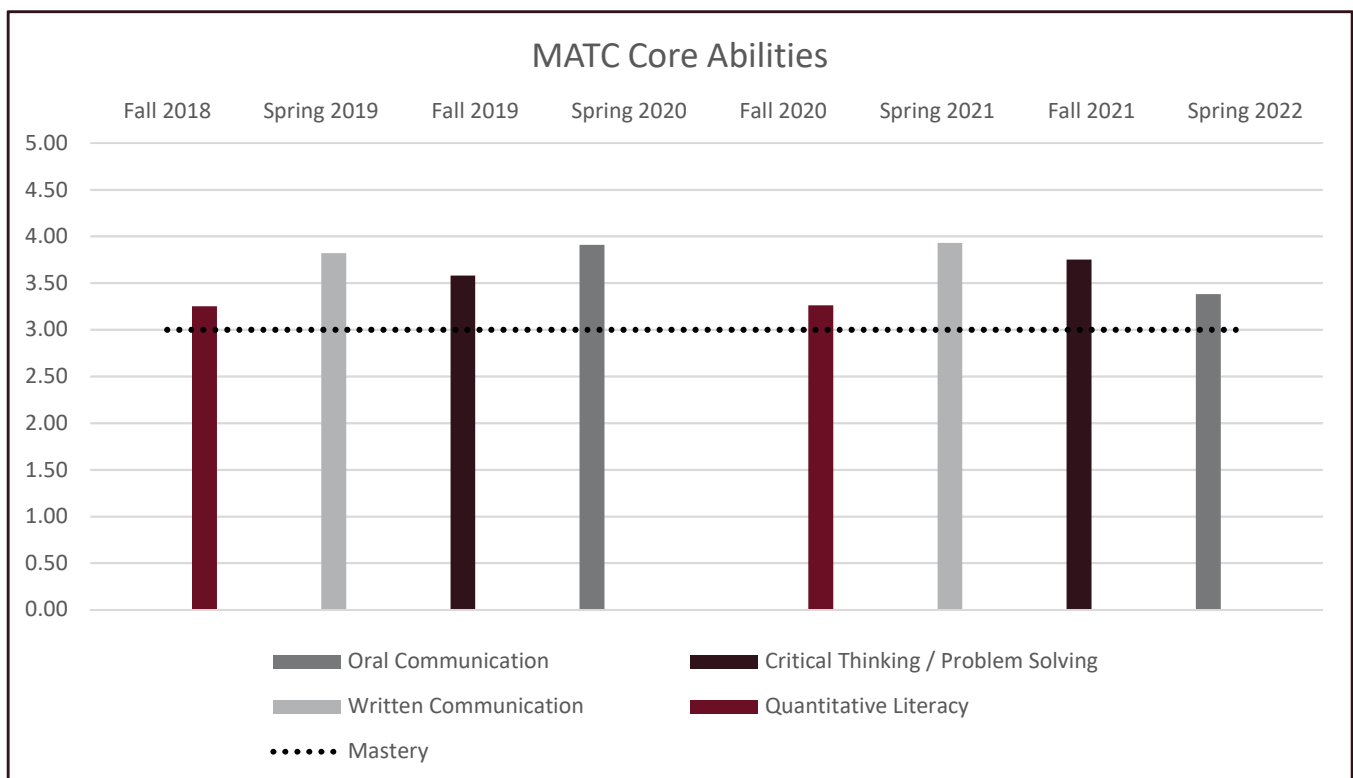
CORE ABILITIES

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.

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 2021-2022, Assessment Committee reviewed the critical thinking / problem solving core ability in fall 2021 and the oral communication core ability in spring 2022.

Fall 2021 – 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 2021 Average	Fall 2019 Average	Difference
Identifies the problem/task	4.01	3.57	0.44
Understands the possible causes or reasons for the problem	3.61	3.76	(0.15)
Formulates possible alternatives for solving the problem	3.82	3.44	0.38
Prioritizes and implements viable solution(s)	3.56	3.45	0.11
Monitors results and revises solution(s) as needed	3.81	3.66	0.15
Grand Total	3.75	3.58	0.17

By the Numbers:

28 Courses

345 Students, unduplicated

Highlights:

- Full-time faculty expanded the assessment process to concurrent course(s)
- 94% of faculty completed the assessment by the end of the term, excluding concurrent adjuncts

Spring 2022 – 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 2022 Average	Spring 2020 Average	Difference
Quality of introduction	3.42	3.75	(0.33)
Quality of organization and argumentation	3.34	3.97	(0.63)
Quality of oral presentation	3.28	3.75	(0.47)
Quality of conclusion	3.36	3.9	(0.54)
Responsiveness to audience: verbal interaction	3.50	4.2	(0.70)
Grand Total	3.38	3.91	(0.53)

By the Numbers:

28 Courses

311 Students, unduplicated

Highlights:

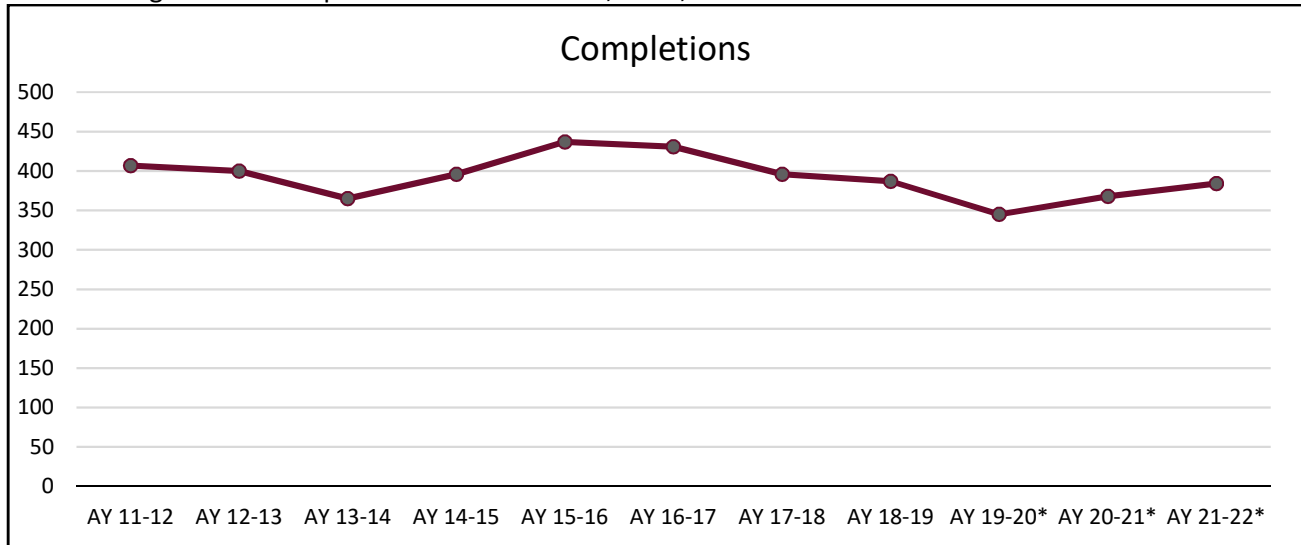
- In analyzing fall 2021 data, we identified some instances where students were awarded exemplary (5s) for all outcomes. At the all-faculty in-service meeting in January 2022, Assessment Committee gave a presentation about the different milestones (developing, proficient, and exemplary) and provided resources as to what constituted each milestone for each outcome.
- Began a small pilot of conducting the assessment in course(s) taught by concurrent instructors
- 94% of faculty completed the assessment by the end of the term

TECHNICAL PROGRAMS

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: SU21, FA21, SP22



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

By the Numbers:

- 384 degrees / certificates awarded
- 130 Certificate of Completions (less than 16 credit hours)
- 57 Certificate As (16-29 credit hours)
- 70 Certificate Bs (30-44 credit hours)
- 44 Certificate Cs (45-59 credit hours)
- 83 Associates (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
2010	58.5%	6.3%	0.6%	0.6%	3.1%	0.8%	69.6%
2011	59.6%	5.9%	1.1%	0.4%	2.2%	1.1%	70.3%
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%

Most recent data available for AY21-22; Results are after 6 years from entrance

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

Credentials

A credential 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.

	2016	2017	2018	2019	2020	2021
Short-Term Certificates	165	170	135	105	105	123
Certificates	125	145	124	155	149	149
Associate Degrees	147	116	137	126	91	82
Total	437	431	396	386	345	354

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

By the Numbers:

298 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.

	2015	2016	2017	2018	2019	2020
Short-Term Certificates	69.9%	63.8%	65.9%	63.2%	69.6%	71.4%
Certificates	74.3%	66.7%	66.7%	71.1%	74.6%	78.8%
Associate Degrees	77.1%	76.2%	78.4%	71.7%	77.9%	85.5%
All Awards	74.2%	70.0%	71.4%	68.7%	74.9%	78.8%

Source: Kansas Higher Education Statistics Employment and Wages by Award Type and Time from Completion of Award; 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	2015	2016	2017	2018	2019	2020
Short-Term Certificates	\$ 19,574	\$ 34,033	\$ 19,843	\$ 26,392	\$ 26,706	\$ 25,385
Certificates	31,868	34,042	30,878	46,969	36,761	40,302
Associate Degrees	41,278	39,336	43,197	44,843	44,297	51,550
All Awards	\$ 32,580	\$ 36,621	\$ 33,170	\$ 39,534	\$ 38,092	\$ 40,214

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, 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?

25 - 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)	14	6.28%		
1-5	(2)	91	40.81%		
6-10	(3)	58	26.01%		
11-20	(4)	31	13.90%		
21-30	(5)	16	7.17%		
More than 30	(6)	13	5.83%		
Response Rate		223/354 (62.99%)		Mean	2.92
				STD	1.27
				Median	3.00

25 - 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)	167	74.89%		
1-5	(2)	36	16.14%		
6-10	(3)	15	6.73%		
11-20	(4)	2	0.90%		
21-30	(5)	2	0.90%		
More than 30	(6)	1	0.45%		
Response Rate		223/354 (62.99%)		Mean	1.38
				STD	0.79
				Median	1.00

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

Career / Job Fair

Common Table

Department faculty meetings

Departmental PAC meetings

Habitat for Humanity

Industry field trips

Manhattan Holiday Parade

TLC Resume Workshops

Trunk or Treat

National Technical Honor Society

Open House

Pancake Feed

SkillsUSA

Student Voice Council

Technical or professional organization involvement

TLC Peer Tutoring

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	4,341		
Database Usage	3,984	LiveHelp Subjects Requested	
LiveHelp, Writing Lab, and Tests Taken	357	College Algebra	68.92%
LiveHelp Sessions	74	College Writing	22.97%
Average Length of Tutoring Session (minutes)	37	Pre-Algebra	2.70%
Writing Lab	283	General Math	2.70%
Unique Visits	1,008	College General Chemistry	2.70%

Peer Tutoring	
Subjects	Hours Available
Mathematics	26.5
Communication	
Sciences	<i>During COVID 19 pandemic,</i>
Social Sciences	<i>peer tutoring hours were</i>
Business	<i>eliminated or reduced</i>

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, members of co-curricular organizations, such as SkillsUSA, replied:

3 - Answer the following questions on a scale of strongly disagree to strongly agree.									
My involvement in this organization helped me build leadership skills.									
Response Option	Weight	Frequency	Percent	Percent Responses		Means			
Strongly Disagree	(1)	0	0.00%			4.71			
Disagree	(2)	0	0.00%						
Neutral	(3)	0	0.00%						
Agree	(4)	2	28.57%						
Strongly Agree	(5)	5	71.43%						
				0	25	50	75	100	Question
Response Rate	Mean	STD							
7/7 (100%)	4.71	0.49							

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 2021-2022, MATC had a 63% response rate.

What do students think of MATC's quality of instruction as a whole?

74% indicate that the quality of instruction in the technical programs is excellent

71% indicate that the quality of instruction in the general education courses is excellent

78% 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?

82% acquiring job- or work-related knowledge and skills

69% writing clearly and effectively

74% speaking clearly and effectively

81% thinking clearly and analytically

77% solving numerical problems

85% working effectively with others

Are students engaged?

71% indicate feeling a sense of belonging

71% indicate that MATC shows concern for students as individuals

76% indicate that campus staff are caring and helpful

65% indicate that they generally know what is happening on campus

89% indicate that they are aware that MATC offers counseling resources

49% indicate that they have participated in a service-learning activity

26% indicate that they have participated in recitation and/or supplemental instruction or learning

69% indicate that they have had serious conversations with students who differ from them

74% indicate that MATC encourages interaction among students from different backgrounds

What are students' overall perception of their MATC experience?

76% rate their overall satisfaction with their experience as satisfied or very satisfied

74% would enroll at MATC again

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. No survey responses were received in AY 2021-2022.

Course Evaluations

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

Fall 2021

73% response rate

85% of respondents indicated that course content met their expectations

87% of respondents rated their instructor as an excellent teacher

5 - 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)	618	66.59%			4.48
Mostly True	(4)	174	18.75%			
Neutral	(3)	109	11.75%			
Somewhat False	(2)	17	1.83%			
False	(1)	10	1.08%			
Response Rate				Mean	STD	Median
928/1269 (73.13%)				4.48	0.85	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)	902	75.04%			4.58
Mostly True	(4)	142	11.81%			
Neutral	(3)	125	10.40%			
Somewhat False	(2)	17	1.41%			
False	(1)	16	1.33%			
Response Rate				Mean	STD	Median
928/1269 (73.13%)				4.58	0.83	5.00

Spring 2022

68% response rate

82% of respondents indicated that course content met their expectations

82% of respondents rated their instructor as an excellent teacher

3 - 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)	632	67.02%			4.40
Mostly True	(4)	144	15.27%			
Neutral	(3)	116	12.30%			
Somewhat False	(2)	17	1.80%			
False	(1)	34	3.61%			
Response Rate				Mean	STD	Median
943/1379 (68.38%)				4.40	1.01	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)	1107	72.12%			4.44
Mostly True	(4)	150	9.77%			
Neutral	(3)	198	12.90%			
Somewhat False	(2)	14	0.91%			
False	(1)	66	4.30%			
Response Rate				Mean	STD	Median
943/1379 (68.38%)				4.44	1.04	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

In making decisions to advance the mission of Manhattan Area Technical College, the faculty and staff value:

- Integrity...being accountable for our actions
- Student-centered instructions...addressing the needs of our students
- Relevant program content...applying industry recommendations
- Quality performance...striving for excellence

ASSESSMENT COMMITTEE MEMBERS

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

- Ken Sisley (Chair: Fall) – *Faculty, Associate Degree of Nursing*
- Jason York (Chair: Spring) – *Faculty, Business Administration*
- Dorothy Ascher – *Faculty, Associate Degree of Nursing*
- Richard Berndt – *Faculty, Construction Technology*
- 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*
- Cindy Sias – *Faculty, Practical Nursing*
- Kim Withroder – *Director of Institutional Research & Effectiveness*
- Chris Boxberger (Ex-officio) – *Dean of Academic Partnerships & Outreach*
- Kim Davis (Ex-officio) – *Dean of Nursing & Health Programs*
- Sarah Phillips (Ex-officio) – *Vice President of Student Success, Chief Academic Officer, Chief Student Services Officer*
- Nathan Roberts (Ex-officio) – *Dean of Academic Affairs*

Report finalized on June 28, 2023

Kimberly Withroder, Director of Institutional Research & Effectiveness