

# Manhattan Area Technical College - KS

HLC ID 2145

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STANDARD PATHWAY: Mid-Cycle Review

Visit Date: 5/1/2017

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## Context and Nature of Review

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### Visit Date

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5/1/2017

#### Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

#### Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Mid-Cycle Review
- Federal Compliance
- On-site Visit

*There are no forms assigned.*

## Institutional Context

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Manhattan Area Technical College (MATC) was established as Manhattan Area Vocational-Technical School (MAVTS) in 1965 under the jurisdiction of the Kansas State Board of Education. As a result of Kansas legislation, the institution became Manhattan Area Technical Center in 1992 and then Manhattan Area Technical College in 1994. In 2003, Kansas legislation required all technical college boards to be replaced with new governing boards that were separate and independent of any school district's board of education. MATC then received initial accreditation with the Higher Learning Commission in 2006 and had its last comprehensive evaluation in 2010. The 2010 review resulted in a follow-up report on assessment that was to be embedded in this 2017 review.

MATC is a single campus institution located in Manhattan, Kansas. It holds articulation agreements with some area HLC accredited institutions and opened in Fall 2016 with an enrollment of 614 on-campus students plus a potential 350 - 400 high school students. MATC currently offers general education, technical education and noncredit business and community classes in fulfillment of its mission, "Manhattan Area Technical College provides quality technical and general education to prepare individuals to pursue technologically advanced careers and lead productive lives."

## Interactions with Constituencies

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President

**College Cabinet:** President, Executive Assistant/Board Clerk, VP of Administrative Services/Human Resources, VP of Student Services, AVP of Institutional Advancement, Chief Financial Officer, Chief Information Officer, and Title III Grant Project Director

**Assurance Argument Team:** AVP of Institutional Advancement, ADN Instructor, Automotive Technology Instructor, MLT Coordinator/Instructor, Director of Nursing, Automotive Collision Instructor, and Learning Management System Administrator

Executive Assistant to the President/Board Clerk

Chief Information Officer

Network Administrator

**Area of Focus on Strategic Planning and Budgeting:** Chief Financial Officer, AVP of Institutional Advancement, Director of Nursing, ADN Instructor, Written Communications Instructor, Title III Grant Project Director, Learning Management System Administrator, VP of Administrative Services, Behavioral Science Instructor, VP of Student Services, Director of Bioscience, Digital Drafting Design Instructor, Director of Admissions, Business Administration Instructor, Building Trades Instructor, and Chief Information Officer

**Open Forum on Criteria One and Two:** 6 Faculty, 12 Students, 4 Staff, 1 Community - Executive Director of Economic Development

**Board of Directors:** 8 Directors

**Area of Focus on Assessment and Program Review:** AVP Of Institutional Advancement, Director of Nursing, Business Administration Instructor, Instructional Project Coordinator, Student Retention Specialist, Title III Grant Project Director, Instructional Outreach Specialist, ADN Instructor, Registrar, Written Communications Instructor, Dental Hygiene Instructor, ADN Instructor, Learning Management System Administrator, Database Report Writer & Programmer, Director of Academic Advising, MLT Coordinator/Instructor, PN Instructor, Behavioral Science Instructor, Mathematics Instructor, INT Instructor, Automotive Technology Instructor, and Welding Instructor

**Open Forum on Criteria Three and Four:** 13 Faculty, 3 administrators, 3 students, 11 staff, 2 community - Mayor of Manhattan and the President of the Chamber of Commerce

**Two Drop-In Sessions:** 38 students, 13 faculty, 16 staff

VP of Administrative Services

VP of Student Services

**Area of Focus on Student Services:** VP of Students Services, Registrar, Director of Financial Aid, Assistant Director of Financial Aid, Learning Resource Center Coordinator, Library/Learning Resource Coordinator, Assistant, Admissions Coordinator, Director of Academic Advising, Student Retention Specialist, Coordinator of Library Services, Title III Grant Project Director, Business Administration Instructor, Digital Drafting Design Technology Instructor, Director of Nursing, and 12 Students

**Open Forum on Criterion Five and Future:** 6 Faculty, 8 staff, 1 community - Assistant Superintendent of Schools

## **Additional Documents**

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HLC Student Survey

Documents uploaded in the Addendum of the assurance system

# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Rating

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Met

## Evidence

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MATC provides higher education for technical careers in northeast Kansas and elsewhere. It is obvious that the College's mission, "Manhattan Area Technical College provides quality technical and general education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse global environment," is being met. In support of this, the mission statement is consistent with the role the college plays in the educational landscape. The current mission statement was adopted in 2012 and approved by the Board of Directors (Board of Directors Meeting Minutes September 27, 2012). The eight objectives of MATC are in direct alignment with the mission of the institution which provides evidence that planning is not done in a vacuum, but is done with support and buy-in of the college's stakeholders and community members. Conversations with students, staff, faculty, administrators, Board of Directors, and various community members (Assistant Superintendent of Schools, President of the Chamber of Commerce, the Executive Director of Economic Development, and the Mayor of Manhattan) confirmed a well-rounded understanding of the institution's mission. The team found that the mission is well understood and there is comprehensive understanding of the institution's value within the region. In particular, the members of the Board of Directors have a strong understanding of MATC's role within the region and have ambitious, yet attainable, vision for MATC going forward; as one Director stated "our story will emerge." MATC's mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the Board of Directors.

MATC lives its mission through its academic programs and career-oriented students. Each program has an advisory committee that includes local and regional employers. Students also benefit from "on-the-job" experiences. These experiences provide students opportunities to demonstrate what they have learned. A student in the Automotive Collision program stated in the Criteria One and Two Open

Forum session: “Within two months of starting the program, I got a job in my field.” The MATC Catalog provides evidence that the College offers multiple certificates and career-technical degrees (Certificate of Completion, Technical Certificate levels A, B, C, or AAS) consistent with its mission to “provide quality technical and general education.” The college also provides dual credit to local, eligible high school students. There are also abundant student services that support student success including the Learning Resource Center, online and face to face tutoring, faculty and staff advisors, Brainfuse, and an Early Alert system. In discussion with students, they were generally satisfied with services available to them at MATC. As one student stated in the open forum on May 1, 2017 “They support me like a big family.” The college has utilized grants (e.g., Title III and ATE funding from the National Science Foundation) to attract additional revenue and students to its campus. According to the Assurance Argument, MATC is serving the local community efficiently as approximately 73% of current students come from three local counties. It is clear that MATC's academic programs, student support services, and enrollment profile are consistent with its stated mission.

In support of the mission and learners, MATC's operational budget aligns well with the work the college engages in on a daily basis. This statement is supported by a review of the audited 2016 budget. Approximately 68% of the 2016 budget was comprised of fiscal expenditures in learning, academic support, and student services. It is clear that the college is putting resources in place to support MATC learners. In discussions with faculty, staff, and the Chief Financial Officer (CFO), faculty and staff drive budgets. The CFO meets with all faculty department heads and administrators to review budgets from the previous three years and to project an appropriate budget for the next fiscal year. Further, the Program Advisory Committees, comprised of business and industry professionals, are a strong voice on campus that drive change within programs. Thus, MATC engages in a process of strategic financial management through inclusive initiative-based budgeting that prioritizes and allocates resources to meet those objectives most urgent and important for the institution.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Rating

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Met

### Evidence

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MATC's mission and other planning documents are displayed in multiple locations at the institution including classrooms, laboratories, meeting rooms, and common areas. The mission, vision, values, and strategic planning priorities are easily found on the MATC website. Additionally, the mission is found on campus digital signs. Conversations with various employee groups and regional stakeholders indicate that they have a good understanding of MATC's mission and how it is used in planning and decision making across campus. In particular, the Mayor of Manhattan stated "We need them [MATC] now more than ever before." Additionally, the "About Manhattan Tech" webpage provides clear links of where to find detailed information about the vision, mission, strategic directions, and strategic planning.

MATC's Strategic Plan and Performance Agreements are aligned with the Kansas Board of Regents Strategic Plan, Foresight 2020. These planning documents emphasize MATC's mission and reinforce its commitments to multiple constituencies as demonstrated by its educational outreach. Throughout these documents it is clear that they are actively working to stay abreast of the community's needs, student needs, and the academic success of its students. Within their strategic goals, there is much emphasis on being visible to the community and being responsive to the needs of all. As the President stated, "We are the public college for Manhattan." It is clear in conversations with the President and other stakeholders that MATC is listening and reacting to community needs. While the Mission Statement provides the overarching goal of MATC, the objectives provide a detailed explanation of how that goal will be attained.

MATC's objectives are:

1. *Offering associate of applied science degrees and technical certificates, certificates of completion, and industry recognized credentials upon completion of programs and courses in technical fields to meet students, employer, and community needs.*
2. *Complementing technical instruction with general education courses emphasizing critical*

- thinking, problem solving, and communication skills.*
3. *Creating opportunities for secondary students in technical education through articulation, advanced placement, and priority or concurrent enrollment.*
  4. *Providing student services to include counseling, financial aid, skill enhancement and assessment, employability preparation, and student-directed activities.*
  5. *Assessing student performance and outcomes to enhance learning.*
  6. *Allocating resources to ensure a safe, accessible, student-friendly learning environment.*
  7. *Monitoring integrity through interaction with advisory councils, a general advisory council, and evaluation by approving agencies.*
  8. *Serving as a valued community leader and partner in the educational, economic, and workforce development of our service area.*

The eight objectives of MATC are in direct alignment with the mission of the institution which provides evidence that planning is not done in a vacuum but is done with support and buy-in of the college's stakeholders and community members. MATC's mission documents are current and explain the extent of the institution's emphasis on the various aspects of its mission including economic development.

The institution's webpage provides the mission, vision, and other planning materials under the "About Us" tab. It also defines what each major section means so that any reader can understand the purpose of the mission and supporting planning materials. The mission and vision are clearly articulated in documents such as the student, faculty, and adjunct faculty handbooks. As one faculty member stated at the May 2 Open Forum "We are able to rapidly respond to business and industry needs." Throughout the visit, a constant theme of ensuring student employment after graduation became clear. For example, in visiting the Dental Hygiene program, the Vice President of Administrative Services explained that though they could admit more students into that particular program, MATC did not want to flood the market with many graduates if they could not obtain employment. This shows consideration for students and business/industry.

MATC shows commitment to its mission by providing services to multiple student groups including high school students ("concurrent enrollment" or dual-credit), recently graduated high school students, non-traditional students looking for retraining and/or a new career, and students who are not yet college ready (access to developmental education). The student voice throughout the HLC team visit was heard loudly and clearly. Students feel empowered to share their experiences with MATC. Students reiterated throughout the visit that MATC was their "family." MATC's mission documents identify the nature, scope, and intended constituents of the higher education programs and services. It is clear from the information provided that MATC makes its mission, vision, and goals easily accessible to all of its constituents including the general community.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Rating

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Met

### Evidence

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Manhattan Area Technical College is located in a small city which is also home to Kansas State University and Manhattan Christian College. Fort Riley is also located nearby. This does bring some ethnic, cultural, and socioeconomic diversity to the area, but MATC has a relatively homogeneous student population, largely Caucasian with an average age of 24. However, the new programs and facilities that the college is developing would seem to indicate that the area will be attracting a broader student demographic. The 2010 HLC review recommended that the college develop a diversity statement and include diversity in its mission statement. In response to this, the college established a Diversity Committee in 2013 and developed a Principles of Community document, which is available in the College Catalog and Student Handbook. Framed copies of this document are also posted in classrooms. At the Open Forum on Criteria One and Two, faculty and students noted that this document was reviewed and discussed by clubs, organizations and administration.

The assurance argument addresses diversity primarily by providing compliance information about EEO and Section 504 compliance audit data from 2014. Students in Open Forums, however, gave specific examples of working with individuals from different socioeconomic backgrounds. These examples included providing a free dental clinic and organizing a program for automobile donations. Students at MATC understand socioeconomic diversity and participate in activities to help others.

Students in the Open Forum on Criteria One and Two expressed a clear understanding of the importance of being respectful to others who may be different since this is an important workplace skill. Students also commented on the potential issues that could arise in historically male-or female dominated fields such as Nursing or automotive. Without prompting, they stressed the importance of being polite and respectful to underrepresented students in their classrooms. Students further shared that instructors led discussions on the importance of respecting diversity.

The assurance argument uses compliance with Titles VI and VII of the Civil Rights Act and Section 504 of the Rehabilitation Act to provide evidence of processes and activities which reflect attention to diversity. The college received Military Friendly Status in 2016 and has developed an MOU with Pawnee Mental Health to better serve the needs of veterans and active service members from Fort Riley. Student veterans were positive about some of the changes and programs that have addressed their needs, while also citing the wish to have a VA representative come to campus on a regular basis to work with students so that they do not have to miss classes to receive services. MATC is cognizant

of its responsibility to serve veterans.

The institution responded to the recommendation from the 2010 HLC visit report by adding a diversity clause to the college mission and developing the "Principles of Community" document. At first reading, some statements in the document might be misunderstood and might not inspire a sense of excitement about exploring diversity or stepping out into a more diverse world. The two specific statements are "Our differences may create misunderstandings, fears, and hurt feelings" and "We strive to overcome the negative consequences of our differences," however, students, faculty, and staff in Open Forum meetings understood them in the context of freedom of expression. An author of the document explained they were formulated during the most recent presidential campaign. While ongoing diversity programming does not seem to be in place for employees or students, students and faculty both were enthusiastic about specific experiences that they have to interact with individuals who come from different socioeconomic backgrounds. Students exhibit a high level of comfort with their instructors and other students, stressing that the college is more like a family than "just a school."

The Assurance Argument states that "the Diversity Committee developed Principles of Community that are directed towards the appreciation of all individuals and the unique contributions they provide," in response to suggestions made during the last accreditation visit. The 2013-17 Strategic Plan states that "training for key personnel has been accomplished" and "in-service training is provided throughout the year." This recent attention to diversity indicates that diversity training and awareness is still at an early stage, which may be consistent with the relatively homogeneous service area from which the college draws. In light of the college's mission statement which includes preparing individuals for "productive lives in a dynamic and diverse global environment," the college is encouraged to continue this training.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Rating

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Met

### Evidence

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Manhattan Area Technical College has a clearly defined mission that defines the college's primary role as educational preparation of workers who live and work in the region. The Board of Directors also gives this mission central focus in their Policy Governance Model and in their stated "ENDS" for the college. They give primacy to "program, workforce development and personal enrichment." Students and employees both emphasized the importance of the mission and the training that the college gives them in support of the mission. One of the faculty who attended the Area of Focus on Strategic Planning and Budgeting stated that the college's role is "training for work." Students from the Automotive programs who attended the open forum on Criteria One and Two said that their instructors teach them good habits and good skills because "how we operate in the lab is how we work in the community." This is evidence that college is serving the public good.

The college is involved in a range of community activities. Activities include the welding program's construction of the Manhattan Salvation Army Kettle Bell Tower and the dental hygiene students' participation in dental clinics in local schools, in senior centers, and in the Kansas Mission of Mercy. The Student Government Organization organizes clothing, food, and blood drives and collaborates with Big Brothers/Big Sisters reading programs. Students and employees have also participated in a range of other community events--both to support the community and to show their pride in the college.

The assurance argument states that the college "raised its profile" in 2015, with the arrival of the new President. The President is involved in a number of local and regional professional organizations including service on the Chamber of Commerce board. Recently, the city of Manhattan has provided a forgivable loan to support the college's building and personnel needs. The community's enthusiasm and respect for the President and the institution was reinforced by the attendance of community leaders at several sessions during the visit. The Executive Director of Economic Development, the President of the Chamber of Commerce, the Mayor, and the Assistant Superintendent of the local school district all indicated strong support for the college and spoke extensively about its contributions to the local and regional economy. Several of these individuals stressed that the local

business community is very interested in supporting the college's development of workforce training to support local business and industry needs. The college engages its external constituencies and receives support from them.

MATC and the local community have a deep understanding of the college's mission and the importance of the college in providing well-qualified employees for the region's businesses. There was a consistent understanding of the the distinct roles played by each of the higher education institutions in Manhattan and how they are each distinct but equally important.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **1.S - Criterion 1 - Summary**

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### **Evidence**

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Manhattan Area Technical College has a well-articulated mission that is understood by students, faculty and staff, and the community. The community in particular has voiced strong support for the technical training that the college provides for employees of the city of Manhattan and the surrounding area of Kansas. Concern for diversity training is evident with the formation of a Diversity Committee and the development of a diversity statement. Training in this area has begun. The college's programs of study and budgeting to support the mission are consistent with the college's mission. MATC meets Criterion One.

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Rating

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Met With Concerns

#### Evidence

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Manhattan Area Technical College has developed policies and procedures designed to ensure that the institution acts with integrity in its financial, academic, and most of its personnel and auxiliary functions. The college cites "Integrity--being accountable for our actions" as one of its core values (Faculty Handbook, pg.5.) The 2015 and 2016 independent audit reports found no material weaknesses and no instances of malfeasance. All financial records indicate MATC operates with fiscal integrity.

The college went through a significant governance transition in 2004. Prior to that time, the college operated under the auspices of USD 383, which covered elementary, secondary and post secondary education in Kansas. The Assurance Argument states that there were "inherent conflicts" in this model which have been resolved by the new independent Board of Directors governance model. The Board of Directors has clear conflict of interest (Policy 3.7.3) and nepotism (Policy 7.2.1) policies, which are published in the Policy Governance Model and can be found on the Board of Directors' page of the College website. The Board of Directors operates with integrity as they provide oversight of the College.

According to fiscal records, all donations to MATC flow through the MATC Foundation, which is a separate body with its own Board of Trustees. The Assurance Argument reinforces the independence of the Board of Directors by stating, "while the Board of Directors is informed of donations, the way they are handled precludes any influence on the Board." The goal is to properly maintain separation between the Board of Directors and the Foundation, which holds 501(c)3 status. The Manhattan Area Technical College Foundation Procedure Manual, however, states that "The President/CEO of Manhattan Area Technical College will also serve as the Executive Director of the Foundation, reporting to the Foundation Trustees." p.3.) The college's Organizational Chart also lists the President/CEO as the Executive Director of the Foundation. While there is a conflict of interest concern for the Board of Directors' involvement with the Foundation, this same concern does not extend to the President. While the President could maintain non-voting ex officio status with the Foundation board, the President's current role as Executive Director presents an unresolved ethical

issue and concern.

Faculty, adjunct faculty, and employees each have handbooks that delineate policies for ethical behavior and employee conduct. The 2017 Employee Handbook and the 2016-17 Handbooks for faculty and adjunct faculty are available on the college website, as is the 2016-17 negotiated faculty contract. Grievance policies and procedures are available in the respective employee handbooks. MATC has clearly published policies and procedures for its employees.

The college provides students and employees information about its compliance status. FERPA and HIPPA compliance are addressed in the College Catalog and in the Student Handbook. A statement on Non-Discrimination is also available there. The college's 2016 Safety and Security Report is available on the website and includes mandated information, complying with Title IX, the Clery Campus Security Policy and Crime Statistics Act, and Drug Free Campus requirements. The college collects and publishes its compliance statistics.

The college has a basic Title IX policy and has identified the Vice President for Administrative Services as the Title IX Coordinator for the college. Students have received basic awareness training at orientation and employees have received some training during in-service programs. The college is currently in the process of developing its own on-line training resources. Concern about Title IX is evident.

## **Interim Monitoring (if applicable)**

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### **President's Role as MATC CEO and Executive Director of the Foundation**

The college will submit a report by July 1, 2018, providing evidence that the ethical issue resulting from the President's role as the Executive Director of the MATC Foundation has been resolved. The report should include the following.

1. The Manhattan Area Technical College Foundation Procedure Manual which includes the amended bylaws of the Foundation.
2. The minutes of the Manhattan Area Technical College Foundation Board of Trustees that states how this issue was addressed.
3. The minutes of the Manhattan Area Technical College Board of Directors that shows approval of all of the President's responsibilities.
4. The Organizational Chart for Manhattan Area Technical College.
5. IRS Form 990 showing that the President is no longer the Executive Director of the Foundation

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Rating

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Met

### Evidence

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Manhattan Area Technical College presents information to students and to the public on programs, academic requirements, faculty and staff qualifications and credentialing, expected costs and outcomes for programs, and program accreditation. The college utilizes its website and shared drive to maintain and disseminate much of this information. The Assurance Argument indicates that the current website is relatively new and that information is still being moved onto the new site. Student and employee handbooks are also available via the website. As confirmed in interviews, faculty, staff, and students are well informed about the college's policies and procedures.

The College Catalog and the MATC website provide program outcomes and information, estimated monthly costs for students, and expected completion times for programs. Admissions requirements, Gainful Employment data and contact information for faculty are also available. Program accreditation information is available for those programs which are accredited or certified by independent agencies or accrediting boards. Policies in conformity with the Kansas Board of Regents' policies are readily available to the public.

The college's accreditation status with the Higher Learning Commission and other regional and national accreditation bodies is presented on the "About Us" page of the MATC website. Links to detailed Gainful Employment information for eight technical programs can also be accessed from the "About Us" page. The website also provides a link to the NCES College Navigator site which provides outcomes information including retention and graduation rates, program enrollment, financial aid, accreditation status and student expenses. This link is provided on a "Disclosures" page which also provides Title IX and VAWA information.

Information is generally accessible and easily understood. Students who attended the two drop-in sessions indicated that they made their decisions to attend MATC based on its reputation, costs, and job placement and licensing examination success rates. The accessibility of current information for these factors shows the college's transparency in its dealings with the public and with current and future students.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Rating

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Met

### Evidence

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The Board of Directors officially became the governing body for Manhattan Area Technical College in 2004. At that time the board chose the "Carver Policy Governance Model" as their operational foundation. This model clearly defines "ENDS" and "MEANS" and provides the college President with responsibility and the means to accomplish the college's goals. As described in PolicyGovernance.Com, "Policy Governance boards delegate with care. There is no confusion about who is responsible to the Board or for what Board expectations they are responsible. Double delegation (for example, to a Board committee as well as to the CEO) is eliminated. Furthermore, Boards that decide to utilize a CEO function are able to hold this one position exclusively accountable." (p. 14) The decision to commit to this model speaks to the Board of Directors' faith and confidence in the mission, planning, and strength of the institution and its leadership.

Board of Directors' minutes provide evidence of a board that is given in-depth information about campus activities, planning, and finances. The board appears to be taking appropriate action to support the facilities necessary for technical education. The support and planning for the arrival of the National Bio and Agro Defense Facility is an example of this congruence between the college's and board's mission and strategic development.

Board of Directors' minutes and policy documents also illustrate the board's attention to the interests of internal and external constituencies. Page 8 of the Board of Directors Policy Governance Manual states that "The board process will emphasize outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership more than administrative detail, clear distinction of board and staff roles, collective rather than individual decisions, future rather than past or present, and proactivity rather than reactivity." Board minutes provide evidence of an awareness and understanding of the campus budget process in conjunction with the "fiscal implications" of possible tuition increases. The minutes for March 2017 illustrate a budgeting process that addresses decreasing state support and the need to simultaneously keep costs reasonable and develop new

programs. Consequently, the board will be embarking on the college's \$1.2 million campaign in the fall of 2017 to replace the decrease in state funding. Interviews involving community members showed their enthusiasm for the board's vision.

New board members are not elected or appointed, but go through an application process. Candidates are interviewed by current board members and are then selected to serve. The current board has representation from the education and business communities. The board has a code of conduct and makes a clear distinction between the work of the governing board and the work of the MATC Foundation, which handles financial donations. The governing policy documents stress that the day-to-day management of the college is the role of the college President and his management team. Board members stated that board professional development activities take place at least twice a year, and new board members receive an orientation. Board members review and agree with the board's conflict of interest policy on an annual basis. Board members expressed a deep commitment to the college and an understanding of their role during the board's session with the visiting team.

The Assurance Argument presents descriptions of the membership and mission of three standing committees of the Faculty Senate--Curriculum, Assessment and Professional Development--to illustrate faculty oversight of academic matters. The Rationale Statement for the Curriculum Committee states that "The faculty of Manhattan Area Technical College is responsible for all instruction including content, methodology, and ongoing assessment. It is therefore essential that the faculty oversee curriculum development and implementation by way of a representative body." Open Forum discussions confirmed that faculty have oversight of the curriculum. Membership on all three standing committees is made up of faculty and professional staff. This indicates that there is a shared governance culture.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Rating

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Met

### Evidence

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The negotiated contract for MATC employees includes Standard 11 (page 22) that speaks to the importance of academic freedom and, simultaneously, the "special obligations" that come with their role as educational authorities: "Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespeople." The Assurance Argument states that this emphasis in the contract is indicative of the value placed on a well-rounded view of academic freedom.

The Assurance Argument also quotes the AAUP Statement of Principles on Academic Freedom as a core statement of the institution's emphasis on faculty freedom. Faculty are the primary drivers of the Faculty Senate standing Assessment, Curriculum, and Professional Development Committees. Special attention is given to the role of laboratory and experiential learning as crucial to the mission of technical education. Interviews in the Open Forum on Criteria One and Two indicate faculty and students enjoy freedom of expression.

Students receive library and computer use orientations that stress the importance of using and documenting information correctly and the importance of using discerning when looking at online resources. Large numbers of students from a variety of academic programs attended the drop-in sessions during the team's visit. They consistently spoke to an understanding of the importance of accurate information and how to make choices when conducting research for their classes. MATC has successfully embraced academic freedom and has taught students how academic integrity is linked to this freedom.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Rating

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Met

### Evidence

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Manhattan Area Technical College understands and demonstrates the integrity of research and scholarly practice. As an applied skills, teaching-focused, technical institution, the college does not perceive that its mission includes research and scholarship in the traditional sense. The development of the Bio and Agro Defense Facility in Manhattan may provide new options for applied research. Integrity of scholarly practice is addressed in allied health where students are provided with HIPPA training.

The college's academic honesty and computer use policies are available in the College Catalog and Student Handbook and can also be accessed from the college website. Programs are in place to ensure that students understand the importance and ethical use of information resources. All students receive a library orientation that deals with plagiarism, copyright law, and basic research skills. Students who attended the drop-in sessions expressed familiarity with the college's integrity policies. MATC has policies addressing academic integrity and follows them.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **2.S - Criterion 2 - Summary**

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The institution acts with integrity; its conduct is ethical and responsible.

### **Evidence**

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Manhattan Area Technical College has developed policies that help to ensure that the institution acts in a responsible, ethical fashion. The Board of Directors has structures in place to ensure that board members are free from conflicts of interest. There is an unresolved ethical issue concerning the college President's current role as the Executive Director of the MATC Foundation. The President and the members of the Board of the Directors stated that they understood the inherent issues connected to this and will resolve this issue in a timely fashion.

Students are provided with programs and experiences that help them to understand the importance of using information sources effectively and with discernment. Academic honesty policies are easily accessible in the College Catalog and Student Handbook.

Faculty and staff each have handbooks that provide policies and guidance. These handbooks are also easily accessible, as is the College's annual negotiated agreement with faculty. MATC has provided evidence to verify that the institution acts with integrity and responsibility in its functions and interactions with its constituencies. MATC meets Criterion Two with concerns.

## **3 - Teaching and Learning: Quality, Resources, and Support**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### **Rating**

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Met

### **Evidence**

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Manhattan Area Technical College takes routine active steps to ensure that its programs are current. The college makes effective use of Program Advisory Committees (PACs). PACs monitor the institution's curriculum and students' performance. PAC membership is made up of local professionals and community leaders, working in collaboration with MATC faculty and staff. PAC members are chosen on the basis of their professional affiliation and their location in the college's ten county service area. In addition, four of the college's eighteen programs maintain accreditation through external agencies, and the institution also takes part in the initiatives of the Technical Education Authority (TEA), a subcommittee of the Kansas Board of Regents. For example, MATC has taken part in a TEA initiative that supports curriculum mapping efforts. At the time of MATC's 2017 site visit, nine of the college's eighteen programs had produced curriculum maps that link course outcomes to broader program goals.

On campus, and through a review of online materials, the team collected evidence to the effect that MATC differentiates its course and program goals. Prior to the 2017 site visit, however, HLC's Federal Compliance Reviewer observed differences between the learning goals and course descriptions listed across different sections of MATC's offerings. On site, the team discussed the matter with the college's newly hired Instructional Coordinator. One of the coordinator's current charges is to ensure consistent objectives across the institution's curriculum. MATC faculty and staff demonstrated awareness of the issue. Through the work of the Institutional Coordinator and the college's faculty, the institution has the capacity to ensure consistent learning goals across different sections and modes of delivery. In addition, MATC has a current plan to standardize course outcomes across all sections and delivery modes by August of 2018. The format of this standardization will not

allow instructors to change the institutional sections of syllabi.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Rating

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Met

### Evidence

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MATCs general education program is appropriate to its mission. In 2006, the college developed and articulated an institution-wide general education philosophy. The college also maintains a list of learning objectives associated with its general education program. All of MATC's associate of applied science degrees contain at least 15 credits of general education. In addition, the Kansas Board of Regents approves all general education courses offered in the state's public institutions of higher learning. The approval process involves the assignment of a shared and standard course number, which facilitates the transfer of general education courses within the Kansas system.

Documents available to team members confirmed that MATC has articulated its institutional philosophy with regard to general education. The college's general education curriculum also includes coursework in a standard array of subjects: science, composition, mathematics, and social science. In addition, the college has taken steps to develop and implement a set of scoring rubrics that faculty use to assess student achievement in areas outlined as general education learning goals. Since MATC provided two similar yet different lists of general education outcomes, it will need to clarify its general education outcomes.

Within its general education program, the institution relies primarily upon its composition and communication courses to ensure that students receive preparation in the collection, analysis, and communication of information. For example, in MATCs English Composition 105 course, students: "appraise the reliability and validity of research sources, practice citing research, and they use critical

thinking." Similarly, in the college's Technical writing 110 course, students "use data collection for professional writing projects," and they, "practice public speaking skills." In addition, on campus, the team collected evidence that students in technical programs also collect, analyze, and communicate information. For example, during interviews, students in the college's auto technology program eloquently described the process of information collection and analysis. The general education program at MATC is appropriate.

With respect to the recognition of human and cultural diversity, MATC has created and disseminated a statement of its, "Principles of Community." The college's statement of principles includes key passages that reject discrimination and encourage mutual respect and the appreciation of cultural differences. In addition, students regularly participate in co-curricular projects designed to place them in contact with human and cultural diversity, both within and outside of the college's service area. Examples of such projects include: participation in the national Wounded Warriors program, volunteer service as part of the national Recycled Rides program, and free dental cleaning offered through Kansas Mission of Mercy. Students have also taken part in travel to Jamaica through Great Shape Inc.'s Sealant Dental Project.

On campus, the team collected evidence that MATC's faculty and students engage in scholarship and creative work at a level appropriate to the college's mission. For example, team members observed Information Network Technology students working independently on advanced capstone projects. In the facilities of MATC's welding program the team examined projects undertaken by both students and faculty. In addition, team members confirmed that the college's auto body repair program faculty had won equipment through a national competition sponsored by the 3M corporation and that program students had won national recognition through the Skills USA organization. In these unique ways, MATC contributes to scholarship and creative work.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

### 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

#### Rating

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Met

#### Evidence

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Data from fall 2016 confirm that the institution employs 28 full-time and 56 part-time faculty, a ratio consistent with nationwide patterns. MATC faculty participate on the college's Curriculum Committee. Instructors propose, review, and approve new classes. They also approve and certify changes to the college's existing curriculum, including alterations to the learning outcomes of current courses. Faculty also play a role in determining the nature of the college's assessment efforts by serving on MATC's Assessment Committee. In addition, instructors participate on the institution's Professional Development Committee. Members of the committee determine both the needs of college personnel and the nature of the college's bi-annual in-service activities. MATC has adequate faculty to carry out both teaching and other responsibilities.

On campus, the team reviewed a random sample of personnel files in the areas full-time, part-time, and high school-based dual enrollment faculty. During the review, the team collected evidence that the institution's faculty possess credentials that comply with HLC standards and assumed practices. The on-campus review of personnel files uncovered satisfactory results, however, college officials forthrightly explained that they are aware that a small number of high school-based, dual enrollment faculty currently lack 18 graduate credit hours in their disciplines. In those cases, MATC has made a commitment to establish a set of faculty professional development plans that will ensure that all of its instructors are appropriately qualified by September 1, 2017.

In accord with the college's collective bargaining agreement, MATC faculty are evaluated on a

regular schedule. Evaluations involve teaching observations, the review of course evaluation survey data, and the creation and maintenance of a faculty professional development plan. MATC faculty maintain professional development plans on a three-year cycle, and they also keep thorough records of their professional development activities.

By contract, MATC's full-time faculty are required to hold five office hours per week. In addition, the college's full-time faculty are also required to post the time and location of their office hours on a door or location that is visible to students. On campus, the team collected evidence that faculty provide a good deal of the academic advising that takes place on the MATC campus. In addition, the college's professional advising staff work with faculty during in-service activities to train instructors on the key components of academic advising. During interviews with students, the team also collected evidence that indicated high levels of student satisfaction with instructors' availability and engagement.

On campus, the team conducted an Area of Focus with the college's Student Service administrators and staff. During the discussion, the team collected evidence to support the notion that the college's staff members and leadership possess the required amount of expertise to support the institution's advising, financial aid, tutoring, and co-curricular activities. Students also took part in the discussion, and the team appreciated the student's candor, with respect to the value of the institution's tutoring services and co-curricular activities. As a result of this discussion, the team finds, however, that the institution could potentially do more to provide student service outside of normal daytime hours, or minimally, provide more public notification on days and times when student service staff are available outside of regular hours. Likewise, the institution could communicate more information to students regarding when student aid will be awarded. This Area of Focus provided an opportunity to highlight the strengths of student services, including support services, as well as discuss how some of them could be improved.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Rating

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Met

### Evidence

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MATC offers its student services in one physical location. Students, faculty, and staff describe the area as a "one-stop-shop," with respect to student services. In one single location, students find access to admissions staff, academic advisors, and financial aid support. In the same office suite, MATC also offers disability services, in compliance with Disabilities Act of 1990.

With regard to preparatory coursework and placement, MATC makes use of the proprietary, Accuplacer, examination. College staff use the exam to ensure that students are placed in appropriate mathematics and composition courses. In addition, the college also makes a remedial technology class available: CIS-100. The CIS course is designed for students who require upgraded skills in the use of school-related software.

MATC's Assurance Argument left team members with some questions regarding the nature and availability of academic advising. On campus, however, the team held a series of discussions on advisors, their training, and the access that MATC students have to advising information. In discussion with students, staff, and faculty, the team collected evidence to the effect that the institution has made a set of decisions, by program, with respect to where students find access to academic advising. In select programs, students receive all of their advising from Student Service staff. In others, program faculty chose to take on the role of academic advisors. To facilitate both options, however, the college uses on-campus in-service days to host forums where advising faculty and staff communicate curricular goals, scheduling patterns, and updates on new financial aid policies. In addition, faculty and student service staff cooperate around the use of Accudemia, a software package that allows college personnel to monitor the progress of students who show signs of disengagement in courses or programs.

On campus, the team conducted a tour of MATC's facilities. The college's physical space appeared ample to provide laboratory instruction and work space for programs such as: nursing, HVAC, and Information Network Technology. Through partnerships with the private sector, MATC also provides abundant and high quality tools for student use in the areas of Welding, Dental Hygiene, and Auto Collision Repair. On campus, the team also examined an architectural rendering of a 2017-2018 remodel of the college's Learning Resource Center. As a result of the remodel, the institution will make effective use of library, tutoring, and proctored testing space. Currently, the campus suffers from a shortage of classrooms for general education disciplines, such as: English sociology, and biology. Even so, MATC makes reasonable use of temporary space to provide classrooms for its general education disciplines. Facilities at MATC are adequate for its programs.

On campus, MATC's Learning Resource Center provides tutoring services, which include the use of the APA style guide, copyright regulations, and information about plagiarism and citation. The institution's orientation for incoming students also includes instruction on the topic of information literacy--including effective use of research and information resources. In addition, MATC provides Internet-based tutoring services on the same subjects through an institutional subscription to the online Brainfuse network. Student support, including support in effective use of information sources, is well documented and is praised by students.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Rating

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Met

### Evidence

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Through an examination of online resources, and in discussions on campus, the team confirmed that the college maintains a set of co-curricular programs that are appropriate to the college's institutional mission. For example, MATC students have access to membership and participation in chapters of the National Technical Honor Society, Phi Theta Kappa, and the national student organization known as Skills USA. The college also hosts a Student Government Organization that includes membership from each of the 18 programs on the MATC campus. In addition, in the time since the last site visit, MATC students have participated in a range of co-curricular activities that include: Red Cross blood drives, welding competitions, and Veterans Day activities.

On campus, and in a review of online documents, the team collected evidence to verify that MATC demonstrates the claims that it makes with regard to its contributions to student development. For example, team members took steps to confirm three of the college's most visible public claims, 1) MATC's Dental Hygiene and Electrical Power and Distribution students were recognized as Siemens Technical Scholars by the Aspen Institute in the year 2016, 2) the website Wallet Hub named MATC as the 2nd best community college in Kansas, 2016, and 3) the website Wallet Hub named MATC as the 19th best two-year college in the United states, 2016.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

### **3.S - Criterion 3 - Summary**

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The institution provides high quality education, wherever and however its offerings are delivered.

#### **Evidence**

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Manhattan Area Technical College provides programs that maintain currency and appropriateness to higher education. On campus, and in a review of available documents, the team found ample evidence to support the argument that MATC engages in processes that routinely engage faculty, and the broader service district, in examining and updating the college's offerings. The institution's use of Program Advisory Committees (PACs) stands out as a practice with particular merit. With regard to teaching, by contractual agreement, and through a culture of professional development, the institution plans and supports the ongoing training and education of its faculty. As a result of partnerships with business and industry, the institution also makes advanced equipment available for students to utilize in pursuit of their educational goals. In addition, through the use of technology, the institution has taken steps to make student services and learning support widely available. MATC meets Criterion Three.

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Rating

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Met

### Evidence

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Chapter nine of the Faculty Handbook addresses program review. Eight reasons for program review provide the rationale followed by procedural information. Program reviews are conducted every five years for each of the college's programs. The regularly scheduled program reviews follow a template that is very thorough including retention information, graduation rates, faculty credentials, some assessment data, and a SWOT analysis. A review of four program reviews shows the template is followed. Since a program is reviewed once every five years, a simplified summary report is required for the other four years which includes information such as revenue, expenses, program costs, and student information. MATC has regularly scheduled program reviews.

MATC follows the Kansas Board of Regents Credit for Prior Learning Guidelines. Consequently, MATC accepts Advanced Placement and College Level Examination Program exams as well as military equivalencies and other recognized verification of credit. The college also has its own Prior Learning Assessment (PLA) program. This program is guided by a policy, coordinator, written procedures and portfolio development procedures. Students seeking credit through PLA attend a PLA seminar and have their portfolio evaluated by appropriate faculty. MATC follows higher education's typical procedures for granting credit via PLA.

One of MATC's policies address transfer of credit. For transfer credit within the state of Kansas, MATC follows the Kansas Board of Regents Transfer and Articulation Policy. Transfer students in Open Forums express satisfaction with the credit they were awarded. For transfer credit from outside of Kansas, the institution bases its transfer policy on the 2001 Joint Statement on the Transfer of Credit developed by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the Council on Higher Education Accreditation. A review of the MATC policy reveals that a 75% course correspondence is necessary for acceptance of this transfer credit and that if occupational course credit is older than five years, faculty review it. If these older credits are denied, students can apply for credit through the PLA process. MATC has a thorough transfer policy and has procedures that are followed.

The Kansas Board of Regents has required the alignment of degrees and courses within the Kansas system. It has further addressed technical education by creating the Kansas Technical Education Authority (TEA) framework that aligned technical education with business and industry needs. A review of MATC's curriculum shows that common courses, prerequisites, exit points, and program lengths are consistent with that framework. MATC, through the framework of the TEA, has responsibility for its curriculum.

In academic year 2015-2016 there were 373 high school students enrolled in dual credit who were taught by 13 high school teachers serving as adjunct MATC instructors. MATC Policy 7.3.3 on Faculty Qualifications addresses concurrent enrollment faculty. According to the policy and verified in interviews, these high school instructors need to meet the same qualifications as full-time faculty.

Those qualifications meet the Kansas Board of Regents standards which are based on HLC requirements. Interviews further confirmed that the same syllabi and textbooks are used for dual enrollment students with the same learning outcomes being assessed. Further, MATC faculty serve as mentors to the high school instructors. MATC maintains its authority over its dual credit programs.

MATC obtains certifications and accreditation of its programs where appropriate. According to the Summary of Assessments document, MATC has a Kansas Technical Education Authority Recognized Credential for 13 programs, has Industry Certification for 13 programs and has five programs for which there are licensure exams. MATC appropriately has external certification and accreditation for its programs.

In 2015-2016 MATC conducted its latest follow-up study of students. The study sought to follow-up on the 645 students who were enrolled in the previous 18 months. A review of the study shows that 203 were employed in their field of study, 22 were employed in another field, 171 were continuing their education, five were unemployed, four were disabled, and the status of 240 was unknown.

MATC analyzed these results and ascertained that of the 240 who did not respond, 131 of them had taken only one course. MATC also analyzed the results of those who attempted a recognized credential. Of the 645, 413 (64.03%) attempted to obtain at least one Industry Recognized Credential and 405 (98.06%) were successful. Of those 413, many attempted to earn more than one credential for a total of 669 attempts of which 635 (94.92%) were successful. MATC also tracks the pass rates on licensure exams. Consistently, students in the nursing programs have met or exceeded the state

average. One hundred percent of graduates from the dental hygiene program have consistently met or exceeded the pass rates for that program. MATC follows up on its students and analyzes the survey results.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Rating

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Met With Concerns

### Evidence

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MATC has established program and course goals. A review of syllabi shows that each syllabus lists the student learning outcomes for the course. Faculty have undertaken a mapping project which maps courses to program goals and also maps program goals to the institution's eight objectives. Nine programs have completed the mapping with the remaining programs scheduled for completion. According to Open Forum discussion of Criteria Three and Four, these mapping exercises led faculty to identify both program deficiencies and unnecessary course objectives. The faculty undertook these mapping exercises in the context of alignment with the Kansas Technical Education Authority (TEA) which provides guidelines for alignment with business and industry. MATC has established student learning goals for courses and programs.

According to a Summary of Assessments document and according to the Area of Focus on Assessment discussion, direct assessments for program outcomes are utilized. These assessments include third-party end-of-program testing for written work and for actual student performance. Examples of third-party testing for written work include testing in nine programs by the National Occupational Competency Testing Institute, the National Automotive Technicians Education Foundation, the Industry Competency Exam - Core, or the ATI Comprehensive Predictor. Third-party testing of actual performance is used in six programs that are tested by the National Occupational Competency Testing Institute, the Office Proficiency Assessment & Certification, the American Welding Society, or the institution's Program Advisory Committees. Direct assessments also include licensure exams (5 programs), industry certification (13 programs), capstone projects (2 programs), student competitions (4 programs), internships (4 programs), and the Kansas Technical Education Authority Recognized Credential. A search of the MATC website did not show publication of end-of-program assessment results or pass rates. These assessment results should be posted on the website.

MATC also uses indirect assessment methods to gain further input into its work. Indirect assessments include the Individual Development and Educational Assessment (IDEA) Center's Student Rating of

Instruction, the Noel-Levitz Student Satisfaction Inventory (SSI), the Community College Survey of Student Engagement (CCSSE), and Program Advisory Committee surveys. MATC gathers opinions from students and from the community's business and industry leaders.

The Area of Focus meeting on Assessment yielded examples of using assessment feedback. The Medical Laboratory Technology program added a course in Phlebotomy and began using newer technology to address weaker areas. Biotechnology faculty altered their lab procedures to help students and mathematics general education faculty changed the required math course. While these orally-given examples show usage of assessment data, there is little written documentation of usage of results in program reviews and in assessment documents.

Discussion in the Area of Focus on Assessment focused on the protocol of assessment practices. Faculty and directors from different programs gave different responses when asked if there is a template for a program's assessment report. The team did not see a simple report for any programs that showed program outcomes, assessment methods, results, analysis and usage of results. While oral examples were given, assessment reports did not follow an institutional template.

Discussion in the Area of Focus on Assessment also focused on the oversight of assessment practices. Faculty and directors from different programs again gave differing responses regarding where the assessment report goes after a program obtains results. The minutes of the Assessment Committee do not show any reviews of program assessments. Likewise, the Area of Focus discussion revealed confusion over whether program assessments even went to the Assessment Committee. Some faculty stated that assessment data went to their Program Advisory Committee, but this was not the practice for other programs. A review of the institution's Assessment Plan and information from this discussion shows a lack of a simple documentation mechanism required of all programs that lists program goals, methods of assessment, results of assessment, analysis of assessment, and usage of results. Further, a clear structural path for oversight of program assessment is not evident.

MATC was required to include an embedded Follow-Up Report from its 2010 accreditation visit on the assessment of the institution's core abilities. Specifically, the institution was to address how they assess the core abilities, how data is gathered, analyzed, and reported and how the results were used to make changes. The embedded report does not present a clear listing of exactly what the institutional core abilities currently are and interviews in the Open Forum on Assessment did not clarify them either. It is unclear from the document and from the interviews whether general education goals and institutional core abilities are the same or different. The embedded report refers to the origin of the institutional abilities as being the philosophy of general education. The report references four general education outcomes while another linked document in the Assurance Argument lists nine outcomes which appear borrowed from another institution. There is a lack of clarity regarding exactly what the institutional core abilities are and a lack of clarity regarding exactly which list is the current list of general education outcomes.

Despite the lack of clarity on the correct list of core abilities, the embedded report states that MATC has been assessing foundational skills required by the Kansas Board of Regents (KBOR). These assessments are for mathematics/analytical reasoning, written and oral communication, and critical thinking/problem solving. Faculty, however, in the Open Forum cited teamwork and technology as institution-wide assessments they thought were part of the assessment of core abilities. Documents and personnel use differing terminology such as objectives, goals, outcomes, abilities when discussing assessment efforts. The team concludes the following: 1) a common assessment language across the institution is not evident, 2) the institutional core abilities and general education outcomes are not clearly defined, 3) all programs assess some skills which have the potential to be the institution's core abilities, 4) while required KBOR data is reported, the team did not see any aggregated data for what

the institution is identifying as core abilities or general education, 5) the team did not see written evidence of analysis of aggregated data or written evidence of usage of assessment results, and 6) as mentioned above, it is unclear what the reporting and oversight structure for assessment is. In sum, assessment is occurring at MATC, but it is not organized and is hindered by a lack of leadership.

### **Interim Monitoring (if applicable)**

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A Focused Visit on Assessment to occur by December 1, 2019.

The Focused Visit will determine MATC's progress on the following.

1. Clarification and consistent use of assessment terminology that is used across all programs.
2. Documentation of usage of an assessment template that is used for every program, for general education, and for the institutional core abilities. The template needs to include program outcomes, methods of assessment, results of assessments, analysis of results, and usage of results.
3. Determination of a simple clear list of institutional core abilities that is commonly understood and assessed across all programs using the template referenced in #2 above.
4. Determination whether general education outcomes are the same or different than the institutional core abilities. If different, determination of exactly what the general education outcomes are and that they are assessed using the template referenced in #2 above.
5. Evidence of an administrative structure that oversees all assessment activities including documentation of reviewing assessment reports.
6. Evidence of publication of pass rates and other aggregated end-of-year test results on the college's website.

## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Rating

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Met

### Evidence

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In setting goals for retention, persistence, and completion, MATC is guided by the Kansas Board of Regent's 10-year (2010-2020) Strategic Plan, Foresight 2020. Under Goal 1 of the state's plan, (Increase Higher Education Attainment) is an objective that states: "Achieve a 10 Percent increase in retention and graduation rates by 2020." MATC's Strategic Plan adopted this goal as its own, namely, to achieve a 10% increase in Completion/Retention by 2020 from MATC's 2010 baseline. In 2010 MATC's completion rate was 47% and its retention rate was 15% for a total of 62% of students counted as completed or retained. MATC's completion/retention goal for its non-traditional student population is then 72%, which is ambitious.

MATC uses extensive efforts to collect data on student retention, persistence, and completion. Efforts begin with the Fall Enrollment Report that categorizes students as (1) First-Time Freshmen, (2) First-Time Transfers, (3) Continuing/returning students, or (4) High School students. Second, the Kansas Board of Regents requires an Academic Year Report on every student from the previous academic year. Students are listed as completed or are compared to the Fall Enrollment Report to see if they have been retained to the next semester. For each student who did not complete or return, faculty are asked if they know the status of these individuals (military, employed, disability, etc.). Finally, all of this data is cross-checked with the Kansas Dept. of Labor (DOL) to see if non-returning students are employed. It is the Kansas state Academic Year Report, the Fall Enrollment Report, a Kansas State Follow-up Report, and the DOL report that form the basis for the Perkins Core Indicators of Performance Report, which determines the amount of Federal Perkins funding MATC receives the following academic year. MATC monitors the retention, persistence, and completion of its students.

While MATC garners much retention and completion data, the institution also analyzes and uses the data. In its 2015 Performance Agreement with KBOR, MATC listed its goal of increasing the percent of retained students with COMPASS writing scores below 70 and/or COMPASS Pre-Algebra scores of  $\leq 38$ . An analysis of data showed that students scoring below those cutoff scores on the COMPASS exams were largely not retained. To help retain these students who have COMPASS writing scores  $< 70$ , the institution decided that those students must take Workplace Writing (COM-100) and students who have a COMPASS Pre-Algebra score  $\leq 38$  must take either Workplace Math (MAT-099) or Technical Mathematics I with Review (MAT-102). Analysis also showed that not all students needed a full semester of remediation so MATC created the Technical Math with Review course in which students spend the first few weeks of the semester reviewing their weak areas and then in the same semester move on to the regular course. Interviews in the Open Forum on Criteria Three and Four also confirmed their exploration of having Math and English General Education courses tailored to the student's discipline. These are examples of using the results of collecting and analyzing data on retention, persistence, and completion.

The Assurance Argument and MATC personnel speak about the Title III grant the institution recently received. The grant targets student retention and completion through a variety of initiatives including providing courses online, converting/revising courses in Accounting, Cybersecurity/Information Network Technology, and Biotechnology, and beginning a new Tutoring System with face-to-face and online options. An online degree audit and an early academic alert/referral system are further examples of improvements aimed at increasing retention and completion. These initiatives provide the strategies for reaching the goal of a 10% increase in retention and completion.

The Assurance Argument reports the institution's frustration with reporting IPEDS data. MATC feels that IPEDS method of counting retained students does not fit the institution. Administrators related that some students come to MATC to fulfill prerequisites for some programs and then may not be accepted into a particular program or may transfer to another institution. Counting retention numbers from Fall to Fall (IPEDS) eliminates most of the students who complete a technical certificate in one year. The complaint is that IPEDS tends to focus on First-Time, Full-Time, Degree-Seeking students whose cohort begins in the Fall semester, but some MATC programs begin in the Spring semester such as one of the larger programs, Electric Power & Distribution. As noted in this HLC Core Component, while institutions are required to file IPEDS, they are not required for HLC purposes to solely use IPEDS data. A review of the institution's Student Success Index shows clear information on retention and completion. The institution is encouraged to continue to explore processes and methodologies such as this for collecting and analyzing retention, persistence, and completion data that best fit a technical college.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.S - Criterion 4 - Summary

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Evidence

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MATC utilizes a program review schedule and template. The template is thorough and includes information regarding cost, faculty, curriculum, retention, completion, job placement, and end-of-program testing. The mapping exercise maps courses to program outcomes and maps program outcomes to the institution's eight outcomes.

There is clear evidence of course and program-level outcomes and evidence of assessment efforts, however, documentation of assessment is unclear. Despite having robust end-of-program third-party assessments, there is not a simple template or reporting mechanism that shows how each program outcome is assessed and how results are used.

Both documents and interviews reveal confusion about what the institutional abilities are and what the general education outcomes are. The lack of a common assessment terminology further complicates assessment discussions. It is also unclear what the assessment oversight structure is.

The institution has goals for retention and completion. It collects data on retention, completion, and graduates. This data is reported in program reviews and reported to Program Advisory Committees where minutes document discussion of the data.

## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Rating

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Met

### Evidence

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A review of MATC's recent budgets, including the FY 2016 budget, and discussions with the CFO indicate that college revenue comes from primarily two sources: student tuition/fees and state/Federal grants and contracts (approximately 93% of total revenue). And while net tuition and fees is the largest revenue item in the budget, at 61%, it is average for most tuition driven institutions. According to the FY16 audit nearly 68% of the budget was dedicated to education and general expenses. The institution's only debts are lease and financial agreements totaling \$804,398 with \$456,300 as a forgivable economic development loan from the city of Manhattan. The most recent loan was for the installation and renovation of two newly acquired modular buildings. The mayor of the city explained that the loans exemplified the city's commitment to and support of MATC.

MATC faces the fiscal challenges of a 4% decrease in state funding and of not having any taxing authority. The institution deals with these challenges in various ways. In conversations, and as indicated in the Assurance Argument, MATC is embarking on a project that includes cash and in-kind services/donations of approximately \$1 million in value from Westar Energy power company in a land transaction that will locate a substation on the southeast corner of the campus. In another effort to address these challenges, MATC is embarking on its first financial campaign to raise \$1.2 million to replace the decrease in state funding. While donations have already been received, the effort

begins in earnest this fall.

Another strategy to address its fiscal challenges is to utilize grants to support and enhance programs at the college. According to the FY16 budget, grants and contracts comprise 32% of MATC's operating revenue. Discussions with administrative staff indicate that the college will continue to leverage these resources in the future, while ensuring each grant appropriately aligns with the mission of the institution.

The Composite Financial Index (CFI) calculation measures and reports financial risk. The CFI was calculated at .10 for FY 2013 and 1.4 for FY 2014, 1.7 for FY 2015, and 2.7 for FY 16. The strategies recently employed to offset decreasing state funding are improving the institution's finances. It is evident that MATC's fiscal resources are sufficient to support its operations.

Current staffing numbers are adequate. There are currently 62 full-time employees which include full-time faculty; there is a 12:1 faculty-to-student ratio according to IPEDS. Part-time employees include 51 adjunct instructors and six staff personnel. As with most small technical colleges, employees have multiple, diverse responsibilities in their institution, but the team believes there are an adequate number of qualified employees on campus. Professional development opportunities for faculty and staff are provided at a number of in-services throughout the year.

A tour of MATC facilities shows that MATC has undergone some renovations to its infrastructure within the last decade. A portion of the south wing of the main college building has been renovated as a mock BS-3 lab. As the recipient of the National Innovation Prize, MATC was awarded \$52,000 for the purpose of developing and piloting biosafety training. The renovated lab space will be used for this training. Additional areas of that wing are also slated for renovation to allow more science labs and classrooms, and to have improved space, utilities, and capacity as the institution positions itself to train and educate support personnel for the animal health field. As evidenced in the assurance document and the MOU document, the city of Manhattan has provided MATC with funding to renovate several recently acquired classroom modular units.

The technology at MATC is suitable for an institution of its size. The Chief Information Officer (CIO) reported at the Criterion Five Open Forum that the server networks are virtualizing, thereby adopting virtualization technologies at an appropriate rate. Further, efforts are underway to allow faculty and staff access to their on-campus desktop without the need for a virtual private network. The CIO is also cognizant of cyber security to prevent unauthorized access to protected information. The transition from Jenzabar learning management system (LMS) to Canvas LMS is a welcomed move by faculty members to better deliver online and hybrid courses. As one faculty member stated, she is enthused about the ease of use provided by Canvas. These innovations support MATC's operations.

Realistic planning and goal setting is imperative for any institution to thrive, especially in unpredictable times. Before department budgets are approved, the mission and strategic plan are used to determine how funds will be prioritized. As mentioned above, expenditures are clearly mission focused, especially focused on teaching, learning, and providing student support. As evidenced on the MATC intranet, budget managers can look up their budgets and complete purchase requests. While the College has a hefty reliance on state and federal grants/contracts (32%), the College is examining other sources of revenue including a \$1.2 million campaign. Further, in developing partnerships with the community, the President is aware of the need to increase revenue. He stated, "Where is our niche in the region? That will drive revenue stream for the budget." For MATC's Title III grant, MATC is slowly absorbing costs so that program activities can operate independent of grant funds when the grant ends in 2021. The college is a public state supported institution; thus, it does not remit funds to investors or a parent organization. MATC's resource allocation process ensures that its educational

purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

MATC's strategic planning process and operational planning process appear to be inclusive. As evidenced in other areas of the report, MATC participates in state-mandated and appropriate program review processes on a consistent basis and takes action based on the findings of these program review efforts. MATC is also engaged with its local communities and its Board of Directors carries out its role to ensure the institution has the necessary leadership and policies to conduct its business in a sound and ethical manner. One Board of Director indicated that the Board is attempting to bring "MATC to the forefront" of people's minds. MATC is embarking on a \$1.2 million fundraising campaign - thereby providing positive revenue gains if this initiative is successful. The college is at the conclusion of their four-year strategic plan (Strategic Plan 2013-2017) that has eight distinct objectives; budget allocations are tied to the Strategic Plan. As mentioned above, expenditures are clearly mission focused, especially focused on teaching, learning, and providing student support.

The administration and staff at MATC are qualified and are provided opportunities for continued professional development. The VP of Administrative Services confirms that MATC follows the rules, policies, and procedures of the college's own employment standards. Only qualified, vetted applicants are interviewed and hired by the college.

Staff are evaluated annually by their supervisors. This evaluation process provides an opportunity for goal setting the following year and identifies opportunities for professional development. Conversations with staff indicate that they regularly participate in professional development, locally, statewide, and nationally. New full time and adjunct faculty are observed and evaluated three times a semester. Each observation is followed by verbal and written evaluations. It is evident that the institution's staff in all areas are appropriately qualified and trained.

The administration reports that the present revenue flow is adequate to maintain current activity levels at the college. MATC has an extensive system of checks and balances and assures accountability for all funds expended. According to the "Annual Budgeting and Financial Planning" document, budget development is done continually throughout the year. The process begins in January where actuals are compared to projections. In February, a three year history report is presented to each budget manager (including faculty). In March, budget managers are asked to develop budgets for the upcoming year. The formal budget is prepared during the last half of the spring semester with final Board review and action taking place in May. The previous FY audit begins in August, In October an "Internal Monitoring Report" is due to the Board. Monitoring budgets appears to occur on a daily basis within the processes established by the CFO, and units can access their budgets at any time on the intranet. Additionally, the CFO meets with each budget manager (including faculty) to review necessary expenditures for the upcoming fiscal year. The college employs appropriate purchasing policies and procedures, and the college has a strong record of clean annual audits. The Board of Directors reviews and approves quarterly financial statements. Other college policies cover topics such as travel, use of college equipment, and more. New employees receive individualized budget-related training from their supervisor and appropriate senior administrators. It is obvious that the institution has a well developed process in place for budgeting and monitoring expenses.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Rating

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Met

### Evidence

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MATC has a nine member board. The team reviewed board meeting agendas, minutes of board meetings, board policies, and interviewed the Board of Directors. The board appears to be knowledgeable about the institution and actively engaged in the activities of the board and the college (participation at the April 20, 2017 open house). Board members are provided reports by college staff on a regular basis - minutes outlining these reports and much documentation supporting these reports is made publicly available on the MATC website. The Board appears to be carrying out its responsibilities as outlined in Policy Governance Manual and therefore providing oversight of the institution's financial and academic policies and practices to ensure it meets its legal and fiduciary responsibilities.

Students, staff, faculty, and administration are engaged in the institution's governance in varying degrees. MATC has demonstrated throughout its Assurance Argument that it employs policies and procedures to engage its internal constituencies in its governance. The wide array of college committees have stated functions that widely support the general operation of the college. In addition, each committee has a stated membership including the role of each of these members within the institution (e.g. faculty, student, staff, administrator). This same attention to having individuals from multiple roles across the institution serve on teams is reflected in several committees such as the Program Review Committee that lead directly to changes in academic programs and curriculum (MATC 2016-2017 Committee document). MATC also utilizes standing committees to enact its shared governance model. Three standing faculty committees (Curriculum, Professional Development, and Assessment) are formed with full-time and adjunct faculty. According to the MATC Committees document, there are ten other standing committees that include faculty, administrators, and staff.

The use of Program Advisory Committees (PACs) helps to assure that MATC programs are relevant and responsive to the needs of regional business and industry. MATC has done a notable job of

developing additional PACs as the college transitioned from a vocational-technical school. As evidenced in the Associate Degree of Nursing and the Medical Laboratory Technology program review documents, these committees provide local professionals and community leaders direct input into the operation of the college's programs.

The Student Government Organization (SGO) has recently taken on a more active role. According to the September 2016 SGO meeting minutes, the organization has taken an active role in remedying parking issues on campus and developing intramural sports. In the October 2016 meeting minutes, there is a lively exchange of ideas for SGO including participation in the Veteran's Day Parade and a MATC student night. At the Open Forum on Criteria Three and Four, the President of the SGO spoke of the activities the organization led. Students are also provided an opportunity to voice their opinion/concerns by completing surveys such as the Student Satisfaction Inventory and the Community College Survey of Student Engagement. The Director of Academic Advising employs exit surveys to better assess and address inconsistencies. MATC employs policies and procedures to engage its internal constituencies—including its administration, faculty, staff, and students—in the institution's governance.

Feedback by way of the Noel Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement have led to changes. The Nursing department implemented changes based on the SSI feedback. In particular, the Nursing department found that students rated them low on "Faculty care about me as an individual" item. Empowered with this student feedback, Nursing faculty made it a point to begin every class asking about how the students were doing and asking specific questions about their life. Faculty saw a qualitative increase in student satisfaction about faculty's care for the student as an individual. This example shows that students and faculty involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative efforts.

Administration, faculty, and staff are given opportunities for input into governance matters. The President's Cabinet consists of 21 individuals who collectively, through their positions, have contact with all staff in the college. The President meets with faculty once a month and faculty participate in shared governance through the Faculty Senate and three faculty driven committees; curriculum, assessment, and professional development committees. As indicated in meeting minutes and confirmed in conversations, faculty have academic freedom to set requirements, policies, and processes. The governance structures provide opportunity for faculty, staff, students, and administrators to work collaboratively in decision-making.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Rating

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Met

### Evidence

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MATC has developed processes and procedures that ensure that allocations are made in a manner that is in accordance with the mission, vision and strategic plan. According to the FY 16 audit, 61% of MATC's operating revenue is actualized from tuition and fees, another 32% of revenue comes from Federal and State contracts/grants. The same FY 16 audit shows that student support, instruction and financial assistance comprises 68% of the operating expenses; with an additional 18% of expenses going to administration and facilities. The previous FY 15 audit shows similar spending habits, thereby indicating a consistent spending policy.

According to the "Purchase Request" document, all purchase requests are made online. The online form includes a warning when a request exceeds the budget for that account. MATC's intranet shows that employees have access to their budget accounts and purchase orders. All purchase requests are made online and must receive administrative approval before they are allowed. It is evident that MATC allocates its resources in alignment with its mission and priorities.

Evidence in the Assurance Argument, program review data, and strategic planning initiatives confirm that assessment of student learning, evaluation of operation, and planning are linked to the budgeting process at the college. A review of program reviews indicates that budget requests are linked to each of those documents. For example, in 2012 the automotive department received a \$50,000 grant to "make over" their automotive lab. However, funding was lacking for an adequate floor surface. The college was able to partially match the grant to cover the cost of appropriate flooring. It is clear that MATC links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Many employees serve on standing committees, participate in program review, and create budgets that are tied to MATC's strategic plan. MATC also utilizes standing committees to enact its shared

governance model. Three standing faculty committees (Curriculum, Professional Development, and Assessment) are formed with full-time and adjunct faculty. According to the MATC Committees document, there are ten other standing committees that include faculty, administrators, and staff. This is an excellent example of the inclusive and broad-reaching nature of planning at MATC.

Managing resources is always a challenge. Unlike most other public colleges in the state, MATC has no taxing authority. The state allocation has decreased steadily. The college has taken steps in the past six months to develop other strategies for resource development. These include MATC's first formal fundraising campaign and a more proactive approach to grants, corporate relations, and training. The campaign's goal is to bring a minimum of \$1.2 million to the college through its Foundation. The "putting talent to work" initiative, as identified in the feasibility study, aims to improve academic programs and increase enrollment. While \$1.2 million is a lofty goal for MATC, early donations indicate enthusiasm for MATC and for this campaign.

MATC is seeking new opportunities that contribute to the stability of the institution but also provide possibilities for successful change management. Federal and state grants are an important source for funding the development and implementation of new programs as well as the modernization of existing programs at MATC. According to the FY 16 audit, grants and contracts comprise 32% of operating revenue. According to the Assurance Argument, Request For Proposals "show up on our Grant Coordinator's radar and, if we have the facilities, faculty, and time, then she applies for the grant." It is obvious that MATC plans on the basis of a sound understanding of its current capacity and anticipates the possible impact of fluctuations in revenue.

Thoughtful, effective planning is crucial to an institution's survival during turbulent times. MATC is steadily losing state funding, and therefore, MATC is losing revenue. Further, state funding is difficult to predict in Kansas. MATC is on the cusp of major changes in Northeast Kansas. After a three-year site selection process, Manhattan, Kansas, was selected as the location for The National Bio and Agro-defense Facility (NBAF) which is the U.S. Department of Homeland Security's foremost animal disease research facility. The \$1.25 billion facility is a biosafety level-4 laboratory and is expected to be operational by 2022. The facility is under construction on the Kansas State University's Manhattan campus. Strategic location places NBAF near important veterinary, agricultural and biosecurity research and expertise. Symbiotic companies have already started arriving and many more will come prior to NBAF opening its doors. MATC is working to train students in the areas of Facilities Maintenance, HVAC, and Bio-technology of which will be in high demand. As companies move to the area, the need for residential carpenters, auto mechanics, auto collision repairmen, electrical linemen, nurses, dental hygienists, and so on, will expand dramatically to meet the needs of a growing population. In all the team's on-campus conversations, awareness, planning, and excitement about the NBAF locating in Manhattan was evident. MATC anticipates emerging factors that will impact the institution.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Rating

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Met

### Evidence

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MATC documents its performance against its strategic plan metrics. As evidenced throughout the Assurance Argument, data is gathered from multiple sources (Program Review, Institutional Core Indicators, Noel Levitz Student Satisfaction Inventory survey, The Community College Survey of Student Engagement Survey, Assessment summary, and Occupational Outlook Handbook), and is reviewed at various levels of the organization (Administration, faculty, and staff). In addition to monitoring the budget, MATC also tracks graduation rates, placement rates, retention, crime statistics, and number of grievances. MATC appropriately documents the effectiveness of its operations.

The processes utilized to document performance have also led to recommendations for improvements as noted in program reviews; showing that the evidence collected is also feeding back into the operational processes. As evidenced in the “Manhattan Area Technical College 2013 - 2017 Strategic Plan,” the institution is focused on student centered learning, leading and communicating, and continuous institutional improvement. For example, to increase student retention under “Student Centered Learning” MATC’s goal is to “advise students appropriately” by “training faculty advisors” and the result is to utilize the various advising technologies available. The Vice President of Student Affairs collects, analyzes, and disseminates this information to provide a continuous feedback loop. It is evident that MATC is effectively gathering data that monitors and documents its performance.

There is evidence that through efforts such as program review and the institution's planning processes that MATC is learning from its operational experience and applying that learning to improve its institutional effectiveness, capability and sustainability. The planning process is thorough and there are strong linkages between various planning processes such as budgeting and strategic planning. The institution has been responsive to the changing financial conditions while developing and implementing a strategic plan that positions the institution for further mission focused academic and student success. In particular, the Title III grant was proposed in response to increase faculty professional development in online education. The result of this initiative is to utilize a more robust LMS (Canvas) so that faculty, staff and students have ease of use when navigating online education. MATC uses information from its documentation of effectiveness to make appropriate changes in its operations.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 5.S - Criterion 5 - Summary

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### Evidence

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MATC's resource base supports its educational programs and plans for strengthening their quality in the future. The college has adequate revenue streams and effectively forecasts future revenue that will provide the monetary support necessary to support its mission. The college also strongly leverages relevant grant dollars to boost its operational revenue.

The college has capable faculty and staff, adequate facilities, and innovative technology to provide the high quality educational opportunities for students that are consistent with the college's mission. Employees of the college are qualified and receive adequate professional development opportunities. MATC interviews and hires only qualified faculty and staff, and follows the guidelines established by the college. Professional development and training opportunities are adequate for all employee groups. Budgeting and resource allocation are transparent and inclusive.

The Board of Trustees is knowledgeable about MATC and provides oversight to the institution's financial policies. Effective shared governance allows employees and students to participate in the administration of the college. Administration, faculty, staff and students provide input for institutional policies.

The college anticipates and prepares for emerging factors through its planning processes and develops and documents evidence of its performance. Planning at MATC is inclusive and encompassing of all internal and external stakeholders including students and community members. Budgeting is tied to planning, specifically strategic planning. There are multiple data inputs into the planning process including academic program reviews, academic assessment, and student surveys.

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. MATC plans for the future. MATC is connected to the local community and to various workforce councils, committees, and boards. This allows MATC to anticipate emerging factors that may impact their institution.

While the funding of higher education in Kansas is getting no less challenging, MATC has been bold in responding to these challenges by being cognizant of regional needs and embarking on an ambitious (yet attainable) fundraising campaign. They have been responsive to the region.

MATC links strategic priorities to financial plans while aligning the physical, fiscal, and human resources to achieve priorities. MATC uses a number of processes to gather data about the internal workings of the college including academic program review, surveys of students, strategic planning, and program advisory councils.

These successes, inclusive efforts, and data-based understandings lend strong support to MATC's ability to succeed well into the future. MATC's resources, structures, and processes are sufficient to

fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. MATC meets Criterion Five.

## Review Dashboard

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Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met With Concerns
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met With Concerns
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met With Concerns
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

## Review Summary

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### Interim Report(s) Required

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**Due Date**

7/1/2018

**Report Focus**

President's Role as MATC CEO and Executive Director of the Foundation

The college will submit a report by July 1, 2018, providing evidence that the ethical issue resulting from the President's role as the Executive Director of the MATC Foundation has been resolved. The report should include the following.

1. The Manhattan Area Technical College Foundation Procedure Manual which includes the amended bylaws of the Foundation.
  2. The minutes of the Manhattan Area Technical College Foundation Board of Trustees that states how this issue was addressed.
  3. The minutes of the Manhattan Area Technical College Board of Directors that shows approval of all of the President's responsibilities.
  4. The Organizational Chart for Manhattan Area Technical College.
  5. IRS Form 990 showing that the President is no longer the Executive Director of the Foundation
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### Focused Visit(s)

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**Due Date**

12/1/2019

**Visit Focus**

A Focused Visit on Assessment to occur by December 1, 2019.

The Focused Visit will determine MATC's progress on the following.

1. Clarification and consistent use of assessment terminology that is used across all programs.
2. Documentation of usage of an assessment template that is used for every program, for general education, and for the institutional core abilities. The template needs to include program outcomes, methods of assessment, results of assessments, analysis of results, and usage of results.
3. Determination of a simple clear list of institutional core abilities that is commonly understood and assessed across all programs using the template referenced in #2 above.

4. Determination whether general education outcomes are the same or different than the institutional core abilities. If different, determination of exactly what the general education outcomes are and that they are assessed using the template referenced in #2 above.
  5. Evidence of an administrative structure that oversees all assessment activities including documentation of reviewing assessment reports.
  6. Evidence of publication of pass rates and other aggregated end-of-year test results on the college's website.
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## Conclusion

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Manhattan Area Technical College meets the HLC Criteria for Accreditation. The strong support from community leaders and from area business and industry testifies that the college is fulfilling its mission of providing quality technical education. The Executive Director of Economic Development, the President of the Chamber of Commerce, the Mayor, and the Assistant Superintendent of the local school district came to Open Forums to express the need for and their satisfaction with MATC's training of individuals who make up their technical workforce. All academic programs are technical programs which have Program Advisory Committees made up of leaders in business and industry. Minutes of these committees show they meet regularly, they review assessment results, they suggest curriculum changes, and they keep MATC aware of the latest practices used in their professions. This involvement seems to have contributed to the institution's high pass rates on licensure exams and credential testing. The Program Advisory Committees are a strength which MATC wisely uses to keep programs current and to secure sites for clinics, internships, and other hands-on learning.

Faculty, including adjuncts and high school teachers who teach dual enrollment courses, are appropriately credentialed. A staff and faculty advisement system, a learning resource center, and adequate equipment and resources support students. Since the arrival of the new president in 2015, finances have improved with the institution's CFI score moving to 2.7 in FY2016. This is in spite of a 4% decrease in state funding. A campaign to replace this money, an agreement to locate a power station on campus, an effort to secure grants/contracts, and securing forgivable loans from the city of Manhattan are creative ways the institution has achieved fiscal stability. The integration of budgeting with planning has led to 68% of the budget supporting students and the educational programs. Interviews confirmed that an inclusive process will again be used to develop the next strategic plan.

MATC has strong policies that guide the Board of Directors, the administration, the faculty, the staff, and the students. Handbooks for each of these groups are thorough and interviews show the policies are followed. The Board of Directors is knowledgeable about its role and carries it out faithfully. The one ethical concern regards the President also serving as the Executive Director of the independent MATC Foundation. While the Board adheres to a strict conflict of interest policy for itself and states that it will not be influenced in any way by Foundation activities, the same concern is not evident regarding the President's role in both organizations. For this reason, the team finds Criterion Two met with concerns.

Program review and assessment are occurring at MATC. Program review follows a detailed template that provides a thorough view of each program. That process and its products are clearly delineated. Program assessment, general education assessment, and institutional core abilities assessment is occurring, but lacks coordination and definition. The team feels that the institution misunderstood the 2010 team report that asked for a follow-up report on the assessment of core abilities. Because seven years have lapsed since that visit and because the institution has thought about changing some of the core abilities, the entire area of core abilities and general education outcomes has become confused. While assessment efforts in this area is required by the state of Kansas and MATC has been assessing those mandated outcomes, the institution's embedded assessment report, linked general education documents, and faculty interviews show it is uncertain as to exactly what the core abilities and the general education

outcomes are. The embedded assessment report on core abilities is confusing and does not clearly and simply address the 2010 team concerns.

While faculty gave oral examples of changes made due to assessment, there is no documented evidence of program assessment reports. Finally, the protocol and oversight for assessment of programs, general education, and core abilities is unclear. In sum, while program review is strong and while some assessment is occurring, the team finds Criterion Four met with concerns for the above reasons.

## **Overall Recommendations**

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### **Criteria For Accreditation**

Met With Concerns

### **Sanctions Recommendation**

No Sanction

### **Pathways Recommendation**

Limited to Standard



FORM

## Federal Compliance Worksheet for Evaluation Teams

### ***Evaluation of Federal Compliance Components***

The team reviews each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: Manhattan Area Technical College

Please indicate who completed this worksheet:

- ☒ Evaluation team  
☐ Federal Compliance reviewer

**To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:**

Name: David Wendler

- ☒ I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

## Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

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1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
  - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
    - Associate's degrees = 60 hours
    - Bachelor's degrees = 120 hours
    - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
  - Note that 1 quarter hour = 0.67 semester hour.
  - Any exceptions to this requirement must be explained and justified.
  - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
  - ☒ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

### Rationale:

MATC is an associate degree conferring institution and all of its associate level programs require a minimum of 60 semester credits. Certificate programs vary in credits commensurate with the learning goals of the program. MATC tuition varies from program to program and MATC offers the following rationale for the difference:

*Tuition for the College programs are established with two primary criteria -- the cost to deliver the instruction and the anticipated student employment compensation upon completion of the program. For example, Business Administration instructional costs are lower on the scale and graduates are compensated approximately \$15 per hour, thus the tuition for this program is the lowest. While Dental Hygiene instructional costs are higher on the scale and graduate compensation is approximately \$30 per hour, the tuition for this program is the highest for the College.*

Additional monitoring, if any:

## **Institutional Records of Student Complaints**

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
  - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
  - Determine whether the institution has a process to review and resolve complaints in a timely manner.
  - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
  - Advise the institution of any improvements that might be appropriate.
  - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - ☒ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

### **Rationale:**

MATC's catalog describes a two-step complaint/grievance process. Institutional Policy 3.7.4 defines an actionable grievance and states the college's policy regarding its process.  
[https://matconline.matc.net/ICS/Resources/Policies\\_and\\_Procedures.jnz](https://matconline.matc.net/ICS/Resources/Policies_and_Procedures.jnz)

*Definition: A grievance is a written claim raised by a student, faculty member, or staff member alleging improper, unfair, arbitrary, or discriminatory action or omission by an employee of the College.*

*Policy: Students and employees of Manhattan Area Technical College have the right to pursue timely, legitimate grievances against other members of the college community. Therefore, the administration shall establish, publish, and follow a procedure that delineates the rights and responsibilities of the aggrieved party and the college employee or student against whom a grievance may be lodged. The procedure shall provide for adequate time to file and investigate allegations, for individuals to present information or evidence in support of his/her positions, and for any party directly involved in a grievance to pursue an appeal of an adverse decision.*

Policy 3.7.4 provides a detailed description of the timeline for review and opportunities for appeal. Students must first attempt to resolve their complaint through conversation with the other party. If a conversation does not resolve the issue, the student may commence the formal grievance process by filing their grievance with the Vice President of Student Services. The VPSS will determine if the concern is truly a grievance as defined by policy, and if so will begin the investigation process. The policy requires the VPSS to conduct his/her investigation and schedule a solution meeting within 10 days of receiving the written grievance. Additional levels of appeal including an appeal to the campus president, and thereafter to the MATC Board of Directors, whose decision is final.

MATC reports that there were only 6 formal student grievances filed since 2014. It does not appear that any of those grievances advanced beyond the initial investigation phase and no trends or other patterns of repeat complaints are indicated.

Additional monitoring, if any:

## **Publication of Transfer Policies**

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
  - Review the institution's transfer policies.
  - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
  - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
  - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation

agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.

- Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- ☒ The institution meets HLC's requirements.
- ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
- ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Transfer policies are available to students and other interested parties on-line, via the student handbook and via the college catalog. According the MATC policy:

*A. Determining course comparability or equivalency. The course to be transferred must be comparable in nature, content, and level to courses offered by Manhattan Area Technical College. In evaluating courses for transfer equivalency, the standard for review should be not less than 75 percent comparability of course content. For courses in a sequence, students need sufficient preparation to succeed in the next course in the sequence.*

*B. Transferring credits according to articulation agreements. Manhattan Area Technical College is required to accept any credits defined within formal articulation agreements it has with a sending institution. The college is only required to accept transfer credits according to articulation agreements it has approved.*

*C. Transferring credit granted by a regionally accredited institution. Manhattan Area Technical College will accept credits for prior learning assessment or examination (credit for prior learning) granted by a regionally accredited institution.*

The MATC website offers a straight forward, easy to understand, definition of an articulation agreement. Program specific articulation agreements are prominently referenced on the web pages for the respective programs. Specific courses have been approved by the Kansas Board of Regents "based on recommendations from the Transfer and Articulation Council and the work of discipline-based Kansas Core Outcomes Groups, which consists of faculty representatives from each campus. These courses are approved for Systemwide Transfer, which guarantees transfer among all Kansas public postsecondary institutions offering the course." The list of courses included in the system wide transfer system is comprehensive and the assurance of transferability of general education courses enables degree completion

at multiple institutions. Additional information can be found at [kansasregents.org/transfer\\_articulation](http://kansasregents.org/transfer_articulation).

Additional monitoring, if any:

## **Practices for Verification of Student Identity**

(See FCFI Questions 11–16 and Appendix G)

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1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
  - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
  - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - ☒ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Unique log-ins are assigned to each student for use in accessing on-line content and other student specific information. On-line course materials and content is accessible through a secure learning management system. Password resets and identity verification requires information known only to the student. Proctored exams are required for on-line and distance delivered courses.

Additional monitoring, if any:

## Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

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1. This requirement has several components the institution must address.
  - The team should verify that the following requirements are met:
    - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
    - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
    - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
    - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
    - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
    - **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by

state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
  - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
  - Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
  - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
  - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
  - If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- ☒ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate

reference).

**Rationale:**

MATC participates in several Title IV financial aid programs, including Pell grants, Federal Direct Stafford Loans, Direct PLUS loans, Federal Supplemental Educational Opportunity Grant and Federal Work Study program. MATC was recertified for Title IV purposes on May 22, 2014, but MATC reports that there has not been a Title IV program review for the college as a stand-alone institution. That being said, MATC reports that there have been no suspensions, terminations or other adverse actions taken. No fines or other penalties have been imposed by the Department of Education. Financial audits were clean with no negative findings. MATC reports that it has not received Financial Responsibility Scores from the Department of Education, but nevertheless, it has not been fined as a result of any reviews that may have occurred.

The CFI voluntarily reported to the HLC in 2012 resulted in further inquiry. MATC reports having taken proactive steps to manage its cash flow and spending and having increased tuition to achieve a stronger CFI.

Even with tuition increases, MATC's student loan default rates are lower than its Kansas peer institutions. MATC credits its student outreach efforts as the reason for lower than average default rates.

Campus Crime Reports are published annually and distributed to the public via the college's website and is available in alternative formats upon request. MATC reports that there have been no investigations regarding its Campus Crime Reports and its Student Right to Know/Equity in Athletics obligations under Title IV. MATC's Satisfactory Academic Progress and Attendance policies can be found on the college's website, in its college catalog and student handbook. Monitoring attendance is at the discretion of the faculty, but the institution's policy states that "Manhattan Area Technical College faculty members are dedicated to students' job-skill and employment preparation and believe that poor attendance may result in incomplete knowledge and skill development. Therefore, department instructors specifically address in their course syllabi the attendance guidelines for students enrolled in their program."

MATC is not a party to any contractual relationships related to its academic programming, but it offers two programs through consortial relationships with two other Kansas community colleges, both of which are HLC accredited.

41.0101 - Biology Technician/Biotechnology Laboratory Technician - Certificate - Certificate -  
41.0101 Biology Technician/Biotechnology Laboratory Technician (Advanced Biotechnology Certificate) - Advanced Biotechnology

51.0909 - Surgical Technology/Technologist - Certificate - Certificate - 51.0909 Surgical Technology/Technologist (Surgical Technology) - Surgical Technology

**Additional monitoring, if any:**

## Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

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1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - ☒ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

### Rationale:

The college's catalog, handbook and on-line material contain the necessary disclosures, including the Higher Education Opportunity Act, MATC Student Achievement, Notice of Non-discrimination and Title IX. The website has a page dedicated to these mandatory disclosures. <http://www.manhattantech.edu/disclosures>

Additional monitoring, if any:

## Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

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1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
  - Review the institution's disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC's web address.
  - Review the institution's disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
  - Review the institution's catalog, brochures, recruiting materials, website and information provided by the institution's advisors or counselors to determine whether the institution

provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.

- Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- ☒ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

MATC's website contains the appropriate reference to its accredited status with the Higher Learning Commission and it contains the Mark of Affiliation. Specialized programmatic accreditors are also accurately listed. The website, course catalog and program specific brochures consistently provide the same information about required coursework, tuition and other program costs, wage information (based on 2015 BLS data), sector growth and representative employers, and appear to conform to the college's advertising policy, which is as follows: "TRUTH IN ADVERTISING: MARKETING Marketing of the College shall tell the truth and shall reveal significant facts, the omission of which would mislead the public. Prior to making marketing claims the College personnel involved with material will provide documented evidence that supports the claim."

Additional monitoring, if any:

## Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
  - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
  - Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- ☐ The institution meets HLC's requirements.
- ☒ The institution meets HLC's requirements, but additional monitoring is recommended.
- ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

MATC reports that "program reviews are conducted every five years for each of the College's 18 programs. The regularly scheduled program reviews follow a template that is very thorough including assessment data and usage, retention information, faculty credentials, and other factors." Further, "Program Reviews are done on a 5-year cycle with three programs doing a full review on the fifth year of their cycle. On "off years" the programs provide a summary report for the year. The full [Program Review follows a template](#) to ensure that all relevant materials, data, and facets of the program are considered. Each year every program is provided program data and financial data to use in full review or the update ([Program Review Data Sheet](#)). A complete overview of the Program Review process can be found in Chapter 9 of the *Faculty Handbook*."

"We collect outcome-based data for reports for multiple oversight entities. For example, the Kansas Board of Regents (KBOR) requires multiple reports that contain outcome data. The Academic Year Report is comprised of data about the previous academic year including some type of outcome measure on every student. If the student is listed in the Completions Report, that individual has been successful in completing a certificate or degree. Students not on that list are compared to the Fall Enrollment Report to see if they have been retained to the next semester. If they are not enrolled they are considered non-completers; however, they could have transferred to another institution or temporarily dropped out, which is investigated later."

"KBOR also requires a Follow-up Report. It focuses on all Concentrators (i.e., completed 12 credit hours in their major) for the previous 18 months. The list of students on whom we report is generated after the submission of the Academic Year Report. That list is then broken down by program and the names sent to program faculty."

IPEDS and Scorecard information suggest a low year to year retention rate, to which MATC responded that a significant number of its programs are certificate programs with a duration less than one year. A completion measure is more descriptive of student success at MATC.

Individual program pages contain the learning outcomes for that program, but results obtained from the program review process reported above do not appear on the web pages for each program.

In its fall 2016 Progress Report related to ACEN accreditation for the college's Nursing degree (ADN), MATC describes a process by which it uses its learning outcomes assessment results to inform improvements in its curriculum, course delivery and active

learning techniques. The detailed competencies contained within course syllabi accompanied by a description of the assessment processes utilized in individual courses suggest that the information provided by MATC in its Federal Compliance report do not contain a complete description of the college's assessment practices or include examples of its assessment model in practice.

Onsite review confirmed the conclusion of the Federal Compliance Reviewer regarding the lack of examples of MATCs assessment model in practice. The onsite review indicated a lack of simple documentation of program assessment that clearly shows program outcomes, assessment methods, results, analysis and usage of results. While a few orally-given examples of usage of assessment results were given, there was not written evidence of usage of results across all programs. There were conflicting statements in documents and in interviews regarding what the core abilities are and what the general education outcomes are. A clear oversight structure for assessment efforts was not evident.

Additional monitoring, if any:

## **Publication of Student Outcome Data**

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
  - Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
  - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - ☐ The institution meets HLC's requirements.
  - ☒ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

MATC reports its graduation and transfer rates. IPEDS data reveal that completion and retention rates are consistent with MATC's peer group. The MATC 2015 Placement Report indicates that most students obtain employment in their field of study. The Placement Report, however is a PDF document that is linked to the college's disclosures page which is found by conducting a site search and not clearly linked to program or academic pages. Pass rates of end-of-program exams and of other assessments do not appear to be posted online.

Additional monitoring, if any:

## Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

**Note:** If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
  - Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.
  - Determine whether this information provides any indication about the institution's capacity to meet HLC's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
    - ☒ The institution meets HLC's requirements.
    - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
    - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
    - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate

reference).

#### Rationale:

MATC offers eight programs that have received specialized accreditation. They are:

- Accreditation: Associate Degree Nursing Program: Accreditation Commission for Education in Nursing (ACEN) Kansas State Board of Nursing (KSBN)--RN
- Dental Hygiene Technology Program: Commission on Dental Accreditation (CODA)
- Clinical Medical Laboratory Technology Program: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- Audience: Institutions Process: Federal Compliance Filing Form Contact: 800-621-7440 Published: March 2016 © Higher Learning Commission Page 13
- Building Trades (Residential Carpentry): National Center for Construction Education & Research (NCCER)
- Certification: Automotive Technology Program: National Institute for Automotive Service Excellence (ASE)
- Auto Collision Repair Program: Inter-Industry Conference on Auto Collision Repair (I-CAR) National Automotive Technicians Education Foundation (NATEF)
- Digital Drafting Design Technology: American Design Drafting Association (ADDA)
- Practical Nursing Program: Kansas State Board of Nursing (KSBN)--PN

All of the accreditors extended accredited status without reservation or conditions with the exception of ACEN. ACEN's Board of Commissioners identified evidence of noncompliance and areas needing development as part of its 2015 review and required a follow-up report due to ACEN in February 2017, but MATC retained its accredited status with ACEN in the interim.

MATC website and program materials accurately depict its accreditation relationships and status.

Additional monitoring, if any:

## Public Notification of Opportunity to Comment

(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

**Note:** If the team has determined that any issues raised by third-party comments relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution's notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
  - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- ☒ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

MATC solicited comments through a variety of means, including a notice on their web site (prominently placed on their home page), notices published in several area publications (verified by reviewing affidavits of publication) and through direct solicitations via letters addressed to key stakeholder groups. The text of the published notices meet the HLC requirements. Comments received were positive.

Additional monitoring, if any:

### **Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement**

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
- Review the list of direct assessment or competency-based programs offered by the institution.

- Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
  - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- ☐ The institution meets HLC's requirements.
  - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
  - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
  - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

MATC does not offer competency based education.

Additional monitoring, if any:

## **Institutional Materials Related to Federal Compliance Reviewed by the Team**

Provide a list of materials reviewed here:

MATC's Federal Compliance Filing and related attachments

MATC's Credit Hour Worksheet

College website

Uniform course outline/common syllabi for each required course for the following programs:

Building Trades AAS

Building Trades Certificate

Management/Entrepreneurship Certificate

Associate Degree Nursing

Medical Laboratory Technology

Individual syllabi for each section of the following courses that were offered during the 2016-17 academic year:

COM 105

MAT 135

BUS 126

CHM 100

ACC 100

Program Sheets

Student Handbook

College Policies

College Catalog

On-line course schedule for fall 2016 and spring 2017

Affidavits of Publication (with regard to published notices seeking comments)

Information on default rates and Title IV documentation

Accreditation correspondence indicating good standing

Annual Campus Safety Report with Campus Crime Statistics

Informational, marketing and recruitment examples



FORM

## Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: Manhattan Area Technical College

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

### Part 1. Institutional Calendar, Term Length and Type of Credit

#### Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

#### Responses

##### A. Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

☒ Yes ☐ No

Comments:

The majority of courses are offered utilizing a traditional full semester schedule with the number of weekly sessions commensurate with the number of credits assigned to the course. Courses offered in a modified format have an increased number of class sessions and/or longer class sessions to ensure comparable seat time with full semester courses.

##### B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

☐ Yes ☒ No

Rationale:

Identify the type of HLC monitoring required and the due date:

## Part 2. Policy and Practices on Assignment of Credit Hours

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### **Instructions**

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
  - At semester-based institutions courses will typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
  - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
  - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
  - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
  - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
  - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
  - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
  - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
  - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
  - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
  - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
  - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public

institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
  - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
  - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
  - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

### ***Worksheet on Assignment of Credit Hours***

#### **A. Identify the Sample Courses and Programs Reviewed by the Team**

#### **B. Answer the Following Questions**

##### **1. Institutional Policies on Credit Hours**

- a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

☒ Yes

☐ No

Comments:

MATC utilizes a system for determining course credit that calculates the minimum amount of time dedicated to the learning process for that course, regardless of the manner of delivery.

*Minimum instructional time Total for 15 Weeks (Contact time X Weeks) plus  
Minimum Out of Class Student Work Total for 15 Weeks (Outside Work X Weeks)  
Equals Total of instructional contact time and out of class student work*

Courses offered in an accelerated format are required to spend the same total time for the credit being awarded. Courses offered in a hybrid or on-line format have the same learning objectives and course competencies and the college's policy requires that the time spent on learning activities equate to the time spent if the course had been offered in a more traditional full seat time, semester course. Specifically,

*Contact time is satisfied by several means which can include, but is not limited to, the following: A) regular instruction or interaction with a faculty member once a week for each week the course runs. B) Academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials graded and reviewed by faculty. In all such instances, these courses must meet the total amount of instructional and student work time as the examples above even if delivered online or asynchronously.*

- b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

☒ Yes ☐ No

Comments:

See a. above

- c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

☒ Yes ☐ No

Comments:

No MATC courses are offered in an accelerated format that decreases the number of class sessions or requires a student to meet more than 5 hours in one day. MATC policy defines the institution's expectations with regard to independent study, internships and practica courses that may have experiential learning that is not defined by stringent course competencies or learning units. Specifically:

*Internship/Externship/Field Experience: Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact, but where the actual learning environment takes place off campus at an approved site. The learning experience will typically involve a site supervisor or preceptor and directed activity/learning will occur outside of a lecture setting. Contact time and outside student work requirements must be established and documented, and must match the total amount of work given in the example above. The faculty member or program director responsible for the experience is required to keep records of amount of supervised work and the amount of outside work assigned so that contact hours can be calculated.*

*Independent Study: Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact. Minimum credit hours are determined based on faculty instructional contact minutes and student outside work time. In all such instances, such courses must match the total amount of work using the examples listed above.*

- d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☒ Yes

☐ No

Comments:

MATC's model is consistent with the practices of institutions that have adopted the Carnegie model.

## 2. Application of Policies

- a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☒ Yes

☐ No

Comments:

Sample syllabi demonstrated that the courses offered require classroom time, homework and other learning activities that meet or exceed the standards for the credit being awarded.

- b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

☒ Yes

☐ No

Comments:

The syllabi reviewed in connection with this compliance review contained detailed learning outcomes, course competencies and learning units commensurate with the credits awarded for successful completion of the course. In some instances, the learning outcomes and competencies varied from instructor to instructor of the same course. In the case of MAT 135, the differences were significant. The differences were less significant, but different nonetheless, with regard to CHM 100 and COM 105. The syllabi demonstrated an appropriate level of rigor for the credits being awarded, by comparability of learning experience where learning objectives and course competencies are different requires further review. Recently hired an Instructional Project Coordinator who is reviewing all syllabi and developing an electronic system to ensure consistency of all syllabi. The project will be completed by Fall 2017.

- c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

☒ Yes ☐ No

Comments:

Regardless of the manner of delivery, the amount of time devoted to learning activities, including class time and homework reflect the institution's policy.

- d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☒ Yes ☐ No

Comments:

The syllabi reviewed in connection with this compliance review contained detailed learning outcomes, course competencies and learning units commensurate with the credits awarded for successful completion of the course and were identical or very similar to the face to face version of the course. See b. above.

- e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☒ Yes ☐ No

Comments:

The sample syllabi representing technical and general education courses offered in a variety of formats and on campus and off campus locations demonstrate that the

institution's practice follows its policies and such policies are aligned with the practices of other higher education institutions.

**C. Recommend HLC Follow-up, If Appropriate**

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution's credit hour policies and practices?

☐ Yes ☒ No

Rationale:

Identify the type of HLC monitoring required and the due date:

**D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour**

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

☐ Yes ☒ No

Identify the findings:

Rationale:

## Part 3. Clock Hours

### ***Instructions***

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☐ Yes ☒ No

**If the answer is “Yes,” complete the “Worksheet on Clock Hours.”**

**Note:** This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction

1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

## ***Worksheet on Clock Hours***

### **A. Answer the Following Questions**

1. Does the institution's credit-to-clock-hour formula match the federal formula?

☐ Yes ☐ No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

☐ Yes ☐ No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes ☐ No

Comments:

- B. Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?**

☐ Yes ☐ No

- C. Recommend HLC Follow-up, If Appropriate**

Is any HLC follow-up required related to the institution's clock hour policies and practices?

☐ Yes ☐ No

Rationale:

Identify the type of HLC monitoring required and the due date:



## Institutional Status and Requirements Worksheet

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<b>INSTITUTION and STATE:</b>	Manhattan Area Technical College, KS
<b>TYPE OF REVIEW:</b>	Standard Pathway Comprehensive Evaluation
<b>DESCRIPTION OF REVIEW:</b>	Year 4 Comprehensive Evaluation to include embedded interim report on The Delineation of Two Aspects of Assessment: Organizational Restructuring, and The Assessment of Institutional Core Abilities. Embedded monitoring is to be addressed by the institution in the applicable core components of its Assurance Argument. The review team is to ascertain whether the institution has satisfactorily addressed the monitoring issue(s) and will document its findings in the conclusion section of the team report. Comprehensive Evaluation includes a Federal Compliance Reviewer.
<b>DATES OF REVIEW:</b>	5/1/2017 - 5/2/2017
<input type="checkbox"/> No Change in Institutional Status and Requirements	

### Accreditation Status

Nature of Institution

Control: Public

**Recommended Change: No change**

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Degrees Awarded: Associates

**Recommended Change: No change**

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Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2010 - 2011

Year of Next Reaffirmation of Accreditation: 2020 - 2021

**Recommended Change: No change**

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### Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

**Recommended Change: No change**

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## Institutional Status and Requirements Worksheet

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Additional Location:

Prior HLC approval required.

**Recommended Change: No change**

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Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change: No change**

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### Accreditation Events

Accreditation Pathway

Standard Pathway

**Recommended Change: No change**

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### Upcoming Events

Comprehensive Evaluation: 2020 - 2021

**Recommended Change: No change**

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### Monitoring

Upcoming Events

None

**Recommended Change: Interim Report due 7/1/18: on ethics and organization of the educational foundation (2C).**

**Focused Visit due by 12/1/19: on student outcomes assessment (4B).**

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### Institutional Data

#### Educational Programs

##### Undergraduate

Certificate	13	_____
Associate Degrees	14	_____
Baccalaureate Degrees	0	_____

##### Graduate

Master's Degrees	0	_____
Specialist Degrees	0	_____

**Recommended  
Change:**



## Institutional Status and Requirements Worksheet

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Doctoral Degrees

0

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### Extended Operations

#### Branch Campuses

None

**Recommended Change: No change**

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#### Additional Locations

None

**Recommended Change: No change**

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#### Distance Delivery

41.0101 - Biology Technician/Biotechnology Laboratory Technician, Certificate, Advanced Biotechnology  
51.1004 - Clinical/Medical Laboratory Technician, Associate, Clinical Medical Laboratory Technician –  
A.A.S

**Recommended Change: No change**

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#### Correspondence Education

None

**Recommended Change: No change**

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#### Contractual Arrangements

None

**Recommended Change: No change**

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#### Consortial Arrangements

41.0101 - Biology Technician/Biotechnology Laboratory Technician - Certificate - Certificate - 41.0101  
Biology Technician/Biotechnology Laboratory Technician (Advanced Biotechnology Certificate) - Advanced  
Biotechnology

51.0909 - Surgical Technology/Technologist - Certificate - Certificate - 51.0909 Surgical  
Technology/Technologist (Surgical Technology) - Surgical Technology

**Recommended Change: No change**

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